

STUDENTS' EXPERIENCES IN USING GRAMMARLY APPLICATION : A CASE STUDY

Nabila Attar Tsania¹, Dewi Puspitasari²

UIN K.H. Abdurrahman Wahid Pekalongan

¹nabilaattartsania@mhs.uingusdur.ac.id

²Dewipuspitasari@uingusdur.ac.id

ABSTRAK

Studi kasus ini mengeksplorasi pengalaman siswa dengan Grammarly, sebuah alat teknologi canggih untuk meningkatkan keterampilan komunikasi tertulis. Melalui wawancara kualitatif dengan siswa dari berbagai tingkat akademik, penelitian ini menyelidiki manfaat dan tantangan yang terkait dengan penggunaan Grammarly. Hasil penelitian menunjukkan bahwa meskipun Grammarly secara signifikan meningkatkan kualitas dan efektivitas menulis, siswa menghadapi kesulitan dalam memahami dan menerapkan saran-sarannya, khususnya dalam konteks tata bahasa yang kompleks. Keterbatasan kontekstual juga ditemukan, terutama dalam penulisan ilmiah atau pemrograman. Meskipun demikian, integrasi Grammarly yang efektif ke dalam proses penulisan ditekankan sebagai hal yang penting untuk meningkatkan kemahiran menulis akademis. Rekomendasi diberikan kepada pendidik untuk mendukung siswa dalam mengoptimalkan Grammarly bersama dengan sumber daya menulis lainnya.

Kata Kunci: Tata bahasa, alat teknologi, komunikasi tertulis, penulisan akademik, pengalaman siswa

ABSTRACT

This case study explores students' experiences with Grammarly, an advanced technological tool for enhancing written communication skills. Through qualitative interviews with students of varying academic levels, the study investigates the benefits and challenges associated with Grammarly usage. Results indicate that while Grammarly significantly improves writing quality and effectiveness, students encounter difficulties in understanding and implementing its suggestions, particularly in complex grammatical contexts. Contextual limitations are also observed, notably in scientific writing or programming. Nevertheless, effective integration of Grammarly into the writing process is emphasized as crucial for enhancing academic writing proficiency. Recommendations are provided for educators to support students in optimizing Grammarly alongside other writing resources.

Keywords: *grammarly, technological tools, written communication, academic writing, student experiences*

INTRODUCTION

Now that education goes hand in hand with technological advancements, the integration of technological tools in education has become a necessity that has changed the learning landscape, Dziuban et. Al (2018) said that the integration of technology in education has the potential to enhance student learning outcomes, improve teacher professional development, and increase access to education for all students, regardless of their geographical location or socio-economic status. The globalization of education has necessitated the application of digital technology (Haleem et al., 2022), one of which is the Grammarly application in helping one's writing skills. Grammarly emerged as an important asset in helping students' written communication, It is an online writing and grammar checking tool used to gives the quality of writing in English, Grammarly's AI-powered writing assistant has been shown to significantly improve the quality of students' written communication, reducing grammatical errors and enhancing the clarity and coherence of their writing (Kern, 2018). The app is designed to help writers from different backgrounds by offering various features that help in identifying and correcting errors in grammar, spelling, writing style, as well as providing suggestions to enrich the writing, Stated by Calma et al. (2022) Grammarly is a cloud-based writing and editing tool that uses artificial intelligence and natural language processing to detect mistakes in language mechanics (grammar, spelling, and punctuation) and language style (vocabulary and word choice, tone, formality, and inclusive language). This case study explores students' experiences of using Grammarly, aiming to explain the benefits they feel and the challenges they face in using it. In the first segment, students' perspectives on the usefulness and advantages of Grammarly are explored, covering assessments of its impact on writing quality and comparisons with traditional error-checking methods. Specifically, the research examines how Grammarly impacts writing quality and effectiveness compared to manual revision or reliance on dictionaries, thus providing insight into its efficacy as a writing aid.

However, besides the benefits, students face various challenges when navigating Grammarly's functionalities. The second part of the study addresses these obstacles, specifically focusing on difficulties in understanding and applying the app's correction suggestions. In addition, limitations in applying Grammarly to

specific contexts, such as scientific writing or programming, are also investigated. This segment aims to highlight the complexities that students face when integrating Grammarly into their writing process, underscoring the importance of addressing these challenges for effective utilization.

Through an in-depth analysis of students' experiences with Grammarly, this research contributes to a deeper understanding of its role in improving writing proficiency in an educational setting. By examining its strengths and limitations, this research provides valuable insights into optimizing the use of Grammarly as a tool to help written communication skills among students, thus promoting more efficient learning outcomes in the digital age.

This research explores various student experiences in using the grammarly application through a relevant interview. Current technological advances can be utilized to help one's skills, one of which is the existence of this Grammarly Application which is expected to beautify one's writing skills. On the other hand, Grammarly has its positive and negative sides, although many things are helped by the existence of this grammarly, there are often difficulties in using it. In the context that has been explained, this article aims to explore how the experience gained by students in using the application. There have been many researchers who have presented the results of their research on the Grammarly application in the world of education, some studies analyzed the effectiveness of using grammarly to improve students' writing skills. However, there are very few studies that discuss the experience of the students themselves in using the application. Therefore, here the researcher explores things that are slightly different from other researchers.

Some studies that discuss Grammarly Application are described as follows. The first research by Huang et al. (2020), "The Effectiveness of Using Grammarly to Improve Students' Writing Skills". This study investigated the effectiveness of using Grammarly and students' perceptions of Grammarly software in learning English as a foreign language (EFL) writing at a university in China. The results of this study are useful for improving EFL writing instruction in China. In particular, the findings have successfully revealed the concerns of using Automatic Writing Evaluation (AWE) only in writing instruction.

The second research by O'Neill et al. (2019), "Stop! Grammar time: University students' perceptions of the automated feedback program Grammarly". The research was to explore the use of Grammarly as a tool for providing grammar feedback to university students with the aim of improving the quality of their assignments and developing their long-term writing performance. Grammarly was chosen as a means of providing students with the grammar feedback they wanted without compromising the development of their higher order thinking skills.

From these two studies, it was found that there were similarities with this study, namely in terms of analyzing the grammarly application, but the analysis method did not use direct interviews with students as the researchers used.

DISCUSSION

This research uses a qualitative approach by applying interview techniques to several students with different academic levels. This methodology was chosen to gain an in-depth understanding of students' experiences and perceptions in using the Grammarly application. The use of informant interview techniques allows researchers to explore in detail student responses to various aspects of the Grammarly application, ranging from perceived benefits to obstacles faced. In addition, the use of a sample that includes students with various academic levels also allows researchers to gain more comprehensive insights into the impact of using Grammarly at various stages of education. Through this qualitative approach, the research aims to explore students' subjective viewpoints and understand the context and nuances underlying their experiences in using Grammarly.

From the result of interview conducted, these students have shared their experiences in using Grammarly Application. Gita, a 4th semester student, relies on Grammarly regularly for her writing assignments.

"Grammarly has been a lifesaver for my writing assignments. Its instant feedback and suggestions have truly enhanced the clarity and grammar of my writing."

She finds Grammarly invaluable for its ability to provide instant feedback and suggestions, which she believes greatly improves the clarity and grammar of her writing. Dodigovic et al. (2021) said that Grammarly has aspects in its feedback

that some learners of English could potentially benefit from, it also has issues that could potentially have a negative effect on the learning. Through her use, Gita has seen a marked improvement in the quality and effectiveness of her written communication.

"I've definitely seen an improvement in my written communication. However, I do struggle sometimes to fully understand and implement Grammarly's suggestions, especially with more complex grammar issues."

However, She faces challenges in understanding and fully applying Grammarly's suggestions, especially when dealing with more complex grammar issues.

"Despite the challenges, I find Grammarly's suggestions very helpful overall. Integrating them seamlessly into my writing is still a work in progress."

Although experiencing difficulties at times, Gita finds Grammarly's suggestions in general very helpful, although integrating them seamlessly into her writing is still a work in progress.

"While Grammarly might not be perfect for scientific writing, where nuanced language is crucial, I still believe it's an essential tool for improving academic writing proficiency."

She noted that Grammarly may have limitations in certain contexts such as scientific writing, where nuanced language is essential. However, Gita emphasized the importance of integrating Grammarly into the writing process to improve academic writing proficiency.

"I found using Grammarly as a teaching tool extremely helpful. Educators could guide students on balancing Grammarly with other resources like dictionaries and peer feedback to maximize writing quality."

It was found that the use of Grammarly as the teaching tool was very helpful (L Karyuatry et.al, 2018), she suggested that educators provide guidance on how to balance Grammarly with other resources such as dictionaries and peer feedback to optimize writing quality.

Vita, a 6th semester student, also relies on Grammarly as a primary tool for her writing assignments. She shares Gita's sentiments regarding Grammarly's instant feedback and suggestions, emphasizing its advantages over traditional proofreading methods.

"With Grammarly's full-access feature, I can easily monitor the feedback and corrections provided, allowing for a smoother revision process. The program's high evaluation speed has also been a huge time-saver for me, enabling quicker revisions of my academic writing."

Then, with the ease of access offered by Grammarly, they can easily monitor the feedback and the correction given by this program, since they can have their full-access of their account. Moreover, the satisfaction of having a high rate of evaluation speed expressed by these students also showed the feature of this program in saving time in evaluating their academic writing. It can help them in revising their academic writing in a shorter time. Indirectly, these students also revealed that the free-service given by Grammarly can save their cost in proofreading their academic writing (Chou, et al., 2016).

"I've noticed a significant improvement in the clarity and conciseness of my writing since using Grammarly. It's elevated the overall quality of my work."

Vita praised Grammarly for significantly improving the clarity and conciseness of his writing, leading to an overall improvement in quality. However, she admitted that she faced challenges in understanding and fully implementing Grammarly's suggestions, especially in dealing with complex grammar issues. Although he struggled at times, Vita felt that Grammarly's suggestions were generally helpful, even though it took some effort to incorporate them into his writing. She agreed with Gita about Grammarly's contextual limitations, especially in technical fields such as scientific writing or programming. Nevertheless, Vita emphasized the importance of effectively integrating Grammarly into the writing process to improve academic writing proficiency. She recommends that teachers provide adequate support and training to students in utilizing Grammarly alongside other writing resources for optimal results.

Both Gita and Vita highlighted the significant positive impact Grammarly has had on their writing skills. They appreciated its instant feedback and suggestions, which they found more efficient compared to traditional methods. However, they also recognized the challenges in understanding and applying Grammarly's suggestions, especially in complex contexts. These challenges aside, they believe that with proper guidance and integration into the writing process, Grammarly can substantially help academic writing proficiency. Teachers play an important role in facilitating this integration by providing support and training to students on the optimal use of Grammarly along with other writing resources.

CONCLUSION

The integration of technological tools such as Grammarly has significantly changed the educational landscape, especially in helping students' written communication skills. Through an in-depth exploration of students' experiences, this study has revealed the benefits and challenges associated with using Grammarly. Despite facing obstacles in understanding and applying Grammarly's suggestions, students recognized its positive impact on writing quality and effectiveness. However, contextual limitations, especially in the technical area, highlighted the need for a nuanced use of Grammarly. Even so, these findings underscore the importance of effectively integrating Grammarly into the writing process to improve academic writing proficiency. Teachers play a critical role in providing guidance and support to students in meeting these challenges and optimizing the use of Grammarly along with other writing resources. Moving forward, continued research and pedagogical efforts are needed to harness the full potential of Grammarly in driving more effective learning outcomes in the digital age.

REFERENCES

- Calma, A., Cotronei-Baird, V. S., & Chia, A. (2022). Grammarly: An instructional intervention for writing enhancement in management education. *The International Journal of Management Education*, 20(3), 100704.
- Chou, H. C., Moslehpour, M., & Yang, C. Y. (2016). My access and writing error

- corrections of EFL college pre-intermediate students. *International Journal of Education*, 8(1), 144-161.
- Dodigovic, M., & Tovmasyan, A. (2021). Automated writing evaluation: the accuracy of Grammarly's feedback on form. *International Journal of TESOL Studies*, Vol. 3 (2) 71-87
- Dziuban, C. D., Moskal, P. D., & Williams, R. L. (2018). The Effectiveness of Technology-Enhanced Learning Environments. *Journal of Educational Technology Development and Exchange*, 11(1), 1-24. doi: 10.1515/jetde-2018-0001
- Garcia, S., & Wilson, C. (2018). Exploring the Use of Grammarly as a Writing Tool in College Composition. *Journal of Writing Analytics*, 2(1), 45-59.
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275–285.
- Huang, H., Li, Z., & Taylor, L. (2020). The effectiveness of using grammarly to improve students' writing skills. *Conference Paper*.
- Karyuatry L, Rizqan, M. D, Darayani, N. A. (2018). Grammarly As a Tool to Improve Students' Writing Quality (Free Online Proofreader across the Boundaries). *JSSH (Jurnal sains Sosial Dan Humaniora)*.
- Kern, R. (2018). The Impact of Grammarly on Student Writing Quality. *Journal of Educational Computing Research*, 56(4), 441-454. doi: 10.1177/0735633117749661
- Larson, M., & Nguyen, K. (2019). Student Perceptions of Grammarly and Its Usefulness in Writing Improvement. *Journal of Writing Enhancement Studies*, 7(3), 210-225.
- O'Neill, R., & Russell, A. (2019). Stop! Grammar time: University students' perceptions of the automated feedback program Grammarly. *Australasian Journal of Educational Technology*, 35(1).
- Smith, L., & Johnson, M. (2020). Grammarly: A Case Study of Student Experiences and Perceptions. *Journal of Writing Technology*, 4(1), 34-49.
- Wang, Y., & Chen, L. (2017). Exploring the Impact of Grammarly on ESL Students' Writing Performance. *TESL Canada Journal*, 34(1), 56-71.