

English Study Program Students' Perception on Using Grammarly as an Online Grammar Checker in Academic Writing

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Abstract

Grammarly as an online grammar checker is a new experience for English students. Based on the interviewed results of information to students, it is found that Grammarly useful in academic writing. The research in this paper aims to find out English study program students' perception on using grammarly as an online grammar checker in academic writing. The research design is mixed methods (quantitative and qualitative). Technique of data validation through a questionnaire and interview. Purposive sampling was used to select the research sample, which involved 37 students. Ten students were interviewed for the qualitative data. The findings indicate that the students had a high perception on using Grammarly as an online grammar checker in academic writing. In accordance with that, the results of the qualitative data also show positive responses that Grammarly can be useful, efficient, and comfortable as an online grammar checker for students in academic writing.

Keywords: Grammarly, Students' Perception, Academic Writing



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INTRODUCTION

In the 21st century, the presence of technology is a crucial part of human life. Technological advancement and development significantly enhance student life at university. With the sophistication of technology, college students are able to collaborate with their peers while learning independently. Therefore, education must align with the development and advancement of technology. Today, technological advancement and development have been utilized to advance the quality of education. There have been many technological innovations that have been created for teachers and students. These technologies are wrapped in attractive packaging and can be used anywhere, anytime, using smartphones and internet access. Students may learn English more easily with the help of various apps and online platforms, which provide innovative learning media (Ramadhan, 2021). One of the most popular applications is Grammarly. This application can help users check their grammatical and mechanical errors in writing (Tarsan et al., 2021).

The Grammarly application is an online tool used to detect errors in writing. Karyuatry (2018) points out that Grammarly is an online proofreading website that scans documents for grammatical errors. The features of the Grammarly application include correctness (improves spelling, grammar, and punctuation), clarity (enhanced readability), engagement (increased interest and effectiveness), delivery (conveys the right impression to readers), and citations (plagiarism detection). Moreover, Grammarly can be accessed for free through the website on Google or installed for Android or iOS users on smartphones. The purpose of Grammarly is to assist and facilitate students, either as beginners or experts, in checking their writing errors. Grammarly provides incredible benefits for students, especially in their academic writing.

Writing is a productive skill that students must master when learning English. Writing is not only about expressing ideas on paper but also about being able to write in a well-organized way. Most students consider writing a challenging English skill that might be more

complex than others. Hasibuan & Handayani (2019) emphasize that writing is complicated due to students' limited knowledge of grammar, tense, and vocabulary. In addition, writing skills are very comprehensive, so various skills are needed in writing, such as grammar, punctuation, vocabulary, spelling, writing style, and more (Wulandari, 2022). Writing becomes tricky at this point. Although writing is difficult, students can develop lots of potential in using systematic structure, expressing ideas formally, and organizing information logically. Thus, students have quality and rational concepts in their academic writing. Academic writing is a medium to develop authentic content (Arisandi & Sudarajat, 2023). From the explanation above, writing raises concerns for students who still need help applying their ideas into written text with correct grammar and mechanics.

Students must understand the correct grammatical and mechanical rules to be proficient in writing. As English Study Program students must be capable of accurately using vocabulary, grammar, and writing mechanics. It is required to make meaningful sentences that readers can easily understand. Although mastering writing is essential in learning English, some students still need improvement in their academic writing. Therefore, writing will be easier with the assistance of media or applications that can assist and facilitate students to become more effective and efficient. Writing with Grammarly can assist in checking students' writing errors (Mubarok & Syafi'i, 2020). As a result, it will lead to various perceptions of the English Study Program students towards using Grammarly as an online grammar checker in academic writing. Perception is the process of accepting or not accepting an event in the environment. According to Hamachek (1995, p.199), perception is the process whereby people perceive the stimuli in their environment through their sensory receptors. Perception is an impression obtained, interpreted, and analyzed to create understanding (Robbins, 2003). Even when we have the same point of view, we may have different interpretations and understandings. Thus, this research is necessary because to find out English study program students' perception on using Grammarly as an online grammar checker in academic writing.

Based on a pre-survey conducted by the researcher with several sixth-semester students of the English Study Program, two direct questions were asked: "1. How often did you use Grammarly as an online grammar checker in your academic writing?" and "2. What was the problem when using Grammarly as an online grammar checker in your academic writing?". Dealing with the results of interviews with four students in the sixth-semester of the English Study Program, two said they rarely use it, while two others said they sometimes use it. Then, two of them said that they did not check errors because they had become over-reliant on Grammarly and had not actively learned to correct their errors. Further, the other two argued that they use Grammarly to assist them in correcting writing errors. However, Grammarly still provides limited suggestions. With these problems, students might have different perceptions of the Grammarly application. Therefore, it is essential to evaluate Grammarly by conducting research on students' perception as an online grammar checker in academic writing. Based on the explanations above, the researcher wants to find out students' perception on using Grammarly as an online grammar checker in academic writing, considering three criteria: perceived usefulness, perceived ease of use, and attitude toward use. As a result, this researcher is interested to answer research question, namely: "what is the perception of English Study Program students towards using Grammarly as an online grammar checker in academic writing?".

RESEARCH METHODS

This research applied a mixed-method research design. A mixed-method is a method that emphasizes data collection and analysis by combining quantitative and qualitative data. Moreover, the researcher used an explanatory sequential research design. According to

Creswell & Creswell (2018, p. 63), an explanatory sequential design is used to explain and interpret the results of quantitative data, and then qualitative data is used to explain quantitative data in more detail. The researcher collected the data through a questionnaire on Google Forms and an interview with some students to find out the perception of English study program students towards using Grammarly as an online grammar checker in academic writing among the fourth-year students. After that, statistical procedures were used to calculate the data in numerical form, and the data analysis results were explained descriptively.

This research applied a purposive sampling technique. Sugiyono (2018) states that a purposive sampling technique is a technique to select sample based on certain criteria. In this regard, the choice of seventh-semester students deals with their experience in the previous subject research methodology about writing a proposal. Furthermore, most students write proposals, thesis, or articles to fulfill their academic needs. Afterward, the sample of this research was 10 students as the interview sample. Morse (2000) points out that at least 6 interviewees are adequate to represent the whole population. Thus, the researcher interviewed 10 students who were regarded as representatives to support the results of quantitative data. In addition, the researcher adapted a questionnaire arranged by Cavaleri & Dianati (2016) and O'Neill & Russell (2019). The questionnaire consists of 30 questions. The researcher used a close-ended questionnaire and a structured-interview as research instruments. Data was collected in a sequential way. First, data was collected using an online questionnaire through Google Form. The researcher distributed Google Form link to the students by WhatsApp. Then, the researcher asked the students to complete the Google Form by following the instructions. After the students completed the questionnaire, their answers were retrieved from the Google Form and transferred to the Microsoft Excel. Next, the data was analyzed using Microsoft Excel and SPSS 24. Furthermore, the researcher interviewed ten students through Google Meet to support and strengthen the data based on the questionnaire results.

There are two stages in analyzing the data. First, the data were obtained from a closed-ended questionnaire, then the second from a structured-interview. The data were analyzed using Microsoft Excel 2010 before being processed into SPSS to get the descriptive statistics. Descriptive statistics describe the relationship between variables in a sample or population to summarize data organizationally (Yellapu et al., 2018). The researcher used SPSS version 24 program to find out the descriptive statistics of respondents, such as frequency, percentage, mean score, and standard deviation. Furthermore, this research used the 5-point Likert scale that focused on three categories: perceived usefulness, perceived ease of use, and behavioral intention. In addition, to explain students' perception of using Grammarly application, the researcher used a 5-point Likert scale system. Sugiyono (2009) argues that the Likert scale measures an individual's or a group's attitude, opinion, and perception on social issues. The respondents were required to fill out a questionnaire using this Likert scale, in which they had to select how much they agreed or disagreed with each statement. In addition, the researcher also conducted an interview as the source of qualitative data. Then, the researcher utilized Miles and Huberman's Model to analyze the data. Miles and Huberman (1994, p.10) state that qualitative data processing methods are divided into three phases: data reduction, data display, and conclusions: drawing/verifying. Subsequently, the qualitative data obtained through interviews supported the quantitative data obtained from the questionnaire.

RESEARCH RESULT AND DISCUSSION

This research was conducted using an online questionnaire via Google Form and an interview via Google Meet to find out English study program students' perception on using

Grammarly as an online grammar checker in academic writing among seventh-semester students. Additionally, Microsoft Excel 2010 and SPSS 24 were used to calculate the quantitative data. The results of the quantitative data were accompanied by the qualitative data. Students are labelled (S) for qualitative data, e.g. student 1 is labelled (S1), student 2 is labelled (S2), and so forth. As a result, the research finding was divided into 3 indicators; usefulness, ease of use, and behavioral intention.

Usefulness

Table 1. Perceived Usefulness

	N	Minimum	Maximum	Mean	Std. Deviation
Grammarly helps me to gain knowledge in my academic writing	37	1	5	4.16	.986
Grammarly enhances my learning interest in writing productively	37	1	5	4.05	.941
Grammarly helps me to improve my understanding of grammar rules	37	1	5	4.19	.938
Grammarly helps me to correct grammatical error in my academic writing	37	1	5	4.24	.925
Grammarly helps me to correct punctuation error in my academic writing	37	1	5	4.22	.886
Grammarly helps me to correct spelling error in my academic writing	37	3	5	4.16	.727
Grammarly helps me to correct article usage in my academic writing	37	1	5	4.00	.882
Grammarly helps me to increase my confidence level in my academic writing	37	2	5	4.14	.855
Grammarly helps me become more aware of common mistakes	37	2	5	4.19	.811
Grammarly is effective in developing my writing skills, especially in my academic writing	37	2	5	3.95	.880
Valid N (listwise)	37				

The findings of the perceived usefulness consist of ten indicators such as gaining knowledge, enhancing language learning, improving comprehension, correcting grammatical errors, correcting punctuation errors, correcting spelling errors, correcting article usage, increasing self-confidence, being more careful in writing, and developing writing skill. According to Table 1, it reveals that from 37 respondents, the minimum response is 1 (strongly disagree) and the maximum response is 5 (strongly agree). In addition, the mean of those items are 4.16, 4.05, 4.19, 4.24, 4.22, 4.16, 4.00, 4.14, 4.19, and 3.95 which show a high and very high level of perceived usefulness. Furthermore, based on the interview results revealed three things related to the usability indicator, such as correcting errors, gaining knowledge, and increasing self-confidence of using Grammarly in academic writing.

Correct Errors

These are some examples of students' expressions about Grammarly is useful for correcting errors. The statement can be seen as follows.

- S1: Grammarly helps me to have correct punctuation and spelling, which I mistyped in my proposal writing.
- S2: Grammarly provides a useful feature that identifies errors such as grammatical, punctuation, and spelling errors that might otherwise go unnoticed.

- S5: Grammarly provides features to add a missing verb, correct the sentence structure, and the use of preposition.
- S7: Grammarly is quite capable of correcting capitalization and finding the appropriate location of the symbols (punctuation) in my academic writing.

Gain Knowledge of Grammar

Students also revealed that Grammarly increased their knowledge in academic writing. The following are the expressions of students.

- S3: I can learn from Grammarly because I obtain new knowledge when writing my proposal according to the correct grammar.
- S6: Sometime I have doubt with the spelling or the pronunciation when writing my thesis so I used Grammarly to help justify the use of proper grammar.
- S10: Grammarly assists me to have a better insight into the rules and principles of grammar.

Increase Self-Confidence

In addition, the students also mentioned Grammarly increased self-confidence when writing their proposal or thesis as shown from the statement below.

- S4: For me very useful because Grammarly proves beneficial in academic writing by raising my confidence because it improves the overall quality of my proposal.
- S5: Grammarly can help check writing errors when I write my proposal so that I become more confident with my writing.
- S8: Yeah, when I used Grammarly in my proposal, it was a great experience that could help me to boost up my confidence in the proposal writing process.
- S9: The use of Grammarly in my academic writing has really helped to build confidence and ensure accuracy, especially in my proposal.

From the statement above, it can be seen about students' impressions when using Grammarly in their academic writing. They stated that Grammarly helped in correcting errors such as punctuation, grammatical, capitalization, and spelling (S1, S2, & S7). In addition, the use of Grammarly also helped them to correct the sentence structure, add a missing verb, and the use of preposition (S5). In line with it, students gained new knowledge and better insights of grammar rules and principles (S3 & S10). Also, Grammarly justified the use of proper grammar in their academic writing. Finally, Grammarly increased students' confidence as it improved the overall quality of their proposals (S4, S8, & S9). Based on the questionnaire and interview results, it can be interpreted that most of the students have a high perception of the usefulness of Grammarly as an online grammar checker in academic writing.

Ease of Use

The findings of the perceived ease of use consist of ten indicators such as easy to use, suitable to use, flexible and user-friendly, understandable feedback, interactive features, easy accessibility, clear explanation, increase motivation, can be used anytime and anywhere, and save times. The results are presented in Table 2 as follows.

Table 2. Perceived Ease of Use

	N	Minimum	Maximum	Mean	Std. Deviation
Grammarly is easy to use	37	3	5	4.30	.618
Grammarly is suitable to use	37	2	5	4.16	.866
Grammarly is flexible and user-friendly	37	1	5	3.62	1.163

Grammarly provides understandable feedback	37	2	5	3.86	.822
Grammarly provides interactive features that are well integrated	37	3	5	4.14	.751
Grammarly provides quick and easy accessibility	37	2	5	4.05	.815
Grammarly gives clear explanation of the error	37	3	5	3.89	.809
Grammarly increases motivation to be better in writing	37	2	5	3.95	.998
Grammarly allows me to academically engage anytime and anywhere	37	3	5	4.14	.713
Grammarly assists me to write faster and save time	37	3	5	4.22	.750
Valid N (listwise)	37				

According to Table 2, it asserts that from 37 respondents, the minimum response is 1 (strongly disagree) and the maximum response is 5 (strongly agree). Furthermore, the mean of those items are 4.30, 4.16, 3.62, 3.86, 4.14, 4.05, 3.89, 3.95, 4.14, and 4.22 which suggests a high and very high level of perceived ease of use. In addition, based on the results of interviews results claimed two things about the usage indicator, namely easy to use, easy to access, and save time in using Grammarly in academic writing.

Easy to Use

The students considered that Grammarly was easy to use. In the down below are the expressions from the students who argue during the interview.

- S2: The ease of use of Grammarly makes it a standout tool for academic writing. Its user-friendly interface and seamless integration into various platforms make it incredibly convenient.
- S4: At first I was sceptical when I wanted to try writing assistance tools, but Grammarly proved to be very suitable and easy to use in my proposal writing.
- S8: In my point of view, Grammarly is flexible and easy to use because you just need to follow the instructions.
- S9: As a student, I really like Grammarly because it is easy to navigate and its user-friendly design makes my writing process smoother.

Easy to Access

In fact, the students also argued that Grammarly is easily accessible in academic writing. The following instances are the students' expressions.

- S1: I have found Grammarly is an efficient way to keep up on my learning process from anywhere and anytime.
- S2: The browser extension makes it easy to access Grammarly directly within Microsoft Word simplifies the editing process of my proposal.
- S6: Grammarly's accessibility is excellent. I can access it seamlessly from any device through my smartphone or laptop with an internet connection, which makes it accessible tool for writing my thesis.

Save Time

Another point of view assumed by the students is that Grammarly make their time more efficient. These are the expressions from the students.

- S3: Grammarly will automatically proofread our writing so that it is easier to understand and I do not have to spend a lot of time to checking errors in my proposal.
- S5: It quickly fixes my grammar mistakes as I type, making the writing process more effective.
- S7: I really loved the quick feedback provided by Grammarly so that I spend less time and more efficient in thesis writing.

The statements above strengthen the results of the questionnaire which indicate that students perceived the ease of use Grammarly application in academic writing. The survey showed that most students had no difficulty in using Grammarly for various reasons. These reasons were: user-friendly design and incredibly convenient to use (S2 & S9). In addition, (S4 & S8) explained that Grammarly is very suitable and flexible for students to use in their proposal writing. Besides, there was a student who mentioned that Grammarly is an efficient way to keep up on learning process since it can be easily accessed anywhere and anytime (S1). In line with it, Grammarly's accessibility is easy to access from any device through smartphone or laptop with an internet connection (S2 & S6). On the other hand, most students also said that Grammarly saves time because it provides quick feedback, making the writing process more effective and efficient (S5, S7, & S6). Based on the outcomes of the student answers, it can be concluded that the outcomes of the ease of use questionnaire are accurate because it declares that students have a high perception in terms of easy to use, easy to access, and save time on using Grammarly as an online grammar checker in academic writing.

Behavioral Intention to Use

The findings of behavioral intention consist of ten indicators such as confuse to use, consume more quota, do not agree with the suggestions, misleading feedback, difficult to use, interactive interface, the process, the result, support tool, and increase academic writing skills. The results are shown in Table 3 as follows.

Table 3. Behavioral Intention

	N	Minimum	Maximum	Mean	Std. Deviation
It is confusing to use Grammarly	37	1	5	3.89	.994
I feel that Grammarly consumes a lot of quota	37	2	5	3.89	.966
I disagree with some of the suggestions from Grammarly	37	2	5	3.54	.803
I find some misleading feedback from Grammarly	37	2	5	3.43	.899
Grammarly is difficult to use because it requires internet access	37	1	5	4.03	1.040
I am satisfied with the process of using Grammarly	37	1	5	3.81	1.101
I am satisfied with the results of using Grammarly	37	1	5	3.81	.845
I am satisfied with the interactive interface provided in Grammarly	37	3	5	4.14	.822
I will use Grammarly as a support tool to check error	37	2	5	4.22	.821
I intend to use Grammarly to enhance my academic writing skills in the future	37	3	5	4.03	.726
Valid N (listwise)	37				

According to Table 3, it presents that from 37 respondents, the minimum response is 1 (strongly disagree) and the maximum response is 5 (strongly agree). Furthermore, the mean of those items are 3.89, 3.89, 3.54, 3.43, 4.03, 3.81, 3.81, 4.14, 4.22, and 4.03 which indicates a high and very high level of behavioral intention. Moreover, based on the results of interviews, there are several things that make students satisfied with Grammarly in their academic writing. These consist of features, expectations, and experiences.

Features

In accordance with the closed-ended questionnaire results, we can recognize the students were satisfied with the features of Grammarly. Besides, these following were some of the students' expressions during the interview.

- S2: I was satisfied with the suggestions from Grammarly as a support tool, which enriched the vocabulary I used in writing my proposal such as suggests alternative words or phrases.
- S4: Grammarly's features can enhance my academic writing by identifying and correcting errors especially in terms of correctness such as fix the agreement mistakes, change preposition, correct spelling, correct punctuation, and suggest vocabulary enhancement and clarity such as change the word, which ultimately leading to clearer and more polished content.
- S7: Grammarly's suggestions often correct grammar, punctuation, and spelling errors accurately. Additionally, correct word choice, add a missing verb, and correct article usage. This precision ensures that my writing maintains a high standard of correctness, which is especially vital in academic environment where accuracy is crucial.
- S8: Grammarly can be easily recognized, words or sentences are marked with a red underline, indicating that the sentence is incorrect. This is one of my favourite features because apart from telling me the wrong part, it also provides several available alternatives, understandable feedback, and detailed explanation so that I can choose which one suits to my proposal.

Nevertheless, there were also some students who unsatisfied with the features of Grammarly. In the down below are the expressions from the students.

- S5: I am not satisfied using the Grammarly application because sometimes the suggestions from this application are not quite right so there are still errors in my writing. So, I still have to do it myself in some cases.
- S6: I'm not satisfied because it can't detect coherence and cohesiveness in my thesis.
- S10: Sometimes, I have difficulty accessing Grammarly when writing my proposal due to poor internet connection.

Expectations

The students have some expectations of Grammarly in the future, the students' expressions can be seen below.

- S6: I hope Grammarly as a support tool can assist students to write their works in offline network.
- S7: Considering the positive impact on my writing, I am excited about its future developments for example Grammarly provides synchronisation with the user intention and gives guidelines on avoiding errors.
- S8: I really believe and hope that Grammarly will be updated the capable of sufficient connecting ideas between sentences and paragraphs.

Experiences

The behavioral intention section also addressed experience and most of the student claimed that Grammarly gives something new in their academic writing. The following are the examples of the expressions from the students.

- S3: I'm very satisfied with the Grammarly application, it gives me a new experience in writing my proposal by using auto correct feature that help me to recognize the error easily.
- S10: I am satisfied with Grammarly's suggestion as it is not only catch grammatical error but also offer insightful explanations, helping me understand and learn from my mistakes, which positively impacts my academic writing.

From the interview results, it was found that most of the students agreed that they were all satisfied with Grammarly as a grammatical error checker in academic writing for some reasons, as follows. First, the reason is Grammarly provided clarity such as change the word and correctness features such as enrich vocabulary, fix the agreement mistakes, change preposition, correct spelling, correct punctuation, correct word choice, add a missing verb, and correct article usage (S2, S4, & S7). Moreover, the system also recognized errors with a red line indicating that it was incorrect, understandable feedback, and detailed explanation (S8). On the other hand, there were some students who were unsatisfied with the features as it is not quite right such as not being able to detect coherence and cohesion (S5 & S6) and being difficult to access when the connection was bad (S10). Second, the student hoped that Grammarly can be accessed offline so that so that the network problems they have experienced before were no longer felt by other students in the future (S6). In addition, most of them believed that Grammarly would improve the features such as synchronising with the user intent, providing guidance to avoid errors, and being able to connect ideas between sentences and paragraphs (S7 & S8). Last, the students emphasize that Grammarly is a new experience as it offers an insightful explanations of the academic writing process, which made them excited to use it. Based on the results of this interview are very in accordance with the results of the questionnaire. It can be categorized as high level, thus signifying a positive perception among students of behavioral intention in their academic writing.

Discussions

After analyzing the research data, the researcher conducted a discussion to discuss the findings of students' perceptions on using Grammarly application as an online grammar checker in academic writing of the English Study Program FKIP Universitas Riau. The discussion can be seen in the following paragraph. Based on the research findings showed that students' perception on using Grammarly as an online grammar checker in academic writing of English study program FKIP Universitas Riau is in the high category. It was evidenced from the result of the total mean score of the questionnaire of 4.01. Most students choose Agree and Strongly Agree, where five statements gained a very high category and twenty-five statements gained a high category. Additionally, the questionnaire consisted of three indicators: perceived usefulness, perceived ease of use, and behavioral intention. With the mean scores of each indicator being 4.13, 4.03, and 3.87, which indicated a positive perception of the Grammarly as an online grammar checker in academic writing.

The findings indicated that the students found the Grammarly application were very useful to their learning activities as they gained knowledge of grammar rules in their academic writing especially proposal or thesis writing. In addition, this is also reinforced by the findings of interviews that as the student were in doubt with their writing Grammarly help to justify the use of proper grammar. Moreover, Grammarly assist the students to obtain

better insight of grammar rules and principles. The findings of the current study support Cavaleri & Dianati (2016) study. In their research, they claim that Grammarly improves students' writing skills and helpful in developing their understanding of grammar rules. This finding is also relevant to Fitria (2021) study that Grammarly can be a great tool for English grammar corrections that deviates from the rules of the language. On the other hand, the students believe Grammarly offer insightful explanations that boost students' confidence. It is suitable with the view of students that Grammarly boost up students' confidence in the process of proposal or thesis writing. This is in line with the finding of Setyani et al. (2023) that Grammarly helps students to complete their assignments and increases student confidence.

The highest perception on using Grammarly in academic writing is in the ease of use indicator where Grammarly can be used easily. It was also supported by the results of the interview which showed that the students love this application because user-friendly, flexible, suitable, and easy to access from any device through smartphone or laptop. It can be said that Grammarly is an efficient way to keep up on learning process since it can be easily accessed anywhere and anytime. This is in line with the research finding of Fageeh (2011) who states that by using online learning system, the student become more motivate and have a positive attitude. Regarding the benefits, Grammarly AWE tool can improve students' writing performance as a flexible medium that can be accessed anytime and anywhere (Parra & Calero, 2019). This also supports Barrot's study (2022). He reveals that Grammarly can be integrated into various applications and platforms, such as Microsoft Word, Chrome, and others. Thus, students can access it easily through their smartphones or laptops at any time. In addition, Grammarly provides understandable feedback, which allows the students to save time when assessing their academic writing. It is consistent with the findings of Nova (2018), who discovered that the students could revise writing errors quickly by using Grammarly.

Meanwhile, the students perceived behavioral intention is the lowest indicator on using Grammarly application in academic writing. From the questionnaire's result emphasize that the students find misleading feedback from Grammarly. It indicates that the perception of these negative aspects is low among the students. In addition, this was corroborated by the findings of interviews that most of them have considered it valuable to use Grammarly in their academic writing. As free version of Grammarly provides interactive features such as clarity in terms of change the wording and basic correctness in terms of correct spelling, correct punctuation, correct capitalization, correct the sentence, correct word choice, change preposition, change the article, fix the agreement mistakes, add a missing verb, and enrich vocabulary. This finding is in accordance with Ventayen & Orlanda-Vetayen's (2018) study. They argued that Grammarly automatically identifies mistakes in conceptual writing, grammar, punctuation, sentence structure, style, and improve vocabulary.

Furthermore, the system also recognized errors with a red line indicating that it was incorrect, understandable feedback, and detailed explanation. In other words, the findings justify Faisal & Carabella (2023) study that Grammarly is a handy and practical application, as it allows the users to correct how many grammatical and mechanical mistakes they have made, which are marked with a red line. Besides, there were some students who were unsatisfied with the features as it is not quite right such as not being able to detect coherence and cohesion. Nonetheless, there were still certain errors that Grammarly is unable to detect and some misleading feedback (Wardatin et al., 2022). Thus, to overcome this limitation the students must increase their knowledge and comprehension of English grammar rules. In addition, Grammarly must also provide sufficient instructions on the ways to avoid making the same mistakes in the future. Although Grammarly serves a valuable purpose, it cannot

take the place of lecturer's role to deliver students contextualize and personalized feedback, particularly in higher education.

CONCLUSIONS

Based on the findings and discussion, the conclusion of this research is that English students have a positive perception on using Grammarly as an online grammar checker in academic writing. It can be seen from the mean score of 4.01, which is categorized as a high level. Then, the indicator of perceived usefulness is the indicator that is most influenced by students. The students perceive of usefulness on using Grammarly's feature that is correctness, especially for punctuation, grammatical, capitalization, sentence structure, add a missing verb, and preposition. Meanwhile, some students still considered some of misleading feedback and inaccurate suggestions. To overcome this, students must recheck each suggestion from Grammarly in detail. Then, read the suggested descriptions to confirm whether the suggestions given need to be applied or not. Moreover, they also hope that Grammarly can be further developed its innovation as an online grammar checker that can assist the students learning activity and provide guidance to avoid errors anytime and anywhere. Therefore, it is necessary to follow up on the results of students' academic writing with lecturers, teachers, or friends who are experts so that this application is not the only feedback used to correct students errors in their writing. In addition, Grammarly also provides inspiration and motivation for students to keep learning and improve their academic writing skills. Finally, it can be said that the average students are satisfied with Grammarly as an online grammar checker in academic writing.

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