



## EFL Students' Perceptions on Grammarly Use in Proofreading Essay Tasks

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### ABSTRACT

The mixed method sequential explanatory study aimed to investigate the EFL students' responses to writing acquisition learning facilitated by Grammarly in terms of lexical process based on their cognitive perspectives in one of the higher Islamic universities in Kendari. The study utilized documentation, questionnaires, and reflection in collecting the data. The data was gathered from 8 participants based on inclusion criteria. The study found that students had responded positively to using Grammarly in proofreading essay tasks. The findings showed that Grammarly had several strengths, such as easiness in using Grammarly, increased student confidence in writing, efficiency in revision, writing improvement, convenience in using Grammarly, writing accuracy, time management, and satisfaction with feedback provided by Grammarly. Meanwhile, Grammarly's weaknesses were consistency and accuracy with the feedback. The study implied that the lecturer or prospective teacher could help improve students' writing in proofreading by using helpful technology such as Grammarly.

**Keywords:** *EFL student's perceptions; essay tasks; Grammarly; proofreading.*

### INTRODUCTION

In recent years, the phenomenal growth in digital technologies has provided new alternatives for university students to learn any subject, particularly English. In this regard, students are faced with everything that requires skill in operating the technology and teaching and learning activities (Halim et al., 2022). In an educational context, many online correction tools exist to help students improve their writing (Ghufron et al., 2016). One notable example is Grammarly, which belongs to the category of online grammar checkers. It aids students and academic institutions by examining their written work for spelling, grammar, and punctuation errors and furnishing them with extensive and beneficial feedback (Barrot, 2022; Daniels & Leslie, 2013; Fitria et al., 2022; Ghufron et al., 2016; Nova, 2018). In addition, Grammarly provides explicit feedback for almost all flagged usages, and explicit feedback is conducive to much higher response accuracy than generic feedback (Ranalli, 2018; Suzuki et al., 2019) (Ranalli, 2018; Suzuki, Nassaji, & Sato, 2019).



Empirical studies related to the use of Grammarly have been widely carried out on international scales, such as in the United States (Koltovskaia, 2020), Australia (Cavaleri & Dianati, 2016), and Canada (Dong & Shi, 2021). Also, in the Asian context, many studies related to the use of Grammarly in learning writing have been conducted, such as in China (Guo et al., 2022), Japan (Daniels & Leslie, 2013), and the Philippines (Barrot, 2022). Meanwhile, in Indonesian setting, the research related to the use of Grammarly in learning writing has been also carried out with various focuses such as the effect of Grammarly on students' self-directed learning (Halim et al., 2022), Grammarly strengths, and weaknesses (Fitria et al., 2022; Nova, 2018), and the way Grammarly improve students' writing quality (Darayani, Karyuatry, 2018).

Most of the scientific studies were conducted regarding the use of Grammarly in learning writing. However, the studies of EFL students' perceptions of Grammarly in proofreading essay tasks still needed to be explored. Therefore, to fill those gaps, this present study attempted to investigate the university scale of students' perceptions, which referred to cognitive responses of Grammarly in proofreading essay tasks, an attempt to increase knowledge of Grammarly features such as language style, grammar, spelling, and punctuation. Proofreading was the last step of the writing process, including checking and correcting errors in spelling, punctuation, grammar, and mechanics to improve the written expression (Holladay, 1981). In addition, this study attempted to focus on students' perceptions of context as the main discussion to know their reflective learning phenomenon of learning writing using Grammarly.

## **RESEARCH METHODS**

The study employed a mixed-method sequential explanatory design to collect and analyze quantitative data. Subsequently, qualitative data was utilized to elucidate or expand upon the findings of the quantitative data (Creswell, 2017). It was considered explanatory because the initial quantitative data results were further elucidated with the qualitative data (Creswell, 2017). The participants of this study were 8 EFL students majoring in English Education who were enrolled in 2019. The recruitment was based on inclusion criteria (Koltovskaia, 2020), such as the students being L2 learners of English, taking a writing course in which they were required to produce a multiple-draft assignment, and having used Grammarly before. The following participants had passed the inclusion criteria.

Data on the students' perceptions were collected using a questionnaire (ZAPPELLI et al., 1976). The questionnaire consisted of 9 statements constructed as Likert scales with four options: strongly agree, agree, disagree, and strongly disagree. Four options were used to pose a specific tendency so that the students' responses could be identified clearly. The nine statements were intended to know the students' perception of two aspects: the practicality of Grammarly use (3 statements) and the Grammarly feedback (6 statements). Then, the researcher spread the reflections to students who were chosen randomly. The researcher took the student's essay task documents using WhatsApp for the documentation. The results of the questionnaire were supported and explained by the reflection data.

Data were analyzed based on the students' responses to each statement. This study applied descriptive statistics using by Fisher and Marshall (2009) and inferential statistics



(AsAsadoorian, M. O., & Kantarelis, 2005). A descriptive statistic was used to see the frequency and percentage of the students; responses were categorized into positive or agree, including "strongly agree" and "agree" responses, and negative or disagree, including "disagree" and "strongly disagree" responses. Meanwhile, inferential statistics were used to infer from the sample group generalizations that could be applied to a wider population. For the students' reflection, the gathered data was analyzed using the technique of analyzing data by Miles, Huberman, and Saldana (2014). To begin with, in data condensation, the researcher decided which data chunks to code and which to pull out. After that, data was summarized, highlighted, and were created into groups and partitioned (categorized), and also took note of several essential answers (coded) to obtain similar perceptions from the students.

## RESULT

### *Qualitative Findings*

There was a total of six questions in this reflection that were given and answered by the students. The results of student reflection were used to explore more the EFL students' perceptions of Grammarly use and found some themes according to the question of the reflection, namely perceived usefulness and perceived the disadvantages using Grammarly. The explanation will be displayed below.

#### *Perceived Usefulness of Using Grammarly*

##### *Easiness of Using Grammarly*

The participants spoke about the Grammarly application and how it was easy to install and use on both Windows and Android devices. The participant mentioned that most features were easy to understand, but there were a few that were more difficult to comprehend. They also pointed out that the premium version of Grammarly was relatively inexpensive, making it an excellent option for those who were looking to upgrade their writing skills. The participant was likely emphasizing how accessible and affordable Grammarly was, making it an excellent option for anyone looking to improve their writing.

*"I think installing Grammarly on Windows and Android is easy. Just like installing other applications. In addition, some features in Grammarly are also easy to understand..." (P1)*

*"I totally agree that Grammarly is easy to use because its application is easy for beginners and the information in the available features is very clear so it does not cause confusion when using it..." (P4)*

*"In my opinion, Grammarly is very easy to use, whether it is easy to install or even use, because I use Grammarly which is installed on my android phone (application) so I don't find any difficulty in its use because by using Grammarly on Android it can be applied directly on the keyboard and the*



*writings will be detected by Grammarly, and there is a feature to apply the correct word (auto-correct) or what is suggested by Grammarly...” (P7)*

The participant mentioned that Grammarly's application was easy for beginners. This suggested that even individuals who were new to using grammar-checking tools could navigate and utilize Grammarly without much difficulty. By emphasizing the tool's accessibility to beginners, the participant implied that Grammarly had a user-friendly interface and a straightforward setup process. This aspect of ease of use was essential, as it reduced barriers to entry and allowed a broader range of users, regardless of their level of technical expertise, to engage with the tool effectively.

The participant also highlighted two main aspects of Grammarly's ease of use: its installation process and its integration with the Android keyboard, as well as its auto-correct and suggestion features. By analyzing this response thematically, we could gain a deeper understanding of the participant's perspective.

#### *Writing Improvement*

The participant discussed Grammarly, a software that provided features to help improve writing. Grammarly offered spell-checking, grammar, word choice, sentence structure errors, and more to help catch and eliminate errors in writing. It also helped users avoid common mistakes and improve their writing skills. The participant also mentioned that Grammarly had a plagiarism check, but the participant had not used it yet. This suggested that the participant was familiar with the software and its features and had used them before but had not yet tried the plagiarism check.

*“Grammarly can improve my writing skills because the mistakes pointed out by Grammarly will make me realize oh this writing is wrong or not appropriate. Grammarly provides various kinds of feedback to help improve my writing skills” (P1)*

*“One of the feedback items given is correction of Grammar mistakes and suggestions for sentence improvement. This helps me make sentences easier to understand. With the feedback given by Grammarly, I can improve and enhance the quality of my essay as well” (P5)*

*“The feedback given by Grammarly is mainly around punctuation, such as not needing a comma in that sentence or removing the spacing should use a connecting word etc. Clearly, this feedback helps or makes it easier for me in writing because I can learn from or not repeat the same mistakes and honestly it helps me to improve my writing skills, in addition to its very useful features I can also learn grammar or write correctly so that I don't make the same mistakes in my future essays.” (P7)*



The participants in the statements above argued that Grammarly provided users with a range of feedback on their writing, including suggestions for punctuation, syntax, and grammar. This feedback could be highly beneficial, as it could lead to improved accuracy and confidence in writing. Using Grammarly, they could become more aware of their mistakes and learn from them, thus reducing the likelihood of similar errors being made in the future. Additionally, Grammarly provided helpful features such as grammar and writing tutorials, which could be used to further increase their writing skills.

The participant concluded by stating that the feedback provided by Grammarly helped them improve and enhance the quality of their essay. This emphasized the positive impact Grammarly had on the participant's writing process. By utilizing the feedback and suggestions offered by Grammarly, the participants were able to refine their writing, resulting in an improved overall essay quality. This feedback-driven improvement demonstrated the value of Grammarly as a writing tool and its ability to assist users in producing higher-quality written content.

#### *Efficiency in Revision*

Several participants felt that they used Grammarly, a software tool, to review their documents. The participants spent more than half an hour using Grammarly to check for mistakes and view the suggestions given by the software. They would then revise further until they had gone through until the last page and then did another revision to check from the beginning to the end. Although the exact amount of time they spent using Grammarly to review documents was uncertain, the participants still felt that Grammarly helped to shorten the time needed to revise documents. With the help of this software, they did not need to read the document from start to finish; instead, they could just focus on the mistakes detected by Grammarly. This allowed them to do more revisions in a shorter amount of time compared to manual revisions, which would have required a lot more time and effort.

*“I usually do 2-3 checks for the same paragraph. Sometimes after the first check is done, I feel like there is something missing in my writing so I add it again and check it again. I can spend just a few minutes in revising my writing through Grammarly, maybe just 10 minutes and it is really time efficient for me than having to check it manually.” (P4)*

*“I felt that Grammarly helps me to reduce the time it takes to revise documents. With this software, I don't have to read the document from start to finish, but only focus on the errors detected by Grammarly, so in a short time, I can revise documents on a larger scale compared to manual revision.” (P6)*

*“I type the document 3 times if I'm still not satisfied with my writing, I don't spend too much time in the revision process, it's about 5-10 minutes, not up to hours, because I don't have to think again, I just take advantage of the super easy autocorrect feature.” (P7)*



The participant discussed the time-saving aspect of using Grammarly for document revision. They highlighted that Grammarly helped them streamline the revision process by focusing only on the errors detected by the software. This allowed them to revise documents on a larger scale in a shorter amount of time compared to manual revision. These were the student's responses toward Grammarly. The result indicated that Grammarly helped the participants quickly and efficiently revise documents. The participant typically did 2-3 checks for the same paragraph and could spend just 10 minutes revising the document with Grammarly. The participant also took advantage of the autocorrect feature to reduce the time spent in revision.

#### *Digital Writing Assistance*

A few participants commented that Grammarly was a digital writing assistant. Grammarly provided a variety of features to assist the user in their writing. These features included correctness (red underlines detected errors in the text), clarity (blue underlines provided suggested changes in sentence structure), suggestions for words to use (green underlines indicated alternative words that could be used in place of the user's current selection), identification of repetition of words in a file, an overview of all issues present in a document, and text and style options (such as academic, essay, report, and APA formatting). The participants also mentioned that by using these features.

*"The proofreading Grammarly feature. This feature checks for grammar, spelling, punctuation, capitalization, and so on. In addition, the other feature is the plagiarism feature. This feature helps me to check how much of my work contains plagiarism." (P2)*

*"I know that in Grammarly there are features that can correct spelling errors, punctuation errors, grammar errors, writing style, and even plagiarism checks. When entering a paragraph or writing to be checked, Grammarly will automatically check for grammar errors, punctuation, and correct spelling, and not only that Grammarly also explains the location of the error and its suggested corrections." (P4)*

Considering the response above the participants mention the features of Grammarly, including its ability to check for grammar, spelling, punctuation, capitalization, and plagiarism. They explain that it can automatically check for errors and provide explanations and suggested corrections, and that there is also an autocorrect feature on the Grammarly keyboard.

The participant's feedback signifies the participant's positive perception of Grammarly's features and their impact on the writing process. Grammarly's comprehensive set of features, automatic checking process, and educational feedback contribute to enhancing the participant's writing by addressing various aspects of errors and providing guidance for improvement.



### *Technology for Academic Improvement*

The participant described the Grammarly application to improve the grammar in their written work. Grammarly was a tool that helped people identify and fix errors in their writing. The participant used the application through Windows, Chrome, and Microsoft Word, as recommended by their professor at the start of their classes. This likely meant that the professor had encouraged their students to use the Grammarly application to improve their writing. The participant used the application to check for errors in spelling, punctuation, syntax, and grammar in their written assignments. The participant also argued that the Grammarly application provided suggestions on how to improve the overall quality and clarity of their writing. In addition, the application highlighted any potential plagiarism in the student's work. By using Grammarly, the participants took proactive steps to ensure their written work was of the highest quality.

*“I use the Grammarly app on windows. I also use it through Chrome and install Grammarly directly to Microsoft Word to make it easier to use. I use this app based on the recommendation of the professor at the beginning of the course so that we can correct grammar mistakes in our written work.” (P1)*

*“I use the Grammarly app on my Android phone, but sometimes I also use the web-based version on my laptop. The first one to recommend Grammarly to me was a friend, and the second one was a professor.” (P3)*

*“I installed the application through Chrome to almost all platforms such as Windows laptop, MS Word, and even on an iOS iPhone. Initially, I got a recommendation from a friend to buy an account on Shopee and he also gave me a trusted Shopee link. Then I bought it and with the help of the admin, I was able to install it on various platforms, especially on Word so that I could immediately revise my grammar mistakes.” (P8)*

The statements above also demonstrate that participant's experience using the Grammarly app. The participants have used the app on multiple platforms, including Windows, Chrome, Android phones, and iOS iPhones. They were initially recommended the app by a friend and then a professor, and they purchased the app through Shopee with the help of an admin. They installed the app on various platforms and use it to correct grammar mistakes in their written work.

The participant highlights the integration of technology into the writing process, the impact of personal recommendations, and the recognition of the significance of writing assistance tools in enhancing written communication skills. It also underscores the influence of social networks and educational institutions in shaping individuals' choices and adoption of such tools.

### *The Convenience of Using Grammarly*

The participants discussed the numerous benefits of Grammarly, a versatile grammar-checking and writing improvement application. Grammarly was particularly advantageous due to its convenience, as it featured direct document uploads and a free app for iOS and Android.



Moreover, Grammarly could be installed on a variety of platforms such as Windows, Mac, Linux, Chrome, Safari, and Firefox, rendering it highly accessible. This comprehensive level of convenience rendered Grammarly an attractive option for those seeking a comprehensive grammar and writing improvement application.

*“The convenience I’m referring to is the features available on Grammarly. One of them is the ease in document uploads which other applications don’t have this feature. In addition, Grammarly is also easy to install on various platforms like Windows, Mac, Linux, Chrome, Safari, and Firefox. Grammarly also has a free app for iOS and Android, so I can use it anytime and anywhere.” (P5)*

Regarding for the response of P5 revealed the features of Grammarly and easy to install on various platforms. The participants also highlighted the convenience of Grammarly, such as its ability to upload documents and its free app for iOS and Android.

#### *Confidence in Writing*

The participants described the use of Grammarly software to proofread their essay. Grammarly was a powerful online grammar and spell checker employed to enhance writing. The participants used this software to boost confidence in their writing. Using Grammarly, the participants could easily identify and correct any errors in their writing, encompassing grammar and spelling mistakes. Grammarly also offered valuable advice on improving the clarity and structure of the essay. The participants likely felt more confident in their writing after using Grammarly to proofread the essay.

*“Grammarly provides corrective feedback for my writing. When I finished proofreading the task, I felt that my task was already good (even though when I consulted the teacher, I still have some things to be corrected). But I do not know, when I already proofread it in Grammarly, my confidence is increased a lot.” (P2)*

The response from P2 indicated that Grammarly provided useful feedback that helped increase her confidence in completing an essay task. She further elaborated that, even though there were some errors that needed correction when the essay was submitted to the teacher, her confidence was boosted after proofreading the task using Grammarly.

#### *Writing Accuracy*

The participant examined the potential of using Grammarly as a feedback tool to enhance the accuracy of writing essays. Grammarly was a writing assistance program that provided users with corrections and suggestions to enhance the accuracy of their writing. It scanned documents to detect errors and offered suggestions on how to address them. This helped the participant avoid common mistakes such as incorrect grammar, spelling, and punctuation, while also improving the





clarity and readability of their writing. Additionally, Grammarly provided users with suggestions for better words and phrases, aiding the participant in expressing ideas more clearly and effectively. Through the use of Grammarly, the participants improved the accuracy of their writing and ensured that their essays were free from errors.

*“...Grammarly has been a great help in making it easier for me to spot mistakes in my draft. These include mistakes in grammar, spelling, capitalization and more. Not only that, I also installed this application on my keyboard so that when I type, my grammar mistakes are no longer there as they have been proofread by Grammarly.” (P2)*

*“Grammarly's feedback is a check of incorrect words and fixes them in correct writing. This is very helpful in essay writing as we can see where the mistakes are and how to fix them with the right words.” (P3)*

From the statements above, the participants demonstrated the utility of Grammarly in producing accurate writing. Furthermore, they discussed their installation of the application on their keyboard, which allowed for the detection and rectification of errors even as they typed. Overall, the participant highlighted the positive impact of Grammarly's feedback on the writing process. It emphasized the significance of accurate word usage and the role of Grammarly in assisting writers by identifying and correcting errors.

#### *Time Management*

The participants described the use of the Grammarly app to check the grammar of documents. Grammarly was an online application created to help users improve their grammar and writing abilities. The participant in this case did not keep track of how long it took them to use the app and only uploaded documents 1-2 times. This indicated that the participant was not a frequent user of the application. Instead of uploading files, the participant used copy and paste, which helped save time when there were not many mistakes or incorrect feedback. This method could be useful for those who were not looking to spend a lot of time or energy on grammar and editing but still wanted to make sure their documents were as error-free as possible.

*“This interviewee reported using Grammarly as a tool to review their writing. They stated that they upload documents to Grammarly 1-2 times and check it immediately upon completion. Additionally, they mentioned that they sometimes do not use an input file but copy and paste the text directly into Grammarly. They did not indicate how long the process takes but mentioned that it saves time if there are not many mistakes and no wrong feedback.” (P1)*

Regarding the responses above the participant reported using Grammarly as a tool to review writing. She uploaded the documents to Grammarly 1-2 times and checked it immediately



upon completion. She did not indicate how long the process takes, but it saves time if there are not many mistakes and no wrong feedback.

*“For my college assignments, I usually do two proofreads on my assignment draft. For my thesis, I need four (and still counting) proofreads. I usually need 1-2 hours to finish the proofreading session of my draft. Of course, it saves time, because if I proofread it myself, it would probably take a whole day.”*  
(P2)

The response from P2 also stated that she usually did two proofreads, but for their thesis they need four or more. She noted that the process typically took one to two hours, which was much more efficient and saved her time than if they attempted to proofread it themselves.

#### *Satisfaction with Feedback*

The participant expressed satisfaction towards the feedback provided by Grammarly Premium, and this satisfaction was warranted, as it had enabled the participant to improve their writing quality. This demonstrated the efficacy of feedback in providing an effective solution for improving one's writing. Thus, the overall theme of the participant served as a testament to the utility of the feedback given by Grammarly Premium.

*“So far, I haven't encountered any mistakes in the Grammarly premium feedback. I am quite satisfied with the feedback given which help me to improve my writing quality.”* (P8)

This was an example of a student's response in using Grammarly. The result indicated that she did not experience any mistakes in the Grammarly premium feedback and was satisfied with the feedback received. Moreover, the participant emphasized her satisfaction with the feedback given by Grammarly premium. This suggested that the feedback was valuable and helpful in enhancing her writing quality. It implied that Grammarly not only identified mistakes but also provided specific suggestions or explanations to rectify them.

#### *Perceived Disadvantages of Using Grammarly Confusing Feedback*

The participant examined the inconsistency of the feedback provided by the Grammarly software. The feedback suggested changes to the sentence structure, and upon implementation, these alterations shifted the meaning of the sentence, straying from the original intention. The software continued to demonstrate its lack of consistency when the participant modified the word 'color' to 'colour'. The feedback then underwent another change, leading the participant to revert the word back to 'color'. This situation caused confusion for the user, as they questioned why the feedback varied each time.

*“I get confused by the feedback from Grammarly. For example, with the clarity feature, Grammarly will give feedback/suggestions to change the structure of my sentences. But when I change it, the meaning becomes different from what I intended. Also, Grammarly is not always consistent in giving feedback. For example, for words like ‘color’ and ‘colour’, when I change ‘color’ to ‘colour’ based on Grammarly’s feedback and then I exit the word and come back in, Grammarly will give feedback again that ‘colour’ should be changed to ‘color’ because it doesn’t conform to British English. So, I am like, confused as to why it’s like that.” (P1)*

In the response above, P1 expressed confusion regarding the feedback provided by Grammarly. Specifically, the participant noted that changing the structure of sentences to conform to the feedback might result in a different meaning than intended, and that the feedback was not always consistent.

*“I’m confused with the feedback, which I think is correct but according to Grammarly it’s wrong. I actually filter a lot of the results from Grammarly if I’m in the mood, because many of them don’t match what I use the free Grammarly for, so I don’t need to change it according to Grammarly’s suggestion.” (P7)*

The response from P7 also expressed confusion about the feedback received from Grammarly, a grammar-checking tool. She felt that their grammar and usage was correct, but Grammarly was suggesting changes.

#### *Inaccurate Feedback*

A small number of participants reported the potential risks associated with giving feedback and the importance of verifying the accuracy of feedback provided by Grammarly, a software application that uses artificial intelligence to detect grammar and spelling errors. The participants also examined the potential for errors that could occur when feedback was given without taking the time to review the accuracy of the provided feedback. They emphasized the need to properly assess the feedback provided by Grammarly and take the necessary steps to ensure that any corrections were correct.

*“When working on my thesis, Grammarly would give me wrong instructions. Like asking me to change the names of my professors and friends. Also, several times it asked me to change the punctuation of proper titles of my professors.” (P2)*

Regarding for the response of P2 revealed that Grammarly provided erroneous instructions. Specifically, it requested the participant to alter the names of professors and friends, as well as the punctuation of titles of their professors.



*“Grammarly provides incorrect feedback. This is especially true when the app can't recognize the context in which the word or phrase is used. In such cases, Grammarly may suggest an incorrect or inappropriate usage. So, even though Grammarly is helpful, it is important to check its results carefully and make sure that all its suggestions are indeed appropriate and fit the context.” (P5)*

From the response above the P5 stated that Grammarly can provide incorrect feedback, particularly when the context of a word or phrase is unclear. Therefore, she suggested that users should be careful in verifying the accuracy of Grammarly's suggestions.

*“...I feel unhappy with the sentences suggested by Grammarly as replacements for the sentences I have made before. This is because the replacement sentences suggested by Grammarly tend to be shorter than the sentences I make, which will reduce the word count and pages of the document I make when the changes are quite large. Therefore, I sometimes do not always follow the rearrangement of sentences as suggested by Grammarly when I felt the sentences that I make do not have significant grammar errors.” (P6)*

This one was the example of a student's response in using Grammarly. The result indicated that the participants felt unhappy with the sentences suggested by Grammarly as replacements for their own sentences, as these replacement sentences tend to be shorter than the sentences they make. This could result in the reduction of the word count and pages of the document they create which they may not be comfortable with. As such, participants sometimes choose not to follow the rearrangement of sentences suggested by Grammarly if participant do not believe their sentences contain significant grammar errors.

## **DISCUSSION**

The study discussed how eight EFL students perceived Grammarly's use in proofreading essay tasks. From the analysis of quantitative data, it was evident that the use of Grammarly affected students' score performance. The most prominent finding to emerge from the quantitative data analysis was that in variables evaluated by the Spearman rank correlation coefficient, the participants' overall score and writing issues were statistically significant. According to these data, it can be inferred that the lower the writing issues obtained by the students, the higher the overall performance obtained in using Grammarly. In contrast, the association between the variables' overall score and word length, unique words, and rare words was not statistically significant.

In this research, the students had installed and used Grammarly across multiple platforms, including Windows laptops, Microsoft Word, IOS iPhone, and Android versions, to check for grammar mistakes in their writing. Some students had installed Grammarly by following and watching the steps in the tutorial on YouTube. The students' decision to use Grammarly had been made on the recommendation of two separate sources. The first source was a friend, and the



second was a lecturer. The lecturer had likely suggested Grammarly to help individuals improve their grammar and writing skills (Halim et al., 2022). The friend might have recommended Grammarly because they had already used it and experienced its benefits.

Additionally, in this research, the students had positive and negative perceptions of the use of Grammarly in proofreading essay tasks. As elaborated in qualitative data analysis, most students had positive and negative perceptions of Grammarly use in proofreading essay tasks. The students' positive responses could be seen in many aspects. Most students confirmed that Grammarly was easy to use and increased student confidence in writing. This result was in line with a previous study that showed that student evaluations of Grammarly were generally in agreement that it was useful and easy to use. Grammarly increased their confidence in writing and their understanding of grammatical concepts (Cavaleri & Dianati, 2016). The students also perceived that Grammarly could help the students to improve their writing quality. The finding of that research is in line with some research previously conducted by (Halim et al., 2022) found that Grammarly helped students to be self-directed learners by making them aware of the advantage of using Grammarly in their writing, which could motivate them to use it in correcting and make their writing better.

Besides that, Grammarly served as a valuable digital writing assistant that offered numerous benefits for users aiming to improve their writing skills. It provided grammar and style suggestions, proofreading assistance, and plagiarism detection. By using these features, Grammarly could help to ensure that the students' writing was free of errors and was presented in a clear and professional manner. That was supported by (Dizon & Gayed, 2021) who stated that Grammarly was an effective AI-powered writing assistant tool for EFL students in English writing. Another important finding was that the students used the Grammarly application through Windows, Chrome, and Microsoft Word, as recommended by their professor at the start of their classes. This likely meant that the professor had encouraged their students to use the Grammarly application to improve their writing. This finding is consistent with that of (Perdana et al., 2021) who stated that most academics said the Grammarly online application was very suitable for use by students in improving academic writing.

Next, most students who had high scores perceived that Grammarly helped them shorten the time needed to revise documents. Through the use of Grammarly, students were able to save time and effort while enhancing the quality of their work. The study's findings in this regard were also consistent with those of (Wilson & Czik, 2016), who demonstrated that Grammarly aided students in reducing their workload during revision, allowing them to concentrate on refining the content and organization of their writing. This was further supported by (Fitria et al., 2022), who asserted that Grammarly possessed strengths such as time savings for students when checking grammatical errors.

Furthermore, the participant's expression of satisfaction towards the feedback provided by Grammarly Premium suggests that the tool has demonstrated its usefulness in helping individuals enhance their writing quality. This observation emphasizes the significance of leveraging technology and language tools to support language learners in their quest for improved language skills. That is supported by (O'Neill & Russell, 2019), who found that students received feedback



from Grammarly responded more positively to the program and were significantly more satisfied with the feedback they received.

There were some negative perceptions of the students in using Grammarly. From the reflection, the students perceived that Grammarly provides inconsistent feedback. The feedback proposed changes to the structure of the sentence, which, when implemented, altered the meaning of the sentence, deviating from the original intention. The students also stated that the potential for misunderstanding could arise due to any errors in the feedback provided by Grammarly. These results reflect those of (Fitria et al., 2022), who also found that Grammarly has weaknesses such as inaccurate feedback, needless reference, list checking, and an inability to evaluate content and context.

The students also shared their experiences with language learning tools. One participant specifically examined the inconsistency of feedback provided by the Grammarly software. The students highlighted that while using Grammarly, they noticed inconsistencies in the feedback received. The software suggested changes to the sentence structure, but implementing those changes resulted in altering the intended meaning of the sentence. This finding aligns with the observations made in the study by (Park, 2019) which emphasized the inconsistency of correct feedback limits the applicability of Grammarly in classrooms.

Overall, based on all the results obtained in this study from various research instruments, one goal was pursued: to improve students' writing skills. Another result indicated that, through the utilization of Grammarly, students appeared to enhance their writing in several different aspects, including typos, incorrect grammar, spelling, punctuation, capitalization, clarity, and readability. As noted by (Dizon & Gayed, 2021), the use of Grammarly helped L2 students generate more grammatically accurate texts, potentially fostering more effective communication in the L2. In conclusion, Grammarly was an exceptional recommendation tool for proofreading essays due to its comprehensive grammar checks, spelling and vocabulary enhancements, readability suggestions, plagiarism detection, real-time assistance, personalized insights, and user-friendly interface. Whether a student, professional writer, or anyone who wanted to improve their writing, Grammarly was a valuable tool to enhance the quality of essays and written content.

## **CONCLUSION**

This study exposed how the EFL students perceive Grammarly use in proofreading essay tasks. The study has revealed that using Grammarly in proofreading essay tasks has strengths and weaknesses. Grammarly's strengths are that it the Grammarly was easy to use, increases student confidence in writing, efficient in revision, writing improvement, the convenience of using Grammarly, writing accuracy, time management, and satisfaction with feedback provided by Grammarly. Although Grammarly gained positive student reactions, it also had some demerits. Grammarly's weaknesses spread in some respects, including inconsistency and inaccurate feedback. For that reason, the students are required to have a good understanding of grammar. Overall, the result shows that students seem to have an improvement in their writing after continuously getting feedback from Grammarly. The improvement is in the field of grammatical



and sentence structure, such as incorrect grammar, spelling, and punctuation, and the clarity and readability of their writing.

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