

# **An Analysis of Students' Grammatical Error Identified by Grammarly**

## **THESIS**

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## THESIS

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*Universitas Islam Negeri Ar-Raniry Banda Aceh*  
In Partial Fulfillment of the Requirements for  
The Bachelor Degree of Education in English Language Teaching

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I am writing to express my sincere gratitude to my closest companions, including Puput, Irin, Fina, and Ipi, for the invaluable moments and experiences we have shared throughout the four years. Also, my beloved friends especially; Milda, Ayi, Aja, Tari, Ika, Hadya, Kacip, Nailun, Alifa, Atun, Puya, Ridha, Tina, Iffa, and my support system, Mulianda. Their unwavering presence has provided positive social support, constant motivation, and unwavering encouragement.

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In the end, the limitations of this research and my own limitations necessitate the significance of receiving recommendations and comments. This is crucial in addressing the weaknesses of the study and enhancing the depth of understanding and proficiency in academic writing. This thesis is anticipated to significantly contribute to students, professors, and literary enthusiasts in the Department of English Language Education at UIN Ar-Raniry Banda Aceh.

## ABSTRACT

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Thesis Working : An Analysis of Students' Grammatical Error  
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Keywords : Grammatical Error; Grammarly

The primary goal of this study is to examine the most common grammatical errors found by Grammarly in students' writing. The sample was document of essays final written by students in the Department of English Language Education at Ar-Raniry State Islamic University from the 2019 batch. The data was collected from 20 (twenty) documents. This research employed a qualitative data approach, and the coder theory became the primary key in data analysis. Based on the analysis, the researcher discovered that the most common errors in selection after using Grammarly premium version were sentence pattern (40,28% or 141 errors), punctuation (13,2% or 48 errors), spelling (12% or 42 errors), preposition (9,14% or 32 errors), article (8,3% or 29 errors), tenses (8% or 28 errors), conjunction (6% or 21 errors), and pronoun (2,57% or 9 errors). Based on the results, it is determined that the highest grammatical error identified by Grammarly is sentence pattern while the lowest is pronoun.

## TABLE OF CONTENT

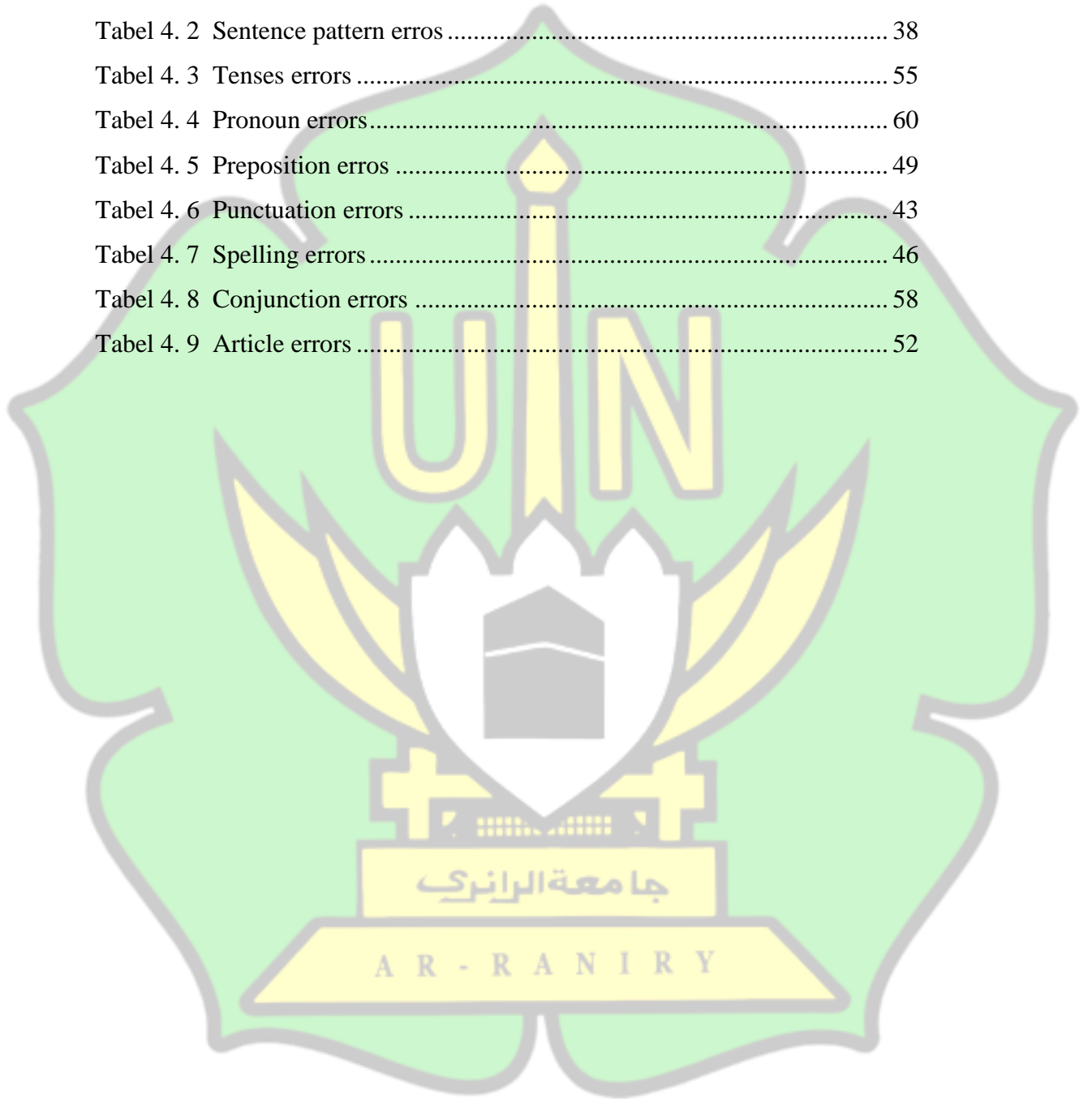
ACKNOWLEDGEMENT .....	iii
ABSTRACT .....	viii
TABLE OF CONTENT .....	ix
LIST OF TABLES .....	xi
LIST OF FIGURES .....	xii
LIST OF APPENDICES .....	xiv
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background of Study.....	1
B. Research Question.....	5
C. The Aim of The Study.....	5
D. Significance of Study .....	5
E. Terminology .....	6
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>8</b>
A. Grammatical Error.....	8
1. Sentence Pattern.....	9
2. Tenses .....	11
3. Pronoun.....	11
4. Preposition .....	12
5. Punctuation .....	13
6. Spelling.....	15
7. Conjunction.....	15
8. Article .....	16
B. Grammarly.....	16
1. Definition .....	16
2. Version of Grammarly .....	17
3. The Procedure of Using Grammarly Application.....	18
4. Advantages and Disadvantages of Grammarly.....	21
C. Writing.....	24



1. Definition.....	24
2. The Purpose of Writing .....	24
3. The Process of Writing .....	25
4. The Challenging of Writing.....	26
<b>CHAPTER III RESEARCH METHODOLOGY</b>	<b>29</b>
A. Research Design.....	29
B. Technique of Sample Taking.....	30
D. Data Analysis Procedure .....	32
<b>CHAPTER IV FINDING AND DISCUSSION</b>	<b>34</b>
A. Finding.....	34
B. Discussion .....	38
1. Sentence Pattern.....	38
2. Punctuation .....	43
3. Spelling.....	46
4. Preposition.....	49
5. Article .....	52
6. Tenses .....	55
7. Conjunction.....	58
8. Pronoun.....	60
<b>CHAPTER V CONCLUSION AND SUGGESTION</b>	<b>64</b>
A. Conclusion.....	64
B. Suggestion .....	65
<b>REFERENCES</b> .....	<b>67</b>
<b>APPENDICES</b>	
<b>AUTOBIOGRAPHY</b>	

## LIST OF TABLES

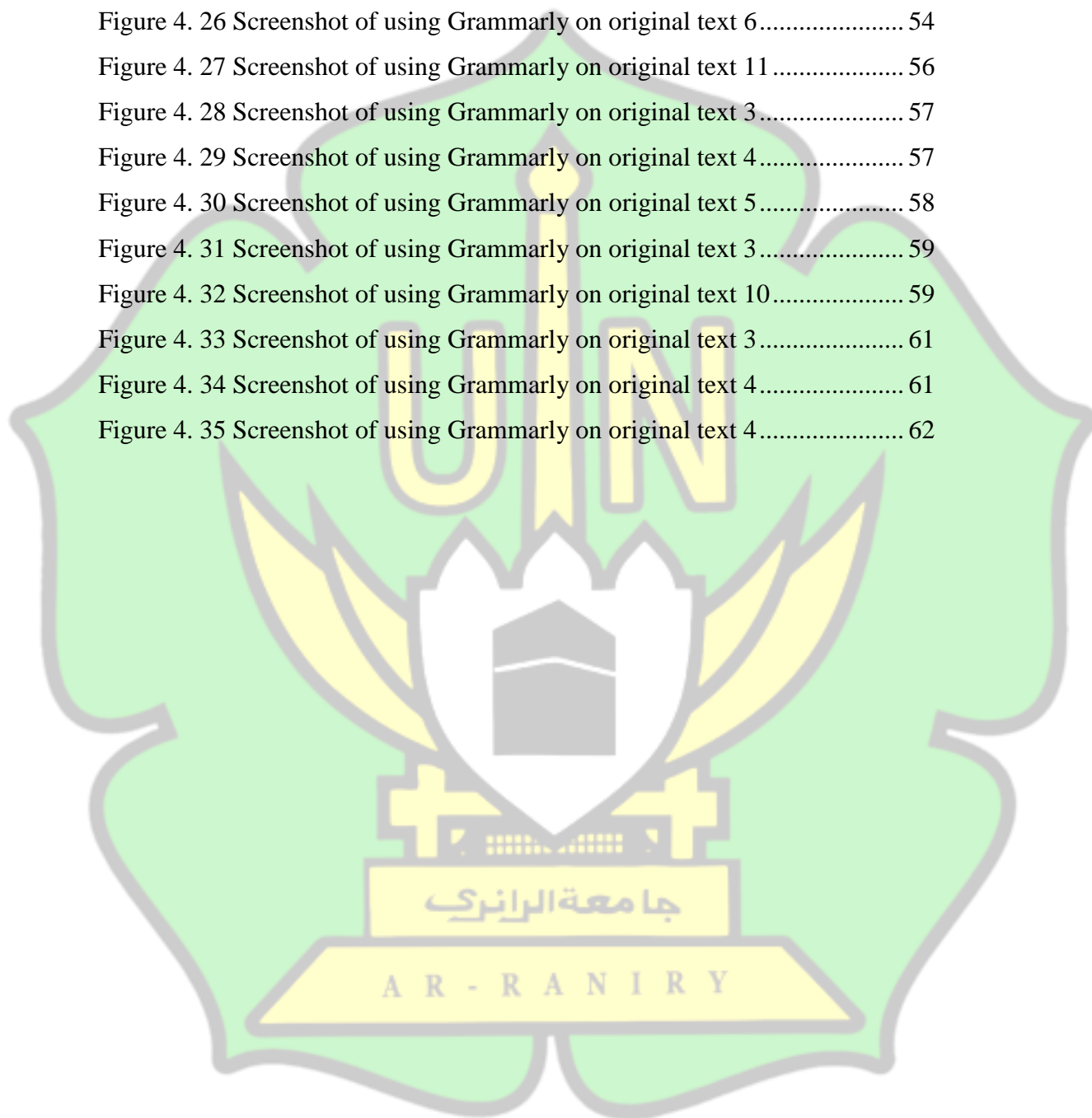
Tabel 4. 1 Grammatical errors .....	34
Tabel 4. 2 Sentence pattern erros .....	38
Tabel 4. 3 Tenses errors .....	55
Tabel 4. 4 Pronoun errors.....	60
Tabel 4. 5 Preposition erros .....	49
Tabel 4. 6 Punctuation errors .....	43
Tabel 4. 7 Spelling errors.....	46
Tabel 4. 8 Conjunction errors .....	58
Tabel 4. 9 Article errors .....	52



## LIST OF FIGURES

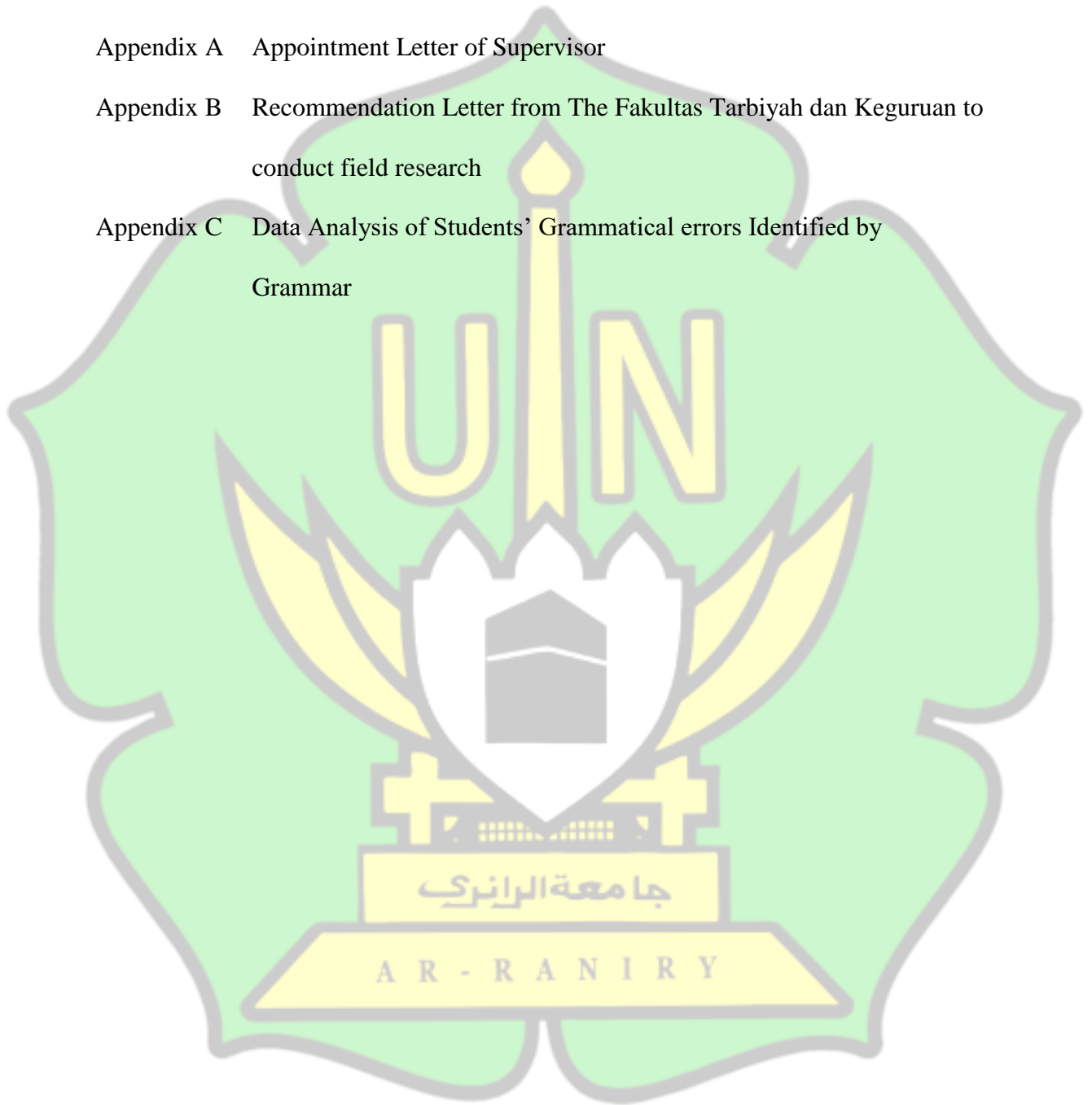
Figure 2. 1 The screenshot of Grammarly display .....	19
Figure 2. 2 The screenshot of using Grammarly .....	20
Figure 2. 3 The screenshot of saving text after using Grammarly .....	20
Figure 4. 1 The error distributions .....	37
Figure 4. 2 Screenshot of using Grammarly on original text 2 .....	39
Figure 4. 3 Screenshot of using Grammarly on original text 13 .....	39
Figure 4. 4 Screenshot of using Grammarly on original text 5 .....	40
Figure 4. 5 Screenshot of using Grammarly on original text 1 .....	40
Figure 4. 6 Screenshot of using Grammarly on original text 19 .....	41
Figure 4. 7 Screenshot of using Grammarly on original text 5 .....	42
Figure 4. 8 Screenshot of using Grammarly on original text 6 .....	42
Figure 4. 9 Screenshot of using Grammarly on original text 9 .....	43
Figure 4. 10 Screenshot of using Grammarly on original text 1 .....	44
Figure 4. 11 Screenshot of using Grammarly on original text 1 .....	44
Figure 4. 12 Screenshot of using Grammarly on original text 2 .....	45
Figure 4. 13 Screenshot of using Grammarly on original text 2 .....	45
Figure 4. 14 Screenshot of using Grammarly on original text 1 .....	47
Figure 4. 15 Screenshot of using Grammarly on original text 7 .....	47
Figure 4. 16 Screenshot of using Grammarly on original text 11 .....	47
Figure 4. 17 Screenshot of using Grammarly on original text 9 .....	48
Figure 4. 18 Screenshot of using Grammarly on original text 8 .....	48
Figure 4. 19 Screenshot of using Grammarly on original text 3 .....	50
Figure 4. 20 Screenshot of using Grammarly on original text 3 .....	50
Figure 4. 21 Screenshot of using Grammarly on original text 6 .....	51
Figure 4. 22 Screenshot of using Grammarly on original text 9 .....	51
Figure 4. 23 Screenshot of using Grammarly on original text 10 .....	52

Figure 4. 24 Screenshot of using Grammarly on original text 11 .....	53
Figure 4. 25 Screenshot of using Grammarly on original text 15 .....	54
Figure 4. 26 Screenshot of using Grammarly on original text 6 .....	54
Figure 4. 27 Screenshot of using Grammarly on original text 11 .....	56
Figure 4. 28 Screenshot of using Grammarly on original text 3 .....	57
Figure 4. 29 Screenshot of using Grammarly on original text 4 .....	57
Figure 4. 30 Screenshot of using Grammarly on original text 5 .....	58
Figure 4. 31 Screenshot of using Grammarly on original text 3 .....	59
Figure 4. 32 Screenshot of using Grammarly on original text 10 .....	59
Figure 4. 33 Screenshot of using Grammarly on original text 3 .....	61
Figure 4. 34 Screenshot of using Grammarly on original text 4 .....	61
Figure 4. 35 Screenshot of using Grammarly on original text 4 .....	62



## LIST OF APPENDICES

- Appendix A Appointment Letter of Supervisor
- Appendix B Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to  
conduct field research
- Appendix C Data Analysis of Students' Grammatical errors Identified by  
Grammar



# CHAPTER I

## INTRODUCTION

### A. Background of Study

In the 21<sup>st</sup> century, technology is used not only as a communication tool but also as a platform for learning and other educational purposes. Technology has a substantial impact on the evolution of education, which provides new teaching and learning methods. According to Gilakjani (2017), technology allows students to choose their preferred method of instruction. In addition, they may get more information by using technology. Additionally, technological tools and media are required for students to study English more efficiently.

Students must master four English abilities: listening, speaking, reading, and writing. Among those skills, writing is one of the most important skills to master. According to Heaton (1990), writing is the most complicated and challenging of the four abilities to acquire. Punctuation, spelling, grammar, and vocabulary are a few of the fundamental characteristics of writing that often cause students difficulty. Students encounter considerable obstacles in writing, and if they cannot write well, they will experience difficulties in the learning, schooling, and employment processes. English Foreign Language (EFL) learners need to have good writing skills to produce good writing. On the other hand, writing is a crucial talent since it enables us to express and

transmit our thoughts from our heads to paper, and it also acts as a way of indirect communication to convey what we are thinking and feeling.

Understanding grammar for written expression is important. The sense of the phrases and words would be lost if the sentences have incorrect grammar. In this case, students must be able to use correct grammar. Even though grammar is important to be mastered in English, EFL students still often commit writing mistakes such as grammatical errors, incorrect punctuation and misspelled word. In this issue, some researchers found that many students need help understanding and applying grammar correctly. According to Puspitasari (2013), students committed grammatical errors, such as when writing the articles. The result showed that five students needed to arrange the papers correctly. This indicates that students still need to learn proper grammar in writing.

Due to the development of contemporary digital media, many online grammar checkers, such as Grammarly, Language Tool, Pro Writing Aid, Ginger, White Smoke, and Resevo, are used to determine whether sentences are grammatically correct or incorrect. Mozgovoy (2011) stated that a grammar online checker helps students correct their grammar. The researchers found out that Grammarly is the most frequently used grammar checker tool. The application automatically identifies and offers comments on errors, such as improper subject-verb agreement, articles, punctuation, and identifies misspelled words. Nowadays, Grammarly is the most popular website

for checking grammar online, which many students in schools and colleges use. Not only students use Grammarly to help in their writing, but also lectures.

Grammarly is the most popular Automatic Writing Evaluation (AWE) application with free and premium editions. According to Grammarly Inc. (2023), thirty million users used this program daily to improve their writing abilities. Grammarly assists individuals in identifying and replacing complex statements with more suitable ones and correcting their spelling, punctuation, and grammar. A free version of Grammarly might help students improve their regular writing and allow users to get features that check spelling mistakes, general grammar checks, and incorrect punctuation. Moreover, a premium membership with special features that provide vocabulary enhancement suggestions, detect plagiarism, and offer citation suggestions will help them improve their English proficiency in school, at work, or anywhere else. The premium version of Grammarly can recognize around 250 grammatical rules.

According to Nova (2018), Grammarly provides recommendations to make writing more understandable, clear, and error-free. Due to these benefits, Grammarly is well-liked by many college students. An Australian university selected Grammarly as a writing aid (Ruth & Russell, 2019). Cavaleri and Dianati (2016) confirmed that Australian higher education students have favorable opinions about Grammarly. They said that Grammarly is useful, and user-friendly, helped them learn grammar rules, and improved their academic writing.



In the Indonesian context, the use of Grammarly has been approved by comparing the feedback given by the teacher (Ghufron & Rosyida, 2018). Yulianti and Reni (2018) contend that using Grammarly through a genre-based approach improves students' writing recount text, enhancing their ability to complete written assignments successfully. When combining grammar instruction with grammar checkers, students will increase their understanding of grammar rules and ability to apply them correctly.

Some researchers have researched the perception of Grammarly. For example, Ventayen and Orlando (2018) found that most respondents agree that Grammarly is usable. The respondents gave a positive perception of the strengths of Grammarly. In another study, Hakiki (2021) the result showed that fifth-semester EFL students in the English Department generally gave positive perceptions of Grammarly. The respondents said Grammarly helps them write their English essays. The findings of both studies indicated that the use of Grammarly in writing gave positive perceptions from respondents. All respondents agreed that Grammarly was useful for checking their grammar and other features.

Drawing a line from the preceding discussion, Grammarly is an exciting subject to analyze regarding educational purposes. Several previous studies have looked at the students' perception of Grammarly, but researchs regarding common Grammarly-identified students' writing mistakes is scarce. In addition, previous researchers focused on using Grammarly to improve students' writing skills and Grammarly as a tool to assist their writing. While there is no research under this title to see firsthand the

common Grammarly identified students' writing mistakes. Therefore, this attracts the attention of researcher to conduct research at UIN AR-Raniry, especially in the Department of English Language Education. With a different context than previous research, this study focuses on common Grammarly-identified mistakes. This research is entitled “*An Analysis of Students’ Grammatical Error Identified by Grammarly*”.

### **B. Research Question**

Based on the previous explanation, the research question of this thesis is “What are the common grammatical error identified by Grammarly in students' writing?”.

### **C. The Aim of The Study**

The aim of this study is to identify the common grammatical error by Grammarly in students’ writing.

### **D. Significance of Study**

This study provides significant theoretical and applied insights. This study's findings can be used as references for those interested in researching and analyzing Grammarly to identify student writing. In addition, this research has theoretical applications for educators, students, and future researchers.

The student can learn about the errors in their writing at any time and place using an online grammar checker that provides direct feedback. Therefore, it can positively affect academic society, such as enhancing the quality of student writing. On the other hand, this study has a positive impact in practice by assisting teachers in integrating their teaching strategies, increasing students' motivation to learn English, and assisting students in improving their writing and taking responsibility for their learning. Therefore, a teacher will find this research helpful in measuring students' writing proficiency.

### **E. Terminology**

This part will briefly explain the defining terms related to this study. The following terms are Grammatical errors, and Grammarly

#### ***1. Grammatical errors***

According to Burt and Kiparsky (1974), a grammatical error is a mistake that does not conform to the grammatical rules, resulting in improper writing. Meanwhile, Ellis (1997) posited that grammar is conventionally focused on the principles that govern the construction and comprehension of words, phrases, and sentences. Hence, learners must consider grammatical faults as they do not align with the grammatical structure of a language. An error that violates grammatical rules and causes writing to be poor quality. In the meantime, traditional grammar focuses on the rules that govern the

construction and interpretation of words, phrases, and sentences. Since the words do not conform to the grammatical system of a language, grammatical errors are somewhat significant for learners to consider.

## **2. Grammarly**

Michelle and Saib (2016) cited that Grammarly is one of the most popular online grammar checkers. Grammarly was created by Maz Lytvyn and Alex Shevchenko in 2009. Grammarly is known as the most accurate English grammar checker. Grammarly is one of the Automatic Writing Feedback (AWE) programs that check writing for grammatical errors. Grammarly provides both a free and a premium edition. Grammarly's free version includes capabilities for checking grammar, spelling, punctuation, and style. The premium version offers additional capabilities, such as analysis of wordy phrases, punctuation in complex/compound sentences, passive voice use, and unclear sentences. In this context, Grammarly is used to analyze student's writing to find out the common Grammarly-identified error.



## CHAPTER II

### LITERATURE REVIEW

#### A. Grammatical Error

Grammar refers to the structure of words inside sentences, clauses, and phrases, examining how sentences are constructed and the interconnections between their constituent elements. Grammatical errors refer to flaws that impact text beyond individual words, specifically affecting phrases, clauses, sentences, and ultimately paragraphs, as highlighted by Salminen (2016).

Errors in language use are often seen among students who fail to consistently employ proper grammatical structures (Dulay, Reyes & McBride, 2019). According to Gass and Selinker (2019), it is common for students to commit errors, sometimes without being aware that they have made mistakes. Errors refer to systematic variations in grammatical features that indicate students' proficiency level in the target language (Brown, 2019). Errors manifest when students exhibit a deficiency in proficiency in the designated language. These errors occur regularly, although students lack the knowledge or ability to rectify them (Ellis, 2020). The findings above represent the knowledge acquired by students to the specific language being studied, as discussed by Gass and Selinker in the work cited by Ramos (2015). Mendoza (2016) argues that errors in language acquisition provide valuable insights for instructors to establish learning objectives and enhance their instructional approaches. Errors may indicate

students' proficiency in the target language and provide insights into the efficacy of language teaching methods, the effectiveness of language instruction, and the assessment procedures used (Henderson and Palmer, 2015).

The researcher classifies grammatical errors discovered in student writing in combination with the six aspects of grammatical errors identified by Emmaryana (2010). Nevertheless, the researcher introduced two additional grammatical errors such as conjunction and article. Melyane (2014) conducted research on grammatical errors in conjunction. In addition, Bryant, Qorib and Briscoe (2023) mentioned that article is one of the common student grammatical errors. Based on the explanation, it bringing the total to eight aspects:

### ***1. Sentence Pattern***

Yano (2012) mentioned that English sentence patterns may be more helpful in generating English sentences than in comprehending them. The sentence pattern is a grammatical structure that determines the arrangement of words and phrases in a sentence. The subject is the linguistic element that indicates the actor for carrying out the action indicated by the verb. The majority of English phrases consist of a subject (S) and a verb (V). The verb has the potential to be accompanied or unaccompanied by an object (O). This implies that the Subject precedes the Verb, which in turn precedes the Object.

Examples:

- a Rabbit runs  
(S) (V)
- b My mother cooked  
(S) (V)
- c The farmer needs an axe  
(S) (V) (O)
- d Bobby likes the event  
(S) (V) (O)

According to Schiller (1990), a verb is a linguistic unit conveying an action, state, or occurrence. The numerical value is provided verbs lacking a direct object are referred to as "intransitive verbs" in academic discourse. The following is a list of common intransitive verbs: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, remain, and walk. Verbs that require an object in their sentence structure are called "transitive verbs." Common transitive verbs include "build," "cut," "find," "like," "make," "need," "send," "use," and "want." Certain verbs can function as either intransitive or transitive verbs. The verb "studied" in the given sentence is transitive. The student performed the action of studying books, which is an intransitive verb (Azzar and Betty, 1999).

Nouns serve as the subjects and objects of verbs. Examples of nouns include person, place, and thing. For instance, "John" and "pen" are specific examples of nouns.



Additionally, abstract nouns such as "information" and "appearance" can also be considered as nouns.

## ***2. Tenses***

In English, tense identifies when an event happens or describes a state (Phillips, 1952). The simple past shows an action or situation that began and ended at a specific point in the past. We use the past tense to describe and relate a situation or event that already occurred and ended. For example:

“During my last vacation, I **created** numerous handicrafts. At the time, I **was completely obsessed** with art and creativity. Three months prior, my mind **was filled** with concepts. All the concepts **were jotted down** in my notebook so that I **could** review them later. I also **perused** the internet for additional ideas. I **did** a Google search. I **viewed** instructional videos and **read** numerous art blogs. . . “

## ***3. Pronoun***

Pronouns are words that are substituted for nouns or noun phrases (Giusti, 1998). When a noun or noun phrase has already been used once, a pronoun is typically used to avoid repetition.

Personal Pronoun

Personal pronouns include words such as :

- First person pronouns are words that represent or include the speaker or writer.



Singular : *I, me, my, mine*

Plural : *we, us, our, ours*

- Second person pronouns are words that represent the person or people being addressed.

Singular : *you, your, yours*

Plural : *you, your, yours*

- Third person pronouns are words that represent people or things other than the speaker/writer and the listener/reader.

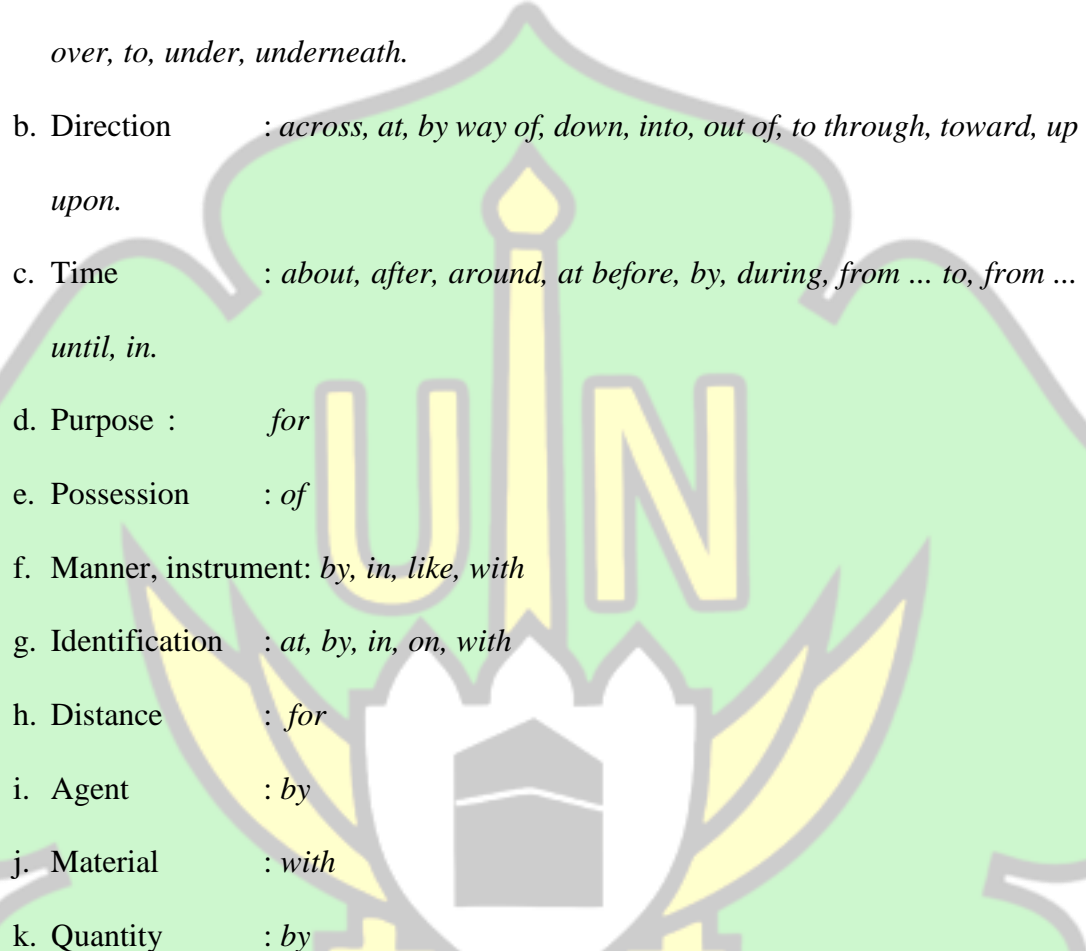
Singular : *he, him, his, she, her, it, its*

Plural : *they, them, their, theirs*

#### **4. Preposition**

Prepositions are referred to as the largest little words in the English language. They are typically quite brief and imposing in appearance, but serve crucial purposes. Always follow a preposition with a noun or pronoun. They are conjunctions that indicate the relationship between the nouns that follow and one of the fundamental sentence elements: subject, verb, object, or complement. They indicate relationships between their objects and other elements of the sentence, such as position, place, direction, time, manner, agent, possession, and condition (Litkowski, 2002).

The following list exemplifies the use of prepositional phrases to impart particular types of information:

- 
- a. Place, position : *across, after, against, among, around, at, before, behind, below, between, by, in, in front of, inside, near, on, on top of, opposite, outside, over, to, under, underneath.*
  - b. Direction : *across, at, by way of, down, into, out of, to through, toward, up upon.*
  - c. Time : *about, after, around, at before, by, during, from ... to, from ... until, in.*
  - d. Purpose : *for*
  - e. Possession : *of*
  - f. Manner, instrument: *by, in, like, with*
  - g. Identification : *at, by, in, on, with*
  - h. Distance : *for*
  - i. Agent : *by*
  - j. Material : *with*
  - k. Quantity : *by*

### 5. Punctuation

Punctuation refers to using specific symbols in written text to separate phrases and sentences and indicate interrogative statements and other related functions. Punctuation is not a post-writing imposition upon a sentence (Krahn, 2014).

Commas, semicolons, and other punctuation marks are integral components of grammar and style (Nunberg, 1990). To write well, writers must use proper

punctuation, but to use proper punctuation must also write well. Examples of punctuation marks include full stops/periods, commas, semicolons, question marks, apostrophes, and capitalization.

### 1) Full stop

The punctuation mark (.) is placed at the finish of a sentence or at the end of a shortened word (Walter, Elizabeth, Woodford & Kate, 2012).

### 2) Commas

The primary function of a comma is to signal to the reader that there should be a brief stop in the sentence (Golomb, Gordon & Welch, 1958). Sometimes, commas are used to separate list elements. The word should separate the final two items of a list 'and,' so a comma is unnecessary. E.g.: Lion, Tiger, and cat are kind of omnivore animals.

### 3) Apostrophe

The punctuation mark (') used to indicate when a letter or number has been omitted, or before or after s to indicate possession (Buncic, 2004). Example: I'm (= I am), they're (= they are), '65 (= 1965), Alex's cat, etc. For example:

It's a stove. (short for 'it is')

This is Amy's book. (showing ownership)

## 6. Spelling

According to Ault, Baggerman, and Horn (2017), spelling in English can be challenging for learners because some words are comparable to those in their native language but are spelled differently. For instance, spell success with a single 's' and colleague without a 'a'. The fact that some English words do not sound precisely as they are spelled is another factor that makes spelling difficult. For example, the second 'i' in the word undoubtedly sounds more like a 'a'. It is essential that English students understand these distinctions.

The bold letters in these words indicate which portions of the terms are most frequently misspelt by learners. **A**ccommodation, **wh**ich, **g**overnment, **be**ginning, **u**ndoubtedly, **s**uccessful, **e**nvironment, **ad**vertisement, and colleague**ue** are the correct spellings.

## 7. Conjunction

According to Gleitman (1965), a conjunction is a linguistic element that links different linguistic units, such as words, phrases, clauses, and sentences. The term "and" is a frequently used example of a conjunction in linguistic discourse. Here are two examples of conjunction of "and":

The flower is red and white. (connect two adjective)

The flower is red and has a good smell. (connect two sentences)

## 8. *Article*

According to Azzar and Berry (1999), article function as determinatives, imparting specificity to the noun equivalents to which they are appended. Conversely, the definite article “the” is the most frequent word in the English language, comprising 8.5% of all text along with “a” and “an”. The example of definite article, “Put this on the table.” and example of Indefinite article are “My husband bought me a car.” and “She gave me an umbrella.”

### **B. Grammarly**

#### **1. Definition**

Automated Writing Assessment (AWE) is a technology device that adds innovation to writing evaluation. AWE is a computer tool that uses an online verification to review and grade writing (Nova, 2018). According to Ghufon and Rosyida (2018), Grammarly has been approved as a writing aid for students and academics as one of the AWE programs developed in the 21<sup>st</sup> century. This sort of software will check for all types of grammatical and stylistic problems, so it will not limit the originality of students' writing. Then, select them as favorites and provide comments for rewriting. Therefore, the learner may see any errors in their work and modifications.

The software makers say the application can validate 250 grammatical rules, including subject-verb agreement, article use and modifier placement, preposition, and number usage. In addition, the program gives plagiarism checker and correction ideas for instances of plagiarism (Daniels and Leslie, 2013).

## ***2. Version of Grammarly***

Two variants of Grammarly are frequently used to detect writing errors. The following are:

### ***a) Grammarly Free Version***

Grammarly's free version is neither inferior nor extremely limited. According to (Tucker, 2015), Grammarly's free version includes a contextual spell checker and identifies grammar and punctuation errors. It provides the fundamental elements of writing, such as spelling, grammar, and punctuation checkers. Additionally, this complimentary version effectively identifies minor writing errors such as comma misuse and improper article use. For the free version of Grammarly, only 500 words can be checked for grammar errors. When the software detects writing errors, it will be highlighted in red, and the appropriate correction will be provided. It can define objectives for another helpful feature of the free version, such as the level of emotion, domain, and audience, to receive more detailed written feedback.

### *b) Grammarly Premium Version*

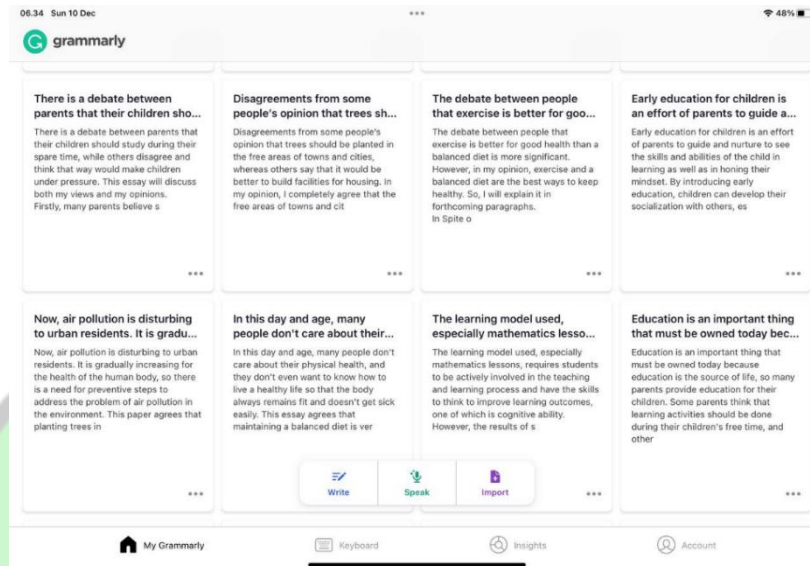
In contrast to the free version of Grammarly, which only provides basic writing elements, the premium version of Grammarly offers extra functions. Fitria (2021) mentioned the premium version contains more features than the free version. Grammarly's premium or paid version offers at least nine features, including writing inconsistencies, unclear structure, word overuse, wordiness, inappropriate tone, intensive language, and a plagiarism defender. In contrast, if the free version has a 500-word limit for document correction, the premium version can correct entire PDF documents simultaneously. In addition, brief and extensive explanations of each grammatical error are provided alongside the appropriate correction.

It can be concluded that the free version of Grammarly is an excellent tool for spotting grammar and spelling errors for those interested in advanced grammar, sentence structure, and manner of writing. Grammarly's premium version is the best option because it provides more comprehensive features that enhance writing abilities (Dewi, 2022).

### **3. The Procedure of Using Grammarly Application**

Figure 2.1 shows how to upload the written document to the Grammarly's application using the iPad.





*Figure 2. 1 The screenshot of Grammarly display*

In addition, as shown in figure 2.2, the website will automatically scan and display results for every mistake in the document. In this section, the website gives clarification suggestions for each underlined word, allowing the author to fix any errors in the document. Account with a single click on the green button indicating a recommendation. Since the participants in this research used the premium version of Grammarly, the emphasis of this study was primarily on their experiences fixing the mechanics and language of their thesis.



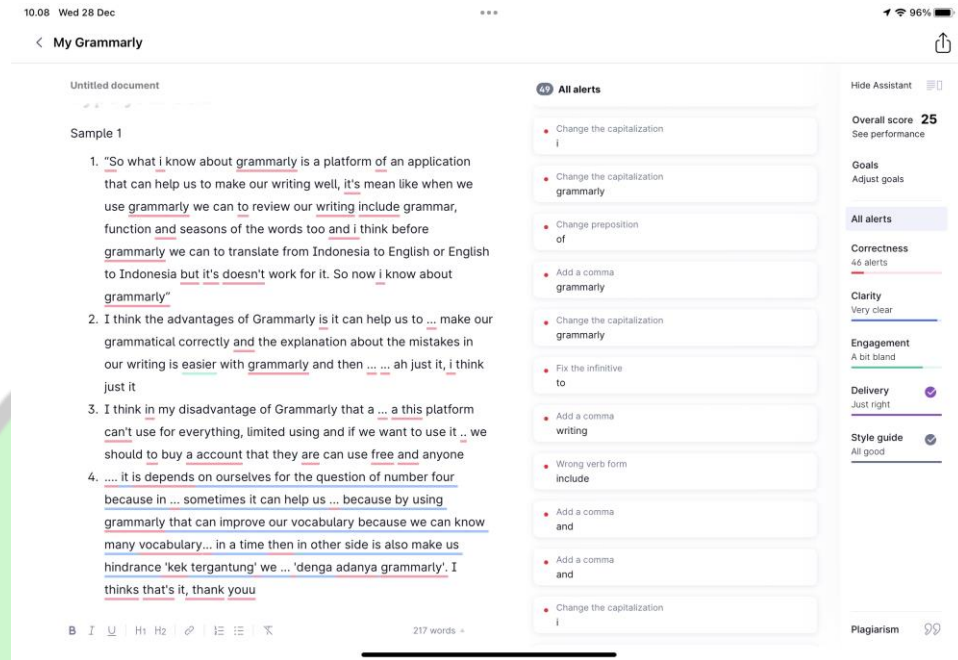


Figure 2. 2 The screenshot of using Grammarly

Figure 2.3 shows the final operation of Grammarly. After completing the correction section, the author may quickly download the document from the application without modifying anything except the corrected words.

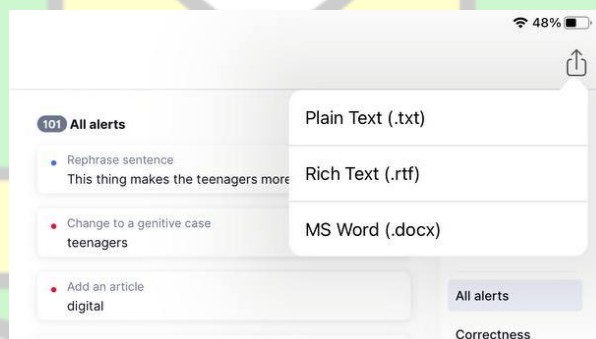


Figure 2. 3 The screenshot of saving text after using Grammarly

#### ***4. Advantages and Disadvantages of Grammarly***

##### *a) Advantages of Grammarly*

It examined how EFL students utilized Grammarly in their writing classes (Hakiki, 2021). The investigation findings demonstrated the usefulness of Grammarly's features for those composing essays in English. This was due to its ease of use, which included helpful suggestions, plain explanations, accurate grammar checks, and rapid corrections. In addition, using Grammarly improves students' writing skills and self-confidence, particularly in essay writing. Using Grammarly, it can learn additional English grammar principles.

In addition, Grammarly is convenient and user-friendly because it is integrated with multiple browsers, including Word, Google Translate, Email, Facebook, and Extra. Nonetheless, Grammarly's limitations were also described. Even though Grammarly is incorporated with another browser, the use of Grammarly is not as effective as with Grammarly's tools. Grammarly software assists instructors and students in correcting EFL writing effectively. It is because Grammarly can not only identify punctuation (such as the missing spaces after periods) and spelling errors, but also including the proper noun and provided several alternative possibilities for the misspelled words, but also identify fragments and provide advice on verb form, although often no suggested corrections are provided, and explanations are complex (Daniels & Leslie, 2013).

Yasmin, Rahayu and Nazilah (2021) examined the learner perspective of Grammarly's assistance with academic writing for students. The outcome demonstrated that the free version of Grammarly was practical and easy to use because it improved students' writing, particularly academic writing; it has positively impacted their writing and improved their understanding of grammar rules; it assists students in receiving writing feedback; it makes helpful suggestions for improving their writing; and it provides a clear explanation of errors.

According to Grammarly Inc. (2023), there are the advantages of Grammarly:

- 1) Grammarly can effectively recognize and correct misspellings, grammatical errors, punctuation problems, and contextual writing errors. It enhances the overall quality and precision of the writing.
- 2) Grammarly provides suggestions to enhance the writing's style, tone, and clarity based on the chosen writing voice. It allowed to communicate your ideas more professionally and effectively.
- 3) The tool suggests alternative word options to increase the richness and variety of the user's vocabulary. It can make the writing more precise and engaging.
- 4) Grammarly has a built-in plagiarism analyzer that compares your text to an extensive database of web pages and documents. It alerts any portions of the writing may contain instances of plagiarism, allowing to maintain academic honesty.

5) Grammarly's interface is intuitive, and integrates seamlessly with various writing platforms, such as web browsers, Microsoft Office, and Google Docs. It offers suggestions and real-time feedback, enabling you to make corrections as you write.

*b) Disadvantages of Grammarly*

Despite Grammarly's sophistication, the weakness of Grammarly is the suggestions should be carefully considered, as AI accuracy cannot replace human skill (ONeill and Russell 2019). Firstly, users should carefully consider any suggestions this tool makes. It also has certain drawbacks, such as Grammarly's not always matching the user's goal. It may cause people to consider whether to accept or ignore the feedback. Secondly, the reference list's name, title and article cannot be changed. However, this application recognizes the writing of reference lists. Thirdly, Grammarly is supposed to assess the coherence and cohesion of the writing. However, no feature in this application acknowledges the relationship between two sentences. Then, there is a lack of teacher control over feedback, which leads to poor motivation and less authentic writing. Finally, when people use this tool, it requires connections. If there is a difficulty with the connections, the process of using Grammarly is affected.

Based on the above, it can be concluded that there are some disadvantages of Grammarly, such as; Grammarly is not always in line with the student's goal. Grammarly cannot detect the relationship between two sentences. Grammarly requires an internet connection to access.

## C. Writing

### 1. Definition

Writing is one of human communication. According to Pranoto (2004), writing is putting one's opinions into handwriting or interacting with others through writing. Writing is a way to give or exchange information. Furche and Linse (2006) stated that writing is the process of investigating an idea and putting it on paper as the final output offered to the reader. Writing is a tool for communicating with others or telling stories that can be read repeatedly, and it takes time for a piece of paper to become legible. It describes writing something on paper as a tool.

Moreover, Nunan (2003) claimed that writing is an intellectual activity that entails discovering ideas and considering how to communicate and organize them in a statement and paragraph that humans easily understand. This implies that the author must convey his thoughts and properly organize them. Moreover, the writing gives the author's comprehension of the provided topic. This calls for an organized synthesis of textual concepts.

### 2. The Purpose of Writing

According to O'Malley and Pierce (1990), there are three purposes of writing:

#### 1) Informative

It is shown by "*informative writing*", which is used to communicate knowledge or information, provide guidance, and express thoughts to others. Informative writing

is reporting events or experiences, examining concepts, speculating on causes and effects, and generating new ideas to enlighten readers about something relevant.

## 2) Narrative or Expressive

It is shown by "*expressive writing*" or "*narrative writing*", which is intended to communicate a personal or creative expression. The writer usually composes a narrative or an essay. Expressive or narrative language is frequently utilized to accomplish a discovering pleasure, tale, poetry, or a short play are all options.

## 3) Convincing

It is represented by "*persuasive writing*" that is intended to influence the reader. Readers are encouraged to take action. It is an attempt to persuade others to act or change. This writing style comprises books, movies, consumer goods, or contentious subject reviews.

### 3. *The Process of Writing*

There are various stages to the writing process: planning, drafting, editing (reflecting and rewriting), and the final product.

#### 1) Planning

Planning is the process through which authors plan out what will write (Lassonde & Richards, 2013). Before beginning, attempt to decide that will say before starting to write. For some authors, this may include taking thorough notes as part of their writing framework. In planning, writers must consider three items: the purpose of their writing, which consists of the language use and the chosen information the audience writes for



(how it is laid out, how the paragraphs are structured, and content structure, which discusses how best to sequence the facts, ideas, or arguments).

## 2) Drafting

The first version of a piece of writing is referred to as a draft. This initial pass at a text is frequently done with the expectation that it will be modified later (McKensie & Tomkins, 1984).

## 3) Editing (reflective and revisionary)

During this time, the writer was altering the sequence of the content. It is unclear. Perhaps anything is written in an unclear or misleading manner. As a result, pondering and amending is frequently aided by other readers (or editors) who remark and give ideas.

## 4) Completed version

When the writers have finished editing their manuscript and made the modifications they believe are necessary. Because of the editing process, this may alter significantly from both the initial plan and the first draft. Even after completing what the author believes to be the final draft, it may change the minds and replan, draft, or revise.

## ***4. The Challenging of Writing***

University students in Indonesia must master all languages. As English language learners, however, most students struggle with writing. Noviariana, Sumardi, and Tarjana (2018) discovered challenges students regularly experience. The first is a lack

of comprehension of writing's multiple phases. Students lack a complete understanding of the writing process. Frequently, individuals do not know how to begin putting their thoughts and notions on paper. Writing is thus seen as a difficult talent.

Additionally, students lack of motivation. Saputri and Fauzan (2023) defined the code of 'uselessness,' 'less confidence,' 'overwhelmed,' and 'failure' that emerged from the data of all participants about the motivation of writing. Writing motivation is crucial for generating great work. After their education, students motivated to study will be more fulfilled. When students' motivation wanes, so do their academic accomplishments. Consequently, the desire to learn is an essential part of the learning process-lastly, lack of practice. Writing is a skill that must be practiced so that students acquire used to writing correctly and accurately. When students seldom communicate their thoughts and ideas in writing, they will encounter difficulties. To acquaint students with proper writing, continuous practice is essential.

On the other hand, even though grammar has been taught at every level of education for decades, the outcomes are still poor. Many students are still having trouble with grammar. Numerous students in Australia's higher education system fail to satisfy tertiary education requirements due to linguistic obstacles (Harris, 2016). This is a well-documented issue among international students, who are more likely to commit grammatical, punctuation, and spelling errors. In comparison, Australian domestic students struggle with sentence construction (Ruth & Russell, 2019). According to Karyuatry (2018), children struggle with phrases, adverbs, passive voice,



prepositions, and sentence structure. According to Puspitasari (2016), students struggle with using the material. Some of them deleted the article from their phrases, resulting in misunderstanding. In addition, Al Mubarak (2017) observed that students had difficulty with irregular verbs, parallel structures, verb tenses, and poor writing organization. It is consistent with Habibi and Wachyunni (2017), who noted that English writing has frequent difficulties, including capitalization problems, punctuation issues, illogical sequencing, grammatical mistakes, spelling errors, and uncertainty over supporting argument.



### **CHAPTER III**

#### **RESEARCH METHODOLOGY**

This chapter describes and gives information about the study's research methodology. It includes a full explanation of the research design, a description of the research location, the population and sample, the subject of the study, the data collecting method, and the data analysis method.

##### **A. Research Design**

This research will use qualitative methodology. According to Hatch (2023), the Qualitative approach is characterised by natural settings, participant perspectives, extended firsthand engagement, a focus on meaning, wholeness, and complexity, an emergent and evolving research design, inductive data analysis, and researcher reflection.

In addition, it is important to note that the purpose of this study was to disclose the proposed research problems, and that the data examined will use essay writing papers. Ary (2006) defines such information as qualitative. Consequently, this research is structured as a case study and will only investigate a single subject. Bogdan and Biklen (2007) define a case study as a comprehensive examination of a single setting or subject. In addition, according to Deddy (2008), a case study is a comprehensive explanation of an aspect of an individual, group, organisation (community), or social

situation. In other words, a qualitative case study is an empirical inquiry that examines a contemporary phenomenon in its actual context and employs multiple sources of evidence.

This study's research design is a case study with a qualitative descriptive method. It will calculate errors, characterise and validate the available data. In this study, the researcher intends to analyse grammatical error made by students from the Department of English Language Education at UIN Ar-raniry Banda Aceh.

### **B. Technique of Sample Taking**

Creswell (2012) stated that a population is a group of individuals with the same characteristics. This study's population is students of 2019 batch from the Department of English Language Education at Ar-Raniry Islamic State University Banda Aceh. A written text was used as the data of this study, specifically, an essay writing class. The data was gathered from the final examination of the essay writing course. Based on the department curriculum, the last batch that got essay writing is 2019.

Furthermore, according to Arikunto (2017), the complete population is considered a research sample when the subject number is below 100. However, if the subject reaches 100, 10% – 15% or 15% – 25% percent can be seized. The researcher used 14% from 143 students' or 20 papers of students' final essay writing examination. The average number of words for each type of paper is 250 words in minimum. So, this research will use more than 5.000 words in total.

The researcher selected a subset of the population through random sampling. Hsu (2016) random sampling ensures that every sample has an equal opportunity of being selected. The researcher selected a random sample of six units from the 2019 batch due to lack of the total number of samples if only one unit is taken. A unit does not contain twenty students, and not every student is able to submit their documents that are needed. An additional rationale is that the essay does not involve clarifying a subject issue about personal opinion, as it comprises the essay's framework (introduction, body of text, and conclusion), but rather involves responding to an answer related to essay writing theory questions.

### **C. The Data Collection Data**

According to Arikunto (2006), data collection refers to the approach employed by the researcher to gather data, while an instrument is the device used to obtain the data. Moreover, the researcher collected the data for this study using document paper. Paper documents were used to solve the research question. Thus, it would be advantageous for researchers to ascertain the types of grammatical errors committed by college students with the highest and lowest error frequencies associated with each error.

The researcher collects student's paper through three stages to get the data:

1. Asked students for documents directly (via WhatsApp) and indirectly.

2. Gathering the documents from the students.
3. The researcher selected appropriate documents.

Finally, collected data will be analyzed in line with Corder's procedures (1981).

The processes involved in data analysis will be explicated in the description.

#### **D. Data Analysis Procedure**

The primary objective of this study is to analyze grammatical errors in acquiring data for this study through document analysis. The term document refers to a wide range of printed, visual, digital, and physical content relevant to the study (Merriam, 2009). According to Corder (1967), the application of error analysis is limited to analyzing learner production, specifically in the form of spoken or written sentences. It does not encompass the analysis of learner reception, such as reading and listening skills. The compatibility of this study will be further enhanced by its focus on identifying language construction errors made by a specific group of learners and conducting an analysis of these errors. In conducting this analysis, I followed the methodology outlined by Corder (1974) as presented in Ellis and Barkhuizen (2005). The process involved four main steps: (1) gathering a representative sample of the learner language, (2) identifying errors within the sample, (3) describing the nature of these errors, and (4) providing explanations for the occurrence of these errors.

The sample will be selected from the student's final essay writing examination. In this research, data will be analyzed in various methods, including selecting a text, transferring the text into the Grammarly premium version, analyzing and describing the results in the form of descriptive text.

Data will be analyzed according to the following procedures:

1. Identify grammatical error using Grammarly

Initially, following the acquisition of student compositions, the researcher tries to identify grammatical errors by highlighting claimed errors. The researcher began the process of identifying the sentence that contained at least one error by highlighting each component of the sentence, including words, phrases, clauses, and the entire sentence made by Grammarly.

The Grammarly classified the identified errors into three different colors of corrections. Those three colors are red to identify corrected grammar, blue to identify clarity, and green to identify vocabulary. Then, the researcher categorized grammatical errors into the following eight categories: Sentence pattern, tenses, pronoun, conjunction, punctuation, spelling, conjunction, and article.

## 2. Calculation of data

The researcher used a descriptive analysis technique (percentage) with the percentage from the frequency of information and divided with the number of cases.

The formula is:

$$P = \frac{F}{N} \times 100\%$$

Notes :

P = Percentage

F: Frequency of wrong answer

N : Number of sample

After doing these steps of collecting data. The grammatical error within each assignment will be extracted, and at the end, after categorising them, the common Grammarly identify mistakes pattern will be discerned. In presenting the result, the researcher will finish the analysis of grammatical error after doing the grammatical error percentage one.

A R - R A N I R Y



## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Finding

After thoroughly examining all the gathered data extracted from the students' grammatical errors identified by Grammarly, the researcher aims to examine the results and how it address the research question provided in this study. This study only has a research question: evaluate the common grammatical errors identified by Grammarly in students' writing. The author categorized grammatical errors that were made by the students in their essay writing using Grammarly. The researcher identifies and categorizes the errors into the following eight aspects: sentence pattern (SP), tenses (T), pronoun (Pro), punctuation (Punc), spelling (Spel), conjunction (Conj), and article (Art).

Based on that description, we can count the students' errors identified by Grammarly into the classification of errors. The following is a tabulation of errors:

Tabel 4. 1  
*Grammatical error*

Paper	Error classification							
	SP	T	Pro	Prep	Punc	Spel	Conj	Art
1	5	3	0	3	4	0	1	0
2	8	4	0	1	8	3	1	0
3	11	1	3	4	2	4	2	1

4	7	1	4	0	1	0	0	2	
5	10	1	0	2	1	1	0	2	
6	15	0	0	3	1	6	1	3	
7	5	2	0	0	1	1	2	0	
8	6	0	0	0	0	2	0	0	
9	4	4	0	1	1	1	2	0	
10	1	1	0	2	1	0	0	1	
11	2	4	0	1	1	2	0	1	
12	6	1	0	0	3	2	0	1	
13	5	2	1	4	6	2	0	0	
14	7	1	0	0	2	2	2	0	
15	7	0	0	1	3	4	3	4	
16	7	0	0	0	3	5	4	0	
17	10	0	0	4	2	4	2	7	
18	14	2	1	5	2	3	0	6	
19	6	0	0	1	4	0	1	0	
20	5	1	0	0	2	0	0	0	
Total	141	28	9	32	48	42	21	29	350

The percentages of students' grammatical errors identified by Grammarly:

**a) Sentence Pattern**

$$\frac{141}{350} \times 100\% = 40,28\%$$

**b) Tenses**

$$\frac{28}{350} \times 100\% = 8\%$$

**c) Pronoun**

$$\frac{9}{350} \times 100\% = 2,57 \%$$

**d) Preposition**

$$\frac{32}{350} \times 100\% = 9,14 \%$$

**e) Punctuation**

$$\frac{48}{350} \times 100\% = 13,2 \%$$

**f) Spelling**

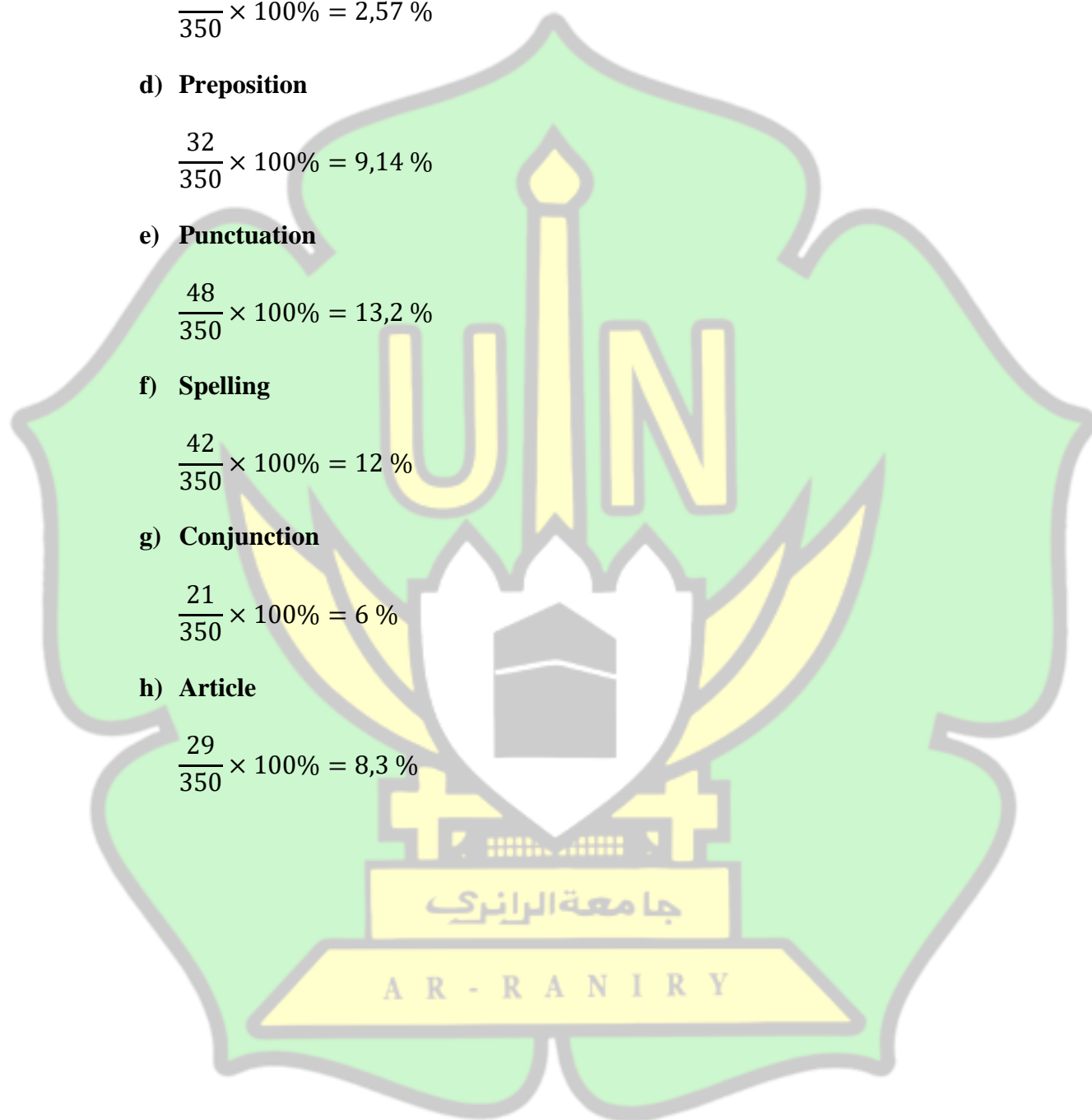
$$\frac{42}{350} \times 100\% = 12 \%$$

**g) Conjunction**

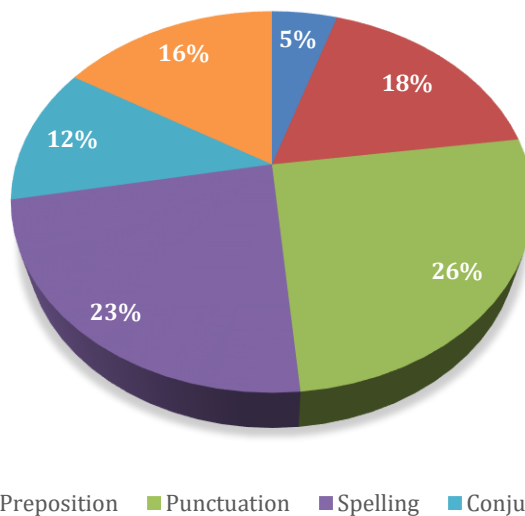
$$\frac{21}{350} \times 100\% = 6 \%$$

**h) Article**

$$\frac{29}{350} \times 100\% = 8,3 \%$$



## Diagram Percentage



*Figure 4. 1 The error distributions*

The resulting Chart 1 provides the percentage analysis of students' grammatical errors after using Grammarly. Sentence pattern for the highest errors by 40,28 % or 141 errors, the second is punctuation by 13,2% or 48 errors, the third is spelling by 12% or 42 errors, the fourth is preposition by 9,14% or 32 errors, the fifth is article by 8,3% or 29 errors, the sixth is tenses by 8% or 28 errors, the seventh is conjunction by 6% or 21 errors, and the last is pronoun by 2,57 % or 9 error. The result of this study is in line with Emmaryana (2010), who studied in terms of analysis of grammatical errors, pronouns are ranked lowest. However, unlike at the highest level, Grammarly detects a significant number of sentence patterns because the researcher used premium version, allowing Grammarly to recommend clarity.

## B. Discussion

The following parts provide clarifications regarding the calculation and evaluation of the data:

### 1. Sentence Pattern

Out of a sample size of 20 students' writing, a total of 141 grammatical errors were identified, representing a proportion of 40,28 errors. This indicates that this particular segment has a greater frequency of errors than other segments.

Tabel 4. 2  
*Sentence pattern errors*

No	Original Text	Text After Using Grammarly
1	"... and <b>really</b> learned seriously ..."	"... and learned seriously ..."
2	"... <b>easy</b> to get..."	"... <b>easily</b> to get ..."
3	"... <b>bring out a negative effect to them</b> ..."	"... <b>negatively affect them</b> ..."
4	"... to continue doing <b>activities related to education.</b> ..."	"...to continue doing <b>education-related activities.</b> ..."
5	"... They are required to do a job perfectly <b>so because of this demand for perfection they enslave themselves excessively</b> ..."	"... They are required to do a job perfectly, <b>enslave themselves excessively because of this demand for perfection</b> ..."
6	"... and <b>those who have</b> vehicles that produce pollution ..."	"... and vehicles that produce pollution. ..."
7	"... <b>improve</b> their intelligence ..."	"... <b>improving</b> their intelligence ..."
8	"... happen in our <b>live</b> ..."	"... happen in our <b>life</b> ..."

This study discovered several error categories that Grammarly spotted. The use of gerund after verb are common, for example “... I started *loved* it ...” changed to “... I started *loving* it...”. Numerous clarity corrections from Grammarly remove words. “... *really* learned it *seriously*...”, Grammarly detected the word *really* advised to remove it. It is because the word “*seriously*” already describes the object. Grammarly fixed to “...*I started to loved and learned it seriously*...”.

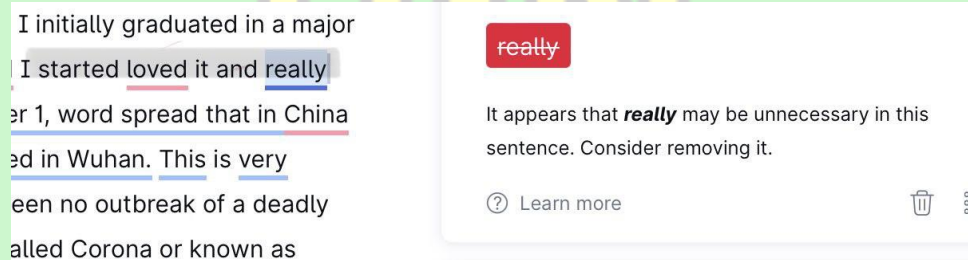


Figure 4. 2 Screenshot of using Grammarly on original text 2

Similarly, Grammarly prefers concise sentences by identifying instances when longer sentences may seem unnatural.

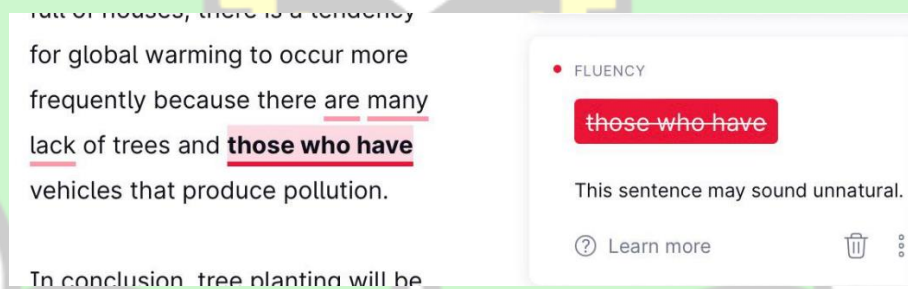


Figure 4. 3 Screenshot of using Grammarly on original text 13

Grammarly also determines the use of adverb containing the transformation words “...easy to get...” corrected to “...easily get...” which use an adverb to modify a verb as a function of adverb.

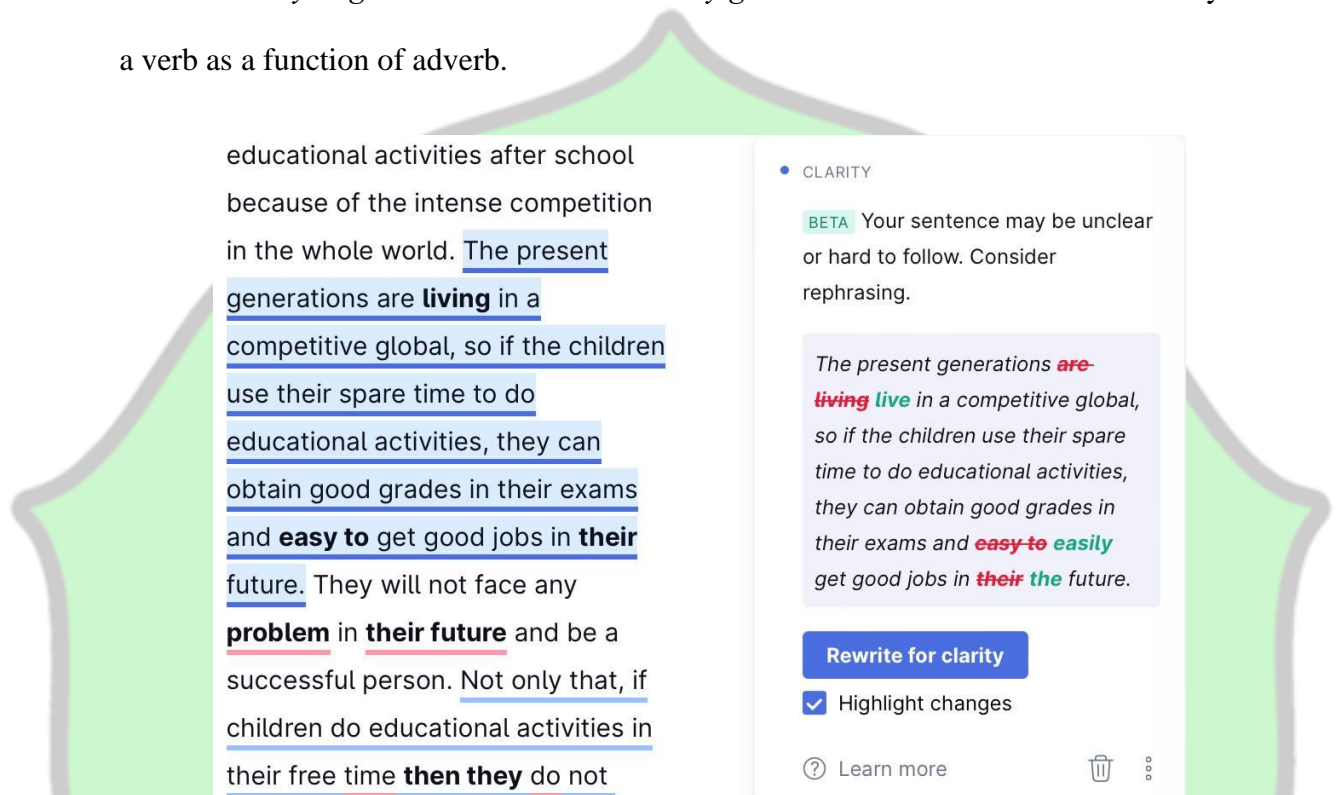


Figure 4. 4 Screenshot of using Grammarly on original text 5

From the figure below, Grammarly also identifies wordy words and suggests replacing it with suitable wording.

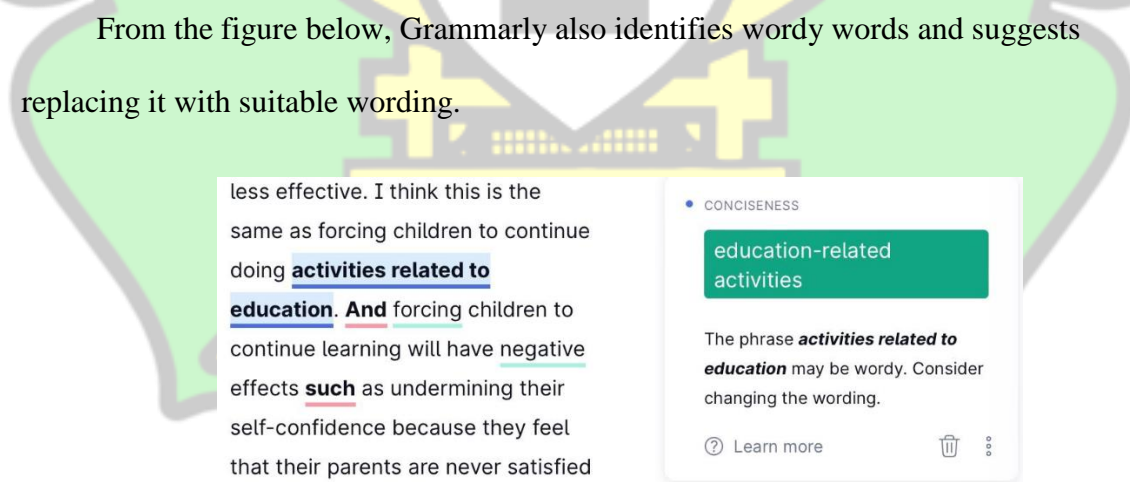


Figure 4. 5 Screenshot of using Grammarly on original text 1



Grammarly will simplify and improve the comprehension of every convoluted sentence. It can be seen in the sentence “... *They are required to do a job perfectly so because of this demand for perfection they enslave themselves excessively.* ...” Grammarly detected the sentence as a convoluted sentence and to rephrase it to “... *They are required to do a job perfectly, enslave themselves excessively because of this demand for perfection....*”. This sentence is grammatically correct; however, Grammarly suggests rephrasing it by eliminating the word “*they*” to improve its quality.

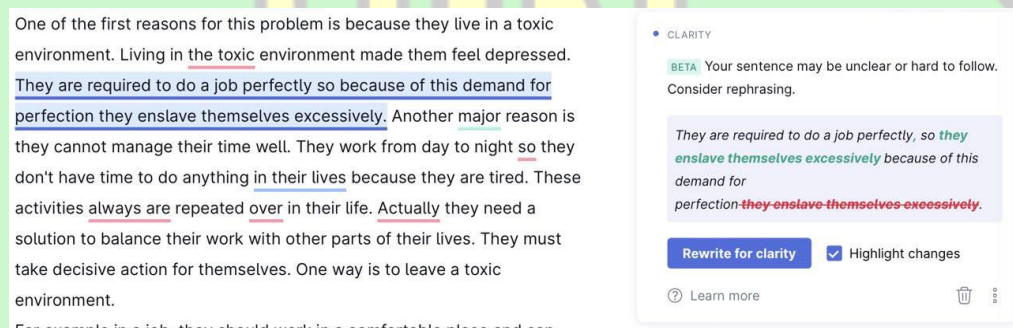


Figure 4. 6 Screenshot of using Grammarly on original text 19

Another example that Grammarly suggested is rephrasing it as the clarity order. Grammarly also identifies errors in sentence structure and comprehension to suggest improved rephrasing of the sentence.

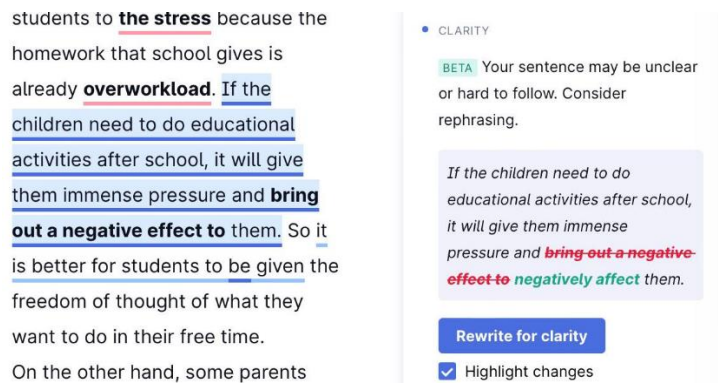


Figure 4. 7 Screenshot of using Grammarly on original text 5

In addition, the figure above illustrates a grammatical error in parallelism. A sentence constructed in parallel improves the effectiveness and elegance of the text, guaranteeing to impress the reader.

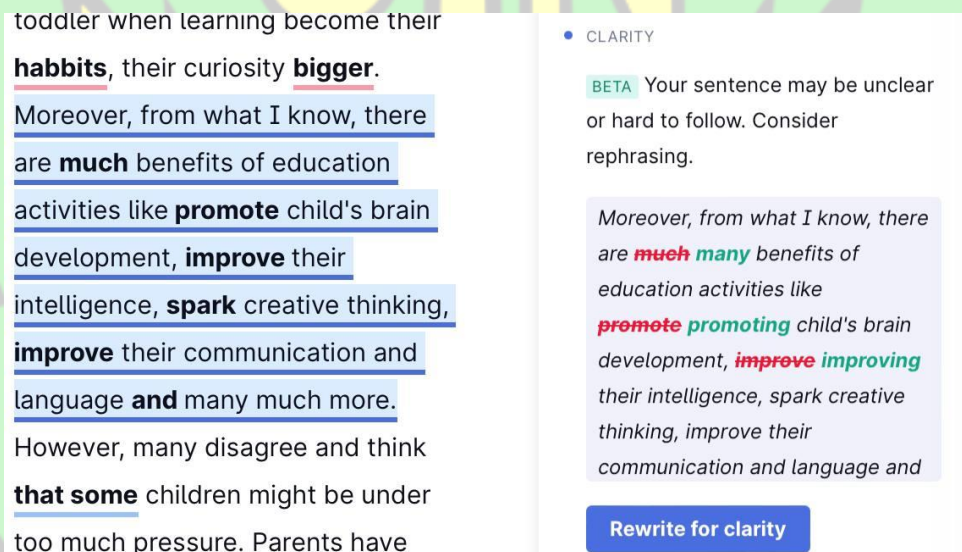


Figure 4. 8 Screenshot of using Grammarly on original text 6

The error was also found in several students writing about “*life*” changed to “*live*”. *Life* implies the condition that exists from birth until death; as a noun besides the word *live*, when used as a verb and an adjective.

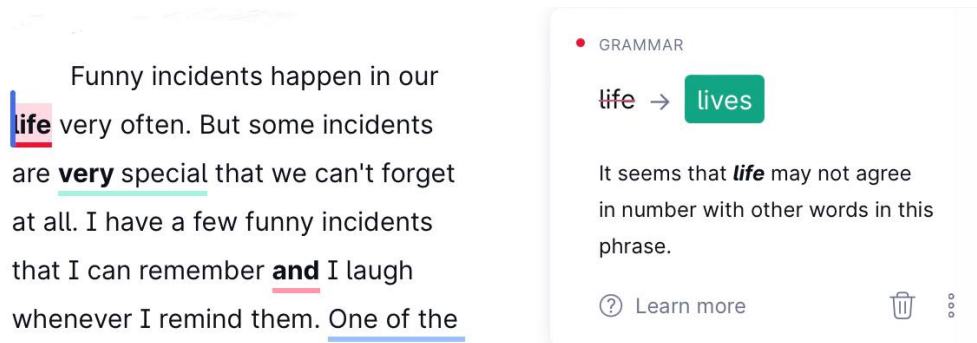


Figure 4. 9 Screenshot of using Grammarly on original text 9

The sentence pattern is the most often identified grammatical issue by Grammarly. It detects many unclear phrases and suggests rephrasing them for improved clarity. However, students also make many faults in this section, making it the most common error.

## 2. Punctuation

A proportion of 13,2% errors or 48 grammatical errors, were detected tenses error among the 20 students' writing comprising the sample.

Tabel 4. 2  
Punctuation errors

No	Original Text	Text After Using Grammarly
1	"... with educational <b>activities</b> it will create pressure. ..."	"...with educational <b>activities</b> , it will create pressure. ..."
2	"... negative effects <b>such</b> as undermining ..."	"...negative effects, <b>such</b> as undermining..."
3	"... This is <b>because</b> , the learning experience itself does not feel exciting <b>and</b> the absence of friends for study is frustrating... "	"... <b>This is because</b> the learning experience <b>is not</b> exciting, <b>and</b> the absence of friends for study is frustrating... "

The most punctuation' corrections were comma, numerous errors occur in the application of commas, particularly in the usage of the conjunction “and”, which serves to connect two or more independent clauses.

However, only two no commas are required. For example such as, “...*It is flexible, and economical...*” fixed to “...*It is flexible and economical...*” no need comma to this sentence.

In the figure below, Grammarly corrects using commas to separate sentences. In the example of the original texts, there are no comma after the word “such” and “activities” which should have a comma after the word's writing according to the grammar rules in English.

**education.** **And** forcing children to continue learning will have negative effects **such** as undermining their self-confidence because they feel that their parents are never satisfied with the efforts they have put **in** school.

PUNCTUATION

, such

It seems that you are missing a comma. Consider adding a comma.

[Learn more](#)



Figure 4. 10 Screenshot of using Grammarly on original text 1

essay agrees that if **children's free time must be filled** with educational **activities** it will create pressure. Every parent would love to see their children learn and have a good education. Children should also spend some free time studying, but not all **of** their free time. However,

PUNCTUATION

activities,

It appears that you are missing a comma after the introductory clause in this sentence. Consider adding a comma.

[Learn more](#)



Figure 4. 11 Screenshot of using Grammarly on original text 1

In the example below, there are a comma in front of the word "because". In this context, Grammarly removes the comma in front of the word "because" for that reason Grammarly considers the comma here unnecessary and recommends to it be removed. Meanwhile, in the figure 4.23 Grammarly suggested to add comma before the word “and” because the comma is necessary here.

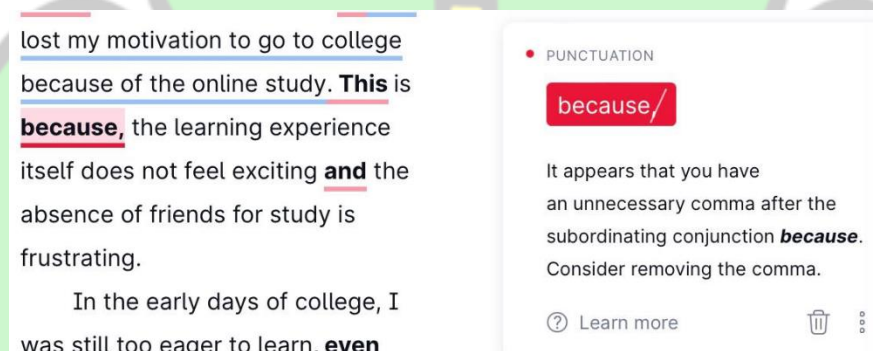


Figure 4. 12 Screenshot of using Grammarly on original text 2

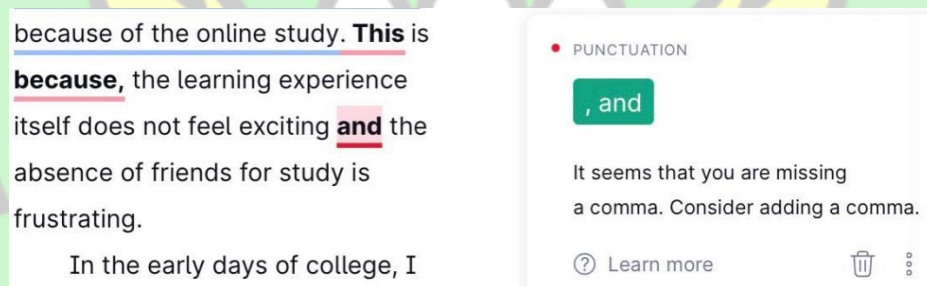


Figure 4. 13 Screenshot of using Grammarly on original text 2

Punctuation errors can be categorized as grammatical errors due to the fact that students occasionally commit blunders when writing words to achieve the correct punctuation, and students may also be oblivious to proper usage or picking out punctuation.



### 3. Spelling

A proportion of 12% errors or 42 grammatical errors, were detected tenses error among the 20 students' writing comprising the sample.

Tabel 4. 3  
*Spelling errors*

No	Original Text	Text After Using Grammarly
1	"... doing <b>education</b> activities ..."	"... doing <b>educational</b> activities ..."
2	"... do <b>education</b> activities ..."	"... do <b>educational</b> activities ..."
3	"... <b>health care</b> providers ..."	"... <b>healthcare</b> providers ..."
4	"... Microsoft <b>office</b> ... " ..."	"... Microsoft <b>Office</b> ..."
5	"... their children <b>bobby</b> is dancing ..."	"... their children <b>Bobby</b> is dancing ..."
6	"... I graduated from high school almost 4 years <b>now</b> ..."	"... I graduated from high school almost <b>four</b> years. ..."

The words "*educational activities*" received the greatest number of spelling corrections, as some final essays writing as sample discuss about education. A significant number of students composed "education activities," which was suggested by Grammarly be revised to "educational activities" in order to rectify the spelling. Despite the fact that this is a part of speech, but Grammarly identifies it as a spelling error.

with their friends. This Essay agrees that their children should do education activities during their free time. It is clear that education is the main key for children. However, in the free time period, apart from

• SPELLING

~~education~~ → **educational**

The word **education** doesn't seem to fit this context. Consider replacing it with a different one.

Figure 4. 14 Screenshot of using Grammarly on original text 1

marketers need to be insured for free to avoid the negative impact of computer work. Therefore, health care providers must recognize that health is a basic requirement for making the world a disease-free place, and must not impose limits on the financial situation of any citizen.

• SPELLING

~~health care~~ → **healthcare**

The word **health care** seems to be miswritten. Consider replacing it.



[? Learn more](#)  

Figure 4. 15 Screenshot of using Grammarly on original text 7

In the spelling section, Grammarly classifies capitalization errors as spelling errors when in fact they are punctuation errors. For example, in the image below, the word "office" with a lowercase prefix letter is corrected and changed to "Office" with a capital word at the beginning. This is because in that context, the word "office" should indeed have a capital letter at the beginning as a name of the application.

There are also many applications that can be used, such as Adobe, paint, Microsoft office, and many more that can support our work. Those applications can also be adjusted to the specifications of

• SPELLING

~~office~~ → **Office**

The word **office** should be capitalized in this context.



[? Learn more](#)  

Figure 4. 16 Screenshot of using Grammarly on original text 11



In addition, Grammarly also converts numbers to letters. This happens with numbers that only stand-alone and not those that indicate years or dates. For example, as shown in the figure below, the previous number "4" (four) was corrected and changed to the word "*four*" using the letters of the alphabet.

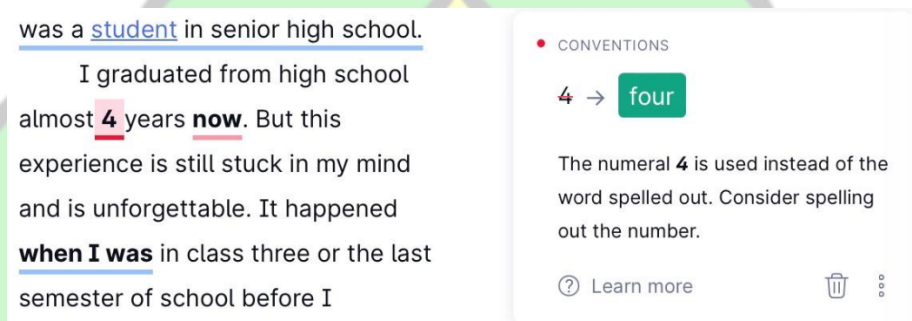


Figure 4. 17 Screenshot of using Grammarly on original text 9

Furthermore, on paper 8 "...if their childern *bobby* is dancing..." misspelling word of "*hobby*" to "*bobby*" the misunderstanding of corrections by Grammarly creates a situation where the tool primarily emphasizes grammar without considering the meaning. In this instance, the student aims to elucidate a personal passion "*hobby*". However, Grammarly mistakenly perceives it as a name and suggests correcting the capitalization. Again, Grammarly classifies capitalization errors as spelling errors when in fact they are punctuation errors.

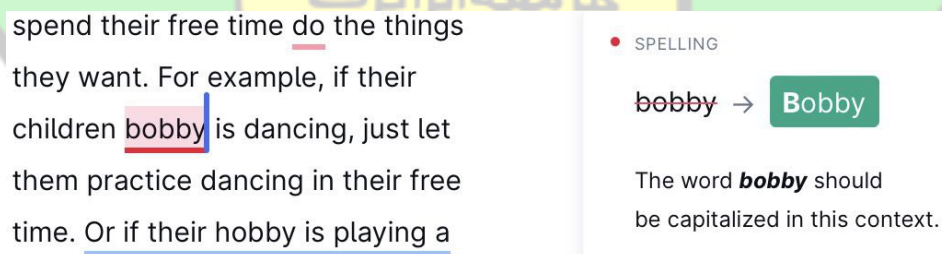


Figure 4. 18 Screenshot of using Grammarly on original text 8

The spelling that is corrected by Grammarly is somewhat ambiguous because some of errors should be part of speech or sentence pattern errors and capitalization as a punctuation, Grammarly instead mentioned it as spelling.

#### 4. Preposition

Out of a sample size of 20 students' writing, a total of 32 grammatical errors were identified, representing a proportion of 9,14% errors.

*Tabel 4. 5*  
*Preposition errors*

No	Original Text	Text After Using Grammarly
1	"...to do another educational activity <b>in</b> their free time..."	"to do another educational activity <b>on</b> their free time ..."
2	"...very confused <b>of</b> which leisure their children ..."	"... very confused <b>about</b> which leisure their children ..."
3	"... but not all <b>of</b> their free time. ..."	"..., but not all their free time. ..."
4	"...their children too much <b>in order to</b> doing ..."	"...their children too much <b>to do</b> ..."
5	"...the math teacher was standing <b>in front of</b> us..."	"...the math teacher was standing <b>before</b> of us..."
6	"...to be successful <b>with forced</b> them. ..."	"children to be successful <b>without forcing</b> them."

Grammarly indicated several terms mistakes. Grammarly eliminated numerous prepositions that appeared in the text in clarity sentences. For example, "...but not all

*of their free time...*”, “...*not only for doing educational...*” and figure 4.16 “...*their mus to do education activities...*”.

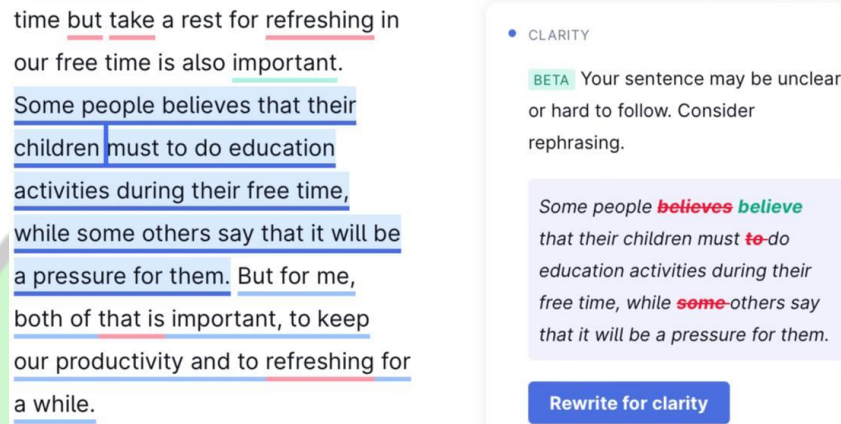


Figure 4. 19 Screenshot of using Grammarly on original text 3

In addition, all prepositions of “*in order to*” changed to “*to*” an example on paper 3 “...*to rest in order to make our body...*”. while the sentence is grammatically correct, “*in order to*” can always be replaced with the preposition “*to*”; therefore, Grammarly recommended to change it.

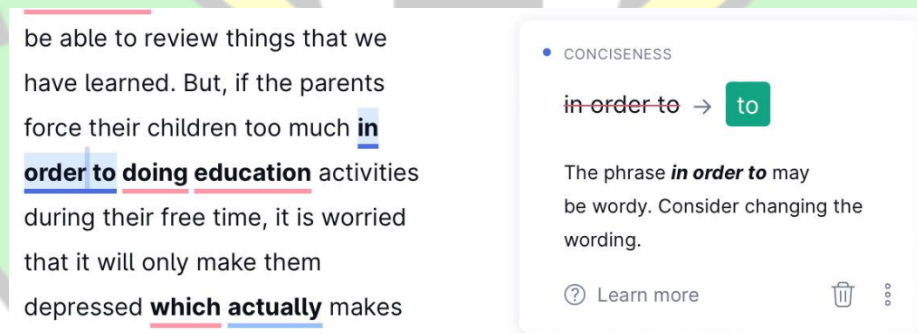


Figure 4. 20 Screenshot of using Grammarly on original text 3

Furthermore, “...*on their free time...*” replaced to “...*in their free time...*” due to Grammarly's identification that the preposition is potentially incorrect.

believes that their children should do education activities even if it's on their free time, while others disagree and think that it will make their children underpressure because they have no time to rest.

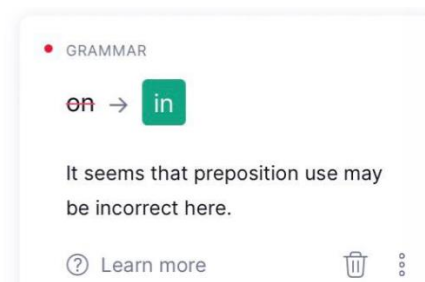


Figure 4. 21 Screenshot of using Grammarly on original text 6

Another example “...the math teacher was standing in front of us...” Grammarly replaced to “... the math teacher was standing before us...” the preposition “in front” and “before” have the same meaning as a position that is situated in front of or more forward than another person or object.

all over my body. Then I suddenly woke up. What a surprise, the math teacher was standing in front of us and holding a scoop in her left hand. And I suddenly realized that my body are wet because of the water. And all of my friends were laughing

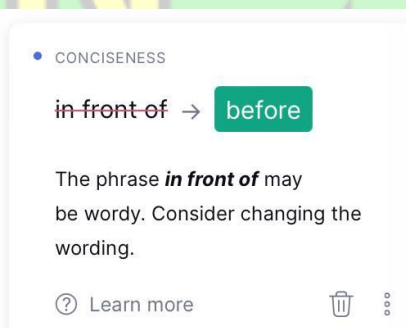


Figure 4. 22 Screenshot of using Grammarly on original text 9

On the other hand, this section contains disadvantages of Grammarly as the researcher discovered the error. “...their children to be successful with forced them...” rephased to “...their children to be successful without forced them...”

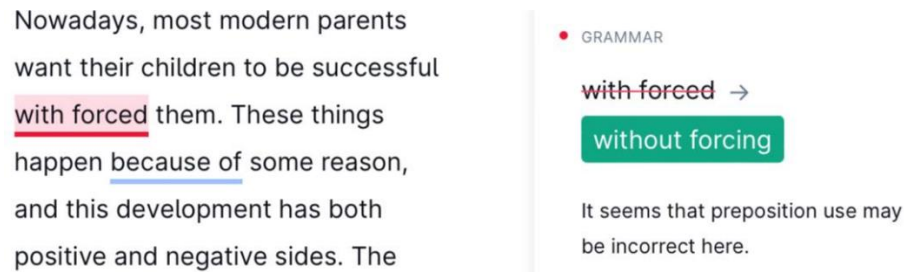


Figure 4. 23 Screenshot of using Grammarly on original text 10

This correction is fatal as it has the potential to change the meaning of the sentence. Instead, Grammarly is basically an AI that concentrates only on syntax; it cannot replace humans in terms of morphology. Ruth (2019) stated that the weakness of Grammarly is that the suggestions should be carefully considered, as AI accuracy cannot replace human skill.

## 5. Article

The last grammar error identified by Grammarly is article. Of the 20 samples that have been analyzed, the overall proportion of errors is 8,3% or 29 cases. This makes the article the fourth most common error case identified by Grammarly after preposition. An article is a word used to limit the meaning of a noun.

Tabel 4. 6  
Article errors

No	Original Text	Text After Using Grammarly
1	"Laptop is a must-have item for everyone..."	" <b>The</b> Laptop is a must-have item for everyone..."
2	"...biking bicycle would feel better mood..."	"...biking <b>a</b> bicycle would feel better mood..."

3	"...the role of parents is <b>a</b> important thing. ..."	"...the role of parents is <b>an</b> important thing. ..."
---	---	--

For example, the sentence "*Laptop is a must-have item for everyone...*" is corrected to "*The laptop is a must-have item for everyone...*", this sentence is corrected by Grammarly because in the sentence written by the student there is no article "*the*" before the word "*laptop*", this is because the word "*laptop*" refers to a specific noun which in English grammar rules to mention a specific object must use the article "*the*".

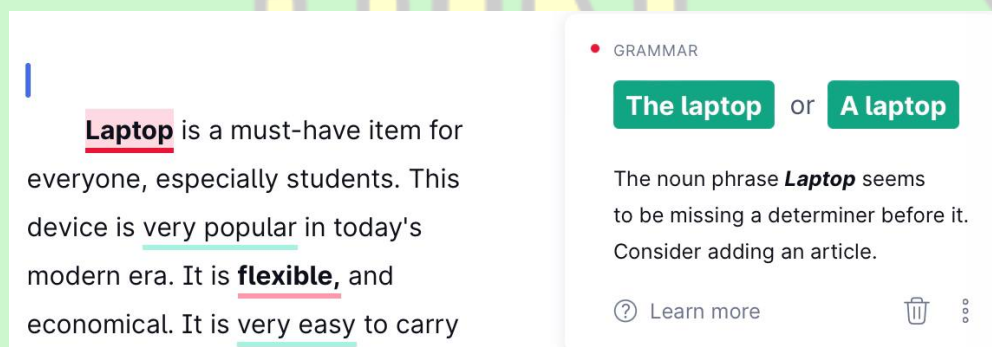


Figure 4. 24 Screenshot of using Grammarly on original text 11

Another example is found in paper 15, the sentence "...biking bicycle would feel better mood..." is corrected to "...biking a bicycle would feel better mood..." in this case, Grammarly adds the article "*a*" before the word "*bicycle*" because the word refers to an object that is general and is also included in the countable noun.



developing severaldiseases. More specifically, walking or running around and biking bicycle would feel better mood, more relaxed and more energy. Furthermore, exercise can decrease stress and anxiety,

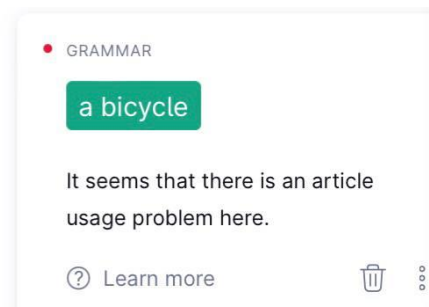


Figure 4. 25 Screenshot of using Grammarly on original text 15

The last example related to article "an" is found in the sentence "... the role of parents is a important thing ..." is corrected to "... the role of parents is an important thing ..." because the article "a" is not appropriate to use here because "important" is an uncountable noun and according to the rules for using articles in English grammar, every uncountable noun article that should be used is "an".

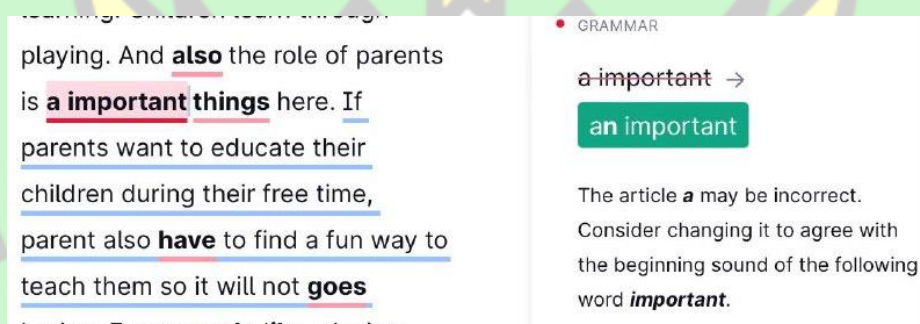


Figure 4. 26 Screenshot of using Grammarly on original text 6

From the result of this study, it is possible to determine the number of grammatical errors committed by students in using Grammarly. Any words that are spelled wrongly will be highlighted with colored lines. One of Grammarly's notable features is its capacity to identify specialized vocabulary, such as abbreviations and acronyms. Students may use the Grammarly text editor to have additional aspects of their writing checked by Grammarly, in addition to grammar and punctuation. This tool



will thereafter provide recommendations on the aspects of grammatical error. While users write text using Grammarly, the artificial intelligence algorithm scrutinizes each sentence and identifies opportunities to enhance it, such as rectifying verb tenses, improving sentence clarity, or suggesting a more straightforward phrase structure. An intricate AI system such as this requires substantial computational power in order to comprehend.

## 6. Tenses

A proportion of 8% errors or 28 grammatical errors, were detected tenses error among the 20 students' writing comprising the sample.

Tabel 4. 7  
*Tenses errors*

No	Original Text	Text After Using Grammarly
1	"... I graduated from high school almost 4 years <b>now</b> ..."	"... I graduated from high school almost <b>four</b> years <b>ago</b> . ..."
2	"...The present generations <b>are living</b> in ..."	"...The present generations <b>live</b> in ..."
3	"...while others <b>argued</b> that ..."	"...while others <b>argue</b> that ..."
4	"... <b>were</b> always spend. ..."	"...always spend ..."
5	"... laptops cannot <b>be upgraded</b> ..."	-
6	"...the PC can <b>be changed</b> ...."	-

Passive voice is the most common error concerning tenses; Grammarly will always highlight passive voice and advise to rewrite the sentence in active voice. The most *passive voice* identified error “*laptops cannot be upgraded...*” and “*...the PC can be changed ...*”.

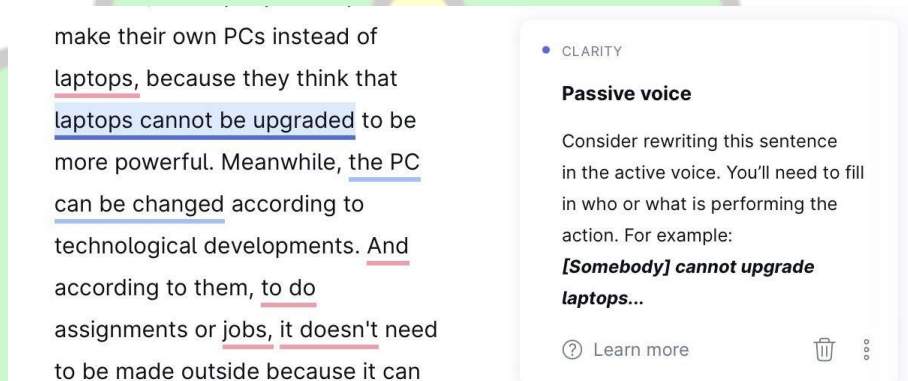


Figure 4. 27 Screenshot of using Grammarly on original text 11

Although not technically incorrect, passive voice is often considered an undesirable writing convention. Because an active voice strengthens and directs writing, it is preferred.

Furthermore, the present tense was also detected as a grammatical error. In figure above, “*...were always spends...*” because the word “*spends*” is incorrect word for the past, Grammarly corrected to was corrected to “*...always spent...*”.

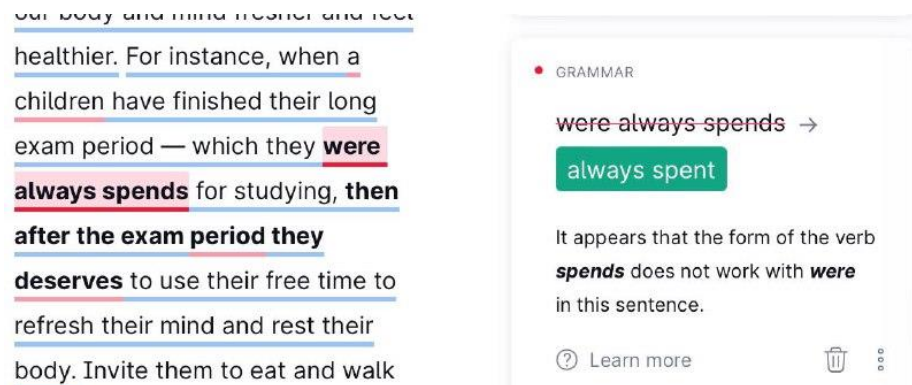


Figure 4. 28 Screenshot of using Grammarly on original text 3

The sentence “...while others argued that...” fixed to “...while other argue that...” because past tense in the text is not seen.

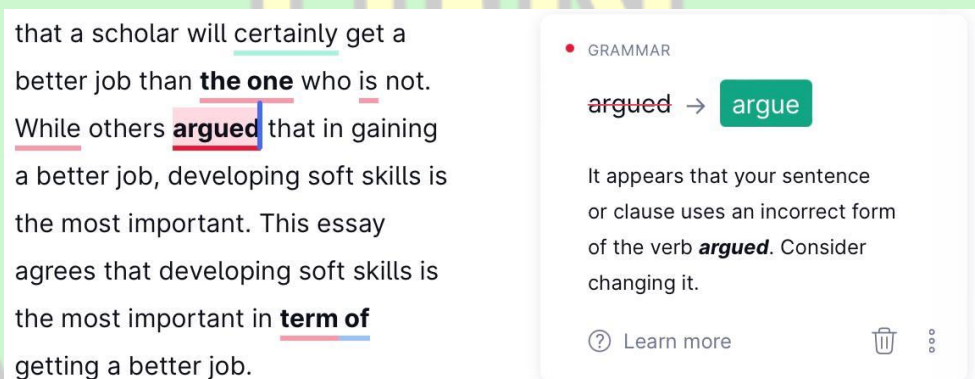


Figure 4. 29 Screenshot of using Grammarly on original text 4

Also, the correction is found “The present generations are living in a ...” replaced with “The present generations live in a...” because it does not describe an ongoing activity.

educational activities after school because of the intense competition in the whole world. The present generations are living in a competitive global, so if the children use their spare time to do educational activities, they can obtain good grades in their exams and easy to get good jobs in their future. They will not face any problem in their future and be a successful person. Not only that, if children do educational activities in their free time then they do not

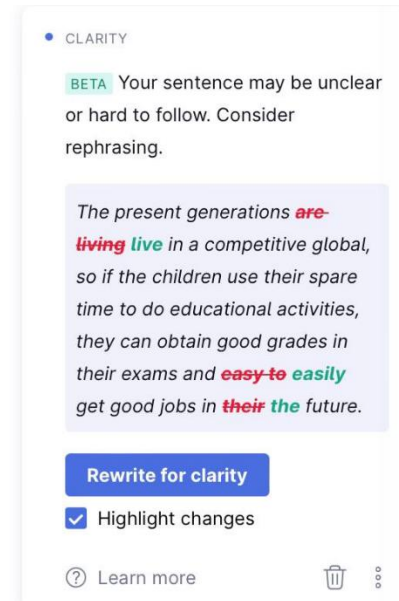


Figure 4. 30 Screenshot of using Grammarly on original text 5

## 7. Conjunction

Out of a sample size of 20 students' writing, a total of 21 grammatical errors were identified, representing a proportion of 6% errors.

Tabel 4. 8  
Conjunction errors

No	Original Text	Text After Using Grammarly
1	"... very beneficial <b>and also</b> important ..."	"... very beneficial <b>and</b> important ..."
2	"...time productivity and <b>also review</b> ..."	"...time productivity and <b>reviewing</b> ..."
3	"...The high rate of human development has led to the opening of a variety of jobs require high levels of employees..."	"...The high rate of human development has led to the opening of a variety of jobs <b>that</b> require high levels of employees ..."

Several students repeatedly wrote conjunctions such as "and also" in this instance , "...very beneficial and also important..." the word "also" is removed because of the repetition of conjunction.

Doing educational activities during children's free time is very beneficial and **also** important. Besides helping us to have **productive** time, it also allows us to be able to review things that we have learned. But, if the parents

• CONCISENESS

**also**

It appears that **also** may be unnecessary in this sentence. Consider removing it.

? Learn more



Figure 4. 31 Screenshot of using Grammarly on original text 3

Besides conjunction deletion, Grammarly also detects the inclusion of conjunction, such as "that" and "and". For example, in paper 10 "...The high rate of human development has led to the opening of a variety of jobs require high levels of employees...." conjunction added before word "required" in order to create a connection between the two clauses, a conjunction is required. So, fixed "...The high rate of human development has led to the opening of a variety of jobs that require high levels of employees....".

high rate of human development has led to the opening of a variety of jobs **that requiring** high levels of employees. Therefore, parents pressure their children to go to good quality **school** actively and get a lot of achievements and **experiences**,

• CONCISENESS

**that requiring**

It appears that **that** may be unnecessary in this sentence. Consider removing it.

? Learn more



Figure 4. 32 Screenshot of using Grammarly on original text 10

## 8. Pronoun

A proportion of 2,5% errors or 9 grammatical errors, were detected tenses error among the 20 students' writing comprising the sample. This indicates that this particular segment has a lower frequency of errors than other segments because academic writing, including essays, rarely employs pronouns in the text.

Tabel 4. 9  
*Pronoun errors*

No	Original Text	Text After Using Grammarly
1	"... activities during <b>free</b> time ..."	"... activities during <b>our free</b> time ..."
2	"... both <b>ours</b> productivity ..."	"... both <b>our</b> productivity ..."
3	"...it to make <b>them</b> easier to build ..."	"...it to make <b>it</b> easier to build ..."
4	"... <b>he or she</b> is a skillful..."	"... <b>they</b> a skillful..."
5	"... to have <b>his or her</b> own..."	"... to have <b>their</b> own..."

A pronoun is a word that is used in the place of a noun or noun phrase. On the sentence "...that keep **ours** activity..." corrected to "...that keep **our** activity..." this sentence was incorrect because **ours** is possessive pronoun which used for indicate owner not for indicate adjective because **activity** is an adjective. Another sentence, "...during **free** time..." fixed to "...during **our free** time..." the correction is added to define a pronoun as an adjective.



will be a pressure for them. But for me, both **of that** is important, to keep **ours** productivity and to **refreshing** for a while.

Doing educational activities during children's free time is very beneficial and **also** important.

• GRAMMAR

**ours** → **our**

It appears that the word **ours** is not the correct form of the possessive pronoun. Consider changing it.

? Learn more



Figure 4. 33 Screenshot of using Grammarly on original text 3

In the figure below, Grammarly also corrects pronoun problems. In the original text, there are two pronouns, "*he or she is*" which are then corrected and changed to "*They are*" because, according to Grammarly, the word "*they*" is more effective in this context and is more suitable for pronouns that have uncertain gender.

experiences increase. Just depending on the **ability** of soft skills is also not easy. Although **he or she is a skillful**, **he or she needs** to have **his or her own** concern field and master it to make **them** easier to build their own business or even **joining** other companies in **term** of obtaining a good job.

• SENSITIVITY

**he or she is** →

**they are**

The singular *they* can be an effective and inclusive way to refer to an unknown or unspecified person of any gender.

? Learn more



Figure 4. 34 Screenshot of using Grammarly on original text 4

In the next example, Grammarly also corrects the possessive pronoun. In the figure below, the original text is written "*his or her*" and then corrected to "*their*" by Grammarly because it is considered that the singular word is more effective than having to write two possessive pronouns whose gender is unspecified.



skills is also not easy. Although **he**  
**or she is a skillful, he or she needs**  
 to have **his or her own** concern field  
 and master it to make **them** easier  
**to** build their own business or even  
**joining** other companies in **term** of  
 obtaining a good job.  
 In conclusion, developing soft skills

• SENSITIVITY

his or her → **their**

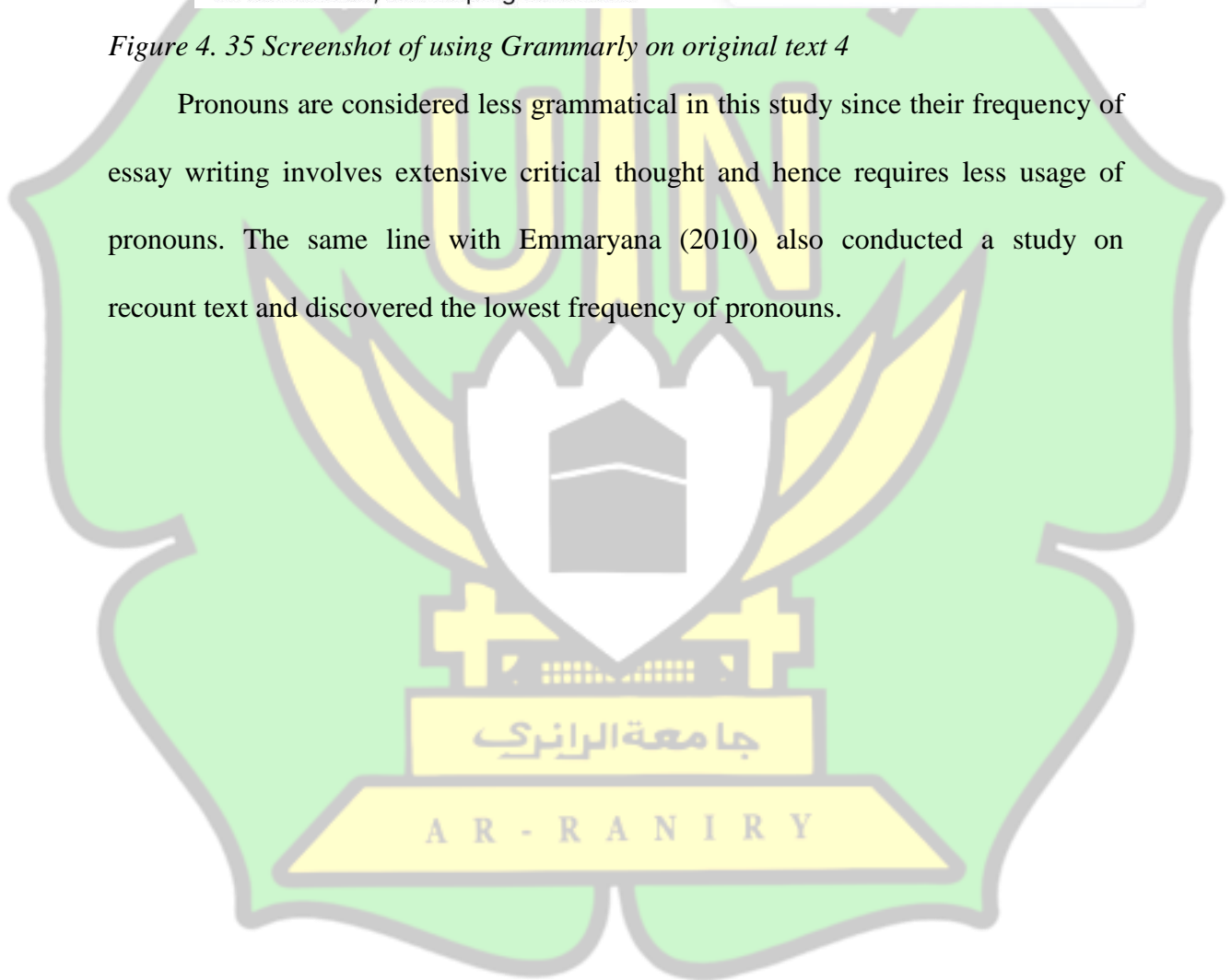
The singular *they* can  
 be an effective and inclusive way  
 to refer to an unknown  
 or unspecified person of any gender.

[? Learn more](#)



Figure 4. 35 Screenshot of using Grammarly on original text 4

Pronouns are considered less grammatical in this study since their frequency of essay writing involves extensive critical thought and hence requires less usage of pronouns. The same line with Emmaryana (2010) also conducted a study on recount text and discovered the lowest frequency of pronouns.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the previous chapter's explanation. The majority of the 350 total errors identified by Grammarly in the study were in the domains are Sentence Pattern, Punctuation, and Spelling. The errors made by the students can be classified into eight categories: Sentence pattern for 40,28% of the errors, tenses comprise 8%, pronoun errors comprise 2,5%, preposition errors comprise 9,14%, punctuation errors comprise 13,2%, spelling errors comprise 12%, conjunction comprise 6%, and article comprise 8,3%. The researcher concludes the common grammatical error identified by Grammarly in EFL student's essay writing batch 2019 at UIN Ar-Raniry from Department of English Language Education are in Sentence Pattern for the highest errors and pronoun for the lowest errors.

Grammarly effectively detected grammatical errors, clear distinctions were acknowledged. Errors are caused by frequent variation errors. Grammarly demonstrated its greatest efficacy in detecting and rectifying determiner errors, a feature that is particularly advantageous for using Grammarly. This Grammar checker makes it easy when combine a text with grammar instructions Grammarly, will increase understanding of grammar rules and the ability to apply them correctly. Besides, Grammarly is an AI that concentrates only on syntax; it cannot replace humans in terms

of morphology. It must be selective of Grammarly's recommendations; some are fatal and have different meanings.

## **B. Suggestion**

The researcher aims to offer some recommendations for using Grammarly has become very helpful in writing, especially in minimizing grammatical errors. However, users must be selective in accepting Grammarly's suggestions since it is just a tool designed to assist.

### *1. For lectures or teachers*

Based on this study, it is recommended that the lecturer or teacher use Grammarly to identify and correct students' grammatical errors, thereby saving time and easing the detection of such errors. Additionally, lecturers or teachers can use Grammarly as a tool to help in writing.

### *2. For students*

Through this research, the researchers suggest for students use Grammarly as a writing tool to minimize grammatical errors. In addition, Students can identify the specific aspects of grammar that are challenging for them.

### *3. For future research*

This research area has limitations in finding Grammarly, focusing on grammatical errors with only eight aspects. Yet numerous aspects of grammar still

require more study, and the research suggests that future researchers should find out more about Grammarly suggestion analysis, like word choice suggestions on Grammarly.



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## APPENDICES

### APPENDIX A





## Appointment Letter of Supervisor



**SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY Banda Aceh**  
Nomor : B-7652/UN.08/FTK/KP.07.6/10/2023

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

**DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY Banda Aceh**

- 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 Banda Aceh Tanggal
- MEMUTUSKAN**
- Menetapkan** :  
**PERTAMA** : Menunjuk Saudara:
1. Dr. Phil. Saiful Akmal, M.A. Sebagai Pembimbing Pertama
2. Rita Hermida, M.Pd Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Mutia Rahmi
- NIM : 190203115
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : An Analysis of Students' Grammatical Error Identified by Grammarly
- KEDUA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
- KETIGA** : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 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: 21 Juli 2023  
Dekan,

Saiful Muluk

**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

### Recommendation Letter from The Fakultas Tarbiyah dan Keguruan to conduct field research



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI AR-RANIRY  
JALAN TIGA TIRTAHATI DAN KESUBURAN  
(Jl. Syekh. Abdur Raziq Alaghfirah Kecamatan Banda Aceh  
Kabupaten Aceh, 96111, Telp: 0651-750001, Fax: 0651-750002)

Konsep : BILAL HUSNADHITA S.TALIB/1102021  
Lamp : -  
Hal : Peredaran Benda Berkas

Kepada Yth,  
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry  
Assalamu alaikum wa'ala  
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa

Nama/NIM : Nurul Hafidza / 190201001  
Semester/Program : II / Pendidikan Bahasa Inggris  
Alamat sekarang : Lampung, Banda Aceh

Saudara yang tersebut namanya diatas telah melakukan kegiatan Tarbiyah dan Keguruan  
bermaksud melakukan penelitian untuk diteliti yang berkaitan dengan dalam rangka  
penelitian dengan judul *An Analysis of Students' Grammatical Error Identified by Grammarly*

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

Banda Aceh, 28 November 2023  
di, Dekan  
Mauli Dzikri, Dekan Akademik dan  
Keterbukaan



A R - R A N I R Y

Berlaku sampai 28 Desember  
2023

Byul Hidayatunisa, S.Ag, Pd Com, IPb.01

## APPENDIX C

### Data Analysis of Students's Grammatical Error identified by Grammarly

Original Text 1: "**Taking** education is an obligation for all Indonesian people for a  
SP

**minimum of 12 years....**"

Correction: "**Education** is an obligation for all Indonesian people for **at least 12**  
years...."

Original text 1: "... Other says that in this **way** children are under pressure. ..."  
Punc

Correction: "... Other says that in this **way**, children are under pressure. ...."

Original text 1: "... **children's free time must be filled** ..."

T

Correction: -

Original text 1: "... with educational **activities** it will create pressure. ..."  
Punc

Correction: "... with educational **activities**, it will create pressure. ..."

Original text 1: "... but not all **of** their free time. ..."  
prep

Correction: "... , but not all their free time. ..."

Original text 1: "... not only **for** doing educational activities. ..."  
Prep

Correction: "... not only **by** doing educational activities. ..."

Original text 1: "... as we **know** children ..."  
Punc

Correction: "... as we **know**, children ..."

Original text 1: "... time **to continue their studies** at school. ..."  
SP

Correction: "... , so they only need a short time **to continue their studies**. ..."

Original text 1: "... to continue doing **activities related to education**. ..."  
T

Correction: "... *to continue doing* **education-related activities**. ..."

Original text 1: "... **And** forcing children to continue learning will have negative ..."  
Conj

Correction: "... **Forcing** children to continue learning will have negative effects ..."

Original text 1: "... negative effects **such** as undermining ..."  
Punc

Correction: "... negative effects, **such** as undermining ..."

Original text 1: "... *their parents are never satisfied with the efforts they have put in school.* ..."  
SP

Correction: "... *their parents are never satisfied with* **their school efforts**. ..."

Original text 1: "... **In conclusion**, *In conclusion, taking* ..."  
SP

Correction: "... **In conclusion**, *taking* ..."

Original text 1: "... *taking* **the time of children to** ..."  
Prep

Correction: "... *taking the time* **for** children to ..."

Original text 1: "... *free time is used* for educational ..."  
T

Correction: -

Original text 1: "... *Then parents should pay attention on it and* **does not require** ..."  
SP

*them to* **only carry out educational activities during free time.** ..."

Correction: "... *Then parents should pay attention* **on it and not require them only to carry out educational activities during free time.** ..."

Original text 2: "... *I got into college* **for first time** in mid-2019 ..."  
Art

Correction: "... *I got into college* **for the first time** in mid-2019, ..."

Original text 2: "... *but in the end, i* ..."  
Punc

Correction: "... "*but in the* **end**, *I* ..."

Original text 2: "... *I started **loved** it...*"

SP

Correction: "... *I started **loving** it ...*"

Original text 2: "... *and **really** learned seriously ...*"

SP

Correction: "... *and learned seriously ...*"

Original text 2: "... *word spread that **in China** a very deadly virus was discovered **centered** ...*"

SP

Correction: "... *word spread that a deadly virus **in China** was discovered **in Wuhan** ...*"

Original text 2: "... *This is **very** shocking ...*"

SP

Correction: "... *This is shocking ...*"

Original text 2: "... ***outbreak of a deadly virus like this for a long time.** ...*"

SP

Correction: "... *there has been no **fatal virus** like this outbreak **for a long time** ...*"

Original text 2: "... *The virus is **called Corona** or known as ...*"

SP

Correction: "... *The virus is **known** as ...*"

Original text 2: "... *as **Covid-19**....*"

Punc

Correction: "... *as **COVID-19** ...*"

Original text 2: "... *At that **time** there ...*"

Punc

Correction: "... *At that time, there ...*"

Original text 2: "... *the virus **was detected** in the Depok ...*"

T

Correction: -

Original text 2: "... *the virus has **also been infected** to ...*"

T

Correction: -

Original text 2: "...This led to many changes in all aspects including Education. ..."

Punc

Correction: "... This led to many changes in all aspects, including Education ..."

Original text 2: "...Midway through semester 2, I went to college and learning ..."

Punc

Correction: "... Midway through semester 2, I went to college, and learning ..."

Original text 2: "... has **been transferred** online. ..."

T

Correction: -

Original text 2: "... students and teachers **when it comes to** online learning..."

Prep

Correction: "... students and teachers **in** online learning ..."

Original text 2: "... online learning **poses** a wide variety of problems. ..."

SP

Correction: "...online learning **pose** a wide variety of problems ..."

Original text 2: "... tech-savvy and many of the school ..."

Punc

Correction: "... tech-savvy, and many of the school ..."

Original text 2: "...the campuses **that also implements** an online learning system ..."

SP

Correction: "... the campuses **implementing** an online learning system ..."

Original text 2: "... my college life, for example, ..."

Punc

Correction: "... my college life. For example ..."

Original text 2: "... This is **because**, the learning experience itself does not feel exciting

Punc

**and** the absence of friends for study is frustrating.. ..."

Punc

Correction: "... **This is because** the learning experience **is not** exciting, **and** the absence of friends for study is frustrating. ..."



Original text 2: "... *I was still too eager to learn, **even** after returning home from*

Punc

*college I took the time to study on my own **to further hone my skills** ..."*

SP

Correction: "... *I was still too eager to learn in the early days of college. **Even** after returning home from college **I** took the time to study **independently to hone my skills further**, ..."*

Original text 2: "... **However**, after almost two years of learning online ..."

Punc

Correction: "... *,**however**, after almost two years of learning online ..."*

Original text 2: "... *The initial spirit that has **been lost** ..."*

T

Correction: -

Original text 2: "... *Although this person said **that it** is very late ..."*

Conj

Correction: "... *Although this person said **it** is very late ..."*

Original text 3: "*Doing **education** activities during **free** time is important to keep*

Spel

Pro

Pro

***ours** productivity time **but take a rest for refreshing** in our free ..."*

SP

Correction: "*Doing **educational** activities during our **free** time is **essential** to keep our productivity time, **but relaxing** in our free ..."*

Original text 3: "... *Some people **believes** that their children must **to** do education...*"

SP

Prep

Correction: "... *Some people **believe** their children must do ..."*

Original text 3: "... *while **some** others say ..."*

SP

Correction: "... *while others say ..."*

Original text 3: "... *both **ours** productivity ..."*

Pro

Correction: "... *both **our** productivity ..."*



Original text 3: "...to **refreshing** for a while ..."

SP

Correction: "... to **refresh** for a while ..."

Original text 3: "... very beneficial **and also** important ..."

Conj

Correction: "... very beneficial **and** important ..."

Original text 3: "... to have **productive** time ..."

Art

Correction: "... to have **a productive** time ..."

Original text 3: "...force their children too much **in order to doing education**

Prep

SP

activities..."

Correction: "...force their children too much **to do educational** activities ..."

Original text 3: "... make them depressed **which actually makes them stress.** ..."

Punc

SP

Correction: "... make them depressed, **which makes them stressed.** ..."

Original text 3: "... we all know that **it is also important to give our bodies a little time to rest in order to make our body and mind fresher and feel healthier** ..."

SP

Correction: "... we all know that **giving our bodies a little time to rest is also important to make our body and mind fresher and feel healthier** ..."

Original text 3: "... time to rest **in order to make** ..."

Prep

Correction: "... time to rest **to make** ..."

Original text 3: "... they **were always spends** ..."

T

Correction: "... they **always spent** ..."

Original text 3: "...**then after the exam period they deserves to use** ..."

SP

Correction: "... **they deserve to use** ..."

Original text 3: "...to do **another educational activities in** their free time..."

SP

Prep

Correction: "... to do **another educational activity on** their free time ..."

Original text 3: "... doing **education** activities ..."

Spel

Correction: "... doing **educational** activities ..."

Original text 3: "...time is also **good, to maintain** time productivity and **also review**..."

Punc

SP

Conj

Correction: "...time is also **suitable for maintaining** time productivity and **reviewing** material. ..."

Original text 3: "... don't be too demanding **on them.** ..."

SP

Correction: "... don't be too demanding...."

Original text 3: "...Let them decide **how they want to use their free time, as long as the activity is still positive** ..."

SP

Correction: "... Let them decide how to use their free **time if** the activity is positive ..."

Original text 3: "... push themselves too much and give a little time to refresh **for.** ..."

SP

Correction: "... **to** push themselves too much and give a little time to refresh..."

Original text 4: "... , going to **the university for having** education ..."

Art

SP

Correction: "... , going to **a university for** education ..."

Original text 4: "... While others **argued** that ..."

T

Correction: "... While others **argue** that ..."

Original text 4: "...makes soft skills **be** the most important ..."

SP

Correction: "... makes soft skills the most important ..."

Original text 4: "...creative and innovative **one**..."

SP

Correction: "... creative and innovative ..."

Original text 4: "...the person who **lack of theory but rely on** ..."

SP

Correction: "... the person who **lacks theory but relies on** ..."

Original text 4: "... **Because**, it is of course..."

Punc

Correction: "... **Because** it is, of course ..."

Original text 4: "...Steve Jobs **who are known** as the billionaire ..."

SP

Correction: "... Steve Jobs **known** as the billionaire ..."

Original text 4: "...**The ability of soft skills must be continuously trained** ..."

SP

Correction: "... **The ability of soft skills must be continuously trained** ..."

Original text 4: "...**he or she is a skillful, he or she needs to have his or her own**..."

Pro

SP

Pro

Pro

Correction: "... **they a skillful, they needs to have their own** ..."

Original text 4: "...it to make **their** easier to build their ..."

Pro

Correction: "... it to make **them** easier to build their ..."

Original text 4: "... get a good job **a nowadays**. ..."

Art

Correction: "... get a good job **nowadays**. ..."

Original text 5: "...very confused **of** which leisure their children ..."

Prep

Correction: "... very confused **about** which leisure their children ..."

Original text 5: "...that free time is **considered as an occasion** ..."

SP

Correction: "... that free time is an occasion ..."

Original text 5: "... **While**, others think ..."

Punc

Correction: "... **While** others think ..."

Original text 5: "... **in whole world** ..."

Art

Correction: "... *competition in the whole world* ..."

Original text 5: "... **to involve in** ..."

SP

Correction: "... *to **be** involve in* ..."

Original text 5: "... **that do** educational activities ..."

SP

Correction: "... *that **doing** educational activities* ..."

Original text 5: "... **lead students to the stress because** ..."

Art

Correction: "... *lead students to **stress because*** ..."

Original text 5: "... **already over overworkload** ..."

SP

Correction: "... *already **over workload*** ..."

Original text 5: "... **and bring out a negative effect to them** ..."

SP

Correction: "... *and **negatively affect them*** ..."

Original text 5: "... **The present generations are living in** ..."

T

Correction: "... *The present generations **live in*** ..."

Original text 5: "... **and easy to get good jobs** ..."

SP

Correction: "... *and **easily** get good jobs* ..."

Original text 5: "... **They will not face any problem** ..."

Spel

Correction: "... *They will not face any **problems*** ..."

Original text 5: "... **in their free time then they do not involve any other activity** ..."

SP

Correction: "... *in their free time, they are not involved in activities ...*"

Original text 5: "... **leisure's** for some people ..."

SP

Correction: "... , **leisure** for some people ..."

Original text 5: "...*their children to be successful person in the future, ...*"

SP

Correction: "... *their children to be successful in the future, ...*"

Original text 5: "... *free time in doing educational ...*"

Prep

Correction: "...*free time doing educational ...*"

Original text 5: "... *I believe that the child should not be forced for any activities, because it is time for them to enjoy their life and to decide what they want to do....*"

SP

Correction: "...*I believe the child should not be forced for any activities, because it is time for them to enjoy their life and decide what they want to do....*"

Original text 6: "... *every parent has different parenting ...*"

Art

Correction: "... *every parent has a different parenting ...*"

Original text 6: "... *some parents believes that ...*"

SP

Correction: "... *some parents believe that ...*"

Original text 6: "... *do education activities ...*"

Spel

Correction: "... *do educationl activities ...*"

Original text 6: "... *even if it's on their free time ...*"

Prep

Correction: "... *even if it's in their free time ...*"

Original text 6: "...*their children underpressure ...*"

Punc

Correction: "... *their children under pressure ...*"

Original text 6: "...and we have had various **way**..."

SP

Correction: "... and we have had various **ways** ..."

Original text 6: "... there is **statement** ..."

Art

Correction: "... there is **a statement** t..."

Original text 6: "...And **also** the role of parents is **a important things** ..."

Conj

Art

SP

Correction: "... And the role of parents is **an important thing** ..."

Original text 6: "... so it will not **goes** boring ..."

SP

Correction: "... so it will not **be** boring ..."

Original text 6: "... For **example like**, ..."

Punc

Correction: "...For **example, like** ..."

Original text 6: "... and **try** explain to them ..."

SP

Correction: "... and **trying to** explain to them ..."

Original text 6: "... I think it **really** interesting ..."

SP

Correction: "... I think it **is** interesting ..."

Original text 6: "... become their **habbits** their curiosity **bigger**. ..."

Prep

SP

Correction: "... become **a habit** their curiosity **is bigger**. ..."

Original text 6: "... there are **much** benefits ..."

SP

Correction: "... there are **many** benefits ..."

Original text 6: "... education activities like **promote** child's brain development ..."

SP

Correction: "... education activities like **promoting** child's brain development ..."



Original text 6: "... **improve** their intelligence ..."

SP

Correction: "... **improving** their intelligence ..."

Original text 6: "... **spark** creative thinking ..."

SP

Correction: "... **sparkling** creative thinking ..."

Original text 6: "... **improve** their communication ..."

SP

Correction: "... **improving** their communication ..."

Original text 6: "...their child **between** enormous pressure ..."

Prep

Correction: "... their child **is under** enormous pressure ..."

Original text 6: "... parents can experience the **conseuence** ..."

Spel

Correction: "... parents can experience the **consequence**."

Original text 6: "... **Beside** that, ..."

SP

Correction: "... **Besides** that, ..."

Original text 6: "...they **are find** learning **is** fun ..."

SP

Correction: "... they **find** learning fun ..."

Original text 6: "... there **is so much** more benefits ..."

SP

Correction: "... there **are many** more benefits ..."

Original text 6: "... because they **objected**..."

SP

Correction: "... because they **object**..."

Original text 6: "... **on giving** them education \..."

SP

Correction: "... **in educating** them ..."



Original text 6: "... *and give more good impact to children growth ...*"

SP

Correction: "... *and have a better impact to children's growth. ...*"

Original text 7: "...*free is still being one of the debating issues ...*"

SP

Correction: "... *free is still one of the debated issues ...*"

Original text 7: "... *Although some people insist that free medical care should not be provided ...*"

SP

Correction: "... *Although some insist that free medical care should not be provided ...*"

Original text 7: "... *their organization, so they need to see ...*"

Conj

Correction: "... *their organization, so and see ...*"

Original text 7: "... *health care providers ...*"

Spel

Correction: "... *health care providers ...*"

Original text 7: "... *disease-free place, and ...*"

Punc

Correction: "... *disease-free place and...*"

Original text 7: "... *There are a number of diseases that cannot be prevented...*"

SP

Correction: "... *There are several diseases that cannot be prevented, ...*"

Original text 7: "... *is often passed down ...*"

T

Correction: -

Original text 7: "... *diseases are exacerbated ...*"

T

Correction: -

Original text 7: "... environments **and** there ..."

Conj

Correction: "... environments, **and** there ..."

Original text 7: "... in their **life**, **but there are many factors that are** ..."

SP

Correction: "... **their lives**, **but many factors are** ..."

Original text 7: "... **this disease free** so ..."

SP

Correction: "... **this disease-free** so ..."

Original text 8: "... in other **activity**. ..."

SP

Correction: "... in other **activities** ..."

Original text 8: "... **bright and becoming** a successful person ..."

SP

Correction: "... **bright and become** a successful person ..."

Original text 8: "... every subject and **making** it easier ..."

SP

Correction: "... every subject and **make** it easier ..."

Original text 8: "... **In another hand**, they believe if letting them do the other activity

SP

**In their free time, then that time will be wasted...**"

Correction: "... **On the other hand**, they believe that letting them do other activities **in their free time will be wasted** ..."

Original text 8: "... They believe **that** it is enough for children **for spending** about 8 hours in school and then a few hours **to do** their homework at home...."

SP

Correction: "... They believe **it is enough for children to spend** about 8 hours in school and then a few hours **doing** their homework at home...."

Original text 8: "... their children **bobby** is dancing ..."

Punc

Correction: "... if their children **Bobby** is dancing ..."

Original text 8: "... other academic **activity** ..."

SP

Correction: "... *other academic **activities***. ..."

Original text 8: "... *they want can **make their mind relaxed, make them seems*** ..."

SP

Correction: "... *they want can **relax their mind, make them seem happier*** ..."

Original text 9: "... *happen in our **life*** ..."

SP

Correction: "... *happen in our **live*** ..."

Original text 9: "... ***I am going to share*** ..."

T

Correction: "... ***I will share*** ..."

Original text 9: "... *I graduated from high school almost **4 years now*** ..."

Spel T

Correction: "... *I graduated from high school almost **four** years. ...*"

Original text 9: "... *It happened when **I was** in class* ..."

SP

Correction: "... *It happened when in class* ..."

Original text 9: "... ***when** sport class and we got wet from sweat and **also*** ..."

Conj

Conj

Correction: "... ***during** sports class and got wet from sweat **and*** ..."

Original text 9: "... *suddenly we fell **slept and forget** about everything* ..."

SP

T

Correction: "... *suddenly we fell **asleep and forgot** about everything* ..."

Original text 9: "... *I'm standing beneath the waterfall and **I got** wet* ..."

SP

Correction: "... *I'm standing beneath the waterfall and **getting** wet* ..."

Original text 9: "... *What a surprise, **the** math* ..."

Punc

Correction: "... *What a surprise! **The** math* ..."

Original text 9: "... ***in front of** us and holding a* ..."

Prep

Correction: "... **before** us, **holding** ..."

Original text 9: "... my body **are** wet because ..."

T

Correction: "... my body **was** wet because ..."

Original text 10: "...to be successful **with forced** them. ..."

Prep

Correction: "...children to be successful **without forcing** them."

Original text 10: "...These things happen **because of** some...."

Prep

Correction: "...These things happen **for** some...."

Original text 10: "...and experiences, in the hope that...."

Punc

Correction: "...and experiences in the hope...."

Original text 10: "... in South Korea, **the parents** set high academic ..."

Art

Correction: "... in South Korea, **parents** set high academic children ..."

Original text 10: "... he is **continuously forced** ..."

T

Correction: -

Original text 10: "... **putting** pressure also needs ..."

SP

Correction: "... pressure also needs ..."

Original text 11: "**Laptop** is a must-have item for ..."

Art

Correction: "... **The Laptop** is a must-have item for ..."

Original text 11: "... It is **flexible**, and economical..."

Punc

Correction: "... It is **flexible** and economical ..."

Original text 11: "... small size, **light weight**, and ..."

Spel

Correction: "... small size, **lightweight**, and ..."

Original text 11: "... The features **in** the laptop ..."

Prep

Correction: "... The features **of** the laptop ..."

Original text 11: "... applications that can **be used**..."

T

Correction: -

Original text 11: "... Microsoft **office** ..."

Spel

Correction: "... Microsoft **Office**..."

Original text 11: "... It weighs **very lightly** only about 1.5 Kg for Notebook which is **really** suitable to carry wherever we travel..."

SP

Correction: "... It weighs **only about 1.5 Kg for a Notebook, which is** suitable to carry wherever we travel..."

Original text 11: "...can **be tilted** ..."

T

Correction: -

Original text 11: "... **cannot be upgraded** ..."

T

Correction: -

Original text 11: "... **the PC can be changed** ..."

T

Correction: -

Original text 11: "... **to do** assignments or jobs ..."

SP

Correction: "... **doing** assignments or jobs ..."

Original text 12: "...*This essay agrees that in a healthy life it is very important to maintain a balanced diet...*"

SP

Correction: "... *This essay agrees that maintaining a balanced diet is very important in a healthy life...*"

Original text 12: "...*a healthy life can be reached ...*"

T

Correction: -

Original text 12: "...*Besides that we can ...*"

Punc

Correction: "... *Besides that, we can ...*"

Original text 12: "...*to be perfect we can sort ...*"

Punc

Correction: "... *to be perfect. We can sort ...*"

Original text 12: "... *outside of portion. ...*"

Art

Correction: "... *outside of the portion ...*"

Original text 12: "... *Even not everyone wants...*"

SP

Correction: "... *Not everyone wants ...*"

Original text 12: "...*sports activities ...*"

Spel

Correction: "...*Sports activities ...*"

Original text 12: "...*the body feel more tired, especially done physically, such as jogging, sit ups and others ...*"

SP

Correction: "... *the body feel more tired, especially physically, such as jogging, sit-ups, and others ...*"

Original text 12: "... *so they think that ...*"

Spel

Correction: "... *.So they think that ...*"



Original text 12: "... **But according to consuming** a balanced ..."

SP

Correction: "... **However consuming** a balanced ..."

Original text 12: "...*In conclusion*, **In conclusion**, the key to ..."

SP

Correction: "... *In conclusion*, the key to ..."

Original text 12: "... Food contains several **intake** of ingredients ..."

SP

Correction: "... Food contains several **intakes** of ingredients ..."

Original text 12: "...**However** as long as our bodies ..."

Punc

Correction: "... **However**, as long as our bodies ..."

Original text 13: *Now* air pollution is very disturbing to urban residents ..."

Punc

Correction: "*Now*, **air** pollution is very disturbing to urban residents ..."

Original text 13: "...*the health of the human body*, **so**, there is a need ..."

Punc

Correction: "...*the health of the human body*, **so** there is a need ..."

Original text 13: "...*First*, **there are so many benefits from tree planting** that ..."

SP

Correction: "...*First*, **tree planting has so many benefits** that ..."

Original text 13: "...*As for the purpose of planting* trees,..."

SP

Correction: "... *As to planting* trees, ..."

Original text 13: "...*planting this way in the future* our environment ..."

Punc

Correction: "... *planting this way in the future*, our environment ..."

Original text 13: "...environment with clean air and **free from disease**. ..."

SP

Correction: "... environment with clean air and **disease-free**. ..."

Original text 13: "...a source of air for the earth **which** absorbs gases ..."

Punc

Correction: "... a source of air for the earth, **which** absorbs gases ..."

Original text 13: "... that, **in big cities** there are many complaints ..."

SP

Correction: "... that, there are many complaints about air pollution **in big cities**, ..."

Original text 13: "... produced by vehicles **such** as nitrogen oxides,..."

Punc

Correction: "... produced by vehicles, **such** as nitrogen oxides, ..."

Original text 13: "... dust and other fumes will also **be removed** by it ..."

T

Correction: "... dust and other fumes will also **be removed** by it ..."

Original text 13: "... and **are surrounded** by many trees, **they** will be healthier ..."

T

Pro

Correction: "... and **are surrounded** by many trees will be healthier ..."

Original text 13: "... **From** the **tree planting** process can also reduce ..."

Prep

Spel

Correction: "... **The tree-planting** process can also reduce ..."

Original text 13: "... and **those who have** vehicles that produce pollution ..."

SP

Correction: "... and vehicles that produce pollution. ..."

Original text 13: "...better **in** planting on empty land **in order to** get a clean ..."

Prep

Prep

Correction: "... better **than** planting on empty land **to** get a clean ..."

Original text 13: "... environment, **besides** that **it** will also increase ..."

Punc

Correction: "... environment, **Besides** that **it** will also increase ..."

Original text 13: "... gas emissions **in order to** reduce global warming..."

Prep

Correction: "... gas emissions **to** reduce global warming. ..."

Original text 14: "... **There is** Early education for children..."

SP

Correction: "... Early education for children ..."

Original text 14: "... children can **further develop their socialization to others**,..."

SP

Correction: "... children can **develop their socialization with** others,..."

Original text 14: "... should do **education** activities during their free time..."

SP

Correction: "... should do **educational** activities during their free time ..."

Original text 14: "... can repeat material from school **as well as** add new insights

Conj

they get from outside and from reading **google** articles ..."

Spel

Correction: "... can repeat material from school **and** add new insights they get from outside and from reading **Google** articles ..."

Original text 14: "... bored with **playing** followed by learning ..."

Punc

Correction: "... bored with **playing**, followed by learning ..."

Original text 14: "... many do not agree with education **which** makes children ..."

Punc

Correction: "...many do not agree with education, **which** makes children ..."

Original text 14: "... **therefore**, they **really** need free time to get to know the outside

Punc

SP

world **in socializing** with friends **and** they can ..."

Conj

SP

Correction: "... **Therefore**, they need free time to get to know the outside world **in socialize** with friends, **and** they can ..."

Original text 14: "... free time **is also needed** for refreshing ..."

T

Correction: -

Original text 14: "... My **own** opinion is that when children are stressed and **have**

SP

SP

*pressure,...*

Correction: "... *My opinion is that when children are stressed and **pressured**, ...*"

Original Text 15: "... *improve the quality of **life, immediate** and long- term ...*"  
Conj

Correction: "... *improve the quality of **life and immediate** and long-term ...*"

Original text 15: "... *can improve balance **flexibility**, endure ...*"  
Conj

Correction: "... *can improve balance **and flexibility** ...*"

Original text 15: "... *endure also can reduce the risk of ...*"  
SP

Correction: "... *and it also can reduce the risk of ...*"

Original text 15: "... *reduce the risk of developing **several diseases** ...*"  
Spell

Correction: "... *reduce the risk of developing **several diseases**. ...*"

Original text 15: "... *biking **bicycle** would feel better. ...*"  
Art

Correction: "... *biking **a bicycle** would feel better ...*"

Original text 15: "... *better mood ,more relaxed **and** more energy. ...*"  
Punc

Correction: "... *better mood, more relaxed, **and** more energy ...*"

Original text 15: "... *enhance mood **that would improve general mental health** ...*"  
SP

Correction: "... *enhancing mood **and improving general mental health** ...*"

Original text 15: "... *to control body weight **and** some people. ...*"  
Punc

Original text 15: "... *people **causes** loss of fat. ...*"  
SP

Correction: "... *people **cause** loss of fat ...*"

Original text 15: "... *In spite of, **balance** diet would ...*"  
Art

Correction: "... *In spite of, **a balance** diet ...*"

Original text 15: "... nutrition **requirement** of human's body need ..."

Spel

Correction: "... nutrition **requirements** of human's body needs...."

Original text 15: "... minerals, and iron in **the diet**...."

Art

Correction: "... minerals, and iron in **diet** ..."

Original text 15: "... foods, to illustrate **this point**, fruits, vegetables,..."

SP

Correction: "... foods: **fruits**, vegetables, ..."

Original text 15: "... portion sizes of food **like eat** the smallest ..."

Punc

Correction: "... portion sizes of food, **like eating** the smallest ..."

Original text 15: "... portion sizes of food **like eat** the smallest ..."

SP

Correction: "... portion sizes of food, **like eating** the smallest ..."

Original text 15: "... these points, **do** regularly exercise to get **health and** ..."

SP

Correction: "... these points, regularly exercise to get **healthy** ..."

Original text 15: "... to get **health and** reduce the risk ..."

Conj

Correction: "... to get **healthy**, reduce the risk ..."

Original text 15: "... include **balance** diet for healthy ..."

Art

Correction: "... include **a balanced** diet for healthy ..."

Original text 15: "... and nutrition **requirements** ..."

Spel

Correction: "... and nutrition **requirements** ..."

Original text 15: "... For these reasons, **both of** exercise ..."

Prep

Correction: "... For these reasons, exercise ..."

Original text 15: "... and have different **benefits to our body**,..."

SP

Correction: "... and have different bodily benefits,..."

Original text 15: "... ignore these to get good health **as well**...."

SP



Original text 16: "... would **better** to build facilities for housing...."

SP

Correction: "... would **be better** to build facilities for housing...."

Original text 16: "... , I completely agree **with the** free areas of towns ..."

Conj

Correction: "...I completely agree **that the** free areas of towns ..."

Original text 16: "... Firstly, **tree** can produce more oxygen...."

SP

Correction: "... Firstly, **trees** can produce more oxygen ..."

Original text 16: "... **secondly, tree** increase urban biodiversity ..."

Spell Spell

Correction: "... **Secondly, trees** increase urban biodiversity ..."

Original text 16: "... The trees **are those which** fight heavy pollution ..."

SP

Correction: "...The trees fight heavy pollution ..."

Original text 16: "... same as free WiFi **which produce** oxygen, ..."

Punc

Correction: "... same as free WiFi, **which produce** oxygen, ..."

Original text 16: "... an element **which is** fundamental to our existence ..."

Conj

Correction: "... an element fundamental to our existence ..."

Original text 16: "... especially **for big cities that already** polluted. ..."

SP

Correction: "... especially **big cities that are already** polluted...."

Original text 16: "... trees **have positive impact on** the incidences of asthma ..."

SP

Correction: "... trees **positively impact** the incidences of asthma ..."

Original text 16: "... and **stress related** illness by filtering out polluted air...."

Spel

Correction: "... and **stress-related** illness by filtering out polluted air ..."

Original text 16: "... **which is beneficial** to people without entrance to rural..."

SP

Correction: "... **which benefits** people without entrance to rural ..."



Original text 16: "... It also **providing** natural habitats for **birds**, and other fauna

SP

Punc

**are** considered to some as incalculable ..."

Conj

Correction: "... It also **provides** natural habitats for **birds** and other fauna **that some consider** incalculable ..."

Original text 16 : "... The cities would look **aesthetic**, it offers immense visual..."

Punc

Correction: "... The cities would look **aesthetic**; **they offer** immense visual ..."

Original text 16: "... **argue that the free areas of towns and cities should be**

SP

**planted by trees**,..."

Correction: "... **argue that trees should plant the free areas of towns and cities**, ..."

Original text 16: "... **benefits for human**, fauna, flora and **also** our earth ..."

Spel

Conj

Correction: "... **benefits for humans**, fauna, flora and our earth ..."

Original text 17: "...their spare time, **whilst** others disagree ..."

Conj

Correction: "... spare time, **while** others disagree ..."

Original text 17: "... would make children **are** under pressure..."

SP

Correction: "... way would make children under pressure ..."

Original text 17: "... essay **would discuss about the both views and my opinions** ..."

T

SP

Art

Correction: "...essay **will discuss both my views and my opinions**

Original text 17: "...would study hard **to get better educational and no having time**

Art

SP

to be busy **on** social media ..."

Prep

Correction: "...would study hard **for a better education and not have time to be busy with** social media ..."

Original text 17: "... **them to get higher** education and a good job **in the future**...."

SP

Art

Correction: "...**them get a higher** education and a good job **in the future** ..."

Original text 17: "...*spare* **time** *they are not using mobile* **phone and** *it would*  
Punc SP Punc

*be* **productive life ...**  
Art

Correction: "... *spare* **time**, *they are not using mobile* **phones, and** *it would be a*  
**productive life ...**

Original text 17: "... **schedule on the school, after that they need to take a rest....**"  
Art Prep Art SP

Correction: "... **scheduled the school, they need to rest after that....**"

Original text 17: "...*other activities* **in which** *they might be interested ...*"  
Prep

Correction: "... *other activities* *they might be interested ...*"

Original text 17: "...*Also, the* **parentsthink** *about their children* **mental health ...**"  
Spell SP

Correction: "... *Also, the* **parents think** *about their children's* **mental health ...**"

Original text 17: "...*and the best way* **do to this is** **trough** *indoor and outdoor...*"  
SP Spel

Correction: "...*the best way* **to do this is** **through** *indoor and outdoor...*"

Original text 17: "...*Considering these* **view points...**"  
Spel

Correction: "... *Considering these* **viewpoints ...**"

Original text 17: "... *not* **ignore educational** *to be a* **successful** *in the future ...*"  
Prep SP Art

Correction: "... *not* **to ignore education** *to be* **successful** *in the future. ...*"

Original text 17: "... . **Still, it does mean** **that their** *children ...*"  
Conj

Correction: "... **Still, it does mean** **their** *children ...*"

Original text 17: "...*what they like to do* **because it gets** **mental health and**  
**relax** **their mind....**"

SP  
Correction: "...**what they like to their mind to do** **because it is** **their mind....**"

Original text 18: "...*In digital era, the roles of parents is the most important ...*"

SP

Correction: "... *In the digital era, parents' roles are the most important ...*"

Original text 18: "... **there is always negativity coming from it ...**"

SP

Correction: "... **negativity always comes from it ...**"

Original text 18: "... *in digital era. The first way for parents to educate*

Art

*their teenager's life in digital era....*"

Art

Art

Correction: "...*in the digital era. The first way for parents to educate their teenagers in the digital era ...*"

Original text 18: "... *explain how good technology is used to their teenager ...*"

T

Correction: -

Original text 18: "...*.....*"**Any communication with the parents would make a**

SP

**teenagers less focused on technology's world.**

Art

Art

Correction: "... **Communicating** with parents would make **teenagers** less focused on **the technology** world ..."

Original text 18: "...*their teenagers life in digital era is by escorting and*

Art

*monitoring them daily routine ...*"

Proun

Correction: "... *their teenagers in the digital era is by escorting and monitoring their daily routine ...*"

Original text 18: "...*and also monitoring their in social meedia ...*"

SP

Spel

Correction: "... *and monitoring their daily routine and social media ...*"

Original text 18: "...*This can be done also by selecting and monitoring what social*

T

**networks and technologies are used by the teenagers...**"

SP

Correction: "... *This can **to be done** by selecting and monitoring what **teenagers use social networks and technologies...***

Original text 18: "...*dangerous development **ofdigital** era ...*"

Spel

Correction: "...*dangerous development **of the digital** era ...*"

Original text 18: "...*bad websites because **heightened curiosity of them selves....***"

Prep

SP

Correction: "... *bad websites because **of heightened curiosity ...***"

Original text 18: "...***Then** parents also must **limiting** the use of*  
SP

*gadgets **from teenagerswhether** it's playing games or social media ...*"

Prep

Correction: "... ***Parents** also must **limit** the use of gadgets **by teenagers whether** it's playing games or social media ...*"

Original text 18: "...*limiting **the use of gadgets to them...***"

SP

Correction: "... *limiting **their use of gadgets ...***"

Original text 18: "...*One **of reason that might the parents** give is to avoid ...*"

SP

Correction: "... *One **reason the parents might** give is to avoid ...*"

Original text 18: "...*If teenagers had **addicted of** technology ...*"

SP

Correction: "... *If teenagers had **been addicted to** technology ...*"

Original text 18: "...***from** their teenagers, parents **also must only giving** the*  
Prep SP  
*necessary gadgets **from** teenagers ...*"

Prep

Correction: "... ***by** their teenagers, parents **must only give** the necessary gadgets **to** teenagers...*"

Original text 18: "...*give gadgets **that they can control so they can** monitor ...*"

SP

Correction: "...*Parents give gadgets **they can control to** monitor ...*"

Original text 18: "...*toward **the use of** gadgets for teenagers can help*  
SP

*teenagers **to develop ...***"

Prep

Correction: "... *toward **using** gadgets for teenagers can help teenagers develop...*"

Original text 18: "... In brief, the roles of parents **is most important thing for**  
**Art**

**teenagers in deal the digital ..."**

SP

Correction: "...In brief, the roles of parents **are the most important for teenagers**  
**in the digital ..."**

Original text 18: "...but **parentsneed** only escort their teenagers ..."

Spel

Correction: "... but **parents need** only escort their teenagers ..."

Original text 18: "...their **teenager** life before they know ..."

Punc

Correction: "...their **teenager's** life before they know ..."

Original text 19: "...such as **they live** in a toxic environment and **they cannot**  
**manage their time well ..."**

SP

SP

Correction: "...such as **living** in a toxic environment and **not managing** their time  
well. ..."

Original text 19: "...for **perfection** they enslave themselves excessively..."

SP

Correction: "... so they enslave themselves excessively *because of this demand for*  
*perfection.* ..."

Original text 19: "...activities **always are repeated over** in their life. **Actually** they  
*need ..."*

Sp

Punc

Correction: "... activities **are always repeated over** in their life. *Actually, they...*"

Original text 19: "...For **example** in a job, they should work ..."

Punc

Correction: "... For **example**, in a job, they should work ..."

Original text 19: "...because **with** a good lifestyle, all work will **also** be well ..."

Punc

Conj

Correction: "... because, **with** a good lifestyle, all work will be well ..."



Original text 19: "...other parts of **lives** is needed for all humans ..."

SP

Correction: "... other parts of **life** is needed for all humans. ..."

Original text 19: "... not only for **themselves**, but also for their families...."

Punc

Correction: "... not only for **themselves** but also for their families. ..."

Original text 19: "... **By following some solution** above, they can change their

Prep

*lifestyle* **more** organized and directed..."

SP

Correction: "... **Following the solution** above, they can change their lifestyle **to be more** organized and directed ..."

Original text 20: "...they also emphasize their children **to always learn** ..."

SP

Correction: "...they also emphasize their children **always learn**...."

Original text 20: "...**Many reasons why the parents want their children to**

SP

*succeed* **are** because ..."

Correction: "... **The** parents want their children to succeed because ..."

Original text 20: "...the future and they want their children ..."

Punc

Correction: "... the future, **and** they want their children ..."

Original text 20: "... successful people **with the aim of achieving happiness**..."

SP

Correction: "... become successful people **to achieve** happiness in the future...."

Original text 20: "...children to feel what they **felt**. ..."

T

Correction: "...children to feel what they **feel** ..."

Original text 20: "... **Therefore** they encourage their child **to always succeed in**

Punc

SP

**order to** have a happy future ..."



Correction: “...**Therefore, they encourage their child always to succeed to have a happy future ...**”

Original text 20: “...*Therefore, to realize this success, parents and children must*  
SP  
*support each other ...*”

Correction: “... *Therefore, parents and children must support each other to realize this success....*”

