

Students Exposure to Text Messaging and its Impact on Spelling Performance

Susan D. Tiangson, MA Ed.¹, Joville P. Dollente², Alexis R. Sarmiento³
Pangasinan State University¹

Abstract – *The study was conducted to find out the Exposure of Students to Text messaging and its impact on Spelling Performance during the 1st semester A.Y 2013-2014 in relation to certain variables. The study used descriptive correlational method of research. The respondents were ninety-nine 1st year students of Bachelor of Arts in English Language and ...were chosen through universal sampling. Questionnaires was used to gather data on the profile of students and to determine the Exposure of Students to Text Messaging and their spelling performance along the Written and Dictation mode. The study revealed that students were strongly exposed to text messaging and obtained very high performance in spelling in the written mode and have average performance in spelling in the dictation mode. It is concluded that the students have various level of performance in spelling in both written and dictation modes and that the personal profile and exposure to text messaging have various influences or effects on their spelling performance. It is therefore recommended in the study that all cellular users regardless of age and courses should maintain their awareness on the imitations of practices employed in text messaging and the inevitable use of Standard English particularly in the correct spelling of words in formal written and oral communication. And that English Teachers should keep themselves updated with the demands, trends and changes that go with or bring about by new inventions and modernization of technology.*

Keywords: *exposure to text messaging, dictation and written mode, Spelling performance*

INTRODUCTION

Language is always used for communication whether it is oral or written. It is used for different purposes such as to convey information, to pass messages, to express feelings and emotions, to motivate and to entertain people and many more. Nowadays, advanced technologies were invented that make people communicate and work faster and easier. One of these is cellphone, a new form of communication with the use of voice calls and text messaging. Text messaging has become a common everyday means, particularly to students who have been exposed to it, often to exchange messages with their friends and relatives, anywhere and everywhere. It has developed rapidly throughout the world and so with the popularity of texting among children in the Philippines, the decline in their spelling performance is one of the areas of the concern of the Department of Education. In connection, some linguists observed that text messaging has an impact to students in written communication. But because other conventions of standard written English may seem relatively uncomplicated and easy to manage, their simplicity makes them less important. One of these conventions is spelling. The very reason why many

students have difficulties in their spelling is because of the arrangement of letters. Students' mistakes should be corrected at once. Spelling errors are like diseases that can be prevented and controlled. Immediate corrections can prevent on errors in the spelling.(Russel,2012).

Students who commonly misspell the words are not exposed in reading books, and are usually engrossed in technologies which can cause difficulties in the arrangement of the letter in the word they write. Many, especially teenagers and students are using cellphones to communicate with each other .It could then be text messaging be one of the reasons that affect their spelling performance because it does not encourage young people to learn how to spell words correctly. Basically, what is important is to understand the text message being conveyed with its unique style of sending information. The ability to spell the words correctly is one of the fundamentals that will be never be neglected. It is whether students or not, there is a need to use language appropriately. The ability to write effectively is still important regardless of the influential and incredible effects of technology on man's activities.(McKee, 2005). Thus, this study aimed to determine how the First year Bachelor of Arts in English Language students are exposed to text



messaging and what its impact on their spelling performance. There is a greater increase of text messaging as medium of communication with the emerging popularity of cellular phones in our country so the result of the conduct of this study benefited the students for they will become aware of the possible effect of using text messaging to their academic performance particularly in spelling. In addition, they may be informed of the positive and negative impact of text messaging on their spelling performance. Teachers may guide the students in the proper use of text messaging since they serve as the models of language learning and manifest the use of formal language both in oral and written. And for the School Administrators to provide and guide the school administrators to plan and design instructional programs that will boost the performance of the students in their English Language.

OBJECTIVES OF THE STUDY

The study aimed to determine the exposure of the students to text messaging as it relates to their spelling performance along written and dictation mode. Specifically it sought to answer the profile of the First Year Bachelor of Arts in English Language students in terms of sex, GPA, cellphone ownership, language commonly used in text messaging, reading materials available at home and reading attitudes; Exposure to text messaging in terms of number of hours spent in a day for text messaging, number of text messages sent in a day, number of text messages received in a day and number of text mates in a day; Spelling performance along written and dictation modes and a significant relationship between the spelling performance in terms of written and dictation modes and profile variables, and a significant relationship between the exposure to text messaging of the students and spelling performance along dictation and written modes. The hypotheses of this study were tested at 0.05 level of significance. There is no significant relationship between the spelling performance of the First year AB English students in terms of written and dictation modes and profile variables and there is no significant relationship between the spelling performance of the First Year AB English Students in terms of written and dictation modes and exposure to text messaging.

MATERIALS AND METHODS

The study used descriptive correlational method of research. There were ninety-nine first year Bachelor of Arts in English Language who served as the respondents of the study and were chosen through universal sampling. It also made use of questionnaire adopted from the study of Tubera et al. (2008). However, some modifications were made particularly on profile variables to suit the intended purpose of the study. Similarly, part two of the questionnaire was used to gather data on the Exposure of the Students to Text Messaging such as the number of hours spent in a day, number of text messages sent in a day, number of text messages received in a day and number of text mates in a day. The data gathered were properly recorded, tallied, tabulated, interpreted and analyzed. Frequency counts, percentage, weighted mean, and chi-square of interdependence were used to statistically treat the data.

RESULTS AND DISCUSSION

On the Profile of the First year AB English Students in terms of: a. Sex. There were seventy-eight (78) or 78.78 % female and 21 or 21.21.2 % male. b. GPA. Sixty-six (66) of the students have GPA in English with grade range of 83-88, (average), nineteen (19) with 77-82, (low) and fourteen with 89-93, (high). c. Cell phone ownership. Ninety-five (95) or 95.95% were cellular phone owners and four (4) or 4.04% were non-owners. d. Language commonly used in Text Messaging, Seventy-five (75) or 75.75% of the students used combination of English and Filipino languages in text messaging; 41 Or 41.41% used Filipino and Pangasinan; eight or 8.08% used Filipino and Ilocano; four or 4.04% used Ilocano and Pangasinan; two or 2.02% used English and Ilocano and only one or 1.01% of the respondents used the combination of English and Pangasinan. e. Reading Materials Available at Home. Ninety-four (94) or 94.94% have dictionary, 75 or 75.76% have Magazines, 61 or 1.62%, Newspapers, 25 or 25.25% Encyclopedia, 7 or 7.07% Almanac and 4 or 4.04% have Atlas available at home. F. Reading Attitude. The students *sometimes* read as revealed in the different indicator-statements indicating fairly favorable attitude with an overall weighted mean of 3.13. However, students *often* read during leisure time (3.54), and *often* read books at home (3.86) revealing favorable attitude in reading. But students *never* read topics they don't know (1.57) manifesting not favorable attitude towards reading. These findings may mean that students read from time to time and such fairly favorable reading attitude may



enhance their knowledge, vocabulary skills, reading skills and may develop strategies in proper reading.

On the Exposure of the respondents to text messaging in the number of hours spent to text messaging in a day, Thirty –one or 31.31% of the respondents were *fairly exposed* to text messaging with 1-2 hours spent in a day and 14 or 14.14% hours spent were *strongly exposed* with 1-5 hours spent in a day. In the number of text messages sent in a day, Twenty-eight or 28.28% of the respondents were *strongly exposed* to text messaging with 101 beyond messages sent in a day and 11 or 11.11% were *weakly exposed* with 10 below of sent messages sent in a day. In terms of the Number of text messages received in a day, Twenty six or 26% of the respondents were *fairly exposed* with 11-40 text messages received in a day and 12 or 12.12% were *highly exposed* with 71-100 text messages received in a day. With regards to the number of text mates in a day, Forty-three or 43.43% of the respondents were *weakly exposed* with 0-5 text mates and 6 or 6.06 % were *strongly exposed* with 21 text mates. The findings may mean that the respondents have various exposure in terms of the number of text messages sent in a day to communicate to their friends and relatives and have various exposures to different numbers of textmates in a day.

On the Spelling Performance of the respondents in written and Dictation Modes, Fifty –seven (57) or 57.57% of the respondents have *very high* spelling performance in written mode obtaining scores ranging from 87-99 while two (2) or 2.02 % have *very low* spelling performance with score range of 27-41. In terms of Dictation Mode, Forty (40) or 40.4% of the students have scored between 9-12 revealing *average* performance in spelling , 25 or 25.25% have *high* spelling performance with score ranging from 13-16 and only three (3) or 3.03% have scored between 17-20 indicating *very high* performance in spelling via dictation mode.

On the significant Relationship Between Students' Spelling Performance in Written and Dictation Modes and Profile Variables , There is no significant relationship between profile sex (0.843);GPA in English (0.369); language commonly used in text messaging (0.771); reading materials available at home (0.3302);reading attitude (0.1545); and students' performance in spelling via written mode. On the other hand, there is a significant relationship between profile reading attitude (0.0315) and students' spelling performance in dictation mode, and there is no

significant relationship between profile sex (0.901); GPA in English (0.378); cell phone ownership (0.803) ; language commonly used in text messaging (0.641) ; reading materials available at home (0.6966) and students' performance in spelling via dictation mode.

On the Significant Relationship Between Students' Spelling Performance in written and Dictation Modes and Exposure to Text Messaging, There is a significant relationship between the students' spelling performance in written Mode and Exposure to text messaging in terms of number of text mates in a day with a p-value of 0.00426 which is lower than the tabled value of 0.05 level of significance. There is no significant relationship between students' exposure to text messaging in terms of number of hours spent a day (0.2002) ; number of text messages sent in a day (0.1207); number of text messages (0.4817); and performance in spelling via Written Mode, and there is no significant relationship between students' exposure to text messaging along number of hours spent in a day (0.4504); number of text messages sent in a day (0.388); number of text messages received in a day (0.5458); number of text mates in a day (0.5373) and students' performance in spelling in Dictation Mode.

CONCLUSION AND RECOMMENDATION

It is therefore concluded that the student— respondents vary in profile sex, general average in English, cell phone ownership , language commonly used in text messaging, reading materials at home and reading attitude. The student respondents have comparable extent of exposure to text messaging on the number of hours spent in a day, text messages sent in a day, text messages received in a day and text mates in a day. The student-respondents have various level of performance in spelling via written and dictation modes. The personal profiles have various influences on student' spelling performance in Written and dictation modes. The different factors of the exposure to text messaging have various influences/ effects on the spelling performance of the students in written and Dictation modes. The following recommendations were hereby offered; All cellular phone users regardless of age and course should maintain their awareness on the limitations of practices employed in text messaging and the inevitable use of standard English particularly in the correct spelling of words in formal written communication. There should be some integration lessons in English classes about the trends in the use of the English Language to strengthen further the



competencies of students in written and oral English . Teachers, language teachers , in particular, should keep themselves updated with the demands, trends, and changes that go with or bring about by new inventions and modernization of technology like the use of cellular phones so that the facilitators of learning can effectively assist and guide students to cope at the same time to learn positively with these technological innovations. And students should also be encouraged to use cellular phone fro text messaging since it is a good stimulant to the mind.

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