



## Students' Use of Smartphones and their Writing Skills

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### ABSTRACT

This study aimed to examine the impact of students' use of smartphones and their writing skills on the Bachelor of Elementary Education and Bachelor of Secondary Education at Southern Philippines College, school year 2023-2024. The data was collected through a survey and a test questionnaire as research instruments. Using a simple random sampling method to calculate the sample size, with the 300 estimated overall enrolled education students, the researchers targeted 60 respondents of the students enrolled in this school year. The researcher conducted a descriptive-correlation summary with the adapted rubrics given by the evaluator and processed and analyzed the data with the following statistics: the mean percentage and the statistical tool that determined the relationship between the students' use of smartphones and their writing skills. The results of the study revealed that smartphone usage did not affect their writing skills. Specifically, the spelling and grammar still have no difference in whether they were used over time.

*Keywords: smartphone, writing skills, spelling, grammar*

### INTRODUCTION

Smartphones allow people to access the internet, send emails, and send text messages as additional features. According to an article from TechTarget (2021), students need help writing through texting. Students who are fond of using the improper spelling of words will have trouble dealing with grammar. Text messaging cannot

accurately convey sounds, feelings, and emotions. Sometimes people who receive messages interpret or understand them incorrectly.

The messages could eventually lose their meaning through texting, and their constant use of improper spelling of words can limit the student's ability to create more open and understandable communication. When students become accustomed to this type of communication, it can influence their writing style and impact their ability to write formally. In addition, students may become overly reliant on them and could develop their spelling, grammar, and writing skills.

Most students use mobile internet services for course-related reading and research needs. In the study of Saleem and Bakhsh et al. (2017), they stated that most students use a smartphone to acquire internet services and use this tool for doing readings and research in the comfort of their homes and wherever they are. Students can do their assignments and do creative writing with the help of writing-assisted devices and manage to identify the correct spellings and grammar of the words they formulate. According to Cahyono et al. (2019), it also aids students in utilizing their vocabulary skills and producing essays and creative works. Smartphones increase their opportunities for practice and improvement. Encouraging people to have a consistent habit fundamentally leads to enhanced writing skills.

Most students use smartphones in their daily activities, such as for entertainment purposes. Aside from communication, they use their smartphones to set alarms, scan social media applications, and update their loved ones. Students use social media as a tool to communicate with others through chatting. According to Wali and Omaid et al. (2020), the smartphone is a multipurpose device with importance in this generation as a necessary tool for daily use, work, and learning. Users can use their smartphone devices according to their needs as students and individuals. According to Cotos (2020), she established that mastering writing requires understanding how to use a variety of modalities and technologies for composition. The learners' opinions toward smartphone-assisted collaborative writing also show a positive result in their affective, behavioral, and cognitive reactions.

## **FRAMEWORK**

This study is anchored on multimodal literacy theory. Gunter Kress designed the Multimodality Literacy Theory. These multimodal writing practices improve writing abilities, Jun (2017). For example, students may use their smartphones to take pictures, record audio or video, and create visual content that is later incorporated into writing. It can provide a new dimension to their work and help them to be more creative and expressive.

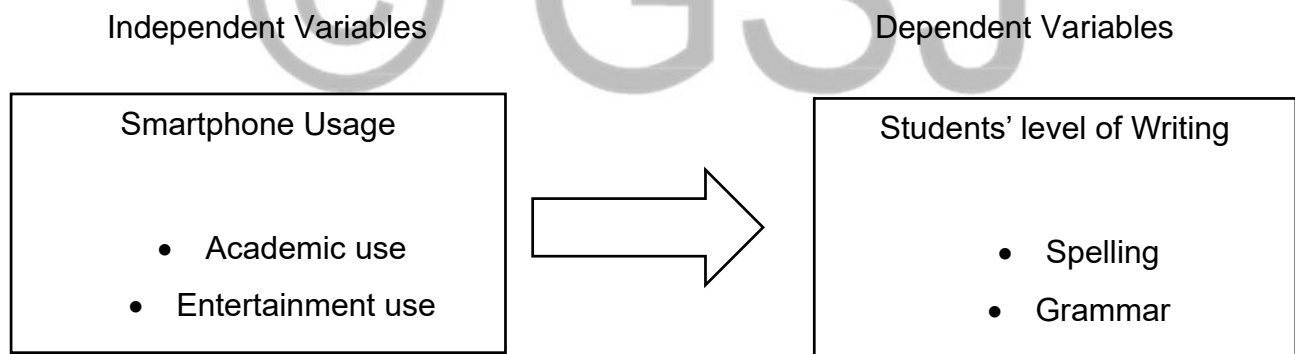
The multimodal composing activities in writing that happen in the classroom improve the learners with effective revision, as coined by Dzekoe (2017). Smartphones

allow students to create multimedia presentations, websites, and interactive documents that enhance their writing's impact and engagement. As supported and claimed by Matias et al. (2022), multimedia learning contributes to students' creativity, focus, motivation, and engagement in performance tasks. Moreover, multimodal composition can promote writing skills for learners regardless of the context and by using multiple measures and tasks to evaluate their progress in crucial matters, according to Vandommele et al. (2017).

Therefore, multimodality theory includes technology tools like smartphones, which help change the literacy generation. People can now communicate informally through text across multiple mediums with color, images, movement, and sound.

The variables of this study are the level of students' use of smartphones and the students' level of writing skills. The study wants to determine if there is a correlation between the students' use of smartphones as the independent variable and the dependent variables regarding the students' writing skills, such as spelling and grammar. The researchers would like to find out if there is significance to using shortcut words for their academic performance, especially in English. The researchers will address the outcome of this study at the end of this research if there is a connection between students' use of smartphones and their writing skills.

### **SCHEMATIC DIAGRAM OF THE STUDY**



### **STATEMENT OF THE PROBLEM**

The study seeks to know the relationship between students' use of smartphones and their writing skills, specifically their academic performance. The following research questions were prepared for this study:

1. What is the student's level of smartphone usage in terms of:
  - 1.1 Academic use; and
  - 1.2 Entertainment use?
2. What is the student's level of writing skills in terms of:
  - 2.1 Spelling; and

## 2.2 Grammar?

3. Is there a significant relationship between the students' use of smartphones and their writing skills?

### **RESEARCH DESIGN**

This scrutiny used a descriptive-correlational research design. According to Ivy Panda (2023), descriptive-correlation design will help determine the students' smartphone usage level and their writing skills. It also describes the variables and connections that occur naturally between smartphone usage and the writing skills of the students, most especially the use of proper spelling of words when texting that may affect the spelling and grammar, concerning the writing skills of students in the college teacher education department.

### **RESEARCH SETTING**

The study was conducted at Southern de Oro Philippines College, mainly located at Julio-Pacana Street, Licuan, Cagayan de Oro City. The institution provides the college of education students with well-equipped learning fields and aims to build excellent professionals who are globally competent with values and character.

### **PARTICIPANTS AND SAMPLING PROCEDURE**

The respondents to this study are all levels of education students. To calculate the sample size, the researcher used simple random sampling and targeted 60 students, or 20% of the estimated 300 total enrolled education students, for the school year 2023-2024 at Southern de Oro Philippines College.

### **STATISTICAL TREATMENT**

The collected data were tabulated, examined, and interpreted using descriptive statistics to determine the students' level of use of smartphones and their writing skills.

In Problem 1, a 30-item survey questionnaire was used. The results were tabulated by using the mean and standard deviation to get data on the student's level of smartphone usage. Next was problem 2, which contains one question that must be answered in a minimum of 250 words. The score should be collected from the respondent using the overall score regarding the students' writing skills in terms of spelling and grammar. Following problem 3, the study used product-moment correlation as the basis to find out the correlation between students' level of smartphone usage and their writing skills in terms of spelling and grammar.

### **RESULTS AND DISCUSSION**

**Problem 1. What is the student's level of smartphone usage in terms of:**

**1.1 Academic use; and**

**1.2 Entertainment use?**

**Table 1**  
**Result of Standard Deviation and Mean Distribution of the**  
**Students' Level of Smartphone Usage in terms of Academic Use**

Indicators	Mean	SD	Description	Interpretation
1. I can download a document app on my Smartphone and use it.	3.72	.56	Strongly Agree	Very High
2. I can use WPS in writing my assignment.	3.66	.61	Strongly Agree	Very High
3. I use Canva/PowerPoint to write down the given report.	3.20	.90	Agree	High
4. I use email for sending files on the activity given.	3.56	.72	Strongly Agree	Very High
5. I use Google Classroom to answer tasks posted.	3.29	1.17	Strongly Agree	Very High
6. I use Google Meet for online meetings and for group discussions.	3.58	.82	Strongly Agree	Very High
7. I use Google to search for the meaning of certain word.	3.66	.62	Strongly Agree	Very High
8. I use Grammarly as grammar checker.	3.22	.90	Agree	High
9. I use Grammarly as a spelling checker.	3.13	1.02	Agree	High
10. I use Google Mail to compose emails.	3.20	.95	Agree	High
11. I use MS Word in writing research papers.	3.33	.86	Strongly Agree	Very High
12. I use Google to gather information related to the project.	3.65	.61	Strongly Agree	Very High
13. I use Google for searching.	3.83	.49	Strongly Agree	Very High
14. I use Merriam-Webster as my dictionary.	3.17	.97	Agree	High
15. I use Messenger for sending school-related announcement.	3.82	.47	Strongly Agree	Very High
<b>Mean</b>	<b>3.46</b>	<b>.78</b>	<b>Strongly Agree</b>	<b>Very High</b>

**Note: 3.26-4.0 Very High; 2.50-3.25 High; 1.76-2.50 Low; 1.0-1.75 Very Low**

Table 1 presents the mean and standard deviation result of students' level of smartphones usage for academic use. The data revealed the overall mean result of 3.46 with a standard deviation of .78, indicating that smartphones used by students are mostly for school purposes.

The first highest observed data with a mean result of 3.83 and a standard deviation result of .49 revealed that students strongly agree that they use their smartphones for Google Searching indicating a very high interpretation that Google for searching purposes can assisted them related to their academic inquiries in a handy manner. The second highest observed data with a mean result of 3.82 and a standard deviation result of .47 revealed that students strongly agree that they use their smartphones messenger app for school updates and sending school-related announcement, as the new innovative ways to spread the instant information. It indicates that students receive updates and reminders

regarding projects and assignments, as well as in the academic field. The third highest observed data with a mean result of 3.72 and a standard deviation of .56 revealed the students strongly agree that they can download a document app in their smartphones indicating a very high interpretation that they can easily access documents in their own smartphones. Masui and Chukwuere (2018) found that students can improve their knowledge and experience by installing apps specifically to their academic fulfilment.

The lowest observed data with a mean result of 3.13 and a standard deviation result of 1.02 revealed that students agree that they use Grammarly (a downloadable app in smartphone) for spelling purposes, indicating with a high interpretation that they use this to acknowledge a proper spelling of the words. Guspatni (2018) stated that smartphones are good for students. Therefore, a lot of students use smartphones for educational purposes and they strongly believe that smartphones are beneficial for improving their academic performance and abilities.

Table 2

Result of Standard Deviation and Mean Distribution of  
Smartphone Level of Usage in terms of Entertainment Use

Indicators	Mean	SD	Description	Interpretation
1. I use Messenger for calling and texting.	3.75	.57	Strongly Agree	Very High
2. I use Trivago/Shopee for easy booking and shopping.	3.17	1.06	Agree	High
3. I use Instagram to write personal diary/notes.	2.68	1.17	Agree	High
4. I use Facebook to write motivational words in my mind.	3.15	.84	Agree	High
5. I use my Twitter for social media updates.	2.60	1.12	Agree	High
6. I use my Facebook to check new trends.	3.40	.79	Strongly Agree	Very High
7. I use my Facebook to post and express my feelings.	2.97	1.09	Agree	High
8. I use Google Maps to search locations.	3.52	.81	Strongly Agree	Very High
9. I use my smartphone for video chatting with friends.	3.63	.74	Strongly Agree	Very High
10. I use my smartphone camera for happy moments images	3.70	.72	Strongly Agree	Very high
11. I use my smartphone calculator for a bigger sum.	3.58	.79	Strongly Agree	Very High
12. I use smartphone TV to watch anytime and anywhere.	3.18	1.03	Agree	High
13. I use my smartphone GCash for paying tuition online	2.70	1.12	Agree	High
14. I use my smartphone Cap Cut app for editing videos For projects.	3.38	.85	Strongly Agree	Very High
15. I use my smartphone radio to listen to the news.	2.85	1.12	Agree	High
<b>Mean</b>	<b>3.22</b>	<b>.92</b>	<b>Agree</b>	<b>High</b>

**Note: 3.26-4.0 Very High; 2.50-3.25 High; 1.76-2.50 Low; 1.0-1.75 Very Low**

Table 2 presents the standard deviation and mean distribution of the students' level of smartphone usage in terms of entertainment use. The data revealed the overall mean result of 3.22 with a standard deviation of .92, indicating that due to the abundance of

entertaining apps that can be downloaded in smartphones, students believe that smartphones to be vital and valuable tools for amusement during stressful and even hectic days.

The first highest observed data with a mean result of 3.75 and a standard deviation result of .57 revealed that students strongly agree that they smartphones Messenger for calling and texting purposes which implies that students primarily used smartphones for communication, not only for school-related matters but also communicating with their peers and families. The second highest observed data with a mean result of 3.70 and a standard deviation .72 revealed that students strongly agree that they use smartphones features like camera to capture photos for it was a way of entertainment. It indicates a very high interpretation that they use the camera to captured an important event in their lives, as supported according to Fawareh and Jusoh et.at. (2017). The third highest observed data with a mean result of 3.63 and a standard deviation of .74 revealed that students strongly agree that they use smartphones for video chatting with their peers and it indicates a very high interpretation that they use smartphones for videochatting as a way of communicating with others in a conventional manner. The students can communicate with others not just only hearing the caller voices but also in a face-to-face manner but in a handy screen. Same observation was observed by Gangaiamaran and Pasupathi et al. (2017), that smartphone is one of the technologies comes with application devices like Messenger (to communicate with your loved ones through chatting and video calling) especially those who are far and it is one of the easiest ways to communicate with others. Through downloadable apps in smartphones, it generally assists students in lowering their stress levels. By chatting and looking up questions and updates online, they can efficiently manage their time. One of the greatest inventions in history that has improved people’s quality of life is the smartphone (Rehman, 2022).

Table 3

The Summary Table of Mean and Standard Deviation of

Smart Phone Usage	Mean	Standard Deviation	Description	Interpretation
Academic Use	3.46	.78	Strongly Agree	Very High
Entertainment Use	3.22	.92	Agree	High

**Note: 3.26-4.0 Very High; 2.50-3.25 High; 1.76-2.50 Low; 1.0-1.75 Very Low**

Table 3 discloses the outstanding outcomes of students' use of smartphones for academics and entertainment use. The level of scrutiny of smartphone uses for academic purposes revealed a mean result of 3.46 with a standard deviation of .78 implies that students strongly agree that they use smartphone for academic and shows a very high

interpretation that they use smartphones in school-related matters, respectively, the data presented in smartphone use for entertainment purposes implies the students agree that they use their smartphones for entertainment purposes and it shows a high interpretation that they use it also for amusement and entertainment.

The outcomes confirm that smartphones were academically essential to students as a tool that will help them develop their academic skills. The smartphone, together with the application devices installed, can assist and improves the students' abilities and skills interconnected with what Masiu and Chukwuere et al. (2018) stated by installing knowledge-gaining apps on their smartphones, that simplify people life.

Problem 2. What is the student's level of writing skills in terms of:

2.1 Spelling; and

2.2 Grammar?

Table 4

Results of the Students' Level of Writing Skills in terms of Spelling

Level of Writing Skills	Mean	Standard Deviation	Description	Interpretation
Spelling	3.65	.57	The Writing is essentially error-free	Accomplished Writer

**Note: 3.26-4.0 Accomplished Writer; 2.50-3.25 Complete Writer; 1.76-2.50 Developing Writer; 1.0-1.75 Beginning Writer**

The table above is the Mean and Standard Deviation result of students' writing skills in terms of spelling. The mean result was 3.65 with a standard deviation of .57 which interpreted as Accomplished Writer. The result of students' writing skills on their spelling shows that smartphones enhance their writing skills, making them essentially error-free through the use of smartphone application devices. As supported and claimed by Matias et al. (2022), Smartphones allow students to create multimedia presentations, websites, and interactive documents that increase their writing's impact and engagement in



performance tasks. Which means that students will develop more on spelling by using smartphone with the downloaded application devices. It helps students to gain more confidence on writing since students uses, like automatic spelling checkers application on smartphone.

Table 5

Result of Students' Writing Skills in terms of Grammar

Level of Writing Skills	Mean	Standard Deviation	Description	Interpretation
Grammar	2.79	.88	Minor grammatical Error is found in the writing	Complete Writer

Note: 3.26-4.0 Accomplished Writer; 250-3.25 Complete Writer; 1.76-2.50 Developing Writer; 1.0-1.75 Beginning Writer

The table reflected above was the Mean and Standard Deviation result of Students' Writing Skills in terms of Grammar. The Mean result was 2.79 with a Standard Deviation of .88 which implies that the respondents were Complete Writer. The results indicate and proves that the students' writing skills have minor grammatical errors in their writing due to selection, placement, and application of punctuation in written works. As Aicart (018) asserts, grammar is as important as other acquisition activities. It means that technology like smartphones helps improve students by enhancing their grammar, whether verbal or non-verbal, through the use of application devices downloaded on students' smartphones. In addition, according to Cahyono et al. (2019) it also aids students in utilizing their vocabulary skills and producing essays and creative works. The smartphone was a universal tool used by this generation that helps people reach out to others.

Problem 3. Is there a significant relationship between the students' use of smartphones and their writing skills?

Table 6

Result of Correlation Analysis Between Smartphone Use and Students' Writing Skills

Variable	R-value	P-value	Decision on Ho	Interpretation
Academic Use	0.513	0.047	Reject	Significant
Entertainment	0.175	0.184	Accept	Not Significant

\*\* Correlation is significant at the 0.01 level (2-tailed).

Table 6 presents the result of the correlational analysis between students' smartphone usage and writing skills. The data revealed the R-value of 0.513 with a P-value of .047, indicating that students use of smartphones has a significant relationship to their writing skills and it implies that they use smartphones for their academic fulfillment. In accordance to the null hypothesis of the researchers, the data revealed that in academic use, the null hypothesis is rejected and it implies that there is a significant relationship between the students' level of smartphone usage and their writing skills.

The entertainment use shows result of the R-value 0.0175 with a P-value of 0.0184 which indicates that there is no significant relationship to the student's use of smartphone and their writing skills when they use it for entertainment purposes and the null hypothesis is accepted which implies that there is no significant relationship.

### **CONCLUSIONS**

The study concluded that the majority of students used smartphones for academic and entertainment purposes. In terms of writing skills, the researchers discovered that students who are skilled at spelling are considered accomplished writers, whereas those who excel in grammar are considered complete writers.

The target participants confirm that smartphone usage will not affect their writing skills. Specifically, their spelling and grammar still have no difference in whether they use them over time.

### **RECOMMENDATIONS**

This recommendation was made in light of the findings of this study.

1. Administrators may give strong support for using the dictionary. May implement or announce to students to have fun reading dictionaries for vocabulary during the vacant time.
2. Students should be able to download apps that can help them enhance their academic performance, like grammar, and develop their vocabulary.
3. Teachers may give students activities to practice their vocabulary and grammar to monitor the progress and development of the students.
4. Future studies may have the courage to conduct further study to explore the opportunity of having smartphones for students, which will have a wider scope and a broader picture of smartphone usage, especially on the use of dictionary and application devices that will enhance their vocabulary.

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