



EXPLORING STUDENTS' PERSPECTIVES ON THE USE OF GRAMMARLY IN WRITING ANALYTICAL EXPOSITION TEXT

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Abstract

This study explores the students' perspectives of Grammarly and its effectiveness in improving their writing skills. Using a mixed methods approach with 60 participants (53% male, 47% female), the research collected quantitative data through a questionnaire distributed via Google Form and qualitative data through interviews with nine students. Integrating quantitative and qualitative findings revealed a generally positive view of Grammarly. Quantitative findings show that 63% of students found Grammarly useful, and 72% agreed that Grammarly feedback significantly improved their writing quality. Additionally, 52% of students appreciated detailed feedback, and 63% reported that Grammarly helped them better understand grammar rules. In relation to the perceived use of ease, the study revealed that 55% of students found Grammarly easy to use, and 61% agreed that Grammarly provided clear feedback on errors. Qualitative data confirms these findings, highlighting Grammarly's effectiveness in correcting mistakes, enhancing grammar understanding, and increasing students writing confidence. Students also valued Grammarly as being easy to use and allowing them to simplify the writing process, save time, and make writing tasks more manageable. However, some of Grammarly's advanced features require a paid premium subscription, which may be an obstacle for some users. The study concludes that integrating technology with Grammarly in EFL writing instruction offers significant benefits, including increased confidence in writing, better understanding of Grammarly, and efficient feedback.

Keyword; Grammarly; writing; analytical exposition text; mix methods; EFL students

Abstrak

Penelitian ini mengeksplorasi perspektif siswa terhadap penggunaan Grammarly dan efektivitasnya dalam meningkatkan keterampilan menulis mereka. Menggunakan pendekatan metode campuran dengan 60 peserta (53% laki-laki, 47% perempuan), penelitian ini mengumpulkan data kuantitatif melalui kuesioner yang didistribusikan melalui Google Form dan data kualitatif melalui wawancara dengan sembilan siswa. Integrasi temuan kuantitatif dan kualitatif menunjukkan pandangan positif terhadap Grammarly secara umum. Temuan kuantitatif menunjukkan bahwa 63% siswa menganggap Grammarly bermanfaat, dan 72% setuju bahwa umpan balik Grammarly secara signifikan meningkatkan kualitas tulisan mereka. Selain itu, 52% siswa menghargai umpan balik yang terperinci, dan 63% melaporkan bahwa Grammarly membantu mereka lebih memahami aturan tata bahasa. Terkait dengan kemudahan penggunaan yang dirasakan, penelitian ini mengungkapkan bahwa 55% siswa menganggap Grammarly mudah digunakan, dan 61% setuju bahwa Grammarly memberikan umpan balik yang jelas tentang kesalahan. Data kualitatif mengkonfirmasi temuan ini, menonjolkan efektivitas Grammarly dalam mengoreksi kesalahan, meningkatkan pemahaman tata bahasa, dan meningkatkan kepercayaan diri siswa dalam menulis. Siswa juga menilai Grammarly sebagai alat yang mudah digunakan dan memungkinkan mereka untuk menyederhanakan proses menulis, menghemat waktu, dan membuat tugas menulis lebih mudah dikelola. Namun, beberapa fitur lanjutan Grammarly memerlukan langganan premium berbayar, yang mungkin menjadi kendala bagi sebagian pengguna.



Penelitian ini menyimpulkan bahwa integrasi teknologi dengan Grammarly dalam pengajaran menulis Bahasa Inggris sebagai Bahasa Asing (EFL) menawarkan manfaat signifikan, termasuk peningkatan kepercayaan diri dalam menulis, pemahaman yang lebih baik tentang tata bahasa, dan mekanisme umpan balik yang efisien.

Kata Kunci; Grammarly; menulis; teks eksposisi analitik; metode campuran; siswa pembelajar bahasa asing

1. Introduction

Writing is an essential linguistic skill and a reliable way of communication. Toba et al. (2019) stated that proficiency in writing is important for Indonesian EFL students as it is an essential English language skill for written communication and academic writing. Writing allows people to convey thoughts, ideas, and emotions precisely and coherently, even when verbal communication is difficult. Writing is essential to language learners' literacy development and catalyses personal and academic advancement in the school curriculum (Thi & Nikolov, 2022). Samosir & Daulay (2023) noted that mastering writing techniques is difficult. This skill has always been considered challenging to learn compared to other skills. Writing in a second language (L2) is particularly challenging because it involves both higher-level abilities, such as organizing and planning, and lower-level abilities, like spelling and grammar (Hartina, 2023). One type of text that students need to learn is analytical exposition text. This text is taught to make it easier for students to expand and develop their insights on various phenomena. Although EFL students in high school need to learn how to write exposition texts, this can be challenging, especially when they have to do it in their second language (Pramono, 2019).

Along with the global development in the digital era, technology is evolving in education, especially in learning English as a foreign language (EFL). Technology provides potential solutions to enhance learning inputs, processes, and outcomes. Teachers can integrate technology into the classroom to improve teaching effectiveness. In writing class, technology is needed to develop EFL learners' ability to write exposition texts. Hashim (2021) stated that using technology in teaching writing helps teachers discover new ideas and teaching method. Technology in the form of computer software allows language learners to improve their language skills and enables language teachers to explore more efficient teaching tools (Park, 2019).

According to Sajjadpour (2021), writing is difficult for most students at various levels. Students must follow several instructions involving a variety of appropriate vocabulary while paying attention to aspects such as spelling, punctuation, and coherence. Focusing on sentence construction and obeying grammar principles in writing is crucial. Wibawa & Nabhan (2023) found that understanding becomes challenging for students when a sentence is written with grammatically incorrect. Therefore, students must use correct grammar so readers can effectively analyse the details in sentences. The existence of an AI-powered writing assistant, such as Grammarly, presents a critical moment to investigate its potential usefulness as writing tool feedback by the EFL (T. N. Fitria, 2021).

As mentioned above, writing is a difficult thing to do, especially when it comes to grammar. Bungsu et al. (2021) stated that grammar skills are essential for students to support them in mastering writing skills. This also applies when EFL students want to write analytical exposition text. The existence of many online grammar checkers plays an important role to help EFL students in writing their English texts. Shadiev & Feng (2023) mentioned that Grammarly is one of the most frequently used and learned Automated Corrective Feedback (ACF) tools. Grammarly is accessible as a Google Chrome extension and can identify grammar and spelling mistakes, incorrect sentence structure, plagiarism checks, and more.

There are some previous relevant studies on the usefulness of grammarly in writing to support in this current research. O'Neill and Russell (2019) investigated students' perceptions of Grammarly as a feedback tool for improving grammatical accuracy in academic writing. Pratama (2020) examined the use of Grammarly as an online grammar checker in the writing process of English education department



students. In addition, Maulidina & Wibowo (2022) conducted a research using a classroom action research approach to evaluate how Grammarly can enhance students' writing ability. Another study explored students' perceptions of using Grammarly in thesis writing (Susiana & Yolanda, 2024).

From the studies above, regarding the utilization of Grammarly in writing analytical exposition texts in senior high schools, it has not been widely discussed. Since analytical exposition texts are one of writing types that have higher structure and complexity compared to other text types, it is believed that research on this type of text would contribute and provide valuable insights into how Grammarly can help students in senior high schools write more complex texts. By exploring students' views, this study sought to investigate the efficacy of Grammarly use on the students' writing ability. Thus, the insights gained can empower teachers to create targeted and effective writing lessons for English subjects.

2. Method

This research used a mixed method with an explanatory sequential design consisting of two data, namely quantitative and qualitative data. Creswell & Creswell, (2018) characterized mixed methods as combining or integrating quantitative and qualitative research and data in a project. Quantitative data generally has closed-ended responses, which can be found in questionnaires. In contrast, qualitative data is more open-ended and does not have predetermined responses. In this research, quantitative data is helpful for measuring the impact of using Grammarly on certain subjects, and qualitative data is useful for exploring and understanding students' perspectives.

The Explanatory sequential mixed method refers to a research methodology where researchers conduct quantitative research, analyse the findings, and then elaborate on them using qualitative research. The term "explanatory" is used because the quantitative data results are clarified further by qualitative data. This method is called "sequential" because the quantitative phase is conducted before the qualitative phase. Quantitative data will show a general understanding of the research problem, and qualitative data will explain more by exploring participants' views in depth.

This research used purposive sampling, where 11th-grade students who used Grammarly to write English were selected as participants. The class chosen to distribute the questionnaire was a class that had previously received instructions to use Grammarly in English subjects. The participants in this study were 60 students from one of reputable private high schools in Jakarta, Indonesia. 53% of the participants were male, while 47% were female. Dealing with their ages, 55% of the total participants were 17 years old. Most of the participants (32%) used Grammarly since 2023.

Table 1 Student Demographics

No	Categories		Participant N (60)	%
1.	Gender	male	32	53
		female	28	47
2.	Age	<16	2	3
		16	24	40
		17	33	55
		>17	1	2
3.	Knowing or using Grammarly	<2020	15	25
		2021	17	28
		2022	9	15
		2023	19	32



2.1 Data Collection Procedure

Questionnaires and Interviews were employed as research instruments in this study. The questionnaire was used to investigate the students' perceptions. The questionnaire contains statements regarding the students' conduct and feelings that they must respond to. This research questionnaire was adapted from a previous study, Cavaleri & Dianati (2016), who also researched Grammarly. The questionnaire will gather information regarding students' experiences using Grammarly and its effect on their writing. It is also used to collect data regarding the usefulness and perceived ease of use of Grammarly. These aspects are crucial in deciding whether someone will accept and use technology, aligning with the Technology Acceptance Model (TAM) theory. The survey consisted of three parts: First, the student data asked about their writing ability. The second and third sections asked about Grammarly's usefulness and ease of use. Then, interviews were conducted to explore students' opinions further based on their experiences with Grammarly. Five open-ended questions were posed during these interviews.

The process of data collection in an explanatory sequential design includes collecting quantitative data, analyzing quantitative data, and utilizing results to follow up on qualitative data collection. The researcher collected quantitative data (numerical data) using questionnaires, and then qualitative data (text) was collected using interviews. The data was collected offline. The researcher visited the class to introduce themselves and explain their purpose to eleven-grade students. The researchers demonstrated how to fill out the questionnaire as clearly as possible and allowed the students to ask questions if there were things they needed to understand. The students filled out the questionnaire using a Google form link. After completing the questionnaire, the researchers conducted interviews with nine students. Each selected student had 15-20 minutes for the interview.

2.2 Data Analysis

Creswell & Plano Clark (2018) describe three procedural phases for conducting integrative data analysis in an explanatory sequential design. The initial stage includes an assessment of the quantitative data collected, followed by an examination of the qualitative data collected thereafter. The final phase includes exploring how the qualitative data explains the quantitative findings and answers the research questions.

In this study, quantitative data was collected through questionnaires. The questionnaire used in this study has a five-point Likert scale with four different responses: "strongly agree," "agree," "neutral," "disagree," and "strongly disagree." The results of the responses were processed numerically to describe the percentage of answers to each statement regarding students' perceptions of using Grammarly in writing analytical exposition texts. Then the data were analyzed descriptively to provide a general explanation of the findings. The Qualitative data was collected through interviews to understand the context, perspectives, and experiences of students who use Grammarly. Then, the data in the form of interview transcripts was subjected to thematic analysis, patterns were identified, and the answers were categorized into relevant groups based on students' perceptions of using Grammarly in writing.

Quantitative and qualitative data are integrated by comparing findings and linking results. Qualitative data confirmed or explained quantitative results and provided a deeper understanding. Then, the researcher analyzed the conclusions of both data types to build a comprehensive understanding of the research phenomenon. Interview data was validated and presented as a detailed explanation of the questionnaire results. Conclusions are drawn using quantitative and qualitative data analysis, thus providing greater insight into the phenomenon.



3. Result and Discussion

3.1 Qualification and Language Abilities

As described in Table 2, it shows that the students did not feel confident with their English and writing skills. 40% of students thought they needed proofreading tools when writing in English. It indicates that they require assistance to check their spelling, grammar, and sentence structure errors to make their writing more accurate and professional. Proofreading tools like Grammarly help identify and correct students' mistakes and make students write better and more confidently. 45% of students were unsure about the correctness of their sentences, which could affect their overall writing quality and confidence. 35% of students felt their understanding of English grammar and vocabulary was weak, making it hard for them to express their ideas clearly and effectively, which is crucial for writing, especially in Analytical Text Exposition. Moreover, 50% of students found it challenging to express their ideas in written form due to various factors, such as a lack of skills in organizing thoughts, making coherent arguments, and structuring logical paragraphs. Overall, students have neutral feelings about their writing abilities, indicating a need for more support, such as additional training, access to tools like Grammarly, or guidance from instructors and tutors to improve their skills and confidence.

Table 2 Students' Qualification and Language Abilities

No	Questions	SD	D	N	A	SA	Mean	STDV
1	I do not need any help with writing in English, I need a proofreading service	0%	15%	45%	28%	12%	3.33	0.93
2	I do not always feel confident that I have written the sentences correctly.	5%	15%	35%	40%	5%	3.23	0.96
3	My knowledge of English grammar and vocabulary is weak.	8%	17%	40%	12%	23%	3.25	1.22
4	I find it difficult to express my ideas in writing.	8%	17%	25%	40%	10%	3.28	1.11

Qualitative Data analysis further supports the quantitative data on students' qualification and language abilities. In line with the students' knowledge of grammar and vocabulary, S24 and S43 stated that he did not understand grammar, especially about tenses. This statement aligns with quantitative findings that many students' grammar and vocabulary knowledge is weak. Grammarly provides tools that allow students to automatically correct mistakes and learn from them to develop a better understanding of grammar rules. It is important for students who struggle with basic grammar concepts such as tenses.

"Grammarly is useful for improving my writing, especially grammar, because I don't really understand grammar, about what past or future tenses are, so autocorrect grammar is very helpful." (S24)

"I found Grammarly very helpful, as I felt I was still lacking in grammar." (S43)

Dealing with how they felt unconfident in writing sentences with correct grammar, S30 and S36 stated that she was not confident in his language ability. The following are the excerpts of some interview results from the participants. This statement suggests that lack of confidence in writing often stems from uncertainty about the accuracy of spelling and grammar. With Grammarly, they get the support to ensure their writing is free of spelling and grammatical errors. This improves the quality of their writing and gives them confidence.

"I realized that I was not confident with the spelling of my writing, Grammarly helped me to correct my writing mistakes." (S30)

"I realize I am not good at writing English, so I often feel doubtful about my writing. Grammarly makes me more confident in my writing." (S36)



From the results above, it demonstrates that Grammarly was an educational tool that provided some useful features and encouraged the students felt no worries to do some mistakes to write in English. This result is supported by a study by Fitria (2022) who found that Grammarly app is clear and easy to understand feedback and time saving for the students. Moreover, as students would have more confidence to write with Grammarly assistance, students' errors in terms of vocabulary, grammar, spelling and punctuations would be reduced (Ghufron & Rosyida, 2018). Grammarly can serve as an effective self-editing learning tool for students to enhance their writing skills, as it has been shown to improve the quality of their writing in areas such as spelling, mechanics, sentence structure, and writing accuracy (Jelita & Daud, 2023). In Huang et al's (2020) study, it was found that Grammarly intervention to students within some weeks could be effective feedbacks, and this promoted their satisfaction and confidence in writing English.

3.2 Perceived Usefulness

Based on table 3, it shows that 63% of students feel that Grammarly is a beneficial application. This app helps them in various aspects of writing, from checking grammar to improving the overall quality of their writing. 53% of students agree that Grammarly provides detailed feedback. This was evident from the questionnaire results, which showed that 72% of students agreed that the feedback provided by Grammarly is very helpful in improving the quality of their writing. The feedback allows students to see their mistakes and understand how to correct them. Then, 63% of students agree that Grammarly helps them understand grammar rules. A better understanding of grammar allows students to write more confidently and reducing common mistakes. Overall, students had a very positive perspective about Grammarly's usefulness. Most percentages were above a Likert scale of 3, indicating that they agreed or strongly agreed that Grammarly was helpful to them. It shows that Grammarly can be a valuable tool for students to improve the quality of their writing.

Table 3 Perceived Usefulness

No	Questions	SD	D	N	A	SA	Mean	STDV
5	Students think that Grammarly is useful.	0%	2%	35%	35%	28%	3.92	0.84
6	Grammarly gives detailed Feedback.	0%	2%	45%	33%	20%	3.75	0.85
7	Grammarly makes helpful suggestions for improving my work	0%	2%	27%	42%	30%	4.05	0.88
8	Grammarly has helped me understand grammar rules.	2%	5%	30%	38%	25%	3.87	1.07

To support the quantitative data regarding students' perceptions of Grammarly's usefulness, some qualitative data is presented. In line with Grammarly providing useful suggestions to improve student work, S30 stated that Grammarly helped him to find the mistakes in his writing so that his writing became more organized. Likewise, S36 said that Grammarly helped him correct errors in his writing, made him more confident, and increased his motivation to write. In short, Grammarly helps students catch their mistakes, clarify their writing, and give them confidence to keep writing.

“Grammarly helps me find out my writing mistakes, makes my writing more organized, also adds new words that I can find in Grammarly.” (S30)

“Grammarly helps me correct mistakes in my writing, making me more confident and increasing my motivation to write.” (S36)



In relation to Grammarly providing detailed feedback, S3 stated that she could correct her writing mistakes and make it easy to understand because Grammarly provided appropriate and detailed corrections. By using clear feedback from Grammarly, students can easily correct writing errors and improve the quality of their writing.

“I can correct my writing mistakes and make my writing easier to understand because it gets appropriate and detailed corrections.” (S3)

By using Grammarly, I know where the grammar mistakes are in my writing, and it helps me to improve my writing. (S18)

In line with the Grammarly helped students to understand grammar rules, S6 stated that after using Grammarly, her knowledge of English grammar increased, and she gained new vocabulary that she had never known before. S6 mentioned how using Grammarly resulted in "improvements" in her grammar knowledge. This shows that Grammarly identifies mistakes and provides explanations, which helps students learn and avoid similar mistakes.

“One of the benefits I got after using Grammarly was the increase in my understanding of English grammar and the addition of new vocabulary that I didn't know before..” (S6)

The results show that the students have a positive perception that Grammarly is useful as a tool in helping them write English, one of which is in writing analytical exposition text. The feedback provided by Grammarly was very helpful in improving the quality of students writing because Grammarly provided appropriate and detailed feedback. It is in line with the previous research by Lazic et al. (2020) who found that students had a favorable view of Grammarly, considering it effective in improving their grammar knowledge, word choice, writing style, and mechanics. Similarly, Dewi (2023) discovered in her study that EFL students positively rated Grammarly's efficiency as an Automated Writing Evaluation (AWE) tool. EFL state many advantages of Grammarly, such as helping to identify errors in grammar, punctuation, spelling, paraphrase, and increase students' vocabulary. In the same way, Maulidina & Wibowo (2022) mentioned related to students' perspectives in using Grammarly is also positive. The students said that using Grammarly increased their confidence in their writing also improving students writing abilities.

3.3 Perceived Ease of Use

Based on Table 4, 55% of students agree that Grammarly is user-friendly, indicating that most find it easy to use and integrate into their writing process. There are 61% of students believe that Grammarly offers clear explanations for their errors, demonstrating that the tool helps them understand and correct their mistakes effectively. Only 5% of students disagreed that they could understand the feedback given. It shows that most students find Grammarly's feedback explanations understandable, meaning the tool provides detailed corrections to each student's mistakes. Then, only 13% of students found technical issues with Grammarly, suggesting that the tool is generally stable and easy to use without technical problems. In conclusion, the data indicates that students view Grammarly positively as an easy tool. This tool provides clear clarification, and most students don't experience any technical problems when using it.



Table 4 Perceived Ease of Use

No	Questions	SD	D	N	A	SA	Mean	STDV
9	Students think that Grammarly is easy to use.	0%	3%	42%	30%	25%	3.85	1.09
10	Grammarly provides clear clarifications for my errors.	0%	2%	37%	43%	18%	3.89	1.10
11	Student can understand the explanations feedback.	0%	5%	42%	40%	13%	3.74	1.22
12	I have no technical issues with Grammarly.	0%	13%	48%	25%	13%	3.52	1.41

To support the quantitative data regarding students' perceptions of the ease of Grammarly, some qualitative data is presented. In line with the statement that Grammarly is easy to use and students have no technical issues with Grammarly. S6 mentioned that he encountered no difficulties and thought that Grammarly was easy to use, even for beginners. The statement emphasizes that Grammarly makes writing easier by providing users with easy-to-understand feedback. Likewise, S27 said he had no difficulties using Grammarly as a student. He felt helped writing English with Grammarly. This opinion underscores the view among students that Grammarly effectively supports the writing process by providing useful features and clear feedback, thereby improving overall writing clarity and proficiency.

“No, I think Grammarly is easy to use, even for beginners.” (S6)

“As a student who is helped by using Grammarly in writing English, I do not find any difficulties.” (S27)

The ease of using Grammarly made students' writing work easier. It aligns with the statements from S18 and S29, who mentioned that Grammarly helped them improve their writing by providing automatic corrections, and reducing the time spent on writing. It was emphasized that Grammarly's automatic correction feature helps students correct grammatical errors quickly, not only correcting students' imperfect writing, but also shortening the time needed to write.

“For me, autocorrect in Grammarly really helps me correct grammar mistakes quickly.” (S18)

“Grammarly helps me correct my writing that is not perfect, besides that using Grammarly can shorten my time to make a writing.” (S29)

According to the students, Grammarly was considered easy to use. Moreover, most students did not experience any technical difficulties or barriers when using Grammarly. The ease of use of Grammarly eased students' writing tasks, thus potentially reducing the time needed for writing. In her research, Rahma Hakiki (2021) found that the students valued Grammarly for its user-friendly interface, beneficial suggestions, straightforward explanations, accurate grammar corrections, and prompt error rectifications. The students believed that Grammarly helped them understand English grammar rules better, especially when writing essays or academic texts. The ease of use of Grammarly eased students' writing tasks, thus potentially reducing the time needed for writing. This is in line with previous research. This is in line with previous research, O'Neill & Russell (2019) mentioned that Grammarly gave students enough time to write compared to not using it. Students using Grammarly felt more satisfied with the quantity and quality of feedback they received and how it benefited their grades and writing skills. Students felt more confident in their writing, and their ability to self-correct improved. Grammarly users gave sufficient time for grammar feedback. They found it easier to make grammar changes based on that feedback than some students who received traditional feedback.



The previous study conducted by Fahmi & Cahyono (2021) shows the same results. It discovered that EFL students agreed that Grammarly was easy to use and the features were well integrated, making it a practical program. In addition, the students felt that the feedback provided by Grammarly was understandable, detailed, and helpful in improving their writing. Most students felt that Grammarly helped them save time revising and improving their writing ability. Overall, this study concludes that EFL students have good perceptions of Grammarly and find it helpful in their writing process. Fitriana & Nurazni (2022) mention in their research that Grammarly is easy to use, feature-rich, and doesn't consume much data compared to other online grammar checkers. Grammarly's suggestions help students strengthen their knowledge of grammar. Overall, with its complete and comprehensive features, Grammarly is an efficient writing tool that can assist students.

4. Conclusion

This research found that 11th grade senior high school students who used Grammarly had a favorable view of the usefulness and ease of the app in helping them write in English, especially when writing analytical exposition texts. Most students mention that they needed more confidence in writing, which often stems from a lack of understanding of spelling and grammar. With Grammarly, they get support to ensure their writing is free of spelling and grammatical errors. This improves the quality of their writing and gives them confidence. This statement was based on the students' answers, which explained that Grammarly provided thorough correction of their grammar, punctuation, and spelling errors in their writing. The feedback provided is detailed and easy for students to understand. In addition, a set goals feature on Grammarly can customize input to students' goals and writing styles. The feedback provided makes students more confident in writing. Students also thought that Grammarly was a user-friendly and efficient tool because they could access it easily via the web and the application. Most students also mentioned that they found it easy with the instructions given. Besides that, Grammarly can still be used for free even though it has more limited features. Therefore, it is concluded that Grammarly is an effective online grammar checker and a useful resource for students to detect grammatical errors in their writing.

However, this research has some limitations such as the small number of the participants from one school which would represent all the users of Grammarly and the time constraints to collect the data. The implications of this research relate to English teachers and students in English learning. Teachers are advised to integrate Grammarly into learning activities related to writing. Therefore, students can use this technology to independently identify and correct grammatical errors, improving their writing abilities. This research specifically explores the perspectives of 11th grade senior high school students in Jakarta regarding the efficacy of using Grammarly to improve their English writing, especially in writing analytical exposition text. For further research, other researchers can compare the efficacy of Grammarly with other writing assistance tools or explore its impact on different types of text and levels of education.

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