

**STUDENTS' PERCEPTION IN THE USE OF THE GRAMMARLY
APPLICATION ON THEIR WRITING**

THESIS

Submitted as Partial Requirement for Degree of Education (S.Pd)

in Teaching English



By

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THESIS RATIFICATION

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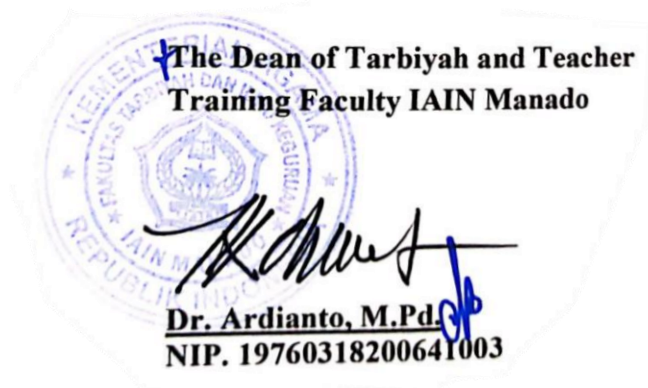

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ABSTRACT

Andi Anugrah Surya Ardhy (2022) *Student's perception in the use of the Grammarly application on their writing*. A thesis of English Education Study Program, Tarbiyah Faculty, and Teacher Training, Manado State Islamic Institute.

This study aims to determine students' perception of using Grammarly applications in their writings and the advantages and disadvantages of the Grammarly application for the writing of the English Language Education Study Program students. Researcher use mixed methods in this study with research instruments, namely interviews and questionnaires. The sample of this study was 13 students of the Manado State Islamic Institute of English Education Study Program of the 2018/2019 Academic Year who knew and used the Grammarly application. Data analysis in this study uses two analytical techniques. First, the qualitative analysis uses the Miles and Huberman model to analyze the results of interview data, and the second quantitative analysis uses descriptive statistics to analyze the results of questionnaire data. Based on the research results, as many as 72.32% of students have positive perceptions of using this grammar application. It is reinforced by the results of interviews where respondents feel many benefits after using grammar applications, such as making it easier to correct grammar, spelling, punctuation, and styles, time -stream, and correction suggestions from applications are easy to understand. On the other hand, 27.68% of students look negatively about using this application. It requires smooth network access and extensive storage capacity to use applications.

Keywords: Grammarly Application, Students' Perception, Writing



ABSTRAK

Andi Anugrah Surya Ardhy (2022) *Persepsi Mahasiswa dalam menggunakan aplikasi Grammarly terhadap Tulisan mereka. Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Manado.*

Penelitian ini bertujuan untuk mengetahui bagaimana persepsi mahasiswa dalam menggunakan aplikasi Grammarly terhadap tulisan mereka dan apa saja kelebihan dan kekurangan dari aplikasi Grammarly terhadap tulisan mahasiswa program studi pendidikan bahasa Inggris. Peneliti menggunakan metode kombinasi dalam penelitian ini dengan instrumen penelitian yaitu wawancara dan angket. Sampel dari penelitian ini yaitu 13 mahasiswa program studi Pendidikan Bahasa Inggris Institut Agama Islam Negeri (IAIN) Manado tahun akademik 2018/2019 yang mengenal dan menggunakan aplikasi Grammarly. Analisis data dalam penelitian ini menggunakan dua teknik analisis. Pertama, analisis Kualitatif dengan menggunakan model Miles and Huberman untuk menganalisis hasil data wawancara, yang kedua analisis kuantitatif menggunakan deskriptif statistik untuk menganalisis hasil data angket. Berdasarkan hasil penelitian yang ditemukan oleh peneliti, sebanyak 72.32% siswa memiliki persepsi positif menggunakan aplikasi tata bahasa ini. Ini diperkuat oleh hasil wawancara di mana responden merasakan banyak manfaat setelah menggunakan aplikasi tata bahasa, seperti membuatnya lebih mudah untuk memperbaiki kesalahan tata bahasa, ejaan, tanda baca, dan gaya, perampungan waktu, dan saran koreksi dari aplikasi mudah dimengerti dan memahami. Di sisi lain, 27.68% siswa memandang secara negatif menggunakan aplikasi ini. Ini karena membutuhkan akses jaringan yang lancar dan kapasitas penyimpanan yang luas untuk menggunakan aplikasi.

Kata kunci: Aplikasi Grammarly, Menulis, Persepsi Mahasiswa

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CHAPTER I

INTRODUCTION

In this chapter, the researcher will explore the sub-chapters as an introduction to the thesis. Therefore this chapter discusses several things to achieve these goals, including research background, research questions, objectives of the study, limitations of research, significance of problem, and definitions of key terms.

A. Research Background

Writing is beneficial for human intellectual development, such as developing academic writing skills, stimulating intellectual development in analytical thinking, being a tool that leads to language proficiency. Through writing, students will gain knowledge about how to write effectively, how to express ideas, and how to share ideas with others through writing. As in Q.S Al-Alaq verse 4, which reads:

الَّذِي عَلَّمَ بِالْقَلَمِ

Translation:

4. Who taught by the pen. (Q.S Al-Alaq)¹

One of God's gifts is to teach human knowledge through the pen.² Some Interpreters say that Allah mentioned the pen because, in Arab times, they prioritized memory. They could write, but rarely because they had good memories. Then Allah mentioned that one of Allah's teachings to humans is writing. Teaching here means giving him the ability to use it. Using writing tools, humans can write down their findings for other people to read and the next generation. Knowledge is developed by being read by others. Therefore,

¹ Kementerian Agama RI, "Al-Qur'an Transliterasi per Kata Dan Terjemah per Kata" (Surabaya: Penerbit Nur Ilmu, 2020), p. 597.

² "Al-'Alaq - العلق | Qur'an Kemenag," accessed at 08.00 am, January 30, 2022, <https://quran.kemenag.go.id/sura/96>.

humans can know previously unknown things, which means that science will continue to develop. This is the size of the read and writes functions.³

Meanwhile, one of the reasons for the need for teaching writing to students who speak English as a second language is to improve their language development and express students' thoughts or ideas in writing. Of course, most English students cannot be separated from the accompanying writings. However, because writing requires many aspects to be mastered well, some students may face difficulties writing English. This problem usually occurs in countries where English is their second language, such as Indonesia. To solve this problem, most students use tools/apps to help them check their English writing, such as using the Grammarly app.

Grammarly is an online grammar checking, spell checking, and plagiarism detection platform developed by Grammarly, Inc. Grammarly was founded by Maz Lytvyn and Alex Shevchenko in 2009.⁴ According to Ghufon & Rosyida, Grammarly is an online proofreading website that can scan documents to reduce research errors in vocabulary, grammar, and mechanics usage. Automatically identifies research errors, such as grammatical errors, word choice, spelling errors, and punctuation errors.⁵

Grammarly is used to avoid mistakes in writing English and is a beneficial skill in the language for English students. According to Tarigan, writing is a language skill used to communicate with other people indirectly.⁶ A study conducted by McNamara et al. stated that the quality of academic writing requires a writer's understanding of linguistic aspects such as text and syntax difficulties, lexical richness, word frequency, and sophisticated

³ Muhammad Quraish Shihab, *Tafsir Al-Qur'an Al-Karim* (Bandung: Pustaka Hidayah, 1997), p. 99.

⁴ "About Us | Grammarly," accessed at 09.45 am, January 15, 2022, <https://www.grammarly.com/about>.

⁵ Muhammad Ali Ghufon and Fathia Rosyida, "The Role of Grammarly in Assessing English as a Foreign Language (EFL) Writing," *Lingua Cultura* 12, no. 4 (2018): p. 396.

⁶ Tarigan, *Menulis Sebagai Suatu Keterampilan Berbahasa* (Bandung: CV Angkasa, 2013), 3.

vocabulary.⁷ Meanwhile, according to White and Arndt in Alves, the writing process is a recursive process consisting of five stages: preparation, focusing, evaluating, generating ideas, and restructuring.⁸ The five stages are controlled by review, meaning that a writer can stop at a particular stage to review what has been written before moving on to the next stage. This lesson adopts a five-stage writing process model: planning, drafting, revising, editing, and publishing.⁹

Based on informal interviews, several students in English Education Study Program (TBI) at IAIN Manado faced several challenges in writing English, such as their vocabulary and understanding of grammar. In English Education Study Program of IAIN Manado, there is a writing course intended for students to assist students in evaluating the grammatical abilities of students. However, in reality, TBI students still tend to have grammatical errors in writing. As a result, some students use Grammarly to check their English writing. The Grammarly application is a supporting tool for correcting students' grammar and written vocabulary. Therefore, from the above background, the researcher going to find students' perception using the Grammarly application on their writing.

B. Research Questions

Based on the above background, the researcher formulated the research questions, namely:

1. What is the students' perception of using Grammarly Application on their writing at English Education Study Program?

⁷ Danielle S. McNamara and Scott A. Crossley, "Cohesion, Coherence, and Expert Evaluations of Writing Proficiency," in *Proceedings of the Annual Meeting of the Cognitive Science Society* (California, 2010), 988–89.

⁸ Anabela Reis Alves, "Process Writing," in *MA Applied Linguistics*, Module 5 A (Birmingham: The University of Birmingham, 2008), 5–6,

⁹ Imelda Hermilinda Abas and Noor Hashima Abd Aziz, "Model of the Writing Process and Strategies of EFL Proficient Student Writers: A Case Study of Indonesian Learners," *Pertanika Journal of Social Sciences and Humanities* 26, no. 3 (2018): p. 1815–17.

2. What are the strengths and weaknesses of using the Grammarly application on the writings of English Education students?

C. Objectives of The Study

1. To find out the perceptions of students of the English Education Study Program at IAIN Manado using the Grammarly application in their writing.
2. To find out the strengths and weaknesses of using the Grammarly application on students' English Education Study Program writings of the academic year 2018/2019.

D. Limitation of The Research

This study focuses on students' perceptions of using the Grammarly application, which helps the English learning process, especially in completing written assignments in English for TBI students in the eighth semester of the academic year 2018/2019.

E. Significance of The Problem

The benefits of this research are divided into two as follows:

1. Theoretically

The results of this study can provide information about the benefits of using the Grammarly application on the writings of English Education Study Program students.

2. Practically

The results of this study will be expected to provide benefits for the English Education Study Program, Students and Other Researcher.

a. English Education Study Program

The researcher hopes that this research can provide helpful information for the advancement of the English Education Department, especially in the use of the Grammarly application in making student writing assignments (such as essays, stories, journals, or proposals/theses).

b. For Students

Students can develop their writing skills in correcting their grammar in writing English assignments by using the Grammarly application

c. Other Researcher

The results of this study will be expected to be a reference material for other researcher and provide motivation to develop further research.

F. Definition of Key Terms

There are some key terms of this study, as follows:

1. Perception is a perspective / experience of a problem that occurs or a certain point of view used in viewing a phenomenon by continuing and interpreting the knowledge of the message. In transmitting information and predicting messages, providing understanding of the stimulus-response that includes focus, hope, motivation, and memory.¹⁰
2. Grammarly is an online grammar checking, spell checking, and plagiarism detection platform developed by Grammarly, Inc. The software was first released in late 2009. Grammarly's proofreading and plagiarism-detection resources check against more than 250 grammar rules.¹¹
3. Writing is a functional communication that allows learners to create imaginary worlds based on their own designs. That is, through writing, students can express their thoughts, feelings, ideas, experiences, and others, in order to convey a certain goal. The purpose of writing is to provide information.¹²

¹⁰ Lisa Rakhmanina et al., "Students' Perception on Online English Learning during Covid-19 Pandemic Era," *Silampari Bisa: Jurnal Penelitian Pendidikan Bahasa Indonesia, Daerah, Dan Asing* 3, no. 2 (2021): p. 430.

¹¹ "What Is Grammarly? – Grammarly Support," accessed at 08.30 am, January 24, 2022, <https://support.grammarly.com/hc/en-us/articles/115000090792-What-is-Grammarly->.

¹² Fahmi Aulia Batubara, "Improving Students' Ability In Writing of Announcement Through Gallery Walk Technique of Eight Grade At Mts Jam'Iyatul Alwashliyah Tembung In Academic Year 2016 / 2017" (State Islamic University of North Sumatera, 2017), p. 8.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Perception

1. Definition of Perception

Perception is converting sensory stimuli into organized experiences. Experience or perception is the combination of the stimulus and the process itself. The relationship between different types of stimuli (for example, light and sound waves) and associated perceptions suggests that conclusions can be drawn about the nature of the perceptual process, based on which a theory of perception can then be developed.¹ Since the process of perception itself is not open and cannot be observed directly (except for the observer himself, whose perception is given inexperience directly), the validity of the theory of perception can only be tested indirectly. Through experimental research, the predictions of the theory are frequently contrasted to the matching actual facts.

Etymologically, perception comes from the Latin "Perceptio" and refers to the organization, identification, and interpretation of sensory information to represent and understand the environment.² It is the process by which an individual selects, organizes, stores, and interprets the information gathered by the five senses.³ According to Slameto, perception is a process that involves entering information into the human brain which the human can learn about their environment.⁴ This

¹ William N. Dember, "Perception," Britannica, accessed at 10.15 am, January 15, 2022, <https://www.britannica.com/topic/language/Language-and-culture>.

² Sri Sherli Novianti Thalib, "The Students' Perception toward Implementing Blended Learning Method in English Language Teaching (ELT) at The Fifth Semester Students English Department Makassar Muhammadiyah University" (Universitas Muhammadiyah Makassar, 2018), p. 8.

³ Octovany Sinaga, "Students' Perception on the Role of English Day Program in Speaking Skill Development," *JET (Journal of English Teaching)* 4, no. 2 (2018): p. 108.

⁴ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2010), p. 102.

understanding process is carried out through the five senses, namely sight, hearing, touch, taste, and smell.⁵

Meanwhile, Jalaluddin Rahmat said, "Individual perceptions of objects, events or relationships are obtained by inferring information and determining information."⁶ The process involves an interpretation process based on the experience of events or objects.

Based on the above definition, it can be concluded that perception is the process of how a person selects, organizes, and interprets input information and experiences and then interprets them to form an overall picture of meaning. In other words, perception is a way of converting the physical energy of our environment into meaningful experiences.

2. Types of Perceptions

According to Irwanto, in Priadi's article, after an individual interacts with the perceived object, the perception results can be divided into two types, namely:

- a. Positive perception describes all knowledge (know or not know) and continuous effort to use it as a response. This will continue with being positive or accepting and supporting the object of perception.
- b. Negative perception describes all knowledge (know or not) and reactions that are not by the perceived object. It will continue either passively or in a way that rejects and opposes the object of perception.⁷

Therefore, it can be said that both positive and negative perceptions can influence a person's behavior. Furthermore, the emergence

⁵ Sinaga, "Students' Perception on the Role of English Day Program in Speaking Skill Development," p. 108.

⁶ Jalaluddin Rahmat, *Psikologi Komunikasi* (Bandung: Remaja Rosdakarya, 2003), p. 51.

⁷ Agus Priadi, "Hubungan Antara Pola Asuh Dan Konsep Diri Dengan Perilaku Lingkungan Mahasiswa" 18, no. 01 (2017): p. 6–7.

of a positive or negative perception depends on how the individual describes all his knowledge about a perceived object.

3. Factors affect perception

Perception is influenced by the individual's experience of observing the object. When the individual wants something, it also affects their perception of the object. In addition, other factors that influence individual perceptions are the learning process and personality possessed by the individual. Due to the difference of a person's learning process experienced, each person's personality is also different. So, it is different when perceiving the same object.⁸

Perception is not isolated, and various surrounding factors influence perception. Some factors that influence perception are culture, experience, learning process, knowledge, and personality. These factors will be observed through the highly selective characteristics of attention, experience, and stimuli that used as perceptions or judgments.

According to Gibsons in Nadiani's thesis, the factors that influence perception are basically divided into 2 factors, namely internal factors and external factors.⁹ Internal factors include the following:

a. Physiological

An individual can obtain an information through the five senses. The information then influences and completes the efforts in giving the meaning to the surrounding environment. Each person's ability of senses in perceiving information is different and, therefore, the information can be interpreted in an environment differently.

⁸ James L. Gibson et al., *Organizations: Behavior, Structure, Processes* (New York: McGraw Hill Companies, Inc, 2012), p. 94.

⁹ Hannah Fithrotien Salsabila Nadiani, "Hubungan Antara Persepsi Santri Nahun Terhadap Figur Kiai Dengan Kelekatan Aman Di Perguruan Islam Pondok Tremas Pacitan" (Universitas Islam Negeri (UIN) Maulana Malik Ibrahim., 2015).

b. Attention

An individual needs to expend a certain amount of energy to focus on the physical and mental forms in the object.

c. Interest

The perception of an object depends on the energy used to see it.

d. One-way need

This can be seen from the intensity of individuals looking for objects or messages that can provide answers based on themselves.

e. Experience and memory

Experience can be said to rely on memory, where a person can recall past events to understand the extent of the stimulus.

Meanwhile, the external factors that influence perception include:

a. Size and location of the object or stimulus

The greater the relationship of an object, the easier it is to understand. This shape affects the individual's perception, and it is easy to concentrate by looking at the shape at the size of a single object.

b. Object Color

Light-colored objects are easier to understand than light-colored objects.

c. Uniqueness and Fun Contrast

External stimuli that are presented in contexts and circumstances beyond one's expectations can generate much attention.

d. Intensity of stimulation

If you pay close attention, external stimuli will be more meaningful than if you only see them once.

e. Motion

Individuals will pay more attention to objects that provide motion in their field of view.

4. Perception Process

Perception does not occur in a second but occurs through a complex process within the individual. The perception process is traversed by receiving stimuli at the receptors, namely the senses that do not function immediately after birth but will function by their physical development. Walgito stated that the perception process is carried out through several stages. The stimulus from the object enhances the sense organs in our body. The stimulus comes from within and outside the individual. Then these stimuli are transferred to the main nervous system located in our brain. The brain then processes the stimulus so that the individual is aware of the object received by his senses. He also emphasized that when people perceive something, they need attention while observing it. This happens because a person can get more than just a stimulus from the environment, and not all of these stimuli get a response from the individual to be perceived. So, which stimulus is felt based on the individual himself.¹⁰

The perceptual process follows a series of steps, starting with exposure to the stimulus and ending with the interpretation of the stimulus. The process of perception is usually unconscious, occurs without our awareness, and occurs several times a day. The perception process goes through the following stages:

- a. **Selection:** This is the first stage of perception and involves deciding what to focus on, sometimes unconsciously and sometimes intentionally. The world around us may present an infinite variety of

¹⁰ Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: And Offset, 2002), p. 90.

stimuli, but our brains can selectively focus on stimuli, depending on environmental or personal factors. When we selectively focus on a stimulus, we are said to be engaging with that stimulus. Choices are influenced by various factors, such as drives and motivations, drives and motivations to behave in specific ways.¹¹

- b. **Organization:** Once a stimulus is selectively selected (consciously or unconsciously, though usually the latter), that choice triggers a series of reactions in our brain. This neural process begins with activating our sensory receptors (touch, taste, smell, sight, and hearing). Receptors transduce input energy into neural activity, transmitted to our brain. We construct a mental representation of a stimulus (or, in most cases, several related stimuli) called perception. An ambiguous stimulus can be translated into multiple perceptions, experienced randomly, one at a time, in what is called a "multistable perception."¹²
- c. **Interpretation:** Once a stimulus is selectively noticed and the brain regulates information, the interpretation occurs to give some meaning to the stimulus we encounter. We tend to categorize stimuli in order to be able to gain proper understanding and make better decisions accordingly. Interpretation is subjective because different people may perceive the same stimulus differently in the influence of their past experiences, attitudes, values, or beliefs.¹³

Based on the explanation above, it can be concluded that perception is a complex process that consists of paying attention to objects, collects the stimuli through our senses, and interprets these stimuli into several meanings that lead to responses that affect human behavior.

¹¹ "Introduction to Perception | Boundless Psychology," accessed at 10.10 pm, January 25, 2022, <https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-perception/>.

¹² "Perception: Introduction to the Perceptual Process," accessed at 10.30 pm, January 25, 2022, <https://www.managementstudyguide.com/introduction-to-the-perceptual-process.htm>.

¹³ "MIIS2: The Perception Process," accessed at 11.00 pm, January 25, 2022, <http://introtocommopen source.ridgewater.edu/ModuleII/ModIISect2.html>.

B. Writing

1. Definition of Writing

Writing is one of four skills that students must master. Writing is the unique ability to help a writer translate his ideas into words in a meaningful form and mentally interact with his messages. Different linguists explain different definitions of writing. According to Nunan, writing is an intellectual activity to find ideas and thoughts to be expressed into clear statements and paragraphs to be understood by many people.¹⁴

Meanwhile, according to White and Arndt in Hammad, writing is a thought process that involves intellectually demanding efforts, generating ideas, planning, goals, and evaluating what is written and what has been written, using language that conveys rights.¹⁵ This means that writing consists of several stages that the author must complete to convey the author's thoughts or ideas and can also be used as a tool to communicate with others.

Based on the above description, the concept of writing is a process of finding ideas, thinking about how to express them, and arranging them into sentences and paragraphs. Express your thoughts with words. Writing is widely regarded as an essential skill in teaching and learning English as a Second Language (ESL). It is a comprehensive skill that helps strengthen vocabulary, grammar, thinking, planning, editing, revision, and other elements. Writing also helps improve all the other listening, speaking, and reading skills because they are all interrelated.¹⁶

¹⁴ David Nunan, *Practical English Language Teaching* (Amerika: The MC Graw Hill Companies, 2003), p. 88.

¹⁵ Enes Abdullah Rajab Hammad, "Palestinian EFL University-Level Students' Use of Writing Strategies in Relation to Their EFL Writing Performance" 3, no. 10 (2013): p. 214.

¹⁶ Melor Md Yunus and Chan Hua Chien, "The Use of Mind Mapping Strategy in Malaysian University English Test (MUET) Writing," *Creative Education* 07, no. 04 (2016): p. 619–20.

2. Importance of Writing

One of the reasons it is necessary for English as a Second language students to be taught writing is to develop their language ability and to be able to express their thoughts or ideas through writing. Knowledge and its references can be developed by writing. Writing is not just stringing words into a sentence, but a writer or a researcher must follow the written rules that have been set in writing guidelines. Certainly, when writing in English, writers need to pay attention to the correct grammar so that the article can be properly arranged and readable. Hamer said there are several essential points in learning to write, including:¹⁷

- a. Writing is not limited by time, just like speaking. Students have a longer time to think during writing activities and choose the right words to express their ideas.
- b. Writing encourages students to focus on using accurate language, which stimulates the development of their thinking to solve problems through Writing.
- c. Writing is also used as a preparation for other activities, especially writing articles or essays. Students are given time to think about their ideas on the problems they see and then express them through their writing.

Therefore, Yunus and Chien also said that the importance of writing skills had been widely recognized because it is a skill that covers many aspects such as thinking, planning, strengthening vocabulary, grammar, improving editing skills, and revising skills.¹⁸

In conclusion, writing is important because it is a part of the four abilities that human must possess. Writing can be used as a medium to store knowledge in written form for later use in the development of

¹⁷ Jeremy Harmer, *How To Teach Writing* (Englans: Oxford: Person Education Limited, 2004), p. 31–33.

¹⁸ Yunus and Chien, “The Use of Mind Mapping Strategy in Malaysian University English Test (MUET) Writing,” p. 623–24.

sciences. This is in line with Yunus and Chien, who said that Writing could develop human thinking skills and improve the ability to use good vocabulary.

3. Writing Process

The purpose of teaching writing skills can be achieved in several ways. Because Zdemir & Aydın divide into two main approaches; focus on the product of writing and focus on the writing process itself. Applying process methods to achieve writing skills learning objectives; allows students to understand the material and help them express their ideas regularly using English grammar. In other words, in this process approach, it is not only the product that matters but also the writing process. Thus, the process approach can be developed through regular writing exercises, and students' writing skills can be improved through practical activities and better engagement.¹⁹

The writing process takes place in several stages. At each stage, students engage in certain activities to compose their writing. Furthermore, Richard and Renandya stated that the writing process consists of planning, compiling, revising, and editing. At the planning stage, students are encouraged to write.²⁰ The preparation stage focuses on writing fluency and is not preoccupied with grammatical accuracy or draft neatness. Next, students rewrite the text at the revision stage based on the feedback given at the responding stage. In the editing stage, students are busy tidying up their texts as they prepare the final draft for evaluation by the teacher.²¹

¹⁹ Emrah Özdemir and Selami Aydın, "The Effects of Wikis on Motivation in EFL Writing," in *The Proceedings of 6th World Conference on Educational Sciences*, vol. 191, 2015, p. 2360–61.

²⁰ Jack C. Richards and Willy A. Renadya, *Methodology in Language Teaching: An Anthology of Current Practice* (New York: Cambridge University Press, 2002), p. 315.

²¹ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Third (New York: Pearson Education, 2007), p. 16–20.

4. Coherence and Cohesion in Writing

Coherence and cohesion are two essential qualities of writing that significantly affect the reader's understanding. Coherence refers to the presence or absence of specific instructions in the text to help the listener or reader connect the ideas in the text. In contrast, coherence refers to the reader's interpretation of the text.²²

a. Coherence

There is a logical relationship between words, sentences, and paragraphs of text in a coherent text. The term comes from the Latin verb *co-haerere*, which means "to unite" (OED). Another way to describe coherence is to say that it has to do with a good, smooth text flow. Writers should maximize their understanding of the text by making it as logical and straightforward as possible.²³

A paragraph can be coherence if the supporting sentences are arranged depending on the type of paragraph written so that the reader can easily understand the author's ideas. There are three types of paragraphs, namely:

- 1) Narrative paragraph: tells a story.
- 2) Descriptive paragraph: describes what something looks like physically
- 3) Expository paragraph: explaining something.²⁴

b. Cohesion

One of the characteristics of a good paragraph is cohesion. Cohesion involves the flow of sentences and paragraphs from one to

²² Amalia Todirascu et al., "Coherence and Cohesion for the Assessment of Text Readability," in *International Workshop on Natural Language Processing and Cognitive Science (NLPCS 2013)*, 2013, p. 13.

²³ "Coherence | Academic Writing in English," accessed at 09.30 am, January 25, 2022, <https://www.awelu.lu.se/language/coherence/>.

²⁴ Cynthia A. Boardman and Jia Frydenberg, *Writing to Communicate 2: Paragraphs and Essays*, Third (New York: Pearson Education, 2008), p. 18.

another. It involves the binding of old and new information.²⁵ When a paragraph has cohesion, all the supporting sentences support the topic sentence. The method for connecting sentences is called a cohesive device. There are four crucial cohesive devices:

- 1) Connector,
- 2) definite article,
- 3) personal pronoun,
- 4) demonstration pronoun.²⁶

C. Grammarly Application

1. Definition of Grammarly App

Since the advent of the digital era, technology has developed rapidly, so many programs have been established to support learning activities, especially in acquiring good language skills. One of them is the Grammarly application.

Founded in 2009 by Maz Lytvyn and Alex Schechenko,²⁷ Grammarly has 500 corporate offices worldwide, with headquarters in San Francisco, New York, Kyiv, and Vancouver.²⁸

Grammarly is an application that helps to learn English especially writing, can be called a writer's assistant, which means that the application can read and edit the grammar and spelling of documents, check types of spelling errors, grammar, and punctuation of symbols, and improve vocabulary usage even can check your documents for plagiarism.²⁹

²⁵ "Cohesion | Writing Center," accessed at 09.30 am, January 25, 2022, <https://gustavus.edu/writingcenter/handoutdocs/cohesion.php>.

²⁶ Boardman and Frydenberg, *Writing to Communicate 2: Paragraphs and Essays*, p. 23.

²⁷ Sri Fahmi and Cynantia Rachmijati, "Improving Students' Writing Skill Using Grammlay Application for Second Grade in Senior High School," *PROJECT (Professional Journal of English Education)* 4, no. 1 (2021): p. 71.

²⁸ "What Is Grammarly? ," Grammarly support, accessed at 09.00 pm, January 24, 2022, <https://support.grammarly.com/hc/en-us/articles/115000090792-What-is-Grammarly->.

²⁹ "What Is Grammarly? ."

2. Features of the Grammarly app

The AI-powered (Artificial Intelligence) app Grammarly is one of today's most popular online grammar checking apps. According to the WartaEkonomi.co.id website, Grammarly has reached 30 million users and has 2,000 institutions and companies as clients. Grammar helps people communicate more effectively.³⁰ Millions of users rely on Grammarly every day to make their messages, documents and social media posts clear, error-free, and impactful.

Millions of writers worldwide trust Grammarly products, which are licensed by more than 600 leading universities and companies. Grammarly helps students achieve their academic goals and improve their writing skills in essays, reports, essays, and college admissions applications. Professionals use Grammarly to provide expert assistance and instant feedback on the accuracy, impact, and credibility in law, healthcare, academia, marketing, engineering, and journalism. Grammarly can be an equally powerful tool for job seekers, foreign and English language learners, and non-native English-speaking professionals.³¹

Grammarly products ensure that everything typed follows accurate spelling, punctuation, and grammar and is clear, attractive, and easy to read. Grammarly's suggestions help identify and replace complex sentences with more effective ones, refresh repetitive language, and strengthen writing to express the author's actual point of view.

Fundamental grammar algorithms problem in text and make specific suggestions to help with grammar, spelling and usage, words,

³⁰ “Kisah Di Balik Startup, Grammarly: Asisten Virtual Pengoreksi Grammar,” accessed at 09.00 pm, January 24, 2022, <https://wartaekonomi.co.id/read312905/kisah-di-balik-startup-grammarly-asisten-virtual-pengoreksi-grammar-punya-30-juta-dau-loh>.

³¹ “Who Uses Grammarly? – Grammarly Support,” accessed at 07.00 am, January 25, 2022, <https://support.grammarly.com/hc/en-us/articles/115000090891-Who-uses-Grammarly->.

style, punctuation, tone, and even plagiarism.³² The suggestions from Grammarly explain the reasons behind each so that the author can make an informed decision about whether and how to strengthen this aspect of the author's writing.

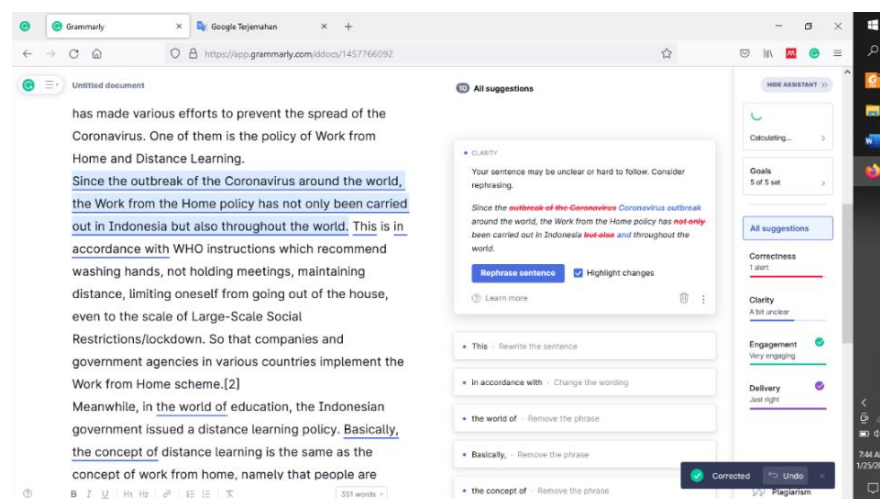


Figure 2. 1 Grammarly display in correct

AI systems often require feedback from humans. For example, after some users click "ignore" on a particular suggestion or the computational linguists from Grammarly make changes to the algorithm behind the suggestion to make it more reliable and valuable. Just like humans, AI makes mistakes sometimes. Especially when the AI is dealing with situations that do not have much familiarity. English grammar is taught in naturally written texts, so it is good to find problems that naturally arise when people write. Less effective in handling sentences where the error is intentionally added because it does not resemble the error that exists typically.³³

Grammarly is also easy to use: install Grammarly for Windows or Grammarly for Mac and get writing suggestions on various desktop

³² "How Does Grammarly Work? – Grammarly Support," accessed at 07.00 am, January 25, 2022, <https://support.grammarly.com/hc/en-us/articles/115000090871-How-does-Grammarly-work->.

³³ Tira Nur Fitria, "Grammarly as AI-Powered English Writing Assistant: Students' Alternative for Writing English," *Metathesis: Journal of English Language, Literature, and Teaching* 5, no. 1 (2021): p. 66–67.

applications and websites. Before using Grammarly, users can upload files for checking under Grammarly images after users install it. Below is the initial view of uploading a document in Grammarly as follows:

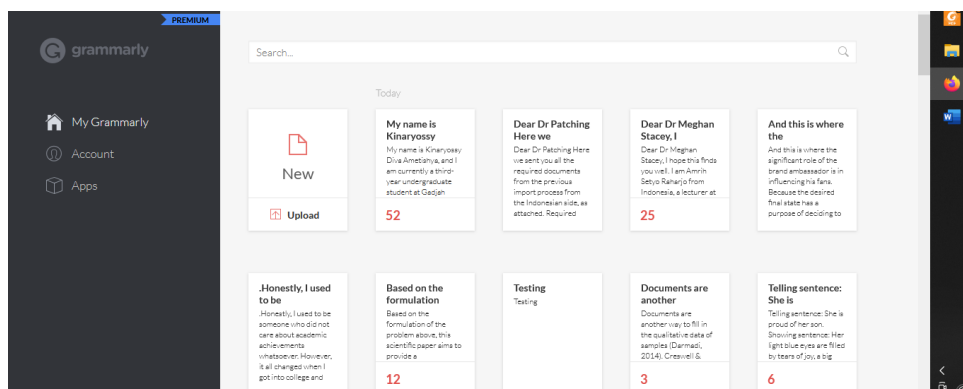


Figure 2. 2 Uploading the Document/Text in Grammarly

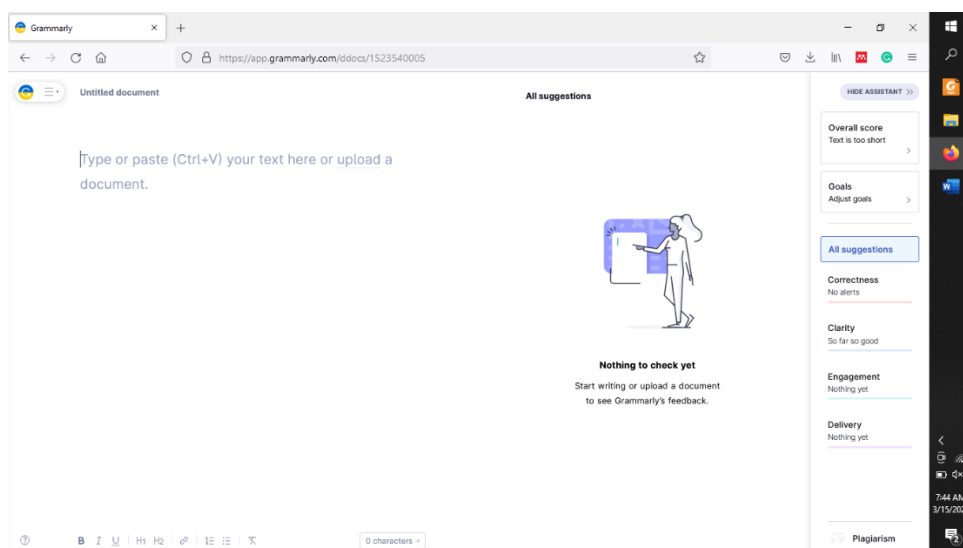


Figure 2. 3 Grammarly app start screen

Grammarly Documents allows users to write text directly in the document, download their Grammarly document as a text file, upload text, and adjust settings. After the user register for the Grammarly account, the user needs to click, upload a file or paste the text that the grammar wants to correct. Automatically, this application will scan, check, and provide information on which sections need to be corrected in the document.

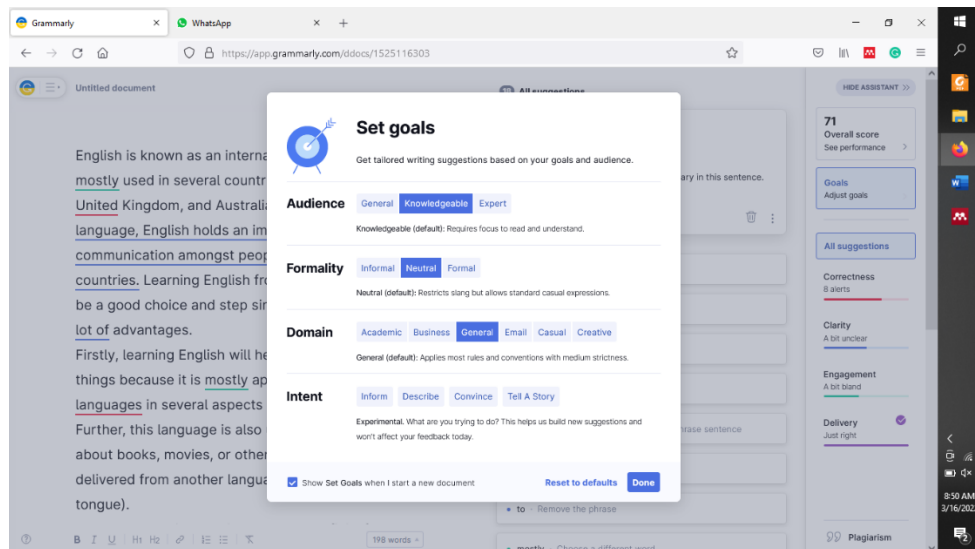


Figure 2. 4 Setting Writing Suggestions Based on The Desired Goals

The "Set Goals" feature in the Grammarly application allows users to define writing goals in the form of "Suggestions" in correcting the document's grammar or text that they want to correct. Four items must be determined in determining writing suggestions, namely Audience (to whom the document/text is addressed), Formality (the language limit to be used in the document/text, Domain (the scope of the document/text is addressed), and Intent (how do you will convey the Intent of the document/writing that will be corrected using the Grammarly application).

Moreover, this app allows users to type in English without worrying about grammatical errors. This application is a tool that has the task of detecting spelling and grammatical errors in English. The function of Grammarly is to correct bad writing. So automatically, Grammarly will tell you where the error is and fix it immediately. Below is an example of the text that will be checked using Grammarly as follows:

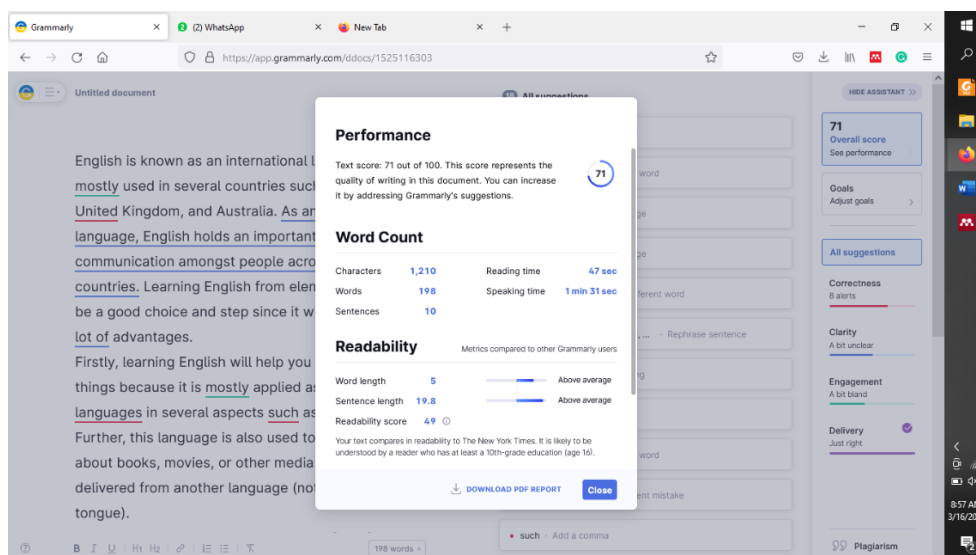


Figure 2. 5 The Performance before using Grammarly

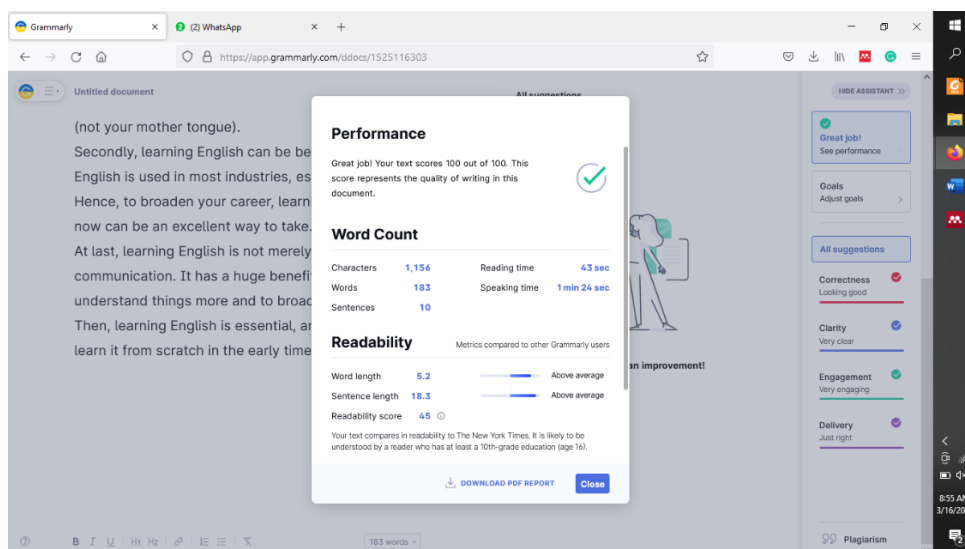


Figure 2. 6 The Performance after Using Grammarly

By using the Grammarly software, the performance is improved. Before using Grammarly, the performance test score was 71 out of 100. This score indicates the quality of writing in this text. It could be improved by adding Grammarly suggestions. After using Grammarly, the performance text score is 100.

There are the features of Grammarly that you can use if you buy a premium subscription package.

a. Can Check Spelling and Grammar Errors

This application is able to check for errors in writing in your English articles or papers, such as spelling and grammar mistakes.

b. Can Check Punctuation Usage

One of the most common mistakes when writing is punctuation marks such as commas, periods, and others.

c. Definition and Word Suggestions

This application can provide suggestions and definitions of a word. This is useful to avoid repetitions of the exact words in your English articles or papers.

d. Plagiarism Detector

Grammarly can detect plagiarism in your English articles or papers by searching for public articles and matching them with the contents of your article.

e. Can Check Word Repetition

Articles or papers will be less suitable if many repetitions of words. Therefore, Grammarly can detect frequently used words.

f. Explanation of Grammar Rules

Besides checking for grammatical errors, Grammarly will also explain why the word or sentence you are using is not grammatically correct and why the suggested word or sentence is grammatically correct.

g. Desktop Apps

Grammarly has a desktop application that can be used on Windows or macOS. So, you do not need to go to websites to check your English articles or papers.

3. Steps for Using Grammarly App

Here are the steps on using the Grammarly application using a PC

a. Go to Grammarly Website

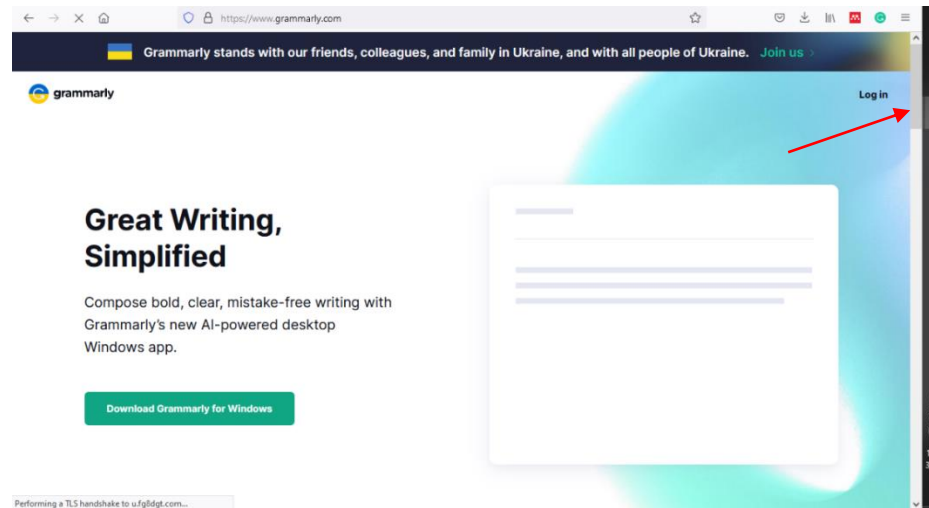


Figure 2. 7 Grammarly application website display

Go to Grammarly's official website and click on 'LOG IN' at the top right of the front page as directed in the image above.

b. Grammarly Account Login

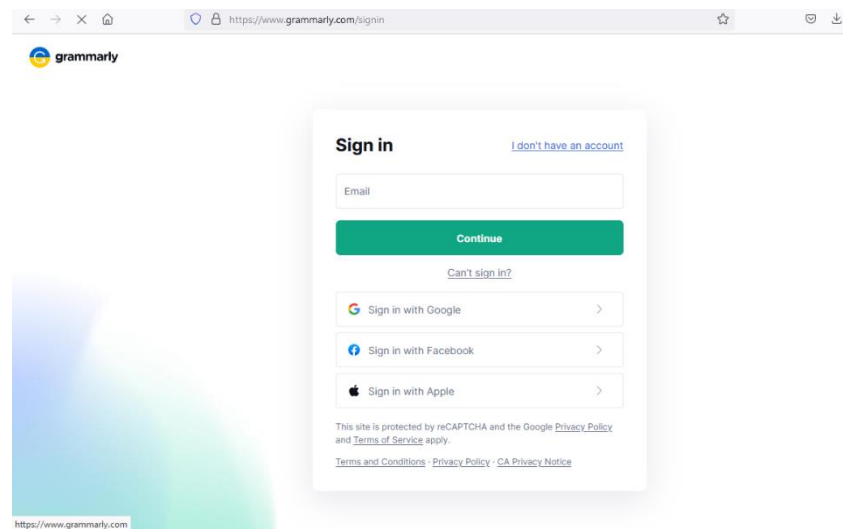


Figure 2. 8 Grammarly app login display

Enter your email and password on the 'Member Login' page.

c. Click New Upload

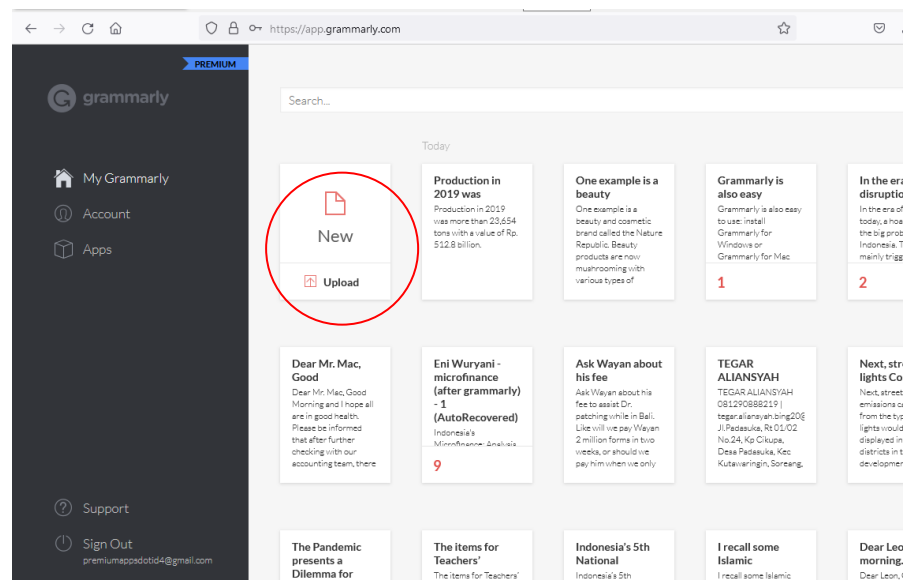


Figure 2. 9 document upload view in Grammarly app

On the member page, click 'New Upload' as shown above.

d. Click Upload File

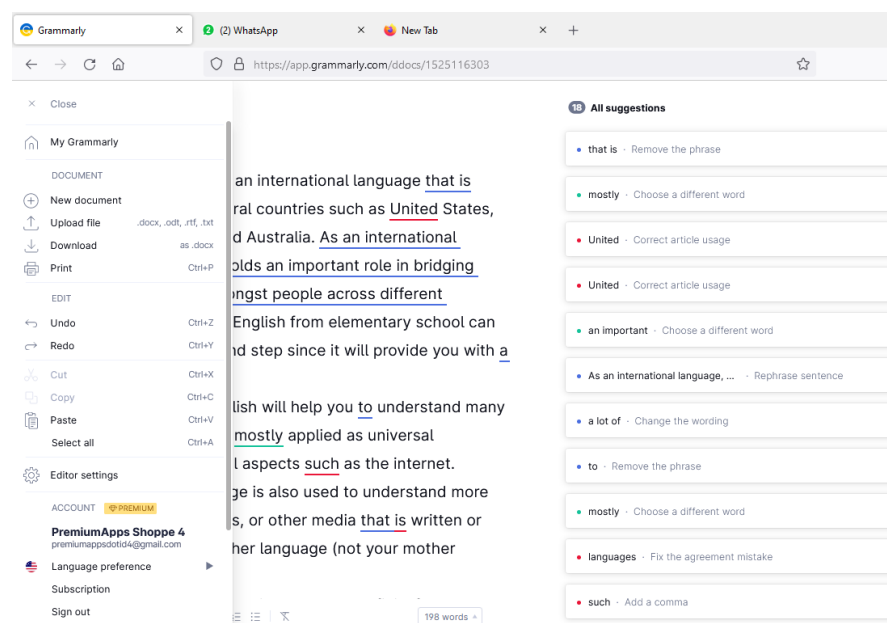


Figure 2. 10 Menu bar display in the Grammarly app

Click 'Upload file' as in the image above. After that, please select the file you want to check through Grammarly.

e. Select Desired Writing Settings

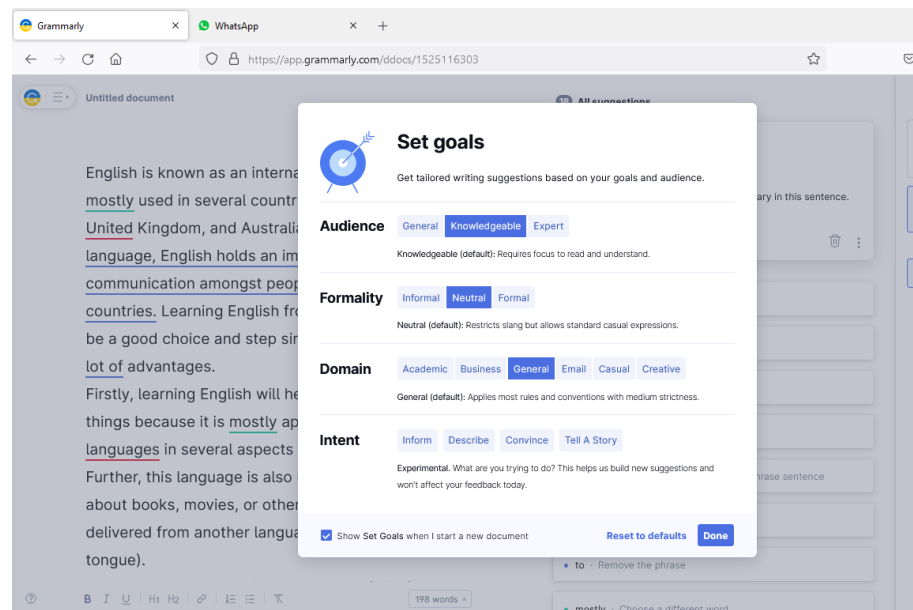


Figure 2. 11 Display of writing goal settings in the Grammarly Application

Choose a writing setting for your article or paper, starting from the reader's audience, formality, to the purpose of the article being written.

f. Fix Errors That Have Been Displayed

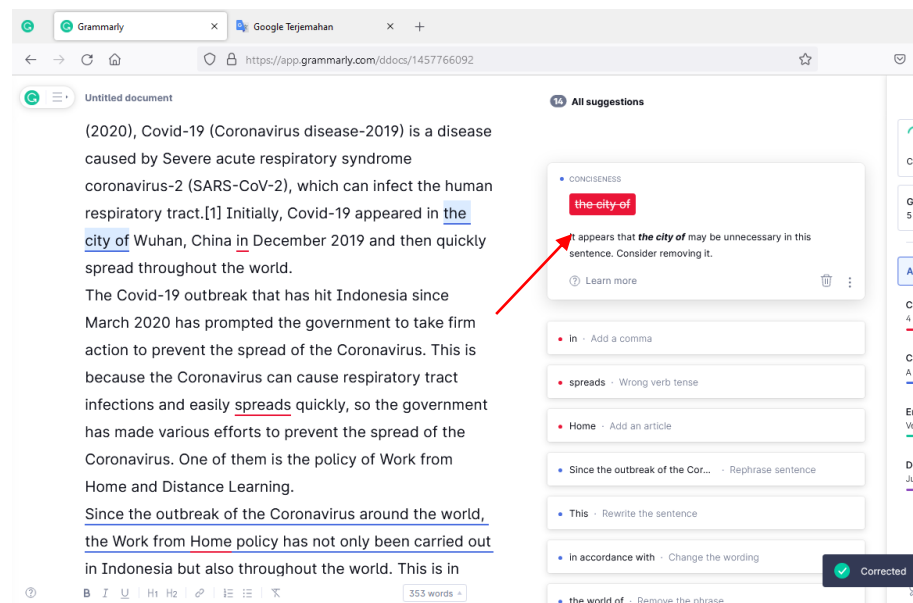


Figure 2. 12 Correction display on Grammarly app

If you want to fix an error, click the error next to the article as in the image above. The red box shows typos and suggestions for improvement.

g. Click Download

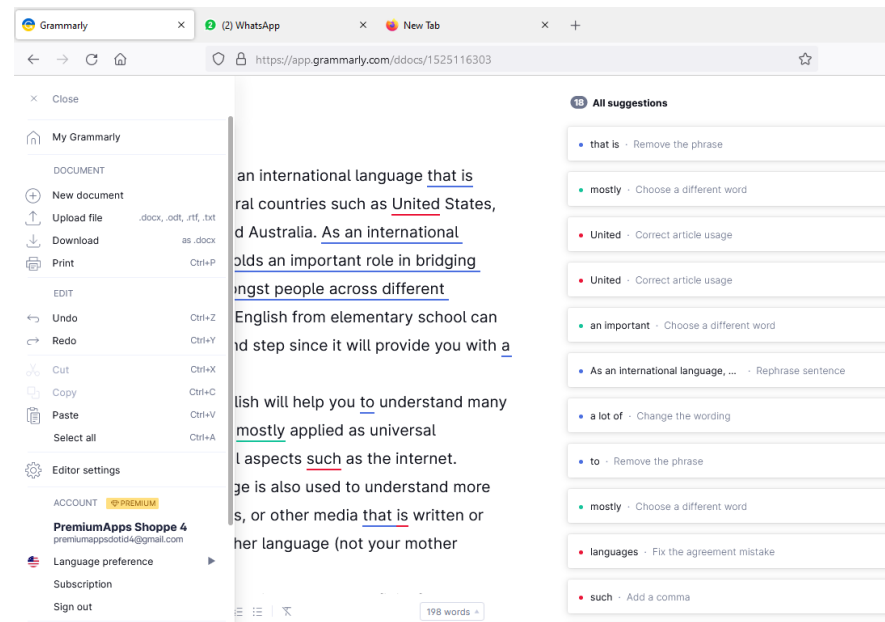


Figure 2. 13 Menu bar display in the Grammarly app

When you have finished correcting errors in your article or paper, please click 'Download' in the menu at the top left, as shown in the image.

h. Finished

After downloading the corrected article or paper through Grammarly, your article or paper is much better than before the Grammarly application repaired it.

4. Advantages & Disadvantages of Grammarly App

a. Advantages of the Grammarly app

The advantages of this Grammarly application can provide several benefits when using this application such as evaluating academic writing, including helpful feedback for learning acquisition, ease of access, high evaluation speed, and free service. In addition, the

advantage of this application is that it is easy to access anywhere and anytime and is equipped with a simple and easy-to-understand plagiarism checker.

b. Disadvantages of the Grammarly app

The disadvantages of this Grammarly application are that sometimes this application provides misleading feedback, excessive checking of the reference list, only available in English, and limited features in the free version of this application.

5. Previous Study

Related to this research, the researcher found some literatures about previous researcher which area relevant to this research.

Table 2. 1 Relevant Studies

No	Research Identity	Similarity	Differences	Research Originality
1	Ghaida Nurul Rahma Hakiki <i>EFL Students' perception of the Use of Grammarly Application in Writing Class.</i> ³⁴	This study aims to determine students' views on the use of the Grammarly application in writing assignments and making articles	This study took the subject of research at Tidar University. Meanwhile, the research object used came from 5th semester students	Students' perception on using the Grammarly application on their writing skills (case study: student TBI IAIN Manado)
2	Ruth O'Neill and Alex MT Russell <i>Stop! Grammar time: University</i>	This study aims to determine student perceptions of	This study focuses on students' perceptions of Grammarly as a	

³⁴ Ghaida Nurul Rahma Hakiki, "EFL Students' Perception of the Use Grammarly Application in Writing Class," *EDUVELOP* 4, no. 2 (2021).

	<i>students' perceptions of the automated feedback program Grammarly.</i> ³⁵	using the Grammarly application. In addition, this study uses mixed research methods with a sequential design approach.	means of providing student feedback to the Academic Learning Center (ALC) and Academic Learning Advisors (ALA).	This study focuses on finding the point of view of students majoring in
3	Karyuatry L, Rizqan, MD, Darayani, NA <i>Grammarly as a tool to improve students' writing quality (Free Online Proofreader across the Boundaries).</i> ³⁶	This study aims to determine whether the use of Grammarly can improve students' writing related to descriptive writing	This research was conducted based on lecturers' observations which implied that students had problems with grammar and articulation	English Education at IAIN Manado using the Grammarly application on their writing skills.
4	Rina Alya Fitria <i>Students' Perceptions of the Use of Grammarly in Undergraduate</i>	This research uses quantitative and qualitative methods in collecting data using purposive	The purpose of this study was to determine the perception of the use of Grammarly as an online	

³⁵ Ruth O'Neill and A. M.T. Russell, "Stop! Grammar Time: University Students' Perceptions of the Automated Feedback Program Grammarly," *Australasian Journal of Educational Technology* 35, no. 1 (2019): p. 42–56.

³⁶ Laksnoria Karyuatry, M. D Rizqan, and N. A Darayani, "Grammarly as a Tool to Improve Students' Writing Quality: Free Online-Proofreader across the Boundaries," *JSSH (Jurnal Sains Sosial Dan Humaniora)* 2, no. 1 (2018): p. 83–89.

	<i>Thesis Writing at IAIN Palangka Raya.</i> ³⁷	sampling technique.	grammar checking application in thesis writing	
5	Yoga Dwi Pratama <i>The investigation of using Grammarly as online grammar checker in the process of writing.</i> ³⁸	This study aims to determine students' perceptions of the use of Grammarly as an online grammar checker in the writing process.	Researcher used qualitative research methods with a survey research design. The participants of this study were 30 students of the Department of English Education from grades 6 and 8 at a public university in Karawang.	

The table above refers to previous research related to this research. Researcher found similarities between this study and previous research, namely about students' perceptions of using the Grammarly application for writing assignments in English. One of the five studies related to this research is Fitria's research entitled *"Students' Perceptions of the Use of Grammarly in Undergraduate Thesis Writing at IAIN Palangka Raya"*. Fitria's research aims to determine students' perceptions of the use of Grammarly as an online grammar checking application in thesis writing and the advantages and disadvantages of Grammarly as an online grammar checking tool. However, what distinguishes this research is the research sample and the research objectives themselves. This study

³⁷ Rina Alya Fitria, "Students' Perceptions of the Use of Grammarly in Undergraduate Thesis Writing at IAIN Palangka Raya" (IAIN Palangka Raya, 2021).

³⁸ Yoga Dwi Pratama, "The Investigation of Using Grammarly As Online Grammar Checker in the Process of Writing," *English Ideas: Journal of English Language Education* 1, no. 1 (2020): p. 46–54.

focuses on students' perceptions of using the Grammarly application for students' English writing. The criteria for the selected sample are students who are familiar with the Grammarly application and have used the Grammarly application in writing English assignments (articles, essays, and theses).

CHAPTER III

RESEARCH METHODOLOGY

This chapter examines the methods employed by the researcher to conduct the research. These include research design, research participants, research settings, data and source of data, data collection techniques, validity test, data analysis techniques and research procedures.

A. Research Design

In this study, the researcher used a mixed research approach. Researcher uses mixed methods to collect and analyze data using quantitative and qualitative methods. According to Sudaryono, mixed research methods are based on the philosophy of pragmatism to examine the conditions of natural and artificial objects (laboratories).¹

Meanwhile, according to Sugiyono, mixed research is a research method that combines quantitative research methods and qualitative research methods in research to obtain more comprehensive, valid, reliable and objective data.²

Comprehensive data is complete data, a combination of quantitative and qualitative data. Valid data has a high accuracy between what happened and what the researcher reported. Combining the two methods will make the research data more valid because qualitative methods and vice versa will verify data those quantitative methods cannot. Reliable data is consistent over time and from person to person. With this combined approach, data reliability can be increased by combining data testing using quantitative methods with qualitative methods and vice versa. Objective data can be measured through the five senses and is inversely proportional to subjective data. By using

¹ Sudaryono, *Metodologi Penelitian Kuantitatif, Kualitatif, Dan Mixed Method* (Depok: PT RajaGrafindo Persada, 2017), p. 628.

² Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*, Alfabet, 2018, p. 404.

mixed methods, the objectivity of data obtained from qualitative and subjective methods can be increased by quantitative methods.³

Therefore, it can be concluded that mixed methods are a research method that combines qualitative and quantitative research methods by choosing one of two methods that can be used as primary and secondary data. Here, the researcher used a mixed research method because the researcher wants to know about students' perceptions of using the Grammarly application in their writing.

B. Research Participants

1. Population

Population is an area generalization consisting of objects/subjects that have the qualities and criteria that have been determined by the researcher to be studied and the sample is part of the number and characteristics possessed by the population.⁴ According to Arikunto, the population is the entirety of the research subject to be studied in a research area.⁵ While the sample is part or representative of the population to be studied.

The population in this study were students of the English Education Study Program, Faculty of Tarbiyah, and Teacher Training at IAIN Manado in the academic year 2018/2019, totalling 26 people.

2. Samples

According to Creswell, the sample is a subgroup of the target population that the researcher plans to study to generalize about the target population. Sampling in this study using purposive sampling. Purposive Sampling aims to gain detailed knowledge of a particular phenomenon rather than making statistical conclusions or where the population is small

³ Sugiyono, p. 404–5.

⁴ Sugiyono, p. 119–20.

⁵ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2010), p. 173.

and specific.⁶ Sufficient purposive sampling should have clear criteria and reasons for inclusion.⁷ According to Siregar, this sampling is done if the researcher wants to select sample members based on certain criteria and the selected sample represents the total population.⁸

Based on the description above, the sampling in this study must meet the criteria that can be used as research samples. The criteria for taking the sample of this research are:

- a. The sample is familiar with the Grammarly app
- b. The research sample has used the Grammarly application in making English writings such as essays, articles, stories, or proposals / theses.

C. Research Setting

This research will be conducted at the English Education Study Program at the State Islamic Institute (IAIN) Manado at the address Jl. Dr. S.H. Sarundajang Ring Road Area I. The English Education Study Program was established in 2015, and there have been seven batches that have registered in the TBI study program. In 2018, the TBI study program was accredited B nationally.⁹

D. Data and Source of data

1. Primary Data

Primary data in this study is data collected by using interviews. The researcher interviewed several students of the English Education Study Program at IAIN Manado regarding their perceptions of using the Grammarly application for their writing.

⁶ Nurul Zuriah, *Metodologi Penelitian Sosial Dan Pendidikan (Teori-Aplikasi)* (Jakarta: Bumi Aksara, 2006), p. 124.

⁷ "Sampling Methods | Types and Techniques Explained," accessed at 11.00 pm, January 25, 2022, <https://www.scribbr.com/methodology/sampling-methods/>.

⁸ Sofyan Siregar, *Metode Penelitian Kuantitatif Dilengkapi Dengan Perhitungan Manual & SPSS*. (Jakarta: Kencana, 2013), p. 60.

⁹ "TBI IAIN MANADO," accessed at 07.30 am, January 25, 2022, <http://tbi.iain-manado.ac.id/#about-1>.

2. Secondary Data

Secondary data in this study were questionnaires distributed to respondents and previous studies related to this research. The questionnaire results will be used as supporting data for the first data related to the perception of students of the English Education Study Program in using the Grammarly application for their writing.

E. Research Instrument

The measuring instrument in research is called the research instrument. Sugiyono said a research instrument is a measuring tool such as tests, questionnaires, interview guidelines and observation guidelines used by researcher to collect data in a study.¹⁰ In this study, researcher took data using two research instruments: interviews and distributing questionnaires to students.

F. Data Collecting Techniques

Researcher use data collection techniques to collect data to produce valid data. According to Sudaryono, data collection techniques are strategies or methods used by researcher in collecting the data needed in their research.¹¹ Meanwhile, according to Sugiyono, data collection techniques are the most strategic step in research because the primary purpose is to obtain data. Without knowing the data collection techniques, the researcher will not get data that meets the data standards set.¹² Data collection can be done in various settings, various sources and various ways.

- From a setting point of view, data can be collected in the natural setting, using experimental methods in the laboratory, at home with various sources, in seminars, discussions, on the road, etc.
- In terms of data sources, data collection can use primary and secondary sources. Primary sources are data sources that provide data directly to

¹⁰ Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*, p. 148.

¹¹ Sudaryono, *Metodologi Penelitian Kuantitatif, Kualitatif, Dan Mixed Method*, p. 215.

¹² Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*, p. 187.

data collectors. In contrast, secondary data sources are data sources that do not provide data directly to data collectors, such as through other people or documents.

- In terms of data collection methods or techniques, data collection techniques can be done through observation, interviews, questionnaires, documentation, and triangulation.¹³

Therefore, the data collection techniques used in this research is an interview and questionnaire.

1. Interviews

The interview is one form of verbal communication, so it is a conversation that aims to get information. The interview involves the interviewer and resource person, where the interviewer will provide several questions for the interviewee to answer. According to Esterberg in Sugiyono, an interview involves two people exchanging information and ideas through questions and answers to get answers/ideas from sources.¹⁴ Interview media can be in the form of face-to-face, telephone, or online chat (video call).

Meanwhile, according to Kumar, there are two types of interviews: structured and unstructured interviews. A structured interview is an interview in which the answers and questions have been arranged based on the topic that we want to get from the respondent. Meanwhile, unstructured interviews are free answers and questions that allow the interviewer to dig deeper into the respondent's information.¹⁵

In this study, the researcher used unstructured interviews to get more in-depth information about students' perceptions of using Grammarly to their writing skills. The participants of this study were students of

¹³ Sugiyono, p. 187.

¹⁴ Sugiyono, p. 316.

¹⁵ Ranjit Kumar, *Research Methodology: A Step by Step Guide for Beginners*, Fifth (California: Sage Publication, 2019), p. 253–55.

English Education Study Program eighth semester of the academic year 2018/2019 who had completed writing assignments in English.

2. Questionnaires

A questionnaire is a list of questions that are distributed to respondents to be filled out and returned or answered under the supervision of a researcher.¹⁶ Questionnaires need to collect data from students or participants. The questionnaire was designed to allow researcher to collect data from many people. The purpose of the questionnaire is to find complete information regarding questions from respondents, and there is no concern if the answers given by respondents do not match what is actually in the list of questions.¹⁷ The questionnaire in this study was a questionnaire using a Likert scale model.

A questionnaire is a list of questions that are distributed to respondents to be filled out and returned or answered under the supervision of a researcher. Questionnaires need to collect data from students or participants. The questionnaire was designed to allow researcher to collect data from many people. The purpose of the questionnaire is to find complete information about the questions from the respondents, and there is no concern if the answers given by the respondents do not match what is actually in the list of questions. In this study, the researcher used a questionnaire to collect data because the answers would be well structured by using a questionnaire.

According to Abdurahman, there are two types of questions:

- a. Closed questions are researcher asking questions and providing predetermined response options for participants.

¹⁶ Nasution, *Metode Research (Penelitian Ilmiah)* (Jakarta: Bumi Aksara, 2003), p. 128.

¹⁷ Sudaryono, *Metodologi Penelitian Kuantitatif, Kualitatif, Dan Mixed Method*, p. 217.

- b. Open-ended questions are questions for which the researcher does not provide an answer choice; participants provide their responses to the questions.¹⁸

This research questionnaire uses closed questions; namely, the researcher gives a questionnaire containing closed questions that limit the respondents' answers by choosing between the answers already listed in the questionnaire.

Meanwhile, the Likert scale is used to determine a person's attitudes, opinions, and perceptions of the social phenomena they experience. In this study, the Likert scale assumes that the value of quantitative data comes from qualitative data for statistical analysis. Change the variables on the Likert scale to be tested into variable indicators, then use these indicators as a starting point in compiling statements or questionnaire questions. The Likert scale has a positive to negative gradation. To measure these variables, four levels are used as follows:

- Strongly Agree (SA)
- Agree (A)
- Disagree (D)
- Strongly Disagree (SD)

In this study, the researcher used the Likert scale method to find data about students' perceptions using the Grammarly application for their writing. As explained in the previous sub-chapter, the sample in this study was English education students of the academic year 2018/2019 who were familiar with and used the Grammarly application in writing articles, essays, proposals, or theses. The method of distributing this questionnaire is to use the google form application by asking students who have met the sample criteria to fill out the questionnaire that has been given.

¹⁸ Dudung Abdurahman, *Pengantar Metodologi Penelitian* (Yogyakarta: Kurnia Kalam Semesta, 2003), p. 47.

G. Validity Test

Researcher always relies on measurement. There are two essential characteristics of the process in which each measuring instrument must be tested for validity. Ary stated that validity is essential in developing and evaluating measuring instruments.¹⁹ Cohen argues that, in questionnaires, the measure of validity is whether the respondents who filled out the questionnaire completed the questionnaire accurately, honestly and correctly, followed by those who returned the questionnaire without answering it.²⁰ In this study, the researcher adopted Dewi's thesis questionnaire, and experts have validated it in their respective fields based on the results of the validity tests carried out.²¹

H. Data Analysis Techniques

There are two kinds of analysis in this study, namely qualitative analysis and quantitative analysis. In qualitative analysis obtained through interviews, the data are presented in descriptive form, describing what happened and what happened in the field.

1. Qualitative Analysis

In this research, the data analysis technique used in analyzing qualitative data is the Miles and Huberman model. Activities in data analysis are divided into 3 stages, namely; data reduction, data display, and conclusion drawing/verification.²²

a. Data Reduction

Data reduction is the process of summarizing the collected data, showing the main and important things, and eliminating things

¹⁹ Donald Ary et al., *Introduction to Research in Education* (Wadsworth: Wadsworth Cengage Learning, 2010), p. 224.

²⁰ Louis Cohen, Lawrence Manion, and Keith Morrison, *Research Methods in Education* (England: Taylor & Francis, 2007), p. 134.

²¹ Ni Komang Sarini Dewi, "Graduate EFL Students' Perception towards the Use of Premium Grammarly on Thesis Writing" (Universitas Pendidikan Ganesha, 2021).

²² Sugiyono, *Metode Penelitian Kombinasi (Mixed Methods)*, p. 334–42.

or data that are considered less necessary or unnecessary so that researcher can focus on data that are considered more important.

Data based on the results of interviews and questionnaires were reduced. The data collected reduces or eliminates parts that are irrelevant to students' perceptions of writing using Grammarly applications.

b. Data Display

According to Miles, Huberman, and Saldana, a Display is an organized and compressed collection of information that allows drawing conclusions and actions.²³ The data display makes it easier for researcher to understand what has been learned. When presenting data, in addition to presenting data in the form of narrative text, researcher can also present data that has been collected in tables, graphs, charts, matrices, charts. At this stage, the researcher displays data containing the perceptions of TBI students about the use of the Grammarly application for their writing specifically and clearly. The researcher displays the results of the interviews in the narrative text. For the questionnaire results, the researcher displays them in a table, and then the results will be explained or described quantitatively.

c. Conclusion Drawing/Verification

The conclusion/validation summarises the findings derived from the provided data. The conclusion describes the initially difficult-to-research issue, which becomes apparent after conducting research. Every piece of processed data concludes with a descriptive summary.

In this study, drawing and validating conclusions is the final step of data analysis following the completion of the first and second

²³ Matthew B. Miles, A. Michael Huberman, and Jonny Saldana, *Qualitative Data Analysis: A Methods Sourcebooks*, Third (California: Sage Publication, 2014), p. 121.

data analysis steps. The researcher discovered additional data from interviews to supplement the questionnaire data. After the data presentation phase, the researcher concludes the data obtained to address the research above questions.

2. Quantitative Analysis

This study's quantitative data were analyzed by distributing questionnaires and presented in descriptive statistics. The size of the score for the questionnaire data was calculated using a Likert scale measurement scale. Has a category of Strongly Agree (SA), Disagree (D), Agree (A), and Strongly Agree (SD).

Table 3. 1 Likert Scale Rating²⁴

Answer	Code	Score	
		+	-
Strongly Agree	SA	4	1
Agree	A	3	2
Disagree	D	2	3
Strongly Disagree	SD	1	4

Percentage statistics were used to calculate the score for the questionnaire data, and the formula is as follows:

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

Description :

P : Percentage

F : Frequency

N : Number of respondents

²⁴ Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktek*, p. 245.

100% : Fixed number

The percentage of the questionnaire will be stated in the form of a category of assessment results. The category of assessment results is used to determine how students perceive using Grammarly application toward their writing. Use the metrics in Table 3.2 to determine the qualitative mean percentage category.

Table 3.2 Questionnaire assessment category²⁵

Percentage Interval	Category
86% - 100%	Excellent
85% - 70%	Good
69% - 54%	Poor
53% - 38%	Very Poor

I. Research Procedures

In this study, researcher collected data from questionnaires and interviews

1. The researcher made a list of student criteria for interviews selected by the researcher, namely those who know and use the Grammarly application in making English writing assignments
2. The researcher selected 26 students of the 2018 English education study program who knew and used the Grammarly application in making English writing assignments by interview.
3. Researcher distributed questionnaires to students to complete the results of the interview data conducted.
4. Researcher sent a questionnaire via a google form.
5. Researcher analyzed the questionnaire and made conclusions from the data.

²⁵ Arikunto, p. 246.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the findings and discussion of the research. Data obtained from interviews will be analyzed to find research findings. Finally, the results will be presented descriptively.

A. General Description of Research Setting

1. Institute of Islamic Studies (IAIN) Manado

This study was carried out at State Islamic of Institute Manado, the first Islamic Institute in North Sulawesi (known as IAIN Manado). IAIN Manado was founded in 1988 as the Islamic Institute of Manado by Muslim leaders in North Sulawesi (IAI Manado). In 1990, IAI Manado merged with the Sharia Faculty of IAIN Alauddin (now known as UIN Makassar) and changed its name to Sharia Faculty IAIN Alauddin. In 1997, Sharia Faculty IAIN Alauddin split and formed STAIN (Sekolah Tinggi Agama Islam Negeri) Manado as an autonomous institution. And in November 2015 shifted to Institute of Islamic Studies (IAIN) Manado.¹

IAIN Manado is located in Paal Dua on the eastern edge of Manado City's Malendeng Ward. Faculty of Tarbiyah and Teacher Training (FTIK), Faculty of Ushuludin (FUAD), Faculty of Sharia, and Study Program are its four faculties.

2. Faculty of Tarbiyah and Teacher Training

Faculty of Tarbiyah and Teacher Training was founded on March 21, 1997, at the same time as the Sharia faculty of IAIN Alauddin split and became the Faculty of Tarbiyah and Teacher Training of STAIN Manado.

In accordance with Presidential Regulation No. 147 of 2014 on the transfer from STAIN Manado to IAIN Manado, the institutional status of

¹ "Sejarah - IAIN Manado," accessed June 19, 2022, http://iain-manado.ac.id/?page_id=505.

the Department was elevated to that of a faculty at the same time as STAIN Manado was transformed into IAIN Manado.²

The shift of an institution from a department to a faculty result in change and growth, particularly in the study program. Currently, the Faculty of Tarbiyah and Teacher Education offers six Study Programs. They are the Islamic Educational Study Program, Islamic Education Management Study Program, Arabic Language Education Study Program, Primary Teacher Education Department, Islamic Education for Early Childhood department, and English Education Study Program.³

3. English Education Study Program

Due to the 1997 founding of the Faculty of Tarbiyah and Teacher Training, the English Education Study Program was founded in 2015. Based on SK number 1100/SK/BAN-PT/Akred/IV/2018, the English Language Education Study Program received a grade of "B" for national accreditation in 2018. Since 2015, the English Education Study Program has graduated six cohorts of students.⁴

Table 4. 1 General Description of TBI⁵

Vision	Missions	Objectives	Lecturers
To become the hub for Education, Research,	1. Organizing academic education that is professional, innovative, and effective in the subject of English	1. Producing qualified English educators within the discipline of English Education.	1. Nur Halimah, M.Hum (Head of TBI) 2. Fadhlan Saini, M.Pd

² "Sejarah – Fakultas Tarbiyah Dan Ilmu Keguruan," accessed June 23, 2022, <http://ftik.iain-manado.ac.id/sejarah/>.

³ Windi Gerace Tinangon, "An Error Analysis in Using Adjective Order at English Education Study Program of Manado State Institute of Islamic Studies" (State Institute of Islamic Studies (IAIN Manado), 2022), p. 33.

⁴ Tinangon, p. 34.

⁵ "TBI IAIN MANADO."

and Service in English Language education in Eastern Indonesia by 2035.	<p>Language education.</p> <p>2. Conduct multicultural research and community service in the field of English Education.</p> <p>3. Improving the credibility, transparency, accountability, responsibility, and fairness of institutional governance in English Education.</p> <p>4. Implementing cooperation with government and business entities domestically and internationally in English Education.</p>	<p>2. Developing productive researcher in the field of English Education who have a multicultural perspective.</p> <p>3. Enhancing the capacity and expertise of English education study program resources through tri dharma in higher education at the national and international levels.</p>	<p>(Secretary of TBI)</p> <p>3. Dr. Srifani Simbuka., M.Hum., M.Educ,STU D</p> <p>4. Dr. Andi M. Nagauleng, M.Pd</p> <p>5. Ahmad Mustamir Waris, M.Pd</p> <p>6. Nikmala N. Kaharuddin, M.Hum</p> <p>7. Indah W. Saud, M.Pd</p>
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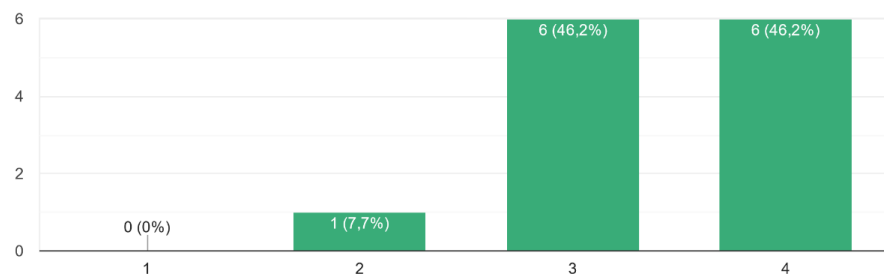
B. Findings

1. Questionnaire

This subsection will explain the purpose of this study to determine Student Perceptions about the Use of the Grammarly application among students of the English Education Study Program for the 2018/2019 academic year at IAIN Manado. Students' responses to questionnaires

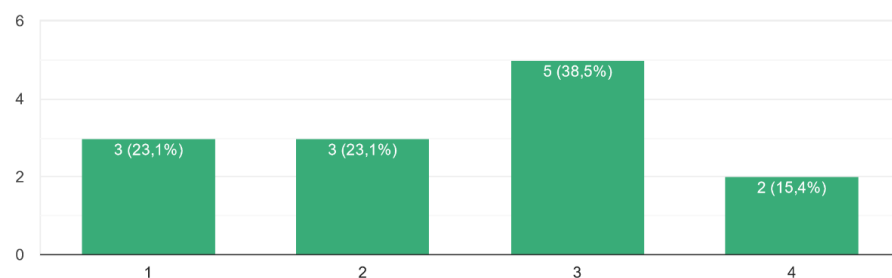
were utilized to collect data. Researcher sent questionnaires to respondents using WhatsApp private and group chats using Google Forms. After issuing a two-question online questionnaire to ascertain if respondents were familiar with and made use of the Grammarly program, the researcher obtained 13 responses to an online questionnaire. Graphs are used to illustrate the outcomes of research in order to convey thorough information.

Chart 4. 1 Correcting English grammar faster by using Grammarly than fixing it manually



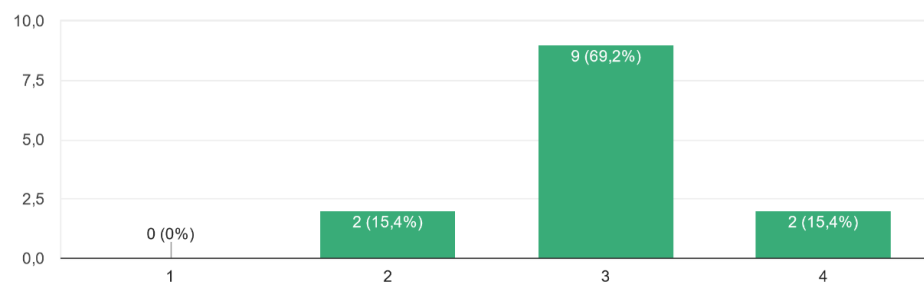
Based on graph 4.1, it can be seen that there is a balanced scale; namely, 46.2% of respondents answered strongly agree and agree, 7.7% of respondents answered less agree, and 0% of respondents answered strongly disagree because there is no scale in the first graph. This shows that 12 respondents agree that the Grammarly application can improve English grammar faster than fixing it manually.

Chart 4. 2 Grammarly is very useless in writing English written assignments



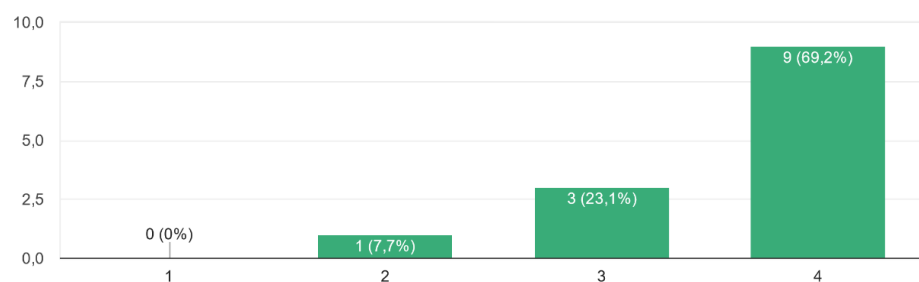
Graph 4.2 shows that 38.5% of respondents answered agree, 23.1% answered disagree and strongly disagree, and 15.4% strongly agree. Therefore, some respondents agree that Grammarly does not help write English assignments, while others do not agree that Grammarly does not help write English assignments.

Chart 4. 3 There is no problems when using Grammarly in writing English assignments



Based on graph 4.3 above, 69.2% of respondents answered agree, 15.4% of respondents answered strongly agree, 15.4% of respondents answered disagree, and 0% of respondents answered strongly disagree because there is no scale. Therefore, as many as 11 respondents agreed that there was no problem using the Grammarly application in writing English assignments.

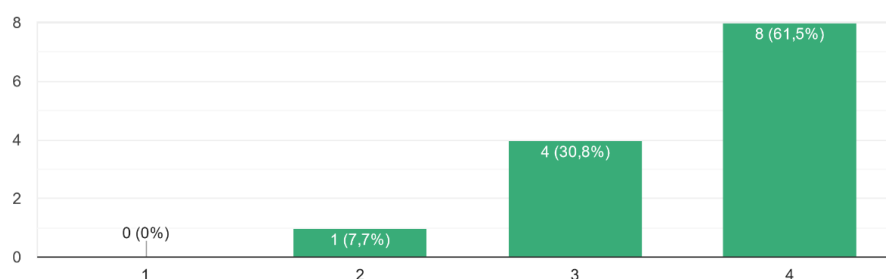
Chart 4. 4 Grammarly to help in understanding grammatical errors in English writing



According to graph 4.4 above, 69.2% of respondents answered strongly agree, 23.1% of respondents answered agree, while only one

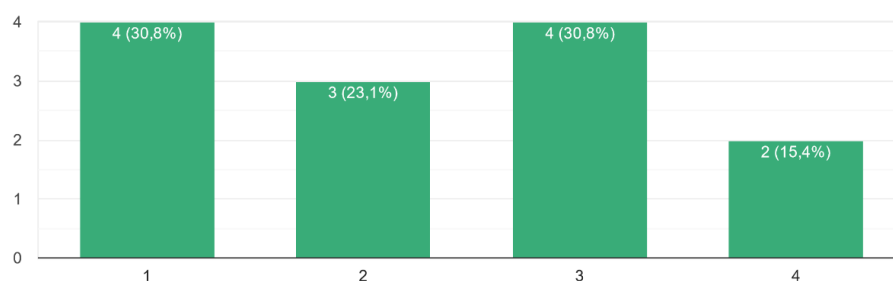
respondent with a scale of 7.7% answered disagreed. In addition, the graph found that one student thought that the Grammarly application could not help him understand grammatical errors in his English writing.

Chart 4. 5 Interesting to use Grammarly to improve English grammar in writing English assignments



Based on graph 4.5 above, 61.5% of respondents answered strongly agree, 30.8% of respondents answered agree, and only one respondent with a scale of 7.7% answered disagree. So it can be concluded that all respondents agree that they are interested in using the Grammarly application to improve English grammar in writing English assignments.

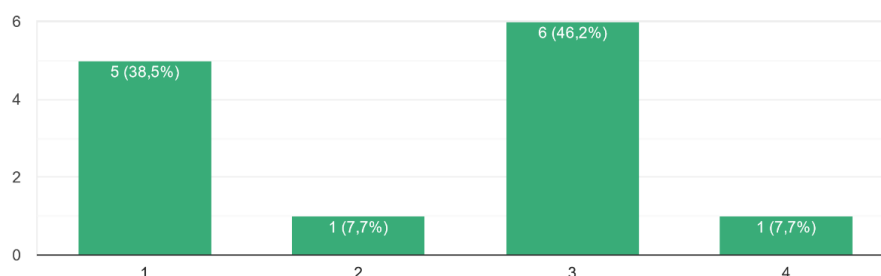
Chart 4. 6 Using Grammarly did not help to have a good understanding of English grammar



Graph 4.6 above shows a balanced scale, namely 30.8% of respondents answered strongly disagree and agree, 23.1% of respondents answered disagree, and two respondents with a scale of 15.4% answered strongly agree. This shows that some respondents agree that using the Grammarly application does not help them understand good English

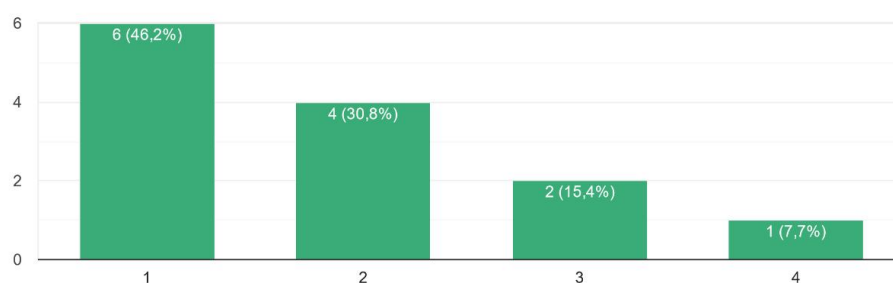
grammar. However, some respondents do not agree that using the Grammarly application does not help them understand good English grammar.

Chart 4. 7 Using Grammarly makes students not confident about English grammar in writing English assignments



Graph 4.7 above indicates that 50% of respondents answered agree, 33.3% of respondents answered strongly disagree, and with a balanced scale, 8.3% of respondents answered disagree and strongly agree with each respondent one student. So that as many as seven respondents agreed that Grammarly made them not confident with their grammar in writing English assignments.

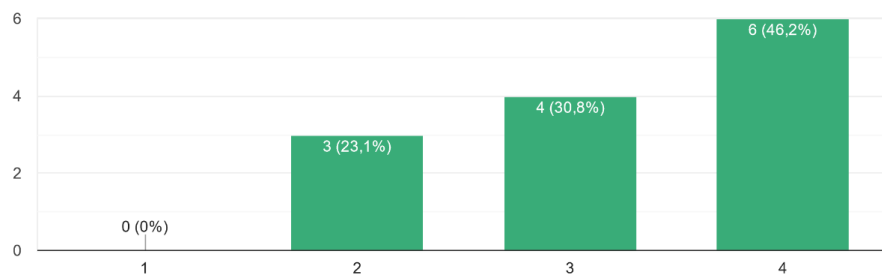
Chart 4. 8 Students do not believe that the use of Grammarly will play an important role in minimizing English grammatical errors in writing English assignments



It can be seen in graph 4.8 that 46.2% of respondents answered Strongly Disagree, 30.8% of respondents answered Disagree, 15.4% of respondents answered Agree, and 7.7% of respondents answered

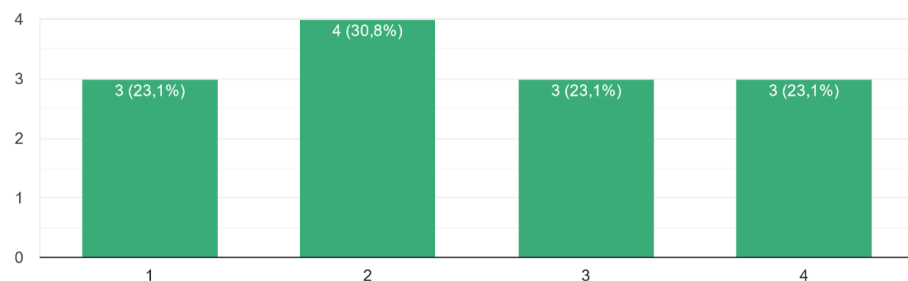
Strongly Agree. Therefore, half of the total respondents strongly disagree that using the Grammarly application will not play an essential role in minimizing English grammatical errors in writing English assignments.

Chart 4. 9 The plagiarism checking feature is a valuable new feature in Grammarly



Graph 4.9 above shows 46.2% of respondents answered Strongly Agree, 30.8% of respondents answered Agree, 23.1% of respondents answered Disagree, and 0% of respondents answered Strongly Disagree. Thus, most respondents affirmed that the plagiarism check feature is a valuable new feature in the Grammarly application.

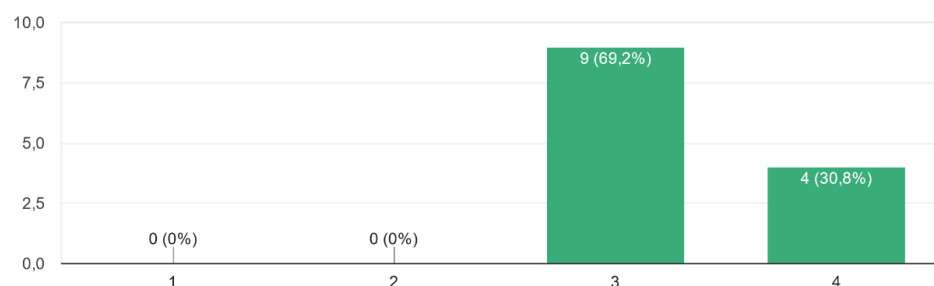
Chart 4. 10 The process of downloading and installing the Grammarly application is not easy, fast and simple



The balance scale is shown in graph 4.10 because each point of the scale has the same number. For example, this can be seen in 23.1% of respondents who answered Strongly Disagree, 30.8% of respondents answered Disagree, 23.1% of respondents answered Agree, and 23.1% of

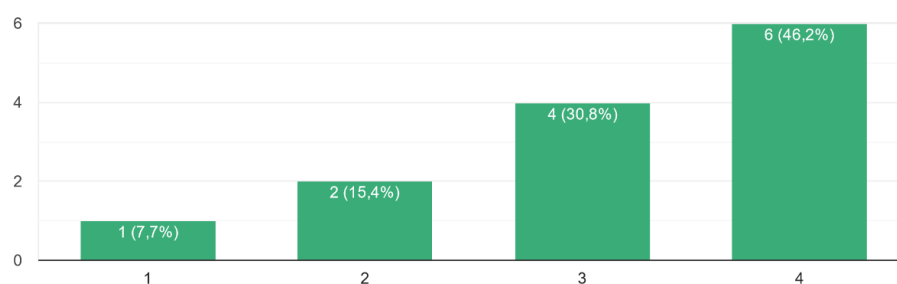
other respondents answered Strongly Agree because they claimed that the process of downloading and installing the Grammarly application not easy, fast, and straightforward.

Chart 4. 11 The reason students use Grammarly is that students receive input from lecturers regarding errors and inconsistencies in English grammar in writing English assignments



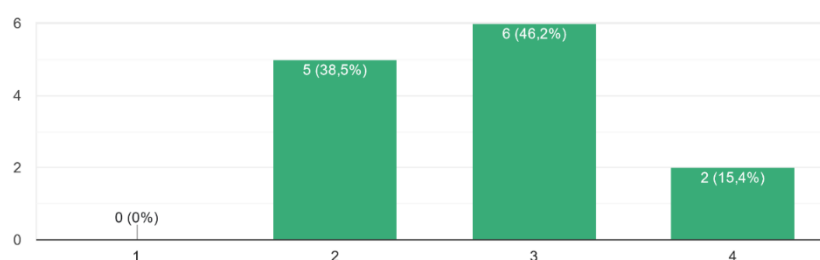
Based on graph 4.11 above, 69.2% of respondents answered Agree, 30.8% of respondents answered Strongly Agree, and none answered Strongly Disagree or Disagree because the scale was not included in the graph. Therefore, almost all respondents confirmed that using the Grammarly application was because of the lecturer's statements regarding grammatical errors and inconsistencies in writing English assignments.

Chart 4. 12 Using Grammarly to correct English grammar in writing English assignments is easy to use and has clear features



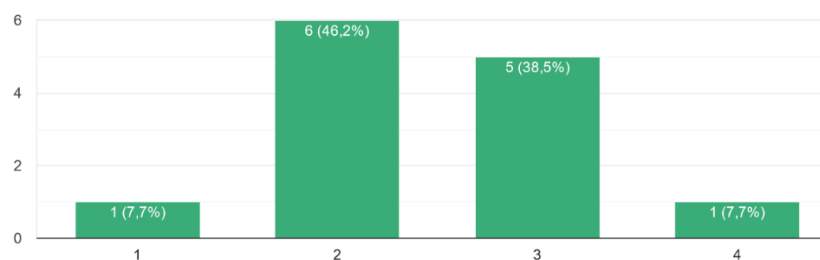
It can be seen in graph 4.12 that 46.2% of respondents answered Strongly Agree, 30.8% of respondents answered Agree, 15.4% of respondents answered Disagree, and the remaining 7.7% of respondents answered Strongly Disagree. Therefore, some respondents strongly admit that respondents always use the Grammarly application to correct English grammar in writing English assignments because Grammarly is easy to use and has apparent features.

Chart 4. 13 Grammarly is similar to the U-dictionary feature but Grammarly provides complex features including plagiarism checking so I prefer to use Grammarly



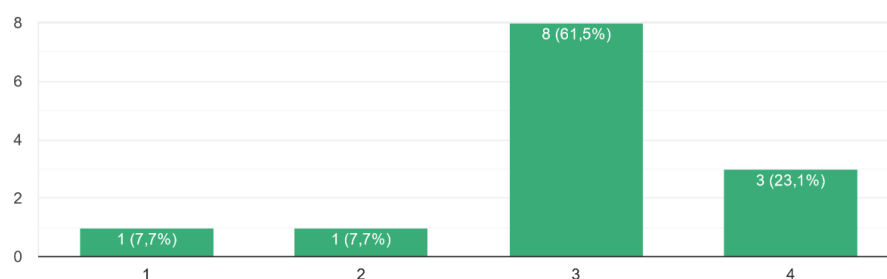
Graph 4.13 shows that 46.2% of respondents answered Strongly Agree, 38.5% of respondents answered Agree, and 7.7% of other respondents answered Strongly Agree because they claim that Grammarly is similar to the U-dictionary feature. However, Grammarly provides complex features, including checking plagiarism.

Chart 4. 14 Students always use Grammarly in their English assignments



Based on graph 14, 46.2% of respondents answered agree, and 38.5% answered disagree. In comparison, some respondents with a scale of 15.4% answered strongly agree, and one respondent with a scale of 7.7% answered strongly disagree. So that some respondents agree that they always use the Grammarly application in making English assignments, and some respondents answer disagree that they always use the Grammarly application in making English assignments.

Chart 4. 15 The enthusiasm of my lecturers and friends to recommend Grammarly influenced me to use Grammarly in my English assignments



Graph 4.15 shows 61.5% of respondents answered agree, 23.1% of respondents answered strongly agree, and with a balanced scale of 7.7%, only one on each scale answered disagree and strongly disagree. So almost all respondents agreed that the enthusiasm of my lecturers and friends to recommend Grammarly influenced them to use Grammarly in making English assignments.

Based on these findings, Student Perceptions about the Use of Grammarly Applications in the writings of Students of the English Education Study Program at IAIN Manado can be classified in table 4.2 below:

Table 4. 2 Average of Respondents' Answers

No	Statements	Positive Perception most Dominant		Negative Perception mos Dominant	
		3 4	Percentage	2 1	Percentage
1.	I can fix English grammar faster by using Grammarly than fixing it manually.	12	92.30%	1	7.70%
2.	In my opinion, Grammarly is very useless in writing English written assignments	7	53.85%	6	46.15%
3.	I do not feel any problems when I use Grammarly in writing English assignments	11	84.61%	2	15.39%
4.	I use Grammarly to help me understand grammatical errors in my English writing.	12	92.30%	1	7.70%
5.	I am interested in using Grammarly to improve my English grammar in writing my English assignments	12	92.30%	1	7.70%
6.	Using Grammarly did not help me to have a good understanding of English grammar.	7	53.85%	6	46.15%
7.	Using Grammarly makes me not confident about English grammar in writing my English assignments	6	46.15%	7	53.85%
8.	I do not believe that the use of Grammarly will play an important role in minimizing English grammatical errors in writing my English assignments.	10	77%	3	23%
9.	I feel that the plagiarism checking feature is a valuable new feature in Grammarly	10	77%	3	23%
10.	I feel the process of downloading and installing the Grammarly application is not easy, fast and simple.	6	46.15%	7	53.85%
11.	I received input from my lecturer regarding errors and inconsistencies in English grammar in writing my English assignments. That's the reason I use Grammarly.	13	100%	0	0%

12.	I always use Grammarly to correct English grammar in writing my English assignments because Grammarly is easy to use and has clear features.	10	77%	3	23%
13.	Grammarly is similar to the U-dictionary feature but Grammarly provides complex features including plagiarism checking so I prefer to use Grammarly.	8	61.53%	5	38.47%
14.	I always use Grammarly in my English assignments	6	46.15%	7	53.85%
15.	The enthusiasm of my lecturers and friends to recommend Grammarly influenced me to use Grammarly in my English assignments.	11	84.61%	2	15.39%
Average			72.32%		27.68%

Based on the table 4.2 above, most of the respondents on the agree perception with the score of percentage 72.32% and the rest of the respondents on the disagree perception with the score of percentage 27.38%.

2. Interviews

After conducting a survey interview with 26 students in English education study program, 13 knew and used the Grammarly application. However, only ten students whom researcher succeeded in interviewing related their perceptions of using the Grammarly application in making English tasks. Therefore, the researcher prepared four questions, and the data collection process was carried out in May 2022.

a. Respondents 1 (WG)

Q1: Are you familiar with the Grammarly app? If yes, how did you get to know the Grammarly application?

“Yes, I am. The first time I found out about this Grammarly application was when I saw ads on YouTube. After that, I also

saw the ad on Instagram. In that advertisement, it shows that Grammarly can make our writing much better and tidier in the grammar aspects, in the aspect of punctuation, and others. So, I tried to download the application on my laptop, and I used it until now.”

Q2: Do you use the Grammarly application in writing your English assignments? If not, what are the reasons?

“Yes, of course.”

Q3: Is there any benefit after you use Grammarly in writing your English assignments? If yes, what are the benefits?

“Yes, the first benefit is that my writing is better. I usually write it always typo, and when using this application, it can show what I want to write and then automatically replace it; well, it is perfect. Then the second benefit, in Grammarly too, punctuation like a dot, commas, and other punctuation can show the place precisely, and I always get good grades in my writing.”

Q4: Did you experience some problems when using Grammarly in writing your English assignments? What are the reasons?

“Oh yes. First, the obstacle is that this Grammarly application must be accessed using data, so it must be online. Well, usually a lousy network, so its use if not in a stable network cannot be accessed and cannot check the grammar. Then, the second, I usually use it as an application on a laptop, so usually, Grammarly is difficult to access either because of the laptop or because the application is heavy.”

b. Respondents 2 (CK)

Q1: Are you familiar with the Grammarly app? If yes, how did you get to know the Grammarly application?

“Yes, I know the Grammarly application through several advertisements. The first time appeared on YouTube and looked interesting.”

Q2: Do you use the Grammarly application in writing your English assignments? If not, what are the reasons?

“Yes, I use it because it is enough to help us see our English and explain some grammar clearly.”

Q3: Is there any benefit after you use Grammarly in writing your English assignments? If yes, what are the benefits?

“The benefits are like correcting punctuation, and every paragraph that is corrected becomes more apparent and easier to understand.”

Q4: Did you experience some problems when using Grammarly in writing your English assignments? What are the reasons?

“I think there are no obstacles. It is just that the usual obstacle is the network to make the activation process slow.”

c. Respondents 3 (DS)

Q1: Are you familiar with the Grammarly app? If yes, how did you get to know the Grammarly application?

“Yes, I know this application, and I know it from my friend.”

Q2: Do you use the Grammarly application in writing your English assignments? If not, what are the reasons?

“Yes, I am using it. This has been very useful in making my assignment easier, especially during the study period.”

Q3: Is there any benefit after you use Grammarly in writing your English assignments? If yes, what are the benefits?

“Yes, for myself, it is beneficial for the preparation of my thesis”

because, to be honest, I still have many mistakes in the use of grammar. So, this application is beneficial for me.”

Q4: Did you experience some problems when using Grammarly in writing your English assignments? What are the reasons?

“So far, in my opinion, there are no obstacles.”

d. Respondents 4 (AC)

Q1: Are you familiar with the Grammarly app? If yes, how did you get to know the Grammarly application?

“Yes, I know the Grammarly application from Youtube ads and my friends.”

Q2: Do you use the Grammarly application in writing your English assignments? If not, what are the reasons?

“Yes, I use it”

Q3: Is there any benefit after you use Grammarly in writing your English assignments? If yes, what are the benefits?

“In my opinion, the Grammarly application makes it easy to improve errors in writing an article. So, we can shorten the time to find mistakes that have happened effectively.”

Q4: Did you experience some problems when using Grammarly in writing your English assignments? What are the reasons?

“Of course, there are no obstacles. It is just that I feel that if I continue to use the application, I will feel dependent because the application is the term eliminating me from finding out how many mistakes I am in writing English.”

e. Respondents 5 (SN)

Q1: Are you familiar with the Grammarly app? If yes, how did you get to know the Grammarly application?

“Yes, I know the Grammarly application from my friend.”

Q2: Do you use the Grammarly application in writing your English assignments? If not, what are the reasons?

“Yes, I use it”

Q3: Is there any benefit after you use Grammarly in writing your English assignments? If yes, what are the benefits?

“Grammarly applications help check the Grammatical System in our writing. However, in addition, the benefits are, for example, in doing the thesis, we can check whether the grammar that we use is good or not by using the Grammarly application.”

Q4: Did you experience some problems when using Grammarly in writing your English assignments? What are the reasons?

“So far, there are no problems with the application. The only problem is the instability of the internet connection, which makes processing slow.”

f. Respondents 6 (CI)

Q1: Are you familiar with the Grammarly app? If yes, how did you get to know the Grammarly application?

“Yes, I got to know this Grammarly application through ads on youtube”

Q2: Do you use the Grammarly application in writing your English assignments? If not, what are the reasons?

“Yes, I use it”

Q3: Is there any benefit after you use Grammarly in writing your English assignments? If yes, what are the benefits?

“After using the Grammarly application, it is easier for me to analyze errors in my English writings. Grammarly corrects

grammatical errors in English writing. The correction shows the point of my writing errors that often occur. Thus, I must be more careful in compiling an article. Grammarly helped me understand my weakness, especially regarding grammar mastery, which improved me”

Q4: Did you experience some problems when using Grammarly in writing your English assignments? What are the reasons?

“The use of Grammarly, in my opinion, is relatively easy and not too tricky until now”

g. Respondents 7 (RI)

Q1: Are you familiar with the Grammarly app? If yes, how did you get to know the Grammarly application?

“Oh yes, I have known this Grammarly application for a long time. The first time I got to know this Grammarly application was through an ad on youtube. So, first I watched youtube, and then an ad appeared grammatically. At first, I wasn't too interested. However, I tried it, and I now use it in almost all my tasks”

Q2: Do you use the Grammarly application in writing your English assignments? If not, what are the reasons?

“Yes, I use it”

Q3: Is there any benefit after you use Grammarly in writing your English assignments? If yes, what are the benefits?

“Yes, the benefits are many. So, at first, I was hesitant. But now, I use Grammarly in almost all my assignments to see if something goes wrong. So, that's it. Just see if anything goes wrong”

Q4: Did you experience some problems when using Grammarly in writing your English assignments? What are the reasons?

“If you look at the obstacles, there have been no problems except

for the paid features, which can be considered relatively expensive for college students. This is because college students or university students generally have economic disparities. So, apart from the paid factor, I have no complaints about the Grammarly application.”

h. Respondents 8 (DT)

Q1: Are you familiar with the Grammarly app? If yes, how did you get to know the Grammarly application?

“Yes, I know the Grammarly application. I know the Grammarly application because a friend introduced it.”

Q2: Do you use the Grammarly application in writing your English assignments? If not, what are the reasons?

“I currently use the Grammarly application but don't use it often. Only occasionally.”

Q3: Is there any benefit after you use Grammarly in writing your English assignments? If yes, what are the benefits?

“The benefit I get is that my English sentences become more grammatically structured.”

Q4: Did you experience some problems when using Grammarly in writing your English assignments? What are the reasons?

“So far, no problems.”

i. Respondents 9 (AM)

Q1: Are you familiar with the Grammarly app? If yes, how did you get to know the Grammarly application?

“Yes, I got to know the application through the U-Dictionary application and in advertisements on Youtube”

Q2: Do you use the Grammarly application in writing your English

assignments? If not, what are the reasons?

“Yes, I use it, but I just installed the app. I only used it yesterday during semesters 6 and 7 for my assignments.”

Q3: Is there any benefit after you use Grammarly in writing your English assignments? If yes, what are the benefits?

“Previously I only used the U-Dictionary application to translate my assignments, and then I tried to use the Grammarly application, which was quite helpful when doing my assignments.”

Q4: Did you experience some problems when using Grammarly in writing your English assignments? What are the reasons?

“The only problem I face is when I want to translate the process is a bit slow and grammatically only available in English, not Indonesian quickly”

j. Respondents 10 (ID)

Q1: Are you familiar with the Grammarly app? If yes, how did you get to know the Grammarly application?

“Yes, I know it from a classmate.”

Q2: Do you use the Grammarly application in writing your English assignments? If not, what are the reasons?

“Yes, I use it. But sometimes”

Q3: Is there any benefit after you use Grammarly in writing your English assignments? If yes, what are the benefits?

“Yes, the benefit is that it can improve the writing of my proposal or paper.”

Q4: Did you experience some problems when using Grammarly in writing your English assignments? What are the reasons?

“Maybe, it's just a network problem because the application is not an offline application.”

Researchers interviewed ten students to discover their perceptions of using the Grammarly application in their writing. The researcher gave four questions to students of the English Education study program for the 2018/2019 academic year who were familiar with and used the Grammarly application in writing or making their English assignments.

Based on the interviews with ten students, the researchers found answers about their perceptions of using the Grammarly application, starting with how they knew the Grammarly application, what benefits they felt, and what obstacles were. The researcher asked the same questions to all the students who had been interviewed.

The first question the researcher asked the respondents related to the title was, "Are you familiar with the Grammarly application? If so, where did you get to know the application?". Of the ten respondents, six students answered that they knew the Grammarly application from Youtube ads and four students knew this application from their classmates.

Because the second and third questions are related, the researcher asked the respondents, "Are you using the Grammarly application? What benefits do you feel while using the application?". The ten respondents answered that they used the Grammarly application in making their English assignments. In addition, from the interviews, all respondents answered that the Grammarly application could make it easier for them to correct grammatical errors they wrote, such as spelling, punctuation, and typos.

The fourth question the researcher asked the respondents was, "were there any problems while you were using the Grammarly application?". Some respondents answered that as long as they used the Grammarly application, they had no problems using it. However, some respondents said they had problems using the Grammarly application in making their English

assignments, such as the Grammarly application that requires internet access, is only available in English, and requires a large enough storage capacity to download the application.

C. Discussion

In this subchapter, the data collected from the respondents using a questionnaire will discuss and analyze to describe the research question what are the students' perceptions of using the Grammarly application in their writing. The questionnaire was adapted from Dewi's thesis.⁶

Slameto believes that perception is a process of understanding something that involves entering information into the human brain by learning from the surrounding environment.⁷ This understanding process is carried out through the five senses: sight, hearing, touch, taste, and smell. In other words, perception is formed from experiences experienced by humans in interpreting particular objects or events. Therefore, they have to go through some experience or understand the object associated with the event or goal. In line with this research, the researcher conducted a study to determine the students' perceptions of using the Grammarly application for their English writing. The respondents are students of the English Education Study Program who are familiar with and have experience using the Grammarly application in the learning process.

Based on the analysis of the findings, 72.32% of respondents agreed to use the Grammarly application in making their English writing assignments. It means that respondents have positive respond to the use of the Grammarly application in helping them correct the grammar in their English writings. Meanwhile, 27.58 % of respondents have negative perceive using the Grammarly application in making their English writing assignments.

⁶ Ni Komang Sarini Dewi, "Graduate EFL Students' Perception towards the Use of Premium Grammarly on Thesis Writing" (Universitas Pendidikan Ganesha, 2021).

⁷ Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*, p. 102.

The highest score is in the eleventh statement, with a percentage score of 100%. Respondents agreed to use the Grammarly application in their English assignments after getting suggestions and input from the lecturer regarding errors and grammatical inconsistencies in writing students' English assignments. This means that respondents use the Grammarly application in making their English writing assignments to correct the grammatical errors they made.

Meanwhile, the lowest score is in the eighth statement, with a percentage score of 23%. Respondents disagreed that the use of the Grammarly application did not play an essential role in minimizing English grammatical errors in writing their English assignments. This is reinforced by the interviews with the five respondents who gave almost the same answers, namely that they felt many benefits from using the Grammarly application in making their English writing assignments—for example, correcting punctuation, grammar, paragraphs, and even spelling errors in their writing.

In statements 1, 4, and 5, the scores are relatively the same, namely 92.30%, where respondents agree that the Grammarly application is exciting to use in improving understanding and making it easier to correct grammatical errors in students' English writing. As in interviews with CK and WG, respondents answered that they initially saw this Grammarly application from advertisements on Youtube, so respondents were interested in using this Grammarly application. After using this application, respondents felt great benefits, one of which was that the respondent felt immensely helped in seeing grammatical errors and every paragraph that the respondent wrote was corrected properly and efficiently understood through the Grammarly application.

In the third statement, with a percentage score of 84.61%, respondents agreed they had no difficulty using the Grammarly application. The results of interviews reinforce this from the five respondents that in using the Grammarly application, they almost did not experience any problems, except

for the WG respondent who said that he had problems using the Grammarly application because being able to access this application requires an internet connection and sometimes the Grammarly application. Difficult to access due to the large or inadequate storage capacity of the respondent's laptop.

Meanwhile, in the fifteenth statement, with a percentage of 84.61%, respondents agreed that their friends and lecturers enthusiastically recommended using the Grammarly application in their English assignments. This is supported by the results of interviews with DS and SN respondents who know and use the Grammarly application from their friends who recommend it.

From all the data analyzed in the findings, most of the respondents on the perception agree with a percentage score of 72.32%, and the rest disagree with a percentage score of 27.68%. Therefore, using the Grammarly application in making English assignments, especially among students majoring in English Education, can be said that it is an application that can make it easier to correct our grammatical errors in writing.

White and Arndt state that writing is a thought process that involves striving to generate ideas, plan goals, and evaluate what is written and what is written.⁸ It means that writing is not just stringing words into sentences, but in writing, of course, you must follow the written rules that have been set. In addition, of course, when writing in English, writers must pay attention to good grammar to read articles well.

As students majoring in English education, students are required to develop their writing skills by starting with understanding the rules that have been set. Such as coherence and cohesion in writing.

Coherence and cohesion in a text are vital things. In writing a text, the writer is required to understand the subject or topic being written. Therefore, writing a text must have good coherence and cohesion so that the reader does

⁸ Hammad, "Palestinian EFL University-Level Students ' Use of Writing Strategies in Relation to Their EFL Writing Performance," p. 214.

not misunderstand in digesting the knowledge contained in the written writing.⁹ Texts with accurate coherence and cohesion can convey messages and meanings to the readers without causing ambiguous perceptions.

The purpose of teaching writing skills can be achieved in several ways. Because Zdemir & Aydın divide into two main approaches; focus on the product of writing and the writing process itself. Applying process methods to achieve writing skills learning objectives; enable students to understand the material and help them express their ideas regularly using English grammar.¹⁰ In other words, in this process approach, it is not only the product that is important but also the writing process. In addition, as Hamer said, writing encourages students to focus on using accurate language and choosing the right words to express their ideas.

Therefore, technology is developing rapidly in today's digital era, so many programs have been established to support learning activities, especially in acquiring good language skills. One of them is using the Grammarly application in the writing process.

Grammarly ensures that everything you type follows accurate spelling, punctuation, and grammar and is clear, attractive, and easy to read.¹¹ Grammar suggestions help identify and replace complex sentences with more effective ones, refresh repetitive language, and reinforce writing to express the author's actual point of view.

Thus, the questionnaire results show that students have a good perception of using the Grammarly application for their writing. This study has five previous studies supporting the data the researcher has interpreted. The first supported research came from Ghaida Nurul Raham Hakiki; her research showed that the 5th semester EFL students majoring in English

13. ⁹ Todirascu et al., "Coherence and Cohesion for the Assessment of Text Readability," p.

61. ¹⁰ Özdemir and Aydın, "The Effects of Wikis on Motivation in EFL Writing," p. 2360–

¹¹ "What Is Grammarly? ."

education at Tidar University positively responded to using the Grammarly application.¹² It is in line with the results of interviews that the researcher conducted with ten respondents with almost the same answers; namely, they thought that the Grammarly application was easy to use, the explanations were easy to understand, and they could correct grammatical errors well.

Furthermore, supporting research came from Ruth O'Neill; his research showed that the Grammarly application was more effective in correcting students' grammatical errors.¹³ In addition, the Grammarly application can streamline time in understanding students' writing errors. This is also to the results of interviews with AC respondents, who answered that using the Grammarly application can shorten the time in finding grammatical errors when writing effectively and efficiently.

Then the third research that supports this research comes from Karyuatry L. The results of his research show that the use of the Grammarly application has a positive impact on improving the quality of student writing. This is in line with the results of interviews with Indonesian respondents who think that using the Grammarly application can minimize grammatical errors that respondents make in their writings.¹⁴ In addition, WG respondents also thought that writing English assignments was better with the Grammarly application.

Furthermore, the fourth research that supports this research comes from Rina Alya. The results showed that students positively responded to the use of the Grammarly application in helping them check their thesis writing.¹⁵ This is in line with almost all of the respondents' answers who said that using

¹² Ghaida Nurul Rahma Hakiki, "EFL Students' Perception of the Use Grammarly Application in Writing Class," *EDUVELOP* 4, no. 2 (2021).

¹³ Ruth O'Neill and A. M.T. Russell, "Stop! Grammar Time: University Students' Perceptions of the Automated Feedback Program Grammarly," *Australasian Journal of Educational Technology* 35, no. 1 (2019).

¹⁴ Laksnorita Karyuatry, M. D Rizqan, and N. A Darayani, "Grammarly as a Tool to Improve Students' Writing Quality: Free Online-Proofreader across the Boundaries," *JSSH (Jurnal Sains Sosial Dan Humaniora)* 2, no. 1 (2018).

¹⁵ Rina Alya Fitria, "Students' Perceptions of the Use of Grammarly in Undergraduate Thesis Writing at IAIN Palangka Raya" (IAIN Palangka Raya, 2021).

the Grammarly application was beneficial for respondents in correcting grammatical errors in writing their English assignments.

Finally, the fifth research that supports this research comes from Yoga Dwi Pratama. The results of his research show that Grammarly has many benefits for students in their writing process.¹⁶ The students believe that the Grammarly application can help them check grammar, spelling, and punctuation and make students confident in writing. This is also in line with the results of interviews with all respondents that by using the Grammarly application, respondents feel many benefits in their writing process.

In conclusion, the results showed that as many as 72.32% of students had a positive perception of using the Grammarly application for their writing, while 27.68% had a negative perception. On the other hand, in the interviews, several respondents had problems using the Grammarly application. Such as the need for smooth internet access and large computer storage capacity.

¹⁶ Yoga Dwi Pratama, "The Investigation of Using Grammarly as Online Grammar Checker in the Process of Writing," *English Ideas: Journal of English Language Education* 1, no. 1 (2020)

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on these findings, after the researcher conducted interviews with students in English education study program for the 2018/2019 academic year, 50% or as many as 13 students knew and used the Grammarly application. Therefore, the researcher concludes the two findings as follows:

1. Few students use this Grammarly application in the process of writing their assignments. In addition, 72.32% of students positively perceive using this Grammarly application. On the other hand, 27.68% of students negatively perceive using this application. So, it can be concluded that students' perception of using the Grammarly application on the writings of English education students is still good because it is at 72%.
2. The findings show that the advantages of the Grammarly application for student writing are that it makes it easier to correct grammatical, spelling, punctuation, and style errors, streamlines time, and suggests corrections from applications that are easy to understand and understand. Meanwhile, the disadvantages of this application when used is that it requires smooth network access and a large storage capacity to use the application.

B. Suggestion

Based on the conclusions of this study, the researcher would like to offer some suggestions:

1. Lecturers

The researcher suggests to the lecturers that, as a result of the research, lecturers should integrate Grammarly into the teaching and learning process because Grammarly is an application that can analyze students' grammar. However, before asking students to use Grammarly to check

their writing, the lecturers must first explain the grammar. In addition, lecturers must guide students on how to use Grammarly well to ensure students can use this application to check their writing. Therefore, lecturers must consider the advantages and disadvantages of Grammarly in evaluating student writing.

2. Students

The researcher hopes students can understand the grammar rules through feedback from Grammarly. Grammarly is a useful online grammar checker to help students check their writing errors. For students who are confused by their grammatical errors in writing, Grammarly is a recommended app.

3. Other researchers

For future researcher who are interested in similar topics, they can investigate the use of Grammarly for other types of academic research.

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APPENDICES

Appendix 1 Blueprint Interviews

Questions
Q1: Are you familiar with the Grammarly app? If yes, how did you get to know the Grammarly application?
Q2: Do you use the Grammarly application in writing your English assignments? If not, what are the reasons?
Q3: Is there any benefit after you use Grammarly in writing your English assignments? If yes, what are the benefits?
Q4: Did you experience some problems when using Grammarly in writing your English assignments? What are the reasons?

Appendix 2 Questionnaire Form

Questionnaire

Students' Perception on Using The Grammarly

Application on Their Writing

SA : Strongly Agree

A : Agree

D : Disagree

SD : Strongly Disagree

No.	Statement	SA	A	D	SD
1.	I can fix English grammar faster by using Grammarly than fixing it manually.				
2.	In my opinion, Grammarly is very useless in writing English written assignments				
3.	I do not feel any problems when I use Grammarly in writing English assignments				
4.	I use Grammarly to help me understand grammatical errors in my English writing.				
5.	I am interested in using Grammarly to improve my English grammar in writing my English assignments				
6.	Using Grammarly did not help me to have a good understanding of English grammar.				
7.	Using Grammarly makes me not confident about English grammar in writing my English				

	assignments				
8.	I do not believe that the use of Grammarly will play an important role in minimizing English grammatical errors in writing my English assignments.				
9.	I feel that the plagiarism checking feature is a valuable new feature in Grammarly				
10.	I feel the process of downloading and installing the Grammarly application is not easy, fast and simple.				
11.	I received input from my lecturer regarding errors and inconsistencies in English grammar in writing my English assignments. That's the reason I use Grammarly.				
12.	I always use Grammarly to correct English grammar in writing my English assignments because Grammarly is easy to use and has clear features.				
13.	Grammarly is similar to the U-dictionary feature but Grammarly provides complex features including plagiarism checking so I prefer to use Grammarly.				
14.	I always use Grammarly in my English assignments				
15.	The enthusiasm of my lecturers and friends to recommend Grammarly influenced me to use Grammarly in my English assignments.				

Appendix 3 Questionnaires Results

No	Name	Item															Total	Average
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	CK	3	1	3	4	3	2	3	2	4	1	3	3	3	2	3	40	42.7692
2	CI	4	1	4	4	4	1	1	1	4	1	4	4	3	2	4	42	
3	WG	3	2	3	4	4	2	1	1	2	2	3	3	2	3	3	38	
4	MS	3	3	3	2	4	4	3	3	3	3	3	3	4	3	3	47	
5	SN	3	3	2	4	3	1	1	1	3	2	3	2	3	2	3	36	
6	SD	3	3	3	3	4	4	3	3	4	4	4	4	3	4	4	53	
7	AC	4	4	3	4	4	3	3	2	2	3	3	3	2	2	3	45	
8	DS	4	1	4	4	4	1	1	1	4	4	4	4	2	3	3	44	
9	MN	4	3	3	3	3	3	3	2	3	3	3	4	2	3	3	45	
10	NI	4	4	3	4	3	1	1	1	3	1	3	4	3	2	2	39	
11	DT	2	2	3	3	2	3	2	2	2	2	3	1	2	1	3	33	
12	RI	4	2	3	4	4	3	4	1	4	4	4	4	3	3	1	48	
13	AR	3	3	2	4	4	2	3	4	4	2	3	2	4	2	4	46	
Total		44	32	39	47	46	30	29	24	42	32	43	41	36	32	39	X	
Average		37.06666667																

Appendix 4 Research Permit Letters



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor : B-843 /In. 25/F.II/TL.00.1/03/2022
Sifat : Penting
Lamp : -
Hal : Permohonan Izin Penelitian

Manado, 31 Maret 2022

Kepada Yth :
Rektor IAIN Manado
Di
Tempat

Assalamu 'alaikum Wr. Wb.
Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini :

Nama : Andi Anugrah Surya Ardhy
NIM : 1826021
Semester : VIII (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris (TBI)

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul : **"Student's Perpection On Using The Grammarly Application On Their Writing"**. Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan Islam dengan Dosen Pembimbing :

1. Dr. Ahmad Mustamir Waris, M.Pd
2. Lies Kryati, M.Ed

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan April 2022 s.d Juni 2022.

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.

Wassalam Wr. Wb



- Tembusan :
1. Rektor IAIN Manado sebagai Laporan
 2. Dekan FTIK IAIN Manado
 3. Kaprodi TBI IAIN Manado
 4. Arsip



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jln. Dr. S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

SURAT KETERANGAN

NOMOR 452/SKct/TBI/ VJ/2022

Yang bertanda tangan dibawah ini:

Nama : Nur Halimah, M.Hum
NIP : 196904172000032002
Jabatan : Kaprodi Tadris Bahasa Inggris

Dengan ini menerangkan:

Nama : Andi Anugrah Surya Ardhy
NIM : 1826021
Fakultas/Prodi : Tarbiyah dan Ilmu Keguruan/Tadris Bahasa Inggris
Judul Skripsi : Students' Perception on Using The Grammarly
Application on Their Writing

Bahwa yang bersangkutan telah diterima untuk melaksanakan Penelitian di Program Studi Tadris Bahasa Inggris dalam rangka penyusunan Skripsi. Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Manado, 22 Juni 2022

KAPRODI TBI

Tembusan :

1. Kaprodi TBI
2. Arsip

Nur Halimah, M.Hum

NIP 196904172000032002

Appendix 5 Interview Transcript

Respondent : Rizal Idris

Interviewer : Andi Anugrah Surya Ardhy

Interviewer: Salam. Terimakasih atas waktu yang diberikan narasumber kepada saya. Saya Andi Anugrah selaku peneliti ingin mengadakan penelitian dikelas anda dengan judul penelitian “Persepsi Mahasiswa dalam Menggunakan Aplikasi Grammarly terhadap tulisan Mahasiswa atau terhadap proses penyusunan tulisan berbahasa inggris. Nah, berbicara tentang grammarly mungkin sudah tidak asing karena sudah banyak tersebar di media social dan lain sebagainya. Dan yang ingin saya tanyakan ada beberapa pertanyaan. Yang pertama, apakah anda sudah mengenal aplikasi grammarly ini? Jika iya, di mana anda mengenal aplikasi ini?

Respondents: Oh iya, sebenarnya saya sudah mengenal aplikasi grammarly ini sejak lama. Pertama kali saya mengenal aplikasi grammarly ini melalui iklan di youtube. Jadi, pertama saya menonton youtube lalu muncul iklan grammarly. Awalnya saya tidak terlalu tertarik. Tetapi, saya mencobanya dan hingga sekarang saya menggunakannya hampir di semua tugas saya.

Interviewer: Oh jadi, awalnya anda mengenal ini dari iklan youtube? Dan setelah melihat iklan youtube tersebut anda mulai tertarik untuk mencoba atau menggunakannya. Nah, setelah anda menggunakan aplikasi ini, apakah ada manfaat atau benefit yang anda rasakan sebelum dan setelah anda menggunakan aplikasi grammarly ini?

Respondents: Ya, manfaatnya banyak. Jadi, awalnya saya ragu-ragu. Tapi, sekarang saya menggunakan grammarly hampir di semua tugas saya hanya untuk melihat apakah ada yang salah. Jadi, hanya itu. Hanya melihat jika ada yang salah.

- Interviewer: Oh... artinya anda menggunakan applikasi ini untuk mengoreksi tata bahasa atau grammar anda?
- Respondents: Iya
- Interviewer: Oke, pertanyaan selanjutnya, apakah ada kendala selama anda menggunakan aplikasi grammarly ini baik dalam aspek fiturnya atau aspek eksternal dan lain sebagainya?
- Respondents: Kalau melihat masalah, sejauh ini tidak ada masalah kecuali untuk fitur yang berbayar yang dapat dibilang cukup mahal untuk anak kuliah. Sebab anak kuliah atau mahasiswa pada umumnya memiliki kesenjangan ekonomi. Jadi, selain factor berbayar, saya tidak memiliki complain apapun terhadap aplikasi grammarly.
- Interviewer: Oke, pertanyaan terakhir. Apakah menurut anda, apakah anda sebagai Mahasiswa jurusan bahasa inggris ini, wajib menggunakan aplikasi grammarly atau menyarankan kepada dosen untuk mewajibkan penggunaan aplikasi grammarly ini disetiap mata kuliah berbahasa inggris atau bagaimana?
- Respondents: Kalau untuk kewajiban, menurut saya itu tergantung dosennya sendiri ya, apakah ini bermanfaat atau tidak? Tapi, menurut saya, setiap mahasiswa wajib menggunakan aplikasi grammarly untuk mengoreksi grammar atau spelling dari sebuah tulisan. Jadi, bagi saya, wajib untuk semua mahasiswa untuk menggunakan aplikasi grammarly. Tapi, untuk dosen, ya itu tergantung dosen sendiri.
- Interviewer: Oke, ini jawaban yang cukup menarik bahwasannya anda mengatakan tergantung dari dosennya dan menurut anda, musti wajib menggunakan aplikasi ini apalagi sebagai mahasiswa bahasa inggris tentu tidak luput dari yang namanya kesalahan atau eror grammar. Oke, mungkin sekian yang dapat saya ajukan pertanyaannya, lebih dan kurangnyamohon maaf. Salam.

Responden : Chairunnisa Kairupan

Interviewer : Andi Anugrah Surya Ardhy

Interviewer: Salam. Mohon maaf mengganggu waktunya. Saya ingin melakukan wawancara dengan anda Chairunnisa Kairupan karena menyangkut penelitian saya tentang penggunaan Grammarly. Pertanyaan pertama, apakah anda mengenal grammarly?

Respondents: Ya, saya mengenal Grammarly.

Interviewer: Jika iya, dimana anda mengenalnya?

Respondents: melalui beberapa iklan. Pertama kali muncul di youtube dan terlihat seperti menarik.

Interviewer: Pertanyaan selanjutnya, setelah Anda mengenali grammarly dari youtube, apakah anda menggunakan grammarly tersebut dalam hal tugas bahasa Inggris atau artikel berbahasa Inggris anda?

Respondents: Ya, saya menggunakannya karena itu cukup membantu untuk melihat bahasa Inggris kita serta menjelaskan maksud kita lebih jelas

Interviewer: Okay, nahh, adakah manfaat lain selain yang anda sebutkan tadi dari penggunaan grammarly?

Respondents: Ya, manfaatnya yaitu tanda baca dari beberapa kalimat dan kemudian, setiap paragraf yang dikoreksi itu jadi lebih rapih dan lebih mudah dijangkau. Seperti itu.

Interviewer: Nahh, apakah ada masalah atau kendala saat Anda menggunakan grammarly dalam penugasan bahasa Inggris anda?

Respondents: Saya rasa tidak ada. Hanya saja, kendala yang biasa terjadi adalah jaringan hingga membuat prosesnya lambat?

- Interviewer: Pertanyaan terakhir, anda adalah Mahasiswi bahasa Inggris. Menurut anda, apakah kita sebagai mahasiswa bahasa Inggris ini wajib menggunakan grammarly atau tidak?
- Respondents: untuk beberapa hal, seperti mengerjakan esai atau beberapa tugas semacamnya, atau juga skripsi, sangat-sangat membantu sekali. Jadi, sebagai mahasiswa TBI kita harus belajar untuk mengetahui akademik bahasa Inggris, jadi saya rasa itu cukup mendukung sekali.
- Interviewer: Oke... mungkin hanya itu. Terima kasih atas pernyataan yang telah diberikan.

Responden : Alifya Modjo

Interviewer : Andi Anugrah Surya Ardhy

Interviewer: Salam. Teruima kasih atas waktu yang telah diberikan narasumber kepada saya. Saya ingin mewawancarai narasumber terkait dengan judul penelitian saya yaitu persepsi mahasiswa dalam menggunakan aplikasi grammarly terhadap tulisan berbahasa inggris anda. Ada beberapapertanyaan yang ingin saya ajukan. Yang pertama, apakah anda mengenal aplikasi grammarly? Jika iya, dimana anda mengenal aplikasi tersebut?

Respondents: Saya mengenal aplikasi tersebut melalui aplikasi U-Dictionary dan juga pada iklan di laman youtube.

Interviewer: oke, jadi anda mengenalnya di aplikasi u-dictionary dan di iklan youtube. Nah, pertanyaan yang kedua apakah saat ini anda sedang menggunakan aplikasi grammarly tersebut?

Respondents: saya hanya menginstal aplikasi tersebut. Saya hanya menggunakannya ketika kemarin saat semester 6 dan 7 untuk keperluan tugas saya.

Interviewer: oke, anda mengatakan bahwa anda menggunakannya pada saat semester enam dan tujuh untuk membuat tugas. Nah, selama anda menggunakan aplikasi tersebut apakah ada manfaat yang anda rasakan? Baik sebelum dan setelah menggunakan aplikasi tersebut?

Respondents: Sebelumnya saya hanya menggunakan aplikasi U-Dictionary untuk keperluan penerjemahan tugas saya, kemudian saya mencoba untuk menggunakan aplikasi grammarly dan itu cukup membantu ketika mengerjakan tugas saya.

Interviewer: Baik, pertanyaan selanjutnya. Apakah ada kendala selama anda

menggunakan aplikasi grammarly tersebut baik dari segi fitur atau kendala dari luar?

Respondents: Kendala yang saya hadapi hanyalah ketika saya ingin cepat-cepat untuk menerjemahkan prosesnya agak sedikit lambat dan grammarly hanya tersedia dalam bahasa inggris saja tidak untuk bahasa Indonesia.

Interviewer: Oke, menurut anda sebagai mahasiswa bahasa inggris, apakah wajib jika aplikasi grammarly ini dalam pembuatan tugs berbahasa inggris itu dari dosen harus mewajibkan mahasiswanya untuk menggunakan aplikasi ini atau bagaimana?

Respondents: Setahu saya dosen, tidak menyuruh mahasiswa menggunakan aplikasi tersebut.

Interviewer: Iya, jadi, apakah menurut anda dosen perlu menganjurkan mahasiswanya untuk menggunakan aplikasi tersebut? Mengingat manfaatnya itu ada banyak seperti yang anda katakan tadi.

Respondents: Menurut saya, cukup baik untuk direkomendasikan agar dapat membantu mahasiswa yang memiliki kekurangan pengetahuan terkait grammar.

Interviewer: Oke, terima kasih atas jawaban anda. Salam

Responden : Windi Grace Tinangon

Interviewer : Andi Anugrah Surya Ardhy

Interviewer: Salam. Saya memiliki beberapa pertanyaan tentang penelitian saya. Judulnya Persepsi Siswa Menggunakan Aplikasi Grammarly untuk Tulisannya. Jadi, pertanyaan pertama saya adalah, apakah Anda akrab dengan aplikasi Grammarly?

Respondents: Ya, saya...

Interviewer: Oke, bagaimana Anda mengenal aplikasi Grammarly?

Respondents: Pertama itu saya melihat iklan di youtube, itu salah satunya, setelah saya juga pernah melihat iklannya di instagram. Di iklan itu sangat menunjukkan bahwa Grammarly ini bisa membuat tulisan kita menjadi jauh lebih bagus dan lebih rapi dalam aspek grammarnya, dalam aspek punctuation dan lain-lain. Jadi, saya mencoba mengunduh aplikasi itu di laptop saya dan saya memakainya sampai sekarang.

Interviewer: Oke, dari jawaban kamu, kamu menjawab pertanyaan kedua saya, kamu bilang kamu menggunakan aplikasi Grammarly dalam menulis tugas bahasa Inggris.

Respondents: Ya, tentu saja.

Interviewer: Pertanyaan ketiga saya, apakah ada manfaat setelah Anda menggunakan Grammarly dalam menulis tugas bahasa Inggris Anda?

Respondents: Ya

Interviewer: Oke, apa manfaatnya?

Respondents: Manfaat yang pertama yaitu, penulisan saya menjadi lebih baik. Saya biasanya menulis itu selalu salah ketik dan ketika pakai itu

bisa terbaca apa yang sebenarnya saya ingin menulis dia langsung otomatis terganti, nah itu sangat bagus. Lalu, di Grammarly juga, titik koma dan lain-lainnya itu, di mana seharusnya ada titik, di situ selalu dia tunjukkan dan itu sangat bagus dan saya selalu mendapatkan nilai yang bagus di writing saya.

Interviewer: Oke, pertanyaan terakhir saya, apakah Anda mengalami masalah saat menggunakan Grammarly dalam menulis tugas bahasa Inggris Anda? Apa hasil/alasannya?

Respondents: Menghadapi beberapa masalah? Apakah itu benar atau?

Interviewer: Ya

Respondents: Oh yes, pertama, kendalanya itu Grammarly ini harus diakses dengan menggunakan data jadi harus online. Nah, biasanya jaringan buruk jadi jika tidak dalam jaringan yang stabil tidak bisa diakses dan tidak bisa cek grammarnya. Lalu, yang kedua, biasanya saya pakai itu sebagai aplikasi di laptop kan, jadi biasanya Grammarly itu sulit diakses entah karena laptopnya berat atau karena aplikasinya berat.

Interviewer: Oke, pertanyaan terakhir saya, ee apa, adakah, selama menggunakan Grammarly adakah kelebihan yang dirasakan?

Respondents: Sudah jadi jawab itu. Kelebihannya tentu selain dari tulisan saya menjadi lebih baik, menjadi lebih bagus dari aspek tata bahasanya, saya juga bisa belajar di Grammarly itu karena ketika ada kata-kata yang salah atau ada typo atau ada yang seharusnya titik di situ, tanda baca begitu, functionnya dia kan bertanda begitu, jadi kita juga bisa belajar dari situ selain dia membenarkan kita juga belajar dari kesalahan atau erornya ini.

Interviewer: Baiklah, terima kasih atas waktunya. Salam.

Responden : Dissa Sugeha

Interviewer : Andi Anugrah Surya Ardhy

Interviewer: Salam. Mohon maaf sebelumnya telah mengganggu aktivitas anda. Saya ingin mewawancarai terkait penelitian saya yaitu penggunaan tata bahasa dalam penulisan bahasa Inggris mahasiswa TBI. Nah, pertanyaan pertama, apakah anda mengenal aplikasi grammarly? Kalau jawabannya iya, dimana anda mengenal aplikasi tersebut?

Respondents: Iya, saya mengetahui aplikasi ini dan saya mengetahuinya dari teman saya.

Interviewer: Oke, kedua, saat ini apakah anda menggunakan aplikasi grammarly tersebut dalam penugasan artikel berbahasa Inggris anda atau tugas-tugas berbahasa Inggris anda?

Respondents: Iya, sedang digunakan.

Interviewer: Nah, kalau boleh tahu, alasan anda menggunakannya apa?

Respondents: Untuk mempermudah saya dalam penugasan terutama dalam masa belajar akhir ini sangat berguna.

Interviewer: Nah, apakah ada manfaat lain selain yang anda sebutkan tersebut? Semisal dalam pembuatan skripsi atau proposal atau menyusun cerita, atau bagaimana menurut Anda?

Respondents: Iya, untuk saya sendiri sangat bermanfaat untuk penyusunan tesis saya karena, sejauh ini saya masih memiliki banyak kesalahan dalam penggunaan tata bahasa. Jadi, aplikasi ini sangat berguna bagi saya.

Interviewer: Selama anda menggunakan aplikasi grammarly ini, apakah ada kendala atau masalah ketika menggunakannya dalam penulisan

bahasa Inggris anda?

Respondents: Sejauh ini, menurut saya tidak ada kendala.

Interviewer: Pertanyaan terakhir, menurut anda sebagai mahasiswa bahasa Inggris, apakah wajib, kita sebagai mahasiswa bahasa Inggris menggunakan aplikasi grammarly ini atau hanya sebagai alat untuk memperbaiki tata bahasa kita?

Respondents: kalau menurut saya, setiap mahasiswa memiliki tingkat pengetahuan yang berbeda. Jadi untuk mahasiswa yang masih kurang yakin dengan grammarnya, aplikasi ini sangat membantu. Tapi, mungkin ada mahasiswa yang sudah sangat pro dalam penulisan bahasa Inggris, mungkin tidak wajib digunakan. Jadi, menurut saya tidak wajib, tergantung dari mahasiswanya.

Interviewer: Oke, mungkin hanya itu. Terima kasih atas respon yang telah diberikan.

Responden : Aprillia Chayani Putri

Interviewer : Andi Anugrah Surya Ardhy

Interviewer: Salam. Terima kasih atas waktu yang telah diberikan oleh saudari April. Terkait dengan penelitian saya yang berjudul persepsi mahasiswa dalam menggunakan aplikasi grammarly terhadap tulisan mereka. Kemarin saya sudah memberikan google form terkait dengan, apakah Anda mengenal aplikasi grammarly? dan apakah saudara menggunakan aplikasi grammarly? Lalu, jawaban saudara adalah "iya, gunakan". Nah, diwawancarai kali ini yang ingin saya cinta adalah, apa saja manfaat yang Anda rasakan selama Anda menggunakan aplikasi grammarly tersebut?

Respondents: Menurut saya, aplikasi grammarly kemudahan perbaikan kesalahan dalam penulisa, dalam suatu artikel. Jadi, kita dapat mempersingkat waktu untuk mencari tahu kesalahan yang sudah terjadi secara efektif dan simpel tentunya.

Interviewer: Apakah ada kendala selama anda menggunakan aplikasi grammarly?

Respondents: Tentu saja tidak ada. Hanya saja, saya merasa, jika terus-terusan menggunakan aplikasi tersebut, saya akan merasa yakin karena aplikasi tersebut istilahnya saya untuk mengetahui seberapa banyak kesalahan saya dalam menulis bahasa inggris.

Interviewer: Pertanyaan terakhir, menurut anda apakah aplikasi grammarly ini sangat disarankan atau wajib digunakan oleh mahasiswa bahasa Inggris atau sekedar sunnah saja?

Respondents: Mungkin lebih sekedar sunnah, karena aplikasi tersebut tentunya mempermudah kita dalam kebutuhan sehari-hari.

Interviewer: Oke... mungkin hanya itu terima kasih atas infonya

Responden : Siti Nurhaliza

Interviewer : Andi Anugrah Surya Ardhy

Interviewer: Salam. atas waktu yang diberikan oleh saudara. Terkait dengan penelitian saya yang berjudul persepsi mahasiswa dalam menggunakan aplikasi grammarly terhadap tulisan mereka. Kemarin saya sudah mengirimkan formulir google kepada kelas TBI angkatan 2018/2019 dan pertanyaan dalam formulir google tersebut, apakah saudara menggunakan aplikasi grammarly? Dan saudara menjawab "iya, menggunakannya". Nah, untuk pertanyaan selanjutnya yaitu, apakah ada manfaat selama menggunakan aplikasi tersebut?

Respondents: Iya, penggunaan aplikasi grammarly itu bermanfaat untuk mengecek sistem tata bahasa dalam penulisan kita.

Interviewer: maksudnya, apakah ada manfaat yang Anda rasakan selama menggunakannya?

Respondents: Jadi, bermanfaat itu semisalnya kita dalam pembuatan skripsi kita bisa mengecek kembali penggunaan tata bahasa yang kita gunakan apakah sudah baik atau belum dengan menggunakan aplikasi tata bahasa tersebut.

Interviewer: Oke, pertanyaan selanjutnya, apakah ada kendala selama anda menggunakan aplikasi grammarly tersebut?

Respondents: Sejauh ini, penggunaan tata bahasa menurut saya cukup mudah dan tidak terlalu sulit.

Interviewer: Pertanyaan terakhir, apakah aplikasi grammarly ini wajib digunakan oleh mahasiswa bahasa Inggris atau tidak?

Respondents: Menurut saya, harus. Karena aplikasi tersebut mudah penggunaannya dan bisa didapatkan dengan mudah, bisa didownload di laptop anda.

Interviewer: Oke, Terima kasih, atas jawaban Anda dan mohon maaf telah mengganggu waktunya.

Responden : Chofifah Indah Rabana

Interviewer : Andi Anugrah Surya Ardhy

Interviewer: Salam. Mohon maaf mengganggu waktunya. Saya ingin melakukan wawancara dengan anda terkait dengan penelitian saya yaitu persepsi mahasiswa dalam menggunakan aplikasi Grammarly, Nah pertanyaan pertama apakah anda mengenal aplikasi Grammarly

Respondents: Ya, saya mengenal Grammarly.

Interviewer: Jika iya, dimana anda mengenalnya?

Respondents: Saya mengenalnya melalui iklan di youtube

Interviewer: Pertanyaan selanjutnya, setelah Anda mengenali grammarly dari youtube, apakah anda menggunakan grammarly tersebut dalam hal tugas bahasa Inggris atau artikel berbahasa Inggris anda?

Respondents: Ya, saya menggunakannya. Karena sebagai mahasiswa tingkat akhir, aplikasi grammarly sangat diperlukan.

Interviewer: Okay, nahh, apakah ada manfaat selama anda menggunakan aplikasi Grammarly ini?

Respondents: Setelah menggunakan aplikasi grammarly, saya lebih mudah menganalisa kesalahan pada tulisan-tulisan saya yang berbahsa inggris. Grammarly mengoreksi kekeliruan tata bahasa dalam tulisan berbahasa inggris. Koreksi tersebut menunjukan titik kekeliruan penulisan saya yang sering terjadi. Dengan demikian, saya merasa harus lebih teliti dalam menyusun sebuah tulisan. Grammarly sangat membantu saya dalam memahami kelemahan saya terutama terkait penguasaan tata bahasa, dan kemudian hal itu menghantarkan saya pada perbaikan.

- Interviewer: Nahh, apakah ada masalah atau kendala saat Anda menggunakan grammarpy dalam penugasan bahasa Inggris anda?
- Respondents: Sejauh ini tidak ada kendala dengan aplikasi tersebut. Kendala yang ada hanyalah ketidakstabilan koneksi internet sehingga membuat pemrosesannya lambat.
- Interviewer: Pertanyaan terakhir, anda adalah Mahasiswi bahasa Inggris. Menurut anda, apakah kita sebagai mahasiswa bahasa Inggris ini wajib menggunakan grammarly atau tidak?
- Respondents: Menurut saya, aplikasi grammarly tidak wajib diterapkan di jurusan bahasa inggris. Karena, mahasiswa akan menjadi manja dan cenderung bergantung pada aplikasi dibanding meningkatkan soft skill mereka. Namun, pada tuntutan tulisan tertentu seperti karya ilmiah yang perlu diterbitkan secara resmi, penyusunan thesis, dan sebagainya perlu menggunakan aplikasi grammarly agar mendapati hasil yang sempurna. Akan tetapi, jika digunakan untuk mengerjakan tugas seperti writing, menurut saya sebaiknya mahasiswa tidak dianjurkan menggunakan aplikasi grammarly. Sebab, mata kuliah writing (misalnya) hadir untuk melatih dan meningkatkan kemampuan menulis mahasiswa. Jika mahasiswa terus menyelesaikan tugas writing hanya dengan bergantung kepada aplikasi grammarly, maka kemampuan mereka tidak akan terasah dengan maksimal.
- Interviewer: Oke... mungkin hanya itu. Terima kasih atas pernyataan yang telah diberikan.

Responden : Indah Dewi

Interviewer : Andi Anugrah Surya Ardhy

Interviewer: Salam. Terimakasih atas waktu yang diberikan narasumber kepada saya. Saya sebagai peneliti ingin mewawancarai narasumber terkait dengan judul penelitian saya yaitu, “Persepsi Mahasiswa dalam Menggunakan Aplikasi Grammarly Terhadap Tulisan Mereka”. Ada beberapa pertanyaan yang ingin saya ajukan, yang pertama; apakah anda mengenal aplikasi grammarly? Jika iya, dimana anda mengenalnya?

Respondents: Ya, saya menggunakannya dan saya mengenalnya dari teman sekelas.

Interviewer: Pertanyaan kedua, saat ini apakah anda sedang menggunakan aplikasi tersebut?

Respondents: Iya, tapi kadang-kadang.

Interviewer: Oke, selama anda menggunakan aplikasi tersebut, apakah ada manfaat atau benefit yang anda rasakan sebelum dan sesudah anda menggunakan aplikasi tersebut?

Respondents: Ada, manfaatnya itu bias memperbaiki penulisan yang ada di proposal atau makalah saya.

Interviewer: Pertanyaan selanjutnya, dari segi manfaat tentu ada kendala. Nah, apa kendala yang anda rasakan selama anda menggunakan aplikasi grammarly tersebut?

Respondents: Barangkali, hanya kendala jaringan karena aplikasi tersebut bukanlah aplikasi offline.

Interviewer: Oke, pertanyaan terakhir. Menurut anda, apakah dosen musti

mewajibkan mahasiswanya, yaitu mahasiswa bahasa inggris untuk menggunakan aplikasi ini karena dilihat dari manfaat aplikasi ini sangat besar.

Respondents: Ya, menurut saya iya, karena itu bisa memperbaiki makalah dari masing-masing mahasiswa atau proposal mereka atau skripsi mereka.

Interviewer: Oke, mungkin hanya itu yang dapat saya tanyakan. Terima kasih atas waktu dan kesempatan anda. Salam.

Responden : Dhea Thaib

Interviewer : Andi Anugrah Surya Ardhy

Interviewer: Salam. Mohon maaf mengganggu waktunya. Saya ingin melakukan wawancara dengan anda terkait dengan penelitian saya yaitu persepsi mahasiswa dalam menggunakan aplikasi Grammarly. Pertanyaan pertama apakah anda mengenal aplikasi Grammarly?

Respondents: Ya, saya mengenal Grammarly.

Interviewer: Jika iya, dimana anda mengenalnya?

Respondents: Saya mengenal aplikasi grammrly karna dikenalkan oleh teman saya.

Interviewer: Pertanyaan selanjutnya, setelah Anda mengenali grammarly dari youtube, apakah anda menggunakan grammarly tersebut dalam hal tugas bahasa Inggris atau artikel berbahasa Inggris anda?

Respondents: saya menggunakan aplikasi grammrly tapi tidak intense. Hanya sesekali saya.

Interviewer: Okay, nahh, adakah manfaat yang anda rasakan selama menggunakan aplikasi ini?

Respondents: Manfaat yang saya peroleh yaitu kalimat bahasa Inggris saya menjadi lebih tersusun rapih grammarnya.

Interviewer: Nahh, apakah ada masalah atau kendala saat Anda menggunakan grammarpy dalam penugasan bahasa Inggris anda?

Respondents: So far, tidak ada kendala.

Appendix 6 The Results of Quistionnaire

Students' Perception on Using the Grammarly Application on Their Writing

Assalamu'alaikum Wr... Wb...

Introducing my name is Andi Anugrah Surya Ardhy. I am an undergraduate student in English Education at IAIN Manado. I want to take your time to answer some of my questions below regarding my research entitled "Students' Perception on Using the Grammarly Application on Their Writing."

Name (Nama)... *

Chairunnisa Kairupan

NIM... *

1826024

Questionnaire Statement

Please fill in according to your experience in using the Grammarly app.

1. I can Eix English grammar faster by using Grammarly than Eixing it manually. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

2. In my opinion, Grammarly is very useless in writing English written assignments *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

3. I do not feel any problems when I use Grammarly in writing English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

4. I use Grammarly to help me understand grammatical errors in my English writing. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

5. I am interested in using Grammarly to improve my English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

6. Using Grammarly did not help me to have a good understanding of English grammar. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

7. Using Grammarly makes me not confident about English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

8. I do not believe that the use of Grammarly will play an important role in minimizing English grammatical errors in writing my English assignments. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. I feel that the plagiarism checking feature is a valuable new feature in Grammarly *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

10. I feel the process of downloading and installing the Grammarly application is not easy, fast and simple. *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

11. I received input from my lecturer regarding errors and inconsistencies in English grammar in writing my English assignments. That's the reason I use Grammarly. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

12. I always use Grammarly to correct English grammar in writing my English assignments because Grammarly is easy to use and has clear features. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

13. Grammarly is similar to the U-dictionary feature but Grammarly provides complex features including plagiarism checking so I prefer to use Grammarly. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

14. I always use Grammarly in my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

15. The enthusiasm of my lecturers and friends to recommend Grammarly influenced me to use Grammarly in my English assignments. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

Konten ini tidak dibuat atau didukung oleh Google.

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Students' Perception on Using the Grammarly Application on Their Writing

Assalamu'alaikum Wr... Wb...

Introducing my name is Andi Anugrah Surya Ardhy. I am an undergraduate student in English Education at IAIN Manado. I want to take your time to answer some of my questions below regarding my research entitled "Students' Perception on Using the Grammarly Application on Their Writing."

Name (Nama)... *

Chofifah Indah Rabana

NIM... *

1826002

Questionnaire Statement

Please fill in according to your experience in using the Grammarly app.

1. I can Eix English grammar faster by using Grammarly than Eixing it manually. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

2. In my opinion, Grammarly is very useless in writing English written assignments *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

3. I do not feel any problems when I use Grammarly in writing English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

4. I use Grammarly to help me understand grammatical errors in my English writing. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

5. I am interested in using Grammarly to improve my English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

6. Using Grammarly did not help me to have a good understanding of English grammar. *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

7. Using Grammarly makes me not confident about English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

8. I do not believe that the use of Grammarly will play an important role in minimizing English grammatical errors in writing my English assignments. *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. I feel that the plagiarism checking feature is a valuable new feature in Grammarly *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

10. I feel the process of downloading and installing the Grammarly application is not easy, fast and simple. *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

11. I received input from my lecturer regarding errors and inconsistencies in English grammar in writing my English assignments. That's the reason I use Grammarly. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

12. I always use Grammarly to correct English grammar in writing my English assignments because Grammarly is easy to use and has clear features. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

13. Grammarly is similar to the U-dictionary feature but Grammarly provides complex features including plagiarism checking so I prefer to use Grammarly. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

14. I always use Grammarly in my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

15. The enthusiasm of my lecturers and friends to recommend Grammarly influenced me to use Grammarly in my English assignments. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

Konten ini tidak dibuat atau didukung oleh Google.

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Students' Perception on Using the Grammarly Application on Their Writing

Assalamu'alaikum Wr... Wb...

Introducing my name is Andi Anugrah Surya Ardhy. I am an undergraduate student in English Education at IAIN Manado. I want to take your time to answer some of my questions below regarding my research entitled "Students' Perception on Using the Grammarly Application on Their Writing."

Name (Nama)... *

Windi Grace Tinangon

NIM... *

1826030

Questionnaire Statement

Please fill in according to your experience in using the Grammarly app.

1. I can Eix English grammar faster by using Grammarly than Eixing it manually. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

2. In my opinion, Grammarly is very useless in writing English written assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

3. I do not feel any problems when I use Grammarly in writing English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

4. I use Grammarly to help me understand grammatical errors in my English writing. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

5. I am interested in using Grammarly to improve my English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

6. Using Grammarly did not help me to have a good understanding of English grammar. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

7. Using Grammarly makes me not confident about English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

8. I do not believe that the use of Grammarly will play an important role in minimizing English grammatical errors in writing my English assignments. *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. I feel that the plagiarism checking feature is a valuable new feature in Grammarly *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

10. I feel the process of downloading and installing the Grammarly application is not easy, fast and simple. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

11. I received input from my lecturer regarding errors and inconsistencies in English grammar in writing my English assignments. That's the reason I use Grammarly. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

12. I always use Grammarly to correct English grammar in writing my English assignments because Grammarly is easy to use and has clear features. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

13. Grammarly is similar to the U-dictionary feature but Grammarly provides complex features including plagiarism checking so I prefer to use Grammarly. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

14. I always use Grammarly in my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

15. The enthusiasm of my lecturers and friends to recommend Grammarly influenced me to use Grammarly in my English assignments. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

Konten ini tidak dibuat atau didukung oleh Google.

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Students' Perception on Using the Grammarly Application on Their Writing

Assalamu'alaikum Wr... Wb...

Introducing my name is Andi Anugrah Surya Ardhy. I am an undergraduate student in English Education at IAIN Manado. I want to take your time to answer some of my questions below regarding my research entitled "Students' Perception on Using the Grammarly Application on Their Writing."

Name (Nama)... *

Muh Sumardi Syaiful

NIM... *

1826006

Questionnaire Statement

Please fill in according to your experience in using the Grammarly app.

1. I can Eix English grammar faster by using Grammarly than Eixing it manually. *

Strongly Disagree 1 2 3 4 Strongly Agree

☐ ☐ ☒ ☐

2. In my opinion, Grammarly is very useless in writing English written assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

3. I do not feel any problems when I use Grammarly in writing English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

4. I use Grammarly to help me understand grammatical errors in my English writing. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

5. I am interested in using Grammarly to improve my English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

6. Using Grammarly did not help me to have a good understanding of English grammar. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

7. Using Grammarly makes me not confident about English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

8. I do not believe that the use of Grammarly will play an important role in minimizing English grammatical errors in writing my English assignments. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

9. I feel that the plagiarism checking feature is a valuable new feature in Grammarly *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

10. I feel the process of downloading and installing the Grammarly application is not easy, fast and simple. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

11. I received input from my lecturer regarding errors and inconsistencies in English grammar in writing my English assignments. That's the reason I use Grammarly. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

12. I always use Grammarly to correct English grammar in writing my English assignments because Grammarly is easy to use and has clear features. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

13. Grammarly is similar to the U-dictionary feature but Grammarly provides complex features including plagiarism checking so I prefer to use Grammarly. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

14. I always use Grammarly in my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

15. The enthusiasm of my lecturers and friends to recommend Grammarly influenced me to use Grammarly in my English assignments. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

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Students' Perception on Using the Grammarly Application on Their Writing

Assalamu'alaikum Wr... Wb...

Introducing my name is Andi Anugrah Surya Ardhy. I am an undergraduate student in English Education at IAIN Manado. I want to take your time to answer some of my questions below regarding my research entitled "Students' Perception on Using the Grammarly Application on Their Writing."

Name (Nama)... *

Siti Nurhaliza Baluntu

NIM... *

1826009

Questionnaire Statement

Please fill in according to your experience in using the Grammarly app.

1. I can Eix English grammar faster by using Grammarly than Eixing it manually. *

Strongly Disagree 1 2 3 4 Strongly Agree

☐ ☐ ☒ ☐

2. In my opinion, Grammarly is very useless in writing English written assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

3. I do not feel any problems when I use Grammarly in writing English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

4. I use Grammarly to help me understand grammatical errors in my English writing. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

5. I am interested in using Grammarly to improve my English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

6. Using Grammarly did not help me to have a good understanding of English grammar. *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

7. Using Grammarly makes me not confident about English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

8. I do not believe that the use of Grammarly will play an important role in minimizing English grammatical errors in writing my English assignments. *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. I feel that the plagiarism checking feature is a valuable new feature in Grammarly *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

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	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

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	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

12. I always use Grammarly to correct English grammar in writing my English assignments because Grammarly is easy to use and has clear features. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

13. Grammarly is similar to the U-dictionary feature but Grammarly provides complex features including plagiarism checking so I prefer to use Grammarly. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

14. I always use Grammarly in my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

15. The enthusiasm of my lecturers and friends to recommend Grammarly influenced me to use Grammarly in my English assignments. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

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Name (Nama)... *

Sri Devita Maharani Dama

NIM... *

1826014

Questionnaire Statement

Please fill in according to your experience in using the Grammarly app.

1. I can Eix English grammar faster by using Grammarly than Eixing it manually. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

2. In my opinion, Grammarly is very useless in writing English written assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

3. I do not feel any problems when I use Grammarly in writing English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

4. I use Grammarly to help me understand grammatical errors in my English writing. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

5. I am interested in using Grammarly to improve my English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

6. Using Grammarly did not help me to have a good understanding of English grammar. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

7. Using Grammarly makes me not confident about English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

8. I do not believe that the use of Grammarly will play an important role in minimizing English grammatical errors in writing my English assignments. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

9. I feel that the plagiarism checking feature is a valuable new feature in Grammarly *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

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Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

12. I always use Grammarly to correct English grammar in writing my English assignments because Grammarly is easy to use and has clear features. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

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Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

14. I always use Grammarly in my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

15. The enthusiasm of my lecturers and friends to recommend Grammarly influenced me to use Grammarly in my English assignments. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

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Name (Nama)... *

Aprilia Cahyani Putri

NIM... *

1826007

Questionnaire Statement

Please fill in according to your experience in using the Grammarly app.

1. I can Eix English grammar faster by using Grammarly than Eixing it manually. *

Strongly Disagree 1 2 3 4 Strongly Agree

☐ ☐ ☐ ☒

2. In my opinion, Grammarly is very useless in writing English written assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

3. I do not feel any problems when I use Grammarly in writing English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

4. I use Grammarly to help me understand grammatical errors in my English writing. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

5. I am interested in using Grammarly to improve my English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

6. Using Grammarly did not help me to have a good understanding of English grammar. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

7. Using Grammarly makes me not confident about English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

8. I do not believe that the use of Grammarly will play an important role in minimizing English grammatical errors in writing my English assignments. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. I feel that the plagiarism checking feature is a valuable new feature in Grammarly *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

10. I feel the process of downloading and installing the Grammarly application is not easy, fast and simple. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

11. I received input from my lecturer regarding errors and inconsistencies in English grammar in writing my English assignments. That's the reason I use Grammarly. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

12. I always use Grammarly to correct English grammar in writing my English assignments because Grammarly is easy to use and has clear features. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

13. Grammarly is similar to the U-dictionary feature but Grammarly provides complex features including plagiarism checking so I prefer to use Grammarly. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

14. I always use Grammarly in my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

15. The enthusiasm of my lecturers and friends to recommend Grammarly influenced me to use Grammarly in my English assignments. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

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Students' Perception on Using the Grammarly Application on Their Writing

Assalamu'alaikum Wr... Wb...

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Name (Nama)... *

Dissa Sugeha

NIM... *

1826012

Questionnaire Statement

Please fill in according to your experience in using the Grammarly app.

1. I can Eix English grammar faster by using Grammarly than Eixing it manually. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

2. In my opinion, Grammarly is very useless in writing English written assignments *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

3. I do not feel any problems when I use Grammarly in writing English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

4. I use Grammarly to help me understand grammatical errors in my English writing. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

5. I am interested in using Grammarly to improve my English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

6. Using Grammarly did not help me to have a good understanding of English grammar. *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

7. Using Grammarly makes me not confident about English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

8. I do not believe that the use of Grammarly will play an important role in minimizing English grammatical errors in writing my English assignments. *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. I feel that the plagiarism checking feature is a valuable new feature in Grammarly *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

10. I feel the process of downloading and installing the Grammarly application is not easy, fast and simple. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

11. I received input from my lecturer regarding errors and inconsistencies in English grammar in writing my English assignments. That's the reason I use Grammarly. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

12. I always use Grammarly to correct English grammar in writing my English assignments because Grammarly is easy to use and has clear features. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

13. Grammarly is similar to the U-dictionary feature but Grammarly provides complex features including plagiarism checking so I prefer to use Grammarly. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

14. I always use Grammarly in my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

15. The enthusiasm of my lecturers and friends to recommend Grammarly influenced me to use Grammarly in my English assignments. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

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Students' Perception on Using the Grammarly Application on Their Writing

Assalamu'alaikum Wr... Wb...

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Name (Nama)... *

Mutiara Nurul Jannah

NIM... *

1826040

Questionnaire Statement

Please fill in according to your experience in using the Grammarly app.

1. I can Eix English grammar faster by using Grammarly than Eixing it manually. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

2. In my opinion, Grammarly is very useless in writing English written assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

3. I do not feel any problems when I use Grammarly in writing English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

4. I use Grammarly to help me understand grammatical errors in my English writing. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

5. I am interested in using Grammarly to improve my English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

6. Using Grammarly did not help me to have a good understanding of English grammar. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

7. Using Grammarly makes me not confident about English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

8. I do not believe that the use of Grammarly will play an important role in minimizing English grammatical errors in writing my English assignments. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. I feel that the plagiarism checking feature is a valuable new feature in Grammarly *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

10. I feel the process of downloading and installing the Grammarly application is not easy, fast and simple. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

11. I received input from my lecturer regarding errors and inconsistencies in English grammar in writing my English assignments. That's the reason I use Grammarly. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

12. I always use Grammarly to correct English grammar in writing my English assignments because Grammarly is easy to use and has clear features. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

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Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

14. I always use Grammarly in my English assignments *

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Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

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Name (Nama)... *

Nur Indah Dewi

NIM... *

1826036

Questionnaire Statement

Please fill in according to your experience in using the Grammarly app.

1. I can Eix English grammar faster by using Grammarly than Eixing it manually. *

Strongly Disagree 1 2 3 4 Strongly Agree

☐ ☐ ☐ ☒

2. In my opinion, Grammarly is very useless in writing English written assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

3. I do not feel any problems when I use Grammarly in writing English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

4. I use Grammarly to help me understand grammatical errors in my English writing. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

5. I am interested in using Grammarly to improve my English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

6. Using Grammarly did not help me to have a good understanding of English grammar. *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

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Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

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	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. I feel that the plagiarism checking feature is a valuable new feature in Grammarly *

	1	2	3	4	
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	1	2	3	4	
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12. I always use Grammarly to correct English grammar in writing my English assignments because Grammarly is easy to use and has clear features. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

13. Grammarly is similar to the U-dictionary feature but Grammarly provides complex features including plagiarism checking so I prefer to use Grammarly. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

14. I always use Grammarly in my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

15. The enthusiasm of my lecturers and friends to recommend Grammarly influenced me to use Grammarly in my English assignments. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

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Students' Perception on Using the Grammarly Application on Their Writing

Assalamu'alaikum Wr... Wb...

Introducing my name is Andi Anugrah Surya Ardhy. I am an undergraduate student in English Education at IAIN Manado. I want to take your time to answer some of my questions below regarding my research entitled "Students' Perception on Using the Grammarly Application on Their Writing."

Name (Nama)... *

Dhea Thaib

NIM... *

1826017

Questionnaire Statement

Please fill in according to your experience in using the Grammarly app.

1. I can Eix English grammar faster by using Grammarly than Eixing it manually. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

2. In my opinion, Grammarly is very useless in writing English written assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

3. I do not feel any problems when I use Grammarly in writing English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

4. I use Grammarly to help me understand grammatical errors in my English writing. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

5. I am interested in using Grammarly to improve my English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

6. Using Grammarly did not help me to have a good understanding of English grammar. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

7. Using Grammarly makes me not confident about English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

8. I do not believe that the use of Grammarly will play an important role in minimizing English grammatical errors in writing my English assignments. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. I feel that the plagiarism checking feature is a valuable new feature in Grammarly *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

10. I feel the process of downloading and installing the Grammarly application is not easy, fast and simple. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

11. I received input from my lecturer regarding errors and inconsistencies in English grammar in writing my English assignments. That's the reason I use Grammarly. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

12. I always use Grammarly to correct English grammar in writing my English assignments because Grammarly is easy to use and has clear features. *

	1	2	3	4	
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	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

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	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

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Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

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Name (Nama)... *

Rizal Idris

NIM... *

1826028

Questionnaire Statement

Please fill in according to your experience in using the Grammarly app.

1. I can Eix English grammar faster by using Grammarly than Eixing it manually. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

2. In my opinion, Grammarly is very useless in writing English written assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

3. I do not feel any problems when I use Grammarly in writing English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

4. I use Grammarly to help me understand grammatical errors in my English writing. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

5. I am interested in using Grammarly to improve my English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

6. Using Grammarly did not help me to have a good understanding of English grammar. *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

7. Using Grammarly makes me not confident about English grammar in writing my English assignments *

	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

8. I do not believe that the use of Grammarly will play an important role in minimizing English grammatical errors in writing my English assignments. *

	1	2	3	4	
Strongly Disagree	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

9. I feel that the plagiarism checking feature is a valuable new feature in Grammarly *

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Name (Nama)... *

Alifya Raudhatuljannah Modjo

NIM... *

1826022

Questionnaire Statement

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	1	2	3	4	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	Strongly Agree

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Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	Strongly Agree

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CURRICULUM VITAE

Name : Andi Anugrah Surya Ardhy
Place and Date of Birth : Pinrang, 28th June 2000
Address : Jln. A. Cambo, Kel. Pekkabata, Kec. Duampanua,
Kab. Pinrang, Sulawesi Selatan.
Phone Number : 0821-9817-5875
E-mail : andi.ardhy@ain-manado.ac.id
Parents' Name
Father : Andi Ardhy
Mother : Andi Bungawali, S.Ag.

Educational Background

Elementary School : SD N 175 Duampanua (2006-2012)
Junior High School : SMP N Duampanua (2012-2015)
Senior High School : SMA N 2 Pinrang (2015-2018)

Organizational Experience : Member of Literature and Linguistic Department
HMPS-TBI IAIN Manado 2018-2019
Member of Himpunan Mahasiswa Bidikmisi
(Himadiksi) IAIN Manado 2018-2019

Manado, 20 Juli 2022

Andi Anugrah Surya Ardhy