

**STUDENTS' PERCEPTIONS OF THE USE OF
GRAMMARLY IN UNDERGRADUATE THESIS
WRITING AT IAIN PALANGKA RAYA**

THESIS



STATE ISLAMIC INSTITUTE OF PALANGKA RAYA

2021 G/1443 H

**STUDENTS' PERCEPTIONS OF THE USE OF GRAMMARLY
IN UNDERGRADUATE THESIS WRITING AT IAIN
PALANGKA RAYA**

THESIS

Presented to

State Islamic Institute of Palangka Raya

in partial fulfillment of the requirements

for the degree of *Sarjana* in English Language Education



BY

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2021 G / 1443 H**

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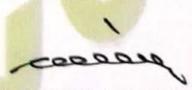
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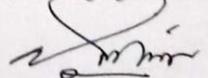

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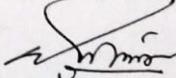

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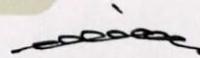
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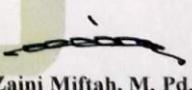
Sudah dapat diujikan untuk memperoleh Gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Program Studi Tadris Bahasa Inggris IAIN Palangka Raya. Demikian atas perhatiannya diucapkan terima kasih.

Wassalamu 'alaikum Warahmatullahi Wabarakaatuh

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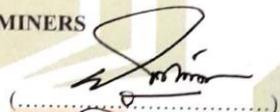
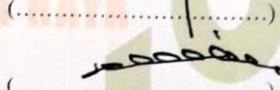
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MOTTO AND DEDICATION

يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ

“Allah will raise those who have believed among you and those who were given knowledge, by degrees”

(Q.S. Al-Mujadallah: 11)

IAIN
PALANGKA RAYA

This thesis is dedicated to:

My beloved Father Anshari and Mother Rasidah for their valuable endless prayer, sacrifice and support. My beloved brother Muhammad Hilmi

DECLARATION OF AUTHORSHIP

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah

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1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, without due acknowledgement, the work of any person.
3. If a later time it found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

Palangka Raya, October 13th 2021
Youth Faithfully



RINA ALYA FITRIA

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ABSTRACT

Fitria, R. A. 2021. *Students' Perceptions of the Use of Grammarly in Undergraduate Thesis Writing at IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya.

Advisors: (I) Sabarun, M. Pd, (II) M. Zaini Miftah, M. Pd

Keywords: Perception, Grammarly, Undergraduate Thesis Writing

Writing is one of the most difficult and challenging skills to learn because it requires deep thought to produce ideas, words, sentences, paragraphs, and compositions. Considering this, the students should be able to use the grammar correctly. When the students are able to write the sentences with good grammar, the readers could transform the information in their writing clearly. Ability to write with correct grammar is also beneficial for students to succeeded in academic writing.

The objectives of this study are: (1) to know the students' perceptions of the use of Grammarly in undergraduate thesis writing. (2) the strengths and weaknesses of Grammarly as an online grammar checker.

This study used quantitative and qualitative methods to collect the data using purposive sampling technique. Data were analyzed using SPSS 25 to get average, median, and standard deviation. The population of this study was the 2017 English Language students at IAIN Palangka Raya. This study used questionnaire and interview to collect the data. Questionnaire were administered to 35 students who took thesis writing course and have experience in using Grammarly during wrote a thesis. Interview has done to 5 students to explain more deeply about students' perceptions of the use of Grammarly in undergraduate thesis writing and also to find out the strengths and weakness of Grammarly as an online grammar checker.

The finding of this study showed that the students had positive belief or "Strongly Agree" of the use of Grammarly in undergraduate thesis writing. The students perceived that Grammarly is useful for students. It helps them for checking their grammar, the content of Grammarly includes some features related to grammar such as grammar, spelling, punctuation and style, it provides direct and indirect feedback. The strengths of Grammarly as an online grammar checker are the feedback is easy to understand, the features are simple and it helps them to save their times. Meanwhile, the weaknesses of Grammarly are the feature can't detect what tenses does the student use at the same time or in a paragraph and the student need to pay if they want to get the complete features of Grammarly premium.

ABSTRAK

Fitria, R. A. 2021. *Persepsi Mahasiswa Terhadap Penggunaan Grammarly Dalam Penulisan Skripsi di IAIN Palangka Raya*. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri Palangka Raya.

Pembimbing: (I) Sabarun, M. Pd, (II) M. Zaini Miftah, M. Pd

Kata Kunci: Persepsi, Grammarly, Penulisan Skripsi

Menulis adalah keterampilan yang paling sulit dan menantang untuk dipelajari karena memerlukan pemikiran yang mendalam untuk menghasilkan gagasan, kata, kalimat, paragraf, dan komposisi. Mengingat hal ini, para siswa harus mampu menggunakan tata bahasa dengan benar. Jika para siswa mampu menulis kalimat itu dengan tata bahasa yang benar juga bermanfaat bagi siswa untuk berhasil dalam penulisan akademis.

Tujuan dari penelitian ini adalah: (1) Untuk mengetahui persepsi siswa tentang penggunaan Grammarly sebagai aplikasi pengecekan grammar online dalam penulisan skripsi. (2) Kelebihan dan kekurangan Grammarly sebagai alat bantu pengecekan grammar online.

Penelitian ini menggunakan metode kuantitatif dan kualitatif dalam pengumpulan datanya dengan teknik purposive sampling. Data dianalisis dengan SPSS 25 untuk mendapatkan rata-rata, median, dan standar deviasi. Populasi penelitian ini adalah mahasiswa angkatan 2017 di IAIN Palangka Raya. Penelitian ini menggunakan kuesioner dan wawancara untuk mengumpulkan data. Kuesioner diberikan kepada 35 siswa yang sedang mengambil mata kuliah skripsi dan mempunyai pengalaman menggunakan Grammarly. Wawancara dilakukan kepada 5 siswa untuk menjelaskan lebih dalam tentang persepsi siswa terhadap penggunaan Grammarly dalam penulisan skripsi dan juga untuk menemukan kelebihan dan kekurangan Grammarly sebagai pengecekan grammar online.

Hasil penelitian menunjukkan bahwa mayoritas siswa memiliki keyakinan positif atau “Sangat Setuju” terhadap penggunaan Grammarly dalam penulisan skripsi. Para siswa merasa bahwa Grammarly bermanfaat bagi siswa Grammarly membantu mereka untuk memeriksa grammar mereka, konten yang terdapat pada Grammarly mencakup beberapa fitur yang terdapat pada grammar, seperti pengejaan, tanda baca, dan gaya tulisan. Grammarly memberikan umpan balik langsung dan tidak langsung. Kelebihan Grammarly sebagai aplikasi untuk membantu mengecek grammar online yaitu umpan balik yang diberikan mudah dipahami, fitur yang tersedia simpel dan Grammarly membantu siswa untuk menghemat waktu mereka. Sedangkan kelemahan Grammarly yaitu Grammarly tidak bisa mendeteksi tenses apa yang digunakan oleh siswa dalam suatu waktu atau dalam satu paragraf dan siswa perlu membayar untuk mendapatkan versi Grammarly premium yang mana fiturnya lebih lengkap.

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Palangka Raya, October 13th, 2021
The Writer,

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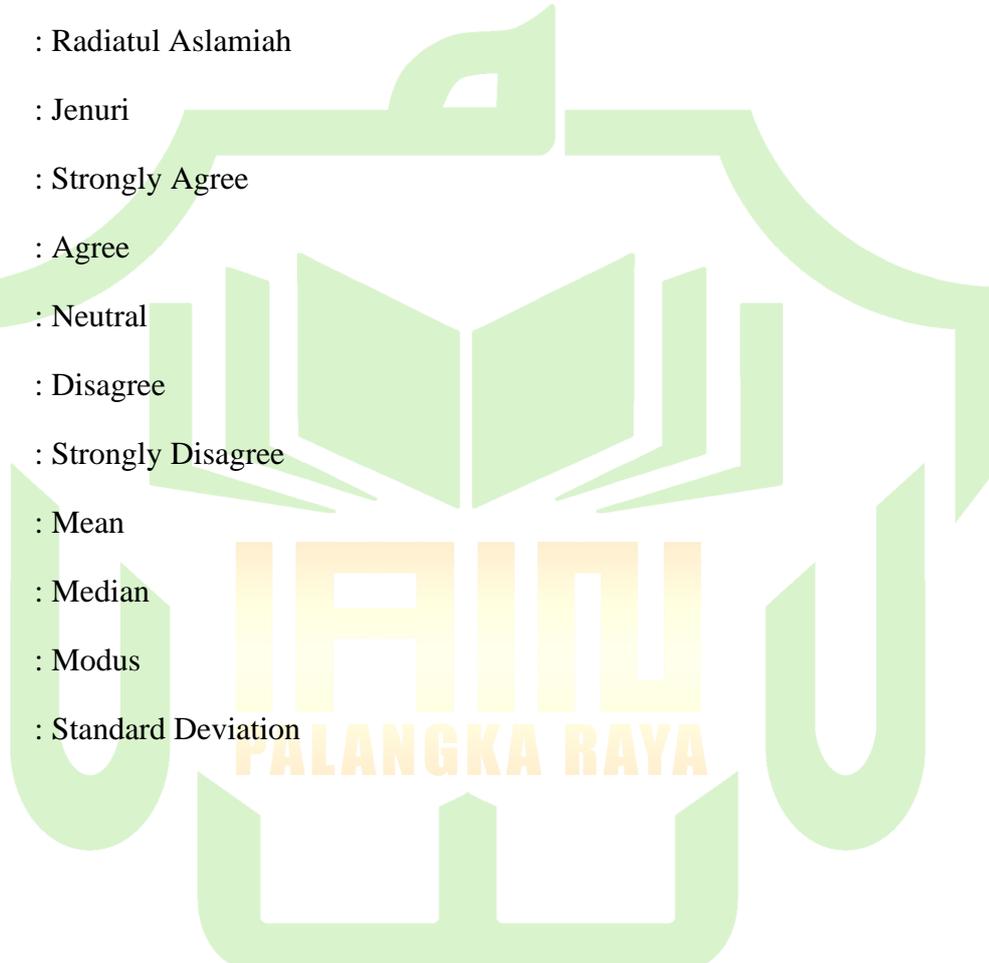


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LIST OF ABBREVIATIONS



RS	: Rika Soraya
NFV	: Niely Fawaidah Virgin
LT	: Lisma Tiana
RA	: Radiatul Aslamiah
J	: Jenuri
SA	: Strongly Agree
A	: Agree
N	: Neutral
D	: Disagree
SD	: Strongly Disagree
Mn	: Mean
Med	: Median
Mod	: Modus
SD	: Standard Deviation

LIST OF APPENDICES

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4. Transcription of Interview
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6. Surat Penetapan Penguji Judul Skripsi
7. Surat Berita Acara Seleksi Judul Skripsi
8. Surat Penetapan Judul Dan Pembimbing Skripsi
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11. Surat Persetujuan Proposal Skripsi
12. Surat Izin Penelitian
13. Surat Keterangan Selesai Penelitian
14. Curriculum Vitae

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CHAPTER I

INTRODUCTION

This chapter consists of background of study, research question, objective of study, scope and limitation, significance of the study, and definition of key terms.

A. Background of Study

One of the purposes of learning English is to communicate better. Listening, speaking, reading, and writing are the four skills involved in this ability. Writing is one of the most difficult and challenging skills to learn because it requires deep thought to produce ideas, words, sentences, paragraphs, and compositions. Writing is also a challenge for the students. Capitalization, punctuation, poor organization or illogical sequence, grammatical error, ideas and dissatisfaction and confusion on supporting arguments, and spelling error were determined to be some of the classifications of writing problems. According to Hakiki (2020, p.1) writing has typically is now seen as a difficult skill to learn. This is a practice that causes students to have their concerns because many students still struggle to put their grammar knowledge into practice. When students collect their writing scores, they receive feedback from lecturers who are frustrated by their difficulty in understanding student writing. Even though comprehending grammar is crucial and has been taught for a long time in many levels of schools, the results are still deemed disappointing, including student achievement in learning grammar.

Richards and Schmidt (2010, p. 251) state that grammar is the way words and phrases are combined into sentences as a language system. Grammar is a thing or a system that helps people learn English by providing specific rules for expressing what they understand in a sentence. It is a set of principles for arranging words, phrases, and clauses in the correct order to make the correct sentence. People will be unable to comprehend the meaning of the sentences if the sentences are worded incorrectly. Considering this, the students should be able to use the grammar correctly. When the students are able to write the sentences with good grammar, the readers could transform the information in their writing clearly. Ability to write with correct grammar is also beneficial for students to succeed in academic writing.

Karyuatry, Rizkan, and Darayani (2018, p. 83) argue that students must be aware of a variety of grammatical rules, ranging from sentence structure and forms to the usage of articles, in terms of developing their writing ideas. Students may become confused and demotivated to study writing as a result of its difficulties. To put it another way, comprehending this component becomes a large issue for EFL students.

Baley (2015, p. 3) states that academic writing refers to writing which done in academic courses. The term "academic" refers to formal education, such as at a school, university, or college. Common types of academic writing can frequently be found in students' assignments, even if they are graduate students. Yang (2018, p. 328) claims that the quality of EFL students' academic writing demonstrates their intelligibility and comprehension, which

is always emphasized in higher education. Of course, to be grammatically correct is a must because it is also one of the criteria determining the quality of writing as well as to enhance the comprehension of readers. 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.

Richard (2010, p. 2) states that thesis is a view expressed by a person and offered to be supported by rational and factual arguments. 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 Palangka Raya. 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.

Sabarun (2019, p.1) argues that providing corrective feedback to learners is an important part of the learning process in the context of L2 writing. Corrective feedback from teachers can help students reduce grammatical errors, improve writing abilities, and make composition writing easier. Students can now get feedback not only from their teachers, but also from several online grammar checkers that are available on the internet.

Perdana and Farida (2019, p. 68) state that online grammar checker are online programs that enable grammatical checking for writing. Not grammar, it also include spelling and punctuation. Some can also check for contextual

errors, word choice, and plagiarism in addition to basic repair. Students can utilize online grammar checkers like Grammarly to determine whether or not the sentences are grammatically correct.

According to (Grammarly, 2017) Grammarly is one of the most popular AWE programs which can be implemented in the writing class. Grammarly has been claimed as an easy tool that can help students and academics deal with their writing by checking the spelling, grammar, and punctuation errors. It also provides comprehensive and useful feedback including correction and suggestion to make the writing clearer, more precise, more effective, more readable, mistake-free, and impactful with a high rate of accuracy and evaluation speed. Grammarly as a tool to identify the student's errors because this grammar checker is commonly used by the students in IAIN Palangka Raya. Grammarly is a popular online grammar checking website today. Many students in schools and universities use this grammar checker to check the errors. Neill and Russel (2019, p. 42) state that one of University in Australia chooses Grammarly as a tool in providing grammar feedback. This software is commonly used because it is easy to use. Furthermore, the features of Grammarly are also complete. Not only check grammatical errors, but Grammarly also provides a feature of spelling to identify spelling mistakes. It could detect over 250 grammatical and spelling errors.

Grammarly is frequently utilized by students in English Education Study Program at IAIN Palangka Raya as a tool to correct their errors, particularly grammatical problems in their writing. It makes the researcher interest in

investigating the use of Grammarly in undergraduate thesis writing by students enrolled in thesis writing classes. The researcher believes that knowing it will assist students in recognizing and receiving feedback on their errors. The students can then work on improving their writing skills. Furthermore, students can utilize it anywhere and at any time. As a result, they should not meet the lecturer in order to fix their mistakes because Grammarly has guided them. As a result, the researcher tries to figure out what are the students perception about using Grammarly in their undergraduate thesis writing.

In addition to the usage of Grammarly, the teacher must examine the students' perspectives. Students' perceptions are crucial since they are expected to enhance and assess learning so that it is more appropriate for them.

Based on the study above, the researcher interest to know “The students’ perceptions of the use of Grammarly undergraduate thesis writing.” There are some reasons to choose the topic. First, Grammarly is an online grammar checker that can help students to check their errors in writing. This software is commonly use because the feature is easy to use. Second, the automated feedback of Grammarly is easy to understand. By accepting the feedback from Grammarly, the students shall not meet the lecturers to correct their errors. So, it will save their time especially when this COVID-19 pandemic situation that will difficult to meet face-to-face. Third, undergraduate thesis writing is a reporting research that submit as a requirement to get a degree of Sarjana

Pendidikan. During write the thesis, the students are confused to consider whether the grammar is correct or not. So, they need Grammarly for check their errors when writing a thesis.

B. Research Question

According to the background of the study, the research questions are:

1. What are the students' perceptions on the use of Grammarly in undergraduate thesis writing at IAIN Palangka Raya?
2. What are the strength and the weakness of Grammarly program?

C. Objective of The Study

Based on the research questions, the researcher concludes two objectives as follows:

1. To investigate the students' perception of the use of Grammarly in undergraduate thesis writing.
2. To describe the strengths and weaknesses of Grammarly program.

D. Scope and Limitation

This study focused on the students' perception toward the use of Grammarly in undergraduate thesis writing. It also included the strengths and weaknesses of Grammarly program.

The study is limited to the students of English Language Education Department who are in the process of writing the thesis.

E. Significances of The Study

1. Theoretical Significance

The result of this research is expected to be utilized as an information or a reference for those interested in a related topic.

2. Practically Significance

The result of this study is expected to be beneficial information for English teachers and students. This research will give information for the lectures about using Grammarly help them to check the student's work or their work in writing.

F. Definitions of Key Terms.

1. Student's Perceptions

According to dictionary, perception is awareness, comprehension or an understanding of something. Schacter, Gilbert, and Wegner (2009, p. 123) argue that perception is forming the representation of mental by organizing, identifying, and interpreting a sensation. While Lindsay and Ary (1997, p. 48) state that perception is the process by which organisms interpret and organize sensation to produce a meaningful experience of the world. Sensation usually refers to immediate, relativity unprocessed result of stimulation or sensory receptor in the eyes, ears, nose tongue, or skin. In this research, perception means that students have their own opinion toward something that they get from teaching learning process and how they react toward it. It refers to their experience of using Grammarly during write an undergraduate thesis.

2. Grammarly

According to Grammarly (2017) Grammarly, as one of developed AWE program in 21st century, has been claimed as an easy tool that can help students and academics on their writing by checking the spelling, grammar, and punctuation errors and providing a comprehensive and useful feedback including correction and suggestion to make the writing more readable, clear, precise, effective, mistake-free, and impactful with a high rate of accuracy and evaluation speed. Grammarly is an application of English grammar checker. The term Grammarly refers to an application that used by students to check their grammar mistakes in writing the thesis.

3. Undergraduate Thesis Writing

According to dictionary, academic writing is used in many different forms. A broad definition of academic writing is any writing done to fulfill a requirement of a college or university. Academic writing is also used for publications that are read by teacher and researchers or presented at conferences. 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. While Richard et al, (2010, p. 2) argue that thesis is a proportion that a person advances and offers to maintain by arguments which rationale and based on the fact. Thesis writing is reporting a research submitted as a requirement to get a degree of Sarjana Pendidikan in English Education Department of IAIN Palangka Raya. Every university student must

complete the thesis writing in order to graduate. The thesis writing in this research is students' writing as a required subject for their degree.



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of related studies, perception of EFL/ESL students on grammar in academic writing, English grammar in undergraduate thesis writing, the quality of undergraduate thesis writing of EFL/ESL students, and automated feedback program Grammarly for grammar check.

A. Related Studies

First, O'Neill and Russell (2019) conducted a research entitled *Stop! Grammar Time: University Students Perceptions of the Automated Feedback Program Grammarly*. This study was conducted to investigate the student's perceptions of Grammarly. The researcher used a mix methods sequential explanatory design where comparing student's response of Grammarly and traditional non-automated feedback. The result showed that students who received grammar advice from ALAs in the traditional manner were largely satisfied, but students who received feedback from Grammarly were more satisfied. As explained above, the previous research compared students' response of Grammarly and traditional non-automated feedback. While the difference with the current study is focuses on identifying the students' perceptions of the automated feedback Grammarly in undergraduate thesis writing.

Second, Yulianti and Reni (2018) conducted a research entitled *Utilizing Grammarly in Teaching Writing Recount Text Through Genre-Based Approach*. This study was conducted to investigate on utilizing Grammarly, a

free online rater, in teaching writing recount text through Genre-Based Approach (GBA). This study employed pre-experimental design one group pretest-post test. The data collected from questionnaire and pretest-post test. The data showed that students had positive perception in using technology in learning writing recount text. The students thought that using word processing and Grammarly, an online rater, helped them in writing process. The previous research was aimed to know the student's improvement and perceptions using Grammarly in recount text, while the difference with the current study is only focuses on students' perceptions of the use of Grammarly in undergraduate thesis writing.

Third, a research conducted by Nanning, Saepuddin, and Munawir (2021) entitled *An Analysis of Grammatical Error in Writing Skill*. This research was to find out the kinds of grammatical errors made by the students in writing undergraduate theses and to find out the most common error made by the students. The population of this research was the English students' undergraduate theses. This research used cluster random sampling technique. The researchers chose 20 backgrounds of undergraduate theses as the sample. The result of this research found eight kinds of grammatical error made by the students namely Article, Verb Tense, Subject-Verb Agreement, Singular/Plural, Word Class, Sentence Structure, Spelling, and Punctuation. The previous study was analyzed the students' grammatical error in undergraduate thesis writing by traditionally or manual analyze technique while the difference with the current study is the use of an online automated

feedback program Grammarly for checking Grammatical errors in undergraduate thesis writing.

Fourth, Ghufron (2019) conducted a research entitled *Exploring an Automated Feedback Program Grammarly and Teacher Corrective Feedback in EFL Writing Assessment: Modern Vs Traditional Assessment*. The purpose of this study was to explore the teachers and students' perceptions and attitudes toward the implementation of Grammarly and teacher corrective feedback, and uncovering the strengths and weaknesses of the use of Grammarly and teacher corrective feedback in EFL writing class. This study employs a case study design. The result show the positive perceptions and attitudes of teachers and students on the implementation of both Grammarly and teacher corrective feedback. Grammarly is better in reducing errors in terms of vocabulary usages (diction), language use (grammar), and mechanics of writing (spelling and punctuation). However, it is less effective to improve the content and organization of students' EFL writing. On the contrary, teacher corrective feedback is better in terms of improving the content, organization, and mechanics of writing, but it is less effective in terms of language use and diction. The previous study was aimed to know the students' perceptions toward both the implementation of Grammarly and teacher corrective feedback while the difference of the current study is students' perception of the automated feedback program Grammarly in writing thesis.

Fifth, research conducted by Abolfazl Qassemzadeh and Hassan Soleimani (2016) entitled *The Impact of Feedback Provision by Grammarly Software*

and Teachers on Learning Passive Structures by Iranian EFL Learners. The purpose of the research was to explore the impact of feedback provision by Grammarly Software and teachers on learning passive structures by EFL learners. The participants of the research were seventy intermediate female and male of EFL learners. The results of the data gathered from pre-test and post test reveal that the effect of teacher on learning passive structure, in pre-test and post-test, were more than the effect of Grammarly Software on learning passive structure of the learners, and the effect of Grammarly Software on learning passive structure in delayed post-test scores was more than the effect of teacher on learning passive structure of learners. The results might have implications for language teachers, learners, and materials developers. The previous research was aimed to know the student's improvement and perceptions using Grammarly in passive sentence while the difference with the current study is only focuses on student's perception of the use of Grammarly in undergraduate thesis writing.

Sixth, researched by Tambunan, Andayani, Setiasari, Lubih, and Saragih (2020) 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 (1992) theory. The results show student-researchers are still struggling to use verb-form issues, nouns, and tenses. At last, word form

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.

Seventh, research conducted by Karyuatry, Rizqan, and Darayani (2018) entitled *Grammarly as A Tool to Improve Students' Writing Quality: Free Online-Proofreader Across the Boundaries*. The purpose of the research is to finding out whether the use of Grammarly could improve the students' writing quality related to writing descriptive. This study is conducted based on the lecturer's observation which implied that students had a problem with grammar and diction. From the interview, the lecturer said that the students felt bored and uninterested in writing. Moreover, most of the students thought that writing in English is so difficult. In order to overcome the problems, the researchers collaborated with the lecturer conducted an action research which involved 40 students. The research data were collected by three instruments, interview, students' essays, and questionnaires. Then, the result show that when Grammarly is used in teaching descriptive, there are 32 (82%) out of 40 students passed the passing grade. The researchers concluded that Grammarly can be used as an appropriate tool to minimize errors and improve students' writing quality. The previous study was aimed to know how the use of Grammarly could improve the students' writing quality related to writing descriptive while the difference with the current study is the use of Grammarly for checking grammatical errors in writing thesis.

Eight, research conducted by Fahmi and Cahyono (2021) entitled *EFL Students' Perception On the Use of Grammarly and Teacher Feedback*. This study examined the students' perception on the use of Grammarly and teacher feedback on their writing. It also sought to know whether the students' English proficiency level influences their perception. The participants included 26 undergraduate students of the Faculty of Law who were taking an English for Specific Purpose (ESP) writing course when the data were collected. The data were the students' responses to the questionnaire and their TOEFL scores. The result of the analysis showed that the students perceived the use of Grammarly and teacher feedback positively. 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 undergraduate thesis writing.

The ninth, research conducted by Pratama (2020) entitled *The Investigation Of Using Grammarly As Online Grammar Checker In The Process Of Writing*. This research aimed to investigate the students' perception toward the use of Grammarly as online grammar checker in the process of writing. This is a qualitative research with survey research as the research design. The participants of this research were 30 students of English Education Department from 6th and 8th semester at one of the state university in Karawang. Questionnaire and Interview are used by the writer as data collection techniques. The result showed that the students perceive positive and negative perception about Grammarly as online grammar checker.

Students believed that Grammarly can assist them in checking their grammar, punctuation, and spelling. Besides, the feedback of Grammarly can help them to improve their grammar. In addition, students believed that Grammarly is easy to use. However, Grammarly has some weakness for students such as it requires stable internet connection and sometimes the result is not inappropriate. The previous research used Grammarly as online grammar checker in the process of writing, while the difference with the current study is the use of Grammarly in undergraduate thesis writing.

The last, 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 finding revealed that Grammarly is useful in writing English essays. Even though the students only used the free version of Grammarly, almost of students agree that it is recommended to support English students in writing English essays. The previous research was aimed to know the students' view of the use of Grammarly in essay writing, while the difference with the current study is the use of Grammarly in undergraduate thesis writing.

B. Perception of EFL/ESL Students on Grammar in Academic Writing

McDonald (2012, p. 3) state that perception is a personal expression of how one sees the world, which is influenced by a variety of social factors.

Burns (2009, p. 304) states that self-perception encompasses all personal behaviors and beliefs about oneself. It is also influenced by how others react to them. This perception will then influence a person's attitude, as well as the demeanors and choices that individual makes throughout their lives. Positive and negative perception are two categories of perception:

Positive perception is a deep understanding of something, someone who perceives something or the world in positive way. Someone with a positive perception attract many positive things into their own life. Meanwhile, negative perception refers to person's negative attitude about something or the environment that they observe.

Student's perception is a process in which a student uses their senses to examine and evaluate an object that is valid and still has to do with their educational environment, in order to offer meaning and interpretation to the objects that will be observed.

There are various qualities of academic writing that are regarded to be characteristics of academic writing. These traits distinguish academic writing from personal writing. The goal of academic writing, according to Simanskiene (2005, p. 18), is to inform the reader. Rather than attempting to persuade or entertain.

Quality of academic writing requires grammatical precision because it allows the writer to express ideas clearly, accurately, and exactly. Academic publications are supposed to follow recognized English grammar standards such as accurate sentence construction, correct subject-verb agreement,

consistent and appropriate tense, and the use of articles. Many college students, on the other hand, are still developing their writing skills, and their linguistic choices may not always be precise or successful.

Ratnawati et al. (2018, p. 11) argue that the students struggled with academic writing since the requisite skills were not taught in their previous academic writing course. Throughout the academic writing course, the use of proper grammar, such as correct tenses, agreements, reporting verbs, and preposition, is regarded as the most challenging. Students may struggle with difficult-to-segment structures, such as constructions without function words or with unclear function words, as well as structures that place a large demand on short-term memory, such as interruptions and protracted subject-noun phrases, at the sentence level.

Cavaleri and Dianati (2016, p. 2) argue that students should have procedures for learning grammar rules and checking their work, because they may lose marks if they do not follow English grammatical conventions. Clerehan and Moore (1995, p. 10) state that students from non-English speaking backgrounds have considerable challenges with various areas of English grammar. These issues are distinct from those experienced by native English speakers. These include the use of articles, word order, word formation, preposition selection, relative pronoun omission, and plural omission. Students must have tools for learning grammar rules and checking their work, as failing to follow English grammatical standards might result in a loss of marks.

C. English Grammar in Undergraduate Thesis Writing

According to Gerot and Wigel (1994, p.2) Grammar is a theory of language that describe how language is put together and functions. To produce a good thesis writing, the writer need to comprehend the grammar structure. Azam (2014, p. 62) states that grammar is a set of rules for a language. It directs and redirects a language's structure and meaning. It is a parameter that emphasizes a language's appropriateness. Its job is to maintain a balance between the many objects in a language.

Azzam (2014, p. 62) states that grammar is a way of expressing the necessary portion of language that gives it its essence. Debata (2013, p. 483) argues that grammar explains the structure and method of accumulating words so that a magnificent sentence can be constructed. Grammar as a description of a language and a way of composing sentences in a language that includes some linguistic elements such as words and phrases. Grammar teaches us how to utilize words in the most effective way possible.

According to Richards and Schmidt (2010, p. 251) grammar is the structure and units of language that are formed into sentences by words and phrases. As a result of the previous definitions, it can conclude that grammar is the principle of putting words together in sentences to form meaningful and universal phrase constructions. Grammar can guide and redirect the structure and meaning of language by providing a guideline for the sentence. Grammar also has the responsibility of balancing the numerous objects of language, such as subject and predicate, subject verb agreement, word class, and so on.

Sugeng (2016, p. 3) argues that a language's grammar has at least four qualities. First, grammar for starters, is prescriptive. It instructs the language user on how to use the language properly. It's similar to etiquette norms, which serve as a beginning point for individuals to communicate. Second, grammar is meaningful. The elements of grammar such as vocabulary items each have their own meaning. Third, a language's grammar serves a variety of purposes. The ideational or representational function is one of the functions in which one utilizes language to express one's understanding of the universe. Fourth, grammar is defined as the physical existence. Despite the fact that grammar rules are mental phenomena, their conceptualization is based on brain activity, which is an integral part of the body, which is an integral part of the world.

Habibi, Wachyunni, and Husni (2017, p. 97) state that there are many problems in English writing that is capitalization problems, punctuation problem, poor organization/illogical sequence, grammatical error, spelling error, and confused on supporting ideas. Writing is an academic writing needs a lot of study and practice in order to expand learners writing skill.

Bowker (2007, p. 60) claims that when writing academic papers, writers should think about the audience, purpose, organization, style, flow, and presentation. According to Yakhontova (2003, p. 25) academic writing differs from everyday communication. The academic writer must ensure that the writing is written in a professional manner. Academic writing has a formal tone to it. The reader and the writer should be able to communicate clearly.

Academic writing has a distinct style from other types of writing. The fact that academic style varies from one field of study to the next complicates determining what is or is not academic. Thesis is one kinds of academic writing that has its own rules or differences from other writing genres. Firstly, the formal structure of presenting ideas. Secondly, author citation in literature. Thirdly, the use of punctuation, grammar, and spelling.

Students in the English department have been taught grammar courses since the beginning of their study, yet they still struggled with their thesis. Although the grammatical fault may appear minor, it is nevertheless an error that may have an impact on the overall quality of the writing.

Tom et al., (2013, p. 1) state that students in product approach writing classes are given writing projects, which they submit to their teacher for correction as a finished product. The teacher corrects the paper and returns it to the students in the hopes that they will remember their faults and not repeat them in the next writing project. The benefit is that students' ability to write improves as they are exposed to writing models. However, it often see little awareness from the students of their mistakes as most of the time students will put their papers away and forget about the comments given. More recently, a new approach to writing called the process approach emerged. This approach introduces a different way of dealing with the complexity of producing a good piece of writing. In this approach, writing is seen as a recursive process that involves a lot of planning, drafting and redrafting of ideas.

Writing as a process expressing ideas should be done in own leisure. Everyone has a same occasion to express everything their mean on the paper. Writing will be an enjoyable activity as long as someone having ideas and knowledge to actualize it. In fact, writing is not an easy activity event for someone especially in writing thesis. Before doing writing thesis, students are required to start generating their ideas. There are many difficult to be mastered by the students because it consists of the rules of English writing grammatically. The students also have to know about the structure of the English writing and the choice of words that are used in the writing.

In reality, there are many difficulties to write in English especially for English department students of IAIN Palangka Raya in the writing undergraduate thesis. Students could not write English with grammar well because of several reasons. In their thesis, students have difficulty in arranging the sentence to writer their thesis.

D. Automated Feedback Program Grammarly for Grammar Check

Perdana et al., (2019, p.2) state that online grammar checker is a tool that provide grammar checking for writing. not only grammar, it also includes spelling and punctuation. some can also check for contextual errors, word choices, and plagiarism in addition to simple repair. Grammar checker gives benefit to students. The tool helps students become better learners who are not afraid to write even if they make mistakes because they can recognize and repair their problems on their own. It can improve the students' writing by

highlighting and correcting grammar errors. They can learn the grammar rules from the feedback that provided by grammar checker.

Ghufron (2019, p. 2) states that one of the automated feedback tools that can be used in an EFL writing lesson is 'Grammarly.' It is a proofreading website that may be used to find grammatical problems in papers. This tool was founded in 2009 by Maz Lytvyn and Alex Shevchenko. Grammarly is accessible online through popular web browsers such as Chrome, Safari, and Firefox and is compatible with Mac, Windows, Android, and iOS devices (Grammarly, 2020). Most of students in schools and universities use this grammar checker to check the errors. In addition, students in IAIN Palangka Raya use it to check their grammar in writing.

There are two versions of Grammarly, those are free and premium. According to Cavaleri and Dianati (2016, p. 5) the free version of Grammarly is effective at detecting small errors such as comma errors and the use of articles. The premium version's features are more extensive. Furthermore, when the student access it, they must pay. Grammarly's premium version adds 150 more grammar points to the mix, as well as plagiarism detection, vocabulary development suggestions, and a contextual spelling feature. It also gives both a short and a detailed explanation of each grammar mistake. Grammarly for free only provides the features that relate to style, grammar, spelling, punctuation errors. The errors related to wordy sentence, and improper formating are categorized in feature of style. Grammarly premium Grammarly Premium is an automated proofreading system which can identify

errors related to 250 grammar rules (Grammarly Inc., 2017). The student need to upload their assignment and receive two scores. The first score is based on percentage accuracy, and the second is the total number of errors that the program has identified. Grammarly organizes the errors according to six categories: contextual spelling, grammar, punctuation, sentence structure, style and vocabulary enhancement. Even though premium service has more comprehensive features than free service, but the students seem to prefer to choose the free-service.

On the other hand, Grammarly also has strengths and weaknesses. Nova (2018, p. 5) states that there are four strengths of Grammarly. First, the software provides important feedback for learning progress. Students can undertake self-revision and learn to correct their errors in preparation for the next piece of writing. The second factor is the ease with which files can be downloaded. The assessment result can be downloaded without difficulty by learners. Third, a rapid rate of examination. The checking procedure is quick. It helps students save time when it comes to evaluating and modifying their academic writing. Finally, Grammarly is a completely free service. Meanwhile, Grammarly also has weaknesses, such as incorrect feedback, unnecessary reference list checking, and inability to evaluate content and context.

According to Neill and Russell (2019, p. 44) Grammarly provides various benefits to its users. First, Grammarly provides both direct and indirect criticism. The correction and explanation card can provide immediate

feedback, while the underlined error can provide indirect feedback. Nova (2018, p. 85) states that providing detailed feedback allows students to self-correct errors and obtain a better comprehension of grammar principles. Second, Grammarly may correct writing faults in a short amount of time. As a result, by using this program, users will save time. Furthermore, in the free edition of Grammarly, users do not have to pay to access some of the functions. Finally, people can improve their writing confidence. They check for problems on their own, so users aren't frightened to write and receive feedback from others.

Despite the fact that Grammarly is a complex application, users should carefully analyze each advice made by it. It also has drawbacks; for example, Grammarly's response was not always in line with the user's aim. It may cause users to consider whether or not to accept or disregard the comments. Second, the name, title, and article listed in the reference list are not editable. However, this application finds a writing reference list. Third, Grammarly can verify the coherency and cohesiveness of your writing. However, this tool lacks a feature that can detect the relationship between sentences.

E. Framework of The Research

In general, this study contains students' perception of the use of Grammarly in undergraduate thesis writing. Using questionnaire and interview to collect the data. The framework of this study is as follows:

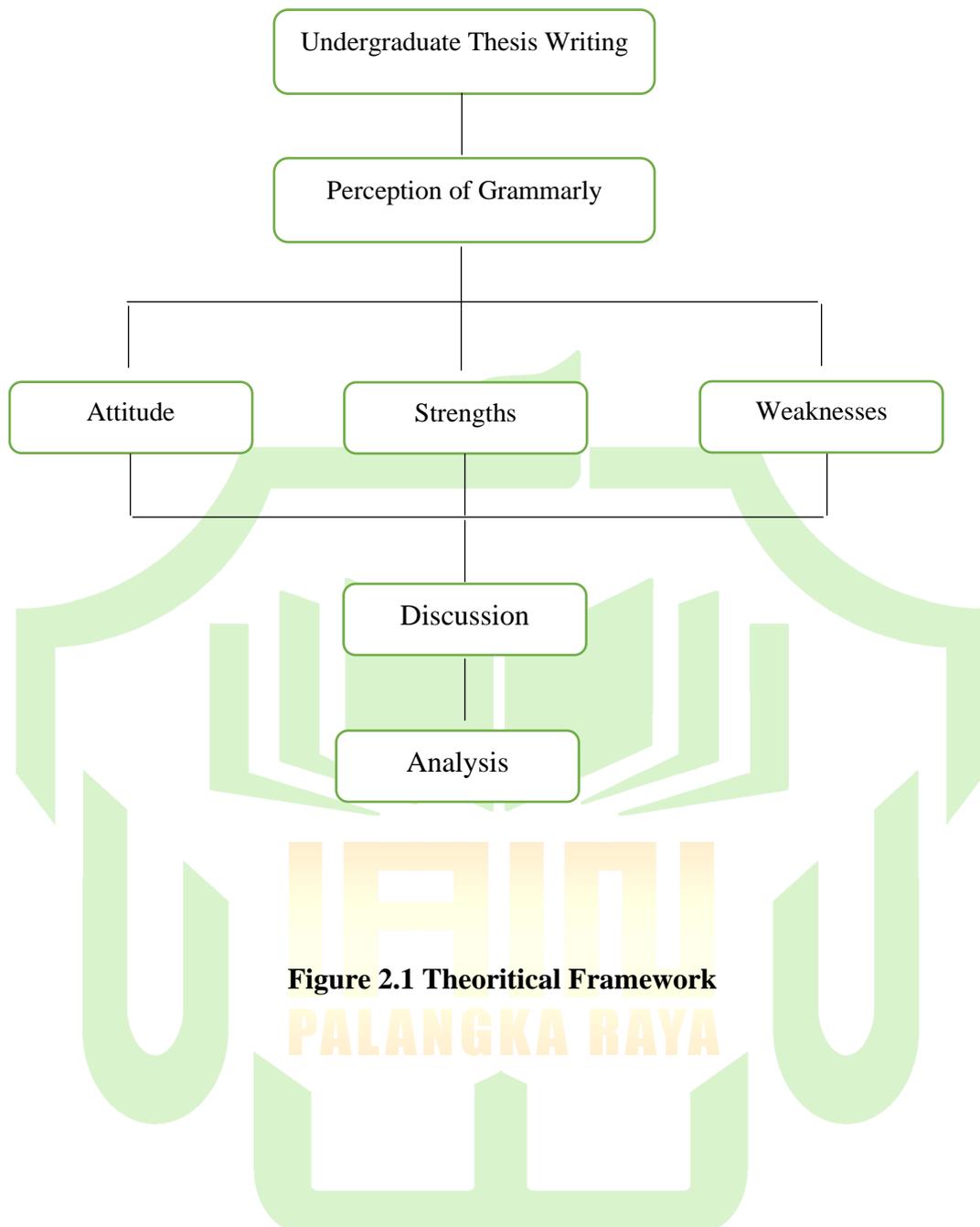


Figure 2.1 Theoretical Framework

PALANGKA RAYA

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of research design, subject of study, source of data research instrument, data collection procedure, data analysis procedure and data endorsement.

A. Research Design

The research design used mixed method which qualitative and quantitative are combined or mixed. Cresswell (2012, p. 535) states that 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. 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.

In addition, this research focused on students' perceptions on the use of Grammarly in undergraduate thesis writing quality. The data collected from the students' information.

B. Population and Sample

1. Population

According to Ary, et al., (2010, p.389) Population is defined as all members of any well-defined class of people, events, or objects. The population of this study are the students who take Thesis Writing course.

Population will investigate in this study is all of the students in thesis writing course at English education study program of IAIN Palangka Raya generation 2017. In thesis writing course of English Education Study Program of IAIN Palangka Raya, where there are 68 students.

2. Sample

Sample is a portion of population. It is a small group of people that is observed. According to Ary et al, (2010, p. 148) sample is a small group that is observed which is a portion of a population.

Meanwhile, the researcher used purposive sampling to take the sample. The researcher took 35 students who have experience in using Grammarly for check their undergraduate thesis writing.

C. Research Instrument

1. Research Instrument Development

a. Questionnaire

Ary et al, (2006, p. 648) state that questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their response.

According to Creswell (2011, p. 3), a questionnaire is data collection instrument consists of a series of questions and other prompts for the purpose of gathering information from respondents.

In this research, the researcher used close-ended questionnaire. Close-ended questions used scales of the Likert scale that is categorized into five categories of agreement, those are strongly

disagree = 1, disagree = 2, neutral = 3, agree = 4, and strongly agree = 5. In this research, close-ended questions will use to determine the perceived usefulness of the grammar feedback by evaluating the ways in which the students believe the feedback will helpful for their writing and confidence in the short and long term. The questionnaire consists of 15 items that adapted from the research instrument that employed by O'Neill and Russell (2019), and Cavaleri and Daniati (2016).

Table 3.1 Questionnaire Item Specification

Indicators	Item Specification
The students' preferences about grammar feedback	1-7
The students' preference about Grammarly features	8-15
The students' responses of the drawback of Grammarly	16-20

b. Interview

Ary (2006, p. 644) states that interview is oral questioning of a subject. It was used to gather data from interviewee in form of opinions, beliefs, and feelings about situations in their own words. They used it to help understanding the interviewee experiences and the meaning they make rather than to test hypotheses. The interview is a technique of collecting data trough interview process that goes in one

direction, the question came from the interview and answers given by interviewee.

According to Esterberg in Sugiyono stated that, there are three kinds of the interview. Namely, structured interview, semi structure interview, and unstructured interview. In this study, the researcher used unstructured interview. Sugiyono (2007, p. 320) states that unstructured interview is an interview that is free where researchers do not use the interview guides that have been arranged in a systematic and complete collection. Interview guides that are used only in the form outlines the issues to be asked.

In this research, the interview was adapting from the research instrument that developed by Ghufron (2019) and Aidil (2019). It consisted of 5 questions which explore their experience in using Grammarly to check their grammatical errors when they write undergraduate thesis.

Table 3.2 Interview Item Specification

Indicators	Item Specification
The students' frequency of using Grammarly	Item 1
The students' reason why do they interest in using Grammarly	Item 2
The students' opinion how helpful Grammarly is	Item 3

The students' opinion of using Grammarly	Item 4
The students' preference about the strength and weakness of Grammarly	Item 5

2. Instrument Validity

Ary et al., (2010, p. 224) state that validity is the most important consideration in developing and evaluating measuring instruments. Cohen et al., (2000, p. 128) argue that in questionnaire, to measure the validity is whether respondent who complete the questionnaire do so accurately, honestly and correctly and second whether those who fail to return their questionnaire would have given the same distribution of answer as did the returns.

a. Face Validity

Ary et al., (2010, p. 228) state that face validity is a term sometimes used in connection with a test's content. Face validity refers to the extent to which examinees believe the instrument is measuring what it is supposed to measure.

b. Content Validity

Shadish et al., (2002) argue that a non-statistical kind of validity that involves "systematic examination of the test content to decide whether it covers a sample distribution of the behaviour domain to be measured" or the extent to which a measuring instrument provides sufficient coverage of the topic understudy called content validity. If

the instrument contains a proportional sample of the universe, the content validity is good; its determination is principally judgmental and intuitive.

It is especially important for achievement tests; it is also a priority for other kinds of measuring instruments, like personality and aptitude measures. Content validity demands appropriateness between the flexibility to be measured and the test being used to measure it.

3. Instrument Reliability

Ary et Al., (2010, p. 237) state that the reliability of a measuring instrument is the degree of consistency with which it measures whatever it is measuring. On a theoretical level, reliability is concerned with the effect or error on the consistency of scores.

In designing a survey, as in all research, it is essential for researchers to strive for reliability. Mckey (2006, p. 41) states that in order to assure the reliability of a survey, several measures can be used:

1. The same survey can give on two occasions to the same individuals. Then the researcher can check to see how consistently the respondents gave the same response to the same item.
2. The way of assuring reliability is to have two forms of a survey and have individuals take both forms. The consistency of response on these two forms could again be checked.
3. The way to achieve reliability is to check the internal consistency of responses in a survey. In this case, if a survey contains several items

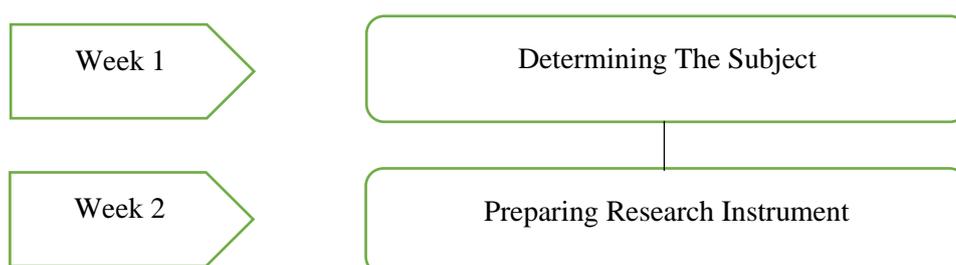
that ask similar questions but in different forms, then the researcher can check to see how consistently the respondents have answered these questions.

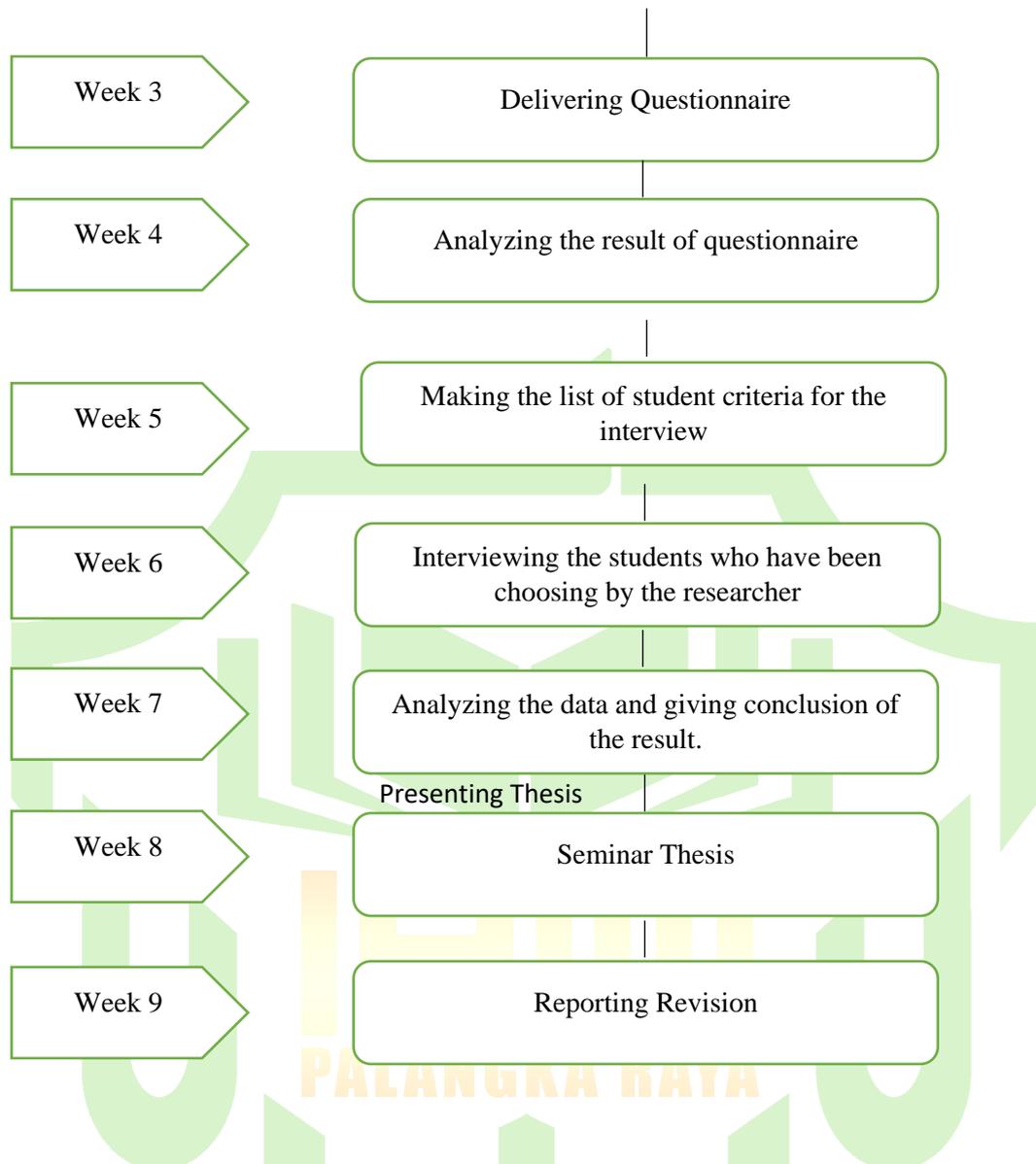
D. Data Collection Procedures

In this research, the researcher collected the data from questionnaire and interview

1. The researcher chose students who took thesis writing course which is going to be analyze.
2. The researcher prepared the instruments test, which is questionnaire.
3. The researcher delivered the questionnaire through google form.
4. The researcher analyzed the questionnaire and makes conclusion of the data.
5. The researcher made the list of student criteria for interview that will be chosen by researcher.
6. Each student who chose by researcher will interviewed for supporting the data.
7. The researcher made conclusion from the data finding and theories about the students' perceptions on the use of Grammarly in Thesis Writing.

Figure 3.3 Collecting and analyzing the data





E. Data Analysis Procedures

After collecting the data, the next step is analyzing the data. In this research, the researcher use questionnaire to survey the data. There is quantitative data collect from close-ended questionnaire. The data analyse by the researcher using statistical package for social science (SPSS) software. The researcher uses simple basic statistical techniques, as follows:

1. The researcher collected all main data (item scores/responses).

2. The researcher arranged the collected score into the distribution of the frequency of the score table.
3. The researcher calculated mean using formula, Median, Mode, and Standard Deviation.

a. Mean

Ary et al., (2010, p. 108) states that mean is sum all of the scores in a distribution divided by the number of cases. In term of a formula, it is:

$$\bar{X} = \frac{\sum x}{N}$$

Where: X = Mean value

Σ = Sum of

x = raw score

N = Number of case

b. Median

Ary et al., (2010, p.110) states that median (Med) is defined as that point in a distribution of measure which 50 percent of the cases lie (which means that the other 50 percent will lie above this point).

c. Mode/modus.

Ary et al., (2010, p. 111) states that mode is the value in a distribution that occurs most frequently.

d. The researcher calculates the deviation score and standard.

1) Deviation Score

$$x = X - \bar{X}$$

Where : x = Deviation score

X = raw score

\bar{X} = mean

2) Standard Deviation

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

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

n = Number of cases

4. Data Display

Sandra (2006, p. 42) Coding categories are the primary thing to do for the research when commit to compile survey research. The researcher assigns a numerical code to the data, the data needed to be recorded in some fashion. The best way to do this is in some kind of table in which the researcher identified the respondent in the left-hand column and use the rows in the table to list the participant's response to every item.

Once the data is compiled in a table, it must be displayed in some ways. There are several possible alternatives:

- a. One is to simply report the frequency of every response. Hence, within the example of having students rank the importance of each skill, one could simply describe how many students ranked writing as one, and how many ranked listening collectively, and so on.

- b. A second alternative is to explain the results in percentages. If researchers choose to describe the results in terms of frequency or percentages they could also display these results in other form such as a figure using a bar graph or pie chart. Visually displaying results in this way often make it easier to focus on the results of the survey.

Table 3.3 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 Disagree

5. Data Conclusion

The researcher finds a conclusion answering for formulating the problems. The researcher makes conclusion from all the data that is collected to make a clear understanding for the students.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter consists of data presentation, research findings and discussions of the research.

A. Data Presentation

In this section presented as results of the research on Students' Perceptions of the Use of Grammarly in Undergraduate Thesis Writing at IAIN Palangka Raya by using questionnaire and interview as main instrument for collecting the data. The presented data consisted of responses, mean, median, modus and standard deviation.

1. Result of questionnaire.

To collect the first research problem data of the research, the researcher used questionnaire. There were 20 items of the questionnaire as the instruments for collecting the data. The questionnaire was adopted from O'Neill and Russell (2019), and Cavaleri and Dianati (2016). The questionnaire was distributed in form of Google form and given to 35 students as the sample of the research, they are English Education Students of 2017 who have been chosen by purposive sampling technique. The questionnaire was shared by google form link through WhatsApp on September, 05 – 2021 at IAIN Palangka Raya. The result of questionnaire was described in table 4.1

Table 4.1 Result of questionnaire

N	Statement	Number & Percent	Scale					Total
			SD= 1	D=2	N=3	A=4	SA=5	
1.	It was important for me to get grammar feedback on my writing	Number	0	1	1	10	23	35
		Percent	0%	2,9%	2,9%	28,6%	65,7%	100%
2.	I don't always feel confident that I Have Written correct sentences	Number	0	1	10	11	13	35
		Percent	0%	2,9%	28,6%	31,4%	37,1%	100%
3.	Grammarly gives detailed feedback	Number	0	2	6	13	14	35
		Percent	0%	5,7%	17,1%	37,1%	40,0%	100%
4.	The feedback of Grammarly improves my writing	Number	0	2	5	14	14	35
		Percent	0%	5,7%	14,3%	40,0%	40,0%	100%
5.	It was easy to make grammatical changes to my writing using the feedback	Number	0	2	3	11	19	35
		Percent	0%	5,7%	8,6%	31,4%	54,3%	100%
6.	Feedback of Grammarly makes me feel more confident with my writing	Number	0	1	4	13	17	35
		Percent	0%	2,9%	11,4%	37,1%	48,6%	100%
7.	Grammarly has helped me understand grammar rules	Number	0	0	4	11	20	35
		Percent	0%	0%	11,4%	31,4%	57,1%	100%
8.	Language style is one of Grammarly	Number	0	1	4	13	17	35

	features that consist of the word selection based on the text							
		Percent	0%	2,9%	11,4%	37,1%	48,6%	100%
9.	Grammar is one of Grammarly features that consist of the use of subject, verb, preposition, etc	Number	0	0	0	17	18	35
		Percent	0%	0%	0%	48,6%	51,4%	100%
10.	Spelling is one of Grammarly features that consist of the incorrect and confusing word	Number	1	3	5	13	13	35
		Percent	2,9%	8,6%	14,3%	37,1%	37,1%	100%
11.	Punctuation is one of the Grammarly features that consist of punctuation in a sentence.	Number	0	3	3	14	15	35
		Percent	0%	8,6%	8,6%	40,0%	42,9%	100%
12.	Grammarly helps me corrected my language style in writing	Number	0	0	7	14	14	35
		Percent	0%	0%	20,0%	40,0%	40,0%	100%
13.	Grammarly helps me corrected grammar in writing	Number	0	1	3	9	22	35
		Percent	0%	2,9%	8,6%	25,7%	62,9%	100%
14.	Grammarly helps me corrected spelling in writing	Number	0	3	3	11	18	35
		Percent	0%	8,6%	8,6%	31,4%	51,4%	100%
15.	Grammarly helps me	Number	0	1	4	11	19	35

	corrected punctuation in writing							
		Percent	0%	2,9%	11,4%	31,4%	54,3%	100%
16.	It was easy to understand the errors because the explanations given were clear	Number	0	2	3	12	18	35
		Percent	0%	5,7%	8,6%	34,3%	51,4%	100%
17.	Grammarly saves my time in correcting the errors	Number	1	0	6	10	18	35
		Percent	2,9%	0%	17,1%	28,6%	51,4%	100%
18.	The Grammarly feedback is not always helpful	Number	9	9	9	4	4	35
		Percent	25,7%	25,7%	25,7%	11,4%	11,4%	100%
19.	I do not agree with some suggesstions	Number	7	8	11	6	3	35
		Percent	20,0%	22,9%	31,4%	17,1%	8,6%	100%
20.	I cannot understand the explanations	Number	11	13	5	4	2	35
		Percent	31,4%	37,1%	14,3%	11,4%	5,7%	100%

The result of The Students' Perception of The Use Of Grammarly in Undergraduate Thesis Writing was obtained by using the questionnaire as the main instrument to collect the data. The questionnaire consisted of responses, central tendency (mean, median, modus), and standard deviation. There were 35 students of English Education Academic year 2017 in the 9th semesters who were chosen as purpose sampling in this research.

Then, all the score was tabulated in the table as follows:

Note : SA : Strongly Agree Mn : Mean

12.	Number	0	0	7	14	14	4.20	4.00	4	.759
	Percent	0	0	20.0	40.0	40.0				
13.	Number	0	1	3	9	22	4.49	5.00	5	.781
	Percent	0	2.9	8.6	25.7	62.9				
14.	Number	0	3	3	11	18	4.26	5.00	5	.950
	Percent	0	8.6	8.6	31.4	51.4				
15.	Number	0	1	4	11	19	4.37	5.00	5	.808
	Percent	0	2.9	11.4	31.4	54.3				
16.	Number	0	2	3	12	18	4.31	5.00	5	.867
	Percent	0	5.7	8.6	34.3	51.4				
17.	Number	1	0	6	10	18	4.26	5.00	5	.950
	Percent	2.9	0	17.1	28.6	51.4				
18.	Number	9	9	9	4	4	2.57	2.00	1	1.313
	Percent	25.7	25.7	25.7	11.4	11.4				
19.	Number	7	8	11	6	3	2.71	3.00	3	1.226
	Percent	20.0	22.9	31.4	17.1	8.6				
20.	Number	11	13	5	4	2	2.23	2.00	2	1.190
	Percent	31.4	37.1	14.3	11.4	5.7				

Based on the table 4.1, the result described that the highest mean score was 4.57 in item number 1 and the minimum mean score was 2.23 in item number 20. The median score that highest was in item 1, 5, 9, 13, 14, 15, 16, 17 with 5.00 score. The mode was in item 1, 2, 3, 5, 6, 7, 8, 9 with score 5 and the minimum was 1 in item number 18. In standard deviation, item number 18 is the highest score with 1.313 and the lowest was item number 9 with .507 score. These were the analysed result of 20 item questionnaire.

Based on the table above, it could be concluded as item by item. To discuss the table about the result of questionnaire as follows:

Table 4.3 Result of analysis survey item 1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.9	2.9	2.9
	N	1	2.9	2.9	5.7
	A	10	28.6	28.6	34.3
	SA	23	65.7	65.7	100.0
	Total	35	100.0	100.0	

Item 1, *"It was important for me to get grammar feedback on my writing"*. There was a student who choose option Disagree (2.9%). There was a student who choose option Neutral (2.9%). There were 10 students who choose option Agree (28.6%). There were 23 students who choose option Strongly Agree (65.7%).

Table 4.4 Result of analysis survey item 2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.9	2.9	2.9
	N	10	28.6	28.6	31.4
	A	11	31.4	31.4	62.9
	SA	13	37.1	37.1	100.0
	Total	35	100.0	100.0	

Item 2, *"I don't always feel confident that I have written correct sentences"*. There was a student who choose option Disagree (2.9%). There were 10 students who choose option Neutral (28.6%). There were 11 students who choose option Agree (31.4%). There were 13 students who choose option Strongly Agree (37.1%).

Table 4.5 Result of analysis survey item 3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	5.7	5.7	5.7
	N	6	17.1	17.1	22.9
	A	13	37.1	37.1	60.0
	SA	14	40.0	40.0	100.0
	Total	35	100.0	100.0	

Item 3, “*Grammarly gives detailed feedback*”. There were 2 students who choose option Disagree (5.7%). There were 6 students who choose option Neutral (17.1%). There were 13 students who choose option Agree (37.1%). There were 14 students who choose option Strongly Agree (40.0%).

Table 4.6 Result of analysis survey item 4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	5.7	5.7	5.7
	N	5	14.3	14.3	20.0
	A	14	40.0	40.0	60.0
	SA	14	40.0	40.0	100.0
	Total	35	100.0	100.0	

Item 4, “*The feedback of Grammarly improves my writing*”. There were 2 students who choose option Disagree (5.7%). There were 5 students who choose option Neutral (14.3%). There were 14 students who choose option Agree (40.0%). There were 14 students who choose option Strongly Agree (40.0%).

Table 4.7 Result of analysis survey item 5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	5.7	5.7	5.7
	N	3	8.6	8.6	14.3
	A	11	31.4	31.4	45.7
	SA	19	54.3	54.3	100.0
	Total	35	100.0	100.0	

Item 5, “*It was easy to make grammatical changes to my writing using the feedback*”. There were 2 students who choose option Disagree (5.7%). There were 3 students who choose option Neutral (8.6%). There were 11 students who choose option Agree (31.4%). There were 19 students who choose option Strongly Agree (54.3%).

Table 4.8 Result of analysis survey item 6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.9	2.9	2.9
	N	4	11.4	11.4	14.3
	A	13	37.1	37.1	51.4
	SA	17	48.6	48.6	100.0
	Total	35	100.0	100.0	

Item 6, “*Feedback of Grammarly makes me feel more confident with my writing*”. There was a student who choose option Disagree (2.9%). There were 4 students who choose option Neutral (11.4%). There were 13 students who choose option Agree (37.1%). There were 17 students who choose option Strongly Agree (48.6%).

Table 4.9 Result of analysis survey item 7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	4	11.4	11.4	11.4
	A	11	31.4	31.4	42.9
	SA	20	57.1	57.1	100.0
	Total	35	100.0	100.0	

Item 7, *“Grammarly has helped me understand grammar rules”*.

There were 4 students who choose option Neutral (11.4%). There were 11 students who choose option Agree (31.4%). There were 20 students who choose option Strongly Agree (57.1%).

Table 4.10 Result of analysis survey item 8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.9	2.9	2.9
	N	4	11.4	11.4	14.3
	A	13	37.1	37.1	51.4
	SA	17	48.6	48.6	100.0
	Total	35	100.0	100.0	

Item 8, *“Language style is one of Grammarly features that consist of the word selection based on the context”*. There was a student who choose option Disagree (2.9%). There were 4 students who choose option Neutral (11.4%). There were 13 students who choose option Agree (37.1%). There were 17 students who choose option Strongly Agree (48.6%).

Table 4.11 Result of analysis survey item 9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A	17	48.6	48.6	48.6
	SA	18	51.4	51.4	100.0
	Total	35	100.0	100.0	

Item 9, “Grammar is one of Grammarly features that consist of the use of subject, verb, preposition, etc”. There were 17 students who choose option Agree (48.6%). There were 18 students who choose option Strongly Agree (51.4%).

Table 4.12 Result of analysis survey item 10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.9	2.9	2.9
	D	3	8.6	8.6	11.4
	N	5	14.3	14.3	25.7
	A	13	37.1	37.1	62.9
	SA	13	37.1	37.1	100.0
	Total	35	100.0	100.0	

Item 10, “Spelling is one of Grammarly features that consist of the incorrect and confusing word”. There was a student who choose option Strongly Disagree (2.9%). There were 3 students who choose option Disagree (8.6%). There were 5 students who choose option Neutral (14.3%). There were 13 students who choose option Agree (37.1%). There were 13 students who choose option Strongly Agree (37.1%).

Table 4.13 Result of analysis survey item 11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	8.6	8.6	8.6
	N	3	8.6	8.6	17.1
	A	14	40.0	40.0	57.1
	SA	15	42.9	42.9	100.0
	Total	35	100.0	100.0	

Item 11, “Punctuation is one of Grammarly features consist of the use of punctuation in a sentence”. There were 3 students who choose option Disagree (8.6%). There were 3 students who choose option Neutral (8.6%). There were 14 students who choose option Agree (40.0%). There were 15 students who choose option Strongly Agree (42.9%).

Table 4.14 Result of analysis survey item 12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	N	7	20.0	20.0	20.0
	A	14	40.0	40.0	60.0
	SA	14	40.0	40.0	100.0
	Total	35	100.0	100.0	

Item 12, “Grammarly helps me corrected the language style in my writing”. There were 7 students who choose option Neutral (20.0%). There were 14 students who choose option Agree (40.0%). There were 14 students who choose option Strongly Agree (40.0%).

Table 4.15 Result of analysis survey item 13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.9	2.9	2.9
	N	3	8.6	8.6	11.4
	A	9	25.7	25.7	37.1
	SA	22	62.9	62.9	100.0
	Total	35	100.0	100.0	

Item 13, “*Grammarly helps me corrected grammar in writing*”. There was a student who choose option Disagree (2.9%). There were 3 students who choose option Neutral (8.6%). There were 9 students who choose option Agree (25.7%). There were 22 students who choose option Strongly Agree (62.9%).

Table 4.16 Result of analysis survey item 14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	3	8.6	8.6	8.6
	N	3	8.6	8.6	17.1
	A	11	31.4	31.4	48.6
	SA	18	51.4	51.4	100.0
	Total	35	100.0	100.0	

Item 14, “*Grammarly helps me corrected spelling in writing*”. There were 3 students who choose option Disagree (8.6%). There were 3 students who choose option Neutral (8.6%). There were 11 students who choose option Agree (31.4%). There were 18 students who choose option Strongly Agree (51.4%).

Table 4.17 Result of analysis survey item 15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	1	2.9	2.9	2.9
	N	4	11.4	11.4	14.3
	A	11	31.4	31.4	45.7
	SA	19	54.3	54.3	100.0
	Total	35	100.0	100.0	

Item 15, *“Grammarly helps me corrected punctuation in writing”*.

There was a student who choose option Disagree (2.9%). There were 4 students who choose option Neutral (11.4%). There were 11 students who choose option Agree (31.4%). There were 19 students who choose option Strongly Agree (54.3%).

Table 4.18 Result of analysis survey item 16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	D	2	5.7	5.7	5.7
	N	3	8.6	8.6	8.6
	A	12	34.3	34.3	34.3
	SA	18	51.4	51.4	100.0
	Total	35	100.0	100.0	

Item 16, *“It was easy to understand the errors because the explanations given were clear”*. There were 2 students who choose option Disagree (5.7%). There were 3 students who choose option Neutral (8.6%). There were 12 students who choose option Agree (34.3%). There were 18 students who choose option Strongly Agree (51.4%).

Table 4.19 Result of analysis survey item 17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	1	2.9	2.9	2.9
	N	6	17.1	17.1	20.0
	A	10	28.6	28.6	48.6
	SA	18	51.4	51.4	100.0
	Total	35	100.0	100.0	

Item 17, “*Grammarly saves my time in correcting the errors*”. There was a student who choose option Strongly Disagree (2.9%). There were 6 students who choose option Neutral (17.1%). There were 10 students who choose option Agree (28.6%). There were 18 students who choose option Strongly Agree (51.4%).

Table 4.20 Result of analysis survey item 18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	9	25.7	25.7	25.7
	D	9	25.7	25.7	51.4
	N	9	25.7	25.7	77.1
	A	4	11.4	11.4	88.6
	SA	4	11.4	11.4	100.0
	Total	35	100.0	100.0	

Item 18, “*The grammarly feedback is not always helpful*”. There were 9 students who choose option Strongly Disagree (25.7%). There were 9 students who choose option Disagree (25.7%). There were 9 students who choose option Neutral (25.7%). There were 4 students who choose option

Agree (11.4%). There were 4 students who choose option Strongly Agree (11.4%).

Table 4.21 Result of analysis survey item 19

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	7	20.0	20.0	20.0
	D	8	22.9	22.9	42.9
	N	11	31.4	31.4	74.3
	A	6	17.1	17.1	91.4
	SA	3	8.6	8.6	100.0
	Total	35	100.0	100.0	

Item 19, *"I do not agree with some of the suggestions"*. There were 7 students who choose option Strongly Disagree (20.0%). There were 8 students who choose option Disagree (22.9%). There were 11 students who choose option Neutral (31.4%). There were 6 students who choose option Agree (17.1%). There were 3 students who choose option Strongly Agree (8.6%).

Table 4.22 Result of analysis survey item 20

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	SD	11	31.4	31.4	31.4
	D	13	37.1	37.1	68.6
	N	5	14.3	14.3	82.9
	A	4	11.4	11.4	94.3
	SA	2	5.7	5.7	100.0
	Total	35	100.0	100.0	

Item 20, “*I cannot understand the explanations*”. There were 11 students who choose option Strongly Disagree (31.4%). There were 13 students who choose option Disagree (37.1%). There were 5 students who choose option Neutral (14.3%). There were 4 students who choose option Agree (11.4%). There were 2 students who choose option Strongly Agree (5.7%).

Table 4.23 Final Result of Analysis Students’ Perceptions

No.	Score	Categorized
1.	91	Strongly Agree
2.	80	Strongly Agree
3.	82	Strongly Agree
4.	83	Strongly Agree
5.	87	Strongly Agree
6.	86	Strongly Agree
7.	89	Strongly Agree
8.	86	Strongly Agree
9.	90	Strongly Agree
10.	79	Agree
11.	83	Strongly Agree
12.	84	Strongly Agree
13.	90	Strongly Agree
14.	85	Strongly Agree
15.	87	Strongly Agree
16.	86	Strongly Agree
17.	85	Strongly Agree
18.	51	Neutral
19.	54	Neutral
20.	44	Neutral

$$\begin{aligned}\text{Final result} &= \frac{\text{Total Score}}{\text{Total Item}} \\ &= \frac{1602}{20} \\ &= 80,1 \text{ (Strongly Agree)}\end{aligned}$$

Based on the questionnaire result, the students' perceptions of the use of Grammarly in undergraduate thesis writing showed the positive perception toward the use of Grammarly in checking their undergraduate thesis writing. The total item questionnaire consisted of 20 questions with the final result was 80,1% and categorized Strongly Agree.

2. Result of interview

To answer the second research problem of the research which is to know the strength and weakness of Grammarly, the interview was adapted from Ghufron (2019) and Aidil (2019). The interview consisted of 5 questions which is explore the students' opinion of using Grammarly to help them checked their thesis writing and also the strength and weakness of Grammarly. The samples are RS, NFV, LT, RA and J. The interview was conducted on September 11, 2021.

The interview data are to support, export, and explain the reason for Grammarly app in order to help students to check their thesis writing. In this study, the researcher found several similiarities of the use of Grammarly in thesis writing that had been chosen in the

questionnaire for 5 students as a sample who would be interviewed.

All of the interview data explained dealing with the questions:

a. How often do you use Grammarly in order to help you to check your grammar mistakes in thesis writing?

RA, NFV, LT, and J have similar reasons. They stated that:

“They said that they used Grammarly is quite often when they write their thesis”. (The interview was conducted on September 11, 2021 with RS, NFV, LT, RA and J at IAIN Palangka Raya)

b. Why do you interest using Grammarly app?

RS, NFV, LT, RA and J stated that:

“The reason of using Grammarly is because Grammarly easy to use, easy to access and it has simple features”. This statement related to Grammarly (2017) Grammarly as one of developed AWE program in 21st century, has been claimed as an easy tool that can help students and academies on their writing by checking the spelling, grammar, and punctuation errors and providing a comprehensive and useful feedback. People can download it for free on Play Store or access it through their website. The interview support data questionnaire number 5. (The interview was conducted on September 11, 2021 with RS, NFV, LT, RA and J at IAIN Palangka Raya)

c. How useful does Grammarly help you in correcting your thesis writing?

RS, NFV, LT, RA and J stated that:

“They said that Grammarly is very useful in their writing to avoid mistake on writing and also it helps saving their time in writing because it doesn’t need to be checked repeatedly”. This statement related to Nova (2018, p. 85) explains that Grammarly gives detailed feedback, so the students could revise the errors by themselves and gain better understanding of Grammar rules. Grammarly also could revise the errors of writing in a short time. The interview support data questionnaire number 17. (The interview was conducted on September 21, 2021 with RS, NFV, LT, RA and J at IAIN Palangka Raya)

d. What do you think about using Grammarly?

RS, NFV, LT, RA and J have similar answer. The stated that:

“Using Grammarly make it easier for writer to write in order to get better result”. This interview support data questionnaire number 5. (The interview was conducted on September 11, 2021 with RS, NFV, LT, RA and J at IAIN Palangka Raya)

e. What are the strength and weakness of Grammarly app?

RS, NFV, LT, RA and J stated that:

“The strength of Grammarly are: (1) When the writer can upload a file to Grammarly, it can give the direct suggestion. Then, the writer just need to click the revision. The wrong word will replace automatically. (2) For premium version of Grammarly, it helped the writer analyzed the plagiarism of the sentences. While the weakness of Grammarly are: (1) It can’t detect what tenses does the writer use in the same parts of the writer’s work, such as simple present tenses or simple past

tenses. It just detects the writer's own mistakes. (2) The writer need to pay to get the premium version of Grammarly which is contain the more complete features than the free version one. This statement related to Ghufron (2019, p. 7) explains that Grammarly is better in reducing errors in terms of vocabulary usages (diction), language use (grammar), and mechanics of writing (spelling and punctuation). However, it is less effective to improve the content and organization of students' EFL writing. The interview support data questionnaire number 16. (The interview was conduct on September 11, 2021 with RS, NFV, LT, RA and J at IAIN Palangka Raya)

From all the questions above, the researcher concluded that the use of Grammarly helped students to correct their thesis writing had positive perceptions and the features of Grammarly is easy to use, and also Grammarly gives clear feedback.

B. Research Findings

In this section, the data finding of the study would be separated based on the research problem of the study. Each research problem would be showed the table categorized based on each item specification. Here are the research findings of the study.

1. Students' Perceptions of the Feature of Grammarly

a. The use of Grammarly for spelling corrections

From the questionnaire about the students' perceptions of the feature of Grammarly, the researcher found as follow on the table:

Table. 4.23 Spelling Feature

Item	Statements	Percent	Mn	SD	Result	Score
10.	Spelling is one of Grammarly feature that consist of the incorrect and confusing words	37,1%	3.97	1.071	Agree	79
14.	Grammarly helps me corrected spelling in writing.	51,4%	4.26	.950	Strongly Agree	85

By divide the score total with the item of questionnaire the result of table 4.23 showed 82% categorized Strongly Agree that the spelling feature of Grammarly covers the incorrect and confusing words and it corrects spelling in writing.

From the interview about the students' perceptions of the use of Grammarly, RS said that "Most of my mistakes were spelling. Grammarly helps me to correct my spelling automatically and I don't need to look for how to spell word in the dictionary".

b. The use of Grammarly for Grammar corrections

From the questionnaire about the students' perceptions of the feature of Grammarly, the researcher found as follow on the table:

Table 4.24 Grammar feature

Item	Statements	Percent	Mn	SD	Result	Score
9.	Grammar is one of Grammarly features that consist of the use	51,4%	4.51	.507	Strongly Agree	90

	of subject, verb, preposition, etc					
13.	Grammarly helps me corrected grammar in writing	62,9%	4.49	.781	Strongly Agree	90

By divide the score total with the item of questionnaire the result of the table 4.24 showed 90% categorized strongly agree that the grammar feature covers the use of subject, verb, preposition, etc and correct grammar in writing.

From the interview about students' perceptions of the use of Grammarly, NFV said that "Grammarly can directly check the thesis writing errors especially my grammar mistakes. It helps me to change my grammar mistakes using the feedback".

c. The use of Grammarly for punctuation

From the questionnaire about the students' perceptions of the feature of Grammarly, the researcher found as follow on the table:

Table 4.25 Punctuation feature

Item	Statements	Percent	Mn	SD	Result	Score
11.	Punctuation is one of Grammarly features that consist of the use of punctuation in a sentence.	42,9%	4.17	.923	Strongly Agree	83
15.	Grammarly helps me corrected punctuation in writing	54,3%	4.37	.808	Strongly Agree	87

By divide the score total with the item of questionnaire the result of the table 4.25 showed 85% categorized Strongly Agree that the punctuation feature of Grammarly covers the use of punctuation in a sentence and corrects punctuation in writing.

From the interview about students' perceptions of the use of Grammarly, J said that "Grammarly helps me to check my punctuation because sometimes I forget to use punctuation in my writing".

2. Strengths and Weaknesses of Grammarly

The researcher used interview to know the strength and weakness of Grammarly. To gain the data, the researcher interviewed RS, NFV, LT, RA, and J who had experience in using Grammarly.

a. The strength of Grammarly

RS Stated:

"The strengths are it can fix the spelling accurately and make the sentence as simple as possible".

NFV said:

"The strength of Grammarly is when I upload my file in Grammarly, they can give directly the suggestion and then we can click the revision in Grammarly. And in our writing, they can automatically change".

RA also said:

"The strengths of Grammarly are helping by remain and replace the wrong word, helping by provide the equivalent of word, and helping the author to analyze the plagiarism of sentence or paragraph".

LT said:

"The strength of Grammarly is the features is very helpful".

J said:

“Using Grammarly is really helpful and efisien”.

Based on the interview, the researcher found that the strength of Grammarly are the feedback from Grammarly is clear and easy to understand, and Grammarly is very helpful for students to check their grammar mistakes in undergraduate thesis writing.

b. The weaknesses of Grammarly

RS stated:

“The weakness of Grammarly is when it corrected my thesis specially to shorten the sentences or paragraph, it can change the meaning. So, I need to check it many times. I am afraid of making people misunderstand when they read it”.

NFV stated:

I can't download my writing which has been granted in Grammarly according to the file what I want for the example, when I upload the file in form of Ms. Word, I can't download it in the same file. So, I must copy paste the sentences from Grammarly to the blank space in Ms. Word. also, it can't detect what tenses that I have to use in some parts of our writing such as simple past or simple present. The Grammarly is just able to detect my own mistakes such as punctuation, subject verb agreement, and spelling without seeing what tenses I have to use in some parts in my thesis”.

RA said:

“The weakness of grammarly is if you want to get the complete feature of Grammarly premium, you need to pay.”

LT said:

“The weakness of Grammarly is the similarity feature of Grammarly is not really clear. So, I use Grammarly just for check my own grammar mistakes”.

While based on the interview, the researcher found that the weakness of Grammarly are it can't detect what tenses does the writer use such as simple present or simple past, and the students need to pay if they want to get the complete feature of Grammarly premium.

C. Discussion

The finding revealed that: (1) The students' perceptions of the use of Grammarly in undergraduate thesis writing had positive perceptions (80,1%) Strongly Agree, (2) the strengths of Grammarly are the features of Grammarly are easy to use and also Grammarly gives direct and indirect feedback, meanwhile the weaknesses of Grammarly are the Grammarly can't detect what tenses does the writer used and the student need to pay if they want to get the complete features of Grammarly premium.

Grammarly's content includes certain features that cover important topics including grammar, spelling, punctuation, and style. Ghufron (2019) states that Grammarly is more effective in reducing errors in word usage (diction), language usage (grammar), and writing mechanics (spelling and punctuation). However, improving the substance and arrangement of students' EFL writing is less beneficial. Grammarly can clearly and directly identify EFL writing problems and errors in terms of vocabulary usages, language use, and mechanics. The spelling feature of Grammarly consist of the incorrect and confusing word. The grammar feature of Grammarly consist of subject verb

agreement, the use of article, incorrect noun number and wrong or missing prepositions. The punctuation feature of Grammarly consist of the use of punctuation in the sentences.

Grammarly's correction helped students figure out which one was correct. The students can then independently evaluate their writing based on the input. Grammarly not only improves their writing, but it also makes them more motivated and optimistic about using an online learning system.

Based on the interview result, the researcher found the strengths and weakness of Grammarly application. Most of students stated that Grammarly gives direct and indirect feedback and the feedback is easy to understand. According to Cavaleri and Dianati (2016, p. 3) grammar checker recognizes and provide feedback about grammatical errors. Neill and Russell (2019, p. 44) argue that 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. And the feature of Grammarly is very helpful to detect the students' writing errors. According to Cavaleri and Dianati (2016, p. 4) Grammarly is one of popular online grammar checker today. Grammarly is touted as the most accurate English grammar checker.

Meanwhile, the researcher found that Grammarly has some weaknesses. It can't detect what tense does the writer use. Such as simple past or simple present. And the use of Grammarly is limited. The students need to pay if they

want to get the complete feature of Grammarly premium. According to Cavaleri and Dianati (2016, p. 5) the free version of Grammarly is efficient in identifying small mistakes like comma errors and inappropriate of articles. Grammarly that used by the students of this research is free version. So, it can check the article, space and punctuation only. It may make them not satisfied with the use of Grammarly. Besides, the users need to pay when they access the premium one. Grammarly's premium version checks an additional 150 grammar points and provides plagiarism detection, vocabulary enhancement suggestions, a contextual spelling feature. It also provides both short and long explanation of each grammar error.

The findings also in line with some previous study that related to the issue. First, the study that conducted by O'Neill and Russell, (2019, p. 42-56) the research about University students' perceptions of the automated feedback program Grammarly. The result showed that the students' who used Grammarly to help them in checking their writing descriptive were more satisfied. This present research also has the same result with the students' perceptions of the automated feedback program Grammarly that the students taught it was the useful tool to help them. The difference with the current study was in the type of academic writing; the students use Grammarly for help them in correcting their undergraduate thesis writing. Although the previous research using Grammarly in correcting writing descriptive.

Second, the study about EFL Students' Perception of the Use of Grammarly Application in Writing class that conducted by Hakiki (2021).

This study aims to know the perception of fifth semester EFL students on the use of Grammarly application in writing class at Tidar University. The findings revealed that EFL students in the English Department's 5th semester had a favorable impression of Grammarly. Grammarly is helpful in writing English essays. This is due to its ease of use, helpful guidance, simple explanations, high grammar accuracy, and quick corrections. Besides, the use of Grammarly is useful in improving writing skills and students' self-confidence in writing, especially in writing essays. Through Grammarly, they can also learn more English grammar rules. The difference with the current study is in the type of academic writing. The previous study used Grammarly in the process of essay writing, meanwhile the current study use Grammarly in undergraduate thesis writing.

CHAPTER V

CONCLUSION AND SUGGESSTION

This chapter consist of the conclusion of the data and suggestion of the data.

A. Conclusion

The finding about the students' perceptions of the use of Grammarly in Undergraduate Thesis Writing divided into two ways, students' perception of the feature of Grammarly and the strength and weakness of Grammarly. The study concluded that the students (80,1%) had positive belief or "Strongly Agree" of the use of Grammarly in helping them to check their undergraduate thesis writing. It included the simple features of Grammarly that can identify small mistakes like the use of article, spelling, and punctuation.

On the other hand, Grammarly also has strengths and weaknesses. The strengths of Grammarly are the Grammarly gives faster correction and features of Grammarly is easy to understand. It can detect small mistakes that needed by the students. Meanwhile, the weaknesses of Grammarly are Grammarly can't detect what tenses does the students use at the time or in a paragraph and the students need to pay if they want to get the complete feature of Grammarly premium.

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 some beneficial suggesstions for the teacher or lecturer, students, and the future researcher.

1. The Teacher or Lecturer

The researcher suggests to the teacher or lecturer that, as a result of the study, English language teachers integrate Grammarly into the teaching-learning process because Grammarly is one of the applications that can analyze the students' grammar. This program, on the other hand, has several limitations. Grammarly, as previously stated by the researcher, has limitations, particularly in the free version. Grammarly does not check the grammar completely in this version. As a result, before asking students to use Grammarly to check their writing, the teacher must first explain grammar. Moreover, the teacher should guide the students how to use Grammarly well because to make sure the students can use this application for checking their writing. Therefore, the teacher should consider the strengths and the weakness of Grammarly in evaluating students' writing.

2. Students

The researcher hope that students can understand grammar rules through the feedback of Grammarly. Grammarly is a useful online grammar checker to help students to check their writing errors. For the students who are confusing with their grammar error in writing, Grammarly is a recommended application.

3. The Next Researcher

For the next researcher who are interested in similar topic, they can investigate the use of Grammarly for another types of academic writing.

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