

**Pre-Service English Teachers' Perceptions on Utilizing
Grammarly as Automated Written Corrective Feedback
for Academic Writing**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Bachelor Degree of English Education Department



Organized by:

Alivia Maghfiroh

2103046039

**ENGLISH EDUCATION DEPARTMENT
EDUCATION AND TEACHER TRAINING FACULTY
UNIVERSITAS ISLAM NEGERI WALISONGO
SEMARANG
2024**

THESIS STATEMENT

THESIS STATEMENT

I am the student with the following identity

Name : Alivia Maghfiroh
Student Number : 2103046039
Department : English Language Education

Certify that the thesis entitled:

PRE-SERVICE ENGLISH TEACHER'S PERCEPTIONS ON UTILIZING GRAMMARLY AS AUTOMATED WRITTEN CORRECTIVE FEEDBACK FOR ACADEMIC WRITING

It is purely my own work. I am responsible for the contents of this thesis. The opinions and findings of other authors in this thesis are quoted or cited based on ethical standards.

Semarang, 14 November 2024

The researcher,



Alivia Maghfiroh
NIM. 2103046039

THESIS APPROVAL



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

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

THESIS APPROVAL

To:

The dean of Education and Teacher Training Faculty
Walisongo State Islamic University
Semarang

Assalamu'alaikum, wr.wb.

After correcting it to whatever extent necessary, we statute that the final project belongs to the student as below:

Name of Student : Alivia Maghfroh
Student Number : 2103046039
Department : English Education
Title : PRE-SERVICE ENGLISH TEACHER'S PERCEPTIONS ON
UTILIZING GRAMMARLY AS AUTOMATED WRITTEN
CORRECTIVE FEEDBACK FOR ACADEMIC WRITING

I state that the thesis is ready to be submitted to the Education and Teacher Training Faculty of Walisongo State Islamic University to be examined at the Munaqosyah session.

Wassalamu'alaikum Wr. Wb.

Semarang, 26 November 2024

Advisor,

Savvidatul Fadlilah, M.Pd.
NIP. 198109082007102001

RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang
Telp. 024-7601295 Fax. 7615387

RATIFICATION

Thesis with the following identity:

Title : Pre-service English Teachers' Perceptions on Utilizing Grammarly as Automated
Written Corrective Feedback for Academic Writing
Name : Alivia Maghfiroh
Student Number : 2103046039
Department : English Education

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo State Islamic University and can be received as one of any requirements for gaining the Bachelor Degree in English Education Department.

Semarang, 27 December 2024

THE BOARD OF EXAMINERS

Chairperson,

Dr. Muhammad Nafi Annury, M.Pd.
NIP. 197807192005011007

Secretary,

Sayyidatul Fadlilah, M. Pd.
NIP. 198109082007102001

Examiner I

Nadiyah Ma'mun, M.Pd.
NIP. 197811032007012016

Examiner II

Dr. Siti Tarwivah, S.S., M.Hum.
NIP. 197211081999032001



Advisor,

Sayyidatul Fadlilah, M. Pd.
NIP. 198109082007102001

ADVISOR NOTE



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

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang, 50185

To:

The dean of Education and Teacher Training Faculty
Walisongo State Islamic University
Semarang

Assalamu'alaikum, wr.wb.

I inform you that I have given guidance, briefing, and correction to whatever extent necessary for the following thesis:

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Wassalamu'alaikum Wr. Wb.

Semarang, 26 November 2024

Advisor,


Sayyidatul Fadilah, M.Pd.
NIP. 198109082007102001

ABSTRACT

Title : Pre-Service English Teachers' Perceptions on Utilizing Grammarly as Automated Written Corrective Feedback for Academic Writing
Name : Alivia Maghfiroh
Student Number : 2103046039

This qualitative exploratory research aims to investigate pre-service English teachers' perceptions on using Grammarly as automated written corrective feedback to check their Academic Writing, particularly in writing scientific journal articles. The participants were 5 pre-service English teachers at Walisongo State Islamic University Semarang, Indonesia. The participants were selected using a purposive sampling technique based on three criteria: 1) Pre-service English teachers; 2) Having written scientific journal articles; 3) Scientific journal articles have been published. From the 30 pre-service English teachers, only 5 participants who met the criteria. The data was collected through Google form questionnaires and interviews through online meetings, then analyzed using thematic analysis based on aspects of TAM. TAM (Technology Acceptance Model) is a theoretical framework for understanding how people accept a particular technology and utilize technology. Research result showed that almost all pre-service teachers rated the use of Grammarly as having a positive impact due to its automated written corrective feedback. Grammarly provides feedback in the form of proofreading their scientific journal article writing with the support of various features that are easy to use, accessible anywhere, and can be downloaded easily. By using Grammarly, it makes them more confident in their writing results so they can publish their journals. This research explains the perceptions of

pre-service English teachers in using Grammarly to help write their scientific journal articles. Future researchers can further explore the strengths and weaknesses of using Grammarly in depth, and can also explore the use of Grammarly in other fields for English language learning.

Keywords: *Exploratory research, Grammarly, Perceptions, Pre-service English teacher*

DEDICATION

This thesis is dedicated to my beloved parents and my sister
who never stop encouraging, supporting, and
showing me their endless love.

ACKNOWLEDGEMENT

Alhamdulillah, praise be to Allah, the Lord of the universe, who has given me the ability to complete my thesis. Shalawat and salam to Prophet Muhammad Saw, the Prophet who has encouraged many people to live a meaningful life.

As an ordinary human being, I realize that without the support, direction, advice, assistance, and encouragement from various parties, this final project would not have been completed. It is impossible to mention one by one the parties who have helped me in writing this final project because the number is very large, both institutionally and individually. On this occasion, I would like to express my deepest appreciation to:

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2. Dra. Nuna Mustikawati Dewi, M.Pd. as the head of English Language Education.
3. Lulut Widyaningrum, M.Pd. as secretary of English Language Education.
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11. B13 dormitory family who always faithfully accompanied me in writing this thesis.
12. All my friends who give motivation and support for completing this thesis, that cannot be mentioned one by one.

I realized that this thesis is far from perfect. I need some suggestions from the readers to make it perfect. Hopefully, this thesis will be useful for readers and other researchers who conduct the same research. Amin...

MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنْفُسِهِمْ ۗ

“Indeed, Allah does not change the condition of a people until they change what is in themselves”

(Qur’an 13:11)

“Stay quiet about your goals. Soon your result will do all the talking”

(Tom Hiddleston)

“Do the best to be the best”

(Alivia Maghfiroh)

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LIST OF ABBREVIATIONS

EFL	English as a Foreign Language
ESL	English as a Second Language
AWCF	Automated Written Corrective Feedback
AWE	Automated Writing Evaluation
WCF	Written Corrective Feedback
TAM	Technology Acceptance Model

CHAPTER I

INTRODUCTION

A. Background of the Study

In the context of English language learning, academic writing is an important predictor of academic performance in higher education. The field of academic writing research in the UK became a growing field of research and took a new direction when scholars of academic literature began to highlight the lack of writing training in UK universities in the 1990s. It is also undeniable that they must have faced challenges in mastering academic writing due to issues such as grammar, punctuation, and coherence. Therefore, to improve academic writing in general, various writing development initiatives are needed to identify the most effective teaching strategies for writing in the English language system and convince academics and university administrators of their benefits (Wingate, 2012).

In academic writing, of course, corrective feedback is necessary to improve writing. With the advancement of technology, teachers have the opportunity to incorporate digital tools into their teaching practices to improve the quality of teaching. Automated written

corrective feedback is a technology that can assist students in correcting their academic writing. One such automated written corrective feedback tool is Grammarly, one of the most widely used automated grammar checkers in the world and increasingly used in higher education. In fact, Grammarly has been evaluated by over 3000 academic institutions, such as Arizona State University, the University of Phoenix, and California State University, in an effort to improve students' writing abilities (Shi, 2024).

Research on automated written corrective feedback systems, like Grammarly, has become more popular in many countries. In Asia, Grammarly helps students improve their writing abilities by giving them instant feedback on their grammar mistakes and raising the standard of their work overall (Rahmawanti & Umam, 2018). In line with similar findings, students in North America and Europe believe Grammarly is a useful tool for seeing and fixing mistakes in their academic writing (M. A. Ghufroon & Rosyida, 2018). In research with Indonesian EFL students, for example, 63% of participants said that Grammarly really enhanced their comprehension of grammatical rules and the quality of their writing (Inayah & Apoko, 2024). These studies

demonstrate how widely used and successful Grammarly is in a variety of educational settings.

Despite the benefits of using Grammarly, the few studies that have been conducted have mostly examined students' overall experience with the tool, and few have examined pre-service teachers' perceptions of its value as an automated written corrective feedback system. To fill the above research gap, this study examines how Grammarly as automated written corrective feedback can facilitate pre-service English teacher in Academic Writing, specifically in assisting the writing of scientific journal article.

This study aims to investigate the perceptions of pre-service English teacher towards using Grammarly as automated written corrective feedback in academic writing, specifically in scientific journal article. The reason of this topic was fueled by the increasing reliance on technology in education and the need for effective methods of teaching writing. I wanted to find out how pre-service teachers writing could be helped with grammar checking. So, a tool is needed to help them in writing. In addition, this study also shows that technology such as Grammarly can be used as an aid in learning.

By exploring how pre-service English teachers'

perceptions relate to using the Grammarly platform to improve writing skills, it can provide valuable contributions and insights for other teachers and researchers in finding effective ways to improve writing skills in a digital learning environment. The findings from this study are expected to contribute significantly to the field of English language education by providing a nuanced understanding of how automated written corrective feedback tools like Grammarly can support pre-service English teachers in developing their academic writing skills.

B. Research Question

Based on the brief review of the research background as explained above, the research question of this research can be formulated as follows:

1. What is the pre-service English teacher's perceptions on utilizing Grammarly as automated written corrective feedback in their Academic Writing?

C. Objective of the Study

According to the research questions, the researcher concludes objectives as follows:

1. To investigate the perceptions of pre-service English teacher towards using Grammarly as automated written corrective feedback to check their Academic Writing.

D. Significances of the Study

As for doing this research, I hope that the results of this study can provide benefits and some contributions to language learning:

1. Theoretical Significance

This study provides information about using Grammarly as automated written corrective feedback for pre-service English teacher in Academic Writing. The result of this research is anticipated to be used as a resource of knowledge for people with an interest in a relevant subject.

2. Pedagogical Significance

- a) For higher students, it is to facilitate checking spelling, grammar, punctuation, and others in the process of Academic Writing, such as scientific journal article for higher students.
- b) For the university, this research aimed to provide insight into the use of Grammarly as a tool for correcting students' academic writing results, so that it can be used

as a reference, especially in the English Education Department, Faculty of Education and Teacher Training.

- c) For further researchers, I gained valuable experience with this research. Additionally, I hope that this research will be valuable for other students researching comparable topics.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses three theoretical reviews related to the research. The theory is related to previous research, literature review, and conceptual framework; these theories can provide knowledge that can help answer problems related to research.

A. Previous Research

I utilized some previous journal articles as research references, and it serves as a distinction between the current study and previous research. There are several relevant article journal publications that served as inspiration for the research into this subject.

1. Automated Written Corrective Feedback

Automated written corrective feedback has great impact and benefits when used by students properly. Research on AWCF was researched by Jinrong Li et al. (2015), the article explored how instructors and students used and perceived AWCF, its impact on revision and writing accuracy, and the influence of AWCF on writing quality and competency. The researcher used a mixed methods approach, specifically the convergence triangulation model. This study highlights how Automated Writing Evaluation (AWE) systems, such as Criterion, can improve ESL writing education, especially in

terms of providing prompt feedback. The result showed that students' perception and utilization of AWE feedback is greatly influenced by their teachers' educational strategies. The advantages of AWE can be enhanced by teachers who successfully incorporate it into their lessons. As a result, AWE helps students write more effectively.

The use of automated written corrective feedback for students was also researched by Jim Ranalli (2018), this article examines how well college-level ESL student writers can utilize the automated written corrective feedback that Criterion provided to correct errors in their writing. The research method used in this paper involves an error correction task based on the AWCF provided by Criterion. College-level ESL students showed varying success in using the AWCF, with specific types of feedback resulting in better correction rates than generalized feedback. The results show that the type of feedback provided impacts the effectiveness of the AWCF, highlighting the importance of feedback specificity and clarity in improving student performance. Overall, this study emphasizes the need for more AWCF resources and instructional techniques to assist ESL students in improving their writing.

The use of AWCF has also been carried out in various aspects. As is the case with research conducted by Natsuko Shintani et al (2014), this article analyzed Japanese

university students, focusing on the impact of written form-feedback, specifically Direct Corrective Feedback and Metalinguistic Explanation (ME) in using grammatical structures, with a focus on the hypothetical conditional and the indefinite article. This study concluded that Direct Corrective Feedback (DCF) and Metalinguistic Explanation (ME) successfully improved the accuracy of students' writing tasks. Further research into the effects of targeted feedback on other grammatical structures is needed, as such feedback helps students to gain understanding explicitly. Moreover, the most successful method was combining DCF with revision, which underlines the importance of customized feedback in language teaching.

Other research on AWCF examined automated writing evaluation, focused on the performance, perception, used, and effect of the AWE system was conducted by Shi (2024). This article discussed findings from a systematic review of 85 studies on Automated Written Feedback (AWF), focusing on three main areas; AWF performance, perceptions of and engagement with AWF. The review highlights that there are positive, negative, neutral, and mixed results across these areas. This article additionally discussed the weaknesses of previous studies and make recommendations for future lines of inquiry to examine the wider effects of AWE on motivation, self-efficacy, anxiety,

and writing quality in language learning environments.

Studies on the efficacy of using written corrective feedback on linguistic error categories specifically focused on two functional used of the English article system conducted by Bitchener & Knoch (2009). A pre-test and post-test design are utilized in this article's methodology to assess the accuracy of applying two English article system functions over a ten-month period. This study discussed the effectiveness of Written Corrective Feedback (WCF) for English as a Second Language (ESL) learners, highlighting how it can help them become more accurate with certain linguistic patterns, especially English articles. From the results, WCF may have long-term advantages for language learning, reinforcing the idea that focused feedback is better than nothing.

2. Grammarly as Automated Written Corrective Feedback

Grammarly tools are undeniably used and of course, always needed by students, especially in their writing. In this journal article written by Koltovskaia (2020), this article analyzed students in ESL writing. The article focused on understanding students' engagement with Grammarly feedback to improve their writing and self-assessment skills. The researchers of this article used stimulated recall and semi-structured interviews. There are also other journal

article that highlight the potential for integrating Grammarly feedback with teacher feedback to improve different aspects of writing. The article was written by Thi (2022) and focused on EFL students in Myanmar. This study investigated the integration of automated feedback with conventional teacher feedback. Regardless, the students were able to correct their mistakes effectively with automated feedback. Teacher feedback can be more effective when Grammarly is successfully incorporated into writing education, so that teachers can concentrate on more complex writing techniques.

This study on the use of Grammarly, which involved EFL students from a university in China, integrated the application into a research writing course without their prior knowledge, trained students to use the tool, and gave them time for revision after handing in the assignment. As a result, using Grammarly had a positive impact on them. This journal was written by Qian Guo et al. (2021). To explore how AWCF tools such as Grammarly can be integrated into language teaching to improve self-directed learning and writing accuracy, Barrot (2021) conducted a study using a quasi-experimental design as the research approach to investigate how AWCF through Grammarly affected students' writing correctness. The study showed that, compared to the control group, students who used

Grammarly (the treatment group) greatly improved the accuracy of their writing. The treatment group showed a decrease in average errors across severity levels, indicating the effectiveness of AWCF in dealing with more complex writing problems. Since most students were able to identify their mistakes by using feedback from Grammarly, the results also showed how important it is to pay attention grammar to enhance writing skills.

3. Perception of using Grammarly as Automated Written Corrective Feedback

The use of Grammarly as a complement to article writing feedback, the factors that influence it, and perceptions of the use of the Grammarly tool were researched by Koltovskaia (2023), this article discussed the integration of Grammarly as a supplementary tool in L2 writing instruction, revealing that teachers provided feedback at higher and lower levels regardless of the tool's assistance. The result revealed that opinions on automated feedback varied, with four out of six teachers having a favorable opinion of Grammarly and two expressing mistrust. Teacher's use of Grammarly reports, their opinions on feedback, and course objectives are some of the factors that influence feedback practices. These factors suggest that while Grammarly can improve feedback, it should be used with caution to prevent student overwhelm

and keep teachers actively involved in the feedback process.

Research on perceptions of Grammarly use was conducted by Fahmi & Cahyono (2021). This study examined how students perceive the usage of Grammarly and feedback from teachers to enhance their writing abilities and whether there are differences in perception based on English proficiency levels. The results of this study showed that EFL students had a positive perception of both teacher feedback and Grammarly use. According to the findings, the EFL writing course's utilization of Grammarly and teacher feedback was well received by the students. Grammarly feedback and teacher feedback work perfectly together, which shows that customized strategies can improve the use of the automated written evaluation program.

Another research was conducted by Aidil (2019). The use of Grammarly has a positive impact on students. Students find Grammarly software effective in helping them with Academic Writing. They value the software's ability to provide useful feedback and correct errors. Additionally, students believe that Grammarly helps increase the complexity, objectivity, and formality of their Academic Writing. This article concludes that Grammarly improves students' writing ability, especially in terms of complexity and objectivity, but advises users to remain critical of its recommendations to prevent dependency.

And the last, another study was also conducted by O'Neill and Russell (2019). This study looked at how students felt about Grammarly when they were doing descriptive writing. Non-automated feedback from Grammarly and conventional were compared to student responses using a mixed-method sequential explanatory design. The findings showed that students who received feedback from Grammarly were more satisfied than those who received traditional grammar tips. This article concludes on the effectiveness of using Grammarly to provide immediate and customized feedback to students, which helps them to write better. However, the article raises questions regarding the program's shortcomings, especially for native English speakers who may have difficulty understanding the feedback due to their limited English proficiency. This research shows that combining Grammarly with the help of academic learning advisors can close this gap, guaranteeing that all students regardless of language proficiency can benefit from feedback while correcting errors in their writing.

B. Literature Review

In this section, I have presented some logical journal articles to outline the literature review related to this research. They are as follows:

1. Pre-Service English Teacher Perception

Based on Burns (2009), the term “self-perception” describes an individual’s own behaviors and opinions. It also depends on how other people interact with them. This perception will then affect one’s mindset and attitude. Perception can be divided into two categories: positive and negative perception. A positive perception is a deep understanding of something; a person who has a positive perspective on the world or anything. Many good things will come into the life of someone who has a positive attitude. However, negative perception describes a person’s negative perspective toward something or the everything that they perceive.

Lindsay & Norman (2013) argue that perception is how sensory stimulation leads to a person overall understanding of the world. So, perception refers to an individual’s experience. The learner’s perceptions refer to their opinion, feelings, and perspectives on the learning experience. As stated by Nichols (2007), perception is the ability to develop beliefs about physical objects in the environment around us through our senses. Therefore, these

external components of the physical appearance can give researchers information about learning through characteristics, such as learning styles, learning tactics, and media. These external components are also quite useful in the learning process.

Perception is the process of seeing, understanding, or evaluating something. In other words, perception is a measure of awareness and understanding. Schacter (2011) stated that perception includes the organization, recognition, and sequencing of sensory data to display and understand the environment or information that is being presented. The way people react to information about their environment is another way to define perception. These elements combine and harmonize, exert influence or encourage blood flow to remain stable, and establish a connection with memory. This is in line with Mei's statement, as mentioned in Rahayu (2018), that perception enables and interprets sensory information from the environment, including experiences, which direct behavior.

Based on the Longman Dictionary of Contemporary English, perception is defined as:

- 1) How individuals perceive something and what they imagine it to be like.
- 2) How people detect things utilizing their senses of sight, hearing and other senses.

3) People's innate ability to understand or notice things fast.

The way pre-service teachers perceive or understand what they are learning is known as perception. The way pre-service teachers respond to the learning process, learning strategies, and learning environment is another aspect of their perceptions. This suggests that pre-service teachers' perceptions are reactions to or opinions on learning process. There are two main categories of perceptions, namely positive and negative perceptions (Rahayu,2018). It is possible to argue that pre-service teachers' perceptions are crucial in the subject of education. They are information that can be used by all parties involved for evaluation and reflection.

By understanding all the theories involved in this study this research, I make the claim that perceptions refer to a person's feelings, thoughts, and beliefs following a previous experience. Therefore, in this instance, I was interested to learn how pre-service English teachers characterize their experiences using Grammarly when writing published scientific journal articles. Pre-service teachers' perception is a process by which pre-service teachers add meaning and interpretation to an object that is still relevant to their educational environment by using their senses to analyze and assess it.

2. Automated Written Corrective Feedback

Written Corrective Feedback (WCF) refers for writing corrections, or suggestions made to second language learners regarding grammatical errors in their writing (Bitchener & Knoch, 2009). Written Corrective Feedback offers quite an advantage for Academic Writing, namely that WCF recognized several types of problems and gives students direct access to extensive information in real-time. After fixing this problem in seconds, students are given more time to edit their work. It has been proven that providing clear and concise comments to students about their mistakes helps them recognize those mistakes and correct them more quickly (Jeon & Yamashita, 2020). Additionally, teachers often lack the time or resources necessary to provide precise, consistent, and real-time metalinguistic explanation, all of which are tasks that the WCF provides. With immediate correction, WCF can assist students in correcting errors in their writing (Ranalli & Ranalli, 2018).

Since the 1970s, most L2 writers have used written Corrective Feedback (CF) on linguistic errors in their written texts, including Academic Writing. Some research in the early 1970s examined how students could increase the accuracy of their writing by receiving written corrective feedback. The teachers sought to identify the types of written corrective feedback that were most successful in helping

students build the skills necessary to correct their writing based on target language accuracy (Hendrickson, 1980).

Writing Corrective Feedback offers quite an advantage for academic writing, namely that WCF recognized several types of problems and gives students direct access to extensive information in real-time. After fixing this problem in seconds, students are given more time to edit their work. It has been proven that providing clear and concise comments to students about their mistakes helps them recognize those mistakes and correct them more quickly (Jeon & Yamashita, 2020). Additionally, teachers often lack the time or resources necessary to provide precise, consistent, and real-time metalinguistic explanation, all of which are tasks that the WCF provides. With immediate correction, WCF can assist students in correcting errors in their writing (Ranalli & Ranalli, 2018).

Bitchener and Knoch (2010) argue that written corrective feedback can improve grammatical accuracy. However, there is no consensus on which form of WCF works best in writing. Automated Written Corrective Feedback can help relieve teachers of the task of correcting grammatical errors in student writing. AWCF also empowers students to edit their work. Students are also encouraged to revise and proofread their own writing (Li et al., 2015). Another study stated that students in second or foreign

language classrooms receive remedial feedback when they make mistakes in their writing assignments (Sheen, 2010). Many questions have been thoroughly investigated in research on corrective feedback concerns, such as the kinds of errors that require correction, the methods for providing the correction, and who should make the repair (Hendrickson, 1978).

Corrective feedback refers to techniques that inform students that their work has flaws and can be provided in the form of written and technology mediated outcomes. This feedback can also be given in response to a variety of errors, such as grammatical, content, organizational, discourse, and pragmatic errors. (Lira-Gonzales & Nassaji, 2020). Written feedback is required in order to provide comments, revisions, and or grading. Simple words or symbols like underscores, commas, and other marks can be used as these marks. The most effective written descriptions are those that are general or specific and offer helpful information. A crucial part of the system is written feedback, which serves a similar function to that of spoken feedback. The primary goal is to assist higher students and offer feedback in a manner that maximizes their potential.

In ESL and EFL situations, Written Corrective Feedback (WCF) is defined as comments and answers to students' written work (Li & Vuono, 2019). In writing

classes, WCF was previously considered as a means to help students “learn to write” or improve the quality of their work (Manchón, 2011). Ghufroon & Rosyida (2018) states that one of automated feedback tool that can be used in EFL writing classes is called “Grammarly.” This proofreading website can be used to find grammatical errors in writing. To check for mistakes, the majority of pre-service instructors utilize this grammar checker. Additionally, it is used by UIN Walisongo pre-service instructors to assess their writing for grammar errors.

3. Academic Writing in EFL

Academic writing is a formal style of writing used in scholarly settings that is distinguished by clear, precise, and systematic exposition of ideas. It frequently includes specialist terminology, complicated grammatical structures, and an emphasis on evidence-based reasoning. This style is often used in research articles, thesis, and academic journals from a variety of disciplines (Guide, 2018). As stated by Oshima & Hogue (2007), Academic Writing focuses on second language learners in high school, college, and university settings. This type of writing differs from creative writing (story writing) and personal writing (letters or emails). Since Academic Writing is formal, writers should avoid using contractions or slang. Writers should also take

care to construct cohesive phrases and follow a specific format.

One of the most common of writing that students must understand is Academic Writing (Lymer et al., 2024). Academic Writing, which involves a methodical approach to the expression of concepts, is a crucial component of research and education. In scholarly works, researchers and educators frequently utilize it to convey ideas based on evidence and logical reasoning. This type of writing aids readers in understanding a topic. Academic writing is subject to strict requirements for precision, supporting data, and coherence. Every sentence must be supported by reliable data. In addition, Academic Writing is also used in articles given at conferences or read by academics and educators. (Khalifa & Albadawy, 2024). One type of Academic Writing is scientific journal article. A scientific journal is a publication consisting of original research reports published by researchers and has a set publication date (Daling, 2023).

Furthermore, Academic Writing is more difficult than the other kind of writing. Oshima & Hogue (2007), argue that Academic Writing in English may differ from your native language. The language, grammar, and organization of thoughts may differ from your previous experiences. Therefore, Oshima and Hogue draw the conclusion that to improve students' writing ability, Academic Writing requires

a lot of learning and practice. Writers should ensure they use entire sentences and structure them appropriately. As a result, it is reasonable to argue that Academic Writing is a difficult process. It includes a number of components that are thought to be the foundation of excellent academic writing.

Academic Writing is an important component of university coursework. Writing is essential for students and teachers to communicate their thoughts effectively in all subject areas. However, Academic Writing can take many different forms, such as writing report, essay, or even articles for scientific journals. Although these different forms of Academic Writing follow different styles, they are all similar. Moreover, this study will concentrate on scientific journal articles produced by pre-service English teachers using the Grammarly program.

4. Journal Article as Academic Writing

Beyond their function as permanent records and means of communication, academic journals are the culmination of research efforts, and the quantity and quality of a researcher's publications are key determinants of their productivity and performance. Journals also serve as visual representations of academic culture and publishing norms, providing insight into the quality and rigor of research

within the academic community, including knowledge advancement processes such as peer review. Conventional academic journals generally follow the same structure, with numbered volumes and issues, tables of contents, one or two column page layouts, pagination, and other standard features (Barness & Papaelias, 2021).

Writing in a journal frequently helps us translate our abstract ideas into concrete manifestations because there are times when it can be difficult to communicate these ideas verbally. By giving careful consideration to composing our writing entries in a clear and succinct way, we improve our writing skills and make it simpler to share them with our peers orally. We can effectively communicate our ideas by using logical reasoning and efficient arrangement (Abednia and others, 2013). In the academic community, journal publication is very important as it allows academic to advance their expertise in their field and gain academic respect. As articles published in Sinta-certified journals only have a Sinta score, accredited journals can improve the Sinta score. A university's accreditation, as well as the accreditation of its study programs, can be affected by accredited publications. Publication in accredited national journals can increase the credibility of researchers as it shows that the journal has gone through a evaluation procedure.

The quality of a good journal can be seen by its certification. The Department of Higher Education and Training (DHET) provides financial support for prestigious academic publications that meet certain requirements. Journal ranking lists provide confirmation of a journal's accreditation status. Therefore, it is understandable that important players in the academic research community have a stake in evaluating journal quality. Journal ranking has become increasingly popular in various scholarly fields (Bryce et al., 2020).

Barnes & Papaalias (2021) stated that academic journals are a tangible representation of the academic atmosphere and established publishing norms. Academic journals reflect the scientific community's dedication to rigorous, high quality research and strategies for the advancement of knowledge, including peer review. Academic journals often have a comparable format, including numbered volumes, tables of contents, volume and issue numbers, standardized pagination, and layouts with one or two columns.

The scientific journal articles used in this study have been successfully published. Scientific publications is a form of actualization of publishing works the form of documents, posters, manuscripts, abstracts, and others. These publications usually contain information such as clinical trial

results, data validation, or other data. These publications can be in the form of books, reviews, scientific journals, and other publications. Scientific publications serve as a platform to disseminate and teach scientific knowledge and research findings to the world. Scientific publications are also methodical and rely on peer review to achieve a high level of objectivity. Scientific publications serve as the primary documentation of research authenticity and the primary evidence of research originality (Yudistia, 2023).

5. Exploratory Research Methodology

Swaraj (2019) stated that exploratory research is a study conducted to explore a little-known field or assess the feasibility of conducting a particular research study. Exploratory research is important so that researchers can accurately identify and describe the problem, as well as determine specific objectives and data needs that can be addressed by additional research.

The purpose of exploratory research is to formulate questions, explain concepts, and explore topics that are not yet widely known or to determine whether a particular study is feasible. Literature searches, focus groups, or case studies can be the first step in the exploratory process. When conducting surveys for exploratory research, researchers usually look for people who are knowledgeable about a topic

or process rather than trying to probe a random sample of the public. Exploratory research is usually qualitative in nature. Examples of exploratory research are brainstorming meetings, expert interviews, and publishing short surveys on social media platforms (Sue & Ritter, 2015).

The steps in exploratory research include discovery, generalization, and theory construction. The first step is discovery, where the researcher makes observations to obtain supporting data. In addition, researcher can also conduct survey, interview, or focus groups to gather exploratory information about a topic. The next step is generalization. After the data is collected, researchers develop theories about the data that has been obtained. The researchers note similarities and differences in the data collected and identifies relationship in the data with previous research. The last step is construction of a theory; researchers draw conclusions after collecting supporting data and generalization (Frey, 2022).

6. Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) was first introduced by Davis (1989), who distinguished between the relationships of user behavior, attitudes, beliefs, and intentions. TAM adopts elements from the Theory of Reason Actioned (TRA). In general, the Technology Acceptance

Model (TAM) aims to clarify the elements that influence people's inclination towards a particular information-base technology. In addition, according to the Technology Acceptance Model (TAM), the existence of information technology with a diverse user base can offer various tools to understand the impact of external circumstances. In general, the Technology Acceptance Model (TAM) is used to examine how individuals can experiment with new technical developments and what factors can influence their choice, awareness, and intention to use technology (Purwanto & Budiman, 2020).

The purpose of the Technology Acceptance Model (TAM) is to provide a theoretical framework for understanding how people adopt and utilize technology. TAM states that users' behavioral intentions (BI) to adopt technology are strongly influenced by two important factors: perceived usefulness (PU) and perceived ease of use (PEU). These, in turn, influence how people actually utilize the technology. TAM has been widely applied across various contexts, particularly in education, to understand technology adoption behaviors (Scherer, 2018).

The Technology Acceptance Model (TAM) is considered to be one of the most influential and frequently used theories by researchers to describe how people accept a particular technology and how human factors affect the

adoption of new technologies. A number of theoretical models have been developed and applied to study the acceptance and usage behavior of information technologies (Lee et al., 2003).

Since 1986, the Technology Acceptance Model (TAM) has been widely used in various fields of applied science and research due to its straightforward and easy to understand theoretical relationships (Dugar,2018; King & He, 2006). TAM has become a popular framework for analyzing the components of individual acceptance. Information technology IT offers significant opportunities to improve job performance, although the benefits are often dependent on the users' readiness to accept and utilize the systems available.

The importance of the Technology Acceptance Model (TAM) in education lies in its ability to explain the factors that influence students' acceptance and utilization of technology in the classroom. It sheds light on how perceived simplicity of use and perceived utility influence instructors' and students' attitudes toward using educational technologies. TAM allows researchers to discover barriers to technology adoption and improve the incorporation of technology into educational procedures (Granic & Marangunic, 2015).

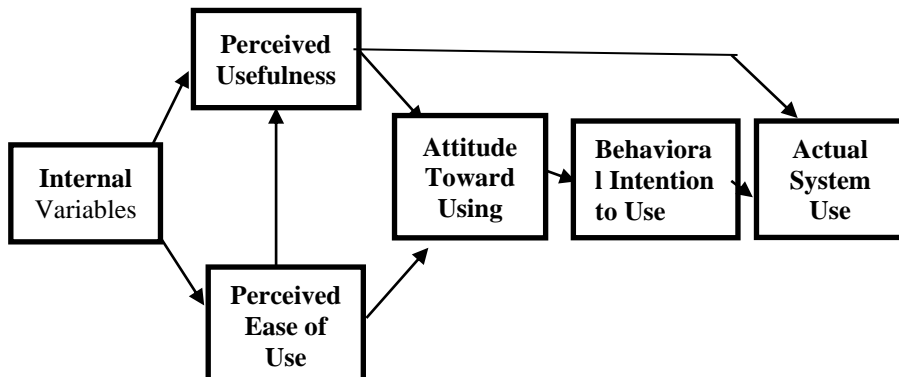


Figure 2.1 Technology Acceptance Model (Davis et al., 1989)

In TAM, external variables serve as determinants that influence how users perceive the benefits and ease of a technology. In this study, such factors influence how pre-service English teachers perceive the ease and usefulness of Grammarly. For example, previous experience with the tool may enhance their perceptions.

While the internal variables in Technology Acceptance Model (TAM) include five aspects. The five aspects are: ease of use (E), usefulness (U), attitude towards using (A), behavior to keep using (BI), and actual system usage conditions. The five aspects are explained as follows:

a) Perceived Ease of Use

Perceived ease of use, which is a measure of how much confidence a system user has in believing that a technology can be easily understood and can be used to help

ease the burden of work that is owned easily and more quickly. Perceived ease of use, stated by Davis (1989), is the degree to which a person believes that an information system is practical and requires little effort to use. Because of the perceived ease of use of a person in assessing the perceived ease of use and ease of learning an information technology, Davis's (1989) theory also suggest that ease of use has a more complex role.

In the Technology Acceptance Model (TAM), a person's attitude toward adopting a technology is correlated with how easy and beneficial they believe it to be. A person's intention to behave on whether or not to utilize a new product or service can be predicted based on their attitude toward it/ This is especially true if the attitude is one of liking or disliking the product. (Alfaris, 2023).

Venkatesh et al., (2016) state that perceived ease of use is defined as 'the extent to which a person believes that using a particular system will be free from effort,' or the extent to which a person believes that using an information system helps them and does not require more work. The energy, effort, and thought required to review and operate the information system are reduced as a result of this leeway. People who use information systems can get more work done than those who do it by hand without using information

technology. From the definitions given above, it can be identified that perceived ease of use is a measure by which people believe that technology systems or applications are easy to use, easy to learn, and flexible enough so that anyone can use the system.

b) Perceived Usefulness

Perceived usefulness refers to how extent a person thinks that utilizing a technology will help them perform better at work. The degree to which people think that utilizing a technology would benefit those who utilize it is measured by a metric called perceived usefulness, accordance to the hypothesis put forward by Davis (1989). As defined by Surendran (2019), perceived usefulness is an evaluation of positive expectations derived from individual views that a certain application system will be beneficial to users. Through the use of certain application systems, it will be able to improve the performance and quality of life of individuals while increasing confidence in the application's ability to improve performance.

Davis's (1989) theory also explains several indicators of perceived usefulness, such as the ability to accelerate the results of one's work, improve job performance, provide effectiveness, increase productivity, and make one's work easier and more useful. In addition, it

can improve achievement performance (better job performance), provide effectiveness (effectiveness), increased productivity, and make one's job easier and more useful.

Based on several definitions and indicators given above, perceived usefulness is the extent to which a person believes that information technology exists and can improve their performance. A person's belief in deciding whether information technology can improve performance or not can be shaped by their perceived usefulness. Perhaps, people will use the system if they think that the system can help. However, the system will not be used if someone does not find it useful (Handayani & Saputera, 2019).

c) Attitude Toward Using

Attitude toward using is the way a person uses technology in their work, which is influenced by acceptance or rejection of a system. A person's assessment of the use of a technology or object, which is influenced by their opinions about its characteristics. This attitude is affective and is formed based on a series of beliefs, such as comfort or ease of use. Although initially included in the technology acceptance model, the role of attitude as a mediator was removed in later versions of the TAM because it was considered to have a weak influence on usage intentions

(Lai, 2017).

Venkatesh, et.al., (2000) stated that “attitude toward using” described how a person feels about using a system or piece of technology. Perceived utility (the system’s ability to improve performance) and perceived ease of use are the two primary criteria that impact this attitude in the context of the technology acceptance model (TAM). The intention to use the system can be increased by having a good opinion about it.

d) Behavioral Intention to Use

Behavioral intention to use, which is a form of user desire when wanting to use an object the first time or reuse the object. Information technology utilization is predicted by behavioral intentions. The intensity of an individual’s intention to engage in a particular behavior is referred to as behavioral intention to use, especially in terms of technology use. It is influenced by an individual’s attitude towards using the portal and is seen from the point of view of the Technology Acceptance Model (Aditia et al., 2018).

Behavior intention in information technology refers to the degree of users’ desire or intention to utilize the system consistently under the presumption that they have access to information. People will be more inclined to utilize new technology if they think it will perform better, if it’s

simple to use, and if the information they obtain is simple, and the user receives the impact of how this information technology is used in the environment.

e) Actual System Use

Actual system use, which is a form of measurement of the frequency and duration of time using technology. If the system improves productivity, as seen by actual use conditions, someone will be happy with it. The term “actual system use” describes the scope and manner in which a technological system is used after considering several elements that influence user choice, including context, frequency of use, and duration of interaction. Actual system use is the outcome of “behavioral intention to use” which is influenced by “attitude toward used” as well as two other key factors, namely perceived usefulness and perceived ease of use. In other words, actual system use is a tangible representation of users’ acceptance of technology, which shows how well the system meets their needs and expectations (Chuttur, 2017).

One of the actual conditions of system application is the actual use of the system. People will be happy to use a system if they find it easy to use and if real-world usage situations show that the system increases productivity. A measure of actual system use is the frequency and duration

of time spent using technology.

7. Grammarly as an Automated Written Corrective Feedback in Academic Writing

An online grammar checker is a tool to ensure proper writing grammar. It does not only correct spelling and punctuation, but checks for contextual and word errors. Plagiarism and simple corrections can also be corrected using the tool. Grammar checkers are beneficial to students. The technology empowers students to detect and correct their own mistakes, leading to improved learning and confidence in writing (Perdana et al., 2019).

Grammarly is an English grammar and written context checker that was created in 2008 by McAlex Shevchenko and Max Lytvyn. McAlexander (2000) stated that “Grammar checkers are essentially patterned matchers: therefore, they are the most reliable patterned matching; they are most reliably helpful in problems of a formulaic nature.” Grammarly currently several benefits, such as plagiarism detection, proofreading, and grammar checkers. This program can correct word usage mistakes and offer suggestions for proper spelling, which will improve the sentence’s context (Nurul & Hakiki, 2021).

Grammarly an automated written assessment tool for English is a product of Artificial Intelligence (AI). It is used to check for grammar errors, writing style, and duplicate

content. It also offers synonym suggestions to improve writing (Yousofi, 2022). With Grammarly, can quickly fix grammar mistakes, punctuation errors, and other mistakes like missing commas and apostrophes. Grammarly offers an overall performance score that ranges from 1 to 100, indicating its writing quality. There are two versions of the Grammarly app: a premium/paid version and free version (Ratna Agustina, 2022). Grammarly can detect errors in student writing.

Grammarly offers capabilities such as plagiarism detection, contextual spell check, grammar, punctuation, style, and word choice. Grammarly analyzes student content to identify proper and inappropriate aspects. After that, students can review their writing score using the Grammarly tool (Yulianti, 2018).

As stated by Nova (2018), Grammarly available in two versions: free and premium. Basic features like grammar, spelling, and punctuation are available in the free version, while advanced features (including vocabulary suggestions and duplicate content detection) are available in the premium version. The free version of Grammarly tests for 150 different types of errors. However, more than 400 error categories are checked by the premium version. While Grammarly is free to use, users can upgrade to Grammarly

Premium with a monthly subscription. Grammarly can be accessed through various platforms, including mobile application, web applications and many others. Apart from highlighting mistakes, Grammarly also provides a work score ranging from 1 to 100, indicating the quality of the writing (Jeon & Yamashita, 2020).

Writing is not an easy task for anyone, especially when creating scientific journal articles. Before publishing a scientific journal article, pre-service teachers should brainstorm topics. Mastering the rules of English grammar can be a challenge for a pre-service English teacher. Pre-service teacher must understand English writing structure and word choice. Therefore, using Grammarly is an option to help them in writing scientific journal article.

C. Conceptual Framework

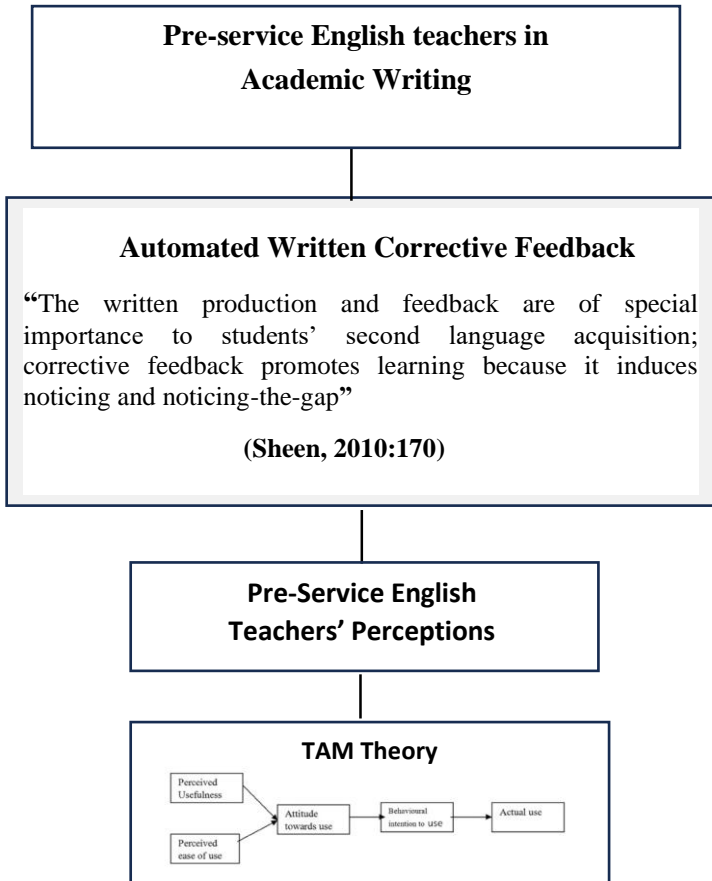


Figure 2.2 Conceptual Framework of the Study

The figure shows the study's conceptual framework which the concept is based on TAM purposed by Davis (1989).

The main focus of this research is on pre-service English teachers in academic writing, especially in writing scientific journal article. Academic writing refers to the use of technology to provide automated feedback on academic writing. The quote from Sheen (2010:170) explains that the process of writing production and feedback is very important in English language learning. Feedback helps to realize mistakes and find gaps in their knowledge, which supports the learning process.

This study aims to find out how pre-service English teachers perceive the use of automated feedback in academic writing. Do they find it useful, effective, or does it have certain constraints? The perceptions of pre-service English teachers are linked to Davis' 1989 TAM Theory. The theory is used to analyze technology acceptance. The theory includes factors such as ease of use, usefulness, and how these factors influence the decision to use technology in academic writing.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provides an outline of the research method. Here, I provide a clear explanation of the research design, research setting, data sources, research focus, data collection methods, and data analysis method.

A. Research Design

In this study, I used qualitative exploratory research as the methodology of collecting and analyzing the data. I chose this approach because exploratory research makes it possible to explore topics that are not yet widely known or to determine whether a particular study is feasible (Swaraj, 2019). In this case, qualitative exploratory design is believed appropriate to test the perception of pre-service English teachers using Grammarly as automated written corrective feedback on Academic Writing.

Based on the research background, this study is a social phenomenon intended to investigate pre-service English teachers' perceptions of using Grammarly to help them write and publish scientific journal articles. The research process involves asking questions through

interviews, collecting data in the form of questionnaires, further analyzing the data, and the final written report has a flexible structure (Creswell, 2014).

The current research design involves collecting data from a small number of participants, specifically 5 pre-service English teachers. This type of research design is called a small-n design. Rivki et al., (2014) stated that small-n design, which allow for through analysis of a limited number of samples, are often used in qualitative research. One of the benefits of the small-n design in research is that it can examine the depth and complexity of the selected sample. In addition, the small-n design is more feasible for researchers with fewer participants, time and costs to carry out.

This research used qualitative exploratory methodology. This method entails collecting and examining data that can provide a comprehensive and in-depth explanation of pre-service teacher's perspectives. This method is often used to build theories, investigate new or unknown subjects, or offer a through understanding of complex phenomena (Nassaji, 2015). In this qualitative exploratory research, it aims to explore pre-service English teachers' perceptions of using Grammarly as automated written corrective feedback in

writing scientific journal articles. I gathered data using techniques including questionnaires and interviews.

A study using questionnaires to gather data about the current state of affairs related to the topic under investigation. To validate the results of the questionnaire, I also conducted interviews, so that this research provides accurate and relevant results. The data from the pre-service English teacher information.

B. Time and Setting of the Research

This research was conducted from the beginning of September until November 2024. The initial stage of the research involved designing and distributing an online questionnaire to the participants. After the questionnaire completion stage, the participants were asked to conduct follow-up interviews to gain more information about their perspectives on using Grammarly.

C. Participant of the Research

The participants of this research were EFL students at Walisongo State Islamic University with the criteria:

1. Pre-service English teacher.
2. Having ever written a scientific journal article.
3. Scientific journal article successfully published.

To obtain participants who fit the above research criteria, I used the purposive sampling technique. The purposive sampling technique is a method of selecting participants based on specified criteria (Etikan, 2016). In addition, this technique is cheaper, less difficult to prepare, easier overall, and qualified to learn (Ma. Dolores C. Tongco, 2006). The first step I took was to conduct preliminary research to understand the context of Grammarly use among pre-service English teachers who had written and published scientific journal articles. After that, I identified sources of participants by contacting lecturers or students to gain access to potential participants who met the criteria. After that, I compiled a list of participants based on the predetermined criteria. I distributed questionnaires preliminary research to the 30 pre-service English teachers to determine which participants actually met the criteria. Of the 30 pre-service English teachers I contacted, I found 5 participants who met the above criteria. The participants were selected through the results of the questionnaire

after I analyzed it and who were willing to be research participants.

After getting 5 potential participants who fit the above criteria, I contacted the participants through participant permission letter and explained the purpose of the research and the importance of their participation. After obtaining consent from the participants, I scheduled a time to conduct the questionnaires and interviews. I sent the research instruments to the participants according to their agreement and availability of free time. After that, I analyzed the data obtained from the participants according to the method I used.

D. Research Focus

This study focuses on investigating pre-service English teacher's perceptions towards using Grammarly as automated written corrective feedback to check their Academic Writing, particularly in scientific journal articles.

E. Data Source

The current study used primary data as a data source. In this research, I chose to use questionnaires as

the main source of data. Questionnaires as one of the primary sources of data is an observational technique that involves presenting a series of written items to a participant and asking them to respond in writing. Primary data provides more relevant and dependable answers to study concerns. The basic data for this study consist of questionnaire responses from participant. In this way, the participant is given a list of questions and responds to the items provided by ticking the items that he/she believes are appropriate. In addition, to validate the results of the questionnaire, it is necessary to conduct interviews with pre-service English teachers and to ensure that the information is correct and relevant.

In addition to primary data, I also used secondary data for this research. Secondary data refers to information that is already available, having previously been gathered and examined by a researcher (Martins et al., 2018). Secondary data from this research is taken from written materials, namely books, theses, journals, and articles related to the topic. After that, the available data will be recorded and documented.

F. Data Collection Technique

Data collection is an important part of any form of research. The data in this study were collected with two research instruments, namely questionnaire and interview to find out pre-service English teachers' perceptions towards using Grammarly tool in writing scientific journal articles.

1. Instrument of the Research

In this research, I used questionnaire and interview as the instrument. To clarify this, here is a detailed information:

a) Questionnaire

In this research, I used questionnaire to get data of the pre-service English teachers' perceptions using Grammarly for Academic Writing. I employed a close-ended question. Close-ended questions employed the Likert scale, which is divided into five categories of agreement, those are strongly disagree=1, disagree=2, neutral=3, agree=4, and strongly agree=5.

I used a questionnaire to collect data for the first research question. The questionnaire used as a data collection tool consisted of 14 questions. The survey was modified from O'Neill and Russell (2019) and Hafni

Iqbal (2019). Five pre-service English teachers selected using a purposive sampling strategy were given the questionnaire in the form of a Google form. The questionnaire was shared by google form link through WhatsApp on September,30-2021. The results of the percentage questionnaire can be seen in the table in Appendix.

b) Interview

The interviews were used to validate the results of the questionnaires to ensure that the research results were accurate and relevant. After the participants answered the questionnaire, I asked them some questions in a semi-structured interview through online meeting. The semi-structured interview questions aligned with participants' questionnaire responses. The author uses these questions to check participants' answers and collect reliable data.

Based on the research approach used in this qualitative research, I transferred all the data I had collected into a descriptive form. The data was taken and obtain information relating to pre-service English teachers' perceptions of using Grammarly to check grammar in their scientific journal articles.

It consisted of 3 questions addressed to the participants. Some of these questions asked about pre-service teachers' perspectives on whether Grammarly software is one of the automated written corrective feedback that can help and improve their scientific journal article writing skills. This interview was conducted in English and recorded. I took note on an ongoing basis. The interview took about 10-15 minutes. The interviews were adapted from the research instrument by Aidil (2021) and Ghufon (2019).

The interview consisted of 3 questions as reinforcement and validity of the questionnaire answers. The interview was conducted on October 02, 2021. The participants in this interview were five pre-service English teachers. And here, I use pseudonyms for the names of the participants I researched. The participants are Andi, Nita, Indah, Sinta and Dinda.

The interview information is used to support, export, and justify the need for the Grammarly as automated written corrective feedback to help pre-service English teacher in checking their scientific journal article. In this research, I identified the use of Grammarly in writing scientific journal articles with five sample pre-service English teachers to be interviewed, explaining all

the interview data in depth related to the following questions:

Question 1: How often do you use Grammarly as automated written corrective feedback in order to help you to check grammar mistakes in your scientific journal?

Question 2: Do you think that Grammarly is practical and effective to use in proofreading your scientific journal?

Question 3: After using Grammarly to help you write your scientific journal article, would you recommend this app to others? What are your reason?

The results of the participant interview can be found in the interview transcripts in the appendix. Based on the results of questions above, I concluded that using Grammarly helped pre-service English teachers to improve their scientific journal article writing, and users found the platform easy to use. Grammarly also provided clear feedback. However, some of them use other tools, such as Quillbot, because they are used to using it in addition to the Grammarly tool. However, they still recommended using Grammarly for students, especially to help in their writing.

2. Steps for Collecting Data

Some of the steps I took to collect data were as follows:

- a) I selected pre-service English teacher who having written and published scientific journal articles to be analyzed.
- b) I prepared a research instrument in the form of a questionnaire.
- c) I distributed the questionnaire through google form.
- d) I analyzed the questionnaire and made conclusions from the data.
- e) I also conducted interviews with pre-service English teachers to validate the results of the questionnaire.
- f) I made conclusions from the data findings and theories about pre-service English teachers' perceptions of using Grammarly in writing scientific journal articles.

G. Data Analysis Techniques

Data analysis is the next step after compiling the data collect methods. Data analysis is a crucial and essential phase that cannot be ignored. I determined the analysis strategies utilized to process field data. Data analysis involves describing, categorizing, and connecting phenomena to study concepts. In order to categorize and analyze data, researchers should create a

conceptual framework. After that, ideas can be developed and connected (Dey, 2005).

I selected study participants using Google form based on the standards outlined in the section on the research topic. Following the participants' selection, I gave them a consent form to signify their participation in the research. After filling out the Google form, the participants were interviewed in a semi-structured format via WhatsApp. After that, the data obtained from the participants was analyzed using triangulation techniques.

The questionnaire data will be analyzed by frequency analysis through percentile to summarize the responses from the participants. Frequency analysis is a category of study within descriptive statistics. Finding patterns and trends in data can be done easily and simply with this method. This technique makes it easy to determine how many participants selected each response option, as well as how often and in what proportion of cases (Stankovic, 1994). This can provide important information regarding participants' attitudes, beliefs, and actions in relation to using Grammarly when writing journal articles.

The interview data was transcribed and analyzed using a thematic analysis approach. A thematic analysis

method was employed to transcribe and evaluate the interview data. This entails categorizing and coding the responses in order to find patterns and themes within the data. After that, I conduct classification to identify recurring patterns in the data. The findings of the analysis are provided in a narrative style highlighting the themes and patterns found in the data. A summary of historical data is created through descriptive analysis to identify pertinent information that is then used for further investigation (Sheik Abdullah A et al., 2017).

Table 3.2 Steps of Thematic Analysis (Braun and Clarke, 2006)

No	Steps	Description of the process
1	Familiarizing data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2	Generating initial codes:	Codes interesting features of the data systematically across the data set, organizing relevant data for each code.
3	Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.

- | | | |
|----------|----------------------------|--|
| 4 | Reviewing themes | Checking if the themes work in relation to the coded extracts and the entire data set, generating a thematic ‘map’ of the analysis. |
| 5 | Defining and naming themes | Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme. |
| 6 | Producing the report: | The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis. |

In qualitative research, triangulation is the process of using several techniques or data sources to create a thorough understanding of a phenomenon and to verify its validity by combining data from other sources. Triangulation is a qualitative research approach that tests validity by combining information from multiple sources (Carter et al., 2014). Therefore, I had to triangulate data from various sources in different ways and at different

times. There are three types of triangulation, namely triangulation of source, triangulation of method, and triangulation of theory. In this study, I used triangulation of method by comparing data from questionnaires and interviews. Triangulation of method is a process in which researchers collect data from the same source using various data collection methods.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, I present the research results. This chapter is divided into research findings and discussion of the research. The results and descriptions of the data from the questionnaires and interviews conducted to answer the research questions regarding pre-service English teachers' perspectives on using Grammarly as automated written corrective feedback in Academic Writing are presented in the first section.

A. Research Findings

The section aimed to inform the pre-service English teacher' perceptions in using Grammarly as automated written corrective feedback to assist in writing their scientific journal articles. Pre-service English teachers gave their opinions on the perspective of using Grammarly through questionnaire and interview. The findings in this study will be divided into sections according to the research indicators. In this section, I present the results of the research questions that were distributed to the participants. The research results of this study are listed below.

1. Result of Questionnaire

a) Perceived Ease of Use

No	Statement	SD	D	N	A	SA	Total
4	Grammar feedback is easy for me to integrate into my writing as corrections	0	0	1	2	2	5
	Total %	0	0	20%	40%	40%	100%
7	I find it helpful with the features that Grammarly provides	0	0	1	4	0	5
	Total %	0	0	20%	80%	0%	100%

Based on the results from the questionnaire, the statements addressed the perceived ease of use of Grammarly as automated written corrective feedback for academic

writing. The first statement showed that 1 or 20% of pre-service English teacher neutral with the statement, 2 or 40% strongly agree and as many as 2 or 40% of other pre-service English teacher agree. From the statement, most of them think that grammar feedback using Grammarly is easy to integrate into their writing, but a small number of them think that Grammarly can be easy and can be not too easy to integrate into their writing.

In the second statement, pre-service teacher find it helpful with the features in Grammarly. It is evident from the percentage results that 4 or 80% of pre-service teacher strongly agree with the statement. Meanwhile, 1 or 20% of pre-service teacher chose neutral. However, the majority of them are greatly helped by the Grammarly feature.

b) Perceived Usefulness

No	Statement	SD	D	N	A	SA	Total
5	The grammar feedback improved my writing	0	0	0	4	1	5
	Total %	0	0	0	80 %	20 %	100%
8	Grammarly easy to use for correcting language	0	0	0	5	0	5
	Total %	0	0	0	100 %	0	100%

Based on the results of the questionnaire, it can be seen that the usefulness or perceived usefulness of using Grammarly application for pre-service teachers are described below. The first statement showed that 4 or 80% of pre-service English teacher strongly agree and 1

or 20% of other pre-service English teacher agree with the statement. From the participants' answers, it was clear that grammar feedback using Grammarly could improve the quality of their writing. It is also evident from their answers that most of them strongly agree with the statement.

In the second statement, all pre-service teachers agree with the statement. Evidenced by the percentage results showing 100%, they strongly agree that Grammarly is easy to use to correct grammar. Grammarly has a positive impact on their journal article writing.

c) Attitude Toward Using

No	Statement	SD	D	N	A	SA	Total
2	I spend enough time giving the necessary grammar feedback to improve my writing	0	0	1	3	1	5

	Total %	0	0	20 %	60 %	20 %	100%
10	I can easily operate the features available in Grammarly	0	0	0	1	4	5
	Total	0	0	0	20 %	80 %	100%
11	I feel frustrated with Grammarly when I still found many grammar mistakes	0	1	1	2	1	5
	Total %	0	20 %	20 %	40 %	20 %	100%
12	I feel the Grammarly consumes	0	2	0	3	0	5

	more quota						
	Total %	0	40 %	0	60 %	0	100%
13	I'm unsure about the correctness of my grammar utilizing Grammarly	0	2	1	1	1	5
	Total %	0	40	20 %	20 %	20 %	100%
14	I found difficulties while using Grammarly application because this application does not provide Indonesian	2	0	2	1	0	5

	language options						
	Total %	40 %	0	40 %	20 %	0	100%

Based on the results of the questionnaire, it can be seen that the attitude of pre-service English teachers in using Grammarly is described in the following. First statement showed that 1 or 20% of pre-service English teacher neutral, 3 or 60% of pre-service teacher strongly agreed and 1 or 20% of other pre-service English teacher agreed with the statement. Therefore, it can be concluded that most pre-service English teachers spent a considerable amount of time giving grammar feedback needed to improve their writing. However, there was a minority of them who did not spend too much time giving feedback on their writing using Grammarly.

The second statement revealed that 1 or 20% of the other pre-service English teachers agree with the statement, while 4 or 80% of the pre-service English teachers strongly agree. It is evident from the responses of the participants that pre-service English teachers can utilize Grammarly's capabilities with ease.

The third statement discussed above produced different answers from the participants. A total of 1 or 20% pre-service teacher disagree with the statement, 1 or 20% pre-service teacher were neutral, 2 or 40% strongly agree, and then 1 or 20% agree. From these answers, it is evident that they have different levels of difficulty and frustration in using Grammarly when they find many grammatical errors in their writing.

In the fourth statement showed that 2 or 40% disagree with this statement and 3 or 60% strongly agree with this statement. Thus, it can be said that although some of them strongly agree that Grammarly consumes a lot of quota, some of them disagree that Grammarly consumes a lot of quota. Based on the participants' answers, it is clear that their opinions regarding the use of Grammarly differ based on their respective perspectives.

In the five statement above showed that 2 or 40% disagree with this statement and 3 or 60% strongly agree with this statement. From the results of the questionnaire on the above statement, some of them are confident and believe that the use of Grammarly can be recognized as correct. However, a small number of them think that Grammarly cannot fully guarantee the correctness of their grammar; it still has to be re-corrected to find out the

truth.

In the last statement based on the table above, the results of the participants' answers varied. A total of 2 or 40% of them choose strongly disagree, 2 or 40% choose neutral and 1 or 20% of them choose strongly agree. From these results, it can be concluded that they have different perspectives on using Grammarly; some find it difficult because the application does not have an Indonesian language option, but there are also those who enjoy the application.

d) Behavioral Intention

No	Statement	SD	D	N	A	SA	Total
1	It was crucial for me to receive grammar feedback on my writing	0	0	0	2	3	5
	Total %	0	0	0	40 %	60 %	100%

Based on the questionnaire results, it can be seen that pre-service English teachers' intentions in using Grammarly in the following statements. The first statement discussed was that pre-service English teachers think that it is very important to receive grammar feedback on their writing. We can see this in the table which shows that 2 or 40% of pre-service teacher strongly agree and 3 or 60% of pre-service teacher agree with statements above. They really need a tool like Grammarly to check their writing and receive grammar feedback, especially on journal articles they have written.

e) Actual Use

No	Statement	SD	D	N	A	SA	Total
3	I was satisfied with the amount of grammar feedback I provided	0	0	0	2	3	5
	Total %	0	0	0	40%	60%	100%

6	Grammarly offerings provide comprehensive features and easy to use	0	0	2	2	1	5
	Total %	0	0	40 %	40 %	20 %	100%
9	Features in Grammarly are complete and convenient to use	0	0	2	3	0	5
	Total %	0	0	40 %	60 %	0	100%

Based on the questionnaire results, it can be seen that the actual use of the system with Grammarly can be felt by pre-service English teachers. First statement above showed that 2 or 40% of pre-service English teacher strongly agreed and 3 or 60% of other pre-service English

teacher agreed with the statement. It is evident from the statement that pre-service teachers are very satisfied with the amount of grammar feedback they get from Grammarly. Grammarly can also help and make it easier to check the grammar of their writing.

Grammarly application has enough very good features. This is evidenced by the positive answers from pre-service teachers who agree with the statement above. This can be seen that there were 2 pre-service teacher or 40% strongly agree and 1 or 20 % agree with this statement. Even though 2 or 40% of pre-service teacher chose neutral. The percentage shows that pre-service teacher agree with Grammarly's offerings provide comprehensive and easy to use features.

In the last statement discusses the features in Grammarly that are complete and convenient to use. We can see this in the table, which shows that 3 or 60% strongly agree and 2 or 40% choose neutral. Thus, it can be concluded that almost all of pre-service English teachers strongly agree with the statement.

Pre-service English teacher were further questioned about their perspectives on using Grammarly to help with the writing of their scientific journal articles. Therefore, interviews were conducted to validate the data

from the questionnaire results that they had answered. In the interview, questions were asked about how often Grammarly is used to help their writing and whether Grammarly is effective and recommended for use by others, especially higher students.

2. Result of Interview

There are several opinions regarding the pre-service English teachers got when writing their scientific journal articles using Grammarly:

a) Interview with Participant 1

In the interview, Andi shared his thoughts on how he uses Grammarly when writing scientific journal articles. The interview was conducted on October 02, 2024, through an online meeting. He said that Grammarly is easy to use, and he often used it when writing.

- (1) I very often used Grammarly when I write a paper, including scientific journal article.
- (2) I think that Grammarly very practical, effective and easy to use as a proofreader, just scroll up and down, and the errors of punctuation and words/phrase will appear.
- (3) I recommend it for students who want to develop their writing skills.

From the results of the interviews conducted above, it can be concluded that Andi often used Grammarly to write his scientific journal articles. He claimed that Grammarly is very practical, effective, and easy to use. This statement showed that his perspective on

using Grammarly has a positive impact, and he recommends Grammarly for students who want to develop their writing skills.

b) Interview with Participant 2

In the second interview, Nita also expressed her opinion about using Grammarly. The interview was conducted on October 12, 2024. The results of the interview with Nita showed that she was greatly helped by Grammarly as automated written corrective feedback, which in fact was her first time writing a scientific journal article, and of course there were still many grammatical errors that needed to be corrected.

- (4) I'm a little insecure about the content of my writing and ultimately how much time I spend in the obscurity of my writing and my comfort level with English grammar like Grammarly.
- (5) I think that Grammarly is practical and effective, because Grammarly contains many features to improve my writing, and it's own time to identify usage. However, human review is still needed to proofread the grammar of our writing.
- (6) I recommend Grammarly to others, especially to improve their writing, especially if they are beginners.

From the results of the interview conducted with participant 2, it can be concluded that she often used Grammarly because it is her first time writing a scientific journal article and of course there is still a lot of grammar that needs to be improved. She was greatly helped by Grammarly, but human review is still needed to correct articles. From this statement, it is evident that Grammarly had a positive impact on her article writing. With the help of Grammarly's automated written corrective feedback, she was able to publish her first scientific journal article.

c) Interview with Participant 3

Furthermore, in the third interview, Indah expressed her opinion when writing articles using Grammarly. The interview was conducted on October 11, 2024, through an online meeting. In this interview, Indah stated that she used Grammarly not only for writing her scientific journal articles but for other writing tasks.

(7) I use Grammarly quite often in writing scientific journal articles, sometimes I even use Grammarly for my other assignment needs. Quite efficient and helpful in analyzing that have grammar errors, but you should still check them one by one and edit yourself if there are any unfamiliar words.

- (8) I think that Grammarly is quite effective for assignments and also practical as a sentence/grammar error detector.
- (9) I recommend Grammarly to others because the application is light in use, very suitable for students who want to write scientific papers or journal articles, and also has qualified features that can be applied in various kinds of software, such as being able to be linked to Microsoft Word.

From the results of interviews conducted with participant 3, it can be concluded that when writing scientific journal articles, Grammarly is quite often used to correct grammar. In fact, not only scientific journals but also other tasks. She said that Grammarly is also effective to use; grammatical errors will be noticed immediately, and there will be sentence replacements. However, it is not uncommon for Grammarly not to match the desired sentence so it still needs further research. She recommends Grammarly especially for advanced students, as it can also be linked to Microsoft Word and has benefits for writing. From the result of these statements, it is evident that Grammarly has a positive impact on her in writing scientific journal articles.

d) Interview with Participant 4

Sinta in the interview also expressed her opinion about using Grammarly. The interview was conducted on October 15,2024. She said that Grammarly can make it easier for her to correct grammar when writing scientific journal articles.

- (10) I often use Grammarly to check my journal article writing. After writing a paragraph of my journal article, I immediately check whether the grammar is correct or not by using Grammarly. I was also recommended by Mr. Daviq to use Grammarly in writing article.
- (11) In my opinion, Grammarly is practical and effective, we only need to download it, and even Grammarly is available in a free form. Not only that, the features provided by Grammarly are also diverse.
- (12) I recommend Grammarly to others, because I think the Grammarly is quite accurate for detecting grammar.

From the results of interviews conducted with participant 4, it can be concluded that she very often uses Grammarly to write scientific journal articles. She

used Grammarly to check each paragraph. And she got a recommendation for using Grammarly to write articles from my lecturer, Mr. Daviq Rizal. From the statement above, it is evident that Grammarly has a positive impact on writing scientific journal articles. She felt that Grammarly really helped in correcting the grammar when writing scientific journal article.

e) Interview with Participant 5

Furthermore, in the last interview, Dinda also expressed her opinion when writing journal articles using Grammarly. The interview was conducted on October 19,2024. In her opinion, Dinda said that when writing scientific journal articles, she not only used Grammarly but also used other applications such as Quillbot.

- (13) I'm actually not an overly frequent Grammarly user. I use Grammarly only for checking at the end. But for paraphrasing, checking grammar gradually, and others, I usually use Quillbot. However, in my opinion, the results of the written corrective feedback given by Grammarly do not fully match our intentions, so there must still be a double check.
- (14) In my opinion, it is quite effective to use Grammarly

to help write scientific journals, especially for beginners, but I think the process is less effective. So, to create journal articles that require research, I use Grammarly and Quillbot.

- (15) I recommend using Quillbot during the process of creating scientific journals, but for final checking and proofreading of journal articles, I recommend using Grammarly.

From the results of interviews conducted with participant 5, it can be concluded that in writing scientific journal articles, apart from using Grammarly, she also uses other applications such as Quillbot. However, between using the two applications above, she used Quillbot more often for the journal article writing process, but for final checking and proofreading she used Grammarly because Grammarly can check the file as a whole. Grammarly is also effective and easy to use. She recommends using Grammarly for final checking of articles only, while for the process of writing journal articles such as paraphrasing and checking grammar in stages, she recommends using Quillbot.

Based on the information shown above, it can be

concluded that pre-service English teachers believe that Grammarly offers a number of benefits, including useful features, ease of use, accessibility from any location, and being easy to find. On the other hand, the use of Grammarly is also effective and practical. Grammarly provides positive feedback for their journal article writing. They feel helped by the existence of Grammarly as feedback on automated written corrective feedback. Grammarly is also available by downloading and is available for free. However, there are some drawbacks to Grammarly, namely that it is not uncommon for Grammarly to not match the desired sentence, so it still has to be researched further. However, they still recommend Grammarly to others, especially for higher students who are writing scientific journal articles. Some of them also recommend other applications that help them when writing journal articles, namely Quillbot and ProWritingAid.

B. Discussion

This section covers the findings of the research that has been conducted in the English Language Education department of the Faculty of Education and Teacher Training, Walisongo State Islamic University. Questionnaires and in-depth interviews were the main methods for collecting data. To answer the research questions, I have outlined the main issues in this section based on the questionnaire and interview data obtained from the participants.

The use of Grammarly tools as automated written corrective feedback to assist in Academic Writing is prevalent among pre-service English teachers, as highlighted by the results of this study. This discussion explores insights and data around the use of Grammarly in improving Academic Writing, specifically in writing scientific journal articles. Through analyzing the perspective of pre-service English teachers, this discussion seeks to understand how they use Grammarly to proofread their scientific journal articles for grammar errors before publication.

Grammarly tools are widely used by pre-service English teachers to help write scholarly journal articles and other Academic Writing due to their ease of use and

usefulness. Based on the research, most of them thought Grammarly was a useful tool for their writing. Its ease of use and usefulness determined a positive outcome in their writing, which led them to successfully publish the article.

Based on the research results, I have answered the research question by describing it in this section. The research question was about pre-service English teachers' perceptions of using Grammarly as automated written corrective feedback to assist in writing their journal articles. From the results of questionnaire and interview, I found various perceptions regarding the impact of using Grammarly as automated written corrective feedback to help Academic Writing, especially writing scientific journal articles. Most pre-service teachers consider that the Grammarly application helps them in correcting their writing results because it is supported by supportive features, easy to use, accessible anywhere, and can be downloaded for free. Most pre-service teachers consider that Grammarly provides a positive impact and useful feedback on their writing. However, there are also some drawbacks to Grammarly. For example, it often does not match the intended sentence, so more research is

needed. Nonetheless, they still recommend using Grammarly, especially for students who publish articles for scientific journals. Some of them also suggested Quillbot and ProWritingAid as additional tools that helped them produce journal articles.

Based on the results of the interview and questionnaire, the pre-service English teachers had a positive opinion about using Grammarly when writing scientific journal articles. Grammarly offers immediate feedback and is easy to use. Grammarly helps pre-service English teachers to know what is correct and what is incorrect. They can then use that feedback to assess their own writing. Grammarly not only helps them write better, but it also increase confidence and optimism when they see the results of their proofread journal articles. Ghufon (2019) states that Grammarly is more successful in reducing errors in writing mechanics (spelling and punctuation), language use (grammar), and word usage problems (diction). Grammarly can quickly and easily find errors in EFL writing, including those related to vocabulary, language, and mechanics.

The perspectives of pre-service English teachers on writing scientific journal articles are also explained

based on aspects of TAM theory, with the following explanation:

1. Perceived Ease of Use

Based on the result of the questionnaire which perceived ease of use Grammarly for writing scientific journal articles, statements regarding Grammarly being easy to integrate for correcting writing, feeling helped by the features provided by Grammarly, and Grammarly being very easy to use, most pre-service English teachers agreed with these statements. This shows that most of them found it quite easy to use Grammarly's features as automated written corrective feedback for their writing needs.

Meanwhile, based on the interview results from question number 1, most participants answered that they often use Grammarly tools in the process of writing scientific journal articles because it is easy to use. It is quite efficient and helps in analyzing sentences that have grammatical errors. However, some of them use Grammarly only to check the end of the article because Grammarly can check the complete article. From the statements above, it can be concluded that the convenience of Grammarly was indeed felt by participants during the process of writing their scientific

journal articles.

2. Perceived Usefulness

Regarding perceived usefulness, based on the results of the questionnaire with the statement that feedback from Grammarly can improve their writing and Grammarly is easy to use to correct language so as to improve the accuracy of writing, the results showed that the pre-service English teachers agree with this statement. Therefore, it can be said that Grammarly is a great tool to help them to write better.

Meanwhile, based on the interview results from question number 2, Grammarly is considered very useful by participants because of its ability to improve the quality of writing. Participants said that Grammarly is very practical and effective as a proofreader. Grammarly can also identify grammar errors and provide corrections for these errors. Grammarly is very practical and effective because we only need to download it and it is available for free. Not only that, Grammarly can also be connected to Microsoft Word so that it makes it easier for proofreading.

3. Attitude towards Using

Based on the answers from the questionnaire that assessed how positive students felt about using Grammarly to write scientific journal articles, they to

write scientific journal articles, with various statements such as finding it easy to operate the features in Grammarly, feeling frustrated if they find many mistakes that can be resolved by Grammarly, and feeling it is important to use Grammarly to correct writing. On average, pre-service English teacher answered agree and neutral, which means that some of them have relatively positive feeling when using Grammarly for writing and some feel neutral.

4. Behavioral Intention

To measure participants' behavioral intention to use Grammarly as automated written corrective feedback in writing, appropriate answers were generated during the interview from question number 3, which reflected the likelihood of participants to continue using Grammarly in the future and recommend it to others, especially to students who are writing scientific journal articles. Most of them highly recommend this tool to improve writing, especially for those who are new to writing journal articles. Grammarly has various features, is easy to use, and of course saves money because it is available for free. Therefore, Grammarly is recommended for use.

5. Actual Use

In assessing the actual use of Grammarly for writing scientific journal articles, with several statements given, such as being satisfied with the amount of grammar feedback provided, Grammarly provides a comprehensive and valuable offering, and the features in Grammarly are complete and convenient to use, so they are satisfied. The pre-service English teachers generally agree and strongly agree, and stated that they often used Grammarly in their writing.

Based on the overall results, the data shows that almost all participants have a fairly high trust in Grammarly as a tool to help them in writing scientific journal articles. It shows that Grammarly has a positive impact on their process. The results are also in line with previous research on the issue. First, Fahmi & Cahyono (2021) research examined how students perceived using Grammarly and receiving feedback from teachers. The findings showed that students had a favorable opinion about teacher feedback and the use of Grammarly. The study also found that pre-service English teachers thought that Grammarly, an automated written corrective feedback program, was a useful tool and had a good impact on them. In this study, pre-service English teachers used

Grammarly to proofread scientific journal articles as part of their Academic Writing assignments. However, for previous research Grammarly has been used to improve students' writing skills in the classroom. The current study only used Grammarly as written corrective feedback, whereas the previous study used Grammarly and feedback from teachers to correct their writing.

Second, these results are consistent with previous research on this topic. O'Neill and Russell's (2019) research investigated students' perspectives of the automated feedback feature of the Grammarly program. The findings showed that students felt more satisfied when they used Grammarly to help them proofread their descriptive writing. In contrast, the current study employs Grammarly to assist pre-service English teachers in editing their scientific journal articles. Nonetheless, Grammarly was used in the previous study to proofread descriptive. The last one, the findings of this study are in line with the findings of Aidil's research (2019), which found that Grammarly provides benefits for students. The current study also shows Grammarly has a positive impact on pre-service English teachers. The difference between previous research and current research is that they both examine Grammarly, but previous research involved

analyzing students' perceptions of the effectiveness of Grammarly in helping them write better. While the current research investigates the perceptions of the use of Grammarly in pre-service English teachers when writing scientific journal articles to publish.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains conclusion and suggestion. The conclusion based on the data analysis was found that were discussed in Chapter IV.

A. Conclusion

Some conclusions can be summarized based on the research results that I obtained from collecting data through questionnaires and interviews with pre-service English teacher regarding their experiences in using Grammarly as automated written corrective feedback to assist in writing their scientific journal articles, as follows:

- 1) Almost all pre-service teachers rated the use of Grammarly as having a positive impact due to its automated written corrective feedback. Grammarly helps them in the process of correcting the scientific journal articles they have written because it is supported by various features, easy to use, accessible anywhere, and can be downloaded easily. By using Grammarly, it makes them more confident in their writing results. Apart from using Grammarly, there are several other applications that they use to help write their articles, such as Quillbot and

ProWritingAid. By utilizing existing tools, they can finally publish the results of their articles on the journal platform. Therefore, it is evident that Grammarly's automated written corrective feedback has a positive impact on their writing process.

- 2) From the research results above, it is evident that Grammarly has a positive impact on the pre-service teachers who use it. Apart from the benefits gained from Grammarly as automated written corrective feedback, their advice is that we should not believe 100% in the results of the tool because humans are actually smarter than a tool. Therefore, it is also necessary to check carefully from ourselves. Nevertheless, they still recommend Grammarly as a tool for writing journal articles or Academic Writing, especially for students who are writing, because it has sufficient benefits. However, for more accuracy, they also recommend other apps to help with writing, such as Quillbot and ProWritingAid.

B. Suggestions

Based on the results of this study, suggestions that can be given regarding pre-service English teacher's perceptions of using Grammarly as automated written

corrective feedback to help write their scientific journal articles, are as follows:

- 1) For higher students, can utilize Grammarly and its features to help in the Academic Writing process, especially scientific journal articles, and can be used effectively to support their writing process. However, do not trust the tool 100%, as the human brain is created smarter than a tool. Therefore, further examination is necessary.
- 2) For pre-service teachers, can utilize Grammarly to assist in the Academic Writing process and other writing assignments, or perhaps as an alternative media for the teaching-learning process for students, introducing the use of Grammarly to students to be utilized in the student writing process. Or perhaps it can find other alternative media to assist students' learning activities in the classroom by introducing other AI tools for English language learning.
- 3) For other researchers, I acknowledge that this research is far from perfect. There are still many things to learn in terms of using Grammarly as automated written corrective feedback to aid Academic Writing. This research only focuses on the perspective of using Grammarly on pre-service

teachers and has not discussed more deeply about the strengths and weakness of using Grammarly. As a result, I hope there will be more research conducted to expand our understanding of this subject. Or maybe I suggest that further research could take the same topic but with different methods and strategies, and so on.

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APPENDICES

Appendix 1: Questionnaire

A. Preliminary Research (Close-ended questionnaire)

This preliminary research is used to identify potential biases in respondent selection. By understanding the desired characteristics, I can avoid unbalanced or unrepresentative sampling. This preliminary research was conducted to screen respondents according to the criteria above. This instrument is adapted from the research by O'Neill & Russel (2009), and Rejeki (2023).

- a) Have you ever written a scientific journal article?

Yes No

- b) Do you use the Grammarly application as automated written corrective feedback in writing your journal article?

Yes No

c) Has the scientific journal article you wrote been published?

Yes No

d) What type of Grammarly application that you use?

Free Premium

e) Does Grammarly provide positive feedback on your scientific journal article?

Yes No

B. Close-ended questionnaire

The following is a questionnaire related to research on the use of Grammarly as automated written corrective feedback, which is used by pre-service English teacher in writing scientific journal articles. Therefore, I kindly request your availability to complete the following questionnaire. For your willingness and participation at once to fill out the existing questionnaire, I say thank you.

RESPONDENT IDENTITY

Name :

Gender :

QUESTIONNAIRE LIST

Please mark (V) on each statement that you choose!

Information

SD: Strongly Disagree

D : Disagree

N : Neutral

A : Agree

SA: Strongly Agree

No	Statement	Scale					Total	
		SD=	D=	N=	A=	SA=	Number	Percent
		1	2	3	4	5		
1	It was crucial for me to receive grammar feedback on my writing.							

2	I spend enough time giving the necessary grammar feedback to improve my writing								
3	I was satisfied with the amount of grammar feedback I provided								

4	Grammar feedback is easy for me to integrate into my writing as corrections							
5	The grammar feedback improved my writing							
6	Grammarly's offerings provide comprehensive features and easy to use							
7	I find it helpful with the features that Grammarly provides							

8	Grammarly easy to use for correcting language						
9	Features in Grammarly are complete and convenient to use						
10	I can easily operate the features available in Grammarly						
11	I feel frustrated with Grammarly when I still found many grammar mistakes						

12	I feel the Grammarly consumes more quota						
13	I'm unsure about the correctness of my grammar utilizing Grammarly						
14	I found difficulties while using Grammarly application because this application does not provide Indonesian language options						

Adapted from O'Neill and Russell (2019) and Hafni Iqbalil (2019)

Appendix 2: Result of Questionnaire

No	Statement	SD	D	N	A	SA	Total
1	It was crucial for me to receive grammar feedback on my writing	0	0	0	2	3	5
	Total %	0	0	0	40%	60%	100%
2	I spend enough time giving the giving the necessary grammar feedback to improve my writing	0	0	1	3	1	5
	Total %	0	0	20%	60%	20%	100%
3	I was satisfied with the amount of grammar feedback I	0	0	0	2	3	5

	provided						
	Total %	0	0	0	40%	60%	100%
4	Grammar feedback is easy for me to integrate into my writing as corrections	0	0	1	2	2	5
	Total %	0	0	20%	40%	40%	100%
5	The grammar feedback improved my writing	0	0	0	4	1	5
	Total %	0	0	0	80%	20%	100%
6	Grammarly's offerings provide comprehensive features and easy to use	0	0	2	2	1	5
	Total %	0	0	40%	40%	20%	100%

7	I find it helpful with the features that Grammarly provides	0	0	1	4	0	5
	Total %	0	0	20%	80%	0	100%
8	Grammarly easy to use for correcting language	0	0	0	5	0	5
	Total %	0	0	0	100%	0	100%
9	Features in Grammarly are complete and convenient to use	0	0	2	3	0	5
	Total %	0	0	40%	60%	0	100%
10	I can easily operate the features available in Grammarly	0	0	0	4	1	5

	Total %	0	0	0	80%	20%	100%
11	I feel frustrated with Grammarly when I still found many grammar mistakes	0	1	1	2	1	5
	Total %	0	20%	20%	40%	20%	100%
12	I feel the Grammarly consumes more quota	0	2	0	3	0	5
	Total %	0	40%	0	60%	0	100%
13	I'm unsure about the correctness of my grammar utilizing Grammarly	0	2	1	1	1	5
	Total %	0	40%	20%	20%	20%	100%

14	I found difficulties while using Grammarly application because this application does not provide Indonesian language options	2	0	2	1	0	5
	Total %	40%	0	40%	20%	0	100%

Appendix 3: Interview Guidelines

Interviewer : Alivia Maghfiroh

Respondent :

Title of Article :

Interview Questions	Answer
How often do you use Grammarly as automated written corrective feedback in order to help you to check grammar mistakes in your scientific journal?	
Do you think that Grammarly is practical and effective to use in proofreading your scientific journal?	
After using Grammarly to help you write your scientific journal article, would you recommend this app to others? What are your reasons?	

Adapted from Aidil T. M (2021) and Ghufron (2019)

Appendix 4: Interview Transcripts

1. Participant 1

Interviewer : Alivia Maghfiroh
Respondent : Andi
Title of Article : “Textbook as A Medium of Interaction and Learning in English Language Learning: Qualitative Systematic Review”

Q: How often do you use Grammarly as automated written corrective feedback in order to help you to check grammar mistakes in your scientific journal?

A: Very often, I used it every time I write a paper, including scientific journal article.

Q: Do you think that Grammarly is practical and effective to use in proofreading your scientific journal?

A: Very practical, effective, and easy to use as a proofreader, just scroll up and down, and the errors of punctuation and words/phrase will appear. However, some errors, such as the mention of the researcher’s name, are also detected, but it is not a big problem.

Q: After using Grammarly to help you write your scientific journal article, would you recommend this app to others? What are your reasons?

A: I recommend it for students who want to develop their writing skills.

2. Participant 2

Interviewer : Alivia Maghfiroh
Respondent : Nita
Title of Article : “Exploring Female Pre-Service EFL Teacher’s Experiences with Content-Based Instruction: A Narrative Inquiry”

Q: How often do you use Grammarly as automated written corrective feedback in order to help you to check grammar mistakes in your scientific journal?

A: To be honest, I’m a little insecure about the content of my writing and ultimately how much time I spend in the obscurity of my writing and my comfort level with English grammars like Grammarly because I’m still a beginner. This is my first time writing a scientific

article, so I mean more time to fix the grammar for the article.

Q: Do you think that Grammarly is practical and effective to use in proofreading your scientific journal?

A: I say yes, because Grammarly contains many features to improve my writing, and it's own time to identify usage, allowing me to focus my content rather than just **spending time accessing time** to proofread. However, it's important to note that my grammar doesn't cut it, especially in complex academic or technical writing. So, human review is still necessary.

Q: After using Grammarly to help you write your scientific journal article, would you recommend this app to others? What are your reasons?

A: Yes, I recommend Grammarly to others, especially to improve their writing, especially if they are beginners like me. Here, I argue that Grammarly provides a lot of features and help, and of course it is easy to use and can also save your money too. Although very effective in writing, Grammarly does not always provide accurate feedback or specific clichés, such as science and perhaps higher academics. So, it is important to review the article more carefully. I have another recommended

application besides Grammarly, namely ProWritingAid, for looking for writing ideas. Uin Walisongo students are certainly familiar with this application, because I got the application recommendation from Mr. Daviq, and it's free.

3. Participant 3

Interviewer : Alivia Maghfiroh
Respondent : Indah
Title of Article : "Using YouTube As A Learning Medium for EFL Students to Enhance Listening and Speaking Skills"

Q: How often do you use Grammarly as automated written corrective feedback in order to help you to check grammar mistakes in your scientific journal?

A: I use Grammarly quite often in writing scientific papers/journal articles, sometimes I even use Grammarly for my other assignment needs. Quite efficient and helpful in analyzing sentences that have grammar errors, but not infrequently there are also strange sentences and language that is too difficult to understand (not familiar), so you still have to research

one by one and edit yourself.

Q: Do you think that Grammarly is practical and effective to use in proofreading your scientific journal?

A: It is quite effective for assignments and also practical as a sentence/grammar error detector. It will immediately know that it is wrong, and there will also be a replacement sentence for the grammar error. But it is not uncommon for grammar to not match the desired sentence, so it sometimes detects sentences that are already correct into more complicated words.

Q: After using Grammarly to help you write your scientific journal article, would you recommend this app to others? What are your reasons?

A: I recommend Grammarly to others because the application is light in use, very suitable for students who want to write scientific papers or journal articles, and also has qualified features that can be applied in various kinds of software, such as being able to be linked to Microsoft Word. But do not necessarily depend on Grammarly, because our brains are originally smarter and must always be sharpened. Grammarly does not guarantee 100% correct.

4. Participant 4

Interviewer : Alivia Maghfiroh
Respondent : Sinta
Title of Article : “Google Translate on English Writing Evidence of EFL University Students”

Q: How often do you use Grammarly as automated written corrective feedback in order to help you to check grammar mistakes in your scientific journal?

A: I often use Grammarly to check my journal article writing. After writing a paragraph of my journal article, I immediately check whether the grammar is correct or not by using Grammarly. I was also recommended by Mr. Daviq to use Grammarly in writing articles to check how accurate my grammar.

Q: Do you think that Grammarly is practical and effective to use in proofreading your scientific journal?

A: Yes. In my opinion, Grammarly is practical and effective; we only need to download it, and even Grammarly is available in a free form. Not only that, the features provided by Grammarly are also diverse. Therefore, Grammarly is very practical and effective to

use.

Q: After using Grammarly to help you write your scientific journal article, would you recommend this app to others? What are your reasons?

A: Yes, I would recommend Grammarly to others. Because I think the Grammarly application is quite accurate for detecting grammar, and I happened to know Grammarly from my supervisor, Mr. Daviq, and he recommended I write this journal article using this tool to make writing easier and faster.

5. Participant 5

Interviewer : Alivia Maghfiroh

Respondent : Dinda

Title of Article : “The Use of YouTube as a Supplementary Resource in Students’ Speaking Skills”
“Instagram as a Medium for Teaching and Learning English: A Qualitative Systematic Review”
“EFL Teacher Experiences in Developing Writing

Proficiency for Scientific
Journal Publication Through
Extensive Reading”

Q: How often do you use Grammarly as automated written corrective feedback in order to help you to check grammar mistakes in your scientific journal?

A: I'm actually not an overly frequent Grammarly user. But sometimes, I use Grammarly only for checking at the end. But for paraphrasing, checking grammar gradually, and others, I usually use Quillbot. If Quillbot can't upload all of our files a whole, so I upload it paragraph one by one; after it becomes a whole file until the conclusion, then I check it using Grammarly. However, in my opinion, the results of the written feedback given by Grammarly do not fully match our intentions, so there must still be a double check from ourselves. Even though the feedback Grammarly is correct, sometimes it is different from our intentions.

Q: Do you think that Grammarly is practical and effective to use in proofreading your scientific journal?

A: In my opinion, it is quite effective to use

Grammarly to help write scientific journals, especially for beginners, but I think the process is less effective. So, to create journal articles that require research, the delivery of our writing in the journal is not optimal if we only use Grammarly. During the process of making scientific journal articles, I mostly use Quillbot, but for final checking and proofreading, I always use Grammarly. Sometimes, I used Grammarly several times to check the final part of my article. For the first articles I submitted, I checked using Grammarly because of a suggestion from the editor. So, I think using Grammarly is effective for final checking but not effective enough for the journal article writing process.

Q: After using Grammarly to help you write your scientific journal article, would you recommend this app to others? What are your reasons?

A: Actually, I write scientific journals not always using Grammarly, but mostly I use Quillbot. So, during the process of creating scientific journals, I recommend using Quillbot, but for final checking and proofreading of journal articles, I recommend using Grammarly. Because, in my opinion, Quillbot can paraphrase, check grammar gradually, and others. Maybe Grammarly also has many features,

but I am used to using Quillbot but still, for final checking, I use Grammarly to ensure and perfect my writing.

Appendix 5: Evidence of Published Article

Participant 1

DOI: <http://dx.doi.org/10.30870/jels.v8i1.18622>

The screenshot shows the JELS website interface. At the top, there is a navigation bar with links for HOME, ABOUT, LOGIN, REGISTER, CATEGORIES, SEARCH, CURRENT, ARCHIVES, and ANNOUNCEMENTS. Below this, the article title and author information are displayed. The abstract text is visible, discussing the use of textbooks in language learning. On the right side, there is a 'QUICK MENU' with various options like Focus & Scope, Publication Ethics, Editorial Team, Reviewers, Author Guidelines, Online Submission, Author Fees, Journal History, Peer Review Process, Screening for Plagiarism, Journal Scientific Statement, Copyright Notice, and Withdrawal of Manuscripts.

Participant 2

DOI: [10.21580/at.v14i2.14048](https://doi.org/10.21580/at.v14i2.14048)

The screenshot shows the At-Taqaddum website interface. At the top, there is a navigation bar with links for Home, Search, About Journal, People, Issues, Submission, and UIN Walisongo Journals. Below this, the article title and author information are displayed. The abstract text is visible, discussing the experiences of pre-service EFL teachers. On the right side, there is a 'Statistics' section showing the number of abstract views and PDF downloads. There is also a 'Save this to' section with options for Mendeley and ResearchGate.

Participant 3

DOI: <https://doi.org/10.30743/ll.v7i2.8349>

The screenshot shows a research paper page on the Discovery platform. The paper title is "USING YOUTUBE AS A LEARNING MEDIUM FOR EFL STUDENTS TO ENHANCE LISTENING AND SPEAKING SKILLS" by Ummiyatul Baroroh, Daviq Rizal. The page includes a search bar, navigation links, and a sidebar with options like "Top Papers", "Library", and "Full Paper Audio". The paper is marked as "Open Access" and "CC-BY". There are also buttons for "Save", "Share", and "Export".

Participant 4

DOI: <https://doi.org/10.24252/Eternal.V92.2023.A5>

The screenshot shows the homepage of the ETERNAL journal. The header features the journal title "ETERNAL" in large green letters, with the subtitle "(English, Teaching, Learning, and Research Journal)". The ISSN and I-ISSN numbers are displayed above the title. The navigation menu includes "LOGIN", "REGISTER", "CURRENT", "ARCHIVES", "ANNOUNCEMENTS", and "ABOUT". The main content area shows the current issue: "VOL. 9 NO. 02 (2023); VOLUME 9, NUMBER 02, DECEMBER 2023". A prominent article title is "Google Translate on English Writing Evidence of EFL University Students" by Siti Masrurroh and Daviq Rizal. A "MAKE A SUBMISSION" button and a "MENU" dropdown are visible on the right side. The footer includes a "PDF" button and a "Publication Ethics" link.

Participant 5

DOI: <https://doi.org/10.32528/elite.v6i2.6275>



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The Use of YouTube as a Supplementary Resource in Students' Speaking Skills

Resti Farikhah Zulaefa
Universitas Islam Negeri Walisongo Semarang

David Rizal
Universitas Islam Negeri Walisongo

DOI: <https://doi.org/10.32528/elite.v10i1.302>

Keywords: EFL learners, speaking fluency, speaking skill, YouTube

PDF icon

Published: 2023-04-15

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Section

Activate Windows
Go to Settings to activate Windows.

DOI: <https://dx.doi.org/10.31958/jt.v26i1.8809>

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Fakultas Keguruan dan Ilmu Pendidikan
Universitas Muhammadiyah Jember
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Instagram as a Medium for Teaching and Learning English: A Qualitative Systematic Review

David Rizal, Resti Farikhah Z


Abstract

The purpose of the research paper was to explore the use of Instagram as social media in learning English skills such as reading, speaking, listening, and writing skills. Using a qualitative systematic review, the researchers searched 24 journal articles on the use of Instagram in English language teaching and learning in Google Scholar for data saturation and analysis. This entailed reading and re-reading the manuscripts, followed by coding the data, with each pass enhancing and modifying the codes. The study showed that Instagram could be used as a teaching tool for English language learners and helpful in their English learning. Teachers should use the chance to make the most of this advancement and start using Instagram in the classroom. Because Instagram is one of the most popular social media platforms, students can practice writing about their daily activities and provide feedback on their classmates' writing. According to this study, using Instagram to teach students how to write descriptive writings is beneficial. Furthermore, the experimental students given Instagram media therapy outperformed control students. The results can be significant inputs for English language teachers to use Instagram in real classrooms.

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EFL Teacher Experiences in Developing Writing Proficiency for Scientific Journal Publication Through Extensive Reading

David Rizal, Resti Farkhan Zulasta • Published in *Tarbiyah* 07 June 2023 • Education

This research investigated how EFL teachers become more engaged with extensive reading when developing their writing proficiency. This research used a narrative inquiry method to collect data on individuals who have and have not engaged in extensive reading. An initial questionnaire was sent to EFL teachers through Google-form. Fifteen EFL high school teachers responded to the questionnaire, most female and 33 years old. Afterward, one chosen EFL teacher was interviewed to discuss how they use... [Expand](#)

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Ask This Paper

AI-Powered

What is the goal of this paper?

What are the key results of this paper?

What methods are used?

Ask a question that can be answered by this paper.

 Do not publish my input data

Appendix 6: Documentation



Figure 1 Interview with participant 1



Figure 2 Interview with participant 2



Figure 3 Interview with participant 3



Figure 4 Interview with participant 4



Figure 5 Interview with participant 5

Appendix 7: Consent Form

Lembar Persetujuan Responden

Saya yang bertanda tangan dibawah ini:

Nama :

Umur :

Menyatakan bersedia menjadi responden pada penelitian yang dilakukan oleh:

Nama : Alivia Maghfiroh

NIM : 2103046039

Judul Penelitian : Pre-Service English Teachers' Perceptions on Utilizing Grammarly as Automated Written Corrective Feedback for Academic Writing

Menyatakan bersedia mengikuti kegiatan penelitian tersebut dengan ketentuan apabila ada hal-hal yang tidak berkenan pada saya, maka saya berhak mengajukan pengunduran diri dari kegiatan penelitian ini.

Semarang, Oktober 2024

Partisipan

Respondent Consent Form

I am the undersigned:

Name :

Age :

Declare willingness to be a respondent in research
conducted by:

Name : Alivia Maghfiroh

Student Number : 2103046039

Research Title : Pre-Service English Teachers'
Perceptions on Utilizing
Grammarly as Automated Written
Corrective Feedback for Academic
Writing

Stating that I am willing to participate in this research
activity, provided that if there are things that are not
pleasing to me, then I have right to submit a resignation
from this research activity.

Semarang, October 2024

Participant

Appendix 8: Curriculum Vitae

Personal Details

Name : Alivia Maghfiroh
Student Number : 2103046039
Place and Date Birth : Temanggung, 20th October 2002
Adress : Kerokan, Kutoanyar, Kedu,
Temanggung
Gender : Female
Religion : Moslem
Phone Number : 085867638003
Email : aliviamaghfiroh1122@gmail.com

Education Details

1. MI Al-Huda Kutoanyar
2. MTs N 2 Temanggung
3. SMA N 1 Parakan
4. English Education Department of Walisongo State Islamic University, Semarang