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IMPACT OF INTERNET SLANG ON THE ACADEMIC WRITING OF COMPUTER SCIENCE STUDENTS

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ABSTRACT: *The purpose of this study is to determine the impact of internet slang on students' academic writing. The study used a descriptive research design where an essay was the main instrument to gather the required data. There were thirty (30) third-year computer science students, particularly those who are under the College of Communication and Information Technology at a State University in Zambales, Philippines, who served as participants in this study. The instrument is composed of two parts: (a) the profile of the respondents, which includes gadgets used and social media slang used; and (b) essays with specified topics. Spearman's rank correlation was used to correlate the profile variables with the properties of written text. Wilcoxon signed rank was used to compare between output 1 and output 2 on the properties of written text. Some of the internet slangs that participants usually use on social media were also noticed in the outputs. The students' writing performances are still consistent in terms of word formation, vocabulary, mechanics, content, style and creativity, and coherence, regardless of the topics used. Meanwhile, the factors gadgets used, time spent on checking social media, social media used, and internet slang used have either a low or very low positive correlation with all the given properties of well-written text except vocabulary.*

Keywords – *academic writing, grammar, internet slang, social media, vocabulary*

I.   INTRODUCTION

People are adapting new technologies, information, lifestyles, and languages on a daily basis in a globalized society. Younger generations are now increasingly popular on social media sites like Facebook, Twitter, Yahoo Messenger, and Google Plus, and they are more influenced by them. People's writing and speaking, as well as their emotions, feelings, and ideas, are all influenced by social media. It enables us to track vocabulary, grammar, spelling, and pronunciation changes in the language.

Most social media platforms are used to share thoughts and emotions. For instance, Facebook users are free to use the whatever language they like. In their daily contacts, they could speak informally and incorrectly by using emoticons, dialect, and a lot of acronyms.

Moreover, social media has influenced the academic vocabulary since it prevents students from being able to tell the difference between social and academic writing because they utilize slang or social media jargon for convenience. As a result, they are unable to punctuate their writing. Students should be conscientious and perceptive while choosing terms for their writing. Slang language should not be used when writing, and proper grammar, punctuation, and word choice should all be taken seriously. Manan, N., Alias, A., & Pandian, A. (2012) even made the observation that using social media could lead to more people using low-quality English since when students communicate online, they frequently use non-standard English.

Obi, Bulus, Adamu, & Sala (2012) observed that the majority of students who regularly use social media have invented and adopted unusual writing and abbreviation habits that are slowly becoming ingrained in their official writing abilities. For instance, students now substitute 2 for to, D for the, and 4 for for. Due to the short message limits and tiny user interface of mobile phones, SMS users frequently make significant use of

abbreviations, particularly the substitution of digits for words (for example, "4" for the word "for") and the absence of vowels (as in the phrase "txt msg").

Similar to this, Nina Jasilek (2013), the assistant course director for the London School of Publishing, mentions in an article titled "The Effect of Social Media on Language" that slang words tend to shorten as a result of social media, such as "I will send her a message on Facebook" becoming just "I'll FB her." Social media also introduces new vocabulary where people begin using shortened forms of words for communication. For instance, "OMG" stands for "oh my god."

Furthermore, a teacher of foreign languages at St. Mary's Ryken High School in Leonardtown, Md., observed a "dramatic decline" in her students writing skills as a result of their use of Twitter, Facebook, and texts. Words are no longer capitalized, and punctuation is no longer used, according to Wood (2011), a teacher with ten years of classroom experience. The use of technology is not always advantageous to students' performance due to the type of communication and the language of chat they use. "Even in E-mails to teachers or [on] writing assignments, any word longer than one syllable is now abbreviated to one." This has an impact on learners work and may impede their advancement.

Given the aforementioned claim, the goal of this study is to ascertain how social media lingo and informal chatting affect a sample of third-year computer science students at President Ramon Magsaysay State University's academic writing. The study also seeks to compile internet slang, which is crucial for raising language awareness among teachers and students alike.

II.   CONCEPTUAL FRAMEWORK

The development and improvement of technology helps students a lot specifically; the discovery of text messaging that aids the respondents' communication. On contrary, some students have their wrong practice in using these kinds of innovation. Instead of studying their lessons on vacant time, they enjoy texting, browsing social media and others, so they adopt words and ideas that are informal. As they keep doing this practice, they adopt more and more informalities that unconsciously affect their writing abilities.

Social Presence Theory, developed by Short, Williams, and Christie (1976), explained the effect telecommunications media can have on communications. They theorized that communication media differ in their degree of social presence and that these differences play an important role in how people act. Before the advent of computers, teenagers would spend hours on the telephone. In contrast, today they spend hour after hour texting one another. Online devices have now changed the face of social presence where teens now have developed their own language through the use of Internet Slang, and this medium has changed the way teenagers act.

Ochonogor W. C. , Alakpodia N. O. , Achugbue I. E. (2012), from their study, stated, "it is clear that the majority of the students do not know when they make use of slangs or chat room language even when they write a formal text to their lecturers. 215 (66.36%) of the respondents said they text in a constructive manner while 104 representing 32.10% said they use text slang in their writing. This study has shown with the use of Social Presence Theory that these secondary students did not know how to act when it was time to write a formal paper, and they also did not know when or how to switch from Internet Slang to formal writing.
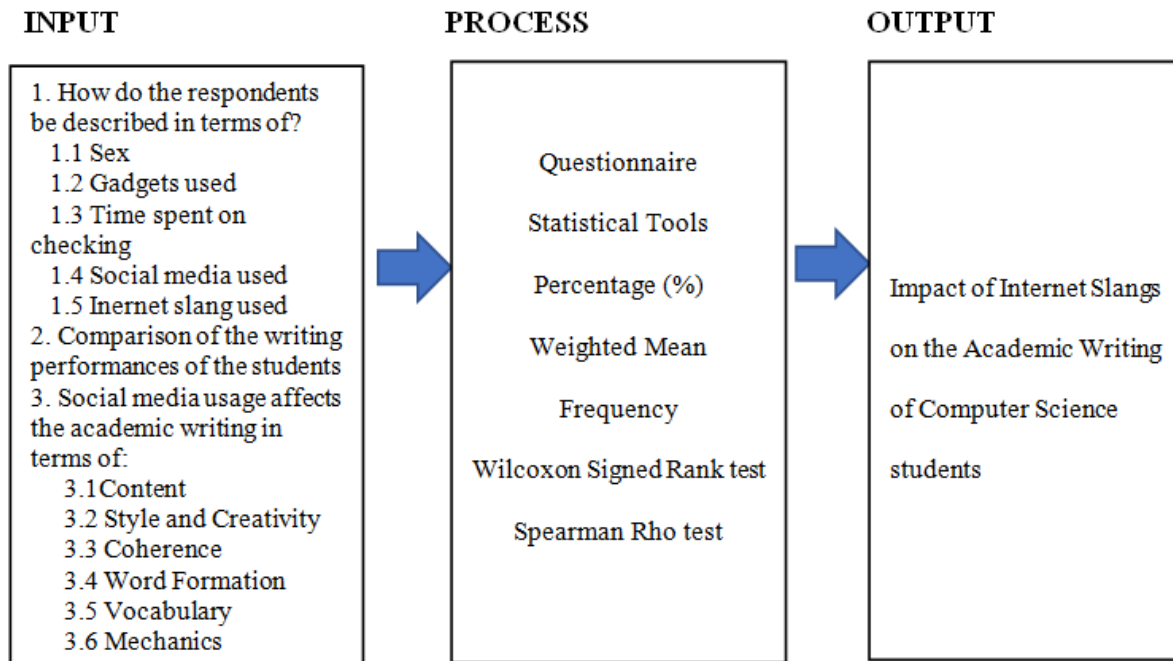
Figure 1

Paradigm of the Study

The paradigm of the study was shown with three (3) frames, namely the input, process and outputs.

First, the INPUT showed the students' behavior on the use of Internet slangs and its' impact to their academic writing. The second box is the PROCESS where one can see the research's instrument and statistical tools to be used in the conduct of the study. Lastly, the OUTPUT was the outcome or possible output that was drawn from the study.

III.   METHODOLOGY

The study had used descriptive research design where essay is the main instrument to gather the required data. There are thirty (30) Third Year Computer Science students particularly, who's under College of Communication and Information Technology in a State University in Zambales, Philippines who served as participants in this study. The instrument is composed of two parts; (a) the profile of the respondents includes gadgets used and the social media slangs used, and (b) essays with specified topics. Spearman's rank correlation was used to correlate the profile variables on the properties of written text. Wilcoxon signed ranked was used to compare between output 1 and output 2 on the properties of written text.

IV.   RESULTS AND DISCUSSION

1.   **Profile of the Respondents**
    1.1 Gadgets Used

Table 1 shows the frequency and percentage of the respondents according to the gadgets commonly used.

Table 1 Frequency and Percentage Distribution of the Respondents as to Gadgets Used

Gadgets	Frequency	Percentage	Rank
Mobile Phone	30	100.00	1
Tablet	3	10.00	3
Laptop	10	33.33	2
Computer	1	3.33	4

Out of thirty (30) respondents, thirty (30) or 100% admitted that they were using mobile phone which ranked 1st; ten (10) or 33.33% of the respondents admitted that they were using laptop which ranked 2nd; three (3) or 10% of the respondents admitted that they were using tablet which ranked 3rd; and one (1) or 3.33% of the respondents admitted that he or she uses computer which ranked 4th.

The table shows that "mobile phone" is the most commonly used gadget by the respondents having the frequency of thirty (30) while "computer" is the least commonly used gadget used having the frequency of one (1).

Following, Shanti and Babu (2013) concurred that cell phones were used earlier for a sign of status however now it has become a necessity for the day today life and can be used by everyone. Mobile phones are used more in our society due to the influence it is making in people to communicate on a daily basis.

1.2 Time Spent on Checking and Using Gadgets

Table 2 shows the frequency and percentage of the respondents according to the time spent on checking gadgets.

Table 2 Frequency and Percentage Distribution of the Respondents according to Time Spent on Checking their Gadgets

Time Spent on Checking	Frequency	Percentage
Every few minutes	9	30.00
Every one – two hours	10	33.33
Every three – four hours	2	6.67
Every five – seven hours	2	6.67
I am always online via mobile phone	7	23.33
Total	**30**	**100.00**

Out of thirty (30) respondents, nine (9) or 30.00% admitted that they are checking their gadgets every few minutes; ten (10) or 33.33% of the respondents admitted that they are checking their gadgets every one - two hours; two (2) or 6.67% of the respondents admitted that they check their gadgets every three – four hours; another two (2) or 6.67% of the respondents admitted that they check their gadgets every five – seven hours; and seven (7) or 23.33% of the respondents admitted that they are always online via mobile phone.

The table further shows that majority of the respondents check their phones every one – two hours. Moreover, Belwal and Belwal (2009) conducted a research in Muscat and Sohar cities of Oman to determine the attitude of cell phone usage of the university students. 200 students participated in this survey and the findings shows that most of students use SMS service more than 10 times per day but calls less than 10 times a day. Their cell phones will be active for the whole day and they were restless if they do not have cell phones with them. The results show that students used cell phones during lecture time as well.

1.3 Social Media Applications Used

Table 3 shows the frequency and percentage of the respondents according to the social media applications used.

Table 3 Frequency and Percentage Distribution of the Respondents as to Social Media Applications Used

Social Media Applications	Frequency	Percentage	Rank
Facebook	24	80.00	2
Instagram	10	33.33	4
Snapchat	2	6.67	7
Twitter	6	20.00	5
Viber	2	6.67	7
Messenger	27	90.00	1
Tiktok	6	20.00	5
Gmail	17	56.67	3
Yahoo mail	1	3.33	9

Out of thirty (30) respondents, twenty-seven (27) or 90% admitted that they are using Messenger which ranked 1st; twenty-four (24) or 80% of the respondents admitted that they are using Facebook which ranked 2nd; seventeen (17) or 56.67% of the respondents admitted that they are using Gmail which ranked 3rd; ten (10) or 33.33% of the respondents admitted that they are using Instagram which ranked 4th; six (6) or 20% of the respondents admitted that they are using Twitter and Tiktok which ranked 5th; two (2) or 6.67 of the respondents admitted that they are using Snapchat and Viber which ranked 7th; and one (1) or 3.33% of the respondents admitted that he or she is using Yahoo mail which ranked 9th.

The table further shows that the most commonly used social media application is Messenger having the frequency of twenty-seven (27) while the least commonly used is Yahoo mail with the frequency of one (1). In addition, the popularity of Messenger is undoubtedly tied to the popularity of Facebook, and its desire to incorporate the features of other social media apps into its design (Chowdry, 2017).

Moreover, messenger allows users the ability to not only send text messages, but to make voice and video calls, and to send money, files, stickers, edited photos, and GIFs via the platform. Users can create groups that allow them to chat or play games with multiple people, and they can add videos or photos to the "My Day" feature, which is similar to SnapChat Stories (Constine, Lomas & Biggs, 2016).

1.4 Internet Slangs Used
Table 4 shows the frequency and percentage of the respondents according to the internet slangs used.

Table 4 Frequency and Percentage Distribution of the Respondents as to Internet Slangs Used

	Internet Slangs	Frequency	Percentage	Rank
1	OTW – on the way	25	83.33	1
2	Lowkey – slightly or discretely	2	6.67	24
3	Besh/Beshie – friend/ bestfriend	9	30.00	9
4	Shookt – shocked	3	10.00	22
5	HM – how much?	13	43.33	8
6	Stan – support	3	10.00	22
7	SKL – share ko lang	18	60.00	2
8	Xoxo – hugs and kisses	1	3.33	27
9	LOL – laugh out loud	14	46.67	6
10	Beast mode – aggressive persona	5	16.67	13
11	Lodi – Idol	18	60.00	2
12	Gonna/wanna/gotta – going to/want to/ got to	5	16.67	13
13	Periodt – period	4	13.33	19
14	TBT – throwback Thursday	1	3.33	27
15	Flex – to flaunt or to show off	5	16.67	13
16	@ - at	7	23.33	12
17	Lit!- extremely great	4	13.33	19
18	OMG – Oh my God!	9	30.00	9
19	Sana all - an expression you say if you want something another person has	14	46.67	6
20	Emoticons (☺ ☹)	16	53.33	4
21	Noob – Newbie	5	16.67	13
22	Meme – a humorous image, text, or video	8	26.67	11
23	Tea – gossip	4	13.33	19
24	Mewd – that's a mood	1	3.33	27
25	TBH – to be honest	5	16.67	13
26	Woke – being aware and knowing what's going on with the community	2	6.67	24
27	Petmalu – interestingly cool	5	16.67	13
28	Awit – contraption of "Aw, sakit!"	15	50.00	5
29	Mumshie – mom/mother	4	13.33	19
30	OTP – one true pairing/ romantic couple	1	3.33	27

Out of thirty (30) respondents, twenty-five (25) admitted that they are using indicator 1 "OTW (on the way)" with the percentage of 83.33% which ranked 1st; eighteen (18) respondents admitted that they are using indicators 7 "SKL (share ko lang)" and 11 "Lodi (idol)" with the percentage of 60.00% which ranked 2nd; while one (1) of the respondents use indicators 8 "Xoxo (hugs and kisses)", 14 "TBT (throwback Thursday)", 24 "Mewd (Mood)", and 30 "OTP (One true pairing/ romantic couple)" with the percentage of 3.33% which ranked 27th.

The table further shows that the indicator 1 which is "OTW (on the way)" is the most commonly used internet slang having the frequency of twenty-five (25) while indicators 8 "Xoxo (hugs and kisses)", 14 "TBT (throwback Thursday)", 24 "Mewd (Mood)", and 30 "OTP (One true pairing/ romantic couple)" are the least commonly used having the frequency of one (1).

Slangs abbreviations are mostly used by the Internet users in their messages. Slang is a type of language of non-standard words and phrases such as OTW, GR8, SMH, CHALE and XOXO. The primary

motivation behind the using of Slang words is its usefulness, because usually easy for other to interpret and save a lot of time. Large numbers of Slangs with positive or negative sentiments are used in chat, Twitter and Facebook messages (Asghar M Z, Khan A, Ahmad S and Kundi FM 2014).

2. Comparison between Two Writing Performances on the Properties of Written Text
Table 5 shows the comparison between two outputs on word formation, vocabulary, mechanics, content, style and creativity, and coherence.

Table 5 Comparison between Output 1 and Output 2 on the Properties of Written Text

Properties of Written Text	Output 1 (Weighted Mean)	Output 2 (Weighted Mean)	z	p	Interpretation
Word Formation	2.63	2.73	-.500	.617	No significant difference
Vocabulary	2.73	2.73	.000	1.000	No significant difference
Mechanics	2.36	2.43	-1.500	.134	No significant difference
Content	2.56	2.43	-1.069	.285	No significant difference
Style and Creativity	2.30	2.23	-.378	.705	No significant difference
Coherence	2.13	2.43	-1.414	.157	No significant difference
Overall	**2.45**	**2.49**			**No significant difference**

Asymptotic significances are displayed in Table 6 and the significance level is set at 0.05. The results of the Related Samples Wilcoxon Signed Rank on the comparison between output 1 and output 2 on the properties of written text show that there is no significant difference between the two outputs in terms of word formation manifested by the weighted mean value of 2.63 in output 1 and 2.73 in output 2. The observed difference is in favor of the positive rank ($z=-.500$, $p=.617<0.05$). Thus, there is no significant difference between the output 1 and output 2 in terms of word formation.

For the factor vocabulary, the result shows that there is no significant difference between output 1 and output 2 with the same weighted mean of 2.73. The sum of positive and negative rank was significantly the same ($z=.000$, $p=1.000<0.05$). This means that there is no significant difference between output 1 and output 2 in terms of vocabulary. For mechanics, the observed difference is in favor of the positive rank ($z=-1.500$, $p=.134<0.05$) which means that there is no significant difference between output 1 with the weighted mean of 2.36 and output 2 with the weighted mean of 2.43.

For content, the observed difference is in favor of the negative rank ($z=-1.069$, $p=.285<0.05$) with the weighted mean of 2.56 in output 1 and 2.43 in output 2. For style and creativity, output 1 has a weighted mean of 2.30 while output 2 has a weighted mean of 2.23. Hence, the observed difference is in favor of the negative rank ($z-.378$, $p=.705<0.05$).

Lastly, for coherence, the observed difference is in favor of the positive rank ($z=-1.414$, $p=.157<0.05$) with the weighted mean of 2. 13 in output 1 and 2.43 in output 2. This only means that there is no significant difference between output 1 and output 2 in terms of content, style and creativity, and coherence.

The results show that there is no significant difference between output 1 and output 2 on the properties of written text. Thus, the students' outputs were consistent in terms of word formation, vocabulary, mechanics, content, style and creativity, and coherence regardless of the topics used. Since there is no significant difference between output 1 and output 2, the researcher can now analyze the correlation of social media usage and properties of written text using the average scores in Output 1 and 2.

3. Correlation of Gadgets Used, Time Spent in Checking Gadgets, Social Media Applications Used, and Internet Slangs Used on the Properties of Written Text
The following tables show the correlation of gadgets used, time spent in checking gadgets, social media applications used, and internet slangs used on word formation, vocabulary, mechanics, content, style and creativity, and coherence. Social media usage has affected the writing performance of students in terms of the different properties of written text such as word formation, vocabulary, mechanics, content, style and creativity and coherence.

In this research, the social media usage was divided into four factors: number of gadgets used, time spent in checking gadgets, applications used and slangs used, in order to investigate further which of those components has greatly affected the writing performance of students. Spearman rho correlation coefficient was calculated to identify the direction of the relationship between the factors social media usage and properties of written text.

Table 6 shows the correlation of gadgets used, time spent in checking gadgets, social media applications used and internet slangs on word formation, vocabulary, mechanics, content, style and creativity, and coherence.

Table 6 Correlation of Gadgets used, Time Spent in Checking Gadgets, Social media Applications Used, and Internet Slangs Used on the Properties of Written Text

Factors		Word Formation	Vocabulary	Mechanics	Content	Style and Creativity	Coherence	Overall
Gadgets used	Correlation Coefficient	0.229	-0.041	0.322	0.257	0.391	0.367	**0.367**
	Sig (2-tailed)	0.224	0.828	0.082	0.170	0.033	0.046	0.046
		Low Positive Correlation	Very Low Negative Correlation	Low Positive Correlation	Low Positive Correlation	Low Positive Correlation	Low Positive Correlation	**Low Positive Correlation**
Time spent in checking gadgets	Correlation Coefficient	0.440	0.346	0.204	0.258	0.242	0.403	**0.318**
	Sig (2-tailed)	0.015	0.061	0.280	0.168	0.197	0.027	0.087
		Low Positive Correlation	Low Positive Correlation	Low Positive Correlation	Low Positive Correlation	Low Positive Correlation	Low Positive Correlation	**Low Positive Correlation**
Applica-tions used	Correlation Coefficient	0.133	-0.148	0.206	0.124	0.088	-0.014	**0.079**
	Sig (2-tailed)	0.482	0.434	0.275	0.514	0.645	0.941	0.678
		Low Positive Correlation	Low Negative Correlation	Low Positive Correlation	Low Positive Correlation	Low Positive Correlation	Very Low Negative Correlation	**Low Positive Correlation**
Slangs used	Correlation Coefficient	0.122	-0.390	0.169	0.390	0.232	0.096	**0.214**
	Sig (2-tailed)	0.522	0.033	0.373	0.033	0.214	0.613	0.257
		Very Low Positive Correlation	Low Negative Correlation	Very Low Positive Correlation	Low Positive Correlation	Low Positive Correlation	Low Positive Correlation	**Low Positive Correlation**
	N	30	30	30	30	30	30	30

Social media usage has affected the writing performance of students in terms of the different properties of written text such as word formation, vocabulary, mechanics, content, style and creativity and coherence. In this research, the social media usage was divided into four factors: number of gadgets used, time spent in checking gadgets, applications used and slangs used, in order to investigate further which of those components has greatly affected the writing performance of students. Spearman rho correlation coefficient was calculated to identify the direction of the relationship between the factors social media usage and properties of written text.

Gadgets used. It can be observed that it has low positive correlation with word formation ($\rho=0.229$), mechanics ($\rho=0.332$), content ($\rho=0.257$), style and creativity (p=0.391), and coherence ($\rho=0.367$). This means that the relationship of word formation, mechanics, content, style and creativity, and coherence and the number of gadgets used do not really affect the overall writing performance of students (p=0.367). Dang (2013) conducted the research on the electronic gadget use in language learning and its results show that 84% of learners had had the experience of using their mobile phones for learning English. It is noticeable that there is a growing tendency for students to make good use of their mobile phones for learning activities. The greatest percentage of learners (85%) had used their mobile phones to look up new words in the dictionary.

Additionally, Alsulami Salmah (2016) commented that technology offers modern educational tools for learning English as a foreign language. It clearly described in the research findings that 35 students (97.2%) believed that smartphone and tablet apps (i.e., Learn English Grammar, Dictionary. com, dictionaries, and thesauri) can improve their English language learning, while 29 students (80.5%) indicated that word processing software (i.e., Google Docs and Microsoft Word) can definitely have a positive impact on their English language learning.

On the other hand, it has very low negative correlation with vocabulary (ρ= -0.041). This means that the relationship of vocabulary and the number of gadgets used negatively affects the writing performance of the students. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas.

Gadgets have the tendency to influence students' English negatively. There is now a trend on social media that could menace literacy ability and skill of students due to the use of abbreviations and uncommon jargon in writing (Craig, 2006). Negative social promotion and negative behavior may develop with the use of Facebook (Fodeman and Monroe as cited in Derakshan & Hasanabbi, 2015).

In addition to this, the growth in popularity of social media creates internet slangs which are known as jargons used on these sites. To express themselves in a quick manner, they use these jargons. However, it can bring negative impacts to many social media users. The usage of internet slangs such as ROFL (roll on floor laugh), BTW (by the way), TTYL (talk to you later), and LOL (laugh out loud) bring worries to some as it might affect the English vocabulary. In some other countries such as Thailand, numbers are used to present the same meaning as LOL which 555 (Jimma, 2017).

Time spent in checking the gadgets. It can be observed that it has low positive correlation with word formation (ρ=0.440), vocabulary (ρ=0.346), mechanics (ρ=0.204), content (ρ=0.258), style and creativity (p=0.242), and coherence (ρ=0.403). This means that the relationship of word formation, vocabulary, mechanics, content, style and creativity, and coherence and the time spent in checking the gadgets have contributed to the overall writing performance of students. Research by Pew Internet and American Life Project (2014) found that 93% of youth aged 12-17 were online users visiting MySpace and Facebook.

Junco (2012) found no students who spent zero hours on the social networks. This implied that all students surveyed spent at least some time on the social media daily. Although this study was done at college level, it still remains relevant to the proposed study given the findings suggest that students have considered visiting social media as part of their daily routine. The fact that social media has become part and parcel of students" daily programming make it an important area of inquiry more so with regard to how it affects students' performance in key areas of education. In addition, it is also not clear if all students in developing countries have access to social media hence the need for conducting a study to establish the status of use of media in school environments in Kenya.

Social media applications used. It can be observed that it has very low positive correlation with word formation (ρ=0.133), mechanics (ρ=0.206), content (ρ=0.124), and style and creativity (p=0.088). This means that the relationship of word formation, mechanics, content, and style and creativity, the social media applications used have contributed to the overall writing performance of students.

According to Derakshan & Hasanabbasi (2015), social media is a prominent medium of communication and used by all generations. In recent years, social media platforms have become the medium of everyday interaction. Social media platforms such as Twitter, Instagram, YouTube, Facebook, Skype and many others serve different purposes in communication. These mediums have helped learners of English indirectly as English is widely used on social media. In addition, social media are utilized as a learning tool. Social media is also a place where students share and discuss their academic materials. Studies conducted by researchers found Facebook has greatly impacted second language learning.

Furthermore, social media platforms are perceived as effective tools in language learning. The impacts of social media on second and foreign language acquisition found in a study conducted by Alfaki (2015) revealed it is more effective to learn via social media compared to traditional learning. Social media expose learners to the most recent style of words use. In addition, social media provides students on the usage of words

in an authentic real-life situation. The use of social media also provides positive effects such as pronunciation improvement and language acquisition resulted from the use of social media (Abbasova, 2016).

While on the other hand, the results show that it has low negative correlation with vocabulary (ρ=-0.041), and coherence (p=. -0.014). This means that the relationship of vocabulary and coherence and the social applications used negatively affect the writing performance of the students. The words that surround us every day influence the words we use. With the use of internet slangs, students are driven to ignore rules and just want to use new invented words freely even in formal writing. Students must always remember that good choice of words is important in academic writing.

The fact that some social media users tend to underperform academically is also supported by Roopchund, R., Ramesh, V., & Jaunky, V. (2019), who believes there is a negative association between social media use and academic performance, and it is important point to look into than focusing on its advantages alone.

Hoffmann and Bublitz (2017) explain this scenario by pointing out that most social media communication is concerned with being pragmatic and that the highest priorities are accessibility and mutual comprehensibility. While, abbreviations and improper language use may be comprehensible among teens and young people, older people sometimes have problems understanding the modern informal language. However, for many people, the use of informal language as influenced by social media seems to have made English simpler, but the ability to communicate deep thoughts is perhaps eroded.

Moreover, even if students are comfortable with social media outside of school, they may not know or understand how to use them in an academic context, repurposed or not. Lewis, S, Pea, R, Rosen, J (2010) found that most students still view schooling in traditional and formal ways where they hold precise distinctions for times and spaces between socializing and learning, but social media's inherent features that allow for interactivity, fluidity, and structures do not mirror those of the classroom.

Slangs used. It can be observed that it has low positive correlation with content (ρ=0.390), style and creativity (p=0.391), and coherence (ρ=0.367) while very low positive correlation on word formation (ρ=0.122) and mechanics (ρ=0.169). This means that the relationship of word formation, mechanics, content, style and creativity, and coherence and slangs used have contributed to the overall writing performance of students. Internet slang plays a significant role in the development of academic English writing systems of young people.

Correct spelling, grammar, and good choice of words go hand-in-hand in academic writing. However, with the use of internet language students are driven to ignore rules but we can't ignore the fact that this aids the learning of students— the internet is a learning tool. It plays a great role in helping students to learn school-related content, some educators believe that the use of shortened language sparks the thinking process of students (Lee, 2002).

Additionally, internet slang plays a significant role in the development of academic English writing systems of young people. Internet slang is novel, humorous, and interesting, and it possesses qualities that attract attention, particularly that of humor (Eisend, 2011).

Likewise, slangs abbreviations are mostly used by the Internet users in their messages. Slang is a type of language of non-standard words and phrases such as GR8, SMH, CHALE and XOXO. The primary motivation behind the using of Slang words is its usefulness, because usually easy for other to interpret and save a lot of time. Large numbers of Slangs with positive or negative sentiments are used in chat, Twitter and Facebook messages (Asghar MZ et al., 2014).

On the other hand, it has low negative correlation with vocabulary (ρ= -0.390). This means that the relationship of vocabulary and the number of gadgets used negatively affects the writing performance of the students.

As stated by Perkins (2013), grammar and spelling is affected because of the constant use of sites which do not encourage proper grammar usage. Twitter, for example, limits the writing of people to only 140 characters which obviously doesn't always allow for complete sentences, usually, this result in run-ons and fragments. Perkins, also believes that the cause of the shorter attention span of students when it comes to writing is because of the short character count, which in turn, affects the ability to write correct sentences, then by nature would influence poor word choice. Since students use short hand internet slang, and abbreviations to keep text short, it had led some using this form of writing in their formal writing.

The overall results show that the factors gadgets used, time spent on checking gadgets, social media applications used, and internet slangs used have low positive correlation with the properties of well written text. Therefore, social media can actually help the students in the academic writing. However, as you can see on the table above, the results also show that majority of the factors negatively affected the property of vocabulary. This shows that the students used words which were not appropriate in formal writing. Thus, students must be aware and precise of the terms they use in academic writing.

V. CONCLUSION

Based on the summary of the investigations, the researcher has concluded that:
1. Students are always with their phones and often use their social media accounts, especially Facebook and messenger. In addition to that, some of the internet slangs that they usually use in social media were also noticed in their outputs.
2. The students' writing performances are still consistent in terms of word formation, vocabulary, mechanics, content, style and creativity, and coherence regardless of the topics used.
3. The factors gadgets used, time spent on checking social media, social media used, and internet slangs used have either low or very low positive correlation with all the given properties of well written text except in vocabulary. Meanwhile, the factors gadgets used, time spent on checking social media, social media used, and internet slangs used have a low negative correlation with vocabulary.

VI. RECOMMENDATIONS

1. Students may be encouraged to limit the amount of time they spend on social media sites each day in order to read more fiction and academic books that will help them write better.
2. Students should still be monitored by teachers on how they use social networking sites to create balance between social media and academic activities of students to avoid setbacks in the academic performance of the students.
3. Since the results confirmed that the use of social media sites had somehow negatively affected the vocabulary of students, they should be warned about the risks of being addicted to social networking sites. In addition, they should be made aware of websites that can benefit both their academic and research endeavors.

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