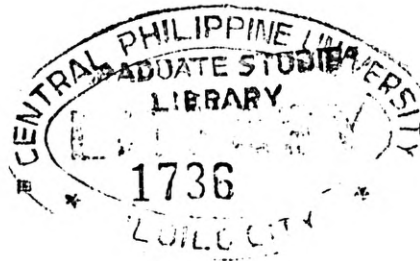


**TEXT MESSAGING: BARRIER OR FACILITATOR OF ENGLISH LANGUAGE
COMPETENCE OF 4TH YEAR HIGH SCHOOL STUDENTS AT BANATE
NATIONAL HIGH SCHOOL**

A THESIS

**Presented to
the Faculty of The School of Graduate Studies
Central Philippine University**

**In Partial Fulfillment
of the Requirements for the Degree
MASTER OF ARTS IN ENGLISH**



**ELMA D. DELORIA
March 2006**

**TEXT MESSAGING: BARRIER OR FACILITATOR OF ENGLISH LANGUAGE
COMPETENCE OF 4TH YEAR HIGH SCHOOL STUDENTS AT BANATE
NATIONAL HIGH SCHOOL**

by:

Elma D. Deloria

ABSTRACT

This study was conducted to find out whether text messaging and text messaging practices, such as, the number of text messages sent per day, the number of text messages received/day, the amount of time spent in texting per day, the preferred time of texting, the frequency of texting in class per day, the language used in texting, and the type of text messages sent are associated with English language competence.

The respondents used in this study were 205 fourth year high school students of Banate National High School, SY 2005-2006.

Descriptive and correlational research designs were employed.

To collect the needed data to answer the study objectives, the researcher-made test and questionnaire were used. But before the conduct of the test, its reliability was established by computing the r using Pearson-Product Moment Coefficient of correlation. The difficulty and discrimination indices of the test items were used as bases for the retention, revision and rejection of test items and three language professors were asked to do the validation.

The statistical tools used were the means, percentages, frequencies, t-test, ANOVA, Scheffe. and Pearson's r.

Data were processed and analyzed using the SPSS for Windows, Version 10.0.

Hypotheses of the Study

The following null hypotheses were tested at the .05 level of significance.

1. There is no significant difference in the respondents' English language competence when the respondents are grouped according to their characteristics: texters or non-texters.
2. There is no significant relationship between the respondents' number of text messages sent per day and their performance in English as shown in their scores in the English language tests.
3. There is no significant relationship between the respondents' number of text messages received per day and their performance in English as shown in their scores in the English language test.
4. There is no significant relationship between respondents' amount of time spent in texting per day and their performance in English as shown in their scores in the English language tests.
5. There is no significant difference in the respondents' English language competence when the respondents are grouped according to preferred time in texting.
6. There is no significant difference in the respondents' English language competence when the respondents are grouped according to frequency of texting in class.

7. There is no significant difference in the respondents' English language competence when the respondents are grouped according to language used in texting.
8. There is no significant difference in the respondents' English language competence when the respondents are grouped according to type of text messages sent.

Major Findings

1. More than half of the respondents got scores ranging from 17-32. Their mean score is 27.37.
2. More than three-fourths of the 205 respondents said they engage in text messaging, while less than one-third reported they do not.
3. The texter respondents varied in their text messaging practices.
4. There was a significant difference in the English language competence of the texter respondents and non-texter respondents.
5. No significant difference was noted in the English language competence of the texter respondents when they were grouped according to preferred time in texting, frequency of texting in class, and language used in texting.
6. There is a significant difference in the texter respondents' English language competence when they were grouped according to type of text messages sent.
7. No significant relationship was noted between the number of text sent or received per day and English language competence. The same is true between the texter respondents' amount of time spent in texting and English language competence.

8. Texter respondents performed well in spelling but not in pronoun antecedent.

Conclusions

Based on the major findings of the study, the following conclusions were made:

1. The fourth year high school students of Banate National High School, SY 2005-2006 have an average English language competence.
2. Text messaging is very popular to the fourth year high school students of Banate National High School.
3. There are variations in the texter respondents' text messaging practices.
4. Text messaging, specifically, grammatically correct English text messages facilitates English language competence.
5. The number of text messages sent or received per day as well as the amount of time spent in texting per day do not have any bearing on the respondents' English language competence. The same is true in the respondents' preferred time in texting and frequency of texting in class, and language used in texting.
6. Texter respondents are good in spelling but not in pronoun antecedent.

Recommendations

Based on the major findings of the study and conclusions drawn from these, the following recommendations are set forth:

1. That the general public be made aware that text messaging can improve a person's competence in the English language.
2. That the use of grammatically correct English in text messaging be encouraged among students.

3. That English teachers be made aware of the potential use of text messaging in classroom instruction. They may use it either as motivational activity, drill exercises or tests for aside from facilitating English language competence, it also interests the students as evidenced by a great number of them engaged in text messaging.
4. That cellular phone companies be challenged to come up with more features in their cellular phones that may further improve students' competence in English.
5. That studies on text messaging and its effect on English language competence be undertaken in a wider scope.
6. That English teachers focus more on grammatical areas such as pronoun-antecedent and subject –verb agreement in their grammar lessons.