

THESIS

**THE CORRELATION BETWEEN STUDENTS' GRAMMARLY USE
AND THEIR SELF-EFFICACY IN ACADEMIC WRITING**



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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY

MALANG

2026

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THEIR SELF-EFFICACY IN ACADEMIC WRITING

*To Prepare a Thesis in the Undergraduate Program, Department of English
Language Education, Faculty of Teacher Training and Islamic Education,
Maulana Malik Ibrahim State Islamic University Malang*



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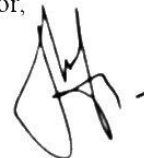
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Malang, June 2026

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DEDICATION

This thesis is proudly dedicated to my beloved parents, my big sister and my little brother who have prayed, supported and believed in me; as well as to my friends who brightened my days and the people I met along this journey. Lastly, to everyone who helped me get this far.

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and calmer person. You have done your best, keep fighting and keep learning.

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May Allah SWT bless you all and reward you with more. I would also like to express my gratitude to all parties for their attention and support throughout the process of completing this thesis; without all of you, I would not be this strong and reach this point.

The researcher believes there are still many things that could be enhanced in the preparation of this thesis. Therefore, the supportive suggestions and criticism from all parties are greatly appreciated. The researcher believes there are still many areas for improvement in the preparation of this thesis. Therefore, constructive suggestions and criticism from all parties would be greatly appreciated. Therefore, the researcher hopes this paper can be further developed and beneficial for all parties.

Malang, June 21st 2026



Annisa Alfaina Muslikhin
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LATIN-ARABIC TRANSLITERATION GUIDELINES

The Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia Number 158 of 1987 and Number 0543b/U/1987 which can be described 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	= h	ط	= th	و	= w
خ	= kh	ظ	= zh	ه	= h
د	= d	ع	= 'a	ء	= ,
ذ	= dz	غ	= gh	ي	= y
ر	= r	ف	= f		

B. Long Vowel

Vocal (a) long = â

Vocal (i) long = î

Vocal (u) long = û

C. Diphthong Vocal

أَؤ = aw

أَي = ay

أُؤ = û

إَي = î

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ABSTRAK

Muslikhin, Annisa Alfaina. 2026. *The Correlation Between Students' Grammarly Use and Their Self-Efficacy in Academic Writing*. Skripsi. Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Tarbiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing: Nur Fitria Anggrisia, M.Pd.

Kata Kunci: Penulisan Akademik, Grammarly, Efikasi Diri

Di era kompetisi global saat ini, bahasa Inggris telah menjadi bahasa internasional yang sangat krusial di berbagai bidang, termasuk sains, teknologi, dunia kerja, dan pendidikan. Meski demikian, menguasai keterampilan menulis akademik dalam bahasa Inggris tetap menjadi salah satu tantangan terbesar bagi mahasiswa. Untungnya, perkembangan pesat teknologi pendidikan telah menghadirkan alat Evaluasi Penulisan Otomatis (*Automated Writing Evaluation/AWE*) seperti Grammarly. Integrasi teknologi ini kemudian memicu fenomena psikologis yang menarik dalam proses pembelajaran, yakni terjadinya pergeseran dari yang semula hanya sebagai dukungan teknis menjadi bentuk ketergantungan mental yang memengaruhi efikasi diri (rasa percaya diri) mahasiswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional dan melibatkan 32 mahasiswa sebagai responden. Pengumpulan data dilakukan melalui penyebaran kuesioner yang mengukur Penggunaan Grammarly serta Tingkat Efikasi Diri dalam Keterampilan Menulis. Data yang diperoleh kemudian dianalisis dan diolah menggunakan bantuan program SPSS. Hasil analisis data menunjukkan bahwa nilai signifikansi (Sig.) berada di bawah 0,05 dan nilai t_{hitung} sebesar 18,093, yang berarti telah melebihi nilai t_{tabel} sebesar 2,042. Berdasarkan hasil pengujian statistik tersebut, disimpulkan bahwa hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_a) diterima. Dengan demikian, penelitian ini menunjukkan adanya pengaruh positif dan signifikan antara Total Penggunaan Grammarly (X) terhadap Total Efikasi Diri (Y) di antara responden. Semakin sering mahasiswa memanfaatkan alat bantu Grammarly, semakin meningkat pula rasa percaya diri mereka dalam menyusun tulisan akademik.

ABSTRACT

Muslikhin, Annisa Alfaina. 2026. The Correlation Between Students' Grammarly Use and Their Self-Efficacy in Academic Writing. Undergraduate Thesis. Department of English Education, Faculty of Islamic Education and Teacher Training, Maulana Malik Ibrahim State Islamic University Malang. Advisor: Nur Fitria Anggrisia, M.Pd.

Keyword: Academic Writing, Grammarly, Self-Efficacy

In the current era of global competition, English has become a crucial international language in many fields, including science, technology, the world of work, and education. However, mastering academic writing skills in English remains one of the most challenges for students. Fortunately, the rapid advancement of educational technology has introduced Automated Writing Evaluation (AWE) tools like Grammarly. The integration of this technology then triggers an interesting psychological phenomenon in the learning process, namely the shift from being originally only technical support to a form of mental dependence that affects students' self-efficacy (confidence). This study uses a quantitative approach with a correlational design and involve 32 students as respondents. Data collection was carried out through the distribution of questionnaires that measured the use of Grammarly as well as the level of Self-Efficacy in writing skills. The data obtained was then analysed and processed using the help of the SPSS. The results of the data analysis showed that the significance value (Sig.) was below 0.05 and the calculated t_{count} (18.093) which means that it has exceeded the value of 2.042. Based on the results of the statistical test, it was concluded that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. Thus, this study shows a positive and significant relationship between Total Grammarly Use (X) and Total Self-Efficacy of writing skill of Total Grammarly Use (X) on Total Self-Efficacy (Y) among the respondents. The more students use Grammarly's tools, the more confident they will be in composing academic writing.

خلاصة

موسليخين، أنيسا ألفاينا. 2026. العلاقة بين قواعد اللغة المستخدمة لدى الطلاب وكفاءتهم الذاتية في الكتابة الأكاديمية. أطروحة. قسم تعليم اللغة الإنجليزية، كلية تربية وتدريب المعلمين. جامعة مولانا مالك إبراهيم الإسلامية، مالانغ. المشرفة: نور فتريا أنغريزيا، دكتوراه في الشرطة.

الكلمات المفتاحية: الكتابة الأكاديمية، القواعد، الكفاءة الذاتية

في عصر المنافسة العالمية الحالي، أصبحت الإنجليزية لغة دولية حاسمة في العديد من المجالات، بما في ذلك العلوم والتكنولوجيا وعالم العمل والتعليم. ومع ذلك، يظل إتقان مهارات الكتابة الأكاديمية باللغة الإنجليزية أحد أكبر التحديات التي تواجه الطلاب. لحسن الحظ، أدى التطور السريع لتقنية التعليم إلى ظهور أدوات تقييم الكتابة الآلي (AWE) مثل Grammarly. يؤدي دمج هذه التقنية إلى ظهور ظاهرة نفسية مثيرة للاهتمام في عملية التعلم، وهي التحول من كونها في الأصل دعماً تقنياً فقط إلى شكل من أشكال الاعتماد الذهني الذي يؤثر على كفاءة الطلاب الذاتية (الثقة بالنفس). تستخدم هذه الدراسة نهجاً كمياً مع تصميم ارتباطي وتشارك فيه 32 طالباً كمشاركين. تم جمع البيانات من خلال توزيع استبيانات قست استخدام القواعد وكذلك مستوى الكفاءة الذاتية في مهارات الكتابة. ثم تم تحليل البيانات التي تم الحصول عليها ومعالجتها باستخدام برنامج SPSS. أظهرت نتائج تحليل البيانات أن قيمة الدلالة (Sig.) كانت أقل من 0.05 وكانت 18.093، مما يعني أنها تجاوزت قيمة 2.042. استناداً إلى نتائج الاختبار الإحصائي، تم الاستنتاج إلى أن الفرضية الصفرية () تم رفضها وتم قبول الفرضية البديلة (). لذا، تظهر هذه الدراسة تأثيراً إيجابياً وذا دلالة بين الاستخدام النحوي الكلي (X) والكفاءة الذاتية الكلية (Y) بين المستجيبين. كلما استخدم الطلاب أدوات Grammarly أكثر، زادت ثقتهم في كتابة الكتابة الأكاديمية. $t_{hitung} > t_{tabel} H_0 H_a$

CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

In the current era of global competition, English has established itself as an essential international language, playing a vital role across various sectors, including science, technology, employment, and education (Tang et al., 2020). As the primary medium for global communication, proficiency in English is no longer a mere advantage but a necessity for individuals seeking to pursue higher education or professional careers. Consequently, within the academic sphere, English academic writing has emerged as a pivotal competency, required for students to effectively articulate and communicate scientific ideas to a wider audience. However, mastering this skill is one of the most challenging tasks, as it demands high precision in grammatical structures, formal vocabulary selection and logical organization. These difficulties often lead to a lack of motivation and significant decrease in writing confidence among students.

Writing is inherently a productive skill that involves a recursive process of generating ideas, organizing content, and -most importantly- revising the draft (Meyers, 2005). The revision phase is frequently where students encounter the greatest obstacles, as they must identify and correct their own linguistic errors. The difficulties students face can reduce their motivation to learn writing skills. Fortunately, the rapid advancement of educational

technology has introduced Automated Writing Evaluation (AWE) tools, like Grammarly. Grammarly is an artificial intelligence-based writing assistant that provides real time feedback on grammar, punctuation, and style (Ghufron & Rosyida, 2018). The fundamental role of tools in facilitating the learning and writing process resonates with the divine wisdom in Al-Qur'an Surah Al'Alaq verses 4-5:

الَّذِي عَلَّمَ بِالْقَلَمِ

“Who taught by the pen-” (Q.S. Al-'Alaq:4)

عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمُ

“Taught humanity what they knew not.” (Q.S. Al-'Alaq:5)

These lines emphasise that Allah imparts knowledge via instruments (the pen), illustrating that tools (both old and contemporary) are vital in the acquisition and expression of concepts. In contemporary contexts, this 'pen' has transformed into digital helpers such as Grammarly. Grammarly has emerged as a new standard among students due to its substantial time efficiency provided by its autocorrect feature. Students are no longer need to engage in laborious manual proofreading, enabling them to concentrate more on the substance of their ideas rather than the intricacies of language. Karyuatry (2018) asserts that technologies such as Grammarly enhance time efficiency and assist students in recognising their fault patterns, therefore facilitating the rapid and precise improvement of academic drafts. The regular use of Grammarly prompts significant enquiries about the psychological dimensions of authors, especially concerning their self-efficacy.

Albert Bandura's Self-Efficacy hypothesis plays a crucial part in academic success. Bandura describes self-efficacy as an individual's belief in their capacity to organise and execute the requisite actions to attain desired results. This conviction significantly affects how students tackle challenges; individuals with high self-efficacy are generally more resilient and willing to take educational risks, while those with low self-efficacy often encounter anxiety and doubt about their abilities. Research by Pajares (2003) supports this, clarifying that authoring self-efficacy is a significant predictor of students' writing outcomes, where confidence in one's talents often outweighs actual skill. The incorporation of such technologies in the writing process entails psychological ramifications.

The relationship between Grammarly use and self-efficacy has resulted in a notable phenomenon: a transition from technological assistance to psychological reliance. Numerous learners presently exhibit indications of diminished self-efficacy, perceiving themselves as unable of producing "satisfactory" prose without prior evaluation by Grammarly. This trend presents a dilemma: whereas the technology improves textual quality, it progressively undermines learners' confidence in their inherent writing abilities. Research by Fitriana and Sary (2022) indicates that excessive reliance on automatic correction tools may diminish students' academic independence, leading them to perceive the accuracy of their writing as entirely contingent upon the validation of digital platforms rather than their own linguistic understanding.

Multiple studies have explored the relationship between Grammarly use, confidence, and writing proficiency. The preliminary study by Fitriani et al.

(2024) entitled “Students’ Use of Grammarly and Its Relationship to Writing Skills” aimed to investigate the correlation between the use of digital tools and language proficiency. The results indicated a positive association; nevertheless, excessive dependence may impede theoretical understanding. The study, “The Influence of Grammarly on Indonesian EFL Students’ First-Degree Thesis Writing Confidence” by Rofiq and Muniroh (2023), examines the enhancement of students' confidence following the use of Grammarly, revealing a significant rise in the self-assurance of beginner writers. The concluding study by Setiawan (2023), titled “Examining the Role of Digital Tools in Pre-service English Language Teachers’ Writing Self-Efficacy in Writing,” emphasised that digital tools serve as essential support for enhancing self-efficacy. This study aims to solve a significant research gap on digital writing resources, despite numerous existing studies on the topic. Prior investigations have predominantly concentrated on the comprehensive consequences of application usage or its influence on improving writing quality.

This study addresses a gap by examining the association between Grammarly use and students' self-efficacy scores using a quantitative correlational approach. This research provides more precise statistical evidence to assess the relevance of this connection, in contrast to many previous studies that relied on qualitative methods. The focus on self-efficacy in academic writing is a crucial distinction, emphasising students' confidence in their ability to structure ideas according to scholarly standards rather than general writing confidence.

The decision to examine the correlation between the frequency of Grammarly use and levels of self-efficacy is grounded in several fundamental reasons. Given Grammarly's status as a significant digital tool in education, it is crucial to ascertain whether its use genuinely fosters student autonomy or risks engendering complacent dependence on technology. The goal of this inquiry is to discover a balance in which technology acts as essential support for boosting self-efficacy without limiting an individual's theoretical comprehension. The results are expected to yield significant insights for students and educators in formulating successful methods about digital technologies that enhance academic writing ability and learner autonomy.

1.2 Research Question

Based on the background explained above, the research question in this study is formulated as follows:

1. Is there a significant correlation between students' Grammarly use and their self-efficacy in academic writing?

1.3 Objective of the Study

In line with the research questions stated above, the objective of this study is:

1. To determine the significant correlation between students' Grammarly use and their self-efficacy in academic writing.

1.4 Significance of the Study

This study examines the relationship between students' use of the Grammarly app and their writing self-efficacy. Therefore, this research is expected to provide theoretical contributions in the form of information and

knowledge regarding the relationship between students' use of Grammarly and their self-efficacy, as well as provide practical benefits for the English teaching and learning process:

1. For students: Students can use the Grammarly application as a tool, not as the primary focus for correcting grammar in their writing.
2. For teachers: Teachers can consider practicing using the Grammarly application to achieve maximum results in writing.
3. For researchers: It will enhance understanding of the role of the digital tools in the educational process, especially grammar.

1.5 Scope and Limitation of the Study

This study focuses on exploring the relationship between students' use of Grammarly application and their self-efficacy in writing. Furthermore, it explores the challenges encountered while using Grammarly as a grammar corrector. The study focused on 32 students from English Education Department at Maulana Malik Ibrahim State Islamic University, Malang, who had used Grammarly in their writing.

1.6 Definition of Key Terms

To prevent misunderstandings regarding the key terms used in this study, the researcher defines several terms as follows:

1. Correlation: Correlation is the relationship between two or more variables. Correlational design research was used to identify the relationship between students' use of Grammarly application and their writing self-efficacy and to determine whether there was a positive or negative relationship between the two.

2. Grammarly: An application or website that can be used as a supporting tool, not the primary tool for correcting grammar.
3. Self-Efficacy: An individual belief in their ability to organize and perform the actions necessary to achieve particular goals. Self-efficacy in writing refers to a person's belief and confidence in their own capabilities to successfully perform various writing tasks at a specific level of performance. In this study, it operationally defines the students' perceived competence in generating ideas, organizing text structures, using correct grammar and vocabulary, and managing the psychological aspects of writing under the assistance of digital tools.
4. Academic Writing: Refers to a formal style of expression that includes a specific institutional, objective tones, and logical structure such as essays, scientific papers and academic assignments produced by students.

CHAPTER II

LITERATURE REVIEW

This chapter presents all the theories that are related and support the topic of this research along with previous studies of the research. This chapter consist of the concept of academic writing, Grammarly, self-efficacy, and some previous studies that related to this research.

2.1 Academic Writing

Academic writing is a fundamental skill in higher education, serving as the primary vehicle for students to communicate complex ideas, synthesize scholarly literature, and contribute to the broader academic discourse. At the university level, engaging in academic writing requires a comprehensive understanding of both the conceptual and structural elements that characterized formal texts. To provide a thorough theoretical framework for this variable, this section begins by discussing the foundational definition of writing as a cognitive and communicative process. Following the definition, the key structural and linguistic components that contribute effective writing are examined. Finally, this section outlines the specific types of academic writing commonly practiced in higher education, setting a clear context for how students develop and present their ideas in academic contexts.

2.1.1 Definition of Writing

Writing is an essential skill that students acquiring English as a Foreign Language (EFL) must acquire. Wingersky (2009) characterised writing skill as the act of transmitting messages to readers, wherein the writer communicates ideas and thoughts through textual expression. Ghlolaminejad et al (2022). define writing as the act

of articulating emotions, thoughts, goals, and intentions in a written form. Mulyati (2002) stated that writing encompasses the processes of contemplation and the articulation of ideas through discourse. Similarly, Brown (2001) stated that “Writing encompasses a cognitive process, and authors produce finalised written works derived from their thoughts upon engaging in this thinking process.” In essence, writing talent encompasses the contemplation and articulation of emotions, thoughts, desires, and intentions in written form. It can be deduced from the aforementioned premise that the acquisition of writing abilities is vital. Currently, students must excel in writing skills in conjunction with other English competencies.

2.1.2 Components of Writing

According to Heaton (1988), there are five essential components or principal concepts of writing:

- a. Language use pertains to the ability to formulate precise and appropriate sentences;
- b. Mechanical abilities denote the ability to accurately implement the standards of written language, encompassing punctuation and spelling;
- c. Content treatment is defined as the ability to develop original ideas and organize content by eliminating irrelevant excessive information;
- d. Stylistic skills are defined as the proficiency accompanied by the appropriate and effective use of language to construct and organize sentences and paragraphs effectively;

- e. Decisions judgement skills reflect an individual's to make prudent and effective.

On every component of the writing process to improve successful writing, the writer must concentrate

2.1.3 Type of Academic Writing

Academic writing reflects different levels of critical thinking and represents the broader process of knowledge production in the various forms. Analytical and evaluative essays, each type serves distinct academic purpose, such as presenting information, study existing theories, or build original arguments from descriptive writing. The differences in the structures and functions, this section examines the primary types of academic writing most frequently found in scholarly literature (The University of Sydney, 2020):

a. Descriptive

The most fundamental form of academic writing widely recognized as descriptive writing. Its primary objective is to provide factual information, data or detail in a clear and organized manner. In this type of writing, the author is not required to provide an interpretation or evaluation but rather to offer an accurate and objective of the subject. Commonly indicated by instructional verbs such as: 'identify', 'report', 'record', 'summarize' and 'define' involving tasks descriptive writing.

b. Analytical

In a university context, purely descriptive texts are rare, as most assignments require an analytical approach. Analytical

writing encompasses descriptive elements but necessitates the reorganization of information into specific categories, groups, parts, types or connections. This procedure could include evaluating how various theories connect to social settings or exploring real-world applications. Typical instructions for an analytical writing include: 'analyse', 'compare', 'contrast', 'relate', and 'examine'.

c. Persuasive

Persuasive writing builds upon analytical writing by integrating the author's distinct perspective or position. This form is prevalent in essays as well as in the discussion and conclusion sections of research papers. In persuasive discourse, each assertion must be substantiated by empirical facts or citations from established academic sources. Typical tasks related to this category encompass 'argue', 'evaluate', 'discuss', and 'assert a viewpoint' on a particular problem.

d. Critical

Critical writing is a distinguishing feature of advanced undergraduate and postgraduate study. It transcends mere persuasion by requiring the author to consider at least two or more viewpoints, including their own. This entails assessing the merits of a current argument or recognising strengths and shortcomings within a literature review. Instructional verbs for critical writing typically encompass 'critique', 'argue', 'disagree', and 'evaluate'.

In addition to these functional categories, academic writing encompasses other formal structures, such as essays, research papers, theses, dissertations, research proposals, literature reviews, laboratory reports, and annotated bibliographies.

2.2 Grammarly

2.2.1 Definition of Grammarly

Grammar checkers can be incorporated into applications that offer editing services to users in diverse ways, particularly in writing (Xie, 2019). Every day, over 30 million individuals and 70,000 teams utilize Grammarly, a writing aid that employs AI technology to evaluate English texts for mistakes and plagiarism, enhancing articles (Grammarly, 2024). Its appeal as an Automated Writing Evaluation (AWE) tool is attributed to its cost-free nature, versatility across devices, remarkable precision, and effectiveness (Ebadi et al., 2022). Users can access a range of features, tailored to their preferences, through various subscription tiers from free to premium to business.

Grammarly is a useful online tool and platform for fixing writing mistakes in the context of English as a Foreign Language (EFL). This grammar checker is popular because of its many features designed to help pupils, especially with writing. Grammarly automatically identifies potential errors in spelling, grammar, punctuation, word choice, and writing style, claims Villar (2018). Additionally, it is effective for online proofreading, vocabulary suggestions, spelling and punctuation fixes, grammar checks, and plagiarism detection (Gain et

al., 2019). Grammarly can be used to improve a positive attitude toward English writing from an EFL perspective (Karyuatry, 2018).

Founded in 2009 in the United States (Qassemzadeh & Soleimani, 2016), Grammarly is a grammar-checking resource. Calma et al. (2022) suggested that Grammarly is an artificial intelligence tool utilized in writing activities to evaluate grammar and spelling correctness, as well as detect instances of plagiarism. Grammarly is capable of correcting atypical punctuation and proposing alternative vocabulary, thereby enhancing the overall quality of the written material (Dizon & Gayed, 2021; Thi & Nikolov, 2022). Grammarly can promote students' writing proficiency, cultivate their autonomy as learners, and inspire them to embrace corrections by minimising errors in grammar, punctuation, spelling, sentence structure, style, and vocabulary improvement (Ghufron & Rosyida, 2018; Yulianti, 2018).

Numerous researchs have investigated the implementation of Grammarly, an Automated Writing Evaluation (AWE) tool, in educational contexts. These publications have analysed the impact of Grammarly on students' writing proficiency, educators' feedback methodologies, and the overall educational atmosphere in EFL settings. Tambunan et al. (2022) examined the impact of Grammarly, an Automated Writing Evaluation (AWE) program, on the academic writing skills of Indonesian EFL learners. This research emphasised the benefits of technological corrective feedback, demonstrating the efficacy of AWE tools in improving writing abilities by addressing fundamental faults such as punctuation and grammar. However, it also

revealed the limitations of the tool in evaluating more nuanced writing aspects that require human judgment. The generalizability of the findings may be constrained due to its focused parameters. This study calls for further exploration into the long-term effects of AWE tools, comparisons across different tools and contexts, and the potential of AWE feedback to enrich traditional instructional methods to elevate writing skills and independent thinking.

Bouchoux (2019) stated that there are fundamental and free tools available for users to enhance their English writing skills, such as Grammarly, an online grammar checker. Assessing writing in English as a Foreign Language (EFL) classrooms enables learners to identify grammatical and punctuation problems. This device is an online language structure checker for evaluating the quality of a text. It may serve as an online editing platform that clients can employ to identify errors in grammar, syntax, punctuation, and plagiarism detection (Ghufron & Rosyida, 2018). Concurring to Pratama (2020), this computer program has two forms that are regularly utilized to check composing errors, namely:

- a) The complimentary edition of Grammarly may possess limited functionalities; yet, it continues to be a valuable resource for users, particularly for authors seeking assistance in rectifying common or fundamental errors in their compositions. This edition encompasses essential elements, primarily emphasising accuracy, including spell-checking, grammar, and punctuation (Dewi, 2023). Furthermore, the complimentary version proficiently detects small

grammatical inaccuracies, including improper comma placement and erroneous article usage. Students can utilise it to assess grammar in writings of up to 500 words. The application promptly detects typographical errors and emphasises them in red, providing the requisite repairs. Significantly, users of the complimentary version can set writing objectives that delineate aspects such as target areas and intended audiences. This function assists in tailoring recommendations to align with the user's personal needs, enhancing its utility for persons seeking to elevate their writing accuracy and efficiency.

- b) Grammarly Premium, the subscription-based version of the service, provides more features and advantages compared to its complimentary counterpart. The premium version includes at least eight features, encompassing accuracy, clarity, engagement, style, presentation, plagiarism detection, goal setting based on context, customisation, audience, and expectation, in addition to an overall score of the writing results (Ummah & Bisriyah, 2022). The free version restricts report modifications to 500 words, whereas the premium version allows users to edit the entire material. Additionally, it can detect errors in 250 linguistic usage norms (Rahma, 2021). By offering additional personalisation options based on writing type and user preferences, it enables customisation to address individual writing requirements, including style, language, and grammatical choices. Moreover, Grammarly Premium is compatible with several programs and

platforms, including Microsoft Word and Chrome, rendering it exceptionally versatile and seamlessly integrable into any system. It enables users to employ the tool more efficiently across various platforms.

2.2.2 Procedure to Use Grammarly

Grammarly is Automated Writing Evaluation (AWE) that is easy to use. Grammarly can be accessed via the website or the application. Below is the procedure for using Grammarly:

1. Via the website

The user accesses <https://www.grammarly.com>. The first view is shown in Figure 1.

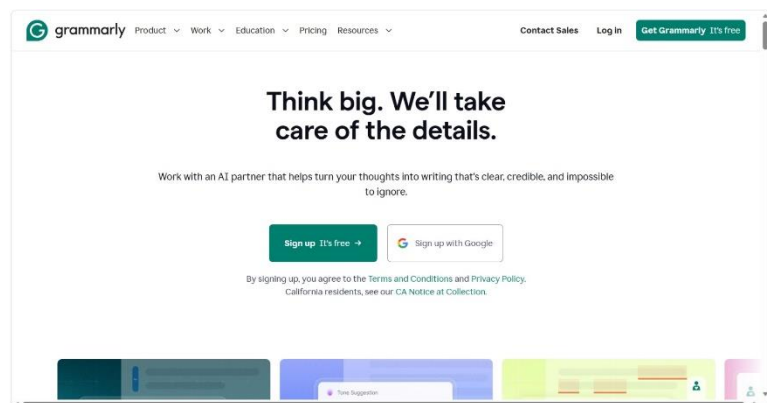


Figure 1 Grammarly Web Landing Page

The user signs up to create an account by selecting and clicking 'Sign up' to register with new email address or 'Sign up with Google' to register using your Google account. If the users already have an account, they can log in directly. Figure 2 shows what it looks like if they already signing up. After successfully logging in, the user can immediately input the sentences, paragraphs, or documents they want to have corrected. This show in Figure 3.

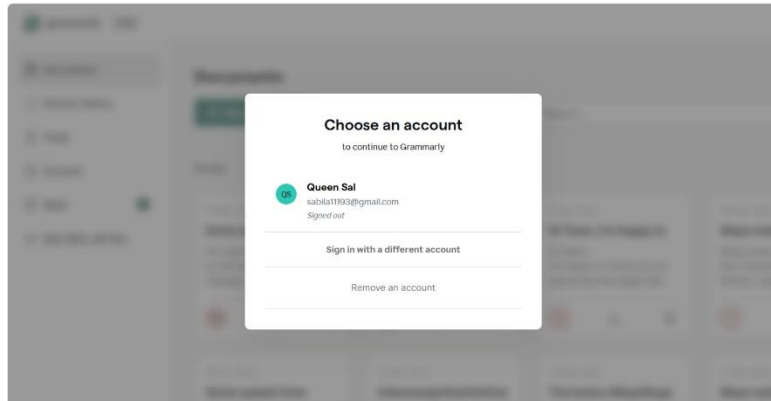


Figure 2 Grammarly Web Account Selection Page

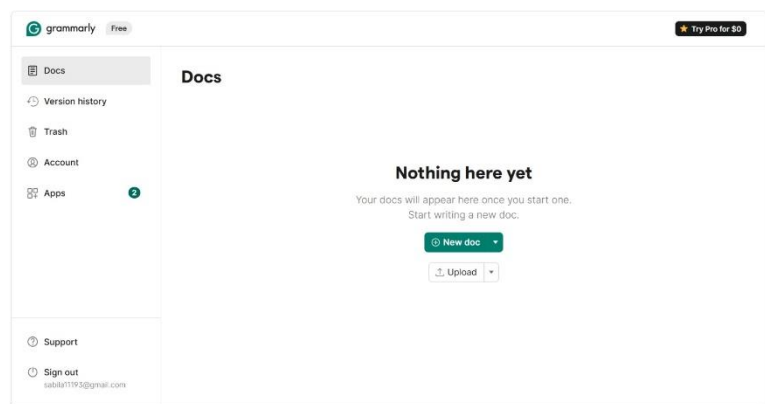


Figure 3 Grammarly Web Home Menu

2. Via the application

The user open Grammarly application. The first view of the application is shown in Figure 4.

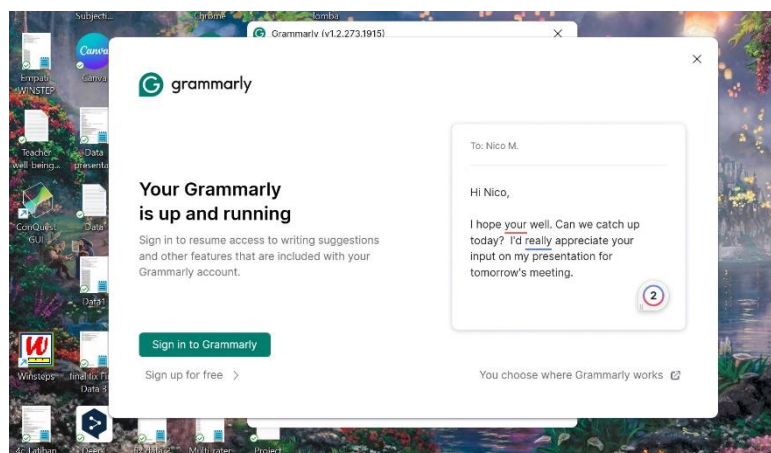


Figure 4 Grammarly Application Home Screen

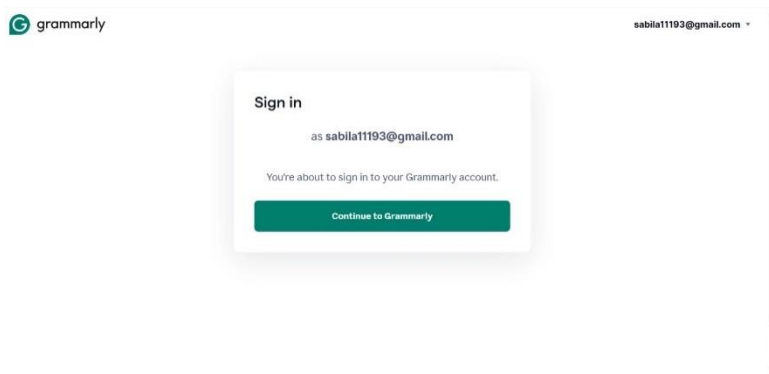


Figure 5 Grammarly Application Sign in Confirmation Page

As shown in Figure 5, the user clicks ‘Continue to Grammarly’ to log in to the Grammarly application. After that the user will be redirected to the Grammarly website to open the application by clicking ‘Open Grammarly’; as shown in Figure 6.

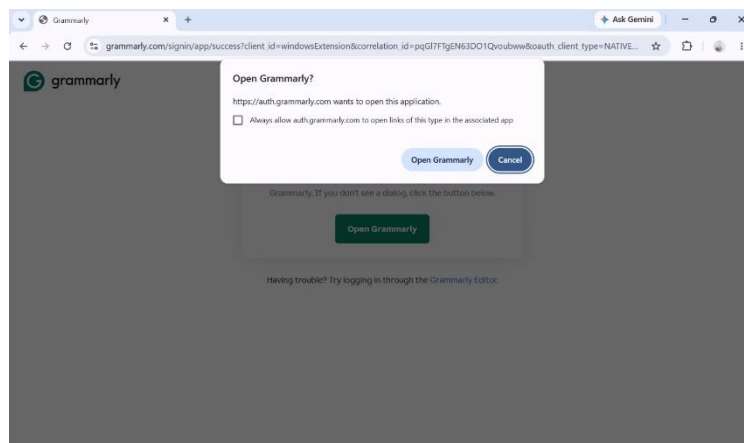


Figure 6 Grammarly Application External Protocol Handler Page

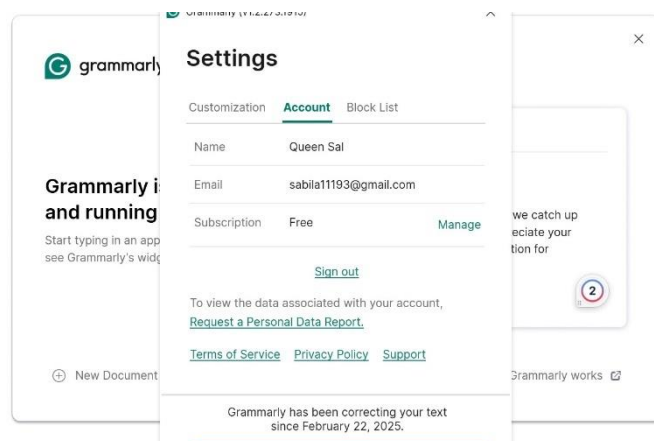


Figure 7 Grammarly Application Settings - Account Page

Figure 7 shows what it looks like after a successfully log in. The user can start typing sentences or paragraphs, or upload a document once the screen shown in Figure 8 appears.

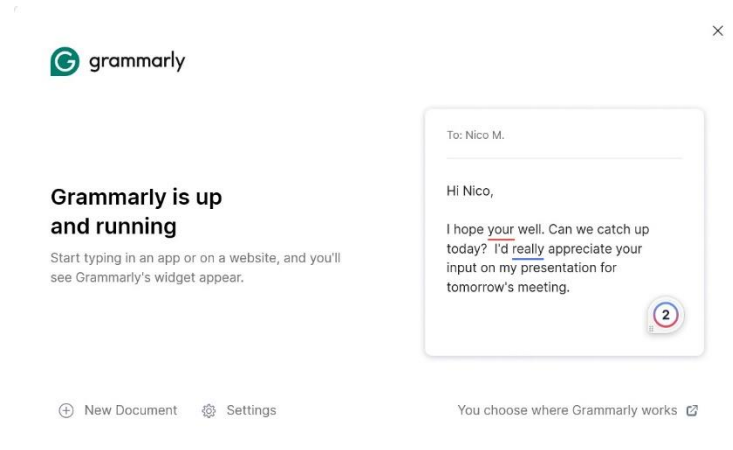


Figure 8 Grammarly Application Home Menu

2.2.3 Advantages and Disadvantages of Grammarly

Grammarly is a digital tool that make it easy for student to learn grammar and check their tasks wherever and whenever. However, like other digital tool, Grammarly have advantages and disadvantages. Grammarly As an Automated Writing Evaluation (AWE) tool, Grammarly offers significant advantages in enhancing the surface-level accuracy of academic texts. Research demonstrates that the application serves as an effective support tool that provides real-time feedback on local grammatical errors, including subject-verb agreement, tenses, article usage, and punctuation (Astuti et al., 2023; Utami, 2026). Furthermore, Grammarly improves writing clarity and conciseness by automatically detecting misspellings and suggesting alternative vocabulary choices (Perdana et al., 2021). This automated assistance allows undergraduate students to self-correct their mechanical errors independently, thereby accelerating the editing

phase and fostering greater self-directed learning and writing confidence during the thesis writing process (Astuti et al., 2023).

Despite its practical benefits, Grammarly exhibits critical limitations when addressing higher-level elements of scholarly discourse. Studies indicate that the software is less effective in evaluating discourse-level features such as rhetorical structure, global coherence, and paragraph organization (Utami, 2026). Additionally, because Grammarly relies on rigid algorithmic principles, it frequently generates false positives, over-flags optional language conventions, and provides occasional misleading or inaccurate feedback that lacks contextual awareness of specific academic disciplines (Barrot, 2023). Consequently, less proficient learners who lack strong metalinguistic awareness risk blindly accepting these incorrect suggestions or developing an over-dependency on internet-based feedback, proving that the tool cannot fully replace the qualitative guidance of human supervisors (Astuti et al., 2023).

2.3 Self-Efficacy

In the fields of educational psychology and language learning, psychological constructs play a central role in determining academic outcomes and task persistence. Among these constructs, self-efficacy stands out as a crucial determinant of how students approach challenging tasks, manage anxiety, and maintain effort during the writing process. To establish a solid theoretical foundation for this variable, this section begins by discussing the conceptual definition of self-efficacy as a psychological framework. Subsequently, the structural aspects that define the multidimensional nature of

these efficacy beliefs are examined. Finally, this section explores the core factors and sources of information that shape and influence an individual's self-efficacy, providing a comprehensive background for understanding students' confidence in their academic writing performance.

2.3.1 Definition of Self-Efficacy

The emotional dimensions underpinning writing self-efficacy are grounded in the humanistic theories of Rogers (1961, 1980) and Maslow (1968), which emphasise the individuality of students. Alongside recognising individuals who can cultivate their potential to benefit their well-being (Jinga, 2012), educators ought to promote pupils' 'personal self-esteem' (Aloni, 2007; Wang, 2005). From a humanistic standpoint, an individual's cognition, affect, and emotional states are pivotal components of personal development (Akkaş-Baysal & Ocak, 2020; Bandura & Barab, 1973; Lei, 2007; Sırmacı & Konyalıoğlu, 2021). The idea of self-efficacy is defined as "the ability to make a difference" (Merriam-Webster, 2017) and "an individual's belief in their capacity to effectively execute a behaviour necessary to attain a specific outcome" (Bandura, 1977, p. 193).

An individual's confidence in their competence about a task influences their behaviour. Self-efficacy affects an individual's social behaviour; individuals tend to fear and evade "intimidating situations they believe surpass their abilities," yet they engage in activities or tasks when they perceive themselves as competent (p. 194). In university foreign language education, students cultivate advanced academic skills, which are likely reflected in their self-efficacy beliefs

for their anticipated performance on tasks, particularly writing tasks in our study (Hyland, 2000; Lane, Lane, & Kyprianou, 2004; Schunk, 2001). Similarly, written assignments in higher education necessitate a range of skills, including both overarching and nuanced writing capabilities, as well as self-efficacy, which facilitate the successful completion of writing projects and reduce the likelihood of students being disheartened by obstacles. Numerous scholars in educational research have investigated writing self-efficacy, emphasising self-efficacy (Bruning et al., 2013; Harris & Graham, 2017; McCarthy, Meier, & Rinderer, 1985; Ofori & Charlton, 2002; Pajares, 2003; Pajares & Johnson, 1994; Prat-Sala & Redford, 2012; Richardson, 2007; Shell, Colvin, & Bruning, 1995; Zimmerman & Kitsantas, 2002).

Self-efficacy denotes an individual's assessment of their ability to successfully execute a task within a specific domain (Bandura, 1989). Previous research has demonstrated that self-efficacy is crucial in influencing the effort and tenacity individuals exhibit when engaging in tasks, as well as their adaptive responses to challenging circumstances (Bandura, 1997), hence affecting their performance results. Self-efficacy is a notion that focuses on an individual's evaluation of their capability to achieve success in a specific context. Albert Bandura characterized the idea as “individuals’ evaluations of their capabilities to organize and execute the actions required for attaining particular performance types. (Bandura 1986: 391).

A crucial element to understand is that the concept relates to beliefs about one's perceived strengths or weaknesses in executing a

specific task, rather than one's real abilities or performance (Mills, Pajares, and Herron 2007). The primary emphasis on self-efficacy emerged concurrently with the development of social cognitive theories, which perceive individuals as proactive agents capable of influencing their own choices and behaviours (Wyatt 2018a). Bandura (1977) notably enhanced these advancements by illustrating how self-efficacy beliefs influence our choice of tasks, the effort we exert, and our perseverance, especially in the face of challenges. Bandura (1977, 1997) highlighted four particular sources that contribute to the development of an individual's self-efficacy beliefs: (1) mastery experiences; (2) vicarious experiences; (3) verbal persuasion; and (4) physiological and emotional conditions. 'Mastery experiences' denote an individual's recollection and reflection on their prior achievements in analogous activities, while 'vicarious experiences' are derived from seeing or acquiring knowledge about the successes of others. 'Verbal persuasion' denotes the assessments or reactions provided by others, whereas 'physiological and affective states' pertain to an individual's comprehension of information derived from their own sensory experiences. Identifying these many origins can improve our understanding of the development of self-efficacy beliefs and, importantly, how they can be altered.

Research demonstrates that self-efficacy beliefs can affect motivation, learning, and academic performance (Schunk 1995; Pajares 1996; Schunk and Pajares 2002). amid light of this, the most advantageous effectiveness evaluations may be ones that somewhat

exceed one's actual capabilities, since this tiny overestimation can significantly bolster effort and resolve amid demanding circumstances (Artino 2012: 77). The focus, however, is on 'modest', as overestimating one's abilities might result in inappropriate behaviour or excessive expectations. Wyatt (2018a) demonstrates that a sense of self-efficacy among language teachers may result in diminished effort or complacency. Wyatt's hypothetical situations regarding diverse teacher expectations and behaviours illustrate that a teacher with diminished self-efficacy may avoid certain tasks, whereas a teacher with an excessively inflated sense of efficacy may become complacent, exerting insufficient effort (Wyatt 2018a: 124). While elevated self-efficacy beliefs can facilitate the confrontation of problems and the maintenance of commitment to our objectives, diminished levels may result in avoidance behaviours and adverse emotions that detrimentally impact both performance and general well-being.

2.3.2 Aspects of Self-Efficacy

According to Bandura (1997), self-efficacy has several key aspects, which include:

a. Scale

This section discusses the perceived difficulty of a task when an individual believes they are capable of accomplishing it. Their confidence in managing tasks may be limited to easy, medium, or potentially the most challenging levels, contingent upon their view of meeting the standards at each tier. This dimension influences their

selection of acts they believe they can undertake and their avoidance of behaviours they perceive as unmanageable.

b. Generality

This characteristic pertains to the extent of an individual's self-assurance in their capabilities. This pertains to either specific actions and situations or a diverse array of activities. This evaluation pertains to behaviour and situational context, articulated through the individual's conviction in their success. This conviction is significantly shaped by the external environment and self-regulation.

c. Strength

This perspective pertains to the calibre of an individual's beliefs or aspirations in relation to their abilities. The extent to which aspirations for triumph or feelings of disillusionment influence an individual's self-esteem. Vulnerable aspirations are readily undermined by adverse experiences. Conversely, robust aspirations empower individuals to persevere in their endeavours, despite encountering numerous challenges and impediments. A stronger sense of self-efficacy correlates with heightened determination and an increased likelihood of success in the selected action.

2.3.3 Factors of Self-Efficacy

Self-efficacy is not a single construct, but rather a system of beliefs derived from four different sources of information that influence a person's belief in their capabilities. According to Bandura (1997), these sources are:

1. Mastery experiences

Experiences of success are achievements previously attained. Frequent successes will increase a person's self-efficacy, while failures will decrease it. When a person's achievements largely stem from external influences, it usually won't greatly enhance self-efficacy. On the other hand, if the achievement came after facing considerable challenges and stemmed from individual effort, it will profoundly enhance self-efficacy.

2. Vicarious experiences

Gained via social imitation. Self-efficacy rises when witnessing the achievements of others, whereas it declines upon seeing individuals with comparable skills struggle.

3. Social persuasion

Data almost capacities passed on verbally by a persuasive individual is more often than not utilized to persuade somebody that they are competent of performing an assignment.

4. Physiological and emotional states

State the feelings experienced during an activity will affect self-efficacy in that domain. Intense feelings, such as fear, anxiety, and stress, can diminish self-efficacy. The stress and anxiety felt by an individual while finishing a task are often seen as signs of failure. Generally, a person tends to expect success in circumstances that are relaxed and lacking in grievances or other health issues. elevated self-efficacy is characterized by lower

stress and anxiety, while diminished self-efficacy is associated with heightened stress and anxiety.

In the context of academic writing, these four factors contribute significantly to understanding the process through which students develop the confidence necessary for producing scholarly work, particularly with the support of digital tools like Grammarly.

2.4 Previous Studies

Numerous studies have been undertaken to examine the application of Grammarly in academic environments. The initial study, executed by Polancos et al. (2025) investigated the correlation between Grammarly use and the writing skills of Purposive Communication students at the University of Southern de Oro, Philippines, during the 2023-2024 academic year. This study utilised a descriptive-correlational design alongside documentary analysis, encompassing 46 participants. The study employed Mean, Standard Deviation, and the Pearson Product-Moment Correlation Coefficient to evaluate students' acceptance and comprehension of the instrument. The results indicated a significant degree of acceptance among students, as Grammarly was important in detecting problems and offering constructive criticism. The students' overall performance in Purposive Communication was deemed fair, although a significant positive association was identified between the frequency of Grammarly use and the students' ability in employing the tool's functions. The study recommended that educators advocate for a balanced methodology, urging pupils to preserve their linguistic independence while employing Grammarly as an auxiliary tool.

The subsequent study, conducted by Perdana et al. (2021), examined the efficacy of Grammarly in improving academic writing from a qualitative perspective. This study employed a descriptive qualitative content analysis method within an exploratory phenomenological framework to integrate findings from diverse specialists and international publications. Data was gathered from reputable databases, including ERIC and Google Scholar, while adhering to the constraints imposed by the pandemic regulations in Indonesia. The analysis, employing a comprehensive coding method to ensure validity, indicated that the majority of educators consider Grammarly to be an exceedingly suitable tool for writers. The results underscored its efficacy in systematically identifying writing errors and improving the overall quality of papers. Moreover, a synthesis of expert viewpoints on the efficacy of Grammarly reveals a range of perspectives. Advocates of the application contend that it proficiently resolves various linguistic issues and promotes compliance with academic writing requirements via its corrective functionalities. In contrast, neutral users advocate for the selective use of Grammarly as a supplementary tool rather than a primary dependence to facilitate the comprehensive growth of a writer's abilities. Conversely, some critics voice apprehensions that over dependence on the technology may hinder the learner's autonomous language development.

CHAPTER III

RESEARCH METHOD

This chapter outlines the research methodology, including the study's focus, the tools employed for data gathering, the methods for collecting data, and the approaches to ensuring validity, reliability, data analysis, and hypothesis testing.

3.1 Research Design

This study utilises a quantitative methodology using a correlational research design. Cresswell & Creswell (2018) assert that quantitative research seeks to elucidate the link or impact of variables. A correlational design is employed to find and analyse relationships between two or more variables using rigorous statistical methods (Alek, 2023). Kartikawati (2018) elucidates that the correlational approach functions as an evaluative process to ascertain the extent to which these characteristics are interrelated or vary within a discernible pattern.

Prior to measurement, data collecting, or analysis, the researcher must delineate the research variables during implementation. This identification process aims to ascertain the measuring instruments and data analysis methodologies to be utilised in the investigation. In accordance with the research title “The Correlation Between Students’ Grammarly Use and Their Self-Efficacy in Academic Writing,” two primary variables are examined: the independent variable (X) is the Grammarly use, while the dependent variable (Y) is self-efficacy.

This methodology was chosen as it is considered the most appropriate for addressing the "is there" study question concerning the correlation

between Grammarly use and self-efficacy, necessitating quantitative measures rather than extensive descriptions. The employment of a correlational design is prevalent in educational and social research as it enables researchers to ascertain the relationship between variables and systematically present their findings. This alignment facilitates the major aim of the study, which is to ascertain the importance of the association between the students' Grammarly use and their self-efficacy in academic writing.

3.2 The Subject of the Study

The subject of this ponder clarifies the population and test of inquire about.

3.2.1 Population

According to Latipun (2015: 29), a population is the totality of individuals or objects under study that share certain characteristics, such as age, gender, educational level, area of residence and so on. The population in this study was students of English Language Education Department 2025/2026 academic year at UIN Maulana Malik Ibrahim Malang.

3.2.2 Sample

The analyst employments purposive sampling to require the test since it is more common sense within the number of bunches. This approach chooses a test from existing populace information sources depending on distinctive criteria, such as people who are thought to be comparable to what is expected or individuals in positions of control, to create it easier for the researcher to explore

the thing or social circumstance beneath inquire about (Winarni, 2018). In that case, the analyst search 32 student of English Education Department for respondent in this test. The researcher gives a questionnaire to fulfil and answer the question then we have a feedback.

3.3 Research Instrument

Instruments in research function as tools for data collection by researchers, as stated by Arikunto (2006). The study employed a questionnaire as the research tool. According to Arikunto (2002), a questionnaire is a collection of written enquiries designed to gather information from respondents, aimed at acquiring personal data or information regarding the subjects. This study's questionnaire comprises two sections: Grammarly Use and Writing Self-Efficacy. The questionnaire employed in this study comprised 24 statements and was constructed with a Likert scale. The questionnaire includes 8 statements regarding the Grammarly use and 16 statements assessing self-efficacy.

3.4 Validity and Reliability

3.4.1 Validity

Validity originates from the term 'validity', denoting the degree to which a measurement instrument accurately and precisely fulfils its measuring purpose (Azwar, 2007: 173). This validity test aims to ensure that the instrument functions as intended, rather than being generally applicable. This instrument is exclusively valid for measuring its intended parameters. Validity denotes an instrument's capacity to evaluate what it is designed to measure. A tool is deemed

legitimate if it accurately reflects the outcomes of the variables it is intended to assess. Two criteria exist to evaluate the validity of test items, as defined below:

1. If the $r_{\text{value}} >$ exceeds the r_{table} at a significance level of 5%, the items are deemed valid.
2. If the $r_{\text{value}} <$ is less than the r_{table} at a significance level of 5%, the items are deemed invalid.

This study employed the correlation formula from Statistical Product and Service Solutions (SPSS) for validity test computations.

3.4.2 Reliability

Sukardi (2007: 127) defines reliability as consistency or steadfastness. The term "reliability" is a translation of the word "reliability" (Azwar 2014: 7). An instrument is deemed to have high reliability if it produces consistent measurement results when administered multiple times to the same group, assuming the measured variable among the people remains unchanged. An instrument is considered unreliable or ineffectual if additional testing yields inconsistent results. Measurements that produce unpredictable results cannot be considered accurate, as consistency is crucial for accuracy. The evaluated data is considered acceptable based on the alpha value. A test with low reliability may yield markedly disparate results for the test-taker across two testing sessions. In addition, the instrument is reliable if:

1. If $\alpha_{\text{cronbach}} > r_{\text{value}}$ at the level significance of 5%, then the items are reliable.

2. If $\alpha_{cronbach} < r_{value}$ at the level significance of 5%, then the items are not reliable.

In this study, the reliability test uses the Alpha-Cronbach formula. It is calculated using Statistical Product and Service Solution (SPSS) the following results from the reliability of Grammarly use and writing self-efficacy test formula, with a coefficient of 0 to 1.

No.	Variable	Alpha	R table 5% (32)	Description
1	X	0,735	0,349	Reliable
2	Y	0,782	0,349	Reliable

Table 1 Reliability Test Result

3.5 Data Collection Technique

The data for this research is gathered through the administration of specific research instruments. The primary tools employed are a Grammarly use questionnaire and self-efficacy questionnaire. These instruments consist of structured closed-ended questions where participants select from pre-determined response options. All data collection is conducted digitally via Google Forms to ensure an efficient and organized data entry process. The data collection procedure was conducted in one stage, involving the distribution of a two-part questionnaire. The first assessed how often students used Grammarly as a proofreading tool for their academic writing. The second assessed students' perceptions of their level of self-efficacy in the context of academic writing skills. For this instrument, students were given 15-20 minutes to submit their responses.

Both part in the instruments have detailed instructions on the introductory page outlining their purpose and processes to ensure clarity and accuracy. The researcher additionally includes administrative specifics such

as responder identity and data input procedures. Moreover, the study rigorously complies with ethical research standards, highlighting voluntary involvement and the confidentiality of participants' personal information. These processes aim to deliver an accurate and thorough analysis of the correlation between students' Grammarly use and their self-efficacy in academic writing.

3.6 Data Analysis

After the data is collected, the researcher proceeds to the data analysis phase. The stage of the data analysis process involves the following:

a. Normality Test

The normality test is an element of the data analysis prerequisites assessment. The objective of this normality test is to evaluate the normal distribution of the data. This normality test utilises SPSS and employs the Kolmogorov-Smirnov Test (KST) formula. The criterion for judgements in the normality test is that if the significance value exceeds 0.05, the data is considered normally distributed. If the significance value is less than 0.05, the data is not regularly distributed.

b. Linearity Test

The linearity test is performed to evaluate whether a study data distribution is linear and to quantify how good the relationship is between independent variable (x) and the dependent variable (y). In this linearity test, the expectation is that the empirical F value will be inferior to the theoretical F value, indicating that the distribution under examination is linear; conversely, if the empirical F value surpasses the theoretical F value, this denotes that the data distribution is non-linear.

c. Correlation Analysis

The method of data analysis used to test the hypothesis in this research utilized Pearson Product Moment Analysis. Pearson Product Moment Analysis is a type of correlation tests utilized to assess how closely two variables are related on an interval or ratio scale. This test produces a correlation coefficient value ranging from -1.0 to 1. A value of -1 signifies a perfect negative correlation, 0 signifies no correlation, and a value of 1 indicates a perfect positive correlation. The formula is outlined below:

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

Description :

r_{xy} : Pearson correlation coefficient

N : number of respondents

x : total score Grammarly use

y : total score self-efficacy

After that, to explain the indicator score of the "r" correlation, usually the product-moment (r_{xy}) is interpreted as in the table below:

Correlation coefficient "r"	Interpretation
0.00 – 0.19	Very Low Correlation
0.20 – 0.39	Low Correlation
0.40 – 0.59	Moderate Correlation
0.60 – 0.79	Strong Correlation
0.80 – 1.00	Very Strong Correlation

Table 2 Table of "r" Value Pearson Correlation

3.7 Hypothesis of the Study

After conducting correlation test between students' Grammarly use and writing self-efficacy, the researcher conducted a hypothesis test using t-test to determine whether there was a relationship between students' Grammarly use and their self-efficacy in academic writing. In this study, the researcher presents two hypotheses, there are:

1. Null Hypothesis (H_0)

There is no significant correlation between students' Grammarly use and their self-efficacy in academic writing.

2. Alternative Hypothesis (H_a)

There is a significant correlation between students' Grammarly use and their self-efficacy in academic writing.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents a discussion of research findings accompanied by the correlation process, normality test, hypothesis test and the result from the research.

4.1 Findings

This research finding explain about students' using Grammarly and their self-efficacy, this research found the correlation between these two variables. The instrument was used questionnaires to collect the data in this research. This approved the correlation between students' Grammarly use and their self-efficacy, as explained below:

4.1.1 Data of Students' Grammarly Use

In this section, highest and lowest score shown by calculating their average. This show about students' Grammarly Use questionnaire.

Respondent	Score
1	25
2	30
3	28
4	26
5	32
6	24
7	29
8	25
9	28
10	27
11	27
12	31
13	29
14	23
15	28
16	26
17	30
18	24
19	25

20	27
21	28
22	26
23	31
24	27
25	29
26	28
27	24
28	30
29	23
30	25
31	29
32	25

Table 3 The Result Score of Students' Grammarly Use

The table shows that the respondents are 32 students. The table got the lowest score was 23 and the highest score was 30.

Variable	N	Minimum	Maximum	Mean	Std. Deviation	Variance
GUQ	32	23	32	26.94	2.552	6.512
Valid N (listwise)	32					

Table 4 Descriptive Statistics Students' Grammarly Use

4.1.2 Data of Students' Self-Efficacy

This section presents the students' self-efficacy scores in academic writing. The score obtained from the research questionnaire was presented. The results are presented in Table 5, titled The Result Score of Students' Self-Efficacy:

Respondent	Score
1	44
2	54
3	50
4	47
5	58
6	44
7	51
8	46
9	50
10	49

11	48
12	58
13	50
14	40
15	50
16	46
17	52
18	44
19	44
20	49
21	50
22	49
23	54
24	50
25	53
26	50
27	42
28	52
29	43
30	44
31	51
32	45

Table 5 The Result Score of Students' Self-Efficacy

From the data above, the respondents are 32 students. The table shows that the lowest score was 40 and the highest score was 58.

Variable	N	Minimum	Maximum	Mean	Std. Deviation	Variance
SEQ	32	40	58	48.69	4.554	20.738
Valid N (listwise)	32					

Table 6 Descriptive Statistics Students' Self-Efficacy

4.1.3 Normality Test

The normality test seeks to ascertain if the data follows a normal distribution. The researcher used the Shapiro-Wilk test due to the sample size being fewer than 50 respondents.

Variable	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Total Grammarly Use (X)	.141	32	0.104	0.948	32	.0125
Total Self-Efficacy (Y)	.134	32	0.152	0.953	32	.0176

Table 7 Normality Test Result

The decision-making criteria for the normality test are:

- If the Significance (Sig.) value > 0.05 , the data are normally distributed.
- If the Significance (Sig.) value < 0.05 , the data are not normally distributed.

The primary, most accurate, and recommended reference is the Shapiro-Wilk test due to the sample size being less than 50 individuals. The results of the normality test utilising the Shapiro-Wilk method, as presented in the "Tests of Normality" table above, yielded the following data: The Total Grammarly Use (X) variable yielded a significance value (Sig.) of 0.0125. Given that 0.0125 exceeds 0.05, it may be concluded that the values for the Grammarly Use (X) variable are regularly distributed. The Total Self-Efficacy (Y) measure yielded a significance value (Sig.) of 0.0176 was obtained. Given that 0.0176 exceeds 0.05, it may be concluded that the values for the Self-Efficacy (Y) variable are regularly distributed. Both research variables exhibit significance levels over 0.05 ($p >$

0.05). Consequently, the assumption of normality in this study has been satisfied, rendering the data appropriate for parametric statistical analysis (including the Pearson Correlation Test or Linear Regression).

4.1.4 Linearity Test

The linearity test of students' Grammarly use and students' self-efficacy in this research were calculated using SPSS. The results of the linearity test analysis are shown in the table below:

Model	Sum of Squares (SS)	df	Mean Square (MS)	F	Sig.
Between Groups (Combined)	632.750	9	70.306	36.315	.000
Linearity	613.314	1	613.314	316.794	.000
Deviation from Linearity	19.436	8	2.430	1.255	.316
Within Groups	42.594	22	1.936		
Total	675.344	31			

Table 8 Linearity Test Result

The linearity test analysis in the ANOVA, the significance value for "Deviation from Linearity" was found to be 0.316. Since this significance value is greater than 0.05 ($0.316 > 0.05$), it can be concluded that there is a significant linear relationship between the Grammarly Use variable (X) and the Self-Efficacy variable (Y).

4.1.5 Correlation Analysis

This study used product moment correlation from Carl Pearson to analyse the correlation between two variables. Then the correlation described in the description below.

		Grammarly Use (X)	Self-Efficacy (Y)
Grammarly Use (X)	Pearson Correlation	1	.953
	Sig. (2- tailed)		.000
	N	32	32
Self- Efficacy (Y)	Pearson Correlation	.953	1
	Sig. (2- tailed)	.000	
	N	32	32

Table 9 Result of Correlation

Based on the Pearson Product Moment correlation analysis using SPSS, a Sig. (2-tailed) value of 0.000 was obtained, which is less than 0.05 ($0.000 < 0.05$). This indicates a significant relationship between Grammarly use and self-efficacy. The correlation coefficient (r) of 0.953 indicates that the relationship between the two variables falls into the "very strong" category and is positive in direction. Thus, it can be concluded that the higher the Grammarly use, the higher the students' level of self-efficacy.

4.1.6 Hypothesis Test

To evaluate the research hypothesis, a simple linear regression analysis was conducted. The results of the statistical computation are detailed below.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.957	.916	.913	.753

Table 10 R-Square Result

Based on the Model Summary (Table 10), the coefficient of determination (R^2) is 0.916. This indicates that the Grammarly Use (X) accounts for 91.6% of the variance in Students' Academic Writing Self-Efficacy (Y). The remaining 8.4% is explained by other variables outside the scope of this study.

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	185.513	1	185.513	327.351	.000
Residual	17.006	30	.567		
Total	202.519	31			

Table 11 Sum of Squares Result

Furthermore, the ANOVA result (Table 11) shows an F -value of 327.351 with a significance level of 0.000 ($p < 0.05$), confirming that the regression model is a linear and reliable fit for predicting the dependent variable.

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.
	B	Std. Error	Beta	
1 (Constant)	2.607	1.348		1.934 .063
Total Self-Efficacy (Y)	.500	.028	.957	18.093 .000

Table 12 Result of Coefficient

According to the Coefficients in Table 12, the constant value (a) is 2.607 and the regression coefficient (b) is 0.500. Thus, the linear regression equation is formulated as follows:

$$Y = 2.607 + 0.500X$$

The constant value of 2.607 implies that if the Grammarly use (X) is zero, the students' writing self-efficacy score (Y) is predicted to be 2.607. The regression coefficient of 0.500 signifies that for every one-unit increase in the Grammarly Use (X), the Students' Academic Writing Self-Efficacy score (Y) rises by 0.500.

In hypothesis testing (t-test), the Coefficients table indicates that the computed t-value for the Grammarly Use (X) variable is 18.093, with a significance value (Sig.) of 0.000. Because the significance value ($0.000 < 0.05$) is lower than the alpha level of 0.05 and the computed *t*-value ($18.093 > 2.042$) exceeds the *t*-table value, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.

The Grammarly Use (X) has a positive and significant relationship on Students' Self-Efficacy in Academic Writing (Y). With an *R*-Square value of 0.916, this independent variable serves as a powerful predictor of students' writing self-efficacy.

4.2 Discussion

This research revealed that among 32 respondents utilising Grammarly, the total Grammarly Use (X) variable exhibited a minimum score of 23 and a maximum score of 32, with a mean of 26.94. The data variability for this variable is represented by a Standard Deviation of 2.552 and a Variance of 6.512. Meanwhile, the total Self-Efficacy (Y) variable ranges from a minimum of 40 to a high of 58, with a mean of 48.69. The data distribution metrics indicate a Standard Deviation of 4.554 and a Variance of 20.738. The hypothesis testing yielded a Sig. (2-tailed) value of

0.000 was obtained. Since the value is less than 0.05 ($0.000 < 0.05$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This indicates a significant relationship between Grammarly use and self-efficacy. Furthermore, the correlation coefficient (r) obtained is 0.953. Based on standard classification, this value falls within the 0.80–1.00 range, indicating an exceptionally strong and positive relationship between the two variables. Direction of relationship is the correlation coefficient is positive (+0.953). This implies that the higher Grammarly use directly correlates with the higher levels of self-efficacy among students.

This strong correlation can be contextualized by the linguistic challenges faced by Indonesian EFL (English as a Foreign Language) students. Although students have been getting English instruction from elementary school through college, writing in a non-native language often induces anxiety and lack of confidence. In adapting to this demanding English academic writing environment, students instinctively pursue solutions by utilising tools, like the application called Grammarly. The user-friendly interface and engaging features of Grammarly make it a highly demanded tool, as evidenced by its widespread adoption among the surveyed respondents.

Psychologically, Grammarly's assistance immediate feedback on writing errors, vocabulary, and sentence structure acts as a catalyst for self-efficacy. This instant evaluation process indirectly fosters confidence during composing academic papers. Repeated successful experiences in producing English texts with minimal errors reinforce the "Mastery Experience" component which, according to Albert Bandura's theory, is a primary source

of self-efficacy. By consistently producing English texts with minimal errors through Grammarly's assistance, students strengthen their belief in their own academic capabilities. Therefore, the integration of such writing technologies like Grammarly improves not only the mechanical quality of writing but also the students' academic psychological state.

These findings align with and expand upon several previous studies. Fitriani et al. (2024) explored the relationship between the application of digital tools and writing skills, noting a positive correlation but warning against over-reliance. Rofiq and Muniroh (2023) investigated that Grammarly significantly boosted novice writers' thesis-writing confidence. Furthermore, Setiawan (2023), highlighted that digital resources act as a fundamental support for developing writing self-efficacy among pre-service English language teachers.

While existing literature largely focuses on the general impact of digital tools on enhancing overall writing quality, a notable research gap remains regarding the use of tool utilization. This study addresses this gap by investigating empirical, quantitative correlational strategy evidence that the Grammarly use is directly associated with students' self-efficacy scores. Methodologically, this research offers more accurate statistical evidence, contrasting with previous studies that relied heavily on qualitative approaches. Consequently, this study emphasized that continuous engagement with writing technologies can empower students to overcome writing challenges, bridge the gap between their actual and desired proficiency, and ultimately foster long-term language mastery.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter concludes the research finding and discussion conducted by the researcher that described in the previous chapter. Conclusion and suggestion got from finding and discussion describe in this chapter.

5.1 Conclusion

Significance Test (Sig. Value) A Sig. (2-tailed) value of 0.000 was obtained. Since the value is less than 0.05 ($0.000 < 0.05$), the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. This indicates a significant relationship between Grammarly use and self-efficacy. Strength of relationship is the correlation coefficient (r) obtained is 0.953. Based on standard classification, this value falls within the 0.80–1.00 range, indicating a very strong relationship between the two variables. Direction of relationship is the correlation coefficient is positive (+0.953). This indicates a positive relationship, meaning that the higher of students' Grammarly use, the higher their level of their self-efficacy.

Based on the analysis of the processed quantitative data, this study successfully demonstrates a strong positive correlation between the use of the grammar-checking tool Grammarly and students' academic psychological state specifically, their self-efficacy.

5.2 Suggestion

Based on the conclusion of the result this research, the researcher conveyed several suggestions:

1. For Teachers

The teachers must give more attention in writing academic, with more exercise, because experience is the best teacher. Then, give more change to student to explore more abilities.

2. For Students

The student must be brave to write English without help from application, with that the students can increase their language better and build self-confident.

3. For other researchers

Based on the research findings, this can be used by future researchers in researching related topics. Other researchers need to know the selection of tools to be studied or tested. Because this study uses Grammarly, future researchers can choose other tools to be examined.

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APPENDICES

Appendix I List of Questionnaire

Part 1

Questionnaire of Grammarly Use

Nama :

Jurusan :

Angkatan :

Bacalah setiap pernyataan berikut dan beri tanda centang (✓) apakah Anda Selalu (5), Sering (4), Kadang-kadang (3), Jarang (2), atau Tidak Pernah (1) tentang hal itu.

No.	Pernyataan	Skala				
		5	4	3	2	1
1.	Saya menggunakan Grammarly untuk memeriksa tata bahasa (<i>grammar</i>) sebelum mengumpulkan tugas menulis akademik.					
2.	Saya menggunakan Grammarly untuk memeriksa kesalahan ejaan (<i>spelling</i>) dalam tulisan saya.					
3.	Saya menggunakan Grammarly untuk memperbaiki tanda baca (<i>punctuation</i>) dalam tulisan saya.					
4.	Saya menggunakan fitur <i>clarity</i> atau <i>conciseness</i> di Grammarly untuk memperbaiki kalimat saya.					
5.	Saya menggunakan Grammarly untuk menyesuaikan gaya penulisan agar sesuai dengan standar akademik (misalnya, <i>tone</i> yang formal).					
6.	Saya mempertimbangkan saran <i>vocabulary</i> dari Grammarly untuk memperkaya diksi tulisan saya.					
7.	Saya mempelajari jenis kesalahan yang sering saya buat berdasarkan penjelasan dari Grammarly.					
8.	Saya meninjau dan menerima saran perbaikan yang diberikan oleh Grammarly.					

Adapted from Sri (2023)

Part 2

Questionnaire of Self-Efficacy

Bacalah setiap pernyataan berikut dan beri tanda centang (✓) apakah Anda Sangat Setuju (5), Setuju (4), tidak setuju maupun tidak setuju/netral (3), Tidak Setuju (2), atau Sangat Tidak Setuju (1) tentang hal itu.

No.	Pernyataan	Skala				
		5	4	3	2	1
1.	Saya mampu menulis esai yang baik.					
2.	Saya percaya bahwa kesalahan dalam tanda baca dan tata bahasa menghalangi saya untuk menjadi penulis yang baik.					
3.	Saya yakin bahwa tulisan saya dipahami oleh mereka yang membacanya.					
4.	Saat menulis, saya yakin dapat menemukan kata-kata yang tepat untuk mengungkapkan ide-ide saya.					
5.	Saat saya menulis sebuah cerita atau paragraf, saya yakin dapat mengakhirinya dengan pernyataan yang jelas.					
6.	Saya percaya diri dalam menyusun kalimat yang saling berkaitan.					
7.	Saya percaya diri dalam menyampaikan dan mempertahankan ide-ide saya secara tertulis.					
8.	Saya yakin bahwa contoh, fakta, dan detail yang saya berikan mendukung gagasan yang saya tulis.					
9.	Saat saya merevisi paragraf saya, saya yakin dapat menemukan kesalahan ejaan dan tanda baca saya.					
10.	Saya yakin bahwa saya dapat menulis esai yang mengungkapkan ide-ide saya.					
11.	Saya yakin saya dapat mengungkapkan ide-ide saya dengan jelas dalam kalimat-kalimat.					
12.	Saya mampu menggunakan kata-kata yang tidak biasa dan kreatif dalam tulisan saya.					

13.	Saat menulis, saya kurang percaya diri dalam mengoreksi kesalahan saya sendiri.					
14.	Saat menulis, saya kesulitan menemukan kata-kata yang tepat untuk mengungkapkan ide-ide saya.					
15.	Saya kurang percaya diri dalam menulis esai.					
16.	Saat menulis, saya merasa kesulitan memberikan alasan atas pandangan saya.					

Adapted from Nispah (2018)

Appendix II Questionnaire Result

No. Respondent	Total Score Grammarly Use	Total Score Self- Efficacy
1	25	44
2	30	54
3	28	50
4	26	47
5	32	58
6	24	44
7	29	51
8	25	46
9	28	50
10	27	49
11	27	48
12	31	58
13	29	50
14	23	40
15	28	50
16	26	46
17	30	52

No. Respondent	Total Score Grammarly Use	Total Score Self- Efficacy
18	24	44
19	25	44
20	27	49
21	28	50
22	26	49
23	31	54
24	27	50
25	29	53
26	28	50
27	24	42
28	30	52
29	23	43
30	25	44
31	29	51
32	25	45

Appendix III Validity Result
Validity Test of Grammarly Use Questionnaire

		Total Score
Item 1	Pearson Correlation	0.462
	Sig. (2-tailed)	0.008
	N	32
Item 2	Pearson Correlation	0.460
	Sig. (2-tailed)	0.008
	N	32
Item 3	Pearson Correlation	0.565
	Sig. (2-tailed)	0.001
	N	32
Item 4	Pearson Correlation	0.626
	Sig. (2-tailed)	0.000
	N	32
Item 5	Pearson Correlation	0.404
	Sig. (2-tailed)	0.022
	N	32
Item 6	Pearson Correlation	0.668
	Sig. (2-tailed)	0.000
	N	32
Item 7	Pearson Correlation	0.593
	Sig. (2-tailed)	0.000
	N	32
Item 8	Pearson Correlation	0.457
	Sig. (2-tailed)	0.009
	N	32

Validity Test of Self-Efficacy Questionnaire

		Total Score
Item 1	Pearson Correlation	0.525
	Sig. (2-tailed)	0.002
	N	32
Item 2	Pearson Correlation	0.420
	Sig. (2-tailed)	0.017
	N	32
Item 3	Pearson Correlation	0.499
	Sig. (2-tailed)	0.004
	N	32
Item 4	Pearson Correlation	0.518
	Sig. (2-tailed)	0.002
	N	32
Item 5	Pearson Correlation	0.406
	Sig. (2-tailed)	0.021
	N	32
Item 6	Pearson Correlation	0.378
	Sig. (2-tailed)	0.033
	N	32
Item 7	Pearson Correlation	0.615
	Sig. (2-tailed)	0.000
	N	32
Item 8	Pearson Correlation	0.430
	Sig. (2-tailed)	0.014
	N	32
Item 9	Pearson Correlation	0.452
	Sig. (2-tailed)	0.009
	N	32
Item10	Pearson Correlation	0.420
	Sig. (2-tailed)	0.017
	N	32
Item 11	Pearson Correlation	0.450
	Sig. (2-tailed)	0.010
	N	32
Item 12	Pearson Correlation	0.364
	Sig. (2-tailed)	0.041
	N	32
Item 13	Pearson Correlation	0.482
	Sig. (2-tailed)	0.005
	N	32

Item 14	Pearson Correlation	0.369
	Sig. (2-tailed)	0.038
	N	32
Item 15	Pearson Correlation	0.422
	Sig. (2-tailed)	0.016
	N	32
Item 16	Pearson Correlation	0.386
	Sig. (2-tailed)	0.029
	N	32

Appendix IV Research Permission Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jl. Gajayana 50 Malang Telepon (0341) 552398 Faksimile (0341) 552398

Website : <https://ftk.uin-malang.ac.id> Email : ftk@uin-malang.ac.id

Nomor : 0115/Un.03.1/TL.00.1/06/2026

9 Juni 2026

Perihal : Izin Penelitian

Yth. **Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Maulana Malik Ibrahim Malang**

Jl. Gajayana No.50, Dinoyo, Kec. Lowokwaru, Kota Malang, Jawa Timur 65144

di

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka memenuhi tugas akhir bagi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Maulana Malik Ibrahim Malang untuk melakukan penelitian lapangan pada lembaga atau perusahaan.

Oleh karena itu, kami mohon kepada Bapak/Ibu kiranya berkenan untuk memberikan izin penelitian di instansi atau perusahaan Bapak/Ibu pimpin kepada mahasiswa kami :

Nama : ANNISA ALFAINA MUSLIKHIN

NIM : 19180072

Program Studi : TADRIS BAHASA INGGRIS

Semester : XIV (Empat Belas)

Contact Person : 081290186476

Judul Penelitian : The Correlation Between Students' Frequency Of Using Grammarly and Their Self-Efficacy in Academic Writing

Dosen Pembimbing : -

Perlu kami sampaikan bahwa data-data yang diperlukan sebatas kajian keilmuan dan tidak dipublikasikan.

Demikian permohonan kami, atas perhatian dan kerjasama yang baik, kami sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

a.n. Dekan
Ketua Program Studi,



Akhmad Mukhlis

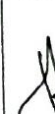
Tembusan disampaikan kepada Yth :

1. Dekan Sebagai Laporan,
2. Kabag Tata Usaha,
3. Arsip.



Appendix V Thesis Consultation Logbook

KONSULTASI BIMBINGAN SKRIPSI

Tanggal	Bab/Materi Konsultasi	Saran/Rekomendasi/Catatan	Paraf
06/01 26	Konsultasi Judul Skripsi dan Metode Penelitian	Pahami metode penelitian	
09/01 26	- Rencana Penelitian - Blueprint Jurnal		
15/04 26	Konsultasi Bab 1-3	Memperhatikan tata cara penulisan Merincikan kembali	
20/04 26	Revisi Bab 1-3	Menyampaikan validator soal	
24/04 26	- Revisi proposal - Konsultasi soal penelitian	Merincikan kembali Memperhatikan penulisan	
29/05 26	Konsultasi Bab 4-5	Menjabarkan hasil dan diskusi	
08/06 26	Revisi Bab 4-5	Merincikan kembali hasil dan diskusi	
23/06 26	Setor revisi dan abstract		

Malang, 25 Juni 2026
Dosen Pembimbing,


Nur Patria Anggrisa, M. Pd.
NIP.

Appendix VI Curriculum Vitae

CURRICULUM VITAE

Name : Annisa Alfaina Muslikhin
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Educational Background:

1. SDN Polisi 4 Bogor (2006-2012)
2. MTs Raudlatul Ulum (2012-2015)
3. MA Raudlatul Ulum (2015-2018)