Enhancing Writing Skills: Students' Perspectives on the Grammarly Application's Role in Academic Writing

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Abstract: This study aims to explore students' perceptions regarding using the Grammarly application in their writing process and identify the advantages and disadvantages of this application in the writing of English Language Education Study Program students. The research approach is a mixed method, using interviews and questionnaires as data collection instruments. The research sample consisted of 13 English Language Education Study Program students at IAIN Manado in the 2018/2019 academic year who had used the Grammarly application. Data analysis was performed with two techniques. First, the qualitative analysis uses the Miles and Huberman model to analyze the interview data, while the second quantitative analysis uses descriptive statistics to analyze the questionnaire data. The research findings showed that 72.32% of students positively perceived using the Grammarly application in writing English assignments. However, 27.68% of students view using the Grammarly application negatively. Some note that this application requires stable network access and large storage capacity to be used optimally. The findings of this study imply that the use of the Grammarly application can be a useful alternative for students to improve the quality of their English writing. This application can help correct grammatical and stylistic errors, thereby increasing the effectiveness and accuracy of writing. Even so, remember that this application has some limitations that need to be considered, such as reliance on stable internet access and sufficient storage capacity. Therefore, students need to consider wisely using Grammarly as a tool in the writing process while continuing to hone their independent writing skills to produce quality writing that fits academic needs.

Keywords: Grammarly Application, Students' Perception, Writing

A. INTRODUCTION

Writing has a significant role in enriching human intellectual development. Writing activities contribute to developing essential academic writing skills, encourage intellectual growth by training analytical thinking skills, and serve as an important vehicle for developing language skills (Klimova, 2012; Tuan, 2010). Students involved in the writing process will gain valuable knowledge about effective writing strategies, how to express ideas clearly, and how to share ideas with others through writing. As explained in Q.S. Al-Alaq verse 4, which reads:

ٱلَّذِي عَلَّمَ بِٱلْقَلَمِ ٤

Translation:

4. Who taught by the pen -

One form of gift from God is the giving of knowledge through the power of the pen. Some interpreters attribute Allah's reference to the "pen" to the fact that in the past Arab peoples tended to rely on their memory. Even though they can write, they rarely do it because they rely on a strong memory. However, Allah emphasized the importance of writing as one of His teachings to humans (Shihab, 1997). In this context, teaching means allowing humans to use the pen effectively. With the help of writing instruments, humans can record their findings and knowledge, which can be read and studied by other people and future generations. In line with this, knowledge develops when it is accessed by others, enabling humans to obtain previously unknown information, and consequently, knowledge continues to grow and develop (Darling-Hammond et al., 2020). In this context, the importance of reading and writing skills becomes very real.

However, the importance of teaching writing to students who use English as a foreign language is rooted in two main objectives: improving their language skills and facilitating the expressing of their ideas or thoughts in writing (Ariyanti, 2016). Although writing is integral to learning English, many students need help writing fluently and correctly due to the complexity of the aspects involved. Countries where English is not the main language, such as Indonesia, often face this problem. As a solution, many students take advantage of tools such as the Grammarly app to check and improve their written English.

Grammarly, developed by Grammarly, Inc., is an online platform that provides grammar checks, spelling, and plagiarism detection. Founded in 2009 by Maz Lytvyn and Alex Shevchenko, Grammarly has become a very useful proofreading website, according to research by Ghufron & Rosyida (2018). Through its features, Grammarly can scan documents thoroughly to reduce vocabulary, grammar, and mechanics errors. Even automatically, Grammarly can identify various writing errors, including grammar, word choice, spelling, and punctuation problems. Thus, Grammarly has become an effective solution for writers to improve the quality of their writing.

Grammarly is a useful tool for avoiding mistakes in writing English, and for students of English, this skill means a lot. According to Tarigan (2013), writing is a language skill used to communicate indirectly with other people. In writing academic writing, quality requires the author's understanding of linguistic aspects such as text and syntax difficulties, lexical richness, word frequency, and use of sophisticated vocabulary (McNamara & Crossley, 2010). In addition, White and Arndt in Alves (2008) explained that the writing process is a recursive process consisting of five stages: preparation, focusing, evaluation, idea generation, and restructuring. These stages are controlled by review, which means an author can stop the

process at a certain stage to review what has been written before moving on to the next stage. In the context of learning, Abas & Abd Aziz (2018) emphasize that the writing process model consists of five stages: planning, drafting, revising, editing, and publishing.

The results of informal interviews with English Language Education Study Program (TBI) students at IAIN Manado revealed that they faced various challenges in writing English, such as difficulties in mastering vocabulary and grammar. Even though there are special writing courses designed to help students evaluate their grammatical abilities, TBI students still often need to correct grammatical errors in writing. As a solution, some students choose to use Grammarly as a tool to check and correct their written English. Grammarly is a supporting application that aims to help correct grammar and vocabulary in student writing.

Many previous studies have discussed writing aids such as Grammarly, but this research is unique in gathering direct views from TBI students who actively use the application. This study also aims to identify the advantages and disadvantages of using Grammarly in their writing to provide a deeper understanding of how this application effectively improves the quality of students' academic writing. The results of this research will provide a valuable contribution to the field of English education and broaden our understanding of the role of technology, such as Grammarly, in supporting learning to write English in a tertiary environment. Therefore, this study has the main objective to explore the perceptions of students of the English Education Study Program at IAIN Manado in using the Grammarly application in their writing and to identify the advantages and disadvantages of using the Grammarly application in the writing of English Language Education Study Program students in the 2018/2019 academic year.

B. REVIEW OF LITERATURE

Definition of Perception and The Types

Etymologically, perception comes from the Latin "Perceptio" and refers to the organization, identification, and interpretation of sensory information to represent and understand the environment (Novianti Thalis, 2018). It is the process by which an individual selects, organizes, stores, and interprets the information gathered by the five senses (Sinaga, 2018). According to Slameto (2010), perception is a process that involves entering information into the human brain which the human can learn about their environment. This understanding process is carried out through the five senses, namely sight, hearing, touch, taste, and smell (Sinaga, 2018).

Meanwhile, Jalaluddin Rahmat (2003) said, "Individual perceptions of objects, events or relationships are obtained by concluding and determining information. The process involves a process of interpretation based on the experience of events or objects. After the individual interacts with the perceived object, the results of perception can be divided into two types, namely:

a. Positive perception describes all knowledge (know or not know) and continuous effort to use it as a response. This will continue with being positive or accepting and supporting the object of perception.

b. Negative perception describes all knowledge (know or not) and reactions that are not by the perceived object. It will continue either passively or in a way that rejects and opposes the object of perception.

Importance of Writing

Writing is one of four skills that students must master. Writing is the unique ability to help a writer translate his ideas into words in a meaningful form and mentally interact with his messages. Different linguists explain different definitions of writing. According to Nunan (2003), writing is an intellectual activity to find ideas and thoughts to be expressed into clear statements and paragraphs to be understood by many people.

Meanwhile, according to White and Arndt in Hammad, writing is a thought process that involves intellectually demanding efforts, generating ideas, planning, goals, and evaluating what is written and what has been written, using language that conveys rights (Hammad, 2013). This means that writing consists of several stages that the author must complete to convey the author's thoughts or ideas and can also be used as a tool to communicate with others.

Based on the above description, the concept of writing is a process of finding ideas, thinking about how to express them, and arranging them into sentences and paragraphs. Express your thoughts with words. Writing is widely regarded as an essential skill in teaching and learning English as a Second Language (ESL). It is a comprehensive skill that helps strengthen vocabulary, grammar, thinking, planning, editing, revision, and other elements. Writing also helps improve all the other listening, speaking, and reading skills because they are all interrelated (Yunus & Chien, 2016).

One of the reasons it is necessary for English as a Second language students to be taught writing is to develop their language ability and to be able to express thier thoughts or ideas through writing. Knowledge and its references can be developed by writing. Writing is not just

stringing words into a sentence, but a writer or a researcher must follow the written rules that have been set in writing guidelines. Certainly, when writing in English, writers need to pay attention to the correct grammar so that the article can be properly arranged and readable. Harmer (2004) said there are several essential points in learning to write, including:

a.   Writing is not limited by time, just like speaking. Students have a longer time to think during writing activities and choose the right words to express their ideas.

b.   Writing encourages students to focus on using accurate language, which stimulates the development of their thinking to solve problems through Writing.

c.   Writing is also used as a preparation for other activities, especially writing articles or essays. Students are given time to think about their ideas on the problems they see and then express them through their writing.

In conclusion, writing is important because it is a part of the four abilities that human must possess. Writing can be used as a medium to store knowledge in written form for later use in the development of sciences. This is in line with Yunus and Chien, who said that Writing could develop human thinking skills and improve the ability to use good vocabulary.

Grammarly Application and The Features

Since the advent of the digital era, technology has developed rapidly, so many programs have been established to support learning activities, especially in acquiring good language skills. One of them is the Grammarly application.

Founded in 2009 by Maz Lytvyn and Alex Schechenko, Grammarly has 500 corporate offices worldwide, with headquarters in San Francisco, New York, Kyiv, and Vancouver (Fahmi & Rachmijati, 2021).

Grammarly is an application that helps to learn English especially writing, can be called a writer's assistant, which means that the application can read and edit the grammar and spelling of documents, check types of spelling errors, grammar, and punctuation of symbols, and improve vocabulary usage even can check your documents for plagiarism.

The AI-powered (Artificial Intelligence) app Grammarly is one of today's most popular online grammar checking apps. According to the WartaEkonomi.co.id website, Grammarly has reached 30 million users and has 2,000 institutions and companies as clients. Grammar helps people communicate more effectively. Millions of users rely on Grammarly every day to make their messages, documents and social media posts clear, error-free, and impactful.

Millions of writers worldwide trust Grammarly products, which are licensed by more than 600 leading universities and companies. Grammarly helps students achieve their academic goals and improve their writing skills in essays, reports, essays, and college admissions applications. Professionals use Grammarly to provide expert assistance and instant feedback on the accuracy, impact, and credibility in law, healthcare, academia, marketing, engineering, and journalism. Grammarly can be an equally powerful tool for job seekers, foreign and English language learners, and non-native English-speaking professionals.

Grammarly products ensure that everything typed follows accurate spelling, punctuation, and grammar and is clear, attractive, and easy to read. Grammarly's suggestions help identify and replace complex sentences with more effective ones, refresh repetitive language, and strengthen writing to express the author's actual point of view.

Fundamental grammar algorithms problem in text and make specific suggestions to help with grammar, spelling and usage, words, style, punctuation, tone, and even plagiarism. The suggestions from Grammarly explain the reasons behind each so that the author can make an informed decision about whether and how to strengthen this aspect of the author's writing.
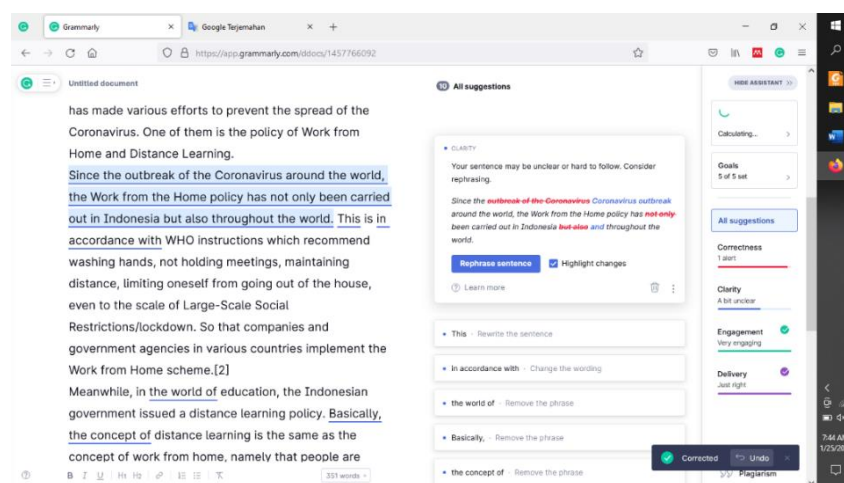

Figure 1. Grammarly display in correct

AI systems often require feedback from humans. For example, after some users click "ignore" on a particular suggestion or the computational linguists from Grammarly make changes to the algorithm behind the suggestion to make it more reliable and valuable. Just like humans, AI makes mistakes sometimes. Especially when the AI is dealing with situations that do not have much familiarity. English grammar is taught in naturally written texts, so it is good to find problems that naturally arise when people write. Less effective in handling sentences where the error is intentionally added because it does not resemble the error that exists typically

(Fitria, 2021).

Grammarly is also easy to use: install Grammarly for Windows or Grammarly for Mac and get writing suggestions on various desktop applications and websites. Before using Grammarly, users can upload files for checking under Grammarly images after users install it. Below is the initial view of uploading a document in Grammarly as follows:
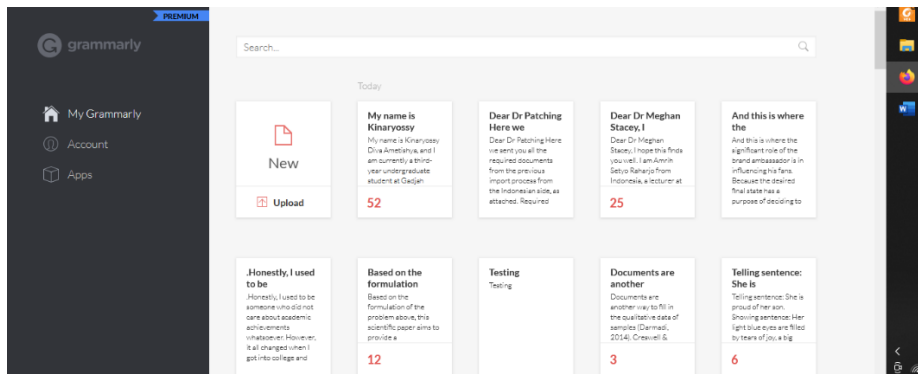

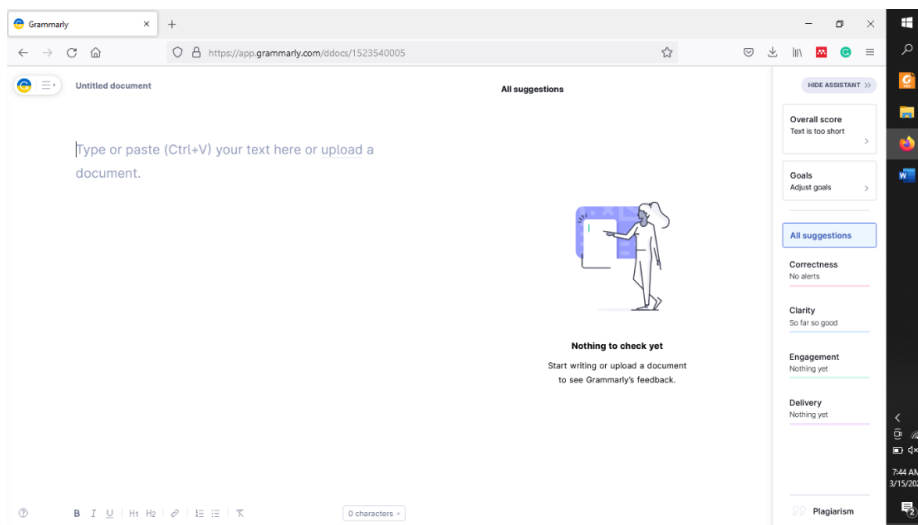**Figure 2. Uploading the Document/Text in Grammarly**

Figure 2. Grammarly app start screen

Grammarly Documents allows users to write text directly in the document, download their Grammarly document as a text file, upload text, and adjust settings. After the user register for the Grammarly account, the user needs to click, upload a file or paste the text that the grammar wants to correct. Automatically, this application will scan, check, and provide information on which sections need to be corrected in the document.
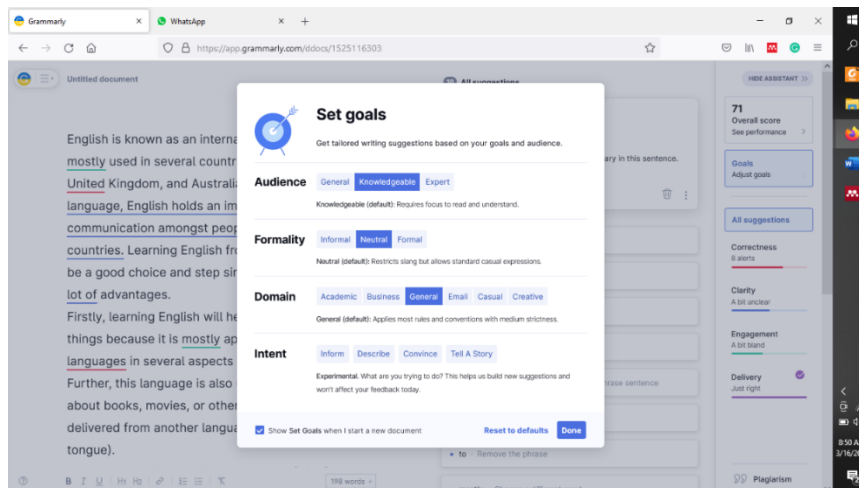
**Figure 3. Setting Writing Suggestions Based on The Desired Goals**

The "Set Goals" feature in the Grammarly application allows users to define writing goals in the form of "Suggestions" in correcting the document's grammar or text that they want to correct. Four items must be determined in determining writing suggestions, namely Audience (to whom the document/text is addressed), Formality (the language limit to be used in the document/text, Domain (the scope of the document/text is addressed), and Intent (how do you will convey the Intent of the document/writing that will be corrected using the Grammarly application).

Moreover, this app allows users to type in English without worrying about grammatical errors. This application is a tool that has the task of detecting spelling and grammatical errors in English. The function of Grammarly is to correct bad writing. So automatically, Grammarly will tell you where the error is and fix it immediately. Below is an example of the text that will be checked using Grammarly as follows:
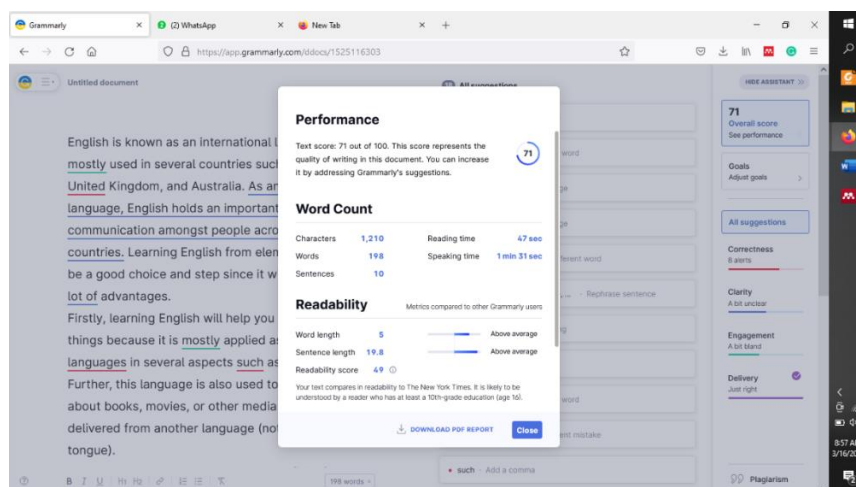
Figure 4. The Performance before using Grammarly
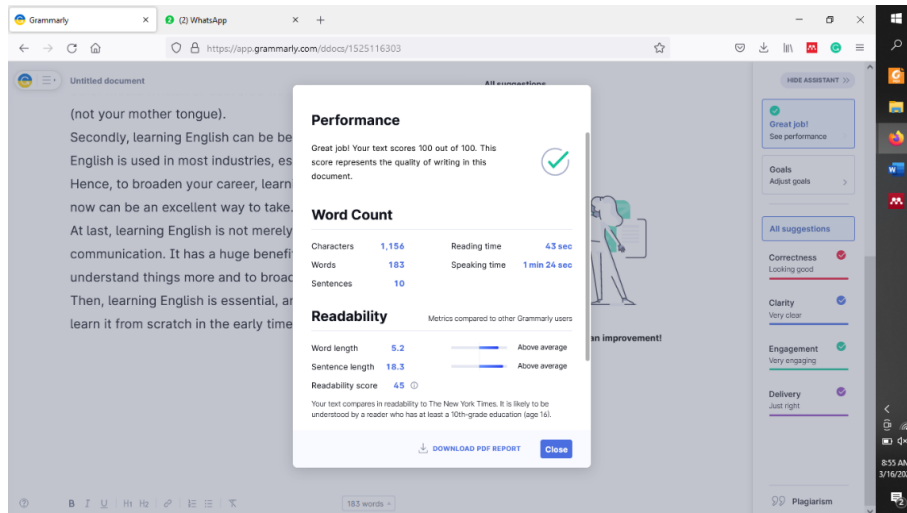
Figure 5. The Perfomance after Using Grammarly

By using the Grammarly software, the performance is improved. Before using Grammarly, the performance test score was 71 out of 100. This score indicates the quality of writing in this text. It could be improved by adding Grammarly suggestions. After using Grammarly, the performance text score is 100.

C. METHOD

Research Design

Gay and friends (2012) explains that mixed methods research is a research approach that combines quantitative and qualitative elements by integrating quantitative and qualitative data in one study. The aim of mixed methods research is to create synergies and maximize the advantages of both research methods, thereby enabling a deeper understanding of the phenomenon under study than can be achieved using either quantitative or qualitative methods alone. By adopting this approach, researchers can be more comprehensive and holistic in analyzing and interpreting research data. Therefore, mixed methods is a research method that combines qualitative and quantitative research methods by choosing one of the two methods that can be used as primary and secondary data.

In this study, researchers applied a QUAN-qual mixed methods approach that integrates quantitative and qualitative elements. This approach starts with using quantitative methods to collect data through a questionnaire, which aims to analyze students' perceptions of using the Grammarly application in their writing. Furthermore, qualitative methods are used to obtain more in-depth data regarding students' views about the advantages and disadvantages of applying Grammarly in their writing. By incorporating the QUAN-qual model, this study aims

to provide a comprehensive understanding of how students evaluate the use of Grammarly in their writing process and identify the advantages and limitations of this application. Thus, it is hoped that the results of this study will provide deeper and more comprehensive insights into students' perceptions of the use of Grammarly in developing their writing skills.

Population and Samples

Population refers to the entire group of individuals, objects or events that are the focus of research and from which data will be taken (Gay et al., 2012). This population is a collection of relevant and the basis for making conclusions. In this study, the population in question was 26 Manado IAIN English Education Study Program students for the 2018/2019 academic year.

According to Creswell (2016), the sample in the study refers to the subgroup of the target population selected by the researcher to study and then generalizes the results to that population. In this study, sampling was carried out using a purposive sampling approach, which aims to understand in depth about a particular phenomenon rather than reach statistical conclusions, especially when the population studied is small and specific. This study's use of purposive sampling requires clear criteria and reasons for including subjects.

So based on the explanation above, in this study, sampling must meet certain criteria, which are the basis for selecting research samples. These criteria are as follows:

a. Sample candidates should have familiar experience with Grammarly applications.
b. The research sample must consist of students from the English Education Study Program who have used the Grammarly application in compiling English writing, such as essays, articles, stories, or proposals/theses.

Thus, the sample of this study will consist of 13 students from the English Education Study Program who are in the 2018/2019 academic year, who have met the criteria above and have experience using the Grammarly application.

Instruments

Research instruments, which are measuring tools in a study, include tests, questionnaires, interview guidelines, and observation guidelines, which researchers use to collect data (Sugiyono, 2022). This study collected data through two research instruments: interviews and distributing questionnaires to students.

Researchers used a questionnaire to collect data more broadly and quantitatively from more respondents. By using a questionnaire, the researcher was able to cover a large number of TBI

students efficiently. In addition, the questionnaire allowed researchers to measure the degree of uniformity in students' views regarding using Grammarly, which could provide a more representative picture of their overall perceptions.

Furthermore, researchers use interviews because they allow researchers to obtain in-depth and qualitative information from respondents. Interviews allowed researchers to explain ambiguous questions, gain a deeper understanding of students' perceptions and experiences regarding using Grammarly, and explore various aspects that could not be revealed through questionnaires.

Researchers can obtain comprehensive and diverse data by combining interviews and questionnaires as research instruments. A qualitative approach from interviews will provide in-depth insight into individual views, while a quantitative approach through a questionnaire will provide an overview of students' views. Combining these two instruments will enrich this research and provide a comprehensive understanding of the perceptions of students of the English Education Study Program at IAIN Manado towards using the Grammarly application in their writing.

Data analysis technique

There are two kinds of analysis in this study, namely qualitative analysis and quantitative analysis. In qualitative analysis obtained through interviews, the data are presented in descriptive form, describing what happened and what happened in the field.

a. Qualitative Analysis

In this study, qualitative data analysis uses the Miles and Huberman model approach. According to Miles and friends (2014), data analysis involves three important stages: data reduction, data display, and drawing conclusions or verification. The data reduction process aims to organize and tidy up the data that has been collected so that the main patterns and themes can be identified. Furthermore, the data display stage is carried out by presenting the analysis results clearly and systematically, such as through tables, graphs, or direct quotations. At the conclusion or verification stage, the researcher integrates the findings obtained to develop a final interpretation, ensures the validity of the findings, and strengthens the validity of the research results. Miles and Huberman's model approach provides a comprehensive and structured framework for analyzing qualitative data, ensuring that research findings can be explained clearly and in-depth.

b. Quantitative Analysis

This study's quantitative data were analyzed by distributing questionnaires and presented in descriptive statistics. The size of the score for the questionnaire data was calculated using a Likert scale measurement scale. Has a category of Strongly Agree (SA), Disagree (D), Agree (A), and Strongly Agree (SD).

Table 1. Likert Scale Rating

Answer	Code	Score	
		+	-
Strongly Agree	SA	4	1
Agree	A	3	2
Disagree	D	2	3
Strongly Disagree	SD	1	4

(Arikunto, 2013)

Percentage statistics were used to calculate the score for the questionnaire data, and the formula is as follows:

$$P = \frac{f}{N} \times 100\%$$

Description :

P   : Percentage

F   : Frequency

N   : Number of respondents

100%   : Fixed number

The percentage of the questionnaire will be stated in the form of a category of assessment results. The category of assessment results is used to determine how students perceive using Grammarly application toward their writing. Use the metrics in Table 3.2 to determine the qualitative mean percentage category.

Table 2. Questionnaire assessment category

Percentage Interval	Category
86% - 100%	Excellent
85% - 70%	Good
69% - 54%	Poor
53% - 38%	Very Poor

(Arikunto, 2013)

Research Procedures

In this study, researcher collected data from questionnaires and interviews

a. The researcher made a list of student criteria for interviews selected by the researcher, namely those who know and use the Grammarly application in making English writing assignments

b. The researcher selected 26 students of the 2018 English education study program who knew and used the Grammarly application in making English writing assignments by interview.

c. Researcher distributed questionnaires to students to complete the results of the interview data conducted.

d. Researcher sent a questionnaire via a google form.

e. Researcher analyzed the questionnaire and made conclusions from the data.

FINDING AND DISCUSSIONS

The perceptions of students of the English Education Study Program at IAIN Manado using the Grammarly application in their writing

Slameto (2010) states that perception is a process of understanding information that enters the human brain through learning from the surrounding environment, including through senses such as touch, taste, and smell. In other words, perception is formed through the experiences experienced by humans in interpreting certain objects or events. Therefore, perception requires experience or understanding of the object associated with the event or purpose.

On the other hand, writing is a thought process that involves intellectual effort, where ideas are formed, plans and goals are set, and judgments are made to convey ideas effectively using appropriate language (Hammad, 2013). This process also involves finding ideas, how to convey these ideas, and organizing ideas into structured sentences and paragraphs. In learning English as a Second Language (ESL), writing is considered a comprehensive key skill, strengthening vocabulary, grammar, thinking skills, planning, editing, revision, and other elements (Yunus & Chien, 2016). In writing academic work, writing quality requires an understanding of linguistic aspects, such as text and syntax difficulties, lexical richness, word frequency, and use of sophisticated vocabulary (McNamara & Crossley, 2010)

However, the complexity of the aspects involved in writing often means that many students need help to write fluently and correctly. Alternatively, many students use tools such as the Grammarly app to check and improve their written English. Therefore, in this study, the researcher is interested in exploring students' perceptions of using the Grammarly application to write in English. Respondents in this study were 26 students of the English Education Study Program who had experience using the Grammarly application in the learning process. This study aims to gain in-depth insight into their views and experiences regarding using Grammarly in their writing.

Table 3. Average of Respondents' Answers

No	Statements	Positive Perception most Dominant		Negative Perception most Dominant	
		3│4	Percentage	2│1	Percentage
1.	I can fix English grammar faster by using Grammarly than fixing it manually.	12	92.30%	1	7.70%
2.	In my opinion, Grammarly is very useless in writing English written assignments	7	53.85%	6	46.15%
3.	I do not feel any problems when I use Grammarly in writing English assignments	11	84.61%	2	15.39%
4.	I use Grammarly to help me understand grammatical errors in my English writing.	12	92.30%	1	7.70%

5.	I am interested in using Grammarly to improve my English grammar in writing my English assignments	12	92.30%	1	7.70%
6.	Using Grammarly did not help me to have a good understanding of English grammar.	7	53.85%	6	46.15%
7.	Using Grammarly makes me not confident about English grammar in writing my English assignments	6	46.15%	7	53.85%
8.	I do not believe that the use of Grammarly will play an important role in minimizing English grammatical errors in writing my English assignments.	10	77%	3	23%
9.	I feel that the plagiarism checking feature is a valuable new feature in Grammarly	10	77%	3	23%
10.	I feel the process of downloading and installing the Grammarly application is not easy, fast and simple.	6	46.15%	7	53.85%
11.	I received input from my lecturer regarding errors and inconsistencies in English grammar in writing my English assignments. That's the reason I use Grammarly.	13	100%	0	0%
12.	I always use Grammarly to correct English grammar in writing my English assignments because Grammarly is easy to use and has clear features.	10	77%	3	23%
13.	Grammarly is similar to the U-dictionary feature but Grammarly provides complex features including plagiarism checking so I prefer to use Grammarly.	8	61.53%	5	38.47%
14.	I always use Grammarly in my English assignments	6	46.15%	7	53.85%
15.	The enthusiasm of my lecturers and friends to recommend Grammarly influenced me to use Grammarly in my English assignments.	11	84.61%	2	15.39%
Average		**72.32%**		**27.68%**	

Based on the data in the table above, the majority, namely 72.32% of the total respondents, agreed to use the Grammarly application to make their English writing assignments. This significant percentage indicates that most respondents positively respond to using the Grammarly application to help them improve their grammar in written English. Meanwhile, 27.58% of respondents had a negative perception of using the Grammarly application in making their English writing assignments. Even though this percentage is smaller than those who agree, this figure is also quite striking and interesting. It indicates that some respondents dislike or feel uncomfortable using Grammarly as a tool for writing English.

In the eleventh statement, it can be seen that the highest score is obtained, with a percentage score reaching 100%. Respondents indicated high agreement to use the Grammarly application in writing English assignments after receiving suggestions and input from lecturers regarding grammatical errors and inconsistencies in their writings. This finding indicates that the respondents used the Grammarly application actively in making their English writing assignments to correct grammatical errors that might occur in their writing.

The reasons behind the respondents' agreement to use Grammarly can be attributed to the important role of the lecturer in providing input and emphasizing the importance of grammatical aspects in writing English assignments. The interviews' results showed that the lecturers' suggestions and input helped raise students' awareness about the importance of correct grammar in academic writing. By understanding how crucial grammar is in their writing, respondents are more open to using Grammarly to improve their writing quality.

While the lowest score is in the eighth statement, with a score percentage of 23%, this indicates that most respondents disagree with the statement, stating that the use of the Grammarly application does not play an important role in minimizing English grammatical errors in writing their English assignments. This result is supported by interviews with the five respondents who gave similar responses; they felt many benefits in using the Grammarly application in making their English writing assignments.

In the interview, respondents stated that the Grammarly application provided many significant benefits for them. One of them is the application's ability to correct and correct punctuation, grammar, paragraphs, and even spelling errors in their writing. Respondents found the app effective in helping them identify and correct grammatical errors that they might have

accidentally missed. In addition, this application also helps improve the clarity and quality of the paragraph structure in their writing.

In statements 1, 4, and 5, almost the same score was obtained, reaching 92.30%. It shows that most respondents agree that the Grammarly application has an appeal in increasing their understanding and making correcting grammatical errors in written English easier. The results of interviews with two respondents, namely CK and WG, showed that they first learned about the Grammarly application through advertisements on the YouTube platform. It attracted their interest to try and use the Grammarly application. After trying this application, the two respondents felt great benefits. One of the benefits they experienced was significant assistance in identifying grammatical errors in their writing. In addition, from interviews with CK and WG, the introduction of this application through advertisements on Youtube has a positive impact because it attracts their interest to try it.

In the process of use, the Grammarly application can significantly benefit the respondents. This app helps them efficiently identify and correct grammatical errors in their writing. It means that the app can be a reliable tool for checking and improving the quality of students' written English. The positive response from respondents regarding the ease of understanding of the improvements proposed by Grammarly also shows the quality and effectiveness of this application.

Based on data from the third statement, 84.61% of respondents agreed they had no difficulty using the Grammarly application. The results of the interviews with the five respondents also strengthened these findings, where most of them stated that the use of the Grammarly application ran smoothly without significant obstacles, except for respondent WG who stated that there were problems related to the accessibility of the application. According to him, a stable internet connection is needed to use Grammarly, but sometimes he has difficulty accessing this application due to the limited availability of internet connections. In addition, WG also mentioned that the laptop used had limited storage capacity, which sometimes hindered smooth access to the Grammarly application. With insufficient storage capacity, WG found it difficult to install and run the Grammarly application optimally.

Even though WG experienced problems using Grammarly, most other respondents did not experience similar problems and rated this application as easy to use. It shows that most of them have successfully overcome the technical problems that may arise in using the Grammarly application, and the application as a whole is considered a helpful and effective tool in

improving the quality of their English writing. Even so, keep in mind that WG must face aspects of limited access and device storage capacity to maximize the benefits of the Grammarly application.

In the fifteenth statement, 84.61% of respondents indicated their agreement with the recommendations of their friends and lecturers regarding the use of the Grammarly application in completing English assignments. This high percentage increase indicates that many of them feel enthusiastic and confident about the benefits of the Grammarly application. It is also supported by the results of interviews with two respondents, namely DS and SN, who already know and use the Grammarly application, thanks to recommendations from their friends. They emphasized that the recommendation triggered them to try and adopt the Grammarly application. The positive experiences of their friends who have used this application provide additional confidence to use it in completing English assignments.

Positive recommendations from friends and lecturers also show that the Grammarly application has gained a good reputation among students of the English Education Study Program. This factor plays an important role in influencing the views and attitudes of students towards the application. They tend to be more confident and motivated to use Grammarly because there is a belief that this tool has been proven to help improve the quality of written English.

Based on data analysis of all findings, most respondents (as many as 72.32%) stated that they agreed with the perception of using the Grammarly application in making English assignments, especially among students majoring in English Education. The rest (27.68%) disagreed with using the application. From these results, the Grammarly application has a fairly high level of acceptance among students in helping to correct grammatical errors in writing.

This study shows that using the Grammarly application facilitates correcting grammatical errors in writing English assignments. Respondents who agreed considered Grammarly to be an effective and accurate tool in providing corrections and suggestions for improving grammar. It helps them improve the quality of their writing and gives them confidence in conveying ideas in a clearer and more structured manner. Meanwhile, some respondents who disagree may feel that Grammarly only sometimes suits their writing style or context. Nonetheless, the low percentage rate of this group indicates that most users experience the benefits and effectiveness of the Grammarly application in improving their grammar and the quality of their writing.

Thus, from these findings, using the Grammarly application is an option that can be considered for students majoring in English Education to improve their writing skills. Although they are imperfect and must be used critically, they can still be valuable tools in supporting a more accurate and effective writing process.

The strengths and weaknesses of using the Grammarly application on students' English Education Study Program writings of the academic year 2018/2019.

In this rapidly digital era, technology is experiencing rapid development, and many programs are designed to support learning activities, especially in acquiring good language skills. One popular application used in the writing process is Grammarly. This app ensures that the resulting text follows accurate spelling, punctuation and grammar and is attractive and easy to read. Apart from that, Grammarly also helps identify and replace complex sentences with more effective sentences, refreshes repetitive language, and strengthens writing to make it more expressive and reflect the author's true point of view.

Based on the results of interviews with students of the English Education Study Program regarding the use of the Grammarly application in writing English assignments, it was found that this application had a significant positive impact on its users. Grammarly effectively helps improve the quality of their writing quickly and accurately. In these findings, several main advantages of using Grammarly are identified.

First, students highlighted Grammarly's ability to provide accurate grammar corrections and relevant suggestions for improvement. The app automatically flags and displays warnings for common grammatical errors, such as subject-predicate errors, incorrect articles, and verb conjugations. This auto-correction feature helps users to recognize and correct grammatical errors that may be accidentally overlooked, thereby increasing the clarity and validity of their academic writing. In addition, the vocabulary analysis feature in Grammarly is also considered useful by students. This application can detect the repeated use of words and provide more precise and varied synonym recommendations. Thus, students can avoid using monotonous words and increase the richness of the vocabulary in their writing, which in turn can add value to the quality of academic writing.

Even though there are significant advantages, the findings also show some potential problems students experience when using Grammarly. Some students stated that they experienced several obstacles in implementing the suggestions for improvement from Grammarly. One of them is that some of the suggestions for improvement provided by the

application are only sometimes suitable for their writing style or not relevant to the particular context of their writing. It indicates that Grammarly needs to be optimized to recognize individual writing styles and specific writing contexts to provide more appropriate and relevant suggestions. Some students also revealed that Grammarly is sometimes too sensitive to complex sentences, resulting in incorrect warnings or corrections. Some sentences need to be corrected when they are by the correct grammar rules. This problem must be clarified in writing an evaluation and can confuse users. Therefore, Grammarly users must have a critical attitude in deciding whether to apply the proposed corrections. Students must maintain a personal writing identity and rely on something other than Grammarly to change their writing style drastically.

Despite some of the problems encountered, students still realize that using Grammarly significantly improves the quality of their writing. One of the main recognized benefits is Grammarly's ability to identify and correct grammatical errors that are often accidentally overlooked. The app automatically flags and warns against common grammar mistakes, such as mismatched subject predicate, incorrect article usage, and verb conjugation problems. Thus, Grammarly helps users to be more aware of these mistakes and correct them quickly, thereby increasing the clarity and validity of their writing. The vocabulary analysis feature in Grammarly is also recognized as a useful feature for students. This application can detect the use of repeated words and provide more precise and varied synonym recommendations. With this feature, students can avoid using monotonous words and increase the richness of their vocabulary in their writing. It gives their writing a richer, more professional feel and helps hold the reader's attention with a wider and more engaging use of words.

Even though there are some obstacles in using Grammarly, students realize and appreciate the benefits provided by this application. Grammarly helps them effectively in correcting grammar mistakes and enriching vocabulary. However, it is recommended that students remain wise in using the suggestions for improvement from Grammarly and always consider the context of their writing and the uniqueness of their writing style. In this way, using Grammarly as a writing aid will be more effective and valuable in supporting students in improving the quality of their academic writing.

CONCLUSION

Based on the findings of this study, two main conclusions can be drawn after conducting interviews with students of the English language education study program for the 2018/2019 academic year. The first is that some students (50% or 13 respondents) already know and use

the Grammarly application to write their assignments. In addition, most of them (72.32%) positively perceive using the Grammarly application. However, some students (27.68%) also have a negative perception of using this application. This conclusion shows that the Grammarly application has a fairly good acceptance rate among students majoring in English education, especially for most who feel the benefits of using it. The second highlights the benefits and drawbacks of using the Grammarly application in student writing. The findings show that this application facilitates the correction of grammatical, spelling, punctuation, and writing style errors. In addition, the Grammarly application can also shorten the time in the writing editing process and provide correction suggestions that are easy to understand and implement. However, on the other hand, this application also requires smooth network access and large storage capacity. This conclusion provides an overview of the advantages and disadvantages of the Grammarly application as a tool for writing English assignments.

The findings of this study imply that the use of the Grammarly application can be a useful alternative for students to improve the quality of their English writing. This application can improve the accuracy and effectiveness of writing, especially in terms of improving grammar and writing style. However, remember that this application is imperfect and still has some limitations, such as requiring stable internet access and sufficient storage capacity. Therefore, using Grammarly should be supported by awareness and understanding of the context of writing and the ability to write independently so that users can still produce quality writing that fits academic needs. In addition, the development of this application also needs to be continuously improved to be more accurate and responsive to individual student writing styles.

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