

**EXPLORING STUDENTS' PERCEPTION OF  
AUTOMATED WRITING FEEDBACK:  
THE USE OF GRAMMARLY IN ACADEMIC  
WRITING**

**THESIS**

Submitted in partial fulfillment of the requirements for the degree of Sarjana  
Pendidikan (S.Pd) in the English Language Education Department



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## ABSTRACT

Khoirun Nisa (2026). *Exploring Students' Perception of Automated Writing Feedback: The Use of Grammarly in Academic Writing*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: Dr. Irma Soraya, M.Pd. Supervisor II: Dr. Rizka Safriyani, M.Pd.

Keywords: *Grammarly, automated writing feedback, academic writing*

The rapid development of automated writing feedback tools has transformed how students revise and evaluate academic writing, and Grammarly is among the most widely used platforms. However, students' perceptions of its benefits and challenges are still not fully understood; therefore, this study aims to explore students' perceptions of using Grammarly in academic writing. This research employed a qualitative design in which the primary data were obtained from semi-structured interviews, while supporting data were collected through questionnaires and document analysis of students' essay assignments. The data were analyzed using thematic analysis to identify recurring patterns and themes. The findings revealed two main categories: perceived benefits and perceived challenges. Five benefit themes emerged, namely increased grammatical awareness, improved grammatical accuracy, assistance in revision, enhanced writing confidence, and greater editing efficiency. Five challenge themes were also identified, consisting of inaccurate or misleading feedback, cognitive overload, emotional pressure from visual corrections, overdependence on automated suggestions, and loss of personal writing style. Overall, the discussion indicates that Grammarly operates as a double-edged tool: it promotes accuracy, noticing of errors, and independent revision, yet it may also reduce autonomy and cause emotional discomfort when students rely on it uncritically. Thus, Grammarly is best positioned as a supplementary tool alongside teacher guidance and students' grammatical understanding.

## ABSTRAK

Khoirun Nisa (2026). *Exploring Students' Perception of Automated Writing Feedback: The Use of Grammarly in Academic Writing*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisor I: Dr. Irma Soraya, M.Pd. Supervisor II: Dr. Rizka Safriyani, M.Pd.

Keywords: *Grammarly, umpan balik tertulis otomatis, penulisan akademik*

Perkembangan pesat alat umpan balik penulisan otomatis telah mengubah cara mahasiswa merevisi dan menilai tulisan akademik, dan Grammarly merupakan salah satu alat yang paling banyak digunakan. Namun, persepsi mahasiswa terhadap manfaat dan keterbatasannya belum sepenuhnya dipahami; oleh karena itu, penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa terhadap penggunaan Grammarly dalam penulisan akademik. Penelitian ini menggunakan desain kualitatif, di mana data utama diperoleh melalui wawancara semi-terstruktur, sedangkan data pendukung dikumpulkan melalui kuesioner dan analisis dokumen berupa tugas esai mahasiswa. Data dianalisis menggunakan analisis tematik untuk menemukan pola dan tema yang berulang. Temuan menunjukkan dua kategori utama, yaitu manfaat yang dirasakan dan tantangan yang dirasakan. Lima tema manfaat meliputi meningkatnya kesadaran tata bahasa, peningkatan akurasi, bantuan dalam revisi, meningkatnya kepercayaan diri menulis, dan efisiensi dalam pengeditan. Lima tema tantangan meliputi umpan balik yang keliru atau menyesatkan, beban kognitif, tekanan emosional dari tampilan koreksi, ketergantungan berlebihan pada saran otomatis, dan hilangnya gaya menulis pribadi. Secara keseluruhan, diskusi menunjukkan bahwa Grammarly berfungsi sebagai alat bermata dua: mendukung akurasi dan revisi mandiri, tetapi juga dapat menurunkan kemandirian dan menimbulkan ketidaknyamanan emosional apabila digunakan tanpa sikap kritis. Dengan demikian, Grammarly sebaiknya digunakan sebagai alat pendukung yang melengkapi bimbingan dosen dan pemahaman tata bahasa mahasiswa.

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