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Undergraduate Conference on ELT, Linguistics and Literature
English Language Education, Sanata Dharma University, Yogyakarta

FROM EFL LEARNERS' PERSPECTIVE: DOES GRAMMARLY AS ONLINE-PROOFREADER HELP THEM WITH THEIR ACADEMIC WRITING?

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DOI: <https://doi.org/10.24071/uc.2021.21>

received 15 October 2021; accepted 25 October 2021

Abstract

In academic writing, comprehensive feedback is one of the most influential parts of the course. Online learning situations inflict students to get comprehensive feedback regarding their grammar issues due to time constraints and the ineffectiveness lecturers' are facing. Hence, many of the learners have to consider using an online-proofreader as a complement for solving this difficulty. Grammarly is considered to be one of the capable online-proofreaders used by Indonesian EFL learners due to its capability as a grammar proofreader regarding grammar structure, punctuation, and spelling. However, investigating the use of Grammarly is less investigated in Indonesian universities and in terms of methodology. The previous studies are more focused on analyzing deeper and experimenting whether or not Grammarly is effective. This study aims to explore EFL students' perceptions who use Grammarly as an online-proofreader for delivering feedback in Academic Writing. Since the researchers want to see students' perceptions about the use of Grammarly, a survey study will be employed in this research. To conduct the study, the researcher will adopt Cavaleri and Dianati's (2016) research instrument. The questionnaire was used by the previous study, so it does not need expert validation.

Keywords: academic writing, EFL learners, Grammarly, learners' perception, online-proof reader

Introduction

Academic writing has been a challenge for learners to master especially for the ELF learners. Oshima and Hogue (2007) stated that it is because in writing coherence, cohesion, development, focus, and a perfect grammar is essential. Rahmatunisa (2014) and Pratiwi (2012) also stated linguistics problems, psychological problems, and cognitive problems contribute to the difficulty of academic writing. However, the main contributors of the difficulty are linguistic problems. Linguistics problems concerning grammar, mechanics, syntax, and

vocabulary (Sholikhan, 2017). Despite being considered as basic skills, those competencies are needed in order to develop quality writing and success in academic contexts (Narita, 2012).

Feedback is considered to be the most effective solution for writing problems. Hyland & Hyland (2006) and Brown (2004) state defined feedback as the fundamental key of scaffolding given by the teacher to raise learner's confidence and the resources of literacy to engage in the target communities. Many researchers have mentioned the importance of giving feedback, two of them are Harmer (2003) and Nunan (2015). Harmer (2003) mentioned that when the teacher taught writing, feedback should be provided by the teacher. Nunan (2015) also mentioned that the feedback that was given to the learner must be meaningful. Hyland & Hyland (2006) state that there are three kinds of feedback, those are teacher feedback, peer feedback, and automated written feedback.

In an online learning situation amid the COVID 19 pandemic teacher feedback and peer feedback were considered to be not very accessible. To answer this problem, students need to use automated writing feedback. Technological innovations such as computer-assisted language learning (CALL) on literature practice is well-established (Frankenberg-Garcia, 2020). Many researchers have found that CALL systems which will respond instantly to a learner language can support the assembly of higher writing output by learners (Tschichold & Schulze, 2016). In the nature of Grammarly as an online proofreader, it can provide the students a self-access materials facility and be one of the answers to the problem.

This study aims to explore EFL students' perceptions who use Grammarly as an online-proofreader for delivering feedback in Academic Writing and determining the usefulness of Grammarly using the framework of the Technology Acceptance Model (TAM).

Grammarly

Grammarly is an online proofreader recognized to be the most innovative company in the AL field (Grammarly, 2021). Grammarly was first founded in 2009 by Max Lytvyn, Alex Shevchenko, and Dmytro Lider a free version of Grammarly was introduced in 2015 for the purpose to help anyone with writing support (Grammarly, 2021). In this research, we focused on the free version Grammarly with the features of spot imperfect grammar, misspelling, and punctuation error (figure 1,2,3). Besides those features Grammarly also provide other side features such as target audience includes general, knowledgeable, and expert, formality includes informal, neutral, formal, the domain includes general, tone detector includes neutral, confident, joyful, optimistic, friendly, urgent, analytical, and respectful, and last intent include inform, describe, convince, and tell a story Grammarly also analyzed the users score up 100 (Grammarly, 2021) (figure 4). To use the free version Grammarly users need to make an account using email and copy-paste the sentence or text that the user wants to check in the input box or users can upload the document. The free version Grammarly gives the feedback by making error suggestions along with red underline, it gives a brief explanation about the error, and provides the correct issue by the green color.

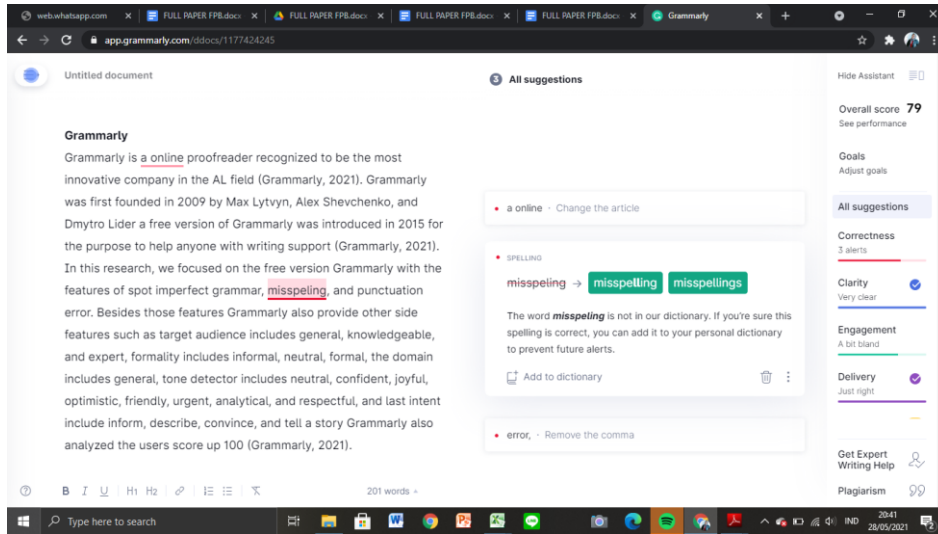


Figure 1. Grammarly Feedback - In Checking Spelling

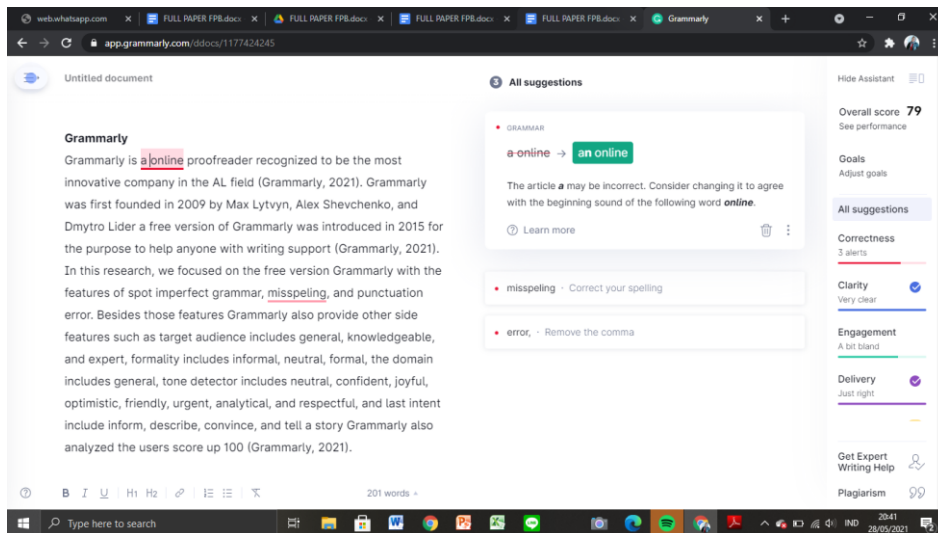


Figure 2. Grammarly Feedback - In Checking Grammar

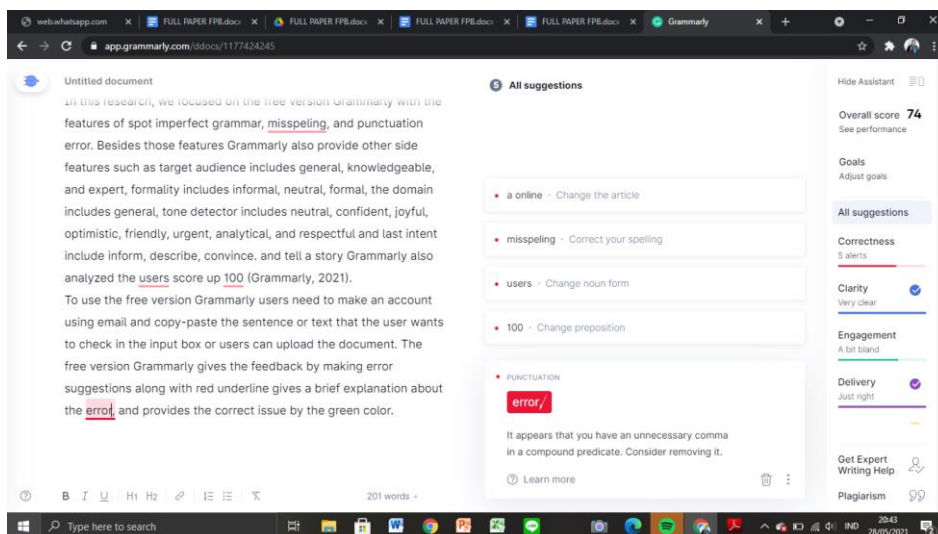


Figure 3. Grammarly Feedback - In Checking Punctuation

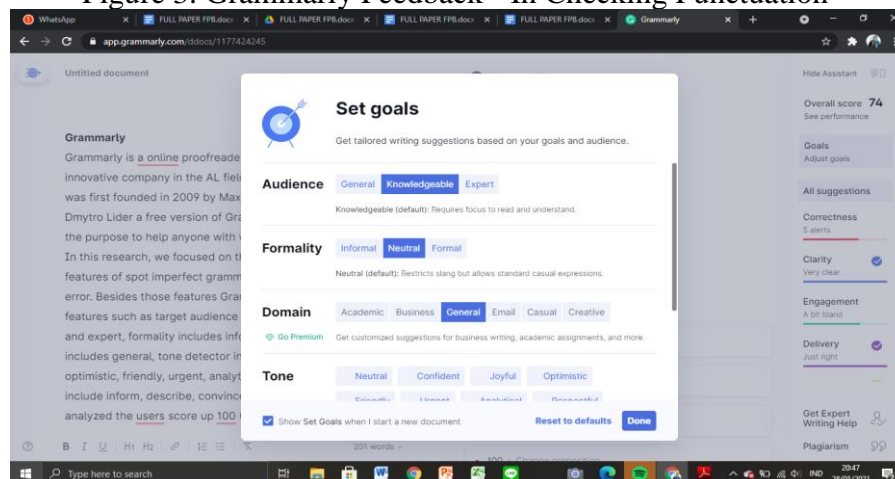


Figure 4. Free Version Grammarly's Feature - Adjust Goal

Previous Studies

These are six previous studies that lead the researcher to conduct the research. They are Hakiki (2021), Karyuatry et al (2018), Ghufron & Rosyida (2018), Cavaleri & Dianati (2016), Ventayen & Orlanda-Ventayen (2018), and Pratama (2020).

First, Hakiki (2021) found that most of the students agree that Grammarly is easy to understand explanations, helpful suggestion, good grammar checker, and faster corrections. The students also considered that Grammarly is useful to support in writing essay. In general, EFL students gave positive thought towards the use of Grammarly to improve their writing skill. Similarly, the researcher wants to conduct a research about the use of Grammarly as an online-proofreader to improve writing skill seen from students' perceptions. Meanwhile, Hakiki (2021) conducted the research with qualitative descriptive study. This previous study also did not mention the exact number of the participants. In this present study, the researcher distributed the questionnaire to 145 students in English Language Education Universitas Brawijaya. The participants consist of 33 males and 112 females in the fourth, sixth, and eighth semesters. To conduct the research, the researcher will use convenience sampling.

Second, Karyuatry et al (2018) conducted the Classroom Action Research (CAR) which aimed to examine whether Grammarly could improve the students' writing quality in their essay or not. Their study involved 40 students using three instruments to collect the data, i.e students' essay, interview, and questionnaire. By doing two cycles, the result finally met the criteria of success. It was proven by the data analysis resulting in 32 (82%) out of 40 students gaining writing scores equal and higher than KKM. Therefore, the researcher highlighted that Grammarly successfully improves the students' writing quality. Similarly, the researcher wants to investigate the use of Grammarly in writing according to students' perceptions, but the researcher will be more focused on Grammarly's roles in academic writing. Then, the use of the research method is different. As seen above, Karyuatry et al (2018) employed Action Research, but the researcher will conduct a survey study to answer the research question.

Third, Ghufron & Rosyida (2018) investigated the comparison between the effectiveness of the use of Grammarly and teacher corrective feedback (indirect corrective feedback) in terms of reducing the students' errors in EFL writing. 40 university students were divided into two groups: experimental and control using different treatments. Based on the employed- posttest, the result revealed that the use of Grammarly is more effective in reducing students' errors in writing on three indicators: diction, grammar, and mechanics (pronunciation and spelling) than implementing the teacher's corrective feedback. However, it does not mean that the teacher's corrective feedback is not crucial. It still has a role in checking the content and organization of the EFL students' writing. Meanwhile, Ghufron & Rosyida (2018) employed quasi-experimental research design, but the researcher will conduct a survey study in this present research.

Fourth, Cavaleri & Dianati (2016) overviewed the use of Grammarly as an online grammar website to assist student's writing. This previous study presented the preliminary outcome with the total of 18 students who responded to this study. The result of the study stated that students were truly in the thoughts that Grammarly is helpful and convenient to be utilized, and also it is capable of helping prop the student's confidence in their writing. Yet, this study gave the output, it seems like the great number of respondents was not satisfactorily reached since there were less than 20 respondents on a small scale. Hence, the present study does the research with a larger scale to gain the target sampling and it will be better to get the answer from many respondents.

Fifth, Ventayen & Orlanda-Ventayen (2018) in his study 'Graduate Students' Perspective on the Usability of Grammarly in one ASEAN State University' observed that Grammarly is a potential tool for writing English. While, the laxity of it Grammarly still appeared. Some students identified that Grammarly sometimes gave misleading feedback.

Sixth, Pratama (2020) conducted a Survey study to get the students' perception both positive and negative about Grammarly. Positive insight claimed that Grammarly becomes the prominent thing in students' writing that should be well-thought-of. Whereas, negative insight showed that to access Grammarly the user needs to have a stable internet connection. Sometimes, Grammarly was not correlated with the user's purpose; indeed they had changed the expected meaning and sentence emphasis.

Although it is undoubtedly that Grammarly gives the users a positive impact, like any other technology, grammar checkers also have limitations. Gamper and Knapp (2002) stated that Natural Language Processing (NLP) is mainly used in computer-assisted language learning (CALL) with a focus on syntax, and other few aims like pragmatic, semantic, and contextual problems. To test the suitability of Grammarly the Technology Acceptance Model (TAM) which assigns that two key factors determine the likelihood of individual accepting and employing a replacement technology was chosen (see Figure 1) (Davis, 1989). The first factor is perceived usefulness, which is explained as a user's judgment about whether or not using a particular technology will contribute to the achievement of personal goals, such as increasing performance (Davis, Bagozzi, & Warshaw, 1989). The other factor is the perceived ease of use, which is defined as the level of effort required to use the particular technology (Davis, Bagozzi, & Warshaw, 1989). TAM is considered as a valid and reliable measurement to predict the

acceptance or adoption of new technology by users. It is one among the foremost frequently employed models for research into new information technology acceptance, and has been applied in various environments and technology contexts (Park, Nam, & Cha, 2012; Park, Rhoads, Hou, & Lee, 2014; Cavaleri, & Dianati, 2016).

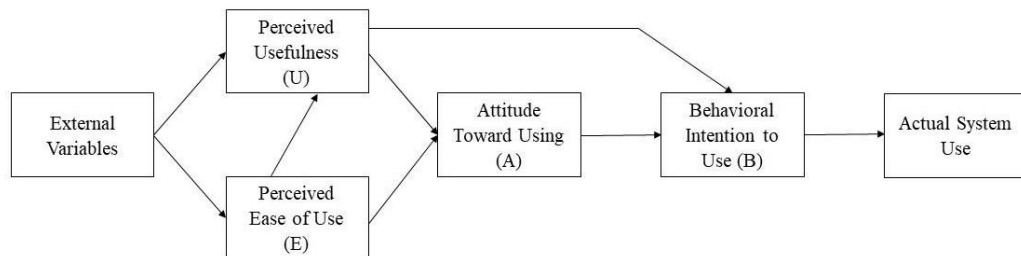


Figure 5. Technology Acceptance Model (TAM)

Method

This study used a quantitative approach to know the students' perception of free Grammarly and its impact on their writing. Therefore, this study applied the quantitative survey research design to investigate the students' opinions on Grammarly. Creswell (2012) defined that survey research designs are a process to explore a sample or total population of people to describe their attitudes, opinions, behaviors, or characteristics. Moreover, the type of survey design that was used in this study is cross-sectional survey design. Hence, the data was collected at one point in time by the researcher.

In conducting this study, the researcher used research procedures that followed Creswell (2012) steps:

1. Described the relation among the use of Grammarly and students' writing
2. Provided the literature about Grammarly
3. Decided the appropriate research questions to observe the students' perception on Grammarly and its impact on their writing
4. Collected the numeric data from students using the instrument that was adopted from the previous study
5. Analyzed the data and interpreted the results
6. Wrote the research report.

The population of this study was EFL students in Universitas Brawijaya. The researcher used convenience sampling procedures to select the participants. Creswell (2012) stated that participants are selected by the researcher in convenience sampling because they are willing and available. Students of the English Language Education program in the Faculty of Cultural Study were chosen to represent the population of this study. They have taken an academic writing course and use Grammarly as a grammar checker. In total, 145 students participated in this study. The students consist of 33 males and 112 females in the sophomore, junior, and senior year.

The data was taken by giving the students a questionnaire that was adopted from Cavaleri and Dianati's (2016) research instrument. In Cavaleri and Dianati's (2016) previous study, this instrument had been used to investigate the student's perception about grammarly. This instrument also had been adapted in previous

studies by O’Neil and Russell (2019) who also investigated the students’ perception on Grammarly. Moreover, the questionnaire had been distributed by the researcher through Whatsapp group. The researcher created a google form to make the questionnaire online accessible.

The questionnaire formed 16 questions that must be answered by the students. Those questions comprised in the three sections: (1) Student information, which asked students about their language skill specifically in writing, (2) Grammarly evaluation, which asked students about the Grammarly usefulness, and (3) the effect of Grammarly, which asked students about the impact of Grammarly on their writing.

After collecting the data, the researcher used SPSS (Statistical Package for The Social Sciences), a professional analysis program, to analyze the data. Donald Ary et al (2010) claimed that SPSS is the popular statistical package for analyzing the data in educational research. Furthermore, in analyzing the data, the researcher followed Creswell (2012) steps:

1. Prepared the data for analysis
2. Analyzed the data
3. Reported the data
4. Reported the results
5. Interpreted the results

Findings and Discussion

Findings

1. Student data

There are in total 145 English Language Education students in sophomore, junior, and senior year consisting of 112 females and 33 male students. In the section, students were questioned about their opinion regarding their writing in general. Five statements were presented to the students and asked to designate their level of agreement to each statement. The researchers analyzed the data based on the gender of the students, female and male. The scoring for the first and fourth statement consists of 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree). While, the scoring for the second, third and fifth statement consists of 1 (Strongly Agree), 2 (Agree), 3 (Neutral), 4 (Disagree), and 5 (Strongly Disagree).

Tabel 1. Female students’ data to statement about writing

	N	Min	Max	Mean	Std.Deviation
I don’t need any help with writing in English; I just need a proofreading service	112	2	5	2,91	0,926
My knowledge of English grammar and vocabulary is weak	112	1	5	2,99	0,895
I don’t always feel confident that I have written correct sentences	112	1	5	2,63	0,912
I am fine with English grammar, but I find it difficult to express my ideas in writing	112	1	5	3,21	0,997
I don’t always understand the feedback I get in my writing	112	1	5	3,51	0,910
Valid N (listwise)	112				

The table 1 revealed that on the first statement (*I don't need any help with writing in English; I just need a proofreading service*) the female students still need help with their writing in English (Mean: 2.91, SD: 0.926). The second statement (*My knowledge of English grammar and vocabulary is weak*) is considered to be “agree” or “neutral” (Mean: 2.99, SD: 0,895) female students think that they are weak in grammar and vocabulary. The third statement (*I don't always feel confident that I have written correct sentences*) revealed that the female students are not always confident about their writing correct sentences (Mean: 2.63, SD: 0.912). The fourth statement (*I am fine with English grammar, but I find it difficult to express my ideas in writing*) revealed that the female students have difficulty expressing their ideas (Mean: 3.21, SD: 0.997). The last statement (*I don't always understand the feedback I get in my writing*) of this section revealed that female students always understand their feedback in writing (Mean: 3.51, SD: 0,910).

Tabel 2. Male students' data to statement about writing

	N	Min	Max	Mean	Std.Deviation
I don't need any help with writing in English; I just need a proofreading service	33	2	5	2,82	0,808
My knowledge of English grammar and vocabulary is weak	33	2	5	3,06	0,933
I don't always feel confident that I have written correct sentences	33	1	4	3,33	0,854
I am fine with English grammar, but I find it difficult to express my ideas in writing	33	1	4	3,24	0,936
I don't always understand the feedback I get in my writing	33	1	5	3,33	0,854
Valid N (listwise)	33				

The table 2 revealed that on the first statement (*I don't need any help with writing in English; I just need a proofreading service*) the male students still need help with their writing in English and not just a proofreading service (Mean: 2.82, SD: 0.808). The second statement (*My knowledge of English grammar and vocabulary is weak*) is considered to be neutral to disagree (Mean: 3.06, SD: 0.933) the male students thought that they are not weak in grammar and vocabulary. The third statement (*I don't always feel confident that I have written correct sentences*) revealed that the male students are not always confident about writing correct sentences (Mean: 2.67, SD: 0.854). The fourth statement (*I am fine with English grammar, but I find it difficult to express my ideas in writing*) revealed that the male students have difficulty expressing their ideas in writing (Mean: 3.24, SD: 0.936). The fifth statement (*I don't always understand the feedback I get in my writing*) of this section revealed that the male students always understand their feedback in writing (Mean: 3.33, SD: 0.854).

Tabel 3. Total students' data to statement about writing

	N	Min	Max	Mean	Std.Deviation
I don't need any help with writing in English; I just need a proofreading service	145	2	5	2,89	0,898
My knowledge of English grammar and vocabulary is weak	145	1	5	3,01	0,901
I don't always feel confident that I have written correct sentences	145	1	5	2,63	0,896
I am fine with English grammar, but I find it difficult to express my ideas in writing	145	1	5	3,21	0,980
I don't always understand the feedback I get in my writing	145	1	5	3,47	0,898
Valid N (listwise)	145				

The average of the first statement (*I don't need any help with writing in English; I just need a proofreading service*) revealed that the students still need help with their writing in English (Mean: 2.89, SD: 0.898). The second statement (*My knowledge of English grammar and vocabulary is weak*) is considered to be neutral to weak (Mean: 3.01, SD: 0.901). The third statement (*I don't always feel confident that I have written correct sentences*) revealed that the students are confident about writing correct sentences (Mean: 2.63, SD: 0.896). The fourth statement (*I am fine with English grammar, but I find it difficult to express my ideas in writing*) revealed that the students have difficulty expressing their ideas (Mean: 3.21, SD: 0.980). The last statement (*I don't always understand the feedback I get in my writing*) of this section revealed that many of the students do not always understand their feedback in writing (Mean: 3.47, SD: 0.898).

2. Grammarly evaluation

In this section, the students are served two statements. Through these statements, the researcher actually wants to find out about their perception on the usefulness and ease of the use of Grammarly as an online- proofreader in improving the EFL students' writing. The students are divided based on the gender (female and male). In the first statement (*The usefulness of grammarly*), there are available six scorings : 0 (*Very Useless*), 1 (*Useless*), 2 (*A Bit Useless*), 3 (*A Bit Useful*), 4 (*Useful*), and 5 (*Very Useful*). Moreover, the second statement (*The ease of use of grammarly*) also provides six answers : 0 (*Very Uneasy*), 1 (*Uneasy*), 2 (*A Bit Uneasy*), 3 (*A Bit Easy*), 4 (*Easy*), 5 (*Very Easy*).

Tabel 4. Female students' data about the usefulness and ease of the use of Grammarly

	N	Min	Max	Mean	Std.Deviation
The useful of Grammarly	112	0	5	4,01	0,954
The ease of use of Grammarly	112	0	5	3,87	1,027
Valid N (listwise)	112				

As seen from Table 4, the analysis of the first statement (*The usefulness of Grammarly*) revealed that female students thought that Grammarly is beneficial to

aid their writing. The average answer from the respondents proved the result is between a score of 4 (*Useful*) or a score of 5 (*Very Useful*) (Mean: 4.01, SD: 0.954). For the second statement analysis (*The ease of use of Grammarly*), the result showed that female students could easily use Grammarly for checking their writing. However, sometimes on average, female students gave a score of 3 (A bit easy) to 4 (Easy) (Mean: 3.87, SD: 1,027).

Tabel 5. Male students' data about the usefulness and ease of the use of Grammarly

	N	Min	Max	Mean	Std.Deviation
The useful of Grammarly	33	1	5	4,15	1,004
The ease of use of Grammarly	33	1	5	3.91	1,100
Valid N (listwise)	33				

Table 6. Total students' data about the usefulness and ease of use of Grammarly

	N	Min	Max	Mean	Std.Deviation
The useful of Grammarly	145	0	5	4,04	0,964
The ease of use of Grammarly	145	0	5	3.88	1,040
Valid N (listwise)	145				

Seen from Table 6. Two statements are delivered to the students (female and male) and asked to give their idea on the usefulness and ease to use of Grammarly with the rate 0-5. In terms of usefulness, the average of the statement (*The useful of grammarly*) showed that Grammarly is useful to aid their writing (Mean: 4,04 , SD: 0. 0,964). For the second statement (*The ease of use of grammarly*), the result showed that the students get the easy to use Grammarly for checking their writing (Mean: 3.88, SD: 1,040).

Students were also asked about their perception on the ways that Grammarly is helpful. There are four statements that students should express their level of agreement on each of them. The scoring for each variable consists of 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree).

Table 7. Female students' data about ways that Grammarly is helpful

	N	Min	Max	Mean	Std.Deviation
Grammarly gives detailed feedback	112	1	5	3,47	0,816
Grammarly makes helpful suggestions for improving my work	112	1	5	3,86	0,669
Grammarly gives good explanations about my errors	112	1	5	3,56	0,792
Grammarly has helped me understand grammar rules	112	1	5	3,56	0,857
Valid N (listwise)	112				

Table 7 revealed the results of female students' perception about ways that Grammarly is helpful. The result of the first statement showed that female students "agreed" or "neutral" that Grammarly provided detailed feedback (Mean: 3,47, SD: 0,816). Furthermore, the result of the second statement indicated that female students "agreed" or "neutral" that Grammarly created helpful suggestions to

improve their work (Mean: 3,86, SD: 0,669). Moreover, the result of the third statement revealed that female students “agreed” or “neutral” that Grammarly gave good explanations about their errors (Mean: 3,56, SD: 0,792). Finally, the result of the fourth statement concluded that female students “agreed” or “neutral” that Grammarly has helped them to understand grammar rules (Mean: 3,56, SD: 0,857).

Table 8. Male students’ data about ways that Grammarly is helpful

	N	Min	Max	Mean	Std.Deviation
Grammarly gives detailed feedback	33	1	5	3,48	0,755
Grammarly makes helpful suggestions for improving my work	33	2	5	3,79	0,740
Grammarly gives good explanations about my errors	33	2	4	3,48	0,566
Grammarly has helped me understand grammar rules	33	2	4	3,52	0,566
Valid N (listwise)	33				

Table 8 revealed the results of male students’ perception about ways that Grammarly is helpful. The result of the first statement showed that male students “agreed” or “neutral” that Grammarly provided detailed feedback (Mean: 3,48, SD: 0,755). Furthermore, the result of the second statement indicated that male students “agreed” or “neutral” that Grammarly created helpful suggestions to improve their work (Mean: 3,79, SD: 0,740). Moreover, the result of the third statement revealed that male students “agreed” or “neutral” that Grammarly gave good explanations about their errors (Mean: 3,48, SD: 0,566). Finally, the result of the fourth statement concluded that male students “agreed” or “neutral” that Grammarly has helped them to understand grammar rules (Mean: 3,52, SD: 0,566).

Table 9. Total students’ data about ways that Grammarly is helpful

	N	Min	Max	Mean	Std.Deviation
Grammarly gives detailed feedback	145	1	5	3,48	0,800
Grammarly makes helpful suggestions for improving my work	145	1	5	3,84	0,684
Grammarly gives good explanations about my errors	145	1	5	3,54	0,745
Grammarly has helped me understand grammar rules	145	1	5	3,55	0,799
Valid N (listwise)	145				

Table 9 revealed the total results of students’ perception about ways that Grammarly is helpful. The result of the first statement showed that students “agreed” or “neutral” that Grammarly provided detailed feedback (Mean: 3,48, SD: 0,800). Furthermore, the result of the second statement indicated that students “agreed” or “neutral” that Grammarly created helpful suggestions to improve their work (Mean: 3,84, SD: 0,684). Moreover, the result of the third statement revealed that students “agreed” or “neutral” that Grammarly gave good explanations about

their errors (Mean: 3,54, SD: 0,745). Finally, the result of the fourth statement concluded that students “agreed” or “neutral” that Grammarly has helped them to understand grammar rules (Mean: 3,55, SD: 0,799).

Students were also asked about their perception of the drawbacks of Grammarly. There are four statements that students should express their level of agreement on each of them. The scoring for each variable consists of 1 (Strongly Agree), 2 (Agree), 3 (Neutral), 4 (Disagree), and 5 (Strongly Disagree).

Table 10. Female students’ data about the drawbacks of Grammarly

	N	Min	Max	Mean	Std.Deviation
The feedback is not always helpful	112	1	5	3,26	0,878
I do not agree with some of the suggestions	112	1	5	3,07	0,927
I cannot understand the explanation	112	2	5	3,71	0,743
I have technical issues with Grammarly	112	1	5	3,57	0,908
Valid N (listwise)	112				

Table 10 revealed the results of female students’ perception about the drawbacks of Grammarly. The result of the first statement showed that female students “disagree” or “neutral”, it means that they feel that the feedback of Grammarly is helpful for them (Mean: 3,26, SD: 0,878). Furthermore, the result of the second statement indicated that female students “disagreed” or “neutral”, it means that they agree with some of the suggestions on Grammarly (Mean: 3,07, SD: 0,927). Moreover, the result of the third statement inferred that female students “disagree” or “neutral”, it means that they can understand with the explanations on Grammarly (Mean: 3,71, SD: 0,743). Finally, the result of the fourth statement concluded that female students “disagreed” or “neutral”, it means that they have no technical issues with Grammarly (Mean: 3,57, SD: 0,908).

Table 11. Male students’ data about the drawbacks of Grammarly

	N	Min	Max	Mean	Std.Deviation
The feedback is not always helpful	33	2	5	3,09	0,879
I do not agree with some of the suggestions	33	1	4	2,70	0,637
I cannot understand the explanation	33	2	4	3,24	0,751
I have technical issues with Grammarly	33	2	5	3,42	0,902
Valid N (listwise)	33				

Table 11 revealed the results of male students’ perception about the drawbacks of Grammarly. The result of the first statement showed that male students “disagree” or “neutral”, it means that they feel that the feedback of Grammarly is helpful for them (Mean: 3,09, SD: 0,879). Furthermore, the result of the second statement indicated that male students “agreed” or “neutral”, it means

that they do not agree with some of the suggestions on Grammarly (Mean: 2,70, SD: 0,637). Moreover, the result of the third statement inferred that male students “disagreed” or “neutral”, it means that they can understand with the explanations on Grammarly (Mean: 3,24, SD: 0,751). Finally, the result of the fourth statement concluded that male students “disagreed” or “neutral”, it means that they have no technical issues with Grammarly (Mean: 3,42, SD: 0,902).

Table 12. Total students’ data about the drawbacks of Grammarly

	N	Min	Max	Mean	Std.Deviation
The feedback is not always helpful	145	1	5	3,22	0,878
I do not agree with some of the suggestions	145	1	5	2,99	0,882
I cannot understand the explanation	145	2	5	3,60	0,767
I have technical issues with Grammarly	145	1	5	3,54	0,905
Valid N (listwise)	145				

Table 12 revealed the total results of students’ perception about the drawbacks of Grammarly. The result of the first statement showed that students “disagree” or “neutral”, it means that they feel that the feedback of Grammarly is helpful for them (Mean: 3,22, SD: 0,878). Furthermore, the result of the second statement indicated that students “agreed” or “neutral”, it means that they do not agree with some of the suggestions on Grammarly (Mean: 2,99, SD: 0,882). Moreover, the result of the third statement inferred that female students “disagree” or “neutral”, it means that they can understand with the explanations on Grammarly (Mean: 3,60, SD: 0,767). Finally, the result of the fourth statement concluded that female students “disagreed” or “neutral”, it means that they have no technical issues with Grammarly (Mean: 3,54, SD: 0,905).

3. The impact of Grammarly

In the last section of the survey, the students were asked to give their personal comments on Grammarly. It was considered as the impact of Grammarly on their own writing. Most of the comments agreed that Grammarly is very useful, helpful, and easy to use :

“Good apps. Very useful”

“Grammarly is helpful for me to help me correct my grammar in writing a sentence.”

“We can add it as an extension so it's easy to use, and helpful.”

Furthermore, some students are aware about Grammarly’s value when they used it:

“It is actually a good proofreader application, however, not all of the suggestions are correct”

“Grammarly helps me to improve my writing, but sometimes I’m not sure with the results and I still analyze the errors that grammarly says”

“Grammarly is very useful and it can be a powerful tool for students to help them in checking their grammatical errors. But sometimes it seems not accurate enough”

Surprisingly, there are some personal comments from the students about how Grammarly give the significant impact on their writing:

“It is good to improve my writing skills”

“I think, grammarly helps me a lot in my writing, especially to find grammar mistakes or recommendations for some good or appropriate words.”

“Grammarly is a useful tool which help me to overcome my insecurities about writing and grammar, so to be honest this tool is my hero:)”

In contrast, some students find the difficulties in using Grammarly free version:

“Grammarly is quite good. It helps me to correct my grammar. But sometimes, I don't really understand the feedback. Maybe because I just use the free version”

“As I experienced, I used the Free Version of Grammarly some time, but I didn't get what I expected as there were limitations which led me to buy the Paid Version”

“Grammarly actually has helped me a lot, but since I just use the 'free' one, the explanation is not that detailed”

Discussion

In terms of Grammarly's usefulness and its simplicity, most of the students believed that Grammarly is worthwhile, useful, and easy to use. The evidence of the usefulness of Grammarly can be seen from table 6 and 9. This result is in line with Cavaleri & Dianati (2016) previous study. Moreover, the simplicity of Grammarly is caused by its easiness to access. Students only need to log in and paste their writing to get quick feedback.

More than 50% of students also stated that Grammarly provided understandable explanations and helpful suggestions. The researcher concluded it from table 9 and 12. This finding is in line with Hakiki (2021) who found that most of the students agree that Grammarly explanation is easy to understand and provide helpful suggestions. However, we also would like to point out a student's opinion who stated that the suggestion of Grammarly is not very comprehensive. *“It is actually a good proofreader application, however, not all of the suggestions are correct”*.

The impact of Grammarly found that most of the students have experienced a positive impact on their writing. Students commented that *“I think, Grammarly helps me a lot in my writing, especially to find grammar mistakes or recommendations for some good or appropriate words”* and *“It is good to improve my writing skills”*. This finding in light with Karyuatry et al (2018) found that Grammarly was proven by the data analysis resulting in 32 (82%) out of 40 students gaining writing scores equal and higher than KKM. Therefore, the researcher highlighted that Grammarly successfully improves the students' writing quality. Furthermore, another positive impact of Grammarly on students' writing emerged from student's comment *“Grammarly is a useful tool which helps me to overcome my insecurities about writing and grammar, so to be honest this tool is my hero:)”*, with this positive feedback the future researcher can explore the correlation of automated written feedback with the students' psychological state in academic writing.

The researcher also found a students' difficulty when using a Grammarly free version. A student said "*Grammarly actually has helped me a lot, but since I just use the 'free' one, the explanation is not that detailed*". This statement occurred since the Grammarly free version only on spot imperfect grammar, misspelling, and punctuation errors. Therefore, this can be the gap for future researchers to explore the premium Grammarly.

Conclusion

It can be concluded that the free version of Grammarly in academic writing courses is useful and easy to use for both female and male students. Both female and male students also stated that the free version of Grammarly has impacted their writing positively and improved their understanding of grammar rules. It is considered an effective way for helping the students to get their writing feedback in an online class situation where teacher feedback and peer feedback do not come in handy. Whilst Grammarly is considered to be useful for the users, the suggestions provided by Grammarly should be considered carefully since the accuracy of AI cannot replace human ability. Research on Automated writing feedback especially on the free version of Grammarly is still rarely explored. Therefore, this research aimed to convey insightful information about students' perception of the usefulness of the free version of Grammarly.

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