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Netiquette Among Senior High School Students' Social Media Transactions

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Abstract

Aim: The study aimed to analyze senior high school students' written discourses and their netiquette in social media transactions. It focused on the types of messages they posted, the semantic implications, and their expression of netiquette.

Methodology: Utilizing the discourse analysis approach, this qualitative study explored the students' social media content, including stories, "mydays," and shared posts. A total of 25 shared posts from the students were collected and organized in a matrix and content-analyzed.

Results: The findings revealed that students frequently used personal language to express emotions and opinions in their social media posts. However, they often overlooked proper netiquette, resulting in posts with grammatical and typographical errors. Additionally, they tend to take offense easily, even towards themselves, and shared content about romantic relationships or personal drama, while also discussing inappropriate topics online.

Conclusion: Students appeared to have been disoriented with the rules of netiquette, which led to improper social media use and a lack of awareness about how to engage appropriately online.

Keywords: netiquette, senior high school students, social media transactions

INTRODUCTION

Different social media platforms have been used by students to communicate, collaborate, and share resources. With just one click with their cellphones, they can instantly send messages to people around the globe. With the emergence of the internet, social media became popular to many people especially to teenagers. With the ubiquity of internet and the affordances it brings, issues on netiquette emerged. As Berk (2011) stated in his article, there are top 12 be-attitudes of netiquette that an individual should possess. Some of which are to use appropriate professional language, to use proper grammar and spelling, to be thoughtful not to use all caps or all lower case, and to be careful not to forward inappropriate jokes, cartoons, photos, chain letters, spam, etc. The aforementioned netiquette served as the basis in investigating how this was expressed in the posts of the respondents through identifying its type of message and their semantic implicatures.

In one of the maritime schools where most of the students are males, the proper use of social media sites has been emphasized as an institutional innovation. This supports the reality that technology, beyond the traditional settings, has been one of the most commonly used teaching and learning tools by the teachers and students to adapt to the changing landscape and emerging nature of education. In fact, almost 99% of the school population has cellular phones at hand with an existing two or more social media accounts from different prominent sites or applications by both of the students and teachers in this university. Social media sites have been one of the means of communication by the teachers to students. With just one click of the request and accept button, teachers may immediately connect to their students including their personal data and everything they post online. Being the *loco parentis* of the students, the teachers find it a good opportunity to check on their students' progress, emotions, and even their deepest thoughts online and this becomes a way for teachers to know their students more and keep track on the students' learning even beyond the four-cornered classroom. But with the emerging factors affecting students'



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learning that is beyond the control of the teachers and administrators of the school, which the easy-access of social media sites and the unawareness of the students on proper social media etiquette seem to be the culprit, there are many cases that students were sent to the prefect of discipline of the school for having been caught of disrespecting the school's rules and policies as stipulated in the students' manual with the social media context. Nevertheless, these students were questioned and investigated with proper evidence and were punished justifiably according to the sanctions prepared by the administrators of the school.

As a matter of fact, it is not only in one of the maritime schools referred above where students are sent for discipline and correction by the school personnel but also to different known universities in the locality – Cebu City. It was just recently where there was news from AYB of Superbalita Cebu dated October 9, 2019 which stated that there were four (4) students, who are all senior high school students from various universities in Cebu, molested and raped an unconscious girl inside a private car. They instantly went viral in the internet for one of the suspects posted the said video online as "my day", which would only last for 24 hours. The said issue became a nationwide trending topic for the whole month and was recently raised to the higher court for further investigation (Inso, 2019).

Indeed, there is no doubt that most of the students are not fully aware of the ethics that they must follow as they use social media sites. Obviously, they were not clarified with the laws protecting people in the internet for a safer internet usage. As stated in Republic Act No. 10175, also known as the Cybercrime Prevention Act of 2012 or the Cybercrime Law, having a conducive environment in information and communication technology (ICT) is important in order to develop, accelerate, and rationalize with the aim of attaining a free, easy, and intelligible access with the exchange and/or delivery of information. With this, the computers' integrity would be protected as well as its systems, networks, and databases. Most importantly, the confidentiality and availability of information and data stored will be safeguard (GovPh Official Gazette, 2012). In order to effectively prevent and combat such offenses, the state has used its power by facilitating their detection, investigation, and prosecution at any level to any individual who shall surpass its integrity. Thus, the aforementioned law aims to penalize any individual with acts like cybersex, child pornography, identity theft, and unsolicited electronic communication in the country. Likewise, this law looks into defamatory posts and comments in Facebook or Twitter.

Foreign or second language learning environments have adopted various types of interactive communication technology with the growing popularity of digital technologies and computer-mediated communication (CMC). The dynamics of netiquette as a social norm have been studied in the past decades (Heitmayer & Schimmelpfennig, 2023; Al-Khatib, 2023; & Soler-Costa et al, 2021) focusing on the proper way to communicate in an online environment. With just a screen to interact people with, online communication commonly would lead to misunderstandings and miscommunications, without the netiquette framework (Al-Khatib, 2021). Soler-Costa et al. (2021) highlighted that 'knowing, understanding, and analyzing netiquette' is a necessity in a society. This proves the need to use appropriate and professional words in posting information in social media for the latter is not only used for public show but also for communication and learning. This is to avoid misunderstandings and miscommunication among the people in the internet.

Thus, the issue on netiquette should surely be prioritized or else, the welfare of the people utilizing the internet is compromised. As a matter of fact, in a study conducted by Martin and Wang (2019), there are some topics or issues that concern K-12 schools. These are issues on cyber bullying, identity crisis caused by the digital portrayals, impacts of digital footprints, and the usage of inappropriate social media platforms – which are common to very young kids. With the modern-day trend on having online classes and/or blended instruction, a study was conducted to survey 593 middle school students about their digital footprints and concerns about social media. The study showed that 17% started using social media at age nine or younger, 40% accepted friend requests from people they do not know, and 40% reported that their parents did not monitor their social media use which calls for their needs of cyber-security education. Based on the findings of the study, social media has been used to contact their friends, share pictures with them, and even stalk on their whereabouts. The most frequently used sites are Instagram (27%), SnapChat (25%), and YouTube (25%). With this, various concerns arise which are commonly on inappropriate postings, getting hacked, getting their feelings hurt, lack of privacy, inappropriate pictures, bullying, negativity, and stalkers.

Mishaps concerning the lack of knowledge on these netiquette rules have resulted to conflicts and problems to people. As Thomas and Prevetti (2017) conducted a study on the effect of having technology as a necessity in education, it has been shown that there has been a problem concerning connections, inclusions, and experiences among the students. Nevertheless, technology has been found as a way to counter this alarming division that existed for many disadvantaged students which reflects their struggling schools. As a result, students from struggling



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environments have little likelihood of graduating from colleges and universities. In fact, the smartest students from families without resources are less likely to graduate than less striving students of privileged backgrounds.

Nevertheless, there has been a study that proved to show less attention on preparing students for a 21st century language learning environment and even in integrating ethics of Computer-Mediated Communication (CMC) and netiquette into educating digitally literate English as a Foreign Language (EFL) learners. This calls for a need to educate people on the gain knowledge with these netiquette rules that could be very beneficial to English language teachers' education, the development of their materials, and their inter-language pragmatics (Nia & Marandi, 2014).

With the incapability of people to meet face-to-face especially in times of a pandemic, people would resort to online jobs. In education, to be specific, it is currently practiced to conduct classes online. As supported by Ashe and Nealy (2012) in their study, it has been stated that the online communications have provided instructors and students various methods to interact, operate a business, and converse with. In the field of education, geographically dispersed students are left with no choice but to involve in online classes that would directly engage them to virtual teams. With this cited fact, a case study was conducted by them to examine experiences and practices of netiquette by these students. With this study, it has been found out that electronic mail or e-mail has been the fastest growth method of communication – achieving its main instructional objective. The backlash of the said mode of communication has been found harmful with respect to workforce productivity. Since instructional strategies have shown to depict findings with implications that support applications to real-life scenarios, it has been advised to use it in order to enhance the utilization of netiquette as it relates to online communication.

As a matter of fact, people must make sure to leave constructive comments rather than harsh and rude ones. Constructive comments may also mean giving out compliments. Offering compliments allows a person to see abundance and beauty in all forms. Instead of constantly noticing what is wrong about a person in social media, it is best to start noticing what is right and beautiful. Offering a heartfelt compliment opens one's energy to a higher level. It releases tension in the body, softens one's resistance to the world, and fulfils oneself with love and a sense of peace. As a matter of fact, expressing beauty to oneself or to another creates beauty in one's soul (Zeenat, 2012).

Since there are a lot of information to refer to in the internet, a source's credibility is very important. Thus, one needs to learn to choose its sources wisely. These sources should not only be relevant but also credible, which means trustworthy or reliable (The University of Adelaide, 2014). Indeed, people must protect one's reputation online especially the students for these things might come back and be haunted by future employers. Posting embarrassing, revealing, and negative photos must be avoided at all cost since images can easily be taken from the vast scope of the internet. These pictures may be judged according to face value and be represented by one's character. Hence, inappropriate pictures and information posted online will surely affect one's credibility for future employment. Also, posts about romantic relationships or personal drama must always be kept private. If irresistible, make sure to do it sparingly – in the most vague and unspecific terms possible – in order not to disclose personal information of other parties. Likewise, it is best to always seek for their permission in advance (Steinberg, 2017).

According to Zuchrah (2017), personal data that are readily available in the internet which are just stored in the cloud has put the privacy of the users at high risk and are constantly debated on the safety of its storage in the world wide web. As to what extent the users and the administrators of these social media platforms can access the users' personal profiles has become a new topic of ethical consideration. The awareness, legality, boundaries of subsequent privacy violations are some critical concerns by the users in this age of technology. In fact, this is supported by the Republic Act No. 10173 of the Philippines, otherwise known as the Data Privacy Act which aims to protect all forms of information, be it private, personal, or sensitive. It means to cover both natural and juridical persons involved in the processing of personal information. Otherwise, law offenders will be punished accordingly.

As suggested by the Writepass Journal (2019), working professionals, to mention - teachers, must have two separate personal and professional social media accounts. Personal accounts may be entrusted to close friends and family members while professional accounts may be exposed to the co-workers and the public. Also, a tip on socializing is to always be at one's best behavior by being always cautious with one's comments, status, and pictures for they might be misinterpreted by other people. As supported by Pinola (2019), he/she emphasized that online posts about any information can easily be made public or is even readily accessible by others. Thus, one must be critical of the implications on posting online no matter what the context of the post is. The best thing to do is to assume that anything that has been posted online will be seen by someone who has the capability to pass it along to someone else whom the owner may not necessarily want to be sharing the information with.

Life in social media is totally publicized once a person is allowed to befriend the other. So, it is advisable not to send bunch of anonymous friend requests to anyone online. It is not safe to be seen constantly promoting and boasting oneself for it may cause envy and hatred among others. It is advisable to build a good reputation online by

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leaving constructive comments instead of sarcastic and offensive ones. It is best to always have a professional tone or attitude towards others to avoid miscommunication. Lastly, it should only be useful and relevant information that are shared for the more value one provides, the more connections from people he/she will have.

Finally, this only means that people must be responsible enough on the things that they post and share in social media for they might ruin relationships and friendships, worse, they will be sued by the authority for committing such offense. In this light, this research is conducted – to investigate the discourses and netiquette among senior high school maritime students' social media transactions. This study emphasizes the importance of implementing acceptable language with regards to the data or information that the respondents would share and post in their respective social media accounts. It also gives significant emphasis on how netiquette is practiced among learners in the internet in order to attain a responsible and harmonious netizenship.

Theoretical Background

This study is anchored on the theory on Media Ecology theory by McLuhan in 1962 which states that technologies create environments that affect the people who use them. Furthermore, it talked about how media of communication affect human perception, understanding, feeling, and value (Logan, 2016). The theory teaches about the value of analogy in the investigation of media and their effects to people. Thus, the interaction between media and human beings give a culture its character. With just one post of a comment to a person's account, it may affect the person positively or negatively on either direct or indirect ways. Due to its vastness and prominence, media became the source of culture and norms to many people especially to students who are really computer savvy individuals.

People make media and media make people. It only means that people, young and old, have a huge responsibility in promoting proper social media etiquette among others in order to maintain a peaceful social community. As stipulated in the Republic Act No. 10175, also known as the Cybercrime Prevention Act of 2012 or the Cybercrime Law, the state recognizes the importance of providing an environment conducive to the development, acceleration, and rational application and exploitation of information and communications technology (ICT) to attain free, easy, and intelligible access to exchange and/or delivery of information. With this, they are to protect and safeguard the integrity of computer, its systems, networks, and databases, most especially its confidentiality, integrity, and availability of information and data stored. So, the state has adopted sufficient powers to effectively prevent and combat such offenses by facilitating their detection, investigation, and prosecution at any level. Thus, the aforementioned law aims to penalize acts like cybersex, child pornography, identity theft, and unsolicited electronic communication in the country. Likewise, this law looks into defamatory posts and comments in Facebook or Twitter.

As Vygotsky in 1978 stated in his Sociocultural Theory or also known as the interactionist approach, he emphasized that children are able to learn language out of a desire to communicate with their surrounding environment and world (Cherry, 2024). This means that language emerges and is dependent from social interaction. The theory suggests that language depends on whom people hang around and with whom they want to connect, so language evolves out of a desire to communicate. The theory basically suggests that the environment has a strong impact on how easily and how well they learn to communicate as they grow up. For example, before forming "mama," an infant who is raised by a single dad would learn the word "dada" or "baba."

This theory proves how influential social media is to children, specifically to students, for they acquire most of their language from the internet since most of their time is indulged to visiting social media platforms (e.g. Facebook, Instagram, Twitter, etc.) and communicate among their friends through it. Nevertheless, it is the sole responsibility of the parents and teachers to monitor the posts and comments of their children online for if an individual performs a task with some assistance, then he or she is closer to mastering the language that is appropriate for him/her to learn. Indeed, it is truly important that people, most especially professionals, will be much aware of the language they use online and even how they portray a life online for they greatly affect other people's perceptions about things.

Objectives

This study analyzed the senior high school students' discourses and their netiquette in their social media transactions.

Specifically, it sought to answer the following questions:

1. What types of messages are posted in their social media accounts?
2. What are their semantic implicatures?



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3. How is netiquette expressed in their posts?
4. Based on the findings, what relevant recommendations may be proposed?

METHODS

Research Design

This study uses descriptive qualitative using discourse analysis approach of research, specifically to their stories, 'mydays', and shared posts in social media. It is concerned with the types of messages, their semantic implicatures, and netiquette of those selected posts of the respondents. This involves gathering of information through analyzing posts, taking documentation and records as an aid to solve the problem.

This study is a qualitative type of research because it involves collecting analysing non-numerical data to understand the concept of netiquette, opinions of the respondents through their social media transactions, and their experiences during the period of time set by the researcher. Furthermore, this study follows a descriptive type of research since it describes a population of students in social media context with the existing phenomenon of online distance learning and the advent of technology. Also, it focuses on answering how and what happened rather than why something happened. Lastly, this study uses discourse analysis approach for it studies written language in relation to social media context. It aims to understand how language is used in real-life situations. Its focus is on the functions and effects of different types of language used.

Population and Sampling

In this study, selected five (5) shared posts per SHS student (a total of 25 posts) will be used as sources of data. These students are 18-20 years old and are from the different strands in Grades 11 and 12 enrolled for the first semester of the School Year 2020-2021. Also, this study features different shared stories, mydays, and posts of the respondents in their social media accounts (e.g. Facebook, Instagram, and Twitter). As to the number of posts, it must be 5 shared posts/mydays/stories of the respondents which were posted starting September 2020 up to April 2021. These posts must have been shared by the aforementioned senior high school students and must contradict and opposed a specific netiquette rule that made it unethical and erroneous.

In qualitative research, achieving data saturation is often cited as a justification for sample size. Research indicates that a minimum sample size of around 12 is typically sufficient to reach saturation, where no new themes emerge from the data. Studies have shown that increasing the sample size beyond this point often yields diminishing returns in terms of new insights (Vasileiou et al., 2018). Therefore, a sample size of 25 could be considered adequate, particularly if it is well-selected to ensure diversity and richness in data.

Instrument

The instrument being used in this study is a content analysis matrix (See Appendix 1). The matrix basically contains the content of each post analyzing the type of message, its semantic implicatures, and its expression of netiquette. The information that was gathered started from the identification on the type of message of the post, then giving the implication of its semantic meaning and lastly, the netiquette rule expressed in each post.

A matrix is used to identify patterns in a recorded communication. It involves a systematic collection of data from set of written, oral, or visual texts. It categorizes words, create themes, and formulate concepts within the text and then analyze the results. For this study, the matrix focuses on interpreting and understanding the data since it uses qualitative descriptive type of research. It aims to make qualitative inferences by analysing the meaning and semantic relationship of words and concepts on the shared posts of the respondents.

Data Collection

In gathering the data, the researcher sought the approval of the Posts for an in-depth conversation, focus group discussion (FGD) and interview with them. Due to the pandemic, safety protocols were implemented and minimum health standards were observed, thus, the data collection process was done virtually through a Google Meet platform. To aid in the data collection process, a thorough conversation and sharing of personal experiences through a Focus Group Discussion (FGD) were done with the purposely selected participants via a virtual platform. This aimed to develop a deep understanding of the phenomenon and to create a dialogue between the participants and the researcher.



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The data were then gathered, read, analyzed, and categorized for like ideas and themes. Remarkable statements from the Posts were highlighted to determine the similarities among their responses. Meanings were established from the substantial responses into themes. Through this method, the researcher developed themes of the event, situation, or experience to gain a deeper understanding of the phenomenon. The researcher described the instructors' teaching approaches, and cognitive and affective skills affecting the quality of education of learners in the new form of learning.

Data Analysis

The post of every selected respondent was analyzed to get and come up with the desired information and analysis. Moreover, the selected posts were examined through a content analysis matrix in order to know the type of message underlying each post, its semantic implicatures to the audience, and as to how netiquette was expressed to each post.

With research questions having been established, content analysis matrix started with the discourse which was limited to Myday in Messenger and shared posts in Facebook of the respondents. This means that reactions and comments made on the shared posts by other people are not included in the scope of the study. The said post mentioned about something that contradicted the identified netiquette of the researcher which were posted in the inclusive dates of September 2020 up to April 2021. Since the researcher has specified the number of posts into five (5) shared posts per student, those are just considered as a sample of the population.

Another step in analyzing the data using content analysis matrix was determining the level at which the chosen post was analyzed. Based on the specified questions, the data were categorized according to the function of language that the post refers to and the netiquette that it contradicts. To get a more detailed data, the implication of the meaning of the post was identified which either could be a conceptual or associative meaning.

Then, coding was involved in the process in order to organize the units of meaning into previously defined categories. In this step, rules that are included and not were clearly identified to ensure that all texts were coded consistently. After which, it is best to go through each data and record all relevant data in the appropriate categories. For this study, the type of message, its semantic implication, and the expression of netiquette were identified.

Once coding has completed, the collected data were examined to find patterns and draw conclusions in response to the specified research questions. In doing so, it is best to use statistical analysis to find corrections or trends, discuss the interpretations of what the result means, and make inferences with the context of the data presented (Lou, 2014).

Ethical Consideration

This part of research is the most essential part of the study for research participants must not be subjected to any harm in any ways. Respect for their dignity should be prioritized well. Most especially, full consent from the participants must be obtained prior to the study. Added by Beauchamp and Bowie (1997), ethical codes of conduct regulate researcher's behavior. These codes discuss many issues that potentially might arise in one's research, as well as other issues associated with professional practice.

This study would secure the privacy and confidentiality of the information among the respondents by making each name anonymous or optional for each questionnaire. In this way, the personal opinion of the sharer would remain confidential from an establishment, an idea, or even to a person involved in the said post. Hence, conflicts among the researcher, respondents, and the people involved will be avoided. All identifying marks and labels that would lead to the identification of the students were carefully removed in the presentation and analysis of the data.

Since the respondents of this study are 18 and above years old, they were asked for their consent through an individual private message on their social media account since the researcher could not meet them personally and the only form of communication possible is through online. For further courtesy, a consent form was sent to all of the respondents' electronic mail (e-mail) affixing one's name and signature. In this way, the researcher would be free from any legal charges that may be thrown against her.

The respondents are not necessarily researcher's students in the school year that this research is conducted but are the researcher's students the previous school year (2019-2020). These respondents are still studying in the setting of this research as senior high school students. Thus, there will be no bias in the part of the respondents. No grades will be at stake in gathering the data. Furthermore, the respondents and the researcher are currently friends



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on their social media accounts (Facebook, Messenger, Instagram, and Twitter) which means that its profile is made available publicly to the researcher's view. This only means that there is no issue on invasion of privacy that will be involved.

The gathering of data is voluntary and an informed consent form is processed beforehand. Hence, if the respondents would not allow the researcher to gather data in his/her profile, the latter would take no further action. Likewise, if the respondent suddenly withdraws the consent in the middle of the process of data gathering, the researcher has no hold against him/her. Then, the researcher would find another respondent who would be more willing to take part with it.

RESULTS and DISCUSSION

This section presents the salient findings to the questions posed in the study. The discussion is organized in a logical sequence to arrive at the analysis and interpretation of the data. Implications toward English language teaching and learning were drawn from the meanings ascribed to the students' posts.

1. Types of Messages Posted in the Students' Social Media Accounts

A message is defined as the information conveyed through words in either speech or in writing and/or other signs and symbols. It is the basically the content of the communication process. The sender serves as the one who initiates the message and conveys it to the receiver (Nordquist, 2019). As a matter of fact, messages can be understood in many ways. But as for the usage of this study, the types of messages refer to the functions of the language used to convey the message.

The posts are identified into seven (7) types of messages which are expressed in terms of functions. These are: (1) Instrumental language for expressing one's needs and getting things done, (2) Regulatory language for influencing the behavior of others, (3) Interactional language for maintaining and establishing relationships, (4) Personal language for expressing opinions or emotions, (5) Heuristic language for seeking information and asking questions, (6) Imaginative language as a means of creating a world of one's own, and (7) Representational language for giving informative facts and information.

Themes

Personal language
Instrumental language

From the data, the types of messages posted in students' social media were categorized into two themes namely: personal language and instrumental language.

1.1 Personal Language

Among all the identified types of messages according to its function, the dominant/common type of messages is the use of personal language. The following are the transcription showing the use of personal language:

Post 5: Fuck, so Dumb! ("Bwesita bogoa oyy!")

Post 15: We are to make such activities which are not thoroughly discussed by the teacher yet we are paying the tuition and are just asked to watch YouTube videos to learn. Such hypocrites! ("Himo ta anang activities nga wala pa gi discuss sa maestra, ga bayad ta tuition nya patan-awn rata anang video gikan YouTube. Wa gabae.")

Post 3: Don't ever let me see you for I might slap you in the face. ("Di jod ka pakita nako kay katilaw jud kag tamparos")

Post 4: Disgusting fucking Filipino. ("Umay pakeng Filipino")

Post 7: You are constantly making mistakes, self. ("PURO NALANG SAYOP IMONG NABUHAT SELF")

Post 2: Huhu miss talking to you...super busy to your work. ("Ajuju miss talking to u huhu super busy mans workish")



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- Post 6: Funny that you can already be a writer in Abs BWAHAHAHA THE GREAT STORYMAKER BWAHAHAHA PROUD OF YOU #CRINGE #PSYCHO lyingscumbag ("Funny lang jud kayo kay pwede siya mag writer sa Abs BWAHAHAHA DAGREATT STORYMAKER BWAHAHAHA PROUD OF YOU #CRINGE #PSYCHO lyingscumbag")**
- Post 20: When I make someone mad and they make a post about me, arf arf bitch ("When I make someone mad and they make a post about me, arf arf bitch")**
- Post 13: Me the naughty one, It's so good to rip off that eyes whenever you get mad HAAAA ("Ako nga amawon, mayng lugiton ang mata basta mangluod HAAAA")**
- Post 21: You are unlikeable Cat because you broke up with Clint just for Sam Milby wahh you are really disgusting ("Wa jod kay lami Cat abig gibuwagan nimo si Clint para ni Sam Milby wahh wajud kay lami")**
- Post 23: We should not leave our children alone! You are just good at having good times but the child is already really disgusting. Meowk. ("Mag anak gani dili nato pasagdaan ui! May lang sa palami huh unya bulingit nakay ang anak. Meowk.")**
- Post 14: Oh my God to you Sir animal! HAAAAHAHA ("Jusko nlng gd nimo Sir animallllll!! HAAAAHAHAHA")**
- Post 17: Indeed, the others are being so cool kids bringing karma only. Then if they undergo accidents, they cry from an injury. Better if they will only have injury but what if it becomes worst? Be sure you guys!!! Tree! Hahahahaha ("Alangan ang uban pa cool kid raman gadag masla. Unya og ma disgrasya manghilak, kay nangabungi. May lang untag mabungi ra unya og worst? Pagsureeee mo oy!!! Kahoy! Hahahahaha")**
- Post 18: FUCK THIS TEST, WHY THIS IS 367 ITEMS DEVIL ("KAYATA ANI NGA TEST NAGNO 367 ITEMS MANI YAWA")**
- Post 19: It constantly gets lightning, maybe your mouth gets lightning for constantly talking haaa ("Sige raba'g pangilat uroy kilatan nka ana imo baba na ga sige lang ug putak haaa.")**
- Post 22: Shit so annoying there are still so many things to revise in this research animal ("Ahak hasula daghan paman diay dapat e revise aning research oy animal")**
- Post 24: w/ MY FAV ALIEN ("w/ MY FAV ALIEN")**
- Post 25: I DISLIKE HAVING RANT (HERE IN FB BUT YOU ARE TOO MUCH! DON'T MIND ME. BEFORE YOU TALK, GOOGLE IT IF WHAT TIKTOK IS READ STUDY WHAT THAT IS BEFORE YOU REPRIMAND OKAY? I DON'T KNOW YOU BUT HOPEFULLY YOU CAN READ THIS. NEXT TIME REPRIMAND ME FACE-TO-FACE, YOU ARE JUST STRONG IF I AM NOT AROUND MAKE SURE THAT I AM AROUND SO THAT I WILL GIVE YOU A SEMINAR ON WHAT IT MEANS ("DI JOD TA KO GANAHAN MAG RANT RANT ARIS FB BA PERO SOBRAAN MAN KA HILABTANON OY! AY PANGHILABOT. BAG-O KA MAGPAKATAG UG ISTORYA E GOOGLE UNSAY TIKTOK BASAHA TUN-I UNSA NA BAG-O KA MUBUYAG HA? WA JOD KO KAILA NIMO PERO MAYTA MABASA NIMO. SUNOD TUBANGA KOG BUYAG, ISOG RAMAG WA KO KANANG NAA KO PARA SEMINARON TIKA UNSA NA.")**
- Post 8: WE ARE MORE SAD BOY ESPECIALLY THAT OUR MOTORCYCLE IS RUINED ("SADBOI MANTAG SAMOT GUBA PANG MOTOR")**
- Post 1: I really don't understand in the online class sir ("Wa nako kasabot sa online class sir")**
- Post 10: Almost that I would experience a Happy Anniversary ("Hapit najod unta ko maka suway ug Happy Anniversary")**
- Post 16: Number 1 defrauder HAAAAHA *mentions a specific name* ("Number 1 tikasan HAAAAHA" *mentions a specific name*)**
- Post 9: Slowly by slowly he became my milktea buddy ("Slowly by slowly he becomes my milktea buddy")**

It only shows that students utilize social media accounts in order to express personal rants and affection to himself and even towards other people. In fact, they use these platforms in expressing their emotions and opinions about things.

As stated by Cal Education (2019), one should not attack anyone online. But, with the use of the personal language, it seems that the respondents have attacked some people and even themselves online. Furthermore, it has been advised to mind the use of language in posting comments/captions and most especially when talking with others. But as shown, the respondents are vocal with their language and even used vulgar words in their caption. This indeed contradicted to Scheuermann & Taylor (2000) expression of netiquette which is not to flame and make offense easily.



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1.2 Instrumental Language

Also, the use of the instrumental language on one of the posts commanded someone to get some things done, specifically to screenshot what he/has been posted. The following transcriptions uses instrumental language:

Post 11: Take a screenshot on this. Don't hesitate. ("Screenshot ni apil ayaw kaikog")

Post 12: You Swiper the stupid Motherfucker don't come near me ("Ikaw Swiper the stupid Mother fucker wag kang lalapit")

It only implies provoking someone and start or worsen a fight. As Writepass Journal (2019) mentioned about socializing is to always be at one's best behavior by being always cautious with one's comments, status, and even pictures for they might be misinterpreted by other people. Such post of asking to screenshot a conversation attacking some people with an anger tone would surely be misinterpreted by the public.

As explained on the posts and their types of messages, it affects the teaching and learning of English in a way that these posts are indications of the students' limited knowledge on the netiquette rules which is a lesson taught in their Media and Information Literacy class which is under the English language teaching curriculum of senior high school department. As a matter of fact, according to Pew Research Center (2018), nearly 750 13-to 18-year-olds are found to have 45% of them almost constantly online and 97% use a social media platform, such as Facebook and Instagram. In these media, it allows these teens to create identities, communicate with others, and most importantly build social networks. They use these platforms for entertainment and self-expressions. Because of this, teens are affected negatively by its usage in a form of distraction, disruption of their sleep, exposure to bullying, rumour spreading, unrealistic views of other people's live, and peer pressure (Mayo Clinic, 2021). With the teens' impulsiveness in nature, they often create posts without considering the consequences or even privacy concerns.

2. Semantic Implicatures

Semantics is the study of meaning. It looks into the relationship between form and meaning which aims to give meaning on words, phrases, sentences, or larger units of discourse. It is the philosophical and scientific study of meaning in natural and artificial languages (Guldon, 2017). In order to determine the semantics of the posts, the conceptual and associative meaning of the data are identified. The former refers to the meaning that is true for everyone or also known as the objective meaning of the words and the latter refers to the individual mental understanding of the reader or the subjective meaning of the words in a sentence.

In order to determine the implication of the semantics in each post, a process by Lou (2014) has been involved. For this study, themes are derived through identifying codes in every statement found in each post. Coding aims to organize the units of meaning into previously defined categories. After it, the collected data were examined to find patterns and draw themes in response to the posted question.

Themes

Aversion about someone or something
Provocation towards someone
Publicity of affection
Usage of inappropriate words
Rants on someone or something

2.1 Aversion about someone or something

The posts are having a strong dislike or disinclination with someone or about something which are evident through the words used in their posts. The following are reflecting aversion about someone or something:

Post 5: Fuck, so Dumb! ("Bwesita bogoa oyy!")

Post 15: We are to make such activities which are not thoroughly discussed by the teacher yet we are paying the tuition and are just asked to watch YouTube videos to learn. Such hypocrites! ("Himo ta anang activities



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nga wala pa gi discuss sa maestra, ga bayad ta tuition nya patan-awn rata anang video gikan YouTube. Wa gabae.”)

Post 4: Disgusting fucking Filipino. (“Umay pakeng Filipino”)

Post 7: You are constantly making mistakes, self. (“PURO NALANG SAYOP IMONG NABUHAT SELF”)

Post 6: Funny that you can already be a writer in Abs BWAHAHAHA THE GREAT STORYMAKER BWAHAHAHA PROUD OF YOU #CRINGE #PSYCHO lyingscumbag (“Funny lang jud kayo kay pwede siya mag writer sa Abs BWAHAHAHA DAGREATT STORYMAKER BWAHAHAHA PROUD OF YOU #CRINGE #PSYCHO lyingscumbag”)

Post 8: WE ARE MORE SAD BOY ESPECIALLY THAT OUR MOTORCYCLE IS RUINED (“SADBOI MANTAG SAMOT GUBA PANG MOTOR”)

As shown on the first post, it disgusts the sharer which is why he/she was able to utter such words/language. On the other hand, its associative meaning would get the reader’s attention since the post has been made public to the sharer’s timeline. With it, people of both young and old would be curious on the content of the shared post and would see explicit acts done in the post which is indeed not suitable to very young audiences. According to a study conducted by Oberlo (2021), Facebook has 2.80 billion monthly active users. 65 percent of Facebook users are under the age of 35 (Statista, 2019), which means that they fall under the age demographic of Millennials and Generation Z. This calls for the importance to not forward inappropriate photos, posts, and videos in any public sites (Berk, 2011).

Another post presents that the respondent is expressing one’s sentiments on having activities which were not discussed by their teacher comprehensively and worst, they were just left with lessons that can just be seen in YouTube. When in fact, they were paying tuitions religiously. This statement gives the public various connotations depending on the viewer’s role in the society. If it’s a student, he/she might agree or disagree to the given statement. If it’s a parent, he/she might judge the school and its administration that the sharer is into then eventually would might as well check the status and performance of his/her student in school. But, if it is a teacher or a school staff, especially if it came from the same institution that the sharer is enrolled, he/she would be alarmed with the content of this message indeed for it is truly striking the name of the university and its teachers. Indeed, it contradicts Cal Education’s (2019) netiquette rule which is not to attack anyone online.

A post of a respondent showed intimidation with the word “Filipino” but as to what it means – the people or the subject – remains into confusion. This message would imply that the respondent is angry with Filipinos who are not fluent with their own native language or is anxious with certain topic on “nang” and “ng” of the Filipino subject. This post is a good example that entirely contradicted Scheuermann & Taylor (2000) view on netiquette which is to be concise with the words used especially that a word has various meanings. Any misused word interpreted by others may also be misinterpreted by them. In this case, if the word Filipino pertains to the group of people, Filipinos who have seen such post with the said caption would spark anger and bad comments towards it.

Lastly, another post directly means that the respondent is constantly making mistakes and is blaming oneself for the occurrence. This message implies that the respondent is pitying oneself for one’s mistakes in his/her life and is letting the public know it since it has been posted in his/her social media account. With this, various responses and feedback might come from the public – some would show sympathy while others would just put judgment on the sharer. This exposes the respondent to the public’s biases. This gives the importance of keeping personal drama in private at all times (Steinberg, 2017).

2.2 Provocation towards someone

The respondents are trying to provoke some people by giving intimidating commands shown in their posts. As for the conceptual meaning of a post, the respondent wants to demand someone in public to screenshot his/her post which would be associated to provocation of that someone to start an argument or fight with the sharer himself. Indeed, it gives the public a connotation that the sharer has this someone whom he/she had conflicted with in the past in terms of taking screenshots which is why, the sharer wants the other to do it again in order to worsen or continue the previous fight that they had. The following are its corresponding transcriptions:

Post 11: Take a screenshot on this. Don’t hesitate. (“Screenshot ni apil ayaw kaikog”)

Post 3: Don’t ever let me see you for I might slap you in the face. (“Di jod ka pakita nako kay katilaw jud kag tamparos”)



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Furthermore, another post by a respondent directly means that he/she doesn't want to see a certain person since he/she used the word "ka" which means "you" for he/she might slap such person in the face. This post would give a connotation to the viewers that the sharer has a conflict with someone and is trying to put a fight against him/her which does not necessarily need to be publicized. These posts contradict as Berk (2011) states, no one has to flame in social media sparking fights and arguments. In return, it would leave a bad impression against the sharer himself for some people.

Semantics, indeed, studies the relationship between words and the meaning of words in a sentence and other parts of a language. As for the term, semantic implicatures, it looks into what happens as a result after the words have been provided with meaning. People can absolutely interpret words differently and draw different meanings from them (Davis, 2019). This only means that people should always consider the meaning of the words used in conveying a message, especially in the context online, without compromising the netiquette in order to attain a peaceful online community.

2.3 Publicity of affection

The posts are showing off public display of affection towards their partners. Gathered transcriptions that reflect publicity of affection are as follows:

Post 2: Huhu miss talking to you...super busy to your work. ("Ajuju miss talking to u huhu super busy mans workish")

Post 13: Me the naughty one, It's so good to rip off that eyes whenever you get mad HAHAHA ("Ako nga amawon, mayng lugiton ang mata basta mangluod HAHAHA")

Post 24: w/ MY FAV ALIEN ("w/ MY FAV ALIEN")

Post 10: Almost that I would experience a Happy Anniversary ("Hapit najod unta ko maka suway ug Happy Anniversary")

As shown on some posts, the images of their partners are posted into their different social media accounts with captions criticizing their partners or even flaunting their whereabouts in public. These posts would bring about a chance to disclose personal information of the other party and worse, it would bring about envy and negative feedbacks and comments among its viewers.

According to Steinberg (2017), posts about romantic relationships or personal drama must always be kept private. But if unavoidable, they must make sure to do it sparingly, in its most vague and unspecific terms possible, especially with the whereabouts of the couple. This would avoid them from disclosing both parties' personal information.

2.4 Usage of inappropriate words

The following transcriptions explicitly mention inappropriate words which were made publicly:

Post 12: You Swiper the stupid Motherfucker don't come near me ("Ikaw Swiper the stupid Mother fucker wag kang lalapit")

Post 20: When I make someone mad and they make a post about me, arf arf bitch ("When I make someone mad and they make a post about me, arf arf bitch")

Post 18: FUCK THIS TEST, WHY IS THIS 367 ITEMS DEVIL ("KAYATA ANI NGA TEST NAGNO 367 ITEMS MANI YAWA")

Post 9: Slowly by slowly he became my milktea buddy ("Slowly by slowly he becomes my milktea buddy")

As shown on some posts, there are statements that use bad and inappropriate words trying to curse someone or something in public. With these, people would surely have a bad impression towards someone making the post and would throw negative comments toward it. As shown on their posts, words being mentioned are "stupid", "motherfucker", "bitch", and etc. This action would surely have a negative impact to people reading it, most especially the children reading it. Young kids would have the tendency to imitate such words knowing that these posts came from the elders. As a matter of fact, it has been discussed by Zeenat (2012) not to leave harsh and rude comments to others but rather give out compliments to see abundance and beauty among all. As seconded by Cal Education (2019), it is best not to be aggressive on other people online as it usually proves uneventful and fruitless meaning. Thus, it is important to be mindful not to attack anyone online.



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Furthermore, another post has been seen to have words that are erroneous in grammar and spelling – most specifically with the agreement of the subject and the verb. As cited by Cal Education (2019), people should always mind their use of language especially that it is posted online. On either English, Filipino, or Cebuano-Visayan language, it is important to constantly check one's grammar and spelling. With one misspelled or misused word, it would lead to misunderstanding on the meaning of the statement by the people who can read it.

2.5 Rants on someone or something

This implication has the greatest number of shared posts. Most of the posts pertain to either an attack or a rant about someone or something. Some transcriptions are as follows:

Post 21: *You are unlikeable Cat because you broke up with Clint just for Sam Milby wahh you are really disgusting (“Wa jod kay lami Cat abig gibuwan nimo si Clint para ni Sam Milby wahh wajud kay lami”)*

Post 23: *We should not leave our children alone! You are just good at having good times but the child is already really disgusting. Meowk. (“Mag anak gani dili nato pasagdaan ui! May lang sa palami huh unya bulingit nakay ang anak. Meowk.”)*

Post 14: *Oh my God to you Sir animal! HAHHAHAHA (“Jusko nlng gd nimo Sir animallll!!! HAHHAHAHAHA”)*

Post 19: *It constantly gets lightning, maybe your mouth gets lightning for constantly talking haaa (“Sige raba’g pangilat uroy kilatan nka ana imo baba na ga sige lang ug putak haaa.”)*

Post 22: *Shit so annoying there are still so many things to revise in this research animal (“Ahak hasula daghan paman diay dapat e revise aning research oy animal”)*

Post 25: *I DISLIKE HAVING RANT (HERE IN FB BUT YOU ARE TOO MUCH! DON’T MIND ME. BEFORE YOU TALK, GOOGLE IT IF WHAT TIKTOK IS READ STUDY WHAT THAT IS BEFORE YOU REPRIMAND OKAY? I DON’T KNOW YOU BUT HOPEFULLY YOU CAN READ THIS. NEXT TIME REPRIMAND ME FACE-TO-FACE, YOU ARE JUST STRONG IF I AM NOT AROUND MAKE SURE THAT I AM AROUND SO THAT I WILL GIVE YOU A SEMINAR ON WHAT IT MEANS (“DI JOD TA KO GANAHAN MAG RANT RANT ARIS FB BA PERO SOBRAAN MAN KA HILABTANON OY! AY PANGHILABOT. BAG-O KA MAGPAKATAG UG ISTORYA E GOOGLE UNSAY TIKTOK BASAHA TUN-I UNSA NA BAG-O KA MUBUYAG HA? WA JOD KO KAILA NIMO PERO MAYTA MABASA NIMO. SUNOD TUBANGA KOG BUYAG, ISOG RAMAG WA KO KANANG NAA KO PARA SEMINARON TIKA UNSA NA.”)*

Post 1: *I really don’t understand in the online class sir (“Wa nako kasabot sa online class sir”)*

Post 16: *Number 1 defrauder HAHHAHA *mentions a specific name* (“Number 1 tikasan HAHHAHA” *mentions a specific name*)*

Some posts attacked someone with a hidden identity, a teacher, a parent, and even to a specific person. As a matter of fact, the latter mentioned a specific name which was remained anonymous in this study in order to maintain privacy among them. Also, some of it implied rants about their online classes which is common among their posts. It has been found out that students are exhausted and demotivated with the current learning method during the pandemic where the only thing that they face in their day-to-day classes are only their electronic devices.

As emphasized by the WritepassJournal (2019), socialization done online must always be done at one's best behavior by always being cautious with one's comments, status, and even picture for it might be misinterpreted by other people. This only implies that attacking anyone or anything online must at most be avoided by people. Though it seems to be brave to challenge someone, but it often has a harmful and a reverse feedback by the people witnessing the statements (Carl Education, 2019).

As the semantic implicatures of the shared posts suggest, it only shows that their language has been used to express different forms of personal affection such as having rants about someone or something, provocation towards someone, and aversion about someone or something which served as an avenue to attack certain groups of people online. According to an article of Ehmke (2021), one biggest danger in terms of social media among teenagers is that communicating becomes more indirect and crueller. They can easily text all sorts of things that one would never in a million years contemplate saying to anyone's face. As stated by Dr. Wick of the said article, this behaviour is common among girls who typically do not like to disagree with each other in “real life”. Indeed, most of the respondents are girls mostly having rants and aversion against someone or something posted in their social media accounts.



3. Expression of Netiquette

Netiquette is a short term for "internet etiquette". It pertains to a code of polite behaviour in the society of the internet, such as the posts done on social media sites in which this study is focused on (Christensson, 2017). The expression of netiquette is determined through indicating the specific netiquette rule that the shared post contradicts and opposed which are considered as the prevailing themes of the posts being gathered that made each post unethical and erroneous in nature. Then, a discussion and interpretation of each identified posts were done in order to come up with the implication of such to the teaching and learning of the English language.

Themes

Discussion of inappropriate topics/materials

Personal attack

Mindless use of language

Disrespect for privacy

3.1 Discussion of inappropriate topics/materials

The posts are discussing inappropriate topics in their social media accounts. Transcriptions are as follows:

Post 5: Fuck, so Dumb! ("Bwesita bogoa oyy!")

Post 12: You Swiper the stupid Motherfucker don't come near me ("Ikaw Swiper the stupid Mother fucker wag kang lalapit")

Post 20: When I make someone mad and they make a post about me, arf arf bitch ("When I make someone mad and they make a post about me, arf arf bitch")

According to Cal Education (2019), people should avoid discussing inappropriate topics or sharing inappropriate material in any social media sites. In a similar fashion, people should not forward inappropriate photos, posts, and etc. in any public sites (Berk, 2011). It is best to always evaluate the material that is about to be posted if it ruins someone's reputation or not, especially that the post can easily be seen by the public. Indeed, most of the posts call for awareness on the implications of having such post online no matter what the context is (Pinola, 2019).

As supported by Steinberg (2017), posting revealing and negative photos must be avoided at all cost. Especially that the social media platform used is Facebook, billions of people are using the application even the very young audiences. With curiosity in mind, children would surely be unveiling such link that would corrupt such innocent minds. Hence, it is vital to really know the audience first (Taylor, 2000) and to always be at one's best behaviour by being always cautious with one's comments and status in order to avoid misinterpretation by other people (WritepassJournal, 2019).

3.2 Personal attack

As for the expression of netiquette on some posts, it totally contradicted one of Cal Education's (2019) netiquette rules that is not to attack anyone online which is evident on the language used by the sharer. In one of the shared posts, the latter is provoking someone to do the screenshot in order to fuel an existing conflict that they have. As stated by Berk (2011), no one has to flame in social media which was supported by Scheuermann & Taylor (2000) in their literature to not take offense easily. Sample transcriptions are as follows:

Post 11: Take a screenshot on this. Don't hesitate. ("Screenshot ni apil ayaw kaikog")

Post 15: We are to make such activities which are not thoroughly discussed by the teacher yet we are paying the tuition and are just asked to watch YouTube videos to learn. Such hypocrites! ("Himo ta anang activities nga wala pa gi discuss sa maestra, ga bayad ta tuition nya patan-awn rata anang video gikan YouTube. Wa gabae.")

Post 3: Don't ever let me see you for I might slap you in the face. ("Di jod ka pakita nako kay katilaw jud kag tamparos")

Post 6: Funny that you can already be a writer in Abs BWAHAHAHA THE GREAT STORYMAKER BWAHAHAHA PROUD OF YOU #CRINGE #PSYCHO lyingscumbag ("Funny lang jud kayo kay pwede siya mag writer sa Abs BWAHAHAHA DAGREATT STORYMAKER BWAHAHAHA PROUD OF YOU #CRINGE #PSYCHO lyingscumbag")



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- Post 21: You are unlikeable Cat because you broke up with Clint just for Sam Milby wahh you are really disgusting (“Wa jod kay lami Cat abig gibuwagan nimo si Clint para ni Sam Milby wahh wajud kay lami”)*
- Post 23: We should not leave our children alone! You are just good at having good times but the child is already really disgusting. Meowk. (“Mag anak gani dili nato pasagdaan ui! May lang sa palami huh unya bulingit nakay ang anak. Meowk.”)*
- Post 14: Oh my God to you Sir animal! HAHAHAAAA (“Jusko nlng gd nimo Sir animallll!!! HAHAHAAAAHA”)*
- Post 17: Indeed, the others are being so cool kids bringing karma only. Then if they undergo accidents, they cry from an injury. Better if they will only have injury but what if it becomes worst? Be sure you guys!!! Tree! Hahahahaha (“Alangan ang uban pa cool kid raman gadag masla. Unya og ma disgrasya manghilak, kay nangabungi. May lang untag mabungi ra unya og worst? Pagsureeee mo oy!!! Kahoy! Hahahahaha”)*
- Post 19: It constantly gets lightning, maybe your mouth gets lightning for constantly talking haaa (“Sige raba’g pangilat uroy kilatan nka ana imo baba na ga sige lang ug putak haaa.”)*
- Post 25: I DISLIKE HAVING RANT (HERE IN FB BUT YOU ARE TOO MUCH! DON’T MIND ME. BEFORE YOU TALK, GOOGLE IT IF WHAT TIKTOK IS READ STUDY WHAT THAT IS BEFORE YOU REPRIMAND OKAY? I DON’T KNOW YOU BUT HOPEFULLY YOU CAN READ THIS. NEXT TIME REPRIMAND ME FACE-TO-FACE, YOU ARE JUST STRONG IF I AM NOT AROUND MAKE SURE THAT I AM AROUND SO THAT I WILL GIVE YOU A SEMINAR ON WHAT IT MEANS (“DI JOD TA KO GANAHAN MAG RANT RANT ARIS FB BA PERO SOBRAAN MAN KA HILABTANON OY! AY PANGHILABOT. BAG-O KA MAGPAKATAG UG ISTORYA E GOOGLE UNSAY TIKTOK BASAHA TUN-I UNSA NA BAG-O KA MUBUYAG HA? WA JOD KO KAILA NIMO PERO MAYTA MABASA NIMO. SUNOD TUBANGA KOG BUYAG, ISOG RAMAG WA KO KANANG NAA KO PARA SEMINARON TIKA UNSA NA.”)*
- Post 1: I really don’t understand in the online class sir (“Wa nako kasabot sa online class sir”)*
- Post 16: Number 1 defrauder HAAAA *mentions a specific name* (“Number 1 tikasan HAAAA” *mentions a specific name*”)*

A post shows a reaction or comment of the sharer regarding online class but as Zeenat (2012) explained in his/her netiquette rules, one must leave constructive comments rather than harsh and rude ones. So, instead of criticizing teachers from having videos in YouTube, it could have been better if the subject complimented such online platform to be so useful in education even without the presence of a teacher. As the Writepass Journal (2019) has cited, one should be at its best behavior by always being cautious with one’s comment and status for they might be misinterpreted by other people. The person in conversation with the sharer might think that the latter is attacking their teachers and might confide such issue to them which would hurt their ego and would create conflict that would put the sharer at a great risk. Thus, it is very important that a person should always think first before posting anything online (Scheuermann & Taylor, 2000).

3.3 Mindless use of language

The transcriptions for this theme are as follows:

- Post 4: Disgusting fucking Filipino. (“Umay pakeng Filipino”)*
- Post 2: Huhu miss talking to you...super busy to your work. (“Ajuju miss talking to u huhu super busy mans workish”)*
- Post 14: Oh my God to you Sir animal! HAHAHAAAA (“Jusko nlng gd nimo Sir animallll!!! HAHAHAAAAHA”)*
- Post 18: FUCK THIS TEST, WHY THIS IS 367 ITEMS DEVIL (“KAYATA ANI NGA TEST NAGNO 367 ITEMS MANI YAWA”)*
- Post 22: Shit so annoying there are still so many things to revise in this research animal (“Ahak hasula daghan paman diay dapat e revise aning research oy animal”)*
- Post 9: Slowly by slowly he became my milktea buddy (“Slowly by slowly he becomes my milktea buddy”)*

One of the posts mentioned about the word Filipino. But, as for the functionality of the meaning, the word seems so vague. Either way the post would give meaning on the word “Filipino”, both is against the netiquette rule that would not allow anyone to attack someone or anything online. Also, the language used in the message,



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specifically on the word "Filipino" is confusing. Berk (2011) suggested to use appropriate professional language minding grammatical rules at all times. Thus, its meaning has been affected which might be misunderstood by the people reading it. It only suggests to mind the use of one's language – especially in terms of its grammar and spelling (Cal Education, 2019). Hence, words used in utilizing social media sites must be written in upper and lower cases and must always be concise and accurate as to what the sharer is trying to mean to the audience (Scheuermann & Taylor, 2000).

3.4 Disrespect for privacy

As Steinberg (2017) stated in his netiquette rules in utilizing social media sites, he emphasized that personal drama must always be kept private. With the vast scope of Facebook, one's post might land on the different perspectives of the netizens that would put the sharer into bias judgments and would give various impressions against him/her. Most importantly, it is not safe to be seen constantly promoting and boasting oneself for it may cause envy and hatred among others. Sample transcriptions are as follows:

Post 7: You are constantly making mistakes, self. ("PURO NALANG SAYOP IMONG NABUHAT SELF")

Post 2: Huhu miss talking to you...super busy to your work. ("Ajuju miss talking to u huhu super busy mans workish")

Post 13: Me the naughty one, It's so good to rip off that eyes whenever you get mad HAHHAHA ("Ako nga amawon, mayng lugiton ang mata basta mangluod HAHHAHA")

Post 24: w/ MY FAV ALIEN ("w/ MY FAV ALIEN")

Post 8: WE ARE MORE SAD BOY ESPECIALLY THAT OUR MOTORCYCLE IS RUINED ("SADBOI MANTAG SAMOT GUBA PANG MOTOR")

Post 10: Almost that I would experience a Happy Anniversary ("Hapit najod unta ko maka suway ug Happy Anniversary")

Indeed, any information that is shared online can be easily made public or accessible by anyone (Pinola, 2019). With the growing population of social media consumers of both young and old especially that this new normal modality is making every person to be tech savvy and be into social networking, it is best for people to always review on these netiquette rules before posting anything online. As these netiquette's main concern is the ethical or moral issues as well as the standards of politeness and courtesy in utilizing these social media sites (Scheuermann & Taylor, 2000).

With the usage of social media, people feel hyperconnected with each other. The conversation never stops and it feels like there is always something new that is happening. Truly, social media help maintain relationships. However, people still feel lonely in the middle of the hyper-connection especially at times when they feel ignored. The silent treatment of people in these media would often mean strategic insult that causes depression and anxiety among them, especially to teenagers. (Ehmke, 2021) Because of it, teens find it convenient to express everything that they feel in their social media accounts since they already have established hyper-connectivity among them even without thinking the possible outcomes and results of their actions.

Conclusion

Students utilize personal language in their posts where they use words to express emotions and opinions about someone or something. Thus, it seems that they have overlooked the utilization of social media that they became disoriented with its netiquette rules showing erroneous posts, taking offense towards oneself and others, posting romantic relationships or personal drama, and even discussing inappropriate topics online.

Recommendations

Based on the findings and conclusions, several recommendations are proposed. First, class activities may be designed and conducted to raise awareness on the proper use of terms and punctuation marks in social media posts. Additionally, literacy surveys and Cybercrime Law orientations could be provided to freshmen to guide them on the appropriate type and tone of messages for social media. English teachers may also incorporate the researcher-developed course guide into their lessons, integrating social media platforms into evaluation activities. Furthermore, future researchers are encouraged to conduct translational studies on topics such as a survey on SHS students' implementation of netiquette rules, the impacts of social media on linguistic subcultures, the emotional influence of



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language in SHS students' discourses, the implications of technology on modern language use, and the developmental benefits of integrating online and traditional classroom instruction.

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