AN ANALYSIS OF THE STUDENTS' PERCEPTION ON THE "GRAMMARLY APPLICATION" IN THE THESIS WRITING

THESIS

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UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2023 M/1444 H

THESIS

Submitted to *Fakultas Tarbiyah dan Keguruan*
Universitas Islam Negeri Ar-Raniry Banda Aceh
In Partial Fulfilment of The Requirements for
The Bachelor Degree of Education in English Language Teaching

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Date: 16/12/2022   Date: 14/12/2022

It has been defended in *Sidang Munaqasyah*
in front of the board of the Examination for the working paper
and has been accepted in partial fulfillment of the requirements
for the Bachelor Degree of Education in English Language Teaching

On:

Wednesday, <u>4 January 2023</u>
<u>11 Jumadil Akhir, 1444 H</u>

In Darussalam, Banda Aceh

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"An Analysis of Students' Perception on The Grammarly Application in The Thesis Writing"

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

Banda Aceh, 12 Desember 2022
Saya yang membuat surat pernyataan,

Intan Juwita

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

All praises be to Allah SWT, God the Almighty, the Most Exalted, the Compassionate and the Merciful, the King who owns the power over all the creatures He who always blesses and gives me health, strength, and passion to accomplish this thesis the undergraduate program in Department of English Language Education, Ar-Raniry Islamic State University. The best regard, pray and love are presented to our beloved Prophet Muhammad (p. b. u. h), who kept struggling to spread Islam in this world.

My special gratitude devoted to my beloved father and mother, Rusli Ismail and Almh. Zuriati, for the great kindness, endless love, prayers, sacrifice, patience, and everlasting support in pursuing what I believe in. Then, I would like to thank my beloved and precious sister, Riska Amelia, my beloved young sister, Dewi Soraya, and my little brother, Muhammad Azkia Al-Munawar, for every kindness, prayers and support.

In addition, my deepest gratitude and appreciation are addressed to my thesis supervisors, Dr. Luthfi Aunie, M.A. and Prof. Dr. Safrul Muluk, S.Ag., M.A.,M.Ed., for their valuable guidance, advice, support, kindness, insightful comment, and immense knowledge in completing this thesis. Then, my gratitude is also addressed to

Prof. Dr. Muhammad AR, M.Ed as academic advisor and all lecturers in this Department who have motivated and taught me during my study at this University.

I owe great gratitude to my research participants who sincerely participated in this study. Regardless of their hectic schedules, they are particularly helpful to me during this time. Moreover, I also would like to give the biggest appreciation to all of my friends in Department of English Language Education who always support me in any condition and situation. Thank you so much, may Allah bless them all.

At last, I realize that although I had made best effort, the thesis is still far from perfection. Therefore, constructive suggestions and criticism from the readers and various stakeholders for the sake of fortune improvement of this thesis are highly appreciated. Then, I really hope that this thesis is able to give contribution to the readers and benefit for the the teaching and learning process and it can help readers to expand their knowledge about writing ability.

Banda Aceh, December 12th, 2022

Intan Juwita

ABSTRACT

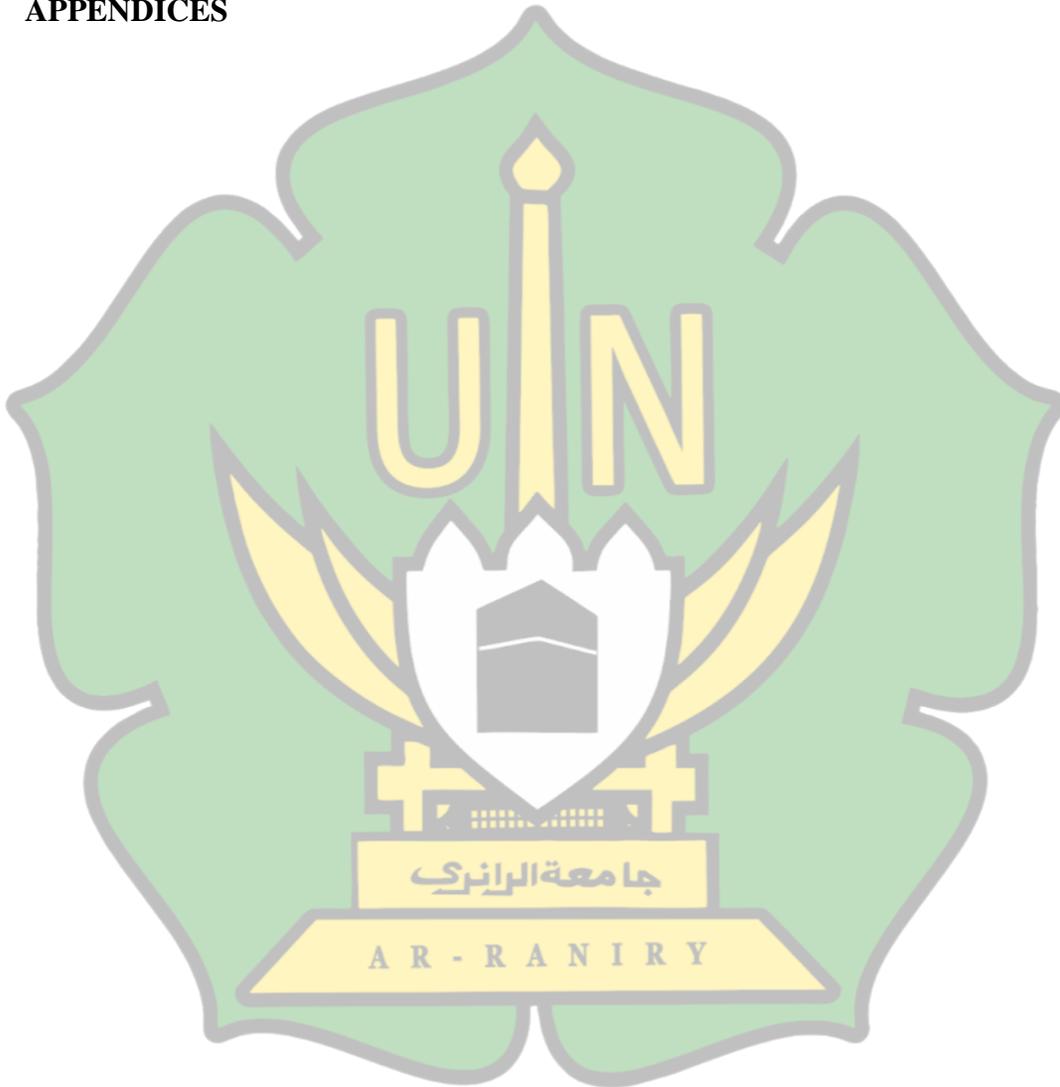Name   : Intan Juwita

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Keywords   : Grammarly Application, Thesis Writing

Grammarly is among the best English grammar-checking tools used by over a billion people worldwide. For students still writing their thesis, the Grammarly application is very useful for correcting grammatical errors and making the writing more academic. Therefore, a mixed-method design was utilized in this study to explore students' perceptions of the use of Grammarly application in the thesis writing process. In this approach, the quantitative data was collected through a closed-ended questionnaire administered to 42 students of the English Department batch 2018, while the qualitative data was collected through semi-structured interviews with nine students. The participant was selected using purposive sampling with the characteristic of having finished the Research Methodology class and ever using Grammarly software to correct a grammatical error. The findings of this study showed that Grammarly is a beneficial application for writing a thesis, save time in checking grammar error, and can improve writing skills. The researcher found that several suggestions have been provided by the students, such as adding a paraphrasing tool, a camera lens tool to check grammar through the scan, adding more language to enrich the vocabulary, allowing the Grammarly application runs without the internet, checking grammar errors in the form of video, and connect Grammarly to Google Docs and Microsoft Word.

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CHAPTER I

INTRODUCTION

A. Background of The Study

Since the technology was invented, the world has become more complex. Some life changes occur because of the rapid development of technology (Ghufron & Rosyida, 2018). Technology changes the world not only in networking but also in education. Education plays a significant role in today's competitive world, including language teaching. English, which is the most popular language or an international language, is one of the languages that students have to master. This statement is in line with Pensius et al. (2016), stating that despite not being an official language in the majority of countries, English is currently the language that is taught as a foreign language the most frequently since it is so widely spoken and often referred to as a world language and the lingua franca of the contemporary era.

Speck (2019) stated that using a touch of technology in learning English is very beneficial. This statement is supported by the argument of Alsied and Pathan (2013), stating that utilizing technology such as computers or tablets and smartphones with an internet connection to communicate with foreigners may improve the language skills of EFL students. The way to communicate with foreigners can be through social media such as Instagram, Facebook, and email. Currently, learning

English is more fun with the presence of software and applications (Wenz, 2014). Furthermore, using technological tools helps students and instructors organize, draft, and assess the students' writing work, which might increase their writing ability (Sundari & Febriyanti, 2022).

Generally, there are four skills in the English language. They are listening, reading, speaking, and writing. Some studies state that writing is the most difficult one. Bassot (2015) stated that writing is a considerably more challenging skill to master. Writing is an activity of expressing ideas in the form of words, which requires lower-level abilities in spelling, grammar, and the word and higher-level skills in planning and arranging (Muluk et al., 2022). Fitria (2021) also revealed that writing is a capability requiring other skills to compose the notion. Everyone is doing writing activities, especially students. Deng and Shao (2011) stated that the researchers believe that employing technology to master writing can help university students improve their self-review skills. However, writing is beneficial for the future if the students want to give their best effort to learn it. Moreover, Tucker (2015) said that the more often students familiarize themselves with the errors they create, the more likely they will find those errors.

To master writing, one of the components that must be understood first is grammar. Grammar is the key to writing. Remember that today's world is more sophisticated, so students do not need to feel bad about grammar because there is an app called Grammarly. This statement is

supported by the argument of Nova (2018) that the technology development has made it easy for the writer to check formal writing using AWE. According to Mammadova (2019, p. 54), grammar and spelling checker online software are crucial in teaching and learning English.

Grammarly, one of the Automated Writing Evaluation (AWE) technology, is a grammar checker website or app that can be downloaded in Playstore. Bailey and Lee (2020) said that Grammarly is a helpful tool for fixing the language errors such as articles and prepositions. This argument relates to Fitria (2021), who said that Grammarly is nominated as one of the best English grammar-checking tools. Besides, the products of Grammarly are powered by an interconnected system that incorporates rules, developments, and techniques of artificial intelligence, such as machine learning, deep learning, and the processing of natural languages.

We can correct punctuation, spelling, conciseness, readability, word choice, and plagiarism in Grammarly. However, for a better experience, Grammarly has provided a premium version that requires users to pay first before they can freely access the grammatical correction. Unlike the free version, the premium version of Grammarly provides many advantages. For example, it can detect plagiarism, correct spelling, grammar, and punctuation, give the appropriate words to fluence the sentence, conciseness, clarity, and enrich vocabulary.

More than a billion people use Grammarly, so it can be concluded that Grammarly is very popular and beneficial. International and local

students who learn online or offline can utilize the Grammarly app to help them correct grammatical errors (O'Neill & Russell, 2019). The Grammarly application is beneficial for a student writing a thesis. A thesis is a final assignment for students before they graduate from college. A thesis using English will be more challenging because there is so important to notice the grammar while writing. Some studies have discussed that Grammarly is helpful software to improve students' writing quality. Therefore, this study aims to analyze the students' perception of Grammarly application in thesis writing.

B. Research Question

The research question is the first step before writing a thesis. It can be a guide in conducting data and also determines the research design and methodology. The research question of this research is what are the students' perceptions of the use of *Grammarly application* in the thesis writing process?

C. The Aim of The Study

The aims of this research are as follows:

1. To find out the students' perceptions of *Grammarly application* in thesis writing.

D. The Limitation of The Study

This study is focused on analyzing the students' perceptions of the Grammarly application when writing a thesis. The participants of this

research are students in the ninth semester of the English Education Department that have passed the research methodology course.

E. Significance of The Study

The significances of this research are:

1. Theoretical significance

   a) Knowing the students' perceptions of Grammarly is expected to add to the educational field's understanding of a great approach to encourage students with thesis writing.

   b) The research finding is expected to be referenced for other similar research.

2. Practical significance

   The result of the study is expected to help students of the English department with grammatical errors while producing a thesis by utilizing Grammarly software. By knowing the advantages of Grammarly, the students will use it to check their writing, increasing their grammar quality.

F. Terminologies

1. Students' perception

   Perception is defined as the way people think about the things they perceive. Perception is based on cognitive functions that humans employ to interpret information, such as using memory to recognize a friend's face or notice a familiar scent. We may recognize and respond to external cues through the perception

process. William (2014) stated that perception is a term used to describe how individuals think.

Students' perceptions may be characterized as their understanding of their learning style, encompassing their personality types of visual, auditory, kinesthetic, and reading/writing (Aidil, 2019). In this study, students' perceptions are related to students' perceptions and thoughts on using the Grammarly application, which focuses on thesis writing.

2. Grammarly software

Among the most used grammar-checking websites is Grammarly. Grammarly can be in the form of a web or app now. It is used to check for errors in grammar, word choice, punctuation, etc. More than 10 billion people have downloaded Grammarly in Playstore. Grammarly is also one of the best grammar-checking apps (Fitria, 2021).

3. Writing thesis

A thesis is a final project that students must complete before graduating from a university. Ghufron et al. (2016) stated that one of the necessary things for students to graduate from a university is writing. The thesis is an example of academic writing (Lailika, 2019). Writing an English thesis requires correct grammar and appropriate words because it is written academically. To report a thesis, the students have to consult the research with the advisors.

After doing research and consulting the thesis with the lectures, the students can proceed to the final stage of the assignment, namely the sidang examination.

CHAPTER II

LITERATURE REVIEW

A. Writing Thesis

1. The definition of writing skill

   Writing, a nonverbal skill, is an activity to show thought through words. Writing is a handy skill nowadays. Peoples need this skill, for example, while writing a letter or essay. Cahyono and Widiati (2011) mentioned that writing is difficult. Meanwhile, if the students can be fluent in writing, the other skills will be straightforward to learn (Fahmi & Rachmijati, 2021). Several things must be considered in writing English, such as vocabulary, diction, punctuation, and grammar. Grammar is part of the English Foreign Language (EFL) after spelling and punctuation (Perdana & Farida, 2019).

   According to Johns in Yi (2009) in (Iftanti, 2016), writing has multiple purposes. The first is to communicate the writer's feelings and thoughts, the second is to entertain the reader, the third is to enlighten the reader about the writer's objective, and the fourth is to persuade the reader. Therefore, writing English is a nonverbal skill that aims to communicate with the readers through a paper.

   Many researchers have done their research on writing skills. For example, Grammar the key to the English language, is the crucial thing students often complain about. Megaiab (2014) revealed many errors

provided by the students in writing the text, for example, in composition and grammatical mistakes in spelling, verbs, tenses, prepositions, articles, capitalization and punctuation. Language students must have the tools and resources to reduce the increased cognitive load (Allen, Crossley, Snow, & McNamara, 2014).

To correct the errors, VanderPyl (2012) proposed five ideas in composing writing: prewriting, drafting, revising, editing, and publishing. Although the concept of VanderPyl (2012) is excellent, with the help of modern technology, the way to fix grammatical errors in writing will be much easy.

2. Thesis

A thesis is part of the assignment that must be done by the students in every university in Indonesia, even abroad. In Indonesia, students create a thesis when they have a bachelor's degree. Rahyono Fx (2010) in Hadiono (2017) stated that a thesis is a written report of research conducted by the students and the supervisor to be enhanced in front of the judge's lecturer as the need to achieve a bachelor's degree.

Academic writing is needed in writing a thesis. Academic writing is one of the stages in the educational research process in which scientists describe their reasoning, experience, observation, application/testing circumstances, etc. (Akkaya & Aydin, 2018). It is mainly used in a journal or other publications read by the teacher and researcher and sometimes delivered at formal meetings (Lindsay, 2018). Academic texts must adhere

to established English grammar standards, such as correct sentence construction, subject-verb agreement, consistent and appropriate tense, and article usage (Cavaleri, 2016).

3. Students' perception

Perception is the way people think about something based on their experiences. Rahmat (Arifin, Fuady & Kuswarno, 2017) said that perception is inferring information from experience and interpreting messages to describe things, events, or relationships. Robbins and Judge (2013) state that perception is a process of organizing and interpreting sensory impressions to get the point that gives meaning to the environment. In line with this, Mahreda (2017) said that perception is the deciphering information process that aims to build meaning by the human receptor organs. Perception is shaped by the eyes, then produces the physiological process after receiving the stimuli (Rizky, 2021).

Qiong (2017:18) revealed that perception is a process that receives the understanding of the information from the senses. However, perception is also defined as someone's opinion and viewpoint (Unumeri, 2009). Irwanto in Shandi (2020) revealed that perception has two types: positive and negative perception. The positive one is about the knowledge and responses that continue with the effort to use it. The negative one is about the knowledge and responses that are not harmonious with the object.

Students' perception is a students' perspective about something based on their experiences. Rizky (2021) states that the student's perception is

essential to engage students in learning environments and building good learning methodologies.

B. Grammarly Application

Education technology is now more sophisticated, marked by the presence of Automated Writing Evaluation software or AWE. Automated writing evaluation (AWE) programs or the feedback generated by computers have significantly influenced writing research in recent years. AWE is the technology used to analyze written text and provide points and feedback (Lin, Lin & Tsai, 2020). According to Dizon and Gayed (2021, p. 75):

Automated Writing Evaluation (AWE) software is used to develop writing skills for L2 students. By giving them automated corrective feedback, these systems help foreign language students write more accurately, i.e., reduce the number of errors related to grammar, vocabulary, style, organization, and mechanics.

Knowing the pros and cons of AWE programs is critical in determining which AWE program to employ for writing evaluation. These systems assist foreign language students in writing more precisely, reducing the number of errors in grammar, vocabulary, style, organization, and mechanics by providing automatic corrective feedback. Not only can AWE programs help L2 students, but they can also help language instructors save time that would otherwise be spent offering comments on lower-level writing processes (Grimes & Warschauer, 2010).

Grammarly is one of the most popular AWE programs that can be used in a writing lesson among the numerous available AWE products. Grammarly

is promoted as a simple application that may assist students and academies with their writing by correcting spelling, grammar, and punctuation mistakes (Fahmi & Cahyono, 2021). An internet connection is required to verify English grammar using Grammarly because this application is an online application that can be used everywhere on any device.

Grammarly is a grammar checker that launched first in the USA. It was founded in 2009, and San Francisco is Grammarly's central place of production (Qassemzadeh & Soleimani, 2016). Grammarly, a new invention that immensely helped students worldwide, fits the student's needs and provides belief in writing English (Fahmi & Rachmijati, 2021). Moreover, Fitria (2021) stated that Grammarly's ability to fix ten times more problems makes it the top grammar checker software. Whitman and Haddock (2018) also revealed that Grammarly is a simple application for checking grammar.

There are so many functions of Grammarly. Busc, Wendler & Steinicke (2020) said that Grammarly is artificial intelligence in a writing activity that can verify grammar and spelling and detect plagiarism. Grammarly also corrects unusual punctuation and provides new vocabulary, making the writing more attractive.

There are so many researchers researching Grammarly, and the result is fantastic. Darayani et al. (2018), in their research, found that Grammarly considers a practical application in lowering the problem of writing, and it also increases the quality of writing. Fitria (2021) also recommended Grammarly

after conducting research and seeing the significant performance of the respondent after using Grammarly. Ghufron and Rosyida (2018) said that Grammarly is an efficient application to decrease the language errors like vocabulary, grammar, spelling, and punctuation. Grammarly® has made a study regarding the use of the Grammarly application. The result showed that so many users claimed the benefit of Grammarly. They said that Grammarly makes their writing looks good, and they do not waste time writing. Therefore, most respondents highly recommend Grammarly to be the online checker tool (Grammarly, 2018).

Grammarly can be in the form of an app or website. Generally, students can use two kinds of Grammarly: the free version and the premium version. Grammarly's free version supports grammar, punctuation, spelling, sentence structure, and style. Meanwhile, the premium version, which costs USD 139.95 a year, can check an additional 150 grammar points, provide plagiarism detection, vocabulary enhancement suggestions, and a contextual spelling feature, and give users a score out of 100 (Grammarly, 2015). However, people can choose the free features or upgrade to the premium version for a more advanced experience (Fitria, 2021).

Fahmi and Rachmijati (2021) revealed that the most significant benefit of Grammarly is Grammar Checker, which comes in two varieties and is used to verify our grammar:

1. Red underlines indicate that Grammarly has detected an error in the text. If someone abuses a punctuation mark, you will also see an underline. Grammarly will also assist in correcting typos and grammatical issues that may affect trustworthiness. Open a brief explanation to learn more about the issue and how to fix it, or click any of Grammarly's suggested changes to apply them to writing.

2. Blue underlines indicate that Grammarly has detected an overly wordy statement. Grammarly grades content depending on how clear it will be to readers and assists through the revision process. After all, some sentences are grammatically correct yet are uncomfortable and difficult to understand. Users sometimes improve a phrase by removing unnecessary words. Brilliant sentences are concise and unambiguous.

C. Previous Studies

Several studies have been done regarding the students' perception of Grammarly applications. Lailika (2019) researched under the title "Students' Perceptions of The Use of Grammarly as an Online Grammar Checker in Thesis Writing." This study focused on knowing students' perceptions of the use of Grammarly. This research used a questionnaire as a research instrument to collect the data. In the findings, the students had a positive perception of using Grammarly. The students perceived that Grammarly is useful for students. It helps them for checking their grammar. However, some students had a negative perception. They sometimes found that Grammarly is complicated.

Another research entitled Stop! Grammar Time: University Students'
Perceptions of the Automated Feedback Program Grammarly done by Ruth
O"Neill and Alex M.T Russell (2019). The researcher investigated the
students' perceptions of Grammarly. The researcher used a mix methods
sequential explanatory design where comparing students' response of
Grammarly and traditional non-automated feedback. The result showed that
students who received grammar advice from ALAs in the traditional manner
were largely satisfied, but students who received feedback from Grammarly
were more satisfied. As explained above, the previous research compared
students' responses to Grammarly and traditional non-automated feedback.
In comparison, the current research focuses on identifying students'
perceptions of using Grammarly in thesis writing.

CHAPTER III

RESEARCH METHODOLOGY

Research methodology is a part of research that discusses the research design used. Therefore, this chapter discusses the location, population, and sample, data collection technique and data analysis.

A. Research Design

The term "research design" refers to strategies and procedures for conducting research that range from general assumptions to specific data collection and analysis methods (Creswell, 2014). The framework of research methodologies and procedures chosen by a researcher to perform a study is referred to as the research design. The design enables researchers to fine-tune research methodologies appropriate for the topic matter and put their studies up for success. A research design would determine the population and sample of the research, location, collection technique, and data analysis. The researcher used the mixed-methods to conduct the data in this research. Mixed methods are the composite of qualitative and quantitative methods (Creswell & Garett, 2008).

Astaline (2013) stated that Qualitative research is a systematic scientific investigation that tries to produce a comprehensive, typically narrative description of a social or cultural phenomenon to inform the researcher's knowledge. However, Qualitative research is defined by Gentles, Charles, Ploeg, and McKibbon (2015) as the observations and

interpretations of a person's experience with numerous events, and it captures an impression of how individuals are perceived in a natural environment. In line with this research design, the questionnaire and interview will be applied to achieve the data.

The researcher divided the data into two: primary and secondary data. Primary data is data obtained from the primary source of the research subject using research instruments or data collection tools that collect data directly from the subject as a source of data. Data that has previously been gathered from primary sources and made easily accessible for academics to use for their research is known as secondary data. It is a category of information that has previously been gathered. Therefore, the primary data will be collected using a questionnaire. Meanwhile, secondary data will be collected using interviews. Thus, the result of the questionnaire will support the interview findings.

B. Location

The data was conducted at the English Department of Education or the PBI of UIN Ar-Raniry, located in Darussalam, Banda Aceh. The researcher chose the English Department of Education as the object because it requires a thesis in English as the last assignment before the students graduate.

C. Population and Sample

Creswell (2014) stated that population refers to all things related to the subject of the study. The population of this research is approximately 200

9th-semester students who are still writing their thesis. Arikunto (2010) stated that for 100 populations or more, the sample could be taken 10-15% of it.

To choose the sample, the researcher used the purposive sampling technique with the help of Google Forms with several questions related to using Grammarly. This statement relates to the argument of Etikan (2016), who said that the researcher could choose the participant based on their characteristic by using the purposive sampling technique. The characteristic of participants in this research is those who finished the Research Methodology class and have ever used Grammarly software to correct a grammatical error. Therefore, the participants of this research are 42 students of the PBI batch 2018. After that, nine students were randomly selected for the interview session. Moreover, this technique is easy to use, and no need to spend a lot of money.

D. Method and Data Collection

The data collection technique collects information from diverse sources (Amelia, 2020). This research was conducted by using questionnaires and interviews.

1. Questionnaire

    A questionnaire is an alternative to finding data in written form. It is commonly used to conduct the information and support the research (Amelia, 2020). Kabir (2016) said that a questionnaire is a valuable tool for obtaining information from the past and

present, including facts, statistics, attitudes, views, and opinions. Furthermore, the questionnaire has two kinds of questions: open-ended and close-ended. The open-ended questionnaire allows the participant to give their answer, while in the close-ended questionnaire, the participant can only choose the best answer delivered by the researcher (Arikunto, 2010).

The type of questionnaire used in this research is a closed-ended question. Therefore, 15 close-ended questions using a Likert scale are provided and then distributed via Google form before interpreting by the researcher. The process of collecting data through a questionnaire took sixteen days, starting from 12th-27th September 2022.

2. Interviews

The interview is an activity to produce information through conversation. Griffe (2012) stated that an interview is a tool to collect data through face-to-face structured conversation. Shrivastava (2013) said an interview helps collect data based on participants' experiences. In this research, the researcher used semi-structured interviews because they are flexible and allow the interviewer to expand the question. Moreover, this type of interview might help the interviewer be closer to the interviewee so the atmosphere would not be stiff. The interview was conducted in English through WhatsApp voice notes from 3rd-14th November

2022. The researcher took the notes sustainably, and each discussion took about 15-25 minutes.

E. Data Analysis Technique

1. Questionnaire

Mixed methods mean that combine the data from quantitative and qualitative. The questionnaire is one of the quantitative methods for collecting data. A questionnaire is a way to get information from respondents and often consists of several written questions on the topic. The result of the questionnaire was analyzed descriptively. After that, the data will be calculated using this formula:

$$P = \frac{f}{n} \times 100\%$$

Which:

P   = Percentage

F   = Frequency

N   = Number of sample

100%   = Constant value

2. Interview

The result of the data collection was analyzed using thematic analysis. A technique for assessing qualitative data called thematic analysis includes looking through data collection to find, examine, and document recurring themes. It is a technique for summarizing data, but it also involves interpretation when choosing codes and creating themes.

Thematic analysis is crucial to learn as a core skill or basic knowledge in analyzing qualitative research (Heriyanto, 2018).

The first step of thematic analysis is getting familiar with the data. Familiarizing the data is by repeatedly listening to the voice notes and scanning them into the writing forms. Then, the researcher notes potential data items of interest, questions, connections between data items, and other preliminary ideas (Miranda, 2022). After that, the researcher begins to generate initial codes or labeling. It should be transparent and based on a brief description of what is said in the interview. After coding, the next stage is searching for themes that describe something important in the data related to formulating the research problem. Last, the researcher reviewed pieces to make sure they fit the data.

CHAPTER IV

FINDING AND DISCUSSION

This chapter discusses the research finding which got from the data collection. The data from the questionnaire and interview will be analyzed to discover the research finding. Collecting data is to determine the student's perception of the Grammarly application in thesis writing.

A. Research Finding

1. An analysis of the questionnaire

   The questionnaire was distributed to the participants through Google Forms to collect the data. It was a close-ended questionnaire to determine students' perception of Grammarly application in thesis writing. To find out the percentage from all answers to every question, the researcher used a percentage formula as follows:

$$P = \frac{f}{n} \times 100\%$$

Which:

P   = Percentage

F   = Frequency

N   = Number of sample

100%   = Constant value

The data from the questionnaire was presented in the form of tables and percentages to make it easier for the readers to see the result of the questionnaire analysis. The following tables showed the percentage of the respondents' answers related to their perception of Grammarly application in thesis writing.

Table 4.1 Grammarly application is useful for me.

Answer	Students	Percentage
Strongly agree	25	59.5%
Agree	17	40.5%
Disagree	0	0%
Strongly disagree	0	0%
Total	**42**	**100%**

Table 4.1 shows a high number of students, 59.5%, who strongly agree with the "Grammarly is useful" statement. In the second place, the rest of 17 from 42 students, about 40.5% choose, agree that Grammarly is useful for them. Furthermore, the majority of students also strongly agree with the statement "Grammarly application is important" for them in writing a thesis, as shown in the following table:

Table 4.2 Grammarly application is important for me in writing a thesis.

Answer	Students	Percentage
Strongly agree	25	59.5%
Agree	17	40.5%
Disagree	0	0%
Strongly disagree	0	0%
Total	**42**	**100%**

As the same with Table 4.1, the result of Table 4.2 showes that about 59.5% of students choose strongly agree about the statement that Grammarly is important in writing a thesis, and 40.5% chose to agree. Furthermore, the students said that Grammarly helps them correct grammatical errors while writing a thesis. It can be seen in the following table:

Table 4.3 Writing a thesis using the Grammarly application help me to correct grammatical errors.

Answer	Students	Percentage
Strongly agree	22	52.4%
Agree	20	47.6%
Disagree	0	0%
Strongly disagree	0	0%
Total	**42**	**100%**

Table 4.3 shows that 52.4% of students strongly agreed that writing a thesis using Grammarly help them in correcting grammatical error. Meanwhile, 47.6% of the students choose to agree about the statement. In conclusion, all the participants have the same choice about the statement.

Table 4.4 The feedback from Grammarly improve my writing skill

Answer	Students	Percentage
Strongly agree	13	31%
Agree	26	61.9%
Disagree	3	7.1%
Strongly disagree	0	0%
Total	**42**	**100%**

In Table 4.4, the majority of students, 61.9%, agree that the feedback from Grammarly improves their writing skills, and 31% strongly agree. However, about 7.1% of students do not agree that the feedback from Grammarly improves their writing ability.

Table 4.5 The features of Grammarly are complete

Answer	Students	Percentage
Strongly agree	2	4.8%
Agree	29	69%
Disagree	11	26.2%
Strongly disagree	0	0%
Total	**42**	**100%**

As shown in Table 4.5, about 69% of students agree that the features of Grammarly are complete, and 4.8% of students choose strongly agree. However, 26.2% of students disagreed about the statement.

Table 4.6 Grammarly application is easy to use and saves time.

Answer	Students	Percentage
Strongly agree	21	50%
Agree	20	47.6%
Disagree	1	2.4%
Strongly disagree	0	0%
Total	**42**	**100%**

Table 4.6 shows that the majority of students, about 50% choose, strongly agree that Grammarly is easy to use and saves time, and 47.6% of students choose to agree. On the other hand, 2.4% of students did not agree with the idea.

Table 4.7 I prefer the free version of Grammarly to the premium version.

Answer	Students	Percentage
Strongly agree	6	14.3%
Agree	20	47.6%
Disagree	15	35.7%
Strongly disagree	6	14.3%
Total	**42**	**100%**

Regarding choosing the free or premium version of Grammarly, Table 4.7 shows that students have various answers related to the statement. 14.3% of students strongly agree to use the free version, and 47.6% agree to choose the free version of Grammarly. However, 35.7% of students choose to disagree, and 14.3% choose strongly disagree with using the free version. In conclusion, about 50% of students agreed to use the premium version.

Table 4.8 In my opinion, Grammarly has a weakness

Answer	Students	Percentage
Strongly agree	0	0%
Agree	30	71.4%
Disagree	11	26.2%
Strongly disagree	1	2.4%
Total	**42**	**100%**

Everything in this world has advantages and disadvantages, as does the Grammarly application. In table 4.8 above, most students said that Grammarly has a weakness. About 71.4% of students choose to agree, 26.2% of students choose to disagree, and 2.4% choose strongly disagree.

Table 4.9 I think Grammarly wastes my time.

Answer	Students	Percentage
Strongly agree	0	0%
Agree	1	2.4%
Disagree	32	76.2%
Strongly disagree	9	21.4%
Total	**42**	**100%**

A large number of students remain, 76.2%, disagree that Grammarly wastes time, as shown in Table 4.9. About 2.4% of students agree that Grammarly is wasting time, and 21.4% disagree about the statement.

Table 4.10 I think Grammarly does not help much in fixing grammar errors.

Answer	Students	Percentage
Strongly agree	0	0%
Agree	5	11.9%
Disagree	27	64.3%
Strongly disagree	10	23.8%
Total	**42**	**100%**

Table 4.10 shows that most of the students disagreed about the statement that Grammarly does not help much in fixing grammar errors.

About 64.3% of students choose to disagree, 23.8% choose strongly disagree, and 11.9% of students choose to agree.

Table 4.11 Sometimes, it is hard to use Grammarly.

Answer	Students	Percentage
Strongly agree	0	0%
Agree	9	21.4%
Disagree	30	71.4%
Strongly disagree	3	7.1%
Total	**42**	**100%**

Table 4.11 shows that 21.4% of students agree that Grammarly is hard to use. However, 71.4% of students choose to disagree that Grammarly is hard to use, and 7.1% of students strongly disagree about it.

Table 4.12 I think it is hard to correct grammar errors after receiving feedback from Grammarly.

Answer	Students	Percentage
Strongly agree	1	2.4%
Agree	7	17.1%
Disagree	31	73.8%
Strongly disagree	3	7.3%
Total	**42**	**100%**

As shown in Table 4.12, most students disagree about the statement, "it is hard to correct grammar errors after receiving feedback from Grammarly." The percentage showed that 73.8% of students chose to disagree, and 7.3% of students chose strongly disagree. However, there are

17.1% of students choose to agree, and 2.4% of students choose strongly agree.

Table 4.13 I faced several problems while using the Grammarly application in writing my thesis

Answer	Students	Percentage
Strongly agree	0	0%
Agree	11	26.8%
Disagree	28	66.7%
Strongly disagree	3	7.3%
Total	**42**	**100%**

Table 4.13 shows the result of the statement, "I faced several problems while using Grammarly application in writing thesis." A high number of students remain, 66.7% said they disagree about the statement. 26.8% of students choose to agree, and 7.3% of the students choose strongly disagree.

Table 4.14 I think Grammarly needs to add another feature to it

Answer	Students	Percentage
Strongly agree	3	7.1%
Agree	31	73.8%
Disagree	7	16.7%
Strongly disagree	1	2.4%
Total	**42**	**100%**

Table 4.14 shows that a significant number of students agree that Grammarly needs to add another feature to it. It is about 73.8%. About 7.1%

of students agreed about the statement. However, 16.7% of students choose to disagree, and 2.4% of students choose strongly disagree.

Table 4.15 I highly recommend the Grammarly application for those who still writing their thesis

Answer	Students	Percentage
Strongly agree	21	50%
Agree	20	47.6%
Disagree	1	2.4%
Strongly disagree	0	0%
Total	**42**	**100%**

Table 4.15 shows that most students agree to recommend Grammarly to those who are still writing their thesis. About 50% of students choose strongly agree, and 47.6% choose to agree. However, 2.4% of students disagreed with recommending the Grammarly application to those who write a thesis.

2. **An analysis of the interview**

The interview was conducted on the 3rd - 17th of October, 2022. The researcher interviewed 10 participants of the 9th-semester students of the English Education Department. The interview was held by voice notes in the WhatsApp application, which was easy and convenient. Besides, it also helped the researcher conduct the data without meeting face-to-face with the participants. The eight semi-structured questions were applied to conduct the data in the interview. This research aims to know the student's

perceptions of Grammarly application in thesis writing. The results were reported under themes as follows:

1. The use of Grammarly application in thesis writing

The first interview question concerns the students' opinions about using Grammarly in thesis writing. The result of the interview contains a different opinion from the participants. The majority of them said that the Grammarly application is a useful software for correcting grammatical errors in thesis writing, as expressed by the participants:

"In my opinion, the use of Grammarly application in the thesis writing is very useful because it can detect grammatical errors or incorrect structural sentences" (HR, WhatsApp voice notes, November 10, 2022).

"... the use of Grammarly is very helpful and very useful for me in writing my thesis..." (DP, WhatsApp voice notes, November 9, 2022).

Furthermore, Grammarly mentions as one of the important software for writing a thesis. A participant stated:

"... Grammarly become one of the most important software that need to master by every students especially English Department students..." (J, WhatsApp voice notes, November 9, 2022).

From the statement above, it can be concluded that the students' opinion about using Grammarly is positive. They thought that Grammarly was helpful and valuable for them in writing their thesis.

2. Grammarly is appropriate tools to check grammar in thesis writing

All participants agree that Grammarly is an appropriate tool for checking grammar in writing a thesis. Within diverse perspectives, several of them stated that:

"Yes, because when I use this application, it helps me to give information and check my grammar errors like spelling, punctuation and word suggestion" (DA, WhatsApp voice notes, November 9, 2022).

In line with this, another participant said:

"Yes, of course. Grammarly is helpful for me to check my grammatical errors. I have compared the Grammarly application with other grammar checker application and the result show that Grammarly is the more effective one" (M, WhatsApp voice notes, November 3, 2022).

These two statements represent the answer of all participants in this research. They said that Grammarly is an appropriate tool for writing the thesis.

3. Grammatical error faced in writing thesis

Most students said that the grammatical error they faced was about tenses.

"...grammatical error that i make when I check in Grammarly is the using of tenses..." (UA, WhatsApp voice notes, November 9, 2022).

"The problem that mostly I faced was tenses" (RR, WhatsApp voice notes, November 9, 2022).

Furthermore, several participants need help with writing the thesis.

They said:

"...complex sentences and passive." (DA, WhatsApp voice notes, November 9, 2022).

"Based on the review of Grammarly, the grammatical errors that I often faced are in the tenses, singular and plural nouns and word choice." (NH, WhatsApp voice notes, November 11, 2022).

From the answer above, it can be concluded that the students faced many problems while writing the thesis. They found several errors: incorrect tenses, the improper use of nouns, passive voices, and the wrong choice of words.

4. Grammarly in improving writing skills

 The result of the interview revealed three main answers given by the students about whether Grammarly improves writing skills. They said that:

"I think Grammarly is very good for use personally for me to improve my writing skill..." (DP, WhatsApp voice notes, November 9, 2022).

"I am not really sure that the Grammarly can improve my writing skills because it just helps student's grammatical errors but it can improve grammar ability." (J, WhatsApp voice notes, November 9, 2022).

"Grammarly is just a tools to help in writing. If to improve writing skills, I think not." (M, WhatsApp voice notes, November 3, 2022).

 To sum up, the students give two kinds of answers about using Grammarly, whether improving students' writing skills or not. Most of them agree that Grammarly can improve their writing skill. Meanwhile, two students said otherwise.

5. Grammarly correction

 All participants said that Grammarly's correction is good, but they still have a suggestion for better correction in Grammarly. Most of the participants said:

"I think it is not bad but not also good because the Grammarly correction is mostly good but there are several things that not

appropriate like if we use passive sentence, then Grammarly will suggest it into active sentence..." (HR, WhatsApp voice notes, November 10, 2022).

"Most of the correction is appropriate although I have to make sure the correction again using another application." (DA, WhatsApp voice notes, November 9, 2022).

"I think the correction of Grammarly is perfect for me because I have compared it with another application and Grammarly is the effective one." (M, WhatsApp voice notes, November 3, 2022).

Based on their experience, the participants did not deny that correcting Grammarly is good. However, the correction of Grammarly is not perfect yet. It can be seen from the students' answers from a different perspective.

6. Grammarly version

About the version of Grammarly, the majority of participants said that they use the accessible version of Grammarly, as stated below:

"I totally use the free one because the free version is enough for me." (NH, WhatsApp voice notes, November 11, 2022).

"For now, I still use the free version of Grammarly application." (DA, WhatsApp voice notes, November 9, 2022).

However, two participants choose the premium version. One of them said:

"I use the premium version of Grammarly. I ever use the free one, but the correction is not as perfect as the premium version." (M, WhatsApp voice notes, November 3, 2022).

From the statements above, it can be seen that many students still use the accessible version of Grammarly, although the features are limited. However, some students use the premium version of Grammarly.

7. Strength and weakness of Grammarly

There are many different answers from the participant about the advantages and disadvantages of Grammarly. Some of them said that:

"The strength of Grammarly is understandable, can be used to check the full documents, and provide correct citation. Moreover, Grammarly is accessible and can be use in every tool like smartphone and computer and it also can be connected to Google. For the weakness, Grammarly free version has very limited feature like plagiarism and we cannot check our grammar if the network is unstable" (HR, WhatsApp voice notes, November 10, 2022).

"For the strength, Grammarly like what I have said before is user-friendly and cheap. I like the scores menu to assess our writing in it. Even if I use the free version, Grammarly has several features that still can be use. About the weakness, I think I do not find it because I used the free version" (NH, WhatsApp voice notes, November 11, 2022).

"The advantage of Grammarly is we can easily see the incorrect words because it is highlighted. For the disadvantage, sometimes Grammarly run slow although in the stable network..." (DA, WhatsApp voice notes, November 9, 2022).

To sum up, the Grammarly application has both advantages and disadvantages. The statements above are based on the students' experience using the app.

8. Students' suggestion on Grammarly

The participant gave many suggestions about the feature that must be added to Grammarly. The researcher found that six types of features need to add as expressed by the participants:

"I think in more language will be better because sometimes there is a word that do not detected by Grammarly." (DA, WhatsApp voice notes, November 9, 2022).

"...or maybe another feature like paraphrasing tools because it is very helpful and I think Grammarly doesn't have it yet." (J, WhatsApp voice notes, November 9, 2022).

"...for example, we able to check the word or text that's in form of video..." (UA, WhatsApp voice notes, November 9, 2022).

"Feature like camera lens that ease the students to check the grammatical error without have to type or copy the text to the Grammarly." (M, WhatsApp voice notes, November 3, 2022).

"I don't think so, but regarding to the problems, maybe the developer of Grammarly can make this application work without internet connection." (RR, WhatsApp voice notes, November 9, 2022).

"I think the feature in Grammarly is very good, but it will be better if Grammarly can connect to the other application like Google Docs and Microsoft Word." (HR, WhatsApp voice notes, November 10, 2022).

From the statements above, it can be concluded that many things need to add to the better performance of the Grammarly application. The students' suggestions benefit the application, although it works well now.

B. Discussion

Based on the analysis of the two data collections above, the researcher elaborates brief and clear explanations concerning the research data

obtained through questionnaires and interviews. Moreover, whether the research question was answered can be examined. The research question is: What are the students' perceptions of Grammarly application in thesis writing?

Based on the findings about students' perception of the Grammarly application in thesis writing, the researcher found that all students have the same point: the Grammarly application is very useful for them in writing their thesis. They also mention that this application can be used to check other school work like assignments, essays, etc. Moreover, a student stated that the Grammarly application is one of the essential software that needs to be mastered, especially for those who write a thesis because Grammarly has so many benefits, especially for those who write a thesis. Grammarly corrects the grammatical error, punctuation, and bad words in our writing. This argument is in line with Fitria et al. (2022) stated that it is crucial to have correct grammatical because it is one of the things that show the writing quality of someone, especially in thesis writing. The better someone is writing, the higher his writing quality.

All of the students agree that Grammarly is an appropriate grammatical checker application to use in thesis writing. Besides, the Grammarly application is easy to use and saves time. Several of them said that the Grammarly application is very helpful in correcting their writing. Grammarly can be a tool for learning grammar because it provides much material in the result of Grammarly after we check our writing.

Furthermore, all the students agreed that Grammarly helps them correct grammatical errors while writing the thesis.

Habibi, Wachyunni, and Husni (2017) revealed that common errors occur in English writing, such as capitalization, punctuation, grammatical, spelling, and supporting arguments. This argument supports the students' answer in the interview that most of them experience grammatical errors such as wrong tenses, the use of singular and plural nouns, punctuation, word choice, the use of an article, passive voice, and complex sentences. Most students said that Grammarly could improve their writing ability with its excellent correction. One of them said that Grammarly is also a teacher who could give feedback on writing.

The correction of Grammarly is good. It also provides comprehensive and useful feedback, including corrections and suggestions to make the writing clearer, more precise, more effective, more readable, mistake-free, and impactful with a high rate of accuracy and evaluation speed (Grammarly, 2020). The students showed positive answers related to the correction of this grammar checker. One of them said correcting Grammarly is entirely the standard of academic writing. The other student revealed that Grammarly correction is perfect because she has compared Grammarly with other Grammar checkers. The result showed that Grammarly is more effective in correcting grammatical errors. This statement, in line with Ahmadi-Azad (2014), has concluded that there is a positive effect on the accuracy of the students in grammatical structures using indirect corrective

feedback. In conclusion, most students showed that they agree that the correction of Grammarly is good.

Grammarly has two versions: free and premium version. The free-Grammarly corrects 150 errors, including critical grammar and spelling errors, and checks any online writing like email and social media. Meanwhile, the Premium-Grammarly delivers upgraded software to checks for over 400 checks and features, including vocabulary enhancement suggestions, plagiarism detection, and citation suggestions. Two out of ten students interviewed chose to utilize the premium version because it has more complex and complete features, such as detecting plagiarism, vocabulary enhancement, correct spelling, and word choice. On the other hand, the eight students use the free version because it is free. Although the features are limited, it is enough for them. The free version of Grammarly can only detect grammatical errors without showing their correction. So, the students have to correct the error by themselves.

Every tool must have advantages and disadvantages. Grammarly is a real-time, highly reliable, user-friendly, customizable, and straightforward application. According to the students, the Grammarly application has advantages such as correcting grammatical errors, providing errors in highlights, being user-friendly, cheap, understandable, easy to use, etc. However, the students showed some weaknesses in Grammarly, such as sometimes Grammarly application running slow if the internet is unstable because it is an application that depends on the internet. Grammarly

informed us that we must upgrade the application to a premium version for better performance. In addition, the Grammarly application cannot show the appropriate tenses used in writing, etc.

The features of the Grammarly application are categorized as complete now. This is supported by the features of Grammarly, which were well integrated (Fahmi & Cahyono, 2021). However, based on the interview session, the students revealed some suggestions that might be a fresh idea for Grammarly to develop. The features that needed to be added to Grammarly such as a paraphrasing tool, a camera lens tool to check grammar through the scan, adding more language to enrich the vocabulary, allowing Grammarly application runs without the internet, checking grammar errors in the form of video, and connect Grammarly to Google Docs and Microsoft Word.

CHAPTER V

CONCLUSION AND RECOMMENDATION

After researching and analyzing the data, this is the last chapter that provides the conclusions and recommendations about students' perception of Grammarly application in thesis writing.

A. Conclusions

Based on the research findings and the data analysis in the previous chapter, it can be concluded that Grammarly is a beneficial application in writing a thesis based on the student's perception of 9th-semester students of the English Education Department. This statement is also in line with the result of the questionnaire, which showed that Grammarly is a very useful and essential app. This application is also appropriate for writing a thesis. The feedback from Grammarly improved the writing ability of the students. Grammarly's features are complete, easy to operate, and save time. Many students use the accessible version of Grammarly. Even though Grammarly is great, it also has a weakness. Some students still faced several mistakes while using Grammarly in thesis writing. Therefore, they suggest some beneficial suggestions for Grammarly and highly recommend this application to others.

Furthermore, the interview result showed that the Grammarly application benefits them in thesis writing and is considered an appropriate tool for checking grammar. Several suggestions have been provided by the students, such as adding a paraphrasing tool, a camera lens tool to check

grammar through the scan, adding more language to enrich the vocabulary, allowing the Grammarly application runs without the internet, checking grammar errors in the form of video, and connect Grammarly to Google Docs and Microsoft Word.

B. Recommendation

After the research, the researcher would like to present some recommendations related to the student's perception of the Grammarly application in thesis writing. They are as follows:

1. Students can use the Grammarly application in their thesis writing for better quality writing. Furthermore, the premium version of Grammarly has many more beneficial features than the free version. So, the researcher recommends that the students use the premium version.

2. For the lecturer, the Grammarly application can be used as a support tool in teaching activities, especially for subjects related to academic writing.
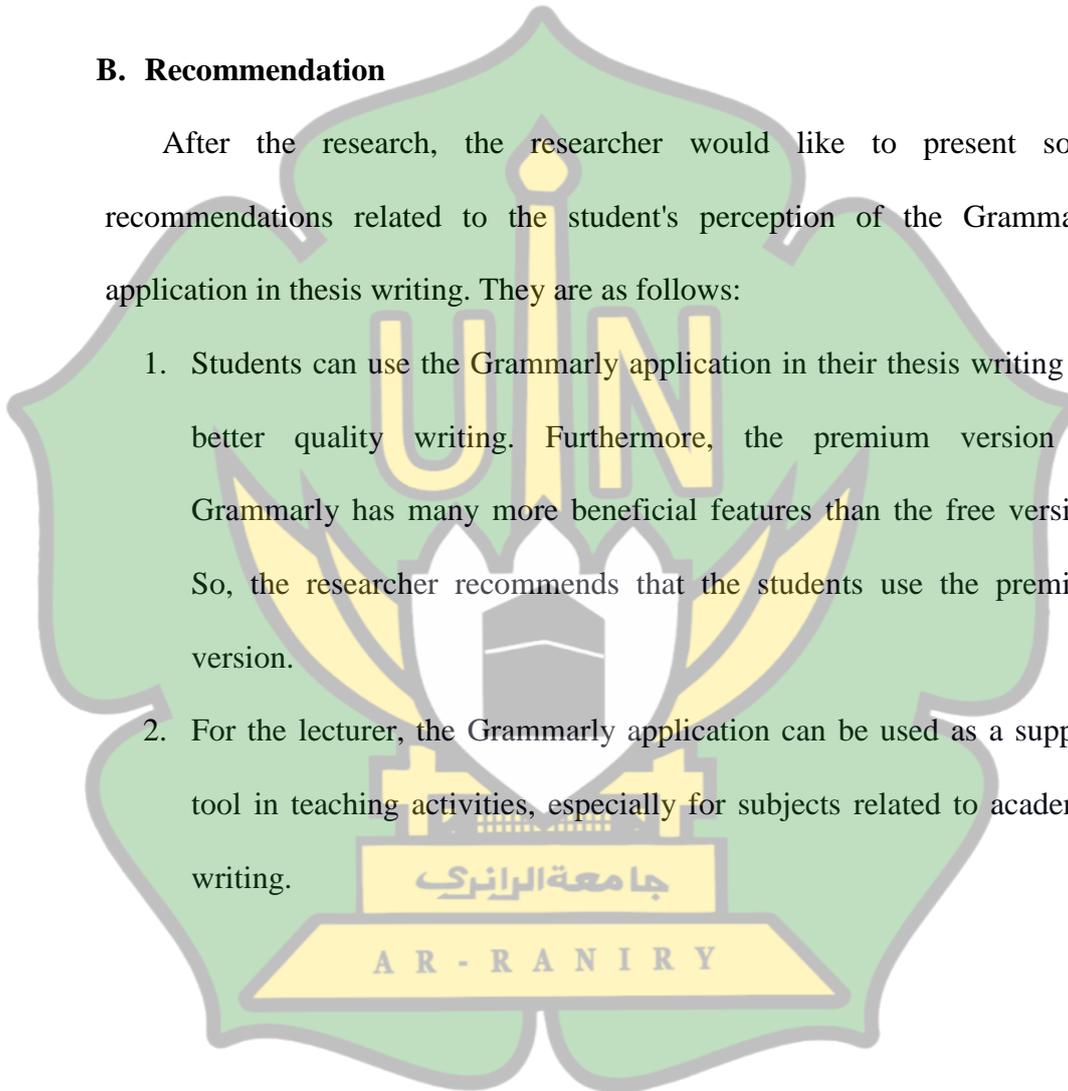
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Appendix A

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-7121/UN.08/FTK/KP.07.6/06/2022

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 23 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 492 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 09 Juni 2022

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Drs. Luthfi Aunie, M.A.   Sebagai Pembimbing Pertama
2. Dr. Safrul Muluk, M.A.,M.Ed   Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama   : Intan Juwita
NIM   : 180203203
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : An analysis of students' perception on the use of Grammarly application in the thesis writing

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2022/2023

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: 22 Juni 2022
Dekan,
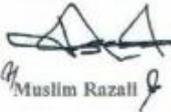
Muslim Razali

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;
5. Arsip.

Appendix B

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-13815/Un.08/FTK.1/TL.00/10/2022
Lamp   : -
Hal   : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

1. Ketua Prodi Pendidikan Bahasa Inggris
2. Mahasiswa PBI Angkatan 18 Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **Intan Juwita / 180203203**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Durung Kec. Mesjid Raya Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *An Analysis of Students' Perception on the Grammarly Application in The Thesis Writing*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 18 Oktober 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 18 November 2022

Habiburrahim, M.Com., M.S., Ph.D.

SURAT KETERANGAN
Nomor: B-789/Un.08/PBI/TL.00/12/2022

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-13815/Un.08/FTK.I/TL.00/10/2022 tanggal 18 Oktober 2022, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama   : Intan Juwita
NIM   : 180203203
Fak/Prodi   : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Thesis yang berjudul:

An Analysis of Students' Perception on the Grammarly application in the Thesis Writing

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 09 Desember 2022
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Grammarly Questionnaire

This questionnaire is prepared to collect information about the students' perception on Grammarly application in writing thesis. After reading each statement, please choose the best answer that represent your opinion. There are no right or wrong answers for the items in this questionnaire. Thank you for your contribution.
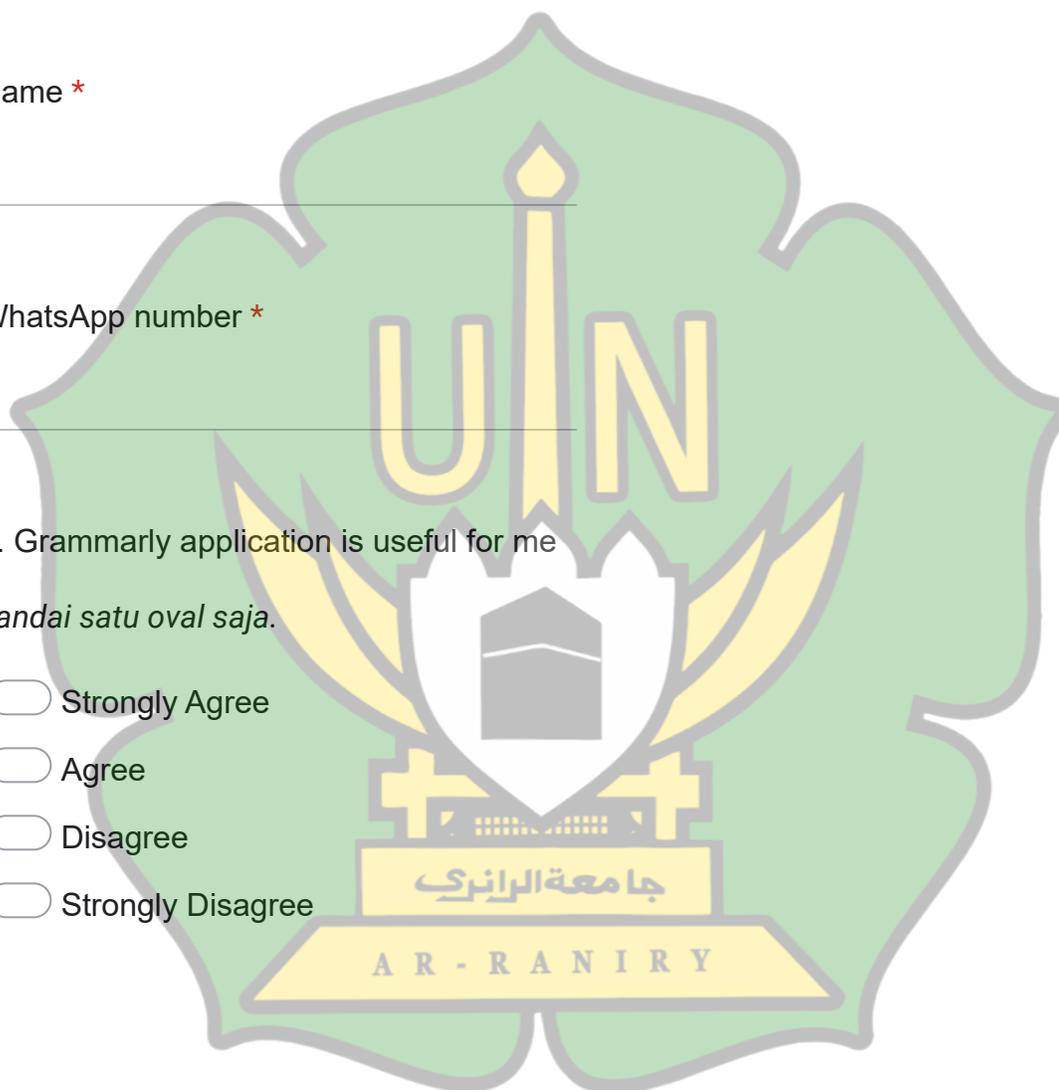
* Wajib

1. Name *

    _____

2. WhatsApp number *

    _____

3. 1. Grammarly application is useful for me

    Tandai satu oval saja.

    ⬭ Strongly Agree

    ⬭ Agree

    ⬭ Disagree

    ⬭ Strongly Disagree

4.   2. Grammarly application is important for me in writing thesis

Tandai satu oval saja.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

5.   3. Writing thesis using Grammarly help me correcting grammatical error

Tandai satu oval saja.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

6.   4. The feedback of Grammarly improve my writing skill

Tandai satu oval saja.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

7.   5. The feature of Grammarly are complete

Tandai satu oval saja.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

8.   6. Grammarly is easy to use and saving time

Tandai satu oval saja.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

9.   7. I prefer the free version of Grammarly to the premium version

Tandai satu oval saja.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

10.   8. In my opinion, Grammarly has weakness

Tandai satu oval saja.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

11.   9. I think using Grammarly waste my time

Tandai satu oval saja.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

12.   10. I think Grammarly do not help much in fixing grammar errors

Tandai satu oval saja.

◯ Strongly agree

◯ Agree

◯ Disagree

◯ Strongly Disagree

13.   11. Sometimes, it is hard to use Grammarly

Tandai satu oval saja.

⬭ Strongly Agree

⬭ Agree

⬭ Disagree

⬭ Strongly Disagree

14.   12. I think it is hard to correct grammar error after receive the feedback from Grammarly
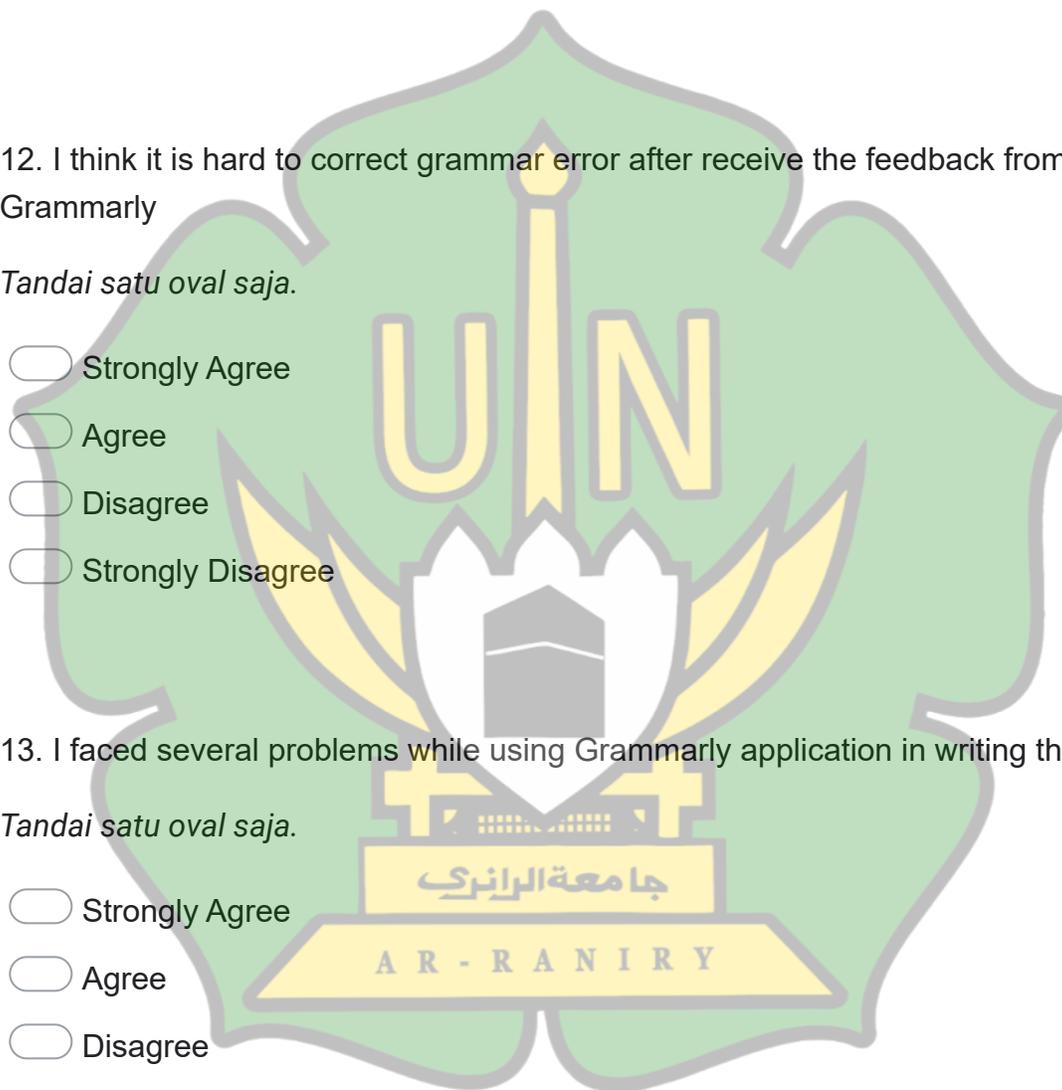
Tandai satu oval saja.

⬭ Strongly Agree

⬭ Agree

⬭ Disagree

⬭ Strongly Disagree

15.   13. I faced several problems while using Grammarly application in writing thesis

Tandai satu oval saja.

⬭ Strongly Agree

⬭ Agree

⬭ Disagree

⬭ Strongly Disagree

16.   14. I think Grammarly need to add another feature in it

Tandai satu oval saja.

◯ Strongly Agree

◯ Agree

◯ Disagree

◯ Strongly disagree

17.   15. I highly recommend Grammarly application for those who still writing thesis

Tandai satu oval saja.

◯ Strongly agree

◯ Agree

◯ Disagree

◯ Strongly disagree

Konten ini tidak dibuat atau didukung oleh Google.

Google Formulir

Appendix E

Interview Protocol

Greetings: Assalamu'alaikum Wr. Wb.

First of all, I would like to introduce myself. My name is Intan Juwita, a student from the 2018 English Language Education Department. I am currently doing my research to complete my thesis under title "An Analysis of Sudents' Perception on The Grammarly Application in The Thesis Writing." Are you willing to participate in this interview? Please note that, firstly, there is no right or wrong answer in this interview. This interview aims to determine the knowledge, perspectives and experiences of the respondents related to the title in question. Second, all conversations in this interview will be recorded to help the researcher to save important data. Third, all respondents' personal information is confidential. Finally, respondents can use a language that is comfortable to use, Indonesian or English. Before starting this interview are there any questions regarding the interview procedure?

Research question: what are the students' perceptions of *Grammarly application* in the thesis writing?

1. What do you think about the use of Grammarly in writing thesis?
2. Do you think Grammarly is appropriate tool to check your grammatical error while writing thesis? Why?
3. What kind of grammatical errors usually you faced in writing thesis?
4. Do you think Grammarly can improve your writing skill?
5. What do you think about Grammarly correction?
6. Which version of Grammarly do you use most often, premium or free?
7. In your opinion, what are the strenght and weakness of Grammarly?
8. Do you think Grammarly need to add another feature in it? If yes, what is your idea?

Finally, I would like to thank the respondent for being willing to take your time to participate in this interview.

Appendix F

AUTOBIOGRAPHY

Personal Identity

Name   : Intan Juwita
Place and Date of Birth   : Durung, 26 May 2000
Sex   : Female
Religion   : Islam
Nationality   : Indonesian
Marital Status   : Single
Occupation   : Student
Address   : Jl. Laksamana Malahayati Km. 19.5 Desa Durung
                                          Kec. Mesjid Raya, Kab. Aceh Besar.
Email   : 180203203@student.ar-raniry.ac.id

Parent

Father's Name   : Rusli Ismail
Father's Occupation   : Jualan
Mother's Name   : Almh. Zuriati
Mother's Occupation   : -
Address   : Jl. Laksamana Malahayati Km. 19.5 Desa Durung
                                          Kec. Mesjid Raya, Kab. Aceh Besar.

Educational Background

Primary School   : MIN 34 Aceh Besar   : Graduated in 2012
Junior High School   : SMPN 8 Banda Aceh   : Graduated in 2015
Senior High School   : SMAN 5 Banda Aceh   : Graduated in 2018
University   : UIN Ar-Raniry   : Graduated in 2022

Banda Aceh, 19 December 2022

Intan Juwita