Influence of Text Messaging on the Spelling Skills Among the High School Students

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Abstract— The purpose of this study was to determine the influence of text messaging among the high school students of Nueva Ecija University of Science and Technology, San Isidro Campus in their spelling skills. Also, to determine the relationship between their socio-demographic profile to the influence of text messaging on their spelling skills. A descriptive research design and total sampling were used. A questionnaire was utilized to collect data which was composed of the profile, questions regarding their reasons for using text messaging and the influence of text messaging on their spelling skills. Permission to conduct and informed consent were obtained. Data were analyzed using various statistical tools. The majority of the respondents agree with the different reasons stated why they compose a text message. They also agree that composing text message influence their spelling skills and the relationship between their profile to their perception of the influence of composing text message were not significant. Therefore, further research is required to determine the long-term effects of text message composition on students' spelling abilities and what may be done to mitigate those effects.

Keywords— text message, spelling skills, texting.

I. INTRODUCTION

Short message service (SMS) and text messaging among younger generations have grown significantly and quickly over the past ten years as a result of an increase in the number of mobile phones and personal computers owned, even by school-age children. Texting is the practice of exchanging quick text messages between mobile phones and dates back to the turn of the century. At the beginning of the twenty-first century, it gained popularity. It is the online text message communication between two or more people who are using a mobile device (Verheijen, 2013).

Spelling ability is described by Sparks (2007) as the capacity to relate phonological processing knowledge and letter-sound correspondences in the sounds that map onto letters. It is a crucial skill because it can affect how well someone picks up a language. This occurs when students struggle to learn English because they cannot understand the terminology (Riyanti, 2018; Bakar et al., 2019 and Santiago and David, 2019).

Words, phrases, and even sentences can be seen to be shortened and abbreviated strangely and irregularly in text messaging (TM). In this type of communication, the language does not adhere to any kind of standard form, proper pattern, accurate spelling, or correct grammatical structure that people follow when speaking. Saving money, time, and text space is by far the most significant benefit of texting. The primary method used nowadays to inform people of events happening around them is SMS. It has a significant part in business as well as other professions (Crystal, 2008).

Young people used short messaging services (SMS) as a means of communication to exchange ideas with friends, family, and coworkers, which helped them learn more and stay informed about current events (Church and De Oliveira 2013). Short message service (SMS) language has made great damage to the writing skills of the students. It greatly affects the structure of sentences, vocabulary and spelling of students (Alhusban, 2016). A major issue is that people are substituting short messaging service (SMS) language for traditional formal writing in their formal e-mails, letters, speeches, and examinations. In formal settings, these condensed and shorter terms can occasionally be challenging to understand (Hayati et al., 2013).

The use of short message service (SMS) language has an impact on kids' capacity to memorize accurate spellings (Kreiner and Davis, 2011). By ruining the spelling and grammar, it leads to misunderstandings and confusion while dealing with students. Its inability to communicate oneself meaningfully through writing is primarily due to the user's inability to use words accurately and appropriately in the context (Hamrit, 2021). The short message service (SMS) texting language offers distinct

ways to communicate than the common language Thurlow and Poff, 2013). Language for short messaging services (SMS) incorporates lexeme transformation. The writer shortens the language's lexical pieces by using techniques like constructions, cutting, and abbreviations (Haruechaiyasak and Kongthon, 2013). People utilize short textisms frequently in short message services (SMS) and other types of communication, such as computer-mediated communication (CMC) and instant messaging (IM) (Crystal, 2008).

Adolescents and young adults who have mastered standard English reading and writing to passable levels of proficiency have been the focus of research to this point.

It is crucial to recognize the connections between texting and academic competency in general and standard written English in particular as mobile phones are becoming more accessible to young children who are still honing their written language skills.

To this purpose, we present two preliminary studies that examine the possibility of a causal relationship between school-aged children's usage of mobile phones for text messaging and the acquisition of written language abilities.

As educators in schools and tertiary institutions, the researchers decided to survey the influence of text messaging on language learning. Text messaging is rapidly establishing and connecting people. Meanwhile, for secondary students who learn the English language as a second language in the Philippines, their learning might be affected by text messaging.

Hence, the main aim of this study is to ascertain the influence of text messaging on spelling skills among high school students.

II. METHODOLOGY

Study Design and Sample Size

A descriptive research design was used to assess the influence of text messaging among high school students and was conducted at Nueva Ecija University of Science and Technology San Isidro Campus located in the province of Nueva Ecija.

It was initiated in December 2021 and completed in January 2023. The total sampling was all of the students who have an active Messenger account and internet access were the respondents. Only 176 participate and gave consent to take part in the study.

Instrumentation and Data Collection

The questionnaire made by was adapted from the following sources: Roua et al., (2019) Chepkemoi et al., (2018) and Plester (2008).

The questionnaire was revised for content and wording following an extensive review of the literature published and expert opinions. The questionnaire was made up of three main parts: the first part consists of questions regarding socio-demographic status (sex, type of residence and family monthly income; the second part is about their reason for using text messaging.

The last part includes the influence of text messaging on their spelling skills. Before the questionnaire was used in the main study, it was pre-tested among the students of the said University which were not included in the final analysis. The gathering of data was done online using Google Forms as the questionnaire.

Data and Statistical Analysis.

All completed questionnaires were double-checked and verified for completeness and consistency. The data was then entered into Microsoft Excel and Statistical Packages for Social Sciences (SPSS).

For their reason why they use text messaging and their perception of the influence of text messaging in their spelling skills were composed of 10 statements answerable by their level of agreement such as strongly agree, agree, disagree and strongly disagree.

For the socio-demographic profile, frequency and percentage were computed. Pearson Correlation was used to determine whether a significant association or relationship existed in their profile concerning the influence of text messaging on their spelling skills.

Ethical Consideration

Permission was sought from the Director of the Campus. Informed consent was given first before the respondent answer the questionnaire.

Sufficient time was given to ask questions, and the anonymity of the subjects and confidentiality of information was maintained.

III. RESULT
Table 1. Profile of the Respondents.

Socio-Demographic Profile	Frequency (f)	Percentage (%)
Sex		
Male	74	42.05
Female	102	57.95
Residence		
Rural	113	64.20
Urban	63	35.80
P 9,649 and below	36	20.45
P9,649 – P 19,928	79	44.89
P19,928 – P 38,597	38	21.59
P 38,597 – and above	23	13.07

In the present study, a total of 176 respondents participates in the study consisting of 102 (57.95%) females and 74 (42.05%) males. More than half of them or 113 (64.20%) resides in rural area and the majority of them or 79 (44.89%) had family income between P9, 649 – P 19, 928 [Table 1].

Table 2. Reason of the Respondents Composing Text Message

Item Statements	Weighted Mean	Verbal Interpretation
1. I compose text message to communicate with my friends.	3.07	Agree
2. I compose text message to communicate with my family	2.88	Agree
3. I compose text message to learn new things	2.81	Agree
4. I compose text message because it is easy to use	2.98	Agree
5. I compose text message to learn English	2.81	Agree
6. I compose text message to fill my free time	2.87	Agree
7. I compose text message to gain knowledge	2.91	Agree
8. I compose text message to follow the current trend.	2.93	Agree
9. I compose text message because my friends use it	2.65	Agree
10. I compose text message to do business	2.79	Agree
Grand Weighted Mean	2.87	Agree

Legend: 1:00 – 1.75 = strongly disagree; 1.76 – 2.50 = disagree; 2.51 – 3.25 = agree; 3.26 – 4.00 = strongly agree

In terms of the reason why they compose a text message, item statement number 1, "I compose a text message to communicate with my friends" obtained the highest weighted mean equivalent to 3.07 with verbal interpretation "Agree". It is followed by item statement number "I compose text message because it is easy to use" with a weighted mean equivalent to 2.98 with verbal interpretation "Agree". On the other hand, item statement number 9, "I compose text message because my friends use it "obtained the lowest weighted mean equivalent to 2.65 with verbal interpretation "Agree". The grand weighted mean obtained was 2.87 with the verbal interpretation "Agree" [Table 2].

Table 3. Influence of Composing Text Message to the Spelling Skills of the Respondents

Item Statements	Weighted Mean	Verbal Interpretation
1. I pay little attention to spellings when composing and sending text message, because my friends care less about spelling mistakes	2.78	Agree
2. The spelling check feature in text message does not helps me reduce spelling errors.	2.65	Agree
3. I use short forms when composing text message.	2.97	Agree
4. I always use new and shortened words when composing text message.	2.86	Agree

5. I no longer check and correct spelling when composing text message.	2.74	Agree
6. To save space, I am indulging in words shortening in text messaging	3.02	Agree
7. I sometimes find myself using the short forms of words when writing English written assignments.	2.83	Agree
8. I use symbols to in composing text message.	2.72	Agree
9. I memorize the new words I learnt in composing text message even though the spelling is incorrect. .	2.67	Agree
10. Composing text message does not help me to improve my spelling skills	2.57	Agree
Grand Weighted Mean	2.78	Agree

Legend: 1:00 – 1.75 = strongly disagree; 1.76 – 2.50 = disagree; 2.51 – 3.25 = agree; 3.26 – 4.00 = strongly agree

In terms of the factors affecting the spelling skills of the respondents in composing text messages, item statement number 6, "To save space, I am indulging in words shortening in text messaging" obtained the highest weighted mean equivalent to 3.02 with verbal interpretation "Agree". On the other hand, item statement number 10, "Composing text message does not help me to improve my spelling skills with verbal interpretation "Agree". The grand weighted mean obtained was 2.78 with verbal interpretation "Agree" [Table 3].

***Table 4.** Relationship of the Respondents' Profile and their Perception on the Influence of Composing Text Message in their Spelling Skills*

Socio-Demographic Profile	Pearson Correlation	p-value
Sex	0.042	0.49
Residence	0.121	0.12
Monthly Gross Family Income	0.054	0.47

Legend: *significant at p < 0.05*

In terms of the relationship between the profile of the respondents and the influence of composing text messages in their spelling skills was not significant since the p-value obtained was higher than 0.05 [Table 4].

IV. DISCUSSION

The study aimed to determine the influence of composing text messages on the spelling skills of the students. The result about the reasons why the respondents compose text messages were supported by the study of Barkhuus, (2005) Ishii, (2006) Wang et al., (2016) Santiago and Cajucom, (2020) Santiago and Santos (2021) and Santiago and Santos (2022). According to them, communication thru mobile phones such as composing and sending text messages is very useful in their daily living and in communicating with their friends, colleagues and family. Meanwhile, for the influence of composing text messages on their spelling skills, the result was supported by Roua et al., (2019) and Chepkemoi (2018). In their study, they found that their respondents use short forms when commenting and composing a message and they also learn new vocabulary and apply those new things they learn when they are communicating to others. Also, Cabrera (2018) found that different media like mobile phones influence

them by committing ungrammatical content. However, Waldron et al., (2017) state composing an untraditional grammatical way within a text message may be a reflection of secondary school children experimenting with writing, rather than them not being able to write in a conventionally grammatical style. Last, the insignificant relationship between the profile of the respondents such as their gender, type of resident and family monthly income to their spelling skills was contradicted by (Lopez et al., 2003). In their study, the data indicated that the valuation of text messages appeared to be influenced by the type of relationship, not only oblique factors like gender, age, or place of residence; relational type superseded other normative uses.

V. CONCLUSION

The majority of the respondents agree with the different reasons stated why they compose a text message. They also agree that composing text message influence their spelling skills and the relationship between their profile to the influence of composing text message were not significant. Therefore, further research is required to determine the long-term effects of text message

composition on students' spelling abilities and what may be done to mitigate those effects

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