

**THE INFLUENCE OF GRAMMARLY APPLICATION ON  
STUDENTS' GRAMMAR IN WRITING : A CASE STUDY IN  
SMA NEGERI 16 MAKASSAR**



**A THESIS**

*Submitted to the Faculty of Cultural Sciences, Hasanuddin University as  
Partial Fulfillment of Requirements to Obtain Bachelor Degree in English  
Department*

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**ENGLISH DEPARTMENT  
FACULTY OF CULTURAL SCIENCES  
HASANUDDIN UNIVERSITY MAKASSAR  
2024**

**LEGITIMATION**

**THESIS**

**THE INFLUENCE OF GRAMMARLY APPLICATION  
ON STUDENTS GRAMMAR IN WRITING : A CASE  
STUDY IN SMA NEGERI 16 MAKASSAR**

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On 20 Sept. 2024, the board of Thesis Examination has kindly approved a thesis by Fiona Afianty (F041201112) "*The influence of grammarly application on students grammar in writing : a case study in sma negeri 16 makassar*" of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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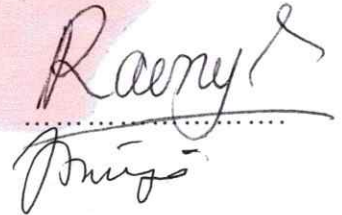
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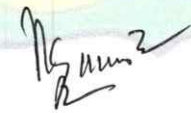
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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other's people ideas except the quotations and the reference.

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## ACKNOWLEDGMENT

First and foremost, all praises and gratitude to God for His blessings and opportunities given to the writer to successfully complete this research under the title *The Influence Of Grammarly On Students' Grammar Understanding In Academic Writing: A Case Study In Sma Negeri 16 Makassar*.

Second, sincere appreciation and gratitude are extended to Dr. Abidin Pammu, M.A,Dipl. TESOL and Hidayatullah Yunus, S.S.,M.TESOL the writer's supervisors, for all the guidance and encouragement in carrying out this research project. It was a precious thing to be able to discover new knowledge from both supervisors in the process of finishing this research.

Third, the writer would like to express her deepest gratitude to., as the first examiner and the second examiner, for all directions, input, and improvements given during the examination. It is very valuable for the writer to be able to gain new knowledge from both examiners in the examination process.

Furthermore, a sincere gratitude goes to two special people in this universe, the writer's mother, Hj. Hasma for all their love, prayers, caring, sacrifices, and all support—mentally and financially—in helping the writer to reach her future. A thousand thanks would never be enough to repay all their kindness.

The writer would like to express her heartfelt appreciation to her My father H. Syamsuddin M, whose unwavering support and encouragement throughout her academic journey, inspiring her to pursue her goals. Their memory will continue to inspire her in all her future endeavors. All lecturers and administrative staff of the English Department and Faculty of Cultural Sciences for the knowledge and service during the writer's undergraduate education and the process of finishing this thesis.

Next, the writer sincerely especially thanks to My Best friend Widy, Diva, Amel, Helen, Keycia, Dilla, Kanya and Cecilia for them support, amazing prayers, kindness, attention, love, support that always make the writer strong in faith and patience during the years of the study.

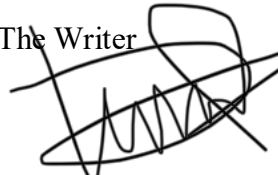
Then, the writer's deepest thanks are expressed to all mates in English Literature Study Program, specifically Batch 2020. Thank you for being part of the writer's wonderful story in the English department.

After that, the writer would like to express her gratitude to herself, for the support they have given to the writer throughout the process of finishing the thesis.

Finally, the writer would thank and apologize to all other unnamed who helped the writer in various ways to accomplish this study.

Makassar, 20 Agustus 2024

The Writer

A handwritten signature in black ink, appearing to read 'Fiona Aelanty', written over a series of horizontal lines.

**FIONA AELANTY**

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## ABSTRACT

Fiona Afianty. 2024. The Influence Of Grammarly On Students' Grammar Understanding In Academic Writing: A Case Study In SMA Negeri 16 Makassar. (Supervised by Abidin Pammu and Hidayatullah Yunus).

This study aims to find out how far Grammarly can help them in academic writing, and find out impact of using the Grammarly application in academic writing. The research method used in this study is qualitative study employing a case study approach. The results of this study show that students at SMA Negeri 16 are not very interested in English. The existence of Grammarly doesn't really affect them, most of them don't really care about grammar. This study explores students' perceived knowledge of using the Grammarly application and its features. Based on the findings that have been found, 22 out of 28 students in writing courses have used the Grammarly application in their academic writing. Students believe that it can be an excellent auto-correction tool for academic writing. The impact of Grammarly on SMA Negeri 16 students is that students feel more confident in doing their assignments. **However, only a handful of students are interested in using Grammarly.** Most students agree that the Grammarly application helps them in correcting their writing independently, namely 75% of students use Grammarly to help with writing assignments, students believe that Grammarly can minimize their writing errors. 60% Increase students' self-confidence. Schools should include mandatory standardization of lessons regarding the use of grammar in English

language rules. This application must also be applied from elementary to middle school. So that at the high school level, students are no longer at a new level but are refreshing the grammar lessons they have learned at the previous level.

***Keywords:*** *English Language, Grammar.ly, Grammar.*



## ABSTRAK

Fiona Afianty. 2024. Pengaruh Grammarly Terhadap Pemahaman Tata Bahasa Siswa dalam Penulisan Akademik: Studi Kasus di SMA Negeri 16 Makassar. (Dipimpin oleh Abidin Pammu dan Hidayatullah Yunus).

Penelitian ini bertujuan untuk mengetahui sejauh mana Grammarly dapat membantu siswa dalam penulisan akademik, dan mengetahui dampak penggunaan aplikasi Grammarly dalam penulisan akademik.

Metode penelitian yang digunakan dalam studi ini adalah studi kualitatif dengan pendekatan studi kasus. Hasil penelitian menunjukkan bahwa siswa di SMA Negeri 16 tidak terlalu tertarik pada bahasa Inggris.

Keberadaan Grammarly tidak terlalu mempengaruhi mereka; sebagian besar dari mereka tidak terlalu peduli dengan tata bahasa. Penelitian ini mengeksplorasi pengetahuan yang dirasakan siswa tentang penggunaan aplikasi Grammarly dan fiturnya. Berdasarkan temuan yang ada, 22 dari 28 siswa dalam mata pelajaran menulis telah menggunakan aplikasi Grammarly dalam penulisan akademik mereka. Siswa percaya bahwa aplikasi ini bisa menjadi alat koreksi otomatis yang sangat baik untuk penulisan akademik. Dampak Grammarly terhadap siswa SMA Negeri 16 adalah siswa merasa lebih percaya diri dalam mengerjakan tugas mereka. Namun, hanya segelintir siswa yang tertarik menggunakan Grammarly.

Sebagian besar siswa setuju bahwa aplikasi Grammarly membantu mereka dalam memperbaiki tulisan secara mandiri, yaitu 75% siswa

menggunakan Grammarly untuk membantu tugas menulis, dan siswa percaya bahwa Grammarly dapat meminimalkan kesalahan penulisan mereka. 60% Meningkatkan rasa percaya diri siswa. Sekolah harus menyertakan standarisasi pelajaran yang wajib mengenai penggunaan tata bahasa dalam aturan bahasa Inggris. Aplikasi ini juga harus diterapkan dari tingkat sekolah dasar hingga menengah. Sehingga pada tingkat sekolah menengah atas, siswa tidak lagi berada pada tingkat baru tetapi sedang menyegarkan pelajaran tata bahasa yang telah mereka pelajari di tingkat sebelumnya.

***Kata kunci:*** Bahasa Inggris, Grammarly, Tata Bahasa.

# CHAPTER I

## INTRODUCTION

### 1.1 Background

The presence of grammar is indispensable in the development of four language skills: listening, reading, writing and speaking (Savage, Bitterlin & Price, 2010). It means that grammar is one of the language skills that matter in learning language in writing. Writing is one of the ways for people to communicate. According to Savage et al. (2010), the success of communication depends on the accuracy of grammar use. This statement tries to emphasize that the readers might be misinterpreting the idea of writing if the writers use incorrect grammar in their writing. Academic writing is a writing skill which sees grammar as a major feature. A study guide for academic writing stated that grammar is essential since academic writing encourages writers to convey and demonstrate the ideas accurately and clearly in order to ensure that they have a good comprehension of the writing idea (Academic Writing, 2009, p.1). However, many students still struggle with using proper grammar although it helps the reader to easily understand what the students want to inform through their writing.

Nowadays, the use of technology in language learning may promote students' learning in any skills of the language. Grammarly is one of the developments of technology that facilitates the students' language learning in the form of an online grammar checker. Based on the finding done by Nova (2018), it shows that having Grammarly in a language learning assists

students both to raise their awareness of their errors and to prevent them from reproducing the same grammar mistakes. Moreover, students believed that Grammarly can save their time in evaluating their grammar in writing. A research conducted by Nova (2018) revealed that Grammarly use in the learning process had both benefits and weaknesses. Nevertheless, students could not fully rely on the technology since it might have limitations in checking their grammar in writing. Grammarly might impede the success of writing process because its lack of checking context could omit the coherence and cohesiveness of writing (Nova, 2018)

In response to this problem, a research question was drawn up: In the students' view, how can Grammarly affect their grammar in academic writing?

I am interested in discovering more about the students' perception of the presence of Grammarly in writing courses regarding it may give students more opportunities to enhance their grammar proficiency in academic writing. The study explores how Grammarly could assist the students to be aware of the grammar mistakes by involving graduate students as the participants to fill out the questionnaires and to participate in the interview session.

The results are expected to help students get some insight whether the facilities offered by Grammarly satisfy their needs in composing proper grammar in academic writing or not. Furthermore, students are expected to find out how far Grammarly can help them in dealing with grammatical



mistakes before using it as a tool to achieve better grammar especially in academic writing. In addition, this study can also assist the teacher into consideration for taking this platform into the learning process in order to guide the students into self-sufficient learning.

## **1.2 Identification of Problems**

Based on the researcher's pre-research, the researcher pointed to SMA Negeri 16 Makassar where the researcher saw that English language learning there was not running effectively. Considering the context, writing is a challenging activity that calls on a wide range of cognitive and language skills. Due to the difficulty of using grammar, efl students frequently need help completing academic writing. To excel in academic writing at universities, students must utilize proper language and follow grammatical standards (Cavaleri & Dianati, 2016). However, with instruction, students can hone their language abilities. For students to improve their language abilities, outside information is required, including the explicit grammar instruction needed for academic writing (O'neill & Russell, 2019).

With technological advances, students can quickly evaluate their written work using an online evaluation checker program such as the Grammarly application, which can correct grammar automatically. While automated feedback in Grammarly overcomes some of the barriers teachers face when providing instructional feedback, the purpose of using an automated feedback system is to complement rather than replace teacher feedback ( Thi & Nikolov, 2022). Indeed, this feedback is thought to free up teaching

time and allow teachers to be more selective in their feedback, thereby increasing students' writing motivation and writing performance (Fahmi & Cahyono, 2021). For example, having implemented self-assessment with the help of automated feedback has helped motivate students to write while also making it easier for educators to provide the necessary feedback to ensure growth in writing.

However, several concerns and fears accompany the growing adoption of the Grammarly app. For example, although its intended role is as a complement to teacher feedback, some fear that the Grammarly application will replace the teacher as the primary feedback agent (Koltovskaia, 2022) and thus negate the social-communicative function of writing between language teachers and students. Then, sometimes students abuse technological developments that make students insensitive to their own mistakes because they think the Grammarly application will automatically correct students' writing errors so that they no longer need to pay attention to what their mistakes are and how the right words should be used (faller, 2018).

Two related issues exacerbate the debate about the advantages and disadvantages of the Grammarly application. First, more research must be done on automated assessment tools used for formative assessment purposes, not learning (Koltovskaia, 2020). So far, most research has focused on using automated grading machines rather than exploring how Grammarly's automated feedback is integrated into writing classes and how

to use it. Given the controversies around the use of instructional feedback and awe and the dearth of previous research focusing on students' perceived knowledge of the use of Grammarly features, this study was designed to explore the use of Grammarly and its features integrated into writing classes.

In connection with the following problems, further research is needed regarding students' perceived knowledge of using the Grammarly application based on their knowledge of it in academic writing. Currently, the technology is very advanced. There are many technological media that students can use in learning, especially in the writing process, how to apply Grammarly can be one of the popular applications among students to be applied in their writing process, as well as whether the Grammarly application is acceptable or is it just a demand from the development of educational technology

### **1.3 Scope of Problems**

Researchers need to narrow the research focus to pay more attention to problems based on the previously described problems. Grammarly is a web-based tool for improving students' writing skills online. Therefore, by utilizing this platform, this research explored students' perceived knowledge of using the Grammarly application and its features in academic writing that focuses on the Premium version. This version has more exclusive features: correctness, clarity, engagement, delivery, and plagiarism. The researcher also investigated further the description of the suggestions, the most and

rarely used features, inaccurate features, how students overcome inaccuracies in the Grammarly application, and how to implement them in writing class.

#### **1.4 Research Questions**

1. How can Grammar.ly affect the students' grammar understanding?
2. What is the impact of using Grammar.ly application in students' academic writing skill?

#### **1.5 Objectives of Research**

1. To find out how far Grammar.ly can help them in academic writing.
2. find out impact of using the Grammar.ly application in academic writing.

#### **1.6 Sequence of Writing**

Related to the research objectives above, the significance of this research is to add insight and knowledge about the use Artificial Intelligence (AI), especially in Automated Writing Evaluation (AWE), by applying the Grammarly application as a medium used by students to improve students' academic writing skills. This research is expected to provide significant benefits both for theoretical, practical, and society, especially for students and lecturers of English education.



## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Previous Studies

Ruth O Neill (2019) “Stop! Grammar time: University Students’ Perceptions of The Automated Feedback Program Grammarly” Universities are increasingly looking towards online technology to assist their students. Grammarly advertises itself as the world’s most accurate online grammar checker, yet little research exists on its performance as a feedback tool in universities. This paper reports on a study investigating students’ perceptions of Grammarly when used in conjunction with advice from an academic learning advisor. Using a mixed methods sequential explanatory design, the study compared one group of students’ responses to the feedback they received from Grammarly (n = 54) with another group’s responses to the traditional non-automated grammar feedback they received from the Academic Learning Centre at CQUniversity (n = 42). Results show that students receiving feedback from Grammarly responded more positively to 9 of the 15 survey items and were significantly more satisfied with the grammar advice that they received compared with non- Grammarly students. No significant differences were registered between cohorts or delivery mode, which suggests that Grammarly can be used effectively by academic learning advisors to provide grammar support for both international and domestic students, online and on campus. It is recommended, however, that the program be used in conjunction with

academic learning advisor input as the program is currently not accurate enough for independent use to be justified.

Jessie Saraza (2020) “Integrating Technology into ESL/EFL Writing through Grammarly” Given the recent technological advancements and the critical role that grammar plays in students’ writing development, several digital tools that provide computer-mediated corrective feedback have emerged. One such tool is Grammarly, which identifies duplicate content and errors in grammar, vocabulary, mechanics, and language style. This tech review, therefore, provides an overview of its affordances and how they can be used in English as a Second Language (ESL) and English as a Foreign Language (EFL) writing. While Grammarly can be a powerful tool that teachers and students can explore in their writing classrooms, it has some limitations that require further enhancements.

Michael D. Winans (2021) “Grammarly’s Tone Detector: Helping Students Write Pragmatically Appropriate Texts” Grammarly’s Tone Detector is included in the free version of the application and is available for major phone and computer program platforms. Its strength is in helping students compose pragmatically appropriate texts which could substantially increase their confidence and the feeling of autonomy. It accomplishes this by providing writers with tone indications of their text paired with emojis to help navigate the sometimes opaque waters of pragmatics. However, this tool does not provide indications of which words or phrases contribute to an indicated tone, nor does it offer suggestions for improvement. It is a

perpetual beta tool in that it asks for user input to continually adapt and learn to the changing communicative situation. Although there are some areas for improvement, it is a useful tool that teachers could recommend to their students to support their ability to raise their confidence about the pragmatic appropriateness when writing emails and other texts where pragmatics are important.

Septia Oktaviani (2022) "Students' Perception Towards the Use Of Grammarly In English Writing Skill Of Fourth Semester English Education Department At Uinsi Samarinda In The Academic Year 2021/2022" From University Islam Negeri of Sultan Aji Muhammad Idris Samarinda. The background of this research is to know why Grammarly is widely used by English Education Department students at UINSI Samarinda as a tool to correct their errors, particularly grammatical errors in their writing. Meanwhile, the objectives of this research were: (1) to know the English Education Department students' perception towards using Grammarly as an online grammar checker in writing skills. (2) to know the advantages and disadvantages of the use of Grammarly. This research used a descriptive qualitative method. The subject of this research was English students in the fourth semester of the academic year 2021/2022 at UINSI Samarinda. The data were collected using interview, questionnaire, and documentation. The findings of this research showed that the students had a positive belief or "Agree" with the use of Grammarly in writing skills. Grammarly was perceived as beneficial for students. It helps students for checking grammar

errors, Grammarly's content includes grammar related features such as grammar, spelling, punctuation, and style, and it provides both direct and indirect feedback. The advantages of Grammarly as an online grammar checker are that the feedback is Grammarly simple to understand, the features are simple, and it saves time. Meanwhile, Grammarly's disadvantages are it cannot detect what tenses students use at the time or in a paragraph, and students must pay if they want to access all of Grammarly's premium features.

Fatma Yurika (2023) "Students' Perceptions Toward the Use Of Grammarly As A Grammar Checker In The Process Of Writing" From University Negeri Makassar, The purpose of this study was to find out how students perceive the use of Grammarly Premium in the process of writing. This research applied the qualitative method to achieve the research objectives. The subjects of this research were 6 students from the English Education Department, Faculty of Languages and Literature, Universitas Negeri Makassar, who are currently in their seventh semester of the academic year 2022/2023, The subjects were chosen by using purposive sampling. This research used the interview as the instrument of the study. The findings of this research found that students perceive positive and negative perceptions toward the use of Grammarly Premium. Positive perceptions include being easy to access and use having more complete features, can be integrated into the laptop software, motivating, and having a lot of useful features. Negative perceptions include less accurate and

detailed feedback, sometimes feedback out of context, limited plagiarism feature, and requires a stable internet connection. The result showed that students' perceptions were dominated by positive perceptions.

## **2.2.Theoretical Background**

### **2.1.1. The Concept of Artificial Intelligence (AI)**

Artificial Intelligence (AI) is the process of modeling human thinking and designing a machine to behave like a human; in other words, it is called a cognitive task, namely how machines can learn automatically from programmed data and information (Sumakul et al., 2022). Artificial intelligence is a part of computer science that makes machines (computers) able to do jobs like humans. Several tech companies, including Amazon, Facebook, Microsoft, and Google, have implemented AI. This technology is said to help simplify human life, which is very complex (Fitria, 2021). AI works by combining lots of data, repetitive processing, and intelligent algorithms that allow the software to learn automatically from patterns or features in data.

The role of AI technology is increasingly evident in various sectors, including the education sector. The presence of AI technology has changed the education curriculum, especially in the field of language. Artificial Intelligence (AI) is believed to help humans learn better and achieve educational goals more effectively. Recently, many researchers have emphasized the importance of using artificial intelligence systems in learning (Luckin et al., 2016). According to Wang (2022), AI has become

integral to learning and training, making learning English more accessible and enjoyable. Khare et al. (2018) confirmed the positive effect of applying artificial intelligence on student achievement. Tuomi (2018) also emphasizes the importance of artificial intelligence in providing an environment-rich education and the possibility of solving general educational problems using artificial intelligence applications. Ma & Siau (2018) point out the positive role of transforming traditional methods in higher education into tools based on artificial intelligence. Kukulska & Lee (2020) confirms that the AI Mobile application is characterized by its high impact on student learning and integrates technology appropriately to increase student motivation and independence. Alamer & Khateeb (2021) added that mobile devices give students autonomy and freedom to expand the amount of time, place, and pace in which they can study independently.

Based on previous research, many AI-based innovations and breakthroughs are being implemented to support the learning process and make it more practical and effective. Consequently, when AI is present in the world of education, many challenges need to be faced to balance the use of AI to support classroom learning. Sumakul et al. (2022) stated that the use of AI does not have much impact on student learning, because AI is considered not a valid learning tool. Other studies suggest that AI-generated language is rigid and sometimes decontextualized (Wilson et al., 2021; Sumakul, 2023). On implementation in the classroom, Kukulska & Lee (2020) shows that although technology has been implemented and has

benefits to offer language learners, concerns arise when AI is considered to play a more significant role than the task of educators in utilizing classroom learning. However, some believe AI cannot replace the educator role as the primary facilitator. Therefore, an educator needs to have skills in utilizing science and technology to utilize AI as a complementary tool in facilitating various activities such as completing school administration, making lesson plans, student attendance lists, reporting student learning outcomes, and creating media and resources.

### **2.3 Grammarly Application**

#### **1. Concept of Grammarly Application**

The Grammarly software was established in 2009, with its main manufacturing facility in San Francisco, California (Halim et al., 2022). Grammarly's technological underpinnings rest on a solid foundation of linguistic principles and computational algorithms (Arisandi & Sudarajat, 2023). By judicious use of machine learning and natural language processing techniques, the framework facilitates an automated grammatical feedback system precisely calibrated to identify common errors and provide rapid feedback on users' written output. In addition to its automatic feedback mechanism, Grammarly's feedback mechanism also incorporates a context-sensitive, meaning-based approach that allows users to correct verb errors and select from a variety of text types tailored to their needs, including creative and business writing genres, for increased levels of customization (Setyani et al., 2023).

Grammarly Application as artificial intelligence (AI) is an easy-to-use grammar editing and proofing application (Fitria, 2021). Grammarly is among the best English grammar-checking tools in its related innovation field. Bailey & Lee (2020) show that Grammarly can be applied to checking localized surface-level language errors (e.g., articles, prepositions, nouns, and verb-noun agreements). Grammarly will check or detect what is being typed from various aspects of writing, from detecting grammatical errors, spelling, sentence construction, and plagiarism to detecting and correcting preposition errors, irregular verb conjugations, inappropriate use of nouns, and correcting wrong words.

According to Javier (2022), Grammarly is digital writing with embedded artificial intelligence that can check grammar, spelling and detect plagiarism. Besides common grammatical errors, Grammarly also detects incorrect sentence construction and corrects prepositional errors, irregular verb conjugations, improper use of nouns, and corrects misused words. People can get all these features for free and upgrade to the Premium version to get more advanced features. Meanwhile, Chang et al. (2021) state that Grammarly is web-based, which helps correct grammatical errors missed when writing. Grammarly can also provide suggestions for what words should be used in writing.

## 2 Grammarly Application in ELT Context



Utilization of Grammarly as an automatic writing evaluation tool (AWE) has become increasingly common in various academic environments, especially in the context of higher education, given the demand to write original content as a condition for graduating from college (Arisandi & Sudarajat, 2023). Grammarly software is helpful for teachers and students when it comes to correcting EFL writing (Karlina Ambarwati, 2021). Grammarly can not only identify punctuation marks (such as missing spaces after periods) and spelling errors, including proper nouns, and provide several possible alternatives for misspelled words, but also identify fragments and offer suggestions about verb forms and how to present them (Benalileche, 2021). Apart from that, Grammarly provides a wide range of great content to support students in improving their writing skills. It can increase students' motivation, self-confidence, and involvement in learning, especially writing. This tool will help them develop independence so they are not afraid to write even if they make mistakes. As a result, students need to be bold in writing because they can recognize and correct their writing mistakes using the Grammarly tool (Jayavalan & Razali, 2018). Grammarly also assists students in meeting their academic goals and improving their academic writing skills.

Japos (2013) studied undergraduate research students and found that Grammarly improved their written accuracy. In a study by Reis & Huijser (2016), students preferred Grammarly over the Marking Mate alternative feedback system. Based on Cavaleri & Dianati (2016), students'

perceptions of Grammarly in an Australian higher education setting yielded positive results, with students stating that Grammarly was helpful and easy to use. They also claim that it improves their writing and is of great help in the development of their understanding of grammar rules. In short, Grammarly is an automated internet software with many features to help students minimize writing errors and provide corrections and explanations.

### 3 Types of Grammarly Application

Grammarly has two versions that are frequently used to check for writing errors, according to Pratama (2020), and they are as follows:

#### a. Free Version

Even though it has limited features, the free version of Grammarly is still considered helpful for users, especially for writers who only want to correct common or basic errors often detected in their writing. This version provides the essential elements needed, especially in correctness features such as spell checking, grammar, and punctuation (Dewi, 2023). In addition, this free edition effectively identifies minor grammatical errors such as improper use of commas and misplaced articles. The free edition of Grammarly allows students to check grammar of up to 500 words. The program automatically identifies typos, highlights them in red, and provides the necessary corrections when they occur. Users can still set goals in this version, such as domains and audiences. Cavaleri & Dianati (2016) state that the free version of Grammarly effectively detects

minor errors such as comma errors and article abuse. Here are some features that can be accessed by the free version of Grammarly (Fitria, 2021).

1) Grammar Checker

Grammarly uses artificial intelligence algorithms to analyze text and show grammatical errors, including subject-predicate errors, auxiliary words, and tenses. It helps improve clarity and errors of language in writing.

2) Spell Correction

Grammarly will highlight spelling errors in the text and offer correction suggestions for misspelled words. This issue is the most popular type of correction because it is the most common error in which users often make typos, and this feature helps them change it into the right words.

3) Punctuation

Grammarly can also correct misplaced punctuation marks such as periods, commas, and question marks so that the sentences written are easier to read and precise.

4) Writing Style

Grammarly can provide suggestions for improving writing style by paying attention to repeated words and phrases, sentence length, and clarity.

b. Premium Version

Grammarly Premium is the paid version of the Grammarly service, offering more features and benefits than the free version. The premium version of Grammarly can achieve much more, unlike the free version, which only offers essential writing components. At least eight features are included in the premium edition, including correctness, clarity, engagement, style, presentation, plagiarism detection, setting goals based on domain, formality, audience, and intent, and there is an overall score of the writing results (Ummah & Bisriyah, 2022). The free version's document fix limit is 500 words; the premium version allows users to edit full text. In addition, Grammarly Premium can find errors in 250 grammar rules (Rahma Hakiki, 2021). Grammarly Premium offers more personalization options based on the type of writing and user preferences. Users can customize the tool to meet their writing needs, including style, language, and grammar preferences. Grammarly Premium also allows integration with various applications and platforms, such as Microsoft Word, Outlook, Chrome, social media, and many more. So, it is considered very flexible and can be integrated into any platform. This allows users to use Grammarly when writing in various places more efficiently. Therefore, it is not surprising that Grammarly is one of the most widely used types of artificial intelligence worldwide and still exists today (Zhang et al., 2020). Existing features will continue to be updated following current technological developments.

## 4 Advantages and disadvantages of Grammarly Application

### a. Advantages

Based on Nova (2018), there are several benefits of using the Grammarly application which are the strengths of this program in evaluating academic writing, including useful feedback for learning, easy access, high evaluation speed, and free services.

#### 1) Useful Feedback

Grammarly provides valuable feedback that makes them learn better, especially in learning grammar (O'Neill & Russell, 2019a). From the clear feedback this automatic writing evaluation program provides, students can realize the mistakes made. They can self-revise and learn not to make the same mistakes in the following essay they write. On the other hand, Grammarly, in evaluating academic writing, gives users a valuable learning experience, especially in enriching English grammar, because there are many choices of words that are presented and can be chosen by students

#### 2) Ease of Access

The simple procedures for creating an account, detecting posts with different colored flags, and evaluating posts are primary concerns in their ease of access. In the study by Nova (2018), the user compared the system used in Grammarly with other automatic writing evaluation program systems and admitted that

this program has the most accessible access. Because it can be integrated into various applications and platforms, such as Microsoft Word, Outlook, Chrome, and many more; moreover, its users can access it through their mobile phones so that students can access this application easily in anytime (Barrot, 2022).

### 3) High Evaluation Speed

Students feel this benefit because the examination process is speedy and automatic. Users only need to write, and the Grammarly feature will immediately detect issues or errors that are written quickly, whereas correcting manually will take longer to read back the evaluation results. Similar answer on the positive impact on speed. However, it should be underlined that the speed depends on the availability of connectivity to the internet. A high level of evaluation speed can save students time in evaluating their academic writing and help them revise their academic writing in a shorter time.

### 4) Complete Features

Grammarly provides comprehensive feedback, especially on the premium version. The premium version of Grammarly offers more than 150 points of grammar, plagiarism detection, vocabulary suggestions, contextual spelling, and a brief and comprehensive explanation of every grammatical error (Fitria, 2022). Grammarly presents errors ranging from correctness, such as spelling,

grammar, and punctuation; clarity, such as conciseness and passive voice; engagement, such as variations and word choices; and delivery, such as tone and voice.

b. Disadvantages

1) Misleading Feedback

Although Grammarly feedback is seen as a valuable correction for writing improvement, from the results of previous studies, some misleading feedback has also been experienced by users. The inaccuracy of the results of this evaluation reveals a small quantity of user dissatisfaction with the evaluation process and their lack of confidence in the evaluation given. In the case of research by Nova (2018), students said the corrections made them confused in writing because the feedback was different from the initial idea. Some feedback was needed to match the students' intentions and even change the meaning and emphasis they wanted from the sentences they had written.

2) Over-checking the Reference List

Another unexpected result experienced was excessive checking of reference lists. The Grammarly program also detects reference errors that can change from the article. With the underscore given by this program in the writing reference list, an error is detected to make the name or title of the article written in the reference list. So that users often ignore these suggestions because they are

not by the Mendeley Referencing System or the existing writing style

### 3) Non-contextual Feedback

Another area for improvement in automatic writing evaluation is the inability to check the context and content of the writing. Grammarly is considered not able to connect ideas between sentences and paragraphs properly. According to Faisal & Carabella, (2023), Grammarly offers feedback that looks constructive and evaluative that combines micro (i.e., linguistic features) and macro (i.e., content and its creation and development) dimensions; however, such feedback does not always seem to take into account the relevant context which could potentially change the meaning students are trying to convey.

## **2.4 Academic Writing**

### 1. The Concept of Academic Writing

According to Lasi (2019), writing is the most difficult when comparing listening, speaking, and reading skills since it requires writers to think about grammar, word choice, punctuation, capitalization, spelling, vocabulary, and paragraph unity. Writing is one of the language skills that needs to be mastered by English as a Foreign Language (EFL) students. Thus, it receives much attention (Suadah, 2014). As a result, many students need help to express themselves in written English since so many different writing elements need to be mastered. Academic writing is broadly defined as



writing done to meet the requirements for university graduation (Birhan, 2021). Academic publications that educators, lecturers, and researchers read or present at conferences are typically written in an academic style (Lindsay, 2018). In academic writing, the written text is organized and supported by arguments. Academic writings are usually written to compare two points, discuss solutions, introduce projects, summarize information, and report research studies or experiments. Aidil (2019) stated that academic writing is "organized text." Academic writing is finding original viewpoints or answers to research questions about a subject of interest using facts and objectively presenting information.

Academic writing is essential for students as a unique writing genre with its rules and practices. All students must be able to write academic writing, such as a thesis or dissertation, in their final year of study because it is a crucial requirement to graduate. Otherwise, they could not graduate and get a university degree. It shows how important academic writing is for students, especially in tertiary institutions. In contrast to other non-formal or personal writing, such as letters or e-mails to friends and family, the writer will write casually and not standardly. However, to write academically, a writer must have a purpose and a solid basis for the arguments developed in the writing. Therefore, Bailey (2018) asserts that the most common reasons for academic writing include reporting the research conducted, answering questions given, discussing the subject based on the views, and synthesizing research conducted on a particular topic.

## 2. The Use of Grammarly Application in Academic Writing

Considering the many benefits of using the Grammarly application, scholars have investigated the perceived views of English students on the use of Grammarly in various activities related to academic writing, including assignments, each stage of the writing process, and university-level thesis writing. Looking at using Grammarly in essay writing assignments, Rahma Hakiki (2021) concluded that his students perceive Grammarly positively for relevant feedback, practicality, and grammatical accuracy. In the study by Armanda et al. (2022), students feel the positive impact of Grammarly as a grammar checker and advisor on style issues; hence, it helps to improve their writing competence.

Many studies have examined the use of Grammarly at every stage of writing from the perspective of students' perceptions. Focusing on the editing writing stage, a study by Dewi (2023) shows that students are perceived to have benefited from Grammarly, such as detecting errors, suggesting potential corrections, and advising them on alternative dictions. However, some participants felt that Grammarly, especially the premium, needed to be more affordable for their budget. Likewise, Miranty et al. (2021) researched how Grammarly helped them in the drafting and revising stages. The findings show that most students find Grammarly a valuable tool for direct correction and feedback, identification of errors, and suggesting alternatives to grammar problems and sentence construction. However, some students realized that feedback was only sometimes

relevant, useful, understandable, and contextual according to their expectations and the context of the writing assignment (Faisal & Carabella, 2023). The findings suggest that participants responded in two ways: positive and negative perceptions. In this case, a positive response means they agree to use Grammarly as a grammar checker because it can help them check their grammar. Conversely, a negative response means they do not believe that Grammarly can help them check grammar properly.

Based on related research, it is known that Grammarly offers valuable features for its users in the context of academic writing. These features help students learn from their mistakes and offer valuable assistance in increasing self-confidence and motivation in the writing process (Pratama, 2020). Compared to other applications, Schmidt-Fajlik (2023) states that Grammarly, ProWritingAid, and ChatGPT offer English Language Learning (ELL) opportunities to check for grammatical errors to improve students' writing skills. Grammarly is rated as the most accessible application to use and quickly understood by students.

Despite Grammarly's belief in its power to offer evaluative and constructive corrections and suggestions, its users may have considered the potential downsides, especially for higher education students. First, Grammarly can identify and detect grammatical errors in written English; however, some programs still need to be improved, so they still require good grammar knowledge (Karlina Ambarwati, 2021; Rahma Hakiki, 2021). Therefore, students who need help understanding the grammar rules in

English can face challenges. Another problem is that Grammarly offers feedback without considering a particular context, which can change the meaning or tone students want to convey in their writing (Winans, 2021; Yousofi, 2022) . Finally, subscribing to the premium version of Grammarly for its most advanced features can be expensive, especially for those on a budget.