EFL STUDENTS' PERCEPTION OF GRAMMARLY PREMIUM'S

FEEDBACK AND HOW THEY DEAL WITH THE INACCURACY

THESIS

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FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY,

MALANG

June, 2022

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to Compose a Thesis on Sarjana (S-1) Degree of English Education Department,
Faculty of Education and Teacher Training, Maulana Malik Ibrahim State
Islamic University, Malang

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APPROVAL SHEET

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DEDICATION

This thesis is proudly dedicated to two great people in my life, my father and mother (Suwandi & Asyrofah), my family, and my best friends. They are who kept me going and made it to this point. Thank you for all the good work, advice, and prayers that are always offered. Thank you, and I love you.

DECLARATION OF AUTHORSHIP

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Declare that:

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

Malang, June 3, 2022

The Researcher,

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MOTTO

وَعَسٰٓى اَنْ تَكْرَهُوْا شَيْـًٔا وَّهُوَ خَيْرٌ لَّكُمْ ۚ وَعَسٰٓى اَنْ تُحِبُّوْا شَيْـًٔا وَّهُوَ شَرٌّ لَّكُمْ ۗ وَاللّٰهُ يَعْلَمُ وَاَنْتُمْ لَا تَعْلَمُوْن

"...Perhaps you dislike something which is good for you and like something which is bad for you. Allah knows, and you do not know." (Q.S. Al Baqarah [2]:126)

ACKNOWLEDGMENTS

In the name of Allah, the Most Beneficent, the Most Merciful.

8. M. Ervan Zulkarnain, who always helps in any conditions
9. All the members of TBI'18, who always help and provide spirit in the thesis completion process.

As an ordinary person, the writer realizes that this thesis is still far from perfect because of the limited knowledge possessed by the author. Therefore, the author apologizes for the mistakes and shortcomings in this thesis. The author is willing to accept constructive criticism and suggestions from various parties. Finally, The writer hopes this thesis will be useful for anyone who reads it.

Malang, June 3rd, 2022

Lailatul Khoiroh Ummah

TRANSLITERATION GUIDELINES

The transliteration criteria used in this thesis are based on decisions made by the Indonesian Minister of Religion and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543 b / u / 1987, which can be stated as follows:

A. Alphabet

ا	=	a	ز	=	z	ق	=	q
ب	=	b	س	=	s	ك	=	k
ت	=	t	ش	=	sy	ل	=	l
ث	=	ts	ص	=	sh	م	=	m
ج	=	j	ض	=	dl	ن	=	n
ح	=	h̲	ط	=	th	و	=	w
خ	=	Kh	ظ	=	zh	ه	=	h
د	=	d	ع	=	'	ء	=	'
ذ	=	dz	غ	=	gh	ي	=	y
ر	=	r	ف	=	f			

B. Long Vowel

Long Vocal (a)   = â

Long Vocal (i)   = î

Long Vocal (u)   = û

C. Diphthong Vowel

أَوْ   = aw

أَيْ   = ay

أَّوْ   = ŭ

إِيْ   = î

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LIST OF ABBREVIATIONS

EFL   : English Foreign Language

P1   : Participant 1

P2   : Participant 2

P3   : Participant 3

P4   : Participant 4

P5   : Participant 5

SA   : Strongly Agree

A   : Agree

N   : Neutral

D   : Disagree

SD   : Strongly Disagree

P   : Percentage

F   : Frequency

N   : The Number of Samples

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ABSTRACT

Ummah, Lailatul Khoiroh. 2022. EFL Students' perception of Grammarly Premium's feedback and How They Deal with The Inaccuracy. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training of Maulana Malik Ibrahim State Islamic University Malang. Advisor: Maslihatul Bisriyah, M. TESOL.

Key terms: Perception, Grammarly Premium's feedback, Inaccuracy.

Many EFL students in Indonesia struggle to write a good thesis because they have to transform the information from their research academically and write in their non-native language. This process might cause errors in writing content, vocabulary, and other mechanical issues. The development of AWE (Automated Writing Evaluation) programs can be one of the ways to overcome this problem. Because of that, this research is interested in studying one of the popular AWE programs, Grammarly Premium, used by students in writing an academic thesis. This study aims to: (1) explore EFL students' perceptions of Grammarly Premium feedback, (2) provide a detailed analysis of the types of inaccurate feedback provided by Grammarly Premium, (3) investigate how students handle their inaccuracies.

This study used a qualitative approach case study, with data collection methods using questionnaires, semi-structured interviews, and documentation. The subjects in this study were students majoring in English Tadris at UIN Maulana Malik Ibrahim Malang class of 2017 and 2018 who were writing or had completed their thesis. Questionnaires were given to 22 students, interviews were conducted with 5 students, and documentation was conducted on 3 students. The data analysis technique was carried out by descriptive analysis (coding, data reduction, presentation, and concluding).

The results of this study indicate that: (1) students have positive and negative perceptions of the use of Grammarly Premium. They revealed that Grammarly Premium helped them in writing. The "correctness" feature improved spelling, grammar, punctuation, convention, article, and consistency. The "clarity" feature improves readability, such as conciseness and passive voice. Engagement feature made writing varied, and delivery features to get the tone right. On the other hand, students complained that Grammarly Premium had a stable internet connection to work and required additional proofreading due to some inaccurate feedback. (2) Inaccurate feedback generally occurred in the features of correctness (convention, spelling, punctuation, article, and consistency), Clarity (Passive voice and conciseness), and engagement (variety). (3) Students continued to use Grammarly Premium because it helped them proofread even though it had some inaccurate feedback.

ABSTRAK

Ummah, Lailatul Khoiroh. 2022. Persepsi Mahasiswa EFL terhadap Umpan Balik dari Grammarly Premium dan Bagiamana Mereka Meyikapi Ketidakakuratannya. Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Maslihatul Bisriyah, M. TESOL.

Kata Kunci: persepsi, umpan balik Grammarly Premium, ketidakakuratan.

Banyak mahasiswa EFL berjuang untuk menulis skripsi yang baik karena mereka harus mengubah informasi dari penelitian mereka secara akademis, dan harus menuliskannya dalam bahasa yang bukan bahasa ibu mereka. Hal ini memungkinkan terjadinya kesalahan, baik dari segi konten, kosa kata, dan kesalahan mekanik lainnya. Pengembangan program AWE (Automated Writing Evaluation) dapat menjadi salah satu cara untuk mengatasi masalah ini. Oleh karena itu, penelitian ini tertarik untuk mengkaji salah satu program AWE yang populer yaitu Grammarly Premium ketika digunakan oleh mahasiswa dalam penulisan skripsi. Penelitian ini bertujuan untuk: (1) mengeksplorasi persepsi mahasiswa EFL tentang umpan balik Grammarly Premium, (2) memberikan analisis terperinci tentang jenis umpan balik yang tidak akurat yang diberikan oleh Grammarly Premium, (3) menyelidiki bagaimana siswa menangani ketidakakuratannya

Penelitian ini menggunakan pendekatan kualitatif studi kasus, dengan metode pengumpulan data menggunakan kuesioner, wawancara semi-terstruktur, dan dokumentasi. Subjek pada penelitian ini adalah mahasiswa jurusan Tadris Bahasa Inggris pada kampus X di Malang angkatan 2017 dan 2018 yang sedang menulis atau telah menyelesaikan skripsi. Kuesioner diberikan kepada 22 mahasiswa, wawancara dilakukan dengan 5 mahasiswa, dan dokumentasi dilakukan terhadap 3 mahasiswa. Teknik analisis data dilakukan dengan cara analisis deskriptif (pengkodean, reduksi data, penyajian, dan penarikan kesimpulan).

Hasil penelitian ini menujukkan bahwa: (1) siswa memiliki persepsi yang positif dan negatif terhadap penggunaan Grammarly Premium. Mereka merasa terbantu dengan adanya fitur *"correctness"* yang dapat meningkatkan *spelling, grammar, punctuation, convention, article,* dan *consistency*. Fitur *"clarity"* untuk meningkatkan keterbacaan, seperti *conciseness* dan *passive voice*. Fitur engagement untuk membuat tulisan lebih bervariasi, dan fitur *"delivery"* untuk menyampaikan nada tulisan dengan tepat. Di sisi lain, siswa mengeluh bahwa Grammarly Premium harus memiliki koneksi internet yang stabil dan memerlukan proofreading tambahan karena beberapa umpan balik tidak akurat (2) Misleading feedback umumnya terjadi pada fitur *correctness (convention, spelling, punctuation, article, and consistency),* fitur *Clarity (Passive voice and conciseness),* dan fitur *engagement (variety).* (3) siswa tetap menggunakan Grammarly Premium karena Grammarly Premium membantu mereka dalam *self-proofreading* meskipun terdapat beberapa umpan balik yang tidak akurat.

مستخلص البحث

امة، ليلة الخيرة. ٢٠٢٢. تصورات الطلبة اللغة الإنجليزية الأجنبية للتغذية الراجعة من قسط نحوي
(Grammarly Premium) وكيفية استجابتهم لعدم الدقة .البحث الجامعي. قسم تعليم اللغة
الإنجليزية.كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج.
المشرفة : مسلحة البسرية الماجيستير.

الكلمات المفتاحية: الإدراك، ردود الفعل من قسط نحوي (**Grammarly Premium**)، عدم الدقة.

يكافح العديد من طلاب اللغة الإنجليزية كلغة أجنبية لكتابة أطروحة جيدة لأنهم يجب أن يحولوا
المعلومات من أبحاثهم أكاديميًا ، ويجب أن يكتبوها بلغة أخرى غير لغتهم الأم. هذا يسمح للأخطاء ، سواء
من حيث المحتوى والمفردات والأخطاء الميكانيكية الأخرى. يمكن أن يكون تطوير برنامج تقييم الكتابة الآلي
AWE إحدى الطرق للتغلب على هذه المشكلة. لذلك ، تهتم هذا البحث الجامعي بفحص أحد برامج تقييم
الكتابة الآلية الشائعة، وهي قسط نحوي (Grammarly Premium) عند استخدامها من قبل الطلبة في كتابة
البحث الجامعي. أهداف لهذا البحث الجامعي إلى: (١) استكشاف تصورات طلبة اللغة الإنجليزية الأجنبية
حول ردود الفعل من قسط نحوي (Grammarly Premium)، (٢) تقديم تحليل مفصل لأنواع التعليقات
غير الدقيقة التي تقدمها قسط نحوي (Grammarly Premium) ، (٣) التحقيق في كيفية تعامل الطلبة مع
عدم دقتهم.

استخدمت الباحثة منهجا نوعيا. وأسلوب جمع البيانات باستخدام الاستبانة والمقابلة شبه المنظمة
والتوثيق. كان موضوعات في هذا البحث الجامعي من الطلبة المتخصصين في قسم اللغة الإنجليزية بجامعة
مولانا مالك إبراهيم الإسلامية الحكومية مالانج العام ٢٠١٨ ، ٢٠١٧ الذين كانوا يكتبون أو أكملوا البحث
الجامعي. وإعطاء استبانة إلى ٢٢ طلاب، وأجريت مقابلات مع ٥ طلاب بشكل عشوائي، وثم إجراء التوثيق
على ٣ طلاب. يتم تنفيذ طريقة تحليل البيانات عن طريق التحليل الوصفي(الترميز وتقليل البيانات والعرض
البيانات والاستخلاص الاستنتاجات).

أظهرت نتائج هذا ابحث الجامعي أن: (١) لدى الطلبة تصور إيجابي وسلبي لاستخدام قسط النحو
(Grammarly Premium). يشعرون أنهم يساعدون من خلال ميزة "الصواب" التي يمكن أن تحسن
الإملاء والقواعد النحوية وعلامات الترقيم والاتفاقية والمقالة والاتساق. ميزاة "الوضوح" لتحسين إمكانية
القراءة، مثل الإيجاز والصوت السلبي. ميزة "المشاركة" لإنشاء كتابة متنوعة وميزة "التسليم" لنقل النغمة
بشكل مناسب. من ناحية أخرى ، يشكو الطلبة من أن قسط النحو (Grammarly Premium) يجب أن يكون
لديه الاتصال الإنترنت مستقر للعمل ويتطلب تصحيحا إضافيا بسبب بعض التعليقات المضللة. (٢) تحدث
التغذية الراجعة المضللة بشكل عام في الصواب (الاصطلاح والإملاء وعلامات الترقيم والمقالة والاتساق)
والوضوح (الصوت السلبي والإيجاز) والمشاركة (التنوع). (٣) يستمر الطلاب في استخدام قسط النحو
(Grammarly Premium) لأنه يساعدهم في التدقيق الذاتي على الرغم من بعض التعليقات غير الدقيقة.

CHAPTER I

INTRODUCTION

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

A. Background of The Study

Writing plays an important role in real life because it is used as a tool for communication for various purposes (Karyuatry, 2018). Writing is a versatile instrument that can be used to achieve a wide range of objectives (Graham, 2006). It allows us to maintain personal contact with family, friends, and colleagues even when we cannot be physically present with them. Writing is used by people to create fictional worlds, tell tales, share information, explore who they are, cope with loneliness, and chronicle their experiences. Indeed, writing about one's feelings and experiences can be both psychologically and physiologically beneficial (Smyth, 1998).

Writing is also a crucial learning tool. It can be used to collect, store, and distribute knowledge. The permanence of writing allows ideas to be easily reviewed and evaluated, its explicitness encourages the establishment of connections between ideas, and its active nature encourages the exploration of unquestioned assumptions (Applebee, 1984). Writing must be well structured to convey information or knowledge to the reader clearly and understandably.

Writing is also important in the world of education because many works must be written down in the form of academic writing. Therefore, students must have good writing skills, as stated in the Quran that Allah commands writing after the commandment to read. For one to be able to write, one has to read first. Without a good reading ability, one cannot produce good writing. This notion of reading-writing connection is in line with the Quran verse of Al-Alaq: 1-5:

اِقْرَأْ بِاسْمِ رَبِّكَ الَّذِيْ خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اِقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِيْ عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

(1) Recite in the name of your Lord who created. (2) Created man from a clinging substance. (3) Recite, and your Lord is the Most Generous (4) Who taught by the pen. (5) Taught man that which he knew not. (Q.S. Al-Alaq 1-5)

This verse dictates someone recite the verse of the Quran and all of the knowledge contains inside it. Therefore, humans should seek for knowledge by reading and immortalize it in a piece of writing so that it is not timeless, as the hadith narrated by Thabrani:

الْعِلْمُ صَيْدٌ وَ الْكِتَابَةُ قَيْدُهُ , قَيِّدْ صُيُوْدَكَ بِالْجِبَالِ الْوَاثِقَةِ

"Knowledge is hunting, and writing is its constraint. Therefore, constrain your hunting with a firm rope". (HR. Thabrani)

From the hadith above, Prophet Muhammad ordered his followers to perpetuate what was obtained by writing. When the knowledge is poured into the form of writing, it can be passed from generation to generation. The

word "firm rope" can be interpreted as good writing, structured writing, and understandable writing.

Writing is a sophisticated process that uses a combination of letters to transmit ideas, thoughts, views, and feelings to others. Writing is more than just expressing thoughts; it is also about how nicely the aspects of writing are organized (Setyowati, 2016). Therefore, writing is thought to be more difficult than other language skills. Visser and Sukavatee (2020) stated that writing is not just a skill of groping the letter together, but it requires planning, outlining, and organizing ideas, as well as writing abilities, including grammar proficiency, strategic competence, and discourse competence.

There are many aspects to be considered to achieve good writing. The components aspect like good word choices, proper use of grammar, and concise delivery need to flow smoothly to make overall coherence and cohesion of writing (Karyuatri, 2018). Systematically structured writing will be easier to understand by the reader than not structured writing.

Good writing does not come in one night. The writer should have a strong foundation of writing understanding and follow a systematic writing process. According to Harmer (2004), good writing should follow the steps of planning, drafting, editing, and final version. The planning stage involves collecting the ideas and issues that want to be proposed in writing. Drafting involves pouring ideas without worrying about mistakes. The editing stage involves reviewing the first draft. This stage may involve oral and written

peers' feedback. The final version is where the writing has been revised to make the best version of it.

Even though students have followed several of these steps, they still face some difficulties in writing. Aidil (2019) found that students in Indonesia struggle with writing because they do not comprehend the steps of writing, lack enthusiasm, and do not know how to organize thoughts well. Karyuatry (2018) revealed that EFL students lack motivation due to unfamiliar words, phrases, adverbs, passive voice, prepositions, and arranging sentences in English writing because there are many different aspects of writing between English and Bahasa Indonesia. Another study was done by Puspitasari (2013), who found that students have issues using the article. Some of them did not put the article in their sentence, which caused misunderstanding. Moreover, Al Mubarak (2017) identified that students have difficulties using irregular verbs, parallel structures, verb tenses, and poor organization in writing.

Students also have to adapt to the new style of writing when entering the higher institution. In many academic cases, students are demanded to be able to transform information into form writing, not just retelling it. Unfortunately, L1 and L2 only got a little exposure to academic writing and even lacked practice in simple retelling writing (Grabe & Kaplan, 1996). This situation created problems for students due to the demand for academic writing at the tertiary level, which they had never experienced before. An example of that situation is in thesis writing. Many EFL students in

Indonesia struggle to write a good thesis because they have to transform the information from their research academically and write in their non-native language. This process might cause errors in writing content, vocabulary, and other mechanical issues.

The studies above prove that students' understanding of writing is still low. Students can practice more deeply and receive critical comments from peers or teachers to improve their writing. Sabarun (2019) stated that providing corrective feedback from teachers can help students reduce grammatical mistakes and improve their writing ability. However, sometimes manual corrective feedback is still considered ineffective. Many lecturers have problems correcting their students' writing one by one. Besides, the last pandemic situation makes the students unable to meet their lecturers and friends to peer review their writing. Therefore, Karyuatry (2018) suggested that students could anticipate this situation by self-reviewing their writing using technology. This method also promotes students' self-learning because they can still learn and get feedback even if they do not meet the lecturers or friends.

In line with the rapid development of technology, students could use various applications to help them in writing, such as Grammarly, Pro Writing Aid, Ginger, WhiteSmoke, and Reverso. Those applications are helpful for them in checking grammar accuracy. Mozgovoy (2011) stated that AWE program helps students check grammatical errors in a text and improve writing quality in writing. AWE program will detect writing errors

and provide immediate feedback so the author can correct them immediately. Ranalli (2018) found that students positively perceive the AWE program. They claimed that the AWE program provides valuable feedback on their English proficiency. One of the AWE programs frequently used by students in Indonesia is Grammarly.

Grammarly is the most popular AWE program available in two versions: free and paid versions (Premium). According to Grammarly inc. (2022), 30 million people use this application to improve their writing skills every day. Grammarly helps them identify and replace complicated sentences with more appropriate ones and correct spelling, punctuation, and grammar. A free account could improve the students' everyday writing. In contrast, a Premium account with more exclusive features will help them enhance their English competence at school, at work, and anywhere else. It can identify about 250 grammar rules. Nova (2018) stated that Grammarly offers valuable suggestions for making writing more readable, clear, and mistake-free. Those advantages make many people prefer to use Grammarly, especially students at the university. One of the universities in Australia had chosen Grammarly to help them in writing (O'Neill & Russell, 2019b). It was supported by the study of Cavaleri and Dianati (2016) that students in Australian higher education have positive thoughts about Grammarly. They stated that Grammarly was helpful, easy to use, helped them understand grammatical rules, and helped academic writing

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In recent years, studies about the effectiveness of the free-version of Grammarly application in writing have been conducted by some researchers. Those studies showed that Grammarly has strengths in improving students' writing skills (Karyuatri, 2018; Pratama, 2020; Guo et al., 2021). Another strength of Grammarly is that it can save time (Lailika, 2019; Nova, 2018). On the other hand, Grammarly also has drawbacks in terms of internet connection. Grammarly could not provide direct feedback if internet conditions were unstable (Lailika, 2019; Pratama, 2020; Fitria, 2021). Another drawback that often occurred is that Grammarly's feedback was not always accurate (Nova, 2018; Pratama, 2020; Fitria, 2021; Dodigovic, 2021).

Based on the previous studies above, it can be concluded that all previous researchers stated that Grammarly was good, even though three of them noted that the feedback from Grammarly was not always accurate. In addition, previous researchers did not discuss the kind of feedback that is often inaccurate in Grammarly. Furthermore, the Grammarly used in those studies is free-version. Therefore, the researcher is interested in exploring "EFL students' perception of Grammarly Premium's Feedback and How They Deal with the Inaccuracy."

This topic is important to explore because: (1) most of the previous studies above stated that some feedback provided by Grammarly was not always accurate, but no one has discussed it, (2) not many students understood that Grammarly's feedback was not always accurate, and (3)

identifying the common mistakes from Grammarly will be beneficial for EFL and non-EFL students.

B. Research Question

Based on the research background above, the research questions of this study are:

(1) How do EFL students perceive Grammarly Premium's feedback?

(2) What kind of inaccurate feedback is provided by Grammarly Premium?

(3) How do students deal with the inaccuracy?

C. The Objective of The Study

The objectives of this study are:

(1) To explore EFL students' perception of Grammarly Premium's feedback

(2) To provide a detailed analysis of the kind of inaccurate feedback provided by Grammarly Premium.

(3) To investigate how students deal with the inaccuracy.

D. Significance of the study

This study is expected to benefit the EFL students, the lecturer, and the further researcher.

1) For EFL students, this research provides some information about Grammarly Premium, including the advantages and the weaknesses of using this tool. It also provides a detailed analysis of the kind of inaccurate feedback provided by Grammarly Premium and how students deal with it.

2) For the lecturers, this research is beneficial in giving information about Grammarly Premium so that the lecturers can use it to help them check their students' work in writing.

3) This research can be a reference for those interested in a similar topic for further research.

E. Scope and limitation of the study

1) The scope of this study is EFL students' perception of the use of Grammarly that focuses on the Premium version of Grammarly, including positive and negative perceptions. Furthermore, this study provides a detailed analysis of the kind of misleading feedback provided by Grammarly Premium and how students deal with the inaccuracy

2) The limitation of this research is EFL students in the English Education Department at University X in Malang in the years 2017 and 2018 because they used Grammarly in their thesis writing.

F. Definition of key terms

1) Perception

Perception refers to opinion, perspective, thoughts, and belief about something. Perception is belief about oneself or one thing. In this case, perception refers to students' views about the usability of Grammarly Premium as an online Grammar checker on thesis writing (Mitra & Serriere, 2012).

2) Grammarly

Grammarly is one of the automated writing feedback (AWE) tools that help check grammar in writing. Grammar is available in a free version and a Premium version. The free version of Grammarly provides several features such as checking grammar, spelling, punctuation, and style. In the Premium version, more features are offered, such as wordy sentence analysis, punctuation in complex/compound sentences, passive voice misuse, and unclear sentences. In this term, Grammarly Premium refers to paid grammar applications used by students in writing their thesis.

3) Feedback

Feedback is information provided by agents, such as teachers, friends, experts, or even applications about people's work. In this study, the word "Feedback" refers to online feedback provided by Grammarly Premium.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories related to the topic used to answer and strengthen the problem discussed in the research. It consists of perception, writing skill, grammar, online grammar checker, Grammarly, and previous studies.

A. Perception

1) The nature of perception

Montague (1997) stated that perception is the individual's perspective on something or someone, influenced by social and environmental conditions. Perception is the process of interpreting sensory information that involves higher-level cognition or understanding (Solso & King, 1976).

In interpreting stimuli, perception is influenced by several factors. Lailika (2019) claimed that perceptions could be controlled by experience, ability, environment, and how people react to them. These statements are also supported by Burns et al. (1949), that perception is influenced by several factors, including internal and external factors. Internal factors come from the individual itself, such as feelings, personality, attitudes, prejudices, hopes, desires, physical states, interests and motivations, and the values and needs of the individual. In comparison, external factors come from outside the individual's body, such as information obtained, knowledge, culture, and social group environment. For example, someone who lives in a harmonious

environment tends to see other people as friendly and polite. In another way, someone who lives in an unharmonious climate will like to think of other people as a threat rather than a companion.

Schacter and Gilbsert (2011) stated that perception starts from organizing, identifying, and interpreting the sensation. The process of perception begins with receiving the stimulus by the instrument senses and transmitting it to the brain. After that, a physiological process allows individuals to realize something they had received.

2) The importance of students' perception

Students' perceptions are essential elements in the evaluation of learning. Dörnyei (2001) stated that students' perception is the key to determining success or failure in education. Similarly, Freiberg (1999) stated that students' perception is the key component and indicator in determining how successful the learning is. Therefore, students' perceptions need to be considered by the teacher to ensure students' success in education.

Petegem et al. (2007) argued that students' perceptions could become a benchmark for learning outcomes. Students' perceptions can be used to evaluate whether the methods, the technology, or even the learning system used are appropriate or not. In brief, it can be used as a benchmark to continue what is already running or improve it to get the best learning outcomes.

3) Type of perception

According to Mcdonald (2012), perception influences people's attitudes, behaviors, and decisions throughout their lives. There are two categories of perception; positive and negative perception.

a) Positive perception

Positive perception is a deep understanding of the individual who holds tight the self-confidence and looks at the excellent side in facing the world. According to Irwanto (2002), positive perception is perception that describes all information and respons obeject positevely. Positive perception will happen if the object of perception is in line with knowledge, whereas negative perception will happen if the object of perception is not in line with knowledge. For example, students agree about the use of mind mapping application in writing, it means that they have positive perception of it.

b) Negative perception

Negative perception is the tendency to seek the shortcomings of the object or subject they observe. It can be an individual deficiency or a weakness of something. Negative perception is a perception that describes all information negatively or not suitable with the object that is perceived (Irwanto, 2002). For example, students who disagree with the use of mind mapping application

software in writing, it means that they have negative perception of it.

B. Writing skill

1) The nature of writing skill

One of the language acquisition skills that must be taught in education is writing. Writing is a crucial productive skill for producing a language. Based on the school system for teaching English in Indonesia, students can gain four abilities during the educational process: listening, speaking, reading, and writing (Herman, Purba, Thoa, & Purba, 2020). Writing is a language ability that is used as an indirect communication method. It can be developed by writing simple things until complicated things. Writing has been taught since elementary school and will get more difficult at higher levels because writing is more than just taking notes or duplicating. It is a challenging activity for most people, both in their own language and in a foreign language (Visser & Sukavatee, 2020).

Writing is a complicated procedure combining letters in written language to transmit ideas, thoughts, views, and feelings to others (Hidayah, Mulyati, & Suprijadi, 2019). Writing has several advantages for students because it allows them to learn vocabulary and grammar. Writing also teaches students how to build a sentence, then a paragraph, and finally a text. This view is based on the statement that writing is not

only about having thoughts to write but also about arranging the aspects of writing (Setyowati, 2016).

2) The component of writing skill

Several components are used to determine the students' writing skills. Megawati and Anugeralwati (2012) define five criteria: content, organization, vocabulary, syntax (grammar), and mechanics. Each criterion will be addressed in detail below:

a) Content

The term content refers to the writing's content, such as a thesis statement, major idea, supporting information, or thought developments.

b) Organization

Organization is the composition that contains a comprehensive generic structure according to the content being composed. It means that the generic structure's organization must be sequenced.

c) Vocabulary

This term is related to students' capacity to select acceptable and correct vocabulary. Students who have a larger vocabulary have more opportunities to develop excellent writing.

d) Mechanic

Mechanic includes spelling, capitalization, punctuation, and paragraphing that must be considered because they may influence the outcome of writing.

3) The process of writing skill

        Writing is a procedure that must be followed in order to produce good writing. These procedures will assist the writer in easier expressing their ideas. According to Laksmi (2006), there are five processes in writing, the first of which is pre-writing. composing, revising, editing, and printing

a) Pre-writing

        Pre-writing is the initial stage in which students determine concepts or ideas and look for a lot of information about the ideas they will write about. This stage includes numerous activities such as selecting a topic, gathering ideas, organizing ideas, defining a theme sentence, and outlining (Faraj, 2015).

b) Drafting

        The next phase is for students to create a draft of their ideas or concepts. Students begin to arrange and write down their ideas at this level and do not focus on grammar. Therefore there will be several mistakes. According to Laksmi (2006), students are given to label a preliminary draft of their article to help them counter this assumption and underline the idea that writing is not done in an instant thought. This label continues urging people to write down their thoughts.

c) Revising

        In this step, students improve writing content by adding or subtracting content from the previous procedure. According to

Tomkins (1994), revising is more than just polishing writing; it is also about addressing the requirements of readers by adding, substituting, deleting, and rearranging material. This level includes two activities: self-revision and peer-revision. Students will review their writing and make adjustments as needed during self-revision. Meanwhile, peer revision is a revision that incorporates a buddy or teacher in order to gain a different viewpoint and improve the writing.

d) Editing

The work is verified as a whole at this point, including technical issues such as grammar, spelling, and punctuation. Students edit their works to make them more readable (Laksmi, 2006). Two activities can be carried out to make editing easy for students. First, students proofread the entire piece to ensure there are no errors, which is known as independent proofreading. Second, correcting errors, students justify the errors they discover during proofreading.

e) Publishing

This is the last stage, where the author can publish his work and can be enjoyed by many people.

4) The difficulties in writing skill

In Indonesia, university students must be fluent in all languages. On the other hand, most students struggle with writing as English foreign language learners. Noviariana, Sumardi, and Tarjana (2018) discovered some obstacles that students frequently face.

The first is a lack of understanding of the many stages of writing. Students do not fully comprehend the processes of writing. They are frequently perplexed about what stages they should take to begin putting down their ideas and concepts. As a result, writing is considered a complicated skill.

The second issue is a lack of motivation among students. Writing motivation is essential for producing quality work. Students that are driven to learn will be more satisfied at the end of their studies. When students' motivation wanes, so does their achievement. As a result, learning motivation is a critical aspect of learning.

The last factor is a lack of practice. Writing is a skill that must be exercised in order for students to become accustomed to writing properly and accurately. Students will struggle when they infrequently articulate their thoughts and ideas in written form. Continuous practice is required to familiarize kids with good writing.

C. Grammar

1) The nature of grammar

According to Azam (2014), grammar is a set of language rules. It connects the meaning and the structure of language. It is a criterion that stresses the appropriateness of a language. Its role is to keep the various items in a language in proportion to explain the essence of its meaning. According to Gerot and Wignell (1994), grammar is a language theory that explains how language and its function are put

together. Based on De Neufville (2010), grammar is units of language built by words and phrases into sentences. It is in line with Huddleston (2004), grammar is the formation of sentences from smaller language units such as clauses, phrases, and words. Furthermore, Debata (2013) argued that grammar is a rule that explains how a sentence is built from linguistic elements such as words and phrases to produce a beautiful language.

From the definition above, it can be concluded that grammar is a set of language rules that explain how language is built from linguistic elements such as words and phrases and has a role in defining the essence of meaning and producing a beautiful language. Grammar regulates how to place words appropriately. It is a crucial part of language to make a comprehensible sentence.

2) The importance of grammar

According to Moon (2014), grammar is essential for codifying and transmitting subject knowledge because good grammar mastery makes a person more communicative in daily English speaking. This skill will help one not only to convey meaningful utterances but also to use more different and exciting words in speaking. Similarly, Lailika (2019) stated that grammar is crucial in constructing sentences. Grammar will assist someone in presenting appealing and appropriate spoken and written language. Without paying attention to grammar, sentences or paragraphs tend to have irregular patterns and ambiguous

meanings. Nunan (1999) said that the use of incorrect grammar such as verbs, words, clauses, and conjunctions would create ambiguous meanings in a text. Grammar is most likely demanded in many formal situations like school, universities, and work because these fields require clear language conveying by using a proper grammatical structure. Therefore, learning grammar is important to avoid ambiguity in conveying a language.

Grammar is also the primary key to unlocking other skills. Canale and Swain (1980) stated that grammar competence is one of the four languages of English proficiency. Thornbury (2004) also noted that grammar is an aspect of language that will support other basic English skills such as writing, speaking, and reading. It means that if someone lacks the mastery of grammar, it will affect other skills such as writing and speaking.

As a result, students should learn and utilize proper language grammar to excel in other skills. With an adequate grammar understanding, students can easily convey their well-organized ideas to others. From the discussion above, it can be concluded that grammar has a vital role in getting language meaning to avoid misunderstandings. Therefore, mastering grammar is necessary, especially for students, because it will help them in everyday life and the academic field.

3) Students' difficulties in grammar

Although grammar has been taught for a long time at every school level, the results are still unsatisfactory. Many students still have difficulty with grammar. Many students in Australia's higher education system struggle to meet the standards of tertiary education because of linguistic obstacles (Harris, 2016). This problem has been well documented among overseas students, who tend to make more grammar, punctuation, and spelling mistakes. In contrast, domestic students in Australia struggle with sentence structure (O'Neill & Russell, 2019b). According to Karyuatry (2018), students' problems include phrases, adverbs, passive voice, prepositions, and sentence organization. Based on Puspitasari (2013), students have issues using the article. Some of them omitted the article in their sentences, which created confusion. Furthermore, Al Mubarak (2017) discovered that students struggle with irregular verbs, parallel structures, verb tenses, and poor writing organization. It is in line with Habibi (2017), who stated that English writing has common challenges in writing, such as capitalization issues, punctuation issues, illogical sequencing, grammatical errors, spelling errors, and confusion on supporting arguments.

The findings above show that students' grammatical comprehension is still insufficient. As a result, a thorough

understanding of grammar and direct correction is required to succeed in mastering grammar.

D. AWE (Automated Writing Evaluation) Program

In line with the sophistication of technology, many applications can assist students in writing. One of them is the application grammar checker known as the AWE (Automated Writing Evaluation) program.

Grammar checker is a computer-based tool used to identify grammar accuracy in a piece of writing (McAlexander, 2000). It could be used to identify grammar issues, such as punctuation, verb tenses, articles, and spelling errors in writing through direct suggestion. It is supported by Potter and Fuller (2008), who claimed that using an English grammar checker can boost students' motivation, engagement, and knowledge of grammar rules.

In 1970, the AWE program was already in existence. Writer's Workbench, a Unix-based program, was the first to be utilized. Then, to verify grammar, a new program called Grammatics appears. The initial version was introduced in 1981 by Apen Software of Albuquerque and then acquired by Reference Software from San Francisco, California, in 1985. Lastly, WordPerfect Corporation repurchased it and integrated it into the WordPerfect word processor (Ventayen & Orlanda-Ventayen, 2018).

Nowadays, several programs of grammar checkers are available, such as Grammarly, Ginger online, Pro Writing aid, Grammark, Language Tool, Paper Rater, Reverso, and White Smoke, to assist students in writing.

All of them can be an intermediary for students or teachers to obtain grammar correction with their advantages.

E. Grammarly

1) The nature of Grammarly

Grammarly is the most popular online grammar checker application used by Indonesian students due to its easy access (Ambarawati, 2018). Besides, students at one of the universities in Australia also choose Grammarly as a grammar checker. They positively think of Grammarly (O'Neill & Russell, 2019b).

Grammarly is a computer-based technology to identify grammatical accuracy in writing invented by Maz Lytvyn and Alex Shevchenk in 2009. It is a web tool that allows a user to upload a document or file, and then it will automatically detect the text faults and suggests possible fixes (Cavaleri & Dianati, 2016). It assists the users in identifying and replacing complex statements with more appropriate alternatives, correct spelling, punctuation, and grammar.

According to Nova (2018), Grammarly is an online application that offers various functions for better writing, including checking spelling, punctuation, grammatical problems, sentence structure, and verb phrases. It also includes helpful suggestions for making writing more legible, clear, and error-free.

Grammarly is a program that helps students reduce writing errors (Qassemzadeh & Soleimani, 2016), increases writing quality,

boost confidence in writing, and encourage independent proofreading (O'Neill & Russell, 2019a). Grammarly works by correcting the uploaded text and providing the correct suggestions. Grammarly will display the rank or value of our writing on a scale of 0-100. A high value indicates fewer errors, which means it is close to the writing goal.

2) Types and features of Grammarly

According to Nova (2018), Grammarly is available in free and premium versions. But actually, Grammarly has three kinds of free, Premium, and business plans. The free and premium versions are only for individual use, and the business is for teams from 3 to 149 users. The free version only offers grammar correction, spelling, punctuation error correction, conciseness detection, and tone detection. Grammarly free-version view is shown in picture 2.2, while Grammarly Premium is shown in picture 2.3.
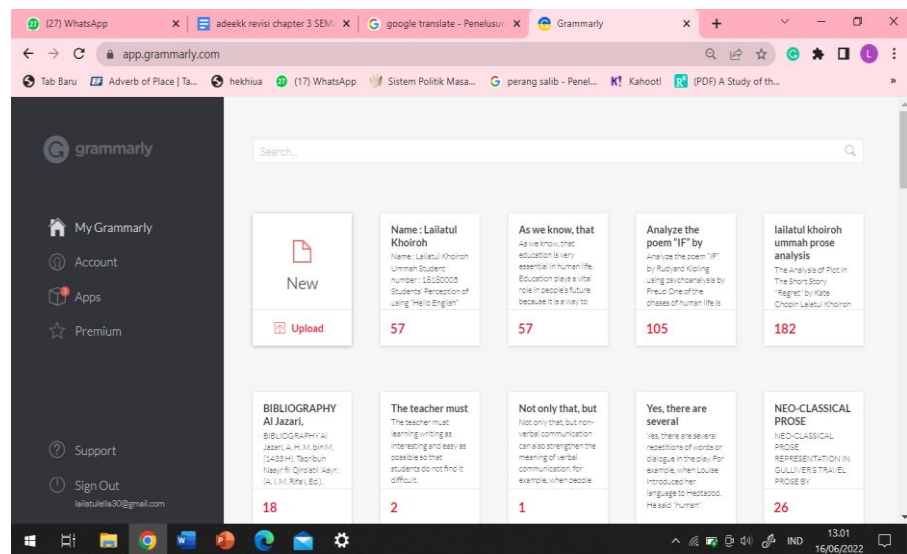
Picture 2. 1 Grammarly free-version
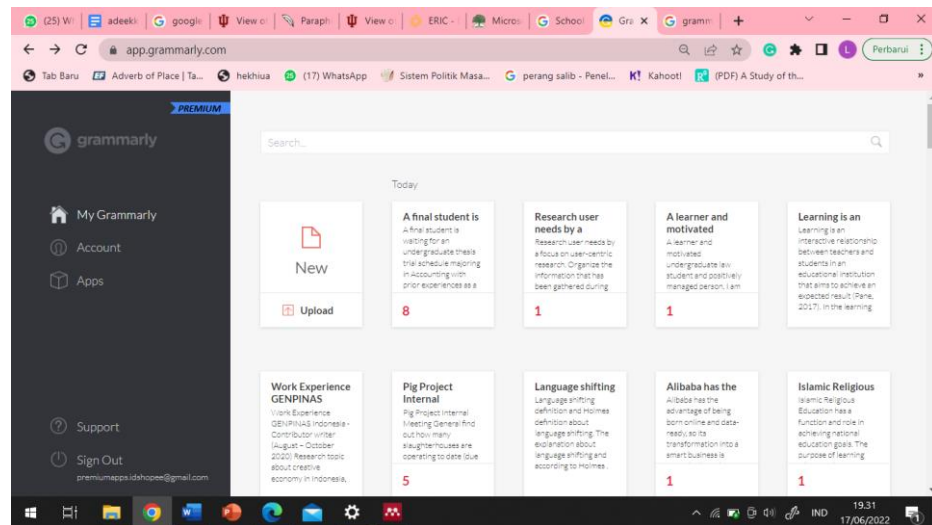
Picture 2. 2 Grammarly Premium

The Premium and business plan provides more features for what we pay. Grammarly Premium can do more than Grammarly free, which only gives basic grammar and spelling check functions. If the free version can only correct 500 words per document, the Premium version can correct entire documents in *doc format at once. The following table shows the features provided by Grammarly Premium:

No	Features	Sub-features	Function
1.	Correctness	Spelling	checks for typos
		Grammar	corrects grammar and sentence structure, such as five month(s), students is are.
		Punctuation	removes redundant punctuation or adds necessary punctuation.
		Article	removes or changes the inappropriate articles.
		Consistency	corrects unequal writing formats.

		Convention	checks for comma errors without spaces, correct capital letters, and other dialect issues
2.	Clarity	Wordy sentence	make sentences simpler to reduce misunderstandings
		Conciseness	corrects whether the sentences in the text are concise and not redundant/unnecessary use of words
		Passive voice	detects the wrong use of passive voice
		Fluency	uses patterns of words in a way that the readers could easily follow and relate them to each other.
3.	Engagement	Vocabulary	suggest the synonym of the word "basically" to be "primly" and "important" to be "crucial".
		Variety	suggest alternative word choice
4.	Delivery	Tone	set the writing's tone

Table 2. 1 Grammarly Premium's features

The business version offers everything in premium, writing style guidance, snippets, brand tones, analytics dashboard, priority email support, account roles and permissions, and SAML SSO for an account with more than 50 users (Grammarly inc., 2022).

F. Feedback

Feedback is information or review about the performer from the giver (Hattie & Timperley, 2007). Feedback can be informational, means

telling about the good and the bad of one performer, or can be instructional, which is a corrective review meant to give an order to revise or improve the performer. Meaningful and constructive feedback can foster better learning because it helps learners continually improve and evaluate their performance. Feedback is essential in any learning context, serving various functions such as evaluating students' achievements, developing students' competencies and understanding, and increasing self-confidence (Hyland, 2000; Hatziapostolou & Paraskakis, 2010). Within higher education teaching and learning activities, feedback can be defined as any information conveyed to the learner as an outcome of a learning-oriented action (Race, 2001). At the same time, formal feedback is given in response to students' formative assessment work, such as essays, assignments, and projects. Feedback on formative assessment should have a few qualities in order to be effective: it must be timely, constructive, motivating, personal, manageable, and directly related to the assessment process and learning outcomes (Race, 2001).

Feedback can be categorized into two types: traditional and electronic feedback (Donovan, et al., 2006). Handwritten comments on students' assessments and printouts of writing feedback forms that are returned to the students are examples of traditional tactics. These traditional modes of communication do not appear to be efficient because they fail to reach the student, especially during remote learning (Donovan, et al., 2006). More teachers are providing electronic feedback with the increased demand

for online course delivery. The timely delivery of electronic feedback has been demonstrated to benefit students' learning (Dickinson, 1992; Seliem & Ahmed, 2009). Electronic feedback also motivates students to be responsible for their own work, improves collaboration, and boosts student participation (Seliem & Ahmed, 2009). Electronic feedback techniques range from simple techniques like emailing comments to students to more sophisticated tools that allow tutors to add comments and annotations to electronically submitted work (Denton et al., 2008). The number of teachers using electronic feedback methods is increasing because they can improve feedback production, delivery, and communication without limiting places and times (Race, 2001). According to Chang, et al. (2012), students preferred feedback that was supplied to them electronically since it was reported to be easy to access. Feedback delivered electronically is more efficient than handwritten feedback returned to them at face-to-face meetings. Typed feedback is more readable than handwritten feedback. Another reason undergraduates supported e-feedback was its timeliness and helped them during remote learning.

Many tools can be used to give online feedback. One of the examples is Google Docs. This word-processing tool is a cloud-based program that can accommodate real-time collaborative writing as well as online feedback giving. So, the teacher can remotely give feedback on students' writing using this Google Docs program. A more advanced program was also developed using an AI (Artificial Intelligence) or algorithm that can provide

specific feedback about one's writing. This program is usually called Automated Writing Evaluation (AWE) which can automatically give feedback according to errors in the writing.

Grammarly is one of the popular AWE programs that give feedback in writing. We can use two methods to use Grammarly as an AWE in writing. First, we can upload our writing file into the Grammarly application. Second, we can add Grammarly on Microsoft Word, browser, and other applications, so Grammarly can provide feedback on each of our writing, as shown in picture 2.4.
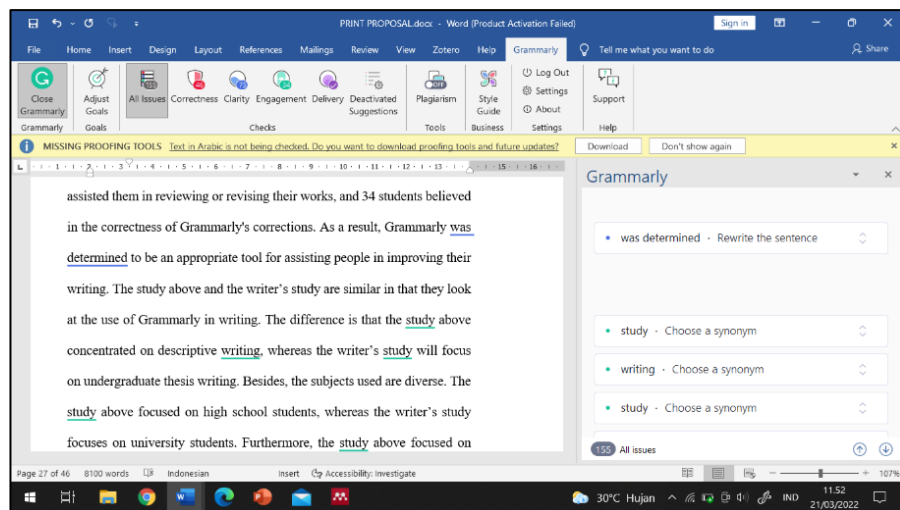
Picture 2. 3 Grammarly's feedback on Ms. Word

The free version of Grammarly provides feedback on spelling, grammar, punctuation errors, and conventions in writing. It cannot provide detailed feedback about clarity, engagement, and delivery features, as shown in picture 2.5.
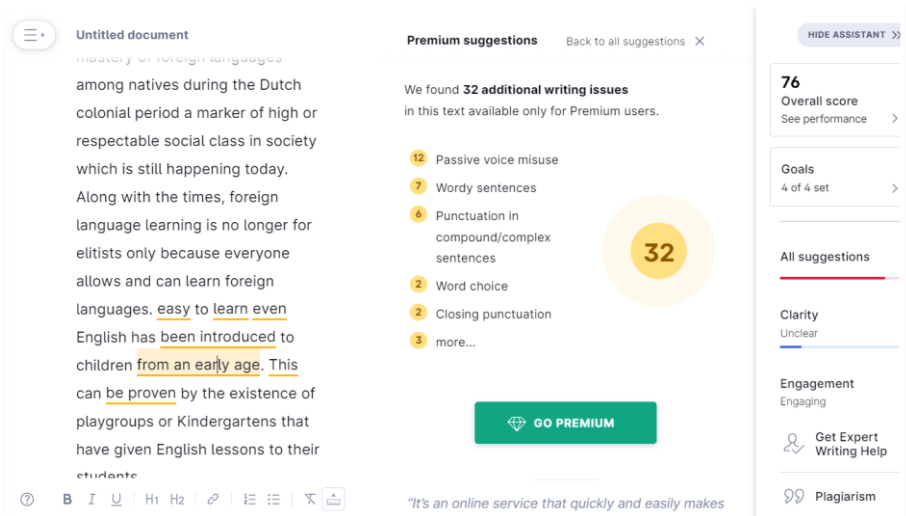
Picture 2. 4 Grammarly free-version's features

By buying the Premium version, we can get a lot more feedback from Grammarly, such as writing's tone adjustment, word choices suggestion, formality level, language fluency, and many more, as shown in picture 2.6.
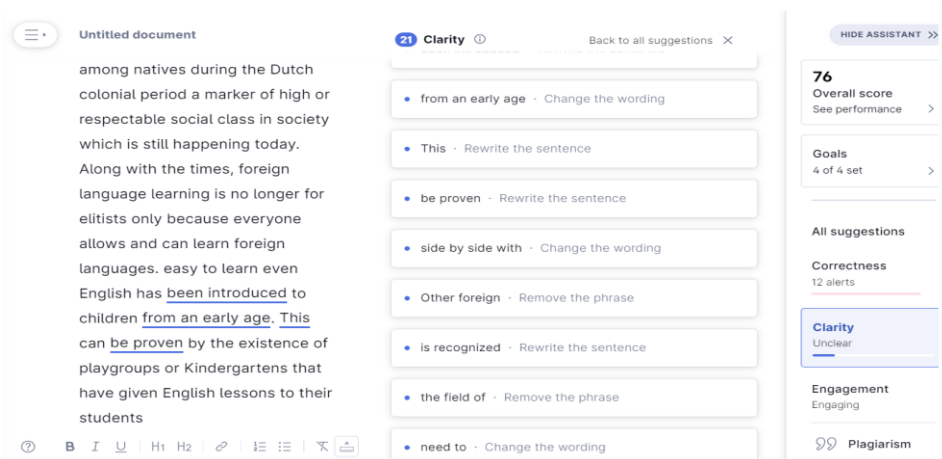
Picture 2. 5 Grammarly Premium's features

This AI program is not without its drawbacks. Dembsey (2017) revealed that Grammarly free- version still had misleading feedback in

complex sentences, comma splices, conjunction, article, passive voice, and vocabulary replacement.

G. Review of the previous study

There are several studies about the use of Grammarly as an online grammar checker, as described below:

The first study was conducted by Karyuatry (2018). She worked with two friends to figure out how to use Grammarly (free version) to help students improve their descriptive writing skills. The study involved 40 students and was done with the help of three different instruments: interviews, student essays, and questionnaires. According to the test results, approximately 32 out of 40 students received a passing grade. In the interview segment, the majority of students (87.5%) stated that Grammarly assisted them in reviewing or revising their works, and 34 students believed in the correctness of Grammarly's corrections. As a result, Grammarly was determined to be an appropriate tool for assisting people in improving their writing.

The second study was conducted by Nova (2018) to determine the Grammarly program's strengths and weaknesses as an automated writing evaluation program for evaluating academic writing. This study used a qualitative approach (narrative inquiry research) and involved three Indonesian postgraduate students. The findings revealed that the program gave valuable colour-coded comments with explanations and examples, the convenience of account access, a fast rate of review, and a free service for

grading academic writing. However, it still has weaknesses, such as various misleading feedback, an inability to determine the type of English and reference list, and a lack of context and content evaluation. In conclusion, this study showed that Grammarly is helpful in writing, but this study just focused on using a free version of Grammarly.

The third study was conducted by Lailika (2019), who used an open-ended and closed-ended questionnaire to explore students' perspectives of using Grammarly as an online grammar checker in thesis writing at UIN Sunan Ampel Surabaya. This research involved 45 students from UIN Sunan Ampel Surabaya's English Teacher Education Department. They expressed themselves in two ways: positive and negative perceptions. They assumed Grammarly would help them check their grammar; some students even imagined it would save them time. They also believed that Grammarly's content provides several elements that address crucial issues, including grammar, spelling, punctuation, and style. On the other hand, some students did not believe that Grammarly assisted them in correcting their grammar. They stated that they require good internet access. Furthermore, users must understand grammar well because Grammarly's corrections are not always accurate.

Next, Pratama (2020) investigated the students' perception of Grammarly as an online grammar checker in writing. As a research strategy, he blended qualitative research with survey research. The participants were 30 English Education Department students from one of the state universities

in Karawang in the 6th and 8th semesters. According to the findings, Grammarly increased their writing ability and helped them check spelling and grammar. On the other hand, Grammarly increases their writing ability and checks spelling and grammar. Grammarly also has some flaws, such as requiring a stable internet connection and occasionally producing unsuitable results.

Another study was conducted by Fitria (2021) to investigate students' perception of using Grammarly in undergraduate thesis writing at IAIN Palangka Raya. This study used questionnaires and interviews to collect the data. Questionnaires were administered to 35 students who took a thesis writing course and had experience using Grammarly while writing a thesis. The interview has done with five students to explain students' perceptions of using Grammarly in thesis writing. The results of this study revealed that students had a favorable opinion of Grammarly's use in undergraduate thesis writing. Grammarly was thought to be beneficial to students. It assisted them in proofreading, spelling, punctuation, and style and provided direct and indirect feedback. Grammarly's advantages include easy-to-understand feedback, simple functionality, and the ability to save time. In contrast, Grammarly also had drawbacks, such as the feature's inability to determine the tenses simultaneously, and the students must pay to access all of Grammarly's Premium capabilities.

Dodigovic (2021) conducted a study about the accuracy of Grammarly's feedback on form. This study used a mixed-methods approach

involving a corpus of student writing and its computational and manual processing to explore how accurate Grammarly's form mistake detection is and how proper Grammarly's form error fixes are. The results show that about 66% of the mistakes detected by Grammarly were accurate error identifications, while the rest were false. Furthermore, Grammarly missed a lot of errors, accounting for about 7% of the overall number of errors detected. The researcher also recommended that further researchers look at the benefits and drawbacks of Grammarly's accurate and inaccurate comments on students, how students interpret the feedback, and what they do afterwards.

Lastly, Guo et al. (2021) conducted a survey study to evaluate EFL students' way of using the feedback provided by Grammarly to correct their research writing. The result showed that students got higher scores in writing when they pre-select suggestions from Grammarly. This result was impressive because students tend to have more errors when writing research papers.

In conclusion, the previous studies above found that Grammarly could improve students' writing skills and could save their time. However, sometimes Grammarly's feedback was less accurate, but they did not discuss the kinds of inaccurate feedback provided by Grammarly. At the same time, all of the previous studies above only focused on the free-version of Grammarly. Therefore, this study focused more on the premium version of Grammarly in thesis writing, including its inaccurate feedback.

CHAPTER III

RESEARCH METHOD

This chapter discusses the study's methodology, including research design, subject of the study, instrument, data collection technique, and data analysis.

A. Research Design

This study applied qualitative methodology in collecting and analyzing data. According to Lodico et al. (2013), qualitative study focuses on social problems by exploring personal views to get a deep understanding of the object being studied. The type of this study is a case study. A case study is a qualitative methodology that investigates various aspects that influence the progress or development of an object (Creswell, 2014). Cohen et al. (2007) added that a case study emphasizes individuals and their reactions in certain circumstances to gain a thorough understanding. Thus, the researcher assumed that the case study is appropriate to investigate EFL students' perception of Grammarly's Premium feedback and how they deal with the inaccuracy because the researcher wanted to get a deep understanding of their perception and also their responses to Grammarly's feedback. The research process entails providing questions, collecting data from the subjects, inductively analyzing the data, interpreting the data, and understandably presenting the data (Creswell, 2014).

B. The subject of the study

The subjects of this study were English Education Department students in the years 2017 and 2018 at University X in Malang. They were chosen because, according to previous researchers' observation of English Education

Department students at several universities in Surabaya and Malang, the researcher found that they did not use Grammarly Premium. Therefore, the researcher chose students in English Education Department at University X because they used Grammarly Premium to assist them in writing their thesis. However, the researcher only found 22 students from the whole class of 2017 and 2018 who used Grammarly Premium, so the subjects in the questionnaire session were only carried out on 22 students. Then, the researcher chose five students as interviewees from the total number of participants to find an in-depth understanding of their perceptions. They were chosen because they inserted Grammarly in Microsoft Word. Next, the researcher chose three participants from the interviewees to participate in the documentation session. They were chosen because all interviewees had same responses, and three of them were considered to represent the entire answers.

C. **Instrument of the study**

An instrument is a tool used to gather the data (Fraenkel et al., 2012). In qualitative research, the researcher is the key instrument for collecting data. The researcher decided to choose three instruments used in this study. They were questionnaires continued with an interview and documentation to get an in-depth understanding of students' perception of Grammarly Premium's feedback and how they deal with the inaccuracy.

D. Data Collection Technique

According to Lailika (2019), the data collection technique is the strategy to collect data from the field to get valid information. The researcher used three techniques; questionnaire, interview, and documentation.

1) Questionnaire

A questionnaire is one of the ways to collect the data. According to Ary et al. (2010), Questionnaire is an instrument in which respondents react to questions by writing answers or marking items that reflect their responses. Questionnaire is a data collecting instrument that consists of a sequence of questions or other types to obtain data from respondents (Creswell, 2014).

In this study, the researcher employed questionnaire in two weeks, from April 4th to April 18th, and used close-ended questions via google form. This platform was chosen because the researcher wanted to minimize the use of pencil and paper, and no cost was needed. The closed-ended question contained 28 questions in the form of a Likert scale. The questions consisted of 5 answer choices; strongly agree, agree, neutral, disagree, and strongly disagree. Students just chose one of the choices based on their views. Total questionnaires items were 28 questions. 17 questions were adopted from Lailika (2019). They consisted 4 items about the motivation for choosing Grammarly Premium, 11 items about the strengths of Grammarly Premium, and 4 items about the weaknesses of Grammarly Premium. Next, the researcher added 3 questions about the

strengths of Grammarly. They were items number 16 until 18. Then, 20 questions above were validated by the expert on 30 March 2022. The expert added 8 questions, 2 questions about the motivation for using Grammarly Premium (numbers 5 and 6), 4 questions about the strengths of Grammarly Premium (numbers 19 to 22), and 2 questions about weaknesses of Grammarly Premium (numbers 27 and 28). So the total of questions were 28, as shown in table 3.1.

Indicator	Item Specification
The motivation for using Grammarly Premium	1-6
The strengths of Grammarly Premium	7-22
The weaknesses of Grammarly Premium	23-28

Table 3. 1 Questionnaire Item Specification

2) Interview

According to Ary et al. (2010), an interview is a verbal questioning of a subject. It was used to collect data from interviewees regarding their thoughts, beliefs, and feelings about situations. An interview is needed to obtain a more in-depth opinion about the object. The interviewees answered freely according to their thoughts so that the researcher got broad information.

Sugiyono (2017) stated that interviews are divided into three types, namely structured interviews, semi-structured interviews, and unstructured interviews. A structured interview is a data collection

technique that relies on asking questions in a set of order. Semi-structured interview refers to a series of open-ended questions. An unstructured interview is an interview in which questions are not prearranged. In this study, the researcher used semi-structured interviews. This method allowed the researcher to develop questions based on primer questions to carry out the information deeply. The interview section was conducted in 5 days, from April 6th until April 20th, 2022. The duration of time for the interview was about 20 minutes for each student. The participants consisted of 5 students. They consisted of three males and two females. They were symbolized as P1, P2, P3, P4, and P5. The questions consisted of 5 items, as shown in table 3.2.

Indicator	Item Specification
The reason for using Grammarly Premium	1
Frequency of using Grammarly Premium	2
The strengths of Grammarly Premium	3
The weaknesses of Grammarly Premium	4
The kind of inaccurate feedback provided by Grammarly Premium and how the students deal with it	5

Table 3. 2 Interview Item Specification

3) Documentation

Documentation is a method of collecting data by viewing or analyzing books, biographies, historical records, or documents made by the subject or others (Sugiyono, 2017). In this study, The researcher has documented the misleading suggestion from Grammarly by capturing the screen of the participants' devices. It was conducted from April 20th until April 23[rd,] 2022. The researcher chose 3 participants from the interviewees as representatives for the entire data. The researcher used the documentation method to strengthen or prove the information obtained from questionnaires and interviews to be more accurate.

E. **Data Analysis**

The researcher analyzed the data qualitatively. According to Ary et al. (2010), data analysis has four stages: coding, data reduction, data display, and conclusions. The researcher used descriptive analysis as follows:

a. The researcher analyzed the result of the questionnaire using descriptive analysis using the formula as stated by Sudijono (2010):

$$P = \frac{F}{N} \text{ X } 100\%$$

P: Percentage

F: frequency

N: The number of participants

b. The researcher transcribed the results of the interviews and analyzed them by category. Then, correlated them with the results of the questionnaire and previous research.

c. The researcher described the result of the documentation using qualitative descriptions to support the previous information.

d. The researcher drew a conclusion based on the data above.

e. The researcher used the triangulation technique to compare the information obtained with the relevant theories to avoid subjectivity.

CHAPTER IV

FINDING AND DISCUSSION

This chapter is divided into two sections. The first is the research findings obtained from questionnaires, interviews, and documentation. The second is the discussion of the data above.

A. Research Findings

This section consists of the results of EFL students' perception of Grammarly Premium's feedback and how they deal with the inaccuracy obtained from questionnaires, interviews, and documentation.

1) Results of Questionnaire

In this research, the researcher used a questionnaire as the first instrument in conducting the research. The questionnaire consisted of 28 questions where 6 items were about the motivation to use Grammarly Premium, 16 items were about the advantages of using Grammarly Premium, and 6 items were about the shortcomings of Grammarly Premium. The questionnaire was given to 28 students of the English Education Department in the years 2017 and 2018 at Univerity X in Malang, from April 4th – 18th, 2022. The results of the questionnaire were described in table 4.1.

No.	Statements	SD	D	N	A	SA
1.	It was important for me to get grammar feedback on my writing	4.5% (1)	0%	0%	45.5% (10)	50% (11)

No.	Statement					
2.	I don't always feel confident with my writing skills	0%	9.1% (2)	36.4% (8)	36.4% (8)	18.2% (4)
3.	I used Grammarly Premium in thesis writing	0%	0%	22.7% (5)	45.5% (10)	31.8% (7)
4.	Grammarly Premium's feedback improve my writing skills	0%	4.5% (1)	9.1% (2)	50% (11)	36.4% (8)
5.	Grammarly Premium's feedback overcomes my problem in linguistic obstacles when writing	0%	0%	18.2% (4)	50% (11)	31.8% (7)
6.	Grammarly Premium encourages me to do independent proofreading	0%	0%	18.2% (4)	59.1% (13)	22.7% (5)
7	Grammarly Premium's feedback makes me feel more confident with my writing	4.5% (1)	0%	0%	54.5% (12)	40.9% (9)
8.	Grammarly Premium helps me understand English grammar rules	4.5% (1)	9.1% (2)	18.2% (4)	54.5% (12)	13.6% (3)
9.	Grammarly Premium helps me correct my language style in writing	4.5% (1)	4.5% (1)	4.5% (1)	63.6% (14)	22.7% (5)
10.	Grammarly Premium helps me correct grammar in writing	0%	0%	9.1% (2)	50% (11)	40.9% (9)
11	Grammarly Premium helps me correct spelling in writing	0%	0%	13.6% (3)	50% (11)	36.4% (8)
12	Grammarly Premium helps me correct punctuation in writing	0%	0%	9.1% (2)	54.5% (12)	36.4% (8)
13	Grammarly Premium gives a clear explanation of the error in my writing.	0%	4.5% (1)	22.7% (5)	45.5% (10)	27.3% (6)
14	Grammarly Premium saves my time in	0%	0%	0%	54.5% (12)	45.5% (10)

	correcting my writing errors					
15	Grammarly Premium gives detailed feedback	0%	9.1% (2)	22.7% (5)	40.9% (9)	27.3% (6)
16	Grammarly Premium gives an alternative word choice to make writing more various	0%	0%	9.1% (2)	59.1% (13)	31.8% (7)
17	Grammarly Premium gives suggestions on wordy sentences to make them clear	0%	0%	4.5% (1)	71.7% (16)	22.7% (5)
18	Grammarly Premium gives suggestions on passive voices sentence to make them more direct /concise	0%	4.5% (1)	18.2% (4)	45.5% (10)	31.8% (7)
19	Grammarly Premium helps me to provide the more appropriate word in the context of the phrase	0%	4.5% (1)	4.5% (1)	63.6% (14)	27.3% (6)
20	Grammarly Premium helps me to correct conventions in my writing	0%	0%	18.2% (4)	63.6% (14)	18.2% (4)
21	Grammarly Premium helps me to check the formality style I want to carry in writing	0%	4.5% (1)	4.5% (1)	68.2% (15)	27.3% (5)
22	Grammarly Premium helps me to correct the Clarity of writing.	0%	0%	18.2% (4)	59.1% (13)	27.3% (5)
23	Grammarly Premium needs a stable internet connection to be used comfortably	0%	27.3% (5)	4.5% (1)	36.4% (8)	36.4% (8)
24	The Grammarly feedback is not always helpful	4.5% (1)	36.4% (8)	22.7% (5)	22.7% (5)	13.6% (3)
25	I do not Agree with some Grammarly suggestions	0%	13.6% (3)	31.8% (7)	45.5% (10)	9.1% (2)

26	I found some difficulties when using Grammarly Premium	9.1% (2)	40.9% (9)	13.6% (3)	31.8% (7)	4.5% (1)
27	Grammarly Premium does not help me in improving my writing quality	13.6% (3)	54.5% (12)	13.6% (3)	9.1% (2)	9.1% (2)
28	I found some misleading feedback from Grammarly Premium.	4.5% (1)	13.6% (3)	45.5% (10)	18.2% (4)	18.2% (4)

Table 4. 1 (Result of Questionnaires)

Annotation:

SD: Strongly Disagree   A: Agree   N: Neutral

D: Disagree   SA: Strongly Agree

The table above showed the percentage of the answer frequency by the students. It consisted of 3 sections. The first section was related to the motivation for using Grammarly Premium. The first statement, "*It was important for me to get grammar feedback on my writing,*" showed that 50% of the students strongly agreed, and 45.5% agreed that it was important to get grammar feedback in writing. On the other hand, one student strongly disagreed (4.5%), and none of the students disagreed and was neutral with this statement. So it indicated that they need to get grammar feedback on their writing.

The second statement was, "*I don't always feel confident with my writing skills.*" The results showed similarities in the number of students who responded neutral and agreed (36.4%). Then, 18.2% agreed with this statement while 9.1% stated disagree, and no one expressed strongly

disagree with this statement. So it implied that more than half of students felt insecure in their writing.

The third statement showed a positive response to the statement, "*I use Grammarly Premium in my thesis writing."* The result showed that nearly half of students (45,5%) said they strongly agreed, and 31.8% stated they agreed. At the same time, a small part of students remained neutral (22.7%). There were no students who expressed disagreement and strongly disagreed with this statement (0%). Summarizing these results, most students used Grammarly Premium in their thesis writing.

The fourth statement focused on Grammarly Premium's feedback on improving writing skills. The results showed that 36.4% of the students strongly agreed, and half agreed (50%) with this statement. In comparison, there were only 9.1% who said neutral, 4.5% stated disagreement, and no one of the students claimed strongly disagree. Thus, it indicated that they agree that Grammarly Premium's feedback could improve their writing skill.

Then, statement number five, *"Grammarly Premium's feedback overcomes my problem in linguistic obstacles when writing,"* got a positive response from students. 31.8% stated strongly agree, 50% of students claimed to agree, and 18.2% said neutrally. On the other hand, no students disagree and strongly disagree with this statement. It can be concluded that most students agreed that Grammarly Premium's feedback overcame problems in linguistic obstacles when writing.

Statement point six showed that 22.7% of the students said they strongly agreed, and more than half of students (59.1%) agreed that Grammarly Premium encouraged them to do independent proofreading. In comparison, a small part of them (18.2%) remained neutral, and no one chose to disagree or strongly disagree (0%). Thus, it proved that Grammarly Premium encouraged students to do independent proofreading

The second part related the strengths or benefits of using Grammarly Premium. It consisted of the number seven until twenty-two. Statement number seven was, *"Grammarly Premium's feedback makes me feel more confident with my writing."* Almost all students said agree (54.5%) and strongly agreed (40.9%) with this statement. On the other hand, none of the students stated neutral or disagreed (0%), and only one student (4.5%) stated strongly disagree. It means that students feel more confident in writing after using Grammarly Premium.

Point eight indicated that 13.6% of the students strongly agreed that Grammarly Premium helped them understand English grammar rules. 54.5% of students stated they agree, and 18.2% said neutrally. In contrast, other small parts stated disagree (9.1%) and strongly disagree (4.5%). It implied that students agreed that Grammarly Premium helped them understand English grammar rules.

The next statement, *"Grammarly Premium helps me correct my language style in writing,"* indicated that 22.7% stated strongly agree, and more than a half of students chose to agree (63.6%). While there were

similarities in the number of students who chose neutral, disagree, and Strongly disagree (4.5%).

Statement number ten focused on the role of Grammarly Premium in correcting grammar as it itemized, *"Grammarly Premium helps me correct grammar in writing."* The results showed students' positive responses, as evidenced by 40.9% of students' strongly agree, 50% of them said they agree, and the rest were neutral. In addition, none of the students disagreed or strongly disagreed (0%). So it clearly showed that Grammarly Premium helped them correct their grammar in writing.

The next statement was written, *"Grammarly Premium helps me correct spelling in writing."* The result indicated that 36.4% of the students strongly agreed, half of them decided to agree (50%), and a small part chose neutral (13.6%). Besides, no one chose to disagree and strongly disagree (0%). It indicated that Grammarly Premium helped them in spelling correction.

Then, statement number twelve showed that 36.4% of the students strongly agreed, and 54.5% agreed with the statement *"Grammarly Premium helps me correct punctuation in writing."* However, a few of them chose Neutral (9.1%), and none decided to disagree and strongly disagreed (0%). It concluded that Grammarly Premium assisted them in correcting punctuation in writing.

The finding in point thirteen, *"Grammarly Premium gives a clear explanation of the error in my writing,"* revealed that 27.3% stated strongly

agree, nearly a half stated agree (45.5%), 22.7% of them chose neutral, 4.5% said disagree, and no students who stated strongly disagree. It implied that most students agreed that Grammarly Premium gives a clear explanation of the error in writing, although some were not sure that Grammarly did it.

Then, The students also responded positively to statement number fourteen, *"Grammarly Premium saves my time in correcting my writing errors."* Nearly a half of them (45.5%) stated they strongly agree with this statement, and more than half (54,5%) stated they agree with it. Besides, none of the students said neutral, disagree, and strongly disagree (0%). So it revealed that all students agreed that Grammarly could save their time correcting writing errors.

The next statement focused on detailed feedback provided by Grammarly Premium. It itemized *"Grammarly Premium gives detailed feedback."* The results revealed that 27.3% chose strongly agree, 40.9% stated agree, 22.7% chose neutral, 9.1% said disagree, and no one strongly disagreed. It proved that some students agree that Grammarly Premium gives detailed feedback.

Statement number sixteen, *"Grammarly Premium gives an alternative word choice to make writing more varied,"* indicated that *31.8% of the students strongly agreed, 59.1% chose to agree, and a few* remained neutral (9.1%). In addition, no students chose to disagree and

strongly disagree. From this data, it could be summarized that Grammarly Premium helped them get alternative word choices in writing.

The seventeenth statement related to the advice on the wordy choice given by Grammarly Premium. It could be seen that 22.7% chose strongly agreed with the words *"Grammarly Premium gives suggestions on wordy sentences to make them more clear,"* most of them (71.7%) stated agree, and 4.5% of them remained neutral. On the other hand, none of them responded disagree and strongly disagreed (0%). It proved that suggestions about wordy sentences from Grammarly Premium really helped them in writing.

The following statement, *"Grammarly Premium gives suggestions on passive voices sentence to make them more direct /concise,"* resulted in 31.8% strongly agreed, 45.5% stated agreed, only 18.2% remained neutral, and 4.5% said disagree. It indicated that suggestions from Grammarly Premium about passive voice assisted them in writing, although few students did not agree about it.

The statement point nineteen was*, "Grammarly Premium helps me provide the more appropriate word in the context of the phrase.* In response, 27.3% strongly agreed, 63.6% agreed, 4.5% stated neutral, and 4.5% disagreed with this statement. The meaning is that they decided that Grammarly Premium helped them to choose more appropriate words in phrases.

Statement number twenty asked how well Grammarly Premium helps the user give feedback about conventions in writing. Nearly all of the users were satisfied with the conventions feedback from Grammarly Premium. It can be seen that 63.6% of them agree, and 18.2% strongly agree with this statement, but 18.2% of the students remained neutral.

The twenty-first statement sought users' experience while using Grammarly Premium to help them check the appropriate formality level of their writing. 68.2% of them agreed, and 27.3% strongly agreed, indicating that the users admitted Grammarly Premium was helpful when checking writing formality levels. Only 4.5% disagreed, and 4.5% were neutral regarding this statement.

The last statement about Grammarly Premium's strengths was how helpful Grammarly Premium was in helping users check for writing clarity. The result indicated that 59.1% agreed and 27.3% strongly agreed that Grammarly Premium could provide decent feedback about writing clarity, and 18.2% of them stayed neutral.

The third section of the table consisted of questions regarding obstacles Grammarly Premium's users faced. The first statement was whether Grammarly Premium needs a stable internet or not to be used comfortably. In responses, 36.4% agreed, and 36.4% strongly agreed that Grammarly Premium needs a stable internet connection to run smoothly. On the other hand, 27.3% of them disagreed with this statement, and 4.5% remained neutral.

The second statement was, "*Grammarly's feedback is not always helpful.*" 22.7% chose to agree, 13.6% strongly agreed, while 36.4% disagreed and 4.5% strongly disagreed. In contrast, the rest of them (22.7%) stayed neutral.

The next statement was about whether or not the users disagreed with some of the suggestions of Grammarly Premium. The majority of them (45.5%) stated agree, and 9.1% claimed strongly agree that they disagreed with some of Grammarly Premium's suggestions. Only 13.6% of the respondents disagreed, and the remaining were neutral (31.8%).

The next statement sought for participants' experience in using Grammarly Premium. 31.8% agreed, and 4.5% strongly agreed that they found some difficulties using Grammarly Premium. However, most of them were against this statement, with 40.9% disagreed, 9.1% strongly disagreed, and 13.6% remaining neutral.

The following statement, *"Grammarly Premium does not help me improve my writing quality,"* resulted in 54.5% said disagree and 13.6% chose strongly disagree. Most users considered Grammarly Premium could improve their writing quality. Only 9.1% agreed, and 9.1% strongly agreed.

The last statement was whether or not users found misleading feedback in Grammarly Premium. As a result, 18.2% stated agree, and 18.2% strongly agree that they found some misleading feedback provided by Grammarly Premium. 45.5% stayed neutral, while the other 13.6% disagreed and 4.5% strongly disagreed with this statement.

2) Results of Interview

In this research, Interviews were conducted to explore in-depth information about students' perceptions of feedback from Grammarly Premium. The researcher interviewed a few participants (three men and two women) about their experience using Grammarly Premium. Interviews were conducted for five days, from 16th to 20th of April 2022.

There were five questions in this interview section. The first question was the reason why they chose Grammarly Premium. P1 said:

"...I have used Grammarly ever since I studied in this English Department. But only the free version of it. Now, during my thesis writing, I am trying the Premium version because I think the Grammarly free versions' feedback is not sufficient in helping me to write a good thesis".

In line with P1, P2 also added that Grammarly Premium offered more features than Grammarly free-version. He said:

"....Grammarly Premium provides various features or facilities to make my academic writing better and more organized. As a student, I recommend Grammarly Premium because it provides more features than the regular/free version, such as suggestions and clarity feedback".

The answer of P3 also proved the answer of P1 and P2. He stated:

"...there are many features provided by Grammarly Premium. We also can set our writing goals, starting from who the readers are, what language, and so on".

P4 stated that one of the reasons for choosing Grammarly Premium was because it is a well-known application and easy to use, like P3. She said:

"....Grammarly Premium is one of the well-known applications for correcting incorrect grammar in writing. In addition, Grammarly Premium is also widely used by students. Grammarly Premium makes it very easy to check for grammatical errors in writing".

In line with the opinion of P4, P5 also revealed that Grammarly Premium was very popular, easy to use, and offered a word order feature. She claimed:

"I only know Grammarly as an online grammar checker. In addition, Premium features are very useful for checking grammar errors, spelling, punctuation, and word order. Then, the Grammarly Premium application is also very easy to use".

From the first question, it could be concluded that all participants chose to use Grammarly Premium because it was very easy to use. In addition, the features provided were more complete than the free version to support them in producing good writing.

The second question was about the frequent use of Grammarly. There were various responses from respondents. Some of them have used it since the first semester of college, and the rest have just used it when doing academic writing, such as thesis writing. P1 said:

"Almost every day, I used the Grammarly Premium since I integrated it to my browser, Microsoft Word, and others. So, whenever I write, I can get the feedback from Grammarly Premium".

On the other side, P2 stated that he was using Grammarly Premium recently. He said, *"I'm using Grammarly Premium lately, mainly for thesis writing. Approximately four times in the past month".* This answer was

similar to the P3's Argument *"...Quite often, I usually use Grammarly Premium immediately after writing a text, especially a thesis writing"*.

The fact above also strengthened the argument from P4 that she also often used Grammarly Premium in his academic writing. She said, *"I very often use Grammarly Premium when doing academic writing."* It was different from the statement from P5 that he has been using Grammarly Premium since becoming part of the English Education Department. She stated, *"Especially when I become beginner of an English Education student."*

In summary, all respondents used Grammarly Premium in their thesis writing. Some used it immediately after writing by inserting Grammarly into Microsoft Word, while others used it several times a month.

Furthermore, in the third question, the researcher also found out the advantages or the strengths of using Grammarly Premium. According to P1, the most useful benefits were conciseness and clarity. He said:

> *"I think the biggest strength of Grammarly Premium is the conciseness and clarity suggestion that we cannot get from the free-version. It makes my writings for fluid and easy to understand".*

While P2 said that the most helpful feedback from Grammarly Premium was word choice, she said:

> *"Grammarly Premium provides more suggestions for writing rather than the free version, such as sentence structure, word choices, which are considered more helpful in thesis writing."*

In line with this statement, P3 also added his argument that Grammarly Premium suggested wordy choices. He said:

> *"There are many features provided by Grammarly Premium which are not available in the free version, such as organization and wordy sentences to make them more precise and less verbose. Also, in Grammarly Premium, we can set the purpose of our writing, starting with who the readers are, the language, and so on".*

On another side, P4 and P5 had some opinions about the strengths of Grammarly Premium. They said that Grammarly Premium was easy to access and saved their time. P4 said, *"Grammarly Premium is very easy to access. Grammarly Premium also saves time, making it more efficient to check grammar errors".* In addition, P5 stated, *"Easy to use, practical, and also provide plagiarism checker."*

To sum up, Grammarly Premium provided some features which were not available in its free version, such as clarity (conciseness, passive voice, wordy sentence), engagement (vocabulary and variety), and a plagiarism checker. Besides, it was easy to use and saved time.

Each application had benefits and drawbacks. Therefore, after examining the benefits of this application, the next question concerned the Grammarly Premium's drawbacks. According to P1, Grammarly needed a stable connection, and sometimes, it did not reach the writing goals. He said:

> *"....if I have a bad internet connection, it won't give the feedback immediately (slow loading). The feedback also sometimes does not meet my expectations (wrong giving, hard to understand/imply)".*

Others, P2, P3, P4, and P5, agreed with P1's argument and said the same context. P2 stated:

> *"Some feedback sentences from Grammarly Premium are not completely correct/connect with the context I wrote. So you have to be more careful in receiving the feedback given. But, overall, it's worth it".*

While P3 stated, *"Grammarly is often inaccurate in providing synonyms feedback."* Next. P4 said, *"Sometimes, some suggestions are still not right and can change the original meaning."* Lastly, P5 said, *" it requires a strong internet network, must also be connected with an internet connection."*

From the result above, the researcher tried to figure out that this application frequently had drawbacks on internet connection and misleading feedback and did not meet the students' intention.

The fifth interview question was about what type of inaccurate feedback and how they deal with it. P1 revealed that inaccurate feedback from Grammarly Premium occurred in the word choices detection. He quoted, *"Grammarly Premium also has a limited dictionary and mostly in English, so whenever I type foreign language name or word it will show error feedback in spelling."*. Another type of feedback he found is in clarity suggestions. He experienced that Grammarly often too eagerly suggested word choices, deleting or changing words on his writing that sometimes did not match his needs. He re-checked every Grammarly

Premium suggestion to overcome these problems and not just blindly accept them.

The second participant also found some misleading feedback from Grammarly Premium regarding prepositions and article usage. He said: *"I found some incorrect preposition and article suggestions from Grammarly, so I always consult my work with my thesis advisor first to get perfect writing."*

The third participant also revealed that whenever he wrote a non-English word, he would get a false spelling mark from Grammarly. To mitigate this problem, he also suggested always re-check Grammarly Premium's feedback so it can match our writing needs. He said, "...*if I found some misleading feedback and it does not match my writing context, I will just ignore it, so always proofread your writing."*

P4 experienced some misleading feedback that would change the original meaning of our writing. She said, *"..Grammarly sometimes suggests words that can change the original meaning"*. Therefore, she checked the suggestions and then decided to accept or deny them.

The last is P5, and she revealed that sometimes Grammarly Premium gave misleading feedback in re-phrase the sentence, especially if it was not in line with our writing goal. She said that she mostly used Grammarly Premium's suggestion to make her writing more formal after re-reading the sentences.

From interviews conducted by the researcher, it can be concluded that the misleading feedback by Grammarly Premium occurs in the correctness, engagement, and clarity sections. The correctness section includes prepositions, articles, and spelling. Then, the clarity section includes re-phrase sentences (conciseness or wordy sentence), and the engagement section includes variety. Therefore, the respondents chose to double-check the sentence to fit the desired writing context.

3) Results of Documentation

In the documentation section, the researcher gathered data on the feedback inaccuracy given by Grammarly Premium by capturing the screen of the respondent's Grammarly Premium account inserted into word. That way, the researcher got direct examples of inaccurate feedback from Grammarly Premium. In this part, the respondents consisted of 3 students. They consisted of 2 males and 1 female. The documentation from respondent 1 was taken on April 21st, 2022, respondent 2 on April 22nd, 2022, and respondent 3 on April 23rd, 2022.

From the first respondent, the researcher took five pictures that could represent the inaccurate feedback given by Grammarly Premium. Here were the results:
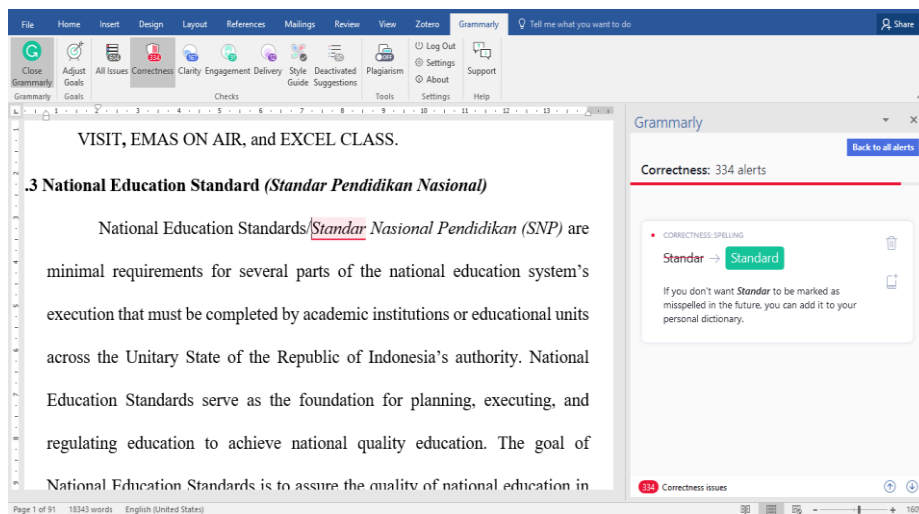
Picture 4. 1

The first misleading feedback from participant 1 was that Grammarly Premium often detected non-English words as errors in spelling. The word *'standar'* from Indonesian language got the red underline because Grammarly recognized it as the English word 'standard'.
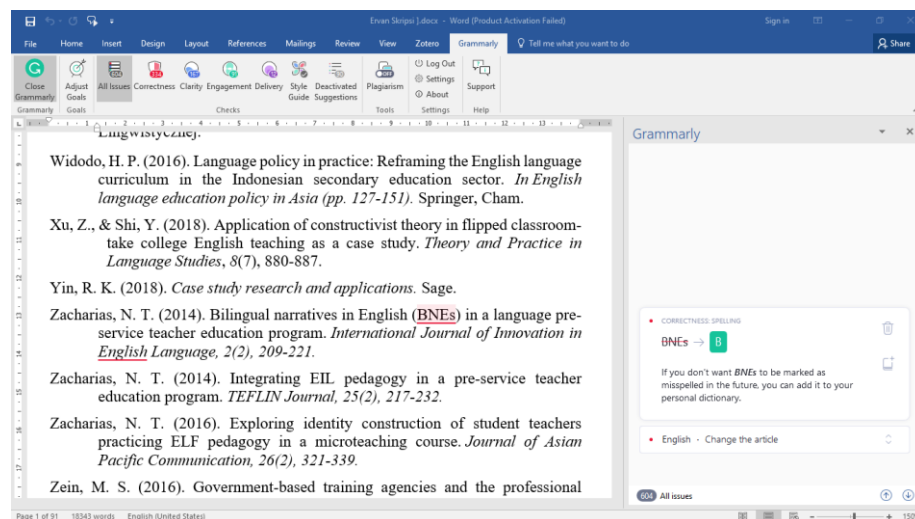
Picture 4. 2

This picture was another example of Grammarly Premium detecting errors on an unknown word. The abbreviation 'BNEs' got a red underline,

and Grammarly suggested changing it with 'ß'. This suggestion was obviously misleading if accepted because it did the writing out of context (change the meaning of the original writing).
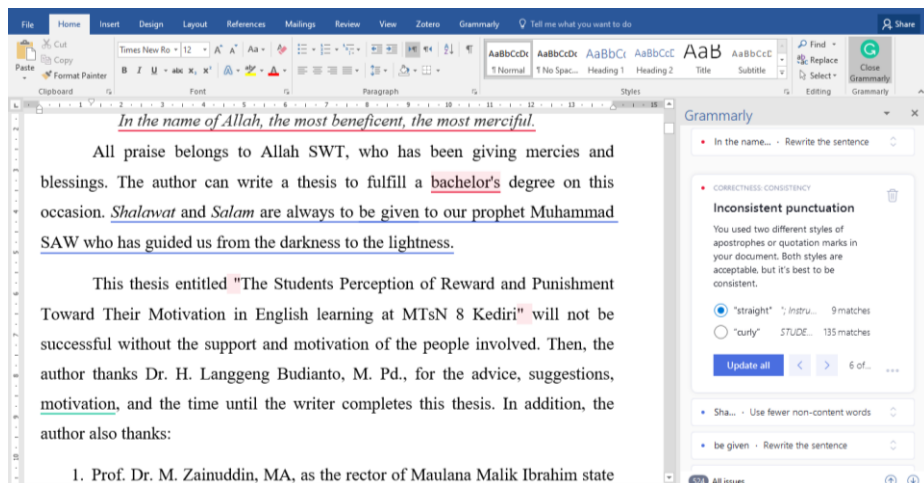
Picture 4. 3

This type of feedback from Grammarly Premium was quite confusing to understand. It showed that the writer had inconsistently used the punctuation mark ('). But, after trying to change all of the marks, Grammarly still gave the error mark on the writing.
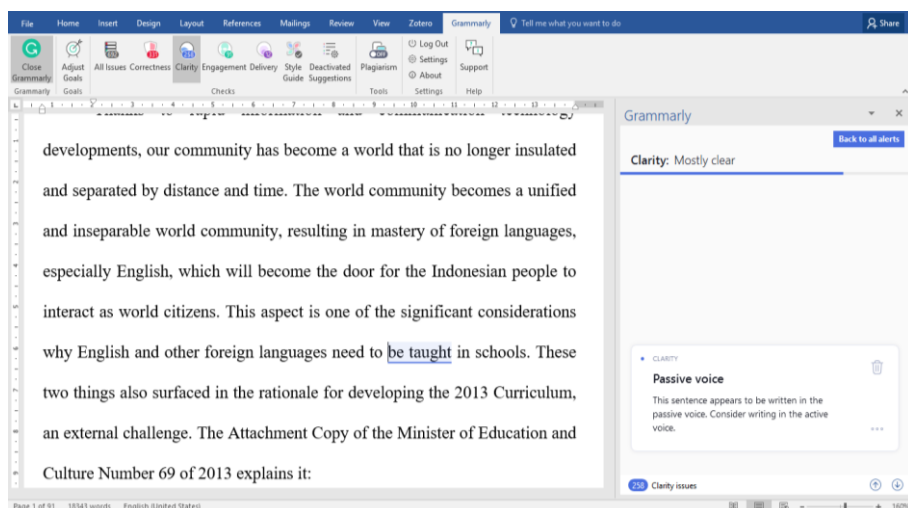
Picture 4. 4

According to Grammarly, the example above was a passive voice issue, which was less relevant. Grammarly recommended writing sentences in the active form for reasons of clarity. In the example above, the author wanted to emphasize the importance of the English language, so he used passive sentences, but Grammarly did not agree with that and tended to revise all sentences that contained passive voice.
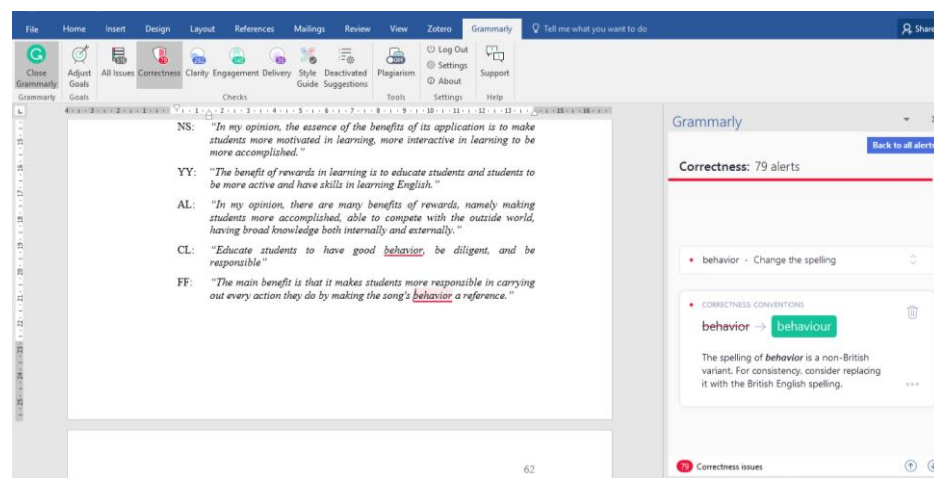
Picture 4. 5

Grammarly suggested changing the word "behavior" to the British variant 'behaviours'. When the user changed it, Grammarly also suggested changing it again to the American version. The user also found the same thing on the word 'colour' where it was originally written in British, and Grammarly suggested changing to the American version. Still, when it was changed, Grammarly also suggested changing to the British version again. Therefore, the user felt confused about which one to follow because Grammarly did not make definite rules.

From the second respondent, the researcher took five pictures of the misleading feedback given by Grammarly Premium. Here were the results:
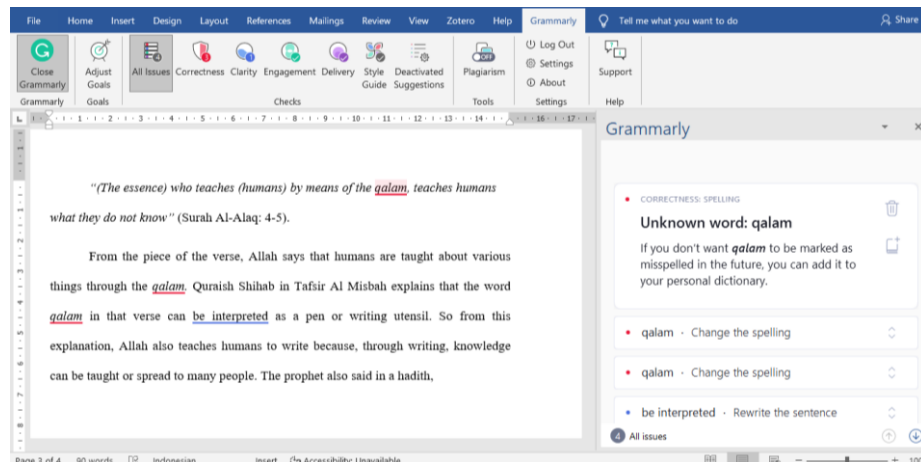
Picture 4. 6

This example showed a case of the limited vocabulary that Grammarly Premium has, as found by respondent 2 above. Of course, Grammarly is a program with English language grammar and words, and it could not recognize words from other languages. Like in this example, the word 'qalam' derived from Arabic cannot be recognized in Grammarly's dictionary. At the same time, Grammarly also could not recognize foreign language abbreviations, as found by the first respondent.
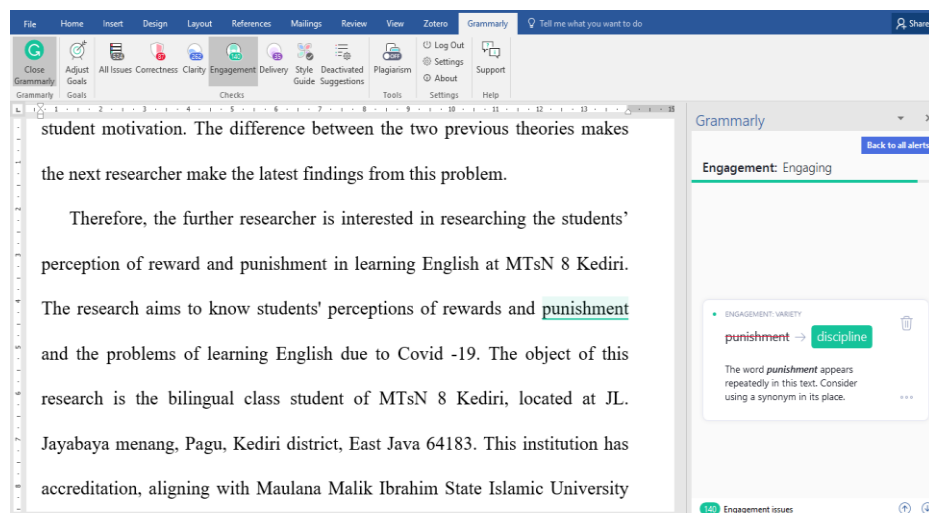
Picture 4. 7

This example showed the Grammarly Premium feature that offered word synonyms. Grammarly suggested changing the word 'Punishment' to 'discipline'. But in this context of writing, the writer wanted to use the word "Punishment" because it referred to one of the teaching methods, so he ignored this feedback and stuck to the word 'Punishment'. Actually, the researcher found some suggestions similar to this case. However, the researcher only took one picture to represent all of them.
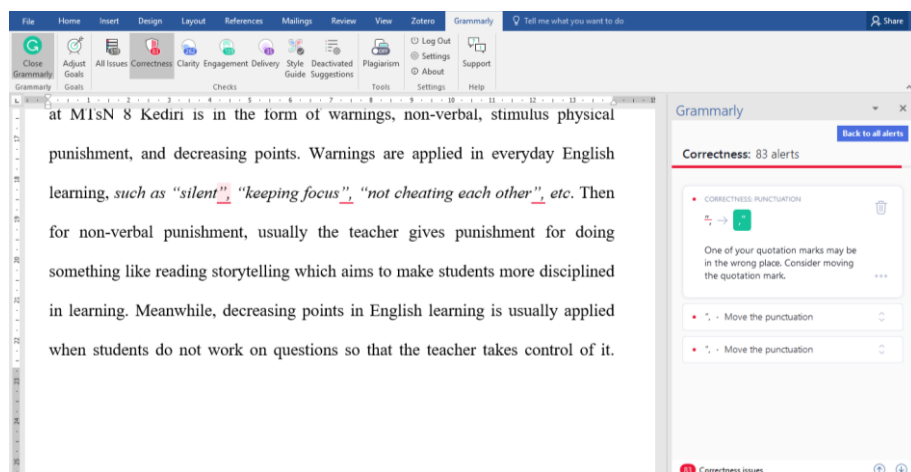
Picture 4. 8

In this sentence, Grammarly suggested using a comma before the quotation marks. In this case, quotation marks were placed before a comma or period, indicating that it emphasized a particular word (use-mention distinctions). The word referred to the word itself, not its association. In this picture, the user wanted to highlight the warning statements from teachers. Therefore, The user did not follow the suggestion from Grammarly Premium.
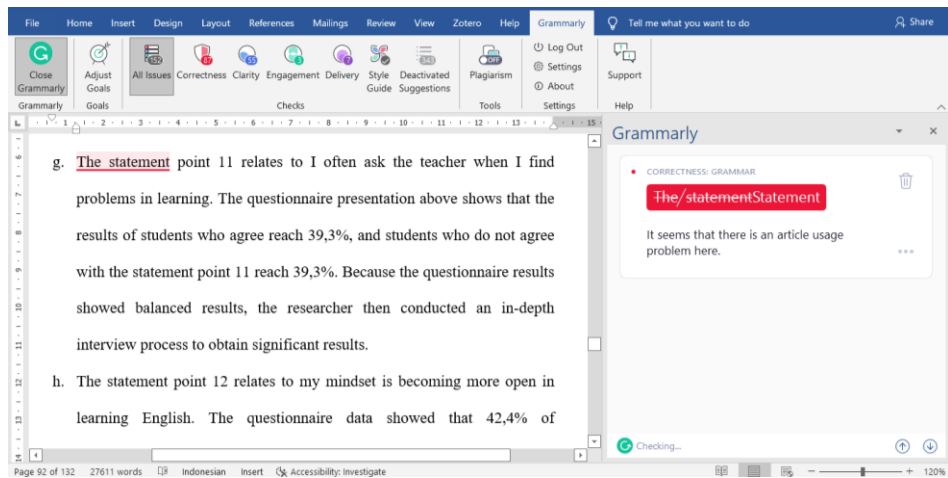
Picture 4. 9

In this case, the respondents stated that Grammarly was inconsistent in providing suggestions regarding the use of articles. In the first check and subsequent checks, Grammarly always gives different suggestions. First, Grammarly suggested adding the article 'the' to the word 'statement', but on subsequent checks, Grammarly suggested deleting the article. In another case, Grammarly suggested the article 'a' on the word 'weakness', then when rechecked, Grammarly suggested using article 'the' so that it could trigger confusion for the author.
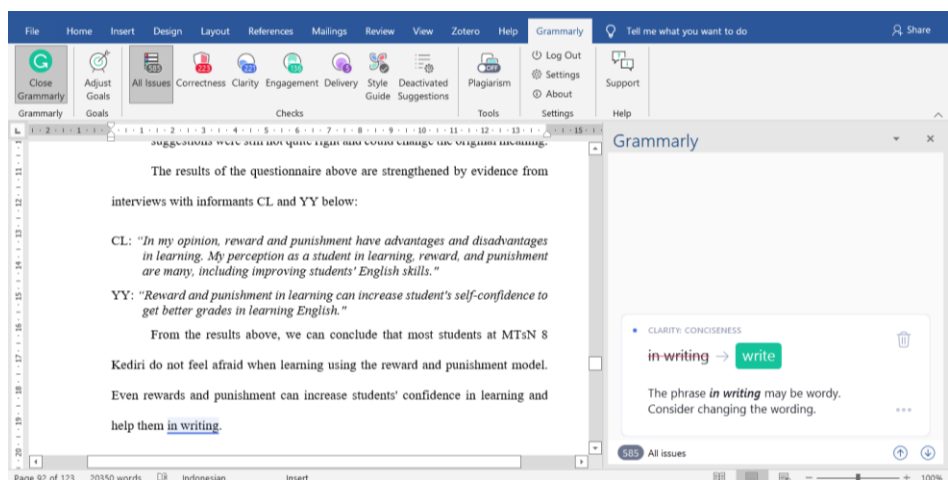
Picture 4. 10

According to the user, the sentence 'write' above did not match the context. Because here, she wanted to emphasize that Grammarly helped her correct grammar in writing, not to write down the word. Therefore, she did not agree with this suggestion.

Then, the researcher took five pictures from the third respondent. Here were the results:
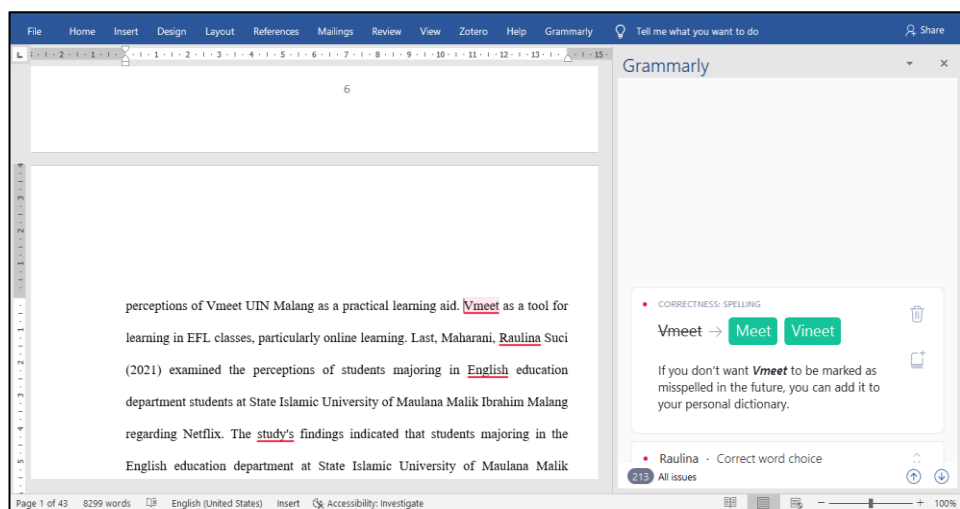
Picture 4. 11

Grammarly Premium mistakes in recognizing words were also reported by Participant 3. In this example, the word 'Vmeet' got the red underline, and Grammarly suggested replacing it with other words based on its dictionary. In this context, Vmeet is a video conference program that refers to the platform provided by UIN Malang as a tool for teaching during the pandemic, but Grammarly could not identify it and gave a wrong spelling mark.
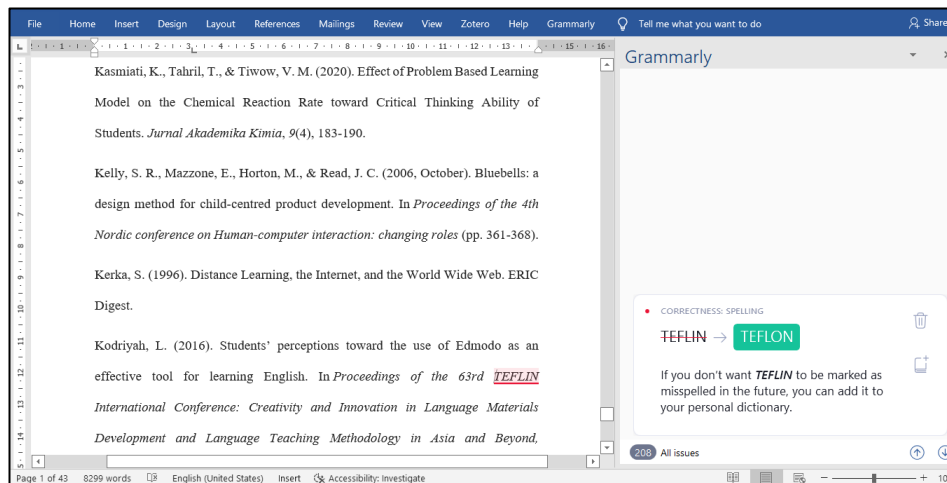
Picture 4. 12

In this example, the word 'TEFLIN' which stands for The Association for the Teaching of English as a Foreign Language in Indonesia, was marked as an error because it was not a recognizable word by Grammarly Premium. Grammarly only recognized it as the 'TEFLON', which was in Grammarly's dictionary.
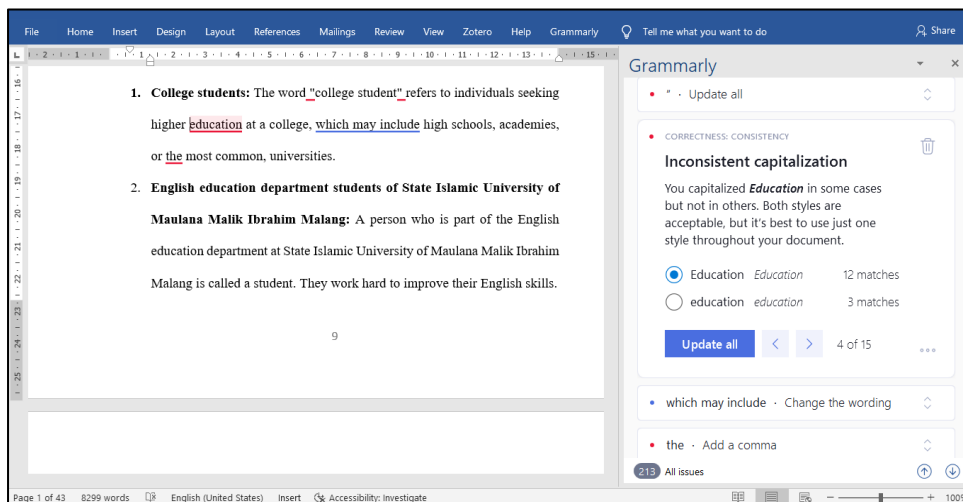
Picture 4. 13

She also reported that she got inconsistent capitalization marks from Grammarly Premium. She used the word 'education' a lot in her writing,

both in title case and lower case. She has written those in the proper context, but Grammarly still recognized it as an error.
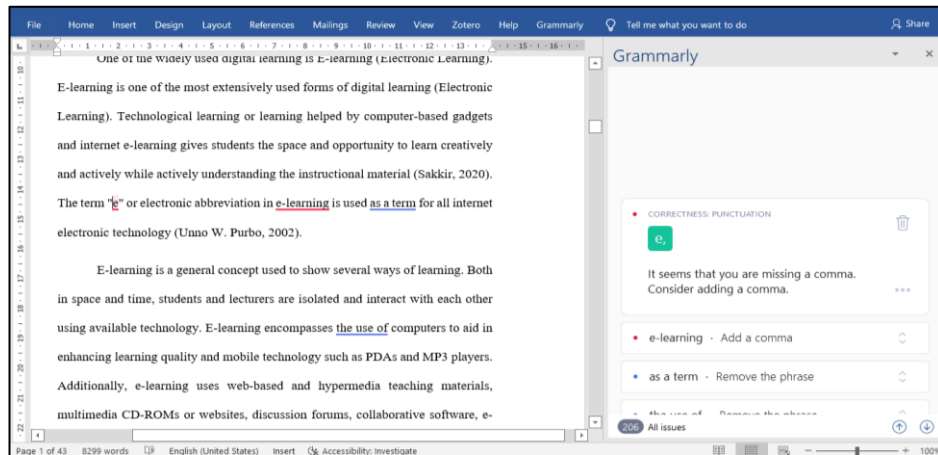
Picture 4. 14

The example above showed that Grammarly Premium advised using comma punctuation in the word 'e' and in the word 'e-learning'. There would be too many commas in one sentence if this suggestion is used, and the sentence would look disorganized.
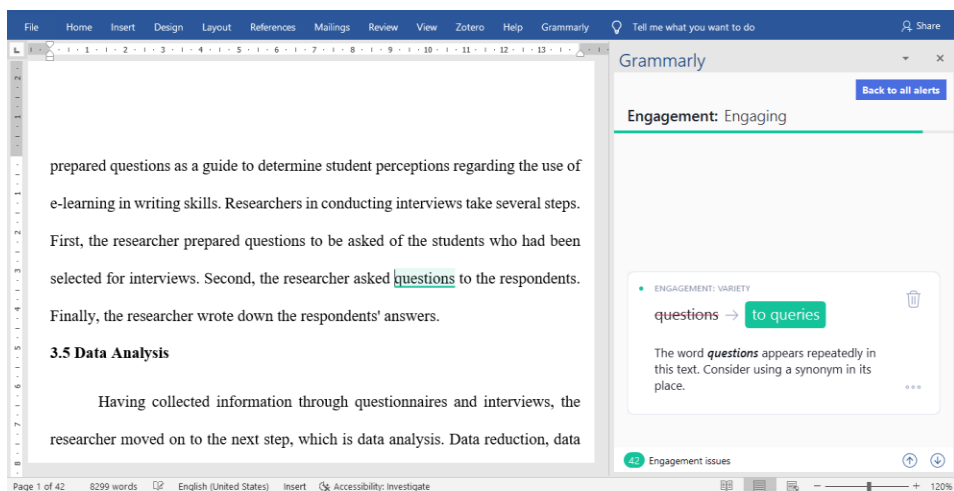
Picture 4. 15

In the picture above, Grammarly advised the user to change the word 'question' to the word 'to queries' because this word was used repeatedly. However, this suggestion caused the sentence not to fit the context.

From the pictures obtained by the researcher in the documentation session, it could be concluded that the misleading feedback was given by Grammarly Premium generally occurs in correctness (spelling, punctuation, article, convention, and consistency), clarity (conciseness and passive voice), and engagement (variety).

B. Discussion

In this section, the researcher discussed the main findings and correlated them to previous studies and related theories to answer the research questions.

In this case, EFL students' perception of Grammarly Premium's feedback related to experience, environment, and ability. Lailika (2019) stated that perceptions could be controlled by experience, ability, environment, and how people react to them. Experience includes the motivation to use, advantages, and disadvantages of Grammarly Premium. The term environment includes internet connection, and the term ability includes their response.

In the questionnaire section, the researcher only collected data about their perceptions in terms of experience and environment. They were divided into three parts: motivation to use, advantages, and disadvantages of the application. In terms of ability, it was entered in the interview section.

Before continuing, the researcher would like to state that some of the data gained from the questionnaire were not completely valid, and some of them were

not capable of answering the research questions because some questions were too general and could not be measured properly. This case was founded on questions 5, 8, 9, 15, 20, 22, 24, 25, 26, and 28. Some of the participants did not fully understand when filling out these questions, so they might have completed the questionnaires based on assumptions rather than facts regarding their inequalities in English writing abilities. Based on the lecturer's explanation, their English proficiency was in the range from low to high level. Nevertheless, there were still some valid results of the questionnaire that could help answer the research questions because surely there were still some of the participants who had better writing English skills and could answer the questionnaire accurately. On the other hand, the data gained from interviews and documentation were valid and could answer the research questions.

1) **How do EFL students perceive Grammarly Premium's feedback?**

Students responded in two ways, positive and negative perceptions. Positive perception includes the motivation and the strengths of using Grammarly Premium, and negative perception includes the weaknesses of Grammarly Premium, according to them.

a) The motivation for using Grammarly Premium

In the first part, the researcher discussed students' perceptions of the motivation for using Grammarly. They have positive perceptions about it. One of the reasons they chose Grammarly Premium was because they were not confident in their writing. They found a lot of errors in their writing because they did not properly understand

grammar rules. As stated by P2 that he often used Grammarly Premium in academic writing because he did not fully understand the appropriate grammar. It was in line with the previous study conducted by Puspitasari (2013) that second-semester students at Yogyakarta State University were still confused about the use of proper grammar, and they chose Grammarly to help them in writing.

Because of those reasons, it was very important for students to get feedback from Grammarly Premium on their writing. The significant results from questionnaires showed that 95.5% of students need feedback from Grammarly. Lailika (2019) found that lecturers at University A in Surabaya suggested their students check their writing using Grammarly. Grammarly was also used by students at one of Australia's institutions as a grammar checker. They were enthusiastic about Grammarly because it could help in improving writing quality (O'Neill & Russell, 2019b). The researcher also found the same thing in this study. All respondents stated that they used Grammarly Premium, especially in academic writing. P1 stated that he used it almost every day. P2 did the same thing that he immediately checked using Grammarly Premium after writing, while P3 used it about four times a month. They often use Grammarly because, as final students, they were required to be more careful and pay attention to grammar and writing rules in their writing to get a bachelor's degree.

Most of the students also agreed that Grammarly Premium's feedback could improve their writing. As P1 said that the feedback could help him write a good thesis. In the same way, P2 revealed that it made his writing better and more organized. Aligned with them, Karyuatri (2018), Pratama (2020), and Guo et al.(2021) found that Grammarly's feedback increased students' writing ability.

Almost students also agreed that Grammarly Premium's feedback overcame their linguistic problems in writing. Lailika (2019) found that students believed that Grammarly Premium could detect language mistakes, typos, and grammatical errors. It helped users recognize complicated statements and replace them with more relevant alternatives, as well as correct spelling, punctuation, and grammar (Caveleri & Diniati, 2016). P4 also said that Grammarly Premium is one of the well-known applications for correcting incorrect grammar in writing. Grammarly could assist them in boosting their grammar abilities to avoid misunderstandings and fatal mistakes. P5 also claimed that Grammarly Premium was very useful for checking grammar errors, spelling, punctuation, and word order. However, four students in the questionnaires section chose to be neutral. After the researcher conducted an in-depth analysis, it was found that they did not understand the meaning of the linguistic problem, so they chose to remain neutral.

Another reason is Grammarly Premium encourages them to do independent proofreading. Almost all the participants agreed that Grammarly Premium's feedback promoted independent proofreading, but four students chose neutral because they were not familiar with the word independent proofreading. However, this was a small number compared to the whole participants, so it would not make a big difference. The previous study (O'Neill & Russell, 2019a) found that Grammarly helped students eliminate writing errors, improve writing quality, build writing confidence, and encourage independent proofreading. With this Grammarly, students could correct their writing directly without waiting for feedback from others so that they could be independent and not always rely on others.

b) The Strengths of Using Grammarly Premium

The second part of the discussion is about Grammarly's strengths. First, the current data showed that 95.4% of the participants feel confident in their writing after using Grammarly. This high result aligned with Lailika's (2019) finding about the users' perception of using Grammarly to boost their confidence in writing. He revealed that the users could check their writing with Grammarly first before presenting it to the class or the teachers. As P2 said, he did not feel confident in his writing, but after using Grammarly, he felt more confident with the grammar rules in his writing. Fitria (2021) also

revealed that 85.7% of students agreed that Grammarly improved their writing confidence.

Aside from that, the users also viewed Grammarly as a tool or media to help them understand English Grammar rules. The data showed that 68.1% of the participants agreed that Grammarly helped them learn and understand English grammar. It was balanced with the study from Lailika (2019) that the feedback from Grammarly made them understand which one is correct or not. Fitria (2021) also found the same thing in her study. She claimed that Grammarly's correction helped students determine which one was correct. Thus, it made them easy to apply the correction and evaluate their writing by themselves and made the writing better than before.

The statement above could be supported by the fact that students agree that Grammarly provided feedback as well as explanations about English grammar. Data from questionnaires showed that 72.8% of students agreed that Grammarly gave a clear explanation. P1 claimed that he gave feedback with a clear explanation directly after he wrote it down in Microsoft Word, which has been linked to the Grammarly account. According to Fahmi and Cahyono (2021), students believed that Grammarly's explanation did not confuse them because it was easy to understand. Therefore, the users can correct their writing and learn English grammar rules simultaneously. Similar to this study, O'Neill and Russell (2019a) also stated that Grammarly provided detailed

feedback containing direct and indirect feedback. Indirect feedback using the underlined word and indirect feedback using explanation cards. From those feedback, the students could correct their writing independently. However, it could not be denied that 5 students answered neutrally. After further investigation, they checked their writing in the browser, so they were still vague in seeing the feedback in-depth because they only saw the red mark and did not click the card explanation.

Students also agreed that Grammarly Premium helped them correct their language style in writing. In line with this study, Fitria's (2021) study found that 85.7% of the students agree that language style is one of Grammarly's features that assist them in word selection based on the context. Aidil (2019) also found that students assisted in determining the tone of the writing in which the writer delivered the message. The tone of the writing helps students determine the desired writing style. They can choose a neutral, confident, joyful, optimistic, urgent, analytical, or respectful style according to their wishes. With this feature, Grammarly could provide feedback on words according to their language style to make them consistent. It is supported by the data from P3, which claimed that we could set our writing goals, starting from who the readers are, what language, and so on in Grammarly Premium. In contrast, the results of this item were not completely valid because after further analysis, students have different understanding of

the meaning of language style. So this questionnaire item could not be measured.

All students (100%) also agreed that Grammarly Premium helped them save time because Grammarly could provide immediate feedback on their writing. The users could get feedback only seconds after they check it. Nova (2018) revealed that Grammarly could correct writing errors in a short time. The students just input the text, and Grammarly automatically detects the error. It allowed students to revise errors more quickly. P4 claimed, *"Grammarly Premium also saves time, making it more efficient to check grammar errors."* This finding also aligned with Lailika's (2019) study that students felt they could manage their time well after using Grammarly. It was because Grammarly corrected their writing very quickly so that they could immediately revise it and do other tasks. Moreover, O'Neill and Russell (2019a) stated that Grammarly provided feedback better than the assistant teacher. Grammarly gave it directly while the assistant teacher gave it after a few days.

The next discussion was about how Grammarly Premium could help users correct grammar, spelling, and punctuation. These three kinds of feedback were the default feature provided by Grammarly, both in free and paid versions. The current data revealed that around 90% of the participants agreed that Grammarly Premium could correct grammar, spelling, and punctuation in their writing. P5 claimed that

Premium features were very useful for checking grammar errors, spelling, punctuation, and word choice. In Grammarly, this feedback was included as correctness feedback, where the users got a red underline if the word was misspelled, incorrect punctuation, or grammar. For example, if the users wrote 'foriggn', Grammarly detected it as a misspelled word and suggested to the users the closest word to their dictionary, like 'foreign'. This finding was supported by the study from Nova (2018) and Lailika (2019), that Grammarly was chosen because it could correct grammar, spelling, or any mechanical issues in writing. Fitria (2021) also found that Grammarly's punctuation, spelling, and Grammar correction really helped students improve their writing.

Then, Grammarly Premium provided features to correct convention, included in the correctness feature. It was in line with Grammarly inc. (2021), which stated that Grammarly provided convention features. Its function is to check for comma errors without spaces, correct capital letters, and other dialect issues. Same with the theory, the current study result showed that 81.8% of the users agree with this statement. On the other hand, a few students had never heard of the term convention and did not understand the example of the convention. Therefore, they chose to remain neutral. Moreover, Grammarly Premium advised the correct writing rules by paying attention to writing consistency. For example, using consistent

punctuation, date and time, or following a specific style guide according to the chosen writing style, whether American, British, Australian, or Canadian English.

Another Grammarly Premium feature was about clarity of writing. 86.4% of the participant agreed that with the paid-Premium version of Grammarly, they could get various feedback regarding the clarity. The clarity feedback included a suggestion of wordy sentences, incorrect passive voice usage, and conciseness. 94.4% of the total participants from the current finding agreed that Grammarly Premium could give feedback on hard-to-read sentences and suggested a more easy-to-understand sentence choice. According to P1, the biggest strengths of Grammarly Premium were clarity and conciseness features, as P2 said that clarity feedback helped him organize his academic writing. Besides, P3 also claimed that the suggestion of clarity made the sentences more precise and less verbose. Moreover, P5 liked the re-phrase sentence from Grammarly because it helped them repair the wordy sentence. While for passive voice usage, 77.3% of the participants agree that Grammarly Premium could give feedback on incorrect passive voice usage to make the sentence more direct. Qassemzadeh and Soleimani (2016) found that Grammarly detected passive voice usage in the students' writing, and the students received it rather than teachers' feedback.

Next, 91,9% of students agreed that Grammarly Premium could assist them in the engagement of writing. Grammarly provided word choice features (variety and vocabulary) to make the students' writing more varied. P2 claimed that Grammarly provided a word choice feature, which was considered more helpful in writing.

Besides, Grammarly Premium also helped students check the delivery that students want to carry in writing (formality level). In this context, students could set their writing goals. They could choose informal, neutral, or formal (Grammarly. inc). The current study revealed that 95.5% of students gave positive responses to the statement of formality level. P3 said that he could set these writing goals, starting from who the readers are, what language, and so on in Grammarly Premium. In line with it, Aidil (2019) claimed that Grammarly guided students in determining the purpose of their writing, such as audience, formality, domain, tone, and intent, which appear in the offered setting.

c) Grammarly's weaknesses

The next part of the discussion was about Grammarly's weaknesses and kinds of misleading feedback according to the students. Similar to Lailika's (2019) finding, the current study also revealed that 72.8% of the total participants agreed that Grammarly needs a stable internet connection to be used comfortably. According to P1, Grammarly could not give feedback immediately if it had a bad internet connection. Fitria (2021) also found unstable internet connections

prevented them from getting feedback directly from Grammarly. Without a stable internet connection, the users could not upload or get feedback from Grammarly because this is a cloud-based program connected to the main server via the internet. It could be the main problem in Indonesia because many rural areas cannot get a stable internet connection. Therefore, they could not use Grammarly. In contrast, 5 students stated they disagreed with this statement because they had never experienced it. It was because they stayed in the city where the internet connection was stable.

2) What kind of inaccurate feedback is provided by Grammarly Premium?

Around 36.3% of participants from the current study agreed that Grammarly's feedback did not always help them in writing, and 36.4% of them found some misleading or inaccurate feedback from Grammarly. Even though this finding was a low percentage, it was still quite a high number for the claimed 'writing assistant'. P2 stated that sometimes Grammarly's feedback was not completely correct. This data was reflected in the user's experience that they did not always agree with the feedback from Grammarly. Moreover, Dodigovic (2021) found that about 66% of the mistakes detected by Grammarly were accurate error identifications, while the rest were false. Furthermore, Grammarly missed a lot of errors, accounting for about 7% of the overall number of errors detected.

The current study proved that 54.6% of the participants did not agree with suggestions from Grammarly and were always encouraged to do manual proofreading. This finding aligned with Nova (2018), who claimed that Grammarly's suggestions did not always match the user's intent. Lailika (2019) also found that Grammarly's feedback was not always correct and valid. Sometimes, Grammarly was too over-the-top in giving suggestions, so it would interfere with what the user wanted to convey. Moreover, Caveleri and Diniati (2016) claimed that sometimes Grammarly's feedback on the repeated word was often thought to be 'not needed' or 'not relevant' to the context. P4 also said some suggestions were still not right and could change the original meaning. Of the five features provided by Grammarly Premium (correctness, clarity, engagement, delivery, and plagiarism checker), three of them were often inaccurate. They were correctness, clarity, and engagement.

Articles, punctuation, spelling, convention, and consistency features were often inaccurate. They were included in the correctness feature. P2 found the inaccurate article suggestion from Grammarly. Grammarly often provided multiple suggestions on the same word in the article section. For example, Grammarly gave suggestions using the article 'a' in the word 'statement'. Still, when the user double-checked it, Grammarly suggested removing the article 'a' and changing it with an article 'the'. It was considered quite confusing for users if they did not understand grammar rules well.

Next, Grammarly helped students to correct punctuation, but it often confused in giving quotation marks and commas, especially if the sentence was too long. In the same case, Grammarly suggested using a comma before the quotation marks. For example, Grammarly did not agree with the quotation marks placed before a comma or period, although it indicated that it emphasized a particular word (use-mention distinctions) where the word refers to the word itself, not its association. This case was found in respondent 2. He wanted to use-mention distinction of the word 'silent' by giving quotation marks before comma because this word was the teacher's instruction that he wanted to emphasize, but Grammarly gave a red mark on it. It was different from a direct quotation, where the period or comma must be written before the quotation marks. It was similar to Dembsey's (2017) finding that Grammarly had difficulty identifying punctuation and article usage errors. The researcher also found the same case from the first and third respondents, but the researcher did not document it because this example could represent this type's whole data. The researcher also suggested using simple sentences because when the writer used complex sentences, Grammarly tended to put a lot of comma punctuation in the sentence.

Grammarly also helped students correct spelling, but it had weaknesses in detecting non-English words, such as abbreviations, foreign words, or people's names. For example, the word 'TEFLIN' became 'TEFLON' where TEFLIN was the name of a scientific journal that stands for 'The Association for the Teaching of English as a Foreign Language in

Indonesia'. It also happened in the non-English word like 'qalam'. The same thing also happened to the names of people who were not well known in English names, such as 'Gerot' to 'great'. Those became a problem for users, especially those who did not do manual reading and immediately followed all of Grammarly Premium's suggestions. It was balanced with Aidil's (2019) finding that Grammarly searched for specific words like title, place, person's name, and specific acronyms. Similarly, Pratama (2020) stated that he had a similar experience when typing someone's name or another specific word. He said that Grammarly was over-checking for an acronym. In this study, P3 also stated that Grammarly would give a red mark on the Arabic language. It meant that Grammarly did not recognize the non-English words. Moreover, P1 stated, " *Grammarly Premium has a limited dictionary and mostly in English, so whenever I type foreign language name or word, it will show error feedback in spelling.*" This case happened because Grammarly was specially designed for English writing. Therefore, it was not able to detect other languages. Even though the word was written in italic, Grammarly still gave a red mark and suggested using a word with a similar letter configuration. Grammarly was a machine whose system was composed based on grammar and writing rules. Therefore, its suggestion was structurally correct, but sometimes it failed to meet the writer's expectations.

Grammarly also was confused in suggesting languages using the British or American version in the convention section. For example,

Grammarly advised the word 'behavior' to be changed to the British version 'behaviours'. However, when the user changed it, Grammarly also suggested converting it back to the American version. The user discovered a similar phenomenon in the word 'colour', originally written in British. Grammarly proposed changing it to the American form. Then Grammarly suggested changing it back to British when it was changed. Therefore, the researcher suggested determining whether to use the American or British version before starting to write. Thus, the user can make the right decision whenever Grammarly gives a suggestion.

The researcher found that Grammarly gave inaccurate feedback in quotation marks and capitalization. Firstly, Grammarly suggested using straight quotation marks, but it suggested using italic quotation marks on the second check. The researcher found this case from all respondents in the documentation section. Besides, Grammarly marked errors in using the consistency of capital letters in a word, as found by the researcher in respondent 3. She used the word 'education' a lot in her writing, both in the title and lower cases. She has written those in the proper context, but Grammarly still recognized it as an error.

In the clarity section, users often found unsuitable suggestions in the conciseness section and passive voice issues. Even though users felt that Grammarly helped them paraphrase sentences, Grammarly often over-checked sentences. Sometimes, it re-phrased sentences or shortened sentences that did not match the author's intent. P5 revealed that sometimes

Grammarly Premium gave misleading feedback in re-phrase sentences, especially if it was not in line with the writing goals. Therefore, sometimes, users did not completely agree with this suggestion. It was in line with Nova (2017), who stated that Grammarly's feedback did not always match the users' intentions. From the passive voice issues, Grammarly recommended writing sentences in the active form for the reason of clarity. Sometimes, passive sentences reduce the clarity of meaning. Still, on the other hand, passive sentences were useful to avoid blame, show a neutral or objective tone, show that the doer of the action is unimportant, use the same subject twice, or put something that wanted to emphasize at the start of the sentences. Many authors used passive voice to emphasize particular words in the thesis writing, but Grammarly did not agree with it and tended to revise all passive voice sentences. It meant that Grammarly did not understand the writers' needs. It was balanced with O'Neill and Russell (2019a), who found that two of their participants claimed that Grammarly failed to fulfill their needs. It might cause users to consider whether they should accept or reject the feedback. They just had a strong understanding of grammar to determine whether the feedback was correct.

In the engagement feature, the often misleading part was in the variety section. In this section, Grammarly would provide suggestions in the form of synonyms or other word choices, but sometimes the suggestion is far from the context that the author wants to convey. For example, the word 'punishment' became 'discipline', even though the meaning is a teaching

method. Therefore, the use of the word 'discipline' in this context was not quite suitable. The same issue was also found by respondent 3 in her thesis writing. She typed 'question', but Grammarly suggested changing it to 'to queries'. It was in line with Dembsey's finding that word choice became a suggestion that should be considered because sometimes word choice given by Grammarly did not meet the context. Grammarly suggested another word to make the sentences more varied. The word suggested by Grammarly has a similar meaning to the word used by the user before, but it has a different context. It was also proved with the statement from P4, who said that some suggestions were still not quite right and could change the original meaning.

As a result, Grammarly Premium's suggestion was structurally correct, but sometimes it was less accurate in meaning. It did not match the context and did not meet the student's intention. Grammarly was a machine that could not understand users' feelings. Thus, the inaccurate suggestion might happen.

3) **How students deal with the inaccuracy**

The next discussion was about how students respond to the inaccurate feedback provided by Grammarly Premium. Based on the finding from this study, the researcher found that students kept using Grammarly because Grammarly helped them in self-proofreading, even though there was some less accurate feedback. It was in line with Chang (2012), who claimed that electronic feedback allowed students to read and then review written feedback at their leisure. This was significant because

feedback allowed students to improve and learn independently. Thus, all of the respondents stated that they still followed Grammarly's suggestion after double-checking it. They manually checked their writing's grammar by asking trusted sources and then removed or ignored Grammarly's feedback if they felt it was inaccurate. They argued that Grammarly's feedback was structurally correct, but it just lacked an understanding of users' writing intention because it is just a program. They believed that Grammarly could still be used to help them in proofreading, considering the mistakes given by Grammarly were not fatal errors. These results were different from the finding by Ambarwati (2021). She investigated the use of Grammarly by two students. According to the report, they stopped using Grammarly since the feedback was likely to be fallible, and the subscription fee was not worth the money. In contrast, O'Neill and Russell (2019b), Pratama (2020), and Guo et al. (2021) found that students continued the use of Grammarly because they experienced a significant decrease in error after selecting the revision from Grammarly. Additionally, Chang (2012) claimed that electronic feedback allowed students to read and review written feedback at leisure. It was significant because feedback allowed students to improve and learn independently.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the researcher's conclusion drawn from the research's findings and discussion from the earlier chapter, as well as suggestions for the future research

A. Conclusion

After gaining data from questionnaires, interviews, and documentation, the researcher concluded that many participants chose to use Grammarly Premium because they felt it was important to have Grammarly's feedback due to their lack of confidence in writing. They believed that Grammarly Premium's features could enhance their writing ability, solve linguistic problems, and encourage them to be independent proofreading.

EFL students have positive and negative perceptions of Grammarly's Premium. Students considered that Grammarly Premium's strengths include the correctness feature to improve spelling, punctuation, article, convention, grammar, and consistency. Clarity feature to increase readability, such as conciseness and passive voice. Engagement feature to make the writing interesting such as variety. And other features that help students to save their time in writing correction. On the other hand, students complained that Grammarly Premium had a stable internet connection to work and required additional proofreading because some feedback were inaccurate.

From the four features provided by Grammarly Premium as mentioned above, three of them which are correctness, engagement, and clarity, sometimes

not in accordance with the context of the writing. Grammarly Premium often provides inaccurate feedback on spelling (non-English words), article, punctuation (comma and quotation marks), conventions (British or American), conciseness, passive sentences, and variety (synonym). Students respond to these errors by always double-checking and making sure Grammarly's feedback fits their writing context, or they would ignore these inaccurate feedback. Students continued to use Grammarly because it helped them proofread their writing even though there were some inaccurate feedback from Gramarly.

B. Suggestion

Due to this research only being limited in revealing Grammarly's inaccurate feedback, future research can conduct a similar study focusing on more in-depth investigation of Grammarly's inaccurate feedback, how far those feedback could be misleading, and an analytical review of the Grammar and writing expert. Future research can also focus on a wider range of writing other than thesis or investigate Grammarly Bussiness edition, which is intended for corporation or larger groups. For Grammarly.inc, this research can be a review to improve the system so the AI can provide more accurate feedback in line with the writing context.

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APPENDICES

Questionnaire

EFL Students' Perception of Grammarly Premium's Feedback and How They Deal with The Inaccuracy

SA   : Strongly Agree

A   : Agree

N   : Neutral

D   : Disagree

SD   : Strongly Disagree

No.	Statements	(SD) Strongly Disagree	(D) Disagree	(N) Neutral	(A) Agree	(SA) Strongly Agree
1.	It was important for me to get grammar feedback on my writing					
2.	I don't always feel confident with my writing skills					
3.	I use Grammarly Premium in thesis writing					
4.	Grammarly Premium's feedback improve my writing skills					
5.	Grammarly Premium's feedback overcomes my problem in linguistic obstacles when writing					
6.	Grammarly Premium encourages me to do					

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	independent proofreading					
7.	Grammarly Premium's feedback Grammarly makes me feel more confident with my writing					
8.	Grammarly Premium has helped me understand English grammar rules					
9.	Grammarly Premium helps me correct my language style in writing					
10.	Grammarly Premium helps me correct grammar in writing					
11.	Grammarly Premium helps me correct spelling in writing					
12.	Grammarly Premium helps me correct punctuation in writing					
13.	Grammarly Premium gives a clear explanation of the error in my writing.					
14.	Grammarly Premium saves my time in correcting my writing errors					
15.	Grammarly Premium gives detailed feedback					
16.	Grammarly Premium gives an alternative word choice to make writing more various					
17.	Grammarly Premium gives suggestions on wordy sentences to make them more clear					
18.	Grammarly Premium gives suggestions on passive voices					

	sentence to make them more direct /concise				
19.	Grammarly Premium helps me to provide the more appropriate word in the context of the phrase				
20.	Grammarly Premium helps me to correct conventions in my writing Grammarly Premium helps me to correct conventions in my writing				
21.	Grammarly Premium helps me to check formality style I want to carry in writing				
22.	Grammarly Premium helps me to correct the Clarity of writing.				
23.	Grammarly Premium needs a stable internet connection to be used comfortably				
24.	The Grammarly feedback is not always helpful				
25.	I do not Agree with some Grammarly suggestions				
26.	I found some difficulties when using Grammarly Premium				
27.	Grammarly Premium does not help me in improving my writing quality				
28.	I found some misleading feedback from Grammarly Premium.				

Instrument of Interview

EFL Students' Perception of Grammarly Premium Feedback and How They

Deal with The Inaccuracy

1. Why do you choose Grammarly Premium as an online grammar checker?

2. How often do you use Grammarly Premium?

3. What are the strengths of Grammarly Premium?

4. What are the weaknesses /drawbacks of Grammarly?

5. What types of feedback errors do you often encounter in using Grammarly

    Premium, and how do you deal with them?

Appendix III Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: 1473/Un.03.1/TL.00.1/05/2022	23 Mei 2022
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada

Yth. Ketua Jurusan Tadris Bahasa Inggris UIN Maulana Malik Ibrahim Malang

di

Malang

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Lailatul Khoiroh Ummah
NIM	:	18180005
Jurusan	:	Tadris Bahasa Inggris (TBI)
Semester - Tahun Akademik	:	Genap - 2021/2022
Judul Skripsi	:	**EFL Students' Perception of Grammarly Premium's Feedback and How They Deal with The Inaccuracy**
Lama Penelitian	:	**Mei 2022** sampai dengan **Juli 2022** (3 bulan)

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

n. Dekan,
Wakil Dekan Bidang Akaddemik

Dr. Muhammad Walid, MA
NIP. 19730823 200003 1 002

Tembusan :

1. Yth. Ketua Program Studi TBI
2. Arsip

Appendix IV Validation Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Gajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor	: B-2780 /Un.03/FITK/PP.00.9/05/2022	23 Mei 2022
Lampiran	: -	
Perihal	: Permohonan Menjadi Validator (Ahli instrumen)	

Kepada Yth.
Ima Mutholliatil Badriyah, M.Pd
di –
        Tempat

Assalamualaikum Wr. Wb.

Sehubungan dengan proses penyusunan skripsi mahasiswa berikut:

Nama	:	Lailatul Khoiru Ummah
NIM	:	18180005
Program Studi	:	Tadris Bahasa Inggris (TBI)
Judul Skripsi	:	EFL Students' Perception of Grammarly Premium's Feedback and How They Deal With the Inaccuracy
Dosen Pembimbing	:	Maslihatul Bisriyah, M.TESOL

maka dimohon Bapak/Ibu berkenan menjadi validator media skripsi tersebut. Adapun segala hal berkaitan dengan apresiasi terhadap kegiatan validasi sebagaimana dimaksud sepenuhnya menjadi tanggung jawab mahasiswa bersangkutan.

Demikian Permohonan ini disampaikan, atas perkenan dan kerjasamanya yang baik disampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n Dekan
Wakil Dekan Bid. Akademik

Dr. Muhammad Walid, M.A
NIP. 197308232000031002

Appendix V Validation sheets

VALIDATION SHEET

QUESTIONNARE AND INTERVIEW INSTRUMENTS

EFL Students' Perception of Grammarly Premium's Feedback and How They Deal with The Inaccuracy

Validator : Ima Mutholliatil Badriyah, M.Pd

NIP : 198312172018022155

Expertise : English Language

Instance : UIN Maulana Malik Ibrahim Malang

A. INTRODUCTION

This validation sheet is used to obtain an assesment from the validator on the research instrument that I use. Every feedback is essential for improving the quality of the instruments. I would like to say thank you for your willingness to become a validator and fill out this validation sheet.

B. GUIDANCE

1. Please give a checklist in the column "Relevant" if it is in accordance with the context to be studied, or put a checklist in

   the column "Irrelevant" if it is not appropriate or does not match the context to be studied.

2. Please provide your feedback / feedback in the colomn

C. QUESTIONNAIRE ITEMS

QUESTIONNAIRES

No.	Indicator	Statements	Expert Response(s)		Suggestion(s)
			Relevant	Irrelevant	
1.		It was important for me to get grammar feedback on my writing			
2.		I don't always feel confident with my writing skills			
3.	The motivation of using Grammarly premium	I always use Grammarly Premium in thesis writing			
4.		Grammarly Premium's feedback improve my writing skills			
5.		Grammarly Premium's feedback overcomes my problem in linguistic obstacles when writing			

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6.		Grammarly Premium encourages me to do independent proofreading			
7		Grammarly Premium's feedback makes me feel more confident with my writing			
8.		Grammarly Premium helps me understand English grammar rules			
9.		Grammarly Premium helps me correct my language style in writing			
10.		Grammarly Premium helps me correct grammar in writing			
11		Grammarly Premium helps me correct spelling in writing			
12	The strengths/benefits of using Grammarly Premium	Grammarly Premium helps me correct punctuation in writing			
13		Grammarly Premium gives a clear explanation of the error in my writing.			
14		Grammarly Premium saves my time in correcting my writing errors			
15		Grammarly Premium gives detailed feedback			
16		Grammarly Premium gives an alternative word choice to make writing more various			
17		Grammarly Premium gives suggestions on wordy sentences to make them more clear			

No.	Category	Statement					
18		Grammarly Premium gives suggestions on passive voices sentence to make them more direct /concise					
19		Grammarly Premium helps me to provide the more appropriate word in the context of the phrase					
20		Grammarly Premium helps me to correct conventions in my writing					
21		Grammarly Premium helps me to check formality style I want to carry in writing					
22		Grammarly Premium helps me to correct the Clarity of writing.					
23		Grammarly Premium needs a stable internet connection to be used comfortably					
24	The obstacles faced when using Grammarly Premium	The Grammarly feedback is not always helpful					
25		I do not agree with some Grammarly suggestions					
26		I found some difficulties when using Grammarly Premium					
27		Grammarly premium does not help me in improving my writing quality					
28		I found some misleading feedbacks from Grammarly Premium.					

D. INTERVIEW ITEMS

No.	Indicator	Statements	Expert responses		Suggestion
			Relevant	Irrelevant	
1.	The reason for using Grammarly premium	Why do you choose Grammarly premium as an online grammar checker?			
2.	Frequency of using Grammarly premium	How often do you use Grammarly premium?			
3.	The strengths of Grammarly Premium	What are the strengths of Grammarly premium?			
4.	The weaknesses of Grammarly premium	What are the weaknesses /drawbacks of Grammarly?			
5.	The kind of inaccurate feedback provided by Grammarly premium and how the students deal with it	What types of feedback errors do you often encounter in using Grammarly premium, and how do you deal with them?			

E. CONCLUSION

Based on the assesment above, it can be concluded that this instrument is:

1. ~~Proper to use the data without revision~~

2. Proper to use to collect the data within revision

3. ~~Not Proper to ollect the data~~

Malang, April 3, 2022
Expert Validator,

Ima Mutholliatil Badriyah, M.Pd
NIP. 198312172018020121 55

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Appendix VI Results of questionnaires

QUESTIONNAIRES			RESPONSES				
No.	Indicator	Statements	SD	D	N	A	SA
1.		It was important for me to get grammar feedback on my writing	4.5% (1)	0%	0%	45.5% (10)	50% (11)
2.		I don't always feel confident with my writing skills	0%	9.1% (2)	36.4% (8)	36.4% (8)	18.2% (4)
3.		I always use Grammarly Premium in thesis writing	0%	0%	22.7% (5)	45.5% (10)	31.8% (7)
4.	The motivation of using Grammarly Premium	Grammarly Premium's feedback improve my writing skills	0%	4.5% (1)	9.1% (2)	50% (11)	36.4% (8)
5.		Grammarly Premium's feedback overcomes my problem in linguistic obstacles when writing	0%	0%	18.2% (4)	50% (11)	31.8% (7)
6.		Grammarly Premium encourages me to do independent proofreading	0%	0%	18.2% (4)	59.1% (13)	22.7% (5)
7		Grammarly Premium's feedback makes me feel more confident with my writing	4.5% (1)	0%	0%	54.5% (12)	40.9% (9)

8.		Grammarly Premium helps me understand English grammar rules	4.5% (1)	9.1% (2)	18.2% (4)	54.5% (12)	13.6% (3)
9.		Grammarly Premium helps me correct my language style in writing	4.5% (1)	4.5% (1)	4.5% (1)	63.6% (14)	22.7% (5)
10.	The strengths/ben efits of using Grammarly Premium	Grammarly Premium helps me correct grammar in writing	0%	0%	9.1% (2)	50% (11)	40.9% (9)
11		Grammarly Premium helps me correct spelling in writing	0%	0%	13.6% (3)	50% (11)	36.4% (8)
12		Grammarly Premium helps me correct punctuation in writing	0%	0%	9.1% (2)	54.5% (12)	36.4% (8)
13		Grammarly Premium gives a clear explanation of the error in my writing.	0%	4.5% (1)	22.7% (5)	45.5% (10)	27.3% (6)
14		Grammarly Premium saves my time in correcting my writing errors	0%	0%	0%	54.5% (12)	45.5% (10)
15		Grammarly Premium	0%	9.1% (2)	22.7% (5)	40.9% (9)	27.3% (6)

		gives detailed feedback					
16		Grammarly Premium gives an alternative word choice to make writing more various	0%	0%	9.1% (2)	59.1% (13)	31.8% (7)
17		Grammarly Premium gives suggestions on wordy sentences to make them more clear	0%	0%	4.5% (1)	71.7% (16)	22.7% (5)
18		Grammarly Premium gives suggestions on passive voices sentence to make them more direct /concise	0%	4.5% (1)	18.2% (4)	45.5% (10)	31.8% (7)
19		Grammarly Premium helps me to provide the more appropriate word in the context of the phrase	0%	4.5% (1)	4.5% (1)	63.6% (14)	27.3% (6)
20		Grammarly Premium helps me to correct conventions in my writing	0%	0%	18.2% (4)	63.6% (14)	18.2% (4)
21		Grammarly Premium helps me to	0%	4.5% (1)	4.5% (1)	68.2% (15)	27.3% (5)

		check formality style I want to carry in writing					
22		Grammarly Premium helps me to correct the Clarity of writing.	0%	0%	18.2% (4)	59.1% (13)	27.3% (5)
23		Grammarly Premium needs a stable internet connection to be used comfortably	0%	27.3% (5)	4.5% (1)	36.4% (8)	36.4% (8)
24	The obstacles faced when using Grammarly Premium	The Grammarly feedback is not always helpful	4.5% (1)	36.4% (8)	22.7% (5)	22.7% (5)	13.6% (3)
25		I do not Agree with some Grammarly suggestions	0%	13.6% (3)	31.8% (7)	45.5% (10)	9.1% (2)
26		I found some difficulties when using Grammarly Premium	9.1% (2)	40.9% (9)	13.6% (3)	31.8% (7)	4.5% (1)
27		Grammarly Premium does not help me in improving my writing quality	13.6% (3)	54.5% (12)	13.6% (3)	9.1% (2)	9.1% (2)
28		I found some misleading feedbacks from Grammarly Premium.	4.5% (1)	13.6% (3)	45.5% (10)	18.2% (4)	18.2% (4)

Name: P1

1. **Why do you choose Grammarly Premium as an online grammar checker?**

   Actually, I have used Grammarly ever since I studied in this English Department. But, only the free version of it. Now, during my thesis writing, I am trying the Premium version because I think the free version's feedback is insufficient to help me write a good thesis.

2. **How often do you use Grammarly Premium?**

   I used the Grammarly Premium almost every day since I integrated it to my browser, Microsoft Word, and others. So, whenever I write, I can get the feedback from Grammarly.

3. **What are the strengths of Grammarly Premium?**

   I think the biggest strength of Grammarly Premium is the conciseness and clarity suggestions that we cannot get from the free version. It makes my writings more fluid and easy to understand.

4. **What are the weaknesses /drawbacks of Grammarly?**

   Well, like most applications that used an AI (artificial intelligence) program and any digital program, Grammarly also can't get away with drawbacks. Sometimes I find to load Grammarly Premium onto my Microsoft Word like in this picture and if I have bad internet connection it won't gives the feedback immediately (slow loading). The feedback

is also sometimes did not meet my expectactions (wrong giving, hard to understand/imply)

5. **What types of feedback errors do you often encounter in using Grammarly Premium, and how do you deal with them?**

Most error feedback I found is in name or word choices. Grammarly Premium also has a limited dictionary and mostly in English, so whenever I type a foreign language name or word, it will show error feedback in spelling. Another type of error feedback is in clarity. Grammarly often too eagerly suggests word choices, deleting words, etc, on my writing, which sometimes does not match my needs. So to overcome those errors, I always recheck my writing and Grammarly's suggestions so I can selec which feedback is doable is which one is not, and just ignores it.

Name: P2

1. **Why do you choose Grammarly Premium as an online grammar checker?**

Grammarly Premium provides various features or facilities to make my academic writing better and more organized. As a student, I recommend Grammarly Premium because it provides more features than the regular/free version, such as suggestions and clarity feedback" I often feel not confident with my writing. After all, as a student majoring in English, I honestly don't fully master academic writing, such as journal

articles, thesis, etc. And I find it very helpful to use Grammarly Premium.

2. **How often do you use Grammarly Premium?**

I've been using Grammarly Premium lately, mainly for thesis writing. Approximately four times in the past month.

3. **What are the strengths of Grammarly Premium?**

Grammarly Premium provides more suggestions for writing such as sentence structure, word choices which are considered more helpful in thesis writing than the free version.

4. **What are the weaknesses /drawbacks of Grammarly?**

There are some feedback sentences from Grammarly Premium that are not completely correct/connect with the context I wrote. So you have to be more careful in receiving the feedback given. But, overall, it's worth it.

5. **What types of feedback errors do you often encounter in using Grammarly Premium, and how do you deal with them?**

What I found was Grammarly Premium feedback about the use of inappropriate prepositions or articles. To overcome this, I will consult with my supervisor about my writing.

Name: P3

1. **Why do you choose Grammarly Premium as an online grammar checker?**

   Grammarly Premium provides many features. We can also set our writing goals, starting from who the readers are, what language, etc".

2. **How often do you use Grammarly Premium?**

   Quite often, especially since my time during thesis writing, I always use Grammarly Premium.

3. **What are the strengths of Grammarly Premium?**

   There are many features provided by Grammarly Premium which are not available in the free version, such as organization and wordy sentences to make them more precise and less verbose. Also, in Grammarly Premium, we can set the purpose of our writing, starting with who the readers are, the language, and so on".

4. **What are the weaknesses /drawbacks of Grammarly?**

   "Grammarly is often inaccurate in providing synonyms feedback".

5. **What types of feedback errors do you often encounter in using Grammarly Premium, and how do you deal with them?**

   Maybe the misleading feedback that I can find is that when we write a word that is not native to English, for example the word adopted from Arabic, it will appear wrong or read in another word. And there are also some inconsistent feedback, I don't know the name, but it's rare. Yes, maybe as writers we still have to look at Grammarly's feedback, whether

the context is match our writing or not. Do not immediately accept the feedback given by Grammarly. So if something doesn't match, just ignore the feedback.

Name: P4

1. **Why do you choose Grammarly Premium as an online grammar checker?**

   Grammarly Premium is one of the well-known applications for correcting incorrect grammar in writing. In addition, Grammarly Premium is also widely used by students. Grammarly Premium makes it very easy to check for grammatical errors in writing.

2. **How often do you use Grammarly Premium?**

   I very often use Grammarly Premium when doing academic writing.

3. **What are the strengths of Grammarly Premium?**

   Grammarly Premium is very easy to access. In addition, Grammarly Premium also saves time, making it more efficient to check grammar errors.

4. **What are the weaknesses /drawbacks of Grammarly?**

   Sometimes, some suggestions are still not quite right and can change the original meaning.

5. **What types of feedback errors do you often encounter in using Grammarly Premium, and how do you deal with them?**

Grammarly sometimes suggests words that can change the original meaning, so I overcome it by not using Grammarly suggestions and using the original writing that I wrote.

Name: P5

1. **Why do you choose Grammarly Premium as an online grammar checker?**

   I only know Grammarly as an online grammar checker. In addition, Premium features are very useful for checking grammar errors, spelling, punctuation, and word order. Then, the Grammarly Premium application is also very easy to use".

2. **How often do you use Grammarly Premium?**

   Quite often, I usually use Grammarly Premium immediately after writing a text, especially a thesis writing

3. **What are the strengths of Grammarly Premium?**

   Easy to use, practical. Also provide plagiarism checker

4. **What are the weaknesses /drawbacks of Grammarly?**

   Requires a strong internet network, must also be connected with an internet connection.

5. **What types of feedback errors do you often encounter in using Grammarly Premium, and how do you deal with them?**

   Re-prashe the sentence because I usually make less formal, less structured, and well-organized sentences. In this problem, I mostly use the suggestion from grammarly after rereading the sentence.

Appendix VIII Documentations of Interviews

CURRICULUM VITAE

Nama Lengkap   : Lailatul Khoiroh Ummah

Tempat, tanggal Lahir: Gresik, 30 Desember 1999

Jenis Kelamin   : Perempuan

Agama   : Islam

Fakultas, Jurusan   : FITK, Tadris Bahasa Inggris

Perguruan Tinggi   : UIN Maulana Malik Ibrahim malang

Alamat Rumah   : RT 04 RW 08 Dusun Petiyin Desa Wadeng

                         Kecamatan Sidayu Kabupaten Gresik 61153

No. HP/Telepon   : 085156599126

Alamat E-mail   : lailatulella30@gmail.com

Nama Wali   : Suwandi

Riwayat pendidikan

No	Tahun	Sekolah
1.	2004 - 2006	TK Muslimat NU 114 Muttabiul Huda
2.	2006 – 2012	MI Muttabiul Huda
3.	2012 – 2015	MTS. Kanjeng Sepuh
4.	2015 – 2018	MA Kanjeng Sepuh
5.	2018 – sekarang	UIN Maulana Malik Ibrahim Malang