IMPACT OF TEXT MESSAGING ON LITERACY SKILLS AMONG INFORMATION MANAGEMENT STUDENTS IN HIGHER LEARNING INSTITUTION

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Abstract

The aim of this paper is to investigate the impact of text messaging on literacy skills among selected higher learning institute students. This paper proposes that a study being done to investigate the usage of smartphones text messaging and provides information whether it has any positive and negative effects on students literacy skills. Literacy skills can be defined as skills involving speaking, reading and spelling.

Keywords: SMS; text messaging; literacy skills.

INTRODUCTION

Text messaging nowadays is seen as an important aspect in human's daily live especially to enhance communication. This is due to the fact that text messaging is much faster and easier to use. For example, due to insufficient credit, we can use text messaging to text the message to deliver the information. People can use text messaging through many channels such as Yahoo Messenger, Facebook Messenger, Whatsapp application, e-mail or through text message that is available on the phone.

Text messaging can have both positive and negative impact on their user in terms of literacy skills. It can be helpful and increase the skills of reading but may have a negative impact in decreasing the speaking skills. The literacy skills especially for students of higher learning institution must possess a high rate of skills for them because they need to use the skills daily. The daily usage of the text messaging among students may or may not have an effect on their literacy skills, so a study must be done to find out whether there is an impact on literacy skills among the students.

Literacy can be defined as 'learned'. Literacy skills are the set of skills that can be learned including spelling, reading, speaking, numeracy, information literacy, computer literacy and others. The younger someone learnt something, the longer they learnt about it. According to the Education for All Global Monitoring Report (2006), in French, alphabétisme and analphabétisme are the terms generally used to designate 'literacy' and 'illiteracy', while alphabétisation refers to 'literacy learning' and is used in France to denote the process of literacy acquisition. Literacy in the most common understanding

is the common skills which is reading, speaking and writing. Everyone learn to read, speak, and write but their level of skills is different based on certain factors including the usage of text messaging.

The literacy skills can be learned from childhood. For reading skills, parents should provide reading materials to ensure their children could read and to avoid unforeseen problems in their future. For speaking skills, parents could also encourage their children to speak and read aloud the material or what their children was reading and ensure that they do not struggle to read. For writing, parents can teach them how to write words and sentences. These includes vocabulary and grammar.

In this paper, it is suggested to investigate whether the usage of text messaging can be helpful in increasing literacy skills or will it decrease the students' literacy skills. According to Wood et al. (2011), it was found that the usage of text messaging in the beginning of the academic year had an impact where it was able to predict unique variance in spelling performance at the end of the academic year. This statement was argued by Tayebinik & Puteh (2012) that stated that the use of text messaging can have an effect on the spelling skills of the students.

It is suggested that students in an information management based program or faculty in Malaysia be selected as respondents for this type of study because these students learn about literacy and information. The objective of this study is to find out whether the usage of text messaging can help them in their academic work. This is because most of the students are Malaysians and most of subjects are lectured in English language, which is not their first language. Furthermore, we want to know how frequent they text, how many times they receive the message, what language they use for text messaging, how many years they own a mobile phone, what are the applications that they use for text messaging, and the purpose or function on why they use text messaging.

Besides that, it is also beneficial to know the benefits of text messaging in enhancing literacy skills in reading, speaking, and writing. Will the students' grammar and vocabulary become excellence after they use text messaging? If grammar, reading, vocabulary, speaking and writing become worst after they use text messaging, it can be concluded that text messaging has negative effect for students' literacy skills.

ISSUES

Several issues were identified regarding on how smartphone has changed the environment in business, education, healthcare and human behavior. Based on the writer's observation from the previous study, there are still some limitations about the uses of smartphone among society in business, education, healthcare and human behavior. Some of the limitations are:

- Abused of smartphone
- Distraction when using smartphone
- The lack of a good applications to use in this criteria.
- A small screen of smartphone

Text messaging had been frequently used by students. According to a research done by Thomas and Orthober(2011), based on their study, most of the student stated that they do text messaging every day which consist of 45% of the total respondents were engaged in text messaging every hour and 38% of them engaged in text messaging every day. Most of students were reported that they sent more than 20 texts messaging every day and receive about 20 or more of text every day. This has raised an issue whether students actively use their smartphones solely for text messaging. One significant question is whether literacy skills needed by students are affected by the increased use of text messaging.

RESEARCH QUESTIONS

Below are the research questions that can be used for this study

1. What is the level of text messaging among higher learning institute students?
2. Does the students uses text messaging for their academic work?
3. Does text messaging have an impact on the student's literacy skills?

RESEARCH OBJECTIVES

The purpose of this proposed research is to assess the impact of text messaging on the literacy skills of students. The objectives are as below.

1. To assess the level of text messaging usage among higher learning institute students.
2. To investigate whether the students uses text messaging for their academic work.
3. To identify whether text messaging have an impact on the student's literacy skills.

LITERATURE REVIEW AND PROPOSED FRAMEWORK

In this era, we can see that the technology is growing, especially in the manufacturing of smartphones. Within a year we can see a variety of smartphones being released from various companies such as Apple, Samsung, Huawei, Blackberry, Lenovo and many more. Smartphones are equipped with the ability to play video, display pictures, play games, navigation, built-in camera, audiovisual playback and recording, sending and receiving emails, built in applications for social networking websites and internet browsing. Smartphones are also equipped with connectivity tools such as Wi-Fi, 4G LTE mobile internet and bluetooth. These features can give satisfaction to the user and it can help the user to do a lot of task whether it is for personal use, work or both. Therefore, the percentage of users who own smart phones is increasing day by day.

Competitive advantage in business can be seen where the availability of mobile applications had resulted in the growth of companies that act as telecommunication and internet service providers. Mobile application developers are also on the rise. Meanwhile, other sectors can promote their products or services using mobile applications in smartphones. New dimensions were created with the availability of smart phones in the field of business with commercial purposes. For example, research results revealed that users' confirmation after the initial use of smartphone banking services has a significant impact on perceived security, perceived usefulness, trust, and user satisfaction and the implications for banks in designing their strategies to increase consumers' continuance intention to use smartphone banking services (Aries Susanto, 2016)

The use of smartphones for the role of education has increased among the community. Smartphone manufacturers have introduced how to use smartphones to access information where users can only use smartphones without the need to open their laptop. By using smartphones, users can gain knowledge and can surf information. Smartphones can also enable their user's to use text messaging applications such as Whatsapp, Wechat or SMS.

Various studies had been done regarding the usage of text messaging. Drouin (2011) had stated students regularly use text messaging. Drouin had embarked on a research in studying the possible relationship between text messaging and literacy skills among American College students and it was found out that correlational analysis had shown that a positive relationship do exist where literacy skills such as reading and spelling had improved. Another study done by Coe and Oakhill (2011) showed that there are positive effects on writing and reading skills among research participants which average from 10 to 11 year old school children.

However, some studies regarding text messaging and literacy skills had also found out the negative impact respondents. According to Powell and Dixon (2011), text messaging also gives negative effects on spelling. Another the research being done by De Jonge and Kemp(2010) had shown that participant uses abbreviations when writing text messaging and this will give negative effect of literacy skills because it will have an effect on their writing. Another study by Wood et al. (2013) had demonstrate that children frequently make more capitalization and punctuation mistake and using unusual punctuation much more frequently than adults. For the young adult sampling population, there was some evidence of an association between the frequency for capitalization and punctuation mistakes when text messaging. Tayebinika and Puteh (2012) had revealed that the negative impact of text messaging use on English literacy is the decline in formal writing and speaking skills are also affected, causing damages to the grammatical skills and confusion in vocabulary spelling.

CONCLUSION

The advancement of communication technology had resulted in the way we communicate. Using text messaging have become a way for people to talk and communicate with each other. The easy availability of smartphones had resulted in the

availability of various text messaging applications. Students from higher learning institutions are one of the groups that need a high set of literacy skills. Literacy skills should not be affected by the use of text messaging in smartphones. Therefore, it is interested to point out that a study on the relationship of literacy skills and text messaging is needed especially among higher learning students as this group requires more literacy skills to be successful in their study. Information management students are recommended as they learn and understand what literacy skills are and can be use as respondents for a pilot research. It is also recommended that this type of study be expanded to other groups of interest too.

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