

EFL Students' Perception of Using Grammarly in Undergraduate Paper Writing

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Abstract

This research discusses about EFL Students' Perception of Using Grammarly in Undergraduate Paper Writing. The objective of this study was aimed to elaborate the challenges faced by students' in writing a research paper by using Grammarly and investigated the students' perception of using Grammarly in undergraduate paper writing. This study used descriptive qualitative method, involved 23 students' of English Education who used Grammarly in writing a paper. Brief rating scales questionnaires were used to gather the data. The results showed that students' responded positively to the use of Grammarly in undergraduate paper writing. Most of the students agreed that using Grammarly makes the process of writing more clearly, easy, and fascinating. Grammarly can help students' in correcting the grammatical errors and plagiarism in their writing. However, writing a paper should be with the correct and good grammar so that the reader can easily to found out the meaning and also more understandable the paper. The researcher suggested for the next research to focus on the teacher perception of using Grammarly to assist the students' in writing a research paper.

Keywords: *Grammarly, research paper, perception*

Introduction

Learning English is very important to help communicate better with other people around the world. Students must be able to masterly four abilities when studying English there are listening, speaking, reading, and writing. Writing is a challenge for students through capitalization, punctuation, poor organization or illogical sequence, grammatical error, ideas and discontent, confusion about supporting arguments, and spelling error are some of the classifications of writing challenges found. Regarding the writing, in particular, as a main focus of this study, Hakiki (2020) said that writing has typically is now seen as a difficult skill to learn. Likewise, Knoch & Storch (2016) stated that writing is a skill that provides authors with a written message in order to present or express their thoughts and ideas in meaningful words and mental communication. Furthermore, Toba, Noor & Sanu (2019, p. 58) stated that “Writing is one of the important English skills that should be masterly trained by EFL Students in Indonesia for written communication and specific goals of academic purposes, such as essays, letters, articles, journals, etc.”. So, this mean that writing is a talent that provides writers with a written massage in order to explain or express their thoughts and ideas in meaningful language and it is currently often regarded as a challenging ability to master that should be learn by EFL students in Indonesia to gain academic purposes such as essays, letter, articles, journals, and so on. The researcher can said that writing is one of the skills required to obtain knowledge or information that can be shared or learned by others. Furthermore, it provides information in writing so that the reader easily understands the meaning. Academic writing requires students to be able to write with impeccable grammar.

The kind of academic writing is the research paper. As Ekasari (2020, p. 9) stated that research “Paper is a scientific as a branch of literature research and or field conducted by students based on academic assignment from the college to become one of the graduation requirements as a graduate”. Writing a paper, on the other hand, is generated by students to perform a report on research released on a phenomena or problem in a certain field of science, based on theories and disciplines suitable in each college. According to Fitria (2022, p. 13) “Academic writing is an activity that produces a product of mind therefore it is called as mental and cognitive activity”. Writing a paper, on the other hand, students create a report on research published on a phenomenon or problem in a certain branch of science, based on ideas and disciplines appropriate in each institution. In fact, writing is one of the most

difficult and hardest skills to acquire since it requires substantial thought to develop ideas, words, phrases, paragraphs, and compositions. Readers can clearly transform the information in students' writings when they are able to compose sentences with excellent grammar. To overcome these errors, technology is needed to find out the students' errors in writing.

In terms of good and correct grammar, hence, the existence of grammar checker in writing is very helpful to identify the mistakes and other language errors in students writing. The grammar checker is a software application that helps in checking the mistakes of grammar in the text. Moreover, grammar checkers are worked to identify the mistakes and language errors. It works by using natural language processing and grammatical guidelines (Techopedia, 2015). There are a lot of grammar checker that are used to identify the mistakes and error of other language, but in this study the researcher chose one of online grammar checker namely Grammarly. It is useful for students to find out the mistakes or the error of other language in their writing.

Grammarly is one of free online English grammar checking program. (Grammarly, 2017) stated that Grammarly has been claimed as an easy tool that can help students and academics on their writing by checking the spelling, grammar, punctuation errors, providing a comprehensive, and useful feedback including correction and suggestion to make the writing more readable, clear, precise, effective, mistake-free, and impactful with a high rate of accuracy and evaluation speed. Grammarly is a program that suitable for students to check their grammar errors during writing a research paper. According to Ghufroon & Rosyida (2018, p. 10) "Grammarly is an online proofreading website that can be used to scan documents for reducing writing errors in terms of vocabulary usage, grammar, and mechanic". It means that Grammarly are able to detect writing problems such as grammatical errors, word choice, spelling errors, and punctuation concerns automatically.

The researcher found some previous studies on related to this topic. That previous study focuses: 1) on the implementation of Grammarly to boost students writing skills; 2) on the investigated students' perceptions on using Grammarly to check the grammar in students writing; and 3) on investigated at students' perceptions of Grammarly when it was used in conjunction with guidance from an academic learning advisor. Meanwhile, in this study was focused on the students' perception of using Grammarly in undergraduate paper writing.

Research Method

This study was conducted at Galuh University from the eighth students' who writing a research paper by using Grammarly application. Descriptive qualitative method was used in this research to make the data into word in depth. Qualitative methods are divided into five types; there are phenomenological research, descriptive research, grounded theory, ethnography, and case study (Creswell, 2018). The sample was chosen consists 20 students' in the eighth semester of English Education Program. The researcher used questionnaire that designed to collect specific information related to the study. After that, the researcher made all the collected data into a sentence. The following formula provided by Hatch and Lazaraton as cited in Rahmawati et al., (2020) was used in this research to determine the percentage of students' answers:

$$\text{Proportion} = \frac{\text{number of frequency}}{\text{total}} \times 100\%$$

Notes:

P : Population of Answer

N : Number of Answer (Number of frequency)

T : Total of Sample

After the data was obtained, then the researcher interpreted the data by using the following categories and codes:

Categories:

- 0% : None of the student chooses this alternative
- 1%-25% : Small parts of the students choose this alternative
- 26%-50% : Half of the students choose this alternative
- 51%-75% : Most of the students choose this alternative
- 76%-100% : All of the students choose this alternative

Codes:

SA : Strongly Agree

A : Agree

N : Neutral

D : Disagree

SD : Strongly Disagree

The following table below was the questionnaire script.

Table 1 Questionnaire Items

| No | Statements | SA | A | N | D | SD |
|----|---|----|---|---|---|----|
| 1 | It was important for me to get grammar feedback on my writing a research paper by using grammarly. | | | | | |
| 2 | The advisor spent enough time on grammarly feedback to help me improve my writing. | | | | | |
| 3 | I got enough grammarly feedback on my writing a research paper. | | | | | |
| 4 | The grammarly feedback really focused on my main errors- i.e. those that were made a lot. | | | | | |
| 5 | It was easy to understand the errors because the explanations given by grammarly were clear. | | | | | |
| 6 | I got a lot of useful of grammarly suggestions about how to improve my grammar in writing a research paper. | | | | | |
| 7 | It was easy to make grammatical changes in writing a research paper using the grammarly feedback. | | | | | |
| 8 | The grammarly feedback improved in writing a research paper. | | | | | |
| 9 | The grammarly feedback made me feel more confident in writing a research paper. | | | | | |
| 10 | I was satisfied with the grammarly feedback I received. | | | | | |

In the next step of analyzing the questionnaire data, the researcher classified, transcribed and interpreted the data to answer research question number two based on the aim of the study. In analyzing the data, transcribing and describing were used especially to analyze the questionnaire percentage computation is needed to interpret the data.

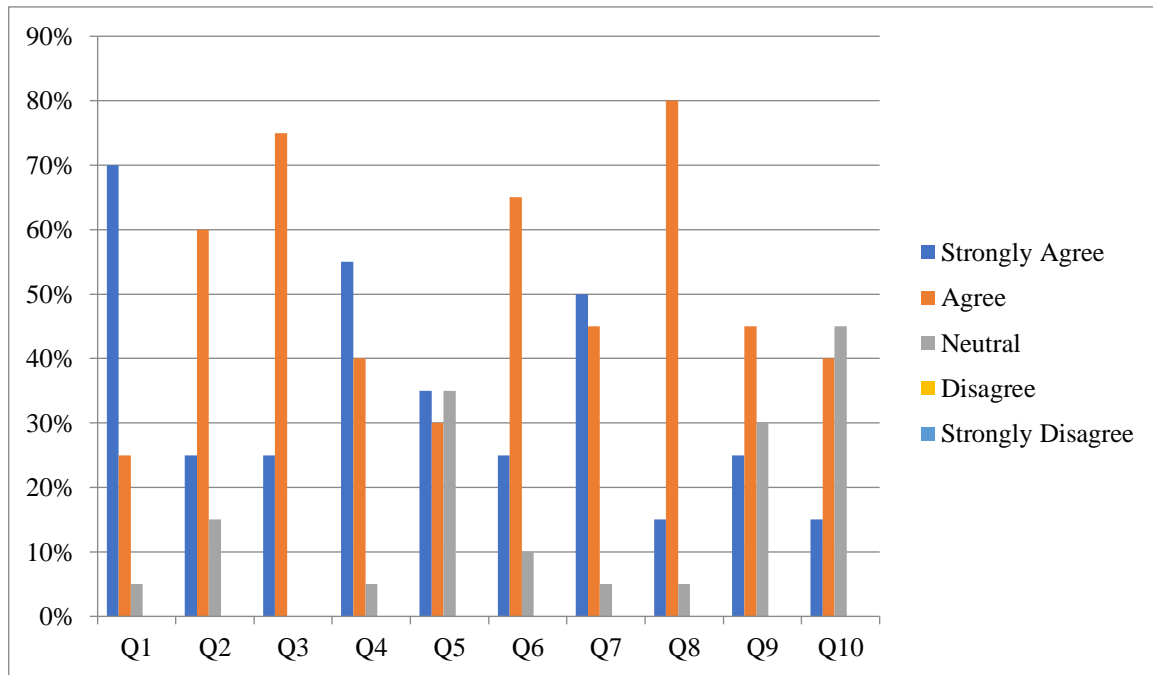
Result and Discussion

Result

This study aims to elaborate the students' perception of using Grammarly in undergraduate paper writing. This study was conducted on February 25th at Galuh University in Ciamis. The researcher obtained the questionnaire data from 20 students' in the eighth semester of English education program at Galuh University who had been writing a research paper by using Grammarly. The researcher analyzed the data from questionnaires that consists 10 questions. In this study, the researcher collected the qualitative data by using brief rating scale questionnaires (strongly agree, agree, neutral, disagree, and strongly disagree) to state some statements related to the students' perception about using Grammarly in undergraduate paper writing. The questionnaire was adapted and modified from O'Neill and Russell (2019). The following chart was items of questionnaire and the result of questionnaire.

The result showed various answer to each question.

Figure 1 Questionnaire Result



Based on the result, it can be seen that 70% of the students are strongly agreed, 25% of students are agreed and 5% neutral with the statement. It can be said that all of the students felt important to get grammar feedback on writing research paper by using Grammarly. For the second statement it can be seen that 25% students are strongly agreed, 60% students agreed, and 15% neutral with the statement. It means that the advisor spent enough time on Grammarly feedback to help the students. Then, for the third statement, 25% students strongly agreed and 75% agreed with the statement. It can be said that all of the students felt enough of Grammarly feedback on writing research paper.

After that, for the fourth statement of questionnaire was about Grammarly feedback really focused on the main errors- i.e. those that were made a lot. It can be seen that 55% students are strongly agreed, 40% students agreed and 5% students neutral. It means that students got Grammarly feedback was really focused on the main errors. For the fifth statement that included on the strength of Grammarly so that most of the students are agreed with the statement. It can be seen that 35% students are strongly agreed, 30% students agreed and 35% students neutral with the statement. The sixth statement was the students' got a lot of useful of Grammarly suggestion about how to improve the grammar in

writing a research paper. It showed in the table that 25% students are strongly agreed, 60% students are agreed and 10% neutral with the statement. It means most of the students are agreed that the students' got a lot of suggested from Grammarly to change the grammatical error in writing a research paper.

Afterwards, for the seventh statement was about the students' got easily to make grammatical changes in writing a research paper by using the Grammarly feedback. It can be seen that 50% students are strongly agreed, 45% students are agreed and 5% students are neutral with the statement. So that it can be concluded that the students got easily to make grammatical changes in writing a research paper by using the Grammarly feedback. Then, for the eighth statement of questionnaire was about the Grammarly feedback improved the students' in writing a research paper. It can be seen that 15% students are strongly agreed, 80% students are agreed and 5% students are neutral with the statement. So that the students' felt that the Grammarly feedback was improved students' in writing a research paper. For the ninth statement was about the Grammarly feedback made students' felt more confident in writing a research paper. It can be said that the students felt that the Grammarly feedback make students confident in writing a research paper with the percentages that 25% students are strongly agreed and 45% students are agreed and 30% students are neutral with the statement. For the last statement that was about how satisfied the students with the Grammarly feedback that received. It can be seen from the table above that 15% students are strongly agreed, 40% students are agreed and 45% students are neutral. Even though 45% students are neutral but 55% students are agreed with the statement. It means that the most of the students felt satisfied with the Grammarly feedback that students received. The result of the questionnaire, it can be said that most of the students' has positive feedback from Grammarly as online grammar checker.

2. Discussion

The result of this study was to investigating the students' perception of using Grammarly in undergraduate paper writing. The researcher obtained the questionnaire data from 20 students' in the eighth semester of English education program at Galuh University who had been writing a research paper by using Grammarly application. The researcher analyzed the data from questionnaires that consists 10 questions. In this study, the researcher collected the

qualitative data by using brief rating scale questionnaires (strongly agree, agree, neutral, disagree and strongly disagree) to state some statement related to the students' perception about using Grammarly in undergraduate paper writing. The questionnaire was adapted and modified from O'Neill and Russell (2019). The result showed various answer to each question.

Based on the result, the researcher analyzed the students' perception of using Grammarly in undergraduate paper writing. Most of the students' have used Grammarly application to assisted in undergraduate paper writing. However, writing a research paper was in eighth semester, so this application was quite new for students'. Moreover, most of students' perceive that the features available in this application was really easy to use, easy to understand and also the students got easily to make grammatical changes in writing a research paper by using the Grammarly feedback. According to students' perception, it means that Grammarly was an effective and efficient online grammar checker for helping EFL students in writing a research paper. As the result of the questionnaires, it can be said that Grammarly are very interesting and quite helpful and useful tools for helped the students' in undergraduate paper writing.

After calculated, analyzed and described the data, the researcher can be concluded that the students feel satisfy about using Grammarly as online grammar checker for the undergraduate paper writing. It can be said that most of the students felt the positive value of Grammarly which is one of online grammar checker that compatible and very useful for the students. Moreover, for EFL students on English Department program in the eighth semester and do the last project or do undergraduate paper writing who need to checked their grammatical error in writing so this application were very useful and effective as an online grammar checker for helping EFL students in writing a research paper.

Conclusion

In the process of writing, there are some of mistakes made by students' especially in grammar. The researcher carried out a brief rating scales questionnaire (strongly agree, agree, neither agree nor disagree, disagree, strongly disagree) to state some statements related to the students' perceptions about using Grammarly in undergraduate paper writing. The researcher analyzed the data by using 10 questions of questionnaires. After analyze the data, the

researcher find out the data that most of the students' gave the positive responses and toward using Grammarly in undergraduate paper writing. From the result of questionnaires, most of students' perceive that the features available in this application was really easy to use, easy to understand and also the students got easily to make grammatical changes in writing a research paper by using the Grammarly feedback.

Based on the result, the researcher can conclude that Grammarly was a good application as an online grammar checker and also a useful application to help students' in find out grammatical errors in undergraduate paper writing. The researcher presents some suggestions for further researcher who will conduct research in the same topic to focus on comparing the one and other college of the use of Grammarly to get more in-depth and specific results related to the use of Grammarly in undergraduate paper writing.

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