



Fostering Students' Writing Competence Through Grammarly

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Abstrak

Penelitian ini bertujuan untuk mengetahui penerapan aplikasi *Grammarly* dalam mengembangkan kemampuan menulis siswa. Penelitian ini juga akan mendeskripsikan penerapan aplikasi *Grammarly* dalam kegiatan menulis teks *recount*, hasil tulisan siswa, dan tanggapan siswa terhadap penerapan aplikasi *Grammarly* dalam kegiatan menulis. Penelitian ini menggunakan metode penelitian kualitatif interpretatif karena penelitian ini mencoba mendeskripsikan penerapan aplikasi *Grammarly* untuk membantu siswa dalam menulis teks bahasa Inggris khususnya teks *recount*. Pengumpulan data dilakukan dengan menggunakan observasi, hasil tulisan siswa, dan wawancara. Hasil penelitian mengungkapkan bahwa aplikasi *Grammarly* berhasil diterapkan untuk membantu siswa dalam kesalahan penulisan seperti kesalahan tata bahasa dan mekanik. Namun, siswa tidak mempertimbangkan penggunaan kosakata karena mereka tidak mencoba mencari sinonim dari kata asing dari teks mereka. Selain itu, tanggapan siswa menunjukkan bahwa siswa akan menggunakan aplikasi *Grammarly* dalam kegiatan menulis nanti dan beranggapan bahwa aplikasi *Grammarly* membantu untuk memperbaiki kesalahan siswa dalam menulis teks Bahasa Inggris.

Kata Kunci: *Grammarly*, Kesulitan siswa, *Recount Text*

Abstract

This study aims to investigate the implementation of Grammarly to foster the students' writing. This study also will describe the implementation of Grammarly in writing recount text, students' work of recount text, and students' responses towards the implementation of Grammarly in writing activities. This study employed an interpretive qualitative research method since the study tried to describe the implementation of Grammarly for helping students in writing English text particularly recount text. The data was collected by using observation, student work, and interviews. The findings revealed that Grammarly was implemented successfully in helping students with writing errors regarding grammatical errors and mechanics. However, students did not consider vocabulary usage since they did not try to find out the synonyms of unfamiliar words. Moreover, students' responses demonstrated they would use Grammarly in writing activities later and assumed it help them to correct their errors in writing English text.

Keywords: *Grammarly*, *Recount Text*, *Student's Difficulties*

INTRODUCTION

Writing is one of the English skills that is needed for the learners to express their thoughts in written form. López-pellisa (2020) argues that writing is essential English skills in the 21st century for helping the learners to involve technology in their writing skills. Moreover, the use of digital literacy in the 21st century is required for all sectors including education which focuses on the learners' skills such as utilizing the use of digital media, technology, information and communication. Thus, the learners can follow the changes occur nowadays (Muhali, 2019). Meanwhile, Motallebzadeh et al., (2018) claims that the complicated skill for EFL Learners in learning a new language is writing since it deals with the process of writing in L2 acquisition. Another argument is presented by Setyowati et al., (2017) argues that writing is the most complicated skill for EFL learners since they learn it as their foreign language. In short, writing is one English skill that must be mastered for EFL Learners even though it will be hard for them to master it. Therefore, they must develop their writing skills to gain the benefit from those skills for their future.

EFL learner's difficulty has been explored by some studies. For example, Karimian Shirejini & Derakhshan, (2020) explored the Iranian ESL students' perceptions about writing problems, This study reported that the main students' writing problems are the use of grammar, punctuation, and spelling. Toba et al., (2019) reported that writing components are the main writing problems for Iranian ESL students. They are the content, organization, grammar, vocabulary, and mechanics. They also noted that component of grammar, most learner's errors are in using subject-verb agreement, tenses, pronouns, auxiliary verbs, using singular/plural form. Meanwhile, in vocabulary components, the learners' difficulty is determining the suitable word-choice and can be related to the context of their writing. For instance, if the learners write an argumentative essay, the language used is formal due to academic writing purposes. In contrast, the language use in the novel is informal for daily communication. Moreover, Ghabool et al., (2012) investigated the Malaysian EFL learners' difficulty in three elements of the writing process namely conventions, grammar, and punctuation of their writing. Their result pointed out that grammar and punctuation are the Malaysian EFL learners' difficulty in writing assignments.

All studies had investigated the EFL Learners' difficulty in writing activities including the learners who are in secondary school and the university and their difficulties are using correct grammar, appropriate vocabulary, and mechanism. In addition, the majority of students' problems in writing are all components of writing such as content, grammatical pattern, organization, mechanics, and vocabulary usage (Utami & Apsari, 2020) . On the other hand, Herman et al., (2020) states that most students' problems in the recount text are using the wrong pronoun, making some errors in grammatical sentences, using wrong tenses, and choosing incorrect vocabulary usage. Hence, they do not understand

how to write a good paragraph due to the problems they have. In addition, students' problems in writing recount texts are affected by several aspects such as lack of mastery of grammatical structures, difficulties in how to write correct spellings, memorizing simple vocabulary, using google translate or any online dictionary without considering language patterns, and the class atmosphere is not supporting learning process. (Sinta & Astutik, 2019).

Most of the studies have investigated how to solve students' difficulties in writing English. As stated by Fahmi & Rachmijati, (2021) that the solution to solve those difficulties by using a device that could assist and show the learners' error in writing English. The tool can be used to solve learners' difficulties in writing English is Grammarly. O'Neill & Russell, Alex, (2019) explains that there is a positive impact that showed by college students have in obtaining feedback from Grammarly and they also are more satisfied because of the grammar advice they received from Grammarly. Moreover, Barrot, (2020) claims that Grammarly is an important device that can be used by both teachers and learners to utilize in the writing classroom. In addition, Fahmi & Rachmijati, (2021) investigated the learners' errors in writing and the use of Grammarly to solve the errors. Their result revealed that Grammarly might enhance the learners' writing ability and convey what their thoughts and feeling into written form. He also proposes that the teachers should provide more attention to learners' errors in writing and how to solve it. In short, Grammarly has benefits to be implemented in EFL classrooms since it motivates learners and can overcome their difficulties in the writing process such as helping to check grammar mistakes, word choice, and punctuation. However, Grammarly can not detect writing components such as content and organization.

Furthermore, Yang, (2018) explored the feedback of online grammar applications. His findings pointed out that there was an improvement for students in writing accuracy after using online grammar tools. It is proved by analyzing the first and second drafts. Besides that, the learner's perceptions toward that tool showed positive perception about the benefits of online grammar application to improve the grammatical accuracy in writing. the writing error aspects that checked in Grammarly were using verb tense, verb form, subject-verb agreement. Those are frequently errors made by students that could be detected by Grammarly. On the other hand, Yulianti & Reni, (2018) explain the use of Grammarly to teach the recount text in genre-based approach. The result of the study clarified that the learners showed a positive attitude in using the grammarly tool in their recount text by implementing a genre-based approach. Consequently, the learners comprehended the material given and enjoy during the teaching-learning process.

This study found two previous studies that conducted research on a similar topic. For instance, Karyuatry, (2018) conducted research about the use of Grammarly to enhance learners' writing quality by employing interviews, learner's

essays, and questionnaires to collect the data. In this study, the learners used Grammarly in writing descriptive text. Another gap is not many previous studies implemented Grammarly by using the scientific approach. Yulianti & Reni, (2018) conducted investigated the use of Grammarly in using the genre-based approach for teaching recount text. The result showed that students enjoyed and showed positive judgment of using Grammarly in the teaching-learning process. This study will use Grammarly to teach recount text by implementing the scientific approach instead of the genre-based approach since it encourages students to be active a lot and their critical thinking in transferring the information to others (Indrilla, 2018). However, this study will focus on implementing Grammarly as the media to assist the learner in writing English text in order to know how Grammarly can help the learners in writing English text, particularly in writing recount text. Then, this study is expected to help the students to write recount text by encouraging them to enhance their writing English skills by using the Grammarly application, particularly enhancing their grammar and word usage skills.

Besides, the importance of using technology tools in ESL writing inspire this study to investigate the use of Grammarly related to grammar checkers as (Barrot, 2020) states that Grammarly provides correction errors in grammatical rules, vocabulary, mechanisms, and language style. The findings will be beneficial for helping learners' to write and enhance their English writing skills including using the correct grammatical pattern, word choice, and mechanics by implementing Grammarly in the writing process. Hence, the study just focuses on implementing Grammarly for improving the way of student's writing ability such as sentence structure, the vocabulary used, and mechanics in writing English text. Three research questions to get more information from the following questions below:

1. How is the implementation of Grammarly in helping students to write English text?
2. How is the learners' writing of recount text toward the implementation of grammarly in writing activities?
3. How are the learners' responses towards the implementation of grammarly in writing activities?

METHODOLOGY

In this study, the interpretive qualitative research method was used to describe the finding in the term of sentences and descriptions. This study was also conducted at one secondary school in the *Porong* district and took one class in the tenth grade of that school. That was X-IPS 5 which contained 27 students. The study chose the school since the recount text is the material that is in the tenth grade of the secondary school. Besides, the researcher interviewed the teacher of the school and stated the student's difficulties in writing recount text

are using correct vocabulary and grammatical rules. However, the teacher did not recommend the students to use it in writing activities since the teacher did not know the Grammarly application. Therefore, the study will investigate the implementation of Grammarly to help them in writing English text. Those are the reason why the study chose the school. Moreover, the data was obtained from observation, student work, and interviews. The observation was used to observe the implementation of Grammarly during the teaching-learning process. Further, students' work was used to analyze the students' improvement before and after using Grammarly by assessing with the rubric provided for assessing the student' writing levels such as good, moderate, and low, and to select three students who would be interviewed based on each writing levels. Then, interview was conducted to get the students' responses after using Grammarly in writing activities.

Further, after the data have been collected, The study adapted by Creswell (2007) in Ary et al., (2010). According to Creswell, several steps in analyzing the data qualitative are managing, reading, describing, interpreting, and representing the data. In this study, the observation sheet will be analyzed by using those steps as below:

- a. After filling out the observation sheet, the researcher will organize the data based on the category of each item
- b. The researcher will read the data twice or more in order to obtain a well understanding of the data collected
- c. The researcher describes the data that has been categorized before in the term of words or sentences
- d. After that, the researcher interprets the data
- e. Last, the researcher represents the data

Furthermore, analyze the data of the students' work. The researcher will assess the students' work based on the rubric. This student's work will be analyzed by using the rubric that has been adapted by Jacob et al's (1981) in Weigle (2002) in A. Husna & Multazim (2019). The rubric only focuses on three aspects of writing components namely grammatical features, vocabulary, and mechanics.

After that, the researcher will choose three of the students' work based on each level such as good, moderate, and low level. Last, analyze the data from interviews. The interview consists of four questions since it is a semi-structured interview category in order to gain more information about the student's responses to the implementation of Grammarly in writing activities and the interview will be conducted through an online chat (WhatsApp) due to the pandemic COVID 19. The interview conducted by using Indonesian since the students can not speak English well. Hence, the researcher used Indonesian to

gain more data from the students. The researcher adopted the analysis of data from Ary et al., (2010). According to them, they divided the steps into three parts:

1. Familiarizing and Organizing

After conducting the interview, the researcher collected the raw data from the interview and made a transcript of what they have talked about. The interview was conducted through online chat and needs to take a long time to transcript but it can depend on how many questions are asked.

2. Coding and Reducing

The researcher made a table and determines the codes used which represent what the transcription talking about. In the coding and reducing step, the table is allocated into three-part namely transcription, Code, and Notes.

3. Interpreting and Representing

The researcher noticed the literature review in chapter 2 and match the results to support the theories in chapter 2 or otherwise. Then, the researcher revealed the interview result in the term of the paragraph to interpret and represented the data analyzed.

Those are the analysis data that have conducted in this study after collecting the data from the participants.

RESULTS AND DISCUSSION

The implementation of Grammarly in writing English text

The results of the observations were presented to answer the first research question. The data was collected from two meetings in two weeks, April 7th 2022, and April 14th, 2022. During the observation, the teacher was the main person while the researcher was the observer in this study. The researcher just observed the teaching-learning process while the teacher was explaining the material. The learning process activities focused on the implementation of the Grammarly application to assist students in writing English texts employing the stages of a scientific approach in the teaching and learning process.

The first observation was conducted on April, 7th 2022. Before explaining the material, She asked some questions to students in order to know students background knowledge about the recount text. However, only one student answered correctly and the other students forgot and shy for answering the question. Then, the teacher explained the recount text through ppt and sometimes asked questions. She gave three different examples of recount text and asked students to read the text. Each student read a paragraph. After that, she reviewed each text that have been read in order to tell what the text meant, find out unfamiliar words, and generic structure and language features used in each text. Then, she asked students if they had any questions but no one wanted to ask questions. As no one asked questions, the teacher explained the task by showing three pictures on ppt. She pointed out what activities in each picture in detail in order to make sure that students knew well what they were going to

write. Moreover, students were divided into three groups divided based on the absence number such as students numbered 1-9 got picture one, students numbered 10-18 got picture two, and students numbered 19-27 got picture three

These are the student's tasks based on the pictures decided on the student's numbers. The study put three students to represent all students in each picture. The table can be seen as below:

Table 1. The student's task of writing recount text

	<p style="text-align: center;">Go to the zoo</p> <p>on Saturday, my grand parents invited me to go to the zoo to see the animals. I was not first, I didn't want to see the zoo because I don't like animals. My grand parents like to see animals that's why I was forced to go to the zoo at the time my grand parents bought tickets to the zoo. So, I brought a teddy bear to accompany me on a walk in the zoo.</p> <p>We started to see the animals in the zoo and we were good for the animals. We saw an elephant whose body was very large and very long (I think I can't see it). I was very happy to see a very big elephant. Suddenly my teddy bear fell into the elephant's nose. I was very sad because my teddy bear fell. I also cried to my grand mother and grand father. The elephant saw me crying, returned the teddy bear to me in his hands because his bear is his child.</p>
<p style="text-align: center;">Picture 1</p>	<p style="text-align: center;">Camping</p> <p>On Saturday afternoon my friends and I went camping at the waterfall (Bumehung, Trowal, Majaserna).</p> <p>My friend and I immediately gathered at one of our friend's houses to check our belongings such as portable stove, portable camp, tent, etc. After we checked our things, we immediately went to the waterfall.</p> <p>When we arrived at our destination, we immediately looked for a place and immediately put up the tent together. There was a piece of clothing paper to that the tent stood firmly and did not collapse when expected to rain or wind.</p> <p>Finally, after some (I think) after a long time we put it up and we immediately arranged our luggage in the tent. After we finished arranging our luggage, we immediately rested in the tent.</p> <p>It turned out that camping was a very fun for us who were camping for the first time and it felt very tired and we planned to go camping together or to live independently and love nature.</p>
<p style="text-align: center;">Picture 2</p>	<p style="text-align: center;">Go to Supermarket</p> <p>One day my mother, me, and my two brothers went to the Supermarket. We went around using the trolley to help me carry things. I and my brother helped my mother to choose and put groceries into the trolley. After spending a lot of time in the supermarket shopping, we finally got home. But before that, we put the groceries we bought in the cart and my mother also arranged our seats like my little brother who was placed in the baby car seat to be safe. (I mean) at home me, my mother, my brother sit relaxing at the dinner table by looking at the mother who was checking the groceries. We bought cookies, Don't forget mom also served biscuits and drinks for our snacks. And I was very happy with the activities that day.</p>
<p style="text-align: center;">Picture 3</p>	<p style="text-align: center;">Student 26</p>

In the first picture, the student numbered one until nine got a picture visiting the zoo. Based on the student numbered 1 until 9. The study chose a student numbered five since he wrote a good story about visiting the zoo. He also used the past tense approximately and used various vocabulary. Hence, his text was not too short. The second picture for students numbered 10 until 18. a picture is about camping. The study chose students numbered ten. The picture just consists of four activities but the students numbered ten and wrote it into quite a long story. She still used incorrect pronouns and frequently used the same vocabulary. The third picture for students numbered 19 to 27. The study chose students numbered twenty-six. She just wrote a paragraph and still uses English by translating each word which can mislead the meaning. For example, the study found the word "season at" and "don't forget". Based on the three pictures provided by the teacher, picture one is easy instead of picture two. Picture three is difficult instead of pictures one and two since the student has to find out various vocabulary preferences to be used. Even though picture one consists of six chronological order, the word choice used still can be organized. The evidence is students who got picture one and picture two can write more than a paragraph and they can write the story in detail to make the reader can understand the story well.

Further, Students engaged in the teaching-learning process in the first meeting but they were mostly passive so the teacher often asked questions in order to make them concentrate and followed her explanations. A scientific approach was chosen and the teacher followed the steps appropriately. However, the circumstances of the students didn't support the teacher to use this approach since they couldn't explore the material by themselves and were uninterested in learning English subjects. It can be seen from their attitude that most students did not pay attention to the teacher when she was explaining and only students who sat in front listened to the teacher's explanation.

The second meeting was conducted on April 14, 2022. The researcher observed the implementation of Grammarly in writing activities about promoting and using Grammarly. She explained how to install Grammarly step by step while students were practicing what the teacher said. Even though they directly practiced, some of the students still needed some help from the teacher and asked questions. Therefore, the teacher came to them who need for help. Most of their difficulty was in changing the original keyboard into a grammarly keyboard in their mobile phone. Moreover, Not all students haven't installed the grammarly application since having a problem with internet access. Hence, they were asked to borrow personal hotspots from their friends. However, most students have installed Grammarly successfully. The students participated in using Grammarly since they have a problem and needed help to make them ask questions to the teacher or friends and also helped other students who need some help. Hence, all students helped each other in using Grammarly in writing activities. On the

other hand, they were passive when the teacher asked a question about the material and just one or two students answered it. The classroom atmosphere was conducive but quite noisy since some students asked the help. Only one student who was participated a lot from the beginning until the end of the learning process. Furthermore, after checking their text, they rewrite again the revision into a piece of paper provided based on the automated feedback given by Grammarly. The students submitted the task to the teacher and she gave the feedback based on the errors that arose.

From the observation results, all students used Grammarly successfully even though they faced difficulties. There were errors in installing Grammarly, checking the text, and understanding the feedback given. They didn't explore Grammarly so much since they just checked the errors without looking for the synonyms of unfamiliar words in their text. However, some of the students understood the writing errors they made and it depends on their English proficiency. According to Ceylan, (2019) states that the EFL learners are unmotivated in writing activities due to the lack of knowledge in generating ideas, sentence structure, word choice, and so forth. This statement is supported by Husna, (2017) claimed that most learners do not interest in a writing activity and they preferred speaking and reading instead of writing skills. Since it includes some aspects such as grammatical structure, vocabulary, organization, and mechanism which becomes a difficult skill to learn. It also will be challenging for EFL students due to learning English as their second language (Setyowati et al., (2017).

Moreover, the scientific approach wasn't successfully implemented since the students here didn't engage a lot and just being active when they asked the questions only. In contrast, according to Indrilla, (2018) students were engaged more in the scientific approach since they were emphasized to explore the information instead of transferring it to others. In addition, the teacher here is the facilitator in the teaching-learning process. In fact, the scientific approach did not use successfully in implementing Grammarly in writing activities. There are two reasons why it did not use appropriately. First, the teacher was the main person to guide and provide the information needed by students. The teacher explained all materials through ppt and she prepared the material well. Another reason is students did not engage a lot in the classroom. the students were passive and listened to the teacher's explanation. Only some students were involved and most of them were less involved during the learning process. The evidence could be seen above that they always asked questions to the teacher and their friends about how to use Grammarly. If they gave pay attention and focused on the teacher's explanation, they would understand how to use Grammarly. Only some students could use Grammarly by themselves and other students still needed some assistance. Therefore, the scientific approach did not appropriate to use Grammarly in writing activities. The finding is different with (Susilana, 2014) who

stated that the scientific approach provides benefits in the teaching-learning process such as the activities in a scientific approach can encourage students to explore their potential in the learning process and helping teachers develop a more varied learning process in the classroom.

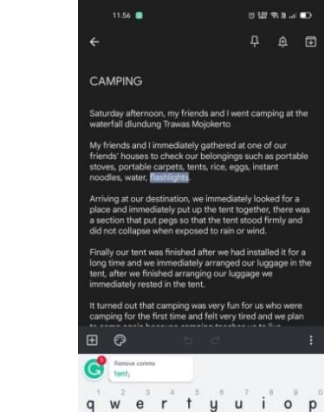
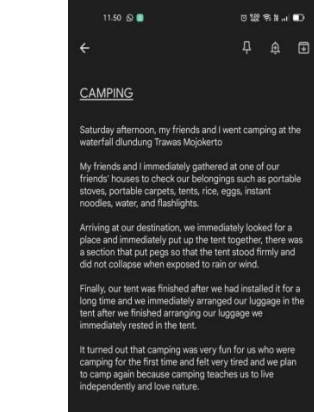
In addition, all students were willing to use Grammarly in writing activities which help them to check their writing errors and did explore the Grammarly application which help them to improve their vocabulary mastery. Not all students understood the feedback given due to their English proficiency influencing them in understanding the feedback. The students' attitude didn't support the scientific approach in the teaching-learning process since they were not engaged a lot and were uninterested in exploring the material. Therefore, the learning process used teacher-centered not students centered which students as the target of learning to be active but they just relied on the teacher's explanation and did not try to find out any information from other resources.

The learners' writing of recount text toward the implementation of Grammarly in writing activities

The student's work has been analyzed to carry out the student's writing levels regarding good, moderate, and low levels. The study has selected three students of 27 students to assess their work. The analysis of students' work was conducted on April 15 - 21 2022. In analyzing them, the researcher and the teacher cooperated to analyze the students' work and decided on three students who represented all students in each writing level. The researcher analyzed their work based on the rubric of the student's writing analysis. The study presented three students' work based on each level. These can be seen the below:

Name of participant: Student F

Table 2. Student's Work

Without using grammarly	Using grammarly
	

Student F has 5 mistakes. According to the interview, the error is a countable noun that was used incorrectly. They are tent, flashlight, Dlundung, Trawas, and the last one she forgot. From the picture, the improvement before

and after using Grammarly is slightly different since she just made errors in using countable nouns the name of place could be detected by Grammarly. In addition, she became a student with a good writing level.

Name of participant: Student S

Table 3. Student's Work

Without using grammarly	Using grammarly

Student S has eight errors. She said that most errors were in using wrong spelling and using S/ES such as Verry and Drinks. She also used phrase "Season at" and "Don't forget" which Indonesia phrases were different or could not be translated directly into English. It showed that she still used Bahasa Indonesia in writing English. Therefore, Grammarly cannot detect it because it uses the wrong sentence structure and does not use English structure properly because the structure has a subject, verb, and adverb in each sentence. Hence, the phrase "season at" was not detected by Grammarly. In addition, she was a student with a moderate writing level.

Name of participant: Student A

Table 4. Student's Work

Without using grammarly	Using grammarly

Student A has eight errors. Most errors were in using the wrong verbs. Before and after improvement in using Grammarly did not work since Grammarly can detect the wrong pronoun, verbs, capital letters, and commas while for the content the Grammarly could not be detected. She wrote, " Once upon a time" in

her text. It showed that she did not understand the recount text since the recount text was retold past events or experiences not retelling the legend (Narrative text). Her text still used Indonesian phrases, not English phrases. Hence, she was a student with a low level of writing.

The analysis of students' work at each level can be inferred that most students' errors in writing recount text were wrong used verbs, nouns, punctuation, and spelling. Moreover, Most of the students still used to translate Indonesia into English making their writing could not be detected by Grammarly like the phrase "season at". However, the number of their errors depends on their English proficiency. The students with moderate and good levels sometimes understand or do not the feedback given. On the other hand, a student with low levels know their errors and the feedback was given by Grammarly. Thus, it does not show that students with good, mederate, and low levels can understand the feedback from grammar easily. This statement is supported by Sinta & Astutik, (2019b) defined the student's difficulty influenced with some factors such as students with high, middle, and low levels do not know the components of English writing including the languages features and parts of speech of the text used in a recount, students could not use correct grammatical rules in their writing, students assumed that learning English is not difficult to learn, students prefer to use an online dictionary and translate their writing without considering the grammatical rules, and the environment did not support the students to improve writing skills.

According to Koltovskaia, (2020) suggested that the grammarly tool is appropriately used for the learners who have intermediated English mastery. As based on the result of his study revealed that the learners who have poor language mastery will gain easily difficult to understand the feedback provided by Grammarly due to their low proficiency in that language. Hence, their English proficiency influenced their understanding the feedback given by grammarly. As asserted by Ghufroon & Rosyida, (2018) that Grammarly is one of kind software that can carry out in the ESL writing classroom since it enables us to examine our text to analyze the grammatical errors and deliver the revision in the term of spelling, word-choice used, mechanics, and plagiarism checker. According to Sinta & Astutik, (2019b) defined the student's difficulty influenced with some factors such as students with high, middle, and low levels do not know the components of English writing including the languages features and parts of speech of the text used in a recount, students could not use correct grammatical rules in their writing, students assumed that learning English is not difficult to learn, students prefer to use an online dictionary and translate their writing without considering the grammatical rules, and the environment did not support the students to improve writing skills.

The learners' responses to the implementation of Grammarly in writing activities

The interview results were analyzed to answer the third research question to know how the learner's response to implementing Grammarly in writing activities. The interview section was conducted for over a week, April 23rd, 2022, and April, 26th 2022. The interviews contained four questions that describe the learner's responses to using Grammarly. The interview's questions were adapted from Sari, (2016), Fitria, (2021), and Utami & Apsari, (2020). Three students were selected to be interviewed based on the students' writings analysis in the previous stage. The students were student F with a good level, student S with a moderate level, and student A with low level. The description of each question asked could be seen below:

1. Have you ever used the Grammarly application in writing activities?

Students F, S, and A had the same answer. They said that they never used Grammarly and used it for the first time.

2. Did Grammarly help you with checking your grammatical mistakes?

F, S, and A had quite similar answers.

F: "it was helpful for me. I could know what the errors were".

S: "I thought so, It helped me to check my grammar structure and make sure that no incorrect words that can change the meaning of my text. For example, FANS and FAN."

A: "I think it could be because my text had some errors and Grammarly help me to give the feedback including the correct verbs, nouns, etc".

3. Did the Grammarly application enhance your writing vocabulary and mechanics mastery?

F: "Helping me miss like when I wrote my text, I didn't put a comma on any of the words. Then, Grammarly detected it and suggested that afterword should be a comma".

S: "I think it could be. I usually wrote a comma after the sentence and it could detect that it was wrong in Grammarly. The feedback's Grammarly suggests that after using commas, it should be existed the space not words or sentences. So I knew how to use correct mechanics including using the comma".

A: "From that application, the errors were corrected automatically including the wrong spelling or capitalization. I didn't think so because I wasn't good as English miss".

4. What is your challenge when you see Grammarly in writing activities?

F: "I think I was still confused about how to use English words or sentences properly because I wasn't good at English".

S: "I think I don't have any challenge in using Grammarly".

A: "My challenge was using Grammarly. The task was so difficult and couldn't memorize the vocabulary. However, I could handle it patiently"

The result of the interview demonstrated that first, those three students used Grammarly for the first time. They did not know what the Grammarly application was. Besides, they already knew about the Grammarly application after the teacher promoted it. Secondly, Grammarly was successful to help them in checking their grammatical mistakes. Students with a good level knew what her errors were. It showed that she understood the feedback well. Students with moderate levels assumed that Grammarly helped their errors by collecting those words to make sure that the wrong words in their text that can change the meaning of their text. In contrast, Nova (2018) explained that one of the risks of using Grammarly was misleading correction. It means that all students noted that the feedback given changed the meaning of their text. Also, students with low levels stated that grammar helped them to correct the wrong words regarding verbs, nouns, etc. M Ali Ghufon, (2019) claimed Grammarly was adequate in decreasing the learners' mistakes such as vocabulary used, sentence structure, and mechanics. Yet, it could not detect the content and organization of learners' writing. Hence, (Ventayen & Orlanda-Ventayen, 2018) stated Grammarly is a beneficial device in writing English, it is just an automated device that also has restrictions but also has the benefit for the user.

Thirdly, Students with good and moderate levels agreed that Grammarly can increase their writing improvement regarding vocabulary and mechanics mastery by knowing what the errors were. Moreover, they gained new insight into how to use punctuation correctly from the feedback given by Grammarly. While students with low levels did not know since she assumed that she was not good at English so she believed that Grammarly could help her to improve their vocabulary and mechanic mastery. Last, a student with moderate levels did not have any challenges in using Grammarly. Hence, she understood the feedback given by Grammarly and knew how to use Grammarly even though she used it the first time. Two students with high and low levels faced challenges in using Grammarly. This challenge was confusing how to use English words correctly and could not memorize the vocabulary. It indicated that the students' English proficiency could influence them in using Grammarly.

It can be concluded from the interview result that, Grammarly helps students in writing activities by checking the grammatical errors, vocabulary, and mechanics. Besides, Students faced challenges to use Grammarly since they used of for the first time. According to Thi, (2021) asserts that the feedback is

provided by Grammarly are grammar mistakes, word-choice, mechanics, and the writing style. Those challenges were understanding the feedback given and using correct English words. Different English mastery could be shown based on how students could understand the feedback given by Grammarly. A student with a low level will find it difficult to understand it so they will need help. Moreover, their motivation to understand the feedback was poor since they were not trying too hard in looking for any sources of why the errors were raised. Therefore, the Grammarly application is successful in checking students' grammatical errors but not improving their vocabulary and mechanics mastery. This statement is in line with Ventayen & Orlanda-Ventayen, (2018) stated that Grammarly can help to increase writing performance such as grammatical structure, vocabulary, and punctuation.

CONCLUSION

Based on the findings, it can be concluded that Grammarly helped students to write English text concerning their mistakes in grammatical structure and mechanics. However, the student's vocabulary did not enhance since the students did not explore much in looking for synonyms of unfamiliar words and just checking the writing errors. Secondly, a scientific approach was not implemented successfully since the students did not participate a lot and the teacher was the central person who provides all information to the students based on the observation result. Third, students gave positive responses towards the implementation of Grammarly like willingness to use it. Three students who have been interviewed stated that Grammarly helped them to check their writing errors and they knew what the errors were. They also understood the feedback given by Grammarly and they were willing to use it continuously in writing activities later since they assumed that it can help them to improve their writing skills, particularly grammatical structure. It indicated that the students knew the benefits offered by Grammarly in checking their writing errors and can learn from the feedback given by Grammarly since there are descriptions of the writing errors and why those errors were raised.

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Volume 3 Nomor 3 Tahun 2022 | 216

Islamic Institute Of Palangka Raya 2021 G / 1443 H Students ' Perceptions Of The Use Of Grammarly In Undergraduate Thesis Writing At Iain.

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