Utilization of Social Media and Learners' Creative Writing Skills

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Authors' contributions

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ABSTRACT

Aims: The purpose of this study is to identify the profile of the respondents' most used social media networks; determine the level of social media utilization in terms of educational, networking and entertainment tool; to determine the students' level of creative writing skills in terms of content, convention, and vocabulary; find the significant relationship between the utilization of social media and the creative writing skills of students.
Study Design: Descriptive Survey Research Method with Quantitative Approach.
Place and Duration of Study: The study was conducted at Agusan National High School in Cagayan de Or City's East 1 District during the school year: 2022.
Methodology: The respondents were Two hundred thirty-two (232) students in Grade 10 at Agusan National High School in Cagayan de Oro City's East 1 District. This study used a self-created survey that underwent validity and reliability testing.
Results: The results showed that the most utilized social media site was Facebook, while Twitter was Less Utilized interpreted as Very Low. On the students' overall utilization of social media, utilization as a networking tool got the highest, while utilization as an educational tool was the lowest. The students' overall creative writing skills, Vocabulary was the highest, while the content was the lowest. Students' most used social media sites have a significant relationship with their creative writing skills. Thus, the

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null hypothesis is rejected. Students' extent of utilization of social media sites has a significant relationship to their creative writing skills. Thus, the null hypothesis is rejected.

Conclusions: The study employed a descriptive survey research method, which included a quantitative approach to collecting numerical data through a questionnaire. It also used frequency and percentage distribution, mean and standard deviation. Pearson Product-Moment Correlation Coefficient was also used to find the relationships among the variables. The results showed that students visit and utilize Facebook and their social media accounts Most of the Time, while their creative writing skills were also at Most of the Time or High Level. It was concluded that students' utilization of social media is significantly correlated to their creative writing skills; thus, it is recommended that the utilization of social media be guided and monitored for proper and correct utilization.

1. INTRODUCTION

Humans continuously embrace new technology, information, lifestyles, and languages since they live in a globalized society. Younger generations are urged to utilize virtual social media websites like Facebook, Twitter, Tiktok, and Youtube more frequently due to their popularity. They believe what they are doing on virtual social media is current and that if they stick with those trends, others will think highly of them. Yet, in today's world, virtual social media affects how young learners pick up languages. Due to the prevalence of digital social media among younger people, they may be purposefully or accidentally adopting that pattern of language acquisition.

Ninety-nine percent (99%) of children between the ages of 3 and 17 utilized the Internet in 2021. The most used platform was YouTube, which was used by 89% of children. Half the children used TikTok, a well-known platform for watching and sharing short films. Most social networking platforms demand that users be 13 years old or older. Yet, the survey found that the majority of children under the age of 13 have their own profile on at least one social networking app or website. For children aged five to seven, one-third of parents reported that their child had a profile; this number rose to 60% with children aged eight to eleven. It is evident that getting around these age limitations is not a challenging undertaking. Children just enter a fictional age while creating an account. Some children have two accounts on the same platform, one for their parents and one for their buddies, and this is all happening. For example, 16% of three and four-year-olds watch videos on TikTok, according to the survey. This does not mean that the kids have their accounts and could include the children watching videos that their parents or other people show them. But even at an early age, they are exposed to social media content. In light of these findings, it is time to reevaluate our understanding of how social media use impacts children of different ages [1].

Social Networking Sites (SNS) allow young people to present themselves in the way they want to be perceived by others. Several authors have argued that males and females face different types of pressure to present altered images of themselves online, with girls facing additional pressure to present themselves in a more stereotypical way, potentially jeopardizing their psychological well-being. Instagram is one of the most rapidly growing social media platforms. Instagram had approximately 700 million users as of April 2017 [2].

Sari [3] promotes a marketing communication strategy by focusing on how creative writing is created in the content creation industry. Because of the need to learn the interplay between user experiences with digital economy platforms and the creative writing of a group of digital content writers, this study offers some empirical assumptions about such resources as well as suggestions of the best methods for learning creative writing. For these reasons, it investigates how their experiences contribute to their creative writing, as well as how their knowledge gained from interaction in various digital economy platforms contributes to their innovative products.

Moreover, SARA [4] asserts that social media affects pupils' accuracy and fluency. Additionally, if students cannot distinguish between formal writing and texting, as well as between speaking and writing, their writing will never be academic. One of the teachers claimed that this destroyed

concise writing because some students use informal language and write lengthy sentences that do not always convey the intended meaning. According to Bensaid and Boumaaza [5], it is crucial to follow a specific compositional convention with regard to things like how to write numbers, where to put abbreviations, how to use different verb tenses in different sections, how to capitalize phrases and headings, and the distinctions between UK and US English spelling and punctuation.

The researcher, from the given premise, examines the utilization of social media in relation to the creative writing skills of Grade 10 students. Research on this nature seems to be minimal specially in the local setting which is essential in checking the effects or relationship of social media on the students' skills development and even to their performance. This further inspires the researchers to explore if indeed social media can be of great help for educational purposes and can be utilized in improving students' performance.

The Technology Acceptance Model (TAM), a theory of information systems that simulates how consumers come to accept and use technology, served as the conceptual foundation for this study. The real system use is the endpoint at which people use technology. Technology is used by people for behavioral reasons. Behavioral Intention (BI) is influenced by the Attitude (A), which represents the general opinion of the technology.

The concept postulates that a variety of elements, including Perceived Usefulness (PU), which Fred Davis [6] defines as the degree to which a person believes that utilizing a certain system would enhance their ability to execute their job, come into play when users are exposed to new technology. It indicates whether someone believes using technology to complete the task at hand is beneficial. Davis defined perceived ease-of-use (PEOU) as the degree to which a person thinks utilizing a certain technology will be effortless. The obstacles are removed if the technology is easy to use. On the other side, if it is challenging to use and has a convoluted interface, nobody will like it.

Additionally, independent variables like social influence have a big impact on attitude. When these things (TAM) are in place, individuals will be inclined to use technology and intend to do so. However, since everyone is unique, perceptions based on age and gender may vary. The Technology Acceptance Model, which claims that perceived usability and perceived usefulness are the two main criteria that affect a person's desire to utilize new technology, is one of the most popular models of technology acceptance. A senior who believes that learning to use digital games is too difficult or is a waste of time will be less likely to adopt this technology than a senior who believes that learning to use digital games is easy and that they provide the necessary mental stimulation. TAM is a useful overall framework that is consistent with numerous studies examining the elements that impact older individuals' intention to utilize new technology, despite the fact that it has been criticism for a number of reasons.
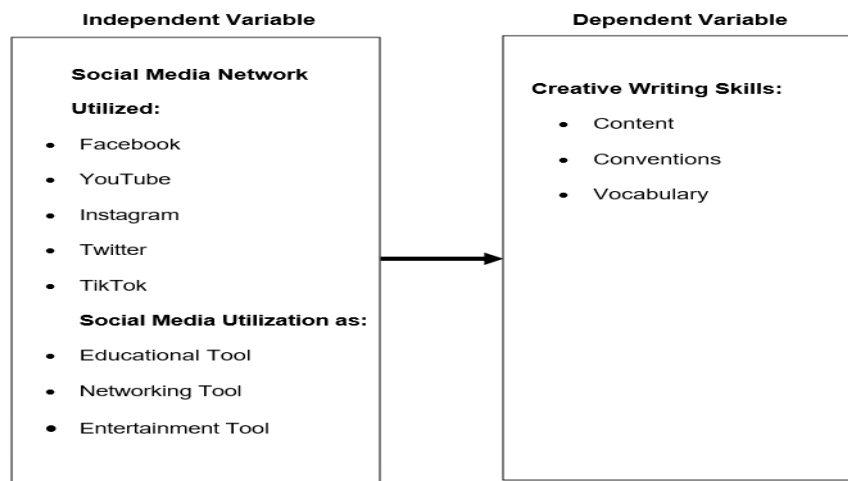

Fig. 1. Schematic diagram showing the interplay between the independent and dependent variables of the study

According to Davis [6], self-efficacy and instrumentality are the two key ways by which perceived ease of use affects a person's attitude. The self-efficacy theory was proposed by Bandura and claims that a user's perception of efficacy increases with how simple a system is to use. A user will feel as though he has control over his actions if the tool is simple to use. Efficacy is one of the key elements supporting intrinsic motivation, and it is what here shows the causal link between attitude and perceived ease of use. A person's performance can be enhanced by perceived ease of use, which can be quite significant. An easy-to-use tool will need the user to exert less effort, giving him more time to focus on.

However, it is important to note that the research Davis offered to support his model demonstrates a larger correlation between the intention to utilize an information system and perceived usefulness than between perceived ease of use and perceived usefulness. The most important factor for a user, according to this approach, should be the tool's perceived effectiveness. The independent variable of the study was the social media networks utilized by them. The dependent variables were the students' creative writing skills, like content, conventions, and vocabulary.

2. MATERIALS AND METHODS

2.1 Design

The study employed descriptive research, also known as statistical research. This aids in answering questions like who, what, where, when, and how. Thus, given the study's requirements, this particular research design was more appropriate for the current study. When the goal of the research is to identify characteristics, frequencies, trends, and categories, descriptive research is an excellent choice. It is useful when little is known about a topic or problem. For this study, descriptive correlational design was used to determine the students' use of social media and its relationship to their creative writing abilities. Structured questionnaires with specific parameters were used for this study to keep the focus on the desired subject using four-point Likert scales.

Descriptive statistics such as mean and standard deviation were employed to describe the study's variables. In addition, the Pearson Product Moment Correlation Coefficient or Pearson (r) was utilized to determine the significance of the interaction among the dependent and independent variables in the study.

2.2 Respondents and Sampling Procedure

The respondents of the study were the two hundred thirty-two (232) Grade 10 students at Agusan National High School. The probability sampling technique involved in this study is a stratified sampling method. Thus, the method is employed to select respondents in a random fashion. Slovin's formula is used in calculating the sample size, which is two hundred thirty -two (232) out of the five hundred fifty (550) population.

2.3 Instrument

The current study gathered data using a self-created survey modeled after the study of Sarwat et al. [7]. It was critical to keep the research problem under investigation in mind when developing the survey questionnaire. As a result, it becomes the primary basis for determining which questions should be included in the research questionnaire as opposed to being excluded. Close-ended questions seem to have been precisely and neatly written into the survey, allowing for statistical processing and analysis. To write responses to closed-ended questions, a Likert rating scale (4 points) was used, which generally asked respondents to suggest how often they decide or reject the hypotheses in the questionnaire.

3. RESULTS AND DISCUSSION

3.1 Most Utilized Social Media Sites

Table 1 presents the students' most utilized social media sites. It has an Overall Mean of 2.85 with SD=0.89 described as Most of the Time and interpreted as High. This implies that the students were able to reach the second-highest level of utilization of social media sites. This means that social media utilization plays a vital role in the student's life and daily activities. Students are now using majority of their free time scrolling their social media accounts instead of studying or reviewing their lessons. What makes it worst is that instead of having socialization time with their friends and families physically, they do it more on the virtual side. This can be of great disadvantage as the students tend to develop their social skills at low level as they have fewer actual interactions. People are social beings who

Table 1. Students' most utilized social media sites

Indicators	Mean	SD	Description	Interpretation
Facebook	3.86	0.85	At all times	Very High
YouTube	3.80	0.94	At all times	Very High
Instagram	2.31	0.86	Sometimes	Low
TikTok	3.74	0.98	At all times	Very High
Twitter	1.68	0.91	Less Utilize	Very Low
Others	1.70	0.82	Less Utilize	Very Low
Overall Mean	2.85	0.89	Most of the Time	High

Note: 3.25 – 4.00 Vey High, 2.50-3.24 High, 1.75-2.49 Low, 1.00-1.74 Very Low

have method and technique to convey with others. Every year, more citizens sign up and participate in social media platforms. Over the course of the past 12 years, use of social networks has climbed at more than 4 million followers, up from less than a billion in 2010 [8].

As a result, its use and influence are undeniable. Social media covers websites and programs that promote partnership, content sharing, engagement, and neighborhood feedback. Individuals use social networks in order to interact with and communicate with their friends, family, and other communities. Numerous websites and social media platforms provide students with a wealth of information. Students can select informative and relevant websites to follow in order to stay up to date via social media news feeds. Based on their interests, students can find answers to their questions.

Social networking sites provide educational advantages as well, aiding students in effectively learning specific ideas and preparing them for important lectures. The most recent information on numerous educational subjects will be available on social media networks, giving pupils a chance to survey and research what has changed. These days, social media serves as students' Wikipedia. Social media learning is the current trend that we are seeing [9].

In the same table, the highest rated indicator or site is *Facebook* with the Mean score of 3.86 with SD=0.85, described as At All Times, which is interpreted as Very High. This implies that the students mostly use their time using Facebook as part of their socialization. This means that the majority of the students are giving most of their time on social media sites, specifically Facebook.

Along with the findings, indeed Facebook has become one of the most popular sites in the world wherein individuals can share ideas, connect with loved ones here in the country and abroad and some other things like services offered by the site. It can also help users create their own content and later online source of income. It is a venue to start for anyone trying to establish their social media strategy because it is the biggest and most well-known social media network globally. Also, it offers the most complete collection of tools and exposes one's posts and content to the largest audience of any social network. Users can boost their overall productivity by using Facebook's capabilities to develop their online identity, engage meaningfully with others, and connect with possible employers [4].

Meanwhile, the lowest rated indicator or site is *Twitter* with the Mean score of 1.68 with SD=0.91, described as Less Utilized, which is interpreted as Very Low. This implies that the students have less spending their time on the use of Twitter compared to other popular sites. This means that the students do not have much time to spend on the utilization of social media sites which is Twitter. This site is also one of the most popular sites in the world. Perhaps this is because Twitter has fewer applications offered than Facebook, making the young generations more acquainted with it, knowing that they can access those applications for free.

Nevertheless, the way that humans may communicate with one another has changed due to social networking. Through this medium, everyone may contribute to the fixing of recent advancements, share favorite websites with others, and capture moments using images and videos to share with loved ones. When examining the most recent kind of social networking, there are many benefits to keep in mind, but it can also be a world full of many drawbacks. Anyone can use websites to spread their message, offer goods or services, or improve their public image. Additionally, throughout these phases, partner conflict can inexorably lead to people making choices that

they would never have otherwise made [10]. Thus, communication lines should always be open to all parties to immediately address rising issues and concerns.

3.2 Utilization of Social Media

Table 2 presents the students' utilization of social media as an educational tool. It has an overall mean of 2.53 with SD=0.88 described as Most of the Time, which is interpreted as High. This implies that the students were utilizing social media as an educational tool. The advancement of technology in software, devices, and infrastructure has an impact on learning network opportunities, the changing nature of learning environments, and potential learning opportunities for students to engage with. Many students around the world use social media on a daily basis, and there are numerous opportunities to incorporate it into higher education [11].

Social media is enabled openness as a digital technology approach to moving beyond different types of knowledge. Such academic eloquence adds to the isolated and focused elements of closed research and is essential for producing high-quality results that have an impact [12]. Social media encourages self-directed learning, which prepares students to seek answers and make decisions on their own. These social media skills can be guided and refined in the classroom to generate enhanced learning outcomes and awareness.

In the same table, the highest rated indicator *I use social media as search engine* with a Mean of 2.77 with SD=0.98, described as Most of the Time, which is interpreted as High. This implies that search engines have emerged as the most popular platform that students now use to garner information. Search engines and computers used outside of an academic top the list of digital tools that students find very useful for studying, with more than 82% of them [13]. According to Bruns [14], if the majority of users on social networking platforms today share news, if users may see and learn from one another's sharing behaviors if these behaviors increase the likelihood of broad accidental news discovery, and if such news discovery has now surpassed search engines as the primary source of the traffic to news websites, then gate watching, and news curating are no longer only used by businesses.

Meanwhile, the lowest indicator *I use social media to keep my school data* with a mean score of 2.40 with SD=0.84 described as Sometimes and interpreted as Low. This implies that students have less utilization in terms of keeping their school data. Students today rely more and more on information and data that is readily available online and on social networking sites. This explains why, in some circumstances, students' learning abilities and research capacities are declining because their use of these websites distracts them, which makes them spend less time studying and negatively affects their academic performance [15].

Table 2. Social media utilization as educational tool

Indicators	Mean	SD	Description	Interpretation
1. I use social media as search engine.	2.77	0.98	Most of the Time	High
2. I use social media as means of collecting data.	2.56	0.89	Most of the Time	High
3. I use social media to submit assignments.	2.61	0.76	Most of the Time	High
4. I use social media to create class presentations.	2.55	0.83	Most of the Time	High
5. I use social media to find tools for school activities.	2.75	0.92	Most of the Time	High
6. I use social media to make my projects.	2.65	0.87	Most of the Time	High
7. I use social media as my tutorial reference.	2.63	0.79	Most of the Time	High
8. I use social media to keep my school data.	2.40	0.84	Sometimes	Low
9. I use social media for my projects.	2.61	0.96	Most of the Time	High
10. I use social media online resources.	2.75	0.93	Most of the Time	High
Overall Mean	2.63	0.88	Most of the Time	High

Note: 3.25 – 4.00 Vey High, 2.50-3.24 High, 1.75-2.49 Low, 1.00-1.74 Very Low

Table 3 on the next page presents the students' utilization of social media as networking tool. It has an Overall Mean of 2.86 with SD=0.87 described as Most of the Time, which is interpreted as High. This implies that the students were utilizing social media as a networking tool. The use of online social media platforms to connect with new and existing friends, family, colleagues, and businesses is referred to as social networking. Individuals can use social networking to proclaim and inform their interests and concerns with others who may support and interact with them in other way.

Additionally, about 7 in the population utilize online platforms to communicate with others, read articles, share information, and have fun. Teens use social media for a variety of reasons, including enjoyment, identity development, social betterment (improving offline social status through virtual communities), and interpersonal connection maintenance [16]. Social networking brings people and businesses together by allowing them to share information, ideas, and messages. Companies use social media to build and strengthen brand recognition, promote products and services, and respond to customer questions and concerns.

In the same table, the highest indicator, *I use social media to ask questions related to my studies*, with a Mean of 3.07, SD=0.98, described as Most of the Time and interpreted as High. This implies that students use social media to ask questions related to their studies. Students reported that social media encouraged active teamwork among classmates and academic staff as well as inspired their learning. Shared resources were also among the most effective indicators of a student's willingness to use social media for learning. Collaboration was found to be the least important factor for use, according to the study (Sobaih, 2020).

Meanwhile, the indicator *I use social media to share information about my studies*, got the lowest Mean of 2.64 with SD=0.84, described as Most of the Time and interpreted as High. This implies that students have used social media to share information about their studies. Users can engage in conversations, share information, and produce content for the web via social media platforms. Social media is used by billions of people worldwide to connect and exchange information. On a personal level, social media enables us to stay in touch with friends and family, learn new things, pursue our interests, and be entertained.

Table 3. Social media utilization as networking tool

Indicators	Mean	SD	Description	Interpretation
1. I use social media to ask questions related to my studies.	3.07	0.98	Most of the Time	High
2. I use social media to seek help when I find difficulties in my studies.	2.94	0.73	Most of the Time	High
3. I use social media to get idea/s for my projects	3.00	0.95	Most of the Time	High
4. I use social media to share information about my studies.	2.64	0.84	Most of the Time	High
5. I use social media to enhance my skills in communicating.	2.75	0.98	Most of the Time	High
6. I use my social media to learn new information every day.	2.75	0.87	Most of the Time	High
7. I use my social media to exchange ideas with my classmates.	2.60	0.78	Most of the Time	High
8. I use social media to send messages and information to my teachers.	2.97	0.86	Most of the Time	High
9. I use social media to send messages and information to my parents and relatives.	2.96	*0.82*	Most of the Time	High
10. I use my social media to ask ideas, opinions, or reactions.	2.88	0.86	Most of the Time	High
Overall Mean	2.86	0.87	Most of the Time	High

Note: *3.25 – 4.00 Vey High, 2.50-3.24 High, 1.75-2.49 Low, 1.00-1.74 Very Low*

Table 4. Social media utilization as entertainment tool

Indicators	Mean	SD	Description	Interpretation
1. I use social media to get news and updates	3.03	0.85	Most of the Time	High
2. I use social media as an outlet to relieve stress.	2.85	0.94	Most of the Time	High
3. I use social media to be more updated on the latest fashion trends.	2.55	0.87	Most of the Time	High
4. I use social media to post my thoughts.	2.61	0.80	Most of the Time	High
5. I use social media to watch videos.	3.00	0.87	Most of the Time	High
6. I use social media to buy/sell products.	2.40	0.75	Sometimes	High
7. I use social media to upload/download videos	2.76	0.70	Most of the Time	High
8. I use social media to play online games.	2.85	0.96	Most of the Time	High
9. I use social media to entertain myself.	2.66	0.72	Most of the Time	High
10. I use social media to order foods.	2.32	0.73	Sometimes	Low
Overall Mean	2.70	0.82	Most of the Time	High

Note: 3.25 – 4.00 Vey High, 2.50-3.24 High, 1.75-2.49 Low, 1.00-1.74 Very Low

Table 4 on the next page presents the students' utilization of social media as an entertainment tool. It has an Overall Mean of 2.70 with SD=0.82, described as Most of the Time, which is interpreted as High. This implies that the students were utilizing social media to unwind and relax. Social media has many advantages and provides a source of information, entertainment, and connection through a variety of electronic platforms. Although many users of these platforms are entities, there has been a rapid increase in organizational use of the platforms. Support and disseminate trustworthy information (Schoultz, 2023).

Further, this has forced people to confront a new reality in which the perceived role of social media may have shifted because social media has evolved into a primary tool that meets people's needs for connection with the outside world, conversation with family and friends, interpersonal interactions, entertainment, and information [17]. In essence, social entertainment marketing refers to any type of content that is printed or broadcast live online in order to entertain its viewers. Long or short-form videos, live streams, and any other form of content that allows for a deeper connection between creators and viewers are popular trends.

In the same table, the indicator *I use social media to get news and updates,* got the highest Mean of 3.03 with SD=0.85, described as Most of the Time, which is interpreted as High. This implies that students use social media to get news and updates. People could look for information through unauthorized channels (like

social media), exposing themselves to rumors and unverified information. Based on the study of Bergström [18], the majority of the interviewees do use social media to receive news. Thirty-nine of the forty-four young individuals who were interviewed agreed to that question. Some people also mentioned that they consciously choose to follow news websites on social media. One person claimed they get all of their news on Facebook, while others said their motivation was to share with friends. It suggested the most common way the young interviewees acquire news through social media. The most frequently mentioned platform is Facebook, although SNS news also includes mentions of Instagram, Snapchat, Youtube, and Twitter.

Meanwhile, the indicator *I use social media to order foods* got the lowest Mean of 2.32 with SD=0.73, described as Sometimes, which is interpreted as Low. This implies that students sometimes use social media to order food. The choice of food items and travel services made by Millennials and Gen Xers was significantly influenced by social media communication. Respondents used both information found on official company pages as well as information found online from other people to make their purchasing decisions. Also, they centered their purchasing choices on the qualities of food goods and tourism services, constantly attempting to stay on top of the most recent application possibilities and learning about any complaints or potential flaws (Dabija, 2018).

Table 5 on the next page reflects the students' overall utilization of social media. It has an

Overall Mean of 2.73 with SD=0.86, described as Most of the Time, which is interpreted as High. This implies that the students were utilizing social media as an educational tool, networking tool, and entertainment tool.

In the same table, the highest variable is the *Networking Tool* got a Mean of 2.86 with SD=0.87, described as Most of the Time, which is interpreted as High. This implies that students use social media as a networking tool. Some social media sites have altered the way people communicate and interact on the internet. Individuals can reconnect with old friends, partners, and mates by using person-to-person communication websites. Individuals can reconnect with old friends, partners, and mates through person-to-person communication sites. It also encourages people to make new friends and share content, pictures, sounds, and videos with them. Web-based social networking is also changing society's lifestyle [19].

Meanwhile, the variable *Educational Tool* got the lowest Mean of 2.63 with SD=0.88, described as Most of the Time, which is interpreted as High. This implies that students use social media as Educational Tool. In this social media age, the connection and partnership in teaching and learning can now be carried out virtually, with no regard for time or space constraints or barriers. To this end, some academic researchers have coined the term Learning 2.0 in reference to a range of all instructional strategies that draw heavily upon Web 2.0 tools [20]. The potential of an educational, social network with public and private spaces. On the student side, using smartphones with apps to monitor physical activity is considered an essential device in secondary school (Montiel-Ruiz, 2023).

3.3 Students' Level of Creative Writing Skills

Table 6 presents the students' overall level of creative writing skills. It has an Overall Mean of 2.55 with SD=0.93 described as Most of the Time, which is interpreted as High. This implies that content, convention, and vocabulary skills are utilized by the students in their creative writing. These elements are essential in writing English activities to make the students' outputs appealing, believable, and noteworthy. This takes time, but when practiced and mastered, it can be beneficial to the student's skills and future endeavors.

In the same table, the variable *Vocabulary* got the highest Mean of 2.63 with SD=0.90 described as Most of the Time, which is interpreted as High. This implies that students have high utilization of vocabulary in creative writing skills. Knowing how to utilize words in relation to their meaning is known as vocabulary. It takes more than merely looking up words in a dictionary and using them in sentences to expand one's vocabulary. Through both direct and indirect learning, students' vocabulary expands over the course of their lifetime. Each student's academic success depends on their vocabulary abilities. Success for students both inside and outside of the classroom hinges on their ability to comprehend reading and improve their English. Student growth might be hampered by developmental delays, reading issues, and infrequent exposure to new words. Nonetheless, the majority of educators concur that teaching vocabulary through passive learning is not the most effective strategy [21].

Table 5. Overall social media utilization

Variables	Mean	SD	Description	Interpretation
Educational Tool	2.63	0.88	Most of the Time	High
Networking Tool	2.86	0.87	Most of the Time	High
Entertainment Tool	2.70	0.82	Most of the Time	High
Overall Mean	2.73	0.86	Most of the Time	High

Note: 3.25 – 4.00 Vey High, 2.50-3.24 High, 1.75-2.49 Low, 1.00-1.74 Very Low

Table 6. Overall level of creative writing skills

Variables	Mean	SD	Description	Interpretation
Content	2.48	0.95	Sometimes	Low
Convention	2.53	0.95	Most of the Time	High
Vocabulary	2.63	0.90	Most of the Time	High
Overall Mean	2.55	0.93	Most of the Time	High

Note: 3.25 – 4.00 Vey High, 2.50-3.24 High, 1.75-2.49 Low, 1.00-1.74 Very Low

Meanwhile, *Content* got the lowest Mean of 2.48 with SD=0.95 described as Sometimes, which is interpreted as Low. This implies that students has less content in their creative writing skills. In the digital marketing industry, creative writing has a lot of potentials because the content created effectively engages the audience and persuades them to act, whether it is buying a product, subscribing, clicking a link, liking a post, sharing, commenting, attempting a demo, or even signing up for a service. If they want to learn creative writing, the internet is probably the best place to start, but they must know what to look for. In any case, they can enroll in a variety of courses to help them learn and master the discipline of creative writing. Pentury et al. [22] claimed that in their creative writing project activities, student groups learn language skills and content knowledge such as grammar, parts of speech, and vocabulary. To ensure that every student in the group has an opportunity to contribute ideas throughout their projects. They can plan their creative writing by individually brainstorming creative, imaginative, inspiring, and productive ideas. The ideas should then be discussed.

3.4 Students' Level of Creative Writing Skills

Table 7 illustrates the test correlation between the most utilized social media sites and creative writing skills. The utilization of social media sites like Facebook showed a significant relationship towards creative writing skills, wherein Facebook and creative writing skills showed an r-value of 0.642 (p-value=0.000). It was at a 0.05 level of significance. Thus, the null hypothesis of no significant relationship is rejected. This implies that the utilization of social media like Facebook has a significant relationship with the pupils' creative writing skills.

More so, this means that in many ways, Facebook appears to be a promising and adaptable medium with the ability to develop and strengthen second language writing skills. For both pupils and teachers in teaching writing, the writing style is an effective instructional strategy. It gives students a lot of chances to raise their academic achievement. After receiving creative writing instruction, pupils' academic writing abilities dramatically increased. Students that achieve greater academic achievement are happy to share their innovative ideas and have higher self-esteem, which helps with personal growth. It can therefore be considered a factor in raising student motivation. They pick up different techniques for producing unique goods. It presents an opportunity to help pupils choose their intended audience and gain knowledge of genre structure [23].

Furthermore, the Utilization of social media sites like YouTube showed a significant relationship towards creative writing skills, wherein YouTube and creative writing skills showed an r-value of 0.611 (p-value=0.000). It was at a 0.05 level of significance. Thus, the null hypothesis of no significant relationship is rejected. This implies that the utilization of social media like YouTube has a significant relationship with the pupils' creative writing skills. This means that students are more interested and more likely to concentrate while engaging in visually stimulating activities than reading walls of text in books and notes. YouTube is gradually emerging as a promising and dependable learning tool used by both students and teachers. Its utility in the transfer of knowledge and skills is becoming clear. It will be interesting to see how useful YouTube is for learning among students of Generation Z. It is necessary to examine the negative effects or shortcomings of YouTube as a learning tool [24].

Table 7. Correlation between most utilized social media sites and creative writing skills

Utilized social media sites	Creative writing skills			
	r-value	p-value	Description	Interpretation
Facebook	0.642	0.000	Reject Ho	Significant
YouTube	0.611	0.000	Reject Ho	Significant
Instagram	0.022	0.716	Accept Ho	Not Significant
TikTok	0.568	0.000	Reject Ho	Significant
Twitter	0.038	0.890	Accept Ho	Not Significant
Others	0.013	0.782	Accept Ho	Not Significant

*Note: *significant at p<0.05 alpha level, S – significant, NS – not significant*

Nevertheless, the utilization of social media sites like Instagram showed no significant relationship towards creative writing skills, wherein Instagram and creative writing skills showed an r-value of 0.022 (p-value=0.716). Thus, the null hypothesis of no significant relationship is accepted. This implies that the utilization of social media like Instagram has no significant relationship with the pupils' creative writing skills. This means that students can help enhance their practical skills if they use it to view instructional films. It becomes a fantastic help in research projects if they use it to find the most recent data on educational themes. Students that use it to obtain relevant data for their tasks can complete them faster and often better [2].

Utilization of social-media site like TikTok showed significant relationship towards creative writing skills wherein TikTok and creative writing skills showed r-value of 0.568 (p-value=0.000). It was at 0.05 level of significance. Thus, the null hypothesis of no significant relationship is rejected. This implies that utilization of social media like TikTok has significant relationship on the pupils' creative writing skills. This means that gaining knowledge is one of TikTok's good benefits. People contribute their everyday knowledge, such as cooking, painting, and music. Many of the facts are unique and can be used in real life. Another advantage of TikTok is advise from your age group. TikTok is an excellent tool for kids to take charge of their own education. Encourage them to search the site for videos on areas of interest to them. Finally, even if you are not a student or teacher, you can utilize TikTok as a learning tool for your own personal development [2].

Utilization of social media sites like Twitter showed no significant relationship towards creative writing skills, wherein Twitter and creative writing skills showed an r-value of 0.038 (p-value=0.890). Thus, the null hypothesis of no significant relationship is accepted. This implies that the utilization of social media like Twitter has no significant relationship with the pupils' creative writing skills. This means that Twitter is used by

some educators to communicate with their pupils, and it may be used to teach about digital citizenship, freedom of expression, and respect. Twitter chats and conversations, as well as other hashtags, are excellent ways to keep up with students and hear their views. Twitter, as an educational tool, has revealed that students prefer to share information about their lessons via social media sites. Students utilize Twitter and have discovered that it has boosted their studying. Universities make use of social media. When it comes to universities, social media is used for recruitment, communication with alumni, teaching and learning, marketing, libraries, and student services. There is a wealth of study on information systems accessible for forecasting, developing, and interpreting the aspects that may influence the acceptance of an innovation or technology [25].

Table 8 presents the test correlation between the utilization of social media and the creative writing skills of students. Utilization of social media as an educational tool showed a significant relationship towards creative writing skills, wherein educational tools and creative writing skills showed an r-value of 0.703 (p-value=0.000). It was at a 0.05 level of significance. Thus, the null hypothesis of no significant relationship is rejected. This implies that the utilization of social media has a significant relationship with the pupils' creative writing skills. This means that the use of social media-style fanfiction significantly impacted the students' understanding of narrative writing. Fan fiction written for social media can help students improve their writing skills. The use of social media-style fan fiction stories in the teaching and learning process had a positive effect on the student's grades in the writing process because the students were able to improve their writing after being provided with an engaging medium and entertaining topics to write about.

Moreover, this is explained by the fact that the students can emphasize their own words and narratives by drawing on the examples provided

Table 8. Correlation on students' utilization of social media and creative writing skills

Variables	Creative writing skills			
	r-value	p-value	Description	Interpretation
Educational Tool	0.703	0.000	Reject Ho	Significant
Networking Tool	0.710	0.000	Reject Ho	Significant
Entertainment Tool	0.705	0.000	Accept Ho	Not Significant

*Note: *significant at p<0.05 alpha level   S – significant   NS – not significant*

in the stories. The social media-style Fan Fiction story is very beneficial for their narrative writing practices and can be used to improve their grammar and writing mechanics. This improves children's learning. People can improve their story-writing skills by using fantasy novels in the style of social media [26].

In addition, the utilization of social media as a networking tool showed a significant relationship towards creative writing skills, wherein networking tools and creative writing skills showed an r-value of 0.710 (p-value=0.000). It was at a 0.05 level of significance. Thus, the null hypothesis of no significant relationship is rejected. This implies that the utilization of social media has a significant relationship with the pupils' creative writing skills. This means that students' vocabulary is greatly influenced by their use of social media. Because everyone is familiar with this application. The sample showed that students frequently use these apps to expand their vocabulary. Social media can increase students' vocabulary through the feature that they provide, either through a caption or a video, but the writer knows from the samples that a captions feature is more effective than a video. The author suggests that the use of a can be used as effectively as possible rather than as a negative thing [27].

More so, the utilization of social media as an entertainment tool showed a significant relationship towards creative writing skills, wherein entertainment tools and creative writing skills showed an r-value of 0.705 (p-value=0.000). It was at a 0.05 level of significance. Thus, the null hypothesis of no significant relationship is rejected. This implies that the utilization of social media has a significant relationship with the pupils' creative writing skills. This means that social media has improved learning in education by increasing students' engagement in learning by providing various platforms and fun learning sources, reducing shyness, and increasing students' self-learning skills. In the context of EFL, researchers have demonstrated that social media has had more beneficial or positive effects on learning than negative ones.

4. CONCLUSIONS

Based on the findings of the overall utilization of social media, Facebook was being utilized. This only shows that Facebook may assist pupils in learning, developing critical thinking abilities, and

acquiring the necessary skills for the future when utilized responsibly and in an age-appropriate manner. The utilization of social media, particularly as an educational tool, networking tool, and entertainment tool, were being utilized as part of students' source of idea, references, and socialization. This only shows that the students are abreast with the current presence and advancement of technology. Networking tools were rated most of the time, which means that students value the importance of connecting with friends and loved ones, even from far places, by making sure that they are updated and connected with each other. Based on the findings of creative writing skills, particularly on content, convention and vocabulary, the students can develop and practice. The utilization of social media was significantly related to their creative writing skills; therefore, students' utilization of social media was relevant in their development of creative writing skills that can be utilized in performing their best in their studies and development as a whole. Social media platforms provide excellent options for language learning for students. The most significant students are encouraged the use of actual language, which enables them to advance their writing and grammar abilities.

Based on the findings and conclusion of the study, it is recommended that the: Teachers may use Facebook as a platform for students to post their write-ups on creative writing, which will be part of their performance tasks. Students may consider the utilization of their social media, giving more emphasis as an educational tool, knowing that they are still studying and can find more meaningful and fruitful utilization of social media. Students may develop all aspects of their creative writing skills at the same and highest level so that they can have better performance not just in English subject on other as well knowing that majority of the subject areas are using English as a medium of instruction. The administrators, teachers and parents may consider monitoring the utilization of social media by the students to check if they are using it educationally and that they also have a proper set of time for social media utilization as networking, entertainment, or for educational purposes.

CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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