

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

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Abstract

The background of this research is to know why Grammarly is widely used by English Education Department students at UINSI Samarinda as a tool to correct their errors, particularly grammatical errors in their writing. Meanwhile, the objectives of this research were: (1) to know the English Education Department students' perception towards using Grammarly as an online grammar checker in writing skills. (2) to know the advantages and disadvantages of the use of Grammarly. This research used a descriptive qualitative method. The subject of this research was English students in the fourth semester of the academic year 2021/2022 at UINSI Samarinda. The data were collected using interview, questionnaire, and documentation. The findings of this research showed that the students had a positive belief or "Agree" with the use of Grammarly in writing skills. Grammarly was perceived as beneficial for students. It helps students for checking grammar errors, Grammarly's content includes grammar-related features such as grammar, spelling, punctuation, and style, and it provides both direct and indirect feedback. The advantages of Grammarly as an online grammar checker are that the feedback is Grammarly simple to understand, the features are simple, and it saves time. Meanwhile, Grammarly's disadvantages are it cannot detect what tenses students use at the time or in a paragraph, and students must pay if they want to access all of Grammarly's premium features.

Keywords: *Perception, Grammarly, writing skill.*

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Abstrak

Latar belakang penelitian ini adalah untuk mengetahui mengapa Grammarly banyak digunakan oleh mahasiswa Jurusan Pendidikan Bahasa Inggris di UINSI Samarinda sebagai alat untuk memperbaiki kesalahan mereka, khususnya kesalahan tata bahasa dalam tulisan mereka. Sementara itu, tujuan dari penelitian ini adalah: (1) untuk mengetahui persepsi mahasiswa Jurusan Pendidikan Bahasa Inggris terhadap penggunaan Grammarly sebagai pemeriksa tata bahasa online dalam keterampilan menulis. (2) mengetahui kelebihan dan kekurangan penggunaan Grammarly. Penelitian ini menggunakan metode deskriptif kualitatif. Subjek penelitian ini adalah mahasiswa Program Studi Bahasa Inggris semester IV tahun ajaran 2021/2022 di UINSI Samarinda. Pengumpulan data dilakukan dengan menggunakan wawancara, kuesioner dan dokumentasi. Temuan dari penelitian ini menunjukkan bahwa mahasiswa memiliki keyakinan positif atau "Setuju" dengan penggunaan Grammarly dalam keterampilan menulis. Grammarly dianggap bermanfaat bagi mahasiswa. Ini membantu mahasiswa untuk memeriksa kesalahan tata bahasa, konten Grammarly mencakup fitur terkait tata bahasa seperti tata bahasa, ejaan, tanda baca, dan gaya, dan memberikan umpan balik langsung dan tidak langsung. Kelebihan Grammarly sebagai pemeriksa tata bahasa online adalah Grammarly mudah dipahami, fiturnya sederhana, dan menghemat waktu mereka. Sedangkan kelemahan Grammarly adalah tidak dapat mendeteksi tenses apa yang digunakan mahasiswa pada saat atau dalam sebuah paragraf, dan mahasiswa harus membayar jika ingin mengakses semua fitur premium Grammarly.

Kata Kunci: persepsi, *Grammarly*, kemampuan menulis.

A. Introduction

Grammar is a crucial part of the language since required to build sentences. According to Richard, stated grammar is the way in which words and phrases are combined to form a sentence in a language.¹ On the other hand, Thornburry describes grammar as one the of aspects of language that support other skills such as speaking, writing, and reading.² In a word, it refers to a set of guidelines for correctly arranging words, phrases, and clauses to construct sentences. People will be unable to understand the meaning of the sentences in this circumstance if the sentences are written incorrectly.

¹ David Nunan. Practical English Language Taching: Grammar. (New York: McGraw-Hill Companies, 2005), p.2.

² Scott Thornburry. How to Teach Grammar. (Malaysia: Longman, 2004), p.13.

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In the process of writing, there are several steps that must be done by students. According to Harmer, revealed that there are four main stages in the writing process. The four stages consist of planning, drafting, editing, revising, and the final version.³ Students will reread their writings or draft to then see if there are any typos or other errors, especially in grammar. Students typically struggle at this stage because they do not know where the grammar mistake or grammatical error is located. They cannot correct what they did wrong if they do not know where the grammar in their writing went wrong. This problem will have an impact on the final outcome of their writing. As a result, their writing will not be optimal.

Technology growth has an impact on the field of education. Employing technological sophistication in the present to make it easier to learn, for example, by using writing tools. Now it is certain that some students use the Grammarly Application to help students work on writing sentences to check the grammar or the other mistakes in their writing. There are various digital platforms available to assist in the correction of grammar and other writing errors such as Grammarly, WhiteSmoke, ProWritingAid, Language Tool, Ginger, and Reverso. This tool can be useful for determining grammar accuracy. According to Mozgovoy, a grammar checker help students to find grammatical errors in the text.⁴

Grammarly Application is one of the digital platforms. Grammarly Application is a digital writing assistance service provided by a Ukrainian technology company based in the United States. This software is available as a web and application on a laptop or smartphone. Grammarly can check for grammar, wordiness, punctuation, spelling, usage, style, and plagiarism in writing. Grammarly can also provide word suggestions to help students improve their writing. Furthermore, Grammarly not only checks for writing errors but also corrects them. As mentioned earlier, there are various types of online grammar checkers that students can use. Grammarly is one of them. The researcher wants to conduct the experience of English Education Department students at UINSI Samarinda in using Grammarly. It is because their experience reflects their thoughts on using Grammarly as a grammar-checking tool in their learning process at UINSI Samarinda.

³ Khasanah. Nailatul. Improving Students' Writing Ability of Descriptive Text Through Write Pair Share Technique (A Classroom Action Research at Tenth Grade Students of SMK Muhammadiyah 1 Purwokerto in Academic Year 2014/2015). (Bachelor thesis: Universitas Muhammadiyah Purwokerto, 2015), p.8.

⁴ Maxim Mozgovoy. "Dependency-Based Rules for Grammar Checking with LanguageTool". (Federated Conference on Computer Science and Information Systems, 2011), p.209.

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Grammarly is widely used by English Education Department students at UINSI Samarinda as a tool to correct their errors, particularly grammatical errors in their writing. By utilizing Grammarly, students do not need to go to the lecturer to correct mistakes because Grammarly will allow students to learn feedback about mistakes. Furthermore, the students can use it whenever and wherever they want. As a result, the researcher wanted to identify how students' perceptions of using Grammarly.

To use Grammarly, teachers must consider what or how students perceive it. Students' perceptions can encourage and evaluate learning so that it is more relevant to them that is why student perceptions are important. According to Freiberg, students' perception is the key component and indicator of learning.⁵ Thus, students' perceptions should be considered to determine whether using Grammarly provides the benefits claimed or even causes difficulties or confusion especially in writing skills. This is the reason the researcher, in the next future researcher can find out what are the students' perceptions towards the use of Grammarly in their learning process. The researcher raised the title Students' Perception Towards the Use of Grammarly in English Writing Skill of Fourth Semester English Department Students at UINSI Samarinda in Academic Year 2021/2022

B. Literature Review

1. Perception
 - a. Definition of Perception

It is important to draw a distinction between "perception" and "sensation" because they are very different. Even though they have a strong relationship, the processes of perception and sensation are distinct. The sensation is the conscious experience of a sense organ being stimulated.⁶ This means that any aspect of the physical world that our sensory receptors perceive can be referred to as a sensation. Perception is the set of processes that we use to determine the sensation.⁷ Meanwhile, Schacter stated that the process of forming perceptions those organizing, identifying, and interpreting the sensation.⁸ The perceptual process begins with our brain selecting

⁵ Freiberg and Stein, "School Climate: Measuring, Improving and Sustaining Healthy Learning Environments".1999

⁶ Daniel L. Schacter, Daniel T. Gilbert, Daniel M. Wegner. Psychology. (United States of America: Worth Publishers, 2009), p.123.

⁷ Mike May. Sensation and Perception (United States of America: Chelsea House, 2007), p.2.

⁸ Daniel L. Schacter, Daniel T. Gilbert, Daniel M. Wegner. Psychology...,p.123.

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the sensation and ends with our interpretation of the sensation. According to Asrori, perception is an individual process of understanding, organizing, and giving meaning to the stimulus that comes from one's environment as a result of their learning and experience.⁹

Perception, according to the Big Indonesia Dictionary (Kamus Besar Bahasa Indonesia), is a direct reaction to something; the process of people knowing things through the five senses.¹⁰ Perception, according to Rivai and Mulyani, is the process by which people organize and interpret perceptions in order to give meaning to their surroundings.¹¹

Perception is defined as follows in the Longman Dictionary of Contemporary English :

- 1) How people think about something and what they imagine it to be like.
- 2) How people notice things using their senses of sight, hearing, and other senses, and
- 3) Individuals' natural ability to comprehend or notice things quickly.

Perception comes from the Latin phrase "percipio," which means "to receive." In philosophy, psychology, and cognitive science, perception is defined as the procedure of becoming conscious of or interpreting sensory information.¹² Perception is the act of receiving, selecting, organising, interpreting, testing, and producing a reaction to an object, event, or problem.¹³

Ponty considers perception to be a person's thoughts and communication of those thoughts, which influences how others perceive things. A person's perspective is how they think about something and how well they communicate it verbally or in writing. Due to perceptual differences, using an electronic dictionary, for example, can be beneficial to one person but problematic to another. Your perspective on anything is how

⁹ Muhammad Asrori, Psikologi Pembelajaran, (Bandung: CV Wacana Prima, 2009), p. 21

¹⁰ Kamus Besar Bahasa Indonesia (Online). In <https://kbbi.web.id/persepsi>. Accessed on 08 May 2022.

¹¹ Dudih Sutrisman, S. Pd, Pendidikan Politik, Persepsi, Kepemimpinan dan Kemahasiswaan, (Bogor: Guepedia Publisher, 2019), p.75.

¹² Qiong Ou, "A Brief Introduction to Perception" Studies in Literature and Language, Vol.15, No. 4 (2017), p. 18.

¹³ Selfian Tumbal, Nihta V. F. Liando, Sanerita T. Olij, "Students'...", p. 315.

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it appears to you at the start of an activity or behavior. It could be about expressing feelings to others through actions or words.¹⁴

Perception is the process by which a person observes another person or an object. Understanding the information conveyed by others allows people to communicate, relate, or collaborate with one another so that no one is excluded from the perception process. Perception is referred to as the "core of communication" because inaccurate perception leads to ineffective communication.¹⁵

Perception will be especially beneficial to students who are new to higher-level study. Furthermore, Montague claims that students' perception is the students' feelings about something.¹⁶ For example, when we listen to rock music, we may become annoyed and turn off the music, or we may become entertained and continue to listen to the music. Our perceptions of rock music range from annoyed to entertained. In this case, the researchers want to know what students think about their experience with Grammarly.

Based on the above theory, it can summarize that perception is thus a process of processing information received by the five senses from the environment and directing it to the brain for selection in order to express an assessment of previous sensing or experience. people may perceive things differently and form a variety of ideas based on these perceptions. For example, students studying English in class have varying perspectives on the process of teaching and learning English in class. One of the reasons, as Montague mentioned above, is that they have different emotions. Another reason is that their learning, memory, emotions, and expectations differ.

2. Types of Perception

All personal actions and thoughts about oneself are referred to as self-perception. Then, this perception influences people's attitudes, as well as the demeanors they obtain and the choices they make throughout their lives. Positive and negative perceptions are the two types of perception.¹⁷ According to Irwanto, there are two types of perception

¹⁴ Marisa Ainus Sholikhah, "Perceptions...", p, 8

¹⁵ Yoedo Shambodo, "Faktor yang Mempengaruhi Persepsi Khalayak Mahasiswa Pendatang UGM terhadap Siaran Pawartos Ngayogyakarta Jogja TV", Jurnal Al Azhar Indonesia Seri Ilmu Sosial, Vol 1, No. 2, 2020, p. 100.

¹⁶ Marjorie Montague, "Student Perception, Mathematical Problem Solving, and Learning Dissabilities". (Pennsylvania State Univ. Vol.8 No.1, 1997), p.46.

¹⁷ Catherine E. Burns, et.a. Pediatric Primary Care Fift Edition (United States of America: Library of Congress Cataloging, 2009), p.304.

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that result from the interaction of a person and an object. They are negative and positive perceptions, which are both described below:

- 1) Positive perception is all information and knowledge that consists of a positive description. This type of perception refers to a positive interpretation that links an individual to evaluate something around his environment. If a person has a positive perception, he will accept and support the perceived object.
- 2) Negative Perception can be interpreted as a perception that explains negative information or does not match the object perceived by an individual. On the other hand, negative perception is also the result of individual evaluation of the environment but in a negative way. If in a positive perception a person will accept and support what is perceived, this is different from a negative perception. Someone who has a negative perception will reject and oppose every effort that has been felt.¹⁸

As a result, both positive and negative perceptions will always influence a person's decision to act. And whether a positive or negative perception develops is entirely dependent on how the individual describes all of his knowledge about a perceived object.

3. The Importance of Perception

Perception is an important factor in evaluating learning. Chen stated that student perceptions are critical in determining the efficiency of teaching. The teacher or institution can determine whether the course is suitable for the students after learning about their perceptions. According to Freiberg, the central aspect and indicator of learning is students' perception.¹⁹

In the other words, Van Petegem stated that students' perception of academic achievement can be used to measure learning goals.²⁰ The perception of students is important in learning. As a result, the teacher should consider the students' perceptions.

¹⁸ Eliska Pratiwi, I Nyoman Sujana and Iyus Akhmad Haris, "Persepsi dan Partisipasi Masyarakat Terhadap Penerapan Program Kerja BUMDES Dwi Amertha Sari di Desa Jinengdalem", In Journal Pendidikan Ekonomi Undiksha, Vol. 11 No. 1/ 2019, 286.

¹⁹ Freiberg and Stein, "Measuring, Improving and Sustaining Healthy Learning Environments." 1999

²⁰ Karen Van Petegem et al., "Student Perception as Moderator for Student Wellbeing", 2006

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In conclusion, the importance of perception can be defined as an important factor in evaluating the learning process for the effectiveness of teaching.

4. Factors of Perception

Some factors, according to Restiyanti Prasetijo, influence perception. They are as follows:

- 1) Internal factors include experience, needs, evaluation, and expectations/potentials.
- 2) External factors also include the external appearance of the stimulus, its nature, and the environmental situation.

Perception is influenced by both internal and external factors, according to Walgito. Internal factors that influence people's perception include psychological needs, educational background, sensory organs, nerves or nervous system, system centers, self-acceptance, and experiential behavior, as well as individual circumstances at a given time. People's perceptions of objects and circumstances, as well as the intensity and strength of stimuli, are examples of external factors.²¹

Perception is not something that happens to someone; other factors are involved. David Krech and Richard S. Crutchfield coined the terms functional factors, situational factors, structural elements, and personal variables in 1977. Movement, intensity stimuli, novelty, and repetition are all external factors that draw attention. Internal factors attracting attention are biological, specifically the biological needs factor at the time, and sociopsychological, which includes interests, habits, and attitudes. Needs, past experiences, and someone's frame of reference all contribute to functional factors. Everything is a matter of personal preference. Structural factors arise from the nature of physical stimuli and influence individual physiology.²²

Based on the explanation above about the factors that influence an individual's perception, it is clear that the perception process is influenced by a variety of factors, including experience, expectations, environment, and others.

²¹ Anisya Firdha Khairani, Pepen Permana, and Irma Permatawati, "Google Translate in Perceptions of German Language Students" in Proceedings of the 4th International Conference on Language, Literature, Culture, and Education (ICOLLITE), Bandung, Indonesia: Atlantis Press, 2020, p. 69.

²² Dr. H. M. Husni Ritonga, M. A., Psikologi Komunikasi, (Medan: Perdana Publishing, 2019), p, 94-95.

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B. Grammarly

Grammarly is one of the popular online grammar checkers. Maz Lytvyn and Alex Shevchenko founded Grammarly in 2009. Grammarly bills itself as the most accurate English grammar checker available.²³ Grammarly is used by many students in schools and universities to check for errors. Grammarly was chosen as a tool for providing grammar feedback by one of Australia's universities.²⁴ In summary, Grammarly is the most accurate and popular online grammar tool that is used by many students to check the errors.

According to Daniels and Leslie, Grammarly does not only identify punctuation and incorrect words, but it can also identify fragments and provide verbal advice. Grammarly also has a lot of great content to help you improve your writing skills. Grammarly can boost students' motivation, confidence, and engagement in their studies. This tool will help students gain confidence in their writing abilities, even if they make mistakes. As a result, students should not be afraid to write because they can use Grammarly to identify and correct their writing errors.²⁵ Meanwhile, Qassemzadeh and Soleimani stated that Grammarly is an effective tool for assisting students in reducing writing errors.²⁶ It can be concluded that Using Grammarly also helps students achieve academic goals and improve their essay writing.

Based on the above theory, it can summarize that Grammarly is an automated internet software that provides many features to help students minimize writing errors while also providing corrections and explanations.

²³ Michelle Cavaleri and Saib Dianati, "You Want Me to Check Your Grammar? The Usefulness of An Online Grammar Checker as Perceived by Students". (Journal of Academic Language & Learning. Vol. 10, No. 1, 2016). A-226.

²⁴ Ruth O'Neill and Alex M.T. Russell, "Stop! Grammar Time: University Students' Perceptions of The Automated Feedback Program Grammarly". (Australasian Journal of Educational Technology. Vol.35 No.1, 2019), p.42.

²⁵ Daniel, P. and Leslie, D. "Grammar Software Ready for EFL Writer?" In CUE Journal, 9(4), 393

²⁶ Qassemzadeh, A., and Soleimani, H. "The Impact of Feedback Provision by Grammarly Software and Teacher on Learning Passive Structures by Irian EFL Learners." Theory and Practice in Language Studies, 6(9).

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1. Types of Grammarly

Grammarly is available in two versions: free and premium.²⁷ Grammarly premium can do more than the free version. The premium version has more features than the free version. Grammarly premium version includes at least nine features, such as writing inconsistencies, unclear structure, overuse of words, wordiness, inappropriate tone, intensive language, and plagiarism protection. Instead, whereas the free version has a 500-word limit for document correction, the premium version can correct entire documents at once. Meanwhile, Grammarly's free version only includes features related to style, grammar, spelling, and punctuation errors. The errors associated with wordy sentences and improper formatting are classified as style features. The spell check feature can check every word in your writing for misspellings. The final feature is the writing style feature, which allows the user to learn about some writing style tips, advice, and suggestions.²⁸ Grammarly free version categorizes errors into six groups: contextual spelling, grammar, punctuation, sentence structure, style, and vocabulary improvement.²⁹

2. The advantages of Grammarly

Grammarly provides several advantages to its users. Grammarly, for starters, has both direct and indirect feedback. The correction and explanation card can be used to provide direct feedback, while the underlined error can be used to provide indirect feedback.³⁰ By providing detailed feedback, students can correct their own errors and get a better understanding of grammar rules.³¹ Second, Grammarly could quickly correct writing mistakes. As a result, by using this tool, users will save time. Furthermore, with the free version, users do not have to pay to use some Grammarly features. Even though the premium version offers more features than the free service, students appear to

²⁷ Muhammad Nova, "Utilizing Grammarly in Evaluating Academic Writing: A Narrative Research on EFL Students' Experience". (Premise Journal. Vol 7 No.1, 2018), p. 83.

²⁸ Kesi Fitriana and Laeli Nurzani. "Exploring English Department Students' Perception on Using Grammarly to Check the Grammar in their Writing". (Journal of English Teaching. Vol. 8, No. 1, 2022), p.17.

²⁹ O' Neil, R. & Russell, T. M. A. "Stop! Grammar time: University Students' Perceptions of the Automated Feedback Program Grammarly". (Australasian Journal of Educational Technology. Australia Vol. 35. No. 1, 2019), p.44.

³⁰ Ruth O'Neill and Alex M.T. Russell, "Stop!...", p. 44.

³¹ Muhammad Nova, "Utilizing...", p. 85.

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prefer the free service. Finally, users can improve their writing confidence. They manually check for errors so that users are not afraid to submit and obtain feedback from others.

In conclusion, based on the above mention, there are several advantages of Grammarly. Grammarly provides direct and indirect feedback: Students are allowed to correct the errors in writing and get an understanding of grammar rules, Grammarly quickly corrects writing errors to help students save time, and students do not need to pay to use some Grammarly features in the free version, and the last Grammarly can improve students' writing confidence.

3. The disadvantages of Grammarly

Despite Grammarly's sophistication, users should carefully examine each suggestion made by this tool. It also has certain disadvantages, such as Grammarly's input not always being in line with the user's aim. It can cause people to consider whether to accept or disregard the feedback. Second, the name, title, and article in the reference list cannot be modified. Nonetheless, this application detects writing reference lists. Third, Grammarly should assess the writing's coherence and cohesiveness. However, there is no feature in this application that detects the relationship between two sentences. Then there is a lack of instructor control in providing feedback, which results in poor motivation and less real writing. Lastly, when people utilize this tool, it requires connections. When there is a difficulty with the connections, the process of utilizing Grammarly is affected.

It can be concluded, based on the above mention, that there are some disadvantages of Grammarly such as; Grammarly not always being in line with the aim of students. Grammarly cannot modify the name, title, and article. Grammarly cannot detect the relationship between two sentences. Grammarly needs an internet connection to access it.

C. Writing Skill

1. Definition of Writing Skill

Writing is a productive skill that English as a Foreign Language (EFL) students should master. Wingersky stated that writing skill as the process of communicating with

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the readers which is the writer sends the ideas and thoughts in written form.³² Ghlolaminejad et.al defines writing as the process of expressing feelings, thoughts, desire, and plans in the form of black and white.³³ Mulyati stated that writing is a process of thinking and expressing ideas in the form of discourse.³⁴ Along the same line, Brown stated that "Writing is a thinking process, writers produce final written products based on their thinking after the writers go through the thinking process".³⁵ In conclusion, writing skill can be defined as the process of thinking and expressing feelings, thoughts, desires, and plans in written form.

It can be concluded, based on the above mention theory, that learning to write is important. Nowadays, students must master writing skills in addition to other English skills.

2. Components of Writing

Defined to Heaton, there are five components or main ideas of writing,³⁶ (1) language use is the ability to write correct and appropriate sentences; (2) mechanical skills are the ability to correctly apply written language conventions such as punctuation and spelling; (3) content treatment is the ability to think creatively and develop thoughts while excluding all irrelevant information; (4) stylistic skills are the ability to manipulate sentences and paragraphs and use language effectively; (5) judgement skills are the ability to make sound decisions. To develop good writing, the writer must pay attention to all of the components of writing.

³² Kuni Hikmah Hidayah, "Teaching Writing to EFL Learners: An Investigation of Challenges Confronted by Indonesian Teachers". (In LANGKAWI Journal of the Association for Arabic and English, Vol. 4, No. 1, 2018).

³³ Umme Salma, "Problem and Practical Needs of Writing Skill in EFL Context: An Analysis of Iranian Students of Aligarh Muslim University. (IOSR Journal of Humanities and Social Science (IOSR-JHSS). Vol. 20, Issue. 11, 2015.

³⁴ Dwi Suci Amaniarsih, et.al, "Improving Students' Writing Skill of Descriptive Paragraph through Mind Mapping Method". In Journal of English Pedagogy, Linguistics. Literature, Teaching (JOEPALLT), Vol. 8, No. 2, 2020.

³⁵ Cindy Anggraini and Hasan Basri, "The Effectiveness of Guiding Questions in Improving Writing Skill". In e-Journal of English Language Teaching Society (ELTS), Vol. 8, No. 1, 2020.

³⁶ J.B. Heaton, wring English Language Tests, New Edition. (New York: Longman, 1990), p. 135.

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According to the idea outlined above, there are five general components of writing: language use, mechanical skills, content treatment, stylistic skills, and judgment skills.

3. Writing Process

There are some steps in the writing process that the writer must pay attention to. Prewriting, drafting, revising, editing, and publishing are the five stages of the writing process.

a. Prewriting

The first step in the writing process is prewriting. The writers are given time to prepare, write, and collect their thoughts and ideas throughout this process.³⁷ Defined to Oshima and Hogue, prewriting is the process of getting the ideas. In this step, the writer chose a topic and collected the ideas to explain the topic.³⁸ In the same thought, defined to Zemach and Rumisek, before started to write, the writer decided about the topic. Then, the writer plan all about the topic. This process is called prewriting.³⁹ To summarize, prewriting is the process of collecting thoughts and ideas before to writing.

b. Drafting

Drafting is the next step. For the writer, this is a crucial step. In this step, the writer writes down all of his or her thoughts. The writer is unconcerned about the writer's form, correctness, or even order. This step's goal is to get the ideas down on paper as fast as possible.⁴⁰

According to the above theory, drafting is the process in which the writer is free to express his or her ideas in a piece of writing without fear of making a mistake.

³⁷ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: The McGraw-Hill Companies, 2005), p. 102

³⁸ Alice Oshima and Ann Hogue, *Introduction to Academic Writing*, Third Edition, (United States of America: Pearson Longman, 2007), p.16.

³⁹ Dorothy E. Zemach and Lisa A. Rumisek, *Academic Writing from Paragraph to Essay*, (Spain: Macmillan Education, 2005), p.5.

⁴⁰ Caroline T. Linse, *Practical English...*, p.102.

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c. Revising

The third step in the writing process is revising. Grenville stated that the term revising means 're-seeing'. It is all about fixing bigger issue and more structural issues.⁴¹ It addresses the big issues of content and organization. The writer focused on optimizing the content and organization of sentences or paragraphs in this step. To summarize, revising is the process in which the writer corrects bigger problems such as content and organization.⁴²

Based on the above theory, revision is the process in which the writer ensures that the sentences or paragraphs are relevant to the issue.

d. Editing

The fourth in the writing process is editing. McMahan stated that editing is the process of correcting the spelling, punctuation and mechanics of sentences or paragraphs.⁴³ Oshima and Hogue stated that editing is correcting the small problems such as grammar, punctuation and mechanics.⁴⁴ It also refers to conforming the piece of writing into line with accepted ways of using English: the appropriate grammar appropriate punctuation and spelling, and appropriate paragraphing.⁴⁵ It can be concluded that editing can be defined as the process of fixing grammar, spelling, punctuation, and mechanics in a writing process.

Based on the above theory, it can summarize that editing can be defined as the process of addressing small problem in a piece of writing. The sentences in paragraphs will be easier to read after editing.

e. Publishing

Publishing is the last step in the writing process. It is possible to publish a piece of writing after it has been edited. The term "publishing" refers to the process of turning a piece of writing into a finished format that can be shared with others.⁴⁶ The final draft can be rewritten on special paper, in a book, or on a

⁴¹ Kate Grenville, *Writing from Start to Finish a Six-Step Guide*, (Australia: Allen and Unwin, 2001), p.137.

⁴² Alice Oshima and Ann Hogue, *Introduction to...* p.18.

⁴³ Elizabeth McMahan, *Literature and The Writing Process*, Eleventh Edition. (United States of America: Pearson, 2017), p.46.

⁴⁴ Alice Oshima and Ann Hogue, *Introduction to...*, p.18.

⁴⁵ Kate Grenville, *Writing from...*, p.167.

⁴⁶ Caroline T. Linse, *Practical English...*, p.109.

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computer so that it can be shared. To summarize, publishing is the process of writing down the final draft on paper, in a book, or on a computer so that it can be shared with others.

4. Purpose of Writing

The writing skill has a variety of purposes. In general, the purpose of writing is to express, share, or enlighten the readers of the piece of writing's ideas, thoughts, and messages. Defined to Ur, the purpose of writing is to expressing the ideas and conveying the messages to the readers.⁴⁷ Writing can be used as a way of communicating tool that the writer expressed the intentions, feelings and other communicative purposes to readers.⁴⁸ To achieve the writer's purpose, the writer must pay close attention to the use of appropriate grammar, spelling, and punctuation. It makes it easier for readers to understand the writer's ideas, thoughts, and messages.

Based on the theory above, it can be summarized that the purpose of writing is to communicate ideas and transmit messages to readers through writing.

C. Method

In conducting the research, the researcher used descriptive qualitative research. It was used to find out the students' perception towards the use of Grammarly in the writing skill of fourth semester English Education Department students at UINSI Samarinda. The researcher used a qualitative approach that was determined the most research method. The qualitative approach was to use a method that directed responded into the field in order to collect qualitative data. The authors used this method to generate descriptive data in the form of words spoken by the observed subject. In this research, the researcher used a descriptive method that focused on the English students' perception of the use of Grammarly at UINSI Samarinda. In this research, the researcher collected numerical information by using an interview, a questionnaire, and documentation.

⁴⁷ Penny Ur, *A Course in Language Teaching*, (Cambridge: Cambridge University Press, 196), p.163.

⁴⁸ Tri Buce J. Banu, et.al, "Students' Objective Needs in Learning to Write: An Overview on the EFL Teaching and Learning Practice", in *Indonesia Journal of English Language Teaching and Applied Linguistic*, Vol. 3 (1), 2018.

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The subject in research are respondents or informants who will be asked for information or data are referred to as the subject in research. In other words, the subject is the person who provides the researcher with the desired response or data. The subject of this research is fourth-semester English Education Department students at UINSI Samarinda. There were 25 students of TBI 2 of the 4th semester. The researcher believes that the fourth-semester students are suitable for this research because they have been experienced in using Grammarly in correcting their writing errors especially in grammar. Therefore, the researcher chose 10 students as the representative.

The instruments in this research were interview, questionnaire, and documentation. In conducting the interview session, the researcher should focus and take notes on what the informants said. There are 6 questions given by the researcher to the students who have been selected. There were 10 interviewees in this research where the researcher asked several questions about their perception in using Grammarly. In this research, the researchers used a close-ended questionnaire because it is easier for respondents to answer quickly and it helps the researcher analyze data on all questionnaires that have been collected. The researcher used Google Form to share and collect the answers to the questionnaires from the students. There were 18 students answered the questionnaire in this research. Screenshots of the Grammarly or website are provided by the data source to support this research instrument. Also, documentation of this research is interview pictures during the research.

The data analysis was in the form of data collection, data condensation, data display and conclusion/verification. The process of gathering the data necessary to accomplish research goals is known as data collecting. In order to gather data for this study, questionnaires, interviews, and documentation were used. Data condensation is a process that consists of selecting, focusing, classifying, simplifying, and categorizing the data in order to improve data organization and data analysis and conclusion-making in written-up notes or transcripts. After conducting interviews, gathering written material in the field, and organizing the interview transcripts, the researcher was able to condense the data into the form needed for their research on data relating to students' perception towards the use of Grammarly of fourth semester English Education Department students at UINSI Samarinda. In data display, the researcher chooses to describe the results of the questionnaire in percentages. In this study, the data analysis process begins by reviewing all of the data collected, including that obtained from interviews, questionnaire, documentation and then comes to a conclusion.

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D. Research Findings and Discussion

The research's data findings would be separated in this section according to the research problems of this research. Here are the study's research findings.

1. Students' Perception

For the interview result, the researcher found a number of similarities in the use of Grammarly in English writing skills that had been chosen in the questionnaire for 10 students as an informant who would be interviewee.

"I quite often use Grammarly especially, when I find a college assignment whose grammar is too high."

"The reason I am interested to use Grammarly is that I still don't really understand how to write English properly and correctly, so I want to try to find an application that can make it easier for me to write good and correct English."

"Grammarly is very useful for correcting grammar when writing essays to avoid mistakes and also it helps to save my time in writing because it does not need to be checked over time."

"Grammarly is very helpful in improving my writing skills especially to write a word or sentence that I have never seen before."

"The use of Grammarly is very necessary because many people are lacking in grammar and Grammarly is also instant. This application is very suitable for use by all students."

The first is students' frequency of using Grammarly. Through this data, there are 6 students answered often, and 4 students answered that they quite often use Grammarly for their writing skill activities, such as doing college assignments to check their grammar errors. The second is students' reason why do they interest in using Grammarly. Through this data, it can be seen there are several reasons why students were interested in using Grammarly to help them find grammar errors in their own writing. However, apart from various reasons, the participants have dissimilar opinions when it comes to using Grammarly. In general, the majority of participants favor the usefulness of Grammarly. Students who have a favorable impression refer to the positive opinion of Grammarly as a grammar checker. The students believed that using a

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grammar checker would help students to check the grammar errors. Students offer their reasons by recommending Grammarly as the grammar checker. Grammarly is necessary to use by all students, especially for those who lacked an understanding of their writing errors. The use of an effective application as well as being able to manage time so that Grammarly is very suitable for use by all students.

In showing the perception of the students, the researcher also used a questionnaire. In this questionnaire, there were 15 questions given by the researcher to the informants. 18 students gave responses to the questionnaire. Students only provide a checklist in the Google Form box. The research was conducted at UINSI Samarinda, especially for fourth-semester English Education Department students who have experience in using Grammarly and have a Writing course. In this research, the researcher examined class TBI 2 with a total number of 25 students.

The questionnaire in this research used close-ended questions to collect the data. The Likert scale was used in the research questionnaire. A person's or a group's opinions, thoughts, and impressions of social events are measured using the Likert scale. The Likert scale response for each instrument item goes from very positive to very negative.⁴⁹ There are five alternative answers to each question to show agreement-disagreement using Grammarly. In presenting the following data description of the use scale: (5) Strongly Agree, (4) Agree, (3) Neutral, (2) Disagree, and (1) Strongly Disagree. This section consists of 15 questions. The following table shows the results of data about the students' perceptions of their agreement or disagreement with the use of Grammarly.

No	Respondent	Response				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Student 1	6	8	1	0	0
2.	Student 2	0	0	1	0	14
3.	Student 3	4	9	2	0	0
4.	Student 4	1	12	2	0	0
5.	Student 5	0	15	0	0	0
6.	Student 6	5	6	4	0	0
7.	Student 7	14	0	0	0	1
8.	Student 8	2	11	2	0	0
9.	Student 9	2	9	4	0	0
10.	Student 10	0	0	0	0	15

⁴⁹ Sugiyono, Metode..., p. 146.

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11.	Student 11	0	10	5	0	0
12.	Student 12	12	2	1	0	0
13.	Student 13	0	0	15	0	0
14.	Student 14	14	1	0	0	0
15.	Student 15	15	0	0	0	0
16.	Student 16	1	4	9	0	1
17.	Student 17	3	12	0	0	0
18.	Student 18	0	11	4	0	0
Total		79	110	50	0	31

Based on the table above, it can describe the total number of agreements and disagreements answers. There are 110 total answers of Agree about the statements, and 79 total answers of Strongly Agree. Also, there are 50 total answers Neutral, and 31 answers of Strongly Disagree. Meanwhile, there is 0 total answer of Disagree.

After the results of the questionnaire were analyzed based on the total responses and the number of respondents, the researcher calculated and analyzed the results of the questionnaire as a whole by making a table and describing it using a percentage description technique.

As for the results table, the percentages of agreement and disagreement of the use of Grammarly is following bellow:

No	Respondent	Responses					Score Total	Percentage
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
1.	Student 1	30	32	3	0	0	65	87%
2.	Student 2	0	0	3	0	14	17	23%
3.	Student 3	20	36	6	0	0	62	83%
4.	Student 4	5	48	6	0	0	58	77%
5.	Student 5	0	60	0	0	0	60	80%
6.	Student 6	25	24	12	0	0	61	81%
7.	Student 7	70	0	0	0	1	71	95%
8.	Student 8	10	44	6	0	0	60	80%
9.	Student 9	10	36	12	0	0	58	77%
10.	Student 10	0	0	0	0	15	15	20%
11.	Student 11	0	40	15	0	0	55	73%
12.	Student 12	60	8	3	0	0	71	95%

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13.	Student 13	0	0	45	0	0	45	60%
14.	Student 14	70	4	0	0	0	74	99%
15.	Student 15	75	0	0	0	0	75	100%
16.	Student 16	5	16	27	0	1	49	65%
17.	Student 17	15	48	0	0	0	63	84%
18.	Student 18	0	44	12	0	0	56	75%
Total							1015	1354
Mean							75%	

To find out the average percentage of the analysis of student perceptions of the use of Grammarly the following formula:

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

$$P = \frac{\text{Total Score} \times 100}{\text{Total Respondents}}$$

$$= \frac{1354 \times 100}{18}$$

$$= 75\% \text{ (Agree)}$$

In this section, after the researcher calculated the data on the students' from scoring students' answer scores, it can be seen that the percentage of the index and the data interval showed that the result of students' scores was 75%. The interval percentage of 75% has between 60% - 79,9%.

Based on the questionnaire result, the researcher concludes that the English Education Department students' perception towards the use of Grammarly in writing skills in the fourth semester at UINSI Samarinda showed a positive perception towards the use of Grammarly in checking their grammatical errors in writing. The total item of the questionnaire consisted of 15 statements with the final result was 75% and categorized as Agree.

2. The advantages and disadvantages

The researcher used interviews to gain data on the advantages and disadvantages of Grammarly.

Based on the interviews that have been collected with informants described by several students, it can be seen what are the advantages and disadvantages of using

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Grammarly the following are the results:

"In my opinion, the advantages of Grammarly can shorten the time in correcting our grammar mistakes. Besides that, Grammarly can also minimize errors in our writing."

"One of the advantages that I feel is that it is very easy to use and really helps me in writing a sentence practically because there are several features in it that are very useful."

"The advantage is that Grammarly can correct spelling accurately so it can help beginners because they don't need a dictionary so we can make sentences as simple as possible."

"Easy to use. The features in Grammarly are very helpful, especially the punctuation feature which sometimes I forget to use when writing."

The students also faced the disadvantages of Grammarly.

"The drawback is that there are some paid features so we can't fully take advantage of the Grammarly features in the free version."

"It's paid, besides that Grammarly cannot really detect what tenses I should use in the writing section, it is the simple past or the simple present tense. So, it makes me confused."

The advantages are faster, more efficient, and easy to use, word suggestions automatically correct wrong words, it is allowed to insert of pre-existing files for correction and tell types of words. Additionally, Grammarly has advantages in terms of features, namely feature spelling to check our misspelled and confused words, feature grammar to check our use of the article and other grammar errors, feature punctuation to check our punctuation errors, and feature style to check our improper formatting and wordy sentence. Meanwhile, the disadvantages of Grammarly are the limited use of features because they have to be paid for and the lack of tenses, especially in the simple past or simple present sentences.

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E. Conclusion

The finding about the students' perceptions of the use of Grammarly in writing skills are divided into two ways, students' perception of the use of Grammarly and the advantages and disadvantages of Grammarly. Based on the finding of this research, the students' perceptions can be concluded that the students (75%) had a positive belief or "Agree" of the use of Grammarly as a grammar checker tool can be claimed to significantly help students in checking the grammar errors in their writing. It included Grammarly's basic features, which can detect minor errors such as the use of articles, spelling, and punctuation. Grammarly helped students in determining which option was correct. Based on the feedback, the students can then independently evaluate their writing. Grammarly not only improves their writing, but also motivates and encourages them to use an online learning system.

Grammarly, on the other hand, has both advantages and disadvantages. The advantages of Grammarly are that it provides faster correction and that its features are simple to understand. It can detect minor errors that students require. Meanwhile, the disadvantages of Grammarly are it cannot detect what tenses students use at the time or in a paragraph, and students must pay if they want to access all of Grammarly's premium features.

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