

EXPLORING STUDENT AUTONOMY IN GRAMMAR CORRECTION: INSIGHTS INTO PREFERENCES AND CHALLENGES IN EFL CONTEXTS

THESIS

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



Author:

Widad Nailu Salsabila (2103046093)

**ENGLISH EDUCATION DEPARTMENT FACULTY OF
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THESIS PROJECT STATEMENT



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hunka (Kampus II) Ngaliyan Telp. 024-7601295 Fax. 024-7615387 Semarang 50185

THESIS PROJECT STATEMENT

I am student with the following identity :

Name of Student : Widad Nailu Salsabila
Student Number : 2103046093
Department : English Language Education
Title : **Exploring Student Autonomy In Grammar Correction: Insights
Into Preferences And Challenges In Efl Contexts**

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Semarang, 8 April 2025

Researcher,



Widad Nailu Salsabila
NIM. 2103046093

RATIFICATION



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

RATIFICATION

Thesis with the Following identity :

Title : **EXPLORING STUDENT AUTONOMY IN GRAMMAR
CORRECTION : INSIGHTS INTO PREFERENCES AND
CHALLENGES IN EFL CONTEXTS**

Name of Student : Widad Nailu Salsabila
Student Number : 2103046093
Department : English Language Education

Had been ratified by the board of examine of the education and teacher training faculty of UIN Walisongo Semarang and can be received as one of any requirement for gaining a Bachelor's Degree in English Education .

Semarang, 27th April 2025

THE BOARD OF EXAMINERS

Chairperson,

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

Secretary,

Awwalia Fitrotin Izza, M.Pd.
NIP. 199303012020122005

Examiner I,

Daviq Rizal, M.Pd.
NIP. 197710252007011015

Advisor,

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

Examiner II,

Sayyidatul Fadilah, M.Pd.
NIP. 197109082002121001

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

ADVISOR NOTE

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:

Title : **Exploring Student Autonomy In Grammar Correction: Insights
Into Preferences And Challenges In Efl Contexts**
Name of Student : Widad Nailu Salsabila
Student Number : 2103046093
Department : English Language Education

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 Munaqasyah session.

Wassalamu'alaikum Wr. Wb.

Semarang, 7 April 2025

Advisor,

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

THESIS GUIDANCE SCORE



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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

NILAI PEMBIMBING SKRIPSI

Hal: Nilai Bimbingan Skripsi

Kepada Yth.
Dekan Fakultas Ilmu Tarbiyah dan Keguruan
UIN Walisongo Semarang
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Dengan hormat kami memberitahukan bahwa setelah kami selesai membimbing skripsi saudara:

Nama : Widad Nailu Salsabila
Nim : 2103046093
Jurusan : Pendidikan Bahasa Inggris
Judul : **Exploring Student Autonomy In Grammar Correction: Insights Into Preferences And Challenges In Efl Contexts**

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Semarang, 7 April 2025

Advisor,

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

ABSTRACT

Title : Exploring Student Autonomy In Correction :
Insights Into Preferences And Challenges In EFL
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Writer : Widad Nailu Salsabila

Student ID : 2103046093

This case study explored EFL students' perceptions and challenges regarding grammar correction autonomy through the use of automated tools, specifically Grammarly. Ten students from the Department of English Education at UIN Walisongo Semarang, evenly divided between the fifth and seventh semesters, participated to capture diverse academic perspectives. Data were collected through semi-structured interviews, classroom observations, and document analysis. Thematic analysis revealed that Grammarly significantly enhanced students' grammar accuracy, writing confidence, and self-revision skills. Its immediate feedback, goal-setting features, and accessible explanations enabled students to align their writing with academic standards and develop greater autonomy. Students combined Grammarly feedback with peer discussions and consulting additional writing resources, reflecting resilience and proactive learning attitudes. The findings suggest that while Grammarly can be a powerful aid in promoting grammar correction autonomy, it must be complemented by critical engagement and guided support to maximize its effectiveness. The study underscores the need for educators to encourage a balanced approach that integrates technological tools with active, reflective learning strategies, helping students to not only correct their grammar but also to deeply understand and apply language rules independently. Overall, this research contributes to a understanding of how technology influences language learning autonomy in EFL contexts.

Keywords: *Grammarly, EFL Students, Grammar Correction*

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Semarang, 8 April 2025

The writer

A handwritten signature in black ink, appearing to read 'Widad Nailu Salsabila', with a stylized flourish at the end.

Widad Nailu Salsabila

NIM. 2103046093

MOTTO



“Indeed with difficulty there is ease.”

(Q.S Al-Insyirah:5)

“I risked my mother's life to be born into the world, so there's no way I'm meaningless”

(Widad Nailu Salsabila)

TABLE OF CONTENTS

THESIS PROJECT STATEMENT	i
RATIFICATION.....	ii
ADVISOR NOTE.....	iii
THESIS GUIDANCE SCORE.....	iv
ABSTRACT	v
ACKNOWLEDGEMENTS & DEDICATION	vi
MOTTO	viii
TABLE OF CONTENTS	ix
CHAPTER 1	1
A. Research Background	1
B. Research Questions.....	8
C. Research Objectives.....	9
D. Significance of the Study	9
CHAPTER II.....	14
A. Previous Research.....	14
B. Literature Review.....	18
1. Grammar Autonomy in EFL Learning	19
2. Grammar Correction and Feedback.....	25
3. Preferences, Challenges, and Considerations	27
4. Challenges in Autonomous Grammar Correction	32
5. The Role of Grammarly.....	36
6. Students' Autonomy	37
7. Conceptual Framework.....	39

CHAPTER III	42
A. Research Design	42
B. Source of Data/Participants.....	42
C. Methods of Collecting Data	43
D. Methods of Analyzing Data	47
CHAPTER IV	51
A. FINDINGS.....	51
1. The Perceptions of EFL Students	51
2. The Encountered Challenges	76
B. DISCUSSIONS	78
CHAPTER V	88
A. Conclusion	88
B. Suggestions	89
REFERENCES	0
APPENDIX 1.....	9
APPENDIX 2.....	11
APPENDIX 3.....	12
APPENDIX 4.....	13
APPENDIX 5.....	15
APPENDIX 6.....	19
CURRICULUM VITAE	22

CHAPTER 1

INTRODUCTION

A. RESEARCH BACKGROUND

Writing is one of the most challenging language skills to master, particularly for students in higher education. Many students struggle with coherence, cohesion, punctuation, spelling, sentence construction, and grammar hindering their ability to produce readable and academically acceptable work (Fahmi & Rachmijati, 2021; Perdana & Farida, 2019; Jelita et al., 2023).

For English as a Foreign Language (EFL) students in higher education, developing academic writing proficiency is essential. Mastering formal English, understanding various text structures, and integrating ideas within a logical framework while ensuring grammatical accuracy are essential for effective writing (Rahmtallah, 2023; Zhong & Wakat, 2023).

The efforts to ensure the grammatical accuracy may involve external feedback. External feedback refers to assistance promoted by lecturers, teachers, or peers against students' language productions. The feedback can take various forms, such as written corrections, verbal explanations to facilitate students recognize and correct their errors. Additionally, external feedback not only enhances

grammatical accuracy but also fosters a deeper understanding of sentence structure, coherence, and clarity. By receiving constructive input, students can refine their writing skills and develop greater confidence in academic and professional communication.

In an EFL context, fostering autonomy in grammar correction may empower students to take control of their learning and develop critical thinking skills. However, this autonomy will not be improved if the realizations of autonomy in grammar correction were dependent on external feedback. In this context, instead of learning how to edit their own work, some students may grow overly dependent on the feedback from their lecturers and wait for it before making changes. This action diminishes their confidence in self-evaluation by slowing down their capacity to recognize and fix errors on their own. As this Qur'an verse:

لَهُ مُعَقِّبَاتٌ مِّنْ بَيْنِ يَدَيْهِ وَمِنْ خَلْفِهِ يَحْفَظُونَهُ مِمَّنْ أَمَرَ اللَّهُ إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ ۚ وَإِذَا أَرَادَ اللَّهُ بِقَوْمٍ سُوءًا فَلَا مَرَدَ لَهُ ۚ وَمَا لَهُم مِّن دُونِهِ مِنْ وَّالٍ ﴿١١﴾

“For him (man) there are (angels) who accompany him in turn from the front and behind him who guard him at the command of Allah. Indeed, Allah does not change the condition of a people until they change what is within themselves. If Allah wills evil for a people, no one can resist it, and there is

absolutely no protector for them besides Him.”(*Surah Ar-Ra’d 11*)

Students may encounter delays in receiving lecturer feedback. Lecturers' delayed responses disrupt students' writing progress, especially when deadlines are tight. This delay may frustrate students and discourage multiple revisions before submission, limiting their improvement. Students often focus only on grammar and mechanics when receiving feedback, ignoring more important issues such as argument development, coherence, and structure. Students may struggle to apply lecturers' vague suggestions to "work on cohesion" or "clarify their argument". Without clear instructions or examples, they may misinterpret the comments and make incorrect revisions instead of improving.

High frequency of lecturer feedback can also hinder writing independence. Self-directed learners should recognize and fix their writing errors. However, if they constantly seek lecturers' approval, they may doubt their writing choices and be afraid to try new styles for fear of making mistakes. Emotional and psychological barriers can increase this reliance. Critical feedback discourages students, especially those who write deeply about themselves. Others may have feedback anxiety, feeling overwhelmed by too many comments and unable to incorporate them.

Another drawback is that students may neglect self-revision before feedback. They lose the chance to self-edit before submitting drafts for review. Reading aloud, restructuring paragraphs, and checking for logical flow may be difficult if they rely on lecturers. Finally, lecturers' limited availability can be a problem, especially in large classes where they cannot give individual feedback. This prevents students from receiving frequent feedback, slowing revision and writing development.

Based on the problem, the solution is using AI-grammar correction as a realization of self-directed activities to correct grammar. This concept is rooted in the works of Holec (1979), Krashen (1992) and Vygotsky (1978). Holec asserts that autonomous learners manage their learning process by setting goals, selecting methods, monitoring progress, and assessing outcomes. Vygotsky adds that interactive, self-directed activities enable learners to operate within the Zone of Proximal Development (ZPD), enhancing language proficiency. Krashen argues that explicit grammar correction has minimal impact on language acquisition and may hinder learning by increasing anxiety, emphasizing the importance of comprehensible input.

Holec's concept of learner autonomy supports the idea that students take control of their learning by utilizing AI tools to monitor and refine their grammar. Vygotsky's Zone of

Proximal Development (ZPD) further reinforces this by suggesting that interactive, self-directed activities, such as engaging with AI feedback, provide scaffolding that enhances language proficiency. While Krashen argues that explicit grammar correction may hinder acquisition by increasing anxiety. Therefore, AI grammar tools can mitigate this issue by offering immediate, low-pressure feedback, making corrections more accessible and less intimidating. Together, these theories highlight how AI-driven grammar correction serves as a balanced approach to fostering autonomous learning while minimizing the drawbacks of traditional error correction.

Achieving writing proficiency demands continuous improvement, self-monitoring, and independent practice, aligning with Holec's (1979) theory of learner independence. Writing proficiency improves when students actively engage in regular practice through journals, essays, emails, or creative writing rather than relying solely on classroom assignments. A key benefit of writing autonomy is the development of self-editing and revision skills. By critically evaluating their work, learners become more adept at identifying and correcting grammatical errors, awkward phrasing, and unclear ideas. Exposure to diverse writing styles further enables them to adapt their writing for different contexts, such as academic, business, or creative writing.

AI-powered grammar tools such as Grammarly play a crucial role in facilitating self-directed writing improvement by providing instant feedback on grammar, punctuation, and style. These tools align with Holec's emphasis on learner autonomy, as they enable students to independently monitor and refine their writing outside the classroom. Additionally, AI-driven feedback functions as a form of scaffolding within Vygotsky's Zone of Proximal Development, allowing learners to recognize and correct errors with minimal external intervention. Unlike traditional grammar correction, which Krashen suggests may increase anxiety, AI feedback offers a low-pressure environment where students can make revisions at their own pace. By incorporating AI tools into their writing routines, learners not only enhance grammatical accuracy but also develop self-editing strategies, ultimately fostering greater confidence and proficiency in diverse writing contexts.

Digital platforms provide numerous tools to enhance EFL students' language proficiency, with Grammarly garnering significant attention. Fahmi & Rachmijati (2021) found that students perceived Grammarly useful for autonomous learning especially in writing. They found that students used Grammarly for evaluating its role in self-directed language development. Koltovskaia (2020) found that students preferred Grammarly to teachers' or lecturers'

feedback because Grammarly provided immediate and objective feedback. Madi et al. (2019) found that Grammarly could improve the grammar accuracy, cohesion, and coherence of students' writing significantly.

On the other hand, Dodigovic (2021) found that students encountered difficulties even while using Grammarly. Fan (2023) also found the same problem, students encountered challenges while using Grammarly for writing assignments. Some educators caution against excessive reliance on Grammarly. Pennington (2020) argues that overdependence on Grammarly may hinder language proficiency by promoting passive learning. Students might rely on automated corrections rather than actively engaging with grammar rules, limiting their ability to develop essential editing skills. The tool's focus on grammatical correctness may also discourage creative writing, as students may prioritize accuracy over clarity and originality. While Grammarly provides instant feedback, its explanations often lack depth, preventing students from fully understanding grammatical concepts.

Given these considerations, this study addresses a gap in existing research. While previous studies have explored Grammarly as a grammar-checking tool, limited research has examined its impact on autonomous grammar correction and self-directed writing development in EFL learners. Most

existing research focuses on its effectiveness in improving grammatical accuracy but fewer studies investigate how Grammarly influences students' critical thinking, self-editing skills, and overall writing autonomy.

This study has significant implications for language learning, pedagogy, and educational technology. Firstly, by examining EFL students' perceptions of Grammarly, this research highlights AI tools' role in supporting self-directed learning. If Grammarly enhances independent editing and revision skills, educators can integrate it to encourage ownership of the writing process. Secondly, this research provides insights to address over-reliance on AI in writing. If over-reliance on Grammarly hinders writing autonomy, strategies such as limiting AI use during early drafts or combining AI feedback with manual revision exercises can reinforce self-editing skills. Thirdly, this research aligns student expectations with teacher concerns regarding Grammarly use and suggests balanced approaches that maximize its benefits while mitigating limitations.

B. RESEARCH QUESTIONS

1. How do EFL students perceive their role in grammar correction to enhance their learning autonomy?
2. What challenges do EFL students encounter when engaging in autonomous grammar correction, and how do they address these challenges?

C. RESEARCH OBJECTIVES

Based on those research questions, here are the objectives:

1. To explore EFL students' perceptions of their role in grammar correction to enhance their learning autonomy.
2. To reveal challenges EFL students encountered when engaging in autonomous grammar correction, and how they address these challenges.

D. SIGNIFICANCE OF THE STUDY

This research provides three significance starting from pedagogical, theoretical, and practical significance.

- In Pedagogical

The title "Exploring Students Autonomy In Grammar Correction: Insights Into Preferences and Challenges In EFL Contexts (Using Grammarly)" highlights the importance of learner autonomy in English as a Foreign Language (EFL) grammar correction. The use of Grammarly, a popular automated writing evaluation tool, is integrated into the study to explore how students perceive and interact with it in their grammar correction process.

- a) Cultivating Autonomy: students learn how to spot and fix grammatical errors on their own. This promotes long-term language learning success outside the classroom.
- b) Emphasizing Learner Autonomy: students could develop language skills independently. Teachers can help students

take charge of their learning by understanding their preferences and challenges.

- c) Role of Technology: highlighting the importance of technology in improving the grammar correction process. Students can improve their writing skills more efficiently and effectively.
- d) Student Preferences and Challenges: understanding student preferences and challenges in using Grammarly for grammar correction. This can help teachers improve their methods and resources for students.
- e) Teacher Training: informing teacher training programs to better integrate technology like Grammarly into teaching practices and support students in developing their own grammar correction skills.

Overall, the study's pedagogical significance lies in its potential to improve learner autonomy, improve writing skills, and inform effective teaching practices in EFL grammar correction using technology like Grammarly.

- In Theoretical

This research at least brings 4 theoretical significance.

a) Integration of Autonomy in Language Learning

This research emphasizes student autonomy, building on Holec (1979), Krashen (1992), and Vygotsky (1978) in language learning theory. This reinforces the idea that autonomous learners manage their learning, engage in self-

directed activities, and benefit from interactive tasks in the ZPD.

b) Technology in Language Learning

Grammarly's theoretical implications as a grammar correction tool are examined, highlighting its pros and cons. It discusses whether technology helps or hinders writing.

c) Bridging the Gap in Pedagogical Research

The study fills a gap in research on how technological tools affect EFL learners' autonomy and writing proficiency by examining students' perceptions of Grammarly's role in writing and grammar correction.

- In Practical

The researcher expects this research to bring 5 practical significance.

a) Enhancing Writing Skills for EFL Students

The study highlights EFL students' academic writing challenges and the importance of grammar correction. Teachers can use the findings to create targeted writing interventions for students.

b) Implications for Teachers

This research facilitates teachers choosing Grammarly to complement direct instruction and formative assessment.

c) Guiding Technology-Assisted Language Learning

The study informs educators, policymakers, and software developers about AI-powered grammar checkers' pros and cons.

d) Improving Pedagogical Approaches

Findings from this study can inform curriculum development by integrating technology to promote student autonomy and help students develop writing skills without overusing AI-based correction tools.

By addressing pedagogical, theoretical, and practical implications, the study contributes to a deeper understanding of autonomy in grammar correction and the role of technology in writing proficiency within the EFL context.

E. Research Limitations

This research has some limitations. First, the sample size was small and ten English education students participated. This limits the findings' applicability to a wider audience or diverse academic and cultural contexts. The study also relied on self-reported data from interviews, focus groups, and observations. The results may have introduced selective memory or social desirability biases. The tool-specific focus on Grammarly may have limited applicability to other grammar correction tools or methods. A ten-day observation period may not capture long-term grammar correction and learning autonomy trends or behaviors.

Since Grammarly's free versions didn't let participants use advanced features, their access to resources may have affected how well they thought the tool worked. Grammarly's contextual ignorance hindered feedback accuracy and critical judgment development. Despite using automated tools, syntax, redundancy, and punctuation errors were found and not fixed, indicating that some important factors were overlooked. The study also noted that over-reliance on technological tools may have hindered participants' ability to identify and correct errors independently. Finally, the study focused on grammar correction and learning autonomy, not creativity, argumentation, or style. These limitations allow future research to fill gaps.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. PREVIOUS RESEARCH

This sub-chapter reviews prior research on EFL writing products, grammar challenges, grammar correction strategies, student preferences for grammar checkers, and obstacles in writing and grammar correction.

The first area discussed is EFL writing products. Numerous studies have identified mechanical writing issues among EFL learners. Abbas and Herdi (2018) revealed that first language differences impact students' writing mechanics. Rasool et al. (2023) explained that discrepancies in sentence structures, punctuation, and grammar across languages like Chinese, Arabic, and Japanese contribute to these problems. Similarly, Stanisz et al. (2023) noted that English punctuation rules are often absent or vary in other languages. Tanaka and Takeuchi (2024) emphasized that limited English exposure outside classrooms hampers students' internalization of proper writing practices, supported by Asnas and Hidayanti (2024), who reported that poor grammar knowledge exacerbates mechanical errors.

Beyond language barriers, cognitive overload and ineffective feedback also challenge EFL learners. Liu et al. (2023) found students often prioritize ideas over grammatical

accuracy, while Küçük (2023) linked writing anxiety and low confidence to self-editing struggles. Martinez (2022) argued that some EFL classrooms focus more on vocabulary and fluency than mechanics, leading to persistent mistakes. Overreliance on grammar checkers like Grammarly further impedes independent learning.

These findings align with the study's focus on promoting autonomous grammar correction using technology. Previous research has not deeply explored how tools like Grammarly can foster autonomy, a gap this study aims to address. It examines EFL students' perceptions of Grammarly's effectiveness and investigates the challenges faced, seeking to balance technology use with maintaining critical engagement in grammar learning.

The next topic reviews grammar challenges in EFL writing. Ghafar and Mohamedamin (2022) identified limited reading exposure as a major cause of grammar issues, stressing the role of extensive reading in improving vocabulary, syntax, and writing intuition. This supports the need for autonomous correction strategies highlighted in this study.

Le (2020) categorized common EFL grammar problems, including tense confusion, subject-verb disagreement, article misuse, preposition errors, and fragmented sentences. These difficulties often stem from

students transferring native language structures into English. Le's findings strengthen the argument that explicit grammar instruction and regular feedback are essential. Despite extensive research on EFL grammar challenges, studies on autonomous grammar correction through technology remain limited. This study investigates Grammarly's role in supporting self-directed learning, offering immediate feedback that might reduce dependency on teacher correction, and contributing to discussions on technology integration in EFL writing education.

Regarding teacher feedback, Yang et al. (2023) outlined the significance of direct and indirect correction methods. Peer feedback, which Wu and Schunn (2021) endorsed, fosters error recognition and reinforces grammatical concepts.

Self-editing strategies are crucial for grammar improvement. Sangeetha (2020) emphasized rereading, using checklists, and analyzing past errors. Boers (2021) highlighted the benefits of targeted grammar exercises and extensive reading. Reference materials also play an important role in supporting independent grammar learning. Additional strategies include maintaining error logs, grammar games, and receiving real-time feedback (Karim & Nassaji, 2020; Perry et al., 2020; Zaki, 2021). Context-based practices like storytelling further strengthen grammar application

(Tanrikulu, 2022), reinforcing accuracy and fluency through integrated methods.

Research also addresses students' preferences for grammar checkers. Guo and Wang (2024) found that students favor tools like Grammarly for their convenience and instant feedback. Mun (2024) confirmed that immediate corrections reinforce grammar rules. Barrot (2023) added that grammar checkers' flexibility across writing styles boosts confidence. These findings align with this study's emphasis on fostering grammar autonomy through digital tools.

Beyond basic corrections, AI-powered checkers provide educational explanations (Cavalcanti et al., 2021) and adapt feedback to different writing contexts (Roe et al., 2023). Sayers et al. (2021) noted the importance of multilingual support for non-native speakers. While technology enhances self-directed learning, its effectiveness depends on students' engagement with feedback.

Nevertheless, limitations persist. Ding et al. (2024) observed that grammar checkers streamline proofreading but require critical user judgment (Fitriana & Nurazni, 2022). Özçelik (2023) highlighted their usefulness for tracking errors, while Kim and Song (2024) emphasized the support for multilingual learners. This study builds on such insights to assess Grammarly's impact on EFL writing autonomy.

Challenges in grammar correction are also linked to AI tool limitations. Park (2020) noted that students might not internalize grammar rules if they rely too much on AI suggestions. Additionally, AI often fails to address deeper academic writing concerns like tone and coherence (Park, 2020; Cahyani, 2024). Fitria (2021) also reported that AI struggles with advanced grammar issues, reinforcing the need for active learner involvement.

AI tools may also hinder creativity. Bhimavarapu (2023) pointed out that formulaic suggestions limit stylistic development, while Bahuguna et al. (2024) raised concerns about privacy risks. Nazari et al. (2021) acknowledged AI's efficiency but stressed that traditional grammar practice remains crucial.

This study, therefore, investigates how Grammarly influences the balance between technological support and autonomous grammar learning in EFL writing.

B. LITERATURE REVIEW

In this subchapter, the researcher presents a related literature review about grammar autonomy in language learning, grammar correction and feedback, student preferences, challenges, and consideration in autonomous grammar correction; challenges in autonomous grammar

correction; students' autonomy in terms of grammar correction; and conceptual framework.

1. Grammar Autonomy in EFL Learning

Grammar autonomy in EFL learning emphasizes the importance of learners taking control of their grammar correction process. Holec (1979), the theorist of student autonomy in language learning, explains that an autonomous language learner manages the entire learning situation by setting goals, defining course content and progression, choosing methods and techniques, monitoring this process, and assessing his learning.

Learners of English as a foreign language (EFL) greatly benefit from autonomous grammar correction since it facilitates students to delve more deeply into the language, fosters their confidence, and ensures their language mastery overtime. Students actively engage with the language when they are responsible for recognizing and fixing their own grammar errors (Wei et al., 2023). This leads to a deeper comprehension of grammatical rules and improved retention. Students develop their critical thinking skills as they assess their own writing, look for patterns of mistakes, and come up with solutions. This process helps them with both language and problem-solving.

By taking charge of their own learning and not having to constantly look to teachers or classmates for approval,

students develop self-assurance and independence when it comes to grammar correction. Learners could comprehend the inner workings of the language and successfully apply grammatical rules in various contexts as a result of this approach's promotion of metalinguistic awareness (Febriana et al., 2022). In addition, students who practice self-correction are less likely to rely on artificial intelligence grammar checkers and other external tools, making sure that students use these technologies as tools, not as crutches. Grammar correction autonomy facilitates students fostering lasting skills because it reinforces the rules of grammar and makes them less likely to make the same mistakes again (Borg & Al-Busaidi, 2011). Developing autonomy and improving fluency and accuracy in English can be achieved by EFL learners through the incorporation of self-reflective practices and the gradual withdrawal of external support.

During the learning process, students should actively engage in various tasks that enhance their autonomy and deepen their understanding of language. They begin by identifying and analyzing their grammar mistakes, taking responsibility for pinpointing errors in their writing or speech. This critical self-assessment fosters metalinguistic awareness, helping them understand grammatical rules and their real-world applications (Jung, 2024).

Students also utilize feedback mechanisms, whether from teachers, peers, or tools like Grammarly, to refine their work (Guo et al., 2024). Rather than passively accepting corrections, they critically evaluate suggestions, integrating them into their knowledge while reflecting on the underlying grammar rules. This iterative process sharpens their problem-solving and critical thinking skills.

To accommodate their preferences and learning styles, students employ strategies tailored to their needs. Some might use visual aids like charts or videos, while others leverage auditory resources or interactive tools for practice. Many integrate technology, such as AI-powered grammar checkers, to receive immediate feedback and insights, adapting these tools to suit their specific learning goals.

Throughout the process, students set clear objectives for improvement, monitor their progress, and adjust their strategies as necessary. They embrace challenges, overcoming barriers like limited background knowledge or over-reliance on external aids by practicing self-reflection and persistence. Peer collaboration, independent study, and the gradual reduction of external support further reinforce their autonomy.

By engaging in these activities, students not only improve their grammar skills but also build confidence and

self-reliance, equipping them with the tools for lifelong learning and adaptability.

Students demonstrate self-autonomy in using Grammarly by actively engaging with the tool as a means to refine their writing while maintaining ownership of their learning process. Rather than relying entirely on Grammarly to correct errors, students use it as a supplementary aid to identify and understand grammatical issues (Nurdianingsih et al., 2024). They begin by analyzing the feedback provided by Grammarly, critically evaluating the suggested corrections, and considering how they align with the rules of grammar they have learned. This reflection helps them deepen their metalinguistic awareness and better understand the reasoning behind the changes.

Students set clear objectives for their use of Grammarly, such as improving sentence structure, eliminating recurring errors, or refining their writing style. They use the tool to receive real-time feedback and insights, but they also take the time to manually review their work to ensure that the corrections align with their intended meaning (Boumaza, 2024). By doing so, students balance the convenience of automated suggestions with the development of their independent writing skills.

Grammarly's customizable features allow students to tailor their use of the tool to meet specific learning goals, such

as focusing on tone adjustments or clarity enhancements for academic assignments. However, students practicing autonomy resist over-reliance on Grammarly by using its suggestions as learning opportunities rather than definitive solutions. For example, once Grammarly flags a recurring error, students investigate the underlying grammatical rule and utilize this knowledge for future writing tasks.

Additionally, students regularly reflect on their progress by comparing drafts and monitoring improvements in their writing over time. This self-regulation allows them to identify patterns in their errors, refine their strategies, and gradually reduce dependence on the tool as their skills improve. By integrating Grammarly into a broader learning strategy that includes self-reflection, goal-setting, and critical thinking, students cultivate a balanced approach to writing that enhances both their autonomy and their confidence.

The use of Grammarly in the learning process can significantly enhance students' critical thinking skills. As students interact with Grammarly's feedback, they are required to critically evaluate the suggestions provided, determining whether these align with their intended meaning and previously learned grammatical rules. This analytical process sharpens their ability to compare, judge, and make informed decisions core components of critical thinking (Rababah & Talafha, 2024).

Additionally, the identification of recurring errors prompts students to delve into problem-solving. They take the initiative to research grammatical rules and develop solutions to address their mistakes, fostering their ability to explore alternatives and implement effective strategies. This not only improves their understanding of language mechanics but also nurtures their problem-solving mindset (Zunaidah et al., 2024).

Reflection and self-evaluation further contribute to critical thinking development. By reviewing drafts and assessing improvements over time, students engage in metacognition, evaluating their strengths and pinpointing areas for improvement. This reflective practice helps them adapt and refine their strategies for better results, demonstrating self-awareness and adaptability (Llausas et al., 2024).

Moreover, students apply the grammatical knowledge they acquire through Grammarly to various contexts, transferring their learning to new writing tasks or scenarios. This application of knowledge across different domains reflects a higher-order thinking ability essential for critical thinking.

Finally, students who use Grammarly as a tool, rather than a crutch, learn to balance technology with independent learning. They thoughtfully consider the benefits and

limitations of AI assistance, fostering informed decision-making and autonomy. This careful integration of technology into their learning process reinforces critical thinking by promoting independence and accountability.

Through these activities analyzing, problem-solving, reflecting, applying knowledge, and balancing technology students not only refine their writing skills but also cultivate the critical thinking abilities essential for academic success and lifelong learning.

2. Grammar Correction and Feedback

Grammar correction, an integral part of language learning, involves various approaches and techniques, ranging from teacher-led corrections to peer and self-assessment. Truscott (1996) sparked considerable debate by questioning the efficacy of grammar correction, arguing that it may be more detrimental than beneficial. However, subsequent studies, such as those by Ferris (1999), contended that corrective feedback could be effective if implemented correctly. Grammar checks are essential for writing documents and for learning a language. One of the most popular online grammar checkers for students right now is Grammarly. Grammarly can automatically detect errors in punctuation, vocabulary, grammar, spelling, and even plagiarism (Koltovskaia, 2020). Both students and researchers use Grammarly to make sure their work is original and to help

them with writing. Nonetheless, students view Grammarly as an online grammar checker for writing. Perception is the process of categorizing, identifying, and interpreting feelings that are connected to people's experiences.

Grammar correction finds and fixes mistakes in sentence structure, punctuation, word choice, and syntax. This makes sure that all written and spoken communication is clear and correct. One way to do this is by editing and proofreading by hand, or by using automated tools like AI grammar checkers, such as Grammarly (Eckstein et al., 2024; Sahu et al., 2020). For language learners and professionals, correcting grammar correctly is especially important because it helps people remember the rules of grammar and helps professionals get their messages across clearly and without any misunderstandings (Hampton, 2018; Helling, 1992). It improves the quality of students' writing in school and helps them develop communication skills that they can use in real life.

Correcting grammar also has excellent cognitive benefits. It gets people to think more deeply about how language works, which makes them better at using language in general. It helps English as a Foreign Language (EFL) students get better at speaking and writing by making their speech and writing more coherent (Hulstijn & Hulstijn, 1984; Wijnands et al., 2021). Correct grammar not only makes

things clearer, but it also makes communication better by getting rid of ambiguities (Syvak, 2018). It also boosts credibility and professionalism, since correct grammar shows that you pay attention to details and are skilled, especially in professional and academic settings (Barrett, 2016; Cornish, 2004; Syvak, 2018). Correcting grammar also helps students do well in school by making sure that formal standards are followed when writing things like essays and reports.

AI grammar checkers have changed the process by giving learners immediate feedback and facilitates them to find and fix their mistakes. But relying too much on these kinds of tools could stop people from learning more deeply because they might not understand why corrections are made. So, grammar correction is more than just fixing mistakes; it is a useful tool or strategy for learning, making communication better, and encouraging personal and professional growth in a wide range of situations. It is still an important part of learning a language, doing well in school, and communicating effectively around the world.

3. Student Preferences, Challenges, and Considerations in Autonomous Grammar Correction

Studies have shown that EFL students prefer grammar study and practice, recognizing the importance of grammar knowledge in EFL learning. However, students also encounter various challenges in learning grammar, including

negative views of grammar, overcrowded classes, complicated grammatical items, and inadequate background knowledge.

Student preference refers to the choices and inclinations that learners exhibit regarding their methods, tools, settings, and strategies for acquiring knowledge. These preferences are shaped by individual learning styles, previous experiences, and the specific educational context (Hu et al., 2021). Recognizing and addressing these preferences can significantly enhance engagement and learning outcomes, resulting in a more tailored and effective educational experience.

A crucial aspect of student preference relates to learning styles. Learning style refers to what techniques, strategies, mechanisms, or media they prefer (Rogowsky et al., 2020). Certain students prefer visual aids, including charts, infographics, and videos, whereas others choose auditory resources, such as lectures or podcasts. Kinesthetic learners may benefit more from practical activities or experiential tasks, while traditional learners may favor structured written exercises. Similarly, technology profoundly impacts modern student preferences. A plethora of students prefer employing digital tools like AI-powered grammar checkers, educational apps, and interactive platforms that offer instantaneous feedback and customized

learning paths. These instruments are especially appealing because of their adaptability and accessibility.

Flexibility in the learning pace is another essential element. Self-directed learning environments, where students control the timing and pace of their education, are increasingly popular (Trang, 2021). These methodologies are particularly advantageous in online and blended learning contexts, where students appreciate the ability to revisit materials as needed. Preferences also include the method of instruction, with some students thriving in traditional in-person settings, while others excel in asynchronous courses or live virtual classes (Avdjieva et al., 2004). Peer interaction constitutes an additional dimension, as certain learners value collaborative tasks such as group projects and peer editing, while others prefer independent work.

Feedback mechanisms profoundly affect student preferences. Some learners favor detailed, constructive feedback that provides deep insights into their performance, while others prioritize timely, actionable suggestions that enable immediate improvements (Hattie & Timperley, 2007; Nicol & Macfarlane-Dick, 2006). Identifying and addressing these preferences improves engagement, satisfaction, and academic achievement. By incorporating student preferences into teaching methods, educators can create more inclusive and effective learning environments that meet diverse needs.

As educational institutions evolve, an increasing number of students are opting for AI grammar checkers such as Grammarly due to their utility, precision, and alignment with contemporary learning requirements. A primary reason for this preference is that these tools are user-friendly and readily accessible (Raheem et al., 2023). AI grammar checkers are compatible with various devices and platforms, enabling students to seamlessly integrate them into both academic and personal writing (Rejeki, 2023). These tools give you immediate feedback, pointing out grammatical mistakes and giving you clear explanations and ways to improve. This renders them advantageous for immediate learning and rectification of errors.

Customizable tools such as Grammarly are significantly more beneficial when tailored to meet individual requirements. Students are permitted to adapt their writing styles to suit various purposes, such as formal academic writing, creative assignments, or informal conversations. This provides students the autonomy to address diverse assignment requirements while simultaneously enhancing their writing skills in a focused manner (Dizon & Gold, 2023). AI grammar checkers frequently provide insights into writing styles and performance, such as tone and clarity analysis, thereby enhancing their educational utility.

The enhancement of confidence these tools provide to students is a significant reason for their selection. Students exhibit greater confidence in submitting well-crafted assignments and essays when they identify overlooked errors and enhance the overall quality of their work (Setyani et al., 2023). AI grammar checkers are compatible with widely used applications such as Google Docs, Microsoft Word, and web browsers, thereby facilitating students' digital workflows. These tools are indispensable for their daily academic tasks.

Even with these benefits, excessive dependence on these tools may hinder students' ability to comprehend grammar rules profoundly, as they may allocate more time to rectifying errors rather than grasping them. There are also privacy concerns because these kinds of tools process a lot of text data that users create, which could stop students from using them at schools with strict data security rules.

In conclusion, students are expected to increasingly favor AI grammar checkers as these tools continue to improve and incorporate new functionalities. Due to their utility, provision of immediate feedback, and capacity for customization, they constitute a vital component of contemporary education. To maximize the benefits of these tools while mitigating potential issues, it is essential to strike a balance between utilizing them and acquiring independent grammar skills.

4. Challenges in Autonomous Grammar Correction

Learning autonomy denotes the capacity of individuals to govern their own educational pursuits, highlighting independence, self-regulation, and accountability in the acquisition of knowledge and skills. Autonomous learners engage in establishing their learning objectives, selecting the methods to attain them, and evaluating their advancement (Tran & Duong, 2020). This autonomous method allows learners to participate in significant and individualized education, frequently necessitating limited dependence on instructors or formal direction.

A key characteristic of learning autonomy is the establishment of goals. Autonomous learners establish explicit goals that correspond with their interests or areas needing enhancement, thereby ensuring a concentrated and intentional learning experience (Li et al., 2021). They exhibit elevated self-motivation, propelled by intrinsic factors such as curiosity, personal development, or professional ambitions. This motivation allows them to maintain engagement despite encountering challenges or insufficient external support. Decision-making is a vital component, as autonomous learners determine how, where, and when to interact with educational materials,

customizing their learning strategies and resources to align with their preferences and requirements.

Reflection and evaluation are essential in promoting autonomy. Students consistently evaluate their advancement and modify their strategies to enhance results, thereby cultivating critical thinking and problem-solving abilities (Little, 2022). Moreover, they demonstrate adaptability, an essential characteristic for maneuvering through varied contexts and implementing their knowledge in practical scenarios. In the digital era, learner autonomy is particularly crucial as individuals increasingly depend on online platforms, self-directed courses, and AI-enhanced tools such as language-learning applications and grammar checkers. These resources empower students to tailor their learning experiences and engage in independent practice.

The significance of learning autonomy transcends mere academic success. It empowers learners by granting them autonomy over their educational trajectories, cultivating independence and self-assurance. Autonomous learning fosters lifelong learning by instilling habits of inquiry and self-improvement that endure beyond formal education. Furthermore, it provides individuals with the competencies required to adjust to technological progress and evolving global

challenges, establishing it as a fundamental aspect of contemporary education.

By fostering learning autonomy, educators can prepare students to be proactive and resilient learners, adept at thriving in a world that necessitates ongoing adaptation and self-directed development.

Grammarly, founded in 2009 by Alex Shevchenko, Max Lytvyn, and Dmytro Lider, was initially developed as a tool to improve users' writing through grammar and spelling corrections. It has markedly progressed, incorporating sophisticated features such as style recommendations, tone assessment, plagiarism identification, and additional functionalities. The platform utilizes artificial intelligence and natural language processing to offer real-time feedback, leveraging billions of writing samples to deliver increasingly accurate corrections. Grammarly is accessible through a browser extension, web application, and integrates with Microsoft Word and Google Docs, serving millions of users worldwide.

Grammarly is employed across various domains, including academic writing, business communication, creative writing, and personal correspondence. It aids users in detecting and correcting grammatical inaccuracies, enhancing sentence clarity, and perfecting

writing style (Irawati, 2024). The tool offers educational benefits by clarifying mistakes and providing suggestions for improvement, thereby promoting learning and self-development (Zinkevich & Ledeneva, 2021). It has attained considerable popularity among students and professionals owing to its ability to save time in writing and revision tasks. The premium version of Grammarly augments its functionality by offering plagiarism detection and advanced style suggestions.

However, despite its numerous benefits, Grammarly has specific limitations. Some users may cultivate an undue reliance on the tool, which could hinder their understanding of grammar rules and reduce their ability to write independently. Despite its proficiency in various areas, Grammarly occasionally misidentifies grammatically correct sentences or offers contextually unsuitable recommendations (Fisk, 2024; John & Woll, 2020). Privacy concerns arise as Grammarly collects data from user interactions, potentially compromising confidentiality, especially in professional or academic settings. The free version offers limited features, while the premium version may be excessively costly for some users, potentially impeding its accessibility.

Grammarly has become a vital tool for enhancing the quality of written communication. While it provides advantageous features such as real-time grammar checks, clarity improvements, and tone analysis, it also has drawbacks, including potential over-reliance and privacy concerns. Nevertheless, it remains one of the most ubiquitous and dependable writing aids, functioning as a significant asset for both educational and professional development.

5. The Role of Grammarly in Autonomous Grammar Correction

Grammar correction, whether via manual review or AI tools such as Grammarly, serves as a mechanism to enhance students' autonomy by providing clear, actionable feedback. While traditional methods such as teacher-led correction are still relevant, the integration of AI grammar checkers offers immediate, tailored suggestions. However, students must be cautious of over-reliance on such tools, impeding their deeper comprehension of grammar (Ismail, 2024). Feedback is most effective when used as a learning tool rather than a definitive solution, fostering independent analysis and problem-solving.

Additionally, the adaptability of modern educational tools empowers learners to customize their

experiences, aligning with their unique learning styles and needs. For example, Grammarly's real-time feedback and customization features enhance learning autonomy by allowing students to experiment with tone and clarity while receiving immediate corrections. By balancing external support with self-reliant grammar correction skills, students can leverage AI tools effectively without compromising their independent learning development.

Educators play a crucial role in guiding students to use Grammarly as a supplementary aid rather than a primary resource. To prevent dependency, they should encourage learners to critically evaluate AI-generated corrections, reflect on recurring mistakes, and apply grammatical rules in different contexts. Through strategic integration, Grammarly can support the broader goal of fostering autonomy in EFL grammar correction.

6. Students' Autonomy in Grammar Correction: Challenges and Preferences

Autonomy in EFL grammar correction emphasizes the importance of learners actively participating in their learning by identifying, understanding, and rectifying their grammar mistakes independently. This approach builds self-reliance and critical thinking, enabling students to become less dependent on external tools or instructors (Toufaha,

2024). The key to fostering autonomy lies in equipping students with the metalinguistic awareness necessary to understand grammatical rules and their applications. This foundational concept ties directly to student preferences and challenges, as it encourages learners to control their progress through reflective practices and goal-oriented strategies.

Recognizing and addressing student preferences is vital in promoting autonomous learning. Preferences for visual aids, kinesthetic activities, or technology-based tools such as Grammarly shape the strategies students use to achieve autonomy (Setyowati et al., 2024). By meeting individual preferences, students are more engaged and likely to embrace the responsibility for their progress.

However, achieving autonomy in grammar correction is not without its challenges. Students often encounter hurdles such as inadequate background knowledge, reliance on external tools, and limited motivation (Ismail, 2024). Overcoming these barriers requires targeted support from educators, including training in self-reflection, goal-setting, and critical evaluation of feedback. Addressing these challenges ensures that autonomy in grammar correction is sustainable and impactful.

By integrating autonomy, feedback mechanisms, student preferences, and strategies to overcome challenges, educators can create an environment where students take ownership of their learning. This holistic approach encourages learners to leverage tools and strategies effectively, developing both linguistic competence and lifelong learning skills.

7. Conceptual Framework

From the previous studies and reviews of related literature, the researcher found, heretofore, AI-grammar checkers such as Grammarly provide both positive and negative matters for learning process, students, and teachers. Research on the use of Grammarly seems not to be critical. The evidence is limited research on the perceptions of students about using Grammarly. In this research, the researcher combines the concepts of learning autonomy and student preference to reveal the student perception about Grammarly and the underlying reasons of the learners to use Grammarly.

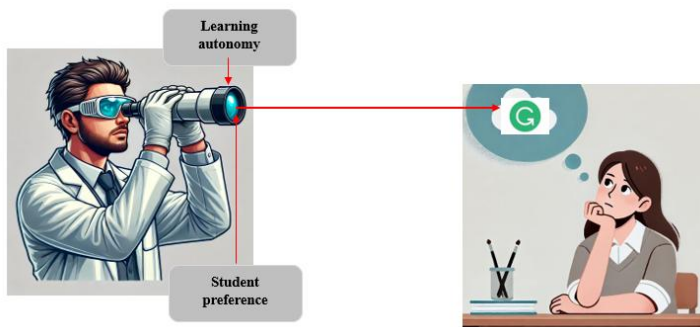


Figure 2. 1 The Research Conceptual Framework

This conceptual framework illustrates the relationship between learning autonomy, student preference, and student perception of Grammarly in the context of EFL writing. The figure consists of two main elements: a scientist with binoculars and a student thinking about Grammarly, connected by observation lines that symbolize the research focus.

The scientist with binoculars represents the researcher, who examines the phenomenon of student perception regarding Grammarly. The binoculars symbolize the two key aspects of investigation: learning autonomy and student preference. The red observation lines indicate that the research specifically focuses on how learning autonomy and student preferences influence students' perceptions of Grammarly. The thinking student represents EFL learners contemplating

Grammarly as a grammar correction tool, with a thought bubble featuring the Grammarly logo, which signifies the central research question.

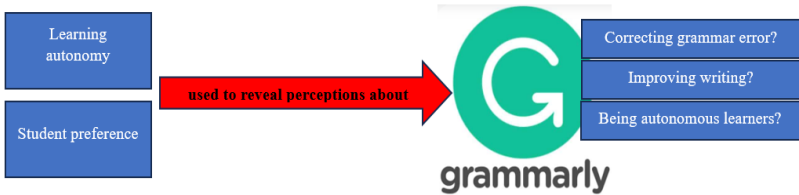


Figure 2.2 The Conceptual Flow Chart

CHAPTER III

RESEARCH METHOD

A. RESEARCH DESIGN

This case study research explored the perceptions and challenges of EFL students regarding grammar correction autonomy. This design and approach were suitable because this research required EFL students' perceptions of utilizing grammar checking in their writing, and what challenges they encountered when using this tool for grammar correction and improvement (Pratama, 2020).

B. SOURCE OF DATA/PARTICIPANTS

The researcher involved students from the Department of English Education at UIN Walisongo Semarang, specifically those in their fifth and seventh semesters. The interview process included ten students, five from the fifth semester and five from the seventh semester. The sample size was meticulously selected to facilitate a manageable scope for comprehensive qualitative analysis, enabling the researcher to obtain detailed and nuanced insights without being inundated by excessive data. The study attained balanced representation by evenly distributing participants across the two academic levels, thereby reflecting the viewpoints of students at various stages of their educational progression. This methodology

allowed the researcher to investigate the impact of academic advancement on students' perceptions, challenges, and experiences, thereby augmenting the depth and significance of the study's results.

This selection of participants ensured a balanced representation from various stages of their academic journey, allowing for a diverse range of perspectives on the research topic. The selection process aimed to capture a diverse range of experiences from early and mid-stage English education program participants.

This study only involved representatives from the fifth and seventh semesters. Location at UIN Walisongo Semarang.

C. METHODS OF COLLECTING DATA

The research entailed performing semi-structured interviews, classroom observation, and document analysis. The first instrument, the semi-structured interview, was useful for the students to articulate their personal experiences and reflections regarding the tool's influence on their writing. Diken (2020) explains a semi-structured interview is a qualitative research method in which the interviewer asks predetermined questions but has the freedom to explore topics that arise during the conversation. It combines structured (fixed questions) and unstructured elements (open-ended

questions or follow-up prompts), allowing the interviewer to delve deeper into the participant's responses (Adeoye-Olatunde & Olenik, 2021). This format is useful for gaining detailed insights while maintaining a level of consistency throughout interviews.

Tabel 3. 1 the Designed Semi-Structured Interview

Part 1. Perspectives on Grammarly's Contribution to Augmenting Learning Autonomy These questions are useful to reveal the influence of Grammarly on the grammar correction processes and learning autonomy of EFL students. 1. Which Grammarly features do you consider most beneficial (e.g., grammar correction, tone recommendations, clarity improvement)? 2. What is your opinion on Grammarly's immediate feedback? 3. Does it assist you in comprehending your mistakes? 4. Do you believe Grammarly enhances your confidence in writing? What are the reasons for or against this? 5. In what ways does Grammarly differ from feedback provided by educators or classmates? 6. What constraints or challenges have you encountered while utilizing Grammarly?

7. Do you think Grammarly fosters independent learning, or does it create dependence on the tool? Kindly provide further details.

Part 2. The Role of Students in Grammar Correction to Foster Learning Autonomy

These questions are useful to reveal students' self-assessment of their roles and the strategies they employ to cultivate autonomy:

8. How frequently do you assess and rectify your grammar independently of external feedback?
9. What is your perspective on your responsibility for rectifying grammatical errors throughout your learning journey?
10. Which grammar correction methods do you consider most effective for enhancing your autonomy?
11. Could you provide an example of a grammar correction exercise you have conducted independently?
12. Could you elucidate a particular strategy that you have discovered beneficial for independently enhancing your grammar?

Part 3. Obstacles and Approaches in Autonomous Grammar Correction

These questions are useful to recognize the challenges

encountered by students and their methods of addressing these problems:

13. What obstacles do you encounter when attempting to rectify your grammar autonomously?
14. What emotions do you experience when you find it challenging to recognize or rectify your grammatical mistakes?
15. What resources or assistance do you utilize to address these challenges?

Table 3.1 shows the designed question items for the unstructured interview technique. The researcher arranged and designed the question items based on the concepts of learning autonomy, student preference, and Grammarly for checking grammatical correctness in writing by Hu et al. (2021), Fan (2023), and Dizon & Gold (2023). With these question items, the researcher expected to reveal the students' preferences and satisfaction with Grammarly features, perceptions of autonomous learning while using Grammarly, and to compare the traditional learning method and by applying Grammarly.

Besides using semi-structure interview, the researcher also used a classroom observation. Classroom observation provides numerous benefits for educators, researchers, and

administrators, enhancing the overall quality of education (O’Leary, 2020). Permata et al. (2021) explains that classroom observation allows educators to receive constructive feedback, assisting them in improving their instructional strategies and identifying effective practices for sharing with colleagues. Monitoring students provides essential insights into their learning preferences, engagement levels, and challenges, enabling educators to offer customized support and improve educational outcomes. Moreover, classroom observations illustrate the extent to which the curriculum aligns with students' needs, facilitating the assessment of the relevance and effectiveness of instructional materials. Classroom observations foster reflective practices among educators, allowing them to identify their strengths and areas needing enhancement. Classroom observation fosters a culture of improvement and innovation in education, benefiting both educators and students.

D. METHODS OF ANALYZING DATA

After interviewing the students from the Ministry of English Education at UIN Walisongo Semarang, the researchers used thematic analysis to discern recurring themes, while coding facilitated the categorization of prevalent patterns and variations in responses, concentrating on autonomy, effectiveness, and preferences.

Thematic analysis and coding for this research commenced with an immersion in the data, involving a meticulous review of interview transcripts or focus group discussions to discern overarching patterns (Braun & Clarke, 2023a, 2023b). Braun & Clarke (2023b) explains that thematic analysis was useful to categorize data into themes related to perceptions, preferences, and challenges. Initial coding entails dividing the data into smaller segments and assigning pertinent codes that represent essential themes, such as "learning autonomy" or "student preferences."

The second technique to collect data is – classroom observation. Classroom observation is a prevalent research methodology in educational contexts that entails the systematic examination of instructional practices, classroom interactions, and student behaviors during lessons. This methodology yields significant insights into pedagogical efficacy and the learning process, applicable for diverse purposes including professional development, instructional enhancement, or academic inquiry. This method facilitates a comprehensive understanding of lesson dynamics and student engagement through real-time observation of teachers and students.

One of the main benefits of classroom observation is the immediate feedback it provides to educators. Educators can evaluate their pedagogical methods and implement

requisite modifications to improve their instruction. Feedback can be categorized as formal or informal; formal feedback is typically provided by evaluators or mentors, whereas informal feedback can be obtained through self-reflection or peer assessments (Mertler & Hartley, 2017). Table 3.2 shows the classroom observation sheet.

Table 3.2 the Classroom Observation Sheet

Observed aspects	Notes
The student recognizes and rectifies grammatical errors in writing or speaking tasks.	
The student proactively pursues resources (e.g., grammar manuals, digital tools) to facilitate self-correction.	
The student exhibits assurance in articulating their strategies for enhancing grammar proficiency.	
The student encounters difficulties in recognizing grammatical errors in their writing.	
The student exhibits indications of frustration or resistance during self-correction activities.	
The student solicits assistance from classmates, educators, or digital resources when encountering challenges.	

Observed aspects	Notes
The student modifies their methodology for grammar correction following difficulties encountered.	

Table 3.2 shows the classroom observation sheet. Each observes aspects by noting. The researcher designed the aspects to observe based on the concepts proposed by Hu et al. (2021), Fan (2023), and Dizon & Gold (2023). After collecting data from the interview and observation, the researcher triangulated the obtained data with the students' writings corrected by Grammarly. Therefore, the third analysis was – document analysis. Using qualitative document analysis could support the research findings by analyzing existing written materials that relate to your respondents' perspectives. Bowen (2009) explains that qualitative document analysis also provides a more comprehensive view of Grammarly's impact, aligning it with the findings from your observations and interviews.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. FINDINGS

1. The Perceptions of EFL Students about Their Roles of Correcting Grammar to Enhance the Learning Autonomy

This research involved 10 research participants across semester grades. This research participant selection facilitates a manageable scope for comprehensive qualitative analysis, enabling the researcher to obtain detailed and nuanced insights without being inundated by excessive data. All names of the participants are labelled with initials and ended with numbers. These numbers indicate the participants' semester grades.

The participants were all English education students, EES. Five students were seventh graders while the other five students were fifth graders. Those who were from the seventh grade semester were working on their final projects while the fifth graders were writing article assignments to publish.

EFL students perceived their role in grammar correction as pivotal to fostering learning autonomy. The following data descriptions consist of three parts. The first one is about the perspective on Grammarly's contribution to augmenting learning autonomy while the second one deals

with the role of students in grammar correction to foster learning autonomy. The last one deals with obstacles and approaches in autonomous grammar correction.

Student responses regarding their experiences with Grammarly and grammar correction practices found several findings. First, students appreciated several beneficial features of Grammarly, including its ability to correct grammar, improve readability, offer auto-corrections, deliver immediate and constructive feedback, and provide clear insights to support writing development. In particular, Grammarly's immediate feedback was praised for offering clear reasons to revise, being objective and time-efficient, and featuring goal-setting options, which differed from the more personal and contextual feedback given by lecturers and classmates.

Students highlighted that Grammarly helps them comprehend their mistakes by offering detailed explanations and recommendations, thereby enhancing their overall writing clarity and skills. Consistent use of Grammarly was reported to boost writing confidence by delivering regular, structured, and accurate feedback.

When comparing Grammarly's feedback to that of lecturers and classmates, students noted that Grammarly offers immediate, objective, and consistent feedback, whereas human feedback tends to be contextual, subjective,

and sometimes delayed. Grammarly's unique emphasis on setting writing goals further distinguished it from peer or lecturer feedback.

However, challenges also emerged. Students pointed out limitations such as restricted features without a premium account, risk of over-dependence, the need for internet access, limited contextual understanding, and systematic shortcomings. These challenges influenced whether Grammarly fostered independent learning or led to dependency—students believed it could promote autonomy if used responsibly but also recognized the potential for excessive reliance.

Regarding independent grammar assessment, students reported frequently assessing and correcting their writing manually, often complementing this with Grammarly's feedback. They acknowledged that the ultimate responsibility for grammar improvement rested with themselves, using Grammarly as a supportive tool.

Students provided examples of independent grammar correction exercises, such as combining Grammarly feedback with manual proofreading, practicing writing, consulting lecturers, and leveraging other technologies and online resources. Their strategies for beneficial grammar improvement included consistent writing practice, reading grammar references, discussing with peers, enriching their

writing experiences through article writing, and utilizing platforms like YouTube for grammar learning.

Nonetheless, students faced several obstacles while rectifying grammar, such as lack of awareness of personal errors, difficulties maintaining context, limitations of free Grammarly features, emotional challenges like frustration, and trouble interpreting error analysis results. Their experiences of grammar correction often included feelings of frustration, confusion, and low confidence, but also motivation and determination to improve.

To overcome these challenges, students turned to various sources of resolution, such as upgrading to Grammarly's premium version, creating personal error checklists, consulting peers or lecturers, using multiple tools like DeepL alongside Grammarly, and engaging with educational content such as videos and podcasts.

Grammarly has many useful features for writing improvement. Grammar correction, readability improvements, auto-correction, immediate feedback, and constructive suggestions are included. It helps students improve their writing by revealing writing errors. The data highlights their active engagement with tools, methods, and self-initiated strategies:

a. Recognition of Personal Responsibility

Table 4.2 demonstrates that students acknowledge their responsibility for rectifying grammatical errors. They frequently used Grammarly to assist in error detection while incorporating manual corrections and consulting lecturers or peers. Examples of independent grammar correction exercises include combining Grammarly feedback with manual proofing, writing practice, and consulting additional resources (e.g., YouTube or educational podcasts).

b. The Use of Automated Tool

Grammarly's immediate and objective feedback saves time compared to lecturer or class feedback. Table 4.2 shows Grammarly's beneficial features, such as grammar correction, readability improvements, and immediate feedback, help students identify and correct errors efficiently. This fosters confidence in writing and motivates students to take ownership of their learning process.

Grammarly emphasizes goal-setting adjustability, giving students an advantage over lecturers and peers who focus on contextual and subjective feedback. Grammarly also excels at explaining mistakes. It improves writing clarity and skills by providing detailed feedback and actionable suggestions. Regular use of Grammarly boosts writing confidence by providing structured and accurate results, improving writing skills over time.

Grammarly is consistently praised for offering immediate, objective, and time-efficient feedback compared to the contextual and subjective feedback provided by lecturers and peers. Grammarly's consistency and speed set it apart from lecturer or class feedback. Lecturers and peers may give contextual feedback, but Grammarly provides objective and fast responses. Grammarly's focus on goal-setting distinguishes it as a customized feedback tool.

c. Evidence of Learning Autonomy

Grammarly encounters challenges despite its benefits. Students encountered dependency risks, limited features without a premium account, internet connection requirements, and contextual understanding issues. These limitations emphasize the need for careful tool use to avoid overuse. Grammarly promotes independent learning and dependency. While it encourages independent learning when used responsibly, excessive reliance on the tool may hinder students from developing their own grammar-checking skills. This balance depends significantly on individual usage patterns.

Students often engage in frequent grammar assessments and corrections, typically combining Grammarly's feedback with manual efforts. They acknowledge personal responsibility for rectifying

grammatical errors, using Grammarly as an assistive tool rather than a replacement for their efforts. Examples of independent grammar correction exercises include manual proofing, leveraging Grammarly's suggestions, consulting lecturers, and utilizing additional technological tools.

To improve grammar effectively, students employed various strategies such as consistent writing practice, reading grammar resources, and combining Grammarly with peer discussions and other tools. Activities like writing articles, watching educational YouTube videos, and using other online resources also play a significant role in grammar improvement.

However, students encountered obstacles while rectifying grammar. These include a lack of awareness of personal writing errors, difficulty maintaining context, limited access due to non-premium accounts, emotional challenges, and struggles with interpreting error analysis results. These issues often lead to feelings of frustration, confusion, and lack of confidence, though they also motivate students to strive for improvement.

To address these challenges, students explore various resolutions, such as investing in premium versions of Grammarly, creating error checklists, seeking guidance from peers and lecturers, and using multiple tools like DeepEL or

educational videos. These methods help students overcome challenges and improve grammar and writing.

Table 3 provides the summarized evidence about students' writing based on types of errors, origin of rectification, frequency and accuracy of corrections, evidence of learning autonomy, and the demonstrated challenges. These descriptions are crucial to assess essential elements about students' role in grammar correction to enhance their learning autonomy, autonomous grammar correction, and students' challenges

Tabel 4.3 Types of Errors (see Appendix 2)

Observed aspects	Occurrences	Occurrence (%)
Subject-Verb Concord	5 occurrences	7.6
Verb Tense Consistency	6 occurrences	9.1
Sentence-fragments	4 occurrences	6.1
Syntax issues	8 occurrences	12.1
Redundancy	7 occurrences	10.6
Passive voice overuse	5 occurrences	7.6
Punctuation errors	6 occurrences	9.1
Capitalization errors	4 occurrences	6.1
Citation formatting errors	7 occurrences	10.6

Incomplete sentences	3 occurrences	4.5
Repetition of terms	5 occurrences	7.6
Unresolved errors	6 occurrences	9.1

The table shows the high types of errors include syntax, redundancy, citation formatting, verb-tense consistency, and punctuation errors. The procedure to determine the types of errors is available in Appendix 2. On the other hand, for the origin of rectification, observed in students' writing, focusing on three main sources: self-repair, Grammarly recommendations, and external evaluations from educators or peers.

For most participants, such as AM7, DM5, IM7, JM7, and MM5, there was little to no direct evidence of self-repair, largely because drafts or annotated versions were unavailable for comparison. Although their final versions showed attempts at refining clarity and structure, it was difficult to determine the extent of genuine self-rectifications. In these cases, grammar-checking tools like Grammarly likely flagged issues such as passive voice, sentence fragments, or punctuation errors, though many of these suggestions remained unaddressed in the final drafts. Furthermore, no clear signs of feedback from lecturers or classmates were detected for these individuals.

On the other hand, NM7 displayed indications of both peer or instructor feedback, particularly in the methodology section, and

evidence of self-correction, especially within structured lesson plans. Similarly, RM5 showed signs of self-repair through structural improvements and likely benefited from automated tool assistance, particularly in punctuation corrections. RM7's text also suggested limited external input but reflected a formal tone that hinted at some guidance, potentially from instructors or peers.

For SM5 and TM5, minimal external feedback was apparent. SM5's work seemed largely self-revised, with basic grammar and syntax issues suggesting little reliance on tools like Grammarly. TM5's writing showed some evidence of automated corrections, particularly for spelling errors, but more complex structural issues were left unresolved.

Overall, while a few students incorporated feedback from multiple sources, the majority of rectifications appeared to stem from self-directed revisions or limited tool assistance, with little evidence of comprehensive external evaluation. The self-correction or self-repaired inaccuracies are observable on NM7, RM5, and SM5. These students could repair their inaccuracies while writing lesson plan rubrics and paragraphed passages. In terms of using Grammarly or automated tools, most research participants used automated tools. They are DM5, IM7, JM7, MM5, RM5, SM5, and TM5. Those participants mostly exhibit errors such as passive voice, sentence fragments, and punctuation difficulties. The table suggests that although Grammarly may identify these issues, numerous ones remain unresolved, showing

a partial dependence on automated technologies or perhaps neglect. Based on the analysis results, although the students used automated tools but they had some unresolved errors. On the other hand, the involvement of external corrections by lecturers, lecturers, and peers are observable on NM7, RM7, and SM5. The frequency and precision of error correction varied notably among submissions.

AM7 showed sporadic errors rather than widespread issues. While the majority of corrections were implemented accurately, noticeable problems with mechanics—particularly punctuation and citation formatting—remained unresolved. Grammar and syntax corrections largely adhered to academic standards.

DM5 presented minimal errors overall. However, minor issues in mechanics and syntactic flow persisted. Where corrections were made, they were logical and aligned well with academic conventions.

IM7 reflected careful editing in polished sections, yet a few sentence fragments and stylistic oversights remained. Corrections were largely accurate, although opportunities to streamline verbose expressions were not fully addressed.

JM7 exhibited scattered errors, with some corrected sections demonstrating a stronger grasp of grammar. Nonetheless, unresolved syntactic and mechanical problems were frequent. While most corrections were accurate, inconsistencies in tone and style continued to affect the overall cohesion.

MM5 contained sporadic yet noticeable errors, particularly in grammar, syntax, and punctuation. Some sentence fragments and minor citation inconsistencies were not corrected. Still, where revisions occurred, they were generally accurate and met academic expectations.

NM7 displayed good alignment between research objectives and methodology. However, minor mechanical errors, particularly in the appendices and questionnaires, remained unresolved.

RM5 still had numerous unaddressed grammar and mechanics issues, even though sections like the Methodology showed improved sentence flow.

RM7 revealed that some vocabulary and readability edits were made, but persistent mechanical errors indicated incomplete proofreading efforts.

SM5 corrected few mechanical or grammatical mistakes, leaving considerable room for improvement. Although ideas were structured logically, the repetition of arguments weakened the overall effectiveness.

TM5 had a high rate of unresolved mechanical and grammatical errors, especially in critical sections like the discussion and conclusion. The frequency and accuracy of corrections implemented in different drafts. Each analysis underscores the frequency of errors and evaluates the efficacy of their resolution.

Regarding the number of rectified errors, numerous entries, including AM7, DM5, JM7, and MM5, exhibit intermittent yet significant errors, frequently pertaining to mechanics such as punctuation, citation formatting, or syntax. Certain drafts, like IM7, display refined segments with few errors yet still possess unresolved problems, including sentence fragments. Conversely, drafts such as RM5, RM7, and TM5 have recurrent unresolved concerns, particularly in mechanics and in designated areas such as the discussion and conclusion.

Corrections, when applied, typically exhibit great accuracy for drafts such as AM7, DM5, IM7, and MM5, with alterations conforming closely to academic norms. Nonetheless, some entries also disclose persistent stylistic faults or absent enhancements. Drafts like JM7, RM7, and TM5 exhibit inconsistencies, where precise revisions are compromised by persistent mechanical faults, redundant arguments, or tone discrepancies. NM7 excels in aligning corrections with methodology and research aims, however some mechanical flaws remain in the appendices.

Numerous recurring concerns arise throughout the entries. Mechanical faults, including grammatical and punctuation issues, are often neglected, indicating inadequate proofreading or excessive dependence on automated methods. Structural deficiencies are apparent in drafts such as SM5,

JM7, and TM5, where inadequacies in concept organization and grammatical coherence result in weakened arguments. Furthermore, several sections, including appendices (NM7), methodology (RM5), and discussion/conclusion (TM5), are subjected to uneven scrutiny during the editing process, resulting in significant regions being inadequately developed.

The strengths reside in the precision of corrections, as the majority of changes conform to academic standards. Entries such as IM7 and NM7 demonstrate enhanced efforts to align content with research aims. Many drafts, however, demonstrate a significant prevalence of unsolved faults, especially in mechanics and syntactic precision. Inconsistent or partial editing frequently yields fragmented enhancements alongside substantial deficiencies. Increased attention to detail and a more methodical revision process could improve the overall quality of these texts.

The fourth analysis is – the evident of learning autonomy. The researchers found various levels of autonomous learning and independent academic refinement.

AM7 demonstrated considerable self-directed efforts, evident in the polished sections and use of advanced academic vocabulary such as "semiotic resources" alongside correct citations. Paragraphs were organized around key themes like multimodality and global competency, though clarity could further improve by reducing redundancy.

DM5 reflected autonomous learning through the use of sophisticated terminology, including terms like "gender performativity" and "digital ethnography." Independent structuring was apparent, particularly in sections like "Persistence of Traditional Gendered Linguistic Features," where findings were thoughtfully categorized and linked to theoretical frameworks.

IM7 showed clear signs of independent refinement, with detailed explanations and the integration of academic references. Paragraphs were logically structured, and citations were effectively woven in. Nonetheless, there remains room to enhance sentence conciseness and minimize redundancy.

JM7 illustrated efforts to adopt academic conventions, notably referencing theorists such as Piaget and Vygotsky. The introduction and objectives were independently structured with care, although the methodology and analysis sections would benefit from further polishing.

MM5 incorporated independent research through varied references, such as Aida (1994) and Snyder (2019). The literature review and thematic organization reflected a self-driven methodology, though repetitive elements still needed refinement.

NM7 exhibited strong independent initiative, especially in the thoroughness of the methodology and the triangulation

of data sources. The design of a comprehensive questionnaire highlighted critical thinking and a high level of autonomy.

RM5 presented a growing understanding of academic formatting, clearly organizing content into logical sections like the introduction and methods. The use of questionnaires showed a self-directed approach to refining data collection strategies.

RM7 reflected autonomous academic development through a well-structured methodology and clearly articulated hypotheses. The inclusion of pre- and post-tests indicated an independent drive to evaluate real-world impacts.

SM5 took a research-focused approach, demonstrating independent data exploration. Personal engagement was evident through well-crafted calls to action and a thoughtfully composed conclusion.

TM5 employed independent strategies to enhance clarity through diagrams and data visualizations. Frequent use of statistical insights showed initiative in substantiating claims with quantitative evidence.

The results show the evidence of learning autonomy throughout drafts, emphasizing self-initiated endeavors to identify and correct errors, implement academic standards, and structure content. Each entry presents an examination of the distinct alterations or tactics utilized by the authors.

The refined sections and scholarly terminology (e.g., "semiotic resources") in AM7 demonstrate considerable independent attempts to enhance the document. Efforts to organize paragraphs around concepts such as "multimodality" and "global competency" demonstrate a systematic approach; nonetheless, enhancements are necessary to eliminate redundancy. Likewise, DM5 demonstrates an autonomous incorporation of sophisticated vocabulary, including "gender performativity" and "digital ethnography," highlighting self-directed learning. The arrangement of findings within theoretical frameworks, exemplified in the section "Persistence of Traditional Gendered Linguistic Features," underscores independent categorization and organizing.

The study for IM7 presents comprehensive explanations and scholarly references as evidence of independent efforts, featuring self-directed paragraph organization and citation incorporation. Nonetheless, there exists an opportunity to enhance sentence length and eradicate repetition. Similarly, JM7 exhibits efforts to integrate academic standards and references to theoretical frameworks such as Piaget and Vygotsky. The introduction and objectives are well-structured; nevertheless, the technique and analysis parts require additional refinement to meet academic standards.

The incorporation of references and the examination of diverse viewpoints in MM5 underscore autonomous research. The organized literature evaluation and topic arrangement demonstrate an autonomous technique, however redundancy persists as a concern. NM7 is distinguished by its rigorous methodology, triangulation of data sources, and extensive questionnaire design, all of which reflect robust critical thinking and autonomous effort.

RM5 and RM7 also indicate an increasing autonomy in learning. RM5 systematically categorizes content into coherent sections, demonstrating an enhanced comprehension of academic formatting, while the employment of questionnaires reflects autonomous methodologies for data collecting. Conversely, RM7 demonstrates a systematic methodology and hypothesis, employing pre- and post-tests to assess real-world impact, highlighting a proactive commitment to academic standards.

The SM5 entry emphasizes autonomous data exploration and personal involvement with the subject via research-driven methodologies and concluding calls to action. Finally, TM5 exhibits autonomy by employing diagrams and data visualizations that improve clarity, along with regular statistical insights that display initiative in quantitatively substantiating statements.

The entries together exhibit differing degrees of learning autonomy. Although all drafts demonstrate considerable individual efforts in content organization and refinement, aspects such as redundancy, methodological rigor, and adherence to academic norms require enhancement. This indicates a robust basis for autonomous learning, with potential for enhancement in sophisticated academic techniques.

From the data analysis, the researchers also found some challenges. AM7 exhibited persistent repetition of phrases such as "global competency," indicating limited lexical variation. Formal tone inconsistencies were also noted. Several grammatical issues remained unresolved, such as errors in phrasing ("multimodal in social work education will foster critical thinking"), alongside inconsistent citation formatting and missing commas after introductory clauses.

DM5 showed a similar pattern, with repeated use of terms like "gendered language practices" and "online communities" affecting readability. Unresolved issues included an overuse of passive voice, which impacted clarity, and missing commas after introductory elements, reducing the natural flow of longer sentences.

IM7 reflected frequent repetition of phrases like "Learning English as a Foreign Language," diminishing stylistic variety. Overly long sentences impaired readability.

A notable unresolved issue was the presence of an incomplete sentence fragment requiring revision to ensure conceptual clarity.

JM7 continued to struggle with excessive use of passive voice, which reduced reader engagement. Lexical repetition (e.g., "listening skills," "YouTube Music application") persisted. Errors such as missing articles and prepositions in key sentences, as well as sentence fragments, particularly in the introduction, remained unaddressed.

MM5 faced challenges with the repetitive use of terms like "anxiety" and "foreign language classrooms," limiting lexical diversity. Complex sentence structures occasionally hampered readability. Additionally, passive constructions dominated, and minor citation formatting inconsistencies persisted despite previous revisions.

NM7 revealed recurring subject-verb agreement errors, suggesting gaps in proofreading and review. The abstract and conclusion sections lacked cohesiveness, often rephrasing ideas without substantial development.

RM5 displayed a tendency toward verbosity, with a lack of concise summaries and noticeable formatting inconsistencies, especially in the theoretical framework sections.

RM7 struggled with maintaining concise articulation in research questions and objectives, which made the intended

scope appear broader than necessary. The concept of incidental learning was frequently mentioned but not effectively tied to YouTube's specific role.

SM5 encountered difficulty avoiding redundancy and maintaining a consistent tone throughout. Furthermore, the connection between data points and broader policy implications lacked depth.

TM5 faced significant challenges in focus and integration, with discussion sections weakened by excessive restatement of arguments. Findings were not seamlessly linked to actionable recommendations, limiting the overall impact of the discussion.

The results shows several common issues that affect readability, clarity, and analytical depth across samples. Lexical redundancy: the repeated use of key phrases like "global competency," "gendered language practices," and "listening skills" reduces lexical variety and text engagement. Repetition and complex or fragmented sentences hinder idea flow and coherence. Many documents use passive voice, making arguments less direct and harder to follow. Passive constructions in JM7 and MM5 reduce clarity and conciseness.

Grammar errors, especially in NM7, exacerbate these issues by causing subject-verb agreement issues. Commas after introductory clauses, missing articles, prepositions, and

punctuation were common. These errors disrupt sentence flow and make the final product unfinished. AM7, MM5, and RM5 had grammar, formatting, and citation errors. These documents would be more professional with standard reference styles and formatting.

Abstracts, conclusions, and discussions had structural issues. Content in NM7, RM7, and TM5 was disorganised and repeated ideas. SM5 and TM5 discussions often failed to link findings to policy considerations, actionable recommendations, or broader implications. Without analytical depth, arguments were weaker.

Overall, the samples struggle with redundancy, sentence-level issues, grammar, formatting, and structural cohesion. These issues can be addressed by reducing passive voice, increasing lexical diversity, ensuring grammatical accuracy, and connecting findings to broader implications. Focussing on these areas improves document quality, clarity, and analytical depth.

d. Strategies for Grammar Improvement

Students employed diverse strategies (Table 4.2), including writing practice, reading grammar resources, and combining Grammarly with peer discussions and other tools. They also enrich their grammar understanding by watching educational videos and using online resources

In this research, the researchers also observed the interviewed students after being interviewed. Therefore, the researchers took 10 days to observe the related aspects because every interviewee was observed for one day. Table 4 shows the recapitulated observation results.

Table 4.2 The Recapitulated Observation Results

Observed aspects	Observation notes
Recognition and rectification of grammatical errors in writing or speaking tasks.	Using AI-based application, such as Grammarly; Peer discussing; proofing writing; watching YouTube or online sources to recognize and rectify grammatical errors
Resource proactive pursue (e.g., grammar manuals, digital tools) to facilitate self-correction.	Students explore various tools, such as grammar manuals, digital applications like Grammarly, and online resources, to facilitate self-correction.
Assurance in articulating strategies for enhancing grammar proficiency.	Combining consistent writing practice with reading grammar-focused materials, engaging in peer discussions, and utilizing digital aids.
Difficulties in recognizing grammatical errors in their writing.	Struggling with maintaining context, interpreting error analysis results, and identifying subtle mistakes.

Observed aspects	Observation notes
Indications of frustration or resistance during self-correction activities.	limitations in non-premium tools, leading to moments of frustration and resistance during self-correction activities Feeling unconfident or overwhelmed, further complicate the process
Seeking assistances from classmates, educators, or digital resources when encountering challenges.	Seeking assistance from a variety of sources. Classmates, educators, and digital resources like Grammarly or DeepEL
Personal methodology modification for grammar correction following difficulties encountered.	Opting for premium features to unlock additional functionalities, while others create error checklists or integrate multiple tools and strategies. For example, combining Grammarly's feedback with manual proofing and educational videos enables a more comprehensive learning experience.

The table shows Grammar mastery often begins with proactive resource seeking. The analysis of the data relied on the procedure stated in Appendix 3. The result found that

students used grammar manuals, Grammarly, and online resources to self-correct. These efforts emphasize initiative in learning by providing structured guidance and immediate feedback on grammatical issues.

Grammar improvement strategies must be articulated. Many people write regularly, read grammar-focused materials, discuss with peers, and use digital aids. Grammarly is a reliable writing tool that provides immediate and objective feedback and adapts to individual goals.

Many writers struggle to spot grammatical errors in their own work, despite these precautions. Students have trouble maintaining context, interpreting error analysis, and finding subtle errors. Limited non-premium tools can make self-correction frustrating and resistant. Feeling insecure or overwhelmed complicates the process.

Students sought help from many sources when facing these issues. Fellow students, lecturers, and Grammarly or DeepEL become allies. Collaborations provide diverse perspectives and reduce self-correction's emotional toll. Peers and instructors often supplement AI-based feedback, creating a holistic learning approach.

Many change their grammar correction methods due to challenges. Some students use error checklists or multiple tools and strategies, while others pay for premium features. Combining Grammarly's feedback with manual proofreading

and educational videos enhances learning. Grammatical perfectionists are resilient and creative, as shown by these adaptive methods.

In conclusion, grammar mastery requires resourcefulness, strategic planning, and adaptability. While challenges and frustrations are inevitable, they spur growth by encouraging students to improve their methods and use resources efficiently. People can overcome these challenges and improve their writing skills with persistence and collaboration.

2. The Encountered Challenges by EFL Students while Engaging in Autonomous Grammar Corrections

EFL students encountered numerous challenges while engaging in autonomous grammar correction. These challenges and their responses are well-supported by the research data:

a. Error Awareness and Recognition

Table 4.7 identifies persistent issues such as lexical redundancy (e.g., repeated phrases like "global competency" in AM7 and "gendered language practices" in DM5) and passive voice overuse (e.g., MM5 and JM7).

Students struggle with maintaining context, interpreting error analysis results, and identifying subtle grammar mistakes, such as subject-verb agreement errors

(NM7) or missing commas after introductory clauses (AM7 and DM5).

b. Tool Limitations

Limited non-premium Grammarly features, highlighted in Table 4.2 and Table 4.8, restrict access to advanced functionalities necessary for addressing more nuanced errors, like formatting citations or resolving syntax issues.

Students also face dependency risks, as overreliance on Grammarly can hinder the development of manual grammar-checking skills.

c. Emotional and Cognitive Barriers

Emotional challenges, such as frustration and lack of confidence, are evident from Table 4.8. Students reported feelings of resistance when self-correction efforts were met with unresolved errors or incomplete tool feedback.

d. Resourceful Adaptation

Table 4.8 shows that students seek alternative solutions, such as subscribing to Grammarly Premium, using multiple tools (e.g., DeepEL), and incorporating educational videos to supplement grammar learning.

Creating error checklists and leveraging diverse strategies enables students to tackle persistent issues effectively.

e. Collaborative Learning

Students frequently consult peers and educators for contextual and personalized feedback (Table 4.4). For example, NM7's integration of peer feedback during the refinement of their lesson plans illustrates effective collaboration.

e. Strategic and Personalized Approaches

Evidence from Table 4.2 shows that students combine Grammarly's feedback with manual proofing and technological tools. This approach is complemented by consistent writing practice, which helps reinforce their grammar correction skills over time.

Table 4.6 indicates that students like IM7 and JM7 independently organize content, structure paragraphs, and refine drafts despite some persistent errors.

B. DISCUSSIONS

The researchers used the ideas put forth by Llausas et al. (2024) and Nurdianingsih et al. (2024) to interpret how students used Grammarly and how they approached learning. Nurdianingsih et al. (2024) revealed that students showed self-autonomy by actively using Grammarly to improve their writing while still taking charge of their education.

Furthermore, according to these experts, Grammarly's customizable features were flexible to let students customize the tool to meet particular learning objectives, such as enhancing the tone and clarity of academic assignments. This finding is also in line with vygotsky's theory about ZPD. Its realization helped me assess how well students were able to match technology to their particular requirements and goals, exhibiting adaptability and purpose in their learning approaches.

Lausas et al. (2024) offered insightful view points on how self-evaluation and reflection contribute to the growth of critical thinking abilities. Students were able to identify their areas of strength and growth by practicing metacognition, which involves going over drafts and evaluating improvements over time. My understanding of how reflective practices bolstered students' development and reaffirmed the significance of intentional, thoughtful learning approaches was informed by this idea.

Together, these knowledgeable concepts facilitated the researcher to better understand how students combined self-directed learning, critical reflection, flexibility, and technology tools such as Grammarly to create a well-rounded and successful learning environment. Eventually, the researchers found four matters dealing with the students' perceptions: grammar correction and learning autonomy participant

overview, Grammarly's contribution to learning, patterns in grammar correction practices, and evidence of learning autonomy.

The concept of learner autonomy in grammar correction is deeply rooted in the works of Holec (1979), Krashen (1992), and Vygotsky (1978). Holec (1979) emphasizes that autonomous learners take control of their learning by setting objectives, selecting appropriate methods, monitoring their progress, and evaluating their outcomes. Nurdianingsih et al. (2024) also found that EFL students demonstrated autonomy by actively using Grammarly as a self-directed learning tool. Students utilized Grammarly to enhance their writing skills while maintaining control over their educational progress, reinforcing the notion that learners who manage their resources effectively foster autonomy in their learning process.

Krashen (1992) posits that explicit grammar correction has minimal impact on language acquisition, as it may increase anxiety and interfere with the natural learning process. Instead, he emphasizes the role of comprehensible input in language development. Llausas et al. (2024) also highlight the significance of self-evaluation and reflection in enhancing critical thinking skills. By reviewing drafts and assessing their improvements over time, students engaged in metacognitive practices that reinforced intentional learning approaches. Rather than relying solely on direct grammar correction, they

benefited from reflective engagement with technology, supporting Krashen's assertion that meaningful input and self-assessment play a more crucial role in learning than rote grammatical error correction.

Vygotsky's (1978) theory of the Zone of Proximal Development (ZPD) suggests that learners progress more effectively when they engage in interactive, self-directed activities that push them beyond their current proficiency levels. This principle is evident in the study's findings, where students customized Grammarly's features to meet specific academic needs, such as refining tone and clarity in their writing. The adaptability of this tool allowed students to align their use of technology with their personal learning objectives, demonstrating agency in their learning approaches. This realization supports Vygotsky's perspective that scaffolding, whether through technological tools or reflective strategies enhances students' ability to bridge the gap between their current and potential capabilities.

The four key aspects identified grammar correction and learning autonomy, Grammarly's contribution to learning, patterns in grammar correction practices, and evidence of learning autonomy illustrate how students integrate self-directed learning, critical reflection, and technological tools to create a well-rounded, autonomous learning environment. By applying Holec's principles of learner control, Krashen's

emphasis on meaningful input, and Vygotsky's insights on scaffolding through self-directed activities, the study underscores the multifaceted role of autonomy in grammar learning and correction.

a. Grammar Correction and Learning Autonomy Participant Overview

The study involved 10 English Education Students (EES) from different semester grades. Five participants were in their seventh semester, primarily focused on final projects, while the remaining five were fifth-semester students working on article assignments for publication. Across the participants, automated tools like Grammarly played a significant role in their grammar correction practices. Despite similarities in academic backgrounds, the participants exhibited varying levels of dependency on tools and engagement in manual editing.

Many researches also found the advantages of using Grammarly to improve independent grammar corrections for students. Astuti et al. (2023) and Oktaviani et al. (2023) found that Grammarly enhances academic writing accuracy, particularly in grammar, spelling, and punctuation, while also providing objective feedback on writing weaknesses. Despite its advantages, researchers highlight its double-edged effects. Puri & Setiamunadi (2023) emphasized Grammarly's effectiveness in grammar identification and immediate

feedback but cautioned that users need self-awareness to prevent overreliance. Similarly, Arisandi & Sudarajat (2023) noted Grammarly's lack of contextual awareness, stressing that users must critically assess feedback to ensure grammatical accuracy.

b. Grammarly's Contributions to Learning

Grammarly has proven to be a valuable tool for enhancing students' writing skills and fostering autonomy by providing immediate, detailed feedback that improves readability and structured revisions. Participants appreciated its consistency and objectivity, surpassing traditional peer or lecturer evaluations, while its goal-setting feature helped align revisions with academic objectives, boosting confidence and precision. However, challenges such as limited access to advanced features, dependency risks, and a lack of contextual awareness highlighted the need for balanced usage to prevent over-reliance and promote independent skill development.

Previous research has also emphasized the negative effects of Grammarly over-reliance. Giray (2024) and Zunaidah et al. (2023, 2024) explain that excessive reliance on Grammarly could overshadow personal writing style, reduce critical human judgment in grammar accuracy, and diminish learning participation. On the other hand, Mendoza Zaragoza et al.(2024) advocated for an integrated approach that balances AI-based tools with academic writing skills,

ensuring both academic integrity and critical thinking development.

c. Patterns in Grammar Correction Practices

The analysis revealed recurring grammatical errors among participants, with syntax issues (12.1%), redundancy (10.6%), and citation formatting errors (10.6%) being the most prevalent. Errors such as verb tense inconsistencies, passive voice overuse, and punctuation inaccuracies were also common. Despite using Grammarly, unresolved errors persisted, indicating either neglect of flagged issues or incomplete utilization of the tool's suggestions. Participants often combined Grammarly feedback with manual proofreading and consultations with lecturers or peers. This hybrid approach demonstrated an understanding of the tool's limitations and the importance of human input for contextually accurate corrections. Mendoza Zaragoza et al. (2024) also suggest this integration. However, the effectiveness of these strategies varied, with some students displaying higher proficiency in addressing flagged issues while others struggled to refine sentence structures or eliminate redundancy.

d. Evidence of Learning Autonomy

The participants displayed varying degrees of autonomy in grammar correction. Independent efforts included organizing content around central themes, integrating

advanced academic terminology, and employing structured methodologies. For instance, participants such as NM7 and RM7 showcased robust critical thinking and methodological rigor, evident in their questionnaire designs and alignment of hypotheses with research objectives. Despite these efforts, challenges such as redundancy, inconsistent tone, and unresolved mechanical faults persisted. These issues underscored the need for more systematic revision practices and enhanced self-review techniques to achieve academic excellence.

Previous researchers also found that utilizing Grammarly could boost learning autonomy. Dizon & Gold (2023) found utilizing Grammarly could lower foreign language anxiety and improve learning autonomy. Halim et al. (2022) also found that using Grammarly could improve self-directed learning of prospective teachers. Lengkanawati & Wirza (2021) also found improved learning autonomy for prospective teachers.

The theories of Holec (1979), Krashen (1992), and Vygotsky (1978) underpin autonomous grammar correction. Autonomous learners set goals, choose methods, monitor progress, and evaluate results, according to Holec (1979). Nurdianingsih et al. (2024) found that EFL students demonstrated autonomy by using Grammarly as a self-

directed learning tool rather than automated recommendations.

Krashen (1992) explains explicit grammar correction has little effect on language acquisition and may even increase anxiety. Instead, he stresses comprehensible input for learning. Zunaidah et al. (2024) noted students' proactive problem-solving to correct grammatical errors.

Self-directed grammar learning is contextualized by Vygotsky's (1978) ZPD. Students learn best when they engage in interactive, self-directed activities that challenge them, according to Vygotsky. Boumaza (2024) and Guo et al. (2024) also found students struggle to apply grammatical knowledge to new contexts. EFL students struggled to apply skills to different writing tasks, highlighting the difficulty of linguistic flexibility. Students' self-correction and persistence helped them learn, supporting Vygotsky's claim that scaffolding and self-guided activities improve language proficiency.

Introspection and perseverance helped students overcome these challenges, showing that self-regulated learning strategies promote autonomy and adaptability. Research emphasizes the importance of balancing technology-assisted learning with independent skill development.

Limited lexical diversity, difficulty recognizing subtle grammatical errors, and frustration due to non-premium grammar tools plagued students in this study. These obstacles led to incomplete proofreading and overuse of automated corrections. Participants used multiple resources (e.g., DeepL, Grammarly, educational videos) for comprehensive learning, sought collaborative feedback from peers and educators, purchased premium tool features for advanced functionalities, and created personalized error checklists for systematic revision to overcome these challenges. These strategies demonstrate students' resilience and proactive approaches to overcoming obstacles and promoting independent learning.

The findings show that Grammarly improves students' grammar correction and writing confidence, but they should complement manual effort and contextual understanding. Some participants were good at self-refinement, while others relied on automated feedback. Redundancy, mechanical errors, and passive voice usage merit further development. Future initiatives should promote self-review, balanced tool use, and advanced grammar correction training. These factors can help students improve their academic writing autonomy and proficiency, aligning with Holec (1979), Krashen (1992), and Vygotsky (1978).

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

This study explored the use of automated tools like Grammarly in grammar correction practices and their role in fostering learning autonomy among English education students. The findings revealed that Grammarly significantly contributed to improving students' grammar accuracy, writing confidence, and self-revision skills. Its immediate, detailed feedback and goal-setting features helped participants align their revisions with academic standards. However, challenges such as unresolved errors, tool dependency, and limited contextual understanding emphasized the importance of balancing automated tool usage with manual effort and critical thinking.

Participants demonstrated varying degrees of learning autonomy, with some excelling in self-directed revisions and others struggling due to persistent issues like redundancy, mechanical errors, and overuse of passive voice. Despite these challenges, adaptive strategies such as combining Grammarly's feedback with peer discussions, manual proofreading, and resource utilization underscored participants' resilience and proactive learning approaches.

B. SUGGESTIONS

Future research and educational strategies should focus on several key recommendations to enhance grammar correction practices and learning autonomy. Firstly, institutions should promote a balanced approach to using automated tools like Grammarly, emphasizing their role as supplementary aids rather than replacements for manual proofreading and critical analysis. Additionally, targeted training programs are essential to equip students with advanced grammar correction techniques and the ability to critically evaluate and integrate automated feedback with contextual understanding. Expanding the research scope is equally important, as future studies should include larger, more diverse participant samples and explore the effectiveness of various writing tools for a broader perspective.

Longitudinal studies are also necessary to assess the long-term impacts of automated grammar tools on students' learning autonomy, writing proficiency, and academic performance. Moreover, future investigations should incorporate a more comprehensive analysis of writing skills, going beyond grammar correction to address creativity, argumentation, and stylistic development. To mitigate the limitations of tools like Grammarly, efforts should include providing premium access for students and developing

complementary instructional resources to enhance contextual understanding and reduce dependency.

Encouraging peer collaboration is another critical recommendation. Creating environments that support collaborative feedback among students can complement automated suggestions and provide diverse perspectives, enriching the learning process. By following these suggestions, teachers and researchers can help students learn how to correct their own grammar in a way that takes into account the context, which will improve their overall learning and academic writing skills.

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APPENDIX 1

Semi-structured interview guideline

Part 1. Perspectives on Grammarly's Contribution to Augmenting Learning Autonomy

These questions are useful to reveal the influence of Grammarly on the grammar correction processes and learning autonomy of EFL students.

1. Which Grammarly features do you consider most beneficial (e.g., grammar correction, tone recommendations, clarity improvement)?
2. What is your opinion on Grammarly's immediate feedback?
3. Does it assist you in comprehending your mistakes?
4. Do you believe Grammarly enhances your confidence in writing? What are the reasons for or against this?
5. In what ways does Grammarly differ from feedback provided by educators or classmates?
6. What constraints or challenges have you encountered while utilizing Grammarly?
7. Do you think Grammarly fosters independent learning, or does it create dependence on the tool? Kindly provide further details.

Part 2. The Role of Students in Grammar Correction to Foster Learning Autonomy. These questions are useful to reveal students' self-assessment of their roles and the strategies they employ to cultivate autonomy:

8. How frequently do you assess and rectify your grammar independently of external feedback?
9. What is your perspective on your responsibility for rectifying grammatical errors throughout your learning journey?
10. Which grammar correction methods do you consider most effective for enhancing your autonomy?
11. Could you provide an example of a grammar correction exercise you have conducted independently?

12. Could you elucidate a particular strategy that you have discovered beneficial for independently enhancing your grammar?

Part 3. Obstacles and Approaches in Autonomous Grammar Correction

These questions are useful to recognize the challenges encountered by students and their methods of addressing these problems:

13. What obstacles do you encounter when attempting to rectify your grammar autonomously?
14. What emotions do you experience when you find it challenging to recognize or rectify your grammatical mistakes?
15. What resources or assistance do you utilize to address these challenges?

APPENDIX 2

The Analytical Criteria to Analyze Students' Writing

Objective: to assess essential elements about students' role in grammar correction to enhance their learning autonomy, autonomous grammar correction, and students' challenges

1. Types of Errors (occurrence is count based on the frequency of the errors)
 - a. Grammar (e.g., subject-verb concord, verb tense consistency, sentence fragments)
 - b. Syntax (e.g., sentence construction, word arrangement)
 - c. Mechanics (e.g., punctuation, capitalization)
2. Origin of Rectification (triangulating the interview results and Grammarly feedback)
 - a. Self-repaired inaccuracies
 - b. Recommendations proposed by Grammarly
 - c. Evaluations from educators or colleagues
3. Frequency and Accuracy of Corrections (triangulating the interview results and Grammarly feedback)
 - a. Quantity of rectified errors (in relation to errors remaining unrectified).
 - b. Proportion of corrections implemented correctly.
4. Evidence of Learning Autonomy (triangulating the interview results and Grammarly feedback)
 - a. Autonomous efforts to detect and rectify inaccuracies.
 - b. Modifications or tactics implemented independently.
5. Demonstrated Challenges (triangulating the interview results and Grammarly feedback)
 - a. Patterns of persistent errors despite rectifications.
 - b. Unresolved errors.

APPENDIX 3

Observation Checklist

Purpose: To observe students' autonomous grammar correction behaviors and the encountered challenges

Observed aspects	Observation notes
Recognition and rectification of grammatical errors in writing or speaking tasks.	
Resource proactive pursue (e.g., grammar manuals, digital tools) to facilitate self-correction.	
Assurance in articulating strategies for enhancing grammar proficiency.	
Difficulties in recognizing grammatical errors in their writing.	
Indications of frustration or resistance during self-correction activities.	
Seeking assistances from classmates, educators, or digital resources when encountering challenges.	
Personal methodology modification for grammar correction following difficulties encountered.	

APPENDIX 4

The Research Documentations



a. Interviewing the participant



b. Interviewing the participant



c. Interviewing the participant



d. Interviewing the participant



e. Interviewing the participant



f. Interviewing the participant



g. Interviewing the participant



h. Interviewing the participant



i. Interviewing the participant

APPENDIX 5

Interview Transcript

Interview with NK

Interviewer: Hello, Ms. Nur!

Respondent: Hello sis!

Interviewer: Ms. Nur, have you known me before??

Respondent: Iya, sudah.

Interviewer: Okay, thank you. Now, for this opportunity, allow me to interview Ms. Nur to complete my thesis research. The object of my research is fifth and seventh semester students, and coincidentally Ms. Nur is in her seventh semester, right?

Respondent: Yes, that's right

Interviewer: And Ms. Nur is also a Grammarly user, right??

Respondent: Yes

Interviewer: Oke, bisa kita mulai wawancaranya?

Respondent: Of Course

Interviewer: According to Ms. Nur, which Grammarly feature is the most useful? For example, grammar correction, tone recommendations, or clarity enhancement?

Respondent: The most helpful is the grammar correction feature. When connected to Word, it immediately auto-corrects. So, we can know which words are wrong and there are recommendations for correct words. That's what I use most often.

Interviewer: What do you think about direct feedback from Grammarly?

Respondent: It's very good, very helpful. Especially when writing articles or other assignments in Word, there is direct feedback. But if you use the free version, sometimes it is limited to only a few times.

Interviewer: For this seventh semester, what do you use Grammarly for most often?

Respondent: Most often for PLP reports, theses, and articles. But more often for theses, especially when I did the proposal yesterday, I often used Grammarly.

Interviewer: Does Grammarly help Mbak Nur understand grammatical errors?

Respondent: Yes, it helps a lot. Sometimes when I write, my grammar is still messy, but after using Grammarly it becomes more organized

Interviewer: Does Grammarly increase your confidence in writing?

Respondent: Yes, because when writing in English, I often doubt whether it is correct or not. Well, when I check it on Grammarly and there are corrections, I am more confident. Especially if there are red or blue marks, I can immediately know which ones need to be fixed.

Interviewer: According to Ms. Nur, in what ways is Grammarly different from feedback given by lecturers or friends?

Respondent: Grammarly can be customized, for example for academic or regular writing. If the feedback is from lecturers or friends, it focuses more on the content and grammar as a whole. But Grammarly is faster and automatic, so it can be used immediately at any time.

Interviewer: What obstacles or challenges do you often encounter when using Grammarly?

Respondent: The biggest obstacle is if you use the free version, because the features that can be accessed are limited. If you use the premium version, it might be more accurate, but you have to pay

Interviewer: According to Ms. Nur, does Grammarly encourage independent learning or does it create dependency?

- Respondent:** For me, it creates more dependency. Because when I write, I'm afraid of making mistakes, so I'll immediately check it on Grammarly. But for independent learning, it might be less effective, because we don't make the effort to find out for ourselves.
- Interviewer:** If, for example, without Grammarly, writing becomes more difficult?
- Respondent:** Yes, especially for academic writing. Because my academic vocabulary is still limited, so Grammarly is quite helpful in that regard.
- Interviewer:** How often do you assess and correct your own grammar without Grammarly?
- Respondent:** I often check it myself, but I still ask my friends for their opinions once in a while. Grammarly does help, but sometimes AI can be wrong.
- Interviewer:** In your opinion, how important is it to correct grammatical errors in academic writing?
- Respondent:** Very important. If there are errors, the lecturer will definitely ask for revisions. So it must be corrected as well as possible.
- Interviewer:** Which correction method do you think is the most effective?
- Respondent:** The most effective is using Grammarly's auto-correction and double-checking manually.
- Interviewer:** Can you give an example of a correction exercise that you do yourself?
- Respondent:** I often practice writing on my own, especially in using tenses such as simple past and present continuous. But when it comes to vocabulary, I still often have difficulty.
- Interviewer:** What strategy is most effective according to Ms. Nur to improve grammar?
- Respondent:** I often read TOEFL books because they also have grammar exercises. As for regular dictionaries, I rarely use them now.

Interviewer: What is the biggest obstacle when trying to improve your grammar on your own?

Respondent: The biggest obstacle is the limited features in the free Grammarly, so many things cannot be fixed. In addition, if the internet is bad, Grammarly is also difficult to use.

Interviewer: Have you ever felt frustrated when it was difficult to recognize or correct grammar?

Respondent: Yes, often! Sometimes I get annoyed when there is a mistake but don't know how to fix it.

Interviewer: What resources or help does Ms. Nur use to overcome challenges in grammar?

Respondent: I usually check a grammar book or use DeepL. If I'm still confused, I usually ask a friend.

Interviewer: Okay, the interview is over. Thank you very much for your answer!

Respondent: You're welcome, Sis!

APPENDIX 6

The example of students' writing after using Grammarly

II. Literature Review

Video-making as Multimodal

Video-making, as a multimodal medium, represents a dynamic fusion of various forms of communication, engaging learners on multiple sensory levels. In the realm of education, this approach transcends traditional methods by incorporating visual, auditory, and textual elements within a single, cohesive narrative. The power of video-making lies in its ability to cater to diverse learning styles, making complex concepts more accessible and enhancing comprehension. Yeh argues that multimodal video-making processes positively nurture students' multiliteracies and expand their awareness of the interplay between different modes of semiotic resources for meaning construction (Yeh, 2018). This multimodal nature of video-making not only facilitates a deeper understanding of the subject matter but also fosters creativity and critical thinking as students navigate information through various channels.

Moreover, the versatility of video-making allows for the integration of real-world scenarios, virtual simulations, and interactive elements, creating an immersive learning environment. The multimodal approach is not confined to the classroom; it extends beyond, allowing for asynchronous learning experiences, where students can engage with the material at their own pace. According to Meredith et al., multimodal in social work education will foster critical thinking, technological literacy, collaboration, and prepare students for social justice-focused career (Meredith et al., 2014). From virtual field trips to interactive simulations, educators can harness the power of multimodal video-making to create learning experiences that are not only informative but also captivating and adaptable to the diverse needs of modern learners.

Global Competency Among Higher Education Students

Global competency among higher education students has become increasingly paramount in the face of a rapidly globalizing world. This multifaceted concept encompasses a range of skills, attitudes,

and knowledge that equip students to navigate and thrive in an interconnected global society. Global competency is a source of knowledge about cultures, world regions, global issues, and the skill and dispositions to engage responsibly and effectively in a global environment (James et al., 2015). Higher education institutions play a pivotal role in fostering global competency by providing students with opportunities to engage in cross-cultural experiences, international collaborations, and coursework that transcends national borders.

In addition to cultural awareness, global competency also entails the development of critical thinking skills that enable students to analyze global challenges and propose innovative solutions. Critical thinking and intercultural competence are crucial 21st Century Skills in teaching English as a Foreign Language (EFL), aiding learners in addressing intercultural communication issues and developing intercultural competence (Esen, 2021). Exposure to diverse perspectives and experiences helps students cultivate an open-minded and inclusive mindset, essential attributes for effective global citizenship. As higher education evolves to meet the demands of an interconnected world, the emphasis on global competency ensures that graduates are not only academically proficient but also equipped with the intercultural skills necessary to navigate the complexities of our globalized society. Through a holistic approach that integrates global perspectives into the curriculum and encourages experiential learning, higher education institutions play a crucial role in shaping students into informed, empathetic, and globally competent individuals.

Video-making to Enhance Global Competency

Video-making serves as a powerful tool to enhance global competency among higher education students by offering a unique avenue for immersive learning experiences. Through the creation and consumption of videos, students can engage with diverse perspectives, cultures, and global issues in a way that goes beyond traditional pedagogical methods. This medium allows for the incorporation of real-world examples, interviews with experts from around the globe, and virtual journeys, enabling students to develop a nuanced understanding of global dynamics. The visual

and auditory elements in videos not only facilitate the transmission of information but also evoke emotional responses, fostering empathy and cultural sensitivity.

Furthermore, video-making encourages collaborative projects that involve students from different geographical locations. By working together to produce videos, students learn to navigate cultural differences, communicate effectively in a virtual environment, and appreciate the richness of global diversity. This collaborative aspect extends the impact of video-making beyond the content itself, promoting the development of essential interpersonal and teamwork skills. As a result, video-making becomes a catalyst for a holistic approach to global competency, encompassing not only knowledge acquisition but also the cultivation of the interpersonal skills necessary for effective engagement in a globalized world.

Heng and Yeh, in their study about interweaving local culture knowledge with global competencies, present a case study of a bilingual video-making project that aimed to deepen students' understanding of their own cultural locatedness while also developing their English and digital competencies. The authors also discuss the challenges and considerations that arise when developing curricula that blend global skills with local educational practices. One challenge is the need to balance the demands of globalisation with the importance of recognising the cultural consciousness and codes that prevail in the historical situation in which education takes place. Another challenge is the need to ensure that students are equipped with the competencies to become global citizens, including English skills and digital literacy, while also recognising the importance of local cultural knowledge. However, the outcomes of the study demonstrated that through the course, students have not only gained a stronger foothold of their cultural identity and English and digital literacy skills, but the process of the project has also led them to become more agentic and to recognise the importance of team work and collaboration (Heng and Yeh, 2021).

CURRICULUM VITAE

Personal Data

Name : Widad Nailu Salsabila
Place of Birth : Pati
Date of Birth : 18th May 2003
Religion : Islam
Gender : Female
Address : Dukuhseti, Pati, Central Java
Email : widadnailusalsabila18@gmail.com

Formal Education

1. TK Roudlotul Ulum Dukuhseti
2. MI Himmatul Muta'alimin 03 Dukuhseti
3. MTs Madarijul Huda Kembang
4. SMK Telkom Terpadu AKN Marzuqi Dukuhseti
5. English Education Department of Walisongo State Islamic University, Semarang

Non Formal Education

1. Kresna English Language Institute
2. The Daffodils English Course
3. Peace English Academy