

## The Use of *Grammarly* by Tertiary English Language Learners in Their Online Writing Classes

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### Abstract

In writing English texts, grammatical errors are a problem that is always faced by writers. Not to mention other writing errors such as typos, punctuation, and capitalization can also be done by writers. Therefore, the *Grammarly* application was created to overcome this problem. This descriptive qualitative study aims to find out how *Grammarly* helps tertiary-level students in their online Writing Classes. The participants of this study were 78 students studying in an English Language Education study program. A questionnaire was used as the data collection instrument. The items in the questionnaire were created by adopting and adapting closed-ended questions from Hakiki's research (2021) and adding open-ended questions to find out the respondents' perceptions about the use of *Grammarly* in their online Writing activities. The findings of this study show the majority of respondents perceived *Grammarly* as a very helpful writing tool. *Grammarly* helps them by providing vocabulary and grammar suggestions to avoid language errors in their writing, providing mechanics corrections to help them revise their writing errors, and providing plagiarism checkers for premium users.

**Keywords:** *English writing activity; technology in language learning; Grammarly*

### INTRODUCTION

Learning English gives people many advantages in various aspects such as education, communication, and the world of work. When learning English, several skills must be mastered such as speaking, reading, listening, and writing. However, compared to the other skills, writing is a difficult skill to learn because many students who do writing activities still have difficulties applying their grammar knowledge (Hakiki, 2021). According to Toba, Noor, & Sanu (2019), writing, especially for academic writing purposes and written communication, is one of the beneficial skills that needs to be mastered by English as a Foreign Language (EFL) students in Indonesia because it will be used for their future writing purposes and communications. That is why every English learner must master writing skills because writing is a productive skill.

While doing the writing activities, students may find several problems in their writing such as errors in their sentence structures, grammatical errors, punctuation, word choices, and other kinds of language errors. To face these problems, the use of technology must be included in their writing activities. For all these problems, *Grammarly* is one of the technologies that can help students solve them. With the help of *Grammarly*, the context of words in sentences becomes correct and words are used more accurately and more effectively. Thus, the writing becomes more readable, free of mistakes, and impactful with a high rate of accuracy. Besides that, *Grammarly* evaluates writing very quickly (Fahmi & Cahyono, 2021) and with the recommendation of

correction from *Grammarly*, the users will know how to revise their writing. Dewi (2022) also said *Grammarly* is accurate, precise, and comprehensive, not only that, *Grammarly* is accessible at any time anywhere.

As a tool, *Grammarly* has advantages and disadvantages for users. In writing activities, *Grammarly* has several advantages such as helping students be more confident in their writing because *Grammarly* has features of a grammar checker, proofreading, plagiarism checker, and spelling checker. Lailika's (2019) study found out that *Grammarly* is a useful tool to assist users in checking their writing and grammar. Similarly, Fitriana & Nurazni (2022) also stated that *Grammarly* is convenient for correcting grammar and helps students correct grammar. Not only that, *Grammarly* gives an improvement in the students' punctuation use, synonyms use, and pronunciation (Mubarok & Syafi'i, 2020). Students in Pratama's (2020) study also believed that *Grammarly* is easy, and it only takes them a short time to use it. They believed that *Grammarly* could assist them in developing their grammar knowledge (Pratama, 2020). Hakiki (2021) also said that *Grammarly* can help to develop English writing skills, understand English grammar rules, and increase students' confidence in writing. Finding in Dewi's (2021) study also showed that *Grammarly* assists individuals with sentences, offers fixes, provides succinct explanations for writing faults, and enhances their overall writing skills. These advantages could make students reduce the errors in their writing, improve their writing quality, and also give them more confidence in their writing.

Some advantages can be gained from the Premium version. Students in Wardani's (2022) study stated that *Grammarly* Premium offers helpful suggestions for synonyms of certain phrases, checks his work to see if he frequently uses the same terms, and then assists him by offering helpful suggestions for vocabulary changes. Students in Wardani's (2022) study also noticed that one of the features of *Grammarly* Premium is checking the originality of the content in their writing. In the Premium version, the user also can check the plagiarism in their writing, this is stated by Lazic et al. (2020). They said that *Grammarly* can help find mistakes and notice plagiarism. Similar to what Lazic et al. (2020) claimed, the results of Eyong's (2022) study found out that *Grammarly* plagiarism detectors are quite effective for minimizing plagiarism in graduate students' research procedures. In his research, Eyong (2022) also claimed that to discover and repair problems in their research work and to lower the likelihood of plagiarism, all students must use the *Grammarly* program during their research tasks.

On the other hand, some users argue that there are a number of drawbacks to using *Grammarly*. A stable internet connection is required to access *Grammarly*, and when the connection is unreliable, students are unable to verify their texts, according to Pratama (2020), who interviewed students that used the website to access *Grammarly*. Students have also complained that *Grammarly*'s findings are unsuitable (Pratama, 2020). Additionally, according to Nova's (2018) research, *Grammarly* has a number of drawbacks, including providing students' work with false feedback. The students' experiences with erroneous feedback—such as modifying the sentence's intended meaning—were inconsistent with their intentions, and the feedback itself did not reflect their views. Besides that, *Grammarly* also has an over-checking on the references list. These weaknesses make the students quite confused about how to deal with this program because it makes changes to the title, name, or publisher on the reference list and this might lead them to wrong source citation, and then *Grammarly*'s inability to check context and content of writing for the free user. These disadvantages make

students need to understand the rules of grammar because the corrections given by this tool are not always correct.

In the previous study, there is Parra & Calero (2019) who researched on *Automated Writing Evaluation Tools in the Improvement of the Writing Skill* including the AWE programs *Grammarly* and *Grammarly*. In their study, Parra & Calero (2019) used quantitative methods by applying a t-test technique and a survey. This study chooses 28 undergraduate students (10 male and 18 female students) of the *English Teacher Training Program* of the *Faculty of Social Science* in a public university in Ecuador as the participants of their study. Based on the findings of their study, Parra & Calero (2019) concluded that the program of Automatically Writing Evaluation increases the aspect of students' writing skills on their writing performance, motivating students to fix the errors in their writing without the support of feedback from the teachers. There is also Pratama (2020)'s study about the use of *Grammarly* as an online grammar checker in the writing process. From the findings of his study, Pratama (2020) concluded that students believe *Grammarly* might help them by checking their spelling, grammar, and punctuation. Also, the feedback from *Grammarly* can help them to improve their grammar. Students also think that *Grammarly* is easy to use. These two studies were related to this study that the researchers did.

While the previous researchers have analyzed the same topics, most of them only focused on the use of *Grammarly* in secondary schools such as junior and senior high school. Very few of these studies examine the use of *Grammarly* by tertiary-level students and in Online Writing Classes. Thus, this study was designed to examine the use of *Grammarly* in the online writing activities of tertiary-level students to give more insights into the use of *Grammarly* to help them in their online writing activities. Thus, the research question that underlies this study is: "How does *Grammarly* help tertiary-level students (university students) in their online Writing Classes?"

## METHOD

This study set out to investigate tertiary students' perception of the use of technology, that is *Grammarly*, for helping students in their writing activities. This study is a descriptive qualitative study. Descriptive qualitative research is a research tradition that is appropriate for research that has questions that focus on what, who, where, and phenomena that are not well-reached by informants (Kim, Sefcik, and Bradway, 2017). This study attempts to answer the following research question: "How does *Grammarly* help tertiary-level students in their online writing activities?" To answer this question, the researchers used a questionnaire for collecting the data to find out the students' perceptions of the use of *Grammarly* in their writing activities.

This study used the survey technique where a questionnaire was distributed to the students who were available at the time of the study and based on the criteria that the researcher set. Those criteria are that the respondents should be students of English Language Education in Universitas Kristen Satya Wacana, should have taken a minimum of 3 writing classes, and have the frequency of 'always' using *Grammarly* in their writing activities. There were 100 students who fulfilled the criteria set by the researchers to become the respondents of this study. After the respondents had been selected, they were given the link of the questionnaire created by using Google Forms. The main part of the questionnaire was designed to discover the students' perception of the use of *Grammarly* as a helping tool in writing activities and the benefits that the students get from the three features of grammar checker, vocabulary suggestion, and plagiarism checker offered by *Grammarly* in the free mode.

The questionnaire was made from a combination of close-ended questions using four Likert-scale (strongly disagree, disagree, agree, strongly agree) and open-ended questions for respondents to elaborate on their answers (Dawson, 2009). In this study, the researchers adopted and adapted several closed-ended questions from Hakiki's (2021) study and the researchers made the open-ended questions by themselves.

There were three sections of the questionnaire. In the first section, there are 7 questions about the background information of respondents consisting of

- Name
- NIM
- Email
- WA number
- Angkatan
- The writing classes that they have taken (minimum 3 classes)
- Their frequency of using *Grammarly* in their writing activities.

In the second section, there are 8 close-ended questions and 7 open-ended questions that asked about their perceptions of the use of *Grammarly* as a helping tool in their writing activities. In the third section, as many as 9 closed-ended and open-ended questions were presented to the respondents to ask about the benefits that they get from the three features of grammar checker, vocabulary suggestion, and plagiarism checker offered by *Grammarly* in the free mode.

After the data were collected, the researchers grouped the data results into two categories of answers to open- or close-ended items that were relevant to this study by using tables in Microsoft Excel. The answers to close-ended questions were analyzed by using SPSS and the results of the analysis were presented in the form of tables and which later were explained by the researchers in the paragraphs following the tables. Furthermore, the results of the open-ended questions were analyzed by categorizing them and put into certain themes that emerged from the categories.

## RESULTS AND DISCUSSION

The findings presented in this section are the respondents' answers about the use of *Grammarly* as a helping tool in their writing activities and the benefits that they get from the three features of *Grammarly* (i.e., grammar checker, vocabulary suggestion, and plagiarism checker).

### Students' Frequency of Using Grammarly in Their Writing Activities

Table 1&2. Students' Frequency of Using *Grammarly* in Their Writing Activities

		I use Grammarly in my writing activities.			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	23	29.5	29.5	29.5
	Often	35	44.9	44.9	74.4
	Rarely	15	19.2	19.2	93.6
	Never	5	6.4	6.4	100.0
	Total	75	100.0	100.0	
		I need to use Grammarly to write the whole essay			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	13	16.7	16.7	16.7
	Often	33	42.3	42.3	59.0
	Rarely	21	26.9	26.9	85.9

Never	11	14.1	14.1	100.0
Total	78	100.0	100.0	

From Table 1 and 2 above, it can be seen that the students have positive responses to the frequency of using *Grammarly* in their writing activities. It can be seen that more than 80% of the respondents already know and use *Grammarly* in their writing activities. The findings are similar to Fahmi and Cahyono's (2021) study which said *Grammarly* is one of the popular AWE (Automated Writing Evaluation) tools that can be applied in writing. According to their study, *Grammarly* is claimed as an easy tool that can help students in their writing activities by checking punctuation, grammar, and spelling errors. Students in Hakiki's (2021) study also stated that *Grammarly* was easy to use to write their essays.

### Students' Perceptions of the Advantages of Grammarly in Their Writing Activities

Table 3. Students' Perception of *Grammarly* as a Writing Helping Tool (Advantages)  
Grammarly helps me to improve my writing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	12	15.4	15.4	15.4
	Agree	59	75.6	75.6	91.0
	Disagree	5	6.4	6.4	97.4
	Strongly Disagree	2	2.6	2.6	100.0
	Total	78	100.0	100.0	

Table 3 above shows that most of the participants agree that *Grammarly* helps them to improve their writing skills by checking the errors in their writing. There are also 7 participants who disagree and strongly disagree with the statement because most of them never used *Grammarly*. It can be seen in the comment below:

"Because when using *Grammarly* in my writing assignment, it always helps me to correct errors in spelling and grammar." (Excerpt 1, P.41)

"I never use *Grammarly* in my writing." (Excerpt 2, P.48)

Table 4. Students' Perception of *Grammarly* as a Writing Helping Tool (Advantages)  
Grammarly makes me feel more confident about every English writing activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	9.0	9.0	9.0
	Agree	62	79.5	79.5	88.5
	Disagree	6	7.7	7.7	96.2
	Strongly Disagree	3	3.8	3.8	100.0
	Total	78	100.0	100.0	

For the second statement in table 4 above, the participants in this study also believed that *Grammarly* could help them to be more confident about their English writing activity. Table 4 shows that most of the participants choose to agree with the statement because *Grammarly* helps them to correct grammatical/vocabulary errors in their writing. There are also 9 participants who disagree and strongly disagree with the statements because they have never used *Grammarly* before and *Grammarly* does not make any difference in their confidence. It can be seen in the comment below:



“I agree since *Grammarly* provides the best grammar pattern suggestion for us to choose from. So, we can choose the correct suggestion to make the results better than before.” (Excerpt 3, P.37)  
 “I’ve never used *Grammarly* before.” (Excerpt 4, P.58)

Table 5. Students' Perception of *Grammarly* as a Writing Helping Tool (Advantages)  
 I think *Grammarly* is very helpful for me in writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	12.8	12.8	12.8
	Agree	53	67.9	67.9	80.8
	Disagree	14	17.9	17.9	98.7
	Strongly Disagree	1	1.3	1.3	100.0
	Total	78	100.0	100.0	

For the last statement in Table 5 above, participants believed that *Grammarly* is a helpful tool for them in writing. It can be seen that 63 of the acts agree and strongly agree with the statement. There are several reasons why they believe that *Grammarly* is a helpful tool for them in writing such as it helps to correct the sentences in writing (grammar, vocabulary, spelling, etc.). There were also 15 participants who disagreed and strongly disagreed with the statements because they never used *Grammarly* before. It can be seen in the comment below:

“Because when using *Grammarly* in my writing assignment, it always helps me to correct errors in spelling and grammar.” (Excerpt 5, P.41)  
 “I do not use *Grammarly* in any writing class. So I think it is not helping me.” (Excerpt 6, P.47)

From the findings above, most of the participants believed that *Grammarly* can help them to improve their writing skills, and help them to be more confident in their writing, also *Grammarly* is a very helpful tool in writing. This finding is in line with Mubarok & Syafi'i's (2020) study that showed *Grammarly* gives an improvement in the students' punctuation use, synonyms use, and pronunciation. Hakiki (2021) said that *Grammarly* can help to develop English writing skills, understand English grammar rules, and increase students' confidence in writing. Hakiki (2021) also stated *Grammarly* is a useful tool to support them in writing English essays because it has an understandable explanation of translations, good grammar accuracy, faster correction, and helpful advice in addition to ease of using the tool.

### Students' Perceptions of the Disadvantages of Grammarly in Their Writing Activities

Table 6. Students' Perception of *Grammarly* as a Writing Helping Tool (Disadvantages)  
 Grammarly is NOT helpful when I have an unstable internet connection

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	10	12.8	12.8	12.8
	Agree	53	67.9	67.9	80.8
	Disagree	14	17.9	17.9	98.7
	Strongly Disagree	1	1.3	1.3	100.0
	Total	78	100.0	100.0	

Table 6 above shows that 63 participants agree with the statement that *Grammarly* is NOT helpful when they have an unstable internet connection because they think that

*Grammarly* does not work/cannot be used without an internet connection. However, 15 of the participants said that they never used *Grammarly* without an unstable internet connection before. It can be seen in the comment below:

“I agree when I have an unstable internet connection, It will be useless and can not be used. Because *Grammarly* is an online application checker, it needs a stable internet connection.” (Excerpt 7, P.2)

“Because I never use *Grammarly* when there is no signal.” (Excerpt 8, P.40)

Table 7. Students' Perception of *Grammarly* as a Writing Helping Tool (Disadvantages)  
Grammarly is NOT helpful because it changes the intended meaning of the sentence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	3.8	3.8	3.8
	Agree	23	29.5	29.5	33.3
	Disagree	48	61.5	61.5	94.9
	Strongly Disagree	4	5.1	5.1	100.0
	Total	78	100.0	100.0	

The second statement in Table 7 above gets as many as 26 participants agreeing and strongly agreeing with the statement because most of them think that *Grammarly's* suggestions created sentences with the wrong meaning. There are also 52 of participants who chose to disagree with the statement because most of them thought that *Grammarly* just gave suggestions. It can be seen in the comment below:

“Sometimes, when I use *Grammarly* I find that *Grammarly* suggests I change or delete a word, and if I delete the word it can change the meaning of a sentence.” (Excerpt 9, P.29)

“I disagree because I think that *Grammarly* will not always change the intended meaning. I think that *Grammarly* will suggest sentences which can make our writing better to read and can keep the intended meaning of it.” (Excerpt 10, P.)

Table 8. Students' Perception of *Grammarly* as a Writing Helping Tool (Disadvantages)  
Grammarly is NOT helpful because the feedback given was not the same as my ideas

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	3	3.8	3.8	3.8
	Agree	18	23.1	23.1	26.9
	Disagree	54	69.2	69.2	96.2
	Strongly Disagree	3	3.8	3.8	100.0
	Total	78	100.0	100.0	

The third statement in Table 8 above shows that there are 26.9% of participants who agree and strongly agree with the statement that *Grammarly* is NOT helpful because the feedback given was not the same as my ideas. Also, 73% of participants choose to disagree and strongly disagree with the statement because participants think the ideas given are still the same. It can be seen in the comment below:

“I think sometimes *Grammarly* will give feedback that is not related to what I mean.” (Excerpt 11, P.69)

“Mostly, *Grammarly's* feedback has the same idea as my idea when I do not know which words I should use.” (Excerpt 12, P.12)

Table 9. Students' Perception of *Grammarly* as a Writing Helping Tool (Disadvantages)  
Grammarly is NOT helpful because Grammarly does an over-checking on the references list (E.g.: changes to the title, name, or publisher on the reference list and this might lead them to wrong source citations

		Frequency	Percent	Valid	Cumulative
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				Percent	Percent
Valid	Strongly Agree	2	2.6	2.6	2.6
	Agree	30	38.5	38.5	41.0
	Disagree	44	56.4	56.4	97.4
	Strongly Disagree	2	2.6	2.6	100.0
	Total	78	100.0	100.0	

And the last statement in Table 9 shows that 32 participants choose to agree and strongly agree with the statement because *Grammarly* gives a change to the writing. There are also 46 participants who disagreed and strongly disagree with the statement because they never experienced it before while using *Grammarly*. It can be seen in the comment below:

“It happens only to Indonesian words, especially Indonesian names.” (Excerpt 13, P.76)  
 “I am not sure about this, because I have not faced this problem” (Excerpt 14, P.36)

Based on the findings above it can be seen that most of the participants believed that *Grammarly* is NOT helpful with an unstable internet connection. This finding is similar to the findings of Pratama’s (2020) study that showed that *Grammarly* has some weaknesses. Students in Pratama’s (2020) study claimed that *Grammarly* needs a good internet connection to be used especially if it is accessed through the website. Students in Nova’s (2018) study claimed the misleading feedback that they experienced from *Grammarly* changed the intentional meaning of the sentence in their writing and the correction gave them confusion in their writing. The other weakness that students in Nova’s (2018) study face is that *Grammarly* has over-checked their writing.

### Students’ Perceptions of the Three Features of Grammarly in Helping Their Writing

Table 10. Students' Perceptions of the Three Features of *Grammarly* in Helping Their Writing  
 Grammarly has a highly accurate grammar checker

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	9.0	9.0	9.0
	Agree	57	73.1	73.1	82.1
	Disagree	13	16.7	16.7	98.7
	Strongly Disagree	1	1.3	1.3	100.0
	Total	78	100.0	100.0	

Table 10 above shows 64 participants agree that *Grammarly* has a highly accurate grammar checker. Most of the participants agree with the first statement that *Grammarly's* features are offered such as a grammatical checker to help them check the errors in their writing. As many as 14 of the participants disagree and strongly disagree with the statement because the participants think *Grammarly* results are not accurate for their writing. It can be seen in the comment below:

“I strongly agree because *Grammarly* has a high-accuracy grammar checker that can help me to check my grammar in my writing essay.” (Excerpt 15, P.42)  
 “My essay is still wrong when I use *Grammarly*.” (Excerpt 16, P.39)

Table 11. Students' Perceptions of the Three Features of *Grammarly* in Helping Their Writing  
 The grammar checker in Grammarly helps me to avoid grammatical mistakes in my writing

Frequency	Percent	Valid	Cumulative
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				Percent	Percent
Valid	Strongly Agree	14	17.9	17.9	17.9
	Agree	56	71.8	71.8	89.7
	Disagree	7	9.0	9.0	98.7
	Strongly Disagree	1	1.3	1.3	100.0
	Total	78	100.0	100.0	

The second statement in Table 11 above shows that 70 participants believe that the grammar checker in *Grammarly* helps them to avoid grammatical mistakes in their writing because *Grammarly's* features help them check the errors in their writing. There are also 8 participants who disagree and strongly disagree with the statement because the participants think *Grammarly* is an inaccurate grammar checker and can make mistakes. It can be seen in the comment below:

“Yes, I agree, grammatically all the errors in my writing assignments were checked accurately.” (Excerpt 17, P.50)

“I think that the grammar checker in *Grammarly* does not 100% help me in avoiding grammatical mistakes. Grammar checkers in *Grammarly* can be wrong such as the grammar should be passive but instead changed to active.” (Excerpt 18, P.2)

Table 12. Students' Perceptions of the Three Features of *Grammarly* in Helping Their Writing  
The grammar checker provided by Grammarly helps me to improve my grammar and writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	10.3	10.3	10.3
	Agree	64	82.1	82.1	92.3
	Disagree	5	6.4	6.4	98.7
	Strongly Disagree	1	1.3	1.3	100.0
	Total	78	100.0	100.0	

For the third statement in Table 12 above, participants believe that the grammar checker in *Grammarly* helps them to improve their grammar and writing. It can be seen that 72 of the participants agree with the statement because the performance from *Grammarly* helps them to know their mistakes and avoid the same mistakes. As many as 6 of the participants who disagree and strongly disagree with the statement because the participants think *Grammarly* is not enough to improve their writing. It can be seen in the comment below:

“Of course, I agree because that helps me realize the mistakes I made in my writing so I won't repeat the same mistakes.” (Excerpt 19, P.35)

“It does make grammar awareness improve, but it is not enough to make improvements w/o practice.” (Excerpt 20, P.4)

Table 13. Students' Perceptions of the Three Features of *Grammarly* in Helping Their Writing  
Grammarly has beneficial vocabulary suggestion features

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	6	7.7	7.7	7.7
	Agree	65	83.3	83.3	91.0
	Disagree	6	7.7	7.7	98.7
	Strongly Disagree	1	1.3	1.3	100.0
	Total	78	100.0	100.0	

The fourth statement in Table 13 gets 71 participants agreeing with the statement that *Grammarly* has beneficial vocabulary suggestion features because *Grammarly* has

various vocabulary suggestions. There are also 7 participants who disagree and strongly disagree with the statement because the participants think that *Grammarly* sometimes gives suggestions that do not fit with the content in writing. It can be seen in the comment below:

“*Grammarly* gives various vocabulary suggestions which could improve my writing.” (Excerpt 21, P.17)

“The vocabulary suggestions often are not what I'm looking for.” (Excerpt 22, P.77)

Table 14. Students' Perceptions of the Three Features of *Grammarly* in Helping Their Writing  
The vocabulary suggestion feature in *Grammarly* helps me to avoid choosing incorrect words in my writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	7	9.0	9.0	9.0
	Agree	63	80.8	80.8	89.7
	Disagree	7	9.0	9.0	98.7
	Strongly Disagree	1	1.3	1.3	100.0
	Total	78	100.0	100.0	

The fifth statement in Table 14 above, as many as 89.80% of the participants agree and strongly agree that the vocabulary suggestion feature in *Grammarly* helps them to avoid choosing incorrect words in their writing because *Grammarly* helps to choose the correct words. As many as 10.30% of participants who disagree and strongly disagree with the statement because participants think *Grammarly* has inaccurate suggestions and sometimes can make mistakes. It can be seen in the comment below:

“Agreed, as I said before, we don't need to be confused about changing vocabulary anymore, because *Grammarly* has helped us to use the correct vocabulary.” (Excerpt 23, P.50)

“*Grammarly* usually provides synonyms and more general terms. But I don't think it could correct word usage as the suggestions do not go deeper than avoiding repetitiveness and too specific words.” (Excerpt 24, P.28)

Table 15. Students' Perceptions of the Three Features of *Grammarly* in Helping Their Writing  
The vocabulary suggestion feature provided by *Grammarly* helps make my vocabulary list grow

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	8	10.3	10.3	10.3
	Agree	52	66.7	66.7	76.9
	Disagree	16	20.5	20.5	97.4
	Strongly Disagree	2	2.6	2.6	100.0
	Total	78	100.0	100.0	

The sixth statement in Table 15 gets 60 participants agreeing that the vocabulary suggestion feature provided by *Grammarly* helps make their vocabulary list grow with the reason that *Grammarly* provides so many vocabularies that can be chosen to fit in their writing. Also, as many as 18 participants who disagree and strongly disagree with the statement because participants never used *Grammarly* before. It can be seen in the comment below:

“Because vocabulary is really important, I think *Grammarly* did great with that (grow my vocabulary list) because I used the app more often. I cannot lie that *Grammarly* provides so many words and even vocabulary that can be used, depending on the writer, which vocab is best for his/her writing.” (Excerpt 25, P.3)

“I don't know, because I don't use *Grammarly*.” (Excerpt 26, P.22)

Table 16. Students' Perceptions of the Three Features of *Grammarly* in Helping Their Writing  
Grammarly helps me to check the plagiarism in my writing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	4	5.1	5.1	5.1
	Agree	30	38.5	38.5	43.6
	Disagree	37	47.4	47.4	91.0
	Strongly Disagree	7	9.0	9.0	100.0
	Total	78	100.0	100.0	

Regarding the seventh statement in Table 16 above, as many as 38.50% of participants agree that *Grammarly* helps them to check plagiarism in their writing with the common reason that *Grammarly* helps to know whether a part is similar to other writing. There are also 47.40% of the participants who disagree with the statement that the participants stated that they have never used the premium features before.. It can be seen in the comment below:

“Because *Grammarly* provides it so it will automatically appear when my writing or essay has the same sentences as others especially since I use premium *Grammarly*.” (Excerpt 27, P.51)  
 “I don't know about this part because I never use this feature.” (Excerpt 28, P.14)

Table 17. Students' Perceptions of the Three Features of *Grammarly* in Helping Their Writing  
The plagiarism checker in Grammarly helps me to know how similar some parts of my writing are to other writings

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	2.6	2.6	2.6
	Agree	34	43.6	43.6	46.2
	Disagree	37	47.4	47.4	93.6
	Strongly Disagree	5	6.4	6.4	100.0
	Total	78	100.0	100.0	

For the eighth statement, 36 participants chose the positive responses of ‘Strongly Agree’ and ‘Agree’ that the plagiarism checker in *Grammarly* helps them to know how similar some parts of their writing are to other writings with the common reason that *Grammarly* showing the similarity sentence, percentage, give highlight on their writing that is similar to others. There are also 42 participants who disagree and strongly disagree with the statement because they have never used *Grammarly* for plagiarism features. It can be seen in the comment below:

“Because the plagiarism checker in *Grammarly* helps me to know how similar you write to others' writing.” (Excerpt 29, P.42)  
 “I disagree with the statement above because I have never checked for plagiarism on *Grammarly* (free mode).” (Excerpt 30, P.68)

Table 18. Students' Perceptions of the Three Features of *Grammarly* in Helping Their Writing  
The plagiarism checker provided by Grammarly helps me to improve the way I cite writings from references

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	2	2.6	2.6	2.6
	Agree	28	35.9	35.9	38.5
	Disagree	42	53.8	53.8	92.3

Strongly Disagree	6	7.7	7.7	100.0
Total	78	100.0	100.0	

And the last statement in Table 4 above shows that 30 participants agree and strongly agree with the statement because *Grammarly* helps to check plagiarism in writing. There are also 48 participants who chose the negative options of disagree and strongly disagree with the statement with the common reason that they have never used the premium features before. It can be seen in the comment below:

“Because I could know where the mistake I made and I can improve the way I cite.”  
 (Excerpt 31, P.54)  
 “I never used these features yet.” (Excerpt 32, P.12)

These results are similar with Lailika's (2019) study, which found that *Grammarly* is a helpful tool for users to utilize in order to check their writing and grammar. *Grammarly*, according to Lailika (2018), can help writers feel more confident about their writing by reducing mistakes in their writing. Students in Pratama's (2020) research likewise thought *Grammarly* could fix their grammatical mistakes while they were writing. Fitriana and Nurazni (2022) also said that *Grammarly* is practical for grammatical correction and aids pupils in grammar correction. Similar results were found in Dewi's (2021) study, which demonstrated that *Grammarly* helps users compose better sentences, provides corrections, clearly explains writing faults, and generally enhances their writing skills.

For the vocabulary feature, a student in Wardani's (2022) study said that *Grammarly Premium* offers helpful suggestions for synonyms of certain phrases, checks his work to see if he frequently uses the same terms, and then assists him by offering helpful suggestions for vocabulary changes. Students in the Dewi (2022) study also claimed that this feature makes the vocabulary easier to use.

In the plagiarism feature, Lazic et.al (2020) said that *Grammarly* can help find mistakes and notice plagiarism. Students in Wardani (2022) also notice that one of the features of *Grammarly Premium* is checking the originality of the content in our writing. Eyong (2022) also said that *Grammarly* plagiarism detectors are quite effective for minimizing plagiarism in graduate students' research procedures. Students in the Lazic et.al (2020) study also said, "Plagiarism is difficult to avoid, but *Grammarly* can help; students can notice things that they did not notice before".

**CONCLUSION**

The purpose of this study is to identify how *Grammarly* helps tertiary students taking online writing courses. According to the findings, most of the participants believe that *Grammarly* is a very useful writing tool because it helps them to write better, boosts their confidence when they write in English and assists them in writing by pointing out mistakes they make and making helpful suggestions to reduce those mistakes. Despite the fact that the majority of participants are *Grammarly*'s free users, they all believe that *Grammarly* provides an accurate grammar checker that may assist students in avoiding grammar problems and enhancing the grammatical structures in their work by checking for grammatical errors and giving the right grammar suggestions.

Some of the respondents who use *Grammarly Premium* also have access to a vocabulary checker feature that can assist them in improving their vocabulary list by providing a variety of vocabulary suggestions, which can then help them in correcting

incorrect vocabulary. By showing the number of similarities to other writing and the percentage of similarities to others, Grammarly's plagiarism checker tool may also assist users in knowing how similar their writing is to that of others and improve their citations. Grammarly helps tertiary students with a feature that helps users to write more effectively.

However, based on the findings of the study, it can be seen that students perceived *Grammarly* have several disadvantages, such as *Grammarly* is NOT helpful with an unstable internet connection, *Grammarly* is NOT helpful because it is changing the intended meaning of the sentence, *Grammarly* is NOT helpful because the feedback given was not the same as ideas needed, and *Grammarly* is NOT helpful because *Grammarly* does an over-checking on the references list (e.g. changing the title, name, or publisher on the reference list and this might lead them to wrong sources citations).

The student's perceptions of the disadvantages of *Grammarly* are not clear enough because the focus of the questionnaire is on the advantages of *Grammarly*. Thus, most of the respondents disagree with the statements about the disadvantages of *Grammarly* because they have not experienced problems with *Grammarly*. Considering the limitations of the study about the disadvantages of *Grammarly*, the deepest research is needed to get students' perceptions about the drawback of *Grammarly*. Thus, by using interviews with several students, it is recommended to other researchers to investigate how the disadvantages of *Grammarly* affect the user's writing.

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