

ROLES OF AUTO-CORRECTION TOOLS ON HUMSS STUDENTS' WRITING SKILLS

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ABSTRACT

Auto-correction tools, a product of technological advancement, are now prevalent globally, present and impacting diverse fields. In education, writing is an essential macro skill that an individual must possess or learn and has been transformed by modern learning modalities. Thus, this research paper highlighted the roles of auto-correction tools on the students' writing abilities affecting the variation of their actual English compositions in terms of frequency of errors in vocabulary, in syntax, and in mechanics of writing. Employing a concurrent triangulation mixed method research design, quantitative and qualitative data were analyzed individually and then combined during interpretation. Results reveal that 44% of respondents scored within the "Marginal" range, while the lowest percentages, 28%, fell into the "Satisfactory" and "Poor" categories. With a cumulative mean score of 17.22, the results reflect an average proficiency level in terms of vocabulary, syntax, and writing mechanics. These numerical data also indicates that students over-rely on auto-correction tools, denoting deficiencies in essential writing skills and inaccuracy in their handwritten compositions implying that the students lack mastery in vocabulary, syntax, and mechanics of writing that is expected in their level. However, these tools also offer valuable corrective feedback for vocabulary, grammar, and punctuation. Hence, it is recommended that to enhance writing proficiency while harnessing these tools, targeted instruction and exercises are recommended to ensure students develop mastery in vocabulary, syntax, and mechanics.

Keywords: Auto-correction tools, Writing Skills, Actual Composition, Typewritten Composition

INTRODUCTION

Writing is an essential macro skill or ability that a person must possess or learn during their developmental period. The reason lies in the fact that writing consists of different forms that individuals may use to convey their creative ideas and reach others [1]

(Ariyanti & Anam, 2021a). The problem, however, is that academic writing is complicated or has a complex process [1] (Ariyanti & Anam, 2021b) most especially for students who are tasked to write in their second language or in a foreign language [2] (Pablo & Lasaten, 2018).

As technology advances, various educational software have emerged supporting self-learning and assists in meeting the demand for more interactive and personalized learning opportunities among both teachers and students [3] (Nagata, 2014). Perhaps aside from Google Classroom, paraphrasing and grammar-checker tools or software also became famous as the pandemic hit and changes in education manifest.

Globally, there are students who utilize these tools when they are tasked to write essays, research papers, etc. as these tools provide them with the quickest paraphrased ideas they have acquired from the internet [4] (Miranda, 2021). Since these tools can restructure their original work into a more correct sentence structure as well as change simple terms with highfalutin words, the students are able to pass excellent written outputs.

On the contrary, writing difficulties are still being faced. In the Philippines, [5] Brillantes (2020) stated that some senior high school (SHS) students encounter challenges in writing using the English language. Additionally, in the study conducted by [6] Roxas (2020), it was identified that the problems impeding SHS students' writing are: (1) inadequate knowledge of jargons in academic context,

(2) scarcity of reliable information resources, (3) difficulty in planning their writing, and (4) reviewing lapses in grammar and mechanics or determining and correcting errors. With these, students seek the aid of those grammar checker and paraphrasing tools or simply, auto-correction tools.

One of the notable auto-correction tools today is Grammarly. It provides a free spelling and grammar option with visual presentations on whether your revisions are correct or need more improvement [7] (Scribendi, 2022). In a study conducted by [8] Ventayen and Orlanda-Ventayen (2010), they examined college students in

Pangasinan State University who utilized Grammarly in writing their thesis paper. The result of the study states that the respondents find it beneficial and even boost their confidence in writing.

However, auto-correction tools are not perfect, and as one of the definitions of Grammarly, it only assesses the low-level errors made by the students and to prevent plagiarism. Additionally, [9] Park (2019) states that such auto-correction tools are still not yet applicable to all use-related error categories. Meaning to say, this cannot provide all the corrections of the errors for the users, and human interventions and corrections are still needed.

The problem, on the other hand, lies with the dependency of students with such auto-correction tools. Depending on such AI-based software may affect the students in terms of their language learning. Thus, this study aimed to identify the roles of utilizing such paraphrasing and grammar checker tools or auto-correction tools on the language learning of the students, specifically on their writing skills.

To be more guided on the study, the researchers came up with the statement of the problem.

This study generally aimed to determine the roles of auto-correction tools on the writing skills of HUMSS students from Bataan National High School.

Specifically, this study sought to answer the following questions:

1. How do the students' actual English compositions vary using auto-correction tools in terms of:
 - 1.1. frequency of errors in vocabulary;
 - 1.2. frequency of errors in syntax; and
 - 1.3. frequency of errors in mechanics of writing?
2. To what extent do students rely on auto-correction when writing English?
3. To what extent has the reliance on auto-correction affected their written English?
4. Why do students use auto-correction tools?

RESEARCH METHODOLOGY

This study used a concurrent triangulation mixed method research design. According to [10] Creswell (2003) as cited by Castro, Kellison, Boyd, and Kopak (2010), concurrent triangulation research design is utilized to determine the relationships of each variable at an in-depth level. Since the research design is concurrent triangulation, the qualitative method and quantitative methods' results were analyzed separately. In the interpretation part, as its name suggests, both of their results were coordinated or combined. Additionally, the study employed the descriptive research design for both the quantitative and qualitative part to discover the students' writing skills. The study also employed the purposive sampling technique, in which the purposive sample is gathered in accordance with the specifications of the test, survey, or research for which it will be utilized [11] (Vijayamohan, 2023). The researchers first administered a pre-survey that functioned as a purposive sampling and was disseminated to the grade 12 Humanities and Social Sciences (HUMSS) students at Bataan National High School for the Academic Year 2022-2023. Specifically, they were considered to generalize the

situation or condition of the requirements of the study—writing. They were essential to the study as they took writing-related courses:

Reading and Writing Skills, English for Academic and Professional Purposes, Research in Daily Life 1, Research in Daily Life 2, and Creative Nonfiction: The Literacy Essay [12] (Department of Education, n.d.).

Following the selection of respondents, actual/handwritten essay compositions were administered to the students and their compositions were encoded by the researchers in an auto-correction tool (Grammarly) to determine the errors committed in their written outputs. In the succeeding step, the researchers conducted an unstructured interview in which the qualitative results were utilized to gather qualitative data.

The data collected using the questionnaire was coded, encoded and statistically analyzed using statistical software called Jamovi. The data was analyzed using various statistical tools such as frequency, percentage, and weighted mean. The frequency and percentage were used to display the test scores of the students in vocabulary, syntax, and mechanics in writing. Moreover, the weighted mean was utilized to describe the overall score of students in English composition.

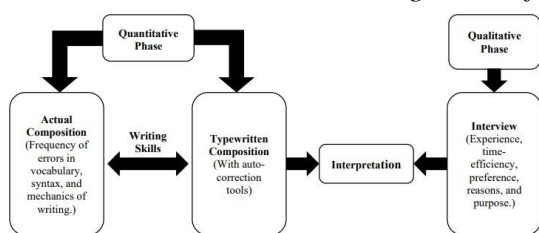
For ease of interpretation the following scales were used:

Scale of Means:	Descriptive Equivalent
10.00 – 8.51	Outstanding
8.50 – 7.01	Satisfactory
7.00 – 5.51	Marginal
5.51 – 5.50	Poor
Test Results:	Descriptive Equivalent
26.00 – 30.00 / 30.00 – 22.51	Outstanding
20.00 – 24.00 / 22.50 – 21.01	Satisfactory
16.00 – 18.00 / 21.00 – 16.51	Marginal
12.00 – 14.00 / 16.50 – 12.00	Poor

The researchers were also guided by the conceptual framework below:

Figure 1
Proposed Original Model Showing Concurrent Design on the Roles of Auto-

Correction Tools on the Writing Skills of



Grade 12 HUMSS Students

qualitative data on their experiences, perceptions, reasons for using auto-correction tools, and the purpose behind their writing practices. The interview provided insights into the students' perspectives, attitudes, and the potential benefits or challenges they encounter when writing.

The framework provided outlines a proposed original model for studying the roles of auto-correction tools on the writing skills of Grade 12 HUMSS students. It incorporates both quantitative and qualitative phases to gather data and draw interpretations.

Finally, the framework connected both quantitative and qualitative phases to the interpretation of results. It involved examining the relationship between the quantitative findings (frequency of errors in the compositions) and the qualitative insights gathered from the interviews. It allowed the comprehensive understanding of how auto-correction tools affect the writing skills of Grade 12 HUMSS students and provided valuable insights for further research or educational interventions.

The quantitative phase focused on two parts: the Actual Composition and the Typewritten Composition. The former measures the frequency of errors in vocabulary, syntax, and mechanics of writing without the use of auto-correction tools. It aimed to quantify and compare the level of writing proficiency and accuracy of the students in a traditional writing setting. The latter involved evaluating the actual compositions of the students while utilizing auto-correction tools, with a particular focus on Grammarly. The auto-correction tool served the purpose of checking the accuracy of the students' actual writing composition and addressing the frequency of errors. Together, both parts reflected the writing skills of the students.

RESEARCH FINDINGS

This part presents the study's most significant findings.

In the qualitative phase, the study included conducting interviews with the Grade 12 HUMSS students to gather

Part I. Students' actual English compositions in terms of frequency of errors in vocabulary, frequency of errors in syntax, and frequency of errors in mechanics of writing.

Table 1

Students' Scores in English Composition in Vocabulary

Scores	Descriptive Equivalent	Frequency	Percentage	Overall Mean
10	Outstanding	--	--	
8	Satisfactory	--	--	6.00
6	Marginal	18	100	<i>Marginal</i>
4	Poor	--	--	
Total		18	100	

Scale of Means: 10.00 – 8.51 Outstanding; 8.50 – 7.01 Satisfactory; 7.00 – 5.51 Marginal; 5.50 – 4.00 Poor

Table 2

Students' Scores in English Composition in Syntax

Scores	Descriptive Equivalent	Frequency	Percentage	Overall Mean
10	Outstanding	--	--	5.22 <i>Poor</i>
8	Satisfactory	3	17	
6	Marginal	5	28	
4	Poor	10	55	
Total		18	100	

Scale of Means: 10.00 – 8.51 Outstanding; 8.50 – 7.01 Satisfactory; 7.00 – 5.51 Marginal; 5.50 – 4.00 Poor

Table 3

Students' Scores in English Composition in Mechanics of Writing

Scores	Descriptive Equivalent	Frequency	Percentage	Overall Mean
10	Outstanding	1	5	6.00 <i>Marginal</i>
8	Satisfactory	3	17	
6	Marginal	9	50	
4	Poor	5	28	
Total		18	100	

Scale of Means: 10.00 – 8.51 Outstanding; 8.50 – 7.01 Satisfactory; 7.00 – 5.51 Marginal; 5.50 – 4.00 Poor

Table 4

Summary of Students' Scores in English Composition

Scores	Descriptive Equivalent	Frequency	Percentage	Overall Mean
26 – 30	Outstanding	--	--	17.22 <i>Marginal</i>
20 – 24	Satisfactory	5	28	
16 – 18	Marginal	8	44	
12 – 14	Poor	5	28	
Total		18	100	

Scale of Means: 10.00 – 8.51 Outstanding; 8.50 – 7.01 Satisfactory; 7.00 – 5.51 Marginal; 5.50 – 4.00 Poor

Part II. The students' extent of reliance on auto-correction when writing English.

Table 5

The Students' Extent of Reliance on Auto-Correction When Writing English

Themes	Significant Statement on the Students' Extent of Reliance on Auto-Correction Tools When Writing English
Reliance on Auto-Correction Tools to Check and Generate Vocabulary	<p>"It is easier to find vocabulary that can be used in your essay." (Participant A)</p> <p>"When I see that there is a profane language or wrong language, I can see and correct it right away." (Participant B)</p> <p>"I prefer typewritten composition because there are tools that can help me to upgrade the words that I used, my vocabulary and of course I can search for more information about the topic. At the same time, I also prefer the handwritten composition because that is where I can test my knowledge and capacity of my skills in writing an essay." (Participant I)</p> <p>"Almost everytime that I am required to write, it is not that I am asking the auto-correction tools to give me the ideas for the essay I am about to write. I am using it to enhance the formality and choice of words in the essay." (Participant I)</p>
Auto-Correction Tools on Grammar Checking	<p>"There are a lot of uses [of auto-correction tools] for grammar..." (Participant B)</p> <p>"In my perspective, the reason why I am using the auto-correction tools is because of lack of confidence in terms of grammar." (Participant H)</p> <p>"It is nine because in typewritten composition I have the freedom and confidence to write because my grammar is being checked or corrected when I use auto-correction tools. It looks like I am confident to answer and to write." (Participant I)</p>

Auto-Correction Tools as Spelling Master	<p>“The advantage of using auto-correction tools is that they can save me time and can fix or correct misspelled words.” (Participant C)</p> <p>“In Grammarly, it checks the spellings and words.” (Participant D)</p> <p>“Spent more time? In writing an essay, I must say that I spent more time writing an essay in handwritten or actual written composition because I have to make sure that my grammar and spellings are correct. Compared to when I am using autocorrectors.” (Participant F)</p>
Auto-Correction Tools on Punctuation and Capitalization	<p>“And I think for punctuations, so those details could be checked, because you will not be able to notice those instantly in an actual writing composition.” (Participant B)</p>

Part III. The effect of the extent of the students' reliance on auto-correction on their written English.

Table 6

The Effect of the Extent of the Students' Reliance on Auto-Correction on their Written English

Themes	Significant Statement on the Effect of the Extent of the Students' Reliance on AutoCorrection Tools When Writing English
Difficulty in Doing Actual Compositions	<p>“It was a little difficult personally because I can't extract any idea from my mind about the essay- the topic.” (Participant A)</p> <p>“It is hard to write in actual composition because there is no one to correct my grammar, spellings, etc.” (Participant B)</p> <p>“It's like, if it's an actual written composition, based on my experience while composing the essay, it's like, the time is not enough. I felt pressured and I had a mental block.” (Participant C)</p>
Confidence Towards Typewritten Compositions	<p>“I think that the result of my essay became more meaningful when I typed it.” (Participant A)</p> <p>“No, because whatever comes to my mind, I type it directly as it is being corrected instantly.” (Participant F)</p>
Ease of Creating a Typewritten Essay	<p>“Compared to handwritten, I made it with ease because the environment was fine and so I did it continuously without being conscious of spelling, grammar, and such because since I am using autocorrect, those will be corrected.” (Participant F)</p> <p>“Of course, if you are doing a <u>typewritten composition</u>, it's much easier, specifically using ChatGPT, it generates its own.” (Participant G)</p>

Part IV. The reasons/purposes why students use auto-correction tools.

Table 7

The Reasons/Purposes Why Students Use Auto-Correction Tools

Themes	Significant Statement on Why Students Use Auto-Correction Tools
Auto-Correction Tools as Idea Generator	<p>“You can elaborate your thoughts better because you’ll have more ideas from the sites or apps that you will use.” (Participant G)</p> <p>“It is easier for me to compose a written work when I type it first, I can think a lot faster.” (Participant A)</p> <p>“When using a mobile phone, I have more time to think of ideas that are better than the handwritten composition.” (Participant C)</p>
Auto-Correction Tools as a Time-Saver	<p>“Typewritten composition is time efficient.” (Participant A)</p> <p>“When it comes to writing an essay, I prefer to write a draft on my mobile phone because it is time-consuming when writing in handwritten composition due to many corrections.” (Participant E)</p> <p>“Spend more time? I spent more time writing an essay in handwritten composition because I have to make sure that the grammar and spellings are correct. Unlike when I used auto-correctors.” (Participant F)</p>
Auto-Correction Tools as an Assistant	<p>“It is much easier because I will just type it then sometimes it is being auto corrected by the devices that I am using.” (Participant B)</p>
Auto-Correction Tools for Academic Purposes	<p>“I am mostly using it for academic purposes.” (Participant B)</p>
Auto-Correction Tools Providing Corrective Feedback	<p>“I can see the red lines that identify errors.” (Participant B)</p> <p>“...because it is being corrected by the autocorrection tools. Unlike in the writing composition, where you need to proofread and check.” (Participant D)</p>

DISCUSSIONS

This section presents interpretation of results of the roles of auto-correction tools on the writing skills of HUMSS students from Bataan National High School during Academic Year 2022-2023, as well as the implications for the field. As interpreted above, the use of auto-correction tools impacted the students' learning especially in writing which resulted in poor writing performance when such tools were not used.

Students' actual English compositions in terms of frequency of errors in vocabulary, frequency of errors in syntax, and frequency of errors in mechanics of writing.

Table 1. Students' Scores in English Composition in Vocabulary

In Table 1, it can be depicted that the descriptive equivalent rating of “Marginal”, a score of 6, attained the highest percentage of one hundred percent (100%) of the total respondents suggesting that the students' vocabulary level is mediocre and average potentially influenced by reliance on tools such as spell-checkers among others. While the specific impact of the internet on vocabulary learning is not explicitly explored, these observations emphasize the importance of considering the internet's influence within the broader context of technological changes in education [13] (Disadvantages of Internet, 2023a).

Table 2. Students' Scores in English Composition in Syntax

In Table 2, it was revealed that the scores of the students with a descriptive equivalent rating of “Poor”, a score of 4, obtained the highest percentage of fifty-five percent (55%) of the total respondents, while “Satisfactory”, a score of 8, got the lowest percentage of seventeen percent (17%) of the total respondents. As a whole, the Mean=5.22 insinuates that the scores of the students in English composition in terms of syntax is “Poor.” This suggests a below-average grasp of sentence structure and grammar, evident in errors frequently seen in the actual compositions encoded and checked using auto-correction tools.

The reliance on these aids, as highlighted by [14] Purcell, Buchanan, and Friedich (2013a) in their study, indicated a preference for convenience over mastering the complexities of writing and deprives them of recognizing the significance of language skills in writing which hinders

their ability to self-assess their own writing abilities and skills.

Table 3. Students' Scores in English Composition in Mechanics of Writing

In Table 3, it was illustrated that the scores of the students with a descriptive equivalent rating of "Marginal", a score of 6, accumulated the highest percentage of fifty percent (50%) of the total respondents, whereas "Outstanding", a score of 10, gained the lowest percentage of five percent (5%) of the total respondents. Generally, the Mean=6.00 signifies that the scores of the students in English composition in terms of mechanics of writing is "Marginal."

The findings suggest that while auto-correction tools can rectify these errors, without their use, the actual compositions display inaccuracies in mechanics of writing. Relatively, the impact of instant messaging platforms and social media on grammar and writing skills, particularly among the younger generation, is evident in the brevity and speed of online communication. As these platforms prioritize quick responses, it also leads to construction of fragmented sentences and incomplete thoughts which disregards traditional writing conventions and hinder coherent expression as well as grammar rules, sentence structure, and proper punctuation. As a result, written content suffers in terms of structure and quality, with ideas being conveyed in a disjointed and abbreviated manner [15] (Adams, 2021a).

Table 4. Summary of Students' Scores in English Composition

In Table 4, it can be gleaned that the descriptive equivalent rating of "Marginal", a score of 16 to 18, garnered the highest percentage of forty-four percent (44%) of the total respondents, whereas "Satisfactory", a score of 20 to 24, and "Poor", a score of 12 to 14, earned the lowest percentage of twenty-eight percent

(28%) of the total respondents. Taken collectively, the scores of the students in English composition is "Marginal", as denoted by the Mean=17.22 indicating lack of mastery in vocabulary, syntax, and mechanics of writing expected at their level.

The use of auto-correction tools in compositions appears to alleviate the frequency of vocabulary errors but hinders students from expanding their vocabulary [13] (Disadvantages of Internet, 2023b). Similarly, reliance on these tools instead of mastering these essential language skills leads to prevalent syntax and grammar errors [14] (Purcell, Buchanan, & Friedrich, 2013b). Moreover, issues with punctuation and capitalization affect writing mechanics, limiting students' engagement in language learning strategies, critical thinking, and improving their writing skills [15] (Adams, 2021b).

The Students' Extent of Reliance on Auto-Correction When Writing English

a. Reliance on Auto-Correction Tools to Check and Generate Vocabulary

Based on the data gathered from the interview, the student-participants found it challenging to provide an excellent writing output in an actual composition. With that, utilizing auto-correction tools made it easier for them to find and use high-sounding vocabulary that are more appropriate in academic writing.

b. Auto-Correction Tools on Grammar Checking

In terms of grammar, the findings suggest that the students' confidence is low when they write without the use of auto-correction tools. They are self-conscious in committing grammatical errors which cannot be checked in handwritten composition. Contrary, their confidence is boosted when they are utilizing auto-correction tools when writing in English.

c. Auto-Correction Tools as Spelling Master

Other participants relied on auto-correction tools to correct their spelling that may not be corrected in an actual composition because they do not know the spelling, or they overlook the words since there are no indicators that there are misspelled words.

d. Auto-Correction Tools on Punctuation and Capitalization

Some of the participants also depended on auto-correction tools in checking the punctuation marks and capitalization in their outputs as these tools are helpful in spotting the punctuation and capitalization errors which they may find difficult to do in proofreading an actual composition or handwritten output.

The Effect of the Extent of the Students' Reliance on Auto-Correction on their Written English

a. Difficulty in Doing Actual Compositions

The participants displayed difficulties in doing actual compositions indicating that they find it hard to compose and generate ideas without the aid of auto-correction tools. Since the participants are used to utilizing auto-correction tools, it led to difficulties in generating authentic and original thoughts as well as experiencing mental block.

b. Confidence Towards Typewritten Compositions

On the contrary, the participants gained confidence when they are doing typewritten compositions compared to actual compositions. Essentially, the ability of auto-correction tools to generate ideas, complex vocabulary, check errors in mechanics of writing are factors that caused the increase in the participants'

confidence in their typewritten essays.

c. Ease of Creating a Typewritten Essay

Generally, the participants expressed that typewritten compositions are easier compared to handwritten ones. This is mainly because auto-correction tools provide assistance in generating ideas, correcting errors in spelling, punctuation, capitalization, and the likes which allows them to feel at ease when typing their thoughts, as it was not necessary to be mindful of the possible occurrence of errors because auto-correction tools can provide immediate corrective feedback.

The Reasons/Purposes Why Students Use Auto-Correction Tools

a. Auto-Correction Tools as Idea Generator

Essentially, ideas allow individuals to create meaningful outputs, specifically academic essays or papers. In this regard, auto-correction tools provide aid and makes it easier for the participants to think of other information to include in their outputs.

b. Auto-Correction Tools as a Time-Saver

The participants expressed that actual compositions are more time consuming than typewritten ones. When the researchers set the limit of one hour for the participants to do the actual composition, they felt immense pressure due to the time. It was due to the fact that they should generate ideas, think of words, check for errors in spelling, punctuation, and capitalization within an hour. Hence when asked why they use autocorrection tools, the participants answered that it saves time. In other words, in typewritten composition, writing becomes more

fluent because corrective feedback regarding the accuracy of the output could be provided immediately by auto-correction tools.

c. Auto-Correction Tools as an Assistant

The participants displayed how these tools make writing easier. Such tools could give aid in generating more ideas to include in an essay, suggesting vocabulary, and checking misspelled words, incorrect punctuation marks and wrongly capitalized terms which contribute to the overall accuracy and meaningfulness or level of complexity of the academic writing.

d. Auto-Correction Tools for Academic Purposes

It is apparent that one reason why students use auto-correction tools is for academic purposes as they are helpful and beneficial in an academic environment as it serves the purposes identified above.

e. Auto-Correction Tools Providing Corrective Feedback

Most importantly, the participants use these tools as they provide corrective feedback. These are advantageous for the students as it could point out errors that they could possibly miss or overlook which improves the overall quality of their academic essays.

In sum, the study integrated quantitative and qualitative data through concurrent triangulation to understand the impact of students' reliance on auto-correction tools in their English writing skills. The data emphasized heavy reliance on these tools for the purposes of vocabulary generation, grammar checking, spelling correction, and punctuation verification. These are supported by the qualitative findings, detailing challenges in actual compositions but increased confidence and convenience in typewritten

compositions using auto-correction tools.

Similarly, the findings from the interviews revealed the academic utility of auto-correction tools—acting as idea generators, guides or assistants, and

providers of immediate corrective feedback. However, it also highlighted the negative implications of over-reliance in these tools, such as limited vocabulary expansion and deficits in syntax and mechanics of writing.

CONCLUSION

In this study, the gathered data through the research instruments and unstructured interview indicated that the findings implied that the auto-correction tools have roles in the writing skill of HUMSS students. Thus, based on the indicated results, the following conclusions were drawn:

The students are on the average level in terms of vocabulary, syntax, and mechanics of writing in their English compositions implying that they lack the mastery in these areas that is expected in their grade level.

The students are aware of their grammatical errors, relying on auto-correction programs to ensure that their grammar is rectified and accurate. Thus, a common effect of using such tools is a boost in confidence as they become reliable accessories for students to lean on.

In terms of the purposes of using auto-correction tools, students could be able to generate ideas and enable them to elaborate these more effectively and efficiently.

Auto-correction tools are perceived by the students as assistants in the writing process by correcting their mistakes in grammar, spelling, vocabulary, etc. Thus, students find writing in English less challenging and time consuming.

The students utilize auto-correction tools for academic purposes so that they could provide quality academic papers.

Auto-correction tools provide corrective feedback which helps the students determine errors in vocabulary, grammar, punctuation marks, etc. which saves them from manual proofreading, checking, and editing.

RECOMMENDATIONS

The study revealed the roles of auto-correction tools in the writing skill of the students. Thus, the following recommendations are hereby presented:

The teachers should implement targeted instruction, exercises, and activities that address vocabulary expansion, sentence structure, and writing mechanics to enhance and improve the students' skills in vocabulary, syntax, and mechanics.

Also, the teachers should teach students how to identify and correct grammatical errors on their own rather than relying solely on auto-correction programs through promoting self-editing and proofreading skills. It is encouraged for the students to learn how to manually review their writing, analyze their mistakes, and be able to make necessary revisions.

Moreover, the teachers should encourage students to think creatively and develop well-elaborated ideas through providing prompts, brainstorming techniques, and writing exercises.

Additionally, teachers should instruct students how to utilize auto-correction tools effectively while maintaining integrity and authenticity in their writing through incorporating these tools as supplementary resources in the writing process specifically in proofreading and editing, rather than relying on them for content creation itself.

Moving on, the teachers should provide explicit guidance on academic

writing standards as well as teaching the students how to use auto-correction tools to align their writing with correct grammar, spelling, proper punctuation and capitalization, and accurate vocabulary usage to ensure that their essays or papers meet the academic writing standards.

Most importantly, the teachers should encourage students to combine their usage of auto-correction tools with manual proofreading through teaching effective proofreading techniques, such as reading their compositions aloud or reviewing them multiple times to ensure accuracy as well as clarity.

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