

## EFFECTS OF TEXT MESSAGING TOWARDS STUDENTS

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### Abstract

The aim of this research is to find out the effects of text messaging towards students in several specific aspects. This paper provides a concept of text messaging and a background of text messaging use among students. There are issues that arise stated in this paper. Besides, past research that has been reviewed and the research framework is also included in this paper. However, less attention has been paid to the impact of text messaging on student's and young people's understanding of grammatical forms.

**Keywords:** Text messaging; literacy; grammar; academic performance; behavior; students

### INTRODUCTION

Text messaging, or texting, is the act of typing and sending a brief, electronic message between two or more mobile phones or fixed or portable devices over a phone network. Text messaging, or texting, is a way to send information to and from cellular and smart phone devices. According to Merriam-Webster (2016), text message is a short message sent electronically usually from one cell phone to another. Text messaging, also called short message service (SMS), is a recently emerging technology that has become extremely popular, especially among high school students. Teenagers and young adults, too, are keen users of text-messaging, sending an average of 50 texts per week (Ofcom, 2012b; Wood et al., 2014). It seems that anywhere you can see adolescents glued to their phones' screen, fingers typing away. On sidewalks, school premises, even at the crowded places. Majority of these people are adolescents who are students that still studying. We can walk across a school or college campus and see students talking on their cell phones and even text messaging between their classes. It is quite common to see student text messaging during lecture instead of listening to their professor.

Student use text messaging to get dates, tell people they love them or Goodnight, avoid oral communication, coordinate times to meet up, and also connect with friends. College students use text messaging on a regular basis. Text messaging is a fast, easy, convenient, and an easy way to multitask.

However, is text messaging use out of control? Yes. It is. Students become addicts of using text messaging and indirectly gives negative effects to them. Text messaging is used a lot, especially among college students, because of the convenience. College students are texting in class, on dates, in the movie theatre, at the office, in the mall, and even text while driving. On the other hand, the impacts of texting among students

can lead to problematic outcomes such as poor school performance, interruption in sleep habits, bullying through text messaging, texting while driving, sexting, and other negative effects on communication skills. Texting impacts students' relationships with family and friends by interrupting family time or helping families stay connected. In addition, we have overlooked that frequent use of text messaging can affect literacy and language of the students. This study examines the effects of text messaging usage towards students.

## **ISSUES**

Based on our observation from the previous study, there are some issues that pertaining to text messaging among students. Some of the issues are:

- Student that uses text messaging will have poor academic performance.
- The relation of text messaging and comprehension of the students in class.
- There are many texting behaviors of students in using the text messaging.
- There are various aspects of usage of text messaging to students.
- Text messaging can affect students' literacy, language, and grammar understanding.

## **RESEARCH QUESTIONS**

- What are the negative effects of text messaging towards students?
- What are the impacts of text messaging on students' literacy?
- How usage of the text messaging can affect the grammar and spelling skills of students?
- How we can create awareness of text messaging usage to students and what are the teachers' and parents' roles in solving this problem?

## **RESEARCH OBJECTIVES**

The aim of this paper is to find out the effects of text messaging towards students. In order to achieve this aim, we identify the sub-objectives:

- To ascertain the impacts of text messaging on students' literacy.
- To investigate the effects of text messaging on grammar and spelling skills of students.
- To be able to create the awareness of text messaging usage among students and role plays by teachers and parents of students.

## LITERATURE REVIEW AND PROPOSED FRAMEWORK

One of the usages of text messaging is in education which is used in learning environment, whether inside or outside the classroom. For instance, mobile learning can be undertaken in a traditional classroom, where students can not only access the traditional printed materials, but also uses the Internet and wireless technologies to visit course websites and access web-based learning materials (Homan and Wood, 2003; Virvou and Alepis, 2005; Geng, 2012). Geng (2012) also explain that as a group of users of text messages, tertiary students discuss their studying or personal issues by using mobile phones given that so doing is convenient, efficient and financially affordable. Meanwhile, Short messaging service (SMS) is one of the best ways as a qualitative mediating tool adopted through the mobile learning environments (MLEs) pedagogically, economically and technologically (Lomine & Buckingham, 2009; Premadasa & Meegama, 2013). Referring to Lauricella and Kay (2013), given that text messaging is a medium with which almost all students in the study were already comfortable, it is not surprising that they used it to communicate with peers for academic purposes, and that they valued the new opportunity to use it with the instructor. Usage of text messaging also facilitate students in learning. According to Nwagwu (2012), students may use the SMS technology to seek advice from peers regarding lecture schedules and venues, as well as scheduling meetings, among others. Moreover, Richardson et al. (2011) states that a text messaging system was used in our study not only to emphasize important anatomical principles, but also to serve as a friendly reminder for students to be methodical as they studied anatomy.

In contrast, most of us do not know that text messaging is used in increasing health behavior and promote healthy lifestyles. Shapiro et al found that used an adapted version of the program developed by Bouer et al and showed that text messaging might be a useful tool for self-monitoring sugar-sweetened beverages, physical activity, and screen time (Shapiro et al.; Fassnacht, 2015). Similarly, according to Markowitz (2014), mobile health modalities can address lifestyle issues related to healthy eating and exercise, as well as reminders to perform diabetes-related medical tasks. In fact, mobile phone short text messaging could provide an important and inexpensive delivery medium for youth smoking cessation intervention (Hui-Jing, 2013). Additionally, Hui-Jing (2013) indicates that applying text-messaging in quitting interventions offers adolescents flexibility in terms of time and location and sense of privacy that may prevent young people turning to professionals for help.

There are many behaviors of people using text messaging. First of all, text messaging language or textisms is appearing as one of the obvious text messaging behavior among students. According to Grace et al. (2015), concerns that textism use will have a negative effect on formal literacy have been two-fold, both leading to the possibility of textisms appearing beyond text messages and other forms of computer-based communication. While, behavior of textisms also had adopted by deaf adolescents. Okuyama (2013) found that even though they personally denied frequent use of texting

shorthand (saying it is “the hearing thing”), their log showed many incidences of abbreviation: for example, me2 (me too), NVM (never mind), Gm (good morning), pls (please), gf (girlfriend), sup? (what’s up?), u (you), lol (laugh out loud), tmw (tomorrow), ty (thank you), plm (problem), dk (don’t know), cuz (because), and vp (video phone). Conversely, addictive behavior is prevalent to students who are using text messaging frequently. The findings show that BBM and WhatsApp consumers turn to these applications, primarily for socializing with family and friends, acquiring information, and seeking entertainment and make them become addicts (Sultan, 2014). Other behavior is college students are engaged in text messaging in various social situations. Referring to Harrison and Gilmore (2012), four out of five participants in their study have engaged in text messaging while they were at work and supposed to be doing a job, while going to the bathroom, and during an event they paid to see. On the other hand, behavior of young people in using text messaging may be excessive in use and depend on it. Excessive use of text message found in the Excessive Users and Dependent Users was associated with starting to use mobile phones at an earlier age, more frequent use of text messaging and checking replies, more hours spent text messaging, and higher mobile phone bills (Lu et al., 2014).

Unexpectedly, text messaging has affected the students at all levels from some important aspects. First, literacy or writing skills, and grammar can be affected consequently by text messaging used among students. Verheijen (2013) points out that students do not always adhere to Standard English with respect to spelling, punctuation and sentence length: they regularly encountered non-conventional spellings based on textese; incorrect use of full stops, commas and exclamation marks was found regularly as well; and shorter, simplified sentences were found sporadically. As well as Wood et al. (2014) states that for undergraduates, there is some evidence of a link between the tendency to make punctuation and capitalization errors when texting and understanding of written grammar. Second, text messaging also can give effect on student’s academic performance. According to Pecor et al. (2015), in a study of Chinese adolescents, increased instant messaging frequency and instant messaging addiction were correlated with self-reported academic impairment, difficulty attending school due to difficulty waking up, poorer quality of completion of school work, and late bed times on school nights due to messaging. Third, text messaging during class may have a greater detrimental effect on students’ comprehension as compared to effect on academic performance. Students may not recognize their lower mastery of the lecture material covered while they were texting until they take a quiz or exam, when it is too late for them to compensate for their decreased initial learning by increasing the time and effort they dedicate to studying that information in preparation for the graded assessment (Gingerich & Lineweaver, 2014).

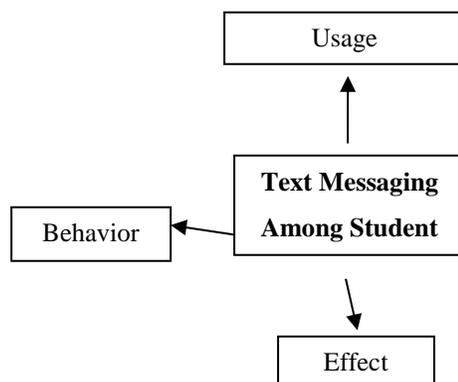


Figure 1. Research Framework.

## CONCLUSION

In conclusion, we've found out there are many issues relating to this topic which is "Text Messaging among Students". The issues are related to usage, behavior, and the effects which include literacy, and grammar. Parents and teachers of students should play vital roles in creating awareness of negative impacts of text messaging. Through this research, it is hoped that parents and teachers are aware and realize that usage of cell phone and text messaging can give negative effects to their children in academic performance at school or college.

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