

**STUDENTS PERCEPTIONS ON USING GRAMMARLY FOR WRITING
SKILLS A SURVEY OF 6th SEMESTER STUDENTS AT STATE ISLAMIC
UNIVERSITY OF PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO**



AN UNDERGRADUATE THESIS

**Submitted to the Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfillment of
Requirements for *Sarjana Pendidikan* (S.Pd.) Degree**

by:

Bagas Pratama

Student Number: 1817404009

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYA AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF PROF. K.H. SAIFUDDIN ZUHRI
PURWOKERTO**

2025

STATEMENT OF ORIGINALITY

STATEMENT OF ORIGINALITY

Here with I,

Name : Bagas Pratama
Student Number : 1817404009
Grade : Undergraduate
Faculty : Tarbiya and Teacher Study Program
Study Program : English Education Study Program

Declarate that the thesis I wrote with the title, **“STUDENT’S PERCEPTIONS ON USING GRAMMARLY FOR WRITING SKILLS A SURVEY OF 6th SEMESTER STUDENTS AT STATE ISLAMIC UNIVERSITY OF PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO”** is truly my own work and its not a plagiarism of someone else’s thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references from work done by other people or institutions have been properly cited.

If later on my statement is not true, then I am willing to accept the applicable academic sanction (revocation of graduation predicate and bachelor’s degree).

Purwokerto, 05 April 2025

I who declare



Bagas Pratama

S.N. 1817404009

PAGE OF APPROVAL



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

APPROVAL SHEET

This thesis, entitled

**STUDENTS PERCEPTIONS ON USING GRAMMARLY FOR WRITING SKILLS A
SURVEY OF 6th SEMESTER STUDENTS AT STATE ISLAMIC UNIVERSITY OF PROF.
K.H. SAIFUDDIN ZUHRI PURWOKERTO**

Written by Bagas Pratama (student Number. 1817404009) English Education Study Program, Educational Department, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto has examined on 14 Mei 2025 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree by the examiners.

Purwokerto, Mei, 12th 2025

Approved by:

Examiner I/Head of Examiner/Supervisor

Examiner II/Secretary

Muflihah, S.S., M. Pd

NIP. 197092320000320001

Abdal Chaqil Harimi, M.Pd. I

NIP. 199801162020121006

The Main Examiner

Desi Wijayanti Ma'rufah, M.Pd.

NIP. 199212152018012003

Legalized by:

The Head of Education Department



Dr. Maria Ulpah, M.Si.

NIP. 198011152005012004

OFFICIAL NOTE OF SUPERVISOR

OFFICIAL NOTE OF SUPERVISOR

To:
The Head of Education Department
Faculty of Tarbiya and Teacher Training
State Islamic University
Prof. K.H. Saifuddin Zuhri Purwokerto
in
Purwokerto

Assalamu'alaikum wr. wb.

After conducting guidance, review, and correction, then through this letter

I convey that:

Name : Bagas Pratama
Student Number : 1817404009
Department : Education
Study Program : English Education Study Program
Faculty : Tarbiya and Teacher Study Program
Title : Student's Perceptions on Using Grammarly for Writing
Skills a Survey of 6th Semester Students at State Islamic
University of Prof. K.H. Saifuddin Zuhri Purwokerto

I recommended the thesis to be submitted to the Head of Education
Department Faculty of Tarbiya and Teacher Training, State Islamic University Prof.
K.H. Saifuddin Zuhri Purwokerto and examined in order to attain *Sarjana*
Pendidikan (S.Pd.) / Undergraduate Degree in English Education.

Wassalamu'alaikum wr. wb.

Purwokerto, 29 April 2025

Supervisor,



Mullihah, S.S., M.Pd.

NIP. 1972092320000320001

MOTTO

“Hari ini harus lebih baik dari pada hari kemarin”

~Done is better than perfect~

فَاسْتَبِقُوا الْخَيْرَاتِ

DEDICATION

I dedicate this thesis to:

*Absollutly for My parents, **Alm. Erwanto and Marsiyah** who have been giving me prays, support for me and always push me to finis my study.*

*Thanks For **Myself** who never give up to finish this thesis. Even thought some times feel lazy to open the laptop but I must remamber to finish this Thesis.*

*Thanks a lot for **my girlfriend, Isnaeni Hayati**, who has always been my support system, always having time to accompany me to campus to meet with my advisor, and always accompanying me every step of the way to improve myself so that I can achieve my goals.*

ACKNOWLEDGEMENT

In the name of Allah, the most graceful, the most. Praise be to Allah, for blessing me with his mercy and guidance to finish this thesis entitled “Student’s Perceptions on Using Grammarly for Writing Skills a Survey of 6th Semester Students at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto” could be completed.

This thesis presented as partial fulfillment of the requirement for obtaining the undergraduate degree from the Faculty of Tarbiya and Teacher Training of State Islamic University Profesor Kiai Haji Saifuddin Zuhri Purwokerto. The writer would like to express deep gratitude and appreciation to:

1. Prof. Dr. H. Fauzi, M. Ag., as the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
2. Prof. Dr. Suparjo, M. A., as the I Deputy of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
3. Dr. Nurfuadi, M.Pd.I. as the II Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
4. Prof. Dr. H. Subur, M. Ag., as the III Deputy of Faculty of Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
5. Dr. Maria Ulpah, M. Si., Head of Tadris Department of the Faculty of Tarbiya and Teacher Training of State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto.
6. Desi Wijayanti Ma’rufah, M. Pd as Head of English Education Study Program in Faculty of Tarbiya and Teacher Training of State Islamic University of

Profesor Kiai Haji Saifuddin Zuhri Purwokerto.

7. Muflihah, S.S., M. Pd., as the supervisor who guided me, gives advice, motivation, and support during the writing of this thesis
8. All the lectures in Faculty Tarbiya and Teacher Training of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto
9. All staffs and officials of State Islamic University of Profesor Kiai Haji Saifuddin Zuhri Purwokerto.
10. My beloved parents, Erwanto and Masriyah, who never stop loving me, supporting me, and praying for the best for me.
11. My support system, Isnaeni Hayati, who always provides support, reminders, and accompanies the researcher so that this thesis can be completed well.

Purwokerto, 29 April 2025

I who declare

A handwritten signature in black ink, appearing to be 'Bagas Pratama', written in a cursive style.

Bagas Pratama

S.N. 1817404009

**STUDENT’S PERCEPTIONS ON USING GRAMMARLY FOR WRITING
SKILLS A SURVEY OF 6th SEMESTER STUDENTS AT STATE ISLAMIC
UNIVERSITY OF PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO**

BAGAS PRATAMA
S.N 1817404009

ABSTRACT

This study aims to examine English Department students' perspectives regarding the use of Grammarly for enhance their writing skills. Using a quantitative method to collect the data using purposive sampling technique. Data were analyzed using SPSS 25 to get average, median, and standard deviation. The population of this study was the 2022 English Department students at State Islamic University of Profesor K. H. Saifuddin Zuhri Purwokerto. This study used questionnaire to collect the data. Questionnaire were administered to 22 students who took Academic Writing course and have experience in using Grammarly during wrote an article. In this study, the researcher focused on examining student's perceptions on using Grammarly for enhance their writing skills. The finding of this study showed that the students had positive response or Strongly Agree of using Grammarly for enhancing their writing skills. The students' perception of the utility of Grammarly is indicative of its effectiveness as a tool for academic writing. Grammarly assists users in evaluating their grammar. The software offers a range of features related to grammar, including grammar, spelling, punctuation, and style. It provides both direct and indirect feedback, allowing users to receive specific guidance on improving their writing.

Keywords: Students Perceptions, Grammarly, Writing Skills.

**PANDANGAN MAHASISWA TENTANG PENGGUNAAN GRAMMARLY
UNTUK KEMAMPUAN MENULIS: SURVEI TERHADAP MAHASISWA
SEMESTER 6 DI UNIVERSITAS ISLAM NEGERI PROF. K.H.
SAIFUDDIN ZUHRI PURWOKERTO**

BAGAS PRATAMA

S.N 1817404009

ABSTRAK

Penelitian ini bertujuan untuk mengkaji persepsi mahasiswa Program Studi Bahasa Inggris mengenai penggunaan Grammarly dalam meningkatkan keterampilan menulis mereka. Data dikumpulkan menggunakan metode kuantitatif dengan teknik sampling purposif. Data dianalisis menggunakan SPSS 25 untuk mendapatkan rata-rata, median, dan simpangan baku. Populasi penelitian ini adalah mahasiswa Program Studi Bahasa Inggris tahun 2022 di Universitas Islam Negeri Profesor K.H. Saifuddin Zuhri Purwokerto. Penelitian ini menggunakan kuesioner untuk mengumpulkan data. Kuesioner diberikan kepada 22 mahasiswa yang mengikuti mata kuliah Penulisan Akademik dan memiliki pengalaman menggunakan Grammarly saat menulis artikel. Dalam penelitian ini, peneliti fokus pada menganalisis persepsi mahasiswa mengenai penggunaan Grammarly untuk meningkatkan keterampilan menulis mereka. Hasil penelitian menunjukkan bahwa mahasiswa memberikan respons positif atau “Sangat Setuju” terhadap penggunaan Grammarly untuk meningkatkan keterampilan menulis mereka. Persepsi mahasiswa tentang kegunaan Grammarly menunjukkan efektivitasnya sebagai alat untuk penulisan akademik. Grammarly membantu pengguna dalam mengevaluasi tata bahasa mereka. Perangkat lunak ini menawarkan berbagai fitur terkait tata bahasa, termasuk tata bahasa, ejaan, tanda baca, dan gaya penulisan. Ia memberikan umpan balik langsung dan tidak langsung, memungkinkan pengguna menerima panduan spesifik untuk meningkatkan keterampilan menulis mereka.

Kata Kunci: Persepsi Mahasiswa, Grammarly, Keterampilan Menulis.

TABLE OF CONTENTS

STATEMENT OF ORIGINALITY	ii
PAGE OF APPROVAL.....	iii
OFFICIAL NOTE OF SUPERVISOR	iv
MOTTO	v
DEDICATION.....	vi
ACKNOWLEDGEMENT.....	vii
ABSTRACT.....	ix
TABLE OF CONTENTS	xi
CHAPTER I	2
INTRODUCTION.....	2
A. Background of Research	2
B. Research Questions.....	4
C. Aim and Significances of Research	4
1. Definition of Perception.....	6
2. Grammarly	6
3. Writing	8
A. Writing process	8
B. Purpose of writing	10
CHAPTER II.....	12
REVIEW OF RELATED LITERATURE.....	12
A. Theoretical Review	12
1. Grammarly	12
2. The advantages of Grammarly.....	13
4. Effectiveness of Grammarly in Language Learning:	15
5. Definition of Perception.....	15
6. Writing.....	16
1) . Writing process	16
2) . Purpose of writing.....	18
B. Review of Previous Related Study	19
CHAPTER III	23
RESEARCH METHODS.....	23
A. Research Design.....	23

B. Research Setting and Time.....	23
C. Population and Sample.....	23
D. Research Instrument.....	24
E. Instrument Validity	25
F. Data Analysis.....	26
CHAPTER IV.....	29
RESEARCH FINDINGS AND DISCUSSION.....	29
A. Data Presentation	29
B. Reaserch Finding	29
D. Discussion.....	41
CHAPTER V	44
CONCLUSION AND SUGGESSTION	44
A. Conclusion	44
B. Limitation of study.....	44
C. Suggestions	45
REFERENCES.....	47
APPENDICES.....	50

CHAPTER I

INTRODUCTION

A. Background of Research

In the era of Society 5.0, where technology plays an integral role in all aspects of life, education has undergone a significant transformation - particularly in the field of language learning. English as a Foreign Language (EFL) classroom have adapted by integrating various technological tools to enhance the effectiveness of teaching and learning (Anderson & Murphy, 2024). One area that remains particularly challenging for EFL students is writing. Writing involves not only the mastery of grammar and vocabulary but also the ability to organize ideas logically, maintain coherence, and follow academic conventions. According to Hakiki (2020), writing is still widely perceived as a difficult skill to master, especially among EFL learners.

Students often struggle with issues such as capitalization, punctuation, spelling, grammatical accuracy, idea organization, and argument development. These challenges hinder their ability to communicate ideas clearly and effectively (Yang, 2018; Wang, Zhang, & Li, 2021). As a response, teachers have increasingly adopted digital tools to support students in developing their writing skills. Among the most widely used tools is Grammarly, an Automated Writing Evaluation (AWE) software that offers real-time feedback grammar, spelling, word usage, sentence structure, and even plagiarism (Grammarly, 2017; Ghufon & Rosyida, 2018).

Grammarly, developed by Grammarly, Inc., has become one of the most popular grammar checkers used by students globally, including at the State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. Accessible through both web and mobile platforms, Grammarly provides detailed suggestions and corrections to help students produce clearer, more accurate, and more coherent writing. According to Ghufon and Rosyida (2018), Grammarly not only identifies mechanical and linguistic errors but also

supports students in learning from those errors, making it a valuable learning aid.

Despite its benefits, the use of Grammarly and similar tools in academic writing has sparked debate. Some educators appreciate the immediate, personalized feedback these tools offer, which can complement traditional instruction. Others worry about students becoming overly dependent on these tools, potentially weakening their ability to develop independent writing proficiency (Anderson & Murphy, 2024). Therefore, understanding students' perceptions of Grammarly is essential to determine its true effectiveness in supporting their academic writing development.

In higher education, academic writing is a crucial skill. As Baley (2015) and Yang (2018) point out, the quality of academic writing reflects a student's critical thinking and comprehension, especially in English departments. To write well, students must master various elements such as sentence structure, word choice, coherence, and organization. However, for many EFL learners, mastering these elements is a complex process that cannot be achieved instantly (Charrouf, 2015; Collins, 2018).

Grammarly is widely used by English Education Department students at the State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto to assist in checking grammar and improving their academic writing. The accessibility and user-friendly interface of Grammarly make it a convenient tool for students to receive instant feedback without needing to wait for teacher evaluation (Ghufron & Rosyida, 2018). This raises important questions about how students perceive the software: Do they find it helpful? Do they feel it enhances their writing skills, or does it create confusion? How do they balance the use of Grammarly with their own writing development?

Previous studies, such as Aidil (2019), have explored similar topics and found that while students appreciate Grammarly's assistance, they also encounter limitations like misleading corrections or overdependence. However, there is limited research focusing on students' perceptions of

Grammarly in the context of paragraph writing courses in Indonesian higher education, particularly at the university mentioned.

Therefore, this research aims to investigate students' perceptions of the use of Grammarly in enhancing their writing skills, with a specific focus on sixth-semester English Education students at the State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto in the academic year 2024/2025. Understanding these perceptions is crucial for evaluating Grammarly's role in supporting academic writing and guiding its integration into the learning process effectively.

B. Research Questions

Based on the background of the research above, the research question of this study:

What are English department students' perceptions in the 6th semester on using Grammarly for enhance their writing at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto?

C. Aim and Significances of Research

Aim of the research

Based on the problem above, the objective of the research is as follows:

To find out the students' perceptions in the 6th semester of using Grammarly for enhance their writing in writing subjects.

D. Significances of Research

The findings of the research are expected to make some contributions for the Theoretical Significance, the principal, and the other researchers. The contributions are as follows:

a. Theoretical Significance

The result of this research is expected to be utilized as information or a reference for those interested in a related topic.

b. Practical Significance

The result of this research can help the participle to improve teaching and learning quality in State Islamic University of Prof K.H. Saifuddin Zuhri Purwokerto through Grammarly applications in the writing process. The participle also can suggest to the teacher to use Grammarly to improve student's ability in writing.

E. Operational Definitions

This research converts abstract ideas into observable and measurable variables. Students' perceptions are defined as quantifiable expressions of their attitudes and beliefs regarding Grammarly's effectiveness in enhancing writing abilities. The development of writing skills, on the other hand, is indicated by students' self-reported improvements in specific components such as grammatical accuracy, vocabulary application, and their overall confidence in writing tasks. These operational definitions align with current theoretical frameworks used in the assessment of educational technology tools (Permana & Santoso, 2024).

Robbins (2003) describes perception as the cognitive process through which individuals interpret sensory input to make sense of their surroundings, emphasizing its subjective and experience-driven nature. Furthermore, Davis (1989), through the Technology Acceptance Model (TAM), highlights perceived ease of use and perceived usefulness including the perceived value of feedback as essential determinants in the adoption and acceptance of technology. These theoretical foundations validate the relevance of the chosen indicators in assessing students' perceptions of Grammarly.

1. Definition of Perception

Understanding the concept of perception requires differentiating it from sensation. Although these two processes are interconnected, they are fundamentally different. Sensation refers to the immediate experience when a sensory organ is stimulated—essentially, any response triggered by physical stimuli detected by our sensory receptors. In contrast, perception involves the mental processes used to interpret these sensations. As Schacter et al. (2011) explained, perception consists of organizing, identifying, and interpreting sensory input to form a meaningful understanding.

The Longman Dictionary of Contemporary English outlines perception in three ways: (1) as the way individuals think or imagine something; (2) as the process of noticing things through senses like sight and hearing; and (3) as an individual's innate ability to quickly recognize or comprehend something. Meanwhile, the Kamus Besar Bahasa Indonesia (KBBI) defines perception as a direct reaction to stimuli and as the process through which humans understand their surroundings using the five senses. According to Rivai and Mulyani (2010), perception is the cognitive process of organizing and interpreting sensory impressions to assign meaning to the environment.

2. Grammarly

Automated Writing Evaluation (AWE) tools have become increasingly significant in modern education, especially in supporting students' academic writing. One such tool is Grammarly, an AI-powered application designed to assist users in improving the quality of their written English. According to Grammarly (2017), this tool provides comprehensive feedback by identifying and correcting errors in spelling, grammar, punctuation, and sentence structure. It also offers suggestions to enhance clarity, readability, and overall writing effectiveness. The

system is recognized for its high accuracy and speed of evaluation, making it a valuable aid for both students and professionals.

Grammarly functions as a digital writing assistant that goes beyond basic proofreading. It not only checks for mechanical issues but also helps improve vocabulary usage and detect potential instances of plagiarism. This multi-functional capability positions Grammarly as a supportive tool for enhancing writing across various contexts, including academic, professional, and personal communication.

As an AI-driven platform, Grammarly has gained widespread adoption, reportedly serving over 30 million users and being utilized by more than 2,000 institutions and companies worldwide (WartaEkonomi.co.id, 2022). Its widespread use highlights its perceived utility in improving written communication. Grammarly is trusted by over 600 universities and institutions, making it a popular choice among educators and learners alike.

For students, Grammarly contributes to the development of writing skills by offering immediate, tailored feedback. It helps them write more accurately in assignments such as essays, reports, and academic papers. Professionals across diverse fields—including law, healthcare, marketing, engineering, and journalism—also use Grammarly to enhance the precision and credibility of their documents. Moreover, the platform proves beneficial for non-native English speakers and language learners by facilitating clearer expression and better grammar awareness.

In summary, Grammarly plays a significant role in supporting the writing process by ensuring linguistic accuracy and promoting effective communication. Its adaptive suggestions help users identify and replace complex or repetitive structures with more concise alternatives, thereby enhancing the clarity and coherence of their work. As such, Grammarly

stands out as a powerful tool for fostering independent writing development among EFL learners and beyond.

3. Writing

Writing is a productive skill that English as a Foreign Language (EFL) students should endeavor to master. Wingersky (2019) posited that writing is a process of communication. The readers, who also function as the writers, submit ideas and thoughts in written form. As posited by Axelrod and Cooper (1985), writing is a multifaceted process that inherently incorporates elements of enigma and astonishment. It is evident that writing is a skill that any individual can acquire and develop.

Marianne (1991) defined writing as "the ability to express one's ideas in written form in a second or foreign language." Writing can be defined as the process of articulating our ideas through the medium of language in a written form.

In conclusion, writing skill can be defined as the process of thinking and expressing feelings, thoughts, desires, and plans in written form. According to the aforementioned theory, it can be concluded that the acquisition of writing skills is of significant importance. In the contemporary educational landscape, students are expected to demonstrate proficiency not only in writing but also in a range of other English skills.

A. Writing process

There are some steps in the writing process that the writer must pay attention to. Prewriting, drafting, revising, editing, and publishing are the five stages of the

a. Prewriting

Prewriting The first step in the writing process is prewriting. The writers are given time to prepare, write, and collect their thoughts and ideas throughout this process. Defined to Oshima and Hogue, prewriting is the process of getting the ideas. In this

step, the writer chose a topic and collected ideas to explain the topic. In the same thought, defined by Zemach and Rumisek, before starting to write, the writer decided about the topic. Then, the writer plans all about the topic. This process is called prewriting. To summarize, prewriting is the process of collecting thoughts and ideas before writing.

b. Drafting

The subsequent step in the process is the drafting stage. For the writer, this step is of critical importance. In this step, the writer meticulously records all thoughts and ideas relevant to the subject. The author demonstrates a lack of concern for issues such as form, correctness, and sequence. The objective of this step is to record ideas in written form as expeditiously as possible.

According to the aforementioned theory, the act of drafting entails the process of allowing the writer to articulate their ideas in a written composition without the concern of committing an error.

c. Revisting

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. This step is called revising (Blanchard & Root: 2003). When students revise, they review their text based on the feedback given in the previous stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader.

d. Editing

The fourth part of the writing process is editing. McMahan stated that editing is the process of correcting the spelling, punctuation and mechanics of sentences or paragraphs. Oshima and Hogue stated that editing is correcting the small problems such as grammar, punctuation and mechanics. It also refers to

conforming the piece of writing into line with accepted ways of using English: the appropriate grammar appropriate punctuation and spelling, and appropriate paragraphing. It can be concluded that editing can be defined as the process of fixing grammar, spelling, punctuation, and mechanics in a writing process. Based on the above theory, it can summarize that editing can be defined as the process of addressing small problems in a piece of writing. The sentences in paragraphs will be easier to read after editing.

e. Publishing

Publishing is the last step in the writing process. It is possible to publish a piece of writing after it has been edited. The term "publishing" refers to the process of turning a piece of writing into a finished format that can be shared with others. The final draft can be rewritten on special paper, in a book, or on a computer so that it can be shared. To summarize, publishing is the process of writing down the final draft on paper, in a book, or on a computer so that it can be shared with others.

B. Purpose of writing

Purpose of Writing The writing skill has a variety of purposes. In general, the purpose of writing is to express, share, or enlighten the readers of the piece of writing's ideas, thoughts, and messages. Defined to Ur, the purpose of writing is to express the ideas and convey the messages to the readers. Writing can be used as a way of communicating tool that the writer expressed the intentions, feelings and other communicative purposes to readers. To achieve the writer's purpose, the writer must pay close attention to the use of appropriate grammar, spelling, and punctuation. It makes it easier for readers to understand the writer's ideas, thoughts, and messages. Based on the theory above, it can be summarized that the purpose

of writing is to communicate ideas and transmit messages to readers through writing.

F. For the other research

This research was expected to encourage other researchers to continue to develop learning strategies that are useful for the teacher to get an effective learning process and the results for learning.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Review

Literature review is the process of reviewing and analyzing research or literature relevant to the topic being studied, to provide a comprehensive overview of the latest developments in the field (Ridley, 2012). In a literature review, researchers identify key findings, research gaps, and existing theories to provide a solid foundation for further research. As explained by Creswell (2014), the literature review also serves to assess the contributions of existing research and determine the direction of future research.

This chapter consists of related studies, student's perception of using grammarly in academic writing, English grammar in undergraduate thesis writing, the quality of undergraduate thesis writing of EFL/ESL students, and automated feedback program Grammarly for grammar check.

1. Grammarly

Automated Writing Evaluation (AWE) tools have become increasingly significant in modern education, especially in supporting students' academic writing. One such tool is Grammarly, an AI-powered application designed to assist users in improving the quality of their written English. According to Grammarly (2017), this tool provides comprehensive feedback by identifying and correcting errors in spelling, grammar, punctuation, and sentence structure. It also offers suggestions to enhance clarity, readability, and overall writing effectiveness. The system is recognized for its high accuracy and speed of evaluation, making it a valuable aid for both students and professionals.

Grammarly functions as a digital writing assistant that goes beyond basic proofreading. It not only checks for mechanical issues but also helps improve vocabulary usage and detect potential instances of plagiarism. This

multi-functional capability positions Grammarly as a supportive tool for enhancing writing across various contexts, including academic, professional, and personal communication.

As an AI-driven platform, Grammarly has gained widespread adoption, reportedly serving over 30 million users and being utilized by more than 2,000 institutions and companies worldwide (WartaEkonomi.co.id, 2022). Its widespread use highlights its perceived utility in improving written communication. Grammarly is trusted by over 600 universities and institutions, making it a popular choice among educators and learners alike.

For students, Grammarly contributes to the development of writing skills by offering immediate, tailored feedback. It helps them write more accurately in assignments such as essays, reports, and academic papers. Professionals across diverse fields—including law, healthcare, marketing, engineering, and journalism—also use Grammarly to enhance the precision and credibility of their documents. Moreover, the platform proves beneficial for non-native English speakers and language learners by facilitating clearer expression and better grammar awareness.

In summary, Grammarly plays a significant role in supporting the writing process by ensuring linguistic accuracy and promoting effective communication. Its adaptive suggestions help users identify and replace complex or repetitive structures with more concise alternatives, thereby enhancing the clarity and coherence of their work. As such, Grammarly stands out as a powerful tool for fostering independent writing development among EFL learners and beyond.

2. The advantages of Grammarly

Grammarly presents numerous advantages that make it highly suitable for academic and professional environments. A key strength lies in its ability to deliver instant feedback, enabling learners to quickly recognize and correct their writing errors (Ghufron & Rosyida, 2018). This feature significantly

enhances students' grammatical accuracy and boosts their self-assurance in writing by offering straightforward explanations for suggested changes (Rahmania & Wijaya, 2023). Its availability across both desktop and mobile platforms further adds to its appeal, allowing users to revise their work conveniently from various devices. Additionally, Grammarly encourages independent learning, as users become more mindful of repeated mistakes and gradually improve their writing abilities through continued exposure to the tool's corrections (Nurjanah et al., 2022).

Nevertheless, Grammarly is not without its drawbacks. One significant concern is that excessive dependence on the application could impede the development of learners' self-editing and critical writing skills (Anderson & Murphy, 2024). Moreover, the tool may sometimes provide inaccurate or contextually unsuitable suggestions, especially in the context of complex or specialized academic writing (Pratiwi & Maharani, 2024). Its limitations in grasping semantic context can result in corrections that misinterpret the writer's intent. Furthermore, although Grammarly features a plagiarism checker, it is often considered less robust when compared to dedicated plagiarism detection services (Fitria, 2021)

3. The disadvantages of Grammarly

Although Grammarly offers many advantages, it is not without its shortcomings. One notable concern is that excessive dependence on the application may impede the development of learners' independent writing and revision skills (Anderson & Murphy, 2024). Additionally, some users have observed that Grammarly's recommendations can be inaccurate or ill-suited for academic settings, particularly when addressing complex or technical subject matter (Pratiwi & Maharani, 2024). The tool's limitations in fully comprehending contextual subtleties can sometimes result in suggestions that misrepresent the writer's original intent. Moreover, while Grammarly includes a plagiarism detection feature, it may fall short in comparison to more specialized software in terms of depth and precision (Fitria, 2021).

4. Effectiveness of Grammarly in Language Learning:

Grammarly has been shown to be beneficial for language learners in multiple ways. According to Chen and Brown (2021), students who use Grammarly regularly demonstrate significant improvements in grammatical accuracy over time. The software's comprehensive feedback helps users become more aware of common errors and better understand grammatical rules (Johnson, 2020). Additionally, Grammarly's real-time suggestions can enhance learners' writing fluency by offering alternative word choices and style adjustments (Lee, 2019).

5. Definition of Perception

Understanding the concept of perception requires differentiating it from sensation. Although these two processes are interconnected, they are fundamentally different. Sensation refers to the immediate experience when a sensory organ is stimulated—essentially, any response triggered by physical stimuli detected by our sensory receptors. In contrast, perception involves the mental processes used to interpret these sensations. As Schacter et al. (2011) explained, perception consists of organizing, identifying, and interpreting sensory input to form a meaningful understanding.

The Longman Dictionary of Contemporary English outlines perception in three ways: (1) as the way individuals think or imagine something; (2) as the process of noticing things through senses like sight and hearing; and (3) as an individual's innate ability to quickly recognize or comprehend something. Meanwhile, the Kamus Besar Bahasa Indonesia (KBBI) defines perception as a direct reaction to stimuli and as the process through which humans understand their surroundings using the five senses. According to Rivai and Mulyani (2010), perception is the cognitive process of organizing and interpreting sensory impressions to assign meaning to the environment.

6. Writing

Writing is a productive skill that English as a Foreign Language (EFL) students should endeavor to master. Wingersky (2019) posited that writing is a process of communication. The readers, who also function as the writers, submit ideas and thoughts in written form. As posited by Axelrod and Cooper (1985), writing is a multifaceted process that inherently incorporates elements of enigma and astonishment. It is evident that writing is a skill that any individual can acquire and develop.

Marianne (1991) defined writing as "the ability to express one's ideas in written form in a second or foreign language." Writing can be defined as the process of articulating our ideas through the medium of language in a written form.

In conclusion, writing skill can be defined as the process of thinking and expressing feelings, thoughts, desires, and plans in written form. According to the aforementioned theory, it can be concluded that the acquisition of writing skills is of significant importance. In the contemporary educational landscape, students are expected to demonstrate proficiency not only in writing but also in a range of other English skills.

1). Writing process

There are some steps in the writing process that the writer must pay attention to. Prewriting, drafting, revising, editing, and publishing are the five stages of the

a. Prewriting

Prewriting The first step in the writing process is prewriting. The writers are given time to prepare, write, and collect their thoughts and ideas throughout this process. Defined to Oshima and Hogue, prewriting is the process of getting the ideas. In this step, the writer chose a topic and collected ideas to explain the topic. In the same thought, defined by Zemach and Rumisek, before starting to write, the writer decided about the topic. Then,

the writer plans all about the topic. This process is called prewriting. To summarize, prewriting is the process of collecting thoughts and ideas before writing.

b. Drafting

The subsequent step in the process is the drafting stage. For the writer, this step is of critical importance. In this step, the writer meticulously records all thoughts and ideas relevant to the subject. The author demonstrates a lack of concern for issues such as form, correctness, and sequence. The objective of this step is to record ideas in written form as expeditiously as possible.

According to the aforementioned theory, the act of drafting entails the process of allowing the writer to articulate their ideas in a written composition without the concern of committing an error.

c. Revisting

It is almost impossible to write a perfect paragraph on the first try. The first try is called the first draft. After you complete the first draft, you must look for ways to improve it. This step is called revising (Blanchard & Root: 2003). When students revise, they review their text based on the feedback given in the previous stage. They reexamine what was written to see how effectively they have communicated their meanings to the reader.

d. Editing

The fourth part of the writing process is editing. McMahan stated that editing is the process of correcting the spelling, punctuation and mechanics of sentences or paragraphs. Oshima and Hogue stated that editing is correcting the small problems such as grammar, punctuation and mechanics. It also refers to conforming the piece of writing into line with accepted ways of using English: the appropriate grammar appropriate punctuation and spelling, and appropriate paragraphing. It can be concluded

that editing can be defined as the process of fixing grammar, spelling, punctuation, and mechanics in a writing process. Based on the above theory, it can summarize that editing can be defined as the process of addressing small problems in a piece of writing. The sentences in paragraphs will be easier to read after editing.

e. Publishing

Publishing is the last step in the writing process. It is possible to publish a piece of writing after it has been edited. The term "publishing" refers to the process of turning a piece of writing into a finished format that can be shared with others. The final draft can be rewritten on special paper, in a book, or on a computer so that it can be shared. To summarize, publishing is the process of writing down the final draft on paper, in a book, or on a computer so that it can be shared with others.

2). Purpose of writing

Purpose of Writing The writing skill has a variety of purposes. In general, the purpose of writing is to express, share, or enlighten the readers of the piece of writing's ideas, thoughts, and messages. Defined to Ur, the purpose of writing is to express the ideas and convey the messages to the readers. Writing can be used as a way of communicating tool that the writer expressed the intentions, feelings and other communicative purposes to readers. To achieve the writer's purpose, the writer must pay close attention to the use of appropriate grammar, spelling, and punctuation. It makes it easier for readers to understand the writer's ideas, thoughts, and messages. Based on the theory above, it can be summarized that the purpose of writing is to communicate ideas and transmit messages to readers through writing.

B. Review of Previous Related Study

This research is certainly not the first one that discusses the teacher's strategy in providing feedback on students' writing. However, its contents are not totally similar to the previous related studies. The previous studies are used as references to help this research write appropriately, strengthen the arguments, avoid plagiarism, and share information with the readers. To prove the originality and support this study, the researcher reviewed the previous related studies.

The first, research was conducted by Ghaida Nurul Rahma Hakiki (2021) entitled '*EFL Students' Perception of the Use of Grammarly Application in Writing Class*'. This research uses a qualitative approach with descriptive analysis methods, and the subjects were students in the fifth semester of English Language Education, at FKIP Tidar University. The purpose of this study was to find out to determine students' views on using the Grammarly application in writing assignments and articles. The research data used an automatic grammar checker in the learning process of writing namely Grammarly. While the difference with the current study is focuses on identifying the students' perceptions of the using Grammarly in for enhance their writing skill.

Second, Nina A. Zinkevich and Tatiana V. Ledeneva (2021) also conducted similar research entitled "*Using Grammarly to Enhance Students' Academic Writing Skills*". This previous study was conducted. These references should help in both understanding the role of writing skills in language learning and tackling common grammatical issues faced by learners. This research uses a qualitative method, and the subjects were ESP students. The purpose of this study was to present the results of the experiment in applying the online writing assistant Grammarly.com to evaluate ESP students' essay writing skills. This study has investigated students' perspectives and experiences with Grammarly in academic writing contexts, particularly focusing on university-level English language learners. This

review examines five relevant studies that provide valuable insights into the use of Grammarly as a writing enhancement tool. While the difference with the current study is focuses on identifying the students' perceptions of the using Grammarly in for enhance their writing skill.

Third, research conducted by Sari and Valentina, (2021) entitled '*Investigation of EFL students' perceptions at Universitas Muhammadiyah Malang*', explored how undergraduate students utilized Grammarly to improve their academic writing. Their findings revealed that students predominantly used Grammarly for grammar correction and vocabulary enhancement. The researchers noted that while students found the tool helpful for basic writing improvements, they sometimes struggled to understand the more complex grammar suggestions provided by the application. Additionally, the study highlighted that student appreciated the immediate feedback feature, which allowed them to learn from their mistakes in real-time. While the difference with the current study is focuses on identifying the students' perceptions of the using Grammarly in for enhance their writing skill.

Fourth, A similar study conducted by Rahmania and Wijaya, (2023) at Institut Agama Islam Negeri Kediri entitled '*The integration of Grammarly in academic writing courses*'. Their research utilized a mixed-methods approach, combining surveys and in-depth interviews with 45 English Department students. The results indicated that 85% of participants reported increased confidence in their writing abilities after using Grammarly. However, the researchers cautioned that students needed proper guidance to maximize the tool's benefits and avoid over-reliance on automated corrections. While the difference with the current study is focuses on identifying the students' perceptions of the using Grammarly in for enhance their writing skill.

Fifth, research conducted by Nurjanah et al., (2022) entitled '*investigated how Grammarly affected students' writing revision processes at*

Universitas Islam Negeri Sunan Gunung Djati Bandung'. Their study revealed that students who used Grammarly showed significant improvement in grammar accuracy and mechanical aspects of writing. Interestingly, the researchers found that students developed better self-editing skills over time, as they began to recognize common error patterns in their writing through repeated exposure to Grammarly's suggestions. While the difference with the current study is focuses on identifying the students' perceptions of the using Grammarly in for enhance their writing skill.

Sixth, research conducted by Pratiwi and Maharani, (2024) entitled '*an extensive analysis of students' interactions with Grammarly's feedback system*'. At Universitas Pendidikan Indonesia Their research employed screen recording software to track how students processed and implemented Grammarly's suggestions. The findings demonstrated that while students readily accepted punctuation and spelling corrections, they were more hesitant to implement complex grammatical changes without understanding the underlying rules. This highlighted the importance of combining automated tools with traditional writing instruction. While the difference with the current study is focuses on identifying the students' perceptions of the using Grammarly in for enhance their writing skill.

Seventh, research conducted by Fitria, R. A. (2021) entitled '*Students' Perceptions of the Use of Grammarly in Undergraduate Thesis Writing at IAIN Palangka Raya*'. This research uses quantitative and qualitative methods to collect data using purposive sampling techniques. Data were analyzed using SPSS 25 to get average, median, and standard deviation, the subject are English Language students at IAIN Palangka Raya. And the perpose of study are (1) to know the students' perceptions of the use of Grammarly in undergraduate thesis writing. (2) the strengths and weaknesses of Grammarly as an online grammar checker. While the difference with the current study is focuses on identifying the students' perceptions of the using Grammarly in for enhance their writing skill.

And the last, A comprehensive study by (Hidayat and Susanto, 2020) at Universitas Negeri Surabaya examined the long-term effects of Grammarly usage on students' writing development. Through a longitudinal approach spanning two semesters, they documented how students' writing strategies evolved with continued exposure to the tool. Their research revealed that students gradually developed more sophisticated approaches to using Grammarly, moving beyond simple error correction to utilizing it as a learning resource for improving their overall writing competence. While the difference with the current study is focuses on identifying the students' perceptions of the using Grammarly in for enhance their writing skill.

CHAPTER III

RESEARCH METHODS

A. Research Design

This study employs a quantitative research approach with a descriptive correlational design to examine the perspectives of English Department students regarding Grammarly usage in enhancing their writing skills. This methodological choice aligns with the study's objective to gather systematic data about students' experiences and attitudes toward digital writing assistance tools. The correlational aspect allows for examination of relationships between variables such as frequency of Grammarly use, writing confidence, and perceived writing improvement (Sudaryanto et al., 2023).

B. Research Setting and Time

The research is conducted at the English Department Student State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, specifically focusing on sixth-semester students. This institution was selected due to its established English program and integration of digital tools in writing courses. The study is scheduled to take place during the even semester of the 2024/2025 academic year, allowing sufficient time for data collection and analysis.

C. Population and Sample

1. Population

According to Ary, et al., (2010, p.389) Population is defined as all members of any well-defined class of people, events, or objects. The population of this study are the students who take Pharagraph Writing course. The population comprises all sixth-semester English Department

students at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, totaling approximately 90 students across three classes.

2. Sample

The sample refers to a portion of individuals or units selected from a larger population for the purpose of conducting research. In this study, the researcher took a sample of 6th semester students of the English department of education. The sample represents a portion of the population that is observed and analyzed to draw conclusions that can be generalized back to the entire population. A well-chosen sample allows researchers to effectively study and make inferences without the need to survey the entire population, making research more practical and feasible (Ary et al., 2010). Sampling methods and determining sample size are critical to ensuring the representativeness and reliability of research findings (Creswell, 2014).

D. Research Instrument

Questionnaire

According to Ary et al. (2006, p. 648), a questionnaire is defined as an instrument in which respondents provide written responses to questions or mark items indicating their response. According to Creswell (2011, p. 3), a questionnaire is defined as a data collection instrument consisting of a set of questions and other prompts, the purpose of which is to gather information from respondents. In this research, the researcher employed a close-ended questionnaire.

Questions of a close-ended nature employed Likert scales, which were subsequently categorized into five distinct categories of agreement. These categories are as follows: 1) strongly disagree, 2) disagree, 3) neutral, 4) agree, and 5) strongly agree. This study utilizes close-ended inquiries to ascertain the perceived efficacy of Grammarly in enhancing writing proficiency among participants.

enrolled in the Paraghrap writing course. The questionnaire consists of 15 items, adapted from the research instrument used by O'Neill and Russell (2019) and Cavaleri and Daniati (2016).

Table 3. 1 Questionnaire Item survey Spesifications

Idicators	Item Spesification
The students' preferences about grammar feedback on writing	1-6
The students' preference about Grammarly features on writing	7-15

E. Instrument Validity

According to Ary et al. (2010, p. 224) contend, validity represents the paramount consideration in the development and evaluation of measuring instruments. Cohen et al. (2000) posit that the efficacy of a questionnaire hinges upon two fundamental criteria: first, respondents' accuracy, integrity, and correctness in their responses; and second, the distribution of responses among non-respondents in comparison to the distribution observed among respondents.

a. Face Validity

Face validity is a subjective judgment about a construct's operationalization. Face validity is the extent to which a measure appears to be related to a particular construct in the judgment of non-experts, such as test takers and representatives of the legal system. That is a test has face validity if its content appears relevant to the people taking the test. This validity evaluates the appearance of the

questionnaire in terms of feasibility, readability, consistency of style and format, and clarity of language used.

In other words, face validity refers to the researcher's subjective assessment of the presentation and relevance of the measuring instrument whether the items in the instrument appear relevant, reasonable, unambiguous, and clear (Oluwatayo, 2012).

b. Content Validity

Content validity is defined as "the extent to which the items in an instrument reflect the content universe to which the instrument will be generalized" (Straub, Boudreau et al. 2004). In the field of IS, it is highly recommended that content validity be applied during the development of the new instrument.

Shadish et al. (2002) argue that a non-statistical type of validity, which involves "a systematic examination of the test content to decide whether it covers a sample distribution of the behavioural domain to be measured," or the extent to which a measuring instrument provides sufficient coverage of the subject under study, is called content validity. If the instrument contains a proportional sample of the universe, content validity is good; its determination is primarily judgmental and intuitive.

It is particularly important for achievement tests; it is also a priority for other types of measuring instruments, such as personality and aptitude measures. Content validity requires a match between the flexibility to be measured and the test used to measure it.

F. Data Analysis

After collecting the data, the next step is analyzing the data. In this research, the researcher use questionnaire to survey the data. There is quantitative data collect from close-ended questionnaire. The data analyse

by the researcher using statistical package for social science (SPSS) software.

The researcher uses simple basic statistical techniques, as follows:

1. The researcher collected all main data (item scores/responses).
2. The researcher arranged the collected score into the distribution of the frequency of the score table.
3. The researcher calculated mean using formula, Median, and Mode.

a. Mean

Ary et al., (2010, p. 108) states that mean is sum all of the scores in a distribution divided by the number of cases. In term of a formula, it is:

$$\bar{X} = \frac{\sum x}{N}$$

Where:

\bar{X} = Mean value

Σ = Sum of

x = raw score

N = Number of cases.

b. Median

According to Ary et al. (2010, p. 110), the median (Med) is defined as the point in a distribution of measure at which 50 percent of the cases lie (i.e., the point that the upper limit of the lower half of the distribution is situated).

c. Mode/modus.

According to Ary et al. (2010, p. 111), the term "mode" is defined as the value in a distribution that occurs most frequently.

The researcher calculates use interval scale:

Table 3. 2 Interval Scale

No	Score	Categorized
1.	80%-100%	Strongly Agree
2.	60%-80%	Agree
3.	40%-60%	Netral
4.	20%-40%	Disagree
5.	0%-20%	Strongly Disagree

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of data presentation, research findings and discussions of the research from Perceptions of the Use of Grammarly for their writing skills: a case study of 6th semester students at state islamic university of Prof. K.H. Saifuddin Zuhri Purwokerto. The data were obtained from questionnaire.

A. Data Presentation

In this section presented as results of the research on Students' Perceptions on using Grammarly for writing skills: a survey of 6th semester students at state islamic university of Prof. K.H. Saifuddin Zuhri Purwokerto by using questionnaire as main instrument for collecting the data. The data presented consisted of the responses, mean, median and mode. And Standard Deviation.

To collect data for the initial research problem of the study, the researcher employed a questionnaire. The data collection instrument utilized a questionnaire comprising 15 items. The questionnaire was adopted from the works of O'Neill and Russell (2019) and Cavaleri and Dianati (2016). The questionnaire was disseminated via Google Forms to a sample of 242 students enrolled in the English Education program in 2022. These students were selected through a purposive sampling technique.

The questionnaire was distributed by Google form link through WhatsApp on 9 -April – 28 Mei 2025 at the State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

B. Reaserch Finding

This section presents the research findings, organized according to each research question. For clarity, the data is displayed in tables that

categorize responses based on the specific items related to each research finding. The following are the detailed results of the study.

Student's Perceptions on using Grammarly for writing skills a survey of 6th semester students at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

C. Result of questionnaire

The students' perception of the use of Grammarly for writing skills was obtained by using a questionnaire as the primary instrument to collect the data. The questionnaire comprised responses, central tendency (mean, median, mode), and standard deviation. A total of 42 students enrolled in the English Education academic years 2022 6th semester were selected as the subject of this research through the implementation of a purposive sampling method.

Then, all the score was tabulated in the table as follows:

Note: SA : Strongly Agree Mn : Mean
 A : Agree Med : median
 N : Netral Mod : Modus
 D : Disagree

Table 4. 1 Descriptive of Questionnaire

Item	Number & Percent	Scale					Mn	Mod	Median
		SD 1	D 2	N 3	A 4	SA 5			
1.	Percent	0	9,3%	20,9%	46,5%	27,9%	4,10%	4	4
	Number	0	4	9	20	12			
2.	Percent	2,4%	2,4%	7%	27,9%	62,9%	4,52%	5	5
	Number	1	1	3	12	27			
3.	Percent	0	4,7%	2,3%	37,2%	55,8%	4,50%	5	5
	Number	0	2	1	16	24			
4.	Percent	0	2,3%	9,3%	53,5%	34,9%	4,24%	4	4

	Number	0	1	4	23	15			
5	Percent	0	4,7%	20,9%	46,5%	30,2%	4,10%	4	4
	Number	0	2	9	20	13			
6.	Percent	0	2,3%	9,3%	48,8%	41,9%	4,33%	4	4
	Number	0	1	4	21	18			
7.	Percent	0	2,3%	2,3%	69,8%	25,6%	4,21%	4	4
	Number	0	1	1	30	11			
8.	Percent	0	2,3%	11,6%	53,5%	32,6%	4,19%	4	4
	Number	0	1	5	23	13			
9.	Percent	0	2,3%	9,3%	62,8%	25,6%	4,14%	4	4
	Number	0	1	4	27	11			
10.	Percent	0	4,7%	16,3%	48,8%	32,6%	4,14%	4	4
	Number	0	2	7	21	14			
11.	Percent	0	2,3%	11,6%	67,4%	30,2%	4,24%	4	4
	Number	0	1	5	29	13			
12.	Percent	0	2,3%	2,3%	41,9%	53,5%	4,50%	5	5
	Number	0	1	1	18	23			
13	Percent	0	2,3%	7%	41,9%	48,8%	4,43%	5	5
	Number	0	1	3	18	21			
14.	Percent	0	2,3%	9,3%	34,9%	53,5%	4,43%	5	5
	Number	0	1	4	15	23			
15.	Percent	0	2,3%	11,6%	46,5%	39,5%	4,29%	4	4
	Number	0	1	5	20	17			

Based on the analysis of the 15-item questionnaire presented in Table 4.1, the following statistical highlights were observed:

Mean Scores: The highest mean score was **4.52** for *Item 2*, indicating strong agreement or a positive response from participants. Conversely, the lowest mean score was **4.10** for *Item 1*, suggesting a comparatively negative or less favorable response.

Median Scores: The highest median value of **5.00** was recorded for *Items 2, 3, 12, 13, and 14*, reflecting that at least half of the respondents selected the highest possible score for these items.

Mode Scores: The most frequently occurring score (mode) was **5** for *Items 2, 3, 12, 13, and 14*, suggesting greater agreement among respondents. These were the analysed result of 15 item questionnaire.

These results provide insight into which items were most consistently rated and which showed more variability. The following section presents a detailed, item-by-item discussion of these findings:

Table 4. 2 Questioner result number 1

Item	Statements	Mn	Mod	Median	Result
1.	Grammarly enhances my learning interest in writing productively	4,09	4	4	Strongly Agree

The mean score was calculated by dividing the total score by the number of items on the questionnaire. The result of the calculation is indicated in the table above. The data show that Mn 4,09, Mod 4, Median 4 f respondents categorized as "Strongly Agree" believe that the Grammarly can enhance Students learning intrest in writing productively.

Table 4. 3 Questioner result number 2

Item	Statements	Mn	Mod	Median	Result
2.	It was important for me to get grammar feedback on my writing	4,52%	5	5	Strongly Agree

The mean score was calculated by dividing the total score by the number of items on the questionnaire. The result of the calculation is indicated in the table above. The data show that Mn 4,52%, Mod 5, Median 5. The respondents categorized as "Strongly Agree" believe that Grammarly feedback it was important for students.

Table 4. 21 Questioner result number 3

Item	Statements	Mn	Mod	Median	Result
3.	Grammarly helps me to correct punctuation errors in my writing	4,50%	5	5	Strongly Agree

The mean score was calculated by dividing the total score by the number of items on the questionnaire. The result of the calculation is indicated in the table above. The data show that Mn 4,50%, Mod 5, Median 5. The respondents categorized as "Strongly Agree" believe that Grammarly helps to correct punctuation errors in students writing.

Table 4. 22 Questioner result number 4

Item	Statements	Mn	Mod	Median	Result
4.	The feedback of Grammarly improves my writing	4,24%	4	4	Strongly Agree

The mean score was calculated by dividing the total score by the number of items on the questionnaire. The result of the calculation is indicated in the table above. The data show that Mn 4,24%, Mod 4, Median 4. The respondents categorized as "Strongly Agree" believe that feedback of Grammarly improves Students writing.

Table 4. 23 Questioner result number 5

Item	Statements	Mn	Mod	Median	Result
5.	It was easy to make grammatical chances to write using the feedback	4,10%	4	4	Strongly Agree

The mean score was calculated by dividing the total score by the number of items on the questionnaire. The result of the calculation is indicated in the table above. The data show that Mn 4,10%, Mod 4, Median 4. The respondents categorized as "Strongly Agree" believe that was easy to make grammatical chances to write using the feedback from Grammarly.

Table 4. 24 Questioner result number 6

Item	Statements	Mn	Mod	Median	Result
6.	Feedback of Grammarly makes me feel more confident with my writing	4,33%	4	4	Strongly Agree

The mean score was calculated by dividing the total score by the number of items on the questionnaire. The result of the calculation is indicated in the table above. The data show that Mn 4,33%, Mod 4, Median 4. The respondents categorized as "Strongly Agree" believe that feedback of Grammarly makes students feel more confident with their writing.

Table 4. 25 Questioner result number 7

Item	Statements	Mn	Mod	Median	Result
7.	Grammarly has helped me understand grammar rules	4,21%	4	4	Strongly Agree

The mean score was calculated by dividing the total score by the number of items on the questionnaire. The result of the calculation is indicated in the table above. The data show that Mn 4,21%, Mod 4, Median 4. The respondents categorized as "Strongly Agree" believe that Grammarly has helped students understand grammar rules.

Table 4. 26 Questioner result number 8

Item	Statements	Mn	Mod	Median	Result
8.	Language style is one of Grammarly features that consist of word selection based on the text	4,19%	4	4	Strongly Agree

The mean score was calculated by dividing the total score by the number of items on the questionnaire. The result of the calculation is indicated in the table above. The data show that Mn 4,19%, Mod 4, Median 4. The respondents categorized as "Strongly Agree" believe that Language style is one of Grammarly features that consist of word selection based on the text.

Table 4. 27 Questioner result number 9

Item	Statements	Mn	Mod	Median	Result
9.	Grammar is one of Grammarly features that consist of the use of subject, verb, preposition, etc	4,14%	4	4	Strongly Agree

The mean score was calculated by dividing the total score by the number of items on the questionnaire. The result of the calculation is indicated in the table above. The data show that Mn 4,14%, Mod 4, Median 4. The respondents categorized as "Strongly Agree" believe that Grammar is one of Grammarly features that consist of the use of subject, verb, preposition, etc.

Table 4. 28 Questioner result number 10

Item	Statements	Mn	Mod	Median	Result
10.	Spelling is one of Grammarly features that consist of the incorrect and confusing word	4,14%	4	4	Strongly Agree

The mean score was calculated by dividing the total score by the number of items on the questionnaire. The result of the calculation is indicated in the table above. The data show that Mn 4,14%, Mod 4, Median 4. The respondents categorized as "Strongly Agree" believe that Spelling is one of Grammarly features that consist of the incorrect and confusing word.

Table 4. 29 Questioner result number 11

Item	Statements	Mn	Mod	Median	Result
11.	Punctuation is one of the Grammarly features that consist of punctuation in a sentence	4,24%	4	4	Strongly Agree

The mean score was calculated by dividing the total score by the number of items on the questionnaire. The result of the calculation is indicated in the table above. The data show that Mn 4,14%, Mod 4, Median 4. The respondents categorized as "Strongly Agree" believe that Punctuation is one of the Grammarly features that consist of punctuation in a sentence.

Table 4. 30 Questioner result number 12

Item	Statements	Mn	Mod	Median	Result
12.	Grammarly helps me corrected my language style in writing	4,50%	5	5	Strongly Agree

The mean score was calculated by dividing the total score by the number of items on the questionnaire. The result of the calculation is indicated in the table above. The data show that Mn 4,50%, Mod 5, Median 5. The respondents categorized as "Strongly Agree" believe that Grammarly helps students corrected their language style in writing.

Table 4. 31 Questioner result number 13

Item	Statements	Mn	Mod	Median	Result
13.	Grammarly helps me corrected grammar in writing	4,43%	5	5	Strongly Agree

The mean score was calculated by dividing the total score by the number of items on the questionnaire. The result of the calculation is indicated in the table above. The data show that Mn 4,43%, Mod 5, Median 5. The respondents categorized as "Strongly Agree" believe that Grammarly helps students corrected grammar in writing.

Table 4. 32 Questioner result number 14

Item	Statements	Mn	Mod	Median	Result
14.	Grammarly helps me correct spelling in writing	4,43%	5	5	Strongly Agree

The mean score was calculated by dividing the total score by the number of items on the questionnaire. The result of the calculation is indicated in the table above. The data show that Mn 4,43%, Mod 5, Median 5. The respondents categorized as "Strongly Agree" believe that Grammarly helps me correct spelling in writing.

Table 4. 33 Questioner result number 15

Item	Statements	Mn	Mod	Median	Result
15.	Grammarly were easy to understand the errors because the explanations given were clear	4,29%	4	4	Strongly Agree

The mean score was calculated by dividing the total score by the number of items on the questionnaire. The result of the calculation is indicated in the table above. The data show that Mn 4,29%, Mod 4, Median 4. The respondents categorized as "Strongly Agree" believe that Grammarly were easy to understand the errors because the explanations given were clear.

Table 4. 34 Final Result of Analysis Students Perceptions

No.	Score	Categorized
1.	82	Strongly Agree
2.	90	Strongly Agree
3.	90	Strongly Agree
4.	85	Strongly Agree
5.	82	Strongly Agree
6.	87	Strongly Agree
7.	84	Strongly Agree
8.	84	Strongly Agree
9.	83	Strongly Agree
10.	83	Strongly Agree
11.	85	Strongly Agree
12.	90	Strongly Agree
13.	89	Strongly Agree
14.	89	Strongly Agree
15.	86	Strongly Agree

$$\begin{aligned}
 \text{Final result} &= \text{Total Score} \frac{\text{Total Score}}{\text{Total Item}} \\
 &= \frac{1289}{15} \\
 &= \mathbf{85,9\% \text{ (Strongly Agree)}}.
 \end{aligned}$$

Based on the questionnaire result, English Department Student's Perceptions on Using Grammarly for Enhancing Their Writing Skills: A Case Study of 6th Semester Students at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto. The total item questionnaire consisted of

fifteen questions with the final result from the twenty-two samples were **85,9%** and categorized “**Strongly agree**”.

D. Discussion

The findings of this study indicate that students generally perceive Grammarly positively as a tool for enhancing writing skills, with **(85.9%)** of respondents **strongly agree** with its usefulness. This high level of agreement reflects Grammarly's effectiveness in supporting students' writing development. One of the most valued features is its user-friendly interface, which allows students to interact with the tool effortlessly, even with minimal prior experience. Furthermore, Grammarly's ability to provide both direct feedback (e.g., correcting spelling and punctuation errors) and indirect feedback (e.g., suggesting improvements in tone, style, or clarity) makes it a versatile resource. These aspects contribute to greater learner autonomy, as students can revise their work independently while simultaneously gaining insights into language accuracy and appropriateness. These results align with earlier studies suggesting that writing tools equipped with real-time feedback functionalities enhance learners' awareness of grammatical structures and common writing conventions.

Despite its strengths, several limitations were also reported by students. A notable concern is Grammarly's tendency to misidentify or overlook verb tense errors, which may lead to confusion or reliance on inaccurate feedback. This shortcoming suggests that while Grammarly can serve as a useful supplementary aid, it cannot fully replace the role of a teacher or human evaluator in diagnosing more complex language issues. In addition, the necessity of purchasing a premium subscription to access advanced features—such as genre-specific writing suggestions and detailed explanations—can be a significant barrier, especially for students with limited financial resources. Therefore, while Grammarly holds considerable

promise as an educational tool, its integration into the academic setting should be accompanied by critical awareness of its limitations and complemented by instructor-led guidance to ensure comprehensive language support.

Moreover, the findings also underscore the importance of digital literacy in maximizing the effectiveness of grammar-checking tools. Students who are more familiar with how to interpret and apply Grammarly's feedback tend to benefit more from the platform, whereas those who rely on it passively may not experience substantial improvement in their writing. This highlights the need for educators to provide orientation or training sessions on how to use Grammarly effectively, including understanding when to accept or reject its suggestions. By combining Grammarly with pedagogical support and writing instruction, students can develop both technical accuracy and deeper rhetorical awareness.

In summary, the study confirms that Grammarly can significantly aid students in developing their writing skills, especially when it is used thoughtfully and in conjunction with human feedback. While the tool excels in usability and basic error correction, its limitations in advanced grammar detection and the financial constraints associated with premium features should be acknowledged. Educators and institutions should consider these factors when integrating Grammarly into writing instruction, ensuring that students are empowered not only to use the tool but also to critically engage with the feedback it provides.

The first, research was conducted by Ghaida Nurul Rahma Hakiki (2021) entitled '*EFL Students' Perception of the Use of Grammarly Application in Writing Class*'. This research uses a qualitative approach with descriptive analysis methods, and the subjects were students in the fifth semester of English Language Education, at FKIP Tidar University. The purpose of this study was to find out to determine students' views on using the Grammarly application in writing assignments and articles. The research data used an

automatic grammar checker in the learning process of writing namely Grammarly. While the difference with the current study is focuses on identifying the students' perceptions of the using Grammarly in for enhance their writing skill.

Secondly, the study conducted by Fitria, R. A. (2021) is entitled "Students' Perceptions of the Use of Grammarly in Undergraduate Thesis Writing at IAIN Palangka Raya." The result of the study indicated that students utilize Grammarly to assist them in the correction of their undergraduate thesis writing. The present research yielded analogous results to those previously documented, namely that students perceived Grammarly as a beneficial tool for enhancing their writing skills. Furthermore, students who utilized the automated feedback program Grammarly expressed its efficacy in assisting them. The distinguishing factor of the present study is the utilization of Grammarly for the composition of paragraphs.

And the last, research conducted by Sari and Valentina, (2021) entitled '*Investigation of EFL students' perceptions at Universitas Muhammadiyah Malang*', explored how undergraduate students utilized Grammarly to improve their academic writing. Their findings revealed that students predominantly used Grammarly for grammar correction and vocabulary enhancement. The researchers noted that while students found the tool helpful for basic writing improvements, they sometimes struggled to understand the more complex grammar suggestions provided by the application. Additionally, the study highlighted that student appreciated the immediate feedback feature, which allowed them to learn from their mistakes in real-time. While the difference with the current study is focuses on identifying the students' perceptions of the using Grammarly in for enhance their writing skill.

CHAPTER V

CONCLUSION AND SUGGESSTION

A. Conclusion

The findings regarding the students' perceptions on using Grammarly for enhancing their writing skills can be categorized into two distinct categories: their perception of Grammarly's features and an evaluation of its strengths and weaknesses. The study's findings indicated that a significant majority of the students (92.6%) expressed positive sentiments regarding the utilization of Grammarly for the purpose of enhancing their writing skills. Specifically, the majority of these students indicated a strong agreement with the assertion that Grammarly assists in improving their writing. The software's features included the simple features of Grammarly that can identify mistakes, such as use articles, spelling, and punctuation.

Conversely, Grammarly also exhibits both strengths and weaknesses. Grammarly's primary strengths lie in its expeditious correction and accessible features. The system has the capacity to identify minor errors that students may have made. Concurrently, Grammarly exhibits certain deficiencies. Primarily, it is incapable of discerning the tenses employed by students, both in real time and within the context of a paragraph. To avail oneself of the comprehensive array of features offered by Grammarly Premium, students must demonstrate a willingness to engage in meticulous editing.

B. Limitation of study

This study is not without limitations. First, although the findings highlight Grammarly's perceived usefulness, the study relied solely on self-reported data, which may be influenced by subjective bias or limited user reflection. The results, therefore, may not fully capture the tool's actual

impact on students' writing proficiency. Second, the study was focused only on students' perceptions without incorporating objective writing assessments or before-and-after writing samples, which could have provided deeper insights into the actual improvements facilitated by Grammarly.

Another limitation is the scope of participants, which may not be representative of broader student populations. The findings reflect the experiences and opinions of a specific group of students in a particular educational context, thus limiting the generalizability of the results. Furthermore, the issue of unequal access to Grammarly's premium features poses a significant constraint, as not all participants could experience the tool's full functionality. Lastly, while students identified grammar issues such as verb tense detection as problematic, the study did not conduct a technical evaluation of Grammarly's linguistic accuracy, which could have strengthened the analysis. Future research could benefit from a mixed-methods approach that combines user perceptions with empirical performance data and includes a more diverse and representative sample.

C. Suggestions

Base on the evaluation the researcher anticipates that the findings of this study will prove beneficial to its readers. Therefore, in light of the findings in the preceding chapter, it is imperative to formulate constructive recommendations for educators, lecturers, students, and future researchers.

1. The Lecturer or Teacher

The researcher recommended to the lecturer or teacher that, as a result of this study, English language lecturer the Grammarly application into their pedagogical practices in light of the research findings. This recommendation is based on the assertion that Grammarly is a software application capable of assessing the grammar of students. Conversely, the program under scrutiny exhibits several

limitations. As previously stated by the researcher, Grammarly exhibits limitations, particularly in its free version. It should be noted that Grammarly's functionality in this version does not extend to a comprehensive grammar check. Consequently, it is imperative for educators to provide a comprehensive foundation of grammatical principles before instructing students to utilize Grammarly for the purpose of enhancing their writing. Furthermore, educators should provide guidance on the effective use of Grammarly, ensuring that students are able to utilize this application for the purpose of enhancing their writing skills. Consequently, educators would be wise to take into account both the strengths and limitations of Grammarly when assessing students' writing.

2. For Students

The researcher's objective is for students to comprehend grammatical regulations by means of the feedback provided by Grammarly. Grammarly, a web-based grammar checking tool, has been demonstrated to assist students in identifying and rectifying writing errors while concurrently enhancing their writing proficiency. For students encountering challenges with grammatical errors in their writing, the implementation of an application such as Grammarly is strongly recommended.

3. The Next Researcher

This study still has limitations that might be addressed with more research. As a result, this study can serve as references for future research. For the next researcher who are interested in similar topic, they can continue study in the same field by developing questionnaire based on different theories and conducting interviews with the students, and investigate the Grammarly use for other types of academic writing.

REFERENCES

- idil. (2019). *Students' perception of Grammarly in academic writing* [Unpublished study].
- Anderson, J., & Murphy, T. (2024). Technology and student autonomy in writing classrooms. *Journal of Educational Technology*, 18(2), 112–125.
- Baley, L. (2015). *Academic writing: A handbook for international students* (3rd ed.). Routledge.
- Charrouf, M. (2015). Teaching writing to EFL students: Principles and techniques. *ELT Journal*, 69(3), 330–340.
- Collins, P. (2018). *The meaning of writing in modern communication*. Oxford University Press.
- Ghufron, M. A., & Rosyida, F. (2018). The role of Grammarly in enhancing students' writing quality. *JEELS (Journal of English Education and Linguistics Studies)*, 5(2), 97–121. <https://doi.org/10.30762/jeels.v5i2.624>
- Grammarly. (2017). *How Grammarly helps improve student writing*. Retrieved from <https://www.grammarly.com>
- Hakiki, A. (2020). Challenges in teaching EFL writing: A review. *Indonesian Journal of Applied Linguistics*, 10(1), 72–81.
- Wang, Y., Zhang, X., & Li, H. (2021). Common challenges in EFL academic writing: A case study in Indonesian universities. *Asian EFL Journal*, 28(5), 89–107.
- Yang, W. (2018). The importance of writing quality in academic achievement among EFL students. *TESOL Quarterly*, 52(2), 327–339.
- Fitria, R. A. (2021). *Students' perceptions of the use of Grammarly in undergraduate thesis writing at IAIN Palangka Raya* [Undergraduate thesis, IAIN Palangka Raya].
- Hakiki, G. N. R. (2021). *EFL students' perception of the use of Grammarly application in writing class* [Undergraduate thesis, Universitas Tidar].
- Hidayat, R., & Susanto, H. (2020). The long-term effects of Grammarly usage on students' writing development. *Journal of English Language Studies*, 5(2), 98–110.

- Nurjanah, I., Salsabila, R., & Wahyuni, E. (2022). Grammarly's impact on students' revision processes: A study at UIN Sunan Gunung Djati Bandung. *English Review: Journal of English Education*, 10(2), 115–127.
- Pratiwi, L. R., & Maharani, D. (2024). An extensive analysis of students' interactions with Grammarly's feedback system. *Indonesian Journal of Applied Linguistics*, 14(1), 45–58.
- Rahmania, S., & Wijaya, R. (2023). The integration of Grammarly in academic writing courses: A case study at IAIN Kediri. *Jurnal Pendidikan Bahasa dan Sastra*, 12(1), 60–72.
- Robbins, S. P. (2003). *Organizational Behavior* (10th ed.). Prentice Hall.
- Permana, R., & Santoso, H. (2024). *Evaluating educational tools: A framework for measuring technology-enhanced learning outcomes*. *Journal of Educational Technology Studies*, 8(1), 45–60.
- Sari, I., & Valentina, V. (2021). Investigation of EFL students' perceptions at Universitas Muhammadiyah Malang. *Journal of English Language Teaching and Linguistics*, 6(2), 210–225.
- Zinkevich, N. A., & Ledeneva, T. V. (2021). Using Grammarly to enhance students' academic writing skills. *International Journal of Emerging Technologies in Learning (iJET)*, 16(11), 122–135.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Ridley, D. (2012). *The literature review: A step-by-step guide for students* (2nd ed.). SAGE Publications.
- Anderson, J., & Murphy, K. (2024). The role of digital tools in academic literacy. *Journal of Modern Education Technology*, 18(2), 112–123.
- Fitria, R. A. (2021). Students' perceptions of the use of Grammarly in undergraduate thesis writing at IAIN Palangka Raya. *Journal of English Language Teaching and Linguistics*, 6(1), 45–58.
- Ghufron, M. A., & Rosyida, F. (2018). The role of Grammarly in writing instruction: EFL students' perceptions. *Language and Literature Journal*, 14(2), 241–255.
- Grammarly. (2017). Grammarly product overview. Retrieved from <https://www.grammarly.com>

- Longman Dictionary of Contemporary English. (2009). *Longman Dictionary of Contemporary English* (5th ed.). Pearson Education Limited.
- Nurjanah, R., Putri, D., & Azzahra, N. (2022). Investigating Grammarly's impact on student writing revision. *English Education Journal*, 10(4), 93–105.
- Pratiwi, D., & Maharani, A. (2024). An analysis of students' interaction with Grammarly feedback system. *Journal of Applied Linguistics and Education*, 12(1), 59–71.
- Rahmania, L., & Wijaya, A. (2023). The integration of Grammarly in academic writing courses. *Jurnal Pendidikan Bahasa Inggris*, 11(3), 77–88.
- Rivai, V., & Mulyani, S. (2010). *Leadership and Organizational Behavior*. Jakarta: RajaGrafindo Persada.
- Schacter, D. L., Gilbert, D. T., & Wegner, D. M. (2011). *Psychology* (2nd ed.). New York: Worth Publishers.
- WartaEkonomi.co.id. (2022). Grammarly reaches 30 million users worldwide. Retrieved from <https://www.wartaekonomi.co.id>
- KBBI. (2016). *Kamus Besar Bahasa Indonesia* (4th ed.). Jakarta: Balai Pustaka.
- Hakiki, G. N. R. (2021). *Perception of EFL Students on the Use Grammarly Application in Writing Class*. *Eduvelop: Journal of English Education and Development*, 4(2), 99–106. <https://doi.org/10.31605/eduvelop.v4i2.891>

APPENDICES

Appendix. 1

Questionnare

STUDENT'S PERCEPTIONS ON USING GRAMMARLY FOR ENHANCING THEIR WRITING SKILLS

survey ini bertujuan untuk memperoleh data deskriptif tentang persepsi mahasiswa dalam penggunaan Grammarly software untuk meningkatkan kemampuan menulis mahasiswa. Harap mengisi dengan jujur sesuai dengan kata hati.

bagasteladah@gmail.com [Ganti akun](#)

 Kirim ulang untuk menyimpan

*** Menunjukkan pertanyaan yang wajib diisi**

Email *

☐ Rekam bagasteladah@gmail.com sebagai email yang disertakan dengan respons saya

Nama Lengkap *

Nama Lengkap *


Jawaban Anda

Kelas *

☐ 6 TBI A

☐ 6 TBI B

☐ 6 TBI C

 Pertanyaan ini wajib diisi

Grammarly meningkatkan minat belajar saya dalam menulis secara produktif *


☐ Sangat tidak setuju

☐ Tidak Setuju

☐ Netral

☐ Setuju

☐ Sangat Setuju

 Pertanyaan ini wajib diisi

Penting bagi saya untuk mendapatkan
umpan balik tata bahasa pada tulisan saya *

- ☐ Sangat Tidak Setuju
- ☐ Tidak Setuju
- ☐ Netral
- ☐ Setuju
- ☐ Sangat Setuju

 Pertanyaan ini wajib diisi

Grammarly membantu saya mengoreksi
kesalahan tanda baca dalam tulisan saya *

- ☐ Sangat Tidak Setuju
- ☐ Tidak Setuju
- ☐ Netral
- ☐ Setuju
- ☐ Sangat Setuju

 Pertanyaan ini wajib diisi

Umpan balik dari Grammarly meningkatkan *
tulisan saya

- ☐ Sangat Tidak Setuju
- ☐ Tidak Setuju
- ☐ Netral
- ☐ Setuju
- ☐ Sangat Setuju

 Pertanyaan ini wajib diisi

Sangat mudah untuk membuat peluang *
tata bahasa untuk menulis dengan
menggunakan umpan balik

- ☐ Sangat Tidak Setuju
- ☐ Tidak Setuju
- ☐ Netral
- ☐ Setuju
- ☐ Sangat Setuju

 Pertanyaan ini wajib diisi

Umpan balik dari Grammarly meningkatkan *
tulisan saya

- ☐ Sangat Tidak Setuju
- ☐ Tidak Setuju
- ☐ Netral
- ☐ Setuju
- ☐ Sangat Setuju

 Pertanyaan ini wajib diisi


Sangat mudah untuk membuat peluang *
tata bahasa untuk menulis dengan
menggunakan umpan balik

- ☐ Sangat Tidak Setuju
- ☐ Tidak Setuju
- ☐ Netral
- ☐ Setuju
- ☐ Sangat Setuju

 Pertanyaan ini wajib diisi


Umpan balik dari Grammarly membuat saya merasa lebih percaya diri dengan tulisan saya *

☐ Sangat Tidak Setuju
☐ Tidak Setuju
☐ Netral
☐ Setuju
☐ Sangat Setuju

 Pertanyaan ini wajib diisi


Grammarly telah membantu saya memahami aturan tata bahasa *

☐ Sangat Tidak Setuju
☐ Tidak Setuju
☐ Netral
☐ Setuju
☐ Sangat Setuju

 Pertanyaan ini wajib diisi


Gaya bahasa adalah salah satu fitur Grammarly yang terdiri dari pemilihan kata berdasarkan teks *

☐ Sangat Tidak Setuju
☐ Tidak Setuju
☐ Netral
☐ Setuju
☐ Sangat Setuju

 Pertanyaan ini wajib diisi

Tata bahasa adalah salah satu fitur Grammarly yang terdiri dari penggunaan subjek, kata kerja, kata depan, dll. *

☐ Sangat Tidak Setuju
☐ Tidak Setuju
☐ Netral
☐ Setuju
☐ Sangat Setuju

 Pertanyaan ini wajib diisi

Ejaan adalah salah satu fitur Grammarly yang terdiri dari kata yang salah dan membingungkan *

- ☐ Sangat Tidak Setuju
- ☐ Tidak Setuju
- ☐ Netral
- ☐ Setuju
- ☐ Sangat Setuju

! Pertanyaan ini wajib diisi

Tanda baca adalah salah satu fitur Grammarly yang terdiri dari tanda baca dalam kalimat *

- ☐ Sangat Tidak Setuju
- ☐ Tidak Setuju
- ☐ Netral
- ☐ Setuju
- ☐ Sangat Setuju

! Pertanyaan ini wajib diisi

Grammarly membantu saya mengoreksi gaya bahasa saya dalam menulis *

- ☐ Sangat Tidak Setuju
- ☐ Tidak Setuju
- ☐ Netral
- ☐ Setuju
- ☐ Sangat Setuju

! Pertanyaan ini wajib diisi

Grammarly membantu saya mengoreksi tata bahasa dalam tulisan *

- ☐ Sangat Tidak Setuju
- ☐ Tidak Setuju
- ☐ Netral
- ☐ Setuju
- ☐ Sangat Setuju

! Pertanyaan ini wajib diisi

Grammarly membantu saya mengoreksi ejaan dalam menulis *


☐ Sangat Tidak Setuju

☐ Tidak Setuju

☐ Netral

☐ Setuju

☐ Sangat Setuju

 Pertanyaan ini wajib diisi

Grammarly mudah untuk memahami kesalahan karena penjelasan yang diberikan jelas *


☐ Sangat Tidak Setuju

☐ Tidak Setuju

☐ Netral

☐ Setuju

☐ Sangat Setuju

 Pertanyaan ini wajib diisi

Halaman 1 dari 1

Kirim

Appendix. 2

Students Answering questionnre

Nama Responden	Kelas	Grammarly meningkatkan minat belajar saya dalam menulis secara produktif	Penting bagi saya untuk mendapatkan umpan balik tata bahasa pada tulisan saya	Grammarly membantu saya mengoreksi kesalahan tanda baca dalam tulisan saya	Umpan balik dari Grammarly meningkatkan tulisan saya	Sangat mudah untuk membuat peluang tata bahasa untuk menulis dengan menggunakan umpan balik	Umpan balik dari Grammarly membantu saya merasa lebih percaya diri dengan tulisan saya	Grammarly telah membantu saya memahami aturan tata bahasa	Gaya bahasa adalah salah satu fitur Grammarly yang terdiri dari pemilihan kata berdasarkan teks	Tata bahasa adalah salah satu fitur Grammarly yang terdiri dari penggunaan subjek, kata kerja, kata depan, dll.	Ejaan adalah salah satu fitur Grammarly yang terdiri dari kata-kata yang salah dan membingungkan	Tanda baca adalah salah satu fitur Grammarly yang terdiri dari tanda baca dalam kalimat	Grammarly membantu saya mengoreksi gaya bahasa saya dalam menulis	Grammarly membantu saya mengoreksi tata bahasa dalam tulisan	Grammarly membantu saya mengoreksi ejaan dalam menulis	Grammarly mudah untuk memahami kesalahan karena penjelasan yang diberikan jelas
Nama Inisial	6 TBI C	4	4	4	4	4	4	5	4	4	4	4	5	5	4	5
Vulandari	6 TBI C	5	5	4	4	4	4	5	5	5	4	5	4	4	5	5
Nisa Zinnirah	6 TBI A	3	3	4	3	3	3	3	4	4	3	4	3	3	3	4
Septi Setianingrum	6 TBI A	3	5	4	3	4	4	5	5	5	4	3	4	5	4	3
Bunga Anisa	6 TBI A	3	4	5	4	4	4	5	4	4	4	4	5	5	5	4
Dina S.	6 TBI A	4	5	5	5	4	5	4	4	4	5	4	5	5	5	3
Dwi M	6 TBI A	5	4	5	5	3	4	4	4	4	4	4	5	5	5	4
P.H.S	6 TBI A	5	4	5	4	4	5	4	5	5	4	4	5	5	5	5
R.R	6 TBI B	3	4	4	3	3	4	3	3	3	4	4	4	4	4	4
Vina Z	6 TBI A	4	5	5	5	5	5	5	4	4	4	5	5	5	5	3
S.M.A	6 TBI A	4	5	4	4	4	5	4	4	4	4	4	5	3	4	4
Nailha Z.N	6 TBI B	3	5	5	4	4	3	4	5	4	4	5	4	4	4	4
Fitr R.	6 TBI A	4	5	5	4	4	4	4	4	4	4	4	5	4	4	4
R.A	6 TBI C	4	5	5	4	4	4	5	3	4	4	4	4	4	4	5
B.D.A	6 TBI C	4	5	5	5	4	4	4	5	4	5	4	4	5	5	4
R.I	6 TBI B	4	4	5	4	4	4	4	4	4	4	4	5	5	5	5
A.N	6 TBI B	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
H.A.M	6 TBI A	4	5	5	4	3	4	4	4	5	3	5	5	5	5	4
I.H	6 TBI A	4	5	4	3	5	4	4	3	4	4	4	5	5	5	4
F.R	6 TBI C	3	4	4	5	4	5	4	4	4	4	4	4	5	5	5
O.R.	6 TBI A	4	5	5	4	4	5	4	5	5	4	5	5	4	5	5
N.S.S	6 TBI C	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5
Moc.A	6 TBI B	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
B.N	6 TBI B	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
M.L.Y	6 TBI A	3	5	5	5	4	4	4	4	4	4	4	4	4	4	4
M.A	6 TBI A	4	4	4	4	4	4	4	4	4	5	4	5	5	5	5
I.H	6 TBI A	4	5	5	5	5	5	5	4	4	4	4	4	5	5	4
A.N	6 TBI A	5	4	4	4	3	4	4	4	4	4	4	4	4	4	4
I.A	6 TBI B	4	5	5	4	5	4	4	4	3	3	4	4	4	5	5
R.A.S	6 TBI A	4	5	4	5	3	4	4	4	4	3	4	4	4	4	4
A.Z.A	6 TBI B	5	5	5	5	5	5	4	4	4	5	4	5	5	5	5
H.B.A	6 TBI C	4	4	4	4	5	5	4	5	4	5	4	4	4	5	4
R.Y.	6 TBI B	4	4	4	4	3	4	4	3	4	3	4	4	4	4	4
F.U	6 TBI A	4	5	5	4	5	5	4	3	3	5	5	5	4	5	5
R.S	6 TBI C	4	3	3	4	3	3	4	4	5	4	5	5	5	4	4
R.N.F	6 TBI A	4	5	4	4	4	4	4	4	4	4	5	4	4	4	4
A.C	6 TBI A	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4
I.M.R	6 TBI A	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
S.N.A	6 TBI C	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4
O.Y.R	6 TBI B	5	5	5	4	4	4	4	4	3	4	3	4	4	3	3
I.T	6 TBI A	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5
U.S.M	6 TBI C	4	4	4	4	4	4	4	4	5	5	4	4	3	3	3
	Mn	410%	452%	450%	424%	410%	433%	420%	418%	414%	414%	424%	450%	443%	443%	429%
	Mod	4	5	5	4	4	4	4	4	4	4	4	5	5	5	4
	Median	4	5	5	4	4	4	4	4	4	4	4	5	4.5	5	4
	Jumlah	172	190	189	178	172	182	177	176	174	174	178	189	186	186	180

Appendix. 3

Descriptive of questionnaire

No .	Statement	Number & Percent	Scale					Total
			SD = 1	D = 2	N = 3	A = 4	SA = 5	
1.	Grammarly enhances my learning interest in writing productively		0	4	9	20	12	43
		Percent	0%	9,3%	20,9%	46,5%	27,9%	100%
2.	It was important for me to get grammar feedback on my writing	Number	1	1	3	12	27	43
		Percent	2,3%	2,3%	7%	27,9%	62,8%	100%
3.	Grammarly helps me to correct punctuation errors in my writing	Number	0	2	1	16	23	43
		Percent	0%	4,7%	2,3%	37,2%	55,8%	100%
4.	The feedback of Grammarly improves my writing	Number	0	1	4	23	15	43
		Percent	0%	2,3%	9,3%	53,5%	34,9%	100%
5.	It was easy to make grammatical chances to write using the feedback	Number	0	2	9	20	13	43
		Percent	0%	4,7%	20,9%	46,5%	30,2%	100%
6.	Feedback of Grammarly makes me feel more confident with my writing	Number	0	1	4	21	18	43
		Percent	0%	2,3%	9,3%	48,8%	41,9%	100%
7.	Grammarly has helped me	Number	0	1	1	30	11	43

	understand grammar rules							
		Percent	0%	2,3%	2,3%	69,8%	25,6%	100%
8.	Language style is one of Grammarly features that consist of word selection based on the text	Number	0	1	5	23	14	43
		Percent	0%	2,3%	11,6%	53,5%	32,6%	100%
9.	Grammar is one of Grammarly features that consist of the use of subject, verb, preposition, etc	Number	0	1	4	27	11	43
		Percent	0%	2,3%	9,3%	62,8%	25,6%	100%
10.	Spelling is one of Grammarly features that consist of the incorrect and confusing word	Number	0	2	7	21	14	43
		Percent	0%	4,7%	16,3%	48,8%	32,6%	100%
11.	Punctuation is one of the Grammarly features that consist of punctuation in a sentence	Number	0	1	5	29	13	43
		Percent	0%	2,3%	11,6%	67,4%	30,2%	100%
12.	Grammarly helps me corrected my language style in writing	Number	0	1	1	6	15	43
		Percent	0%	2,3%	2,3%	41,9%	53,5%	100%
13.	Grammarly helps me corrected grammar in writing	Number	0	1	3	18	21	43
		Percent	0%	2,3%	7%	41,9%	48,8%	100%

14.	Grammarly helps me correct spelling in writing	Number	0	1	4	15	23	43
		Percent	0%	2,3%	9,3%	34,9%	53,5%	100%
15.	Grammarly were easy to understand the errors because the explanations given were clear	Number	0	1	5	20	17	43
		Percent	0%	2,3%	11,6%	46,5%	39,5%	100%

Appendix. 4

Expert Validation

SURAT PENGANTAR VALIDASI INSTRUMEN

Hal : Permohonan Kesediaan Menjadi Validator

Kepada :

Yth. Ibu Desi Wijayanti Ma'rufah, M.Pd.

Di

Purwokerto.

Dengan hormat,

Saya yang bertanda tangan di bawah ini:

Nama : Bagas Pratama

NIM : 1817404009

Prodi : Tadris Bahasa Inggris

Pada kesempatan ini saya memohon bantuan Ibu untuk memberikan validasi terhadap instrumen yang akan saya gunakan untuk penelitian tugas akhir skripsi yang berjudul:

"English Department Student's Perceptions on Using Grammarly for Enhancing Their Writing Skills: A Case Study of 6th Semester Students at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto."

Penelitian ini menggunakan kuesioner tertutup. Pertanyaan tertutup menggunakan skala dari skala Likert yang dikategorikan ke dalam lima kategori persetujuan, yaitu:

sangat tidak setuju = 1, tidak setuju = 2, netral = 3, setuju = 4, dan sangat setuju = 5.

Berikut saya lampirkan instrumen penelitian berupa kuisisioner :

No.	Statement	Number & Percent	Scale					Total
			SD = 1	D = 2	N = 3	A = 4	SA = 5	
1.	Grammarly enhances my learning interest in writing productively							
		Percent						
2.	It was <u>important</u> for me to get grammar feedback on my writing <i>very good</i>	Number						
		Percent						

Appendix. 5

Expert Validation

3.	Grammarly helps me to correct punctuation errors in my writing	Number						
		Percent						
4.	The feedback of Grammarly improves my writing	Number						
		Percent						
5.	It was easy to make grammatical changes to write using the feedback in Grammarly	Number						
		Percent						
6.	Feedback of Grammarly makes me feel more confident with my writing	Number						
		Percent						
7.	Grammarly has helped me understand grammar rules	Number						
		Percent						
8.	Language style is one of Grammarly features that consist of word selection based on the text that I need in writing	Number						
		Percent						
9.	Grammar is one of Grammarly features that consist of the use of subject, verb, preposition, etc that I need in writing	Number						
		Percent						
10.	Spelling is one of Grammarly features that consist of the incorrect and confusing word that I	Number						
		Percent						
11.	Punctuation is one of the Grammarly features that consist of punctuation in a sentence that I	Number						
		Percent						

Expert Validation

12.	Grammarly helps me corrected my language style in writing	Number						
		Percent						
13.	Grammarly helps me corrected grammar in writing	Number						
		Percent						
14.	Grammarly helps me correct spelling in writing	Number						
		Percent						
15.	Grammarly were easy to understand the errors because the explanations given were clear	Number						
		Percent						

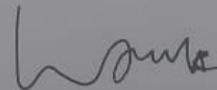
Note:

SA: Strongly Agree
A: Agree
N: Neutral
D: Disagree
SD: Strongly Disagree

Mn: Mean
Med: Median
Mod: Modus
SD: Standard Deviation

Purwokerto, 23, April 2025

Validator,



Desi Wijayanti Ma'rufah, M. Pd

NIP 199212152018012 003

Appendix. 6

Letter of Obervation



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.ftik.uinsaiwu.ac.id

Nomor : B.m.457/Un.19/D.FTIK/PP.05.3/02/2025
Lamp. : -
Hal : **Permohonan Ijin Observasi Pendahuluan**

12 Februari 2025

Kepada
Yth. Dosen Pengampu Mata Kuliah Paragraf writing
di Tempat

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat bahwa dalam rangka proses pengumpulan data penyusunan skripsi mahasiswa kami:

- | | |
|--------------------|-------------------------|
| 1. Nama | : Bagas Pratama |
| 2. NIM | : 1817404009 |
| 3. Semester | : 14 (Empat Belas) |
| 4. Jurusan / Prodi | : Tadris Bahasa Inggris |
| 5. Tahun Akademik | : 2024/2025 |

Memohon dengan hormat kepada Bapak/Ibu untuk kiranya berkenan memberikan ijin observasi pendahuluan kepada mahasiswa kami tersebut. Adapun observasi tersebut akan dilaksanakan dengan ketentuan sebagai berikut:

- | | |
|----------------------|---|
| 1. Objek | : Mahasiswa |
| 2. Tempat / Lokasi | : UIN Prof. K.H. Saifuddin Zuhri Purwokerto |
| 3. Tanggal Observasi | : 13-02-2025 s.d 27-02-2025 |

Kemudian atas ijin dan perkenan Bapak/ Ibu, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan
Ketua Jurusan Tadris



Maria Ulpah

Appendix. 7

Certificate of Seminar Proposal



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126
Telepon (0281) 635624 Faksimili (0281) 636553
www.uinsaizu.ac.id

SURAT KETERANGAN
SEMINAR PROPOSAL SKRIPSI
No. B- 1152.Un.19/FTIK.TBI/PP.00.9/2/2025

Yang bertanda tangan dibawah ini, Koordinator Program Studi Tadris Bahasa Inggris pada Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) UIN Profesor Kiai Haji Saifuddin Zuhri Purwokerto menerangkan bahwa proposal skripsi berjudul :

"ENGLISH DEPARTMENT STUDENTS PERCEPTIONS ON THE USE OF GRAMMARLY FOR ENHANCING THEIR WRITING SKILLS: A CASE STUDY OF 6TH SEMESTER STUDENTS AT STATE ISLAMIC UNIVERSITY PROF. K.H. SAIFUDDIN ZUHRI PURWOKERTO"

Sebagaimana disusun oleh :

Nama : BAGAS PRATAMA
NIM : 1817404009
Jurusan/Prodi : Tadris Bahasa Inggris

Benar-benar telah diseminarkan pada tanggal : 14 Februari 2025

Demikian surat keterangan ini dibuat dan dapat digunakan sebagaimana mestinya.

Purwokerto, 18 Februari 2025
Koordinator Prodi Tadris Bahasa Inggris

Widyanti Maruliah, M.Pd.
199212152018012003



Appendix. 8

Certificate of Comprehensive Examination



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KAI SAIFUDDIN ZUHRI PURWOKERTO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126 Telepon (0281)
635624 Faksimili (0281) 636553 www.uinsalzu.ac.id

SURAT KETERANGAN

No. B-1402/Un.19/WD1.FTIK/PP.05.3/3/2025

Yang bertanda tangan di bawah ini Wakil Dekan Bidang Akademik, menerangkan bahwa :

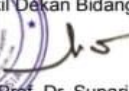
Nama : Bagas Pratama
NIM : 1817404009
Prodi : TBI

Mahasiswa tersebut benar-benar telah melaksanakan ujian komprehensif dan dinyatakan LULUS pada :

Hari/Tanggal : Senin, 10 Maret 2025
Nilai : 62 / (C+)


Demikian surat keterangan ini kami buat untuk dapat digunakan sebagaimana mestinya.



Purwokerto, 12 Maret 2025
Wakil Dekan Bidang Akademik,

Prof. Dr. Suparjo, M.A.
NIP. 19730717 199903 1 001

Appendix. 2











Thesis Guidance Sheet




KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126 Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id















BLANGKO BIMBINGAN SKRIPSI

Nama : Bagas Pratama
NIM : 1817404009
Fakultas/Jurusan : FTIK/ TBI
Pembimbing : Muflahah, S.S, M.Pd.
Nama Judul : Student's Perceptions on Using Grammarly for Writing Skills A Survey of 6th Semester Students at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

NO	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
1	Jum'at 12 Juli 2024	<ul style="list-style-type: none"> • Membuat LBM yang relevan dengan judul skripsi. • Mencari Literature review yang relevan dengan judul skripsi. 		
2	Kamis 06 Februari 2025	<ul style="list-style-type: none"> • Memperbaiki latar belakang masalah 		
3	Kamis 06 Maret 2025	<ul style="list-style-type: none"> • Konsultasi terkait instrumen penelitian. 		
4	Senin 8 Maret 2025	<ul style="list-style-type: none"> • Revisi Instrumen penelitian 		
5	Rabu 10 Maret	<ul style="list-style-type: none"> • Revisi Bab 3. 		




KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
PROFESOR KIAI HAJI SAIFUDDIN ZUHRI PURWOKERTO FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Jenderal A. Yani, No. 40A Purwokerto 53126 Telepon (0281) 635624 Faksimili (0281) 636553 www.uinsaizu.ac.id

NO	Hari / Tanggal	Materi Bimbingan	Tanda Tangan	
			Pembimbing	Mahasiswa
6	Jum'at 4 April 2025	<ul style="list-style-type: none"> • Bimbingan chapter 4 		
7	Rabu 23 April 2025	<ul style="list-style-type: none"> • Bimbingan skripsi Chapter 1 sampai Chapter 5. 		
8	Senin 28 April 2025	<ul style="list-style-type: none"> • Revisi tata letak dan chapter 3. 		
9	Senin 05 Mei 2025	<ul style="list-style-type: none"> • Acc skripsi 		
10				
11				
12				

Purwokerto, 05 Mei 2025

Dosen Pembimbing


Muflahah, S.S, M.Pd.
NIP. 1972092320000320001