

Exploring Students' Perception and Experience with Grammarly in English Language Class

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ABSTRACT

This study explores students' perceptions and experiences with *Grammarly* in English language classes. A mixed-methods approach, including surveys and interviews, collected data from 100 undergraduate students to examine their attitudes towards *Grammarly*, its impact on writing quality and confidence, and its implications for language learning. The findings reveal a positive perception of *Grammarly* among students, with high levels of satisfaction reported regarding its usability and effectiveness in identifying and correcting errors. Students also reported improvements in writing quality, confidence, and motivation after using *Grammarly*. These findings suggest that *Grammarly* is a valuable support tool in English language education, providing real-time feedback and personalized guidance to enhance students' writing skills. However, challenges such as overreliance on *Grammarly* and limitations in accessibility were also identified. Implications for practice include integrating *Grammarly* strategically into language learning curricula and emphasizing its role as a learning aid. Recommendations for future research include longitudinal studies to explore long-term effects and comparative studies to evaluate the effectiveness of *Grammarly* relative to other writing support tools. Overall, this study contributes to our understanding of the role of technology in language learning and informs pedagogical practices in English language education.

Keywords: English language learning, technology in education, writing assistant

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INTRODUCTION

Information and Communication Technology (ICT) plays a vital role in modern education, especially in enhancing writing skills. Grammarly, an AI-based tool, provides real-time feedback on grammar and style, complementing traditional teaching methods. Amid the challenges of achieving

effective writing, Grammarly helps students address errors and encourages independent learning (Johnson & Smith, 2020; Zhang & Hyland, 2018). However, overreliance on such tools may reduce student engagement in writing (Wilson & Czik, 2019), and Grammarly may not always capture creative aspects of writing (Vojtko & Rai, 2020).

This study explores students' perceptions and experiences with Grammarly and its impact on their writing skills and motivation. A mixed-methods approach was employed, integrating surveys, interviews, and analysis of writing samples (Creswell & Creswell, 2017). Participants consisted of 100 undergraduate students selected through purposive sampling to ensure diversity. Surveys measured students' perceptions and Grammarly's effectiveness, interviews provided in-depth insights into their experiences, and writing samples before and after using Grammarly were analyzed to assess improvements. The data were analyzed sequentially, with descriptive statistics for quantitative data and thematic analysis for qualitative data. Triangulation was employed to ensure consistency and depth in the findings.

PROBLEM STATEMENT

Many students struggle with grammar and coherence in writing, which affects the quality of their academic performance. Traditional teaching methods often lack instant feedback, making the revision process slow and ineffective. Grammarly offers a solution by providing AI-based suggestions instantly. However, challenges arise from overreliance on this tool, which may hinder active engagement and critical thinking. Furthermore, Grammarly cannot fully address creative and contextual aspects of writing, underscoring the need for teachers' involvement. This study aims to explore how students perceive and experience Grammarly, ensuring it supports rather than replaces independent writing skills.

RESEARCH QUESTIONS

Students' Perception of Grammarly

Most students reported a positive perception of Grammarly. Over 80% found it easy to use and effective in identifying errors. Interviews reinforced this, highlighting the tool's convenience and accessibility. One student shared, "Grammarly feels like a personal assistant, helping me spot mistakes I hadn't noticed." These findings align with Johnson and Smith (2020), who reported high student satisfaction with Grammarly's effectiveness.

Data Analysis Techniques

Data analysis follows a sequential mixed-methods design, where quantitative data are analyzed first, followed by the interpretation phase (Creswell & Clark, 2018). Quantitative data from surveys are analyzed using descriptive statistics to summarize participants'

responses and identify patterns and trends. Qualitative data from interviews and writing samples are analyzed thematically to identify recurring themes and extract meaningful insights. Integration of quantitative and qualitative findings occurs through triangulation, allowing for a comprehensive understanding of students' perceptions and experiences with Grammarly.

Impact on Writing Quality, Confidence, and Motivation

Grammarly was found to enhance both writing quality and confidence. It provides real-time feedback, encouraging students to pay closer attention to grammar and writing style. One student reflected, "Grammarly has made me more careful with my writing." Motivation also improved, as students felt more confident tackling writing tasks. These results align with Chen and Wang (2022), who found that Grammarly increased students' self-efficacy and motivation.

Challenges and Opportunities in Integrating Grammarly

While Grammarly offers substantial benefits, concerns about overreliance persist, potentially hindering the development of independent writing skills. Additionally, occasional inaccuracies in contextual suggestions require teacher intervention. Limited access to the tool is another challenge for some students. Therefore, it is essential to integrate Grammarly strategically, promoting critical thinking and autonomy instead of reliance.

CONCLUSION

Grammarly is perceived positively by students as an effective and user-friendly tool that enhances writing quality, confidence, and motivation. However, challenges such as overreliance and limited access must be addressed to ensure they support independent learning. Thus, Grammarly should be integrated as a supplementary tool that fosters critical thinking and self-reliance. Further research is recommended to assess the long-term impact of Grammarly and its effectiveness compared to other writing tools across different learning contexts.

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