



Sebha University

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Department of English

EXPLORING THE USE OF GRAMMARLY APPLICATION TO
IMPROVE LIBYAN UNDERGRADUTE ENGLISH WRITING

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DEDICATION

يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

“Allah will raise those who have believed among you and those who were given
knowledge, by degrees”

(Q.S. Al-Mujadallah: 11)

To who never gave me any idea that I could not do, for whom always
convince me of what is above the stars my beloved Mother Aenaia. Who he
guided me through these incredible twenty two years my Father Mohammed.
Who always supported with their kindness my brothers Alazomy and Abd
Alhafeed.

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ABSTRACT

As one of the language four skills, writing is regarded to be more important than the other skills and it deserves much attention. This fact was approved by researchers as (Dimling & Shankland 2006).

Unlike the other skills as speaking, for example, writing does not come naturally to human beings (Dobrovolsky & O'Grady, 2001).

Studying writing is essential for students to develop their language skills.

Written language is a reflection of spoken language. Cushing (2002) states "written language is worth more than spoken language since it is a more proper form." Researchers have produced two fundamental views about writing: the product view and the process view" (They are also known as approaches.) This study aims to explore the effectiveness of using technology in teaching writing to Libyan EFL undergraduate English major students at Sebha University. Data in this study was collected by using qualitative (experimental study).

Forty participants were randomly selected and assigned either to the experimental group which receives the treatment and the controlled group which used the traditional approach (product approach). The findings suggests that the process technology (Grammarly Application) helped students to improve their proficiency level in writing.

CHAPTER ONE

INTRODUCTION

1.1. Overview

Learning English is very important as it is an international language that is spoken and written worldwide. So, to learn English at first you must learn its skills. These skills are reading, writing, listening, and speaking. One of the productive skills, writing is regarded as one of the most important skills in English (Pratama, 2020). Baring in mind that writing has certain rules and processes that must be understandable and learnt.

Libyan Students learn English from primary school until they go to university; however they still find it very difficult to write in English as a second language. Writing is one of the language skills that can be promoted by using the technology. (Nurfiryalianti, 2014).

After the development of technology, a correct mistakes program appeared which is called Grammarly as free proofreading and editing tool, Grammarly is a software program that flags mistakes and helps make sure your writing is clearer, understandable and readable. Also it is one of the applications that appeared in the 21st century. In addition,

Grammarly is an application that automatically detects grammar, spelling, punctuation, word choice, and typing errors.

1.2 AIM OF THE STUDY.

This study aims to investigate the effectiveness of the Grammarly application and to what extent it helps Libyan undergraduates students to improve their writing.

1.3 OBJECTIVE OF THE STUDY.

-To explore the effectiveness of using Grammarly application in teaching writing to undergraduate English department students.

1.4 Significance if the study.

This study is considered crucial for the following reasons:

1. First it is one of few studies that dealt with this field of research to the best knowledge of the researcher.
2. Secondly it is the first study that targeted Libyan learners of English to the best knowledge of the researcher.
3. Thirdly it is to support the teacher when teaching in the classroom.

1.5. RESEARCH PROBLEM.

"Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand" (Raimes, 1983) so according to my experience as a student writing is the mirror that reflect what inside the writer. Based on a pilot study that was conducted by the researcher, Libya university students have problems in writing. In addition to that based on my experience as a student at the English department I faced some problems in writing such as: in grammar, punctuation and vocabulary. This study will fill the gap of previous studies when by focusing on Libyan students of Sebha University in the English Department.

1.6. RESEARCH QUESTION.

This research was designed to examine the effectiveness of Grammarly application and to answer the following question:

1. To what extent do Grammarly applications help Libyan students to develop their writing?

1.7. HYPOTHESIS.

This study hypothesizes that Grammarly application can help Libyan undergraduate English department students in developing their writing.

1.8 OUTLINE OF STUDY.

This study consists of five chapters. Chapter one is this introduction. Chapter two discusses the previous studies in this field. Chapter three presents the methods used to collect data and how to analyses them. Chapter four allocated for data analysis and discussion. Finally, chapter five is the conclusion.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION.

This chapter discusses the importance of technology in helping students in their writing. This study aims to find out the extent in which Grammarly Application can help Libyan undergraduates to improve their writing, so this chapter will explain the effectiveness of this application.

2.2. TECHNOLOGY IN THE CLASSROOM.

In a study that was conducted by (Merç, 2015) he found out that the majority of the students' teachers would integrate technology into their classroom practices. They would not only gain experience about the how-to-use perspective, but also support their teaching with several technology-aided classroom tasks. Furthermore (Savaş, 2012) suggests that it is now known that technology-integration not only enhances student learning but also increases student teachers' self-confidence and help them cultivate their skills in English as a foreign language.

In a study that was conducted by (Mooers, 2020) about technology use, he found that students noted several benefits of technology use including its speed or efficiency and its ability to increase collaboration. One student said, “We can work together in groups and our laptops give us all a chance to look at different information and easily compare notes”. "In the open-ended questions, students responded that using technology in the classroom made the content appear to “be more relevant” to their daily lives. Multiple students also mentioned it helps “create relationships” and leads to more “thorough ideas.”

These studies supported my research.

2.3. THE IMPORTANCE OF WRITING IN LEARNING EFL

(Tribble, 1997) Points out that writing skill is very important, because English is a global language, and those who desire to be part of the global market, must have English writing skills.

(Alharthi, 2021) claims "Proficiency in writing requires the ability to master grammar, spelling, and punctuation, among other skills. These aspects are very important in written language, and any error in these aspects can affect the written information and may lead to misunderstandings. “He also adds

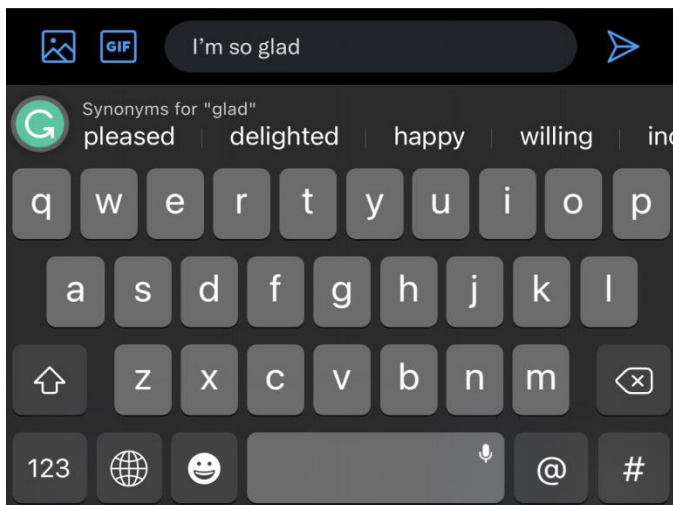
"Writing skills are not the first thing that EFL students prefer to work on due to its intimidating process"

Raimes (1983) thinks that writing is difficult task, because it consists of many aspects of language, for example punctuation, spelling, vocabulary, grammar and syntax". (Aissa, 2018) claims that "Writing difficulties refer to the areas where the students have difficulties in one or more elements of the writing skill, for example the use of tenses, the use of nouns, and spelling mistakes. In other words, it refers to the problems that affect the productivity of the students when they produce or create a free piece of writing. (Williams, 2001) states that it is possible that foreign learners may face more problems with writing, which detract their essay content and also damage the harmony and esthetic of their writing. (Haynes, 2007) observed that foreign language students could only become effective writers through the generation of "comprehensible output."

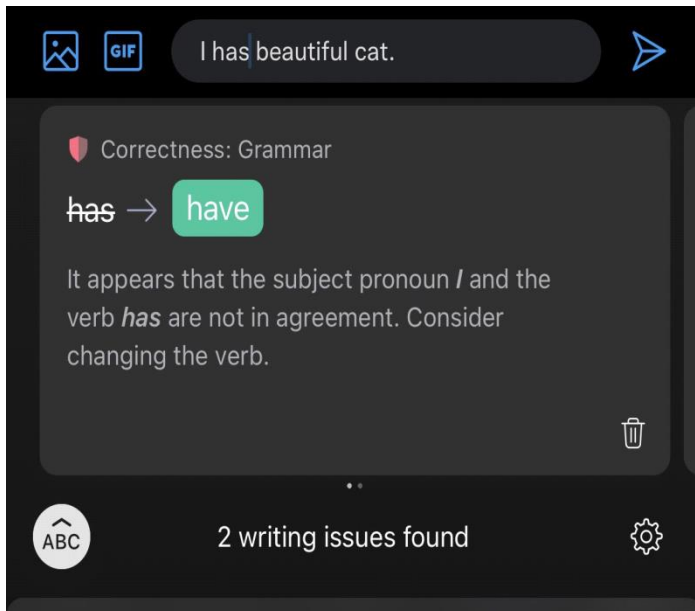
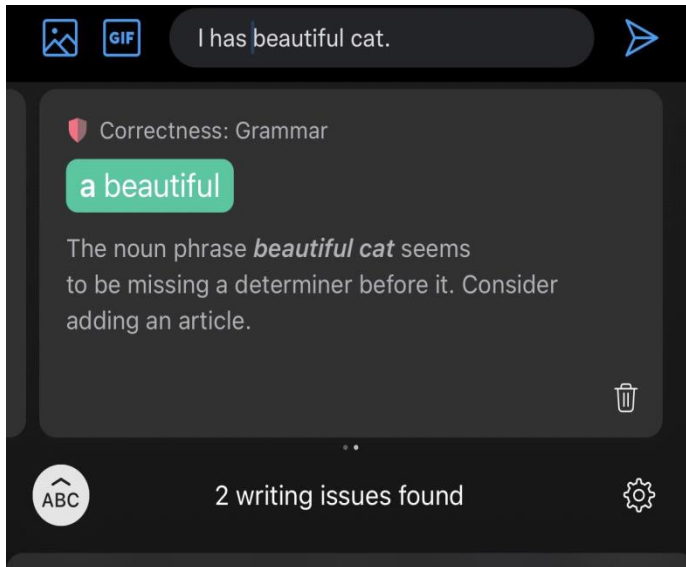
All the previous studies support the hypothesis of this research in which writing is very important skill that must be mastered to learn English Language.

2.4.GRAMMARLY APPLICATION.

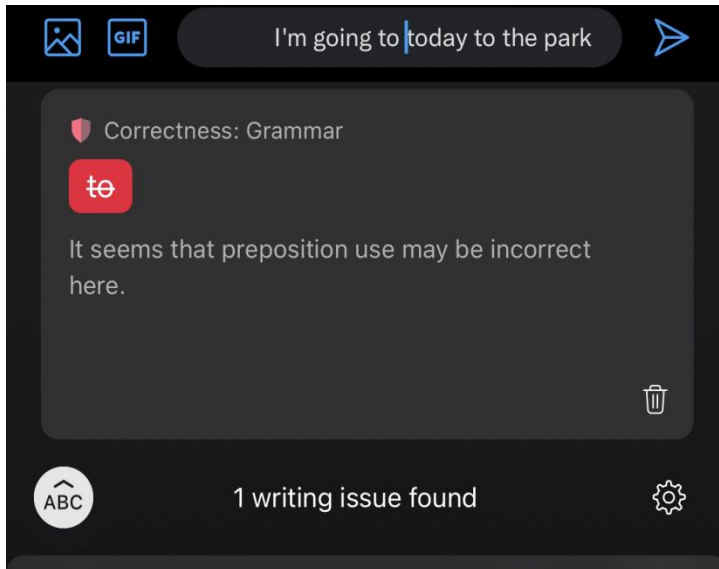
It was founded in 2009, but was later developed in 2022. It is available as a downloaded program for use with desktop applications, as a browser extension, and as a smartphone keyboard. Its work depends not only on spelling errors but also verifies more than 250 grammatical, spelling and punctuation errors.



It can also suggest synonyms for the word you used.



It can also give you the reason for the error in your paragraph when it is completed to correct errors.



It can also cancel words that are not suitable for your text.

2.5. USING GRAMMARLY INSIDE THE CLASSROOM.

(Fitria, 2021) claims "the teacher should guide the students how to use Grammarly well because to make sure the students can use this application for checking their writing. Therefore, the teacher should consider the strengths and the weakness of Grammarly in evaluating students' writing".

2.5.1 ADVANTAGES OF USING GRAMMARLY APPLICATION.

(Karyuatry& Arif, 2018) claim that the use of Grammarly is successful to improve students' writing quality. Those are seen from the students' writing scores which improved using Grammarly, questionnaire was distributed to

students and teachers of writing and the responses showed students positive response using Grammarly, and also lecturers' responses on the effect of using Grammarly toward students' writing error".

This study supports the hypothesis of this research in which Grammarly Application is very useful in learning writing skill.

2.5.2 DISADVANTAGES FOR THE STUDENT IN GRAMMARLY.

(Pratama, 2020) claims "Students perceive negative responses to Grammarly as an online grammar checker in the process of writing. Students believed that Grammarly need stable internet connection. Students may use Grammarly through its website and sometimes it cannot check the text because the connection is not unstable. Besides, students believed that the result of Grammarly is inappropriate."

(Fitria, 2021) "the weaknesses of Grammarly is that Grammarly cannot detect what tenses do the students use at the time or in a paragraph and the students need to pay in advance if they want to get the complete feature of Grammarly premium."

2.6. THE PERFORMANCE OF GRAMMARLY APPLICATION.

According to (Farida, 2019), "The presence of online grammar checkers is considered to be the solution for improving EFL writing today. Producing EFL writing is basically an on-going process that takes time; therefore, such tools are helpful to assist both teachers and students, especially, in editing and revising stages, to improve writing more effectively and efficiently".

According to (ONEILL & Russell, 2019) Universities are increasingly looking towards online technology to assist their students. Grammarly advertises itself as the world's most accurate online grammar checker, yet little research exists on its performance as a feedback tool in universities". (ONEILL & Russell, 2019) conducted a study in which they compared the results of those who used the application and those who did not. Students who received Grammarly and non-Grammarly advice were compared. Students who received grammar advice from ALAs (Academic Learning Advisors) in the traditional manner were largely satisfied with the feedback they received, but students who received feedback from Grammarly in conjunction with an ALA were more satisfied in relation to the amount of time spent, the amount of feedback received.

In addition to that, in a study that was conducted by Pratama (2020), it was found *that* students believed that Grammarly help them to check their grammar, punctuation, spelling, and language style. Students also believe that Grammarly can make them confident in the process of writing. Students also believed that Grammarly is easy to use and take a short time to use it.

All the previous studies support the hypothesis of this research in which writing is very important skill and technology can help in learning it.

2.7. THE IMPORTANCE OF USUING TECHNOLOGY IN THE CLASSROOM.

(Qassemzadeh & Soleimani, 2016) believe that the perceived need to integrate technology into classroom learning is due to the rapid pace of educational technology which plays an important role in learning English Language. And in this connection, technology and language learning are moving towards the concept of electronic feedback.

In summary, based on the previous studies in the literature review, it is evident that Grammarly is better if it is used in classrooms because it can work very fast and help both the teacher and the students. Hence, it

can make the students proud of their performances so it can remind the students to grammar and when students need to know the reasons for their mistakes. Furthermore, even technology can help the students to communicate with each other.

CHAPTER THREE

METHODOLOGY

3.1. OVERVIEW.

This chapter discusses the methods used to collect the data, the instrument, samples, and all procedure.

3.2. METHOD.

An experimental qualitative method was used to collect the data.

3.3. INSTRUMENT.

Pre-test and post-test were administered to collect the data of the study.

3.4. SAMPLES.

The participants of this study were 40 Libyan students from Sebha University, Faculty of Languages. The samples were divided into 20 students for each group. The samples were chosen randomly from different semesters. They were between 19-24 years old. The gender of the participants was not taken into account when conducting the study.

3.5. PROCEDURE.

The sample of the study was divided into two groups. In which the first group was taught by using the traditional way while the other group used the (Grammarly Application).

CHAPTER FOUR
RESULTS AND ANALYSIS

4.1. OVERVIEW.

This chapter discusses the results obtained from pre-test and post-test.

4.2. ANALYSIS OF RUSELTS.

4.2.1. RUSELTS OF PRE-TEST FOR CONTROLLED GROUP.

Students	Results of pre-test out of ten	Results of post-test out of ten
1	7	7
2	4	5
3	5	6
4	4	5
5	4	4
6	4	5
7	6	10
8	5	6

9	7	6
10	5	6
11	7	8
12	7	6
13	6	5
14	5	6
15	4	5
16	6	8
17	6	6
18	5	6
19	6	7
20	7	7

Table One: Results of pre-test and post-test for the controlled group

As it was explained in the third chapter of this study, the research is an experimental one in which two groups were used to conduct the study. The two groups are the controlled group which consisted of 20 students that were taught using the same way of teaching in which the teacher used to teach writing (the traditional way). The other group was the experimental group (Intervention group) in which the application will be used by the students to figure out their mistakes.

Based on the results from the first test that was administrated to the two groups (the controlled and the experimental group), we can notice from the students' marks that Libyan undergraduate students at the English Language department have problems in writing. When the sample of the study that consisted of 40 Libyan undergraduate students were tested before the experimental study, it was noticed that the students committed many mistakes regarding spelling, punctuation, capitalization, tenses, , pronouns and, use of prepositions. These mistakes were the most common mistakes. Hence, the most common mistakes are spelling and their numbers are 16, then capitalization they are 10 of them, the same number were committed mistakes of tenses, and the other mistakes were committed by just four students for each.

Students	Results of post-test out of ten	Results of post-test out of ten
1	7	9
2	7	9
3	9	10
4	9	10
5	10	10

6	8	8
7	5	9
8	8	9
9	8	9
10	10	10
11	9	10
12	10	10
13	7	8
14	8	9
15	6	9
16	8	9
17	9	9
18	8	10
19	5	8
20	4	7

4.2.2. ANALYSIS OF POST-TEST FOR CONTROLLED GROUP.

We can notice from the students' marks that Libyan undergraduate students at the English Language department still have problems in writing even after the lecturer of the controlled group instructed them. The students committed many mistakes regarding spelling, punctuation, capitalization tenses, pronouns and use of prepositions. Even though they still have the same mistakes there has been little improvement in their performance but not notably.

4.2.3. ANALYSIS OF POST-TEST FOR EXPERIMENTAL GROUP.

The sample of the study that consisted of 20 undergraduate students in the experimental group varied in their strength points when they used the application (Grammarly Application). They knew their mistakes therefore the application can help them easily and quickly which helps them to develop their performance. Most of the students in the experimental group improved notably, meaning that there has been a development in using the application, especially the feature of the "correctness" that helped the students a lot in their performance, based on the feedback of the students as they will know their mistakes by themselves.

CAPTER FIVE

CONCLUSION

Writing is one of the skills of English language, and this skill have rules and process as any skill in English language which you should to follow to make your writing readable and understandable. Thus based on my hypotheses that Grammarly can help Libyan undergraduate English department students in developing their writing, the students who use the application (Grammarly) noticed that the feature which shows their errors helped them in a good way. In addition to that, the feature of auto correctness is useful too because it shows the right answers with the rules which helped them to remember their mistakes in order to learn from them.

Consequently, my hypotheses guided me in the right way because the application was helpful. It helped the student in a noticeable way which can help them in their studies or in other ways; on the other hand the traditional way did not get a result as the Grammarly application did.

RECOMMENADCTIONS

The researcher recommends that more samples can be used from different semesters at the English department for future research to collect more data. The researcher also recommends that technology should be used in teaching writing through Grammarly Application.

I also recommend to Grammarly Developer some recommendations:-

- To make the application`s features not all limited to the premium version, for example, to suggest to the user when using the application for a long time like six months they will allow the user these features.
 - Try to make the application correct without internet.
 - To suggest to the user can change the appearance of the keyboard.

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APPENDIX

The researcher asked the students to write a paragraph about university life.