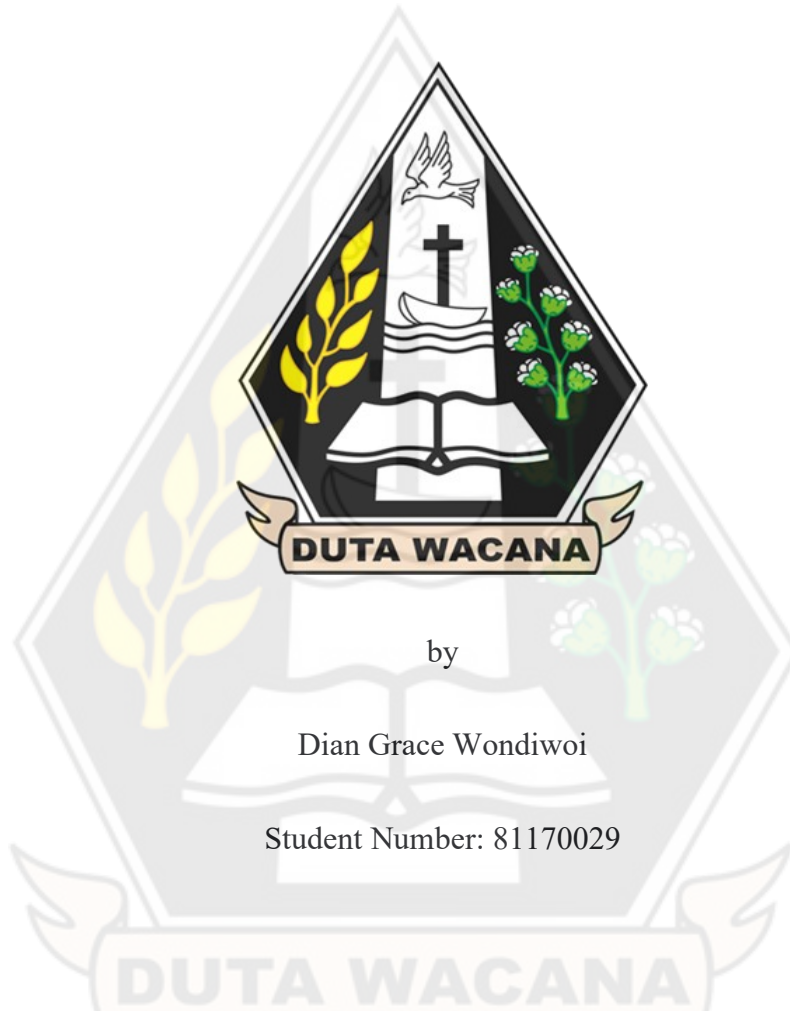


**ONLINE GRAMMAR CHECKER IN EFL WRITING CLASS: A
STUDY OF STUDENTS' ATTITUDES TOWARDS THE USE
OF *GRAMMARLY* FOR ESSAY WRITING**

SKRIPSI



by

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ENGLISH LANGUAGE EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND HUMANITIES

UNIVERSITAS KRISTEN DUTA WACANA

YOGYAKARTA

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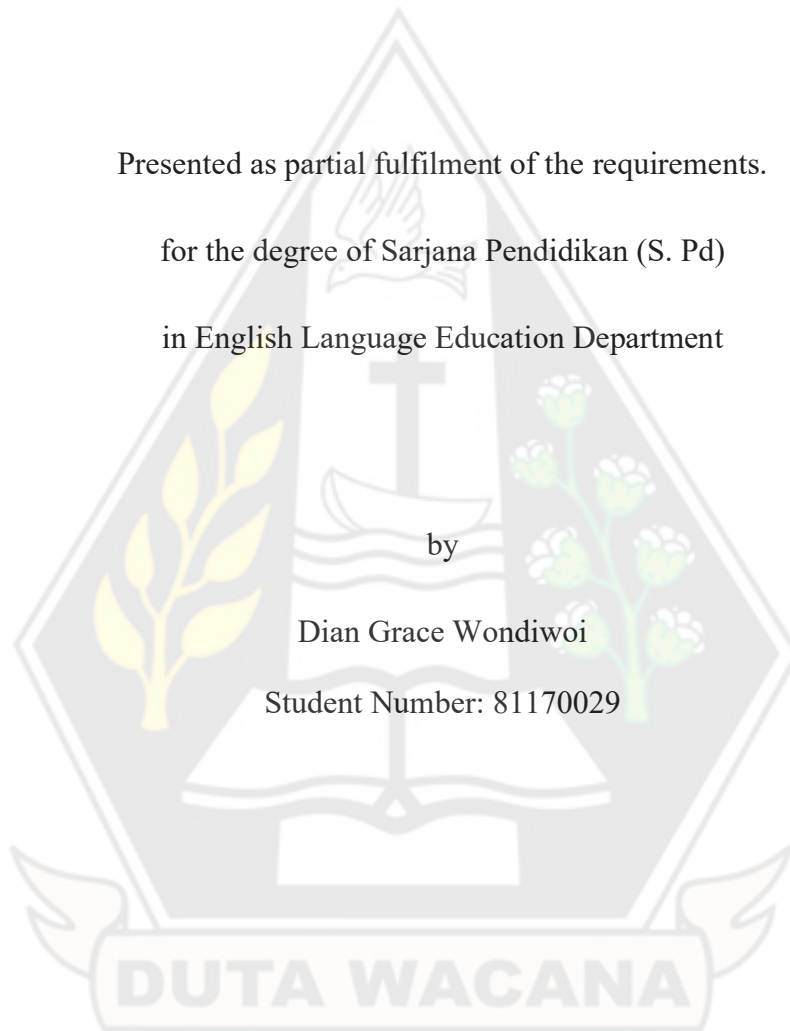
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by

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FACULTY OF EDUCATION AND HUMANITIES

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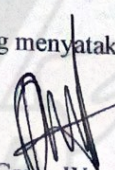
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**ONLINE GRAMMAR CHECKER IN EFL WRITING CLASS:
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STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or parts of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 03 May 2023



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DUTA WACANA

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ABSTRACT

Wondiwoi, D.G. (2023). *Online Grammar Checker in EFL Writing Class: A Study of Students' Attitudes towards the Use of Grammarly for Essay Writing* (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Writing skill has grown increasingly significant for ESL students particularly in scientific writing, to test EFL students' skills in writing for grammatical correction. As an outcome, grammar is a key component of language in essay writing. Many grammars checker program can be utilized for learning activities to help EFL students improve their writing skills for grammar correction, especially for verifying grammatical accuracy in essays. One of them is called "Grammarly".

This study aims to investigate the students' perceptions and attitudes of the use of *Grammarly* as an instrument to enhance students' proficiency in writing essays. The research was conducted in the English Language Education Department to develop and introduce scientific work, as well as learning tool that related to this research, which were taken in the Essay Writing class at one of the private universities in Indonesia. The study involved 26 undergraduate students in the second semester and six students were selected. The data were collected using students' midterm scores, interview checklist, semi-structured interviews as the main data collection, and observations as the supporting data collection. Three themes were identified regarding the extent to which EFL students experienced using Grammarly to enhance their grammar accuracy in writing an essay. The findings of this study will enrich the literature of qualitative research in English Language Education Department related to using *Grammarly* as a tool for enhancing students' ability to write essays.

Keywords: *EFL Students, Writing, Grammarly, Essays, Attitudes.*

DUTA WACANA

INTISARI

Wondiwoi, D.G. (2023). Online Grammar Checker in EFL Writing Class: A Study of Students' Attitudes towards the Use of Grammarly for Essay Writing (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana, Yogyakarta, Indonesia.

Keterampilan menulis telah berkembang secara signifikan bagi siswa pembelajar bahasa Inggris khususnya dalam keterampilan penulisan ilmiah, untuk menguji keterampilan siswa pembelajar bahasa Inggris dalam menulis untuk mengoreksi tata bahasa. Oleh karena itu, tata bahasa adalah komponen kunci bahasa dalam hal penulisan esai. Banyaknya program pemeriksa tata bahasa dapat dimanfaatkan untuk kegiatan pembelajaran untuk dapat membantu siswa pembelajar bahasa Inggris atau (*English Foreign Language*) *EFL students'* meningkatkan keterampilan menulis mereka untuk mengoreksi tata bahasa, terutama untuk memverifikasi keakuratan tata bahasa dalam esai. Salah satunya adalah "*Grammarly*".

Penelitian ini bertujuan untuk menyelidiki persepsi dan sikap siswa terhadap penggunaan Grammarly sebagai instrumen untuk meningkatkan kemampuan siswa dalam menulis esai. Penelitian ini dilakukan di prodi Pendidikan Bahasa Inggris di salah satu universitas di kota Yogyakarta, Indonesia, untuk mengembangkan dan memperkenalkan karya ilmiah, serta alat pembelajaran yang berkaitan dengan penelitian ini, yang diambil pada kelas *Essay Writing* di prodi tersebut dan melibatkan 26 mahasiswa di semester kedua dan enam di antaranya terpilih menjadi partisipan. Pengumpulan data utama menggunakan hasil nilai ujian tengah semester mahasiswa, wawancara checklist, dan wawancara semi terstruktur, serta observasi sebagai data pendukung pengumpulan data. Tiga tema diidentifikasi mengenai sejauh mana pengalaman siswa (*English Foreign Language*) *EFL* menggunakan Grammarly untuk meningkatkan tata bahasa mereka dalam menulis esai. Temuan penelitian ini akan memperkaya literatur penelitian kualitatif di prodi Pendidikan Bahasa Inggris terkait penggunaan *Grammarly* sebagai alat untuk meningkatkan kemampuan siswa dalam menulis esai.

Kata kunci: *Pelajar Bahasa Inggris, Menulis, Grammarly, Esai, Sikap.*

CHAPTER I INTRODUCTION

This chapter comprises four parts: research background, research questions, research objectives, and research benefits.

A. Research Background

There are four primary English skills: reading, speaking, listening, and writing. All the skills are equally important in the English language. However, in scientific writing, writing skills are essential way to make readers understand and communicate ideas by looking at grammatical mistakes, also in academic to examine the students' performance in their perspectives (Mohammad and Hazarika, 2016). Also, Sheen et al. (2009) recommended that a native speaker of English should check the writing to ensure accuracy in grammar and correction.

Grammar is an essential aspect of language, as it is required to develop phrases Mart (2013). College students view an issue with the usage of grammar as learning to produce proper essays in English. In line with previous, a study discovered that most learning and teaching objectives in English writing classes are complex, which is the common goal of helping learner to write correctly, not simply for English for academic educational writing classes, but for academic purposes (Leki and Carson, 1997) in the United States.

Grammar is an essential part of writing an essay for EFL students, and it can affect their interest in writing essays. Using a grammar checker tool as an instrument to write essays can show the level of trustworthiness of students. A study from Yang Hye Jin (2018) found that, most students perspectives were positive about the helpfulness of the grammar checker to improve grammar accuracy. However, the level of EFL learners may differ in error rates, attitudes, and responses to grammar checkers if they participate in a study.

Considering the importance of grammar in writing skills, this study is focused on researching Indonesian EFL learners' attitudes towards the use of *Grammarly* in the essay writing. According to Fitria (2021) *Grammarly* is one of the online

grammar checkers that can be used in assessing EFL writing classes. In other words, it has functions related to grammar which are English grammar check tools that can correct grammar, spelling, wrong sentence construction, and plagiarism checks. There are some studies about *Grammarly*. First, a study by Ghufron and Rosyida (2018) stated that *Grammarly* detects and corrects prepositional errors, irregular verb conjugations, and inappropriate use of nouns, and corrects words that are missed. Besides, by using *Grammarly*, students can be more creative and confident using *Grammarly*. Secondly, a study Ventayen and Orlanda-Ventayen (2018) found an apparent change in the confidence level of the Respondents where most of them could be more confident before using *Grammarly*. After using the application, most respondents were utterly confident in using *Grammarly*.

Furthermore, the research was conducted in the English Language Education Department to develop and introduced scientific work, as well as learning materials that related to this research, which were taken in the Essay Writing class at one of the private universities in Indonesia, to provide and add most recent and relevant data in Indonesia. However, there are also some studies about this research in other countries. The data were collected from the participants, and this study uses qualitative, which is different from most of the studies that have been investigated. Polkinghorne (2005) stated that a Qualitative study is a form of investigation that aims to describe and explain the human experience as it manifests in people's lives. Researchers that use qualitative approaches collect data to support their distilled descriptions. Qualitative data is mainly obtained using spoken or written language rather than numbers. It is because, in a few studies, the researchers only used the quantitative method. However, in this study, the researcher uses in-depth interviews and face-to-face or online meetings to find students' perspectives on using *Grammarly* to enhance their grammar accuracy in writing essays.

B. Research Questions

In the present chapter, the following research questions will be answered, considering the rationale of the research as mentioned earlier:

1. To what extent do EFL students experience using *Grammarly* as an instrument to enhance grammar accuracy in writing essays?
2. What are the students' attitudes towards The use of *Grammarly* as an instrument in writing essays?

C. Research Objectives

This research aims to investigate the students' perspectives on using *Grammarly* as a tool for enhancing their proficiency in writing essays. By performing this study, the research aims to:

1. Investigate how the students experience using *Grammarly* as an instrument to enhance their grammar accuracy in writing essays.
2. Explore the students' attitudes towards using *Grammarly* as an instrument in writing essays.

D. Research Benefits

This research has advantages that could benefit the students, teachers, and other researchers. First, understanding students' perspectives on using *Grammarly* will help teachers better understand their students' needs. Second, when the teachers understand their students' needs, it will benefit both. The students will also use *Grammarly* to improve their learning process. The teacher will then learn the differences between students who use *Grammarly* and those who do not and their viewpoints on using *Grammarly*. Third, although some studies are already related to using *Grammarly* in Indonesia, they are few, and most are quantitative. So, this research will help other researchers as a reference to conduct any related studies on the topic or to research any similar topics with different levels of learners, contexts, research methods, and learning settings.

CHAPTER V CONCLUSION

This chapter includes a summary, implications and contributions, limitations, and further studies.

A. Summary

This research aims to investigate EFL students' perceptions and attitudes of the use of *Grammarly* to enhance students' proficiency in writing an essay. Based on the purposes, observing, and interviewing the six essay writing class participants using *Grammarly* were conducted. There are three themes from the first research questions: To what extent do EFL students experience using *Grammarly* as an instrument to enhance grammar accuracy in writing essays and five theme from the second research questions: What are the students' attitudes towards using *Grammarly* as an instrument in writing essays.

Firstly, based on the result of RQ's 1, it can be concluded that *Grammarly* is familiar to students and frequently used by students to write an essay, *Grammarly* can be supporting to that can help students to write an essay in essay writing class, and it can search for grammatical corrections such as checking capitalization, punctuation, and auto-correction a sentence, checked sentence structures, spelling, vocabulary, and text type. Therefore, *Grammarly* can be used to support students need in writing skills.

Furthermore, the result of RQ's 2 showed that students' perceptions and attitudes towards use *Grammarly* it is in a positive way such as students feel confident and motivated, five from six students feel motivated in using *Grammarly* for writing essays. Students feel it is important to use *Grammarly* in writing an essay, students prefer to use *Grammarly* for writing an essay in essay writing class, students feel safer in submitting the task after using *Grammarly*. Lastly, *Grammarly* increases students' motivation based on the perception of five students out of six, and then the ability of writing skills in essay writing classes.

B. Implications and Contributions

These findings have some significant implications for the students from essay writing class, particularly for the use of *Grammarly* to enhance students' proficiency in essay writing class. The implication for the students is that this study can provide insight into using *Grammarly* to support their writing skills and improve their grammar correction. Moreover, the essay writing class can be considered using *Grammarly* in learning activities to support the student's needs.

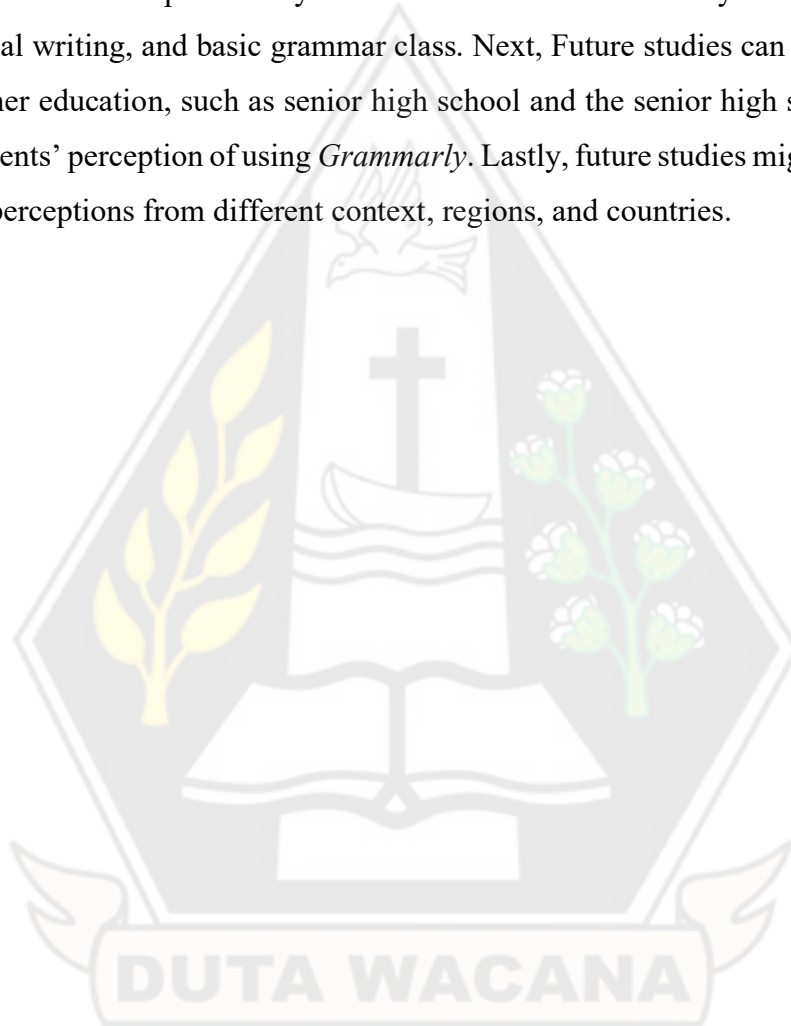
Accordingly, this research will enrich the literature of qualitative research in English language education related to using *Grammarly* to enhance EFL students' proficiency in essay writing classes. Furthermore, for young learners, it can be used as a reference for future studies. For instance, the instance can use *Grammarly* as one of the tools that can support the student's needs in learning activities by introducing *Grammarly* in the first place for the new students that come to the faculty to make them familiar with *Grammarly* as a tool for improving writing skills. Additionally, for the pre-service teachers, it will help them explore using *Grammarly* as an assistant tool in writing an essay.

C. Limitations

This research still has some limitations that can be considered for future consideration. First, this study's main data are interviews, and the observation data is optional to choose the main data through the grades of gathering the data. The data would be richer if the observation were included and done in the classroom. This study only has 6 participants as the minimum, which can be more, but because of the time limit, the participants are only six. If there is more time, it might be possible to take higher number of students as a qualitative study to make it more complete and better in the detail of the explanation. Furthermore, as it is qualitative research, the study's results could not be generalized. The last is the lack of exploration of small findings, which can consider to be explored more in the future.

D. Further studies

Moreover, there are some suggestions for future studies that can be conducted based on the results and the limitations of this study. First, future studies can investigate using *Grammarly* in the other class, for example, the Academic essay writing class. Also, future studies might examine teachers' perceptions of using *Grammarly* to enhance students' proficiency in other classes such as essay writing, research proposal writing, and basic grammar class. Next, Future studies can be considered in higher education, such as senior high school and the senior high school teacher or students' perception of using *Grammarly*. Lastly, future studies might investigate more perceptions from different context, regions, and countries.



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