STUDENTS' PERCEPTIONS OF GRAMMARLY AND THEIR ENGLISH WRITING SKILLS: A QUANTITATIVE ANALYSIS

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of the people, except those cited in the quotation and references, as a scientific paper should.

Rangkasbitung 27 August 2025

The Writer



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MOTTO

"Don't let doubt steal your dreams because you can if you believe."

"Blessings will continue to flow if it is based on the right purpose and sincere intentions."

DEDICATIONS

With full gratitude and thanks, I dedicate this thesis proposal to:

1. My eternal love, Allah SWT. who has given me the opportunity and strength until I can complete my thesis
2. My beloved parents, Mr. H. Nedi and Mrs. Saeni, who have passed away, thank you for your prayers, love, and support. Especially to my mother, thank you for always advising me when she was still alive; I still remember her words to always be enthusiastic in seeking knowledge. I also thank my sister, Eroh, and her husband, Udin, because they have financed and facilitated my education from childhood until now, tirelessly supporting and encouraging me to complete my studies.
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Finally, I realize this thesis is far from perfect. Therefore, I warmly welcome any constructive criticism and suggestions for improvement in the future. I hope

this thesis can be beneficial for its readers, especially in English language learning in today's technological era, particularly in improving English writing skills across various academic levels.

Rangkasbitung, …….2025

Nita Anggraeni

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LIST OF KEY TERMS & ABBREVIATION

1. AI : Artificial intelligence
2. EFL : English as a foreign language
3. TAM : Technology Acceptance Model
4. PU : Perceived Usefulness
5. PEoU : Perceived Ease of Use
6. CLT : Communicative Language Teaching
7. AWCF : Automated Written Corrective Feedback
8. AU : Actual Use
9. ATU : Attitude Towards Use
10. BI : Behavioral Intention
11. AED : Automated Error Detection
12. AR : Augmented Reality

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STUDENTS' PERCEPTIONS OF GRAMMARLY AND THEIR ENGLISH WRITING SKILLS: A QUANTITATIVE ANALYSIS

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ABSTRACT

This study investigated the relationship between students' perceptions of Grammarly and their English writing skills through a quantitative correlational design. Data were collected from 74 participants using two instruments: a writing test and a questionnaire grounded in the Technology Acceptance Model (TAM). Descriptive findings revealed that the majority of students achieved high levels of writing skill, with 75.7% categorized as excellent (scores 90–100), 18.9% as good, 1.4% as fair, and 4.0% as weak, with no students in the poor category. This distribution indicates that Grammarly use was associated with overall strong writing skill. Based on the Spearman's rho correlation test, all TAM indicators—Perceived Usefulness (PU), Perceived Ease of Use (PEoU), Attitude Toward Use (ATU), Behavioral Intention (BI), and Actual Use (AU)—showed significance values of < 0.05, confirming significant relationships with writing skills. Specifically, PU displayed a weak but significant correlation ($r = 0.265$, $p = 0.023$), PEoU showed the strongest moderate correlation ($r = 0.560$, $p = 0.000$), ATU and AU both indicated weak-to-moderate correlations ($r = 0.392$, $p = 0.001$), while BI demonstrated a moderate correlation ($r = 0.461$, $p = 0.000$). Overall, these findings highlighted that all constructs positively correlation of students' writing skill, with Perceived Ease of Use emerging as the most decisive factor and Perceived Usefulness as the weakest contributor.

Keywords: Grammarly, English Writing Skills, Students' Perceptions, Technology Acceptance Model (TAM), Correlational Study

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In English, Writing is a skill that plays an important role in effective communication and knowledge dissemination. Dragomir & Niculescu (2020) emphasized that writing is a tool for communication that requires more than just mechanically copying words and letters or even constructing simple sentences. Writing demands students use the target language critically and actively, applying complex cognitive abilities, analyzing data, and producing creative work to generate meaningful written results. Furthermore, interaction with an audience that is typically absent is a common element in the communicative event. Writing also serves as a medium for expressing ideas, sharing information, and participating in intellectual discussions across various academic and non-academic contexts. According to Teng (2021), writing is a demanding cognitive process that involves planning, developing ideas, and revising. Among the four language skills, writing is often considered the most difficult because it requires accuracy and coherence. Learners often face challenges in organizing ideas, applying correct grammar, and revising their texts. Nguyen et al. 2024) also supported that writing is not just stringing words together, but a complex activity. Writing requires a lot of mental energy because writers must adhere to language rules, organize ideas coherently, and tailor their writing to their audience.

Writing in English is an essential skill in both academic and non-academic contexts. As a student, the researcher has observed that many of her classmates

often encounter similar challenges in English writing, particularly in the area of grammar. The researcher herself experienced these difficulties when she first attempted to write an essay in English. These recurring mistakes not only affected the clarity of her writing but also reduced her confidence in expressing ideas effectively. After observing the performance of students in English essay writing classes in the classroom, the researcher also found that these issues are not limited to grammar alone. Many students make grammatical errors, such as the misuse of verb tenses, subject-verb agreement, and other grammar rules. In addition, spelling mistakes are frequently observed, where students use incorrect spellings that lead to unclear or confusing meanings. Improper punctuation is another recurring problem, including misplaced commas, full stops, and other punctuation marks that affect sentence structure and overall readability. Moreover, a lack of clarity in writing is evident, as students often struggle to organize their ideas logically and construct coherent sentences. These problems indicate that writing in English continues to be a significant challenge for many learners and suggest the importance of supportive tools in addressing these difficulties.

This experience shows that the use of digital tools can play an important role in overcoming grammar challenges and improving English writing skills among students. These problems indicate that writing in English continues to be a significant challenge for many learners and suggest the importance of supportive tools in addressing these difficulties. In response to these challenges, educators and learners alike have begun exploring various strategies and resources that can assist in the writing process. These include the use of writing guides, peer feedback,

language learning applications, and digital platforms that provide grammar and writing support. Setiawan & Alkhowarizmi (2025) explains that the implementation of AI-based writing tools like Grammarly, QuillBot, and Ginger can significantly assist EFL learners by offering direct, real-time suggestions that help improve grammar, vocabulary usage, and text coherence. Integrating AI into writing instruction has proven useful in helping students improve their idea development, word usage, and grammatical accuracy (Pratama & Hastuti, 2024). These tools also contribute to greater writing independence and confidence by allowing students to revise their work more effectively. To support students in overcoming these writing challenges, the integration of technology in the classroom has become increasingly valuable. Digital tools such as grammar checkers, writing platforms, and language learning applications offer immediate feedback, allowing students to recognize and correct their mistakes independently. Novawan et al. (2024), emphasized that digital tools like Automated Writing Evaluation (AWE) and Automated Error Detection (AED) are shown to effectively deliver immediate and tailored feedback, enabling students to independently spot and fix their errors, while also encouraging autonomous learning. These tools not only assist in identifying errors but also help students understand why a sentence is incorrect, which contributes to long-term learning. Furthermore, educators can use these resources to create interactive and engaging writing activities, making the learning process more dynamic and less intimidating. When used appropriately, technology serves as a bridge between traditional instruction and students' individual learning needs, ultimately fostering greater confidence and competence in English writing. Pratama (2021) stated that

one of the language skills that technology may help with is writing. However, many writers especially students, face numerous challenges such as grammatical errors, spelling mistakes, and improper use of punctuation. These errors can decrease the clarity and quality of writing, thereby affecting the effectiveness of written communication.

There are various platforms have emerged to help individuals improve their writing skills, one of them is Grammarly. Grammarly stands out for its effectiveness and widespread use. According to Fitria (2021), Grammarly is an award-winning online grammar checker that is one of the best in English and the most widely used tool globally. It can find grammar mistakes, spelling mistakes, wrong sentence construction, and check for plagiarism. This application can be a good tool for the rules learning and error correction method because it allows students and learners to complete tasks and then correct their mistakes. Miranty et al. (2025) stated that Grammarly application provides quick and reliable corrections to technical aspects of writing, including grammar, spelling, and vocabulary choices, which contribute to improving students' writing skills. Khonirin & Roslaini, (2024) also supported that Grammarly has the potential to be an effective tool in teaching writing skills in the EFL context, provided that its use is accompanied by direct teacher feedback and that the application's limitations are acknowledged and addressed.

Grammarly has been widely used in English learning, especially in writing skills, as the use of digital tools continues increased. Fitriana & Nurazni (2022) stated that Grammarly can check for plagiarism, word usage, punctuation, spelling, wordiness, grammar, and style errors. Furthermore, Grammarly can recommend

terms to help students write better. It not only detects writing errors but also offers corrections for them. Maulidina & Wibowo (2022) also supported that Grammarly is a tool that can help learning English especially in writing, because it enables users to have their writings reviewed and corrected for grammar mistakes, it is sometimes referred to as a writing assistant. Grammarly checks to sort things like punctuation mistakes, verb alterations, spelling, prepositional changes, and grammar. Grammarly can assist students or learners in writing by helping them to fix any errors in their grammar, spelling, verb determination, and other grammatical errors.

Grammarly is developed by a Ukrainian technology company headquartered in the United States. Grammarly offers its services through both web-based and mobile or desktop applications. The software is capable of identifying and correcting issues related to grammar, wordiness, punctuation, spelling, word usage, writing style, and plagiarism. In addition to detecting errors, Grammarly provides word suggestions that help students refine and enhance their writing. There are numerous online grammar-checking tools available to students, and Grammarly is the most widely used option (Oktaviani et al., 2022). However, in the context of writing, there are many challenges that writers frequently face, especially those who are non-native English speakers. The Grammarly platform is used to evaluate how well students correct their writing. Using Grammarly, students can find and fix mistakes in English sentences. Grammarly suggests the correct word if the English sentence is written incorrectly. To facilitate students, Grammarly has been integrated into Microsoft Word, which is connected to the internet. To install and use Grammarly, users must sign up for an account and download the Microsoft

Word plugin. Grammarly will notify users if there are any grammatical errors. Additionally, according to Tambunan et al. (2022), Grammarly provides instructions on how to construct accurate sentences. This feature encourages students to become more aware of their writing patterns and gradually improve their English writing skills through consistent practice and self-correction. Therefore, integrating Grammarly into the learning process can be a practical strategy to assist students in developing both their grammatical accuracy and writing confidence.

Today's technological developments have become an important part of language learning, including in improving writing skills. According to Marliyanda et al. (2022), Grammarly provides theoretical benefits by offering automatic feedback during the process of writing English texts. The results of this research describe peers' perspectives on the use of Grammarly in completing English-language theses. Participants began using Grammarly early in their university studies, primarily accessing it through the web and browsers. The tool boosted their confidence in writing, although not all Grammarly recommendations were followed due to consideration of specific contexts. The use of Grammarly was flexible, whether on a daily or weekly basis, depending on their needs. Grammarly was seen as helpful for automatic grammar correction, serving as an AI-based alternative that provides instant feedback and can detect similarities through the "plagiarism" feature. Syapitri et al. (2023) concluded that Grammarly effectively helps identify errors in students' writing, particularly in descriptive essays. Its implementation enhances students' writing skills and increases their interest in writing lessons. With the advancement of technology, tools like Grammarly have become increasingly

popular in supporting English writing. Grammarly helps users correct Grammatical errors and improve the quality of their writing, which is crucial in academic contexts. Although Grammarly is widely used to assist English writing skills, students' perceptions of Grammarly's role in their writing abilities still need to be understood.

This study aims to investigate students' perceptions at a private university regarding Grammarly's role in English writing, focusing on its benefits and ease of use. The results are expected to provide insights into students' views on the usefulness of Grammarly and offer recommendations for educators and educational institutions on the use of this tool.

1.2 Identification of the Problem

Based on the background of the study above, there are several problems have been identified:

1. Students make grammatical errors, such as the misuse of verb tenses, subject-verb agreement, and other grammar rules.
2. Students often make spelling mistakes, using incorrect spellings that lead to unclear meanings.
3. Students use improper punctuation, including misplaced commas, full stops, and other punctuation marks that affect sentence structure.
4. Students show a lack of clarity in their writing, having difficulty organizing ideas and constructing coherent sentences.

1.3 Limitation of the Problem

This research is limited to analyzing students' perceptions of Grammarly's role in supporting English writing skills at a private university. This study is utilizing survey data provided by the respondents as the main source of information.

1.4 Formulation of the Problem

Based on the research problems stated previously, the researcher formulates research questions as follows:

Is there correlation between students' perception of Grammarly and students' writing skills?

1.5 Objectives of the Study

Based on the formulation of the study above, the objective of this research is:

To analyze the correlation between students' perception of Grammarly and their English writing skills

1.6 Significance of the Study

According to the background of the study above, the significance of the research includes the following:

1. For Students:

   The study offers practical guidance on how Grammarly can be used to address common writing challenges, helping students produce clearer and more accurate texts in academic and non-academic contexts.

2. For Teachers:

   Educators can leverage the findings to incorporate Grammarly as a teaching aid, providing additional support for students to refine their writing skills and reduce repetitive errors.

3. For Schools and Educational Institutions:

   The study highlights the value of integrating Grammarly into academic programs, potentially enhancing the quality of student outputs and improving institutional academic standards.

4. For Future researchers:

   This research provides insights for further researchers on the use of Grammarly in education, encourages the development of similar tools, and serves as a foundation for comparing Grammarly with other tools or exploring its impact on students' writing skills. This research has the potential to enrich the literature and contribute to future studies.

CHAPTER II

LITERATURE REVIEW

2.1 Writing Skills

Writing is one of the essential skills in English, alongside speaking, reading, and listening. This skill plays a significant role in helping individuals organize their ideas, express their thoughts clearly, and enhance their understanding of language structure. By developing writing skills, individuals not only enrich their vocabulary but also improve their overall communication abilities. According to Sain et al. (2025), writing becomes easier if someone has broad insight, which can be acquired through in-depth reading of various research articles and books. Kim (2025) stated that composing clear and well-structured written texts to convey a message according to a specific purpose and audience, is a challenging skill to master. Various theoretical models have explained the complex processes and skills involved in writing. The writing process includes generating ideas, translating them into language, transcribing them through handwriting or typing, reviewing and revising the text to maintain coherence. Additionally, effective writing requires a strong understanding of grammar, proper punctuation usage, as well as coherence and cohesion in the text to ensure that the message is conveyed clearly and effectively. A writer must also consider their audience, the purpose of the writing, and the context in which the text is used. This is important because these factors influence how information is presented, the choice of words, and the overall structure of the text, ensuring that the message is well received by the reader. According to Özçelik & Ekşi (2024), in linguistic studies, registers in

writing are commonly classified into three categories: formal, informal, and neutral. The formal register is typically used in professional contexts, such as when communicating with a boss, manager, or someone unfamiliar. Meanwhile, the informal register is more commonly used in social conversations, especially when writing to friends or well-known individuals. On the other hand, the neutral register is more appropriate for technical writing, which requires objectivity and impartiality. Langan (2010, p.10) explained that writing is a skill that can be learned just like driving, typing, or cooking. To develop writing skills, we must be realistic and realize that it does not come naturally. If someone thinks that writing is only about "natural talent," they might always find it difficult and feel like they're alone in the struggle. In reality, many others face the same challenges. They may seem relaxed when writing, but the truth is, they also need to learn and practice. To support this idea, Langan (2010, p.73) introduced four foundations for Editing Writing, a simple guide that can help writers create better paragraphs. The four foundations include unity, where each sentence should support the main idea conveyed in the topic sentence; irrelevant sentences should be removed. support, which emphasizes the use of specific and detailed evidence; coherence, which requires logical organization and the use of transitions to connect ideas smoothly; and sentence skill, which focuses on grammatical accuracy and clarity. By mastering these four elements, writers can develop effective and skilled writing through structured learning and consistent revision.

Table 2.1 Writing assessment adapted from Langan (2010, p.73)

Component	Maximum score	General indicator
Unity	1-25	Focus on one topic and do not deviate from it.
Support	1-25	There are examples, evidence, and specific reasons
Coherence	1-25	Smooth transitions between sentences/paragraphs
Sentence skills	1-25	Grammar, spelling, correct sentence structure
Total	100	

Table 2.2 Interpretation of writing score

Score	Grade	Interpretation
90–100	A	Excellent (the writing is very effective and strongly fulfills all four components)
89–70	B	Good (The writing is good)
69–51	C	Sufficient (the writing is decent)
50–40	D	Weak (the writing has many shortcomings, such as lacking support or coherence).

Based on the views of the experts above, it can be concluded that writing is a complex skill involving various processes, from generating ideas to composing a coherent text that aligns with the purpose and audience. This process requires a deep understanding of grammar, proper punctuation usage, and the principles of cohesion and coherence to ensure that the message is clearly received. Additionally, the importance of selecting the appropriate register. Whether formal, informal, or neutral also plays a significant role in the success of written

communication. Therefore, effective writing skills depend not only on technical abilities but also on an understanding of the audience, purpose, and context in which the text will be conveyed.

2.2 Grammarly as an AI-Based Writing Assistant

In the digital era, artificial intelligence (AI) is increasingly used and continues to evolve in various fields, including enhancing writing skills. One widely utilized technology is Grammarly, an AI-based writing assistant that helps many users edit and improve their writing. According to Raheem et al. (2023), in the digital era, as the need for clear and well-structured writing continues to grow, many individuals rely on reliable writing tools. Grammarly has become a leading AI-powered platform designed to transform the writing process. With smart technology and an easy-to-use interface, Grammarly helps improve grammar and writing style, making it suitable for the diverse needs of students, professionals, and writers from various backgrounds. Iriani et al. (2024) explained that Grammarly is a popular application that helps writers create texts with correct grammar and appropriate writing style. This application detects errors and provides suggestions for improvement, making the editing process easier and more efficient.

In today's digital era, the use of technology such as Grammarly has become a crucial form of support in helping students improve their writing skills. A relevant model to explain technology adoption in this context is the Technology Acceptance Model (TAM) developed by Davis & Granić (2024). TAM is a theory in the field of information systems that explains the process of acceptance and use of technology by individuals. This model aims to predict and understand the extent to

which a person is willing to accept and use technology based on their perception of its usefulness and ease of use. The Technology Acceptance Model includes five core components: Perceived Usefulness (PU), Perceived Ease of Use (PEoU), Attitude Toward Use (ATU), Behavioral Intention (BI), and Actual Use (AU).

2.2.1 Perceived Usefulness (PU)

Perceived Usefulness refers to the extent to which a person believes that using a system will improve their performance at work, and is a major factor in determining user acceptance of technology. In the context of learning or education, PU can be defined as the extent to which students or teachers believe that the use of a system. for example, a grammar checking application such as Grammarly, can help them write better, reduce errors, and save time in revising their writing.

2.2.2 Perceived Ease of Use (PEoU)

Perceived Ease of Use refers to belief that the system is easy to use without requiring much physical or mental effort, and also influences PU both directly and indirectly. In addition, PEoU can increase users' confidence in using technology, which ultimately strengthens their intention to adopt it sustainably. Conversely, if the technology is perceived as complicated or confusing, this can reduce perceptions of its usefulness, even if the system is theoretically very beneficial.

2.2.3 Attitude Toward Use (ATU)

Attitude Toward Use refers to the positive or negative attitude and feelings of users toward the use of a system in their work activities. This attitude reflects the extent to which users feel comfortable, interested, satisfied, or helped by the system. Attitude is formed from previous user experiences, perceptions of ease of use

(Perceived Ease of Use), and perceptions of the benefits (Perceived Usefulness) of the system. A positive attitude toward system use will influence users to have a greater intention to use the system in the future. This forms the basis for Behavioral Intention (BI), which is the intention or tendency of an individual to continue using the system in their work activities or learning.

2.2.4 Behavioral Intention

Behavioral Intention plays an important role in predicting whether the system will actually be used or not. In the use of applications such as Grammarly, BI describes the extent to which students or other users intend to use Grammarly in their future writing activities. For example, if someone feels that Grammarly helps improve grammar, enhances writing quality, and is easy to use, then that person is likely to have a strong intention to continue using Grammarly regularly.

2.2.5 Actual Use (AU)

The final stage of this model is Actual Use (AU), which refers to the extent to which someone actually uses the system in their daily work. AU does not simply mean that someone has tried the system once or twice, but rather whether the system is used routinely, repeatedly, and over a sufficiently long period of time. Therefore, if users have a positive opinion of the Grammarly application, they will tend to apply it more often in their daily life and users are likely to consistently adopt this technology to improve their English writing abilities.

Based on the above description, the researcher concludes that the Technology Acceptance Model (TAM) will be used as the basis for categorizing and analyzing students' views on the use of the Grammarly application in English writing. This

approach will be used to explore and understand students' subjective experiences while using Grammarly. Meanwhile, the main components of TAM, there are Perceived Ease of Use (PEU), Perceived Usefulness (PU), Attitude Toward Use (ATU), Behavioral Intention (BI), and Actual Use (AU), will be used to evaluate the extent to which this technology is adopted and used in practice. By integrating these approaches, the study aims to provide a comprehensive overview of students' perceptions of Grammarly as a tool to assist in the academic writing process.

2.2.6 Features of Grammarly

In supporting students' writing skills, Grammarly provides a variety of tools that assist users in improving their work. According to Javier (2022), Grammarly offers multiple features, including:

1. Correctness refers to aspects that include grammar, spelling, punctuation, consistency in writing style, and overall fluency. An example of a Correctness feature can be seen in Figure 2.1

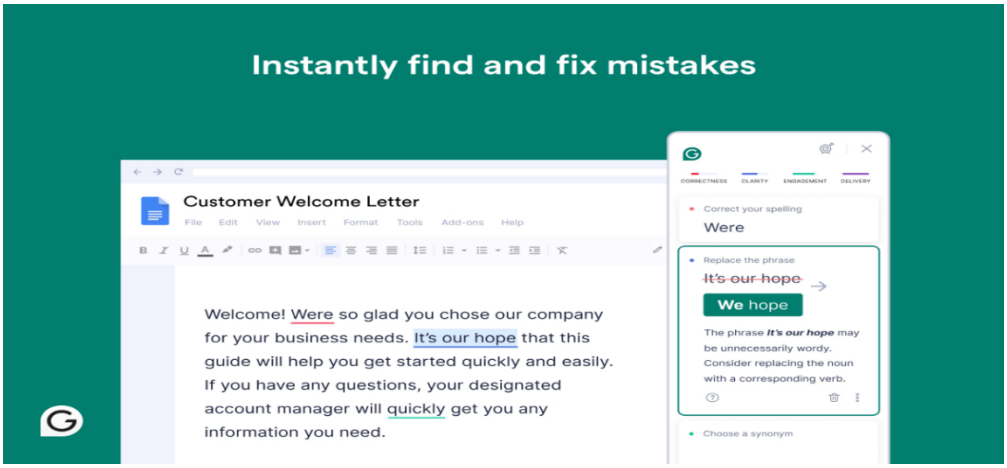


Figure 2.1 Correctness feature in Grammarly

Based on Figure 2.1, Grammarly helps ensure correctness in writing by checking grammar, spelling, and punctuation errors. It also maintains consistency in spelling and punctuation throughout the text. Additionally, it improves fluency by suggesting modifications that make sentences smoother and more natural to read. These features help writers produce error-free and polished content.

2. Clarity refers to aspects that focus on conciseness, sentence refinements for better understanding, and proper formatting. An example of a Clarity feature can be seen in Figure 2.2

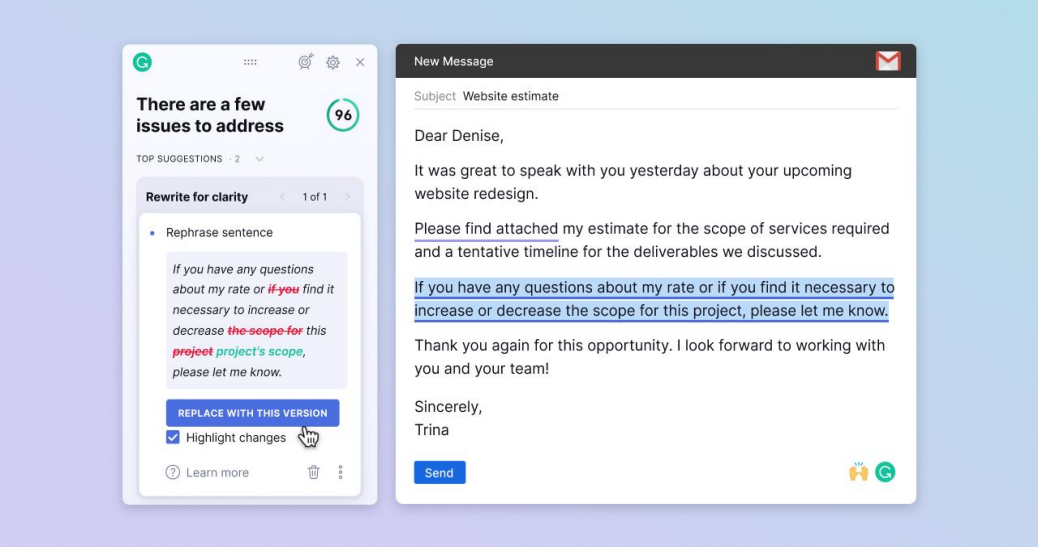


Figure 2.2 Clarity feature in Grammarly

Based on Figure 2.2, Clarity in writing is essential for effective communication. Grammarly enhances clarity by suggesting concise wording, refining sentences for better readability, and improving formatting. These adjustments help make the text more straightforward and easier to understand, ensuring that the message is conveyed effectively.

3. Engagement refers to aspects that enhance vocabulary choice and sentence variation to create a more dynamic text. An example of an Engagement feature can be seen in Figure 2.3

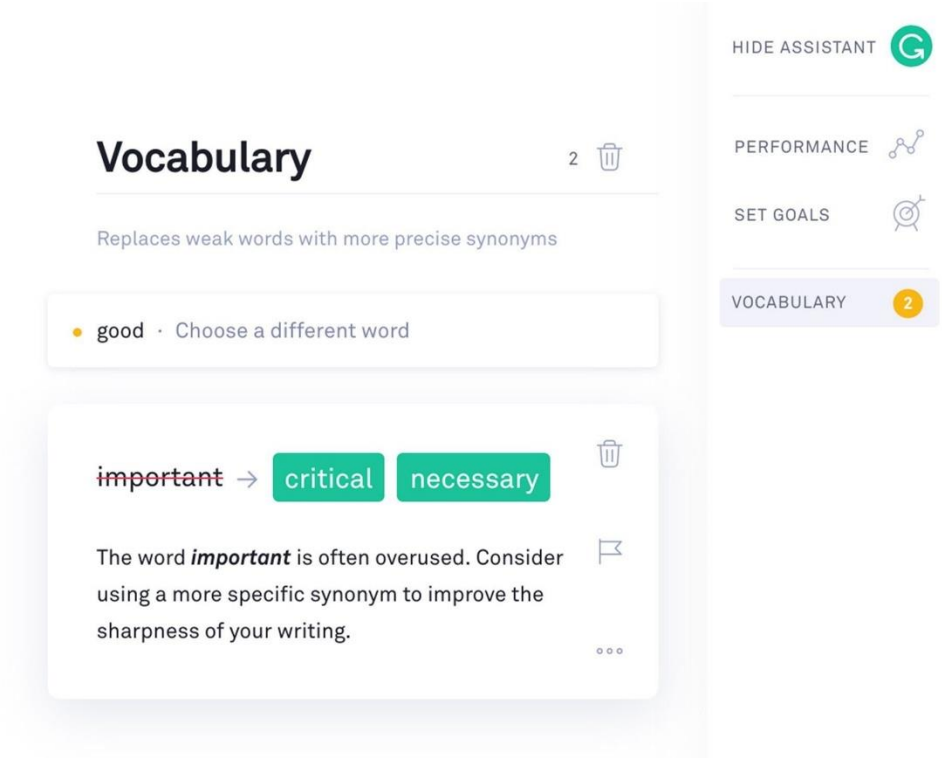


Figure 2.3 Engagement feature in Grammarly

Based on Figure 2.3, A compelling piece of writing keeps readers interested. Grammarly improves engagement by enhancing vocabulary choice and adding sentence variety. It suggests alternative words and phrases to make the text more dynamic and lively, preventing monotony and making the content more appealing to readers.

4. Delivery refers to aspects that include assessing tone, confidence, politeness, formality, and inclusivity. An example of the Delivery feature can be seen in Figure 2.4

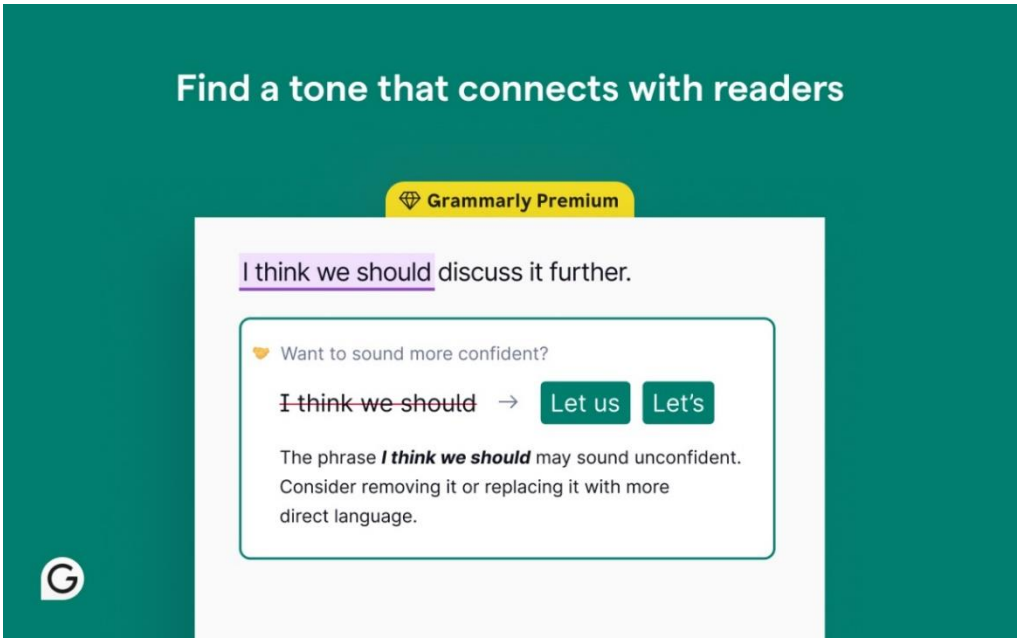


Figure 2.4 Delivery feature in Grammarly

Based on Figure 2.4, The way a message is conveyed is just as important as its content. Grammarly assesses the tone of the text, ensuring it aligns with the writer's intent. It helps refine confidence, politeness, formality, and inclusivity, allowing the text to be appropriate for different audiences and contexts. These features make writing more effective and suitable for various purposes.

5. Plagiarism detection refers to aspects that include ensuring originality by comparing content against a database of 16 billion web pages. An example of a plagiarism detection feature can be seen in Figure 2.5

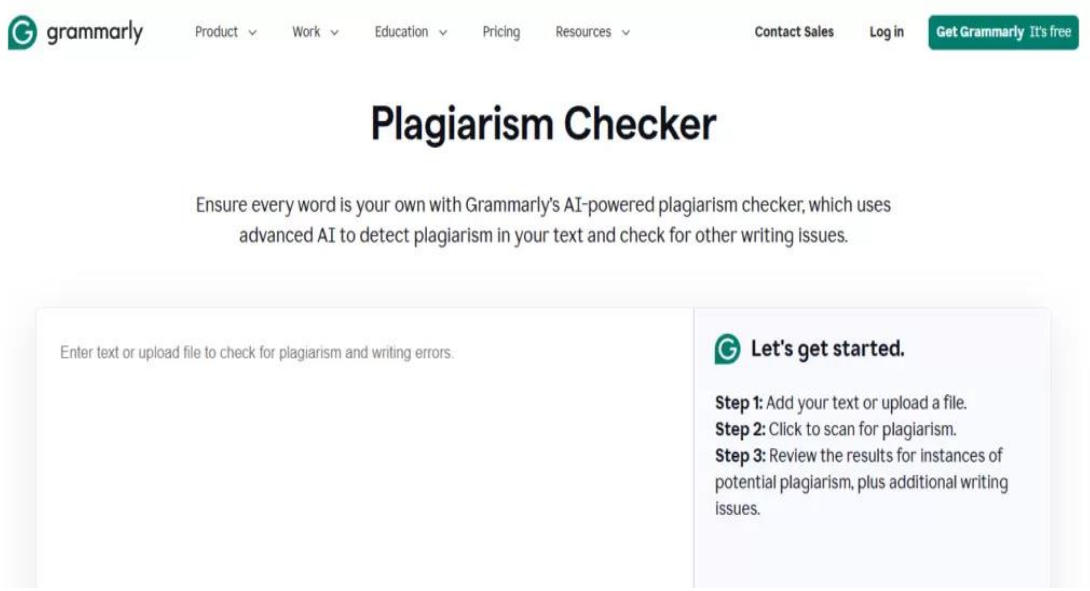


Figure 2.5 Plagiarism detection feature in Grammarly

Based on Figure 2.5, Originality is crucial in academic and professional writing. Grammarly's plagiarism detection feature ensures that the content is unique by comparing it against a vast database of 16 billion web pages. This tool helps writers maintain integrity in their work by identifying potential instances of copied text and providing suggestions for proper citation.

In conclusion, Grammarly offers comprehensive features that support various aspects of writing, such as correctness, clarity, engagement, delivery, and originality. By providing clear suggestions and improvements, Grammarly is an effective tool for students to improve the quality of their English writing. Grammarly is a user-friendly interface and powerful functions make it a useful tool for producing polished, clear, and engaging writing in various situations.

2.2.7 Benefits of Grammarly Application

There are several benefits to using the Grammarly application in the English writing process. Rejeki (2023) states various technological media are available for students to support their learning, especially in the writing process. One of the widely used applications in writing is Grammarly, which is becoming increasingly popular among students. According to the research conducted by Hidayah & Irawati (2024), students perceive Grammarly as a useful tool for improving their essay-writing skills. In addition to helping correct grammatical errors, it also serves as a learning resource that enhances students' understanding of English grammar. Therefore, incorporating Grammarly into the essay writing curriculum can provide significant benefits for English students by offering an accessible and effective tool to enhance their writing abilities.

2.2.8 Limitations of Grammarly

As one of the AI-powered writing assistance tools, Grammarly has helped many users improve the quality of their writing with features such as grammar and spelling checks, clarity enhancements, and even plagiarism detection. However, despite its many advantages, Grammarly is not a perfect tool. Like any other technology, it has limitations that users need to be aware of. Understanding these limitations is essential so that users do not rely entirely on the application but continue to develop their writing skills independently. Although Grammarly is highly beneficial in improving writing skills, its effectiveness is still hindered by challenges such as reliance on a stable internet connection and the possibility of inaccurate AI-generated feedback. Therefore, it is essential to address these issues

to optimize Grammarly's use and enhance students' writing experiences (Kieu & An, 2025). Moreover, Dewi (2022) states in her research that although most students have a positive perception of using Grammarly in English as a foreign language (EFL) writing classes, especially the free version, students are also aware of some limitations. Grammarly helps students check for errors in grammar, punctuation, spelling, and word choice, thereby supporting them in minimizing errors and improving their vocabulary and writing skills. However, some students feel that the free version of Grammarly has limited features because it does not provide access to more advanced tools like those in the premium version. Additionally, students consider the premium version too expensive and highlight that Grammarly cannot be used offline, which limits its accessibility. Therefore, despite its limitations, the free version of Grammarly can still help meet basic writing needs. However, for users requiring more comprehensive features and optimal writing support, the premium version may be a more suitable choice.

2.3 Review of Relevant Studies

The use of artificial intelligence (AI) in language learning has become an intriguing area of research, especially in enhancing writing skills. Grammarly, as a popular AI-driven writing tool, has been extensively studied for its ability to improve grammar, sentence structure, and overall writing clarity. Researchers have explored its impact on writing proficiency, highlighting both its benefits and limitations. The following are reviews of relevant studies on Grammarly’s role in developing English writing skills.

The first relevant study was conducted by Sanosi (2022) under the title *"The impact of automated written corrective feedback on EFL learners' academic writing Accuracy."* This study aims to investigate the impact of Automated Written Corrective Feedback (AWCF), particularly through the Grammarly application, on the academic writing accuracy of EFL students. The research employed an experimental design with a pre-test and post-test format. A total of 64 third-year female college students from the Department of English Language and Literature at Prince Sattam bin Abdulaziz University, Saudi Arabia, participated in this study. The participants were divided into two groups, control and experimental based on the university's automatic registration system. Data collection was carried out through written tests consisting of a pre-test and a post-test, designed to evaluate five types of grammatical errors: article usage, subject-verb agreement, verb tense, word choice, and singular/plural form. The research instruments included writing tasks and the use of the Grammarly application for the experimental group. To analyze the data, the researcher employed an independent samples t-test using SPSS software, comparing mean scores, standard deviations, and significance levels between the two groups. The results indicated a significant improvement in writing accuracy among the group that used Grammarly over a period of 14 weeks, particularly in reducing article usage errors and subject-verb agreement issues. However, there was no notable improvement in verb tense and word choice errors. These findings suggest that Grammarly is relatively effective in addressing certain types of grammatical errors but is less effective in dealing with errors related to meaning or context. Therefore, while AWCF via Grammarly can be a helpful tool,

its effectiveness varies depending on the error type, and teacher guidance remains essential to complement the feedback provided by such tools.

The second relevant study was conducted by Faisal & Carabella (2023) under the title *"Students' Perception on the Use of Grammarly Application in Academic Writing."* This study aims to explore students' perceptions of using the Grammarly application in academic writing, particularly in improving their English writing skills. This study employed a survey method involving 30 English department students from Universitas Pasir Pengaraian as participants. Data were collected through a Likert-scale questionnaire distributed to the respondents. The data were then analyzed using descriptive statistical analysis by calculating percentages to represent students' responses. The findings revealed that most students held positive perceptions of Grammarly. They believed that the application was helpful in checking grammar, sentence structure, and overall improving the quality of their academic writing. Grammarly was perceived as an effective and user-friendly tool that supported their writing process.

The third relevant study was conducted by Komara & Putra (2024) under the title *"Students' Perception of Using Grammarly Website to Support Their English Writing Skill."* This study aims to reveal university students' perceptions of the Grammarly website as a tool for improving their English writing skills. This study employed a quantitative method with a descriptive survey design, using a close-ended online questionnaire as the primary data collection instrument. The participants consisted of 100 university students from the Jabodetabek area (Jakarta, Bogor, Depok, Tangerang, and Bekasi) in Indonesia, studying English at various

institutions. The instrument consisted of 20 items, using a five-point Likert scale (from Strongly Disagree to Strongly Agree), and the questionnaire was adapted from previous relevant studies. The data were collected over one month (15 November–15 December 2023) and analyzed using SPSS Version 25, with Cronbach's Alpha value of 0.939, indicating high reliability. The data analysis showed that students gave predominantly positive responses, especially in three key areas: easiness of use, motivation and satisfaction, and writing competence. Specifically, students agreed that Grammarly was easy to use, helped them write more accurately, corrected grammar, spelling, and punctuation, and provided understandable feedback. In the aspect of writing competence, Grammarly was perceived as effective in helping them produce better English texts efficiently. The highest mean scores were found in items related to grammar correction and helpful suggestions. In conclusion, the findings revealed that Grammarly was widely accepted by students as a valuable writing tool, offering ease of access, efficiency, and practical support in English writing. However, the authors emphasized that it should be used as a supporting tool rather than a full replacement for human guidance in writing instruction.

The fourth relevant study was conducted by Santos et al. (2024) under the title *"Determining the Effectiveness of the Virtual Grammar Assistant Grammarly on Improving Writing Skills."* This study aims to determine the effectiveness of using Grammarly in improving students' writing skills, particularly in terms of grammar and text structure. This research employed a quantitative method using a quasi-experimental approach with a pre-test and post-test control group design. The

participants were third-year students from the English Education Department at a university in the Philippines, divided into two groups: the experimental group, which used Grammarly, and the control group, which did not. Data were collected through writing tests assessed based on five criteria: grammar, vocabulary, mechanics, fluency, and form. Grammarly was used as a learning tool in the experimental group. Data analysis was conducted using descriptive and inferential statistics, including paired sample t-tests and independent sample t-tests to compare the pre-test and post-test results between the two groups. The findings showed a significant improvement in students' writing skills in the experimental group, particularly in reducing grammatical errors and improving text structure. Therefore, the study concluded that Grammarly is an effective tool for helping students enhance their writing performance.

The fifth relevant study was conducted by Tran (2024) under the title "*The Use of Grammarly Application in Writing a Graduation Project among Senior Students Majoring in English Language at Nam Can Tho University."* This study aims to examine how senior English majors utilize the Grammarly application during their graduation project writing and the reasons behind their usage. The study employed a quantitative descriptive design using a questionnaire distributed to 50 fourth-year students from the Faculty of Foreign Languages at Nam Can Tho University in Vietnam. The research instrument consisted of three sections: (1) demographic data, (2) the ways Grammarly was used, and (3) reasons for its use. These sections contained 18 items in total, measured using a five-point Likert scale. The data analysis revealed that the majority of students used the free version of Grammarly

(88%) and primarily relied on it for checking grammar, spelling, and punctuation. Other commonly used features included sentence structure improvement, vocabulary enhancement, tone adjustment, and plagiarism detection. Meanwhile, plagiarism detection and draft storage were among the least used functions. Regarding the reasons for using Grammarly, students highlighted its cross-platform compatibility, ease of use, and its effectiveness in reducing grammatical errors as major advantages. They also appreciated the clear explanations of errors and the confidence boost Grammarly provided before submitting their work. Additionally, Grammarly's ability to save drafts automatically and reduce reliance on instructor feedback cycles were considered helpful. In conclusion, the findings indicate that Grammarly is seen as a valuable tool to assist EFL students in improving the quality and efficiency of their academic writing, particularly in graduation projects. However, it is most effective when used as a supplementary resource, not a replacement for teacher guidance and human evaluation.

The sixth relevant study was conducted by Khonirin & Roslaini (2024) under the title *"EFL Students' Perceptions Towards the Use of Grammarly Application in Learning Writing Skills.*" This study aims to explore the perceptions of EFL (English as a Foreign Language) students toward the use of the Grammarly application in improving their writing skills. The study aimed to understand the students' views on the application's effectiveness, usability, and its impact on their language competence. A quantitative method was used with a survey design. The participants were 120 students from the University of Muhammadiyah Prof. Dr. Hamka Jakarta. Data were collected using a closed-ended questionnaire consisting

of 20 items delivered via Google Forms. For data analysis, the researchers used a 5-point Likert scale, with descriptive and inferential statistics processed through Microsoft Excel. The instrument used in this study was a structured questionnaire designed to measure students' opinions on Grammarly's features, accuracy, usefulness, and drawbacks. The findings revealed that most students perceived Grammarly as a helpful tool that increased their confidence and improved their writing skills. However, they also noted some limitations, such as over-reliance on the app, occasional irrelevant suggestions, and its limited contextual understanding. Despite these concerns, the majority still viewed Grammarly as a valuable supplement to traditional teacher feedback in writing instruction.

There are several similarities and differences between previous studies and the current research. The similarity lies in the use of a quantitative research approach. Like earlier studies, this research involves students as participants to assess the perception of Grammarly in English writing. The differences, however, can be seen in the research design and data collection techniques. While previous studies mostly used a single instrument, this study combines two instruments: a closed-ended online questionnaire and a written test, to obtain more accurate insights into students' perceptions after using Grammarly in writing tasks.

The current research aims to survey students' perception of Grammarly's role in English writing skills at a private university. The novelty of this research not only explores students' perceptions of Grammarly but also investigates the correlation between those perceptions and their actual writing performance, offering a dual perspective on user experience and learning outcomes in English writing.

2.4 Theoretical Framework

The following is a figure of the theoretical framework of this research:

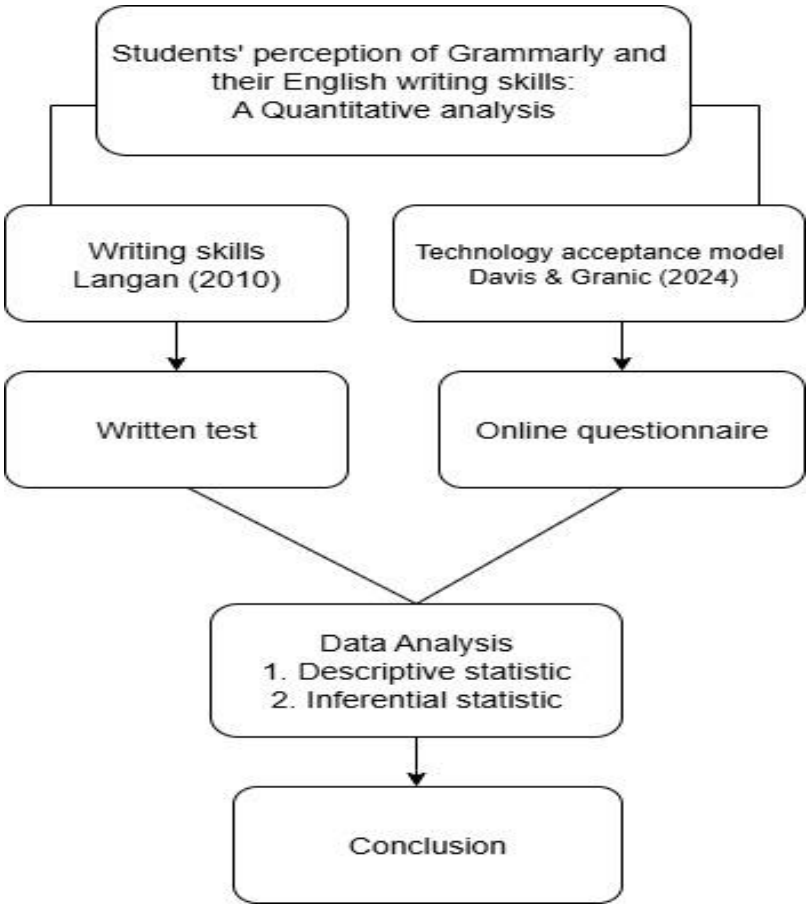


Figure 2.6 Theoretical Framework

Based on Figure 2.6, this study aimed to examine students' perceptions of Grammarly and their English writing skills: A quantitative analysis at a private university. This study refers to the Technology Acceptance Model (TAM) framework developed by Davis & Granic (2024). Additionally, the aspect of students' writing skills refers to the theory proposed by Langan (2010), while students' perceptions of Grammarly usage refer to the TAM developed by Davis & Granic (2024). The main aspects of the Technology Acceptance Model (TAM)

include: Perceived Usefulness (PU), Perceived Ease of Use (PEoU), Attitude Toward Use (ATU), Behavioral Intent to Use (BI), and Actual Use (AU). This study employed a quantitative approach using a survey method. The instruments used include written tests and online questionnaires distributed to students. The collected data were analyzed using descriptive and inferential statistical analysis to uncover general patterns and relationships between students' perceptions of Grammarly and their writing skills when using the Grammarly application.

The conclusion of this study is to determine the extent to which Grammarly contributes to improving students' writing skills and to provide recommendations for teachers or educational institutions on integrating Grammarly into the writing learning process.

2.5 Hypothesis of the Study

In quantitative research, hypotheses play an important role in proposing temporary assumptions related to the formulation of research problems. These hypotheses may focus on a single variable or involve two or more variables, depending on the nature of the research being conducted. According to Sugiyono (2013, p. 64), a hypothesis is a preliminary assumption regarding the research problem that has been formulated in the form of a question. It is referred to as a preliminary assumption because the proposed answer is still based on relevant theories and has not yet been supported by empirical data obtained through data collection. This hypothesis is based on the assumption that there is an influence and relationship between the use of Grammarly in English writing skills, particularly in the context of students at a private university. Therefore, it is hoped that students

will understand the role of Grammarly in their writing skills. To test the validity of this hypothesis, this study was conducted using a survey research method. The following is the hypothesis formulation for this study:

H_1 = there is correlation between Perceived Usefulness of Grammarly and students' writing skills

H_2 = there is correlation between Perceived Ease of Use of Grammarly and students' writing skills

H_3 = there is correlation between Attitude Toward Use of Grammarly and students' writing skills

H_4 = there is correlation between Behavioural intention of Grammarly and students' writing skills

H_5 = there is correlation between Actual Use of Grammarly and students' writing skills

H_0 = there is no correlation between students' perception of Grammarly and students' writing skills.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

In this study, the researcher used a quantitative research method with a correlational study. According to Creswell & Creswell (2023, p.39), quantitative research is an approach used to objectively examine theories by analyzing the relationships between variables or comparing groups. These variables are measured using specific instruments, resulting in numerical data that can be analyzed through statistical techniques. Accordingly, Sugiyono (2013, p.7) also emphasizes that quantitative methods are commonly referred to as the traditional approach because this type of research has long been used and has become part of scientific tradition. In addition, quantitative research is also known as the positivistic method because it is based on the philosophy of positivism, which emphasizes that knowledge is obtained through observation and measurements that can be verified. This method is also considered scientific because it meets principles such as being concrete, empirical, objective, measurable, rational, and systematic. Quantitative methods also involve data collected in numerical form and analyzed using statistical techniques.

3.2 Population and Sample

In conducting research, it is important to clearly define the population and sample to ensure the accuracy and relevance of the findings. Population refers to the entire group of individuals or objects that are the focus of the research, while a

sample is a subset of the population selected for observation and data collection. Therefore, careful selection of the population and sample is necessary to support the achievement of the research objectives.

3.2.1 Population

In research, it is crucial to identify and define the population, as this determines the sampling process and data gathering. According to Creswell (2015, p.140), a population is defined as a group of individuals who share common characteristics. For instance, all teachers may constitute the teacher population, while all secondary school administrators within a specific school district represent the administrator population. These examples illustrate that populations can vary in size, encompassing both small and large groups. The target population of this study included students of the English language education study program at a Private University in Indonesia, consisting of 17 first-year students, 23 second-year students, 18 third-year students, and 16 fourth-year students. The total population in this study is 74 students. All students from four different cohorts who had used the Grammarly application in their English writing activities, thus making them relevant participants for this study.

3.2.2 Sampling

In research, a sample is a very important element because it represents a portion of the total number and characteristics possessed by the population. Therefore, the sample becomes the part that can be observed and analyzed to describe the overall condition of the population. Sugiyono (2013, p. 81) stated that a sample is a part of the total number and characteristics possessed by a population.

This study involved a total of 74 students from the English Education Study Program at a Private University in Indonesia. The researcher used a total sampling technique, also known as a census, because the population was relatively small and could be examined in full. According to Sugiyono (2017, p. 85), total sampling is a sampling technique in which all members of the population are used as the sample. This technique is typically applied when the population size is relatively small, allowing all members to be used as data sources. In this study, all 74 students from the first, second, third, and fourth years were involved as respondents, including the entire population as the sample aims to obtain more accurate data and minimize the risk of generalization errors in this research.

3.3 Data Collection Technique

Data collection techniques play a crucial role in obtaining valid and accountable research results. The collected data serve as the foundation for drawing research conclusions. The more accurate the data, the better the quality of the research outcomes. According to Sugiyono (2013, p.224), data collection is a crucial stage in research, as the core objective of any study is to obtain data. If the researcher does not understand the appropriate methods or techniques for collecting data, the data gathered is likely to fall short of the required standards. In this study, data were collected through a written test and an online questionnaire distributed via Google Forms. This research employs a quantitative design.

3.3.1 Writing Test

In this study, the researcher used a writing test to assess students' writing skills by asking them to compose a short recount text. This genre was chosen because it

is already familiar to students and provides a clear way to observe their ability to organize ideas chronologically, apply correct grammar, and use appropriate vocabulary. Students were instructed to draft their texts and then check them using the Grammarly application. This process ensured that every piece of writing went through the same evaluation standard. Grammarly provided detailed feedback on grammar, punctuation, spelling, and sentence structure, which helped the researcher identify common strengths and weaknesses in students' writing.

After reviewing their texts with Grammarly, students were required to submit the final version of their work through Google Drive. The submission was collected each semester, allowing the researcher to evaluate students' writing progress over time. All writing samples were then assessed using an adapted scoring rubric from Langan (2010), which focuses on four key aspects: unity, support, coherence, and sentence skills. By applying this rubric, the assessment became more structured and provided a comprehensive overview of the quality of students' writing. (See, table 2.1 & 2.2)

3.3.2 Online Questionnaire

The researcher also uses a questionnaire to measure students' perceptions of Grammarly's role in English writing skills. The questionnaire was designed in a close-ended question format and distributed to respondents via the Google Forms platform. According to Bhushan et al. (2022), the questionnaire method is regarded as the core of survey operations. A questionnaire is a set of questions designed to gather information on specific topics. It is a method of collecting responses by having the respondents complete a form themselves. Molina-Cabello et al. (2025)

supported that Closed-ended questions are those that have a limited set of answer choices that the respondent must select from. Although this type of question, commonly used in questionnaires, may limit how respondents can answer and influence the results, it allows for easier and more quantitative data analysis.

The online questionnaire was created and distributed using Google Forms, allowing students to easily access and complete it through their phones or laptops. The form consisted of multiple-choice items and a Likert scale (ranging from "Strongly Disagree" to "Strongly Agree"), so students only needed to select the option that best reflected their opinion. To ensure that no important questions were left unanswered, some items were set as mandatory. The questionnaire link was shared via WhatsApp, enabling students to fill it out quickly and conveniently. This method saved time, reduced paper use, and allowed the researcher to collect all responses automatically in one place. Once the data were gathered in Google Forms, the researcher downloaded the results in Excel format and then analyzed all responses using SPSS version 30.

3.3.2 Validity

Validity is a crucial aspect in determining the quality of a research instrument, particularly in quantitative research. According to Creswell & Guetterman (2019, p. 158), validity refers to the process of gathering convincing evidence to ensure that the interpretation of test results based on scores reflecting the intended construct or concept measured by the test is appropriate for its intended use.

In this study, the questionnaire was designed using a Likert scale, which is commonly used to measure attitudes, perceptions, and opinions by asking

respondents to indicate their level of agreement with various statements. Moreover, Creswell & Creswell (2023, p.79) emphasized that there are two main types of measurement scales: categorical and continuous. Categorical scales include nominal and ordinal types. Nominal scales show categories without any order, like education level: none, bachelor's, or graduate. Ordinal scales show categories with a clear order, such as how much help someone got from an adviser: not at all, some, or a lot. Continuous scales include interval and ratio types, which use numbers, for example, a scale from 1 to 5, going from strongly disagree to strongly agree. These scales help researchers measure people's opinions in more detail.

The validity of these two instruments was tested using the Pearson Product-Moment formula, as it is suitable for interval data and for determining the relationship between item scores and total scores. The formula used is as follows:

$$\boldsymbol{r}_{\boldsymbol{count}} \frac{\boldsymbol{n}(\boldsymbol{\Sigma}\, \boldsymbol{XY} - (\boldsymbol{\Sigma X})\ (\boldsymbol{\Sigma Y})}{\sqrt{(\boldsymbol{n}\ \boldsymbol{\Sigma X^2} - (\boldsymbol{\Sigma X})^2)(\boldsymbol{n}\ \boldsymbol{\Sigma Y^2} - (\boldsymbol{\Sigma Y})^2)}}$$

r_{count} = Correlation coefficient

n = Many respondents

X = Independent variable

Y = Dependent variable

Through this scale, respondents were asked to provide their answers by selecting a number from 1 to 5, indicating the extent to which they agree or disagree with the given statement. Once the questionnaire was completed, the next step is the scoring process, in which each selected number is assigned a weighted value based on the Likert scale used.

Table 3.1 Likert Scale by Creswell & Creswell (2023, p.80)

Strongly Agree	5
Agree	4
Undecided	3
Disagree	2
Strongly Disagree	1

In academic discourse, it is widely acknowledged that validity is essential for ensuring the accuracy and credibility of research findings.

3.3.3 Reliability

In a research study, the success of data collection is largely determined by the quality of the instrument used. One of the key indicators to assess this quality is reliability, which reflects the consistency and stability of an instrument's measurement results. Thus, reliability testing becomes a crucial step in ensuring the accuracy and trustworthiness of the collected data. According to Ghanad (2023), reliability is defined as the extent to which a method consistently measures a particular concept. When the same procedure repeatedly produces similar results, it is considered reliable. More specifically, reliability refers to the stability of the scores obtained from each item in the questionnaire. Meanwhile, reliability testing essentially aims to assess the extent to which the measurement scales in the research instrument can produce accurate and consistent data. Based on this understanding

of reliability, the reliability of the instruments used in this study was tested using Cronbach's Alpha. The formula used is as follows:

$$r_{kk} = \left[\frac{k}{k-1}\right]\left[1 - \frac{\Sigma {s_b}^2}{{s_t}^2}\right]$$

Information:

r_{kk} = instrument reliability

K = number of survey items

$\Sigma {s_b}^2$ = item variance

${S_I}^2$ = total variance

One commonly used method to assess the reliability of a measurement instrument is Cronbach's Alpha. According to George & Mallery (2024, p.252), cronbach's alpha is a measure of internal consistency, which is the extent to which all items in an instrument measure the same thing. Alpha values are in the same range as the Pearson correlation coefficient r, generally between 0 and 1. Although negative values may appear, this indicates that there are items that measure the opposite compared to other items. The closer the value is to 1.00, the higher the internal consistency of the items in the instrument being assessed. Thus, calculating and interpreting the Cronbach's alpha value is essential to ensure that research instruments produce valid and trustworthy data. The rating scale instruments developed by Fisher (2007) are grounded in Rasch's theory and reflect his broad experience in applying Rasch's analysis in various settings.

Table 3.2 Rating scale by Fisher (2007)

Person and Item Measurement Reliability	
Poor	<67
Fair	67-.80
Good	81-.90
Very Good	91-.94
Excellent	>94

3.4 Data Analysis Technique

The analysis was carried out using descriptive statistical techniques to interpret the findings accurately. According to Creswell & Creswell (2023, p.201), a method plan is systematically designed to explain the stages involved in processing and analyzing quantitative data. The data in this study were analyzed using descriptive statistical techniques to provide a clear picture of students' writing performance and their perceptions of Grammarly. The raw scores from the written test and responses from the questionnaire were entered into Microsoft Excel and SPSS 30 for processing. For the written test, descriptive statistics such as the mean, median, mode, minimum, maximum, and standard deviation were calculated to show the overall distribution of students' writing ability. Meanwhile, for the questionnaire, the frequency and percentage of responses on the Likert scale were computed to identify patterns in students' perceptions, including the level of agreement or

disagreement with each statement. The results of both instruments were then presented in the form of tables and charts to make them easier to interpret. Through this process, the study was able to provide a straightforward and objective overview of students' writing achievements as well as their attitudes toward the use of Grammarly in supporting their English writing skills.

3.4.1 Descriptive Statistic

This study used descriptive statistical analysis because this method is suitable for systematically illustrating and presenting data. Descriptive statistics help summarize data in the form of tables, graphs, and measures of central tendency such as the mean, median, and mode, making it easier to analyze the overall characteristics of the survey data. Creswell & Creswell (2023, p. 217) stated that descriptive statistics that are often presented in a study include frequency data (such as the number of male and female participants), as well as mean and standard deviation values (for example, the average age of participants, the ethnic distribution in the sample, or the mean and standard deviation of the main outcome under study in each group). As a result, this analysis plays an important role in providing a clear and objective overview of the data being analyzed.

Descriptive statistical analysis was used to summarize and interpret the data collected from both the written test and the questionnaire. In the written test, students' scores were processed to obtain the mean, median, mode, minimum, maximum, and standard deviation, which provided an overview of their overall writing performance. For the questionnaire, the responses from the Likert scale were calculated in terms of frequency and percentage to show the distribution of

students' perceptions toward Grammarly. The results were then organized into tables and figures to clearly illustrate the findings and make them easier to understand. In analyzing research data, a descriptive statistical approach was used, involving the following elements:

a) Average data score (mean)

$$Mean = \frac{amount\ of\ data}{lots\ of\ data}$$

b) Middle Value (Median)

Me= $Bb + p(\frac{\frac{1}{2}n-f}{fk})$

Information :

Me = Median

Bb = class boundaries

p = median class length

n = sample size

f = Cumulative frequency of the class below

fk = Absolute frequency of class median

c) Frequently occurring value (Mode)

Mo = $Bb + p\ (\frac{b1}{b+b2})$

Information :

Mo = Mode

Bb = Lower limit of the mode class

P = Difference in frequency of the mode class

b1 = Difference in frequency of the mode class and the frequency of a class below the mode

b2 = Difference in frequency of the mode class and the frequency of a class above the mode

d) Standard deviation

SD = SD = $\sqrt{G^2}$

Information :

SD = Standard deviation

$\sqrt{G^2}$ = Roots of sample variation

3.4.2 Inferential Statistic

In the next stage, after the data has been collected and analyzed descriptively, the next step is to perform inferential analysis. This analysis aims to draw conclusions from the sample data about the population. According to Sugiyono (2017, p.148), Inferential statistics, also known as inductive statistics or probability statistics, is a statistical method used to analyze data from samples and apply the results to populations. Inferential statistical formulas include the following:

a. Normality Test (Liliefors Test)

This test aims to determine whether the sample is normally distributed or not, as well as to verify the validity of the sample. In this case, the normality test used is the Liliefors test using the formula:

La = f (Zi) – S (Zi)

Information :

La = Highest absolute price

F (Zi) = Standard number opportunity

S (Zi) = Standard number proposition

b. Hypothesis testing Non-Parametric Test: Spearman Correlation

Spearman's Rank Correlation is a non-parametric test used to measure the strength of the relationship between two variables based on their ranks rather than the original values. This test is appropriate when:

The data are measured on an ordinal scale, or the data are on an interval/ratio scale but do not follow a normal distribution; thus, Pearson correlation cannot be applied.

In this case, the Non-Parametric Test used is the Spearman Rank Correlation, which is calculated using the following formula:

$$T_s = 1 - \frac{6\Sigma\, d_i^2}{n(n^2 - 1)}$$

Information:

T_s = Spearmen correlation coefficient
d_i = Difference between the ranks of variables X and Y
n = number of paired observations

Table 3.3 Correlation Coefficient Interpretation

Coefficient Interval	Correlation
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Medium
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

4.1 Research Findings

This chapter presents the findings and discussion of the research results obtained from the online questionnaire and writing test conducted among 74 university students. The findings are described through descriptive statistical analysis to provide an overview of students' perceptions of Grammarly and their English writing skills. In addition, the study conducted a correlation analysis using Spearman's rho in SPSS version 30 to examine the relationships among the constructs and determine whether there is a significant relationship between students' perceptions of Grammarly covering Perceived Ease of Use (PEoU), Perceived Usefulness (PU), Attitude Toward Use (ATU), Behavioral Intention (BI), and Actual Use (AU) and their writing performance. The following sections present the detailed results of the descriptive analysis, followed by the inferential statistical analysis, and the discussion of the findings in relation to the research questions.

4.1.1 Descriptive Statistics

1) Writing skills

The descriptive results of students' writing skills are summarized in table 4.1. Based on the descriptive analysis, data on Writing skills were obtained from 74 students who used Grammarly, with no missing data reported. The average score of students' writing skill was 88.22, indicating that the use of Grammarly contributed positively to relatively high achievement. The median score was 94.00, and the

most frequent score (mode) was 98, suggesting that the majority of students achieved very good results.

Table 4.1 Descriptive Statistic of Writing Skills

N	Valid	74
	Missing	0
Mean		88,22
Median		94,00
Mode		98
Std. Deviation		13,902
Minimum		45
Maximum		98
Sum		6528

The standard deviation was 13.902, showing a considerable variation in students' scores. The lowest score was 45, while the highest score reached 98. This implies that although most students attained good to excellent scores in writing skill with the help of Grammarly, a small portion of students still obtained lower scores, which affected the overall average. In total, the sum of Writing Skill scores from all respondents was 6528.

Based on the frequency distribution of writing skill scores from 74 students who used Grammarly, the scores ranged from 45 to 98. Most students achieved scores in the excellent category (90–100), with 98 being the most frequent score (18.9%), followed by 94 (12.2%), as well as 95 and 97 (9.5% each). Overall, 75.7% of students fell into the excellent category, while 6.8% were in the good category (70–89), 13.5% in the sufficient category (51–69), and only 4% in the weak category (40–50).

Table 4.2 Frequency of Writing Skill

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	1,4	1,4	1,4
	52	1	1,4	1,4	2,7
	54	1	1,4	1,4	4,1
	60	5	6,8	6,8	10,8
	61	1	1,4	1,4	12,2
	64	2	2,7	2,7	14,9
	66	1	1,4	1,4	16,2
	69	1	1,4	1,4	17,6
	81	1	1,4	1,4	18,9
	85	1	1,4	1,4	20,3
	89	3	4,1	4,1	24,3
	90	3	4,1	4,1	28,4
	91	5	6,8	6,8	35,1
	92	2	2,7	2,7	37,8
	93	5	6,8	6,8	44,6
	94	9	12,2	12,2	56,8
	95	7	9,5	9,5	66,2
	96	4	5,4	5,4	71,6
	97	7	9,5	9,5	81,1
	98	14	18,9	18,9	100,0
	Total	74	100,0	100,0	

This distribution indicates that the majority of students demonstrated good to excellent writing performance with the support of Grammarly, although a small proportion obtained scores in the lower categories. These results can also be seen in Table 4.2 and are illustrated in Figure 4.1, which presents the Frequency of Writing Skill in the form of a histogram.

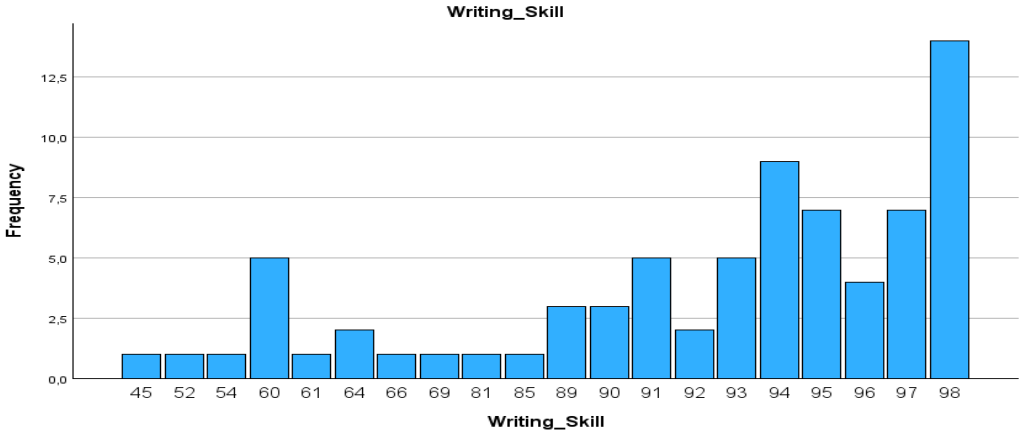


Figure 4.1 Frequency of Writing Skill

2) Perceived Usefulness

This section presents the findings and discussion related to Perceived Usefulness (PU). The results are described using descriptive statistics to illustrate students' responses regarding the extent to which Grammarly is considered beneficial in their writing skills.

Table 4.3 Descriptive Statistics of PU

		PU	PU	PU
N	Valid	74	74	74
	Missing	0	0	0
Mean		4,61	4,38	4,32
Median		5,00	4,00	4,00
Mode		5	4	4
Std. Deviation		0,492	0,516	0,526
Minimum		4	3	3
Maximum		5	5	5
Sum		341	324	320

Based on Table 4.3 Descriptive Statistics of PU, all 74 respondents provided valid answers with no missing data. The mean scores of the three PU items ranged from 4.32 to 4.61, with median values between 4.00 and 5.00, and

modes of 4 and 5. These results indicate that most students gave positive responses, showing agreement or strong agreement regarding the usefulness of Grammarly. The relatively low standard deviation values (0.492–0.526) suggest that the responses were consistent with little variation. The minimum and maximum scores ranged from 3 to 5, which means that no students provided very low ratings. Overall, the findings demonstrate that students perceive Grammarly as a useful application that consistently supports the development of their writing skills.

Table 4.4 Frequency of PU

PU													
Valid		Frequencies			Percent			Valid Percent			Cumulative Percent		
		Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3	Q1	Q2	Q3
	SD												
	D												
	U		1	2		1	2		1	2		1	3
	A	29	44	46	40	60	63	40	60	63	40	61	65
	SA	45	29	26	60	39	35	60	39	35	100	100	100
Total		74	74	74	100	100	100	100	100	100			

Table 4.4 shows that most students gave positive responses to all three questions on Perceived Usefulness (PU). In Q1, the majority chose Strongly Agree, while in Q2 and Q3 most students selected Agree. Only a few respondents chose Undecided, and none selected Disagree or Strongly Disagree. Overall, the data indicate that students generally view Grammarly as a useful tool in improving their writing skills.

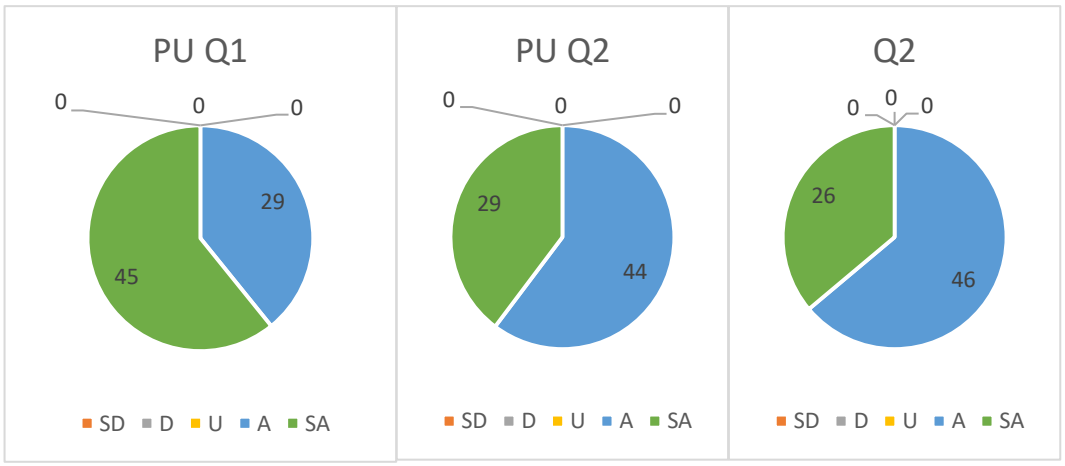


Figure 4.2 Frequency of PU

Based on Figure 4.2, for the first question (Q1), the majority of students selected Strongly Agree (45 respondents), followed by Agree (29 respondents). None of the students chose Strongly Disagree, Disagree, or Undecided. For the second question (Q2), most students selected Agree (44 respondents), followed by Strongly Agree (29 respondents), while only one respondent chose Undecided. Similarly, no students selected Strongly Disagree or Disagree. In the third question (Q3), 46 respondents chose Agree, 26 respondents chose Strongly Agree, and 2 respondents selected Undecided, with no responses recorded for Strongly Disagree or Disagree. These results indicate that students tend to perceive Grammarly as a useful tool.

3) Perceived Ease of Use

This section presents the findings and discussion related to Perceived Ease of Use (PEoU). The results are described using descriptive statistics to illustrate students' responses regarding how easy and convenient they perceive Grammarly to be when used to support their writing activities. The data show

the extent to which students find the application user-friendly, highlighting both the general tendency to agree and the variation in individual responses.

Table 4.5 Descriptive Statistic of PEoU

		PEoU	PEoU	PEoU
N	Valid	74	74	74
	Missing	0	0	0
Mean		4,42	3,97	4,00
Median		4,00	4,00	4,00
Mode		4	4	4
Std. Deviation		0,524	1,072	0,860
Minimum		3	1	1
Maximum		5	5	5
Sum		327	294	296

Based on Table 4.5 Descriptive Statistics of PEoU, all 74 respondents provided valid answers with no missing data. The mean scores of the three PEoU items were 4.42, 3.97, and 4.00, with the median and mode consistently at 4.00. These results indicate that most students tended to agree that Grammarly is easy to use. The standard deviation values ranged from 0.524 to 1.072, showing that responses were relatively consistent, although slightly more varied in the second and third items. The minimum scores ranged from 1 to 3, while the maximum scores for all items reached 5, which means that although a few students gave low ratings, the majority still provided high scores. Overall, the findings suggest that students generally perceive Grammarly as an application that is easy and convenient to use in supporting their writing process.

Table 4.6 Frequency of PEoU

PEoU													
Valid		Frequencies			Percent			Valid Percent			Cumulative Percent		
		Q4	Q5	Q6	Q4	Q5	Q6	Q4	Q5	Q6	Q4	Q5	Q6
	SD		2	1		2	1		2	1		2	1
	D		8	4		11	6		11	6		13	7
	U	1	7	9	1	10	12	1	9	12	1	23	19
	A	41	30	40	56	40	54	56	41	54	57	64	73
	SA	32	27	20	43	37	27	43	37	27	100	100	100
Total		74	74	74	100	100	100	100	100	100			

Table 4.6 shows that most students gave positive responses to all three questions on Perceived Ease of Use (PEoU). In Q4, the majority chose Agree and Strongly Agree, while in Q5 most students also selected positive responses although a few chose neutral or negative options. Similarly, in Q6 the majority selected Agree, followed by Strongly Agree, with only a small number choosing Undecided or lower categories. Overall, the data indicate that students generally perceive Grammarly as easy to use.

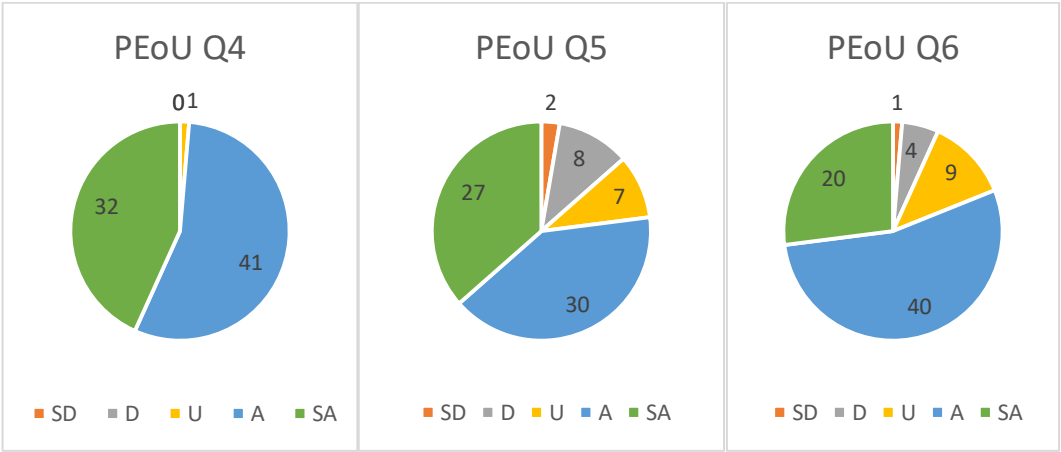


Figure 4.3 Frequency of PEoU

Based on the figure 4.3, for the fourth question (Q4), most students selected Agree (41 respondents), followed by Strongly Agree (32 respondents). Only one student chose Undecided, while none selected Strongly Disagree or Disagree. For the fifth question (Q5), the majority of students selected Agree (30 respondents), followed by Strongly Agree (27 respondents). In addition, 7 students chose Undecided, 8 students chose Disagree, and 2 students selected Strongly Disagree. For the sixth question (Q6), most students again selected Agree (40 respondents), followed by Strongly Agree (20 respondents). Meanwhile, 9 students chose Undecided, 4 students chose Disagree, and only 1 student selected Strongly Disagree. These results indicate that students generally perceive Grammarly as easy to use.

4) Attitude Towards Use (ATU)

Table 4.7 Descriptive Statistic of ATU

		ATU	ATU	ATU
N	Valid	74	74	74
	Missing	0	0	0
Mean		4,22	4,34	4,32
Median		4,00	4,00	4,00
Mode		4	4	4
Std. Deviation		0,745	0,763	0,724
Minimum		1	1	1
Maximum		5	5	5
Sum		312	321	320

Based on Table 4.7, Descriptive Statistics of ATU, all 74 respondents provided valid answers with no missing data. The mean scores of the three ATU items were 4.22, 4.34, and 4.32, with the median and mode consistently at 4.00. These results indicate that most students tended to agree

that they actively use Grammarly in their writing activities. The standard deviation values ranged from 0.724 to 0.763, showing that responses were relatively consistent, with only slight variation among some respondents. The minimum scores ranged from 1, while the maximum scores for all items reached 5, which suggests that although a few students used Grammarly less frequently, the majority reported regular use. Overall, the findings demonstrate that students generally apply Grammarly consistently in supporting their writing practice.

Table 4.8 Frequency of ATU

ATU													
Valid		Frequencies			Percent			Valid Percent			Cumulative Percent		
		Q7	Q8	Q9	Q7	Q8	Q9	Q7	Q8	Q9	Q7	Q8	Q9
	SD	1	1	1	1	1	1	1	1	1	1	1	1
	D	1	2	1	1	3	1	1	3	1	3	4	3
	U	5	1	2	7	1	3	7	1	3	10	6	6
	A	41	37	39	56	50	53	55	50	53	65	56	58
	SA	26	33	31	35	45	42	35	45	42	100	100	100
Total		74	74	74	100	100	100	100	100	100			

Table 4.8 shows that most students gave positive responses to all three questions on Attitude Towards Use (ATU). In Q7, the majority chose Agree and Strongly Agree, with only a few selecting Undecided, Disagree, or Strongly Disagree. For Q8, most students also responded positively, while a small number chose neutral or negative options. Similarly, in Q9 the majority selected Agree and Strongly Agree, with only a few choosing Undecided or lower categories.

Overall, the data indicate that students generally have a positive attitude toward using Grammarly in their writing activities.

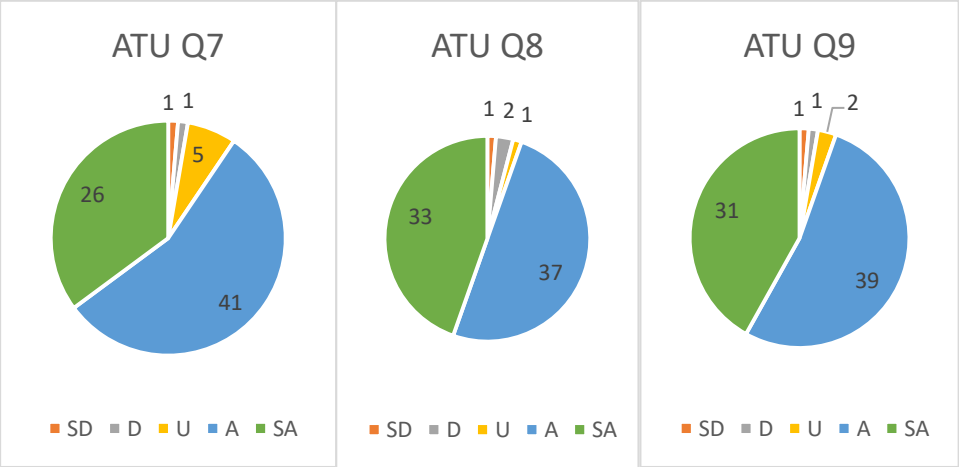


Figure 4.4 Frequency of ATU

Based on Figure 4.4, for the seventh question (Q7), most students selected Agree (41 respondents), followed by Strongly Agree (26 respondents). Meanwhile, 5 students chose Undecided, and only 1 student selected Disagree and 1 student Strongly Disagree. For the eighth question (Q8), the majority of students selected Agree (37 respondents), followed by Strongly Agree (33 respondents). In addition, 2 students chose Disagree, 1 student selected Undecided, and 1 student chose Strongly Disagree. For the ninth question (Q9), most students again selected Agree (39 respondents), followed by Strongly Agree (31 respondents). Meanwhile, 2 students selected Undecided, 1 student chose Disagree, and 1 student Strongly Disagree. These results indicate that students generally have a positive attitude towards using Grammarly, showing strong acceptance and favorable perception of the application.

5) Behavioral Intention (BI)

This section presents the findings and discussion related to Behavioral Intention (BI). The results are described using descriptive statistics to illustrate students' responses regarding their willingness and intention to continue using Grammarly as part of their writing activities. The data show the extent to which students plan to adopt the application in the future, reflecting both the overall tendency to agree and the variation in individual responses.

Table 4.9 Descriptive Statistic of BI

		BI	BI	BI
N	Valid	74	74	74
	Missing	0	0	0
Mean		4,22	4,24	4,27
Median		4,00	4,00	4,00
Mode		4	4	4
Std. Deviation		0,727	0,658	0,782
Minimum		1	1	1
Maximum		5	5	5
Sum		312	314	316

Based on Table 4.9, Descriptive Statistics of BI, all 74 respondents provided valid answers with no missing data. The mean scores of the three BI items were 4.22, 4.24, and 4.27, with the median and mode consistently at 4.00. These results indicate that most students tended to agree with the intention to continue using Grammarly in their writing activities. The standard deviation values ranged from 0.658 to 0.782, showing that responses were relatively consistent with only minor variation. The minimum scores started from 1, while the maximum scores for all items reached 5, which suggests that although a few students expressed lower intention, the majority demonstrated strong

willingness to keep using Grammarly. Overall, the findings highlight that students generally show a positive intention to maintain Grammarly as a tool in supporting their writing process.

Table 4.10 Frequency of BI

BI													
Valid		Frequencies			Percent			Valid Percent			Cumulative Percent		
		Q10	Q11	Q12	Q10	Q11	Q12	Q10	Q11	Q12	Q10	Q11	Q12
	SD	1	1	1	1	1	1	1	1	1	1	1	1
	D	1		1	1	4	1	1		1	3		2
	U	4	3	6	6		8	6	4	8	8	5	11
	A	43	46	35	58	62	48	58	62	48	66	67	58
	SA	25	24	31	34	33	42	34	33	42	100	100	100
Total		74	74	74	100	100	100	100	100	100			

Table 4.10 shows the frequency distribution of responses for Behavioral Intention (BI). In Q10, the majority of students selected Agree and Strongly Agree, while only a few chose Undecided, Disagree, or Strongly Disagree. Similarly, in Q11, most students responded positively, with a high number choosing Agree and Strongly Agree, and only a small portion selecting lower categories. In Q12, the trend remained consistent, with most students choosing Agree and Strongly Agree, though a slightly larger number compared to the other two items selected Undecided. Overall, the results suggest that students generally show a strong intention to use Grammarly, as reflected in the dominance of positive responses across the three BI questions.

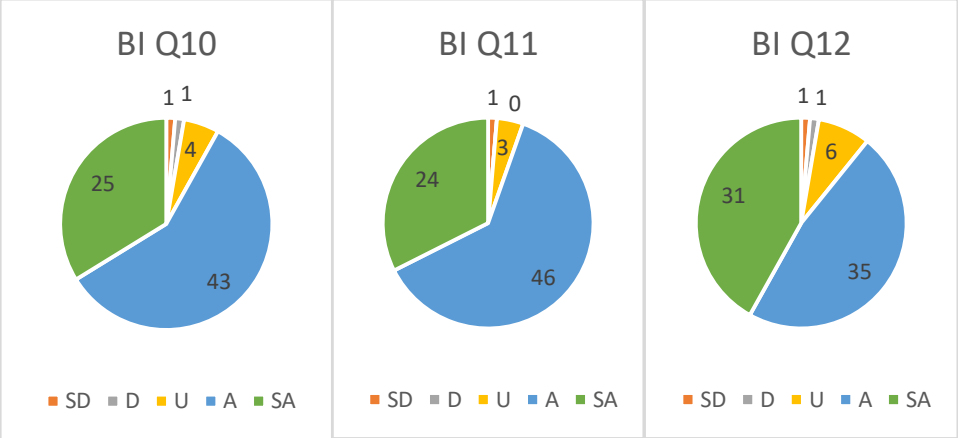


Figure 4.5 Frequency of BI

Based on Figure 4.5, for the tenth question (Q10), the majority of students selected Agree (43 respondents), followed by Strongly Agree (25 respondents). Meanwhile, 4 students chose Undecided, and only 1 student selected Disagree and 1 student Strongly Disagree. For the eleventh question (Q11), most students selected Agree (46 respondents), followed by Strongly Agree (24 respondents). In addition, 3 students chose Undecided, while only 1 student selected Strongly Disagree and none chose Disagree. For the twelfth question (Q12), the majority of students again selected Agree (35 respondents), followed by Strongly Agree (31 respondents). Meanwhile, 6 students chose Undecided, while only 1 student selected Disagree and 1 student Strongly Disagree. These results indicate that students generally expressed positive responses toward the items in this section, with the majority leaning towards agreement and strong agreement.

6) Actual Use

This section presents the findings and discussion related to Actual Use (AU). The results are described using descriptive statistics to illustrate how frequently students actually used Grammarly in their writing activities. The data provide insights into students' real experiences with the application, showing the extent to which Grammarly was integrated into their academic tasks. The responses reflect not only the consistency of use among students but also highlight variations in how actively the application was applied in practice.

Table 4.11 Descriptive Statistic of AU

		AU	AU	AU
N	Valid	74	74	74
	Missing	0	0	0
Mean		4,03	4,32	4,38
Median		4,00	4,00	5,00
Mode		4	4	5
Std. Deviation		0,827	0,724	0,823
Minimum		1	1	1
Maximum		5	5	5
Sum		298	320	324

Based on Table 4.11, Descriptive Statistics of AU, all 74 respondents provided valid responses with no missing data. The mean scores of the three AU items were 4.03, 4.32, and 4.38, with the median ranging from 4.00 to 5.00 and the mode showing values of 4.00 and 5.00. These findings indicate that the majority of students reported frequently using Grammarly in their writing activities. The standard deviation values ranged from 0.724 to 0.827, suggesting that students' responses were relatively consistent, with only moderate variation in some cases. The minimum scores across all items were

1, while the maximum scores reached 5, showing that although a few students reported very low usage of Grammarly, most students consistently indicated high levels of actual use. Overall, the results demonstrate that students generally apply Grammarly as an integral part of their writing practices.

Table 4.12 Frequency of AU

AU													
Valid		Frequencies			Percent			Valid Percent			Cumulative Percent		
		Q13	Q14	Q15	Q13	Q14	Q15	Q13	Q14	Q15	Q13	Q14	Q15
	SD	1	1	2	1	1	3	1	1	3	1	1	2
	D	2	1		2	1		3	1		4	2	
	U	12	2	4	16	3	5	16	3	5	20	5	8
	A	38	39	30	52	53	41	51	53	41	72	58	48
	SA	21	31	38	29	42	51	29	42	51	100	100	100
Total		74	74	74	100	100	100	100	100	100			

Table 4.12 shows the frequency distribution of responses for Actual Usage (AU). In Q13, most students selected Agree and Strongly Agree, while only a few chose Undecided, Disagree, or Strongly Disagree. Similarly, in Q14, the majority of students responded positively, with a high number choosing Agree and Strongly Agree, and only a small portion selecting lower categories. In Q15, the trend remained consistent, with most students choosing Agree and Strongly Agree, although a slightly larger number compared to the other two items selected Strongly Agree. Overall, the results indicate that students generally demonstrate a high level of actual usage of Grammarly, as reflected in the prevalence of positive responses across the three AU questions.

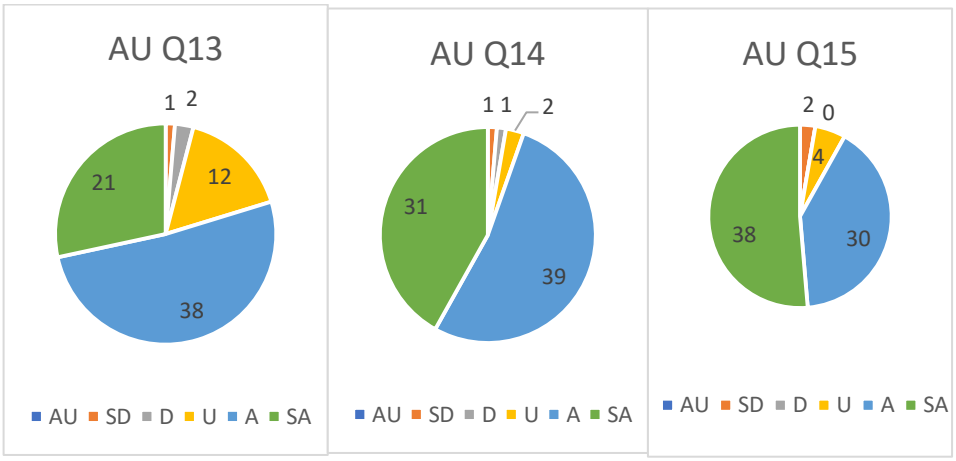


Figure 4.6 Frequency of AU

Based on Figure 4.6, for the thirteenth question (Q13), most students selected Agree (38 respondents), followed by Strongly Agree (21 respondents). Meanwhile, 12 students chose Undecided, 2 students selected Disagree, and 1 student Strongly Disagree. For the fourteenth question (Q14), the majority of students selected Agree (39 respondents), followed by Strongly Agree (31 respondents). In addition, 2 students chose Undecided, 1 student selected Disagree, and 1 student Strongly Disagree. For the fifteenth question (Q15), most students selected Strongly Agree (38 respondents), followed by Agree (30 respondents). Meanwhile, 4 students chose Undecided, 2 students selected Strongly Disagree, and none of the students chose Disagree. These results indicate that students generally expressed positive responses toward the items in this section, with most leaning towards agreement and strong agreement, suggesting a high level of actual usage of Grammarly.

4.1.2 Validity Test

Table 4.13 Validity of Writing Test

		Unity	Support	Coherence	Sentence skill	Total
Valid	Pearson Correlation	,993**	,993**	,993**	,993**	1
	Sig. (2-tailed)	0,000	0,000	0,000	0,000	
	N	74	74	74	74	74

Table 4.13 shows the validity of the writing test for its components, namely Unity, Support, Coherence, and Sentence Skill, as well as the total score. The results indicate that the Pearson correlation coefficients for all components and the total score are 0.993, with a significance value (Sig. 2-tailed) of 0.000, indicating that the correlations are statistically significant.

This shows that all items in the writing test are valid. In other words, the test is reliable for measuring students' writing skills, covering the aspects of unity, support, coherence, and sentence skill.

The table shows that all questionnaire items are valid, with Pearson correlation coefficients ranging from 0.260 to 0.807 and significance values between 0.000 and 0.025, indicating positive and significant correlations with the total score. these results demonstrate that the questionnaire is reliable for measuring the aspects that are the focus of the study.

Table 4.14 Validity of Questionnaire

	Total		
	Pearson Correlation	Sig. (2-tailed)	N
Q1	,278*	0,016	74
Q2	,260*	0,025	74
Q3	,341**	0,003	74
Q4	,311**	0,007	74
Q5	,526**	0,000	74
Q6	,583**	0,000	74
Q7	,807**	0,000	74
Q8	,711**	0,000	74
Q9	,662**	0,000	74
Q10	,782**	0,000	74
Q11	,726**	0,000	74
Q12	,730**	0,000	74
Q13	,726**	0,000	74
Q14	,748**	0,000	74
Q15	,697**	0,000	74
Total	1		74

4.1.3 Reliability Test

Table 4.15 Reliability of writing skill

Cronbach's Alpha	N of Items
0,995	4

Table 4.15 presents the reliability of the writing test, measured using Cronbach's Alpha. The result shows a Cronbach's Alpha value of 0.995 for the 4 test items, indicating excellent internal consistency. This means that the

questionnaire is highly reliable and consistently measures the students' writing skills across the aspects assessed.

Table 4. 16 Reliability Questionnaire

Cronbach's Alpha	N of Items
0,875	15

Table 4.16 presents the reliability of the questionnaire, measured using Cronbach's Alpha. The result shows a Cronbach's Alpha value of 0.875 for the 15 questionnaire items, indicating good internal consistency. This demonstrates that the questionnaire is reliable for assessing the aspects related to the study**.**

4.1.4 Inferential statistics

1. Normality Test

Table 4.17 Normality Test

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Writing_Skill	0,320	74	0,000	0,678	74	0,000
PU	0,188	74	0,000	0,892	74	0,000
PEoU	0,169	74	0,000	0,934	74	0,001
ATU	0,208	74	0,000	0,788	74	0,000
BI	0,209	74	0,000	0,804	74	0,000
AU	0,183	74	0,000	0,823	74	0,000

Table 4.17 presents the results of the normality test using the Kolmogorov-Smirnov and Shapiro-Wilk methods. The significance values (sig.) for all variables writing skill, PU, PEOU, ATU, BI, and AU range from 0.000 to 0.001, which are smaller than 0.05. Therefore, it can be concluded that the data are not normally

distributed. As a result, the researcher employed a non-parametric correlation test, namely Spearman's rho (Sig. 2-tailed), to analyze the relationships among the variables. As shown in the figures below: Normality of Writing Skill, PU, PEOU, ATU, BI, and AU.

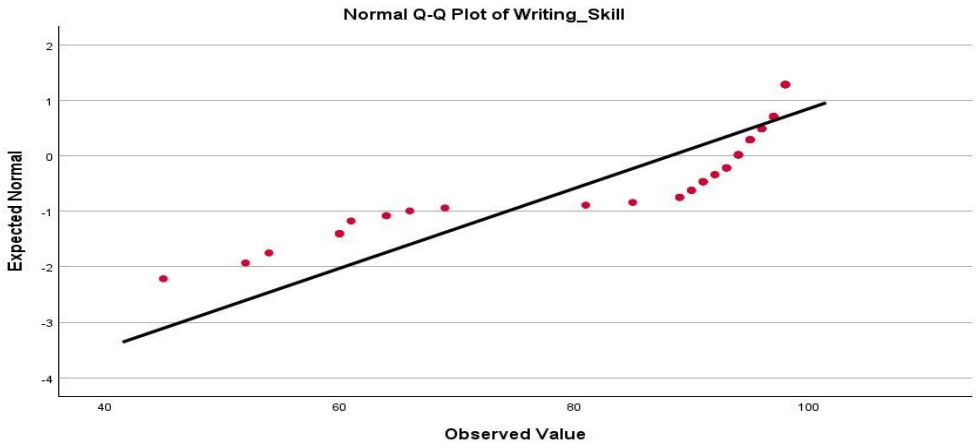


Figure 4.7 Normality of Writing Skill

The figure 4.7 shows the plot, the points deviate from the diagonal line, especially at the lower (left tail) and upper (right tail) ends. This deviation indicates that the data distribution does not follow a normal distribution. This result is also consistent with the previous normality tests (Kolmogorov-Smirnov and Shapiro-Wilk), which showed Sig. < 0.05, thus it can be concluded that the Writing Skill data are not normally distributed.

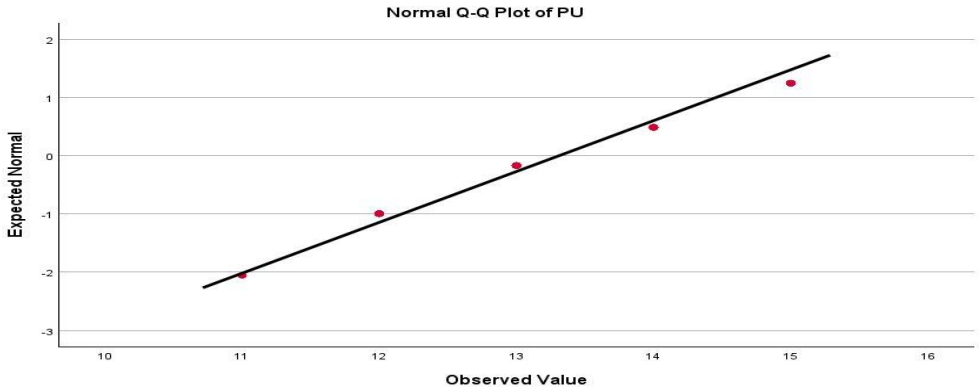


Figure 4.8 Normality of PU

The figure 4.8, it can be seen that most of the points (red circles) are located fairly close to the black diagonal line. However, there are slight deviations at the lower end (left tail) and the upper end (right tail). Ideally, if the data were normally distributed, all points would follow the diagonal line. These small deviations indicate that the PU data distribution is not perfectly normal. This finding is also consistent with the results of the Kolmogorov-Smirnov and Shapiro-Wilk tests, which showed Sig. < 0.05, thereby suggesting that the PU data are not normally distributed.

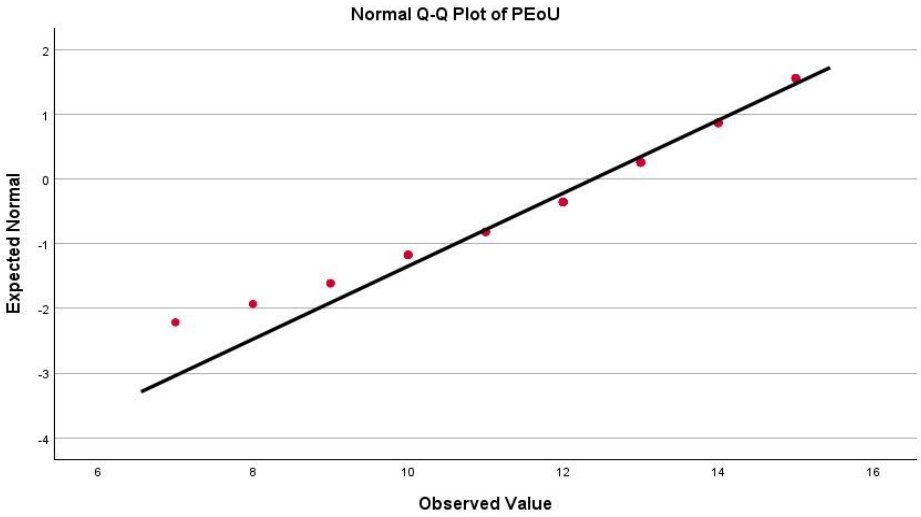


Figure 4.9 Normality of PEoU

Figure 4.9 shows the Normal Q-Q Plot for PEoU. The graph illustrates that while several points (red circles) align with the diagonal line, there are still visible deviations, particularly at the lower end (left tail). Ideally, if the data were normally distributed, all points would closely follow the diagonal line. These deviations suggest that the PEoU data are not perfectly normally distributed. This finding is consistent with the Kolmogorov-Smirnov and Shapiro-Wilk tests, which indicated Sig. < 0.05, confirming that the PEoU data do not follow a normal distribution.

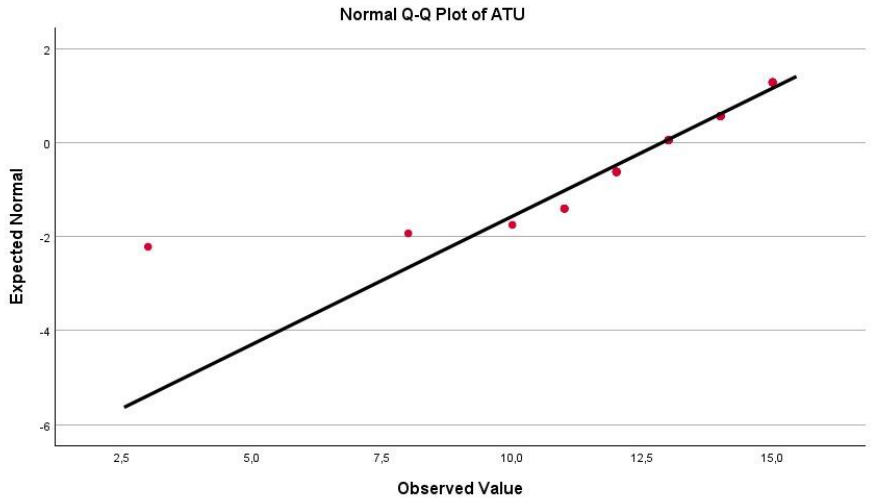


Figure 4.10 Normality of ATU

Figure 4.10 presents the Normal Q-Q Plot for ATU. The plot shows that while some data points (red circles) follow the diagonal line, several others deviate, especially at the lower end (left tail). Ideally, normally distributed data should align closely with the diagonal line. These deviations indicate that the ATU data are not normally distributed. This observation is consistent with the results of the Kolmogorov-Smirnov and Shapiro-Wilk tests, which reported Sig. < 0.05, confirming the non-normality of the ATU data.

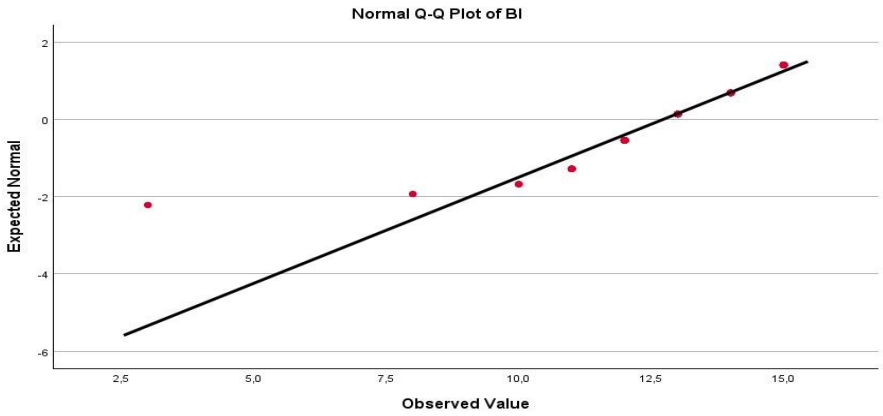


Figure 4.11 Normality of BI

Figure 4.11 shows the Normal Q-Q Plot for BI. While some points lie close to the diagonal line, several deviate, particularly at the lower end (left tail). This indicates that the BI data are not perfectly aligned with a normal distribution, which is consistent with the significance values from the Kolmogorov-Smirnov and Shapiro-Wilk tests (Sig. < 0.05). Therefore, it can be concluded that the BI data are not normally distributed.

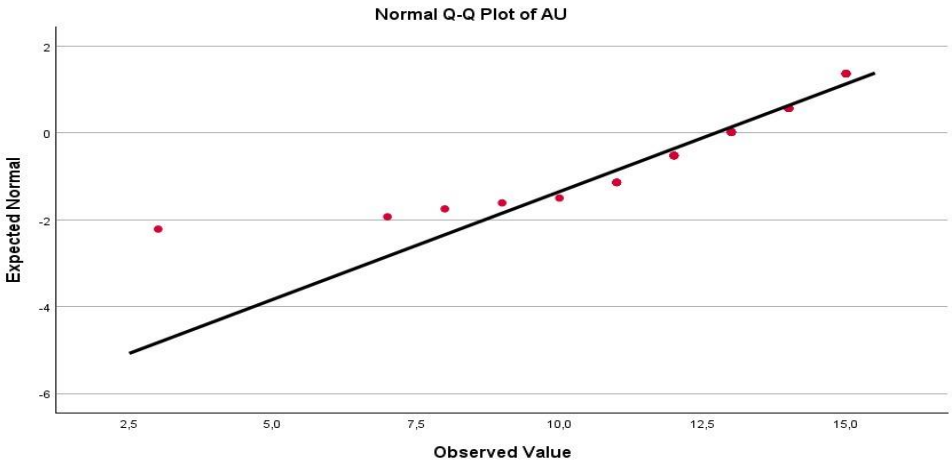


Figure 4.12 Normality of AU

Figure 4.12 shows the Normal Q-Q Plot for AU. Most of the data points are fairly close to the diagonal line, but some deviations are visible, especially at the lower end. This suggests that the AU data do not perfectly follow a normal distribution, which is also supported by the Kolmogorov-Smirnov and Shapiro-Wilk tests showing Sig. < 0.05. Therefore, it can be concluded that the AU data are not normally distributed.

2. Hypotheses Testing Spearman's rho

Table 4.18 Hypotheses Testing Spearman's rho

	Spearman's rho		
	Correlation Coefficient	Sig. (2-tailed)	N
PU - Writing Skill	,265*	0,023	74
PEoU - Writing Skill	,560**	0,000	74
ATU - Writing Skill	,392**	0,001	74
BI - Writing Skill	,461**	0,000	74
AU - Writing Skill	,392**	0,001	74

Based on the Spearman’s rho correlation test, all indicators (PU, PEoU, ATU, BI, and AU) show a significance value of < 0.05, indicating that each has a significant relationship with writing skills. The details according to the correlation interval table are as follows:

1. PU – Writing Skill (r = 0.265, Sig. = 0.023)

The correlation value falls within the 0.20–0.399 interval, which is considered weak but significant. This means that the higher the perceived usefulness (PU), the more likely the writing skill will improve, although the relationship is relatively weak.

2. PEoU – Writing Skill (r = 0.560, Sig. = 0.000)

The correlation value is within the 0.40–0.599 interval, which is considered moderate and significant. This indicates that the easier the system is to use (PEoU), the better the students' writing skills.

3. ATU – Writing Skill (r = 0.392, Sig. = 0.001)

The correlation value is near the upper limit of the weak category and approaching moderate, so it can be considered fairly significant. This implies that students' attitudes toward usage (ATU) contribute to writing skill improvement, although the effect is not very strong.

4. BI – Writing Skill (r = 0.461, Sig. = 0.000)

Intention (BI) to use the system is positively correlated with writing skills; the higher the students' intention, the better their writing ability.

5. AU – Writing Skill (r = 0.392, Sig. = 0.001)

Similar to ATU, the correlation value is at the weak–moderate boundary, indicating a significant but not very strong relationship. This means that actual usage behavior (AU) also affects students' writing skills, though the impact is moderate.

The results show that all constructs in the Technology Acceptance Model (TAM) have a positive and significant relationship with students' writing skills. However, the strength of these relationships varies. Perceived Usefulness (PU) has a weak correlation (r = 0.265), although it is significant. This indicates that even though students recognize that Grammarly is useful in helping the writing process, the perception of usefulness alone does not necessarily improve their writing skills

significantly. In contrast, Perceived Ease of Use (PEoU) shows the strongest correlation (r = 0.560, moderate category). This finding confirms that ease of use is more influential than mere awareness of benefits. When the system is accessible, practical, and not difficult to use, students are more motivated to actually use it, thereby improving their writing skills.

In addition, other constructs such as Attitude Toward Using (ATU) and Actual Usage (AU) have correlations that are on the weak to moderate side (r = 0.392). This indicates that students' positive attitudes and actual behavior in using Grammarly contribute to improving writing skills, but the effect is not very strong. Behavioral Intention (BI) shows a moderate relationship (r = 0.461), which means that the greater the students' intention to use the application, the better their writing skills. Overall, it can be concluded that all indicators have a positive influence, but the ease of use (PEoU) factor is the most dominant aspect in improving students' writing skills. These findings show that even though the benefits of the application are recognized, it is the factors of convenience, accessibility, and simplicity of use that most determine the extent to which technology actually impacts the improvement of writing skills.

4.2 Discussion

The results of this study revealed that students' overall writing skills were at a high level. Out of 74 participants, the majority (75.7%) were categorized as excellent with scores ranging from 90–100, while 18.9% fell into the good category. Only 1 student (1.4%) was classified as fair, none were in the poor category, and 3 students (4.0%) were in the weak category. This distribution suggests that the

integration of Grammarly contributed to students' generally strong writing performance.

The correlation analysis using Spearman's rho further confirmed significant positive associations between all constructs of the Technology Acceptance Model (TAM) and writing performance, albeit with varying levels of strength. Perceived Usefulness (PU) showed a weak but significant correlation (r = 0.265; Sig. = 0.023), indicating that recognizing Grammarly as useful does influence writing performance, but not strongly. Perceived Ease of Use (PEoU) demonstrated the strongest relationship (r = 0.560; Sig. = 0.000; medium level), underscoring that ease of use is the most decisive factor in supporting writing skill improvement. Attitude Toward Use (ATU) and Actual Use (AU) both produced identical correlations (r = 0.392; Sig. = 0.001), falling at the weak–medium boundary, which implies that students' positive attitudes and their actual engagement with Grammarly play a role, but their impact is not as pronounced. Meanwhile, Behavioral Intention (BI) recorded a moderate correlation (r = 0.461; Sig. = 0.000), suggesting that students' willingness and determination to continue using Grammarly significantly foster their writing performance.

When compared with prior research, several similarities and limitations can be observed. Yu (2024) found that intensive use of AI writing tools among Chinese students actually increased writing anxiety rather than improving outcomes, thereby emphasizing the importance of cultural and pedagogical contexts. In contrast, Suarez et al. (2025) and Apriani et al. (2024) reported significant positive effects, in which perceptions of ChatGPT and ChatBots were associated with greater

confidence, enhanced writing skills, and improved self-regulation, although both also warned of risks related to over-dependence and potential plagiarism. Meanwhile, Cequeña (2020) discovered that students' self-perceptions in writing had only a weak or insignificant relationship with actual performance, highlighting the gap between attitudes and measurable skills. The present study is more aligned with this latter pattern, as the correlation between students' perceptions of Grammarly and their writing scores was positive yet weak. Overall, these findings indicate that although AI-based writing tools can foster confidence and motivation, their impact on actual performance tends to be inconsistent, often limited by issues of dependence, anxiety, and contextual differences in learning environments.

The findings also resonate with Delgado et al. (2024) highlight middle school teachers' perspectives, finding that although AWE was considered easy to use, its classroom implementation was inconsistent, resulting in limited impact on students' writing outcomes. In contrast, Wiboolyasarin et al. (2024) demonstrate that combining wiki-based collaborative writing with AI feedback (ChatGPT) can significantly improve L2 writing proficiency, though the study was limited by a small sample and short intervention period. From a process-oriented angle, Nguyen et al. (2024) examined doctoral students' interactions with ChatGPT and revealed that iterative and interactive strategies led to better writing quality compared to linear use, although the context was restricted to ten participants with a short task. Meanwhile, Lee et al. (2024) emphasize Korean university students' perceptions of AI-based tools Google Translate, Naver Papago, and Grammarly showing that while translation tools were more popular, perceptions of Grammarly improved

with higher language proficiency. However, this study relied on perceptions rather than actual performance. Taken together, these four studies complement one another: one exposes gaps in teacher practice, another evidences direct improvements in writing proficiency, a third analyzes human AI collaboration patterns, and the last captures learners' experiences and preferences

Furthermore, Azwar & Jayanti (2025) investigated students' perceptions of ChatGPT in academic writing at Universitas Riau. Their findings revealed that students considered ChatGPT useful, easy to use, and supportive in generating ideas, improving grammar, and paraphrasing text. However, some students expressed doubts about the accuracy of its responses, concerns about potential dependency, and issues of academic integrity, indicating that ChatGPT cannot yet be fully relied upon to independently enhance the quality of writing.

These results reinforce the explanatory power of TAM in the context of AI adoption in language education, while also stressing the importance of mindful pedagogical integration so that Grammarly functions as a scaffolding tool rather than a substitute for independent writing competence. Another study by Khampusaen (2025) examined the impact of ChatGPT on EFL students' argumentative essay writing. Employing a mixed-methods design, the research demonstrated significant improvements in writing quality, particularly in argument construction, evidence integration, and the development of an academic voice. Nonetheless, academic integrity emerged as a continuing challenge, as students expressed concerns about maintaining originality and ethical use of AI in their writing. Meanwhile Milad & Fayez (2025) explored the use of Augmented Reality

(AR) through the EON-XR platform to support academic writing skills at Arab Open University. Their findings highlighted high levels of student satisfaction, with AR shown to boost motivation and learning engagement. However, the study was limited to measuring perceptions and satisfaction only, without assessing whether AR objectively improved students' writing skills. Technical issues and potential distractions were also identified as challenges in applying AR in the classroom.

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study aims to examine the correlation between students' perceptions of Grammarly, analyzed through the Technology Acceptance Model (TAM) framework, and their English writing skills. The results of the analysis show that all TAM constructs have a significant relationship with writing ability. Perceived Usefulness (PU) showed a weak but significant correlation (r = 0.265), Perceived Ease of Use (PEoU) showed the strongest moderate correlation among the other aspects (r = 0.560), Attitude Toward Use (ATU) showed a weak to moderate correlation (r = 0.392), Behavioral Intention (BI) shows a moderate correlation (r = 0.461), while Actual Use (AU) also shows a weak to moderate correlation (r = 0.392). These findings fill a gap in research because they not only capture students' perceptions of Grammarly, but also link them directly to measurable writing performance, thus providing a more comprehensive picture than previous studies.

In terms of the research objectives, these results prove that students' positive perceptions of Grammarly are truly reflected in their writing skills. Specifically, even though PU is only weakly related, these findings still support that students recognize the benefits of Grammarly, even though it is not always the main determining factor for writing success. Conversely, PEoU, which shows a moderate correlation, confirms that ease of use is the key factor that most influences the improvement of students' writing skills, thus significantly achieving the research

objective of linking perception with actual performance. ATU, BI, and AU, which show weak to moderate correlations, indicate that attitude, sustained intention, and actual practice using Grammarly also contribute to writing outcomes, albeit with more variable effects. Thus, all research objectives have been achieved, namely proving the relationship between students' perceptions of Grammarly and their writing skills.

The implications of these findings are both theoretical and practical. Theoretically, this study expands the application of TAM in the context of language education by showing that the perception variable not only influences attitudes toward technology but is also related to actual performance outcomes in writing skills. Practically, these findings provide a basis for students to utilize Grammarly as a tool to improve their independence, clarity, and confidence in writing. For educators, these results indicate the need to utilize Grammarly as a writing learning support tool, while still providing critical guidance so that students do not become overly dependent on the application's automatic suggestions.

Overall, this study confirms that Grammarly and similar AI-based tools are not substitutes for teachers, but rather partners that can strengthen the writing learning process. By addressing gaps in existing research, fulfilling research objectives, and providing theoretical and practical implications, this study contributes to both the development of academic discourse and the improvement of English writing learning quality in higher education.

5.2 Recommendation

For Educators and Institutions

1. Grammarly should be integrated as a supplementary tool rather than as the sole determinant of writing quality.
2. Teachers are encouraged to combine automated feedback from Grammarly with direct instruction, peer review, and individualized guidance.
3. Training sessions can be provided to help students critically evaluate Grammarly's suggestions, thereby fostering independent learning and language awareness.

For Students

1. Students are advised to use Grammarly as a supportive tool for improving grammar and mechanics, while continuing to strengthen coherence, vocabulary, and idea development independently.
2. Awareness of Grammarly's limitations should be cultivated so that students do not rely passively on the application but continue to practice self-editing and critical writing.

For Future Researchers

1. Considering the weak correlation in this study, future researchers should examine other factors influencing writing skills, such as:
2. Prior English proficiency
3. Motivation, self-confidence, and writing anxiety
4. Frequency, intensity, and type of Grammarly use (free vs premium version)

5. A mixed-methods approach (quantitative and qualitative) is recommended to gain a more comprehensive understanding of students' experiences and the impact of Grammarly.
6. Comparative studies between Grammarly and other AI-based writing tools could also be conducted to identify which features most effectively contribute to writing development.

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APPENDICES

Appendix 1. Blueprint Online Questionnaire

Blueprint Online Questionnaire

Title : Students' perception of Grammarly and their English writing skills: A quantitative analysis

Purpose: To find out students' perceptions of Grammarly in their English writing skills

Theory	Aspect	Indicators	Item number
Technology Acceptance Model (Davis & Granic,2024)	Perceived usefulness (PU)	PU refers to students' perception that Grammarly is helpful in correcting grammatical errors in writing.	1
		PU shows that students believe Grammarly improves the final grades or outcomes of written tasks.	2
		PU is reflected in how Grammarly helps students to express ideas more clearly and effectively.	3
	Perceived ease of use (PEoU)	PEoU refers to how clear and easy to understand the correction suggestions provided by Grammarly	4
		PEoU shows that students did not need much time to learn how to use Grammarly.	5
		PEoU is reflected in the ability of students to use Grammarly without help from others.	6
	Attitude Toward Use (ATU)	ATU refers to how Grammarly use increases students' motivation to write.	7
		ATU refers to students' comfort in using Grammarly to assist English writing.	8
		ATU is seen in students' view that Grammarly is worth using regularly	9
	Behavioral Intention (BI)	BI refers to students' intention to include Grammarly as part of their future writing strategy.	10
		BI refers to students' interest in exploring more Grammarly features in future use.	11

		BI refers in students' desire to use Grammarly every time they write.	12
	Actual Use (AU)	AU refers to students' routine use of Grammarly every time they write in English.	13
		AU shows that students check their writing with Grammarly before submitting it to the lecturer.	14
		AU is also reflected in the use of Grammarly to check grammar and spelling in writing.	15
Total			15

A. Perceived usefulness

Questionnaire	Item number
I find Grammarly helpful in correcting grammatical errors in my writing.	1
I feel that using Grammarly improves the final grades or outcomes of my written tasks.	2
.Grammarly helps me express my ideas more clearly and effectively in writing.	3

B. Perceived ease of use

Questionnaire	Item number
Grammarly provides correction suggestions that are clear and easy to understand	4
I didn't need much time to learn how to use Grammarly.	5
I can use Grammarly without help from others.	6

C. Attitude Toward Use

Questionnaire	Item number
Using Grammarly makes me more motivated to write.	7
I feel comfortable using Grammarly to help write in English	8
I consider Grammarly to be a writing tool that is worth using regularly.	9

D. Behavioral Intention

Questionnaire	Item number
I see using Grammarly as part of my future writing learning strategy.	10
I want to explore Grammarly's features further in my future use.	11
I want to use Grammarly every time I write, so that my writing will be better.	12

F. Actual Use

Questionnaire	Item number
I use Grammarly every time I write English text.	13
I check my writing with Grammarly before submitting it to my lecturer/teacher.	14
I use Grammarly to check the grammar and spelling in my writing.	15

Appendix 2. Questionnaire Sheet

Class (semester) :
Email :
Phone Number :

Assessment criteria
SA : Strongly Agree
A : Agree
U : Undecided
D : Disagree
SD : Strongly Disagree

FILLING INSTRUCTIONS
Put one check mark (✓) to answer the questions below!!!

NO	Questionnaire	SA	A	U	D	SD
1	I find Grammarly helpful in correcting grammatical errors in my writing.					
2	I feel that using Grammarly improves the final grades or outcomes of my written tasks.					
3	Grammarly helps me express my ideas more clearly and effectively in writing.					
4	Grammarly provides correction suggestions that are clear and easy to understand					
5	I didn't need much time to learn how to use Grammarly.					
6	I can use Grammarly without help from others					
7	Using Grammarly makes me more motivated to write.					
8	I feel comfortable using Grammarly to help write in English					
9	I consider Grammarly to be a writing tool that is worth using regularly.					
10	I see using Grammarly as part of my future writing learning strategy.					
11	I want to explore Grammarly's features further in my future use.					
12	I want to use Grammarly every time I write, so that my writing will be better.					
13	I use Grammarly every time I write English text.					
14	I check my writing with Grammarly before submitting it to my lecturer /teacher.					
15	I use Grammarly to check the grammar and spelling in my writing.					

Appendix 3. Assignment sheet
Writing task

Instructions:

1. Write an essay with the theme "My Holiday Story". You can write a real or imaginary holiday.
2. Your essay must consist of a maximum of three paragraphs. The orientation paragraph should contain 3 complete sentences, the events should contain 5 complete sentences, and the re-orientation paragraph should contain 2 complete sentences.
3. Make sure your writing has a clear structure
4. Use Grammarly to check your grammar, spelling, punctuation, and sentence structure before submitting your work.

Tips for Writing:

1. Tell a holiday story by writing where you went, what you did, and how you felt.
2. Use the simple past tense because the events happened in the past.
3. Write your story in three parts:
   Beginning (Orientation) – who, when, and where.
   Middle (Events) – what happened, in order.
   End (Re-orientation) – your feeling or opinion.
4. Avoid copying from the internet, write based on your own experience or imagination

Write Here:

Name : _____
NPM : _____
Semester: _____

_____
_____
_____
_____
_____
_____
_____
_____

Appendix 4. Writing Score

Students	Unity	Support	Coherence	Sentence skills	Total
S1	24	25	25	24	98
S2	25	24	24	24	97
S3	24	24	24	24	96
S4	25	24	25	24	98
S5	24	25	25	24	98
S6	25	24	24	24	97
S7	15	16	15	14	60
S8	24	24	24	23	95
S9	25	24	25	24	98
S10	24	24	24	23	95
S11	22	21	21	21	85
S12	23	23	22	22	90
S13	13	13	13	13	52
S14	24	24	24	23	95
S15	25	24	25	23	97
S16	23	22	22	23	90
S17	25	24	24	24	97
S18	18	17	17	17	69
S19	24	24	24	23	95
S20	24	23	23	23	93
S21	24	25	25	24	98
S22	12	11	11	11	45
S23	25	25	24	24	98
S24	25	24	24	24	97
S25	24	24	23	23	94
S26	23	23	23	23	92
S27	24	25	25	24	98
S28	23	22	22	22	89
S29	25	25	24	24	98
S30	21	20	20	20	81
S31	14	13	15	12	54
S32	24	24	24	23	95
S33	23	23	23	22	91
S34	24	24	24	24	96
S35	14	15	16	15	60
S36	24	23	24	23	94

S37	25	24	25	24	98
S38	24	24	24	23	95
S39	23	23	23	22	91
S40	24	23	23	24	94
S41	25	24	25	24	98
S42	16	16	16	16	64
S43	24	25	25	24	98
S44	25	24	25	24	98
S45	24	24	24	24	96
S46	24	23	24	23	94
S47	23	23	23	24	93
S48	16	15	15	15	61
S49	16	14	15	15	60
S50	24	23	23	23	93
S51	25	24	24	24	97
S52	25	24	25	24	98
S53	23	22	23	23	91
S54	23	22	23	23	91
S55	15	15	15	15	60
S56	22	22	22	23	89
S57	24	23	23	24	94
S58	25	25	24	24	98
S59	15	15	15	15	60
S60	16	16	16	16	64
S61	23	24	24	23	94
S62	24	24	23	23	94
S63	24	23	24	23	94
S64	24	23	23	23	93
S65	24	24	24	24	96
S66	23	23	23	22	91
S67	23	22	22	22	89
S68	25	24	24	24	97
S69	22	23	23	22	90
S70	24	23	24	23	94
S71	23	23	23	23	92
S72	24	24	24	23	95
S73	17	17	17	15	66
S74	24	23	23	23	93

Appendix 5. Result of Questionnaire

Students	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Total
S1	5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	73
S2	5	5	5	5	5	5	5	5	5	5	5	4	4	4	5	72
S3	5	4	3	5	5	5	4	5	5	4	4	5	4	4	5	67
S4	5	5	4	5	4	4	4	5	5	5	4	5	4	5	5	69
S5	5	5	5	5	4	4	4	5	4	4	4	4	4	5	5	67
S6	4	4	4	4	4	4	4	4	4	4	4	5	5	5	4	63
S7	5	4	4	4	3	4	3	4	4	3	3	4	3	4	5	57
S8	5	4	5	4	5	4	5	4	5	5	4	5	4	5	5	69
S9	5	4	4	5	5	5	5	4	4	4	4	4	4	4	4	65
S10	5	4	5	5	5	5	4	4	4	4	4	5	4	5	5	68
S11	4	4	3	4	5	5	4	4	4	4	4	4	3	4	4	60
S12	5	4	5	4	4	4	4	5	5	4	4	4	3	4	5	64
S13	5	4	4	4	5	3	2	3	3	3	4	3	2	3	3	51
S14	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	68
S15	5	4	4	4	4	4	5	4	4	5	5	5	5	5	5	68
S16	5	5	4	4	4	4	3	4	5	4	4	4	3	4	4	61
S17	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
S18	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	58
S19	4	5	4	5	5	4	4	5	5	4	4	4	4	4	4	65
S20	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
S21	5	4	5	4	5	5	4	5	4	5	4	5	5	5	5	70
S22	5	5	5	5	1	1	1	1	1	1	1	1	1	1	1	31
S23	5	5	4	5	5	5	5	5	5	5	5	5	5	5	5	74
S24	4	4	5	4	5	4	5	5	5	4	5	4	5	4	4	67
S25	5	4	4	4	4	3	4	4	4	4	4	4	4	4	4	60
S26	5	4	4	4	3	4	5	5	4	4	4	5	4	4	5	64
S27	5	5	5	4	4	4	4	4	4	4	4	3	3	4	4	61
S28	5	4	4	4	3	4	4	4	4	4	5	5	5	4	4	63
S29	5	4	4	5	4	4	5	5	4	4	4	5	4	5	5	67
S30	5	5	4	4	2	5	4	5	4	3	5	4	4	4	3	61
S31	4	4	4	4	2	2	3	4	4	4	3	4	4	4	3	53
S32	4	5	5	4	5	5	5	5	4	4	4	5	4	5	4	68
S33	4	4	4	4	3	2	4	5	4	4	4	5	4	5	5	61
S34	4	5	4	4	2	3	4	5	5	5	5	4	4	4	4	62
S35	5	4	4	4	5	5	3	5	4	4	4	3	2	2	3	57
S36	5	5	5	5	4	3	4	5	5	5	5	5	5	5	5	71
S37	5	5	5	4	5	5	5	5	5	5	5	5	5	5	5	74
S38	5	5	4	5	4	4	4	4	4	4	4	3	3	3	4	60
S39	4	4	5	5	1	4	5	5	5	5	4	5	5	5	5	67
S40	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
S41	4	5	4	5	4	4	4	4	4	4	4	4	4	4	4	62
S42	5	5	4	3	3	4	3	4	4	3	5	3	3	5	5	59
S43	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75

S44	5	5	5	5	4	4	4	4	5	5	4	3	3	4	4	64
S45	4	4	4	4	4	4	5	5	5	5	4	5	5	5	4	67
S46	5	4	4	5	4	4	5	5	5	5	4	4	4	4	5	67
S47	5	5	5	5	2	4	4	5	5	5	5	5	3	5	5	68
S48	4	4	4	4	2	4	4	4	4	4	4	4	3	4	4	57
S49	4	3	4	4	4	2	4	4	4	4	4	4	3	4	4	56
S50	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
S51	4	4	4	4	5	4	4	4	5	4	5	5	4	4	5	65
S52	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	75
S53	4	4	4	4	3	3	5	5	4	4	4	5	4	5	5	63
S54	5	5	4	5	5	4	5	5	2	5	4	4	5	5	5	68
S55	4	4	4	5	4	3	4	2	4	4	3	4	4	4	4	57
S56	5	5	5	5	4	5	5	5	5	5	5	5	5	5	5	74
S57	5	5	5	5	4	4	4	4	4	4	5	5	5	4	4	67
S58	5	4	4	5	4	5	4	4	5	4	4	5	4	4	5	66
S59	4	4	4	4	2	3	4	4	4	4	4	4	4	4	4	57
S60	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	58
S61	4	4	5	4	5	5	4	4	5	4	4	5	4	5	4	66
S62	4	4	4	4	4	5	4	5	4	5	5	5	5	5	4	67
S63	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	60
S64	5	5	5	5	4	4	5	5	5	5	5	4	4	5	5	71
S65	5	5	4	5	5	2	5	5	5	5	4	5	4	5	5	69
S66	5	4	4	5	5	3	4	4	3	5	5	4	3	4	5	63
S67	4	4	5	4	4	5	5	4	4	4	4	4	5	4	5	65
S68	5	4	5	4	5	4	5	4	4	5	4	5	5	4	5	68
S69	5	5	5	5	5	4	5	5	5	5	5	5	5	5	5	74
S70	5	4	4	5	5	4	4	5	5	4	4	4	4	4	1	62
S71	4	5	4	5	4	4	5	4	4	4	5	4	4	5	5	66
S72	4	4	4	4	5	4	4	4	4	4	4	4	4	4	4	61
S73	5	5	4	5	2	5	4	2	5	2	4	2	4	5	5	59
S74	5	5	5	4	4	4	4	4	5	4	5	4	4	5	5	67

Appendix 6. Students' Recount Text Writing Results

Name : Student 2

NPM : 22421018

Semester: 6

A Trip to the Mountains

Orientation

Last June, I went to Mount Bromo with my cousins during the school holiday. We traveled by car from Surabaya and arrived in the evening. The air was cold and fresh, very different from the city.

Events

Early in the morning, we woke up at 3 a.m. to see the sunrise from Penanjakan Hill. The view was breathtaking as the sun slowly appeared above the clouds. After that, we rode horses across the Sea of Sand to reach the crater. Standing at the edge, we could see smoke coming out from inside the volcano. Later, we took many photos and enjoyed hot noodles at a small stall near the parking area.

Re-orientation

It was an amazing adventure that I will always remember. I hope I can explore more mountains in the future.

Name : Student 15
NPM : 435231019
Semester: 4

My Holiday Story

Orientation

Last year, I went to Sawarna Beach with my friend. We chose this beach because it is famous for its beautiful white sand and big waves. The weather was sunny and perfect for a holiday.

Events

When we arrived, we saw the wide blue ocean and soft white sand. I took off my shoes and walked along the shore while feeling the small waves touch my feet. We collected seashells and took photos near the big rocks that are the trademark of Sawarna Beach. After that, we sat under a tree while enjoying fresh coconut water. Before going home, we watched the beautiful sunset.

Re-orientation

It was one of the best holidays I have ever had. I hope I can visit Sawarna Beach again someday.

Name : Student 40
NPM : 435241002

Semester : 2

My Holiday Story

Orientation

Last Sunday, my village held a “Fun walk” event to celebrate Independence Day. I joined the event with my friends and neighbors. The atmosphere was lively because there were lots of activities and many prizes for the participants.

Events

In the morning, we gathered at the district office and began walking together. Along the way, we chatted, laughed, and enjoyed the fresh morning air. After we finished the walk, everyone waited excitedly for the door prize announcement. I was so surprised when my participant number was called. I walked to the stage and received a beautiful backpack as my prize. People clapped and congratulated me, and I couldn’t stop smiling.

Re-orientation

It was such a fun and memorable day for me. I hope I can join this event again next year.

Name : Student 24
NPM : 21421007
Semester: Semester 8

My Holiday to Villa Anyer Beach

Beginning (Orientation)

Last July, I went on a holiday with my organization friends to a beach villa in Anyer.We planned the trip after our final exams as a way to relax and celebrate.The villa was right by the sea, and the view was amazing.

Event

On the first day, we arrived in the afternoon and immediately explored the beach.We played beach volleyball, took photos, and swam in the sea together. At night, we had a barbecue party and sang songs around a small bonfire.The next morning, we woke up early to watch the sunrise and took a walk along the shore.

Before going home, we gathered to share our favorite moments and took a group photo to remember the trip

Re-orientation

I felt very happy and thankful for the time we spent together. It was a fun and meaningful holiday that brought us closer as a team.