



# LANGUAGE LEARNING STRATEGIES AND SOCIAL MEDIA USE AS DETERMINANTS OF ENGLISH LANGUAGE SKILLS SELF-EFFICACY

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## ABSTRACT

*Self-efficacy in English language is characterized as the ability to communicate in English through the mastery of reading, writing, speaking, and listening skills. It is a factor that appears to influence student achievement; however, it is likely that students do not have many opportunities to use English in their daily lives and have a limited understanding of the language. This study aimed to ascertain whether English Language Strategies and Social Media Use could significantly determine Self-efficacy in English language skills among Senior High School students in Davao City. Utilizing quantitative descriptive-correlational research, the study involved 250 senior high school students in Davao City, Philippines from five schools that offer Grade 11 and Grade 12 curriculum in school year 2021-2022. The results revealed that the overall senior high school students' Language Learning Strategies, Social Media Use and Self-efficacy in English language skills were high which means that the variables under study were evident. Moreover, it was found that Language Learning Strategies and Social Media Use were significant determinants of Self-efficacy in English language skills.*

**KEYWORDS:** English language self-efficacy; language learning strategies; social media use

## 1. BACKGROUND OF THE STUDY

The importance of the English language in today's world is now widely acknowledged. English has become one of the most frequently used worldwide, and it is largely recognized as the principal international language for all academic and personal purposes (Alwiyah, 2018). However, according to Wang and Rajprasis (2015), when considering the variables that contribute to students' inability to learn English, it is likely that they do not have many opportunities to use English in their daily lives and have a limited understanding of the language. Students' self-beliefs in their language abilities can have a negative or positive impact on their language accomplishment, depending on the intensity of their efficacy beliefs (Rahimi & Abedini, 2009). The majority of students feel that their self-efficacy in English learning will influence their motivation, ambitions, and efforts in English learning, which will eventually influence their academic achievement (Kitikanan & Sasimonton, 2017).

Learners' self-efficacy in English language is characterized as the ability to communicate through the mastery of reading, writing, speaking, and listening skills (Habibi et al., 2016). Given the importance of beliefs and thoughts, more research on learner's self-efficacy and how to cultivate it in educational environments like schools and universities is required (Tilfarlioglu & Ciftci, 2011). If student's self-efficacy in English learning is improved, his language performance will also be improved. This is very important in the English language classrooms to reinforce self-efficacy most especially when students are passive (Ahmad

& Abdullah, 2019). In one study conducted in Indonesia that aims to find out the level of 11th Grade senior high school students' self-efficacy in English, data revealed that 30.9% are in low level of efficacy, 45.85% are in medium level and only 23.53% are in high level. It can be observed that most students are at moderate self-efficacy levels, followed by low self-efficacy, and the lowest percentage is at the level of high self-efficacy. This indicated that most students feel capable, but are not entirely sure if they can do the task in learning English and achieve the goals accordingly (Yusuf, 2019).

According to Ballo-allo (2010) the idea of self-efficacy is one of the many personal elements that appears to impact student accomplishment. Although various areas of self-efficacy have been investigated, such as mathematics self-efficacy, writing self-efficacy, and self-efficacy for self-regulated learning, few research have focused on students' linguistic self-efficacy, specifically in English, more significantly in a Philippine setting. It is critical to investigate such an idea as it applies to the country, since the Philippines was known to be the only English-speaking country in Southeast Asia. In North Luzon, the study of Racca and Lasaten (2016) implies that the students have typical skills in grammar, vocabulary and reading comprehension. Thus, more reading and writing exercises must be introduced to the students in order to improve their English language skills. Moreover, in Nueva Ecija, there had been a truth in the concept that a person's perception of their abilities has a significant impact on their choice of task, the effort they put into completing a task, and their persistence until mastery of



the task; consequently, there is reason to believe that students are more likely to engage in communication activities in which they assessed themselves as less confident of performance (Torres & Alieto, 2019).

Realino (2018), a researcher in Davao City, explored the Kalagan learner's academic challenges that aims to describe the textures of their experiences and construct an overall description of the meaning and essence of their experiences. Among the six themes generated from the data, the participants recognized the practice of using English language in written and oral communication as important. In a similar vein, English language instructors of the University of Mindanao Tagum Campus expressed dissatisfaction with their students' ability to communicate in English. Students frequently make mistakes for not being able to follow written instructions, comprehend announcements and guidelines (Pascual, 2017).

With the above-said issues, language scholars explored variables that have possible relationship to English Language Skills Self-efficacy. One aspect that may influence learners' self-efficacy views in a foreign language learning situation is Language Learning Strategies. Anam and Stracke (2016) investigated the significant differences in the use of Cognitive, Socio-affective and Metacognitive strategies between students with different English self-efficacy levels: low ( $n = 194$ ), moderate ( $n = 156$ ), and high ( $n = 172$ ). The students who had different English self-efficacy levels showed significant differences in their cognitive ( $X^2(2) = 126.195, p = 0.000$ ), socio-affective ( $X^2(2) = 50.425, p = 0.000$ ), and metacognitive ( $X^2(2) = 89.781, p = 0.000$ ) strategy use. The significant differences reflected a linear trend: that is, students who perceived themselves as more capable of performing English tasks were likely to use cognitive, socio-affective, and metacognitive strategies more often than those who did not.

Meanwhile, the study of Hu, Gu and Zhang (2017) revealed both informational and socializing usage of social media increase individual's self-efficacy. Results revealed that informational Social Media Use (SMU) ( $\beta = 0.307, p < 0.001$ ) was significantly related to the development of general self-efficacy. Furthermore, the result shows that socializing SMU was also significantly related to general self-efficacy ( $\beta = 0.236, p < 0.001$ ). Thus, it was suggested that practitioners and administrators should highlight the important roles of social media usage in a culturally diverse environment because social media usage could increase expatriate's self-efficacy and cultural intelligence.

The above-mentioned studies are separate studies of the three variables: Language Learning Strategies, Social Media Use, and Self-efficacy in English Language skills. Correlating these variables gave inspiration to the researcher since the three variables were not widely explored among Senior High School students in which they are expected to develop high self-efficacy in English. The present study deems the researcher to probe if Language Learning Strategies and Social Media Use could significantly determine Self-efficacy in English Language Skills. The findings of this study may serve as a groundwork in addressing the low achievement of the students and may help in bringing awareness to the Language teachers of the importance of the said variables in the teaching and learning processes.

## 2. STATEMENT OF THE PROBLEM

The study aimed to ascertain whether English Language Strategies and Social Media Use could significantly determine Self-efficacy in English Language Skills among Senior High School students in Davao City. Specifically, the study sought to answer the following questions:

1. What is the level of Language Learning Strategies of the Senior High School students in terms of:
  - 1.1 Memory Strategy (MS);
  - 1.2 Cognitive Strategy (CS);
  - 1.3 Compensation Strategy (CPS);
  - 1.4 Metacognitive Strategy (MCS);
  - 1.5 Affective Strategy (AS); and
  - 1.6 Social Strategy (SS)?
2. What is the status of Social Media Use of Senior High School students in terms of:
  - 2.1 Interactivity with peers (INT-P);
  - 2.2 Interactivity with teachers (INT-T);
  - 2.3 Engagement (ENG);
  - 2.4 Perceived ease of use (PEU); and
  - 2.5 Perceived usefulness (PU)?
3. What is the level of Self-Efficacy in English Language Skill of the Senior High School students in terms of:
  - 3.1 Reading Skill;
  - 3.2 Writing Skill;
  - 3.3 Speaking Skill; and
  - 3.4 Listening Skill?
4. Is there a significant relationship between:
  - 4.1 Language Learning Strategies and Self-efficacy in English Language Skills of the Senior High School students?
  - 4.2 Social Media Use and Self-efficacy in English Language Skills of the Senior High School students?
5. Do Language Learning Strategies and Social Media Use significantly determine the Self-efficacy in English Language Skills of the Senior High School students?

## 3. RESEARCH INSTRUMENTS

This study utilized an adapted research instrument. For the independent variables, these were the Strategy Inventory for Language Learning (SILL)-ELL Student form and Survey on Using Social Media for Collaborative Learning; while for the dependent variable, the survey on English Language Skills Self-Efficacy Scale was used. These survey questionnaires were validated by a panel of experts for dependability before implementation.

In measuring the Language learning strategies, an adapted tool developed by Ardasheva and Tretter (2013) was used to measure their LLS level along with its seven constructs namely: Memory strategy (MS), Cognitive strategy (CS), Compensation strategy (CPS), Metacognitive strategy (MCS), Affective strategy (AS) and Social strategy (SS). Such instrument contains 28 items which consists of 7 MS items, 5 CS items, 5 CPS items, 4 MCS items, 3 AS items and 4 SS items. The initial reliability test result showed that the measure

was high with a Cronbach's alpha value of 0.90. The respondents were asked to rate each item based on a five-level Likert scale from strongly disagree to strongly agree. For

interpretation, the researcher used the range of means and descriptions as presented below.

| <i>Range of Means</i> | <i>Description</i> | <i>Interpretation</i>                                 |
|-----------------------|--------------------|---|
| 4.20 – 5.00           | Very High          | Language Learning Strategies is very evidently used   |
| 3.40 – 4.19           | High               | Language Learning Strategies is evidently used        |
| 2.60 – 3.39           | Moderate           | Language Learning Strategies is fairly evidently used |
| 1.80 – 2.59           | Low                | Language Learning Strategies is less evidently used   |
| 1.00 – 1.79           | Very Low           | Language Learning Strategies is not evidently used    |

Likewise, in measuring the learners' Social Media Use, the adapted Survey on Using Social Media for Collaborative Learning with 19 items from the study of AL-Rahmi and Othman (2013) was used along with its five indicators namely: Interactivity with peers (INT-P) (4 items), Interactivity with teachers (INT-T) (4 items), Engagement (ENG) (3 items), Perceived Ease of Use (PEU) (4 items) and

Perceived Usefulness (PU) (7 items). The instrument had a Cronbach's alpha value of 0.79, suggesting that the measure was highly average reliable. The respondents were asked to rate their capacity beliefs based on a five-level Likert scale ranging from strongly disagree to strongly agree. For interpretation, the researcher used the range of means and descriptions as presented below.

| <i>Range of Means</i> | <i>Description</i> | <i>Interpretation</i>              |
|-----------------------|--------------------|------------------------------------|
| 4.20 – 5.00           | Very High          | Social media use is very evident   |
| 3.40 – 4.19           | High               | Social media use is evident        |
| 2.60 – 3.39           | Moderate           | Social media use is fairly evident |
| 1.80 – 2.59           | Low                | Social media use is less evident   |
| 1.00 – 1.79           | Very Low           | Social media use is not evident    |

Meanwhile, English Language Skills Self-efficacy, the dependent variable of this study, was measured using the English Language Skills Self-Efficacy Scale developed by Sağlam and Ali Arslan (2018). The 22-item survey was made up of 4 indicators namely: Reading skill (5 items), Writing skill (4 items), Speaking skill (7 items), and Listening skill (6

items. The instrument's reliability was measured which showed a highly reliable result with Cronbach's alpha value of 0.90. The learners were asked to personally assess their English Language Skills Self-efficacy based on a five-level Likert scale ranging from Never to Always.

For interpretation, the researcher used the range of means and descriptions as presented below.

| <i>Range of Means</i> | <i>Description</i> | <i>Interpretation</i>                        |
|-----------------------|--------------------|--|
| 4.20 – 5.00           | Very High          | The ELS Self-efficacy is very satisfactory   |
| 3.40 – 4.19           | High               | The ELS Self-efficacy is satisfactory        |
| 2.60 – 3.39           | Moderate           | The ELS Self-efficacy is fairly satisfactory |
| 1.80 – 2.59           | Low                | The ELS Self-efficacy is less satisfactory   |
| 1.00 – 1.79           | Very Low           | The ELS Self-efficacy is unsatisfactory      |

To ensure the validity, the said questionnaires were examined by the panel of experts who had deep knowledge about the method and the subject of the study.

#### 4. STATISTICAL TOOLS

The following statistical tools were used in treating the gathered data:

**Mean.** This was used to determine the level of Language learning strategies, Social media use, and Self-

efficacy in English Language Skill. This answered the research questions 1, 2, and 3.

**Standard Deviation.** This was used to indicate the variability of scores or how far the individual responses are from the mean. This was used along with the mean to answer research questions 1, 2, and 3.

**Pearson Product Moment Correlation.** This was used to determine if there were significant relationships between the Language learning strategies and Self-efficacy in



English Language Skill, and between the Social media use and Self-efficacy in English Language Skill. This answered the research question 4.

**Regression.** This was used to ascertain whether Language Learning strategies and Social Media Use could significantly determine students' Self-efficacy in English Language Skill. It answered the research question 5.

## 5. FINDINGS

Based on the results, the summary of findings was drawn below:

The level of Language Learning Strategies of the Senior High School has generated an overall mean of 3.85 which was described as high. Among the indicators, Metacognitive Strategy was rated as the highest with a mean score of 4.28, while Affective Strategy was rated as the lowest with a mean score of 3.44.

The status of Social Media Use of Senior High School students had an overall mean of 3.91 which was described as high. Among the five indicators, Perceived Usefulness was rated as the highest with a mean score of 4.05, while Engagement was rated as the lowest with a mean score of 4.19.

The level of Self-efficacy in English language skills of the Senior High School students has garnered an overall mean of 3.81 which was described as high. Among the indicators, Reading Skills was rated as the highest with a mean score of 4.08, while Speaking Skill was rated as the lowest with a mean score of 3.44.

The test of significant correlation showed that both independent variables are significantly correlated with Self-efficacy in English language skills ( $p < .01$ ). Language learning strategies and English language skill self-efficacy was significantly correlated at .70 ( $p < .01$ ); while social media use and Self-efficacy in English language skills was significantly correlated at .64 ( $p < .01$ ).

The result of the regression analysis showed that the two independent variables—language learning strategies and social media use could significantly determine the Self-efficacy in English language skills of the senior high school students in their singular capacity ( $p < .05$ ). Additionally, the beta coefficient of .49 signifies that a unit improvement in language learning strategy could lead to a .49 improvement in the students' Self-efficacy in English language skills. Likewise, the beta coefficient of .30 connotes that a unit improvement in the use of social media results in a .30 improvement in the students' Self-efficacy in English language skills.

## 6. RECOMMENDATIONS

Based on the foregoing findings and conclusions, the following recommendations are offered:

Since Affective strategy has the lowest mean score compared to the five indicators of LLS, it is recommended that teachers in the senior high schools in Davao City may come up with activities where students can play an active role in developing and exploiting affective strategies such as meditation that could create a positive atmosphere and giving a reward to reduce anxiety. Students may also practice writing

a language learning diary, and discussing feelings with their peers and teachers to lessen the burden in language learning.

From among five indicators of Social Media Use, Engagement obtained the lowest mean. With this, it is recommended that teachers from senior high schools of Davao City may intensify the use of social media for homework activities. They may also promote the use of social media for educational purposes.

The level of English Language Skill Self-Efficacy of the Senior High School students is high which concluded that senior high school students are knowledgeable or conversant in all four macro skills in English language. From among those skills, Self-efficacy in speaking skill got the lowest mean score. With this, it is recommended to immerse the senior high school students with communicative language teaching and collaborative learning. These approaches are based on real-life situations that require communication wherein students will have the opportunity of communicating with each other in the target language. Moreover, teachers may create a classroom environment where students have realistic communication, authentic activities, and meaningful tasks that promote oral language like role play, interview and the like.

The language learning strategies and social media use are significantly correlating Self-efficacy in English language skills. To maintain the correlation, all Senior High Schools of Davao City may provide an enhanced programs that devolve in language learning strategy and skills with the augmentation of social media. Future researchers may do a similar study in different cities or at different grade levels with a larger sample size.

Since there are still 47 percent attributed to other factors that could significantly influence the English language skill self-efficacy that is not covered in this study, it is recommended that further research may be conducted using the variables of this study but considering other possible factors such as the students' demographic profiles, environmental factor, emotional factor and many more.

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