



Mohammed Khider University of Biskra
Faculty of Letters and Languages
Department of English Language

MASTER THESIS

Sciences of the language major

Submitted and Defended by:

Maroua Rezgui

Investigating Students' Perceptions on the Use of Proofreading Software "Grammarly" in Enhancing Accuracy in Writing

**The case of English as a Foreign Language Master One Students at Mohamed Khider
University of Biskra**

Dissertation Submitted to the Department of English in Partial Fulfillment of the
Requirements

for a Master's Degree in Sciences of the Language

Board of Examiners

Dr.	Said SLIMANI	MCB Biskra	Examiner
Dr.	Turqui BARKAT	MCA Biskra	President
Dr.	Samira BENIDIR	MCB Biskra	Supervisor
Mr.	Walid AOUNALI	MAA Biskra	Chair

June. 2024

Declaration

I Maroua Rezgui, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed Kheider University of Biskra.

Algeria

Certified:

Miss. **Rezgui Maroua**

Master student, Department of English

Signature:

Dedication

In the name of Allah, the Most Gracious, the Most Merciful.

Praise be to Allah, the One, the Self-Sufficient.

All praise and gratitude belong to Allah, the Lord of the worlds, who has guided me and facilitated the completion of this work.

I would like to dedicate this success to my only supporters, the apple of my eyes, my unwavering support, my parents, who have never withheld encouragement, love, and moral and material support from me. I cannot find words to express. I am proud to be their daughter. I would like to dedicate this work to all my family members my brothers and sister: Farouk, Hadjer, Youcef and my sweetheart Dossa

I would also like to dedicate this work to all those who have believed in me all my friends, my righteous companions, and the friends of the Quran for their prayers, encouragement, and assistance in this work. To my friends Horiya, Imane, Itab, and my Quran teachers, as well as all my friends.

Praise be to Allah.

Acknowledgments

All praise and gratitude belong to Allah, the Lord of the worlds, the one and the Only.

*I would like to thank my supervisor **Dr. Benidir Samira** for her invaluable guidance and mentorship during the completion of this thesis. Her deep knowledge of the subject matter, insightful feedback, and unwavering encouragement have been invaluable. I am truly grateful for the countless hours she has devoted to ensuring the success of this work and helping me develop as a researcher. It was a great honor to finalize this work under her supervision.*

*I would like to express my sincere gratitude to the members of the jury: **Dr. Barkat Turqui, Mr. Aounali Walid, and Dr. Slimani Said**. Your expertise and helpful feedback have been so important in shaping and improving this work.*

I am really grateful for the time and effort you have put in to make sure this project is a success.

I also want to express my sincere appreciation to the teachers who participated in my interviews.

Thank you for generously sharing your knowledge, experiences, and perspectives. Your contributions have been invaluable in helping me develop a rich understanding of the topic and guide the direction of my research.

Abstract

The present study investigates the effectiveness of proofreading software, specifically *Grammarly*, in enhancing accuracy in English as foreign language (EFL) students writing. The underlying hypothesis proposed that the utilization of *Grammarly* would enable students to identify and rectify their errors, thereby improving the quality and coherence of their written work. However, the second hypothesis stated that EFL students may face challenges when using *Grammarly* due to potential limitation in identifying or suggesting appropriate corrections. Fore that ,this research tries to explore the difficulties or limitations they encounter when utilizing *Grammarly*. The research employed a descriptive research methodology. This study answered two main research questions, the first research question is: How do EFL students perceive *Grammarly* as a Proofreading software in improving accuracy in writing? The second research question is: What specific features of *Grammarly* do EFL students find most effective in enhancing accuracy in writing, and what difficulties do they face when using *Grammarly*? Data were collected through a mixed-approach; a questionnaire administered to 49 participants of Master's one students in the Department of English at the University of Mohamed Kheidar Biskra, and an interview conducted with 03 teachers. The questionnaire findings revealed that the majority of the 49 participants actively used *Grammarly*, which helped them improve their accuracy in writing. The interview with 03 teachers provided additional insights about using *Grammarly*. The majority of the teachers emphasized the importance of a rational and balanced use of proofreading tools.

Keywords: *Grammarly*, proofreading, writing accuracy.

List of Abbreviations

AI: Artificial Intelligence

EFL: English as a foreign language

List of Figures

Figure 2	Ginger Interface	12
Figure 4	Hemingway Editor Interface	14
Figure 5	Scribbr Interface	15
Figure 6	Grammarly Interface.....	16
Figure 7	Comparative Display between Grammarly's Free and Premium Editions.....	23
Figure 8	A Diagram of Process Writing by White and Arndt	47

List of Tables

Table 1	Student Gender	64
Table 2	Student Age Category.....	64
Table 3	Choice to Study English as a Subject	65
Table 4	Student Familiarity with Writing Accuracy Meaning	65
Table 5	Student Familiarity with Elements Needed to Achieve Writing Accuracy	66
Table 6	Students' Evaluation of their Writing Accuracy	66
Table 7	Students' Difficulties in Achieving Writing Accuracy Across Different Elements...	67
Table 8	Students Effort to Enhance their Writing Accuracy	68
Table 9	Student Recourses to Enhance their Writing Accuracy.....	68
Table 10	Student Familiarity with AI Writing Assistant Grammarly.....	69
Table 11	Student Use of Grammarly	69
Table 12	Grammarly Version Used by Student	70
Table 13	Frequency of Use of Grammarly	70
Table 14	Student Rating of Overall Experience Using Grammarly	71
Table 15	Student Most Useful Aspect of Grammarly in Accuracy Enhancement	72
Table 16	Student Judgment of Grammarly's Positive Impact on their Writing Accuracy	72
Table 17	Student Improvement Area Specification.....	73
Table 18	Student Difficulties with Grammarly.....	74
Table 19	Areas Where Students Encounter Difficulties Using Grammarly	74
Table 20	Areas Where Students Encounter No Difficulties Using Grammarly	75
Table 21	Grammarly's Ability to detect and Correct all Possible Accuracy-related Error ...	76
Table 22	Areas where Grammarly Struggle to detect and Correct Accuracy-related Error ..	76
Table 23	Grammarly's Ability to Integrate in Students' Writing Process.....	77
Table 24	Students Satisfaction Degree with Grammarly Enhancing the Writing Accuracy .	78
Table 25	Students' Recommendation of Grammarly for Writing Accuracy Enhancement ..	78
Table 26	Students' Reason Behind Unrecommending Grammarly	79
Table 27	Teachers' Belief of Students' limitations and Challenges Using Grammarly	83

Table of Contents

Declaration ii

Dedication iii

Acknowledgments iv

Abstract v

List of Abbreviations vi

List of Figures vii

List of Tables viii

Table of Contents ix

General Introduction

Background of the Research 1

Statement of the problem 1

Research Questions 2

Research Hypothesis 2

Aims of the Study 2

Research Methodology 3

Research Tools 3

Population and Sample 3

Significance of The Study 3

Structure of the Study 4

Limitations of the Study 4

Chapter One: *Grammarly* a Proofreading Tool

Introduction 7

Proofreading Definition 7

Proofreading Value 9

Proofreading Tools.....	10
GrammarCheck.....	11
Ginger	12
ProWritingAid.....	13
Hemingway Editor	14
Scribbr.....	15
Grammarly	16
Overview of <i>Grammarly</i> Tool	16
Introducing <i>Grammarly</i> Tool.....	17
Features of <i>Grammarly</i> Tool	17
Grammar Checker	18
Spelling Checker	18
Writing Assistant	19
Plagiarism Checker	19
Citation Manager	20
Last Updates Features of <i>Grammarly</i> Tool	20
Tone Detector.....	20
Mobile Synonyms	21
Grammarly Editor	21
Consistency	21
Types of <i>Grammarly</i> Tool	21
Grammarly's Free Edition	21
Grammarly's Premium Edition.....	22
Grammarly's Free Edition Vs Premium Edition	22
How to Use Grammarly	23

The Significance of Grammarly.....	24
Enhance the Writing Skill.....	25
Expansion of the Vocabulary and Language Proficiency.....	25
Enhancement of Fluency and Analysis.....	26
Advantages and Disadvantages of <i>Grammarly</i>	26
Benefits of <i>Grammarly</i> on EFL Students	29
<i>Grammarly</i> Challenges and Limitations	30
Conclusion	31
Chapter Two: An Overview of the Writing Skill	
Introduction.....	34
Academic Writing Definition	34
The Writing Process.....	35
Stage of the Writing Process.....	36
Planning Stage	36
Drafting Stage	36
Responding Stage.....	37
Revising Stage	38
Editing Stage.....	38
Evaluating Stage	39
Post-Writing Stage	40
Writing Approaches	40
The Process Approach	41
The Genre—based Approach.....	41
The Task-based Approach	42
The Collaborative Approach.....	43

The Content-based Approach	43
The Product Approach	44
The Process Approach	45
The Genre Approach.....	47
Definition of the Writing Accuracy	48
The Significance of Writing.....	48
Communication.....	49
Critical Thinking.....	50
Creativity.....	51
Career Success	51
Personal Development	52
Writing Mechanics.....	53
Punctuation	53
Capitalization	54
Challenges Faced by EFL Students in Enhancing Academic Writing	55
Limited Language Proficiency.....	55
Limited Vocabulary	56
Lack of Confidence.....	56
Limited Time and Pressure	57
Role of <i>Grammarly</i> in Enhancing Academic Writing	57
Conclusion	58
Chapter Three: Research Methodology and Data Analysis	
Introduction.....	60
Research Approach	60
Data Collection Tools	61

Students Questionnaire	62
Administration of the Questionnaire.....	63
Analysis of the Questionnaire.....	63
Teachers Interview	80
Findings Discussion	85
Discussion of the Students Questionnaire Findings.....	85
Discussion of the Teachers Interview Findings	87
Conclusions.....	88
Recommendations and Pedagogical Implication	
General Conclusion	
Reference List	94
Appendices	
Appendix A. Student Questionnaire	102
Appendix B. Teacher Interview	107
المُلخَص	109

General Introduction

General Introduction

Background of the Research

In the digital age, technology has become an integral part of language learning and writing instruction. For EFL students, the ability to effectively communicate through written expression is crucial for academic and professional success. However, achieving writing accuracy can pose significant challenges, particularly for EFL learners. The emergence of proofreading software, such as *Grammarly*, has provided EFL students with a valuable technological tool to enhance their writing skills.

This thesis investigates EFL students' perceptions and experiences with using *Grammarly* to improve their writing accuracy. It explores the specific features and functionalities of the software that students find most effective, as well as any difficulties or limitations they encounter when utilizing *Grammarly*. By gaining a deeper understanding of EFL students' perspectives on this technology-based writing support tool, this study aims to explore the usage and perceptions of EFL students regarding *Grammarly*.

Statement of the problem

The advent of technology has revolutionized various aspects of our lives, including language learning. In the field of EFL education, the integration of language learning technologies has gained significant attention. One of these technologies is the AI-powered writing assistant *Grammarly*, a proofreading software designed to enhance language accuracy by identifying and correcting grammar, punctuation, and spelling errors. This study aims to explore EFL students' perceptions of *Grammarly* and its effectiveness in improving their writing accuracy. The primary objective of this study is to investigate how EFL students perceive *Grammarly* as a tool for writing accuracy improvement. By examining their experiences and opinions, the study aims to shed light

on the effectiveness of *Grammarly* in the EFL context. This research will provide valuable insights into the benefits and limitations of *Grammarly* as a language learning tool.

Research Questions

Research Question 1: How do EFL students perceive *Grammarly* as a proofreading software in improving writing accuracy?

Research Question 2: What specific features of *Grammarly* do EFL students find most effective in enhancing writing accuracy, and what difficulties do they face when using *Grammarly*?

Research Hypothesis

Research Hypothesis 1: EFL students perceive *Grammarly* as a highly accurate tool for improving language accuracy, finding specific features such as its grammar checker or spelling checker to be particularly effective.

Research Hypothesis 2: EFL students may face challenges when using *Grammarly* due to potential limitations in identifying or suggesting appropriate corrections.

Aims of the Study

1. To identify the specific features or functionalities of *Grammarly* that EFL students find most helpful in enhancing their writing accuracy.
2. To investigate how EFL students perceive *Grammarly* as a tool for language accuracy improvement.
3. To explore the challenges facing EFL students in utilizing *Grammarly*.

Research Methodology

The study adopted the case study as the most suitable design for its descriptive purposes. Following this design, the mixed-methods approach was employed as combining quantitative and qualitative data collection methods.

Research Tools

Firstly, a survey questionnaire was administered to collect quantitative data on students' perceptions of *Grammarly*. Additionally, a semi-structured interview was conducted with the teachers to gather qualitative data, allowing for a deeper exploration of the utility of this technology. The collected data was analyzed using statistical techniques for the quantitative data and thematic analysis for the qualitative data.

Population and Sample

The target population for this study will be master's One EFL students at University of Mohamed khider (M 1). The sample will be 49 students from a total population of about 163 students.

Significance of The Study

This study is important for how we teach English to students who are learning it as a foreign language. First, the study looks at how EFL students feel about using the proofreading software *Grammarly*. Understanding what students think about this tool is crucial. It allows teachers to use the software in a way that better meets students' needs and helps them learn more effectively. Second, the study examines which specific features of *Grammarly* students find most useful for improving their writing accuracy. This information can help teachers make the best use of the software's capabilities to support their students' writing development. Additionally, the study

looks at the challenges that students face when using *Grammarly*. Knowing these difficulties can help teachers develop better training and support systems. This ensures students learn to use the proofreading tool in a balanced and productive way. Finally, this study contributes to the growing research on using technology to teach EFL writing. The insights gained can lead to more effective writing instruction strategies. These strategies would take advantage of proofreading tools, while also fostering EFL students' overall writing skills.

In summary, this study is important because it provides valuable information to help teachers use technology, like *Grammarly*, more effectively in teaching English to foreign language learners.

Structure of the Study

The dissertation begins with a general introduction that provides the background of the research, the statement of the problem, the research questions and hypotheses, and the aims of the study. It then outlines the research methodology, including the data collection tools, population and sample, and the significance of the study. Chapter 1 focuses on *Grammarly* as a proofreading tool, covering its definition, value, features, types, and how to use it, as well as its advantages, disadvantages, and benefits for EFL students. Chapter 2 examines writing skills, including academic writing, the writing process, writing approaches, writing accuracy, writing mechanics, and the challenges faced by EFL students in enhancing their academic writing. Finally, Chapter 3 describes the research methodology, data collection tools, data analysis, and the findings discussion, and recommendations for pedagogical implications? leading to the general consion.

Limitations of the Study

One limitation of this study was the challenge in choosing the right sample of participants. This may affect how well the findings can be applied to a wider population. Another limitation

was the low response rate from students. Many students did not answer questionnaire, which could mean the student perspectives gathered may not fully represent the overall student experience. The study also faced a low level of participation from teachers. Only 3 teachers responded to the interview requests. This small number of teacher participants limits the depth of insights that could be gained from the educator perspective. The difficulties in getting responses from both students and teachers resulted in incomplete data collection. This could mean the findings do not provide a comprehensive understanding of EFL students' perceptions and experiences with the *Grammarly* software.

Chapter One:

An overview of Grammarly as A **Proofreading Tool**

Chapter One: *Grammarly* a Proofreading Tool

Introduction

Proofreading is a crucial step in academic writing because it ensures readability, accuracy and cohesion. It involves carefully correcting and reviewing errors in grammar, spelling, sentence structure, and vocabulary. Through proofreading, students can enhance the quality of their work and ensure that their ideas are effectively communicated to the reader. Among the plethora of available proofreading tools is the proofreader *Grammarly*. *Grammarly* is an invaluable tool that possess a number of features that can be assist students in improving the quality of their written productions. The features include checking for spelling mistakes, grammatical mistakes, provides options for sentence structuring, vocabulary suggestions, and even plagiarism detection. These numerous features gained *Grammarly* a popularity among writers in various fields because they cover a wide range of writing shortcomings. The present chapter will address the process of proofreading starting by definition, value, different tools, *Grammarly* features, *Grammarly* types, use and significance in relation to the writing ability, and both advantages and disadvantages among others.

Proofreading Definition

There are numerous definitions of proofreading that universally applies to everyone. Different sources offer varying interpretations of what proofreading entails. A number of institutions gave definition, such as the University of Indiana states that, "Proofreading refers to the process of reading written work for 'surface errors. These are errors involving spelling, punctuation, grammar and word choice". Thus, proofreading involves reading written work to identify and correct surface errors, such as spelling, punctuation, grammar, and word choice. The Writing Center at the University of North Carolina at Chapel Hill distinguished proofreading from editing, stating that they are separate stages in the revision process. Editing involves assessing the

organization, coherence, and supporting evidence of a paper, while proofreading focuses specifically on surface errors like misspellings, grammar mistakes, and punctuation errors.

Other definitions provided by scholars, out of which Bean and Bouffler (1997) expressed that proofreading is an important skill that is often discussed but not frequently taught, and it is a way to carefully review and correct errors in written work. Further expressed that many of their students understand that proofreading involves focusing on spelling, punctuation and grammar to identify any mistakes or deviations from the standard. Another definition by David Peter Noskin (2000) emphasized the distinction between revising, editing, and proofreading, stating that they are not the same. However, it is worth noting that in his usage, Noskin considers editing to be synonymous with proofreading. Hacker (1999) described proofreading as a meticulous and methodical process of searching for misspellings, typographical errors, and omitted words or word endings. While these definitions share common elements, they are not identical. Each definition emphasizes different aspects of proofreading, such as identifying surface errors, distinguishing it from editing, or highlighting the careful and systematic nature of the process. It is important to consider these varied perspectives when understanding the concept of proofreading.

Additionally, Chromic (2002) stated that in academic writing, proofreading refers to the final stage of revising a paper. Unlike the earlier stages of revision that focus on making global changes to the paper's content and organization, proofreading involves making sentence-level revisions. These revisions primarily target errors related to grammar, punctuation, spelling, citations, word choice, and typographical errors. Accordingly, proofreading is not limited to just identifying and correcting these types of errors, but it also aims to ensure that the paper is readable and free from any elements that may hinder understanding. While global revisions require the writer to consider

the thesis and overall structure of the paper, proofreading focuses on the fine details that can impact the clarity and cohesiveness of the writing.

Proofreading Value

Proofreading is an important step in manuscript preparation that is often overlooked or seen as tedious and time-consuming. However, it is crucial to recognize the significance of proofreading in ensuring the success of the work. Hacker (1999) emphasized that proofreading is the final and most important step in manuscript preparation. Neglecting this step can hinder one's ability to effectively convey their ideas while the content of a paper is undoubtedly important; McBride (2000) acknowledged that errors in spelling and grammar can interfere with the comprehension of the content. Even if the ideas themselves are strong, poor proofreading can make it difficult for readers to focus on the content of the paper. The way a paper appears and the presence of punctuation, spelling, or other errors can significantly impact how others judge it. These errors can make the ideas presented in the paper incohesive, even if the content is consistent. Therefore, it is crucial to pay attention to the visual presentation of the paper through effective proofreading.

Proofreading may not be the most exciting task, but it is incredibly important in the writing process as Noskin (2000) notes that, students need to understand the fundamental concepts of constructing complete and correctly punctuated sentences. In support of the same point, Yang (2018) stated that: "Helping a writer to proofread can be tremendously valuable when it is done for the purpose of teaching the student to find her own errors" (p. 113). So, Skipping the proofreading step means the paper is incomplete and may contain errors that hinder its effectiveness. Smede (2000) wrote that, "If anything, I have learned that revision is the most critical part of the writing process" (p. 117). Hence, proofreading should be viewed as an essential step of the writing and revision process, just as important as any other aspect ensures that the essay is free from major errors in punctuation, grammar, spelling and other errors.

Proofreading Tools

Proofreading tools and digital resources serve as valuable aids for writers and editors, enabling them to thoroughly examine their work and enhance its quality. These tools employ sophisticated algorithms and language processing methods to identify and rectify errors pertaining to spelling, punctuation, grammar, and style. By utilizing proofreading tools, writers can save time and refine their writing through the identification of mistakes, as well as the provision of feedback on spelling, grammar, and relevant comments. These tools swiftly detect writing, language, and punctuation issues, allowing users to promptly address them. Furthermore, these technologies also possess the capability to detect instances of plagiarism and evaluate accessibility, thus contributing to the improvement of the writing quality.

However, it is essential to acknowledge that while editing tools can be beneficial, they should not be viewed as substitutes for critical thinking and sound judgment. As Elbow (1998) aptly stated, "Remember that proofreading software can't find everything. It's usually a good idea to have a second set of human eyes go over your work" (p. 72). Even the most advanced editing tools may overlook mistakes or misconstrue the intended message. They may disregard nuanced details, fail to comprehend errors that are context-dependent, or overlook structural issues that necessitate human knowledge and understanding. Therefore, tools for proofreading should be utilized in conjunction with human input to ensure the utmost precision in the material of writing.

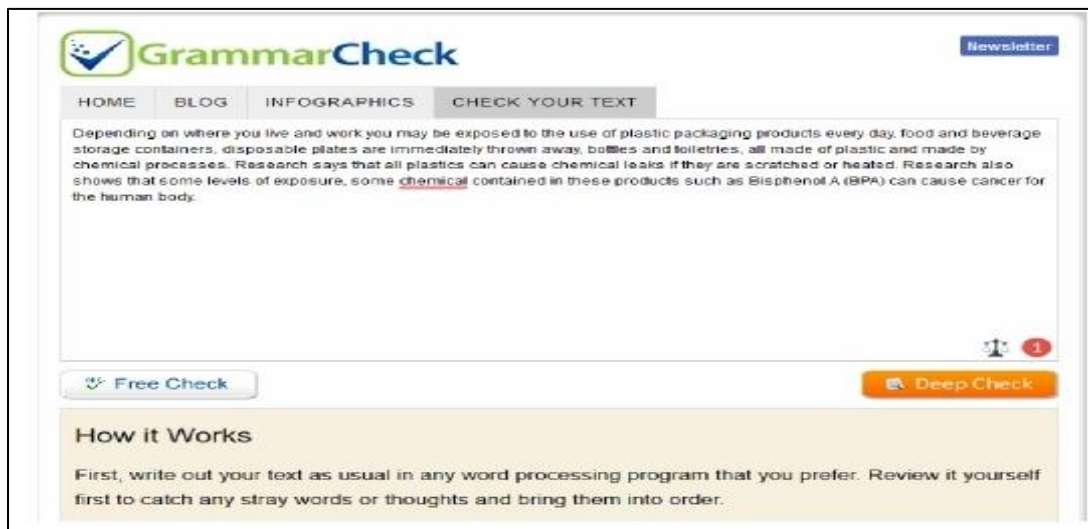
The advent of proofreading tools has brought about notable changes in how writers and editors review and enhance written material. These digital resources equip writers with a linguistic processing technique, effectively identifying and rectifying errors related to spelling, grammar, punctuation, and style. Consequently, Proofreading tools have facilitated improvements in the accuracy, clarity, and overall quality of writers' work while also streamlining the process of editing. Some examples of such tools include the following:

GrammarCheck

According to Free Check website GrammarCheck is a tool specifically designed for checking grammar and spelling online. Among the four grammar checkers to be mentioned, it is considered the most user-friendly and convenient option. It is accessible for free without requiring any software installation or user registration. GrammarCheck offers two checking options: Free Check and Deep Check. With Free Check, users can simply type their text in the available box and click the option button. The system promptly highlights spelling errors, provides grammar suggestions, and offers style suggestions through underlined prompts. However, it may occasionally miss some minor punctuation errors. Otherwise, Deep Check operates similarly to Free Check but is capable of detecting more challenging errors that are harder to spot. For individuals seeking quick and straightforward corrections for their writing without the need for advanced feedback, GrammarCheck serves as an ideal choice. The Grammarcheck tool interface is shown in the bellow figure (Figure 1).

Figure 1

GrammarChek Interface



Note. The Display of feedback by Grammar Check Free Check. From (www.grammarly.com)

Ginger

According to Kasa (2019) Ginger is a grammar application that offers quick and diverse proofreading services to its users. With its patent-pending technology, this tool guarantees the correction of various grammar mistakes, including subject-verb agreement, singular vs. plural nouns, consecutive nouns, misused words, and contextual spelling errors. It not only identifies the most suitable correction for the original sentence but also provides suggestions for alternative sentence structures. Similar to *Grammarly* and ProWritingAid, Ginger can integrate with other applications such as Twitter, LinkedIn, Facebook, and Gmail, allowing users to use its keyboard while using those applications. Additionally, Ginger has an interesting feature: a translation tool. According to TopTenReviews website, Ginger's translation feature performs slightly better than Google Translate. Overall, Ginger offers a range of proofreading services and stands out with its ability to correct grammar mistakes and provide alternative suggestions. Its integration with various applications and the added translation tool make it a valuable resource for users seeking assistance with their writing and translation needs. The Ginger tool interface is shown in the bellow figure (Figure 2).

Figure 1

Ginger Interface



Note. Ginger Software logo. From Kasa (2019).Ginger Review PROS & CONS)

ProWritingAid

Collins in 2020 stated that ProWritingAid is an online editing tool that stands out as one of the best writing assistants. What sets this application apart is its detailed feedback reports. Unlike other grammar checking tools, ProWritingAid offers comprehensive reports that analyze the text across 20 different aspects. These reports cater to users with various weaknesses and strengths in their writing. The 20 aspects it offers cover a range of areas, including style, grammar, overused words, clichés, thesaurus, repeats, length, pronoun usage, alliteration, transitions, diction, and plagiarism. These reports provide in-depth insights and suggestions for improvement. In addition to the comprehensive reports, ProWritingAid assigns scores to each report and provides an overall score. This feature makes it easier for writers to identify areas for improvement and enhance their writing. Furthermore, ProWritingAid seamlessly integrates with other applications such as Microsoft Word, Open Office, Google Docs, Scrivener, and Google Chrome, allowing for convenient editing. Overall, ProWritingAid's combination of detailed reports, scoring system, and integration with popular writing platforms makes it a valuable tool for writers seeking to enhance their writing skills. the ProWritingAid tool interface is shown in the bellow figure (Figure 3).

Figure 3

ProWritingAid Interface



Note. ProwritingAid logo. From Collins, B. (2022) ProWritingAid Review)

Hemingway Editor

The Hemingway Editor is a valuable tool that enhances the readability and comprehension of written text. It effectively addresses various style issues, resulting in clearer and stronger writing. According to Das (2022) one of its key features is identifying and rectifying unclear sentences, ensuring that the intended message is conveyed accurately. Additionally, it highlights the excessive use of adjectives, which can impede readability, and encourages writers to employ active voice for more engaging writing. In addition to assessing style, this tool provides a readability score, considering factors such as sentence length and word choice. By utilizing this tool, writers can improve the understandability and overall impact of their work and expanding their reach to a wider audience. Furthermore, the Hemingway Editor offers valuable suggestions for improving clarity and readability. It identifies areas in the writing that may be confusing or difficult to comprehend, enabling writers to make the necessary adjustments. According to Sadan (2022), the Hemingway Editor is an essential tool for creating text-based content quickly and accurately. This endorsement emphasizes its significance for writers aiming to produce compelling and impactful material. The Hemingway Editor tool interface is shown in the bellow figure (Figure 4).

Figure 2

Hemingway Editor Interface



Note. Hemingway Editor Logo. From Chesson, D. (2022) Hemingway Editor

Scribbr

Sadan (2022) stated that Scribbr offers a comprehensive suite of services designed to enhance the precision and written content coherence. Scribbr's offerings encompass valuable guidance on sentence structure, word selection, and readability, enabling writers to effectively convey their intended message. Notably, Scribbr excels in providing academic writing services. Through editing checks, it ensures adherence to formal style guides while meticulous reference verification guarantees the accuracy and consistency of references and citations and in scholarly papers. These services proved particularly beneficial to students and writers seeking accuracy and clarity and accuracy in their written work. According to Sadan (2022), Scribbr holds a prominent position in the realm of education, as it aids students in avoiding unintentional plagiarism and elevating the caliber of their work. The Scribbr tool interface is shown in the bellow figure (Figure 5).

Figure 3

Scribbr Interface



Note. Scribbr Proofreader logo. From Collins, B. (2022) *Scribbr Review*.

Grammarly

Overview of Grammarly Tool. *Grammarly* software, founded in 2009 by Alex Shevchenko and Max Lytvyn. In the introduction on their website they emphasize that *Grammarly* is a tool introduced by Google in 2012, which aims to assist English users, both native and non-native, in improving their writing. It offers a range of functions beyond typical grammar correction, including spell-check, vocabulary enhancement, and identification of over 250 grammar points. Additionally, it can identify plagiarism, and it is compatible with various platforms such as Microsoft software, Windows OS, and Chrome web browsers. Moreover, they state that the tool is known for its user-friendly interface, easy installation, and high accuracy. Currently, *Grammarly* is used by over four million people worldwide and is licensed by more than 600 universities and language solution providers. The tool offers three main account packages: Free, Premium, and Edu, each tailored to specific user needs. While the Free package has some limitations, the Premium and Edu packages offer more extensive features, with the Edu account providing permanent access for a one-time payment, while the Premium account requires monthly, quarterly, or yearly fees. The *Grammarly* tool interface is shown in the bellow figure (Figure 6).

Figure 4

Grammarly Interface



Note. From (www.grammarly.com)

Introducing Grammarly Tool. According to Collin (2019) *Grammarly* software is an online grammar checker which provides users with a reliable and efficient means of improving their writing skills by identifying and addressing common errors in grammar, spelling, and punctuation. In an introductory lens, Cavaleri and Dianati, (2016) emphasized that, it is a powerful online grammar checker that offers a range of features to assist with writing errors, and with its global service area, *Grammarly* has become widely used by individuals worldwide. Ghufon and Rosyida (2018) described Grammarly as an effective online proofreading website that can be utilized for scanning documents and reducing writing errors related to vocabulary usage, grammar, and mechanics. With its comprehensive error detection capabilities, *Grammarly* assists users in identifying and rectifying various writing mistakes.

Qassemzadeh and Soleimani (2016) detailed on its features stating that the main features of *Grammarly* include a grammar checker, spell checker, proofreading, and plagiarism detection. It is designed to help users improve the accuracy of their English grammar and reduce writing errors. By scanning documents, *Grammarly* can automatically detect grammatical errors, word choice issues, spelling errors, and punctuation errors. This makes it a valuable tool for reviewing and improving the quality of written work. According to Schraudner (2013), the software provides style-specific corrections for various types of writing. Additionally, the platform offers features such as “context-optimized synonyms” and an “Adaptive Spell Checker” that provide spelling and word choice suggestions based on the content. The software also includes a plagiarism detection feature that compares writing against a database of eight billion web pages.

Features of Grammarly Tool. *Grammarly's* functionalities have evolved significantly over time. Originally designed as a basic language checker, it has now become an AI-powered plagiarism detector and advanced writing assistant. With a single click, writers can improve the

clarity of their work and rephrase sentences effortlessly. *Grammarly* encompasses various tools, including desktop extensions, web apps, and software, all leveraging the power of artificial intelligence. This powerful tool utilizes AI to carefully examine written text, detecting errors and addressing different writing challenges. It is particularly beneficial for EFL writers and individuals seeking comprehensive

Grammar Checker. One notable feature is the *Grammarly* Grammar Checker, which plays a crucial role in enhancing effective writing. Equipped with advanced algorithms and robust language processing tools, this grammar checker diligently identifies writing errors such as grammar mistakes, punctuation errors, passive voice usage, and fragmented sentences (Singh, 2023). It thoroughly examines the text, highlighting grammatical issues like subject-verb agreement, verb tense inconsistencies, and missing punctuation. Additionally, it provides real-time assistance, helping writers refine their work, enhance communication, and make the necessary adjustments to their ideas. The *Grammarly* Grammar Checker is an invaluable tool for writers aiming to improve their writing and avoid mistakes.

Spelling Checker. The *Grammarly* Spelling Checker ensures that your writing is accurate and professional. According to Chesson (2022), "it quickly detects spelling errors and provides accurate suggestions for correction with just a click". By utilizing powerful algorithms and an extensive word database, the Spelling Checker identifies incorrect words and mistakes in your writing and simplifies the process of fixing mistakes with one-click corrections. Additionally, the Spelling Checker offers immediate feedback and spelling suggestions, helping writers improve the quality of their writing and enhance their skills. It saves time and contributes to a more polished and professional appearance of the writing. In today's digital world, even minor spelling mistakes can greatly impact how readers perceive a piece of writing. The *Grammarly* Spelling Checker

instills confidence in writers, enabling them to communicate without worrying about embarrassing or challenging spelling errors. Writers can focus on creating engaging essays and expressing their ideas, knowing that their writing will be understood correctly.

Writing Assistant. The *Grammarly* Writing Assistant goes beyond merely checking spelling mistakes. As Moore (2020) defines, “Grammarly, known as a writing assistant, provides valuable support in various writing scenarios”. This virtual writing partner utilizes powerful algorithms and language skills to assist writers in producing clear and captivating content. It helps writers enhance their sentence structure and choose appropriate words. Furthermore, it considers the context and purpose of the writing, identifying unusual phrases, repetitive word usage, and passive voice. The Writing Assistant also offers guidance on style and tone, helping writers tailor their writing for specific audiences. By providing detailed explanations and examples, this feature acts as an online writing guide, allowing writers to learn from their mistakes and improve their skills. It facilitates effective communication in emails, blog posts, research papers, and other written formats.

Plagiarism Checker. The *Grammarly* plagiarism checker is a tool that helps ensure the originality of written content. Antolini (2022) clarified that, “A plagiarism checker powered by the ProQuest databases and content from more than 16 billion pages across the internet, *Grammarly* detector has its flaws, but it’s a good first step in detecting similar content if you’re in the middle of a research project”. It utilizes a vast collection of academic and online sources, including the ProQuest databases and content from billions of internet pages. The tool examines the writer’s work to identify similarities and differences in terms of language, sentence structure, and ideas compared to other sources. By doing so, it assists writers in determining if their content is original and provides suggestions for changes. The plagiarism checker plays a crucial role in detecting

potential issues and promoting academic integrity. While it cannot guarantee perfection, it helps prevent accidental plagiarism and encourages the use of proper citations and the writer's own ideas. Overall, the *Grammarly* plagiarism tool supports the proper execution of academic and business writing.

Citation Manager. The *Grammarly* Citation Manager is a feature that simplifies the process of creating citations. Collins (2019) explained that, "A newer *Grammarly* feature is its citation manager. A writer can automatically create citations for their work with a click using the web browser plugin. It generates citations for APA, Chicago Manual of Style, and MLA". Meaning that it offers a web browser plugin that automatically generates citations with a single click. The citation manager utilizes *Grammarly's* extensive database and web tools to locate source information and apply the appropriate reference style, such as APA, Chicago Manual of Style, or MLA. This feature saves writers time and ensures the accuracy of their citations, enhancing the credibility and professionalism of their work. It also helps writers become familiar with citation styles, allowing them to focus on their text and ideas. Additionally, the citation manager facilitates the organization and inclusion of sources in academic papers and other types of writing.

Last Updates Features of *Grammarly* Tool. According to Mubarok and Syafi'i (2020) Stated that there are other updated features added to the *Grammarly* which are the following:

Tone Detector. If someone has ever double-checked an email from a friend to ensure it doesn't sound too harsh or overly nice before hitting the send button, they understand the importance of conveying the right tone in writing. In 2019, the developers of *Grammarly* dedicated substantial efforts to create a new feature called the "tone detector." This tool is designed to help users feel confident that their intended tone is effectively conveyed. By analyzing word choice,

phrasing, punctuation, and even capitalization, Grammarly provides feedback on whether the message sounds polite, optimistic, worried, or expresses a different tone altogether.

Mobile Synonyms. When writing on a computer while on the move, it is important to type quickly, even while multitasking. However, this does not mean that one's writing should be hasty or dull. Recently, the *Grammarly* Keyboard has introduced a useful feature: it provides colorful synonyms for words that are typed on a phone. After finishing typing a sentence, one can take a moment to see synonyms for a word. Additionally, by moving the cursor to a previously typed word, one can also access synonyms for that word.

Grammarly Editor. *Grammarly* Editor offers more than just grammar suggestions for writing. The Developer recently updated the appearance and user experience of the *Grammarly* Editor to ensure that one's work is not only free of errors but also clear, engaging, and relevant to the intended audience and goals.

Consistency. When both "OK" and "okey" are considered acceptable spellings, does it really matter if both variants are used interchangeably in the same report? While it may not be considered a mistake to switch between them, it can appear a somewhat clumsy to readers. Consistency plays a crucial role in making a document look polished and professional. To help identify inconsistent spelling, hyphenation, capitalization, and more, *Grammarly* has added consistency suggestions to *Grammarly* Premium Edition.

Types of *Grammarly* Tool. *Grammarly* offers two versions that are commonly used for checking writing errors: The Free Edition and the Premium Edition.

Grammarly's Free Edition. Tucker (2015) stated, "the free version of *Grammarly* offers a contextual spell checker and identifies grammar and punctuation errors" (p. 159). This version is not a subpar or severely limited version; it provides essential elements for error checking, such

as spell checking, grammar checking, and punctuation checking. The free version is effective in detecting minor writing errors like comma errors and incorrect articles. It allows users to check grammar in up to 500 words. When the tool detects writing errors, they are highlighted in red, and appropriate corrections are provided. Another useful feature of the free version is the ability to set goals for writing, such as the desired level of emotion, domain, and audience, which provides a more comprehensive feedback.

Grammarly's Premium Edition. Unlike the free edition, the premium edition offers more advanced features. It consists of at least nine features, including detecting writing inconsistencies, unclear structure, word overuse, wordiness, inappropriate tone, intensive language, and plagiarism detection. Unlike the free version, the premium version can correct the entire document without a word limit. It provides both short and long explanations for each grammar error along with the appropriate correction.

Grammarly's Free Edition Vs Premium Edition. The free version is suitable for those who want to check punctuation and spelling. On the other hand, the premium version is recommended for those seeking advanced grammar checking, sentence structure analysis, and improvement in writing style, as it offers more comprehensive features to enhance writing ability.

Figure 07 provides a comprehensive, comparative display between the two editions.

Figure 5

Comparative Display between Grammarly's Free and Premium Editions

FEATURES	FREE	PREMIUM
Critical grammar & spelling checks	✓	✓
Conciseness	✓	✓
Browser extension	✓	✓
Desktop add-on	✓	✓
Microsoft word add-on	✓	✓
Vocabulary enhancement suggestions	✗	✓
Genre-specific writing style checks	✗	✓
Plagiarism check against 16 billion+ web pages	✗	✓
Passive voice alerts	✗	✓
Colloquial usage alerts	✗	✓
Word order errors	✗	✓
Parallelisms	✗	✓
Advanced punctuation checks	✗	✓
Advanced grammar checks	✗	✓

Note. From (www.grammarly.com)

How to Use Grammarly. To begin using Grammarly, one should follow these steps. Firstly, go to the *Grammarly* website and initiate the sign-up process. This requires filling out a form to join the platform, where you can choose between signing in with your Facebook or Google account. Alternatively, you can opt to sign up for an account using your email address, providing an appropriate password for security.

Once you have successfully created an account, proceed to personalize your *Grammarly* experience. This involves selecting the appropriate settings based on your usage requirements, such as whether it is for school, work, or other projects. Furthermore, you will have the option to indicate your interests, which helps customize the suggestions and feedback provided by *Grammarly* to better suit your writing needs.

Next, it is essential to specify the language you will be using for your writing. *Grammarly* supports multiple languages, enabling users to receive accurate feedback tailored to their chosen language. At this stage, you will need to decide whether to set up a free Grammarly account or upgrade to the premium version, which offers additional features and functionalities. Carefully review the benefits and limitations of each account type to make an informed decision based on your specific requirements and preferences.

With your *Grammarly* account set up, you are now ready to upload your documents and receive feedback. Simply navigate to the appropriate section of the *Grammarly* platform, where you can conveniently upload your document for analysis. *Grammarly* will provide detailed feedback, highlighting potential errors, suggesting improvements, and offering insights to enhance the overall quality of your writing.

By following these step-by-step instructions, you can effectively sign up for Grammarly, personalize your settings, and begin utilizing the platform to receive valuable feedback on your written documents.

The Significance of Grammarly. To In the contemporary world, *Grammarly* holds great importance in ensuring accurate writing. This online proofreading tool serves as a writing assistant that enhances writing skills and facilitates the creation of error-free content. Proficiency in writing can significantly impact the effectiveness of emails, papers, and speeches. Grammarly's robust features, including efficient spelling and language checks, context-based suggestions, and stylistic improvements, make it an invaluable tool for educators, students, and writers at all levels. By rectifying grammar, punctuation, and sentence structure, this tool aids individuals in refining their writing. Moreover, its contextual understanding of mistakes and prompt suggestions contribute to

the development of clear and engaging texts. The primary reasons to utilize *Grammarly* are as follows:

Enhance the Writing Skill. *Grammarly* plays a pivotal role in improving spelling, language usage, and punctuation, among other aspects of writing. Babcock (2022) explains that *Grammarly* enhances writing skills by assisting writers in eliminating spelling, grammar, and punctuation mistakes. This elimination of errors leads to clearer writing, enabling effective communication of the intended message. *Grammarly's* comprehensive grammar checker meticulously examines writing, highlighting grammar issues, and providing suggestions for rectification. By addressing language problems, *Grammarly* assists writers in enhancing their phrasing, word choice, and sentence structure. This feedback-oriented approach promotes the acquisition and proper utilization of grammar rules while offering alternative ways to rectify errors. *Grammarly* brings about substantial improvements in writing by eliminating such common mistakes.

Expansion of the Vocabulary and Language Proficiency. *Grammarly's* specific feedback empowers writers to select stronger words and elevate the quality of their work. According to Trey (2019), one of the notable features of *Grammarly* is its adaptability to individual writing styles. The tool not only alerts writers if they overuse specific words but also identifies commonly overused words in general. *Grammarly's* objective is to highlight repetitive words and phrases, stimulating writers to explore new vocabulary options. Additionally, the tool offers access to dictionaries, glossaries, and relevant ideas, all of which contribute to enhancing the writing style. This comprehensive approach aids in improving proficiency in foreign languages, interpersonal communication, and the ability to articulate ideas. Furthermore, *Grammarly* proves beneficial for

English as a Foreign Language (EFL) students and non-native English speakers, assisting them in strengthening their grammar, conversation skills, and writing abilities.

Enhancement of Fluency and Analysis. Grammarly's fluency analysis and immediate corrections greatly assist students in producing superior written works. Kreimer (2022) finds a particular example fascinating, as it highlights a verb usage issue that they would not have initially noticed. However, with a simple click on Grammarly, the problem is immediately fixed. By leveraging sophisticated machine learning algorithms and a comprehensive dictionary, *Grammarly* identifies mistakes that may hinder the writing process. The tool offers prompt feedback and suggestions on elements such as sentence structure, verb agreement, and word choice. Moreover, *Grammarly* aids writers in refining their writing style by highlighting potential errors and complex sentence structures. The tool's immediate editing and suggestions for improved word choices and modifications contribute to enhanced writing. Furthermore, this user-friendly editing feature promotes immediate improvements in clarity and organization within written works

Advantages and Disadvantages of Grammarly. *Grammarly* offers several advantages for EFL learners, as highlighted by Lailika (2019). Firstly, it provides both direct and indirect feedback. When students make a mistake within their text, *Grammarly* immediately detects it and highlights it in red. Additionally, *Grammarly* can indirectly identify errors in writing. Secondly, Grammarly facilitates quick error correction. Users do not have to spend excessive time manually searching for errors in their text, as *Grammarly* efficiently identifies and suggests revisions. This feature can boost individuals' confidence in writing by alleviating any apprehension or fear associated with making mistakes. However, *Grammarly* is less effective in assessing two crucial writing aspects: content and organization. The system lacks the ability to determine the relevance

of students' writing to the given subject matter, and it has limited detection of sentence flow and paragraph coherence.

The following is a brief summary of advantages and disadvantages of *Grammarly* according to Kesi and Laeli (2022).

Advantages of *Grammarly*

Grammarly offers several advantages for students and writers seeking to enhance their writing skills. Firstly, the software provides valuable feedback that facilitates learning. By easily downloading and utilizing *Grammarly*, students can engage in self-revision and learn from their mistakes, thereby improving their writing abilities for future assignments. This feedback-driven approach promotes a reflective learning process, enabling users to identify and rectify their writing errors.

Moreover, *Grammarly* ensures quick accessibility to assessment results, allowing students to promptly view their performance feedback. This feature eliminates complications and streamlines the feedback loop, enabling learners to readily identify areas of improvement and take appropriate corrective measures. The efficiency of accessing assessment results contributes to a seamless writing evaluation process.

Additionally, *Grammarly's* fast checking process proves advantageous for both students and teachers involved in evaluating and revising academic writing. The software's ability to swiftly analyze and provide feedback saves valuable time and effort, allowing users to focus their attention on other aspects of the writing process. This expeditious checking feature is particularly valuable in educational settings where time constraints often exist.

Furthermore, Grammarly's cost-free availability sets it apart from other automated writing assessment tools. The program's accessibility and affordability make it an attractive resource for students, surpassing other free alternatives in terms of convenience. The absence of financial barriers ensures that a wide range of students can access and benefit from Grammarly's features, thereby democratizing its usage.

Disadvantages of *Grammarly*

Despite its advantages, *Grammarly* faces certain limitations that warrant consideration. One drawback is its tendency to alter the intended meaning of paragraphs. At times, the software's feedback suggests alternative ideas that may not align with the writer's original intentions. This can potentially lead to miscommunication or a deviation from the writer's intended message, necessitating careful review and revision to ensure coherence and accuracy.

Another disadvantage is Grammarly's propensity to over-evaluate certain elements in reference lists, such as names, titles, and article details. While it aims to ensure accuracy and adherence to formatting conventions, its strict evaluation may result in unnecessary suggestions or corrections, requiring users to exercise judgment in accepting or rejecting proposed changes.

Furthermore, it is important to note that *Grammarly* focuses solely on grammatical and mechanical aspects of writing, disregarding the validation of content and context. While it aids in improving grammar, it does not offer insights or assessments regarding the overall coherence and cohesiveness of the written work. Therefore, users must supplement *Grammarly* with critical thinking and manual review to ensure that their writing effectively conveys their intended message.

In summary, while *Grammarly* offers numerous advantages in terms of providing feedback, quick accessibility, efficiency, and affordability, certain disadvantages should be

considered. These include the potential for altered meaning, over-evaluation of reference lists, the lack of content validation, and the limited scope of addressing overall coherence. By being aware of these limitations, users can leverage *Grammarly* effectively while employing critical judgment and manual review to ensure the quality and integrity of their writing.

Benefits of *Grammarly* on EFL Students. According to Palani (2022), *Grammarly* enables students to enhance their writing clarity, avoid common mistakes, and maintain privacy without leaving a digital footprint. The tool provides students with personalized feedback and a wide range of language and writing checks. It identifies grammar, punctuation, and spelling errors, assisting students in producing error-free work. *Grammarly* offers immediate suggestions and changes, including alternative word choices like synonyms, to help learners diversify their vocabulary and avoid repetitive language.

In addition to improving writing and communication skills, *Grammarly's* plagiarism checker aids students by comparing their work to a vast database, ensuring originality and authenticity. Non-native writers also benefit from *Grammarly*. Collins (2022) explains that *Grammarly* Premium offers contextual explanations for suggestions and mistakes, serving as an interactive grammar guide for English language learners. Non-native speakers often find sentence structure, word agreement, and prepositional mistakes challenging on exams. *Grammarly* provides contextual insights and detailed explanations to help them enhance their grammar skills. Furthermore, non-native writers can utilize *Grammarly's* word-learning features to discover new words, synonyms, and more precise expressions, thereby improving their self-expression.

Grammarly's vocabulary suggestions are particularly beneficial for non-native English speakers seeking to expand their word knowledge. Additionally, *Grammarly* assists them in improving the grammar, simplicity, and consistency of their sentences.

Grammarly Challenges and Limitations. According to Daniel (2023) *Grammarly*, a widely utilized digital writing tool, has gained popularity among users due to its perceived efficiency and convenience. However, it is important to acknowledge the drawbacks that exist beneath its surface. The following section highlights the ten most notable disadvantages of *Grammarly*, shedding light on often overlooked aspects that significantly impact its overall usefulness and user experience.

- **Expensive Pricing:** Many users find *Grammarly's* subscription model to be costly, and the lack of transparency in its pricing structure adds to the confusion, making it less accessible to a wide range of users.
- **Performance Issues:** Users frequently encounter challenges with the tool's performance, such as incomplete error correction and unreliable plagiarism detection in certain versions.
- **Confusing User Interface:** The user interface can be perplexing and unwieldy, causing disruptions in the workflow. Additionally, the software can be slow and resource-intensive, affecting the performance ...etc.
- **Limited Language Support:** *Grammarly* currently provides minimal support for indigenous languages, particularly African languages spoken in countries like South Africa. This limitation restricts its usefulness for a diverse global audience.
- **Inadequate Verb Tense Support:** The software sometimes struggles to effectively address verb tense issues, merely identifying errors without offering helpful corrections.

- **Autocorrect Annoyances:** The autocorrect feature can be irritating, particularly when it comes to names or terms that fall outside of its recognition scope.
- **Missed Grammar and Sentence Structure Errors:** There are instances where *Grammarly* fails to identify specific grammatical errors or suggest improvements in sentence construction.
- **Lack of Comprehensive Feedback:** Users desire more detailed feedback, including readability statistics, that goes beyond what other tools like Microsoft Word provide.
- **Ineffective Handling of Jargon and Technical Terms:** *Grammarly* sometimes falls short in adequately handling jargon and technical terms, which can negatively impact the readability and quality of technical writing.
- **Limited Functionality in Draft Review:** While *Grammarly* assists in identifying writing improvements, it lacks the ability to provide a comprehensive review of drafts in context, an area where older tools like RightWriter excelled.

While *Grammarly* offers numerous benefits in enhancing writing quality, addressing these limitations would significantly improve the tool's ability to meet the diverse needs of its user base. Understanding these drawbacks is crucial for users to make informed decisions about incorporating *Grammarly* into their writing process.

Conclusion

As a conclusion, this chapter has focused on the topic of proofreading and the utilization of Grammarly. These proofreading tools offer students the ability to avoid errors in grammar, writing, punctuation, and style. *Grammarly* has emerged as a valuable online assistant that not only identifies common writing mistakes but also provides suggestions for their correction. Additionally, the tool is user-friendly and compatible with various editing platforms, further enhancing its appeal and usability. The significance and usefulness of Grammarly's advanced

features have been acknowledged, catering to a diverse range of users such as students, proofreaders, and non-native English speakers. The *Grammarly* tool encompasses grammar and spelling checks, style recommendations, plagiarism detection, and improved clarity, all contributing to an enhanced writing process. Moreover, this chapter has highlighted the significance of clear written communication and the role played by *Grammarly* in expediting the proofreading process, thus empowering writers with increased autonomy over their work.

Chapter Two

An Overview of Writing Skill

Chapter Two: An Overview of the Writing Skill

Introduction

Academic writing is a specific style of writing used in universities and scholarly publications. Its purpose is to share scientific ideas and information with professors and other academics. Academic writing has strict guidelines that set it apart from other types of writing. These guidelines include using proper rhetorical techniques, specific language features, appropriate vocabulary, and correct sentence structure. In learning English, students must be able to learn four skills, that are the speaking, writing, reading, and listening. Regarding the writing, in particular, as a main focus of the present study, it can be a medium to express someone's idea related to their experience, thought and feeling. The following chapter will give details on the definition and the related concepts to academic writing.

Academic Writing Definition

Different definitions have been given to academic writing by scholars out of which is that of Oshima and Hogue (2007) explained that academic writing is different from creative and personal writing. In academic writing, there are specific features that stand out. Firstly, it requires a formal tone, meaning that slang expressions and poorly constructed sentences should be avoided. Secondly, when writing academically, it is important to create clear topic sentences with relevant supporting details that are connected well. Lastly, each paragraph should be organized in a coherent manner. Another definition by Irvin (2010) described academic writing as a type of writing done for educational purposes. It requires the writer to have the necessary knowledge and skills to demonstrate mastery of academic thinking, interpretation, and presentation. This includes skills like research, reading complex texts, understanding key concepts in the field, and effectively analyzing and responding to new information. Likewise, Nunan (2003) and Hamadouche (2010)

stated that writing is the thinking process to invent ideas, thinking about how to generate good piece of writing, and pour the thoughts into clear statement and paragraph to be read. Furthermore, Patel & Jain (2008, p. 125), argue that writing means an important part in learning a language because it facilitates a very good mean to correct the vocabulary, spelling, and sentence pattern.

The Writing Process

Based on the definitions above, academic writing is a process of expressing thoughts in a written form for educational purposes. It involves multiple steps. Oshima and Hogue (2007) identified four main steps: prewriting, organizing, writing, and polishing. In the prewriting stage, the writer chooses a topic and collects ideas. Organizing involves creating a simple outline to structure the ideas. Writing entails developing drafts based on the outline. The final step, polishing, includes revising and editing. During the revising stage, the writer makes significant changes to the content and organization, while editing focuses on fixing minor grammar and mechanics issues. The writing process is commonly understood to involve four main stages: planning, drafting, revising, and editing. However, research suggests that these stages are not necessarily linear or sequential. In fact, many skilled writers employ a recursive and non-linear approach, where drafting may be interrupted by further planning and revision may lead to reformulation, with frequent revisiting of earlier stages (Krashen, 1984).

In classrooms, the concept of process writing has been widely discussed. It refers to an approach that emphasizes teaching writing as a process rather than focusing solely on the final written product. The goal is to provide process-oriented writing instruction that influences students' performance in writing (Freedman, Dyson, Flower, & Chafe, 1987). To achieve effective performance-oriented teaching, students need to develop problem-solving skills related to each stage of the writing process. Process writing in the classroom can be seen as an instructional

program that offers planned learning experiences to help students understand the nature of writing at each point.

Stage of the Writing Process

Planning Stage

The pre-writing stage, also known as planning, involves activities that stimulate students' thoughts and help them generate ideas before writing. These activities aim to move students away from facing a blank page and towards gathering information and generating initial ideas. Some common pre-writing activities include group brainstorming, clustering (forming clusters of related words), rapid free writing (quickly jotting down words and phrases within a time limit), and generating WH-questions (who, why, what, where, when, and how) about the topic. Students can also gather ideas from various sources such as multimedia, interviews, surveys, and questionnaires (Barrot, 2022; Tucker, 2015). Providing a range of means for gathering information during the pre-writing stage can enhance students' motivation to write (Irvin, 2010). By engaging in these planned learning experiences, students are better equipped to embark on the subsequent stages of the writing process.

Drafting Stage

After gathering enough ideas during the planning stage, writers can proceed with the initial writing attempt, known as drafting. At this stage, the focus is on the flow of writing, rather than grammatical accuracy or the neatness of the draft. It is important for writers to consider their audience and visualize who they are writing for, which may include peers, classmates, pen pals, or family members. Having a clear sense of the intended audience can influence the style of writing. Additionally, students should have a central idea in mind that they want to communicate to the audience, providing direction for their writing. Depending on the genre of writing (narrative,

expository, or argumentative), the introduction to the subject can take various forms, such as a surprising statement to grab the reader's attention, a brief summary of the rest of the writing, a relevant quotation, a thought-provoking question, a general statement, an analogy, or a statement of purpose. Employing such strategies can serve as a starting point during the drafting stage. Once the writing process begins, writers immerse themselves in the act of writing, letting go of inhibitions (D'Aoust, 1986).

Responding Stage

The act of responding to student writing, whether by the teacher or peers, plays a crucial role in the successful implementation of process writing. Responding occurs between drafting and revising. It involves the teacher's initial quick reaction to students' drafts, which can be provided orally or in writing. This feedback is given after students have produced their first draft and just before they proceed to revise. Unfortunately, many writing programs in schools fail because responding is often done during the final stage, where the teacher simultaneously responds, evaluates, and even edits students' finished texts. This gives students the impression that no further work is required. To facilitate meaningful revision of initial drafts, it is important for teachers to provide text-specific responses that offer helpful suggestions and pose questions, rather than using generic comments (e.g., "organization is okay," "ideas are too vague," etc.). These responses can be provided in the margins, between sentence lines, or at the end of students' texts. Peer responding can also be effective by having students respond to each other's texts in small groups or pairs, using a checklist as a guide (Reinking & Hart, 1991).

Revising Stage

During the revision stage, students review their texts based on the feedback received during the responding stage. They carefully examine what they have written to assess how effectively they have conveyed their intended meanings to the reader. Revision goes beyond simply checking for language errors (i.e., editing). Its purpose is to enhance the overall content and organization of ideas, ensuring that the writer's intent is clearly communicated to the reader. To prevent rewriting from becoming mere recopying, Beck (1986) suggests that teachers collect and keep students' drafts, asking them to rewrite without referring to their original drafts. This approach encourages students to become more familiar with their purposes and unique messages. By working without their original drafts, students develop greater confidence and authority in their writing as they navigate their topics more skillfully.

Editing Stage

Seow (2010) stated that during the editing stage, students focus on refining their texts in preparation for the final draft, which will be evaluated by the teacher. They carefully review their own writing or that of their peers, paying attention to grammar, spelling, punctuation, diction, sentence structure, and the accuracy of supporting textual materials like quotations and examples. Formal editing is intentionally postponed until this phase to avoid disrupting the free flow of ideas during the drafting and revising stages. To assist students in identifying common surface errors in their writing, a simple checklist can be provided. For example:

- Have you used the correct verb tense?
- Are the verb forms accurate?
- Have you ensured subject-verb agreement?

- Have you used the appropriate prepositions?
- Have you included necessary articles?
- Have you used pronouns correctly?
- Is your choice of adjectives and adverbs suitable?
- Have you written in complete sentences?

While students may not always know how to correct every error, editing to the best of their ability should be a regular practice before submitting their work for evaluation. Within the process of writing, editing holds significance as students can understand its connection to their own writing. Correction is not merely done for the sake of it, but as part of the process of ensuring clear and unambiguous communication with the audience.

Evaluating Stage

Often, due to time constraints, teachers combine the stages of responding, editing, and evaluating into one, which can hinder the crucial link between drafting and revision—namely, responding. This approach may significantly impact the quality of the final writing produced. When evaluating student writing, scoring can be done analytically, focusing on specific aspects of writing ability, or holistically, considering a global interpretation of the effectiveness of the piece. To be effective, the evaluation criteria should be communicated to students in advance. These criteria may encompass overall comprehension of the task, consideration of the intended audience, relevance, development and organization of ideas, formatting or layout, grammar and sentence structure, spelling and punctuation, vocabulary range and appropriateness, and clarity of communication. Depending on the purpose of evaluation, a numerical score or grade may be assigned. Students can be encouraged to evaluate their own work and that of their peers once they

have been instructed on how to do so effectively. This cultivates a sense of responsibility for their own writing.

Post-Writing Stage

Post-writing entails various classroom activities that the teacher and students can engage in with the completed pieces of writing. These activities may include publishing, sharing, reading aloud, adapting texts for stage performances, or simply displaying texts on notice boards. The post-writing stage serves as a platform for acknowledging and valuing students' work. It can motivate further writing and discourage students from making excuses to avoid writing. Students should be made to feel that their writing has real significance.

Writing Approaches

Approaches to teaching English as a Foreign Language (EFL) writing involve various strategies and methods employed in the classroom to enhance students' writing skills. These approaches utilize different concepts and techniques to support students in their writing development. According to Zhang and Li (2018), a combination of structural-functional linguistics and genre-based teaching techniques is recommended for teaching writing in EFL/ESL contexts. This approach exposes students to different writing genres and functions, enabling them to express, organize, and communicate in written English within specific contexts. EFL writing approaches aim to equip EFL learners with the ability to write effectively. These strategies facilitate the growth of EFL writers by helping them navigate cultural and linguistic challenges in writing and develop proficiency in English communication. Effective EFL writing approaches empower students to become confident and skilled English writers, enabling their active participation in academic, professional, and social activities. Some of the key approaches include:

The Process Approach

The EFL writing process emphasizes the “how” of writing rather than focusing solely on the content. It recognizes that successful writing involves multiple stages, including prewriting, drafting, revising, and editing. During the prewriting stage, learners engage in activities such as brainstorming, outlining, and freewriting to generate ideas. They focus on expressing their thoughts and ideas without being overly concerned about mistakes or grammar. This stage allows for creative exploration and experimentation. In the drafting phase, students shape their ideas into written form. Feedback is sought to ensure that the writing is clear, coherent, well-structured, and effective. Students may reorganize sentences, change structures, emphasize certain words, and proofread their work to make it more readable and impactful for the reader. Furthermore, learners engage in the revision stage, where they review their writing for language use and sentence structure. The goal is to refine the work and ensure it adheres to the requirements of the English language. Flower and Hayes (1981), proponents of the process approach, emphasize the significance of prewriting in composition teaching, as it highlights the importance of planning and discovery within the writing process. This underscores the notion that ideas and syntax evolve throughout the writing process.

The Genre—based Approach

The genre-based approach to EFL writing focuses on various types of written texts such as emails, reports, essays, and letters. This approach considers both the conventions and language patterns associated with each genre. By understanding the rules and characteristics of different genres, learners are able to write quickly, accurately, and in the appropriate context. Students analyze and decode sample texts to identify the specific structural, linguistic, and organizational features of each genre. They also learn about the intended audience, purpose, tone, and style in

order to adapt their writing accordingly. Hyland (2003) emphasizes that genre-based teaching provides teachers and learners with a framework to understand how writing is influenced by individual language choices in specific social contexts. This approach enables learners to successfully tackle various writing tasks by adhering to genre conventions. Active engagement with genres fosters genre awareness and competence. Students study the structure, language choices, and organization of different genres, enabling them to write with clarity, coherence, and relevance as they adapt their writing style to different situations.

The Task-based Approach

The task-based approach in EFL writing encourages learners to engage in authentic writing tasks that reflect real-world situations. This approach harnesses students' linguistic skills to produce well-crafted written work. By focusing on analytical writing, this strategy prepares students for persuasive writing, business proposals, and professional communication. Writing tasks support the development of English language and communication skills while also fostering problem-solving, critical thinking, and decision-making abilities in real-life writing scenarios. Students are prompted to consider their audience, purpose, and context, utilizing their language skills to write effectively. Willis and Willis (2007) state that tasks provide learners with a reason to use language, motivating them to express their thoughts and ideas through speaking and writing (p. 26). The task-based approach emphasizes relevant writing assignments to engage and motivate students. Furthermore, this approach enhances writing, reading, speaking, and listening skills through task-based activities. Students collect, organize, and analyze information to accomplish the task, promoting active and experiential learning within a real-world context.

The Collaborative Approach

The collaborative approach to EFL writing promotes student engagement and collaboration by encouraging them to work together, provide feedback, and learn from one another. In collaborative writing, students collaborate in teams or pairs to share ideas, receive feedback, and enhance their writing skills. This approach also enhances students' critical thinking abilities as they engage in communication, argumentation, and decision-making together. By actively participating in the writing process, students develop a sense of ownership and responsibility for the final outcome of the writing task. Peer feedback and revision activities enable students to provide constructive feedback, consider different perspectives, and improve their own work. According to Storch (2005), collaborative writing promotes social negotiation and interaction among students, providing opportunities for language production and peer evaluation (p. 104). Collaborative writing facilitates effective communication and language use. Group projects, joint writing activities, and online platforms can be utilized in both face-to-face and online classrooms to facilitate collaborative writing experiences.

The Content-based Approach

The content-based approach in EFL writing lessons provides students with the opportunity to learn about academic subjects while enhancing their writing skills. This approach involves writing about topics such as history, science, or literature, allowing learners to engage in intellectually stimulating and academically challenging writing tasks. The content-based approach recognizes writing as a means of communication and knowledge acquisition. Integrating writing with content learning enables students to improve both their writing abilities and their understanding of the subject matter. Students learn to employ subject-specific vocabulary, ideas, and organizational frameworks, thereby enhancing their comprehension of the topic and their

writing proficiency. Grabe and Zhang (2013) suggest that the most effective way to enhance writing skills is by immersing oneself in the content related to the topic (p. 196). This highlights the significance of integrating writing instruction with content learning and emphasizes that students' writing abilities are best developed when working with relevant academic subjects. Content-based educational strategies encompass activities such as writing research papers, analyzing literature, and participating in written responses to debates. This approach promotes critical thinking, knowledge analysis, information evaluation, and language development, ultimately contributing to the development of strong writing skills.

In other studies, other researchers classified writing approaches to three main approaches, which are as follows:

The Product Approach

In a study by Gabriellatos in 2002, the product approach to teaching writing is described as a traditional method. This approach emphasizes students producing texts individually, often with time limits and in silence. Tribble (2009) stated that the product approach, which concentrates on the form, is a conventional, text-centered method still commonly used today. In this method, teachers typically provide model texts for students to imitate or modify. Errors are viewed as things to be corrected or removed whenever possible. The main role of the teacher is to promote ideas of accuracy and conformity. Pincas (1982) viewed writing in the product approach as mainly concerned with linguistic knowledge, focusing on using vocabulary, syntax, and cohesive devices appropriately. According to Steele (2004), The Product Approach consists of four stages:

- **Stage one:** In this stage, students study sample texts and identify the features of the genre. For instance, if they are learning about formal letters, they learn about the importance of paragraphs

and the language used to make formal requests. If they read a story, they focus on the techniques used to make it interesting and how the writer employs those techniques.

- **Stage two:** In this stage, students practice the highlighted features in a controlled manner, usually focusing on one feature at a time. For instance, if students are learning about persuasive writing, they might be asked to practice using rhetorical devices such as similes or metaphors to enhance their persuasive arguments. They could be given prompts and asked to craft sentences or paragraphs using these devices to effectively communicate their ideas.
- **Stage three:** This stage is considered the most important one, where students organize their ideas. Those who support this approach believe that the organization of ideas is more important than the ideas themselves and equally important as having control over the language.
- **Stage four:** This is the final stage of the learning process. Students choose from a selection of writing tasks that are similar to what they have learned. They demonstrate their fluency and competence in using the language by independently applying the skills, structures, and vocabulary they have been taught to produce the final written product.

The Process Approach

The Process Approach, as defined by Kroll (2001), is an umbrella term encompassing various types of writing courses. It emphasizes that student writers should approach their writing tasks in a cyclical manner rather than completing them in one go. Instead of expecting students to produce complete and polished responses right away, the process approach encourages them to engage in stages of drafting, receiving feedback from peers and teachers, and revising their evolving texts. In this approach, the focus is on incorporating diverse classroom activities that enhance language development, such as brainstorming, group discussions, and rewriting. These

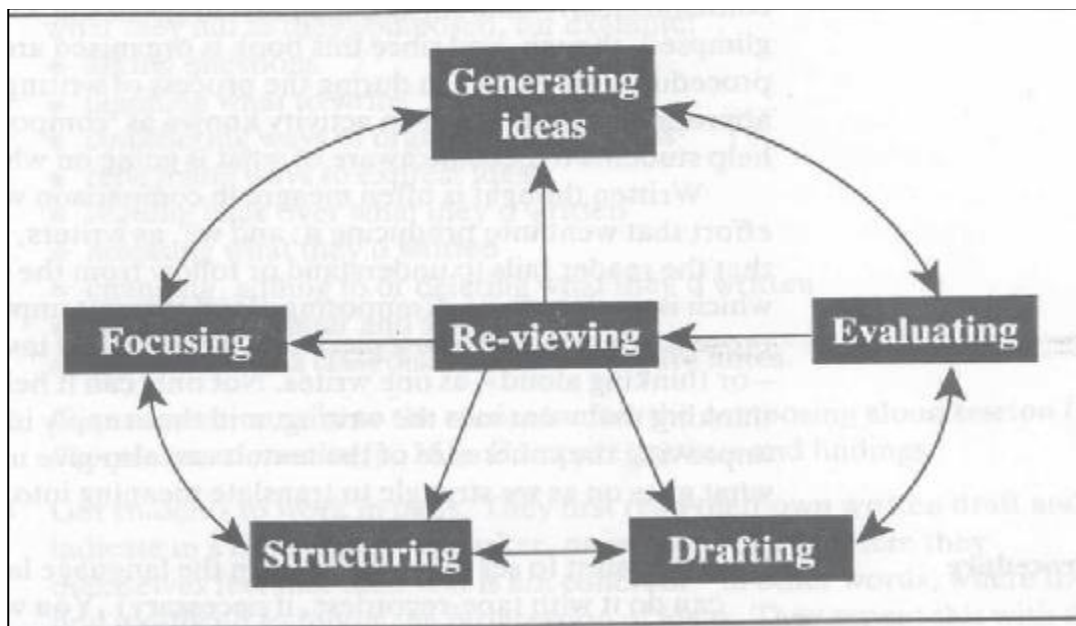
activities aim to foster the generation of ideas, promote collaborative thinking, and refine written work. The Process Approach Model consists of eight stages, as outlined by Steele (2004).

- **The first stage**, known as brainstorming, involves generating ideas through collaborative discussions. For example, students may engage in discussing the qualities required for a specific job.
- **Stage two (Planning/Structuring)**: Students share their ideas and convert them into notes, while also assessing their quality and usefulness.
- **Stage three (Mind mapping)**: Students organize their ideas into a visual representation such as a mind map, spidergram, or linear form. This stage helps them understand the hierarchical relationship between ideas and assists in structuring their texts.
- **Stage four (Writing the first draft)**: Students write their initial draft, often collaborating in pairs or groups within the classroom setting.
- **Stage five (Peer feedback)**: Drafts are exchanged among students, allowing them to act as readers for each other's work. By providing feedback, students gain an awareness that their writing is meant to be read by others, which helps them improve their own drafts.
- **Stage six (Editing)**: Drafts are returned to the students, who make improvements based on the feedback received from their peers.
- **Stage seven (Final draft)**: A polished and refined final draft is written.
- **Stage eight (Evaluation and teacher feedback)**: Students' writings are evaluated, and teachers provide feedback on their work.

The diagram below illustrates the cyclical nature of these stages and their interrelationship (figure 08).

Figure 6

A Diagram of Process Writing by White and Arndt



As can be seen, figure 8 shows that the stages are cyclical and repetitive until the final draft is delivered.

The Genre Approach

The Genre-based approach to writing considers writing as a social and cultural practice, considering the context and conventions of the target discourse community. It recognizes the importance of explicitly teaching genre knowledge in the language classroom. However, there are some drawbacks to this approach. It may overlook difficulties related to second language acquisition and can result in a prescriptive focus on the final product. It assumes that all writing follows the same processes and may undervalue the skills needed to produce different types of texts. Genre instruction has emerged as a pedagogical approach rooted in linguistic theory and critical responses to whole language instruction. It draws from research areas such as English for Specific Purposes, North American New Rhetoric Studies, and Australian systematic functional linguistics (Hicks & Weldon, 2018; Hyon, 1996; Paltridge, 2004). One key aspect of the genre

approach is its emphasis on the reader and the conventions that a piece of writing needs to follow to be successfully accepted by its intended readership. The notion of genre is defined as recognized ways of using language in purposeful communicative activities within a specific discourse community (Swales, 1990).

Definition of the Writing Accuracy

Mastering the skill of writing is essential for success in various aspects of life, particularly in academic settings where essays and written assignments are commonly used to evaluate students' performance. Developing and honing this skill requires time, practice, commitment, and hard work. Writing involves several components that need to be taken into consideration when constructing paragraphs. Nalliveetil and Mahasneh (2017) emphasized that EFL learners must invest effort in learning spelling, word structures, and higher-order skills to effectively convey their intended message in different situations and contexts. Jacob et al. (1981), as cited in Anamaryanti, Syarif, and Rozimela (2014), identified five components of writing: content, organization, vocabulary, language use, and mechanics. According to Kane (2000 as cited in Abbas & Asy'ari, 2019), mechanics in writing pertains to the visual presentation of words, including aspects such as spelling, capitalization, and punctuation. It has been widely acknowledged that "written accuracy is important in the real world" (Ferris 2002, p. 14).

The Significance of Writing

According to Lee and Kim (2020), writing serves as a means for individuals to articulate their ideas and emotions. It holds great importance in academic, technical, and professional contexts, playing a crucial role in education, business, and personal development. Writing facilitates the sharing of thoughts, feelings, and concepts, enabling individuals to express

themselves effectively. Whether it is for university studies, creative endeavors, or professional pursuits, writing holds immense value as it allows students to demonstrate their knowledge of research and their ability to collaborate with diverse individuals. Essays and term papers, for instance, compel students to write and elucidate complex ideas. Through writing scientific articles, students can actively participate in academic discussions and scientific communities.

Academic writing encompasses various forms such as reports, emails, and articles, and it is imperative for students to articulate their intentions and ideas through these written mediums. Clear and concise writing aids effective communication and the expression of thoughts, while simultaneously fostering personal growth and development by encouraging creativity, critical thinking, and effective communication skills. Writing also instills confidence, enhances cognitive abilities, and equips individuals with problem-solving skills. Its significance extends to multiple domains, including communication, comprehension, self-expression, academia, and social development. Timothy and Tone (2012) assert the importance of writing for the following reasons:

Communication

Writing facilitates communication across different environments. As Emig (1977) highlighted, writing serves as a method of sending and receiving messages, enabling contact with individuals who are not physically present. Given its ability to simplify complex concepts and convey emotions, writing is essential for academic, professional, and personal communication. It also plays a pivotal role in intellectual debates and the dissemination of academic research. McWhorter (2012) emphasized that writing is the most vital skill in college, irrespective of one's field of study, as academic writing necessitates clarity, accuracy, and the capacity to structure and elucidate concepts, all of which contribute to academic success.

Guffey and Loewy (2014) asserted that businesses need skilled writers who can effectively communicate information. Writing in an academic or professional context demands simplicity, accuracy, and a high level of proficiency. These qualities are crucial for effective communication within academic and business environments. Additionally, writing provides individuals with a private means of self-expression. Cameron (1998) stated that writing enables personal insight, self-expression, self-discovery, and communication with others. Through writing, students and professional writers can explore, analyze, and gain a deeper understanding of themselves and others.

Critical Thinking

Critical thinking plays a vital role in analyzing and articulating ideas, fostering logical and careful reasoning. According to Bean (2011), writing promotes critical thinking as it necessitates the organization of thoughts, analysis of information, and evaluation of arguments. Writing enables individuals to conduct research, assess information, and make independent decisions. It also allows for the processing of existing knowledge and the generation of original ideas. Graff and Birkenstein (2018) emphasize that critical thinking and writing go beyond mere linguistic constructs; they involve questioning assumptions, making strong claims, providing reasons and supporting evidence, considering opposing viewpoints, and more. Writing and reading require individuals to engage in thoughtful reflection, thereby enhancing critical thinking skills in various contexts. Academic writing demands critical reading, complex analysis, and scholarly examination. Writing assessments assist students in evaluating their writing and engaging in critical and analytical thinking to improve their writing abilities (Lunsford, Connors & Ede, 1989). Effective writing entails the inclusion of data and evidence, along with the ability to convey them effectively. Writing entails grappling with complex concepts, evaluating evidence and knowledge,

reflecting on ideas, enhancing logical and critical reasoning abilities, and conveying the writer's perspective.

Creativity

Writing serves as a medium through which individuals can express various aspects of their identity. Elbow (1998) suggested that writing helps individuals discover who they are and how they think, enabling them to explore and create new ideas. Writing fosters critical thinking and the generation of novel concepts. Cameron (1992) further asserted that writing expands the realm of possibilities, stating that creative writing programs are not merely a study of creativity but an active practice of it. Writing encourages individuals to take risks with their words and thoughts, enabling them to listen to their own thoughts and discern what holds significance to them (Lamott, 1995). Writing provides a space for individuals to showcase their unique artistic abilities, fostering creativity and individuality. It encourages experimentation and pushes individuals beyond their comfort zones. Lamott (1995) posited that writing and reading alleviate feelings of loneliness, deepening and expanding one's sense of life, ultimately nourishing the soul. This instills confidence and nurtures creativity within individuals.

Career Success

Effective writing skills are crucial for career success since almost all jobs require written communication. Joffe and Lowe (2014) emphasized that how individuals handle writing assignments in the workplace significantly impacts their career advancement. Writing proficiency is essential for communication, networking, interactions, and legal studies. In professions such as journalism and public relations, where writing is the primary mode of communication, strong writing skills are imperative. Hicks and Weldon (2018) highlighted the importance of journalists

being able to accurately and clearly convey news, while PR professionals must craft compelling consumer messages. Good communication and writing abilities are highly valued in these fields.

Guffey and Loewy (2015) asserted that writing serves as the foundation of all business communication. To succeed in the business world, one must write with clarity, conciseness, and precision. Legal professionals, such as attorneys and lawyers, rely heavily on effective writing to communicate with colleagues and clients regarding legal matters. Garner (2019) stated that although legal documents can be challenging to study, they are a crucial component of becoming a skilled lawyer. Writing skills are essential for success in various fields, including journalism, communications, business, and law, as professionals in these domains need to express their ideas effectively to others.

Personal Development

Writing has profound effects on individuals beyond mere communication and intellectual development. It offers individuals an opportunity to express their thoughts and emotions, leading to personal growth and self-awareness. Murray (1997) suggests that writing allows individuals to share their ideas and feelings with others, facilitating self-improvement. Writing enables individuals to gain a deeper understanding of their thoughts, emotions, and opinions, empowering them to make positive changes in their lives. Additionally, writing can be beneficial for individuals with mental illnesses, as it provides a safe and supportive avenue for dealing with emotions, as noted by Pennebaker and Smyth (2016). Writing fosters self-awareness and contributes to improved mental health. Furthermore, writing offers benefits beyond communication and critical thinking. It serves as a tool for self-expression and reflection, aiding personal development. Murray (1997) asserts that writing is a valuable means of self-discovery, personal growth, and

mental well-being. Engaging in writing helps individuals learn about themselves, evolve as individuals, and maintain a healthy mind.

Writing Mechanics

The mechanics of writing encompass essential aspects such as capitalization, spelling rules, and punctuation, and are often referred to as the graphological system. It is a fundamental concept in the writing process, and learners must possess a solid understanding of these mechanics. According to Bowen (1985, p. 259), mastering the mechanics of writing and gaining proficiency in basic skills are crucial initial steps for both child and adult learners. Within the realm of mechanics of writing, learners should familiarize themselves with the alphabet, the left-to-right direction of English writing systems, uppercase and lowercase letters, capitalization rules, basic spelling patterns in English, and punctuation rules for words and sentences.

Punctuation

Punctuation is a crucial aspect of written language that involves the skillful use of marks to clarify the meaning of a text. According to Harris (1993, p. 30), punctuation serves as a means of marking boundaries and relationships between grammatical units in written text. These punctuation marks play a significant role in conveying meaning and ensuring explicit expression. Effective punctuation is essential for facilitating easy and rapid comprehension of written content. However, it is often more challenging to check punctuation than it is to check spelling. While dictionaries readily provide correct spellings, there is no equivalent resource for punctuation, with fewer established rules and guidelines available. Punctuation marks encompass a range of symbols, including commas, colons, semicolons, hyphens, periods, dashes, slashes, parentheses, quotation marks, question marks, exclamation marks, capital letters, apostrophes, line directions, and spaces between words. Professional writers and editors utilize all these punctuation marks,

and high school students or individuals learning English as a second language should also aim to incorporate these punctuation marks into their writing (Harris, 1993).

Capitalization

Capitalization is an integral aspect of writing mechanics that requires a solid understanding. Capitalization is the use of uppercase letters at the beginning of words, while the rest of the letters remain lowercase. It is an essential part of written English, serving various purposes. One of the most common purposes is to signal the start of a sentence. In English, every sentence begins with a capital letter, regardless of the grammatical category of the first word or the sentence type. Capitalization also highlights specific types of words, such as proper nouns and proper adjectives, separating them from more general words (Pathan, 2021). The primary purpose of capitalization is to convey clear and unambiguous meaning. By emphasizing particular words, capitalization helps the reader understand the intended meaning of the written text. Conversely, the lack of or misuse of capitalization can alter the meaning entirely (Pathan, 2021).

Spelling

The accurate spelling of words is crucial for effective writing. Spelling errors can be disruptive and confusing for readers, as even a slight variation in spelling can lead to significant changes in meaning. According to Robert (1985, p. 148), understanding spelling rules is often more comprehensive than simply memorizing individual words. English has distinct phonological and orthographic forms, making it challenging for listeners to accurately transcribe spoken words. This poses a significant challenge for learners. Spelling, as a specialized aspect of writing mechanics, primarily involves mastering the conventions and rules associated with correct word spellings.

Challenges Faced by EFL Students in Enhancing Academic Writing

EFL students encounter various challenges when it comes to writing in a second language. These difficulties encompass language usage, grammar, vocabulary, lexicon, and overall contextual understanding. Xie (2020, p. 42) points out that English poses a significant challenge for students in higher education, as it serves as the medium of instruction and proficiency in EFL/ESL writing plays a crucial role in language acquisition and learning. A lack of language skills emerges as a primary hurdle in second language writing. EFL students often struggle to organize their ideas coherently and effectively, and their writing is often influenced by their unfamiliarity with English grammar concepts, such as verb tenses and sentence structures. Smith (2019) highlights that the most common and serious errors in EFL student writing are related to grammar and mechanics (p. 101). This suggests that EFL students are prone to making mistakes in verb forms, subject-verb agreement, and sentence construction, which detrimentally impact their writing quality.

Limited Language Proficiency

Insufficient language proficiency poses a significant obstacle for EFL students to express themselves clearly and concisely. Inadequate knowledge of words, phrases, and terminology makes it challenging to produce coherent and precise writing. Brown (2003, p. 108) discusses how limited language skills hinder EFL students' ability to comprehend complex ideas accurately, resulting in inconsistent and unclear writing. Additionally, students with limited vocabulary encounter difficulties in conveying their thoughts accurately, leading to vague or ambiguous statements. EFL students may also encounter difficulties with subject-verb agreement, word order, and syntax, which lead to grammatical errors that impede writing clarity. Furthermore, their limited understanding of colloquial language and cultural nuances restricts effective communication. These students may rely on awkward or confusing literal translations from their

native language. To support EFL students in improving their writing, teachers need to provide targeted lessons, assignments, ample practice opportunities, and constructive feedback. Addressing errors in verb forms, subject-verb agreement, and sentence construction is crucial to enhancing the quality of EFL students' written work.

Limited Vocabulary

EFL students face challenges in effectively expressing themselves and engaging in meaningful interactions due to their restricted vocabulary. Learners with a limited range of words may struggle to write coherently, resulting in disjointed compositions. Additionally, EFL learners lacking a robust vocabulary tend to rely on general or repetitive words, leading to disconnected writing. Furthermore, the absence of specialized language and terminology hampers their ability to convey complexity and convey intended meanings. According to Nation (2001, p. 76), a restricted vocabulary makes it difficult for students to articulate their thoughts clearly and concisely, impeding effective written communication. This indicates that EFL students' writing and speaking skills are adversely affected by their limited language proficiency. To overcome this challenge and enhance their writing skills, EFL students can focus on improving their grammar, engaging in extensive reading, and actively using the language in real-life contexts.

Lack of Confidence

The lack of confidence and fear of making mistakes significantly impact the writing of EFL students as it hinders them from taking risks and expressing themselves freely. Writing in English can cause anxiety and stress, affecting their approach and outcomes. Moreover, the fear of making errors prevents learners from exploring new ways of using language, resulting in cautious and overly simplistic writing. Matsuda and Tardy (2007, p. 58) highlight how the fear of making mistakes and lack of confidence among EFL writers can impede their ability to take risks and reach their full writing potential. Therefore, creating a supportive and encouraging

environment that fosters risk-taking and self-expression is crucial. Teachers should establish a positive writing atmosphere, provide constructive feedback, and boost students' confidence. EFL students can enhance their confidence, overcome the fear of making mistakes, and embrace new language usage, ultimately improving their writing skills.

Limited Time and Pressure

The constraints of limited time and the pressure experienced during classes or exams significantly affect the effectiveness of EFL students' writing. Insufficient time often leads to rushed and superficial compositions. EFL students may struggle to allocate enough time for planning, organizing, and revising their work, resulting in underdeveloped and hastily constructed ideas. The pressure to perform well in high-stakes situations exacerbates this challenge, leading to heightened anxiety and further compromising the quality of writing. Additionally, the need to write quickly can impact accuracy and fluency. Silva and Matsuda (2002) emphasize that limited time and exam-related stress make it difficult for EFL students to produce well-crafted writing, pushing them towards hurried and subpar compositions. To address this issue, it is crucial for EFL writers to learn effective time management strategies and techniques to reduce stress associated with their writing tasks. Teachers should provide guidance on planning, drafting, revising, and managing time effectively for writing assignments. EFL students perform better when they are in a positive and supportive environment and possess the skills to handle time constraints and pressure.

Role of *Grammarly* in Enhancing Academic Writing

The effectiveness of online grammar checker tools in enhancing English writing skills has been widely recognized. Thanks to the advancements in technology, both teachers and learners now have easy access to reliable checker tools such as ProWritingAid, Ginger, SpellCheck Plus, grammarcheck, and *Grammarly*. These tools provide students with automated and prompt feedback on grammatical, punctuation, capitalization, and spelling errors. Chen and Cheng (2006)

and Kim (2014) have highlighted the use of these tools as a means to reduce teachers' workload and promote learner autonomy through instant feedback. The emergence of grammar checker tools has garnered attention from researchers due to their positive impacts.

Numerous studies have been conducted to investigate the subject. Domeji and Knutsson (2002) examined the accuracy and effectiveness of using a Swedish grammar checker tool to detect errors. Participants were given a text containing 37 grammatical mistakes and were divided into two groups: one group used the tool for error revision, while the other did not. The results showed that the group using the tool identified 85% of the errors, compared to 60% in the group without the tool. These findings support the notion that *Grammarly* Proofreading tool has a promising impact on improving writing accuracy.

Conclusion

In conclusion, this chapter has explored various facts about writing. We started by providing a clear definition of EFL writing and emphasized its significance. Additionally, we delved into the concept of writing accuracy and explored strategies to improve it, also we mentioned some of writing mechanics. Moreover, we examined the different approaches to EFL writing and shed light on the common challenges encountered by EFL students in their writing endeavors. Lastly, we touched upon the role of *Grammarly* as a tool that aids in the writing process.

Chapter Three

Research Methodology and Data

Analysis

Chapter Three: Research Methodology and Data Analysis

Introduction

The following chapter gives details on the guiding research methodology and the adopted procedure for data analysis. The chapter highlights the methodological choices including the research approach, sample, data collection tools, the analysis procedures, and the rationale behind each them. The detailing is meant to show the research conceptualization in an effort to reach its end objective, which is the investigation of the teachers and students' perception of the effectiveness of the *Grammarly* proofreading tool in the enhancement of student writing accuracy.

Research Approach

Research approaching is one of the early steps to be decided in any research. The research approaches are considered the intersection between the philosophical assumptions and the theoretical approaching as Creswell and Creswell (2018) considered them to be “plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis (p. 03). In methodological reasoning, the mode of inquiry decides the research approach to follow. As such, when the research seeks to understand meanings and perceptions, the qualitative approach is the best fit, when seeking to explain causes and effects, the quantitative approach is the best fit. however, each of the approaches have certain biases that represents threats to both validity and reliability of the outcomes. Consequently, to avoid these threats, the mixing possibility would guarantee more valid and reliable outcomes, which makes the mixed-method approach the best fit, and this depends on the individuality the end objective of each research.

Dornyei (2007) explained the mixed-method approach to be “some sort of a combination of qualitative and quantitative methods within a single research project” (p. 44). Thus, it is an

integrative approach that mixes the qualitative approaches and methods with the quantitative approach regardless of the mode of inquiry to eliminate the threats that one separate approach or method could represent. Additionally, the mixing would guarantee a mixing of data that would support each other and deliver more founded results and findings. As such, to ensure more the valid and reliable outcomes, the present research elected the mixed-method approach as the best fit to achieve its objective, which is the investigation of the teachers and students' perception of the effectiveness of the *Grammarly* proofreading tool in the enhancement of student writing accuracy.

Data Collection Tools

As conventionally known, the data collection tools follow the adopted research approach. Following the mixed-method approach, the research adopted tools that are of qualitative and quantitative nature to collect the necessary data that would eventually answer the proposed research questions and evaluate the advanced research hypothesis. When seeking insights of a large number of respondents, the questionnaire is a tool that is widely resorted to for its flexibility to gather both qualitative and quantitative information. (Yogesh, 2006, p. 192). In this sense, the research adopted the questionnaire to investigate the students' perceptions of Grammarly's effectiveness in the enhancement of their writing accuracy. On the other hand, when seeking in-depth insights from respondents, the interview is a tool that is commonly selected for the rich and deep feedback it provides. Cohen, Manion, and Morison (2000) explained that, "Interviews enable participants—be they interviewers or interviewees—to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view" (p. 267). Accordingly, the research adopted the interview to investigate the teachers' perceptions of Grammarly's effectiveness in the enhancement of the students' writing accuracy.

Students Questionnaire

Sample of the Study

The sampling adopted the random sampling technique that is a recommended technique to avoid any possible biases and guarantee a more representative sample of the studied phenomenon, which is confirmed by Marczyk, DeMetteo, and Festinger (2005) that said “random sampling is considered to be the best method, because it works to ensure representativeness on all characteristics of the population—even those that the researcher may not have considered” (p. 220). The sampling targeted Master's 1 students as population in order to obtain more informed responses to the questionnaire because students at this level are advanced enough than the Licence level. The sample size was of fifty students (n=50) but the received number was forty-nine participants (n=49), which is large enough to give a comprehensive view on their experience using the proofreading *Grammarly* and evaluate its effectiveness in enhancing the writing accuracy.

Description of the Questionnaire

The questionnaire took a structured form to collect quantitative data. However, because the respondents are students' whose reporting can be somewhat general and inaccurate, the adopted questions were in the majority close-ended to keep them focused and specific in their answers. The questionnaire was divided into three sections to facilitate the answering and keep the focus on one variable at the time. The first section contained three items seeking profile information including gender, age, and choice to learn English language as a subject.

The second section contained six items seeking information on students' overall writing skill and writing accuracy including students' familiarity with the writing accuracy meaning, accuracy constructing elements, evaluation of their accuracy level, identification of the difficult

accuracy elements, efforts made to enhance the writing accuracy, and resources used to enhance the writing accuracy. The final section contained thirteen items seeking information on students' experience using the proofreading tool *Grammarly* including familiarity with *Grammarly* tool, if they have used it before and which version used, their frequency of use, their rating of the *Grammarly* experience, identification of *Grammarly's* useful aspects, if it impacted positively their writing accuracy and specification of the improvement areas, if they *Grammarly* represented any difficulties and specification of the difficulty areas, *Grammarly's* ability to detect and correct all possible accuracy-related errors, if it did not, to specify its struggle areas, rating of *Grammarly's* integration within their writing process, their satisfaction degree with *Grammarly's* performance, and if or not they recommend it and why.

Administration of the Questionnaire

The administration took both the traditional administration personal mode through the paper-and-pen channel and the online form by using Google forms. The questionnaire distribution, completion, and collection were performed over a fifteen-day period. The process resulted in forty-nine completed questionnaire copies with no missing data, which were officially adopted and analyzed.

Analysis of the Questionnaire

Because the type of data decides the type of analysis to adopt, the collected data of the student questionnaire were numerical in their entirety and were analyzed quantitatively. Accordingly, the results of the sixteen items were displayed and interpreted as follows:

General information section

Q1: To which gender do you belong?

Table 1

Student Gender

Student gender	Number	Percentage %
Male	11	22.44
Female	38	77.56
Total	49	100.00

Table 1 shows the gender distribution within the sample. As can be noted, the female count is higher than the male with 38 females for 11 males. With more than two thirds of the sample, the sample once again demonstrates the female tendency to take languages as a major at the university.

Q2: To which age category do you belong?

Table 2

Student Age Category

Student Age Category	Number	Percentage %
+ 21	37	75.51
+ 25	12	24.49
Total	49	100.00

Table 2 presents the age categories of the sample. What can be seen is that the majority of the sample belong to the first category of twenty-one years and older with 75.51% and the rest belongs to the second category of twenty-five years and older with 24.49%. With more than two thirds belonging to the same category, the sample indicates homogeneity that, in turn, indicates a sample of similar experience in education.

Q3: Whose choice was it to study English as a subject?

Table 3

Choice to Study English as a Subject

Choice to Study English as a Subject	Number	Percentage %
Your decision	39	79.59
Your parent's decision	07	14.29
Others	03	06.12
Total	49	100.00

Table 3 presents students' choice to study English. The results demonstrate that the majority of the student sample, more than two thirds, chose to study English out of free will. That being the case, the students would be expected to be motivated enough to learn the language and the aspects of the language, including the structural aspects.

Writing Accuracy Section

The section is comprised of six questions in total.

Q1: Do you know what the writing accuracy is?

Table 4

Student Familiarity with Writing Accuracy Meaning

Student Familiarity with Writing Accuracy Meaning	Number	Percentage %
Yes	47	95.92
No	02	04.08
Total	49	100.00

Table 4 shows how familiar students are with the meaning of being accurate in writing. The results show that most students know what being accurate in writing means. However, details on student familiarity with the elements that constitute the writing accuracy would validate these results, which will be validated or unvalidated through the results of the next questions.

Q2: If yes, mention the elements needed to achieve the accuracy in writing.

Table 5

Student Familiarity with Elements Needed to Achieve Writing Accuracy

Student Familiarity with Elements Needed to Achieve Writing Accuracy	Number	Percentage %
Grammar	14	28.57
Pronunciation	00	00.00
Punctuation	00	00.00
Vocabulary	05	10.20
Sentence Structure	19	38.76
Spelling	10	20.41
Transcription	01	02.04
Total	49	100.00

Table 5 reveals how familiar student are with elements constituting the writing accuracy. The results show that the majority of students were able to recognize four out of five of the writing accuracy components, with the exception of punctuation. Students not being able to count punctuation as writing accuracy components explains their observed weakness with this particular element. The results validate those of the previous questions, which is knowing what writing accuracy means. Consequently, although students know what writing accuracy means they still struggle in reality to properly achieve it.

Q3: Evaluate you own accuracy level.

Table 6

Students' Evaluation of their Writing Accuracy

Students' Evaluation of their Writing Accuracy	Number	Percentage %
Weak	03	06.12
Acceptable	23	46.94
Good	21	42.86
Very good	02	04.08
Total	49	100.00

Table 6 represents students' evaluation of their own writing accuracy level. The results show that most students believe their level to be either good (42.94%) or acceptable (46.94%). However, the rest believe their level to either be very good (04.08%) or weak (06.12%). What can be noted is that students' majority believing that they have good or acceptable level in the writing accuracy led them to feel comfortable within this current level. This fact, in turn, may have led them to not seek to further improve it.

Q4: Which element (s) of accuracy you have difficulty with?

Table 7

Students' Difficulties in Achieving Writing Accuracy Across Different Elements

Students' Difficulties in Achieving Writing Accuracy Across Different Elements	Number	Percentage %
Grammar	14	28.57
Spelling	13	26.53
Punctuation	01	02.04
Vocabulary	10	20.41
Sentence Structure	11	22.45
Total	49	100.00

Table 7 demonstrates the accuracy elements that students face difficulty with. As can be seen, the area where students face the most difficulties were grammar by 28.57%, immediately followed by spelling (26.53%), sentence structure (22.45%), and vocabulary (20.41%). The least, according to the results, is the punctuation, which can be explained following the results of the second question, where student did not consider punctuation as an accuracy component. The results can be considered as satisfactory since they align with the difficulty of each element.

Q5: Do you make any effort to enhance your writing accuracy?

Table 8

Students Effort to Enhance their Writing Accuracy

Students Effort to Enhance their Writing Accuracy	Number	Percentage %
Yes	47	95.92
No	02	04.08
Total	49	100.00

Table 8 demonstrates the results of either or not student make any effort to enhance their writing accuracy. The results show that the student majority are making the effort to enhance their writing accuracy with 95.92%. What can be concluded is that students are probably aware of how important it is to constantly develop their own skills and work autonomously to achieve that because relying only on teacher effort during class time is just insufficient to achieve the expected level.

Q6: If yes, what kind of resources do you use to enhance your writing accuracy?

Table 9

Student Recourses to Enhance their Writing Accuracy

Student Recourses to Enhance their Writing Accuracy	Number	Percentage %
Reading books	19	38.78
Using AI tools	24	48.98
Peer feedback	03	06.12
Teacher feedback	03	06.12
Total	49	100.00

Table 9 shows the resources students rely on to enhance their writing accuracy. The results demonstrate that students mostly rely on AI tools (48.98%) and book reading (38.78%) to enhance their writing accuracy. On the other hand, very few expressed their reliance on peer and teacher

feedback (06.12%). Consequently, what can be concluded is that AI tools have gained popularity among language students and they have become significant and indispensable in their learning.

Grammarly Proofreading Tool Section

The section involves sixteen questions in total.

Q1: Are you familiar with the AI writing assistant Grammarly?

Table 10

Student Familiarity with AI Writing Assistant Grammarly

Student Familiarity with AI Writing Assistant <i>Grammarly</i>	Number	Percentage %
Yes	48	97.96
No	01	02.04
Total	49	100.00

Table 10 demonstrates students' familiarity with the AI writing assistant *Grammarly*. The results show that almost all the sample are familiar with *Grammarly*. Therefore, it is possible to say that the *Grammarly* tool is widely recognized, which is consistent with the results of the last question of the previous section where they demonstrated their reliance on AI tools as an enhancement source of their writing accuracy.

Q2: Have you ever used Grammarly before the current study?

Table 11

Student Use of Grammarly

Student Use of <i>Grammarly</i>	Number	Percentage %
Yes	48	97.96
No	01	02.04
Total	49	100.00

Table 11 shows students use of *Grammarly* prior to their participation in the present study. All the sample members with the exception of one have already used *Grammarly* before participating in this study. The results of this question make it possible to say that students' insights

can be valuable to the study since they actually used the tool. Additionally, this would also deliver confident information of the impact of *Grammarly* on the students' writing process in general and their writing accuracy in particular.

Q3: Which version of *Grammarly* have used?

Table 12

Grammarly Version Used by Student

Student Used Version of <i>Grammarly</i>	Number	Percentage %
Free Version	45	93.75
Premium Version	03	06.25
Total	48	100.00

Table 12 reveals the *Grammarly* version that the students' have prior experience using. Most the participant only have experience using the free version with limited functionalities. Only three participants had the privilege to use all the features that *Grammarly* provides. The results show that only the three participants had been exposed to the full features of the tool, which, in addition to all the features that the free version provides, includes the sentence structure suggestions and corrections. This fact gives them advantage on the rest of the sample to use this to improve their sentence structure practices and, subsequently, improve their writing accuracy.

Q4: If yes, how frequently do/did you use *Grammarly*?

Table 13

Frequency of Use of Grammarly

Frequency of Use of <i>Grammarly</i>	Number	Percentage %
Rarely (Once a month or less)	10	20.83
Occasionally (A few times a month)	21	43.75
Regularly (Once a week or more)	17	35.42
Total	48	100.00

Table 13 shows the use frequency of *Grammarly* among the students. The dominance was for the occasional use with almost half the sample (43.75%). In comparison with the previous results, students' occasional use of *Grammarly* is inconsistent with their previous answers as of using *Grammarly* as the primary improvement recourse to their writing accuracy. As such, the results of this question cannot be considered as conclusive because of the inconsistency questions.

Q5: How would you rate your overall experience using *Grammarly*?

Table 14

Student Rating of Overall Experience Using Grammarly

Student Rating of Overall Experience Using Grammarly	Number	Percentage %
Excellent	07	14.58
Good	31	64.58
Average	06	12.50
Below Average	03	06.25
Poor	01	02.09
Total	48	100.00

Table 14 reveals students' satisfaction degree of their *Grammarly* experience. The results show that the students are overly satisfied with their experience using *Grammarly* with the majority of the sample ranging between excellent (14.58%), good (64.58%), and average (12.50%). Only very few showed less satisfaction with their experience using *Grammarly*, with below average (06.25%) and poor (02.09%). The student majority satisfaction illustrates the beneficiality of *Grammarly* and the positive impact it had on their writing accuracy.

Q6: What specific aspects of *Grammarly* do you find most useful in enhancing writing accuracy?

Table 15

Student Most Useful Aspect of Grammarly in Accuracy Enhancement

Student Most Useful Aspect of <i>Grammarly</i> in Accuracy Enhancement	Number	Percentage %
Grammar Correction	48	100.00
Spelling Correction	30	62.50
Punctuation Correction	13	27.08
Vocabulary Enhancement	20	41.66
Sentence Structure Suggestions	37	77.08
Plagiarism detection	29	60.42

Table 15 demonstrates students' enhanced accuracy aspect where *Grammarly* have been most useful. Following the results, at the head of the list is grammar corrections (100%), followed by, sentence structures suggestions (77.08%), spelling corrections (62.50%), plagiarism detection (60.42%), vocabulary enhancement (41.66%), and raking last is punctuation corrections (26.50%). Clearly, the results are consistent with what they have reported in the question of the previous section that concerned the accuracy elements they struggle with, except for sentence structures suggestions because only very few worked with the premium, paid version. Comparatively, this can be considered as reliable reporting; meaning that *Grammarly* has been helpful to students in the enhancement of the various writing accuracy elements that they have been struggling with.

Q7: Do you judge *Grammarly* to have a positive impact on you writing accuracy?

Table 16

Student Judgment of Grammarly's Positive Impact on their Writing Accuracy

Student Judgment of <i>Grammarly's</i> Positive Impact on their Writing Accuracy	Number	Percentage %
Yes	43	89.58
No	05	10.42
Total	48	100.00

Table 16 summarizes students' judgment of *Grammarly's* positive effect on their writing accuracy. The student majority (89.58%) judged *Grammarly* to have a positive effect on their writing accuracy while very few judged the opposite (10.42%). Students' judgment confirms to a certain extent that *Grammarly* is an effective tool in achieving cohesive writing, which is essential for students, especially being at this advanced level of Masters in preparation to their next year research project in particular and their career in general.

Q8: If yes, specify the area of improvement

Table 17

Student Improvement Area Specification

Student Improvement Era Specification	Number	Percentage %
Grammar Correction	31	64.58
Spelling Correction	27	56.25
Punctuation Correction	03	06.25
Vocabulary Enhancement	19	39.58
Sentence Structure Suggestions	16	33.33

Table 17 provides the area specification where the students have improved their writing accuracy using *Grammarly*. The results show, respectively, the areas with the most improvement starting with correct grammar (64.58%), correct spelling (56.25%), enhanced vocabulary (39.58%), sentence structure improvement (33.33%), and finish with correct punctuation (06.25%). First, they corroborate those of the second question of the writing accuracy section where the student majority did not consider punctuation as a writing accuracy component, which explains punctuation being the least improved area. Additionally, the results are also consistent with those of the sixth question of this section where they reported punctuation as the least useful in enhancing their writing accuracy. The results of this question are consistent with those of the

previous questions, which renders them as reliable and can be reduced to the conclusion of *Grammarly* being an effective tool in the enhancement of the writing accuracy.

Q9: Did you face any difficulties or challenges using *Grammarly*?

Table 18

Student Difficulties with Grammarly

Student Facing Difficulties with <i>Grammarly</i>	Number	Percentage %
Yes	9	18.75
No	39	81.25
Total	48	100.00

Table 18 shows if or not students face difficulties. The results demonstrate that the majority do not face difficulties using *Grammarly* and only less than the fourth of the participant do. This means that *Grammarly* can be considered as a practical tool and easy to use to enhance the writing accuracy.

Q10: If yes, specify the faced difficulties or challenges.

Table 19

Areas Where Students Encounter Difficulties Using Grammarly

Areas Where Students Encounter Difficulties Using <i>Grammarly</i>	Number	Percentage
Difficulty understanding the delivered feedback	04	44.45
Difficulty correcting following the delivered feedback	00	00.00
Insufficient feedback to make the necessary corrections	02	22.22
Feedback gives correction suggestions but does not give explanations	00	00.00
Wrong suggestions following the lack of understanding of the writing situation	01	11.11
Suggestions not always align with the writer's preferences or organizational guidelines	01	11.11
Privacy concerns about the handling and storage of the written content	01	11.11
Total	9	100.00

Table 19 shows the areas where the students have faced difficulties using *Grammarly*. As can be seen 4 of the 9 students do not understand the delivered feedback, 02 students find the

feedback insufficient to make the necessary changes. The other three either find the suggestions incompatible with the writing situation, suggestions incompatible with their preferences, or have privacy concerns. According to the results of this sample, it can be said that *Grammarly* has very few drawbacks that can be attributed to the participants preferences and limited competencies not to the tool itself.

Q11: If no, specify the area that were not challenging.

Table 20

Areas Where Students Encounter No Difficulties Using Grammarly

Areas Where Students Encounter No Difficulties Using Grammarly	Number	Percentage %
The delivered feedback easily understood	13	26.53
Easily correcting following the delivered feedback	11	22.45
Feedback is sufficient enough to make the necessary corrections	05	10.20
No explanation is needed in accompaniment of the given feedback	00	00.00
Feedback is correctly aligning with the writing situation	06	12.24
Suggestions align with the writer's preferences or organizational guidelines	04	08.16
No privacy concerns about the handling and storage of the written content	00	00.00
Total	39	100.00

Table 20 points out the areas where students have not faced any difficulties with *Grammarly*. The results show that students who did not face difficulties with *Grammarly* were able to understand the delivered feedback, correct following the delivered feedback, sufficient feedback and aligning with the writing situation, and the suggestions aligning with the preferences and organizational guidelines. This being the case and in comparison, with previous question's results, meaning that *Grammarly* has been more advantageous than disadvantageous on the student writing accuracy, and any shortcomings can be attributed to the users not the tool.

Q12: Do you believe that *Grammarly* is able to detect and correct all possible accuracy-related errors?

Table 21

Grammarly's Ability to detect and Correct all Possible Accuracy-related Error

<i>Grammarly's Ability to detect and Correct all Possible Accuracy-related Error</i>	Number	Percentage %
Yes	38	79.17
No	10	20.83
Total	48	100.00

Table 21 shows students' perception of *Grammarly's* ability to detect all possible accuracy-related errors. More than two thirds (79.17%) of the sample believe that *Grammarly* is able to detect all possible accuracy-related errors while less than a third (20.83%) believes the opposite. Accordingly, despite the minority skepticism, a high confidence level can be placed in *Grammarly's* performance and ability to enhance the writing accuracy.

Q13: If no, please specify the type of accuracy-related errors that *Grammarly* might struggle to detect and correct.

Table 22

Areas where Grammarly Struggle to detect and Correct Accuracy-related Error

<i>Areas where Grammarly Struggle to detect and Correct Accuracy-related Error</i>	Number	Percentage %
Grammar Correction	01	02.04
Spelling Correction	00	00.00
Punctuation Correction	02	04.08
Vocabulary Enhancement	05	10.20
Sentence Structure Suggestions	02	04.08
	10	100.00

Table 22 reveals the areas where *Grammarly* struggle to detect and correct accuracy-related errors according to students. At the head of the list is the vocabulary enhancement (10.20%), which

is the area where students find *Grammarly* to be most inefficient. Following is punctuation correction and sentence structure suggestions (04.08%), and, finally, is grammar correction (02.04%). The results seem contradictory as the functionalities that students reported *Grammarly* to struggle with are the same that the majority expressed to have had the most improvement with. The explanation that could be advanced is that these results can be attributed to the student minority's limited proficiency in understanding and applying the delivered feedback. This fact also can indicate speculation of the given answers.

Q14: How well do does *Grammarly* integrate with your writing process?

Table 23

Grammarly's Ability to Integrate in Students' Writing Process

<i>Grammarly's Ability to Integrate in Students' Writing Process</i>	Number	Percentage %
Very well	08	16.67
Well	29	60.41
Neutral	09	18.75
Poorly	02	04.16
Very poorly	00	00.00
Total	48	100.00

Table 23 summarizes how well students believe *Grammarly* to integrate in their writing process. The majority believes that it does integrate either well (60.41%) or very well (16.67%) while a good portion chose to be neutral (18.75%). As for those who find *Grammarly* to poorly integrate in their writing process (04.16%). The results can be summarized in *Grammarly* playing an important role in the students' writing process as a whole, which is a proof of how beneficial technology can be in the learning process.

Q15: How satisfied are you with *Grammarly* in enhancing the writing accuracy?

Table 24

Students Satisfaction Degree with Grammarly Enhancing the Writing Accuracy

Students Satisfaction Degree with <i>Grammarly</i> Enhancing the Writing Accuracy	Number	Percentage %
Very unsatisfied	00	00.00
Somewhat unsatisfied	07	14.58
Neutral	11	22.91
Somewhat satisfied	21	43.75
Very satisfied	09	18.75
Total	48	100.00

Table 24 shows students' satisfaction degree with *Grammarly* to integrate in their writing process. The sum of the results demonstrate that the majority are either very satisfied (18.75%) or somewhat satisfied (43.75%). However, a considerable number chose to be neutral (22.91%). The rest were somewhat unsatisfied (14.58%). Comparatively, the results of the previous question demonstrated the positive impact of *Grammarly* on students' writing process as a whole while result of this question confirm the positive impact it had on their writing accuracy in particular. This fact highlights once again *Grammarly's* and technology's significance in learning languages, specifically the English language.

Q16: Would you recommend using *Grammarly* to peers and colleagues to enhance their writing accuracy?

Table 25

Students' Recommendation of Grammarly for Writing Accuracy Enhancement

Students' Recommendation of <i>Grammarly</i> for Writing Accuracy Enhancement	Number	Percentage %
Yes	40	83.33
No	08	16.67
Total	48	100.00

Table 25 displays students' recommendations of *Grammarly*. More than two thirds (83.33%) of respondents recommended *Grammarly* while the rest did not (16.67%). Students majority recommending *Grammarly* aligns with the already delivered results from the previous questions in this section. Because *Grammarly* was positively judged in the writing accuracy domain, it is only reasonable that it would be recommended to peers and colleagues by the majority since they expressed their satisfaction with the results and impact it had on their writing accuracy and process.

Q17: If no, please select the reason (s) why you would not recommend *Grammarly*.

Table 26

Students' Reason Behind Unrecommending Grammarly

Student Reason Behind Unrecommending <i>Grammarly</i>	Number	Percentage %
We prefer to edit our work instead of relying on automated tools like <i>Grammarly</i>	02	25.00
<i>Grammarly</i> may not be suitable for our specific writing styles or contexts	00	00.00
We think relying heavily on <i>Grammarly</i> can hinder the development of our own editing skills	05	62.50
We have found that <i>Grammarly's</i> suggestions are not always accurate or helpful	01	12.50
Privacy and security concerns make us hesitant to use <i>Grammarly</i> for personal or sensitive content	00	00.00
Total	08	100.00

Table 26 highlights the minority's reasons behind not recommending *Grammarly*. As can be seen half the respondents (62.50%) thought that heavy reliance on *Grammarly* can be hindering to the editing skills' development. The second consecutive reason was a preference not to rely on automated corrective tools (25.00%). The last with the least number of respondents (12.50%) question both *Grammarly's* accuracy and helpfulness. The results are reflective of on-going debate

of those with the reliance on automated writing tools and those against that are for developing one's own editing skills. The latter argue that too much reliance could lead to dependency and, hence, the hinderance of skills natural development. In order to avoid such undesirable outcome, a balance must be created between the automated tool use and natural skill development, which in turn, creates a comprehensive writing experience that utilizes the best of technology and self-development.

Teachers Interview

Teacher Sample

The sampling mainly targeted teacher with an experience teaching writing to EFL students seeking their insights on the subject of Grammarly's effectiveness in enhancing students' writing accuracy. Three teachers (n=3) were interviewed and officially adopted as the research teacher sample.

Description of the Teacher Interview

The teacher interview took also the semi-structured form, although, the questions were in the majority open-ended to solicit in-depth information from the teachers' experience with the proofreading tool *Grammarly* and its effect on students' writing accuracy. The interview contained nine items in total that sought initially to have an overview of the teachers' teaching experience and the accuracy-related challenges that students' exhibit. Then, the questions moved to involve teachers' familiarity with the proofreading tool *Grammarly*, if they believe that it was able to improved students' writing skills and accuracy, to mention the challenges *Grammarly* might present for students, to provide any suggestion for optimal use of *Grammarly*, how they

assess the effectiveness of *Grammarly*, and to provide any additional insights they believe to be helpful to the investigation.

The Analysis of the Teacher Interview

The semi-structuredness of the teachers' interview delivered both categorical and numerical data that were analyzed qualitatively and quantitatively. The results of the nine items were presented and interpreted as follows:

Q1: Would you please briefly summarize your qualifications

Teacher 01: "more than 10 years".

Teacher 02: "I have been teaching English for 8 years".

Teacher 03: "I have been teaching English language for 7 years".

The teacher respondents' qualifications in terms of experience teaching English ranged from seven years minimum to more than ten years. Their teaching experience involved levels including secondary school and university levels. Their experience also included teaching a variety of courses including written expression and academic writing, that are of direct relevance to the present research. Accordingly, the teacher respondents demonstrated a diverse and well immersed experience that would deliver rich data to the research at hand.

Q2: Based on your experience, which accuracy-related challenges do students face in their writing?

Teacher 01:" The reliance on oral fluency and audiovisual sources which are adequate".

Teacher 02:" That would probably be spelling errors, sentence structure and grammatical mistakes as well."

Teacher 03: "It would be grammatical, syntactical, spelling, and punctuation".

The teacher respondents expressed that students factually experience diverse accuracy-related challenges out of which they mentioned spelling errors, grammatical mistakes, faulty sentence structures, inadequate mechanics and poor vocabulary choices. Hence, students exhibit most of the common accuracy-related challenges.

Q3: Are you familiar with the AI-powered assistant *Grammarly* or any similar proofreading software? If yes, describe your impressions or experience with *Grammarly*?

Teacher 01: “Yes, it’s a new and helpful website which can have positive and negative effects on students’ performance”.

Teacher 02: “Yes, but I haven’t used *Grammarly* that much, probably a few times only. As far as I remember, I liked how the software organizes the results and highlights exactly what the errors are”.

Teacher 03: “Yes, but I have only used the free version and its performance is acceptable”.

The teacher respondents showed familiarity with Ai-powered assistant *Grammarly*. Their overall experience with the tool was that it gave accurate results that highlighted the exact errors in the written products and praised also the error presentation and organization that eased the error correction. Thus, teachers consider *Grammarly* to be a user-friendly tool and with an intelligible interface that added smoothness to the proofreading process.

Q4: How do you believe *Grammarly* to have influenced students’ writing accuracy? (You can select multiple choices)

The teacher respondents believe that the *Grammarly* tool has a positive influence on all elements related to students’ writing accuracy. However, they highlighted that it is most effective with the elements of grammar, spelling, and vocabulary enhancement.

Q5: From your experience, have you noticed any improvements in your students' writing skills, more specifically writing accuracy, as a result of using *Grammarly*? If yes, provide some examples.

Teacher 01: "Their overreliance on it led to a deterioration in their level".

Teacher 02: Unfortunately, I haven't used the software with students in the writing class (I taught writing for a year).

Teacher 03: "According to the assignments, the writing has been improved but the writing competence not as much".

The teacher respondents expressed observing improvement to a certain extent with certain limited student number in terms of accuracy. Yet, they also expressed an observable regression due to overreliance. Thus, despite having a positive influence on students' accuracy, the *Grammarly* tool proved also to have negative influence of overreliance.

Q6: Have you observed any limitations or challenges facing students' when using *Grammarly*? If yes, select from the provided options.

Table 27

Teachers' Belief of Students' limitations and Challenges Using Grammarly

Teachers' Belief of Students' limitations and Challenges Using Grammarly	Number	Percentage %
Contextual understanding	03	100.00
Style performance	03	100.00
Technical limitations	00	00.00
Privacy concerns	00	00.00
Others	00	00.00
Total		100.00

The totality of the teacher respondents highlighted the two elements of contextual understanding and style performance to be the most challenging for students when using

Grammarly. However, it is worth noting that the two highlighted elements are related to the students' limited abilities and not to the *Grammarly* tool itself.

Q7: Based on your experience, do you have any suggestions or recommendations for students who are using *Grammarly* to enhance their writing accuracy?

Teacher 01: "Avoid overreliance on it and use it only as a polishing means to have self".

Teacher 02: "I think these softwares are vital today if any student is serious about improving their writings quickly and efficiently. They don't only save time but also provide to-the-point guidelines on what to do right".

Teacher 03: "It is a good tool; however, they should be aware not to over rely and try to develop their own competencies in the writing".

The teacher respondents recommended the *Grammarly* tool and the like tools as they proved to be efficient in improving students' writing abilities. However, they highlighted one important drawback, which overreliance. The overreliance by following passively the delivered feedback and not actively understanding, then, follow delivered the feedback, which could affect the students' writing ability on the long term.

Q8: How do you assess the effectiveness of *Grammarly* in improving students' language accuracy?

Teacher 01: "Good if used wisely, but very bad when used excessively"

Teacher 02: "I'd say it helps a lot".

Teacher 03: "Overall, it is a helpful tool, yet reasonable use is advisable".

The teacher respondents praised the overall effectiveness of the *Grammarly* tool. At the same time, they expressed some reservations. If it is not appropriately used, it could be hindering

to their progress. They elaborated that students can develop dependency on such tools that provide readily available results and not put the necessary effort to learn the grammatical rules, understand, and practice them.

Q9: If there are any additional details regarding your students' perceptions and experience with *Grammarly* and its impact on their writing accuracy, feel free to elaborate

Teacher 01: "AI is a good for students' learning, yet, they should be careful not dependent excessively on them"

Teacher 02: "I believe teachers need to highlight to students the importance of using tech apps and softwares in their language learning. They can prove a valuable asset and strategy.

Teacher 03: "AI is beneficial for students'; but, Optimal use is recommended"

The teacher respondents expressed the unavoidable significance of using AI in the students learning process. Yet, they recommended an optimal use in order not to have the opposite effect on the students growing writing abilities.

Findings Discussion

The Findings discussion was performed with reference to the research variables, questions, and hypotheses to demonstrate relevance and the attainment of the research aims and objectives.

Discussion of the Students Questionnaire Findings

The students' questionnaire results gave in-depth insights on the students' perceptions of the effectiveness of using *Grammarly* proofreading tool to reduce the accuracy-related mistakes and the possible challenges they face. On the students' overall profile, the results of the first section depicted an age homogenous sample which majority are at least Master's students who willingly

chose English as a study subject. Gender-wise, the results depicted a female majority that is consistent with female tendency towards the linguistic educational fields.

With reference to the research dependent variable, the results of the questionnaire's second section showed that despite being aware of the meaning and components of the writing accuracy, with exception of punctuation, students' still struggle to achieve the expected accuracy level. Additionally, students expressed putting the effort to enhance their writing accuracy using all available resources with AI tools at the head of the list. If this has any indication is that students are aware of the significant role accuracy plays in the quality of their written productions. With regard to the research independent variable, the proofreading tool *Grammarly*, the results showed familiarity and regular use of the tool from the students' part and an overall satisfactory use experience that integrates well within their writing process.

With relevance to the first and second research questions as well as the first and second research hypotheses, results of the third section affirmed students' perceptions of *Grammarly* positively affecting and enhancing their overall accuracy in terms of grammar, spelling, vocabulary, sentence structure, and punctuation, respectively. As for the proposed third research questions and third research hypothesis, the results affirmed students facing certain challenges that primarily relate to the nonunderstandability and insufficiency of the delivered feedback. Other reported difficulties relate to the suggestions not aligning with the writing situation, personal preferences and organizational guidelines, and storage concerns as well. Additionally, there was the questioning of *Grammarly's* ability to detect and correct all possible accuracy-related errors, particularly with vocabulary enhancement.

To summarize, despite presenting certain challenges, the proofreading tool *Grammarly* can be considered as an effective tool for the enhancement of the students' overall writing accuracy if appropriately utilized.

Discussion of the Teachers Interview Findings

The results of teachers interview and their interpretations delivered valuable insights on the research topic, which is the perceived effectiveness of the *Grammarly* proofreading tool on students' writing accuracy. Regarding the teachers' overall profile, the results portrayed an immersed diversely experienced teacher sample, especially in the EFL writing instruction. In relation to the research dependent variable, which is the students' writing accuracy, the results showed an observable deficiency in students writing accuracy with the presence of common elements of spelling errors, grammatical mistakes, faulty sentence structures, inadequate mechanics and poor vocabulary choices.

In relation to the research independent variable, the teachers showed familiarization with the educational AI tools in general and the *Grammarly* proofreading tool in particular. In terms of the observed benefits of *Grammarly*, the results confirmed the effectiveness of the tool in the improvement of the students' writing accuracy by enhancing their spelling, grammatical and sentence structuring, mechanics, and vocabulary. In terms of the observed drawbacks of *Grammarly*, the results affirmed the existence of a negative effect that is overreliance on the tool. As conventionally known, overreliance develops dependency, and dependency hinders ability or skill development.

In summary of the results, because of its perceived effectiveness, the *Grammarly* proofreading tool is worth being included as part of the students' learning routine. Yet, the reliance

should be moderate and the use should be somewhat optimal in order not to derail their autonomy and self-reliance to learn and understand the accuracy-related rules. Self-reliance would regard *Grammarly* and the like tools as refinement tools of the students' written products and their writing accuracy as well and not fundamentals without which students cannot produce accurate and qualitative writings.

Conclusions

The previous chapter has provided a detailed overview of the research methodology and data analysis procedures adopted for this study. The research approach, sample selection, data collection tools, and analysis methods have been carefully outlined to demonstrate the conceptualization of the study and its alignment with the central research objective. The detailing laid ground to the discussion of the study findings in relation to the advanced research hypotheses and questions. The chapter also paved the way to the display of the forthcoming, final conclusions of the research.

Recommendations and Pedagogical Implication

After investigating the perception of both teachers and students on the effectiveness of using the proofreading software *Grammarly* in enhancing students' writing accuracy and concluding that this software can be a valuable instrument that student can rely on to deliver accurate writing, it is important to advance recommendations to both teachers and students.

Teachers Recommendations

- Teachers can explore further the proofreading *Grammarly* and recommend optimal use to their students.
- Teachers can advise their students to try to understand the feedback that tools like *Grammarly* provide and not just correct following the feedback.
- Teachers can encourage students to come to them with any ambiguous feedback from tools like *Grammarly* in order to explain it to them.
- Teachers can advise their students not to over rely on such tools like *Grammarly* but use them reasonably.
- Teachers can explore other tools related to the improvement of the writing skill and recommend them to their students.
- Teachers can advise students to practice in order to promote their writing skill and gradually abandon their dependency on such tools like *Grammarly*.

Students Recommendations

- Students can use softwares like *Grammarly* yet moderately in order not to develop dependency.

- Students should understand the given feedback and not just follow the given suggestions.
- Students should try to develop their writing skill in a way that their use of such tools like *Grammarly* becomes an option not a necessity.
- Students' should consult writing books aside with consulting softwares like *Grammarly* in order to understand the given feedback.

General Conclusion

General Conclusion

This study has provided valuable insights into EFL students' perceptions and experiences with using the proofreading software *Grammarly* to enhance their writing accuracy. The findings address the three key research questions that guided this investigation.

Firstly, the study revealed that EFL students generally hold a positive perception of *Grammarly's* role in improving writing accuracy. Participants appreciated the software's ability to identify and correct a range of grammatical, spelling, and punctuation errors, which they found helpful in improving the overall quality and correctness of their written work.

Regarding the specific features of *Grammarly* that students found most effective, the research highlighted the value placed on the real-time feedback, error detection capabilities, and suggestions for improvement provided by the software. EFL students particularly appreciated the detailed explanations accompanying the feedback, as they facilitated their understanding of the errors and assisted in developing their writing skills.

However, the study also identified some of the difficulties faced by EFL students when using *Grammarly*. Participants reported challenges in fully trusting the software's recommendations, especially in cases where they believed the suggestions did not accurately reflect their intended meaning or writing style. Additionally, some students expressed concerns about over-reliance on the software, which could potentially hinder the development of their autonomous writing abilities.

Overall, this thesis contributes to the growing body of research on the integration of technology-based tools in EFL writing instruction. The findings suggest that *Grammarly* and similar proofreading software can be valuable resources for EFL students, but their use should be

carefully integrated with other writing support strategies to ensure the development of comprehensive writing skills.

Reference List

- Abbas, M., & Asy'ari, M. (2019). An analysis of students' ability in writing recount text: A case study at the tenth-grade students of SMA Muhammadiyah 1 Yogyakarta. *Journal of English Language Studies*, 4(2), 103-117.
- Anamaryanti, T. A., Syarif, M., & Rozimela, Y. (2014). The analysis of paragraph writing quality based on the content, organization, vocabulary, language use, and mechanics (COVLM) criteria. *Journal of English Educators Society*, 1(1), 41-49.
- Antolini, C. (2022, March 10). *Grammarly Review: Features, Pricing, & Alternatives*. The Scripted Blog.
- Barrot, J. S. (2022). Integrating technology into ESL/EFL writing through Grammarly. *RELC Journal*, 53(3), 764-768.
- Bean, J. C. (2011). Engaging ideas: *The professor's guide to integrating writing, critical thinking, and active learning in the classroom* (2nd ed.). Joss-Bass.
- Bean, W., & Bouffler, C. (1997). *Spelling: An integrated approach*. Eleanor Curtin Publishers
- Beck, I. L. (1986). Revision: History, theory, and practice. In C. R. Cooper & L. Odell (Eds.), *Evaluating Writing: Describing, Measuring, Judging* (pp. 149-164). National Council of Teachers of English.
- Bowen, J. D. (1985). *TESOL, Technique and procedure*. Bury House Publication
- Brown, H. D. (2003). *Language Assessment: Principles and Classroom Practices*. Pearson Education.
- Cameron, J. (1992). *The artist's way: A spiritual path to higher creativity*. Penguin.
- Cameron, J. (1998). *The artist's way: A spiritual path to higher creativity*. Tarcher/ Putnam.
- Cavaleri, M., & Dianati, S. (2016). You Want Me to Check Your Grammar Again? The Usefulness of an Online Grammar Checker as Perceived by Students. *Journal of Academic Language and Learning*, 10(1), A223-A236.
- Chen, Y., & Cheng, W. (2006). Enhancing learners' writing skills through instant messaging. *Journal of English for Academic Purposes*, 5(4), 317-329.

- Chesson, D. (2022, May 31). *Perfect It Review: Pricing, Features, Pros and Cons*. Kindlepreneur. <https://kindlepreneur.com/perfectit/>
- Chromik, M. (2002). *Proofreading, Its value, and Its place in the writing center* [Paper presentation]. University of Connecticut. Connecticut, United States. <https://files.eric.ed.gov/fulltext/ED476401.pdf>
- Cohen, L., Manion, L., & Morison, K. (2000). *Research Methods in education* (5th ed.). Routledge.
- Collins, B. (2022, September 19). *Who Can Use Grammarly? 8 Key Users*. Becomeawritertoday.com. <https://becomeawritertoday.com/who-can-use-grammarly/>
- Creswell, J. W., & Creswell, D. J. (2018). *Research design: Qualitative, quantitative and mixed methods approaches* (5th ed.). Sage publications.
- D'Aoust, C. (1986). Writing as thinking. *Language Arts*, 63(1), 7-15.
- Domeji, E., & Knutsson, O. (2002). *Evaluating a Swedish grammar checker* [Conference session]. In Proceedings of the third international conference on language resources and evaluation (LREC 2002) (pp. 1823-1828).
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies*. Oxford University Press.
- Elbow, P. (1998). *Writing with power: Techniques for mastering the writing process*. Oxford University Press.
- Emig, J. (1977). Writing as a mode of learning. *College Composition and Communication*, 28(2), 122-128.
- Ferris, D. R. (2002). *Treatment of error in second language student writing*. University of Michigan Press.
- Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*.
- Freedman, A., Dyson, A. H., Flower, L., & Chafe, W. (1987). Process writing: An overview for teachers. In A. Freedman & P. Medway (Eds.), *Genre and the New Rhetoric* (pp. 27-38). Taylor & Francis.
- Gabrielatos, C. (2002). *EFL writing product and process*. Retrieved April 15, 2024 from <http://www.gabrielatos.com/Writing.pdf>

- Garner, B. A. (2019). *Garner's modern English usage*. Oxford University Press.
- Ghufron, M. A., & Rosyida, F. (2018). The role of Grammarly in assessing English as a Foreign Language (EFL) writing. *Lingua Cultura*, 12(4), 395-403. <https://doi.org/10.21512/lc.v12i4.4582>
- Graff, G., Birkenstein, C. (2018). They say, I say: The moves that matter in academic writing (4th ed.). In W.W. Norton & Company. Graves, D. (2003). *Writing: Teachers and children at work* (25th anniversary edition). Heinemann.
- Grabe, W., & Zhang, C. (2013). Reading and writing together: A critical component of English for academic purposes teaching and learning. *TESOL Journal*, 4(1), 09-24.
- Guffey, M. Loewy, D. (2014). *Essentials of business communication*. Cengage Learning.
- Guffey, M. E., & Loewy, D. (2015). *Business communication: Process and product*. Cengage Learning.
- Hacker, D. (1999). *A Writer's Reference* (4th ed.). Bedford/St. Martin's.
- Hamadouche, M., & Moumene, A. (2010). Developing the writing skill through increasing learners' awareness of the writing process the case of second year students - University of Constantine [Master Dissertation]. Mentouri University.
- Harmer, J. (2007). *How to Teach English*. Pearson Education Limited.
- Harris, J. (1993). *Introducing writing*. Penguin Books Ltd.
- Hicks, J. Weldon, M. S. (2018). *English for journalists: Twentieth anniversary editor*. Routledge.
- Hyland, K. (2003). *Second language writing*. Cambridge University Press.
- Kesi, F & Laeli, N. (2022). Exploring students' perception of using Grammarly to check grammar in their writing. *Journal of English Teaching (JET)*, 8(1), 15-25.
- Kim, S. (2014). The effectiveness of computer-based grammar instruction on students' writing skills in English. *Educational Technology & Society*, 17(3), 110-121.
- Krashen, S. (1984). *Writing: Research, theory, and applications*. Pergamon.
- Kreimer, I. (2022, October 25). *Grammarly Review (2023): Why It's Worth Every Penny*. Best Writing. <https://bestwriting.com/blog/grammarly-review>

- Kroll, B. (2001). Considerations for teaching an ESL/EFL writing course. In M. Celce-Murcia (Ed.), *Teaching English as a second or foreign language* (pp. 219-232). Heinle & Heinle.
- Irvin, L. L. (2010). What Is "Academic" Writing? *Writing spaces: Readings on writing*, 1, 3-17.
- Lailika, H. I. (2019). *Students' perceptions of the use of Grammarly as an online grammar checker in thesis writing* [Unpublished Bachelor's thesis]. Universitas Islam Negeri Sunan Ampel Surabaya, Surabaya.
- Lamott, A. (1995). *Bird by bird: Some instructions on writing and life*. Pantheon Books
- Lunsford, A., Connors, R. J., & Ede, L. (1989). *The St. Martin's Handbook* (8th ed.). Bedford/St. Martin's.
- Lee, J., & Kim, S. (2020). The role of writing in language learning: A literature review. *The Journal of Asia TEFL*, 17(4), 1475-1488.
- Marczyk, G., DeMetteo, D., & Festinger, D. (2005). *Essentials of research design and methodology*. John Wiley & Sons.
- Matsuda, P. K., & Tardy, C. M. (2007). *Voice in academic writing: The rhetorical construction of author identity in blind manuscript review*. English for Specific Purposes.
- McBride, S. (2000). Why Are You So Worried About It? Struggles and Solutions toward Helping Students Improve as Writers. *English Journal*, 89(6), 45-52.
<https://eric.ed.gov/?id=EJ612819>
- McWhorter, K. (2012). *Successful college writing: Skills, strategies, learning styles*. Macmillan Higher Education.
- Moore, B. (2020, July 16). *Grammarly Review*. PCMAG.
<https://www.pcmag.com/reviews/grammarly>
- Mubarok, A., & Syafi'i, A. (2020). Grammarly: An Online EFL Writing Companion. *ELTICS: Journal of English Language Teaching and English Linguistics*, 5(2).
<https://doi.org/10.31316/eltics.v5i2.912>
- Nalliveettil, G., & Mahasneh, A. M. (2017). English as a foreign language learners' difficulties, attitudes, and strategies in spelling. *International Journal of Applied Linguistics and English Literature*, 6(1), 48-57.

- Noskin, D. P. (2000). Teaching Writing in the High School: Fifteen Years in the Making. *English Journal*, 90(1), 34-38. <https://www.jstor.org/stable/821728>
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge University Press.
- Nunan, David. (2003). *Practical English Language Practice*. Mc Graw-Hill Company.
- Oshima, A., & Hogue, A. (2007). *Introduction to academic writing*. Pearson/Longman.
- Palani, P. (2022, June 24). *How Grammarly Helps University Students to Get High Marks by Improving Their Writing?* <https://www.linkedin.com/pulse/how-grammarly-helps-university-students-get-high-marks-palani?trk-pulse-article>
- Paltridge, B. (2004). *Approaches to teaching second language writing. 17th Educational Conference Adelaide 2004*. Retrieved April 12, 2024 from http://www.Englishaustralia.com.au/ea_conference04/proceedings/pdf/Paltridge.pdf
- Pathan, A. K. (2021). *The Most Frequent Capitalization Errors Made By the EFL Learners at Undergraduate Level: An Investigation*. Scholar International Journal of Linguistics and Literature, 4(3), 65-72.
- Patel M.F., D., & Jain M., P. (2008). *English language teaching (methods, tools & techniques)*. Sunrise Publishers & Distributors. <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3540>
- Pennebaker, J. W., & Smyth, J. M. (2016). *Opening up by writing it down: How expressive writing improves health and eases emotional pain* (3rd ed.). Guilford Press.
- Pincas, A. (1982). *Teaching English writing*. MacMillan.
- Qassemzadeh, A., & Soleimani, H. (2016). The impact of feedback provision by Grammarly software and teachers on learning passive structures by Iranian EFL Learners. *Theory and Practice in Language Studies*, 6(9), 1884–1894. <http://dx.doi.org/10.17507/tpls.0609.23>
- Reinking, D., & Hart, A. (1991). *Strategies for successful writing: A rhetoric, research guide, reader, and handbook* (2nd ed.). Prentice Hall.
- Sadan, Y. (2022, September 6). *Scribbr Review: Is It Worth It?* Becomeawritertoday.com. <https://becomeawritertoday.com/scribbr-review/>
- Schraudner, M. (2013). *The online teacher's assistant: Using automated correction programs to supplement learning and lesson planning*. Taiwan: Asia University. <https://core.ac.uk/download/pdf/72791567.pdf>

- Seow, A. (2010). The writing process and process writing. In J. C. Richards & W. A. Renandya (Eds.), *Methodology in language teaching: An anthology of current practice* (pp. 315-320). Taylor & Francis.
- Singh, S. (2023, March 21). *GrammarlyReview2023—Is the Premium Version Worth It?* DemandSage. <https://www.demandsage.com/grammarly-review/>
- Silva, T., & Matsuda, P. K. (2002). *Handbook of Research in Second Language Teaching and Learning*.
- Smede, S. D. (2000). Interior Design: Revision as Focus. *The English Journal*, 90(1), 117-121. <https://www.jstor.org/stable/821741>
- Smith, A. (2019). From pen to pixel: The digital transformation of academic writing. *Digital Education Review*, (35), 1-16.
- Steele, V. (2004). *Product and process writing*. Retrieved April 12, 2024 from <http://www.englishonline.org.cn/en/teachers/workshops/teaching-writing/teaching-tips/product-process>
- Storch, N. (2005). Collaborative writing: Product, process, and students' reflections. *Journal of Second Language Writing*, 14(03), 153-173.
- Swales, J.M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
- The Writing Center at the University of North Carolina at Chapel Hill. (2024, April 12). *Editing and Proofreading*. <https://writingcenter.unc.edu/tips-and-tools/editing-and-proofreading/>
- Timothy, M., & Tone, M. (2012). The importance of writing. *Writing Spaces: Readings on Writing*, 2(1), 1-15.
- Tribble, C. (2009). Writing academic English: A survey review of current published resources. *ELT journal*, 63(4), 400-417.
- Tucker, C. R. (2015). *Creatively Teach the Common Core Literacy Standards with Technology: Grades 6-12*. Corwin Press.
- Utkina, T. 2021. Teaching academic writing in English to students of economics through conceptual metaphors. *The Journal of Teaching English for Specific and Academic Purposes*, 9(4), 587-599.
- University of Indiana. (2002, March 29). *Proofreading for Common Surface Errors: Spelling, Punctuation, and Grammar*. <http://www.indiana.edu/wts/wts/proofreading.html>
- Willis, J., & Willis, D. (2007). *Doing task-based teaching*. Oxford University Press.

Xie, Q. (2020). The Challenges of EFL students in writing: A comprehensive review. *Journal of Second Language Writing*. [Original source: <https://studycrumb.com/alphabetizer>]

Yang, W. (2018). Helping students find their own errors: Learning from student-edited corpora. *TESOL Journal*, 9(1), 110-126.

Yogesh, K. S. (2006). *Fundamentals of research methodology and statistics*. New Age International Publications.

Appendices

Appendix A. Student Questionnaire

Dear Students,

Thank you for taking the time to participate in this descriptive study on student's perceptions of *Grammarly* as a proofreading software in enhancing writing accuracy. Your contributions and insights are valuable to this research, and I am grateful for your willingness to devote time and effort to answer this questionnaire.

Before we begin, a shared understanding of what it is meant by "Writing accuracy" should be established. In simpler terms, writing accuracy refers to mistake-free writing that insures thoughts are accurately and effectively conveyed.

One again, we express our gratitude for your participation in this study. Your input will contribute to the advancement of knowledge in the field of EFL writing and the use of AI tool, such as Grammarly. All responses will be treated anonymously and with confidentiality.

Section I: General Information

1. To which gender do you belong?

Male Female

2. To which age category do you belong?

+21 +25

3. Whose choice was it to study English as a subject?

Your Decision Your parent's decision Others

Section II: Writing accuracy

1. Do you know what the writing accuracy?

Yes No

2. If yes, mention the elements comprising the writing accuracy

Grammar	<input type="checkbox"/>	Sentence structure	<input type="checkbox"/>
Pronunciation	<input type="checkbox"/>	Spelling	<input type="checkbox"/>
Punctuation	<input type="checkbox"/>	Transcription	<input type="checkbox"/>
Vocabulary	<input type="checkbox"/>		

3. Evaluate your own accuracy level

- Weak
- Acceptable
- Good
- Very good

4. Which element (s) of accuracy you have difficulty with?

- Grammar
- Spelling
- Punctuation
- Vocabulary
- Sentence structure

5. Do you make any effort to enhance your writing accuracy?

- Yes No

6. If yes, what kind of resources do you use to enhance your writing accuracy?

- Reading books
- Using AI tools
- Peer feedback
- Teacher feedback
- Wrong suggestions following the of lack of understanding of the writing situation
- Others:
-

Section III: Grammarly, proofreading tool

1. Are you familiar with the AI writing assistant Grammarly?

- Yes No

2. Have you ever used Grammarly before the current study?

- Yes No

3. Which version of Grammarly have you used?

- Free version Premium version

4. If yes, how frequently do/did you use Grammarly?

- Rarely (Once a month or less)

Occasionally (A few times a month)

Regularly (Once a week or more)

5. How would you rate your overall experience using Grammarly?

Excellent

Good

Average

Below average

Poor

6. What specific aspects of Grammarly do you find most useful in enhancing writing accuracy? (You can select multiple choices)

Free version functionalities

Premium version functionalities

Grammar correction

Sentence structure suggestions

Spelling correction

Plagiarism detection

Punctuation correction

Vocabulary enhancement

Others (please specify):
.....

7. Do you judge Grammarly to have a positive impact on your writing accuracy?

Yes No

8. If yes, Specify the era of improvement.

Grammar improvement

Sentence structure improvement

Spelling improvement

Punctuation improvement

Vocabulary enhancement

9. Did you face any difficulties or challenges using Grammarly?

Yes No

10. If yes, specify the faced difficulties or challenges

Difficulty understanding the delivered feedback

Difficulty correcting following the delivered feedback

Insufficient feedback to make the necessary corrections

Feedback gives correction suggestions but does not gives explanations

Wrong suggestions following the of lack of understanding of the writing situation

Suggestions not always align with the writer's preferences or organizational guidelines

Privacy concerns about the handling and storage of the written content

Others:

.....

11. If no, specify the eras that was not challenging

The delivered feedback easily understood

Easily correcting errors following the delivered feedback

Feedback is sufficient enough to make the necessary corrections

No explanation is need in accompaniment of the given Feedback

Feedback is correctly aligning with the writing situation

Suggestions align with the writer's preferences or organizational guidelines

No privacy concerns about the handling and storage of the written content

12. Do you believe that Grammarly is able to detect and correct all possible accuracy-related errors?

Yes No

13. If no, please specify the type of accuracy-related errors that Grammarly might struggle to detect and correct.

Grammatical errors

Spelling errors

Punctuation errors

Vocabulary misuse

Sentence structure errors

How well does Grammarly integrate with your writing process?

Very well

Well

Neutral

Poorly

Very poorly

Appendix B. Teacher Interview

Thank you for participating in this research study. The purpose of this interview is to gather your insights and perspectives as a teacher regarding students' use of Grammarly for enhancing language accuracy. The information you provide will contribute to our understanding of how Grammarly is perceived and utilized in the educational setting. Please feel free to provide in your responses any additional insight that we might have missed.

1. Would you please briefly summarize your qualifications

.....
.....

2. Based on your experience, which accuracy-related challenges do students face in their writing?

.....
.....

3. Are you familiar with the AI-powered assistant Grammarly or any similar proofreading software? If yes, describe your impressions or experience with Grammarly?

.....
.....

4. How do you believe Grammarly to have influenced students' writing accuracy? (You can select multiple choices)

- Improving grammar and spelling
- Enhancing writing style
- Providing instant feedback
- Enhancing vocabulary
- Developing language skills

5. From your experience, have you noticed any improvements in your students' writing skills, more specifically writing accuracy, as a result of using Grammarly? If yes, provide some examples.

.....
.....

6. Have you observed any limitations or challenges facing students' when using Grammarly?
If yes, select from the provided options

- Contextual understanding
- Style performances
- Technical limitations
- Privacy concerns

Other:

.....
.....

7. Based on your experience, do you have any suggestions or recommendations for students who are using Grammarly to enhance their writing accuracy?

.....
.....

8. How do you assess the effectiveness of Grammarly in improving students' writing accuracy?

.....
.....

9. If there are any additional details regarding your students' perceptions and experience with Grammarly and its impact on their writing accuracy, feel free to elaborate

.....
.....

Thank you for your collaboration and time. Your participation in this study is greatly appreciated and will help to enhance language learning and teaching practices.

المـلـخـص

قامت الدراسة الحالية بالبحث في فعالية برامج التدقيق اللغوي، بالتحديد برنامج *Grammarly*، و ذلك في تعزيز مهارات الكتابة والدقة لدى طلاب اللغة الإنجليزية كلغة أجنبية. حيث كانت الفرضية الأساسية للدراسة هي أن استخدام *Grammarly* سيمكّن الطلاب من تحديد أخطائهم اللغوية وتصحيحها، و عليه رفع مستوى جودة أعمالهم الكتابية واتساقها. للتحقق من هذه الفرضية، تبنى البحث منهجية البحث الوصفي. تم جمع البيانات من خلال الاعتماد على النهج المختلط من خلال؛ استبيان تم توزيعه على طلبة السنة الأولى ماستر في قسم اللغة الإنجليزية في جامعة محمد خيضر بسكرة، ومقابلة أجريت مع الأساتذة في نفس القسم. أظهرت نتائج الاستبيان أن غالبية الطلبة المشاركين يستخدمون برنامج *Grammarly* بشكل نشط و يؤكدون فعاليته في تعزيز كفاءتهم في الكتابة وأبرزوا أيضا فائدة البرنامج في مراحل مختلفة من عملية الكتابة. كما قدمت المقابلات مع الاساتذة معلومات إضافة اذ كانت الردود متباينة ولكن معظمهم اكد على أهمية الاستخدام العقلاني والمتوازن لأدوات التدقيق اللغوي، محذرين من الاعتماد المفرط، الذي من المحتمل ان يؤدي إلى تقويض تطوير قدرات الكتابة المستقلة للطلبة.

كلمات مفتاحية: برنامج *Grammarly* ، التدقيق اللغوي، الدقة الكتابية.