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ATTITUDE AND MOTIVATION TOWARD COLLEGE ENGLISH WRITING AND CORRELATION BETWEEN TEXTING AND WRITING PROFICIENCY

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ABSTRACT
This study was an investigation on the attitude and motivation toward college English writing as well as the correlation between texting and writing proficiency. Attitude and motivation both play crucial roles to students' academic performance. Hence, this research first aimed to determine such aspects from forty-five (45) AB-English Language students at the Visayas State University. Also, this study utilized these two aspects, attitude and motivation, to quantify the respondents' writing proficiency. Thirdly, this study attempted to determine the relationship between texting and writing proficiency. In this objective, the participants were forty-seven (47) Junior AB-English Language students. This research incorporated a descriptive research design and presented multiple descriptive statistics. Results showed that students, on the average, were more positively than negatively motivated toward college English writing. However, results found out that most of the students were still in the amateur level with regard to their college English writing. Consistently, as the writing proficiency level of students went up, their attitude and motivation positivity toward college English writing increased as well. Using Spearman Rho's correlation analysis, results showed no significant linear relationship between students' attitude and motivation toward college English writing with respect to their writing proficiency. Results further showed that the students were exposed to texting but they preferred to write complete words rather than the shortcut or the shortened ones. Regarding their writing proficiency, the respondents fell under "modest users" which means that they understand the meaning of the thought but they commit many mistakes. Findings also revealed that there is no significant relationship between the students' texting and their writing proficiency. Overall, results implied that students are already prepared in college English writing, and it is a plus factor that they are particular in texting using complete words.

KEYWORDS:
attitude, motivation, writing proficiency, college English writing, texting

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INTRODUCTION

Attitude concept could enhance the process of language learning and influence the nature of students' behaviors and beliefs toward the other language, its culture and community which will identify their tendency to acquire that language (Abidin et al, 2012). Padwick (2010) added that the ability of students to master a second language is not only influenced by the mental competence or language skills but also on the students' attitude and perceptions toward the target language. Motivation is considered significant in its role in language learning success (Melendy, 2008). Language teachers cannot effectively teach a language if they do not understand the relationship between motivation and its effect to language acquisition (Tahaineh et al, 2013). The core of motivation is what might be called passion, which relates to a person's intrinsic goals and desires. Go et al (2011) stated that writing communication is an application of knowledge sustained from learning a language. In school, students' writing ability is crucial to their academic performance since a greater part of school activities from examinations, assignments, reports, to researches are written. Nevertheless, writing is generally regarded as a difficult skill and complex task (Jahin et al, 2012). In this modern age, technology in writing includes the introduction of SMS or the "Short Message Service" (Njemanze, 2012). It is a technology that enables the transmission of typed text messages from a mobile phone to another. As a service, it makes possible for users of mobile and portable devices to exchange brief written information/messages through cellular network. According to Goldstruck (2006), mobile phones were introduced to the youth market in the late 1990's and Short Message Service (SMS), more popularly known as text messaging, developed as an initial by-product of the cellphone industry. That is why most of the people, especially the teenagers, depend on their mobile phone. The SMS style of communication was used for different communication purposes like sharing information or events, invitations of religious, social, political academic meeting contracts, and sending goodwill messages (Taiwo, 2009). Today, most of the universities use SMS texting to pass the information about assignments, concerning meetings, lectures, and the like. Baron (2008), a linguistic professor at American University, worried by the rise in its popularity, blames texting for the fact that teachers report finding *2* for *to*, *gr8* for *great*, *dat* for *that*, and *wat* for *what* among other examples of text-speak in their students' writing. Many proponents of the argument contend that texting is interfering with standard written English: students do not learn how to write correctly because they are constantly texting their friends using "text-speak". One English teacher believes that that the text language has become "second nature" to her students; others also complain that because texting does not stress the importance of punctuation, students would tend to neglect it in their formal writing (Cullington, 2012). The students are no longer particular with the formalities in academic writing. The present study was concerned with exploring the attitude and motivation toward college English writing by AB-English Language students at the Visayas State University. In relation to this, this research also investigated the relationship between texting and the writing proficiency of the students.

OBJECTIVES

This research was a survey on the attitude and motivation toward college English writing and correlation, between texting and writing proficiency. Specifically, it aimed to:

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1. Determine the students' attitude and motivation toward college English writing;
2. Determine the texting habits and the SMS awareness of the students;
3. Determine the writing proficiency of the students;
4. Determine the relationship between students' attitude and motivation toward college English writing and their writing proficiency;
5. Determine the relationship between the students' texting habits and their writing proficiency; and
6. Determine the relationship between the students' SMS awareness and their writing proficiency.

Based on Flower and Haye's (1980) model to investigate the writing process, the writing world has three main components: the task environment, the writer's long-term memory, and the writing process. The first two components refer to everything that goes on around the writer which affect the creation of the task. In general, the three components attempt to elicit writing strategies. The task environment and the writer's long-term memory are considered the context in which the model operates. The task environment includes elements that are "outside the writer's sin, starting with the rhetorical problem or assignment and eventually including the growing text itself" (Flower and Haye's 1981). Russell's (2010) SMS Language Theory talked about an independent and new language. Learning of the new language does not affect the students' ability to use English grammar, but is is not recommendable for students to seek or to have independent mastery of the basics of the English Language. Aventajo (2016) studied about textism student writing. She concluded that language changes overtime. New language forms are used for oral and written communication. This can be seen in the textism found in the written outputs of the students. Though textism was used by the students, their ability to write effectively is not affected in the future. There might be a possibility that teaching communication would be different as language keeps on changing.

METHODOLOGY

This study employed a descriptive research design. All AB-English Language students (45) enrolled in English 121 (Language and Society) were the first set of respondents. The second set of respondents were composed of all of the students (47) enrolled in an essay writing class during the semester. The Attitude and Motivation Test Battery (AMTB), a questionnaire adopted from R. C. Gardner (2015) was used. The writing task to test the students' writing proficiency was from IELTS (2011) also known as International English Language Testing System. One of the faculty members of the Department of Liberal Arts and Behavioral Sciences was requested to check the writing task, using the rubric from IELTS. The rubric is composed of Task Achievement, Coherence and Cohesion, Lexical Resource, and Grammatical range. Spearman Rho's correlation analysis was used to determine the relationship among variables.

RESULTS AND DISCUSSION

Among the 45 respondents, their attitude and motivation toward college English writing implied that majority of them were more positively motivated with positive attitude toward college English writing. Results further showed that these is no significant relationship between the respondents' attitude and

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motivation and their writing proficiency. Among the second set of respondents (47), results revealed that they were exposed to texting habits but they preferred writing complete words when they text using their mobile phones. Results of the writing proficiency test showed that the respondents were "modest users". This means that they do not belong to the highest in the skill level nor they belong to the poor skill level. Therefore, they belong to the average level which means that they understand the thought and the idea but they tend to commit many mistakes in their writing. Basically, research found out that there is no significant relationship between the students' texting using their mobile phones and their writing proficiency.

ACKNOWLEDGEMENT

We would like to thank our family, friends, and colleagues. We also thank the faculty and staff members at the Department of Liberal Arts and (DLABS), Visayas State University (VSU). We also extend our gratefuk hearts to the respondents of this study, the Bachelor of Arts in English Language (AB-EL) students at VSU. Above all, we thank the Almighty God who always brings us to the good side every time are about to give up.

CONCLUSION

Based on the students' responses, out of 45 students, 35 of them desired to learn English and were strongly motivated to learn English in order to communicate with English-speaking people. Therefore, English language is highly in demand in any aspect of a student's life now and in the future. Findings also revealed that the students' use of some informalities or modalities in their texts using mobile phones is independent to their writing proficiency. In the light of the foregoing findings, and conclusions, some recommendations are made to develop the writing proficiency of the students. Students must be encouraged to develop personal writing which would enable them to manipulate the substantial meaning of their written compositions. Further, teaching syllabuses in English should include and stress the importance of improving the students' ability to formulate ideas and transform information other than the importance of grammatical correctness of sentences in writing.

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