

**STUDENTS' PERCEPTIONS
OF THE USE OF GRAMMARLY
AS AN ONLINE GRAMMAR CHECKER
IN THESIS WRITING**

THESIS

Submitted in partial fulfillment of the requirement for the degree
of Sarjana Pendidikan (S.Pd) in Teaching English



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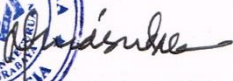
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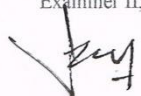
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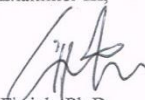


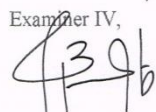
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ABSTRACT

Lailika, Hafni Iqbalil.(2019). Students' Perceptions of The Use of Grammarly as An Online Grammar Checker in Thesis Writing. A Thesis. English Teacher Education Department, Faculty of Education and Teacher Training, UIN SunanAmpel Surabaya. Advisors: Fitriah, Ph.D, Hilda Izzati Madjid, MA.

Keywords: *students' perception, online grammar checker, Grammarly*

Grammar is an important aspect of language since it is needed to construct sentences. Unfortunately, the majority of students particularly in Indonesia still find difficulties on how to use grammar correctly. Some previous studies found that many students make errors in grammar. To overcome the problem, the students can utilize an online grammar checker. Grammarly is a kind of online grammar checker to help the students identifying the grammar errors. This present study focuses on knowing students' perceptions of the use of Grammarly. This research employed survey research by administering a questionnaire to 54 students of English Teacher Education Department. This research used both open and close-ended questionnaire as an instrument. The subject of this research are students of English Teacher Education Department at UIN Sunan Ampel Surabaya who are doing their thesis and have experience using Grammarly. In the findings, the students had a positive perception toward the use of Grammarly. The students perceived that Grammarly is useful for students. It helps them for checking their grammar, the content of Grammarly includes some features related to grammar such as grammar, spelling, punctuation and style, it provides direct and indirect feedback, and it save their time. However, some students had a negative perception. They sometimes found that Grammarly is complicated. It may happen because the students need good internet access to use Grammarly. Another reason is the correction of Grammarly is not always correct.

ABSTRAK

Lailika, Hafni Iqbalil. (2019). Persepsi Siswa Terhadap Penggunaan Grammarly sebagai Pengecek Grammar untuk Penulisan Skripsi. Skripsi. Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Sunan Ampel Surabaya, Surabaya. Pembimbing: Fitriah, Ph.D, Hilda Izzati Madjid, MA.

Kata kunci: persepsi siswa, grammar checker online, Grammarly.

Grammar adalah aspek bahasa yang penting karena diperlukan untuk menyusun kalimat. Namun, sebagian besar siswa khususnya di Indonesia masih menemukan kesulitan tentang cara menggunakan grammar dengan benar. Beberapa penelitian sebelumnya menemukan bahwa ada banyak siswa yang membuat kesalahan dalam penggunaan grammar. Untuk mengatasi masalah ini, siswa dapat menggunakan grammar checker online. Grammarly adalah sejenis grammar checker online untuk membantu siswa mengidentifikasi kesalahan pada grammar. Penelitian ini berfokus pada mengetahui persepsi siswa tentang penggunaan Grammarly. Penelitian ini menggunakan penelitian survei dengan memberikan kuesioner kepada 54 siswa dari Departemen Pendidikan Guru Bahasa Inggris. Penelitian ini menggunakan kuesioner yang terdiri dari pertanyaan terbuka dan tertutup sebagai instrumen. Penelitian ini melibatkan mahasiswa Jurusan Pendidikan Guru Bahasa Inggris di UIN Sunan Ampel Surabaya yang sedang melakukan tesis dan memiliki pengalaman menggunakan Grammarly. Dalam hasil temuan, siswa memiliki persepsi positif terhadap penggunaan Grammarly. Para siswa merasa bahwa Grammarly bermanfaat bagi siswa. Grammarly membantu mereka untuk memeriksa grammar mereka, konten Grammarly mencakup beberapa fitur yang berkaitan dengan grammar seperti grammar, pengejaan, tanda baca dan gaya tulisan, Grammarly memberikan umpan balik langsung dan tidak langsung, dan Grammarly menghemat waktu mereka. Namun, ada juga siswa yang memiliki persepsi negatif. Mereka terkadang menemukan bahwa Grammarly rumit. Itu mungkin terjadi karena para siswa memerlukan aksesibilitas internet yang baik untuk menggunakan Grammarly. Alasan lain adalah koreksi Grammarly tidak selalu benar.

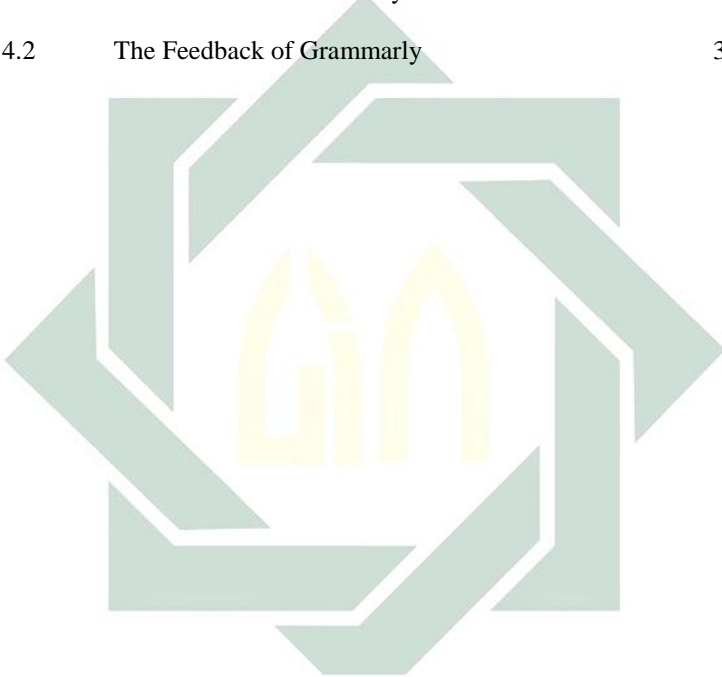
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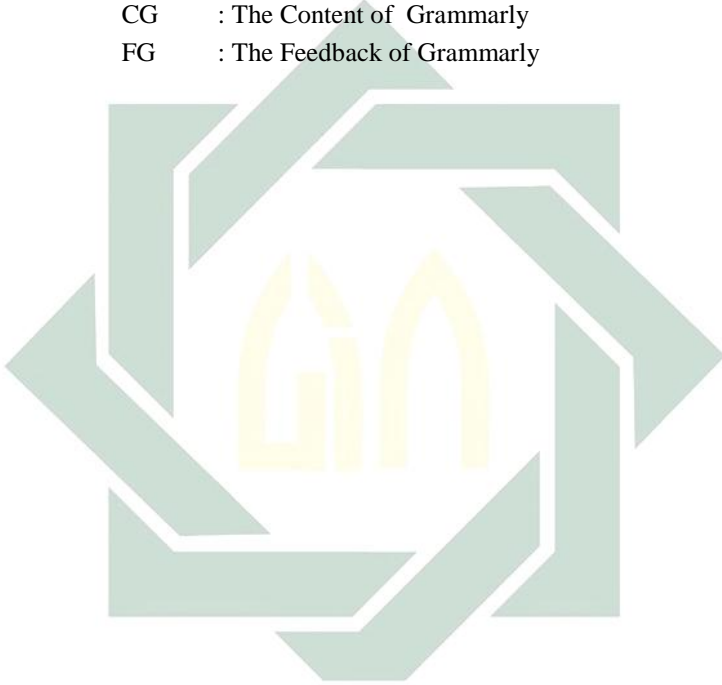
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LIST OF ABBREVIATIONS

EFL	: English Foreign Language
SPSS	: Statistical Package for Social Science
UIN	: Universitas Islam Negeri
CG	: The Content of Grammarly
FG	: The Feedback of Grammarly



CHAPTER 1

INTRODUCTION

This chapter presents the background of the study that describes the reason why the researcher conducts this research. This research also states research question, objective of research, significance of research, scope and limitation, and definition of key terms.

A. Research Background

Grammar is one of the most important aspect of language as it is needed to construct sentences. As Richard, et.al, stated that grammar is the way how to combine the words and phrases to make a sentence in the language.¹ Similarly, Thornburry also defines that grammar is one of aspect of language that support other skills such as speaking, writing, and reading.² In brief, it refers to a set of rules on how to arrange words, phrases, and clauses to produce the sentences correctly. In this case, people will not be able to understand the meaning of the sentences if the sentences are written with incorrect grammar. Considering this, the students should be able to use the grammar correctly. When the students are able to write the sentences with good grammar, the readers could transform the information in their writing clearly. Ability to write with correct grammar is also beneficial for students to succeed in academic writing.³

Even though understanding grammar is important and it has been taught in many levels of schools for long time, but the result is still considered unsatisfactory, including the achievement of students in learning grammar are still low.⁴ It is supported by some studies which found that there were many students who still have difficulties or poor understanding on how to use grammar correctly. This result was found by Puspitasari. She identified that the students made errors in grammar, such as

¹ David Nunan, *Practical English Language Teaching: Grammar* (New York: McGraw-Hill Companies, 2005), 2.

² Scott Thornburry, *How to Teach Grammar*, (Malaysia: Longman, 2004), 13.

³ Masumi Narita, "Developing a Corpus-Based Online Grammar Tutorial Prototype". *The Language Teacher*. Vol. 36 No. 5, September/October 2012, 23.

⁴ Ramelan, *Linguistics and Its Contribution to Language Teacher*, (Semarang: IKIP Semarang Press, 1991), 3.

in the use of articles.⁵For example, some students did not put the articles in the word that should be provided articles. Another study also found that most of the students made a lot of grammatical errors, particularly in the use of verb.⁶ The study found that students did not change the verbal form even though the adverb of time changes. Also, the students could not understand how to use past form correctly. This indicates that the students are still confused about the use of tenses in English language whether it is present, past or future tense.

Nowadays, to identify whether the sentences are written grammatically or not, the students could use online grammar checkers such as Grammarly, WhiteSmoke, ProWritingAid, LanguageTool, Ginger, and Reverso. Grammar checker can be used as a tool to enhance grammar accuracy. This tool can be effective to identify grammar accuracy. Mozgovoy states that grammar checker helps the students to find grammatical errors in the text.⁷ The tool automatically recognizes and provides feedback toward the errors, for example, incorrect use of subject-verb agreement, articles, and punctuation. Grammar checker also detects spelling error of words. This tool flag misspelled and confused words. As mentioned at the outside earlier, there are different types of online grammar checker that the students can use. One of them is Grammarly. In this research, the researcher will choose Grammarly as a tool to identify the students' errors because this grammar checker is commonly used by the students in State Islamic University of Sunan Ampel Surabaya.

Grammarly is a popular online grammar checking website today. Many students in schools and universities use this grammar checker to check the errors. It is supported by Neill, one of University in Australia chooses Grammarly as a tool in

⁵ Dewi Puspitasari, Thesis: "*Grammatical Errors Made by The Second Semester Students in Writing*" (Yogyakarta: Yogyakarta State University, 2013), 63.

⁶ J. L. Novibahari, Thesis: "*The Analysis of Grammatical Errors in Recount Text By The First Year Students Of SMA Wachid Hasyim 2 Taman Sidoarjo*" (Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2010).

⁷Maxim Mozgovoy, "Dependency-Based Rules for Grammar Checking with LanguageTool". *Federated Conference on Computer Science and Information Systems*, 2011, 209.

providing grammar feedback.⁸ This software is commonly used because it is easy to use. Furthermore, the features of Grammarly are also complete. Not only check grammatical errors, but Grammarly also provides a feature of spelling to identify spelling mistakes. It could detect over 250 grammatical and spelling errors.

In English Teacher Education Department of State Islamic University of Sunan Ampel Surabaya, Grammarly is widely used by the students as a tool to correct their errors, especially on their grammatical errors in their thesis. The students should not meet the lectures to correct the errors because Grammarly helps the students to know and receive feedback of the errors. Then, the students can improve their writing. Besides, the students can use it wherever and whenever they are. Therefore, the researcher tries to identify the students' perceptions about the use of Grammarly as a grammar checker.

In addition to the use of Grammarly, students' perceptions become an important thing that should be considered by the teacher. Students perceptions are important because they are expected to improve and evaluate the learning to be more appropriate for students. According to Freiberg, students' perception is the key components and indicator of learning.⁹ It means that students' perceptions determine the success or failure of the learning process. Thus, the students' perceptions should be considered whether the utilization of Grammarly brings the benefits as it claims or even leads the students to face any difficulties or confusion.

There are many researches that relate to the use of grammar checker such as those by Yulianti and Reni,¹⁰

⁸ Ruth O'Neill and Alex M.T. Russell, "Stop! Grammar Time: University Students' Perceptions of The Automated Feedback Program Grammarly". *Australasian Journal of Educational Technology*. Vol. 35 No. 1, 2019, 42.

⁹ Freiberg and Stein, "School Climate: Measuring, Improving and Sustaining Healthy Learning Environments". 1999.

¹⁰ Erni Yulianti and Reni, "Utilizing Grammarly in Teaching Writing Recount Text Through Genre Based Approach". *International Journal of Science, Technology and Society*. Vol. 6 No. 1, 2018.

Qassemzadeh and Soleimani,¹¹ Nasution and Fatimah,¹² and Godolakis.¹³ These researches have similarity and the differences from this current research. The research done by Yulianti and Reni, Qassemzadeh and Soleimani investigate same kind of grammar checker, that is Grammarly. However, the research focuses on the impact of Grammarly and students' perceptions of it, but it does not explore the benefits and the challenges of Grammarly when the students use it. Besides that, the researches investigate the use of Grammarly in Recount text and Passive sentence, while this current research investigates the use of Grammarly in thesis writing. The other researchers examine different kind of grammar checker. The research of Nasution and Fatimah examines ProwritingAid as grammar checker of students' writing and the research done by Godolakis examines program of grammar checker in Microsoft Word. These two researches focus on the implementation of grammar checker only, while this research only focuses on students' perceptions of the use of grammar checker, that is Grammarly.

B. Research Questions

Based on the research background above, the research question of this study is "What is the students' perceptions of the use of Grammarly as an online grammar checker in thesis writing in UIN Sunan Ampel Surabaya?"

C. Objectives of The Study

The objective of the research is to know the students' perceptions about the use of Grammarly in thesis writing of English Teacher Education Department at UIN Sunan Ampel Surabaya. This includes identifying their perceptions about the benefits and weaknesses of using Grammarly as an online grammar checker.

¹¹ Abolfazl Qassemzadeh and Hassan Soleimani, "The Impact of Feedback Provision by Grammarly Software and Teachers on Learning Passive Structures by Iranian EFL Learners". *Theory and Practice in Language Studies*. Vol. 6 No. 9, 2016.

¹² Aisyah Nasution and Sitti Fatimah, "The Use of ProWritingAid Web in Editing Students Writing". *Journal of English Language Teaching*. Vol. 7 No.2, 2018.

D. Significance of The Study

This research is expected to give an advantage to the students, the lecturers, and the further researcher. The advantages are mentioned below:

For the students of English Teacher Education Department, this research gives information of new way of checking grammar done online. With this research, the students can understand how to use Grammarly as an online grammar checker to check grammar mistakes, especially in writing.

For the lecturers, this research is very useful. This research gives information for the lectures about using Grammarly as an online grammar checker. By knowing this, the lectures can use it to help them to check the students' work or their work in writing.

For the further researcher, this research is also useful for them who are interested in a similar topic. This research can be a reference in conducting further research.

E. Scope and Limitation of The Study

The scope of this research is the students' perceptions of the use of Grammarly that only focus on free version of Grammarly. This includes the positive and negative perceptions of the use of Grammarly.

The limitation of this research is the students who take thesis writing and ever use Grammarly as an online grammar checker in English Teacher Education Department at UIN Sunan Ampel Surabaya.

F. Definition of Key Terms

1. Students' Perception

Perception is forming the representation of mental by organizing, identifying, and interpreting a sensation.¹⁴ In this research, the term perception refers to students' interpretation about the experience of using Grammarly as an online grammar checker in thesis writing.

2. Positive Perception

¹⁴Daniel L. Schacter – Daniel T. Gilbert – Daniel M. Wegner, *Psychology*(United States of America: Worth Publishers, 2009), 123.

Positive perception is a meaningful insight of certain thing, it boost the confidence and self strength of oneself in facing this world.¹⁵ Positive perception refers to the students' agreement toward the use of Grammarly as grammar checker.

3. Negative Perception

Negative perception is a tendency to only look up for their own desires, also the attempt of obtaining and showing off the worth within their self.¹⁶ Negative perception refers to the students response who did not believe that Grammarly help them check their grammar properly.

4. Grammarly

Grammarly is an application of English grammar checker. The term Grammarly refers to an application used by the students to check their grammar when they write a thesis.

5. Thesis Writing

Thesis writing is one learning course in every campus as a requirement to get a degree. Every university students should complete thesis writing in order to graduate. So, thesis writing in this research is students' writing as a compulsory subject for their degree.

¹⁵ Catherine E. Burns, et.al, *Pediatric Primary Care Fifth Edition* (United States of America: Library of Congress Cataloging, 2009), 304.

¹⁶ Catherine E. Burns, et.al, *Pediatric Primary Care*.....304

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses some issues and theories related to the problems of the research, which are used as reference to strengthen the problems discussed in this research. There are some points that discussed such as perception, grammar, grammar checker and thesis. Another point is the review of some previous studies that related to this research.

A. Theoretical Framework

1. Perception

a. Definition of Perception

It is important to differentiate ‘perception’ from ‘sensation’ because they are very distinct. The process of perception is separate from the process of sensation even though both of them have strong relation. Sensation is conscious experience from the stimulation of a sense organ.¹⁷ It means that anything about physical world that our sensory receptors perceive can be called as a sensation. While perception is the set of processes we use to figure out the sensation.¹⁸ Furthermore, Schacter describes the process of forming perceptions those organizing, identifying, and interpreting the sensation.¹⁹ The perceptual process begins with selecting the sensation by our brain and ends with our interpretation of the sensation.

The process of perception can be affected by many things such as experience, ability, and environment. For example, when our eyes perceive the sentences. Actually, our eyes as the sensory organ are not seeing the words, but our brain process the information that we see. Our eyes are encoding different shapes and patterns of light reflecting off the page, then the brain will convert those shapes into a coherent mental representation of words and

¹⁷Daniel L. Schacter – Daniel T. Gilbert – Daniel M. Wegner, *Psychology*(United States of America: Worth Publishers, 2009), 123.

¹⁸Mike May, *Sensation and Perception* (United States of America: Chelsea House, 2007), 2.

¹⁹Daniel L. Schacter – Daniel T. Gilbert – Daniel M. Wegner, *Psychology*.....123.

concepts. This process happens unconsciously and automatically in our brain.

In addition, Montague states that students' perception is the students' feeling about something.²⁰ For instance, when we listen to the rock music, we feel annoyed and decide to turn off the music, or maybe we feel entertained and decide to continue to listen the music. Feeling annoyed and entertained is our perceptions of the rock music. In this case, this research would like to know the students' perception of their experience when they use Grammarly.

Perception of the same senses may be various from one person to another. It happens because each person's brain interprets stimuli differently based on that individual's learning, memory, emotions, and expectations. Absolutely there are two or more different responses when people are asked about their perceptions of the same picture. In brief, people may perceive somethings in a different way and form a variety of ideas from these perceptions. For example the students that is studying English in the class have different perception of the process of teaching-learning English in the class. As Montague stated above, one of the reason is they have different feelings. Another reason is the differences of their individuals' learning, memory, emotions, and expectation.

b. The Importance of Perception

The important aspect in evaluation of learning is perception. It is supported by Chen which stated that the perceptions of the students are crucial to evaluate the effectiveness of teaching. After knowing the students' perceptions, the teacher or institution can evaluate the course whether it is appropriate or not for students. According to Freiberg, students' perception is the key components and indicator of learning.²¹ Similarly,

²⁰ Marjorie Montague, "Student Perception, Mathematical Problem Solving, and Learning Dissabilities". *Pennsylvania State Univ.* Vol.8 No.1, 1997, 46.

²¹ Freiberg and Stein, "Measuring, Improving and Sustaining Healthy Learning Environments." 1999.

Dörnyei states, perception has a big role in determining success or failure in any learning situation.²² Van Petegem said that learning outcome can be measured by students' perception.²³ The students' perception has a significance role in learning. Therefore, the teacher should consider the students' perceptions.

c. **Types of Perception**

Self-perception refers to all personal actions and thoughts about themselves. It is also prejudiced by the reaction of others to them. Then, this perception will influence persons' attitude and influences the demeanours each individual obtain and choices each human being makes all the way through life. There are two types of perception; positive and negative perceptions.²⁴

Positive perception is a meaningful insight of certain thing, it boost the confidence and self strength of oneself in facing this world, bearing the life's obstacles, and most importantly focusing on the outer side of self. it also evolves the conviction of certain bond and being kind to people.

Negative perception is a tendency to only look up for their own desires, also the attempt of obtaining and showing off the worth within their self.

2. **English Grammar**

a. **Definition of Grammar**

There are many definition of grammar. According to Huddleston, grammar is the form of sentences and smaller units such as clauses, phrases, and words.²⁵ Similarly, Richard, et al. define that grammar as a language description and a method of combining the sentence in

²² Z. Dörnyei, *Motivational strategies in the language classroom*, (New York: Cambridge University Press, 2001).

²³ Karen Van Petegem et al., "Student Perception as Moderator for Student Wellbeing", 2006.

²⁴ Catherine E. Burns, et.al, *Pediatric Primary Care Fifth Edition* (United States of America: Library of Congress Cataloging, 2009), 304.

²⁵ Rodney Huddleston and Geoffrey K. Pullum, *A Student's Introduction to English Grammar*, (New York: CambridgeUniversity Press, 2010), 1.

language which consists some linguistic aspects such as words and phrases..²⁶ Grammar teaches us how to make use of words in the proper manner. Thus, grammar is considered as crucial part of language and is used to produce an understandable sentence.

Grammar gives language users the control of expression and communication in everyday life. Mastering over words helps speakers to communicate their purpose more effectively. People will not be able to understand the meaning of the sentences if the sentences are spoken in incorrect grammar. Moreover, grammar also gives effect on written communication. Using inappropriate grammar in written communication, for example, flawed subject-verb agreement like 'we was', makes the message less effective because the errors will distract from the intent. If people cannot successfully speak or write to one another, they cannot share their thoughts with other people.

b. The Importance of Grammar

The incorrect usage of grammar, such as the use of verb tenses, word order, passive voice, subordinating clauses and impersonal constructions, will make the meaning of the text becomes ambiguous.²⁷ As Penny Ur state, "Grammar does not only affect how units of language are combined in order to 'look right', it also affects their meaning." From that statement, it is clear that grammar is one of the important things in English because it is not just to make a good sentence but also it will refer to its meaning. The sentence is correct as long as it follow the appropriate grammar rules. Since the function and communicative purpose of language are reflected through grammar, it is important for students to obtain good manner. A well-understandings of grammar will manage students to express their ideas, informations and their feelings to others. Considering this, in the digital era, there

²⁶ David Nunan, *Second Language Teachig and Learning*, (USA: Heinle & Heinle Publisher, 1999), 97.

²⁷ Hinkle, E., *Teaching Academic ESL Writing. Practical Techniques in Vocabulary and Grammar* (Mahwah, New Jersey: Lawrence Elbaum Associate, 2004), 24.

are facilities that people can use to learn grammar. One of those is using a grammar checker.

c. Students' Difficulties in Grammar

The learners often think that the main issue of learning English is grammar. It is the most feared thing of English since most of EFL students face the difficulties in making grammatically-correct sentences. Grammar delivers the correct meaning of a formulated sentence, so that others can understand the ideas. From the study of Puspitasari, the students made errors in grammar, such as in the use of articles.²⁸ For example, some students did not put the articles in the word that should be provided articles. Another study also found that most of the students made a lot of grammatical errors, particularly in the use of verb.²⁹ The study found that students did not change the verbal form even though the adverb of time changes. Also, the students could not understand how to use past form correctly. This indicates that the students are still confused about the use of tenses in English language whether it is present, past or future tense. Considering this, in digital era, there are facilities that people can use to learn grammar using grammar checker.

2. Online Grammar Checker

Since the technology is rapidly developing, many programs have been built to support the language learner in achieving better language proficiency. The Internet is providing a new powerful, flexible, and efficient tool for technology enhanced learning. As an example, popular alternative or complement to teacher feedback on language is computer-based methods. AbuSeileek states that computer-based methods are an improvement over non-computer based methods as they provide a greater amount of feedback and present more individualised material, which makes it easier

²⁸ Dewi Puspitasari, Thesis: *"Grammatical Errors Made by The Second Semester Students in Writing"* (Yogyakarta: Yogyakarta State University, 2013).

²⁹ J. L. Noviabahari, Thesis: *"The Analysis of Grammatical Errors in Recount Text By The First Year Students Of SMA Wachid Hasyim 2 Taman Sidoarjo"* (Surabaya: State Institute for Islamic Studies Sunan Ampel Surabaya, 2010).

for each learner to process it at his or her own pace. The advantage of computer based methods is can access help individually so it reduces anxiety and promotes a more relaxed atmosphere for learning.³⁰

Online grammar checker is one new tool of computer based methods which is used to identify grammar accuracy in writing. The program can detect and correct automatically any grammatical errors in writing. The task of grammar checker is to flag style, grammatical, or mechanical problem in a text by highlighting them and give a suggestion for each problem.³¹ This was consistent with Cavaleri who states that grammar checker recognizes and provide feedback about grammatical errors.³²

Grammar checkers can identify grammar issues such as subject-verb disagreement, split infinitives, double negatives, run-on sentences and incorrect use of prepositions. In addition, the checker also detects mechanical problems which include spelling and punctuation. The checkers highlight errors of spelling and confusing words. The last, grammar checkers provide feedback on style and vocabulary usage. Even though style is rarely identified because it is difficult to check, some grammar checkers flag sentences that are written in the passive voice or indicate that a particular word may have been overused. So that, the user will get information to understand the grammatical rule from the correction shown by grammar checker.

Grammar checker is useful for students. The tool can improve the students' writing. It enhances the students' proficiency in grammar by providing correction of grammar errors. The students learn by themselves from the feedback provided by grammar checker to make the writing more readable and clear. Jayavalan states, Grammar checker

³⁰ A. F. Abuseileek. "The effect of using an online-based course on the learning of grammar inductively and deductively." *ReCALL*, Vol.21 No. 3, 2009, 319-336.

³¹ Patricia J. McAlexander, "Checking The Grammar Checker: Integrating Grammar Instruction With Writing", *Journal of Basic Writing*, Vol. 19, No. 2, 2000, 125.

³² Michelle Cavaleri and Saib Dianati, "You Want Me to Check Your Grammar Again? The Usefulness of an Online Grammar Checker as Perceived by Students". *Journal of Academic Language & Learning*. Vol.10, No.1, 2016, A-224.

promotes self-directed learning where the students are aware of their own learning process and the mistakes they make when they write.³³ In addition, Potter and Fuller state, the use of English grammar checker can increase students' motivation, engagement and confidence in grammar rules.³⁴ The tool makes the students to be independent learners who are not afraid to write although they make mistakes when they write because they can know and correct the errors in their writing by themselves.

There are many grammar checkers available. For example, since the mid-80s, word processing programs have appeared with a feature of spelling and grammar checker. It happens if the students write a text in Microsoft word, directly the errors appear with a red line below them. In present times, there are several programs of grammar checkers done online such as Grammarly, Prowritingaid, Ginger online, Grammarly, PaperRater, Language Tool, and White Smoke.

a. Grammarly

Grammarly is one of popular online grammar checker today. Grammarly was founded in 2009 by Maz Lytvyn and Alex Shevchenko. Grammarly is touted as the most accurate English grammar checker.³⁵ Many students in schools and universities use this grammar checker to check the errors. It is proven by one of University in Australia chooses Grammarly as a tool in providing grammar feedback.³⁶ In addition, students in State Islamic University of Sunan Ampel Surabaya use it to check their grammar in writing.

³³ Kalpana Jayavalan and Abu Bakar Razali, "Effectiveness of Online Grammar Checker to Improve Secondary Students' English Narrative Essay Writing". Vol. 2 No. 1, 2018, 1.

³⁴ Reva Potter and Dorothy Fuller, "My New Teaching Partner? Using The Grammar Checker in Writing Instruction." *English Journal*, Vol. 98 No. 1, 2008.

³⁵ Michelle Cavaleri and Saib Dianati, " You Want Me to Check Your Grammar? The Usefulness of An Online Grammar Checker as Perceived by Students". *Journal of Academic Language & Learning*. Vol. 10, No. 1, 2016. A-226.

³⁶ Ruth O'Neill and Alex M.T. Russell, "Stop! Grammar Time: University Students' Perceptions of The Automated Feedback Program Grammarly". *Australasian Journal of Educational Technology*. Vol.35 No.1, 2019, 42.

There are two versions of Grammarly, those are free and premium.³⁷ Grammarly for free only provides the features that relate to style, grammar, spelling, punctuation errors. The errors related to wordy sentence, and improper formatting are categorized in feature of style.

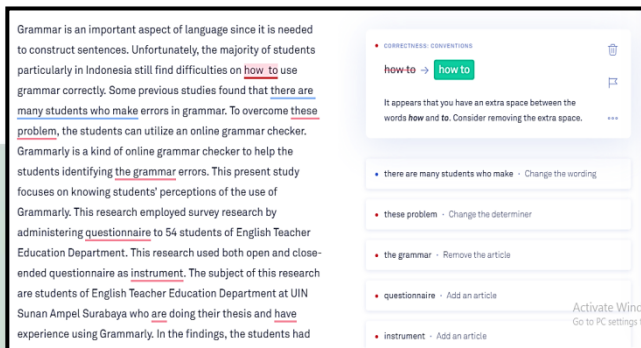


Figure 2.1 Feature of style in Grammarly – Improper formatting

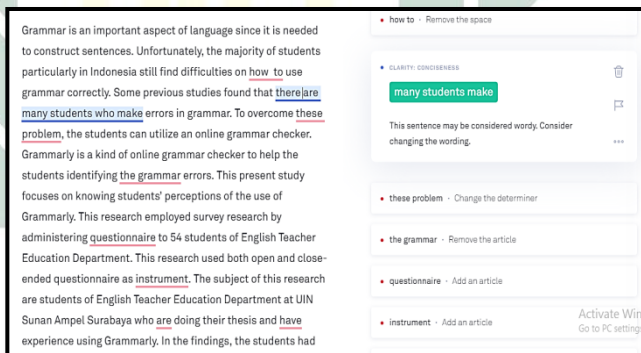


Figure 2.2 Feature of style in Grammarly – Wordy sentence

Then, the errors related to subject-verb agreement, the use of article, incorrect noun number, and wrong or missing prepositions are included in feature of grammar.

³⁷ Muhammad Nova, "Utilizing Grammarly in Evaluating Academic Writing: A Narrative Research on EFL Students' Experience". *Premise Journal*. Vol 7 No.1, 2018, 83.

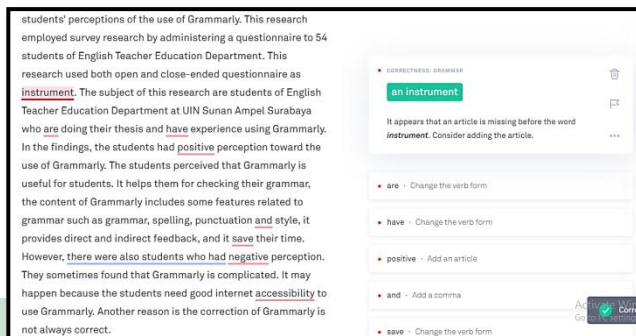


Figure 2.3 Feature of grammar in Grammarly – The use of article

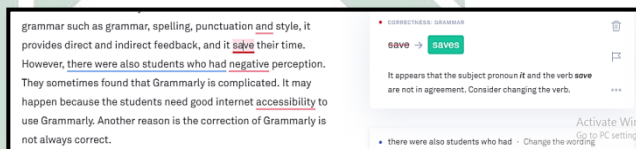


Figure 2.4 Feature of grammar in Grammarly – Subject verb agreement

Besides, Grammarly also flag misspelled and confused words and they are included in spelling feature.

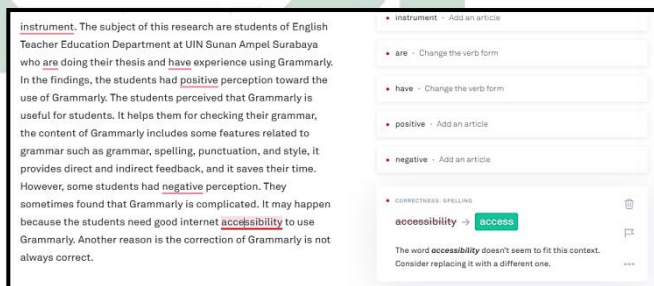


Figure 2.5 Feature of Spelling in Grammarly

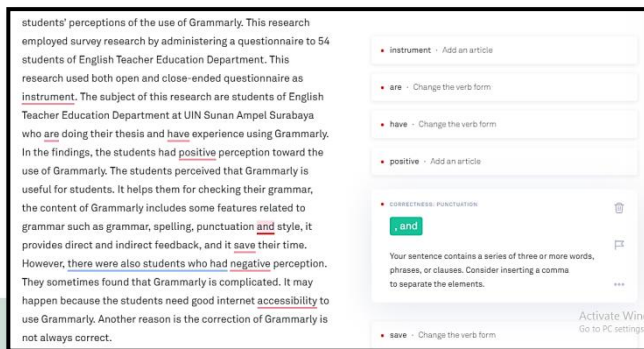


Figure 2.6 Feature of Punctuation in Grammarly

The free version of Grammarly is efficient in identifying small mistakes like comma errors and inappropriate of articles. While the feature of premium version is more complete. Besides, the users need to pay when they access it. Grammarly's premium version checks an additional 150 grammar points and provides plagiarism detection, vocabulary enhancement suggestions, a contextual spelling feature.³⁸ It also provides both short and long explanation of each grammar error. In this research, the researcher only focuses on free version of Grammarly because most students in State Islamic University of Sunan Ampel Surabaya use the version.

This grammar checker can be accessed on www.Grammarly.com. Grammarly works by scanning a text which is uploaded into the input box. Then, Grammarly will highlight some probably incorrect words and create a "card" that shows what the error is, along with an explanation and a suggestion on how to rewrite it correctly. The user can accept or ignore the suggestion.

³⁸ Michelle Cavaleri and Saib Dianati, "You Want Me to Check Your Grammar? The Usefulness of An Online Grammar Checker as Perceived by Students". *Journal of Academic Language & Learning*. Vol. 10, No. 1, 2016. A-227.

The users get many advantages of Grammarly. First, Grammarly provides direct and indirect feedback. Direct feedback can be provided using the correction and explanation card while indirect feedback can be given using the underlined error.³⁹ By giving detail feedback, the students could revise the errors by themselves and gain a better understanding of grammar rules.⁴⁰ Secondly, Grammarly could revise the errors of writing in a short time. So, the users will save their time by using this tool. Furthermore, the users do not need to pay in using some features of Grammarly in free version. Even though premium service has more comprehensive features than free service, but the students seem to prefer to choose the free-service. The last, the users can develop their confidence in writing. They check the errors by themselves, so the users will not shy or afraid to write and receive feedback from others.

Even though Grammarly is sophisticated enough, the users should carefully consider each suggestion given by this program. It has also the disadvantage, for example, feedback given by Grammarly was not always in line with the user's intention. It can make the users think to accept or ignore the feedback. Second, the name, the title, and the article written on the reference list cannot be changed. Nevertheless, this program still detects reference list of writing. Third, Grammarly should check coherency and cohesiveness of the writing. However, there is not a feature to detect the relation between one sentences to another in this program. Then, there is lack of instructor control in giving feedback that makes student is low motivation and the writing is less authentic. The last, this tool needs connections when the users use. When there is any problem in connections that make the process of using Grammarly will be hampered.

³⁹ Ruth O'Neill and Alex M.T. Russell, "Stop! Grammar Time: University Students' Perceptions of The Automated Feedback Program Grammarly". *Australasian Journal of Educational Technology*. Vol.35 No.1, 2019, 44.

⁴⁰ Muhammad Nova, "Utilizing Grammarly in Evaluating Academic Writing: A Narrative Research on EFL Students' Experience". *Premise Journal*. Vol 7 No.1, 2018, 85.

b. ProwritingAid

ProwritingAid is a software tool which has an editorial feature that can be accessed online. Like grammar checker generally, it checks spelling, punctuation, and grammar that consists of style, grammar, overused words and phrases, clichés, sticky words, diction, repetition, combination, length, pronouns, alliteration, homonyms, transitions, thesaurus, house style check, and plagiarism report. However, it is different with the correction using Grammarly that show direct feedback of error besides the text.

The use of prowritingAid is beneficial for both teachers and students. The teachers are able to teach the students in editing writing while the students can learn and edit their writing by themselves. It makes the students to be an active learner. Moreover, the quality of the writing can be improved without any helps of teachers.

c. LanguageTool

LanguageTool is grammar checker which is developed by Naber. Naber stated that LanguageTool is an English grammar checker with a traditional rule-based approach. LanguageTool is a very precise grammar checker available on the web. The tool offers grammar and spell checking. The users paste the text and click the 'Check Text' button. Then, click the colored phrases for details on potential errors. It supports more than 20 languages with different number of rules, including English. It can check 20000 characters per check. The obvious drawback of such system is the complex and time-consuming task of rule development. Also, the large number of rules to cover the majority of errors results in its low recall.

3. Thesis

According to Bowker, “Academic writing is a special genre of writing that prescribes its own set of rules and practices”⁴¹. In most forms of academic writing a detached and objective approach is required. An academic argument

⁴¹ Dr. Natilene Bowker, “Academic Writing: A Guide to Tertiary Level Writing”. (Palmerston North: Massey University, 2007), 3.

appeals to logic and provides evidence in support of an intellectual position. Academic writing focused the written product with in deep investigation over the resource to provide relevant product.

Academic writing is one of the cornerstones of university study. In all disciplines, students need writing to express their ideas clearly. However, academic writing can come in many forms and you may be asked to write an essay, a report or even a reflective journal article. These different types of academic writing adhere to specific styles but all of them have similarities. Furthermore, this study will focus in writing thesis as one kinds of academic writing.

There are some considerations which writers should concern in academic writing such as audience, purpose, organization, style, flow, and presentation.⁴² The style of academic writing is different from daily communication. Academic writer should make sure that the writing is written in an appropriate style. The style of academic writing is formal.⁴³ The communication between the reader and writer should be conveyed clearly. The style of academic writing is different from other kinds of writing. Deciding what is academic or not is further complicated by the fact that academic style differs from one area of study to another. For instance, contractions (e.g. don't) may be used in Philosophy but are not widely used in many other fields.

Thesis is one kinds of academic writing. It is a scientific paper based on the result of the field research and literature which is written by undergraduate students as a formal study final project.⁴⁴ In writing the research, the students should consult the writing to the advisors.

As described above, thesis is one kinds of academic writing that has its own rules or differences from other

⁴²Dr. Natilene Bowker, "Academic Writing: A Guide..... 60.

⁴³ Tatyana Yakhontova, "*English Academic Writing for Students and Researchers*", Ivan Franko National University of Lviv , 2003, 25.

⁴⁴ Prof Dr. H. Ali Mudhofir et al., "Pedoman Teknik Penulisan Skripsi". (Surabaya: State Islamic University of Sunan Ampel Surabaya, 2014), 1.

writing genres.⁴⁵ Firstly, the formal structure of presenting ideas. Secondly, author citation in literature. Thirdly, the use of punctuation, grammar, and spelling. Furthermore, Chandrasekhar also states some considerations to write a thesis. One of the things is language styles of thesis writing. According to Chandrasekhar, language style that should be considered in thesis, as follows:⁴⁶

- a. A language used in scientific writing must be clear, not ambiguous.
- b. A long sentence is not needed in thesis moreover it is complex. However, the brevity is needed in a thesis in order to not make the reader confuse what it means.
- c. Good punctuation makes reading easy for instance comma, semi-colon, colon, and full stop or period.
- d. Scientific writing should be objective. So, the writer should avoid the use of the first person singular pronoun "I". Besides, scientific writing must be passive voice.
- e. The most crucial in thesis is spelling and grammar. The writer should check the spelling and grammar of the thesis. If there are glaring spelling or grammar errors in the thesis, examiners will get the impression that it is poorly finished and will not rate it highly for presentation.

B. Review of Previous Study

A number of studies have investigated the use of grammar checker, as described as follows:

The first, Yulianti and Reni conducted the research entitled *Utilizing Grammarly in Teaching Writing Recount Text Through Genre-Based Approach*. The research was conducted to know the improvement of students' writing recount text by using Grammarly and the students' perceptions of the use of Grammarly in writing recount text through Genre-Based Approach. The researcher collected the data from the questionnaire and pretest-posttest. The finding revealed that Grammarly improved students' writing and students had positive perceptions of the use of Grammarly in

⁴⁵ Dr. Natilene Bowker, "Academic Writing: A Guide to Tertiary Level Writing". (Palmerston North: Massey University, 2007), 3.

⁴⁶ Chandrasekhar, *How to Write a Thesis*, 2008.

learning writing recount text. The previous research was aimed to know the students' improvement and perceptions using Grammarly in recount text while this research only focuses on students' perception of the use of Grammarly in thesis writing.

Another research entitled *Stop! Grammar Time: University Students Perceptions of the Automated Feedback Program Grammarly* done by Ruth O'Neill and Alex M.T Russell. The researcher investigated the students' perceptions of Grammarly. The researcher used a mix methods sequential explanatory design where comparing students' response of Grammarly and traditional non-automated feedback. The result showed that students who received grammar advice from ALAs in the traditional manner were largely satisfied, but students who received feedback from Grammarly were more satisfied. As explained above, the previous research compared students' response of Grammarly and traditional non-automated feedback. While the current research focuses on identifying the students' perceptions using Grammarly in thesis writing.

The third, research entitled *The Use of Pro Writing Aid Web in Editing Students' Writing* done by Aisyah Nasution and Sitti Fatimah. The purpose of the research is to know how pro writing aid can be used to edit the students' writing. In the research, the use of grammar checker is helped by the teacher as facilitator. So, the teacher can instruct the students how to use the tool correctly. The finding shows that *prowritingAid* is an appropriate tool for improving the writing skill. This tool makes the students' motivation increase. The students are interested because the errors are shown and the students can learn by themselves. Not only the students, but it also helps the teacher to teach students about writing effectively. The previous research used another kind of online grammar checker, that is *ProwritingAid*, while this research uses Grammarly as an online grammar checker.

The next, research by Henrietta Carolsson Godolakis entitled *A Research of the Use of Spell and Grammar Checker in Texts by Second Foreign Language Learners of Spanish*. The purpose of the research was to investigate the use of Microsoft word programme to detect errors code in text and students respond to the use of Microsoft word programme as spell and grammar checker. The participants of the research were four students who study a course

of Spanish. The finding showed that Microsoft word efficiently detects all types of spelling errors made by Students of Spanish. Unfortunately, the programme failed when it comes to detect grammatical errors. It can be concluded that the spell and grammar checker provided by Microsoft Word is not a sufficient tool for a second foreign language learner in order to improve their written text, but could be used to improve a text superficially. The previous research examined grammar checker in Microsoft Word, while the current research uses Grammarly as a grammar checker.

The last, research done by Burston under title BonPatron: An Online Spelling, Grammar, and Expression Checker. The research was conducted to review the use of BonPatron. BonPatron is an online grammar checker for French. BonPatron flags possible errors such as in grammatical problems. Grammatical problems are indicated in bold text surrounded by a text box. Unrecognized spellings are indicated in italics. In sum, the BonPatron is an efficient program to identify the morphosyntactic errors that the learners of French make in writing. The previous research used BonPatron as an online grammar checker for French, while this research uses Grammarly as an online grammar checker for English.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deals with the procedure to conduct this research. It consists of research design, participant, data collection technique, research instrument, data analysis technique.

A. Research Design

The design which is suitable for this research was survey research because this research aimed to know the students' perceptions of the use of Grammarly as grammar checker in thesis writing. As stated by Neuman, surveys are used to ask people or respondents about their beliefs, opinions, characteristics, and past or present behaviors.⁴⁷ A survey can be used in many forms, for instance, interview, internet opinion polls, and various types of questionnaires. This research used a questionnaire as a research instrument to collect the data. The researcher investigated the students' perceptions by administering the questionnaire to the students to describe their perceptions of the use of Grammarly as grammar checker in thesis writing.

B. Participant

This research involved the students of English Teacher Education Department who are writing a thesis at State Islamic University of Sunan Ampel Surabaya. They were selected randomly. However, the participants that can be participated in this research was the students who are doing their thesis and have experience using Grammarly as an online grammar checker for their thesis writing. The targeted participants for this research were a hundred participants. This number is reasonable as the research can still calculate the responses. As stated by Hatch and Lazaraton, minimal numbers of the participant in the research are 30 participants.⁴⁸ While this research had more than the minimal numbers of the participant, that is 54 participants.

⁴⁷ W. Lawrence Neuman, *Social Research Methods: Qualitative and Quantitative Approaches* (Pearson: Pearson Education, 2014), 317.

⁴⁸ E. Hatch, and A. Lazaraton. *The research manual*. New York: Newbury House, 1991.

C. Data Collection Technique

The data collection technique is how the way the researcher collect the data. In this research, the researcher used a questionnaire as a instrument to collect the data. The questionnaire was used to describe the students' perceptions of the use of Grammarly in thesis writing. The researcher distributed the questionnaire through online forms. From questionnaires that was administered to 100 students, the students who respond the questionnaire were 54 students. So, the participants for this research were 54 students. To describe students' perceptions, the questionnaire consist of three chapters. The first chapter is the questions about the personal information such as gender, age, semester, and the frequency of using Grammarly. The second chapter is open-ended questions about the reasons why the students use Grammarly and the students' opinion of using Grammarly. The last chapter is close-ended questions about the perceptions related to the content of Grammarly and the feedback of Grammarly.

D. Research Instrument

The tools that the researcher uses to collect the data is called an instrument.⁴⁹ In the previous section, it was already stated that the researcher used a set of questionnaire as a research instrument. Wilson and McLean state that questionnaire is an instrument that widely used in survey research, it provides a structured numerical data which are able to be administered even without the researchers' presence, and often easy to analyze.⁵⁰ In this research, the researcher formed the questionnaire into two forms. The first, open-ended questions about the students' perception of the use of Grammarly. Open-ended questions enable participants to write a free response in their own terms, without the limitations of pre-set categories of response.⁵¹ So, the participants describe freely about their experience in the use of Grammarly. The second, close-ended questions are questions which provide pre-set response options for the participant. Close-ended questions use scales of the Likert scale

⁴⁹ Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun, *How to Design and Evaluate Research in Education*, 8th Ed (Mc Graw Hill: 2009), 111.

⁵⁰ Louis Cohen, Lawrence Manion and Keith Morrison, *Research Method in Education* (New York: RoutledgeFalmer, 2000), 245.

⁵¹ Louis Cohen, Lawrence Manion and Keith Morrison, *Research Method*.....255.

that is categorized into five categories of agreement, those are strongly disagree, disagree, neutral, agree, and strongly agree. In this research, close-ended questions were used to identify the benefits and the challenges of the use of Grammarly.

Questions in the questionnaire that used for this research was adopted from the previous study which also examines Grammarly. However, the researcher did not use all the questions in the previous questionnaire to suit the need for this research. From 20 questions in the existing questionnaire, 3 questions about the benefits of Grammarly are adopted from the research by Neill and Russell, 3 questions about the challenges using grammar are adopted from Cavaleri and Dianati research, and the other questions are developed by the researcher. Before administering the questionnaire, this questionnaire was validated by the expert. It should be done to identify whether the instructions in the questionnaire is clear or not, and the language is ambiguous or not.

E. Data Analysis Technique

After the data was being collected, the next step was analyzing the data. In this research, the researcher used questionnaire to survey the data in which there are two different types of data. They are quantitative data collected from close-ended questionnaire and qualitative data gathered from open-ended questionnaire. Despite the types of data are different, the analysis of the data was similar. The data was then being analyzed by the researcher using statistical package for social science (SPSS) application.

There are some processes of analyzing the data, such as:

1. After collecting the questionnaire, the researcher checked and read the result of the questionnaire.
2. For open-ended questions, the researcher categorized the students' answer into some categories. In this case, the researcher collected the answers which have similar intentions into one category.
3. Then, the researcher analyzed the questionnaire. The data were processed in a computer namely SPSS. The researcher used descriptive statistic analysis by searching

the mean of the data.⁵² After that, the researcher classified in the level of agreement. As stated by Al-Nouh, there are three levels, those are low mean rank, medium mean rank and high mean rank. The low mean refers to low agreement. According to Likert scale is the class of low mean rank is 1.00 to 2.33, medium means are the medium agreement which ranged from 2.34 to 3.66, and high mean appertains to high agreement which ranged from 3.67 to 5.00 mean ranges.⁵³

4. Last, the researcher described the result of the data in table or diagram in order to the readers are easy getting information and interpreting the result of data.

⁵² Julia Pallant, *SPSS Survival Manual : A Step by Step Guide to Data Analysis Using SPSS or Windows Third Edition*. (Australia: Open University Press), 2007.

⁵³ Nowreyah A Al-Nouh, Muneera M Abdul Kareem, and Hanan A Taqi, "EFL College Student's Perception of Difficulties in Oral Presentation as a Form of Assessment". *International Journal of Higher Education*. Vol. 4 No. 1, 2015.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter presents the result of the research. The data was from students' perceptions of the use of Grammarly in thesis writing. This chapter is divided into two sections; as follows the finding of the research and discussion of the finding.

A. Findings

In this section, the researcher presents the finding of the research about students' perceptions of the use of Grammarly in thesis writing. The data were obtained by doing quantitative survey. Here, questionnaire become the instrument to know the students' perception. The questionnaire was given to English Teacher Education Department at UIN Sunan Ampel Surabaya year 2013, 2014, 2015. The questions in the questionnaire consist of 3 open-ended questions and 20 close-ended questions. The results of the questionnaire were analyzed descriptively using Statistical Package for Social Science (SPSS).

Students' Perceptions of The Use of Grammarly in Thesis Writing

To understand the students' perceptions of the use of Grammarly, the researcher administered the questionnaire to a hundred students of English Teacher Education Department and 54 of them filled the questions in the questionnaire. The questions in the questionnaire consist of both open and close-ended questions.

The result of this research are divided into two sections. They are the perception about the application of Grammarly and the perception about the feature of Grammarly. The perception about the application of Grammarly covers the frequency of using Grammarly, the reason of using Grammarly, the opinion of using Grammarly, the perception about the feature of Grammarly, and the perception about feedback of Grammarly.

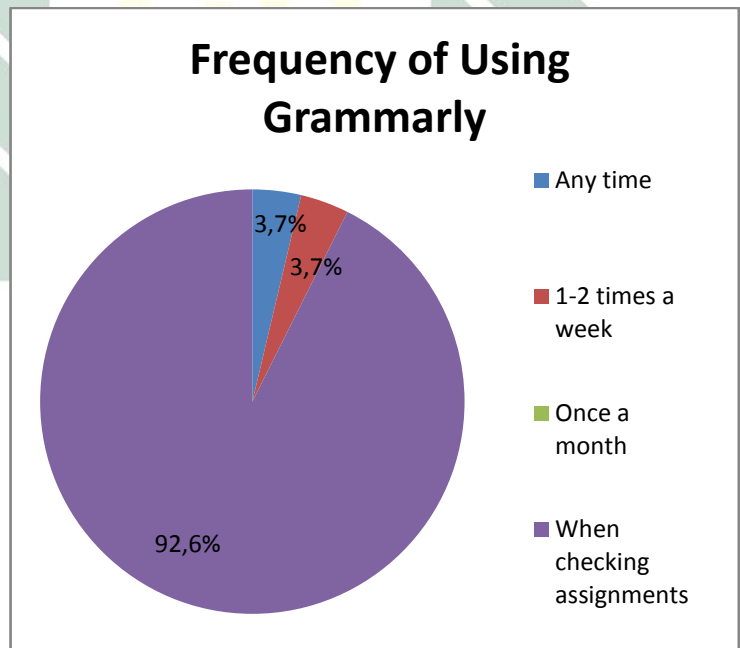
1. Frequency of Using Grammarly

The first section is the frequency of using Grammarly. The result indicated that all of the participants who participate in this research have experiences using Grammarly. However, the frequencies of using Grammarly

differ from one student to another. In this section, the researcher provided four variant options about frequency of using Grammarly. They are “anytime”, “1-2 times a week”, “once a month”, “when checking an assignment”.

From those options, there were many students who choose the forth option, that is “when checking an assignment”. This is supported by 92,6 % of the participants said that they often use Grammarly, particularly when they check their assignment. (see Chart 4.1) They checked whether their grammar on the assignment is correct or not. On the other side, there were also students who state that they use Grammarly ‘any time’ and ‘1-2 times a week’. Both option obtained the same answers from the participants with 3,7% responses. The last, there were no participants who use Grammarly ‘once a month’.

Chart 4.1 Frequency of Using Grammarly



2. Reasons of Using Grammarly

After asking the frequency of using Grammarly, the researcher also asked the reason why they use Grammarly. The researcher used open-ended questionnaire to know the reason of using Grammarly. There were various answers from participants about the reasons why they use Grammarly. Then, the researcher categorized the answers into four types of reason. Firstly, the use of Grammarly is easy, simple, and efficient. Secondly, Grammarly is interesting. Thirdly, Grammarly is accurate, clear and detail. The last reason is for checking grammar. Based on the result, in general, the participants believed that Grammarly help them to check their grammar. They used Grammarly to check their grammar in their thesis writing.

As we see in the section of frequency of using Grammarly above, the majority of the students used Grammarly when checking their assignment. It means that they check their grammar on their assignment using Grammarly. In this section, this was clarified by the statement from participant. They said that Grammarly help them identifying their grammar. According to chart 4.2, there are 81,5% of participants who state that they use Grammarly for checking grammar. Students 2,5,7, said that they use Grammarly because it can help them to identify whether their writing is correct or not. Similarly, student 6,10,12 also believed that Grammarly is used to identify language mistakes, typos, and grammatical errors that they made. Moreover, the other students also believed that Grammarly give on how to use the correct words. Furthermore, the lecturer also recommend to check grammar using Grammarly for some students. Student 27 and 31 stated that they use Grammarly because of the recommendation from lecturer.(see Appendix 2) Those are the statements that belongs to type of reason for checking grammar.

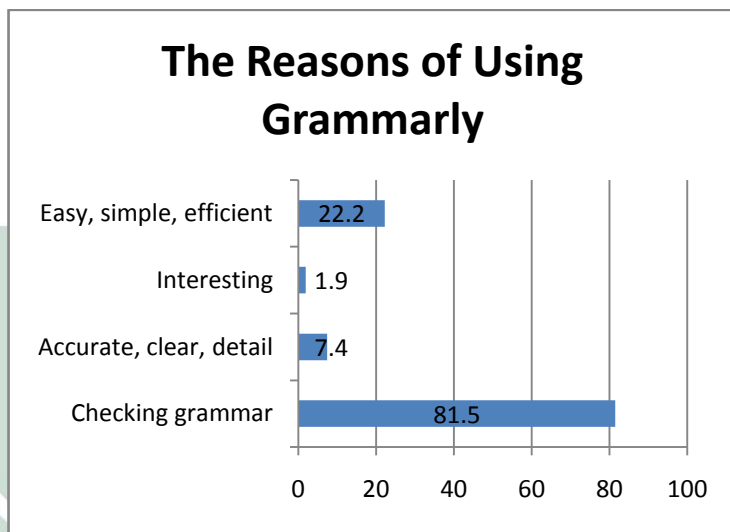
Beside for checking grammar, the use of Grammarly is easy. As student 13 state, "*Grammarly can be accessed easily*". (see Appendix 2) Another response is from student

29, he interested to use Grammarly because it can be accessed for free. As he said, *"we don't need to pay when using it for checking grammar"*. (see Appendix 2) In addition, student 46 also believed that Grammarly is more simple and efficient. He said, *"Grammarly can identify the errors more simply and quickly"*. Similar with the statement of student 37 who state *"Grammarly can show the mistakes and the correction directly and automatically"*. (see Appendix 2) Those statement means that Grammarly provide direct and indirect feedback. It was also supported by the result presented on the fifth section that most of students strongly agree with the statement FG6 "Grammarly gives direct feedback", and FG5 "Grammarly gives indirect feedback". Those statement is categorized as high mean rank that obtained the highest mean value. (see Table 4.2) The statements were categorized into one type, that is easy, simple, efficient. There are 22,2% of participants who said those statements.

Then, there were also students who agree that Grammarly is accurate, clear, and detail. Based on Chart 4.2, there are 7,4% of participants who believed that Grammarly is accurate, clear and detail. Student 1 and 14 said that Grammarly is accurate tool which give solutions for them to minimize the grammatical error. As they stated, *"it gives accurate correction for my mistakes and it can be solution so that my writing is better than before"*. Other response is from student 19 who said, *"Grammarly gives clear and detail explanation for the errors I made."* (see Appendix 2) Those statements are classified into type of reason "accurate, clear and detail".

The last, the students use Grammarly because it is interesting. The reason 'Grammarly is interesting' is the reason that has least response from participants. There is only 1,9% of participants who answer this reason. There is only one student which is student 3 who said that the use of Grammarly is interesting. He said, *"it is interesting because it is online so I can check my grammar anytime and anywhere."* (see Appendix 2)

Chart 4.2 Reasons of Using Grammarly



3. Opinion of Using Grammarly

Beside various reasons, the participants also have different opinion when they use Grammarly. Generally, most of participants have positive opinion toward the use of Grammarly. Positive opinion refers to the students' who have good impression to the use of Grammarly as grammar checker. The students believed that grammar checker help them check their difficulties in grammar. They propose several opinion why they suggest Grammarly as grammar checker. For example, Grammarly is good application, recommended, necessary, useful, easy to be accessed, helpful in checking grammar, and making the students easier to write.

There are 90,7% of participants who have positive opinion toward the use of Grammarly. (see Chart 4.3) Most of them thought Grammarly is good application which help them checking their grammar in writing. As the students'

statement of student 13,17, 21, 39 *“Grammarly is very helpful to check our grammatical errors”*. Besides, it makes the students easier to write. For example, the statement of student 3, 19, 22 said *“Grammarly is very helpful for writing”*. In addition, it can be accessed easily as long as we have good network connection. As student 53 stated *“it is very useful for my writing. Besides, it is easy to be accessed.”* The last, there is also students who state that Grammarly is recommended. Student 1 and 14 stated *“Grammarly is recommended. I am very satisfied with this application”*.(see Appendix 2)

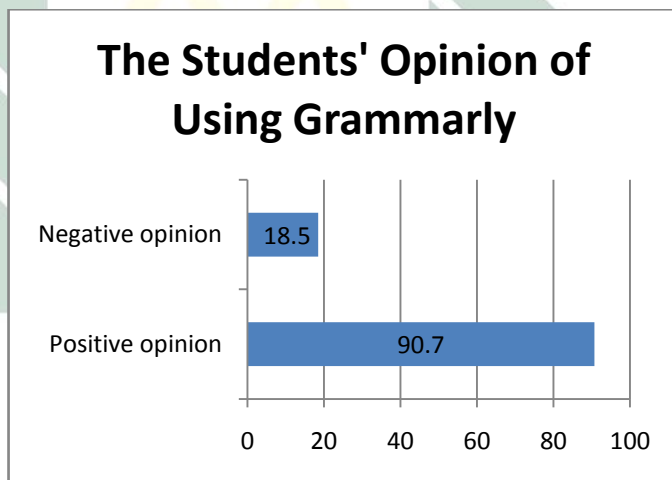
However, there were also some participants who have negative opinion toward the use of Grammarly. Negative opinion refers to the students who did not believe that Grammarly as grammar checker help them checking their difficulties in grammar. They did not believe that Grammarly is not good because of some reasons. The first, Grammarly is not valid enough. Sometimes, the justification of Grammarly is different from what the users intend. According to Chart 4.3, there were 18,5% of participants who have negative opinion toward the use of Grammarly. As student 10, she thought *“Grammarly is not accurate. We must be more careful to read the corrections from the beginning to the end.”* Similarly, student 5 said *“Sometimes the correction of Grammarly is different from what I intend. So, the users should check their writing from the beginning to the end again”*. The other opinion is from student 27, she said *“Grammarly is not always right. So, we should be aware and understand more about grammar.”* (see Appendix 2) It is supported by the result on Chart 4.5 that there are 68,5 % who choose agree with the statement FG20 *“The users of Grammarly should understand the grammar well”*.

Secondly, the use of Grammarly is limited. Grammarly that used by participant of this research is free version. So, it can check the article, space, and punctuation only. It may make them not satisfied with the use of Grammarly. According to student 30 said *“I often difficult to use Grammarly because it is limited. It can be able check*

article, space, punctuation only". Another responses from student 7 and 22 stated *"free version of Grammarly does not correct the overall error. It just correct small aspect such as preposition, article, typo, etc"*. (see Appendix 2)

Based on the students' responses, there were some students who believed that Grammarly is helpful but sometimes Grammarly is not appropriate. As student 22 said *"Grammarly is a grammar checker that help me write a thesis. It can identify whether the sentence is correct or not. But this grammar checker also has limitation. Most of correction is about preposition."* (see Appendix 2) So, student 22 agreed that even though Grammarly is good for checking her writing, but it has also the weakness or limitation.

Chart 4.3 Students' Opinion in Using Grammarly



Regarding the students' perceptions of the use of Grammarly in thesis writing, the researcher used close-ended questionnaire to get the data. The students responded to those statements by choosing one to five Likert scales provided.

4. Perception about the content of Grammarly

This section is the perception related to the content of Grammarly. There were four statements that are related to the content of Grammarly. The four statements are coded into term CG (Content of Grammarly). The four questions in this category are about; features of language style (CG1), features of grammar (CG2), features of spelling (CG3), and features of punctuation (CG4).

Then, those items were analyzed descriptively by finding the average of each items (mean). Al-Nouh divides the level of the concurrence into three ranks. Those are low mean rank, medium mean rank, and high mean rank. Low mean rank is 1.00 until 2.33 mean, the medium rank is 2,34 until 3,66 mean, and high mean rank is 3,67 until 5,00 mean. The statements in this section, mean, standard deviation, and rank of each statement are shown on the Table 4.1.

Based on the Table 4.1, it is found that all of the statements in this section are categorized as high mean rank. From the four items, most of students agreed that *“grammar feature on Grammarly covers the use of subject, verb, preposition, etc”*. This is evidenced by obtaining the highest mean value, which is 4,000. (see Table 4.1)

The second highest mean value was obtained by the statement CG4. Based on the Table 4.1, this statement got the mean value of 3,870 which is categorized into high mean rank. Besides that, Chart 4.4 showed that this statement got many responses from participants. There are 16,7% of participants who strongly believed and 57,4% of participants who agree with the statement *“punctuation feature on Grammarly covers the use of punctuation in a sentence”*.

However, there is also a statement that gets the lowest mean value, which is 3,685 mean. (see Table 4.1) the statement that obtain the lowest mean value is CG3. It is showed by Chart 4.4 that only 16,7% of participants who answered strongly agree and 44,4% of participants who agree with the statement CG3. Then, there are 29,6% of participants choose neutral because they are not sure that

“spelling feature on Grammarly covers the incorrect and confusing words”.

Table 4.1 The Content of Grammarly

Item	Statement	M	STD	Rank
CG1	Language style feature on Grammarly covers the word selection based on the context	3,722	.1071	High
CG2	Grammar feature on Grammarly covers the use of subject, verb, preposition, etc	4,000	.0876	High
CG3	Spelling feature on Grammarly covers the incorrect and confusing words	3,685	.1177	High
CG4	Punctuation feature on Grammarly covers the use of punctuation in a sentence	3,870	.0990	High

Note:

M: Mean of the data

STD: Standard Deviation

CG: Stands for Content of Grammarly

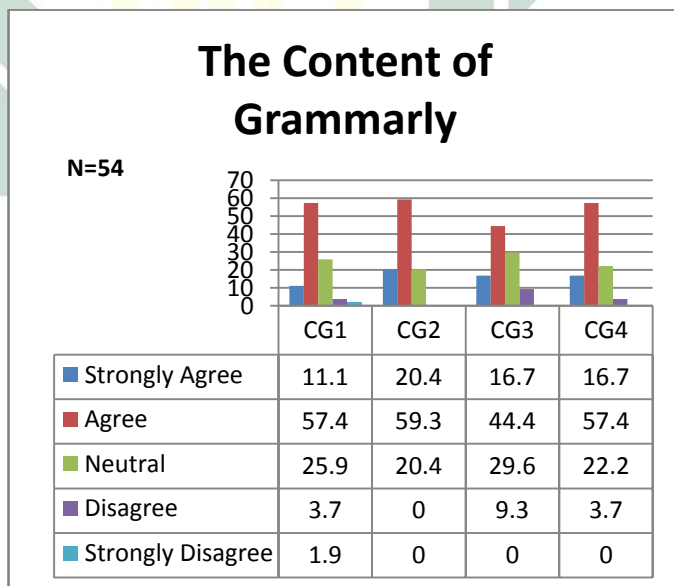
Furthermore, the Chart 4.4 summarizes the detailed data of students' responses to each statements in Perception related

to the content of Grammarly. This Chart presents the data by showing the percentage of students' responses to the scale ranging from Strongly Agree to Strongly Disagree.

Statement CG2 in the section of perception related to the content of Grammarly obtained the highest mean value. This is supported by the data of students' responses shown on Chart 4.4 that 20,4% of participants answered strongly agree and 59,3% of participants agree with the statement CG2. It means that participants do agree with the statement *"Grammar feature on Grammarly covers the use of subject, verb, preposition, etc"*.

Whereas, the lowest mean value was obtained by statement CG3. It is showed by Chart 4.4 below that only 16,7% of participants who answered strongly agree and 44,4% of participants who agree with the statement CG3. Then, there are 29,6% of participants choose neutral because they are not sure that *"spelling feature on Grammarly covers the incorrect and confusing words"*.

Chart 4.4 The Content of Grammarly



5. Perception about the feedback of Grammarly

The next aspect is about the perception related to feedback of Grammarly. In this section, there are sixteen statements which are coded into FG (Feedback of Grammarly) start from FG5 until FG20. The sixteen statements, mean, standard deviation, and rank can be seen on the Table 4.2.

Based on the data presented on the Table 4.2, almost of all items are categorized as high mean rank, and only 3 items are categorized as medium mean rank. The highest mean value was obtained by statement FG6. This statement is classified to high mean rank by getting 4,185 mean. It can be concluded that most of students agree that Grammarly gives direct feedback by highlighting the grammar error and gives the correction of the error. Chart 4.5 also clarified that statement FG5 has many responses from participants. There are 37% of participants who choose strongly agree, 48,1% of participants who answer agree, and 11,1% of participants who are not sure with this statement.

The second highest mean value is obtained by statement FG5. This statement is also categorized into high mean rank by obtaining 4,166 mean. In this case, it can be seen from Chart 4.5 that there are 35,2% of participants who strongly agree, 51,9% of participants who agree that Grammarly gives indirect feedback by highlighting grammar error.

The next highest mean is obtained by statement FG12. This statement is classified to high mean rank by getting 4,129 mean. In addition, it is also proved by seeing Chart 4.5 that the participants who strongly agree with this statement are 25,9% and participants who choosing agree with this statement are 63%. It means there are 88,9% of participants who agree that Grammarly is useful to correct errors in writing.

On the other hand, the researcher found the lowest mean value which is obtained by statement FG16. The mean value of this statement is 2,388 which is classified to medium mean rank. It is also supported by looking at Chart

4.5 that there are only 9,3% of participant who agree that using Grammarly is difficult. It means that most of the participant disagree with this statement. There are 63% of participants who disagree with this statement. It means that many students disagree with the statement “Grammarly is difficult”.

The last, the second lowest mean value is obtained by statement FG17 which get 2,444 mean and classified to medium mean rank. There are 11,2% of participants strongly agree with this statement. While the participants who disagree with this statement are 57,4%. The last, the participants who are still in doubt are 25,9%. It can be concluded that there are many students who did not feel that the explanation of Grammarly confused them.

Not only finding the highest and the lowest mean value, the researcher also found the statement which obtain similar mean value. The mean value of statement FG8 and FG10 is 3,925. The students have same response with the statement “Grammarly corrects grammar in my writing” and “Grammarly corrects punctuation in my writing”. Those statements are categorized into high mean rank.

Table 4.2 The Feedback of Grammarly

Item	Statement	M	STD	Rank
FG5	Grammarly gives indirect feedback	4,166	.1081	High
FG6	Grammarly gives direct feedback	4,185	.1059	High
FG7	Grammarly corrects the language style in my writing	3,703	.1011	High
FG8	Grammarly corrects	3,925	.0910	High

	grammar in my writing			
FG9	Grammarly corrects spelling in my writing	4,000	.0989	High
FG10	Grammarly corrects punctuation in my writing	3,925	.0947	High
FG11	I can correct my errors directly	3,870	.1296	High
FG12	Grammarly is useful to correct the errors in my writing	4,129	.0878	High
FG13	Grammarly saves my time in correcting the errors	4,018	.0971	High
FG14	Feedback of Grammarly improves my writing	3,963	.0951	High
FG15	Feedback of Grammarly makes me feel more confident with my writing	3,833	.1049	High
FG16	I feel difficult using Grammarly	2,388	.1134	Medium
FG17	The explanation of Grammarly is confusing	2,444	.1111	Medium
FG18	Feedback of Grammarly is not always valid and correct	3,259	.1245	Medium

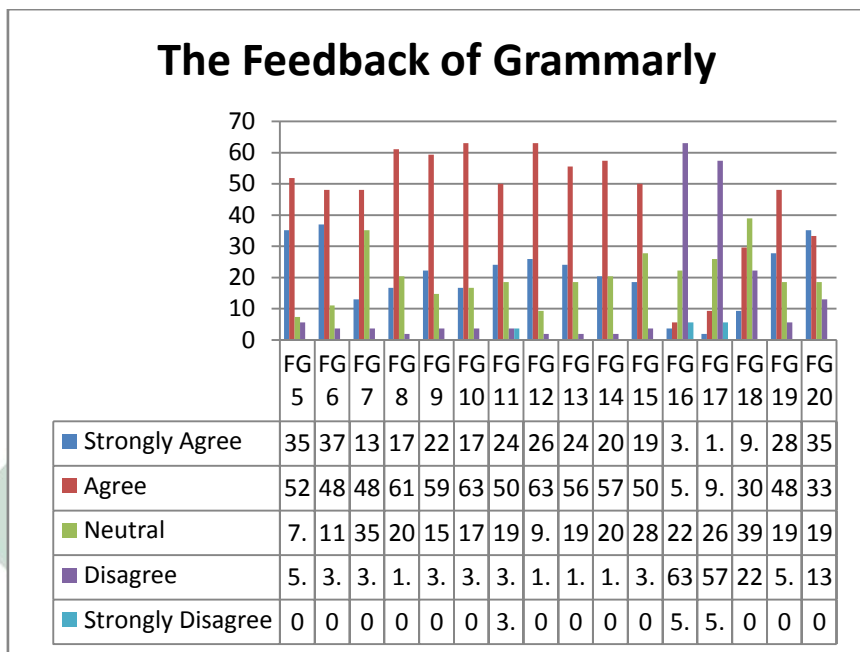
FG19	Grammarly needs good internet accessibility	3,981	.1136	High
FG20	The users of Grammarly should understand the grammar well	3,907	.1405	High

Note:**M: Mean of the data****STD: Standard Deviation****FG: Stands for Feedback of Grammarly**

Then, there is also Chart that used to show the percentage of students' response to each statement. According to Chart 4.5, the highest mean value was obtained by statement FG6. There are 37% of participants who choose strongly agree, 48,1% of participants who answer agree, and 11,1% of participants who are not sure with this statement. From the percentage on Chart 4.5, It shows that most of students agree that Grammarly gives direct feedback.

Whereas, the statement that obtained the lowest mean value is statement FG16. It is shown by Chart 4.5 that there are only 9,3% of participant who agree that using Grammarly is difficult. It means that most of the participant disagree with this statement. There are 63% of participants who disagree with this statement. It means that many students disagree with the statement "Grammarly is difficult". The participants did not feel difficult when they use Grammarly.

Chart 4.5 The Feedback of Grammarly



B. Discussion

In this section, the researcher presents the main findings at this study and discusses them with previous studies and theories related to the students' perceptions of using Grammarly. The detail information of the main findings as follows:

Students' Perceptions of The Use of Grammarly in Thesis Writing

The students' perceptions of the use of Grammarly in thesis writing can be seen by analyzing the questionnaire. The result indicated that there are positive and negative perceptions of the use of Grammarly in thesis writing.

1. Positive Perception

Based on the data in findings, the result indicated that, generally the participants of the research had positive

perception toward the use of Grammarly. The positive perception is a meaningful insight of certain thing, it boost the confidence and self strength of oneself in facing this world, bearing the life's obstacles, and most importantly focusing on the outer side of self. it also evolves the conviction of certain bond and being kind to people.⁵⁴ There are several reason why the students perceive Grammarly positively.

The majority of the students accepted that the utilization of Grammarly has advantage to check their language structure. As examined previously, grammar is significant aspect in language skill in light of the fact that Grammarly influence the sentence structure as well as it alludes to its meaning. In accordance with Hinkles' statement, grammar will obscure the meaning of the text if the writer use incorrect grammar, for example, in the utilization of verb tenses, word order, subordinating clauses, passive voice and impersonal constructions.⁵⁵ Chandrasekhar also stated that grammar and spelling are the most crucial thing that should be considered in writing.⁵⁶ However, many students in Indonesia still make grammatical errors such as described by Puspitasari in her study.⁵⁷ It means that the students may need any help to check their grammar. In the presence of Grammarly as grammar checker, it can help the students to check and revise their grammar errors. It is supported by the research of Soni and Thakur, that grammar checker is a tool to detect and correct the grammatical errors in the text.⁵⁸ In this research, the students used Grammarly for checking grammar in their assignment particularly thesis writing.

⁵⁴ Catherine E. Burns, et.al, *Pediatric Primary Care Fift Edition* (United States of America: Library of Congress Cataloging, 2009), 304.

⁵⁵ Hinkle, E., *Teaching Academic ESL Writing. Practical Techniques in Vocabulary and Grammar* (Mahwah, New Jersey: Lawrence Elbaum Associate, 2004), 24.

⁵⁶ Chandrasekhar, How to Write a Thesis, 2008.

⁵⁷ Dewi Puspitasari, Thesis: "*Grammatical Errors Made by The Second Semester Students in Writing*" (Yogyakarta: Yogyakarta State University, 2013).

⁵⁸ Madhvi Soni and Jitendra Singh Thakur, "A Systematic Review of Automated Grammar Checking in English". Jabalpur Engineering College, India, 2018, 1.

Thus, the majority of students used Grammarly to write their thesis grammatically.

As Grammarly help the students to check their grammar, it can improve the students' writing quality. This finding confirmed Yulianti and Reni's research which found that the students perceive learning writing recount text using Grammarly.⁵⁹ Similarly, Karyuatri, et.al, state that Grammarly can minimize errors and improve students' writing quality.⁶⁰ The corection from Grammarly made them know which one is correct or not. Then, the students are able to evaluate their writing independently based on the feedback. So, not only makes their writing better, but Grammarly also makes them more motivated and have positive attitudes towards the use of online learning system us. This is in line with Kabilan, Ahmad, and Abidin's research which reveal that online learning could motivate students well.

Another reason why Grammarly is useful is the content of Grammarly include some features that covers some important aspect such as grammar, spelling, punctuation and style. This results are in line with the research conducted by McAlexander, that Grammarly as grammar checker has a task to flag style, grammatical, or mechanical problem in writing.⁶¹ Therefore, Grammarly actually claim to do more than just checking grammar. It also check misspelled and confused words, incorrect use of punctuation, and others.

Furthermore, the students were interested to use Grammarly because Grammarly provided feedback for the students. The students agreed that Grammarly give direct and indirect feedback. This was consistent with the research of Nova which found that Grammarly provides direct and

⁵⁹ Erni Yulianti and Reni, "Utilizing Grammarly in Teaching Writing Recount Text Through Genre Based Approach". *International Journal of Science, Technology and Society*. Vol.6 No.1, 2018.

⁶⁰ Laksnoria, et.al, "Grammarly As A Tool To Improve Students' Writing Quality: Free Online Proofreader Across The Boundaries", Vol. 2 No.1, 2018, 88.

⁶¹ Patricia J. McAlexander, "Checking The Grammar Checker: Integrating Grammar Instruction With Writing", *Journal of Basic Writing*, Vol. 19, No. 2, 2000, 125.

indirect feedback.⁶² Grammarly gives indirect feedback using the underlined error, while direct feedback is provided by the correction and explanation card.⁶³ From those feedback, the students can be aware and revise the errors by themselves.

The last, the students also were interested to check grammar using Grammarly because it saves their time. According to Nova, he also found that Grammarly could revise the errors of writing in a short time.⁶⁴ As we can see that the students just input the text to Grammarly, it automatically detect the errors of the text. In addition, there are suggestions given by Grammarly. It may make the students faster to revise the errors.

All of above mentioned, to have a good better result in writing not only need the creative idea but also have a good ability to practice understanding grammar in process of writing. Writing is the most difficult skill because there are so many process and aspect that should be learned in order to get succesful result or product. It is proven by Jack C. Richard stated that writing is the hardest English basic skill to learn.⁶⁵ Moreover, writing is the most difficult skill because the product that readable and understandable. Thus, Grammarly is needed to help the writer succesful in their writing because it has many features that not only can check the grammar but also correct misspelled and confused words, incorrect use of punctuation, and others.

2. Negative Perception

However, there were some students who have negative perceptions toward the use of Grammarly. Negative perception is a tendency to only look up for their own

⁶² Muhammad Nova, "Utilizing Grammarly in Evaluating Academic Writing: A Narrative Research on EFL Students' Experience". *Premise Journal*. Vol 7 No.1, 2018.

⁶³ Ruth O'Neill and Alex M.T. Russell, "Stop! Grammar Time: University Students' Perceptions of The Automated Feedback Program Grammarly". *Australasian Journal of Educational Technology*. 35(1), 2019, 44.

⁶⁴ Muhammad Nova, "Utilizing Grammarly in Evaluating Academic Writing: A Narrative Research on EFL Students' Experience". *Premise Journal*. Vol 7 No.1, 2018.

⁶⁵ Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge University Press, 2002) 303.

desires, also the attempt of obtaining and showing off the worth within their self.⁶⁶

The reason why the students perceive Grammarly negatively because Grammarly need good internet accessibility. It is proven by the result of Neill and Russell that this software has problem related to technical problem such network connection.⁶⁷ Similarly, Nova revealed that the network connection should be in good condition when the users use so that the process of using Grammarly is not interrupted.⁶⁸ This may happen when the intitution does not give internet facilities to the students or the network connection is not always stable. When there is network interference on the internet, the users cannot upload the text that they want to check in Grammarly well and the process of checking the grammar will not run smoothly.

Another reason why the students have negative perception of the use of Grammarly because the feedback of Grammarly is not always valid and correct. This finding is in line with Nova that revealed the feedback given by Grammarly was not always in line with the user's intention.⁶⁹ It can make the users think to accept or ignore the feedback. The users should understand grammar well so that they can identify whether the feedback given by Grammarly is correct or not.

⁶⁶ Catherine E. Burns, et.al, *Pediatric Primary Care Fift Edition* (United States of America: Library of Congress Cataloging, 2009), 304.

⁶⁷ Ruth O'Neill and Alex M.T. Russell, "Stop! Grammar Time: University Students' Perceptions of The Automated Feedback Program Grammarly". *Australasian Journal of Educational Technology*. Vol. 35 No. 1, 2019, 50.

⁶⁸ Muhammad Nova, "Utilizing Grammarly in Evaluating Academic Writing: A Narrative Research on EFL Students' Experience". *Premise Journal*. Vol 7 No.1, 2018.

⁶⁹ Muhammad Nova, "Utilizing Grammarly.....88.

CHAPTER V

CONCLUSION & SUGGESTION

In this chapter, the researcher explains a conclusion of the research of students' perceptions of the use of Grammarly in thesis writing and suggestion for the next researcher related to this research.

A. Conclusion

The findings about the students' perceptions of the use of Grammarly in thesis writing showed that the students responded in two different ways, positive and negative perceptions. Positive perception refers to the students' agreement toward the use of Grammarly as grammar checker. They believed that Grammarly help them check their grammar. Grammarly provides direct and indirect feedback for students when they check their grammar. From indirect feedback, the students knew which one is correct or not. Whereas direct feedback showed the correction of the mistakes that the students made. The students only need to click the suggestion that Grammarly give if they agree with it. Besides, some students believed that Grammarly can save their time. They also believed that the content of Grammarly include some features that covers some important aspect such as grammar, spelling, punctuation and style.

On the other hand, negative perception means that they did not believe that Grammarly help them check their grammar properly. Some of them agreed that Grammarly also has disadvantages. For example, some students said that they need good internet accessibility. Not only that, the users also need to understand grammar well because the correction of Grammarly is not always exactly correct.

B. Suggestion

After recognizing the finding about the students' perceptions of the use of Grammarly in thesis writing, the researcher provides some suggestion for the English teacher and the future researcher.

1. For English teacher/lecturer

According to findings, it is suggested for English teacher to integrate Grammarly in the process of teaching-learning English because Grammarly is one of

the application that can check the students' grammar. However, there are also some weaknesses of this application. As the researcher said before that Grammarly has limitation particularly for free-version. This version of Grammarly does not check the grammar completely. So, the teacher must explain grammar first before asking students to check their writing using Grammarly. Moreover, the teacher should guide the students how to use Grammarly well because to make sure the students can use this application for checking their writing. Therefore, the teacher should consider the strengths and the weakness of Grammarly in evaluating students' writing.

2. For future researcher

For the future researchers who are interested in the same topic, the further researcher can conduct similar research with different focus. This research focus on the use of Free-version, a limited service may be experienced by the students. Thus, the future researcher can investigate another version of Grammarly, that is Premium-version. The further researcher can also encourage a futher investigation on how the teacher or students integrate Grammarly in teaching-learning English.

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