THE USE OF GRAMMARLY
AS A GRAMMAR ONLINE CHECKER
FOR STUDENTS' THESIS WRITING

THESIS

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By

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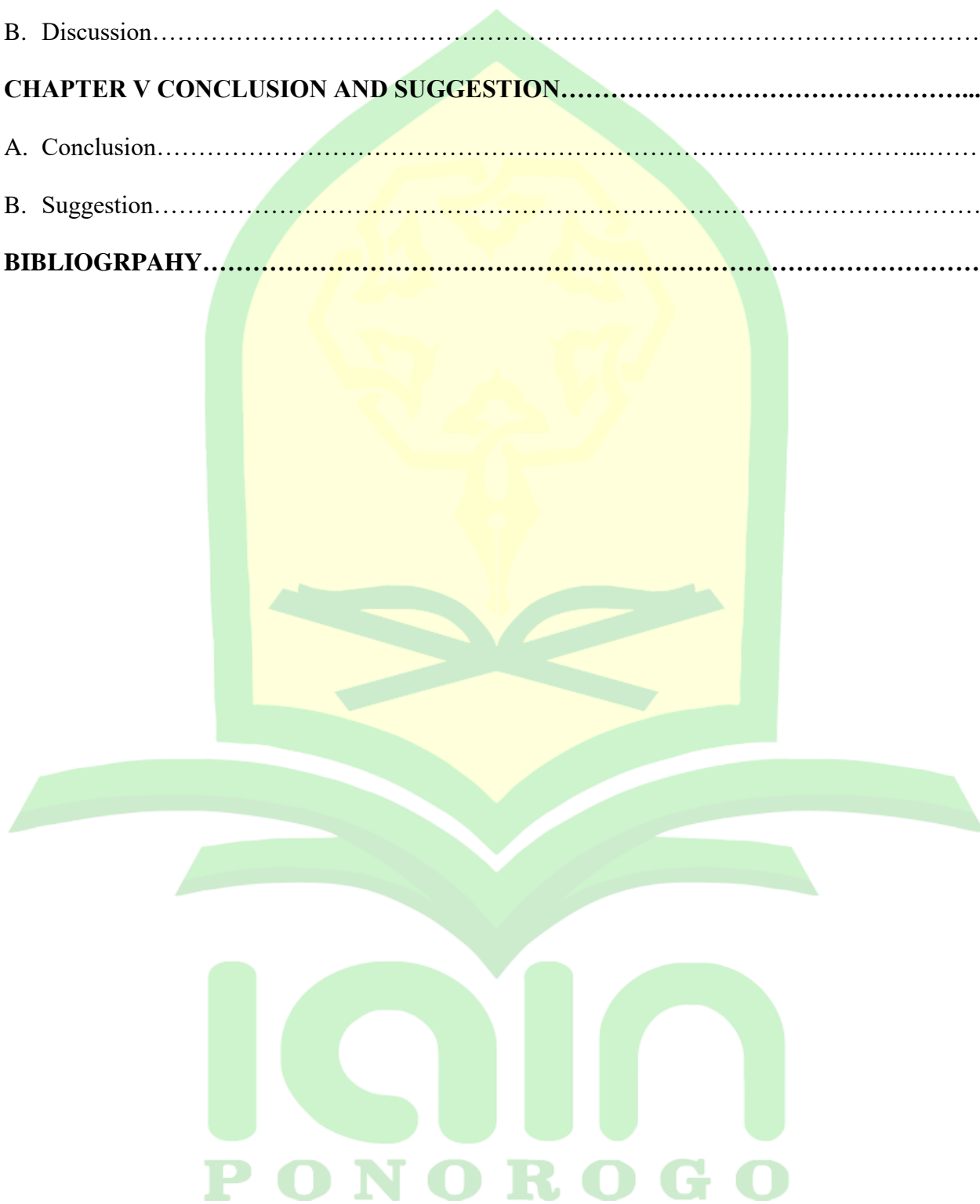
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CHAPTER I

INTRODUCTION

A. Background of the Study

One of the purposes of learning English is to communicate better. Since writing needs careful thought to develop ideas, words, sentences, paragraphs, and compositions, it is one of the hardest and most complicated talents to learn. The students also struggle with writing. The classifications of writing issues were decided to include capitalization, punctuation, poor organization or illogical sequence, grammatical error, thoughts and discontent and uncertainty on supporting arguments, and spelling error. Nowadays, writing is seen as a skill that is challenging to develop.[1] Due to the fact that many students still find it difficult to apply their grammar knowledge in practice, this practice raises concerns in the minds of the students. When students receive their writing grades, lecturers who are frustrated by their inability to comprehend student writing provide feedback. Despite the fact that understanding grammar is important and has long been taught at various levels of education, the outcomes-including student achievement in learning grammar-remain deemed disappointing.

Grammar is the way words and phrases are combined into sentences as a language system.[2] By giving clear guidelines for expressing what they understand in a sentence, grammar is an object or a system that aids in language learning. It is a system of rules for putting words, phrases, and clauses in the right order to form the right sentences. Incorrect wording of the sentences will prevent people from understanding their meaning. In light of this, the students ought to be able to use the grammar properly. When students can construct

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[1] Wibowo, "Improving Writing Skill by Using Process Writing Approach for Garde X Students of SMA N 1 Kasihan Bantul Yogyakarta in the Academic Year of 2012/2013," *Yogyakarta State Uniersity*, 2013, 19461102.

[2] Muh Saeful Effendi, Umi Rokhyati, and Uchti Al-muchanifah Rachman, "A Study on Grammar Teaching at an English Education Department in an EFL Context," *International Journal on Studies in English Language and Literature* 5, no. 1 (2017): 42–46, https://doi.org/10.20431/2347-3134.0501005.

coherent sentences, readers can understand the content of their writing. For students to succeed in academic writing, the ability to write with proper grammar is also advantageous.

When developing their writing concepts, students need to be aware of a variety of grammatical rules, from sentence structure and forms to the use of articles.[3] Due to its challenges, studying writing may become confusing and demotivating for students. To put it another way, EFL students have a lot of trouble understanding this part.

Academic writing refers to writing which done in academic courses.[4] Formal education, like that received at a school, university, or college, is referred to as "academic.". Even among graduate students, assignments frequently contain standard forms of academic writing. Since comprehension and intelligibility are constantly emphasized in higher education, EFL students' academic writing demonstrates these skills. Being grammatically correct is obviously essential because it's one of the factors determining the quality of writing and helps readers understand it better. An academic writing style is the thesis. It is a formal study final project written by undergraduate students that is based on the findings of field research and academic literature.

Thesis is a view expressed by a person and offered to be supported by rational and factual arguments.[5] Thesis writing is an academic writing that reports a research project that is submitted in partial conformity with the criteria of Sarjana Pendidikan in English Language Education Department of IAIN Ponorogo. Writing a thesis, on the other hand, is a challenging task. The students must think about how to utilize grammar correctly, as well as how to form concepts and then translate them from Indonesia to English.

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[3] Rostati, "BAHTRA: Jurnal Pendidikan Bahasan Dan Sastra," *Jurnal Pendidikan Bahasa Dan Sastra* 01, no. 01 (2020): 23–31.

[4] Ibtisam Ali Hassan Al-Badi, "Academic Writing Difficulties of ESL Learners," *WEI International Academic Conference Proceedings*, no. January (2015): 63–76, http://www.westeastinstitute.com/wp-content/uploads/2015/02/Ibtisam-Ali-Hassan-Al-Badi-full-Paper.pdf.

[5] Keith E. Stanovich and Richard F. West, "Individual Differences in Reasoning: Implications for the Rationality Debate?," *Behavioral and Brain Sciences* 23, no. 5 (2000): 645–726, https://doi.org/10.1017/S0140525X00003435.

Providing corrective feedback to learners is an important part of the learning process in the context of writing.[6] Grammar errors can be decreased, writing skills can be enhanced, and composition writing can be made simpler with the help of teachers' corrective feedback. In addition to their teachers, students can now receive feedback from a number of online grammar checkers on the internet.

Online grammar checker are online programs that enable grammatical checking for writing.[7] In addition to grammar, it also includes spelling and punctuation. Some can perform basic repairs as well as checks for plagiarism, word choice, and contextual 4 errors. The grammatical correctness of the sentences can be checked by students using online grammar checkers like Grammarly.

Grammarly is one of the most popular programs which can be implemented in the writing class.[8] According to claims, Grammarly is a simple tool that can assist schools and students with their writing by checking for spelling, grammar, and punctuation errors. Additionally, it offers thorough and helpful feedback, including correction and suggestions, to improve the writing's clarity, accuracy, effectiveness, readability, lack of errors, and impact with a high rate of accuracy and evaluation speed. Grammarly as a tool to identify the students' errors because this grammar checker is commonly used by the students in IAIN Ponorogo. Grammarly is a popular online grammar checking website today. Many students in schools and universities use this grammar checker to check the errors. One of University in Australia chooses Grammarly as a tool in providing grammar feedback.[9] Because it is simple to use, this software is widely used. Additionally, Grammarly's features are all present and correct.

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[6] Khosro Fallahnezhad et al., "The Influence of Different Types of Loading on False Brinelling," *Wear* 440–441, no. November (2019): 14–16, https://doi.org/10.1016/j.wear.2019.203097.

[7] Iwan Perdana and Muthia Farida, "Online Grammar Checkers and Their Use for Efl Writing," *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)* 2, no. 2 (2019): 67, https://doi.org/10.20527/jetall.v2i2.7332.

[8] Lailatul Khoiroh Ummah and Maslihatul Bisriyah, "EFL Students' Perception of Grammarly's Feedback and How They Deal with the Inaccuracy," *JEES (Journal of English Educators Society)* 7, no. 2 (2022): 163–72, https://doi.org/10.21070/jees.v7i2.1687.

[9] 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): 42–56, https://doi.org/10.14742/ajet.3795.

Grammarly offers a spelling feature in addition to checking for grammatical errors to help you find spelling mistakes. More than 250 grammatical and spelling errors could be found. Grammarly is frequently utilized by students in English Education Study Program at IAIN Ponorogo as a tool to correct their errors, particularly grammatical problems in their writing based on the result of preliminary study that the researcher already found based on interview with students before.

There are many research that relate to the use of grammar checker such as those by Yulianti and Reni[10], Hakiki[11], Fahmi and Cahyono[12]. These studies have similarities and differences with this current study. This research focuses on the impact of Grammarly and student perceptions of it. The researcher becomes interested in examining the use of Grammarly in thesis writing because of those earlier studies. Knowing it, according to the researcher, will help students identify their mistakes and receive feedback. The pupils can work on honing their writing abilities. Students can use it at anytime and anywhere. Because Grammarly has provided guidance, they shouldn't go to the lecturer to correct their errors. But the use of Grammarly as a medium for checking grammar is only as a helper, to check grammar the main thing is to still rely on the ability of the students themselves not necessarily directly and only rely on Grammarly

Based on the explanation above, researchers are interested in knowing how are the students' perception towards Grammarly also the strengths and the weaknesses of Grammarly as the media to check the grammar in their thesis writing. Therefore, the researchers will do this study by choosing a title "The Use of Grammarly as a Grammar Online Checker For Students' Thesis Writing".

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[10] Erni Yulianti, "Utilizing Grammarly in Teaching Writing Recount Text Through Genre Based Approach," *International Journal of Science, Technology and Society* 6, no. 1 (2018): 1, https://doi.org/10.11648/j.ijsts.20180601.11.

[11] Ghaida Nurul Rahma Hakiki, "Perception of EFL Students on the Use Grammarly Application in Writing Class," *Eduvelop* 4, no. 2 (2021): 99–106, https://doi.org/10.31605/eduvelop.v4i2.891.

[12] Mohammad Amiqul Fahmi and Bambang Yudi Cahyono, "EFL Students' Perception on the Use of Grammarly and Teacher Feedback," *JEES (Journal of English Educators Society)* 6, no. 1 (2021): 18–25, https://doi.org/10.21070/jees.v6i1.849.

B. Focus of the Study

This research focused on the students' perception towards Grammarly also the strengths and weaknesses of Grammarly as the media to check the grammar in their writing at IAIN Ponorogo Academic Year 2016-2018.

C. Statements of the Problems

Regarding to the background of the study, the problem statements are formulated into:

1. How are the students' perceptions towards Grammarly as the media to check the grammar in their writing?

2. What are the strengths and weaknesses of Grammarly as the media to check the grammar in their writing?

D. Objectives of the Study

Regarding to the problem statements, this study has some objectives describes as follow:

1. To find out how are the students' perception towards Grammarly as the media to check the grammar in their writing.

2. To find out what are the strengths and weaknesses of Grammarly as the media to check the grammar in their writing.

E. Significances of the Study

This study focused on the students' perception towards Grammarly as the media to check the grammar in their writing, also what are the strengths and weaknesses of Grammarly as an Grammar Online Checker can help student for their thesis writing, the result are expected to have benefits pointed to:

1. Theoretical Significance

This study is expected to add some knowledge, a new source related to The Use of Grammarly as an Grammar Online Checker For Students' Thesis Writing.

2. Practical Significance

1. Teachers

This research is expected to give teacher information to know the benefit of Grammarly as a media for makes sure everything that already type not only upholds accurate spelling, punctuation, and grammar, but is also clear, compelling, and easy to read.

2. Students

This research is expected to give student information that Grammarly helps students find and correct low-level errors in their written work and avoid inadvertent plagiarism. Requiring students to check their work in Grammarly before turning it in allows instructors to focus more on higher-level issues such as critical thinking, creativity, and demonstration of learning.

3. The other Researchers

This research is expected to make other researchers interested in the students' perception towards Grammarly also the strengths and the weaknesses of Grammarly as the media to check the grammar in their writing.

F. Organization of the Study

In the systematic discussion, the researcher described the relevant language flow of the research to be written. The discussion in this study divided into six chapters. At the beginning before the first chapter, the researcher included the cover or page title, counselor approval

sheet, authorization page, motto, abstract, preface, table of contents, and transcript list of interviews at the end.

CHAPTER I : INTRODUCTION

This chapter contains of background of the study, identification of the problem, research focus, statements of the problems, objectives of the study, significances of the study, and organization of the study.

CHAPTER II : LITERATURE REVIEW

This chapter contain of theoretical background explains about the definition of English grammar, Grammarly, online grammar checker, and thesis writing. Also contain about review of previous studies and theoretical framework.

CHAPTER III : RESEARCH METHOD

This chapter describes research approach and design, researcher's role, research setting, data and data source, data collection technique, data analysis technique, checking validity of findings and research procedure.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Perception

a. Definition of Perception

Perception is influenced by a variety of factors, including environment, ability, and experience. As an illustration, consider how our eyes interpret sentences. Essentially, our brains process the information we see rather than our eyes, which serve as the sensory organ. The many light patterns and shapes that reflect off the page are encoded by our eyes, and the brain subsequently transforms those shapes into a cohesive mental representation of the words and thoughts. Our brains carry out this operation naturally and instinctively.

Additionally, Montague claims that a student's perception is a reflection of how they feel about a situation.[13] For instance, when we listen to rock music, we may feel annoyed and choose to stop listening, or we may feel entertained and want to keep listening. Our impressions of rock music are that it makes us feel both frustrated and entertained. In this instance, the research is interested in learning how the students feel about their use of Grammarly.

The same sensations may be seen differently by different people. It occurs because the brain perceives stimuli differently depending on the learning, memories, emotions, and expectations of the individual. When asked how they interpret the same image, people typically provide two or more distinct answers. In essence, different people may have different interpretations of the same item and create various ideals

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[13] Montague Marjorie, "Student Perception, Mathematical Problem" 18, no. 1 (1997): 46–53, https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.946.6265&rep=rep1&type=pdf.

based on these perceptions. For instance, the pupils studying English in the class have various perspectives on how the language is taught and learned in the setting. They have different feelings, as Montague already indicated, which is one of the causes. The individual differences in learning styles, memories, emotions, and expectations are another factor.

b. Importance of Perception

An important aspect of evaluating learning is perception. This is supported by Cheng, who stated that student perceptions are important in evaluating the effectiveness of teaching. can be evaluated. According to Freiberg, student perception is a central element and indicator of learning[14]. Similarly, According to Dorniei, perception plays a large role in determining success or failure in any learning situation.[15] Van Petegem says learning outcomes can be measured by student perceptions.[16] Student perception plays an important role in learning. Therefore, teachers should consider student perceptions.

c. Types of Perception

Perception is divided into two, namely: perception of objects (physical environment) and perception of humans or social. Perception of humans is more difficult and complex because humans are dynamic. These two types of perception have differences, there is perception of object through physical symbols and perception of objects responds to external characteristics:[17]

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[14] Jonathan Cohen et al., "Measuring and Improving School Climate: A Strategy That Recognizes, Honors and Promotes Social, Emotional and Civic Learning the Foundation for Love, Work and Engaged Citizenry," *Teachers College Record* 111, no. 1 (2009): 180–213.

[15] S. McDonough, "Motivational Strategies in the Language Classroom," *ELT Journal* 57, no. 3 (2003): 308–10, https://doi.org/10.1093/elt/57.3.308.

[16] Karen Petegem et al., "Student Perception as Moderator for Student Wellbeing," *Social Indicators Research* 83, no. 3 (2007): 447–63, https://doi.org/10.1007/s11205-006-9055-5.

[17] Redi Panuju, *Pengantar Studi (Ilmu) Komunikasi*, 2018.

1) Perception of objects through physical symbols, while humans through verbal and nonverbal symbols. Humans are more effective than most objects and more difficult to predict.

2) Perception of objects responds to external characteristics, while humans respond to external and internal characteristics (feelings, motives, expectations, and so on).

Objects do not react, while humans do. In other words, objects are static, while humans are dynamic. Therefore, the perception of humans can change from time to time, faster than the perception of objects.

Human or social perception is the process of capturing the meaning of social objects and events that we experience in our environment. Everyone has a different picture of the reality around him. There are several important principles regarding social perception, there is perception based on experience, perception is selective, perception is conjectural, perception is evaluative:[18]

1) Perception based on experience, that is, human perception of a person, object, or event and their reaction to these things based on their past experiences and learning with regard to similar people, objects or events.

2) Perception is selective. Every human being often gets sensory stimulation. Our attention to a stimulus is the main factor that determines our selectivity for that stimulus.

3) Perception is conjectural. This occurs because the data we obtain about objects is never complete, so this presumptive perceptual process allows us to interpret an object with a more complete meaning from any point of view.

4) Perception is evaluative. This means that most of us say that what we perceive is real, however, sometimes our sensory organs and perceptions deceive us so that we also doubt how close our perceptions are to actual reality.

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[18] Royce Singleton, "AN EMPIRICAL STUDY OF SELECTIVE EXPOSURE AND SELECTIVE PERCEPTION RELATIVE , TO TELEVISION," 1969.

5) Perception is contextual. This means that of all the influences on our perception, context is one of the most powerful. When we see a person, an object or an event, the context of the stimulus greatly influences our cognitive structures, expectations and therefore also our perceptions.

From some of the explanations above we can see that we sometimes make mistakes in perceiving the physical environment. Conditions affect us towards an object. For example, when we are asked to taste a drink, maybe our opinion will differ from that of other people because we have different perceptions. Meanwhile, perception of humans is the process of capturing the meaning of social objects and events that we experience in our environment, because everyone has a different perception of their social environment.

d. Characteristic of Perception

In order to produce a meaningful sensation, there are certain general characteristics in perception, there are modality, spatial dimension, time dimension, context structure, also the world is full of meaning:[19]

1) Modality: The stimuli received must be in accordance with the modality of each sense, namely the basic sensory properties of each sense (light for sight; smell for smell; temperature for taste; sound for hearing; surface properties for touch and so on).

2) Spatial dimension: Perception has spatial properties (spatial dimension); we can say up and down, high and low, narrow area, foreground background, and so on.

3) Time dimension: Perception has a time dimension, such as fast slow, young and old, and others.

[19] Eli Satriana, *Persepsi Siswa Mengenai Guru Pembimbing Di Smp Negeri 2*, 2017.

4) Context structure, a unified whole: Objects or phenomena in the world of observation have a structure that is integrated with the context. This structure and context constitute a unified whole.

5) The world is full of meaning: perception is a world full of meaning. We tend to make observations or perceptions of phenomena that have meaning for us, that have something to do with us.

From some of the perceptual characteristics above, we can see that the human senses are very influential in the process of forming a perception. The sensory organs possessed by humans cause humans to be able to think, feel, and have certain perceptions about themselves and the world around them. Perception begins with a stimulus or stimulus from outside our senses. From this stimulus our sensory organs then process it so that we can determine or interpret information from what is happening.

e. Factors Affecting Perception

In the process of perception, many stimuli enter the senses, but not all of these stimuli have the same attraction. According to Rhenal Kasali, perception is determined by the following factors, there are cultural background, past experience, embedded values, growing news:[20]

1) Cultural background

That perception is linked by culture. How we interpret a message, object or environment depends on the value system that we adhere to. The greater the cultural difference between two people, the greater the difference in their perception of reality.

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[20] Alex Isbat Mulyana, Dan Dendi, and Anggi Gumilang, "Analysis of the Effect of Price Perception, Service Quality and Relationship Marketing on Customer Satisfaction and Its Impact on Repurchase Intentions Medical Oxygen Product Inpt. Aneka Gas Industri, Jakarta, Indonesia," *Jurnal SWOT* VIII, no. 2 (2018): 420–31.

2) Past experience

Audience or audiences, generally have had a certain experience of the object being discussed. The more intensive the relationship between the object and the audience, the more experience the audience will have. As long as the audience establishes a relationship with the object, he will make an assessment. In certain products, usually the experiences and relationships are not only experienced by one person, but by a group of people at the same time. This past experience is usually reinforced by other information, such as news and events that hit the object

3) Embedded values

Value is an evaluative component of beliefs that include usefulness, goodness, aesthetics, and satisfaction. Values are normative, informing a member of a culture about what is good and bad, right and wrong, what should be fought for, and so on. Values originate from larger philosophical issues which are part of the cultural environment, therefore values are stable and difficult to change.[21]

4) Growing news

The news that develops is news about products either through the mass media or information from other people that can affect one's perception. News that develops is one form of stimulation that attracts the attention of the audience. Through news that develops in society, it can influence the formation of perceptions in the minds of audiences.

From the news that develops, the audience is able to influence both consciously and unconsciously, this is able to reach the audience through several stages and to find out, the Stimulus Response Theory is used. This theory is basically a reaction or effect with a certain stimulus and explains how the mass media is able to influence audiences so that there is a change in their attitude. Thus

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[21] Op Viinamäki, "Embedding Value-Based Organization: An Identification of Critical Success Factors and Challenges," *International Journal of Management Science and Information Technology* 1, no. 3 (2012): 37–67.

one can explain a simple principle, where the effect is a reaction to a certain stimulus.

This theory describes a simple communication process that only involves two components of the mass media. The sender of the message, namely the broadcast media that issues the stimulus, and the mass media audience as the recipient who responds by showing a response so that it is called the stimulus-response theory.

f. Aspects of Perception

In essence, attitude is an interrelation of various components, where there are three components, there are cognitive component, affective component, conative component:[22]

1) Cognitive Component

Components that are composed on the basis of knowledge or information that a person has about the object of his attitude. From this knowledge will then form a certain belief about the object of the attitude.

2) Affective Component

Affective relates to feelings of pleasure and displeasure. So it is evaluative in nature which is closely related to the cultural values or value system it has.

3) Conative Component

It is a person's readiness to behave in relation to the object of his attitude. If the individual has a positive attitude towards an object, he will be ready to help, pay attention, do something that benefits the object.[23] Conversely, if he has a negative attitude towards an object, then he will criticize, denounce, attack and even destroy that object. From the explanation above, we can conclude that an event that

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[22] Ximena B. Arriaga and Christopher R. Agnew, "Being Committed: Affective, Cognitive, and Conative Components of Relationship Commitment," *Personality and Social Psychology Bulletin* 27, no. 9 (2001): 1190–1203, https://doi.org/10.1177/0146167201279011.

[23] Editora Guanabara et al., "Psikologi Sosial," n.d.

occurs will greatly affect what is called perception, which will then affect a person's attitude and behavior towards something in their environment.

g. Indicators of Perception

All individual behaviors and self-perception are referred to as self. Also, it is skewed by how other people respond to them. Following that, this view will affect people's attitudes, as well as the outcomes and decisions they make throughout their lives. Positive and negative impressions are the two different kinds, there are positive perception and negative perception:[24]

1. Positive perception is a having a deep understanding of something helps one become more self-assured and resilient so they can face the challenges of life and, most importantly, focus on their outer selves. Also, it develops a conviction for a particular link and kindness for others, the indicators:

   1) Important to get grammar feedback on writing.

   2) Grammarly gives detail feedback.

   3) Feedback of Grammarly improves writing.

   4) Easy to make grammatical chances on wiring using the feedback.

   5) Feedback of Grammarly makes feel more confident with writing.

   6) Grammarly has helped to understand grammar rules.

   7) Language style is one of Grammarly that consist of the word selection based on the text

   8) Grammar is one of Grammarly features that consist of the use of subject, verb, preposition, etc.

   9) Spelling is one of Grammarly features that consist of the incorrect and confusing word.

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[24] Michelle Cavaleri and Saib Dianati, "You Want Me to Check Your Grammar Again? The Usefulness of an Online Grammar Checker as Perceived by Students," *Journal of Academic Language & Learning* 10, no. 1 (2016): 223.

10) Punctuation is one of Grammarly features that consist of punctuation in a sentence.

11) Grammarly helps to correct language style in writing.

12) Grammarly helps corrected grammar in writing.

13) Grammarly helps corrected spelling in writing.

14) Grammarly helps corrected punctuation in writing.

15) Easy to understand the errors because the explanation were clear.

16) Grammarly saves time in correction the errors.

2. Negative perception is a inclination to just consider their own needs, as well as an effort to acquire and display the value they see to be in themselves, the indicators:

1) Not always feel confident when using Grammarly to correct sentences.

2) Grammarly feedback isn't always helpful.

3) Not agree with some suggestions.

4) Can't understand the explanations.

2. Grammarly

a. Definition of Grammar

There are many definitions of grammar. Grammar is the form of sentences and smaller units such as clauses, phrases, and words.[25] Grammar as a language description and a method of combining the sentence in language which consists some linguistic aspects such as words and phrases.[26] Grammar teaches us how to use words correctly. In order to produce a sentence that is understandable, grammar is regarded as a crucial component of language.

[25] Rodney Huddleston, Geoffrey K. Pullum, and Brett Reynolds, "A Student's Introduction to English Grammar," *A Student's Introduction to English Grammar*, 2021, https://doi.org/10.1017/9781009085748.

[26] Statistics Qualitative et al., "Second Language Teaching and Learning : A Bibliography on Research Design and Methods Second Language Teaching and Learning Research," *Methods*, 2002, 13–23.

Language users can express themselves and communicate in daily life thanks to grammar. The ability to manipulate language improves speakers' ability to convey their message. If the sentences are spoken with improper grammar, the meaning of the sentences will not be understood by the listeners. Furthermore, grammar has an impact on written communication. Inadequate grammar, such as incorrect subject-verb agreement like "we was" reduces the effectiveness of written communication because it draws attention away from the message's intended meaning. People cannot effectively communicate with one another by writing or speaking to one another.

Grammar in English consists of eight parts that are commonly called the eight parts of speech, namely:

1. Nouns

2. Pronouns

3. Adjectives

4. Verb

5. Adverb

6. Prepositions

7. Conjunctions

8. Interjection

Numerous programs have been created to aid language learners in becoming more proficient in their chosen language due to the technology's rapid development. A new potent, adaptable, and effective tool for technologically enhanced learning is now available thanks to the Internet. For instance, computer-based techniques are a well-liked substitute for or addition to teacher feedback on language. Computer-based methods, according to Abu Seileek, are superior to non-computer-based methods because they offer more feedback and present more personalized content, which makes it simpler for each learner to process the material at his or her own pace. The advantage

of computer based methods is can access help individually so it reduces anxiety and promotes a more relaxed atmosphere for learning.[27]

Online grammar checker is one new tool of computer based methods which is used to identify grammar accuracy in writing. The program can detect and correct automatically any grammatical errors in writing. The task of grammar checker is to flag style, grammatical, or mechanical problem in a text by highlighting them and give a suggestion for each problem.[28] This was consistent with Cavaleri who states that grammar checker recognizes and provide feedback about grammatical errors.[29]

Grammar issues like subject-verb disagreement, split infinitives, double negatives, run-on sentences, and improper preposition usage can all be found by using a grammar checker. The checker also finds mechanical issues like incorrect spelling and punctuation. The spellcheckers draw attention to misspelled words and unclear words. The final method is the use of grammar checkers to provide feedback on vocabulary and writing style. Although style is rarely noted because it is difficult to check, some grammar checkers highlight passive voice sentences or show that a certain word may have been overused. In order for the user to understand the grammatical rule from the correction that the grammar checker displays.

Students can benefit from using grammar checkers. The tool can help students write better. By offering grammar error correction, it improves students' grammar proficiency. The grammar checker's feedback teaches the students how to improve their writing on their own by making it more readable and clear. Grammar checker promotes

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[27] Grace N. Manurung et al., "Perceptions of Efl Learners in the Implementation of Blended Learning Post-Natural Disaster at a University in Indonesia," *Theory and Practice in Language Studies* 10, no. 8 (2020): 959–68, https://doi.org/10.17507/tpls.1008.15.

[28] Patricia J. McAlexander, "Checking the Grammar Checker: Integrating Grammar Instruction with Writing," *Journal of Basic Writing* 19, no. 2 (2000): 124–40, https://doi.org/10.37514/jbw-j.2000.19.2.07.

[29] Cavaleri and Dianati, "You Want Me to Check Your Grammar Again? The Usefulness of an Online Grammar Checker as Perceived by Students."

self-directed learning where the students are aware of their own learning process and the mistakes they make when they write.[30]

Grammar checkers come in a variety of forms. For instance, word processing programs with a spelling and grammar checker feature have been around since the mid-1980s. When students write a text in Microsoft Word, errors are immediately visible with a red line beneath them. Grammarly is just one of many online programs available today that check writing for grammar.

b. The Importance of Grammar

The incorrect usage of grammar, such as the use of verb tenses, word order, passive voice, subordinating clauses and impersonal constructions, will make the meaning of the text becomes ambiguous.[31] Grammar has an impact on the meaning of words as well as how they are put together to "look right. Grammar is one of the most crucial elements of English because it not only determines the quality of a sentence but also its meaning. As long as the sentence adheres to the proper grammar rules, it is correct. It is crucial for students to develop good manners because grammar reflects the function and communicative purpose of language. Students who understand grammar well will be able to communicate their thoughts, facts, and feelings to others. Given this, there are resources available for grammar instruction in the digital age. Utilizing a grammar checker is one of them.

c. Student's Difficulties in Grammar

Grammar is frequently perceived by students as the primary challenge in learning English. It is the most dreaded aspect of English because most EFL students struggle to construct grammatically correct sentences. So that others can understand

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[30] Kalpana Jayavalan and Abu Bakar Razali, "Effectiveness of Online Grammar Checker to Improve Secondary Students ' English Narrative Essay Writing," *International Research Journal of Education and Sciences (IRJES)* 2, no. 1 (2018): 1–6.

[31] Samsidar, Baso Jabu, and Muhammad Basri, "Enhancing Students ' Ability to Write Procedure Text through YouTube Video," *State University of Makassar*, 2019, 1–14.

the ideas, grammar conveys the intended meaning of a sentence. From the study of Zuvyati, the students made errors in grammar, such as in the use of articles.[32] For example, some students did not put the articles in the word that should be provided articles. Another study also found that most of the students made a lot of grammatical errors, particularly in the use of verb.[33] In spite of changes in the adverb of time, the study found that students did not alter the verbal form. The students were also unable to correctly use past tense. This suggests that students still don't understand how to use the present, past, or future tenses in English. Given this, there are resources available in the digital age that people can use to learn grammar using grammar checkers.

d. Grammarly

Grammarly is one of popular online grammar checker today. Grammarly was founded in 2009 by Maz Lytvyn and Alex Shevchenko. Grammarly is touted as the most accurate English grammar checker.[34] Many students in schools and universities use this grammar checker to check the errors. It is proven by one of University in Australia chooses Grammarly as a tool in providing grammar feedback.[35] In addition, students in IAIN Ponorogo use it to check their grammar in writing.

There are two versions of Grammarly, those are free and premium.[36] The only features offered by Grammarly for free are those that address style, grammar, spelling, and punctuation issues. Style-related flaws include rambling sentences and improper formatting. Next, the use of articles, the incorrect number of nouns, and incorrect or

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[32] Zuvyati A. Tlonaen, "Grammatical Error Found in the Academic Essays Written by Students of English Education," *Lectura : Jurnal Pendidikan* 11, no. 1 (2020): 15–30, https://doi.org/10.31849/lectura.v11i1.3635.

[33] I.P.B. Erlangga, I.W. Suarnajaya, and P.A.K. Juniarta, "An Analysis of Grammatical Errors Made By the Seventh Grade Students of Smp Negeri 2 Sukawati in Writing Descriptive Texts in the Academic Year 2018/2019," *Language and Education Journal Undiksha* 2, no. 1 (2019): 19–29, https://doi.org/10.23887/leju.v2i1.20276.

[34] Cavaleri and Dianati, "You Want Me to Check Your Grammar Again? The Usefulness of an Online Grammar Checker as Perceived by Students."

[35] O'Neill and Russell, "Stop! Grammar Time: University Students' Perceptions of the Automated Feedback Program Grammarly."

[36] Muhamad Nova, "Utilizing Grammarly in Evaluating Academic Writing: A Narrative Research on Efl Students' Experience," *Premise: Journal of English Education* 7, no. 1 (2018): 80, https://doi.org/10.24127/pj.v7i1.1300.

absent prepositions are included as features of grammar errors. Additionally, Grammarly's spelling feature includes words that have been misspelled or confused.

Grammarly's free version is effective at pointing out minor errors like misused articles and comma errors. However, the premium version's features are more comprehensive. In addition, users must pay to access it. The premium version of Grammarly checks an additional 150 grammar points and offers features like contextual spelling, plagiarism detection, and vocabulary improvement suggestions.[37] It also provides both short and long explanation of each grammar error. In this research, the researcher only focuses on free version of Grammarly because most students in IAIN Ponorogo use this version.

You can access this grammar checker at www.grammatically.com. Grammarly functions by scanning text that has been uploaded into the input box. Then, Grammarly will highlight some likely incorrect words and produce a "card" that shows the error, along with an explanation and advice on how to rewrite it correctly. The suggestion is up to the user to accept or reject.

The users get many advantages of Grammarly. First, Grammarly provides direct and indirect feedback. Direct feedback can be provided using the correction and explanation card while indirect feedback can be given using the underlined error.[38] By giving detail feedback, the students could revise the errors by themselves and gain a better understanding of grammar rules.[39] Secondly, Grammarly could quickly fix writing mistakes. Utilizing this tool will allow users to save time. Additionally, using some Grammarly features in the free version is completely free for users. Even though the free service has more features than the premium service, students seem to prefer it.

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[37] Cavaleri and Dianati, "You Want Me to Check Your Grammar Again? The Usefulness of an Online Grammar Checker as Perceived by Students."

[38] O'Neill and Russell, "Stop! Grammar Time: University Students' Perceptions of the Automated Feedback Program Grammarly."

[39] Nova, "Utilizing Grammarly in Evaluating Academic Writing: A Narrative Research on Efl Students' Experience."

Finally, users can grow more comfortable writing. They self-check for mistakes so that users won't be reluctant to write and get feedback from others.

Although Grammarly is an advanced program, users should carefully consider each recommendation it makes. It also has a drawback in that Grammarly's feedback wasn't always in line with what the user intended. Users may be forced to consider whether to take the feedback seriously or not. Second, there is no way to alter the name, title, or article listed in the reference list. However, this program still recognizes a writing's reference list. Third, Grammarly ought to check the coherence and cohesiveness of the writing. However, this program lacks a feature that can figure out how sentences relate to one another. There is also a lack of control on the part of the instructor when providing feedback, which results in low motivation on the part of the student and less authentic writing. The final requirement is that users of this tool require connections. The use of Grammarly will be hindered if there is a connection issue of any kind.

Grammarly is not a new name anymore. Document and writing activities especially in English often require this application. With the features offered, users can easily check for writing errors. The following are the advantages and disadvantages of Grammarly:[40]

1) The Advantages of Grammarly App

   a. Integrated With Any Platform

      The program most users use today is the Grammarly Premium service. While some users may not be able to meet their specific needs, Grammarly's web-based services are integrated with the following platforms: Microsoft Office

[40] Indra Perdana, Sardjana Orba Manullang, and Fina Amalia Masri, "Effectiveness of Online Grammarly Application in Improving Academic Writing: Review of Experts Experience," *International Journal of Social Sciences* 4, no. 1 (2021): 122–30, https://doi.org/10.31295/ijss.v4n1.1444.

1) Android and iOS

2) Browser Extensions

3) Google Documents

With deep application integration, Grammarly supports professional blogging, business communication, personal study, and academic writing.

b. Users Can Try Free Features

Grammarly has a variety of services, one of which is a free service. It has more flaws than the Premium and Business version. For example, the sentences were found to contain correct errors, but Grammarly does not offer suggestions on how to fix them.

This scheme works by signing up for a free plan with a 30-day trial period. Despite its many shortcomings, Grammarly's free version provides an overview of the user experience.

c. Grammarly Premium Presents More Complete Features

Another advantage of Grammarly Premium is that the service has its own proofreader or editor, which is cheaper than hiring someone. Like a personal assistant, the service accompanies her 24/7 and assists the user when needed, as long as the user is connected to the internet.

Grammar helps users find errors more easily. Similarly, in the Grammarly Business program, its features are not much different from the premium version. This service offers an alternative means of optimizing text quality for users.

d. More than Just a Spell Checker Tool

Another advantage of Grammarly Premium is that the service has its own proofreader or editor, which is cheaper than hiring someone. Like a

personal assistant, the service accompanies her 24/7 and assists the user when needed, as long as the user is connected to the internet.

Grammar helps users find errors more easily. Similarly, in the Grammarly Business program, its features are not much different from the premium version. This service offers an alternative means of optimizing text quality for users.

e. Grammarly Improve Writing Intonation (Tone Detector)

Based on the previous point, regarding the tone detector or intonation of writing. In this case, Grammarly realizes that everyone will write for various purposes. For example, writing for business in a formal style will certainly be different from writing fiction which needs a touch of humor. Through the tone detector, you can adjust the intonation in writing. Especially in English, many words are the same but have different meanings. Grammarly's intonation settings will help you convey your writing more on target.

f. Saving Draft Automatically

Another advantage of Grammarly is the autosave feature. If your device turns off or your internet is interrupted while you're working, don't panic. No data is saved. Because this grammar checker application automatically saves your work.

There is also a recovery function if you are using the browser version. This eliminates the need for users to store manual documents on their device. The Grammarly repository system also works like a cloud, allowing you to restore accidentally deleted data.

g. Plagiarism Checker

For some people, the plagiarism feature may not be necessary. But the needs of academics and students are different. Plagiarism checks help

authenticate writing and give authors a strong identity. In a business context, especially his website content production, search engines hate duplicating content. This act can also lead to lawsuits. You can overcome all these concerns by testing your writing with Grammarly's plagiarism checker feature.

2) The Disadvantages of Grammarly App

    a. Slow Performance for Large Text Editing

Most people say Grammarly's drawback lies in it often lags when operating large files. This often happens when checking reaches 1,000 words. Correction continues to weaken as the number of words increases.

    b. Less Optimal Clarity Feature

This function only modifies the passive voice and does not offer any conversion to the active voice. For research purposes, more passive sentences are used to change the focus of the sentence.

    c. Grammarly Does Not Improve Writing Ability

Grammarly as a tool doesn't necessarily improve your writing skills. If you're writing in English, you may find Grammarly's corrections less diverse. The vocabulary suggestions Grammarly shows are more suitable for beginner or intermediate learners, so advanced learners still feel they're missing something.

    d. Still Need Re-checker

In order to get the best results from using it, you should double check the results of Grammarly's modifications one by one. Otherwise the benefits will only become apparent from the amended documentation. Users should pay more attention to writing style.

e. Not Extensive Plagiarism Features

The Plagiarism feature only checks for plagiarism from the website writing database. This does not yet prove whether the plagiarism was intended for journal publication. Plagiarism is usually only general text.

f. Limited Functions Only in English

The weakness here is that it only works for general English composition. However, to be honest, it's almost impossible to expect it to be available in all languages. Some users find it best to present features for non-English speakers depending on the Grammarly user's domain.

The second version of Grammarly is Grammarly Premium. Grammarly premium is the paid version of the grammar checker, and it comes with some additional features that are not available in the free version. Includes advanced grammar check, plagiarism detection, vocabulary improvement suggestions, meaningful context check, built-in dictionary and thesaurus, ability to set goals and target audiences, bulk editing.

Additionally, it identifies incorrect word choices, such as a verb that lacks strength. Along with suggestions for improving your writing style, it can help you become a better writer. The subscription edition of Grammarly proofreads students writing and allows you to sift through repeated mistakes to reach conclusions and clarity. This is probably the most interesting feature of the premium version of Grammarly. As it integrates with a wide variety of platforms and devices, it can be used on the go and carried with on any device users prefer.

By subscribe to the premium edition program, user work can also be reviewed by a human proofreader. This feature is available for an additional fee, which varies depending on the required turnaround time. It can only be accessed by premium subscribers. It's important to remember that the tone of your writing

should be consistent for best results when using Grammarly. For example, mixing professional and relaxed writing styles on the same page, which may occur quickly in creative work, can create confusion.

The premium edition of Grammarly has two separate pricing options, which are Grammarly Premium costs only $12 per month. This membership service provides advanced critique and plagiarism detection for a single user. Then, Grammarly Business, with prices starting at $15 per month per member. Allows up to 100 team members access to all Grammarly Premium features, including individual accounts, team usage statistics, and priority email assistance. While there is no difference between Grammarly Business and Grammarly Premium in terms of real handwriting detection skills, the only reason to choose the former over the latter is to make it more accessible to more people. Grammarly Premium,.

3. **Thesis Writing**

   a. Definition of Thesis Writing

Academic writing is a special genre of writing that prescribes its own set of rules and practices".[41] A detached and objective approach is necessary for the majority of academic writing types. Logic and supporting data are used in academic arguments to support intellectual positions. Academic writing concentrated the written product with in-depth research over the resource to provide relevant product.

One of the pillars of university study is academic writing. In order to communicate their ideas clearly, students across all subjects need to write. However, academic writing can take many different forms, and you might be asked to write an essay, a report, or even a reflective journal entry. Even though these various forms of

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[41] Dr Natiele Bowker, "Academic Writing Student Learning Development Services," no. 627 739 (2007), http://learningzone.uum.edu.my/A141/file.php/2289/Academic-Writing-Guide.pdf.

academic writing follow different styles, they all have some things in common. As another type of academic writing, thesis writing will be the main focus of this study.

There are some considerations which writers should concern in academic writing such as audience, purpose, organization, style, flow, and presentation.[42] Writing for academic purposes has a different tone than writing for everyday purposes. The writing should be written in an appropriate style, according to academic writers. In academic writing, formal language is used. Clear communication between the writer and the reader is essential. Academic writing differs from other types of writing in its style. The fact that academic style varies from field of study to field of study makes it more difficult to determine what is or is not academic. As an illustration, contractions (e.g. don't) may be used in Philosophy, but they are not frequently used in many other disciplines.

Thesis is one kinds of academic writing. It is a scientific paper based on the result of the field research and literature which is written by undergraduate students as a formal study final project.[43] In writing the research, the students should consult the writing to the advisors.

As described above, thesis is one kinds of academic writing that has its own rules or differences from other writing genres.[44] Firstly, the formal structure of presenting ideas. Secondly, author citation in literature. Thirdly, the use of punctuation, grammar, and spelling.

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[42] Ibid.

[43] Sri Wahyuni et al., "Buku Panduan Penulisan Skripsi," no. 021 (2017): 99.

[44] Bowker, "Academic Writing Student Learning Development Services."

b. Aspect of Writing

There are several aspects of writing that writers must consider. These aspects also serve as standards that reflect the quality of writing. The points of writing are as follows:[45]

1. Organization

Organization refers to the coherent arrangement of information. The text should have a clear ordering of thought structures. You can also connect each paragraph with a transition word to make it a continuous paragraph within a given text.

2. Content

Content is important in writing. Refers to a set of information that supports a particular topic being discussed. At this point, authors can develop relevant and detailed ideas to illustrate the main topic.

3. Mechanic

Mechanics refers to standards in using correct spelling, capitalization, and punctuation. This issue needs to be understood by the author. For example, country names such as Indonesia and Singapore must be capitalized.

4. Vocabulary

A vocabulary is a collection of words that someone has. It is important to use it to translate what we are thinking into a particular language. In addition, we can use appropriate language to describe the writer's concept.

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[45] Nia Siti Hadiyati and Bambang Ruby Sugiarto, "English Education Program Faculty of Teacher Training and Education Galuh University 113," *Journal of Applied Linguistics and Literacy* 2, no. 2 (2018), https://jurnal.unigal.ac.id/index.php/jall/index.

5. Grammar

Grammar is the language's rules for combining words. Grammar usage can be applied to all kinds of sentence structures. It can be the foundation for making your writing more meaningful.

c. The Stages of Writing Process

The writing process is a set of methods for overseeing the steps taken by the writer, actively participating in ideation throughout the final production. Writing instructions can be used by students to help them write efficiently. There are five stages in the writing process. Here are as follows:[46]

1. Pre-writing

Pre writing is the stage at which the author enables draft writing. Writers try to invent ideas before they start writing. Teachers and students can also choose topics together at this stage. The learner then tries to decide what to say based on the topic. Here teachers can show methods such as open-ended writing, brainstorming, and enumerating summaries to help students generate ideas. These strategies help students gather information.

2. Drafting

Having found the idea in the previous stage, the writer can start writing. They logically organize the idea of putting content on paper. Content consists of detailed information to support the topic.

3. Revising

The next stage is revision. Students should check the contents of the letter. They can give each other feedback and refine the draft text in writing groups. In other words, students in the group can identify ambiguous content written by their friends. You can make small changes to your organization's ideas, so you can add

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[46] Supiah Wagiyo, "The Use of Journal Writing in Teaching Recount Text," *U-Jet* 6, no. 1 (2014).

new ideas or remove irrelevant parts. Additionally, students can sort their writing into good ones.

4. Editing

This stage of writing focuses on grammar, mechanics, punctuation, and spelling accuracy. Learners can correct their writing mistakes when the content revision is complete. You can supplement the list of important points that need to be checked. It is a useful step for students to review their work before it is published.

5. Publishing

In this step, the learners publish their final writing to their friend by reading the whole content in front of the class or submitting to their teacher to be read. Other ways are by sending the writers' writing to the school's bulletin and posting it on the internet. It contains the element of communication where the writers share their thoughts through awritten form to people.

In summary, the writing process is the cycle in which students learn to create writing from start to finish. Here, teachers can encourage learners to follow the writing steps in class. Each step in this process is critical in helping students learn how to write.

B. Review of Previous Studies

First, Yulianti and Reni conducted research entitled Utilizing Grammarly in Teaching Writing Recount Text Through Genre-Based Approach. With the help of the Genre-Based Approach (GBA), this study looked into the use of the free online grammar checker Grammarly in teaching students how to write recount texts. Pre-experimental one group pretest-posttest methodology was used in this study. data gathered from surveys and pretest-posttest results. The data indicated that students' perceptions of using technology to teach writing recount texts

were favorable. The students believed that using a word processor and Grammarly, an online grader, aided them in the writing process. In contrast to the previous study, which focused on student perceptions of Grammarly as a tool for writing grammar checks, the current study only examines how students perceive Grammarly as a tool for writing grammar checks, as well as the extent to which using Grammarly as an online grammar checker can aid students in writing their thesis.

Second, research conducted by Tambunan, Andayani, Setiasari, Lubih, and Saragih entitled Analyzing Errors in Thesis Writing: Should Grammar be an Issue in English Academic Writing for Students of English College. The purpose of the research was to analyze the grammatical issues in student researchers' thesis. The data collected from 5 thesis document of the faculty of state university in Medan. The data were analyzed according to Bourke & Holbrook's theory. The results show student-researchers are still struggling to use verb-form issues, nouns, and tenses. At last, word form 14 remains the most dominant issues of errors. The previous research used Bourke & Holbrook's theory to examine the students' writing error in thesis writing while the difference with the current study is the use of Grammarly as an online Grammar checker to check the students' error in writing thesis.

Third, research conducted by Fahmi and Cahyono entitled EFL Students' Perception On the Use of Grammarly and Teacher Feedback. This study looked at how students perceived using Grammarly and how teachers responded to their writing. It also wanted to know if the students' level of English fluency affected how they perceived things. At the time the data were gathered, the participants included 26 first-year law students from the Faculty of Law who were enrolled in an ESP writing course. The information included the survey responses from the students and their TOEFL results. The analysis's findings demonstrated that students had a favorable opinion of using Grammarly and receiving teacher feedback. The previous research was investigate the use of Grammarly and teacher feedback in writing, while the difference with the current study is the use of Grammarly as a grammar checker in thesis writing.

Fourth, research done by Hakiki under title EFL Students' Perception of the Use of Grammarly Application in Writing Class. The research was conducted to determine the students' views on using Grammarly application in writing assignment and articles. The results showed that Grammarly is helpful when writing English essays. Even though Grammarly's free version was the only one used by the students, almost all of them concur that it should be recommended to help English students when writing essays in English. The objective of the prior study was to understand how students felt about using Grammarly when writing essays; however, the current study's focus is on using Grammarly when writing theses.

Last, research entitled Stop! Grammar Time: University Students Perceptions of the Automated Feedback Program Grammarly done by Ruth O"Neill and Alex M.T Russell. The researcher looked into how Grammarly was perceived by the students. When comparing students' responses to traditional non-automated feedback and Grammarly, the researcher used a mix of methods sequential explanatory design. According to the findings, while students who received feedback from Grammarly were more satisfied, those who received traditional ALA grammar recommendations were largely satisfied. As previously stated, a comparison between Grammarly's and more conventional, non-automated feedback from students was made in a previous study. The current study focuses on how students view Grammarly as a tool for editing their writing, as well as how much using Grammarly as an online grammar checker can aid students in writing their theses.

C. Theoretical Framework

In general, this study contains The Use of Grammarly for Students' Thesis Writing. Using questionnaire and interview to collect the data. The framework of this study is as follows: Thesis Writing – Perception of Grammarly – The Strength and Weakness of Grammarly – Discussion – Analysis.

CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

The research design used mixed method which qualitative and quantitative are combined or mixed. Mixed method is procedure to collect, analyze, and mix both quantitative and qualitative methods in a single study to get better understanding a research problem.[47] There are three type of mixed-method design. Well, this research used mixed method explanatory sequential design which first quantitative data are collected and analyze, then second follow up with qualitative data are collect and analyze in order to explain or elaborate the results obtained from quantitative data.

B. Research Setting and Participants

This research conducted in English Language Education of IAIN Ponorogo. The population of this study are students of English Department of IAIN Ponorogo which is located at 56 Pramuka Street, Ponorogo. The reason why the researcher choose this location because the researcher want to explore does students' IAIN Ponorogo uses Grammarly for checking their thesis writing.

Participants were chosen by purposive sampling technique to find suitable participants for this research. Purposive sampling technique is an intentional choice from the researcher to choose participants based on their qualities.[48] This technique also has some advantages in which it is less complicated to set up, less expensive, and it perfectly

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[47] John W. Creswell and J. David Creswell, *Mixed Methods Procedures*, *Research Defign: Qualitative, Quantitative, and Mixed M Ethods Approaches*, 2018.

[48] Ilker Etikan, "Comparison of Convenience Sampling and Purposive Sampling," *American Journal of Theoretical and Applied Statistics* 5, no. 1 (2016): 1, https://doi.org/10.11648/j.ajtas.20160501.11.

qualifies the finding of the research.[49] The researcher took 20 students who have experience in using Grammarly for check their graduate thesis writing year 2016-2018.

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

1. The student of English Language Education.
2. Students who have already used Grammarly Software.

C. Data and Data Source

Data source is a method of collecting the data during the course of doing experiments in experimental research, the task of data collection begins after a research problem has been defined and research design/plan chalked out.[50] In case the researcher do the descriptive research, which the type and perform surveys, the method of data collection to be used for the study:

a. Primary Data

Primary data is data obtained or collected by researchers directly from the source. Primary data is usually referred to as original data or new data that is up to date.[51] To obtain primary data, researchers must collect it directly. The primary data source is subject where come from obtainable information, it means the research observing and interviewing.

b. Secondary Data

Secondary data means data that are already available, refer to the data which have already been collected and analyzed by researcher.[52] The secondary data of this research

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[49] Ma Dolores C. Tongco, "Purposive Sampling as a Tool for Informant Selection," *Ethnobotany Research and Applications* 5 (2007): 147–58, https://doi.org/10.17348/era.5.0.147-158.

[50] Arikunto Suharsimi, "Prosedur Penelitian Suatu Pendekatan Praktik.," *Jakarta: Rineka Cipta*, 2013, http://r2kn.litbang.kemkes.go.id:8080/handle/123456789/62880.

[51] Angela Thody, "Primary Data," *Writing and Presenting Research*, 2016, 78–88, https://doi.org/10.4135/9780857020307.n6.

[52] Fellipe Silva Martins, Júlio Araujo Carneiro da Cunha, and Fernando Antonio Ribeiro Serra, "Secondary Data in Research – Uses and Opportunities," *Revista Ibero-Americana de Estratégia* 17, no. 04 (2018): 01–04, https://doi.org/10.5585/ijsm.v17i4.2723.

are taken from written materials namely books, thesis, journals, and articles related to the topic, the data will be record and taking the document.

D. Data Collection Techniques

1. Questionnaire

    The data collection techniques is how the way the researcher collect the data. Method of collecting data presented to research subjects is through a questionnaire. Questionnaire is a list of questions written on paper that are intended to be observed as a research problem.[53]

    In this study, researchers used structured type or closed type because this type can make it easier for researchers and respondents to collect data. In addition, the results of the questionnaire were easy to interpret and the authors were given the opportunity to interview as many respondents as possible. Prior to the interview, the researcher used Google form to get the participants based on the criteria that mentioned previously in research participant section.

2. Interview

    Interview is a tool which is defined as a person-to-person structured conversation for getting a depth data that has to be collected.[54] This technique is designed depending on the requirements being addressed and information in three types: structured interviews, semi-structured interviews, and unstructured interviews.[55] Specifically, the researcher used semi-structured interviews because it allows both clarification and follow-up questions to get information from the person being interviewed.

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[53] Trupti Rathi and Bindu Ronald, "Questionnaire as a Tool of Data Collection in Empirical Research," *Journal of Positive School Psychology* 2022, no. 5 (2022): 7697–99, http://journalppw.com.

[54] Hamza Alshenqeeti, "Interviewing as a Data Collection Method: A Critical Review," *English Linguistics Research* 3, no. 1 (2014): 39–45, https://doi.org/10.5430/elr.v3n1p39.

[55] Essa Ali R Adhabi and Christina B Lash Anozie, "Literature Review for the Type of Interview in Qualitative Research," *International Journal of Education* 9, no. 3 (2017): 86, https://doi.org/10.5296/ije.v9i3.11483.

E. Data Analysis Techniques

The next step after gathering the data is to analyze it. The researcher used a questionnaire to collect data for this study. From a closed-ended questionnaire, quantitative data was collected. Statistical Program for Social Science (SPSS) software was used by the researcher to analyze the data.

The following basic statistical methods are employed by the researcher:

1. All primary data (item responses/scores) were gathered by the researcher.

2. The obtained scores were organized by the researcher into a frequency distribution of the score table.

3. The researcher calculated mean using formula, Median, Mode, and Standard Deviation.

   a. Mean

   Mean is sum all of the scores in a distribution divided by the number of cases.[56]

   In term of a formula, it is:

   $$\bar{x} = \frac{\Sigma x}{N}$$

   Where: $\bar{x}$ = Mean value

   Σ = Sum of

   x = Raw score

   N = Number of case

   b. Median

   The median is the point in a distribution of measures where 50% of the cases are located (the other 50% will be located above this point).[57]

   c. Modus

   The value in a distribution that appears the most frequently is called modus.[58]

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[56] Douglas Pidgeon and Alfred Yates, *An Introduction to Educational Measurement*, *An Introduction to Educational Measurement*, 2018, https://doi.org/10.4324/9781351111393.

[57] Pidgeon and Yates.

[58] Pidgeon and Yates.

d. Deviation Score and Standard Deviation

1) Deviation Score

x = X - $\bar{x}$

Where: x = Deviation score

X = Raw score

$\bar{x}$ = Mean

2) Standard Deviation

$$S = \sqrt{\frac{\Sigma(x-\bar{x})^2}{n-1}}$$

Where: $\Sigma(x-\bar{x})^2$ = Sum of frequency of each score

n = Number of cases

4. Data Display

When deciding to gather survey data, coding categories is the first thing to do for the research. The data must have been recorded in some way, so the researcher gives it a number code. The best approach to do this is in a table of some kind, where the respondent's name is listed in the left-hand column and the participant's responses are listed in the table's rows for each item.

It is necessary to display the data in a table once it has been assembled. There are numerous suitable substitutes:

a. One is to merely record how frequently each response occurs. As a result, in the scenario where students were asked to rank the significance of each talent, it would be easy to say how many students ranked writing as one, how many ranked listening as a group, and so on.

b. Using percentages to explain the outcomes is a second option. Researchers can display the results in different ways, such as a bar graph or pie chart, if they prefer to express their findings in terms of frequency or percentages. This type of visual results display frequently makes it simpler to concentrate on the survey's findings.

Interval Scale

No.	Score	Categorized
1.	80% - 100%	Strongly Agree
2.	60% - 79,99%	Agree
3.	40% - 59,99%	Neutral
4.	20% - 39,99%	Disagree
5.	0% - 19,99%	Strongly Agree

5. Data Conclusion

The researcher comes to a conclusion that provides a solution to the problem formulation. The researcher draws conclusions from all the data gathered in order to provide the learners with a clear knowledge.

F. Checking Validity of Findings

Data validity is an important concept that is updated from the concepts of validity and reliability.[59] To determine the validity of the data, inspection techniques are needed, namely the level of trust, transferability, dependence and certainty. In the validity of the data in this study triangulation examination was carried out.

Triangulation is a technique used to test the reliability of the data (check the validity of the data) by utilizing other things that are outside the data for the purpose of checking or as a comparison of the data.[60] The triangulation technique carried out by this researcher refers to the concept of using multiple or different sources, methods, and theories.[61] The steps that will be taken by researchers are to compare and classify the results of interviews and observations from observations to obtain the facts. Another step, researchers also obtain different sources

[59] Robin Whittemore, Susan K. Chase, and Carol Lynn Mandle, "Validity in Qualitative Research," *Qualitative Health Research* 11, no. 4 (2001): 522–37, https://doi.org/10.1177/104973201129119299.

[60] Anita Bans-Akutey and Benjamin Makimilua Tiimub, "Triangulation in Research," *Academia Letters*, no. October (2021), https://doi.org/10.20935/al3392.

[61] Nancy Carter et al., "The Use of Triangulation in Qualitative Research," *Oncology Nursing Forum* 41, no. 5 (2014): 545–47, https://doi.org/10.1188/14.ONF.545-547.

of information to check the truth of the facts of the truth. Through various points of view obtained in the results that are close to the truth.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The data about students' perception towards Grammarly as the media to check the grammar in their writing

In this section, the researcher presents the finding of the research about the students' perception towards Grammarly as the media to check the grammar in their writing, the strength and the weakness of Grammarly. The data were obtained by using questionnaire with 20 items question to ask and interview as main instrument for collecting the data. There were 20 students of English Education Academic year 2016-2018 who were chosen by purpose sampling in this research. All the score was tabulated in the table as follows:

SA   : Strongly Agree   Mn   : Mean

A   : Agree   Med : Median

N   : Neutral   Mod : Modus

D   : Disagree   SD   : Standard Deviation

SD   : Strongly Disagree V   : Variance

Table 1.1 Result of Questionnaire

No.	Statement	Number and Percent	SA 5	A 4	N 3	D 2	SD 1	Total
1.	Not always feel confident when using Grammarly to correct sentences.	Number	4	16	0	0	0	20
		Percent	20%	80%	0%	0%	0%	100%

No.	Statement							
2.	Feedback of Grammarly improves writing.	Number	2	18	0	0	0	20
		Percent	10%	90%	0%	0%	0%	100%
3.	Feedback Grammarly makes feel more confident with writing.	Number	6	12	2	0	0	20
		Percent	30%	60%	10%	0%	0%	100%
4.	Language style is one of Grammarly that consist of the word selection based on the text.	Number	14	5	1	0	0	20
		Percent	70%	25%	5%	0%	0%	100%
5.	Spelling is one of Grammarly features that consist of the incorrect and confusing word.	Number	7	12	1	0	0	20
		Percent	35%	60%	5%	0%	0%	100%
6.	Punctuation is one of Grammarly features that consist of punctuation in a sentence.	Number	4	14	2	0	0	20
		Percent	20%	70%	10%	0%	0%	100%
7.	Grammar is one of Grammarly features that consist of the use of subject, verb, preposition, etc.	Number	4	12	4	0	0	20
		Percent	20%	60%	20%	0%	0%	100%
8.	Important to get grammar feedback on writing.	Number	7	5	8	0	0	20
		Percent	35%	25%	40%	0%	0%	100%
9.	Grammarly gives detail feedback.	Number	7	4	9	0	0	20
		Percent	35%	20%	45%	0%	0%	100%
10.		Number	4	11	5	0	0	20

	Easy to make grammatical chances on wiring using the feedback.	Percent	20%	55%	25%	0%	0%	100%
11.	Grammarly has helped to understand grammar rules.	Number	10	9	1	0	0	20
		Percent	50%	45%	5%	0%	0%	100%
12.	Grammarly helps to correct language style in writing.	Number	10	9	1	0	0	20
		Percent	50%	45%	5%	0%	0%	100%
13.	Grammarly helps to correct spelling in wiring.	Number	6	12	2	0	0	20
		Percent	30%	60%	10%	0%	0%	100%
14.	Grammarly helps correct grammar in writing.	Number	7	10	3	0	0	20
		Percent	35%	50%	15%	0%	0%	100%
15.	Grammarly helps correct punctuation in writing.	Number	9	9	2	0	0	20
		Percent	45%	45%	10%	0%	0%	100%
16.	Grammarly saves time in correction the errors.	Number	5	11	4	0	0	20
		Percent	25%	55%	20%	0%	0%	100%
17.	Grammarly feedback isn't always helpful.	Number	4	14	2	0	0	20
		Percent	20%	70%	10%	0%	0%	100%
18.	Easy to understand the errors because the explanation were clear.	Number	8	10	2	0	0	20
		Percent	40%	50%	10%	0%	0%	100%
19.	Can't understand the explanations.	Number	11	7	2	0	0	20
		Percent	55%	35%	10%	0%	0%	100%
20.	Not agree with some suggestion.	Number	9	10	1	0	0	20
		Percent	45%	50%	5%	0%	0%	100%

Table 1.2 Descriptive of Questionnaire

No.	Number And Percent	SA 5	A 4	N 3	D 2	SD 1	Mod	Med	Mn	SD	V
1.	Number	4	16	0	0	0	4	4	4,20	.4104	.168
	Percent	20%	80%	0%	0%	0%					
2.	Number	2	18	0	0	0	4	4	4,10	.3078	.095
	Percent	10%	90%	0%	0%	0%					
3.	Number	6	12	2	0	0	4	4	4,20	.6156	.379
	Percent	30%	60%	10%	0%	0%					
4.	Number	14	5	1	0	0	5	5	4,65	.5871	.345
	Percent	70%	25%	5%	0%	0%					
5.	Number	7	12	1	0	0	4	4	4,30	.5712	.326
	Percent	35%	60%	5%	0%	0%					
6.	Number	4	14	2	0	0	4	4	4,10	.5525	.305
	Percent	20%	70%	10%	0%	0%					
7.	Number	4	12	4	0	0	4	4	4,00	.6489	.421
	Percent	20%	60%	20%	0%	0%					
8.	Number	7	5	8	0	0	3	4	3,95	.8870	.787
	Percent	35%	25%	40%	0%	0%					
9.	Number	7	4	9	0	0	3	4	3,90	.9119	.832
	Percent	35%	20%	45%	0%	0%					
10.	Number	4	11	5	0	0	4	4	3,95	.6863	.471
	Percent	20%	55%	25%	0%	0%.					
11.	Number	10	9	1	0	0	5	4,5	4,45	.6048	.366

No.											
	Percent	50%	45%	5%	0%	0%					
12.	Number	10	9	1	0	0	5	4,5	4,45	.6048	.366
	Percent	50%	45%	5%	0%	0%					
13.	Number	6	12	2	0	0	4	4	4,20	.6156	.379
	Percent	30%	60%	10%	0%	0%					
14.	Number	7	10	3	0	0	4	4	4,20	.6959	.484
	Percent	35%	50%	15%	0%	0%					
15.	Number	9	9	2	0	0	4&5	4	4,35	.6708	.450
	Percent	45%	45%	10%	0%	0%					
16.	Number	5	11	4	0	0	4	4	4,05	.6863	.471
	Percent	25%	55%	20%	0%	0%					
17.	Number	4	14	2	0	0	4	4	4,10	.5525	.305
	Percent	20%	70%	10%	0%	0%					
18.	Number	8	10	2	0	0	4	4	4,30	.6569	.432
	Percent	40%	50%	10%	0%	0%					
19.	Number	11	7	2	0	0	5	5	4,45	.6863	.471
	Percent	55%	35%	10%	0%	0%					
20.	Number	9	10	1	0	0	4	4	4,40	.5982	.358
	Percent	45%	50%	5%	0%	0%					

Table 1.3 Final Result of Analysis Survey

No.	Score	Categorized
1.	84	Strongly Agree
2.	82	Strongly Agree
3.	84	Strongly Agree
4.	93	Strongly Agree

5.	86	Strongly Agree
6.	82	Strongly Agree
7.	80	Strongly Agree
8.	79	Agree
9.	78	Agree
10.	79	Agree
11.	89	Strongly Agree
12.	89	Strongly Agree
13.	84	Strongly Agree
14.	84	Strongly Agree
15.	87	Strongly Agree
16.	81	Strongly Agree
17.	82	Strongly Agree
18.	86	Strongly Agree
19.	89	Strongly Agree
20.	88	Strongly Agree

Final result $= \frac{Total\ Score}{Total\ Item}$

$= \frac{1686}{20}$

$= 84,3$ (Strongly Agree)

Based on the questionnaire result, The Use of Grammarly as a Grammar Online Checker for Students' Thesis Writing towards students' perception showed the final result was 84,3 categorized Strongly Agree.

2. **The data about the strength and weakness of Grammarly as the media to check grammar in their writing**

The interview consisted of 4 questions which are explore students' opinion of using Grammarly to help them checked their thesis writing also to answer the second research problem of the research which is to find out the strength and weakness of Grammarly App. The samples are MIF, FDP, RL, and S. The interview was conducted on April 03, 2023.

The interview information is used to support, export, and justify the need for the Grammarly to help students in checking their thesis writing. In this study, the researcher identified several of similarities between the use of Grammarly in thesis writing on the sample of 4 students who would be questioned, explaining all of the interview data in relation to the following questions.

In the first question, the researcher asked the students about how often do they use Grammarly App. The student stated that:

Frequency they used Grammarly is quite often only when they doing task and write their thesis.[62]

Second question is about the reason why use Grammarly App for checking grammar.

The reason why using Grammarly is because this app is easy to access, to use, also it has simple features.[63]

This statement related to Grammarly, one of the programs created in the twenty-first century, has been hailed as a simple tool that may assist students and academic institutions with their writing by checking for spelling, grammar, and punctuation issues

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[62] Shown at student's transcript interview in the appendix 1 W1-03/04/23-S1-4.
[63] Shown at student's transcript interview in the appendix 1 W2-03/04/23-S1-4.

and offering thorough and helpful criticism. It is available for free download on the Play

Store and on their website.[64]

Third question is how useful does Grammarly help correcting thesis writing.

Grammarly really helpful for their writing, it helps saving their time in writing because it doesn't need to be checked repeatedly also avoid mistake on writing.[65]

This relate to statement explains that Grammarly provides thorough feedback,

allowing students to correct their own mistakes and improve their comprehension of

grammar principles. Additionally, Grammarly may quickly fix writing faults.[66]

Fourth question is what are the strength and weakness of Grammarly App.

The strength of Grammarly are can provide a straight suggestion when the writer uploads a file. The author only needs to select revision at that point. The incorrect word will immediately replace. Additionally, Grammarly's premium version assisted the writer in analyzing the sentences' plagiarism. While the weakness are simple present tense or simple past tense usage in the identical areas of the writer's work cannot be determined by the program. It merely reveals the writer's own errors. and The writer must pay to access Grammarly's premium capabilities, which are more extensive than those in the free edition.[67]

According to the answers to the questions above, the researcher came to the

conclusion that using Grammarly to assist students correct their thesis writing resulted in

positive perceptions of the program's features and its ability to give clear feedback.

B. Discussion

In this section the researcher discussed the research finding based on the questionnaire

and interview that already have done.

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[64] 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): 65, https://doi.org/10.31002/metathesis.v5i1.3519.

[65] Shown at student's transcript interview in the appendix 1 W3-03/04/23-S1-4.

[66] Sephia Oktaviani, "Students ' Perception Towards the Use of Grammarly in English Writing Skill of Fourth Semester English Education Department At Uinsi Samarinda in the Academic Year 2021 / 2022" xxx, no. x (2022): 1–24, http://journal.uinsi.ac.id/index.php/SIPPG/article/view/5465.

[67] Shown at student's transcript interview in the appendix 1 W4-03/04/23-S1-4.

1. **The analysis about the students' perception towards Grammarly as the media to check the grammar in their writing**

The Use of Grammarly as a Grammar Online Checker for Students' Thesis Writing towards students' perception had positive perception (84,3%) categorized Strongly Agree. Based on the table before, it could be concluded as item by item to discuss the table about the result of questionnaire as follows:

Table 2.1 Result of Analysis Survey Item 1

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	16	80.0	80.0	80.0
	SA	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Item 1, "Not always feel confident when using Grammarly to correct sentences". There were 4 students who choose option Strongly Agree (20%). There were 16 students who choose option Agree (80%).

Table 2.2 Result of Analysis Survey Item 2

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	18	90.0	90.0	90.0
	SA	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Item 2, "Feedback of Grammarly improves writing". There were 2 students who choose option Strongly Agree (10%). There were 18 students who choose option Agree (90%).

Table 2.3 Result of Analysis Survey Item 3

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	2	10.0	10.0	10.0
	A	12	60.0	60.0	70.0
	SA	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

Item 3, "Feedback Grammarly makes feel more confident with writing". There were 6 students who choose option Strongly Agree (30%). There were 12 students who choose option Agree (60%). There were 2 student who choose option Neutral (10%).

Table 2.4 Result of Analysis Survey Item 4

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	1	5.0	5.0	5.0
	A	5	25.0	25.0	30.0
	SA	14	70.0	70.0	100.0
	Total	20	100.0	100.0	

Item 4, "Language style is one of Grammarly that consist of the word selection based on the text". There were 14 students who choose option Strongly Agree (70%). There were 5 students who choose option Agree (25%). There was a student who choose option Neutral (5%).

Table 2.5 Result of Analysis Survey Item 5

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	1	5.0	5.0	5.0
	A	12	60.0	60.0	65.0

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
	SA	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

Item 5, "Spelling is one of Grammarly features that consist of the incorrect and confusing word". There were 7 students who choose option Strongly Agree (35%). There were 12 students who choose option Agree (60%). There was a student who choose option Neutral (5%).

Table 2.6 Result of Analysis Survey Item 6

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	2	10.0	10.0	10.0
	A	14	70.0	70.0	80.0
	SA	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Item 6, "Punctuation is one of Grammarly features that consist of punctuation in a sentence". There were 4 students who choose option Strongly Agree (20%). There were 14 students who choose option Agree (70%). There were 2 students who choose option Neutral (10%)

Table 2.7 Result of Analysis Survey Item 7

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	4	20.0	20.0	20.0
	A	12	60.0	60.0	80.0
	SA	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Item 7, "Grammar is one of Grammarly features that consist of the use of object, verb, preposition, etc". There were 4 students who choose option Strongly Agree (20%). There were 12 students who choose option Agree (60%). There were 4 students who choose option Neutral (20%).

Table 2.8 Result of Analysis Survey Item 8

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	8	40.0	40.0	40.0
	A	5	25.0	25.0	65.0
	SA	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

Item 8, "Important to get grammar feedback on writing". There were 7 students who choose option Strongly Agree (35%). There were 5 students who choose option Agree (25%). There were 8 students who choose option Neutral (40%).

Table 2.9 Result of Analysis Survey Item 9

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	9	45.0	45.0	45.0
	A	4	20.0	20.0	65.0
	SA	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

Item 9, "Grammarly gives detail feedback". There were 9 students who choose option Strongly Agree (45%). There were 4 students who choose option Agree (20%). There were 7 students who choose option Neutral (35%).

Table 2.10 Result of Analysis Survey Item 10

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	5	25.0	25.0	25.0
	A	11	55.0	55.0	80.0
	SA	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Item 10, "Easy to make grammatical chances on writing using the feedback". There were 4 students who choose option Strongly Agree (20%). There were 11 students who choose option Agree (55%). There were 5 students who choose option Neutral (25%).

Table 2.11 Result of Analysis Survey Item 11

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	1	5.0	5.0	5.0
	A	9	45.0	45.0	50.0
	SA	10	50.0	50.0	100.0
	Total	20	100.0	100.0	

Item 11, "Grammarly has helped to understand grammar rules". There were 10 students who choose option Strongly Agree (50%). There were 9 students who choose option Agree (45%). There was a student who choose option Neutral (5%).

Table 2.12 Result of Analysis Survey Item 12

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	1	5.0	5.0	5.0
	A	9	45.0	45.0	50.0
	SA	10	50.0	50.0	100.0

				Valid	

| | | Total | 20 | 100.0 | 100.0 | |

Item 12, "Grammarly helps to correct language style in writing". There were 10 students who choose option Strongly Agree (50%). There were 9 students who choose option Agree (45%). There was a students who choose option Neutral (5%).

Table 2.13 Result of Analysis Survey Item 13

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	2	10.0	10.0	10.0
	A	12	60.0	60.0	70.0
	SA	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

Item 13, "Grammarly helps to correct spelling in wiring". There were 6 students who choose option Strongly Agree (30%). There were 12 students who choose option Agree (60%). There were 2 students who choose option Neutral (10%).

Table 2.14 Result of Analysis Survey Item 14

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	3	15.0	15.0	15.0
	A	10	50.0	50.0	65.0
	SA	7	35.0	35.0	100.0
	Total	20	100.0	100.0	

Item 14, "Grammarly helps to correct grammar in writing". There were 7 students who choose option Strongly Agree (35%). There were 10 students who choose option Agree (50%). There were 3 students who choose option Neutral (15%).

Table 2.15 Result of Analysis Survey Item 15

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	2	10.0	10.0	10.0
	A	9	45.0	45.0	55.0
	SA	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

Item 15, "Grammarly helps to correct punctuation in wiring". There were 9 students who choose option Strongly Agree (45%). There were 9 students who choose option Agree (45%). There were 2 students who choose option Neutral (10%).

Table 2.16 Result of Analysis Survey Item 16

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	4	20.0	20.0	20.0
	A	11	55.0	55.0	75.0
	SA	5	25.0	25.0	100.0
	Total	20	100.0	100.0	

Item 16, "Grammarly saves time in correction the errors". There were 5 students who choose option Strongly Agree (25%). There were 11 students who choose option Agree (55%). There were 4 students who choose option Neutral (20%).

Table 2.17 Result of Analysis Survey Item 17

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	2	10.0	10.0	10.0
	A	14	70.0	70.0	80.0
	SA	4	20.0	20.0	100.0

Total	20	100.0	100.0	

Item 17, "Grammarly feedback isn't always helpful". There were 4 students who choose option Strongly Agree (20%). There were 14 students who choose option Agree (70%). There were 2 students who choose option Neutral (10%).

Table 2.18 Result of Analysis Survey Item 18

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	2	10.0	10.0	10.0
	A	10	50.0	50.0	60.0
	SA	8	40.0	40.0	100.0
	Total	20	100.0	100.0	

Item 18, "Easy to understand the errors because the explanation were clear". There were 8 students who choose option Strongly Agree (40%). There were 10 students who choose option Agree (50%). There were 2 students who choose option Neutral (10%).

Table 2.19 Result of Analysis Survey Item 19

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	2	10.0	10.0	10.0
	A	7	35.0	35.0	45.0
	SA	11	55.0	55.0	100.0
	Total	20	100.0	100.0	

Item 19, "Can't understand the explanation". There were 11 students who choose option Strongly Agree (55%). There were 7 students who choose option Agree (35%). There were 2 students who choose option Neutral (10%).

Table 2.20 Result of Analysis Survey Item 20

	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	1	5.0	5.0	5.0
	A	10	50.0	50.0	55.0
	SA	9	45.0	45.0	100.0
	Total	20	100.0	100.0	

Item 20, "Not agree with some suggestion". There were 9 students who choose option Strongly Agree (45%). There were 10 students who choose option Agree (50%). There was a students who choose option Neutral (5%).

2. **The analysis about the strength and weaknesses of Grammarly as the media to check the grammar in their writing**

Grammarly's advantages include features that are simple to use and that provide both direct and indirect feedback, meanwhile the disadvantages include the fact that it can't tell what tenses a writer used and that students must pay to access all of Grammarly's premium features.

Grammar content includes specific features covering important topics such as grammar, spelling, punctuation, and style. Grammar is more effective in reducing errors in word usage (phrasing), language usage (grammar), and writing style (spelling and punctuation). However, improving the content and placement of a students' EFL writing is not very beneficial. Grammarly can clearly and directly identify problems and errors in them EFL writing related to vocabulary use, language use, and mechanics. Grammarly's spelling facility consists of incorrect and confusing words. Grammarly's grammar features consist of subject agreement, article usage, noun number errors, and preposition errors or omissions. Grammarly's punctuation feature consists of using punctuation marks in

sentences. Grammarly's corrections helped students decide which was correct. Based on the entries, students can independently assess their own texts. Grammar not only improves your writing, but also increases their motivation and optimism in using online learning systems.

Based on the interview results, the researchers discovered strengths and weaknesses of the Grammarly application. Most students indicated that Grammarly provided direct and indirect feedback and that the feedback was easy to understand. According to Cavaleri and Dianati, grammar checkers detect grammatical errors and provide feedback on them.[68] Neill and Russell argue that users are getting many benefits from Grammarly.[69] First, Grammarly provides direct and indirect feedback. Direct feedback can be provided with correction and clarification cards, while indirect feedback can be provided with underlined errors. Grammarly's features are very useful for finding spelling mistakes in your students.

Beside that, researchers have discovered that Grammarly has some weaknesses. The writer don't know what tense uses, like a simple past or a simple present, and the grammatical usage is limited. Students must pay a fee if they want to use the full functionality of Grammarly Premium. Grammarly's free version can efficiently identify minor errors such as comma errors and inappropriate articles. The grammar used by the students in this study is the free version. So only articles, spaces and punctuation can be checked. Grammarly usage can be frustrating, and users have to pay when accessing the premium version. Grammarly's premium version checks an additional 150 grammar points and offers plagiarism detection, vocabulary improvement suggestions, and contextual spell checking, it also provides short and long explanations for each grammar error.

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[68] Cavaleri and Dianati, "You Want Me to Check Your Grammar Again? The Usefulness of an Online Grammar Checker as Perceived by Students."

[69] O'Neill and Russell, "Stop! Grammar Time: University Students' Perceptions of the Automated Feedback Program Grammarly."

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on data findings and the analysis before, it can be concluded:

1. Students' perceptions of the use of Grammarly in thesis writing concluded that the students had positive perception (84,3%) or "Strongly Agree" of the use of Grammarly in helping them to check their thesis writing.

2. The strength of Grammarly are they think Grammarly helped them check their grammar. Grammar provides direct and indirect feedback to students as they check their grammar. From indirect feedback, students know which one is right or wrong. While direct feedback shows student corrections. Students only need to click on the suggestion given by Grammarly if they accept it. Also, some students think Grammarly can save them time. They also believe that Grammarly content includes certain features that cover some important aspects such as grammar, spelling, punctuation, and style.

   However, Grammarly has some disadvantages for the students in the process of writing. The weaknesses is they do not believe that the grammar helped them to check their grammar correctly. Some of them agree that grammar also has its downsides. For example, some students said they needed good internet access. Not only that, users need to have a good understanding of grammar because Grammarly's corrections are not always accurate. Grammarly is unable to recognize the tenses that students are using at the moment or inside a paragraph, and students must pay if they want to access all of Grammarly's premium features.

B. Suggestion

The researcher hopes this research will be useful for the readers. Therefore, based on some findings in the previous chapter, it is important to get suggestions that are beneficial to teachers or lecturers, students and future researchers.

1. For English Teachers or Lecturers

According to findings, it is suggested for English teacher to integrate Grammarly in the process of teaching-learning English because Grammarly is one of the application that can check the students' grammar. However, there are also some weaknesses of this application. As the researcher said, Grammarly has limitations, especially for the free version. This version of Grammarly does not fully check grammar. So teachers must first explain the grammar before asking students to check their writing with Grammarly. In addition, teachers must guide students on how to use correct grammar, because to ensure students can use this application to check their writing.

2. For Students

The researcher hopes that students can understand grammar rules through Grammarly comments. Grammarly is a useful online grammar checker that helps students check their writing errors. For students who are confused with their written grammar mistakes, Grammarly is a recommended app.

3. Future Researchers

For future researchers interested in the same topic, the next researcher can conduct the same study with a different goal. This research focuses on using the free version, a limited service that students can experience. Therefore, future researcher can study another version of Grammarly i.e. Premium version. Next researchers may also encourage further investigation into how teachers or students integrate grammar into the teaching-learning of English.

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