

STUDENTS' PERCEPTIONS OF THE USE OF GRAMMARLY IN ENHANCING ACCURACY IN ACADEMIC WRITING

THESIS

Submitted to Fulfill Part of the Requirements for Obtaining a
Bachelor of Education Degree in English Education



By :

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THESIS PROJECT STATEMENT

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Judul : STUDENTS' PERCEPTIONS OF THE USE OF GRAMMARLY IN ENHANCING ACCURACY IN ACADEMIC WRITING

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Catatan khusus pembimbing:

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Dengan ini agar dapat digunakan semestinya.

Wassalamu'alaikum Wr. Wb.

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MOTTO

"Allah does not burden a soul beyond what it can bear."

(QS. Al-Baqarah 2:286)

"If you never bleed, you were never going to grow"

-Taylor Swift-

ABSTRACT

Title	Students' Perceptions of The Use of Grammarly in Enhancing Accuracy in Academic Writing
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This study investigates students' perceptions of the use of Grammarly in enhancing accuracy in academic writing, using the Unified Theory of Acceptance and Use of Technology (UTAUT) as the theoretical framework. This study used qualitative methods with a descriptive qualitative approach. The data collection techniques used interviews and observations of five students who actively used Grammarly in their academic writing activities. Data validity was obtained through source triangulation technique. The research findings show that in general students have a positive perception of Grammarly as a writing aid. Grammarly is seen as an effective, efficient, and adaptive application in supporting the academic writing process. In addition, Grammarly is considered to significantly contribute to improving students' grammar accuracy through real-time corrections accompanied by explanations, as well as encouraging higher linguistic awareness of grammatical errors. In conclusion, Grammarly is positively perceived and contributes significantly to improving students' grammatical accuracy in academic writing. The study recommends the integration of Grammarly in academic settings to support writing development and encourages future research to explore its long-term educational impact.

Keywords : *Academic Writing, Accuracy, Grammarly, Students Perceptions, and Unified Theory of Acceptance and Use of Technology (UTAUT)..*

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Finally, the author realizes that this thesis is far from perfect. Therefore, the author gladly accepts constructive suggestions to make his thesis better. The author hopes that this thesis can be useful for others.

Semarang, 17 June 2025

The researcher

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TABLE OF CONTENT

THESIS PROJECT STATEMENT	i
RATIFICATION.....	ii
ADVISOR NOTE.....	iii
THESIS GUIDANCE SCORE.....	iv
MOTTO	v
ABSTRACT.....	vi
ACKNOWLEDGE & DEDICATION	vii
TABLE OF CONTENT.....	xi
CHAPTER 1	1
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Reasons for Choosing the Topic	7
C. Research Questions	8
D. The Objective of the Research	9
E. Significance of the Study.....	9
F. Limitation of the Study.....	11
CHAPTER II.....	12
REVIEW OF RELATED LITERATURE.....	12
A. Review of Previous Research.....	12
B. Theoretical Review	21
1. UTAUT (Unified Theory of Acceptance and Use of Technology)	21
2. Students Perceptions	25

3. Grammarly	32
4. Accuracy	38
5. Academic Writing	40
CHAPTER III	46
RESEARCH METHODOLOGY	46
A. Research Design.....	46
B. Participants	47
C. Data Collection.....	48
D. Data Validity	50
E. Instrument.....	51
F. Method of Analyzing Data	51
CHAPTER IV.....	53
RESEARCH FINDING AND DISCUSSION	53
A. Findings of the Research.....	53
1. Students' Perceptions of Grammarly as a Tool to Improve Academic Writing Accuracy	54
2. The Use of Grammarly on Students' Grammar Accuracy	67
B. Discussion	76
a. Students' Perceptions of Grammarly as a Tool in Academic Writing	76
b. The Influence of Grammarly on Students' Grammar Accuracy	78
CHAPTER V	82
CONCLUSION AND SUGGESTION	82

A. Conclusion	82
B. Suggestion	83
BIBLIOGRAPHY	86
APPENDICES	1
Appendix 1. Letter of Supervisor Appointment.....	1
Appendix 3. Interview tanscript.....	8
Appendix 4. Observation Sheet	21
Appendix 4. Documentation	28
CURRICULUM VITAE.....	29

CHAPTER 1

INTRODUCTION

This chapter consists of background of the study, research question, objective of the study, significance of the study, the limitation of the study.

A. Background of The Study

Modern technology has developed rapidly in human life, and various kinds of technology have spread in various sectors, including education, especially in the teaching and learning process. Various applications and learning software have been developed to help students in the teaching and learning process. Technology has become very important for human life nowadays. The lives of students in schools and students in universities are greatly helped by technological advances. Therefore, education must be in line with technological advances and developments, because technological advances have been used to improve the quality of education (Putri et al., 2024). With the advent of technology, students can use various websites or applications to help correct their writing, such as by using grammar checkers, or automatic writing evaluation (Yurika & Farahdiba, 2023). One technological development that has attracted attention is the emergence

of artificial intelligence (AI)-based writing aids. There are various grammar checker apps, such as Grammarly, Ginger, quillbot, AI Grammar Checker, hemingway App, etc. One of the increasingly popular tools is Grammarly.

Grammarly is known as an application that is able to detect and correct grammar, spelling, and sentence structure errors with a high level of accuracy. Grammarly is software designed to help users correct grammar and writing style errors. This tool offers a variety of features that can help users improve the quality of their writing, from grammar checking to writing style improvement suggestions (Fitriana & Nurazni, 2022). Grammarly is software or part of a software program that helps verify that text has been written correctly.

In addition, the grammar checker is used to find errors and other grammatical mistakes. Grammar rules and natural language processing are how it works (Hadiat, 2022). According to Fitria (2021) Grammarly is the most popular grammar checker in the world and one of the best for English grammar. It is said so because Grammarly offers a variety of advanced features, such as grammar correction, word selection, and plagiarism detection. Grammarly focuses on improving the sentences written,

one of which is through the tone detector feature, which helps students adjust the intonation of writing according to a specific purpose, such as a formal style for business or a touch of humor in fiction (Merby, 2014). In this case, students can adjust the writing intonation of standard and formal language styles in writing their academic writing. The platform allows students to evaluate their writing skills in standardized English, thus helping them become more thorough and skillful in their writing.

Grammarly has the potential to be an effective tool for improving the accuracy of students' academic writing. Its easy-to-use and comprehensive auto-correction features make Grammarly a top choice for students who want to improve the quality of their academic writing. Among UIN Walisongo students, especially English Education majors, Grammarly has become a commonly used tool in writing academic assignments, whether essays, reports, or theses.

According to Fahmi & Rachmijati (2021) writing is a very important skill, because writing is a way to express what we think and feel indirectly. In addition, writing is also the ability to put ideas, ideas, opinions, and feelings in writing. It can be said that writing is a process of creating or expressing and conveying ideas, thoughts, and feelings

through complex writing. Writing is also an indirect communication tool to express thoughts and feelings. Meanwhile, according to Sulistyowati (2021) Writing not only plays an important role in the academic life of students, but also has a basic purpose that provides opportunities for students to express ideas, encourage interaction, make logical and persuasive arguments.

Academic writing is a means to train students to explore a topic that is interesting and in accordance with their interests and study program. Students learning English as a foreign language (EFL) often face challenges in producing accurate academic writing. Unlike native English speakers, EFL students must understand complex grammar rules, academic vocabulary, and appropriate sentence structures (Dewi, 2022). EFL students are expected to apply good sentence logic, flow of ideas, coherence, cohesion and grammar in academic writing. In academic writing they are also expected to focus on grammatical perfection, as the use of correct grammar can affect the reader's understanding.

Many EFL students experience problems in writing including the use of correct grammar. EFL students cannot escape from writing assignments such as papers, articles,

essays, and so on. All students try their best to write what they can (Yurika & Farahdiba, 2023).

In academic writing, students have the freedom to choose topics, express their own ideas, and choose readers who are interested in the ideas they have in mind. Academic writing requires students to be able to convey complex ideas clearly, logically, and accurately. However, students are also required to comply with the rules that have been made, for example, in the systematics of writing a paper must be gradual from the preface to the bibliography. In addition, it should also be noted that academic writing requires the use of precise and accurate language and is structured with clear organization and careful planning (Ahmed & Ahmed, 2022). Academic writing must follow certain standards, such as using formal, clear, and objective language.

In addition, academic writing must be well-structured, planned, and responsible in conveying information accurately. Students must be able to develop ideas and organize their writing into logically interconnected paragraphs. Students usually face difficulties in writing because they do not know where grammatical errors lie or how to organize them. If they do

not know the grammar of their writing, they will not be able to correct their mistakes so that it will affect their work (Siti, 2023).

Good writing ability is one of the essential skills that must be possessed by students, especially for students who are in the English Education department. However, not a few students experience problems in writing academic writing with proper grammar. Errors in sentence structure, spelling, and grammar often become obstacles in producing writing that meets academic standards. Therefore, students need tools that can help them improve the accuracy of their academic writing. Among students especially 8th semesters students majoring in English Education at UIN Walisongo Semarang, Grammarly has become a commonly used tool in writing academic assignments, whether essays, reports, or theses.

This study is specifically aimed at 8th semester students majoring in English Education because they have received various courses that demand more complex academic writing skills, such as academic writing, research methodology, and thesis writing. In addition, as final year students, they are in the process of completing their thesis which requires them to write in English with a high level

of accuracy. Therefore, they become a relevant group to research in understanding how Grammarly helps them in improving the quality of academic writing.

Despite the widespread use of Grammarly, there are still few studies that address students' perceptions of Grammarly's effectiveness in improving their writing accuracy. Therefore, this study aims to explore how university students perceive the use of Grammarly as a tool in academic writing, as well as the extent to which Grammarly helps them in overcoming grammar-related obstacles.

B. Reasons for Choosing The Topic

In today's academic landscape, strong writing skills are essential for success. Clear and accurate writing is essential for effective communication, critical thinking, and academic achievement. Many students struggle with aspects of academic writing, such as grammar, punctuation, and clarity. This research directly addresses a real-world need by investigating potential solutions to this challenge. The emergence of AI-powered tools such as Grammarly has revolutionized the way students approach writing. Understanding students' perceptions of these tools is crucial for their effective integration in education.

Findings from this study can inform educators on how to effectively integrate AI-powered writing tools into their teaching practices. The research can provide valuable feedback to the developers of Grammarly and other writing aids, allowing them to improve their products based on user needs and perceptions. By understanding students' perceptions and experiences, teachers can better support students in using Grammarly effectively to improve their writing.

This research provides an opportunity to explore the complex interactions between humans (students) and technology (Grammarly) in a learning context. It contributes to the growing body of research on the impact of artificial intelligence on education and learning.

C. Research Questions

Based on the research background above, the research questions are:

1. How do students perceive Grammarly as a tool to improve their academic writing accuracy?
2. How can Grammarly enhance their grammar in academic writing?

D. The Objective of The Research

Based on the research questions above, the objectives of this study are:

1. To describe students' perceptions of Grammarly as a tool to improve academic writing accuracy, focusing on its usefulness, effectiveness, and impact on their confidence and writing skills
2. To analyze how Grammarly can enhance students' ability to improve their grammar accuracy in academic writing.

E. Significance of The Study

By using this research, there are some significances to the Readers, English teachers, students, and other researchers.

1. Theoretical Significance

This research provides insight into how the tool affects students' cognitive processes, error-correcting habits, and overall learning strategies by exploring how students perceive and interact with Grammarly's feedback. In addition, this research can contribute to autonomous learning theory by analyzing whether Grammarly encourages self-directed learning and self-correction, key components in developing proficiency in academic writing. As such, this research deepens our

understanding of the interaction between technology and language learning, specifically on how technology can assist learners in meeting academic writing standards.

2. Practical Significance

Practically, this research has direct implications for students, educators, and academic institutions. For students, understanding how to use Grammarly effectively can improve their writing accuracy, making them more confident and proficient writers. This research can provide practical recommendations on how students can use feedback from Grammarly to improve their grammar knowledge and avoid over-reliance on automated tools.

For teachers, the findings can inform strategies for integrating Grammarly into the academic writing curriculum. This study can provide insights into how educators can guide students in using Grammarly as a tool, emphasizing its role in learning, not just as a correction tool. In addition, understanding students' challenges and benefits in using Grammarly can help educators design feedback that complements digital tools, thus enabling a more comprehensive approach to writing instruction.

For academic institutions, this research can support the development of policies and best practices for incorporating digital feedback tools into academic programs. By understanding how Grammarly impacts writing accuracy, institutions can make informed decisions about which tools to recommend or include in writing centers, ensuring students have access to resources that foster their academic development.

F. Limitation of The Study

In this study, the researcher focused on the perceived effectiveness of English Education Department students of UIN Walisongo Semarang on the use of grammarly as a tool to enhance student accuracy in academic writing. This research is limited to students' perceptions of Grammarly among students majoring in English Education at UIN Walisongo Semarang in academic year 2024/2025.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses the previous research and theoretical review of this research.

A. Review of Previous Research

The literature review is used to provide a comparison against existing research, both on the excess or shortage that existed before. In compiling this study, researchers considered several relevant previous studies to support this research. There are some previous studies from international research where it is appropriate with this study, they are:

First, research conducted by Yunita (2020) entitled "The Influence of Grammarly on Students' Grammar in Academic Writing: Students' View". The purpose of this study was to determine the influence of Grammarly on students' grammar in academic writing. The results show that the students believe that the use of proper grammar is essential to effectively communicate information in their writing. Choosing and using proper grammar in academic writing proved to be a challenge for the students. Grammarly allows students to assist students in crafting correct grammar. In addition, Grammarly also has a feature to provide suggestions and explanations on students'

mistakes, so that they can recognize their mistakes and learn from them. However, Grammarly cannot be relied upon as one of the developments in learning technology because technology also has limitations in its use.

The similarity between this study and the researcher's research is that they both discuss student perceptions of the use of grammarly in improving grammatical accuracy in academic writing. This study shows that students perceive grammarly as an effective tool to overcome grammar problems and help them learn from their mistakes, which is in line with the researcher's study.

In addition, this study also highlighted the importance of guidance from teachers in using Grammarly to maximize its benefits. The difference is that this study emphasizes more on the effect of Grammarly on students' grammar in academic writing in general, as well as how students perceive the effectiveness of the tool in helping them. Meanwhile, this study is more specific to students' perceptions of using Grammarly as a tool to improve accuracy in academic writing, which may include broader aspects such as personal experience and context of use.

Similarly, research conducted by Aidil T. M. (2021) entitled "Exploring Students' Perception On The Effectiveness Of "Grammarly Software" In Academic

Writing". The purpose of this study was to investigate how students feel about Grammarly software and the different aspects of academic writing that Grammarly can improve. The results showed that the students agreed that Grammarly was very effective in academic writing, as Grammarly could proofread their academic writing.

From the results of student interviews, it can be concluded that other benefits of Grammarly are free accessibility, auto-correction, and useful feedback. The first is free accessibility. Grammarly has 2 categories, namely free and premium. Even so, to access Grammarly, we only need a connection or wifi and it is easily accessible via smartphones as well as laptops and PCs. That way students can already check and study their writing just by submitting their writing on the Grammarly page. The second is automatic correction. Of the several features provided by Grammarly, the correction feature is a unique feature. In determining errors, Grammarly color-codes and underlines errors in students' writing, so they are expected to know where their mistakes are.

In addition, grammarly also provides explanations for students' writing, such as regarding the wrong pattern for what they have written so that it is very clear for students to

understand. The participants also agreed that grammarly is practical and recommended this software for use in colleges.

Furthermore, research conducted by Oktaviani et al. (2022) entitled “Students’ Perception Towards The Use Of Grammarly In English Writing Skill Of Fourth Semester English Education Department At Uinsi Samarinda In The Academic Year 2021/2022”. This study aims to find out how English Education Department students feel about using Grammarly, an online grammar checker, to improve their writing skills, as well as the advantages and disadvantages of using it.

According to the research findings, the students were in favor of using Grammarly in writing skills. Grammarly offers direct and indirect feedback, and its materials cover grammar-related topics such as grammar, spelling, punctuation, and style. Grammarly also helps students in identifying grammatical errors.

The benefits of Grammarly as an online grammar checker include time savings, easy-to-understand critiques, and straightforward features. Grammarly also has excellent features, namely the spelling feature to check for ambiguous or misspelled words, the punctuation feature to check for punctuation errors, and the style feature to check for improper and wordy writing formats. However,

Grammarly's drawbacks are its inability to identify the tenses students are using at a moment or within a paragraph and the necessity for students to pay to use all Grammarly features.

This study is relevant to the researcher's study because it discusses students' perceptions of using Grammarly, including the advantages and disadvantages of the tool in the writing process. This research shows that students have positive perceptions of Grammarly, such as its ease of access and comprehensive features, which can increase their confidence and motivation in writing. In addition, this document also notes that although Grammarly helps in correcting errors, there is some inaccurate feedback, which suggests the need for further understanding of how students use this tool to improve accuracy in academic writing.

The similarity between this study and the researcher's study is that both studies focused on students' perceptions of using Grammarly in academic writing. Both explored how students rated this tool in helping them write more accurately. The difference is that the researcher's study emphasized improving accuracy in academic writing, whereas this study was more general in discussing students' positive and negative perceptions of Grammarly without a specific focus on accuracy.

In addition research conducted by Komara & Putra (2024) entitled “Students’ Perception Of Using Grammarly Website To Support Their English Writing Skill”. This study involving 100 EFL students in the Greater Jakarta area assessed their perceptions of the Grammarly website as a tool to improve English writing skills.

The results showed generally positive perceptions, with the majority of students agreeing with its effectiveness. The study identified three main areas of perception: ease of use, motivation and satisfaction, and English writing competence. The findings show that Grammarly is easy to use, increases motivation, and significantly helps in improving writing skills, making it a recommended resource for students who want to improve their English writing skills.

This study is relevant to the researcher's research because both discuss students' perceptions of the use of Grammarly in improving English writing skills. The results of this study showed that students had a positive view of Grammarly with the majority of students feeling that the use of Grammarly improved their English writing competence. In addition, the study also highlighted the ease of use of

Grammarly and how the features provided assisted students in correcting grammar, spelling, and punctuation errors, all of which contribute to accuracy in academic writing.

Both studies focused on students' perceptions of using Grammarly as a tool to improve their writing. Both showed that students felt that Grammarly helped them in writing better. In addition, this study and the researcher's study also share a common goal, which is to explore how Grammarly can support students in improving the accuracy and quality of their academic writing.

Other than, research conducted by Andi (2022) entitled "Students' Perception In The Use Of The Grammarly Application On Their Writing". This study aims to determine students' perceptions of using the Grammarly application in their writing and the advantages and disadvantages of the Grammarly application for the writing of English Education Study Program students.

Based on the results found by the researcher, the majority of students have a positive perception of using this grammar application. This was reinforced by the interview results where the respondents felt many benefits after using the grammar app, such as making it easier to correct grammar, spelling, punctuation, and style errors,

streamlining time, and the correction suggestions from the app were easy to understand and comprehend.

On the other hand a minority of students viewed negatively using this app. This is because it requires smooth network access and extensive storage capacity to use the app. The findings show that the advantages of the Grammarly app for student writing are that it makes it easy to correct grammar, spelling, punctuation, and style errors, shortens time, and suggested corrections from the app are easy to understand and comprehend. While the disadvantages of this application when used are that it requires smooth network access and large storage capacity to use this application.

Similarly, research conducted by Hadiat (2022) entitled “The Use Of Grammarly To Enhance Students' Accuracy In Writing Descriptive”. The purpose of this study is to find out the use of Grammarly to improve students' skills in writing descriptive text and to find out students' perceptions of the application of Grammarly to improve the accuracy of descriptive text writing.

The results showed that the use of Grammarly can improve the accuracy of descriptive text writing. The results also show that most students give positive perceptions of the use of Grammarly in descriptive text writing because

Grammarly can motivate students to improve their writing skills, make it easier for them to find errors in text writing, avoid plagiarism, be more thorough when writing errors occur, and they are more confident when writing text using Grammarly. Finally, future researchers are expected to conduct quantitative research on the same topic to enrich this study.

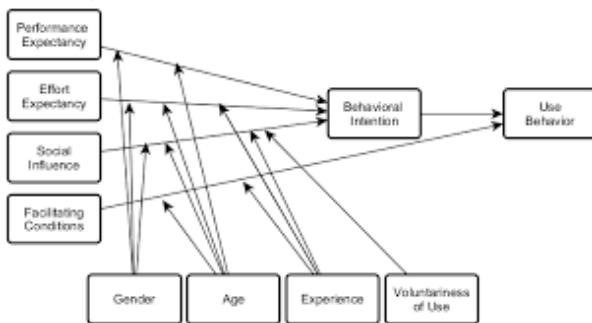
On the other hand, research conducted by Nurul & Hakiki (2021) entitled “EFL Students’ Perception of the Use of Grammarly Application in Writing Class”. The results show that students see that Grammarly is useful in English essay writing because it is easy to use, has useful suggestions, easy-to-understand explanations, good grammatical accuracy, and faster corrections.

In addition, the use of Grammarly helps students improve their writing skills and their confidence in writing, especially in essay writing. They can also learn more English grammar rules by using Grammarly. After using Grammarly when they write essays, students also believe that using Grammarly is a good way to write English essays. Although they only used the free version of Grammarly, most students agreed that the program was very helpful for those learning English in writing. It can be concluded that

most students think that Grammarly is indeed useful to support EFL students in essay writing.

B. Theoretical Review

1. UTAUT (Unified Theory of Acceptance and Use of Technology)



Picture 1.1
UTAUT (Unified Theory of Acceptance and Use of Technology)

UTAUT (Unified Theory of Acceptance and Use of Technology) is a theory developed by Venkatesh et al. (2003) to explain the main factors that influence a person in accepting and using technology. Based on Momani (2020), The theoretical model of UTAUT suggests that the actual use of technology is determined by behavioural intention. Actual use of technology refers to whether a person actually uses the technology in practice, for example, whether students actually use Grammarly to write

academic assignments. Behavioural intention is one's intention to use the technology like how much one desires or plans to use it. In UTAUT theory, actual behavior (e.g. using Grammarly) does not just happen, but is preceded by intention. If someone has a strong intention, then it is likely that they will actually use the technology.

UTAUT serves as a comprehensive model to examine users' acceptance of technological tools across various fields, including education. In the context of language learning, especially English as a foreign or second language, technological tools such as grammar checkers, writing aids, and learning platforms have become increasingly prevalent. The relevance of UTAUT in this context lies in its ability to explain the factors that influence students' willingness and behavior in adopting these technologies.

Language learning is a process that often involves the development of multiple skills, including grammar, vocabulary, writing, and speaking. With the integration of digital tools such as Grammarly, learners are exposed to technology-enhanced learning environments that offer immediate feedback, correction, and assistance. UTAUT provides a theoretical lens to analyze how students

perceive and respond to these tools by exploring four core constructs: performance expectancy, effort expectancy, social influence, and facilitating conditions.

1.1 Performance Expectancy (PE)

Performance Expectancy (PE) Refers to the degree to which an individual believes that using a particular technology will help improve their performance. In the context of this study, it relates to students' perceptions that Grammarly assists them in producing better academic writing by identifying and correcting grammar errors, thereby enhancing the overall quality of their work.

1.2 Effort Expectancy (EE)

Effort Expectancy (EE) describes how easy the technology is to use. Grammarly is widely regarded as a user-friendly application with a simple interface and real-time grammar feedback. For students, the ease of use encourages more frequent and confident use, especially for those who may not have advanced proficiency in English grammar.

1.3 Social Influence (SI)

Social Influence (SI) pertains to the extent to which individuals perceive that others such as peers,

lecturers, or academic institutions expect them to use a particular technology. In this research, students may feel motivated to use Grammarly due to encouragement from lecturers, recommendations from friends, or institutional emphasis on the importance of grammar accuracy in academic writing.

1.4 Facilitating Condiitions (FC)

Facilitating Conditions (FC) involve the availability of resources and support necessary to use the technology. Students' access to digital devices, stable internet, and basic technological skills plays a significant role in their ability to use Grammarly effectively. If these conditions are in place, students are more likely to adopt and benefit from the application.

In the context of this research, Grammarly as a technology-based academic writing aid is analyzed through the UTAUT approach to determine the extent to which students accept and use Grammarly in improving their grammar accuracy. Each component of UTAUT is used as a lens to understand students' perceptions of the benefits, ease of use, social influence, and availability of facilities in using Grammarly.

2. Students Perceptions

a. Definition

Perception is a way of thinking for students to respond to what they have done and learned (Ansow et al., 2022). Perceptions here can be in the form of recommendations or arguments about something, whether they agree with what they have done and learned or even disagree because it has a bad impact in the future. According to Oktaviani et al. (2022) Perception refers to the way a person views, thinks about, and imagines something based on their personal point of view. In addition, perception is also defined as the process by which individuals capture and understand an object or situation through senses such as sight, hearing, and other senses. Muyassar (2023) in his thesis also argues that perception is a student's personal view of what he is learning and the methods he uses to approach it during the learning process. The method in question can include the way students learn, such as reading, taking notes, discussing, or using other learning aids.

Perception is related to the five senses, because perception can occur after the object sees, hears, or feels something and then interprets it (Ansow et al.,

2022). Perception is not just receiving information from the five senses, but also involves processing the information in the brain. Not only seeing, hearing, or feeling something, but also giving meaning to what is experienced. In the context of language teaching and learning, perception refers to an individual's desires and the process of understanding and acquiring information about the surrounding environment (Thao, 2024). In an educational context, perception plays an important role in determining attitudes, motivation and adoption of a technology or learning method. This process can also occur in the way students perceive classroom learning, which results in perception. Everyone's perception is different. No one has the same perception.

1) Types of Perceptions

According to Susan (2011), there are 2 categories of perception, namely positive perception and negative perception.

a) Positive perception

Positive perception is a person's understanding, view or assessment of something in depth by looking at the good side. Positive perception occurs if the object of perception is in

accordance with knowledge, otherwise if the object of perception is not in accordance with knowledge it will lead to negative perception. In the context of learning, positive perception means that students perceive a learning tool or strategy as something useful, effective, and supportive of their learning process.

b) Negative perception

Negative perception is an unfavorable view or assessment of something. For example, in the context of learning, students who have a negative perception of a learning tool or strategy may avoid using it or only use it occasionally, because they feel it does not make a significant contribution to their learning development.

b. Factors that influence perception

A person's perception is formed from their personal experience when observing an object. Individual desires also play a role in shaping the way they view the object. In addition, perception is also influenced by the learning process and individual character or personality. Because each person undergoes a different learning process, their

personality will also be different, so the way they interpret or perceive the same object can vary (Surya Ardhy Andi, 2022).

According to Toha (2015) perception is caused by two factors, namely internal factors and external factors. Internal factors include individual attitudes & personality, feelings, expectations, attention, physical condition, interest, motivation.

- 1) Attitudes: A person's view or tendency towards something, whether he judges something positively or negatively, affects his perception.
- 2) Personalities: A person's innate character or traits, such as whether he is optimistic, shy, open, and so on, will shape the way he perceives his surroundings.
- 3) Feelings: Current emotions, such as being happy, sad, angry or scared, can affect how a person perceives and assesses a situation.
- 4) Expectations: What a person expects can shape perceptions, for example if a person

expects a good outcome, they tend to see things more positively.

- 5) Attention: An individual's focus on an object will determine how well they perceive information from that object.
- 6) Physical condition: Physical health or fatigue can affect perception; for example, someone who is sick may be more likely to feel distracted or negative.
- 7) Interest: Things that a person is interested in will more easily attract their attention and shape their perception of the information.
- 8) Motivation: The drive or reason behind a person's actions will affect how they see and respond to something.

Meanwhile, external factors include the acquisition of information results, knowledge & needs around, family background, and new & familiar things. External factors are influences from outside the individual that contribute to shaping one's perception. These include experiences and the surrounding environment, such as:

- 1) Acquisition of information results : Information obtained by a person, whether from reading, listening, or direct experience, will affect his perception.
- 2) Knowledge & needs around : The knowledge a person has and the needs they feel will shape the way they perceive things. For example, someone who needs a job will be more sensitive to job vacancies.
- 3) Family background: The family environment and upbringing received from childhood shape the way a person perceives the world.
- 4) New & familiar things: Experiences with new or familiar things will affect how one assesses a situation-new things may arouse curiosity or conversely, fear, while familiar things provide a sense of security.

Meanwhile, according to Robbins (2023), perception is influenced by :

- 1) Perception Actors.

Perception actors are individuals who carry out the perception process. Personal

factors such as a person's past experiences, needs, motivations, attitudes, and background affect how he perceives an object or event.

2) Target of Perception.

The target of perception is the object, person, or situation that is the focus of the perception itself. Target characteristics, such as clarity, complexity, or uniqueness, can affect how the target is perceived.

3) Situation

Situation refers to the context or environment in which the perception process occurs. Physical, social, or even time-specific environments can affect one's perception.

In language learning, especially for English as a Foreign Language (EFL) students, their perception of a learning tool or strategy can affect its effectiveness. This is because perception reflects how students perceive a tool to help them achieve their learning goals. If students have a positive perception of a tool, they tend to be more motivated, confident and

consistent in using it. Conversely, if they have a negative perception, they may avoid or be reluctant to use the tool, despite the fact that it can provide significant benefits.

3. Grammarly

a. Definition

In this day and age, many digital platforms provide tools to help correct grammar or writing errors. One software that is often used by students majoring in English is Grammarly. Because Grammarly is a writing tool that can check writing errors in grammar, word usage, punctuation, spelling, and language style. Even grammarly also provides suggestions for writing errors, so that it becomes better and easier to understand (Fitriana & Nurazni, 2022).

Grammarly is a computer-based technology for identifying grammatical accuracy in writing invented by Maz Lytvyn and Alex Shevchenk in 2009. Grammarly is a software or part of a software program that helps verify that the text has been written correctly. In addition, grammar checkers are used to find errors and other grammatical errors. According to Hadiat

(2022), Grammarly is a grammar and spelling checker application that provides grammar checking features, spelling detection, and tools to check plagiarism. This application can be accessed online through devices such as smartphones, PCs, or laptops, and can be used directly through a web browser, desktop application, or integrated with Microsoft Office Word.

Grammarly basically works to spell-check text and ensure that no typos appear out of context. This application helps control and maintain the quality of writing so that it still looks correct and according to the rules. Apart from detecting errors in writing, Grammarly also provides plagiarism checking services for free. This application is able to identify similarities or similarities in content with other online sources, so it is very effective to use to check the authenticity of writing, especially in an academic context (Masri, 2021).

b. Grammarly features

According to Fitria (2021) Grammarly is the most popular grammar checker in the world and one of the best for English grammar. It is said so because Grammarly offers a variety of advanced features, such as grammar correction, word selection, and plagiarism detection. Iriani et al. (2024) also argue that Grammarly is becoming a popular tool among students in higher education because they strive to improve their academic quality, namely with the features provided by Grammarly. One of them is providing feedback in real time so that it allows students to correct directly and learn from these mistakes. To access it is easy, which is only by using a laptop or cellphone in the form of a web and application.

According to Ummah (2022) Grammarly provides free and premium versions. The free version of Grammarly comes with certain features. While the premium version provides additional features such as verbose sentence analysis, punctuation in complex sentences and compound sentences, and passive sentences. Fitria (2021) also argues that the free version of

Grammarly provides access to a number of features that focus on three aspects, namely spelling, grammar, and punctuation. While the paid version of grammarly charges users a fee, it also offers asks to all features and some advanced features. In addition, Yurika & Farahdiba (2023) argue that the free version of Grammarly only offers features such as spelling errors, imperfect grammar, and punctuation errors. While the premium version has additional features such as plagiarism detection, citation suggestions, and vocabulary enhancement. Iriani et al. (2024) in their research concluded that Grammarly is very useful as a tool to ensure that grammar and spelling are in accordance with established grammar rules, so that it can help overcome grammatical errors. In addition, this application offers recommendations for improving writing style, tone, and word choice, as well as additional vocabulary to improve expression.

c. Grammarly Advantages and Disadvantages

Based on research conducted by Sofyan et

al. (2023) that Grammarly has several advantages, including:

- 1) Grammarly is accurate in identifying problems such as spaces, spelling, capitalization, and punctuation.
- 2) Grammarly is very concerned about wordy diction.
- 3) Grammarly works well with a wide variety of English language styles.
- 4) Grammarly provides its users with a personal dictionary, which allows them to set up their personal grammar checker as they wish.
- 5) Grammarly provides feedback accompanied by explanations, suggestions, and feedback. Finally, Grammarly is easily accessible on any platform.

However, Grammarly's weaknesses are :

- 1) Inconsistent error detection

Grammarly sometimes only recognizes errors in one sentence, even though the errors

are the same. This can leave users confused.

Example:

Sentence 1: "She doesn't like pizza."

Corrected to "She doesn't like pizza."

Sentence 2: "He don't know the answer."

→ Not corrected.

2) Misleading Advice

Grammarly's advice can be misleading if it gives the wrong choice. This is dangerous for learners who are new to grammar.

Example:

Sentence: "He gave me an advice."

Grammarly suggests: "He gave me advice."
(correct)

But sometimes it is suggested "He gave me an advice." (wrong)

3) Limited free version

Users of the free version can only access some features like spelling, grammar, and punctuation. But features like clarity, tone, style, and plagiarism checker are only available in premium version.

4) Incorrect detection of names or absorbed words

Uncommon names are considered misspelled, but they are not. Example :

Sentence: “I met Khairunnisa at the event.”

Grammarly suggests changing “Khairunnisa” to ‘Khristina’ or “Karina”.

5) Less educative explanations

Grammarly often suggests improvements, but doesn't always explain why something is wrong. The user didn't know why, so they correct without really learning the grammar. Example :

Sentence : “This is more better than the last one”

Grammarly suggests : change it to “This better than last one”. However, grammarly only labels it as “comparative adjective issue” without explanation why “more better” is wrong.

4. Accuracy

Accuracy is the ability to use language with correct grammar in language learning or teaching which aims to improve better communication in students (Ahangari & Barghi, 2012). Quoting from

the Cambridge dictionary, precision means the fact of being precise or correct, the ability to do something without making mistakes. Precision is an important aspect in any research, including research evaluating the effectiveness of writing aids such as Grammarly. In this case, precision refers to the accuracy or truthfulness of information, data, and results. Where the information is in accordance with existing facts and free from errors. Accuracy covers various aspects, such as the use of correct data and facts, accuracy in citing sources and avoiding plagiarism, so it can be said that accuracy is the key to the credibility of an academic writing.

Accuracy in the context of academic writing refers to the accuracy of using grammar rules, vocabulary, punctuation, and sentence structure in accordance with applicable language rules. According to C.Richards (2011), accuracy is the extent to which a text is free from linguistic errors and conforms to the linguistic norms that apply in the target language. In academic writing, accuracy is very important because it is a measure of the quality and credibility of a writing. Ken (2015) explains that accuracy is also closely related to the

editing and revision process in academic writing. Many learners, especially EFL students, are often unable to identify the mistakes they make during the writing process. Therefore, the process of editing and providing feedback is key to improving the accuracy of writing. In this context, technology such as Grammarly becomes an effective tool in detecting and correcting linguistic errors that occur in texts.

In academic writing, accuracy is very important because academic writing aims to convey valid and demonstrable information. Accuracy in this study focuses on the accuracy of students' writing in terms of grammar when writing academic papers. Accuracy is a crucial aspect in any research, including research that evaluates the effectiveness of writing aids such as Grammarly.

5. Academic Writing

a. Definition

Academic writing is a type of writing used in educational and research contexts, which is characterized by a formal, objective, and well-organized structure. According to Stephen (2018),

academic writing is an important skill that requires writers to convey their ideas clearly, logically, and with the support of relevant evidence. Academic writing also requires writers to follow certain conventions such as proper language use, formal writing style, and the ability to cite and reference sources accurately (Ken, 2015). This is important because academic writing does not only aim to inform, but also to convince and build arguments based on scientific data or findings.

In academic writing, critical thinking skills are very important because writers are not only expected to convey information, but also analyze, evaluate, and synthesize various sources or data. Critical thinking helps writers to build strong and convincing arguments, supported by relevant and logical evidence.

In addition, academic writers must also be able to organize ideas systematically and coherently, so that readers can easily follow the flow of thought and understand the conclusions drawn. Therefore, academic writing is not just about correct grammar, but also about how to present findings or ideas in a structured manner,

from the introduction, to the body, to the conclusion, all of which are organized with strong and cohesive logic.

One of the biggest challenges EFL students face in academic writing is finding sources, avoiding plagiarism, making sure every sentence and paragraph is connected, and using academic vocabulary. To deal with these challenges, they can be overcome by using tools. There are many tools such as word processing software that come with features to check grammar and plagiarism. One of them is Grammarly.

b. Types of academic writing

1) Book

An academic book is a scientific paper that contains a comprehensive discussion of a particular field of study or topic. They are usually written by experts or researchers for educational purposes and academic reference. Academic books can contain theories, literature reviews, research results, and practical guides designed to support the

learning process or further research (Stephen, 2018).

2) Essay

An essay is a short piece of writing that aims to develop the author's argument, opinion, or analysis on a particular issue or topic. In an academic context, essays train students to think critically and organize ideas in a logical and structured manner.

3) Paper

Papers are scientific works that are usually written as assignments for lectures or seminars. Papers contain in-depth studies related to certain topics, which are compiled based on data, theories, and analysis of the author. Papers require strong references from academic sources.

4) Research Report

A research report is a formal document that presents the results of scientific research systematically, starting from the background, research methods, results, to conclusions. The

aim is to inform the academic community or related parties of the research findings.

5) Journal Article

A journal article is a scientific paper published in an academic journal. This article contains the results of the latest research or studies relevant to a particular field of study. Journal articles usually go through a peer-review process before being published. Journal articles often include the latest research results, theoretical discussions, and critical reviews of previous works. In addition, academic journals also often contain empirical findings obtained from direct observation or experimentation.

6) Thesis & Dissertation

Theses and dissertations are scientific papers written by students as a final requirement to obtain a bachelor's, master's, or doctoral degree. Thesis is usually written for undergraduate or graduate level, while dissertation is for doctoral level. Both contain original research that includes problem identification, theoretical basis,

methodology, data analysis, and conclusions and recommendations.

The most important things of a good academic writing according to Ahmed & Ahmed (2022) are as follows :

- 1) Complexity (written language is relatively more complex than spoken language).
- 2) Formality (the language used in academic writing must be standardized, formal, not using everyday language or slang).
- 3) Precision (must match the facts).
- 4) Objectivity (the language written is objective and not personalized).
- 5) Explicitness (being explicit about the relationship in the text).
- 6) Accuracy (using accurate vocabulary).
- 7) Responsibility (must be responsible and able to provide evidence and justification for any claims made).
- 8) Planning (well planned in accordance with certain goals and plans that have been made

CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates on the design of the research methodology. It discusses the detail of the research design, participants, technique of data collection, and data analysis. Each of them is discussed in detail below.

A. Research Design

In line with the purpose of this study, which is to describe and understand students' perceptions of the use of Grammarly in improving the accuracy of their academic writing, the appropriate method for this study is to use a descriptive qualitative approach. Qualitative research is interested in people's beliefs, experiences, and perspectives, so it focuses on how people interpret and give meaning to one's experiences to understand social reality (Mohajan, 2018).

The purpose of qualitative research is to provide a complete summary of everyday events experienced by individuals or groups of individuals (Lambert,et al. 2020). Based on Mohajan (2018) Qualitative research aims to describe and understand problems or phenomena from the perspective of the individual or population being studied. This study employs qualitative methods by utilizing semi-structured interviews and observations as instruments for

data collection. This method allows researchers to collect comprehensive and in-depth data regarding students' perceptions and experiences in using Grammarly in academic writing.

B. Participants

Participants in this study were students who had used Grammarly for their academic writing, specifically 8th semester students majoring in English education at UIN Walisongo Semarang. Purposive sampling will be used to ensure that respondents have relevant experience with the use of Grammarly. Purposive sampling is a data collection technique in which researchers select certain subjects based on certain criteria related to the topic and objectives of the study (Lenaini et al., 2021).

Furthermore, based on purposive sampling technique used, researcher decided two criteria for the research participants, which are:

- 1) 8th semester students majoring in English education at UIN Walisongo Semarang.
- 2) Students who have already used Grammarly Software

C. Data Collection

1. Interview

This study uses interviews as a research method.

Interviews in research aim to explore individual views, experiences, beliefs and/or motivations about something (Gill et al., 2008). Researchers use interviews because they allow for in-depth exploration of individual students' perceptions and experiences. In this study, the data collection technique used was a semi-structured interview. Semi-structured interviews are an interview method that combines guided questions and open-ended questions that allow researchers to dig deeper into information according to participant responses. This technique was chosen because it provides flexibility for researchers to adjust follow-up questions based on participant answers, so that the data obtained becomes more in-depth.

2. Observation

The researcher also conducted observation as one of the data collection methods in this study. Observations in this study were conducted to gain a direct and factual understanding of how students use Grammarly in the context of academic writing. Observation activities were carried out by observing

participants as they worked on academic assignments, such as writing essays, reports, articles, or theses using Grammarly. Observations were conducted in a natural setting, namely in the learning environment or students' personal workspace with the aim of maintaining the authenticity of their behavior and interactions with the Grammarly application. This allows researchers to capture a real picture of how Grammarly is used in daily practice as well as how students respond to corrections or suggestions that are displayed.

This observation activity was carried out after the participants completed the interview stage, so that the information obtained from observation could strengthen and complement the data obtained from the previous interviews. The researcher used field notes as the main tool to record students' behavior, revision process, and spontaneous comments during writing activities. The observation process was carried out systematically by using an observation table that had been arranged according to the indicators. The use of this table aims to maintain the consistency and reliability of the data collected and facilitate the structured data analysis process. With this approach,

data triangulation can be done to increase the validity of research findings.

D. Data Validity

In this study, the researcher used source triangulation to ensure the validity of this study. Source triangulation is a technique for checking the validity of data by comparing and confirming information obtained from various data sources. In qualitative research, source triangulation aims to ensure that the data collected is consistent and accurate from different perspectives. According to Sugiyono (2017), source triangulation is carried out by comparing the results of interviews or data obtained from several informants who have different backgrounds or characteristics. Thus, researchers can see whether the information provided by one participant with another strengthens each other or shows significant differences.

Source triangulation was carried out by interviewing several 8th semester students majoring in English Education who have experience in using Grammarly. The results of this triangulation will be used to identify similarities and differences in student perceptions regarding the effectiveness of Grammarly in improving the accuracy of their academic writing.

E. Instrument

The main instrument in this study was an interview guide, which contained open-ended questions related to students' perceptions of Grammarly, their experiences when receiving feedback from Grammarly, and the extent to which they assessed the accuracy and usefulness of the application in academic writing. In addition to interviews, researchers also used observation as an instrument to answer the second research question. Observations were conducted directly to observe how students used Grammarly in academic writing activities (such as writing essays, reports, articles, or theses), as well as to find out the extent to which Grammarly contributed to improving the grammar and structure of their writing.

F. Method of Analyzing Data

In analyzing the data, this study uses the theory of Miles and Huberman. The theory of Miles and Huberman is used as a guide to the steps to obtain results that are in accordance with the focus of the study. The researcher took the following steps:

1) Data Reduction

At this stage, interview data will be collected and selected based on their relevance to the research variables. Data related to student perceptions and the

influence of Grammarly on grammar accuracy will be categorized according to predetermined indicators.

2) Data display

The reduced data will be presented in the form of descriptive narratives and matrix tables. Each category or theme of the variable will be displayed to make it easier to understand the interview results.

3) Conclusion Drawing

After the data is presented, the researcher will draw conclusions from the patterns that emerge. This process will also include data verification to ensure the validity of the results.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter discovered the research findings and the discussions. The findings and its presentation answered the research problems which are stated in the first chapter of this study, the findings were about the Students' Perceptions of The Use of Grammarly in Enhancing Accuracy in Academic Writing.

A. Findings of the Research

The findings of this study were to explore students' perceptions of the use of Grammarly in improving the accuracy of their academic writing. Data was collected from interviews through several questions that the researcher asked to several students who had been selected through purposive sampling. These interviews were conducted in a semi-structured manner to gain a comprehensive and contextualized understanding of their experiences and views on the use of Grammarly in academic writing activities. The findings in this chapter are organized based on the main themes that emerged from the qualitative data analysis process. Each finding is supported by direct quotes from participants to strengthen the interpretation of the data and provide a direct voice from the research informants.

1. Students' Perceptions of Grammarly as a Tool to Improve Academic Writing Accuracy

Researchers have focused on the results of interviews and observations with 5 8th semester students from the English education at UIN Walisongo Semarang in accordance with the analysis method that researchers use, namely the miles and huberman theory. This section discusses students' perceptions of Grammarly as a tool in academic writing by including several aspects from the interview results. The results of these perceptions are to answer research question number one, namely "How do students perceive Grammarly as a tool to enhance the accuracy of their academic writing?".

1.1 General perceptions of grammarly as an writing tools

Understanding students' perceptions of Grammarly is important as a basis for seeing how students position Grammarly as a tool in the writing process. Through these perceptions, it can be seen to what extent students understand the functions and benefits of Grammarly in supporting their academic activities, especially in terms of improving grammatical accuracy. In addition, this perception can also reflect students' attitudes and level of trust in artificial intelligence-based writing technology. The

following is a summary of their responses regarding general perceptions of using Grammarly:

Table 2.1

General perceptions of Grammarly as an writing tools

Student	Answer
1	An application that makes it easy to write, especially on grammar that is still unstructured, there are revisions to choose from. (GP.P.1.1)
2	A tool that helps detect grammar, spelling, punctuation errors, and gives suggestions for improvement. (GP.P.2.1)
3	An application that is effective in improving the quality of writing... helps identify and improve grammar. (GP.P.3.1)
4	A very useful app in academic writing... detects errors not only in grammar, but also in writing style. (GP.P.4.1)
5	A very suitable application for students ... correcting grammar accuracy greatly affects the quality of writing. (GP.P.5.1)

Based on the results of interviews with five students, in general they showed a positive perception of the use of

Grammarly as a tool in academic writing. Most participants recognized that Grammarly provided convenience and comfort in compiling English academic writing. This is especially felt by students who still feel inexperienced in terms of grammar, where their understanding of structure and grammar is still developing. Grammarly is considered to help compose more structured sentences, as well as provide corrective suggestions that can be selected according to the needs of the writer.

In addition, this convenience is also felt by them, especially in preparing the thesis, as said by participant 4 “I see that Grammarly is a very useful tool in academic writing, especially in writing the final project, Grammarly not only detects grammar and spelling errors but also helps in improving writing style”. It is undeniable that the thesis is the final task that must be completed by them and is required to use English. So Grammarly is very helpful.

Furthermore, some participants also said that Grammarly not only helped in correcting grammar, spelling, and punctuation errors, but was also able to improve the quality of writing in terms of language style. This reflects that students' perceptions of Grammarly are not only limited to corrective functions, but also to aspects of improving the quality and effectiveness of academic

communication. Some respondents even mentioned that Grammarly made their writing look more professional and worthy of being submitted in academic contexts such as reports, essays, and final assignments. Other participants also considered that Grammarly is a very relevant tool in the academic world because it can provide real-time and automatic corrections. This makes the revision process more efficient, and helps students recognize and understand their own mistakes. Indirectly, the use of Grammarly is also a medium for self-learning in improving students' academic writing skills.

From the results of data reduction and presentation, it can be concluded that students' general perceptions of Grammarly are very positive. Grammarly is seen as an effective, efficient, and adaptive tool to support academic writing skills in English. Grammarly is considered very useful because it improves the quality of academic writing and reduces concerns about grammatical errors before assignments are submitted. This perception motivates students to continue using Grammarly in their writing process.

1.2 Experience and Usability of Grammarly

Having described students' general perceptions of Grammarly, the next focus is on one of the important

aspects that contribute to user acceptance of an application, namely ease of use. The main focus is on the extent to which Grammarly is considered easy to use (usability) and how they experience accessing and utilizing the available features. The ease-of-use aspect is very important in assessing the acceptability of an academic support technology, especially among students. Therefore, this section explores students' perceptions of the ease of access, intuitive interface, and speed in providing feedback from Grammarly. These will be the factors that determine whether a tool such as Grammarly can be used consistently by students in their writing activities.

Table 2.2
Experience and Usability of Grammarly

Student	Answer
1	Grammarly is easy to use, can be accessed via cell phones and laptops, and can be used offline. (EU.P.1.1)
2	Its is very easy to use, because the application is user friendly and provides corrections in real time. (EU.P.2.1)

3	It is very easy to use because it is easy to integrate with other writing platforms. (EUP.3.1)
4	It is easy to use because it can be accessed through a web or browser extension, so it quickly displays corrections without opening a dictionary. (EUP.4.1)
5	Grammarly is helpful because it immediately shows grammar, punctuation errors, and provides alternative corrections. (EUP.5.1)

Based on the results of the interviews, all participants reported that they had a positive experience in using Grammarly as a tool for academic writing. This experience was mainly characterized by its usability, flexibility of access, and user-friendly interface.

Participant 1 mentioned that Grammarly is easy to use as it can be accessed both through mobile devices and laptops. In fact, he added that Grammarly can also be used in offline conditions, thus supporting the flexibility of use in various situations. This statement was reinforced by Participant 4 who

specifically mentioned that Grammarly is very helpful when working on the final project (thesis), as the corrections provided appear quickly via the web or browser extension without the need to open a manual dictionary.

Participants 2 and 3 highlighted the intuitive user interface and real-time correction features that speed up the revision process. Grammarly was perceived as being able to provide immediate feedback when errors were detected, which they found to be a great time-saver in reviewing and improving writing. Participant 3 also added that Grammarly can be integrated with various other writing platforms, such as Google Docs or Microsoft Word, which further adds to its convenience in use. Meanwhile, Participant 5 emphasized that Grammarly directly shows grammar mistakes and provides alternative fixes. This makes the writing process more efficient and directed, especially for students who still struggle with grammar and punctuation in academic writing.

In general, these findings show that in terms of experience and usability, Grammarly is considered very supportive of the academic writing process. Features such as auto-correction, ease of access, and a

user-friendly display make users feel more helpful and confident in compiling more accurate and professional writing.

1.3 Perceived Effectiveness in Enhancing Accuracy

This section discusses how students perceive the effectiveness of Grammarly in improving the accuracy of their academic writing, particularly in terms of grammar, punctuation, and sentence structure. Improving accuracy is one of the main goals of using writing tools such as Grammarly, especially for students who are developing academic writing skills in English as a foreign language. The questions asked to the participants aimed to explore the extent to which Grammarly played a role in helping them identify and correct errors in their writing, and whether consistent use of Grammarly contributed to an overall improvement in writing quality. In addition, the researcher also wanted to know whether the correction process provided by Grammarly played a role in the grammar learning process itself.

Table 2.3
Perceived Effectiveness in Enhancing Accuracy

Student	Answer
1	Grammarly helps to correct some incorrect sentence structure. (PE.P.1.1)
2	Grammarly corrects mistakes and gives explanations why they are wrong. (PE.P.2.1)
3	Grammarly helps me improve the accuracy of academic writing by detecting grammar, spelling, and sentence structure errors. (PE.P.3.1)
4	Grammar and word choice corrections make writing more formal and appropriate. (PE.P.4.1)
5	Grammarly flags incorrect sentences and provides corrections options. (PE.P.5.1)

From the table, it was found that they had a uniform perception of the effectiveness of Grammarly in improving the accuracy of their academic writing. This finding suggests that Grammarly not only acts as an autocorrect tool, but

also as a learning tool that allows students to correct and understand errors independently.

Participant 1 highlighted that Grammarly helps in correcting improper grammar, which directly contributes to better sentence construction. Meanwhile, Participant 2 drew attention to the educational aspect of Grammarly, namely the feature of explaining why a correction is needed. This gives users more understanding and helps them write better in the future. Furthermore, Participant 3 stated that Grammarly is effective in detecting various errors such as grammar, spelling, and sentence structure. This effectiveness is attributed to the improved quality of more accurate and professional writing.

Participant 4 added that Grammarly's grammar correction and word selection features made her writing more formal and up to academic standards, which is very important in the context of scientific writing. Participant 5 emphasized that Grammarly's auto-marker feature was helpful as it reduced the burden of manually looking for errors, as well as providing immediate correction alternatives.

Overall, these findings support that the use of Grammarly positively contributes to improving the accuracy of students' academic writing, both in terms of structure, grammar, and word choice. In addition, Grammarly also provides a cognitive impact in the form of learning from errors that are corrected in real-time.

1.4 Reason for Choosing Grammarly over Other Tools

In today's digital era, students have many choices of applications that can help them in the writing process, especially in terms of checking grammar and sentence structure. Despite the availability of various alternatives such as Quillbot, Ginger, and Microsoft Editor, Grammarly remains one of the top choices for many students. This choice is certainly not without reason. These reasons range from ease of use, accuracy of suggestions, user-friendly interface, to Grammarly's reputation as a reliable platform. The following explanation will further elaborate on these reasons based on the first-hand experience of students.

Table 2.4
Reason for Choosing Grammarly over Other Tools

Student	Answer
1	Because grammarly has been widely used by lectures and introduced tp use the tool and I feel helped by the application(RCG.P.1.1)
2	I chose grammarly because of the accuracy and completeness of the feature it offers. (RCG.P.2.1)
3	I chose grammarly because its good reputation and accuae detection capabilities (RCG.P.3.1)
4	Because there are many good reviews from people around me regarding the complete features, corrections and easy to undertand explanations. (RCG.P.4.1)
5	Most familiar and commonly used, and easy to access as an extension. (RCG.P.5.1)

Based on the results of interviews with the five participants, it was found that their reasons for choosing Grammarly as an academic writing tool

varied greatly, especially in the aspects of credibility, features, and ease of access.

Most participants emphasized that Grammarly is the most common and familiar application used, both by students and lecturers. Participant 1, for example, stated that he used Grammarly because he received a direct recommendation from his lecturer and found it helpful in his academic assignments. This shows that the influence of academic institutions also shapes students' preferences for using certain tools. Meanwhile, other participants highlighted more aspects of Grammarly's feature completeness and technological sophistication.

Participants 2 and 3 emphasized the accuracy of corrections, formality options, and additional features such as plagiarism checker as added values that make Grammarly superior to other applications. This suggests that Grammarly not only serves as a proofreader, but also as a comprehensive learning tool. In addition, participant 4 revealed that he was interested in using Grammarly after reading many positive reviews from other users, and he found it helpful because Grammarly not only provided corrections, but also educational explanations for the

mistakes. This reinforces Grammarly's role as a reflective tool in improving writing skills.

Finally, the ease of use and flexibility of the platform is also an important factor. Grammarly, which can be used as a browser extension or mobile/web application, was considered very practical by participant 5, especially in supporting student mobility and accessibility

2. The Use of Grammarly on Students' Grammar Accuracy

This section discusses the results of interviews and observations conducted to answer the second problem formulation, namely "How can Grammarly influence their grammar in academic writing?". The observations involved five students from the English Education Study Program, when using Grammarly in their academic writing process, one of which was a thesis. The observation focused on the students' interaction with the application as well as the impact of Grammarly on the quality of their writing and their behavior while writing. The aspects observed include grammar awareness, learning through correction, self-editing behavior, superficial use/limited deep learning, and motivation & confidence.

Data were collected through interviews, direct observation, and documentation with the consent of the participants. The findings obtained from these interviews and observations were analyzed descriptively and organized based on key observational indicators to show how Grammarly noticeably influenced students' academic writing processes and outcomes.

2.1 Grammar Awareness Enhancement

One of the most prominent effects of using Grammarly on students is the increase in grammar awareness. This awareness refers to students' ability to recognize, notice, and understand the grammatical errors they make in their writing. Grammarly facilitates this process through its autocorrect feature that highlights errors and provides feedback directly while students are writing. In this study, increased awareness of grammar was demonstrated through the behavior of students who began to notice certain types of errors consistently. When Grammarly flagged grammar errors, students not only saw the corrections, but also began to recognize patterns of errors they often made, such as improper use of tenses, subject-verb agreement, use of articles (a, an, the), or errors in punctuation.

From the interviews, the participants stated that before using Grammarly, they often did not realize that their sentences contained grammar errors. However, after using Grammarly regularly, they became more critical of sentence structure and began to pay attention to correct forms of grammar

In direct observation, all students responded actively to Grammarly notifications that flagged grammar errors. They routinely revised their writing based on these suggestions and appeared more careful when rewriting sentences. Some students even began to re-evaluate sentences that had not been corrected by Grammarly, indicating a transfer of consciousness beyond the automatic feature. In addition, in some cases, students tried to guess or understand the reason for the error before reading Grammarly's explanation, indicating that they began to develop grammar intuition independently.

2.2 Learning Through correction

In addition to increasing grammar awareness, using Grammarly also facilitates the process of learning grammar directly through the corrections and

explanations provided by the app. In this context, students not only receive automatic corrections, but also gain an understanding of the reasons behind the grammar mistakes they make, so that they can learn and remember grammar rules more contextually. Grammarly's feature not only highlights errors, but also provides a brief and instructive explanation of the type of error that occurred and why a change is needed. This gives students the opportunity to learn grammar practically while writing, or what is referred to as just-in-time learning, that happens right at the moment the mistake is made.

In interviews, most students stated that they read the explanations provided by Grammarly before receiving correction suggestions. For example, when the system corrects a sentence with explanations such as “subject-verb agreement issue” or “inappropriate article usage”, students will understand that certain rules are being applied.

In the observation process of five students, it was seen that three of them actively read and considered Grammarly's explanation before clicking the “accept” button on the correction suggestion. In fact, they were

seen trying to correct their own sentences first before accepting the suggestions, as a form of verification of their understanding. Students were also seen opening the “Learn More” feature on Grammarly to read the grammar rules in more detail. These examples of behavior show that Grammarly functions as a kind of “digital teacher” that provides brief explanations in real-time, allowing students to learn grammar during the writing process - something that rarely happens in conventional learning methods.

2.3 Encouraging for self-editing

One of the important influences of Grammarly on students' grammar skills is the encouragement of self-editing. Using Grammarly not only helps students detect grammar mistakes, but also gives them the confidence and independence to independently review, edit and improve their academic writing. In the academic writing process, the ability to self-edit is an important skill that reflects the writer's level of maturity and independence. Grammarly, with its auto-revision feature, helps students to spot errors and correct them immediately, but more than that, it

triggers students to be more active in checking and evaluating their own writing.

In interviews, students mentioned that Grammarly made them feel more confident in reviewing their writing, as they had a tool that could be accessed at any time. Some students even referred to Grammarly as a “personal assistant” in the writing process. The function of Grammarly in this case is not only as a correction tool, but also as a stimulus to develop a reflective and proactive attitude towards the quality of one's own writing.

From the observations, students seemed to re-examine their writing using Grammarly more than once in one writing session. They did not immediately finish their writing and submit it, but reopened the document to see if there were any grammar mistakes that they had missed. Some students were also seen comparing the version before and after being corrected by Grammarly, indicating reflection on the revision process. In addition, students tried to rewrite certain sentences independently, based on their understanding of Grammarly's correction suggestions. This suggests that Grammarly provides a follow-on effect of

encouragement to improve and refine writing independently, rather than just passively following suggestions.

2.4 Limited deep learning

Although Grammarly makes a considerable contribution to grammar awareness and independence in revision, the findings of this study also show that deep learning of grammar is not always achieved, especially when students use Grammarly passively or are only oriented towards the end result rather than the learning process itself. Deep learning in this context refers to students' ability to understand grammar rules thoroughly and apply them consistently outside of technological assistance. Ideally, students not only receive corrections from Grammarly, but also understand the reasons behind them and are able to avoid similar mistakes in the future.

However, from interviews and observations, it was found that not all students use Grammarly for active learning. Some of them tend to immediately accept the correction suggestions without reading or thinking about the explanations. They consider

Grammarly only as a tool to "clean" writing from errors, not as a learning medium.

In the observation, two out of five students seemed to immediately agree to Grammarly's suggestions without reading the captions or evaluating the sentence structure independently. They rarely double-checked why a word was considered incorrect, and showed no signs of self-revision before or after using Grammarly. In addition, in their advanced versions of writing, the same grammar errors still appeared, indicating a lack of internalization of grammar rules. This reinforces the finding that without active engagement, using Grammarly does not necessarily result in sustained grammar learning.

2.5 Enhance motivation and confidence

The last positive effect of using Grammarly found in this study was the increased motivation and confidence of students in writing English academic texts. Grammarly helped students feel more confident in their grammar skills, thus motivating them to write more frequently and with better

quality. Academic writing in a foreign language, especially English, often causes anxiety or insecurity for many students, especially if they realize their limitations in grammar mastery. Grammarly, through its role as a real-time grammar advisor, gives students a sense of security that they are not alone in the writing process.

Features such as automatic error detection and immediate correction suggestions help students feel more confident that their writing will appear more professional and free from basic errors. Grammarly plays a role in reducing linguistic anxiety and creating a more supportive learning atmosphere, where students feel more comfortable to express their ideas without being overburdened by worries about grammar mistakes.

In observations of five students, they showed great enthusiasm in completing writing assignments after using Grammarly. They seemed more relaxed and confident when writing, even some of them added sentences or expanded paragraphs because they felt supported by the presence of the tool. In addition, students were more willing to send their

writing to lecturers or publish it because they felt that the quality of their written language had improved. They stated that Grammarly helped them “look more competent” academically.

B. Discussion

This study aims to describe students' perceptions of Grammarly as a tool to improve academic writing accuracy and to analyze how Grammarly can influence students' ability to improve their grammar accuracy in academic writing. This section will discuss the findings more deeply while comparing them with previous studies. The discussion section will be categorized based on the research questions, which are organized as follows.

a. Students' Perceptions of Grammarly as a Tool in Academic Writing

Students in general view Grammarly very positively. Most believe that it is an effective tool to help students complete academic assignments in English. The auto-correct feature and suggestions help students avoid language errors and improve the quality of their writing. Grammarly is considered very useful and easy to use for education. This finding is also supported by O'Neill & Russell (2019) study, which found that students used Grammarly as a tool to reduce

their anxiety while writing and gave them a sense of security as it could help them perfect their writing before submission.

In terms of user experience and ease of use, students in this study stated that Grammarly has an intuitive and easily accessible interface, both through the extension in Microsoft Word and the web version. This supports the findings of , who found that Korean university students also rated Grammarly as an easy-to-use tool and helpful in the English writing process. In addition, the effectiveness of Grammarly in improving the accuracy of academic writing is also supported by research conducted by (Wei et al., 2023). In their study of EFL students in China, the use of Grammarly significantly improved writing skills, including task achievement, coherence and cohesion, lexicon, as well as grammatical accuracy.

The main reason students chose Grammarly over other tools was due to its familiarity and easy integration with commonly used writing platforms, such as Microsoft Word. This finding is consistent with the results of a study by O'Neill & Russell (2019), which showed that ease of access and integration with

other platforms were important factors in students' adoption of Grammarly.

b. The Influence of Grammarly on Students' Grammar Accuracy

Grammarly is proven to make a real contribution to increasing students' grammar awareness in the context of academic writing. Research by Yunita (2020) shows that the use of Grammarly helps students increase awareness of their grammatical errors. With the instant correction feature and the accompanying brief explanation, students become more sensitive to language errors, more careful in their writing, and are gradually able to understand and apply grammar rules better. Thus, the grammar awareness enhanced by Grammarly becomes an important basis for improving the accuracy and quality of students' academic writing.

Grammarly has an important role not only as a correction tool but also as an effective grammar-learning tool. Students who actively read the explanations of Grammarly corrections tend to show an increased understanding of grammar rules, which is reflected in their ability to write more accurately on

subsequent occasions. Research by Pane et al. (2025) supports these findings, stating that the use of Grammarly assists students in improving their academic writing skills through the feedback provided. Therefore, Grammarly contributes to the practical, hands-on, and error-oriented process of grammar learning, making it a highly relevant tool in the context of students' academic writing.

The use of Grammarly encourages students to be more active and responsible in the editing process of their writing. With the help of Grammarly, they are more motivated to revise independently and start developing more reflective writing skills. This greatly contributes to improving grammar accuracy and the overall quality of academic writing, as students not only learn from corrections but also from the process of improving themselves. This is in line with the study by Thao (2024) which showed that Grammarly assists students in identifying and correcting their own mistakes, which ultimately increases independence in writing.

Although Grammarly provides convenience in improving grammar, its use does not automatically

guarantee an increase in grammar understanding in depth. The effect is very limited if students only use the correction feature without studying the explanation or reflecting on the error. Research by Wei et al. (2023) highlights that while Grammarly is effective in improving grammar accuracy, it is important for students to still develop deep understanding through additional learning. Therefore, to gain maximum benefit, students need to use Grammarly actively, reflectively, and as part of the learning process, not just as an auto-correction tool.

The use of Grammarly significantly increased students' motivation and confidence in writing English academic texts. Grammarly, in this case, is not only a correction tool but also serves as a psychological support that encourages students to develop their academic use of grammar. A study by Barrot (2020) found that students who used Grammarly felt more confident in their writing abilities, which contributed to improved writing quality. With real-time correction support and a friendly interface, students feel safer and more

comfortable when writing, which encourages them to be more active and productive.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aims to explore students' perceptions of using Grammarly and analyze its influence on students' grammar skills in academic writing. Based on the results of data analysis from interviews and observations conducted with five participants, and supported by previous research, two main interrelated conclusions were obtained.

First, in terms of perception, students perceive Grammarly as a very useful writing tool, especially in the context of English academic writing. Grammarly is considered an effective, efficient, and adaptive application, which can help detect and correct grammar, sentence structure, and word choice errors. Thus, it can be concluded that students' perceptions of Grammarly are very positive and make it an integral part of their academic writing process.

Secondly, in terms of influence on grammar skills, Grammarly is proven to make a real contribution to improving the accuracy of student writing. The app helps improve students' grammar awareness through auto-correction and explanations. Students become more

sensitive to errors and are more careful when writing. In addition, Grammarly also encourages learning through correction; students who actively pay attention to Grammarly's suggestions and explanations are able to show a better understanding of grammar over time. Not only that, Grammarly also builds the habit of self-editing, which encourages students to be more reflective and responsible for their writing.

Overall, Grammarly has a dual role in students' academic writing process: as a technical aid and as a learning medium. The combination of positive perceptions and real effects on grammar proficiency suggests that Grammarly is a technological innovation that can be maximally utilized in the context of higher education, particularly in supporting the development of English academic writing skills.

B. Suggestion

Based on the research findings regarding students' perceptions of Grammarly and its influence on grammar accuracy in academic writing, researchers provide several suggestions aimed at students, lecturers, and future researchers. Students are advised not to only use Grammarly as an automatic correction tool, but as an active grammar

learning media. This can be done by getting used to reading and understanding every correction and explanation given, so that grammar learning becomes more in-depth and does not only depend on technology. In addition, students need to raise awareness to carry out the self-editing process with the support of Grammarly as a reflective tool for their own writing.

For English lecturers or teachers, Grammarly can be utilized as part of a technology-based learning approach that supports the teaching of grammar and academic writing. Lecturers can integrate Grammarly into academic assignments or projects that emphasize understanding language rules as well as analytical skills in assessing and improving writing. Thus, the use of Grammarly is not only passive as a correction tool, but becomes a pedagogical tool that encourages active student involvement in learning to write.

Furthermore, future researchers can also explore the perceptions of Grammarly users from various educational backgrounds, such as students from non-English study programs, or even students at the secondary education level. This could provide a broader and more contextualized picture of Grammarly's effectiveness in assisting English

language learning across different educational levels and environments. Research could also look at the relationship between frequency of Grammarly use and confidence levels in writing, resulting in a deeper understanding of the psychological impact of using AI-based applications in academic activities. By expanding the scope and focus of the study, future research is expected to make a more comprehensive contribution to the understanding of technology utilization in language learning, as well as support the development of educational strategies that are adaptive and relevant to the needs of students in the digital era.

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APPENDICES

Appendix 1. Letter of Supervisor Appointment



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 12 Februari 2025

Nomor : 0832/Un-10.3/I4/DA.08.05/02/2025

Lamp : -

Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Nadiah Ma'mun, M.Pd

Assalamu'alaikum Wr. Wb.

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Nanik Ulyasari

NIM : 2103046146

Judul : "Students Perceptions of Using Grammarly as a Tool To Enhance Students' Accuracy in Academic Writing"

Dan menunjuk saudari Nadiah Ma'mun, M.Pd . sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan

Ketua Jurusan Pendidikan Bahasa Inggris

Dra. Nuna Mustikawati Dewi, M.Pd.
NIP. 196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

Appendix 2. Table of Instrument

Table 1.1

Interview guidelines on students perceptions of grammarly as a tool for improving their academic writing accuracy

No	Dimension	Aspect	Questions
1.	Students' perceptions of Grammarly	<ul style="list-style-type: none">• General perception of grammarly• Ease of use of grammarly• Benefits of grammarly in improving accuracy	<ol style="list-style-type: none">1. What do you think about Grammarly as an academic writing tool?2. How would you describe your experience using Grammarly? Do you find Grammarly easy to use?3. Has Grammarly helped you improve the accuracy of your academic writing? Why?

		<ul style="list-style-type: none"> Preference for grammarly in improving accuracy Impact of grammarly on writing confidence 	<p>4. Why did you choose Grammarly over other apps to help you with academic writing?</p> <p>5. Has Grammarly helped you improve your confidence in academic writing? If yes, please give your reasons.</p>
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Source : (Nurul & Hakiki, 2021),
(Putri et al., 2024).

Table 1.2

Interview guidelines on The Influence of Grammarly on Students' Grammar Accuracy

No	Dimension	Aspect	Questions
1.	Students' Experiences with Grammarly's Feedback	<ul style="list-style-type: none"> Grammar awareness enhancement 	<p>1. Do you feel that using Grammarly helps you become more aware of grammar</p>

		<ul style="list-style-type: none"> • Learning through correction • Encouragement for self-editing • Limited deep learning • Enhance motivation and confidence 	<p>mistakes in your writing? Can you give an example</p> <p>2. When Grammarly gives corrections, do you read and understand the explanations? Do you feel you learn from those corrections?</p> <p>3. Does Grammarly make you more confident to edit your own writing without help from others?</p> <p>4. Do you feel you really understand the grammar rules from Grammarly's corrections, or do you just follow</p>
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			suggestions without reading the explanations? 5. Does Grammarly make you more motivated and confident when writing English assignments?
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Source : (Nurul & Hakiki, 2021),
(Putri et al., 2024).

Table 1.3
Observation guidelines on The Influence of using Grammarly on students' grammar skills

No	Dimension	Aspect	Items of observation
1.	The influence of using Grammarly on students' grammar skills	• Grammar awareness	<ul style="list-style-type: none"> 1. Students realize grammar mistakes after Grammarly shows corrections 2. Students read Grammarly explanations before

		<ul style="list-style-type: none"> • Learning from correction • Self-editing motivation • Engagement in Using Grammarly 	<p>correcting mistakes</p> <p>3. Students show understanding of the reasons behind grammar corrections</p> <p>4. Students try to apply newly learned grammar rules in other parts of their writing</p> <p>5. Students actively check and correct their writing without being asked</p> <p>6. Students use Grammarly to check second or third revision (not just once)</p> <p>7. Students just click on Grammarly suggestions without</p>
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		<ul style="list-style-type: none"> • Motivation and confidence 	<p>reading explanations</p> <p>8. Students ignore Grammarly suggestions without considering the reasons</p> <p>9. Students look more confident while writing after using Grammarly</p> <p>10. Students show enthusiasm/motivation in writing because they feel helped by grammarly.</p>
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Appendix 3. Interview transcript

1. Interview transcript on students perceptions of grammarly as a tool for improving their academic writing accuracy

			improving the quality of academic writing. With its accurate detection capabilities, Grammarly helps me identify and correct grammar, spelling, and sentence structure errors.
		P4	I find Grammarly a very useful tool in academic writing, especially in writing final assignments. Grammarly not only detects grammar and spelling errors but also helps in improving writing style.
		P5	In my opinion, Grammarly is a tool that is very suitable for students majoring in English education, because it fixes academic writing because in my opinion grammatical accuracy greatly affects the quality of a writing.
2.	How would you describe your	P1	In my opinion, it is easy to use, because it

	<p>experience using Grammarly? Do you find Grammarly easy to use?</p>		<p>can be used on cellphones and laptops and can be accessed offline without the need to use the internet.</p>
		P2	<p>My experience using Grammarly has been very positive. The app is intuitive and user-friendly, both the web version and the browser extension. Grammarly provides real-time corrections, which makes the writing revision process faster and more efficient.</p>
		P3	<p>I found Grammarly very easy to use and integrate with other writing platforms. The intuitive interface and comprehensive features mean I can easily use it to improve the quality of my academic writing.</p>
		P4	<p>My personal experience of using Grammarly, I often use</p>

			<p>it during my thesis that the effect of Grammarly is very positive, the application is easy to use through the web or browser extension directly, it quickly displays corrections so that I can immediately correct mistakes without opening the dictionary.</p>
3.	Has Grammarly helped you improve the accuracy of your academic writing? Why?	P5	<p>So far when I use grammarly, I always feel helped because I feel that my writing is a lot less precise, especially in grammar, punctuation, etc. With grammarly, these errors are directly corrected and given alternatives to correct them.</p>
		P1	<p>Yes, I agree, because there we can correct wrong and incorrect sentences so that we can make better sentences.</p>

		P2	<p>Yes, Grammarly helps improve the accuracy of my academic writing. It not only corrects mistakes that I miss, but also provides an explanation of why a mistake needs to be corrected, so that I can learn from it and write better in the future.</p>
		P3	<p>Yes, it was helpful because Grammarly helped me improve the accuracy of my academic writing by detecting grammar, spelling, and sentence structure errors. Thus, I can improve my writing to be more accurate and professional.</p>
		P4	<p>Yes, Grammarly helps me improve the accuracy of my writing, because its grammar correction feature and more precise word choice make my writing more formal and in</p>

			accordance with academic standards.
		P5	I think it is very helpful, because with grammarly I don't need to correct one by one which is wrong. Grammarly directly marks which sentences are wrong and provides feedback in the form of options for improvement options.
4.	Why did you choose Grammarly over other apps to help you with academic writing?	P1	I personally chose Grammarly because Grammarly has been widely used by lecturers so I as a student was introduced by lecturers and I think it helps so I use it for my writing aids.
		P2	I chose Grammarly because of the accuracy and completeness of the features it offers. Grammarly is able to handle different types of academic English errors, provides the option to choose the

			<p>level of formality, and offers contextualized advice compared to other apps.</p>
	P3		<p>I chose Grammarly because of its good reputation and accurate detection capabilities. In addition, Grammarly also offers additional features such as plagiarism checking and sentence improvement suggestions which were very useful to me.</p>
	P4		<p>There are quite a few reviews from Grammarly users which made me choose Grammarly. Besides the good reviews, the features are also complete compared to other applications. Grammarly doesn't just correct mistakes but gives explanations, so I can learn from these corrections.</p>

		P5	<p>Actually, if we talk about tools such as grammar checkers themselves, there are many, but the most familiar and most commonly used by many people is Grammarly. In addition, grammarly itself also has quite complete features compared to others, moreover it can be added as an extension so it makes it easier for us to translate it. So compared to other tools, grammarly is the most familiar and easy to use.</p>
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2. Interview transcript on The Influence of Grammarly on Students' Grammar Accuracy

No.	Questions	Students	Answer
1.	Do you feel that using Grammarly helps you become more aware of grammar mistakes in	P1	Yes, I used to often get verb tenses wrong. But because Grammarly always highlights it, I'm more aware and think twice before writing.

	<p>your writing? Can you give an example</p> <p>2. When Grammarly gives corrections, do you read and understand the explanations? Do you feel you learn from those corrections?</p>	P2	Yes It helps me a lot. Now I know when to use 'a' and 'an', before I just wrote randomly.
		P3	I'm more careful about singular and plural errors. Grammarly often corrects that and I'm more sensitive now.
		P4	At first, I didn't know that 'has' is for singular subjects. Grammarly kept telling me until I memorized it.
		P5	Before, I didn't really think about grammar, but now I consider sentence structure before writing.
		P1	I always read the explanations. If I don't understand, I sometimes look it up on Google. I feel like I understand grammar better.
		P2	Sometimes I read, sometimes I just click accept. But some

			corrections do help me understand my mistakes.
		P3	I like Grammarly's explanations because they're short but clear. I know why my grammar is wrong.
		P4	Yes, I learn from Grammarly's corrections. Now I can help my friends because I understand the rules.
		P5	I read when I'm unsure. That really helps because I learn the right way to use grammar.
3.	Does Grammarly make you more confident to edit your own writing without help from others?	P1	Yes, now I always revise myself with Grammarly before giving it to the lecturer.
		P2	I used to ask friends right away, but now I check myself first because I'm more confident.

		P3	I can edit my writing on my own now. I don't have to wait for feedback from others.
		P4	Exactly. I like comparing my writing before and after Grammarly, and I try to fix it manually too.
		P5	I used to be lazy about revisions. Now I check several times until I'm sure the grammar is correct.
4.	Do you feel you really understand the grammar rules from Grammarly's corrections, or do you just follow suggestions without reading the explanations?	P1	Yes, sometimes I just accept it quickly if I'm in a hurry. But if I have time, I read the explanations. Because I trust that the grammarly's correction always right.
		P2	Honestly, I often accept corrections without looking at the reasons. So maybe I don't learn much, but if I read it first, I will learn about the correct grammar.

		P3	If there are many corrections, I focus on fixing, not always learning from them.
		P4	I try to read everything, but sometimes I don't understand fully. So I still don't fully get it.
		P5	I usually click through. I realize this doesn't help me learn deeply.
5.	Does Grammarly make you more motivated and confident when writing English assignments?	P1	Definitely. I write more now because I'm not afraid of grammar mistakes.
		P2	Yes, It really helps. I'm not embarrassed to submit my work because I'm confident my grammar is good.
		P3	Yes, I feel more confident. Because I used to hesitate, now I trust my writing more.
		P4	In my opinion, using Grammarly is like having a personal tutor. Because It motivates me to write more and

		P5	<p>learn by the corrections.</p> <p>Yes, It boosts my motivation a lot. I even dare to send my writing abroad because Grammarly helps me.</p>
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Appendix 4. Observation Sheet

Observation sheet of The Influence of using Grammarly on students' grammar skills.

Observation sheet Student 1

No.	Indicators	Items of observation	Yes	No
1.	<ul style="list-style-type: none">• Grammar awareness• Learning from correction• Self-editing motivation• Engagement in using grammarly	<ol style="list-style-type: none">1. Students realize grammar mistakes after Grammarly shows corrections2. Students read Grammarly explanations before correcting mistakes3. Students show understanding of the reasons behind grammar corrections4. Students try to apply newly learned grammar rules in other parts of their writing5. Students actively check and correct their writing without being asked6. Students use Grammarly to check second or third revision (not just once)7. Students just click on Grammarly suggestions without reading explanations	Yes Yes Yes Yes Yes Yes Yes	No

	<ul style="list-style-type: none"> • Motivation and confidence 	<p>8. Students ignore Grammarly suggestions without considering the reasons</p> <p>9. Students look more confident while writing after using Grammarly</p> <p>10. Students show enthusiasm/motivation in writing because they feel helped by grammarly.</p>	Yes	Yes
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Observation sheet participant 2

No.	Indicators	Items of observation	Yes	No
1.	<ul style="list-style-type: none"> • Grammar awareness • Learning from correction 	<p>1. Students realize grammar mistakes after Grammarly shows corrections</p> <p>2. Students read Grammarly explanations before correcting mistakes</p> <p>3. Students show understanding of the reasons behind grammar corrections</p> <p>4. Students try to apply newly learned grammar rules in other parts of their writing</p>	Yes	No

	<ul style="list-style-type: none"> • Self-editing motivation • Engagement in using grammarly • Motivation and confidence 	<p>5. Students actively check and correct their writing without being asked</p> <p>6. Students use Grammarly to check second or third revision (not just once)</p> <p>7. Students just click on Grammarly suggestions without reading explanations</p> <p>8. Students ignore Grammarly suggestions without considering the reasons</p> <p>9. Students look more confident while writing after using Grammarly</p> <p>10. Students show enthusiasm/motivation in writing because they feel helped by grammarly.</p>	Yes Yes Yes Yes Yes Yes	
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Observation sheet participant 3

No.	Indicators	Items of observation	Yes	No
1.	<ul style="list-style-type: none"> • Grammar awareness 	<p>1. Students realize grammar mistakes after Grammarly shows corrections</p>	Yes	

	<ul style="list-style-type: none"> • Learning from correction • Self-editing motivation • Engagement in using grammarly • Motivation and confidence 	<p>2. Students read Grammarly explanations before correcting mistakes</p> <p>3. Students show understanding of the reasons behind grammar corrections</p> <p>4. Students try to apply newly learned grammar rules in other parts of their writing</p> <p>5. Students actively check and correct their writing without being asked</p> <p>6. Students use Grammarly to check second or third revision (not just once)</p> <p>7. Students just click on Grammarly suggestions without reading explanations</p> <p>8. Students ignore Grammarly suggestions without considering the reasons</p> <p>9. Students look more confident while writing after using Grammarly</p> <p>10. Students show enthusiasm/motivation</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p> <p>Yes</p> <p>No</p> <p>No</p> <p>No</p> <p>Yes</p> <p>Yes</p>
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		in writing because they feel helped by grammarly.		
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Observation sheet participant 4

No.	Indicators	Items of observation	Yes	No
1.	<ul style="list-style-type: none"> • Grammar awareness • Learning from correction • Self-editing motivation • Engagement in using grammarly 	<ol style="list-style-type: none"> 1. Students realize grammar mistakes after Grammarly shows corrections 2. Students read Grammarly explanations before correcting mistakes 3. Students show understanding of the reasons behind grammar corrections 4. Students try to apply newly learned grammar rules in other parts of their writing 5. Students actively check and correct their writing without being asked 6. Students use Grammarly to check second or third revision (not just once) 7. Students just click on Grammarly 	<p>Yes</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>No</p> <p>Yes</p>	

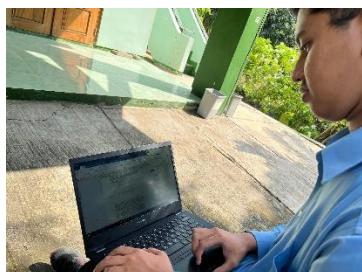
	• Motivation and confidence	<p>suggestions without reading explanations</p> <p>8. Students ignore Grammarly suggestions without considering the reasons</p> <p>9. Students look more confident while writing after using Grammarly</p> <p>10. Students show enthusiasm/motivation in writing because they feel helped by grammarly.</p>	Yes	
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Observation sheet participant 5

No.	Indicators	Items of observation	Yes	No
1.	<ul style="list-style-type: none"> • Grammar awareness • Learning from correction 	<p>1. Students realize grammar mistakes after Grammarly shows corrections</p> <p>2. Students read Grammarly explanations before correcting mistakes</p> <p>3. Students show understanding of the reasons behind grammar corrections</p> <p>4. Students try to apply newly learned</p>	Yes Yes Yes Yes	

	<ul style="list-style-type: none"> • Self-editing motivation • Engagement in using grammarly • Motivation and confidence 	<p>grammar rules in other parts of their writing</p> <p>5. Students actively check and correct their writing without being asked</p> <p>6. Students use Grammarly to check second or third revision (not just once)</p> <p>7. Students just click on Grammarly suggestions without reading explanations</p> <p>8. Students ignore Grammarly suggestions without considering the reasons</p> <p>9. Students look more confident while writing after using Grammarly</p> <p>10. Students show enthusiasm/motivation in writing because they feel helped by grammarly.</p>	<p>Yes</p> <p>Yes</p> <p>No</p> <p>No</p> <p>Yes</p> <p>Yes</p>	
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Appendix 4. Documentation



CURRICULUM VITAE

PERSONAL DATA

Name : Nanik Ulyasari
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Date of Birth : 30 September 2002
Religion : Islam
Gender : Female
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EDUCATIONAL BACKGROUND

1. RA Nahdlatul Ulama Tegalsambi
2. SD N 2 Tegalsambi
3. MTs NU BANAT KUDUS
4. MA NU BANAT KUDUS
5. English Education Of UIN Walisongo Semarang