

**EXPLORING STUDENTS' PERCEPTION ON THE EFFECTIVENESS OF
“GRAMMARLY SOFTWARE” IN ACADEMIC WRITING**

(A Case Study at English Language Education Department of UIN Ar-Raniry)

THESIS

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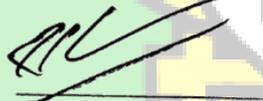
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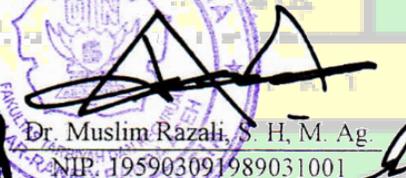

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**Exploring Students' Perception on The Effectiveness of Grammarly
Software in Academic Writing**

Adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 27 December 2019

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Banda Aceh, December 26th 2019

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ABSTRACT

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The presence of many software in the internet can simplify students for learning writing. However, the effectiveness of those software may provide both benefits and drawbacks. Thus, this study aimed to explore students' perception on Grammarly software and several aspects of academic writing that could be improved by Grammarly. The researcher used qualitative method through semi-structured interview to obtain the data. Purposive sampling was applied to choose the participants who fulfilled the criteria in this research. The samples were eight of English Language Department students in Universitas Islam Negeri Ar-Raniry, who have used the Grammarly. The findings were discussed into two topics based on the research questions and then analyzed descriptively. The results of the data showed that this program has provided free accessibility, automatic correction, and useful feedback as the benefits. Meanwhile, two drawbacks were found in this program, such as misleading and over-checking. Besides, there were four aspects of academic writing that helped by Grammarly; complexity, objectivity, formality and hedging. Students agreed that Grammarly was useful for learning academic writing.

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CHAPTER I

INTRODUCTION

This chapter deals with the background of the study in which the topic, problem, and gap related to this study are presented. The following sections are devoted to research questions, research aims, research scope, the significance of the study, and terminologies used in this study.

A. Background of the Study

Due to the international journal's needs papers or articles to be written in English. It is very important for students to pay more attention to mastering English especially in their writing (Nova, 2018). Writing is one of the fundamental skills to be learned especially in the practice of teaching and learning English (Rachmawati, 2013). Moreover, Karyuatry (2018) explains that writing becomes a media to share ideas that are considered playing an important role in life.

Writing is a complex written form of media for communication (Khalisa, 2018). It focuses on how students elaborate and organize their ideas that are simply understood by readers (Karyuatry, 2018). Khalisa (2018) describes that while starting writing, students focus not only on writing 8'style but also on the content, organization, vocabulary, grammar, and language use. Having the skill of writing is essentially important in order to avoid ambiguous meaning and misunderstanding information (Nova, 2018).

On the other hand, many students face obstacles in writing. Karyuatry (2018) claims that phrases, unfamiliar words, adverbs, and passive words are parts of it.

Mubarak (2017) states that students have problems in using irregular verbs, consistency, using paralleled structure, applying verb tense and poor expressions on expressing their ideas in writing. It happens due to the lack of knowledge of writing skills. To overcome the obstacles, there are many ways the students can do such as asking for peer-correction or teacher correction. With the development of technology, the presence of the internet helps the learning process of writing, for instance, online grammar checker programs. One of them is Grammarly Software. Grammarly Software, one of the developed programs of Automatic Writing Evaluation (henceforth, AWE), is an automatic grammar checker that provides many helpful features that are commonly used by learners (Nova, 2018). It has been known as a tool for helping students in learning writing skills.

Grammarly has many useful features such as checking the spelling, grammar, and punctuation errors, providing 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 (Nova, 2018, p. 82).

In addition, Grammarly also helps students in correcting sentences' structures, the spelling error of words, and assists learners in developing their writing ability. Despite its popularity, students still face several weaknesses of Grammarly which are misleading feedback, over-checking on the reference list, and inability in checking context and content of writing (Nova, 2018).

Studies about the effectiveness of Grammarly software in learning writing have been conducted by some researchers. Karyuatry (2018) analyzed whether the use of Grammarly could improve the students' writing quality related to writing a

descriptive. Lecturer's observation became the basis to conduct this study which showed that students had a problem with grammar. Karyuatry (2018) cooperated with other lecturers conducting action research in which 40 students were involved. The research data were collected by three instrument which are interview, students' essay, and questionnaire. The result of this study showed that when the Grammarly is used in teaching descriptive, about 32 (82%) out of 40 students passed the passing grade. Grammarly as the teaching tool was very helpful. Then, the researcher concluded that Grammarly is very helpful and could be used as the teaching tool and become an appropriate tool to reduce errors and improve students' writing quality.

Furthermore, another research has been investigated by Ghufon and Rosyida (2018). They compared the effectiveness of Grammarly to teacher corrective feedback in reducing students' errors in EFL writing. This study used the quantitative approach by a quasi-experimental design. The researchers divided 40 students who were selected from the English education study program of a private university in Indonesia into experimental and control groups. The result of this study shows that the students whose work using Grammarly have a significant reduction in their errors compared to those who are given corrective feedback by the teacher. Ghufon and Rosyida (2018) concluded that the software was shown to be more effective in terms of reducing students' errors such as vocabulary usages, grammar, and spelling or punctuation. Yet, it is quite less effective to enhance the content of students' EFL writing. Another research has been conducted by O'Neill and Russell (2019) which concluded that students got many benefits and feedback from Grammarly. About 9 of

the 15 survey items were significantly more satisfied with the feature of Grammarly compared with non-Grammarly students.

In addition, the study of Nova (2018) concluded that the Grammarly software has given useful feedback with example and explanation, a high rate of evaluation speed, ease of access in downloading and utilization and free service. However, there were some weaknesses found such as misleading feedbacks, lack of context and content evaluation which need further investigation and more research. Based on the studies mentioned above, this research has similarities with the previous study in terms of its concern of both the use of Grammarly software and EFL writing. I specifically focus on how students perceive the effectiveness of Grammarly software that could help them in understanding aspects academic writing.

Reflecting on this issue, I am interested in exploring students' perceptions on the effectiveness of the Grammarly software on their academic writing. In addition, I want to figure out students' opinions on Grammarly that affects their writing ability.

B. Research Questions

1. How do students perceive the effectiveness of *Grammarly Software* in helping them in writing?
2. What aspects of academic writing can be improved by using *Grammarly Software*?

C. Aims of the Study

1. To find out student perceptions on Grammarly in helping them to write well.

2. To investigate aspects of academic writing that can be improved by using Grammarly software

D. The Limitation of the Study

This study focuses on investigating students' perceptions on the effectiveness of Grammarly software toward their writing ability. The participants of this study are the student of the sixth semester of English Department students who have completed the academic writing course.

E. Significance of the Study

This study provides some detail information concerning with the student perceptions on the effectiveness of Grammarly Application toward students' writing ability. It is expected to be an additional information for educational field in exploring a great way to assist student in writing ability.

In addition, the result also gives information about advantages and disadvantages in using the Grammarly Application. It is expected that the result gives useful information for readers and become an additional reference for other researchers in conducting other research in similar topics.

F. Terminology

a. Student perception

In this research, the perception is defined on how student perceive toward Grammarly software in evaluating their writing product. According to William (2014), Perception is way to explain to people what people think. It is thought,

knowledge and interpretation that are obtained through understanding something (Webster, 2014). Robbins (2003) states that perception is an impression which individually get through sensing then analyzing and interpreting till produce understanding.

Student's perception can be defined as student context about their learning style that includes their personality which are visual, auditory, kinesthetic, and reading/writing person. In this research, students' perception related with student's thought on the use of Grammarly application which focus on the way how they adapt themselves to get better performance in their academic writing (Jamulia, 2018).

b. Grammarly Software

Daniels and Leslie (2013) describes that Grammarly software is effective to help teachers and learners in correcting EFL writing.

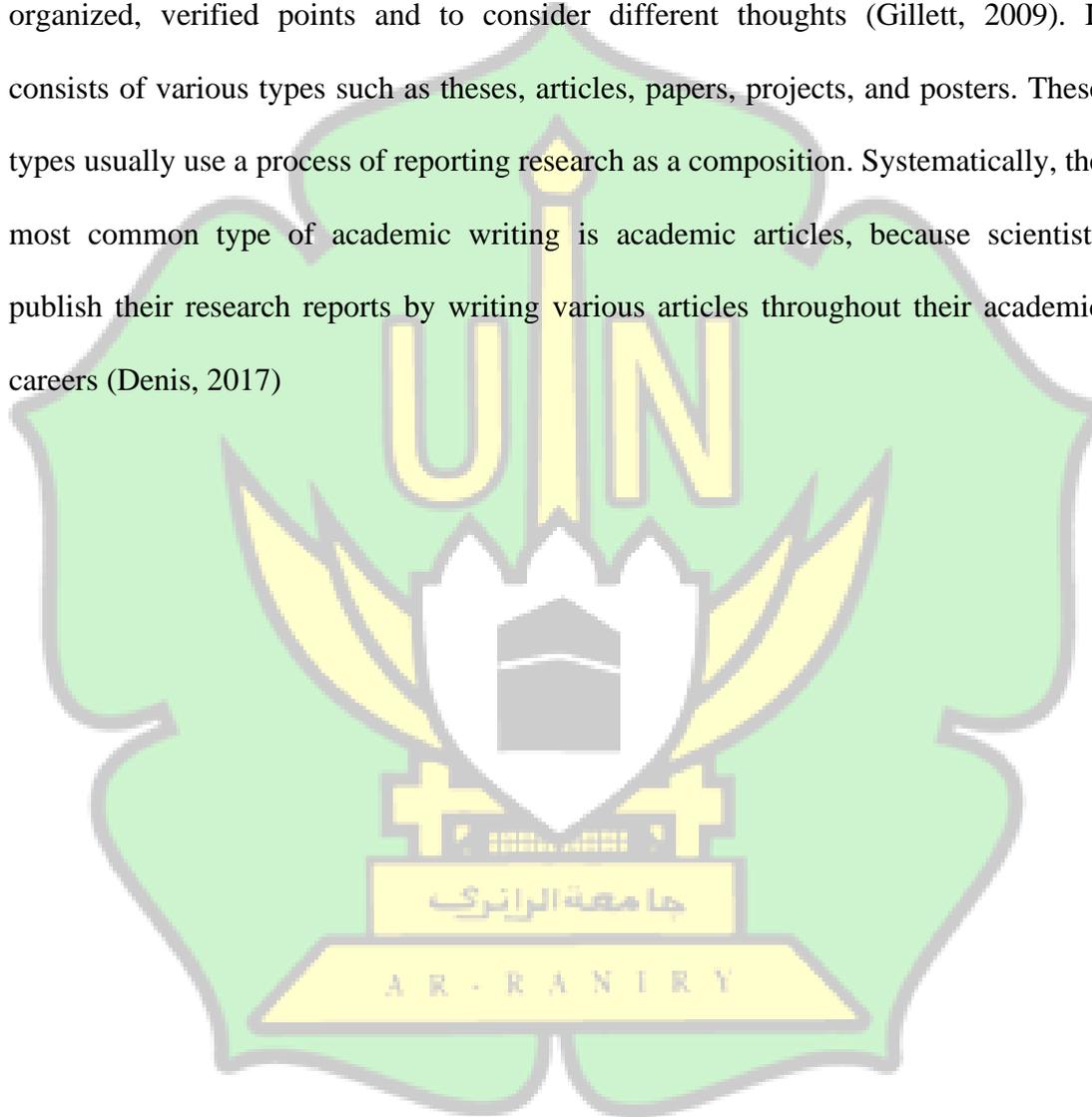
The Grammarly Software was founded in 2009. The users of this Grammarly have been distributed in all over the world; therefore, its area of served is worldwide one. The main product of the Grammarly is Grammar checker, Spell checker and it can do other services such as proofreading, plagiarism detection (Qassemzadeh & Soleimani, 2016, p. 1887).

c. Academic Writing

In this research, I define academic writing as a writing product or assignment in certain majors. Hamp-Lyons (2006) defines that Academic writing is formal writing with academic words, well -structured and organized without using slang, abbreviations, and incomplete sentences. It is different from creative writing and personal writing which are informal. Academic writing needs further knowledge to maintain the ideas correctly (Oshima & Hogue, 2007). Academic writing is one of the

steps of the academic research process through which scientists report situations of thinking, experience, observation, application/testing, etc (Akkaya & Aydin, 2018).

In academic writing, it is important to produce structured ideas with well-organized, verified points and to consider different thoughts (Gillett, 2009). It consists of various types such as theses, articles, papers, projects, and posters. These types usually use a process of reporting research as a composition. Systematically, the most common type of academic writing is academic articles, because scientists publish their research reports by writing various articles throughout their academic careers (Denis, 2017)



CHAPTER II

LITERATURE REVIEW

This chapter deals with two main topics which are academic writing and Grammarly software. It defines academic writing and Grammarly, characteristics of academic writing, advantages, and disadvantages of Grammarly software.

A. Academic Writing

1. Definition of Academic Writing

A broad definition of academic writing is any writing done to fulfill a requirement of a university (Birhan, 2017). Akkaya (2018) defines academic writing as one of the steps of the academic research process through which scientists report situations of thinking, experience, observation, application/testing, etc. Academic writing is usually used for publications that are read by the teacher and researchers or presented at conferences (Lindsay, 2018).

Academic writing is a type of text that opinions are structured and justified. Essays, theses and research reports are among types of academic writing (Gillet, 2009). It is different from fiction writing which announces the writer's opinion on the topic. Academic essays are usually written for comparing two points, discussing a solution, introducing a project, summarizing information, reporting a research study or experiment (Boardman & Frydenberg, 2002)

According to Oshima (2007), academic writing is the type of writing used in college and university. It is diverse from other creative or personal writing such as writing a letter or e-mail to friends and family. Oshima (2007) states that academic

writing is formal writing which must be clear, concise, and terse. It uses authentic texts and examples taken from a wide range of disciplines (Bailey, 2011). Lindsay (2018) confirms that the writer is avoided to use flowery or overly ornate ways of saying things. Therefore, academic writing should be direct, literal and explicit.

To write academically, a writer should have a purpose. Therefore, Bailey (2011, p. 3) confirms that the most common reasons for writing include:

- a. To report a conducted research
- b. To answer questions that the writer has been given or chosen
- c. To discuss a subject based on the writer's view
- d. To synthesize research done by others on a topic

2. Types of Academic Writing

Academic writing is used in many different forms. There are six types of academic writing as follow:

Table 2.1

Common types of academic writing

Types	Definition
1. Notes	A written record of the main points of a text or lecture, for a student's personal use.
2. Papers	A general term for any academic essay, report, presentation or article
3. Projects	A piece of research, either individual or group work, with the

	topic chosen by the student(s).
4. Essays	The most common type of written work, with the title given by the teacher, normally 1000–5000 words.
5. Dissertation	The longest piece of writing normally done by a student (20,000+ words) often for a higher degree, on a topic chosen by the student.
6. Report	A description of something a student has done e.g. conducting a survey.

Source: Bailey (2011)

As a composition, these types usually contain reporting a research process. Academic writing has a very wide variety of types which is regarded as a discipline. The discipline encompasses different parts reaching from the title of the writing to bibliography and attributes related to their writing which include language, expression, and form (Akkaya & Aydin, 2018). Regardless the types, it is important for every piece of academic writing to be clear, comprehensible, extraordinary, and summarizing, and to be presented in a certain order by guaranteeing coherence and cohesion among its subsections (Karyuatry, 2018).

3. Characteristic of Academic Writing

Birhan (2015) defines that Academic writing in English is linear, accurate, clear and understandable, which means it has one central point or theme with every part contributing to the mainline of argument, without vagueness or repetitions. Its objective is to inform rather than entertain (Simanskiene, 2005). In writing academically, several features are needed to distinguish between academic and personal writing. Birhan (2015) proposes that there are six main features of academic writing that are often discussed, which are complexity, objectivity, formality, explicit, hedge and coherence.

a. Complexity

Complexity is one of the features of academic writing. Written language is relatively more complex than spoken language. Written language has longer words, it is lexically denser and it has a more varied and specialized vocabulary (Simanskiene, 2005). It uses more noun-based phrases than verb-based phrases. Written texts are shorter and the language has more grammatical complexity, including more subordinate clauses and more passives (Simanskiene, 2005). According to Bailey (2011), it is easier to write and read the spoken language, but complex sentences are essential in academic writing. Moreover, students should make clarity a priority, and avoid writing very complex sentences until they feel confident in their ability.

b. Objectivity

Academic writing is more objective than personal (Oshima, 2007). Its sentences are shorter which has good complex grammar (Birhan, 2017). The main emphasis should be on the information that the writer seeks to convey the meaning.

Besides, changing the personal perspective to the objective point of view is essential in writing (Simanskiene, 2005).

c. Formality

In the academic writing context, formality is a standard to be qualified as academic writing. It is the element among the qualities (Birhan, 2017). Simanskiene (2005) describes that contractions, colloquial words, and expressions, tautology, vague words or phrases and similes should be avoided by the writer. Besides, the use of technical, abstract vocabulary, complex sentence structures and the avoidance of the personal voice (the use of I, you) are also meant by formality. In addition, “formal writing emphasizes the importance of its subject and the exactness of its information. Its tone is dignified, and it maintains a certain distance between writer and audience” (Hacker, 1998, p. 126).

d. Explicit

In academic writing, constructing a clear introduction, body, and conclusion in an academic paper is an obligation. The progression of ideas and paragraphing must be clear. The writer also has to present a reasonable number of substitute points of view and to achieve a sense of argumentation (Birhan, 2017). Furthermore, academic writing is explicit about the relationships in the text. It is the responsibility of the writer in English to make it clear to the reader how the various parts of the text are related. These connections can be made explicit by the use of different signaling words. Expressing oneself clearly also involves using language accurately and with

an appropriate range, writing coherently and cohesively, following the conventions of the particular kind of writing, and writing relevantly and comprehensively (Simanskiene, 2017).

e. Hedge

Other characteristics of academic writing is hedging. Simanskiene (2005, p. 10) states that “in any type of academic writing the writer does, it is necessary to make decisions about his or her stance on a particular subject, or the strength of the claims he or she is making”. Birhan (2017) explains that hedging is the expression of tentativeness and possibility in language use, and it is crucial to scientific writing where statements are rarely made without subjective assessments of truth. “Hedging refers to the way in which a writer shows the extent to which he or she wishes to be responsible either for the accuracy of the ideas being put forward or for the ideas themselves” (Tribble, 1996, p. 100).

f. Coherence

Last, the coherency becomes one of the main characteristics of academic writing.

academic writing needs a good flow of ideas, or it is necessary to have good use of linking words to join the ideas within and between sentences and paragraphs, and excellent usage of signposting words to show the development of our argument (Birhan, 2017, p. 105).

Birhan (2017, p. 105) defines that “a text is supposed as coherent when it makes reliable sense, depending on the help of cohesion devices. He describes cohesion as the demonstrable pattern of the integrity of the texts, the marks of its hanging together”.

B. Grammarly Software

Nowadays, technology has caused significant changes in life. A Computer has been considered as revolutions that affect all the fields of people, including education throughout history (Ghufron, 2018). The presence of the Internet provides a powerful, flexible and efficient new tool for technology-enhanced learning (Karyuatry, 2018). Many programs have been built to support the language learner in achieving better language proficiency (Nova, 2018).

Automated Writing Evaluation (AWE), as one of the products of technology, brings innovation in evaluating writing. AWE is a computerized program that can evaluate and rate writing automatically using an online checking system (Nova, 2018). Ghufron (2018) claims that Grammarly is as one of the AWE programs developed in the 21st century, has been approved as a tool that can help students and academics in writing.

Qassemzadeh (2016) states that the Grammarly software was founded in 2009 and its main producing unit located in San Francisco in the United State. The users of this Grammarly have been distributed all over the world. Therefore, its area of served is worldwide one. The founders of this software are Alex Shevchenko and Max

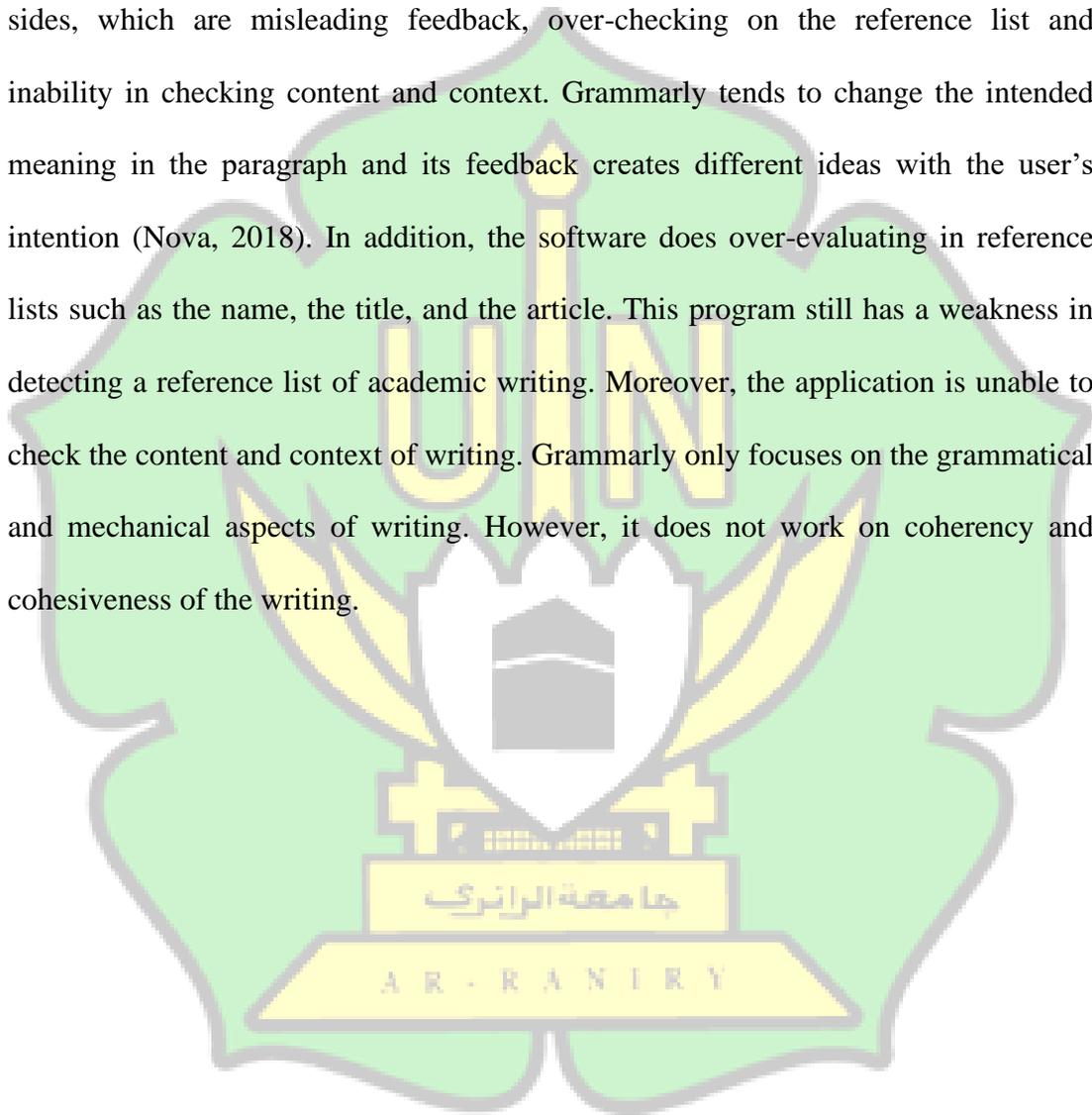
Lytvyn, however, the key person who has a crucial role is Brad Hoover (CEO). The main features of the Grammarly are Grammar checker, Spell-checker and other features such as proofreading, plagiarism detection.

Grammarly is an online proofreading website that can be used to scan documents for grammar mistakes (Karyuatry, 2018). There are two types of Grammarly, which are, Grammarly premium and free. Basically, these two types of Grammarly are distinguished based on the payment. Grammarly Premium is an automated proofreading system that can identify errors related to 250 grammar rules (Grammarly Inc., 2017). The cost of using the Grammarly premium is \$29.95 per month. However, free Grammarly consists of fewer features than premium. To use this application, first, the users upload their assignment and then they will receive two scores. The first score is based on a percentage of accuracy, and the second is the total number of errors that the program has identified. Grammarly organizes the errors according to six categories: contextual spelling, grammar, punctuation, sentence structure, style and vocabulary enhancement (O'Neil, 2019).

Grammarly has some advantages and disadvantages. Nova (2018) claims that there are four advantages of Grammarly. First, the software provides useful feedback for learning gain. Students are able to do self-revision and learn to work on their mistakes for the next writing. Second, the ease of access in downloading. Learners do not face any trouble in downloading the result of the assessment. Third, high rate of evaluation speed. The process of checking is rapid. It saves students time in assessing and revising their academic writing. Lastly, Grammarly provides a free service.

Students tend to choose the free-service because the outcomes are better than other automated writing evaluation.

On the other hand, Nova (2018) suggests that Grammarly also has negative sides, which are misleading feedback, over-checking on the reference list and inability in checking content and context. Grammarly tends to change the intended meaning in the paragraph and its feedback creates different ideas with the user's intention (Nova, 2018). In addition, the software does over-evaluating in reference lists such as the name, the title, and the article. This program still has a weakness in detecting a reference list of academic writing. Moreover, the application is unable to check the content and context of writing. Grammarly only focuses on the grammatical and mechanical aspects of writing. However, it does not work on coherency and cohesiveness of the writing.



CHAPTER III

RESEARCH METHODOLOGY

This chapter elaborates on the design of the research methodology. It discusses the detail of the research design, research participants, technique of data collection and data analysis.

A. Research Design

In this study, I used qualitative research as the methodology of collecting and analyzing the data. Qualitative research is appropriate to this research since it allows the researcher to get in-depth data from the object of the study. Qualitative research is also a good methodology for conducting the study in a natural setting (Khan, 2014). As Creswell (2014) states that a design of research that focuses on the phenomenon or discovers about social problems.

Based on the topic of the study, this research is about a social phenomenon purposed to investigate how the students perceive the effectiveness of Grammarly software in helping them succeed in academic writing. The process of research engages providing questions through an interview, collecting the data in the participant's setting, analyzing the data inductively building from particulars to general themes, and the researcher doing interpretations of the meaning of the data and the final written report has a flexible structure (Creswell, 2014).

B. Research Sites and Participants

This research was conducted in English Language Education of UIN Ar-Raniry. The population of this study was all of the seventh semester's students of the

English Department of Universitas Islam Negeri Ar-Raniry which is located in Darussalam, Banda Aceh. 8 participants were chosen by purposive sampling technique to find suitable participants for this research. Purposive sampling technique is an intentional choice from the researcher to choose participants based on their qualities (Etikan, 2016). This technique also has some advantages in which it is less complicated to set up, less expensive, and it perfectly qualifies the finding of the research (Tongco, 2007).

Furthermore, based on purposive sampling technique used, I decided two criteria for the research participants, which are:

- The fourth-year student of English Language Education
- Students who have already used Grammarly Software

C. Methods of Data Collection

This study used interview as the method. Interview is a tool which is defined as a person-to-person structured conversation for getting a depth data that has to be collected (Griffie, 2012). This technique is designed depending on the requirements being addressed and information in three types: structured interviews, semi-structured interviews, and unstructured interviews (Edwards, 2013). Specifically, I used semi-structured interviews because it allows both clarification and follow-up questions to get information from the person being interviewed. It consisted of 10 questions which are divided into two themes. The first several questions asking about the participants'

perspective on whether or not Grammarly software is one of supporting tools in improving students' writing. Then, the last questions asking about the aspects of academic writing that could be improved by Grammarly. The interview was conducted in English and tape-recorded. I took the notes sustainably. Each of the interview took about 10-15 minutes.

D. Research Procedure

Prior to the interview, I used Google form to get the participants based on the criteria that mentioned previously in research participant section. After the participants were selected, I gave them a consent form concerning with their agreement to be involved in this study. During the interview, the participants were asked about 10 main questions and several follow-up questions. All of the questions are related to the research questions.

E. Methods Data Analysis

The results of data collection were analyzed descriptively. To analyze the data, I need to read the transcripts several times to be familiarized with the file, then code the transcript into certain themes. Descriptive analysis guides us from data to ideas. Then, each answer to the questions will be provided as the primary data to help the researcher in summarizing their detail explanation into a good description (Griffie, 2012). As the interview questions were divided into two topics, which are students' perception on the use of Grammarly and aspects of academic writing could be improved by Grammarly, thus the data analysis was also discussed based on the two topics.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter deals with finding and discussion of the research. The data which came from the interview would be analyzed to discover the finding of the research. The result will be presented descriptively.

A. Research Findings

In this chapter, findings and discussion would be elaborated based on the collected data from the interview. The interview was created to accomplish the research questions as follows: first, how do students perceive the effectiveness of Grammarly Software in helping them in writing. Second is what aspects of academic writing can be improved by using Grammarly Software. This interview section was divided into two topics regarding the research questions.

From the 10 interview questions, questions 1 up to 3 were just warning up questions which used to know whether the general way of students in learning writing related to the first topic in the interview section. So, those are not considered as findings. The next questions 4 up to 7 were focused on the first topic and questions 8 up to 10 were discussed deeper on the second topic which was concerned as the findings of the research.

The interview was involved eight students of the English Language Education Department. It was conducted on 9th - 13th December 2019. The selected

respondents are in pseudonym Jamal, Rabumah, Kalsum, Kina, Markonah, Hayati, Mawar and Melati.

1. Students Perception on The Effectiveness of Grammarly Software as Supporting Tool

Regarding the first topic of the interview, all students have shared their perceptions after using the Grammarly software. All of the participants admitted that Grammarly is useful as a supporting tool to be used in learning academic writing. I provided the primary data from the interview questions 4 up to 7 which were asked the participant about students' perception of the effectiveness of Grammarly. Those questions are focused on finding the reason for Grammarly as the supporting tool.

In this case, Jamal agreed that Grammarly is useful which she said that “well, based on my perspective, it was really helping me a lot in improving my grammar. It also helped me correcting my thesis. Sometimes, I used it to submit my task in writing class. Raudhah also said that “I think it is very useful. In Grammarly, my writing mistakes such as spelling and punctuation are automatically corrected”. Jamal utilized the strength of Grammarly to master him the grammar skill. He realized that he has many weaknesses in grammar. Next, Raudhah coined that she obtained the positive contribution of Grammarly.

Both of the participants realized that Grammarly helps them to learn independently without a lecture or teacher. They could do self-revision on their

writing whether online or offline. Besides, it also enriches students' vocabulary through feedback given by Grammarly.

According to the interview, these students have experienced some other benefits of using this software. Therefore, I have summarized those benefits into several points, which were free in accessibility, automatic correction and useful feedback.

a. Free in Accessibility

The first advantage of Grammarly revealed when these participants talked about their stories while using Grammarly for specific purposes in writing. There are only two types of Grammarly which are free and premium (Grammarly, 2017). From both of the types, students were demanded to create an account to submit or assess their writing. The account becomes the key concern on the accessibility of Grammarly (Nova, 2018).

Grammarly is easy to be accessed whether in a smartphone or laptop and Pc. It only needs a connection or WIFI for using this software. Student can simply check and learn their writing by only submitting their paper in Grammarly page. Based on the interview, from 8 of the participants, only Hayati who used Grammarly premium while the rest were prefer using free Grammarly. The simple reason was stated by Kalsum is the price for using Grammarly premium is quite expensive. She said:

I use this Grammarly because I feel so bad in grammar. One day, my friend told me about this application where I could use it to check my grammar and others. Unfortunately, I can only use free Grammarly because I have to buy premium which the cost is a bit high for me as a student. Besides, I don't have a credit card for buying it.

The types of Grammarly are distinguished in providing all features of the software. Several features limited to be accessed by free Grammarly. Thus, Hayati said that "It provides several categories such as general, knowledge, and expert. The other criteria are formal and informal. But, not all of the categories could be accessed by free. While in premium, it is more completed". Hayati concerned that having premium type is important. It would assist student better than free Grammarly.

b. Automatic correction

The second benefits of Grammarly is automatically corrected. This becomes the special part of the Grammarly. Comparing to other software, the Grammarly provides a fast-correction feature in determining the errors by giving color-coded and underlined the errors that it supposedly made student aware of his errors in writing (Nova, 2018). On Jamal experience, He admitted that He gained in the benefits of Grammarly which he said "Based on my experience, one of Grammarly strengths is when I type or submit words or paragraphs in this apps, it automatically corrects the incorrect word in my words or paragraphs".

In same case, Rabumah also mentioned that she got a valuable experience which she said:

when I use Grammarly, I don't find any weaknesses yet. It even gives me some explanations for what I have done on my writing. I mean like some wrong patterns that I wrote and it will be checked and given some corrections with explanation about that. So, it is very clear for us to use this application.

The explanation above represented the benefits of Grammarly that experienced by some participants. They felt very helpful because of the software. They agreed that Grammarly is practical and recommend the software to be used in college.

c. Useful Feedback

Another benefit found during experiencing Grammarly is useful feedback which makes the participants learn better. This benefit comes directly after automatic correction. As mentioned by Rabumah in previous topic, the Grammarly not only check our writing. But also, it provides suggestion or clear feedback that she could learn from the mistake to against making errors on the next writing. In addition, the clear feedback will make student to be more careful in writing.

Furthermore, on Hayati experience, she admitted that she obtains the clear feedback while checking her paper in Grammarly. She said:

If there are some incorrect words in a sentence, for example, we type word "make" in a sentence. Whereas, it does not proper to the sentence. So, the Grammarly gives suggestion to change it to word "do" in order to have a correct sentence.

In line with that, Tari also admitted that Grammarly provides useful suggestion with explanation where she said:

when I use Grammarly, I don't find any weaknesses yet. It even gives me some explanations for what I have done on my writing. I mean like some wrong patterns that I wrote and it will be checked and given some corrections with explanation about that. So, it is very clear for us to use this application.

It can be concluded that using Grammarly on academic writing seem to produce positive side for students. Grammarly allows student to learn from their mistakes. It also makes students realize and aware on their mistakes or errors in academic writing.

On the other hand, the participants also found drawbacks while using Grammarly including misleading feedback and Over-checking. Grammarly is considered as a supporting tool for improving student in academic writing. However, some misleading feedback were experienced by several students. Based on the interview, Jamal argued that he got misleading on the suggestion that given by Grammarly. As he said "then, the weakness of this Grammarly is it put a word that not proper to our writing. For example, if you want to put a proper word, so, you have to buy Grammarly premium. It needs more cost to have that".

In this case, Jamal complained on the expensive cost of Grammarly which limited himself in using the Grammarly features. The misleading feedback probably produced by less feature that available on free Grammarly. Therefore, to obtain a complete feature is only by using premium.

Another drawback that experienced by the participants after using the Grammarly is over-checking for specific word such as title, place or someone name,

and other specific acronyms. Nova (2017) stated that the Grammarly is not only over-check on the name and title. But also, it checks deeper on the article written on the reference list. In addition, this case surely confuses the students while using the Grammarly. In line with that, Hayati also mentioned that she felt the same experience when she typed someone name or other specific word. As she said “The last is over checking for acronym. When I typed a place name someone name, it is also corrected whereas I don’t need it to be corrected”. This inaccuracy happens because of weakness of the Grammarly. Thus, it needs more improvement for better performance.

2. The Improved Aspects of Academic Writing by Grammarly

On academic writing, there are several aspects that considered as the characteristics of academic writing. Those characteristics differentiate between academic and personal writing. Simanskiene (2005) claims that the goal of academic writing is to inform the reader. Rather than to persuade or to entertain. Based on the interview, students have shared their thought concerning the effectiveness of Grammarly on aspects of academic writing. I found that the students felt helpful after using Grammarly while facing the characteristics of academic writing. There were four aspects that corrected by the software, which were complexity, objectivity, formality and hedging.

a. Complexity

According to the result of interview, I found that most of participants get help in complexity on academic writing. Hayati mentioned that

honestly, it is very helpful. Because I often use it. Sometimes, it makes me accustomed to grammar skill. However, Grammarly gives me some corrections or suggestions in terms of my structure and it will help me to maintain the complexity of my writing.

In line with that, Rabumah also response the same case as Hayati. She was influenced by the feedback that given by Grammarly which she said “Of course, when I am doing writing, Grammarly gives me some correction or suggestion in terms of my structure and it will help me to maintain the complexity of my writing”.

b. Objectivity

The objectivity of academic writing indicated the vision of a paragraph or text. Half of participants are assisted after using Grammarly. Based on the interview, TA mentioned that

Talking about objectivity in academic writing, certainly the idea of writing comes from ourselves. Grammarly only helps us in changing the proper vocabulary for our content such as synonym, antonym or the appropriate word for our writing.

c. Formality

In academic writing, formality becomes the main role on checking process. All of the participants agreed that Grammarly fixes their writing on the formality part. On the interview, Tiara shared her experience during correcting her assignment on Grammarly which she said

Furthermore, when we sign-in to Grammarly, it will give us suggestion for setting our goal before writing. The suggestions are formal, informal and others. After choosing one of the suggestions, for example formal, the Grammarly will automatically give formal suggestion based on our goal before.

d. Hedging

Some students have assisted in correcting their sentence especially on the hedging. Birhan (2017) states that hedging refers to measure the accuracy of the fact or information. On the interview, Hayati also shared her experience about hedging which she said

I think the most helpful for me is in hedging among others. By using the given suggestion from Grammarly, we can adapt the suggestion with our writing content. We have to make sure whether we need to use the suggestion or not, it depends on us.

B. Discussion

The purpose of the study is to find out student perceptions on Grammarly in helping them to write well. Based on the research conducted in 9th -13th December 2019, the finding showed that most of students have the same perception on Grammarly software as the supporting tool in checking their academic writing. The software was applied to assist student in correcting their writing assessment. In addition, the result indicate that the software has been strongly supported them in reaching a good writing outcome. Many programs have been built to support the language learner in achieving better language proficiency for example Grammarly

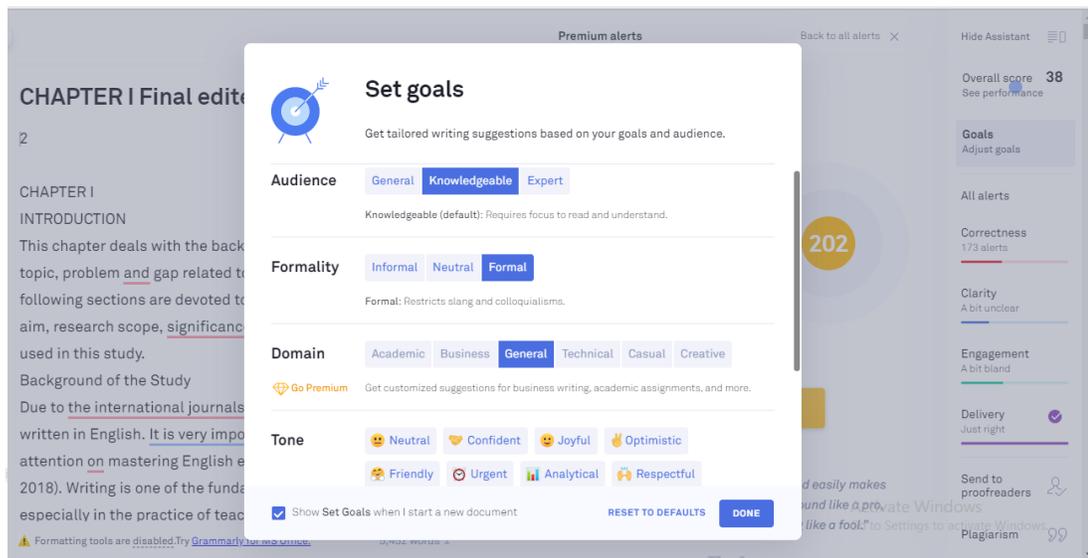
software (Nova, 2018). Moreover, Grammarly is an online proofreading website that can be used to scan documents for grammar mistakes (Karyuatry, 2018).

Based on the first research question, “how do student perceive the effectiveness of Grammarly software in helping them in writing”. The finding showed that All of the participants agreed that features of Grammarly is useful for learning academic writing. The interviewees pointed out that they are assisted in fixing grammatical errors, spelling, and punctuation. They tried to learn through the feedback given by the software. Student can simply use the software wherever they want. It was balanced on the theory built by Nova (2018), the ease of access in downloading and learners do not face any troubles in downloading the result of the assessment.

There are two types of Grammarly, which are, Grammarly premium and free (Grammarly, 2017). Most of Students tend to use free Grammarly which is free from the fee. However, the features of the software are limited. There was only one of the participants who used the Grammarly premium. The student can access all features that provided by the software. Hence, they can check their writing more complex.

Furthermore, the second main data explained about the aspects of academic writing that improved by the Grammarly. The result showed that there were four characteristics of academic writing which were complexity, objectivity, formality and hedging.

The participants are getting help by Grammarly to maintain their complexity on academic writing. Then, the participants could choose a proper word in a sentence.



The third, the software set the goal of our writing. It leads students' word to be checked formal, neutral and informal. The last, students also helped in choosing the tone of the writing. Hedging provided option the way of writer delivers the message.

Figure 1. The main tool of Grammarly

Grammarly will direct the students to set the goal of their writing. There are several topics appears on the provided setting such as audience, formality, domain, tone and intent. The feature of audience on Grammarly software could maintain the ease for anyone to read with minimal effort. Next, Formality feature will restrict slang but allows standard casual expressions. The domain customizes the suggestions for

business writing, academic assignments and more. In addition, tone feature shapes the sound of writing which helps student build new suggestions and it will not affect the meaning. The students are free to choose the features that they want to shape on their writing. Moreover, the result of the correction will lead the text generally to the goal setting.

Besides, based on the interview, students shared their experience on applying the Grammarly. I found that there were strengths and weaknesses of Grammarly. There were three strengths of Grammarly which were free in access, automatic correction, and useful feedback. On the other hand, there were two weaknesses of Grammarly, misleading feedback and over-checking.





CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter is divided into two sections namely conclusion and recommendation. First, it discusses about the findings of the previous chapter. Second, I provide some suggestions related to student perception on the effectiveness of Grammarly on academic writing. The suggestions will be beneficial for the improvement of the future researcher.

A. Conclusion

The purpose of the research is to figure out the students' perception on Grammarly in helping them in writing. The participants were selected based on certain criteria. The participants that were selected are the students in sixth semester and students who have used the Grammarly software. The result showed that the students agreed that Grammarly was effective to be used as supporting tool in correcting their academic writing. It was explained in two topics which are student perceptions on the effectiveness of Grammarly as supporting tool and the improved aspects of academic writing by Grammarly.

In addition, students experienced strengths and weaknesses of the Grammarly. There were three strengths which were free in accessibility, automatic correction and useful feedback. Besides, there were two weaknesses of the software which were misleading feedback and over-checking.

Moreover, from 6 characteristics of academic writing in this research, complexity, objectivity, formality and hedging were strongly helped by Grammarly.

B. Recommendations

I found some perceptions of student toward Grammarly software and how the application assists students in checking their writing assignment. Therefore, I would like to give some recommendations as follows:

1. For students, they can use the application for helping them in correction their writing. Students can use both free Grammarly and premium. I suggest students would use the Grammarly premium which has more complex features.
2. For lectures, I expect that the findings will be a good option for lecture to choose Grammarly as a supporting tool in checking students' assignments, tasks and works
3. For the next researcher, this study is limited on sixth semester student in English Language Department of Islamic State University of Ar-Raniry. I suggest that the future researcher could investigate more widely to find another perception and aspect about Grammarly software. I also suggest the next researcher could widen the scope of study to the other writing subject such as writing 1, 2 and 3.

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جامعة الزنرى

A R - R A N I R Y

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 25 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 192 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 01 April 2019

MEMUTUSKAN

Menetapkan
PERTAMA

Menunjuk Saudara:

1. Dr. T. Zulfikar, M. Ed

2. Pera Bustina Zulha, MA

Untuk membimbing Skripsi :

Nama : T. Muhammad Aidil

NIM : 140203276

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Exploring Students' Perception on The Effectiveness of 'Grammarly Software' on Their Academic Writing

Sebagai Pembimbing Pertama

Sebagai Pembimbing Kedua

- KEDUA : Penbiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2019; No.025.04.2.423925/2019 tanggal 5 Desember 2018.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2019/2020
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 23 April 2019

An. Rektor
Dekan,



Musiim Razali

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;

INTERVIEW PROTOCOL

Time of Interview : 10.00 Am
Date : 30 October 2019
Place : Tarbiyah Faculty Building (A) UIN Ar-Raniry
Interviewer : T. Muhammad Aidil
Interviewee :
Position of interviewee : PBI Student

This is a research study about student perception on Grammarly software in writing. The purpose is to find out the students' opinion about Grammarly. The data collected through a semi-structured interview which is recorded and only used for the research goal to protect the interviewee confidentially based on informed consent. During the interview, you will be asked several questions about your thought on the software. The interview process will take 20 minutes.

1. How do you usually learn writing in English?
2. Do you use the Grammarly application for checking your writing?
3. How long have you used Grammarly Application?
4. What do you think about using Grammarly application?
5. How useful does Grammarly help you in correcting your writing?
6. Do you think it is practical and effective for you?
7. What is the strength and weakness of Grammarly application?
8. What aspects in writing (spelling, punctuation, grammatical structure) do you want to improve after using Grammarly application?
9. Do you think Grammarly help you in complexity, objectivity and formality in academic writing?
10. What do you think hedging, explicitness and coherency could be checked by Grammarly?

Interview Transcript

Interviewer : T. Muhammad Aidil

Respondent : Diva Zoda Helfando

Location : Tarbiyah A, Rg. 25, UIN Arraniry University

List of Acronym : TM=T. Muhammad Aidil, DZ=Divya Zoda Helfando

(Begin Transcript 00.00.02)

TM : Assalamualaikum mr. zoda. Good afternoon!

ZD : Waalaikumsalam mr. Aidil. Good afternoon too!

TM : Well, Thanks for your attention and time for being my participant for my thesis research entitled Exploring Students' Perception on The Effectiveness of "Grammarly Software" on Academic Writing

: Oke Zoda, I have consent form. May you fill your name and student number, please!

ZD : Okay

TM : This interview will last around 10-15 minutes. And there will be 10 question that I will ask to you. Are you ready to begin?

ZD : Yes, I am ready

TM : How do you usually learn writing in English?

ZD : I usually learn writing English from much of my time from internet such as Google and Youtube. Sometimes, I learn from my teacher at school and other extra class.

TM : Do you use Grammarly application for checking your writing?

DZ : yes, I have used Grammarly for one year.

TM : What do you think about the Grammarly application?

DM : Well, based on my perspective it's really helping me a lot in improving my grammar. It also helped me correcting my thesis. Sometimes, I used it to submit my task in writing class.

TM : Do you think it is practical and effective to use?

DZ : Yes, it is very effective for me.

TM : What do you think about the strength and weakness of this Grammarly?

DZ : Based on my experience, one of Grammarly strengths is when I type or submit words or paragraphs in this apps, it automatically corrects the incorrect word in my words or paragraphs. Then, the weakness of this Grammarly is it put a word that not proper to our writing. For example, if you want to put a proper word, so, you have to buy Grammarly premium. It needs more cost to have that.

TM : So why you don't use premium?

ZD : because, I don't have money.

TM : Well, refer to the aspect of writing such spelling, punctuation and grammatical structure. What aspects that you want to improve after using Grammarly?

ZD : basically, all of the aspects

TM : Do you think Grammarly help you in complexity?

ZD : I think it help me a lot. That's why when I summit my assignment, I always use Grammarly.

TM : Next, how about the objectivity?

ZD : Sometimes, our lecturer still corrects our writing. They want to know whether we type it correctly or not. So, that's why I use Grammarly to avoid the misspelling in writing.

TM : What about formality in academic writing?

ZD : Yes, it helps me in formality.

TM : Furthermore, what do you think about hedging in academic writing?

ZD : The good thing of Grammarly is it concern the smallest thing. For example, if we type i without caps lock, the Grammarly will fix it automatically.

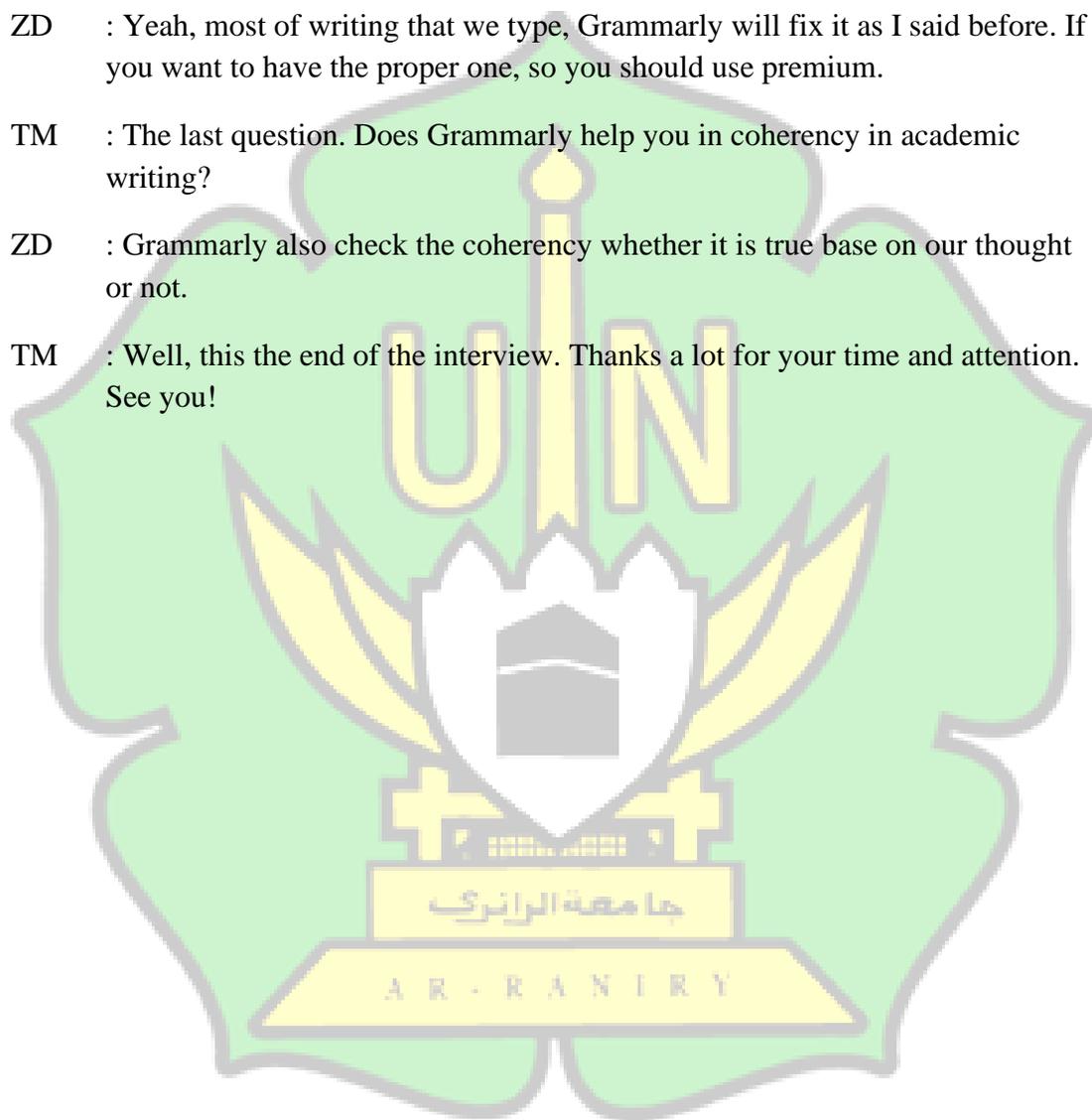
TM : So, how about the explicitness in academic writing. Does Grammarly help you?

ZD : Yeah, most of writing that we type, Grammarly will fix it as I said before. If you want to have the proper one, so you should use premium.

TM : The last question. Does Grammarly help you in coherency in academic writing?

ZD : Grammarly also check the coherency whether it is true base on our thought or not.

TM : Well, this the end of the interview. Thanks a lot for your time and attention. See you!



Interview Transcript

Interviewer : T. Muhammad Aidil

Respondent : Nurul Azkar (160203205)

Location : Lt 2 Education USA, Museum Building, UIN Arraniry
University

List of Acronym : TM=T. Muhammad Aidil, NA=Nurul Askar

(Begin at 00.00.56)

TM : How do you usually learn writing in English?

NA : I usually learn writing in English when I have a task about writing or project that makes me have to write something. Sometimes, I am looking for articles in the internet and try to read about the article.

TM : Do you have ever used application for learning writing such Grammarly?

NA : I have used Grammarly since I was in semester five.

TM : What do you think about this application for you?

NA : I think it is quite good. Because, it helps me to do my writing especially in grammar, spelling and punctuation.

TM : Do you think that Grammarly is practical and effective to use?

NA : Yeah, I think it is practical and effective to use in college. But I think it is more useful to be used while doing our assignment. Rather than to use in the class.

TM : So, what do you think about the strength that Grammarly has?

NA : From my point of view, it has a lot of advantages. Firstly, it can check my grammar errors in writing. Besides, my spelling and punctuation is automatically corrected by Grammarly. This software is easy to use if we have quota or connection. So, when I submit my project to Grammarly, I just need copy and paste the result of my project to Microsoft.

TM : There two types of Grammarly which are free and premium. Which one do you prefer?

NA : I used the free Grammarly.

TM : Why you don't try the premium?

NA : Because, to use it we have to pay more.

TM : There are several aspects in writing such as spelling, punctuation and grammatical structure. What aspect that do you want to improve after using Grammarly?

NA : The most important thing that I want to improve in my writing is my grammar. I usually do my assignment when it almost on the due date. So, it will be in a hurry and I write it fast. Sometimes, I make mistakes and I will copy paste it to Grammarly in order to help me fixing my errors in my writing.

TM : Talking about several aspects in academic writing. Does Grammarly help you in complexity?

NA : I don't think that Grammarly helps me on that aspect. Because, I think it will help me if I pay more on the Grammarly. In other word, I have to use a premium which has more complete features.

TM : What about objectivity and formality?

NA : between objectivity and formality, I think Grammarly helps me more in formality. When the first time we use Grammarly, it has the setting for the goal of our writing. So, we can set the goal for what we want such as for business, school and others. Even the context of the text, for example, formal and informal.

TM : And what about hedging, explicitness and coherency in academic writing. Does Grammarly help you to fix those?

NA : I don't think it help me a lot in hedging and explicitness. Probably, it will be assisted in premium. Basically, Grammarly gives me suggestion whenever I make a mistake.

TM : Do you think that Grammarly helps you in coherency?

NA : I don't think so. Because, as long as I write my writing. When I copy paste it into Grammarly, it doesn't help me anything in fixing the coherency on my writing.

TM : This the end of the interview. Thanks for your time and see you!



Interview Transcript

Interviewer : T. Muhammad Aidil

Respondent : Tiara Aprillia (160203184)

Location : Sarjana canteen, Tarbiyah A, UIN Arraniry University

List of Ininitial : TM=T. Muhammad Aidil, TA=Tiara Aprilia

(Begin at 00.00.56)

TM : How do you usually learn writing in English?

TA : Firstly, I love writing since I was in junior high school. I wrote novel, short story or poem and other. When I was in Senior high school, I also have ever followed essay competition. And I often joined extra writing class.

TM : Do you have ever used application for learning writing such Grammarly?

TA : I have used Grammarly since I was in semester two.

TM : What do you think about this application for you?

TA : I think is very helpful. If there are some incorrect words in a sentence, for example, we type word “make” in a sentence. Whereas, it does not proper to the sentence. So, the Grammarly gives suggestion to change it to word “do” in order to have a correct sentence. Grammarly helps us in choosing the proper vocabulary for building sentence.

TM : there are two types of Grammarly, free and premium. Which one do you prefer to use?

TA : I have used both of them around two years. I joined with my friend to create an account. We started using the free Grammarly for the first year and the second year was premium. We have to spend some money to use the premium. So, the cost perhaps around 17\$

TM : What are the strength and weaknesses that Grammarly has according to you?

TA : As, I said before, Grammarly helps us in choosing proper vocabularies including punctuation and conjunction. Furthermore, this software could check our writing theme. So, we can choose whether general, storytelling,

formal or informal and others. Comparing to the Grammarly types, the premium gives more features than free Grammarly. For instance, all punctuation mistakes could be corrected while in free Grammarly is otherwise.

On the other hand, I also found many weaknesses in free Grammarly. So, when we submit a text or paragraph, the Grammarly directs us to set our goal for our writing. It provides several categories such as general, knowledge etc. But, not all of the categories could be accessed. While in premium, it is more complete. Another weakness of Grammarly is slow response, sometimes, it is a bit slow when I accessed the website. The last is over checking for acronym. When I typed a place name someone name, it is also corrected whereas I don't need it to be corrected.

TM : There are several aspects in writing such as spelling, punctuation and grammatical structure. What aspect that do you want to improve after using Grammarly?

AM : I prefer to improve the punctuation and the spelling. Sometimes, I also sure on my grammar skill. But, after checking with Grammarly, I still find some mistakes in grammar and I can learn better from it.

TM : Talking about aspects in academic writing. Does Grammarly help you in complexity, objectivity and formality?

TA : Honestly, it is very helpful. Because I often use it. Sometimes, it makes me accustomed to grammar skill. However, Grammarly gives me some corrections or suggestions in terms of my structure and it will help me to maintain the complexity of my writing. talking about objectivity in academic writing, certainly the idea of writing comes from ourselves. Grammarly only helps us in changing the proper vocabulary for our content such as synonym, antonym or the appropriate word for our writing. Furthermore, when we sign-in to Grammarly, it will give us suggestion for setting our goal before writing. The suggestions are formal, informal and others. After choosing one of the suggestions, for example formal, the Grammarly will automatically give formal suggestion based on our goal before.

TM : The last question, what do you think about hedging, explicitness and coherency?

TA : I think the most helpful for me is in hedging among others. By using the given suggestion from Grammarly, we can adapt the suggestion with our writing content. We have to make sure whether we need to use the suggestion or not, it depends on us. On the other hand, I am not sure that Grammarly corrects both explicitness and coherency. I think we need more effort to do that. Because, Grammarly could only give suggestion, not to fix the writing independently.

TM : This the end of the interview. Thanks for your time and see you!



Interview Transcript

Interviewer : T. Muhammad Aidil

Respondent : Nurul Aulia Martaputri (160203075)

Location : Lt 2 Tarbiyah B, UIN Arraniry University

List of Acronym : TM=T. Muhammad Aidil, NAM=Nurul Aulia Martaputri

(Begin at 00.00.56)

TM : How do you usually learn writing in English?

NAM : Actually, I learn writing English in subject writing class. Sometimes, I make some essay when I want to apply a scholarship for abroad.

TM : Do you have ever used application for learning writing such Grammarly?

NAM : I have used Grammarly since I was in semester two. When I was opening my laptop, I found that there was an advertisement about Grammarly. Then, I am interested in exploring this application. So, I installed it to my laptop to help me fixing my grammar mistake whenever I have an assignment.

TM : Which one do you use between free and premium type?

NAM : Actually, premium has more cost than free. So, I use free Grammarly

TM : So, what do you think about the strength that Grammarly has?

NAM : I think Grammarly is very easy to be used. Even we can install it into our laptop. Then, when we use Translate, Grammarly will automatically correct the mistake that we made. Grammarly gives color-coded on our mistakes. Grammarly also gives me suggestion that makes me realize on my mistakes.

TM : We talk about the weakness. What are weaknesses that Grammarly has according to you?

NAM : First, I could say that Grammarly premium is expensive for us as student. Second, the free Grammarly has limited feature that premium.

TM : There are several aspects in writing such as spelling, punctuation and grammatical structure. What aspect that do you want to improve after using Grammarly?

NAM : For me, grammatical structure is important.

TM : Talking about aspects in academic writing. Does Grammarly help you in complexity?

RJ : I don't think that Grammarly free helps a lot. But it would be better on premium.

TM : What about objectivity and formality?

NAM : Sometimes, Grammarly shapes my objectivity in writing by setting goal at the beginning. And, it also helps me choosing appropriate vocabularies.

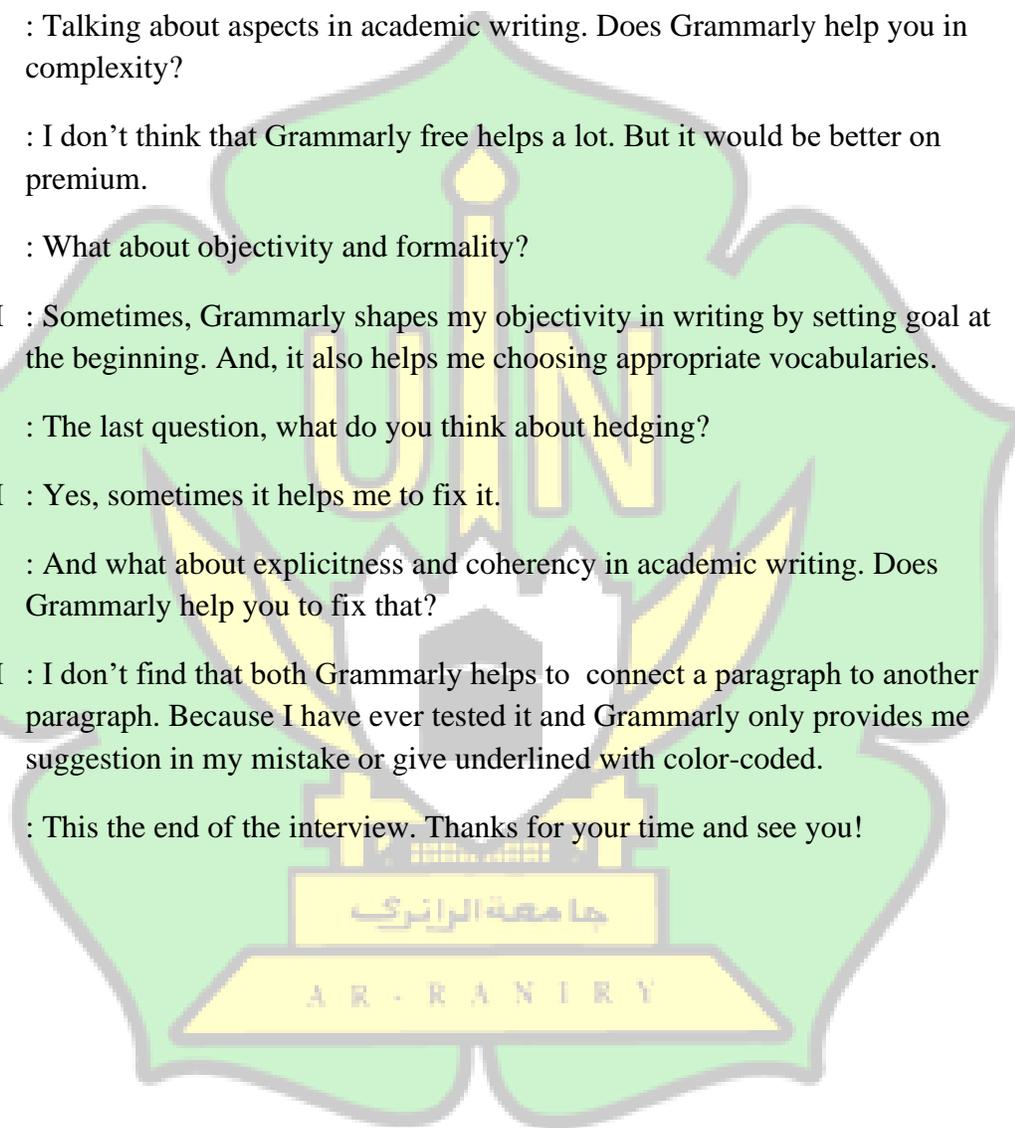
TM : The last question, what do you think about hedging?

NAM : Yes, sometimes it helps me to fix it.

TM : And what about explicitness and coherency in academic writing. Does Grammarly help you to fix that?

NAM : I don't find that both Grammarly helps to connect a paragraph to another paragraph. Because I have ever tested it and Grammarly only provides me suggestion in my mistake or give underlined with color-coded.

TM : This the end of the interview. Thanks for your time and see you!



Interview Transcript

Interviewer : T. Muhammad Aidil

Respondent : Raudhatul Jannah

Location : Lt 2 Education USA, Museum Building, UIN Arraniry
University

List of Acronym : TM=T. Muhammad Aidil, RJ=Raudhatul Jannah

(Begin at 00.00.56)

TM : How do you usually learn writing in English?

RJ : In learning writing, I use brainstorming, I write some headline and I try to make a paragraph based on the headline.

TM : Do you have ever used application for learning writing such Grammarly?

RJ : I have used Grammarly since I was in semester five. It's around one year ago.

TM : What do you think about this application for you?

RJ : I think it is very useful. In Grammarly, my writing mistakes such as spelling and punctuation are automatically corrected.

TM : Do you think that Grammarly is practical and effective to use?

RJ : Yeah, I think it is very effective for me.

TM : So, what do you think about the strength that Grammarly has?

RJ : From my point of view, Grammarly is very easy to use. It also corrects our writing automatically.

TM : We talk about the weakness. What are weaknesses that Grammarly has according to you?

AM : When I use free Grammarly, I don't really satisfy with the feature. Because it is limited where there are several features of Grammarly cannot be accessed such advanced proofreading, applying the domain of our goal in writing and

others. Meanwhile, I believe that the Grammarly premium would help me a lot for this. Unfortunately, as a student, it is hard for me to buy the Grammarly premium which his cost perhaps around 17\$ per month. So, that's why I don't use premium.

- TM : There are several aspects in writing such as spelling, punctuation and grammatical structure. What aspect that do you want to improve after using Grammarly?
- RJ : Actually, I want to improve all of it. For me, both spelling and punctuation tend to be practical to learn in Grammarly. But I don't think that Grammarly helps all my grammatical structure.
- TM : Talking about aspects in academic writing. Does Grammarly help you in complexity?
- RJ : I think that probably it will be fix in Grammarly premium. But there are still many weaknesses in free Grammarly.
- TM : What about objectivity and formality?
- RJ : Sometimes, I get help by Grammarly in fixing my word choice while I type a formal text. The suggestion triggers my mind to make good writing. Meanwhile, I don't find a good word to say about objectivity. It depends on myself to shape my writing view.
- TM : The last question, what do you think about hedging?
- RJ : Yes, sometimes it helps me to fix it.
- TM : And what about explicitness and coherency in academic writing. Does Grammarly help you to fix that?
- RJ : I think it will be helpful in premium. So, far I don't know about that because I use free Grammarly.
- TM : This the end of the interview. Thanks for your time and see you!

Interview Transcript

Interviewer : T. Muhammad Aidil

Respondent : Aulia Rizkina

Location : Tarbiyah A, Rg. 25, UIN Arraniry University

List of Acronym : TM=T. Muhammad Aidil, AR=Aulia Rizkina

(Begin Transcript 00.00.02)

TM : This interview will last around 10-15 minutes. And there will be 10 question that I will ask to you. Are you ready to begin?

AR : Yes, I am ready

TM : How do you usually learn writing in English?

AR : I usually learn writing English at my college. There are three writing classes and also academic writing class. I learn by the material that given by lecture to me. And the lecture's ability is so good such as pak Jarjani. I really proud of him. Sometimes, I read journal. I learn the structure that we should use on academic writing. last, I use Grammarly to learn writing.

TM : Do you use Grammarly application for checking your writing?

AR : yes, I have used Grammarly since sixth semester. I took computer academic language learning class. So, we also learn about this application.

TM : What do you think about the Grammarly application?

AR : I think this application is very useful to correct our writing especially correcting our grammar, spelling and punctuation.

TM : Do you think it is practical and effective to use?

AR : Yes. I think the advantages of Grammarly are so much. So, I believe that Grammarly is effective to be used.

TM : What do you think about the strength and weakness of this Grammarly?

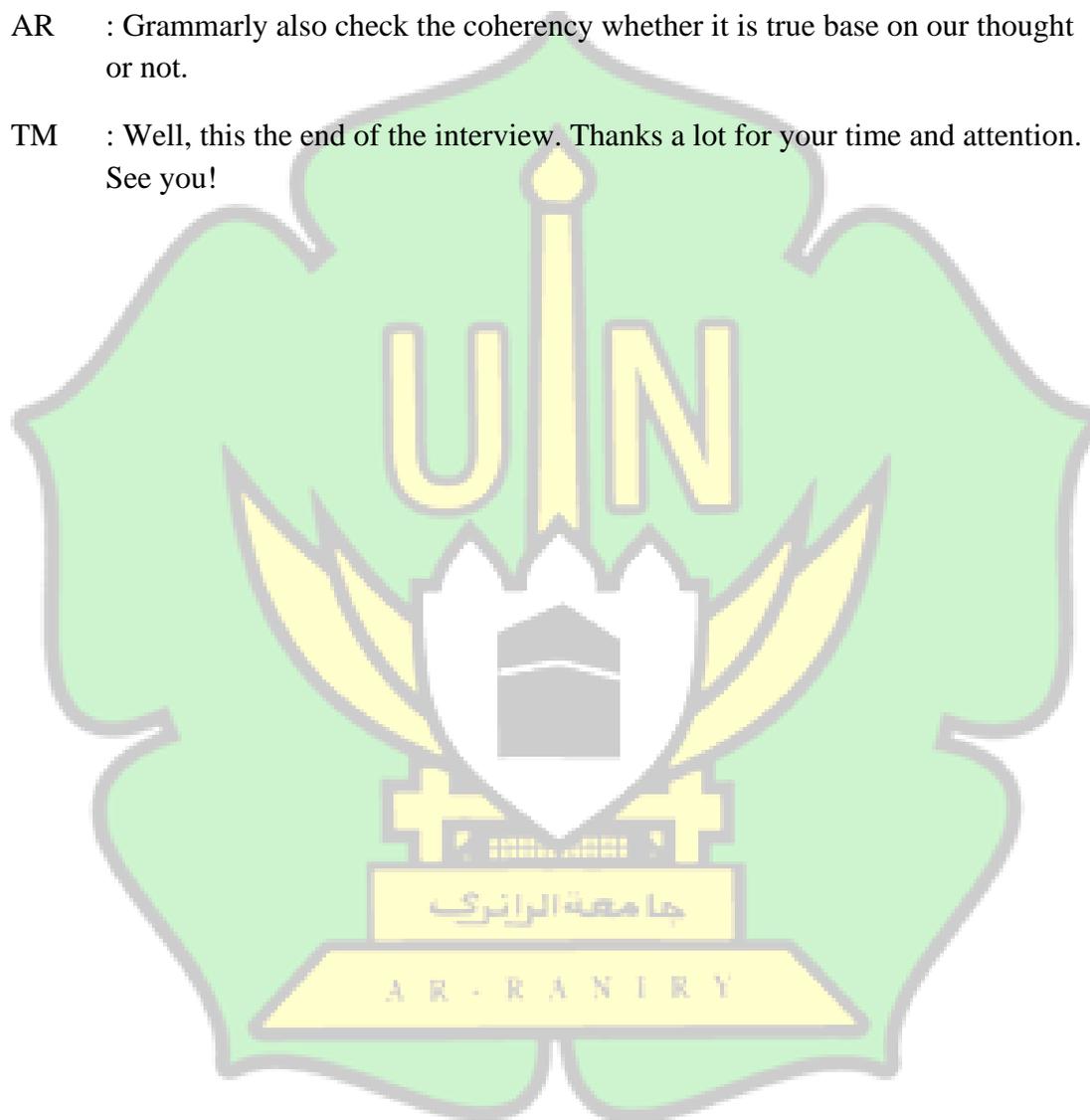
- AR : It corrects our grammatical error. Uhm, structure of the sentence and the punctuation.
- TM : What about the weakness of Grammarly?
- AR : I don't know yet.
- TM : Which one do you use between Free Grammarly and Premium?
- AR : I use the common Grammarly without paying anything. I don't use premium because I don't have much money to pay more on the application. So, it is hard to me.
- TM : Well, refer to the aspects of writing such spelling, punctuation and grammatical structure. What aspects that you want to improve after using Grammarly?
- AR : After using this Grammarly, I want to improve my grammar, the spelling and punctuation on my writing.
- TM : Do you think Grammarly help you in complexity?
- AR : I think it help me. But, if I am not mistaken, the Grammarly asks me to change some vocabularies into the suggestion given.
- TM : Next, how about the objectivity?
- AR : I don't think so. I am not sure that probably It will be more helpful if I use the Grammarly premium.
- TM : What about formality in academic writing?
- AR : Yes, it helps me in formality.
- TM : Furthermore, what do you think about hedging in academic writing?
- AR : The good thing of Grammarly is it concern the smallest thing. For example, if we type i without caps lock, the Grammarly will fix it automatically.
- TM : So, how about the explicitness in academic writing. Does Grammarly help you?

AR : Yeah, most of writing that we type, Grammarly will fix it as I said before. If you want to have the proper one, so you should use premium.

TM : The last question. Does Grammarly help you in coherency in academic writing?

AR : Grammarly also check the coherency whether it is true base on our thought or not.

TM : Well, this the end of the interview. Thanks a lot for your time and attention. See you!



Interview Transcript

Interviewer : T. Muhammad Aidil

Respondent : Yuli Maulidina (160203067)

Location : Lt 2 Education USA, Museum Building, UIN Arraniry
University

List of Acronym : TM=T. Muhammad Aidil, Y=Yuli Maulidina

(Begin at 00.00.56)

TM : How do you usually learn writing in English?

Y : Since I became the English department student, I learn writing through lecturers. Actually, I don't like writing at all. So, I just make short essay or something like writing when I was in the class or the lecture asks me to do that.

TM : Do you have ever used application for learning writing such Grammarly?

Y : I used Grammarly because I am so bad in grammar. My friend told me about this application before. So, I started using this application and I use free Grammarly.

TM : What do you think about this application?

Y : Yeah, I think it is so practical and effective for me. I just copy paste it all to Grammarly. Then, Grammarly will correct it for me automatically. But it is limited for words. We cannot submit all our assignment in it, rather its processes several paragraphs

TM : So, what do you think about the strength that Grammarly has?

Y : From my point of view, Grammarly is well-known now and very easy to access. We can use it freely. The Grammarly also shows the detail information if we make mistakes.

TM : Does Grammarly gives you reason or suggestion?

Y : Sometimes, not all the sentences. But just like pronoun, we should use this rather than this. The reason is not detail. We have to gain ourselves.

- TM : We talk about the weakness. What are weaknesses that Grammarly has according to you?
- Y : So far, I think Grammarly is complex. The only one I think that become the weakness of Grammarly is I have to pay for premium. The cost is expensive for student.
- TM : There are several aspects in writing such as spelling, punctuation and grammatical structure. What aspect that do you want to improve after using Grammarly?
- Y : Absolutely, Grammatical structure that I want to improve.
- TM : Talking about aspects in academic writing. Does Grammarly help you in complexity, objectivity and formality?
- Y : I don't think so. Grammarly does not change our vocabulary. It just shows us the correct grammatical structure. Based on the aspects that you mentioned, The Grammarly only provides or helps our objectivity and sometimes formality through suggesting the vocabulary
- TM : The last question, what do you think about hedging?
- Y : Yes, sometimes it helps me to fix it.
- TM : And what about explicitness and coherency in academic writing. Does Grammarly help you to fix that?
- Y : I think it will be helpful in premium. So, far I see that Grammarly does not help us correcting the explicitness and Coherency likewise. Because, coherency related to grammatical whether it is correct or not.
- TM : This the end of the interview. Thanks for your time and see you!

Interview Transcript

Interviewer : T. Muhammad Aidil

Respondent : Atthariqah maharani

Location : Kantin Sarjana, Tarbiyah A, UIN Arraniry University

List of Acronym : TM=T. Muhammad Aidil, AM=Atthariqah Maharani

(Begin at 00.00.56)

TM : How do you usually learn writing in English?

AM : Usually, I learn writing in English by reading some researcher passages and journals. So, by reading, I can comprehend and improve my writing especially in English term.

TM : Do you have ever used application for learning writing such Grammarly?

AM : I used Grammarly application and plagiarism checker.

TM : So, how long have you used Grammarly?

AM : So far, I use Grammarly when I have a writing assignment or writing on my thesis.

TM : What do you think about this application for you?

AM : I think it is very effective for university student. They often make some essay in terms of English. This is very useful for us.

TM : We talk about the weakness. What are weaknesses that Grammarly has according to you?

AM : When I use Grammarly, I don't find any weaknesses yet. It even gives me some explanations for what I have done on my writing. I mean like some wrong patterns that I wrote and it will be checked and given some corrections with explanation about that. So, it is very clear for us to use this application.

TM : There are several aspects in writing such as spelling, punctuation and grammatical structure. What aspect that do you want to improve after using Grammarly?

AM : Yeah of course, as English learner, I love to improve my grammatical structure because it is my weakness. I have so many grammatical errors in my writing.

- TM : There are two types of Grammarly, free Grammarly and premium. Which one do you prefer to use?
- AM : Because of I am still a student. I use the free Grammarly. It needs more cost to use the premium which is very expensive for me. However, it has more features inside it.
- TM : Talking about aspects in academic writing. Does Grammarly help you in complexity?
- AM : Of course, when I am doing writing, Grammarly gives me some correction or suggestion in terms of my structure and it will help me to maintain the complexity of my writing.
- TM : What about objectivity and formality?
- AM : Yeah, it is the same way. I mean it is the same term of Grammarly. Because, the third aspect in the Grammarly is very useful for student and it makes me knowing my objectivity and formality in my writing.
- TM : The last question, what do you think about hedging?
- AM : So far, I think this is the problem of Grammarly. Because, the Grammarly does not know about what is my objective, purpose and subject in my writing. So, the Grammarly does not have any idea whether my writing is about proposal or thesis. It just gives me some corrections in terms of my wrong or error structure about grammar. It does not give me any or new idea for my writing.
- TM : And what about explicitness and coherency in academic writing. Does Grammarly help you to fix that?
- AM : I don't think so. Because, that's all depend on us as the writer. The Grammarly only gives some corrections of our error in Grammar.
- TM : This the end of the interview. Thanks for your time and see you!

Documentation of the Research

