

ABSTRACT

The study aimed to determine the effect of text messaging on the spelling skills of grade 6 pupils of Dulangan Elementary School during the school year 2023-2024. More specifically, it was conducted to find the level of text messaging of pupils, their level of spelling skills and the significant relationship between text messaging and spelling skills. The respondents of the study were the 138 grade 6 pupils of Dulangan Elementary School who were selected using the complete enumeration technique. A validated and reliability tested questionnaire, adopted from Princeton Survey research Associates International for the Pew Internet & American Life Project (2009) was used to determine the effects of texting to spelling skills. A spelling test adapted from the book the English Remedial Lessons Reading Syllabus was used to determine the level of spelling skills of the respondents. Mean, standard deviation, and Spearman rho, were used to analyze the data collected. Findings reveal that the pupils have high text messaging and good spelling skills. Furthermore, no significant difference was found out between text messaging and spelling skills indicating that text messaging does not affect spelling skills.

Keywords: text message, spelling skills, level, abbreviations.