

**ENGLISH EDUCATION STUDENTS' PERSPECTIVES IN  
USING GRAMMARLY TO DEVELOP WRITING SKILLS:  
A CASE STUDY**

**THESIS**

**Submitted in Partial Fulfillment of the Requirements  
for the Degree of *Sarjana Pendidikan* in English Education**



**By :**

**MERI AMADEA MAYANTI**

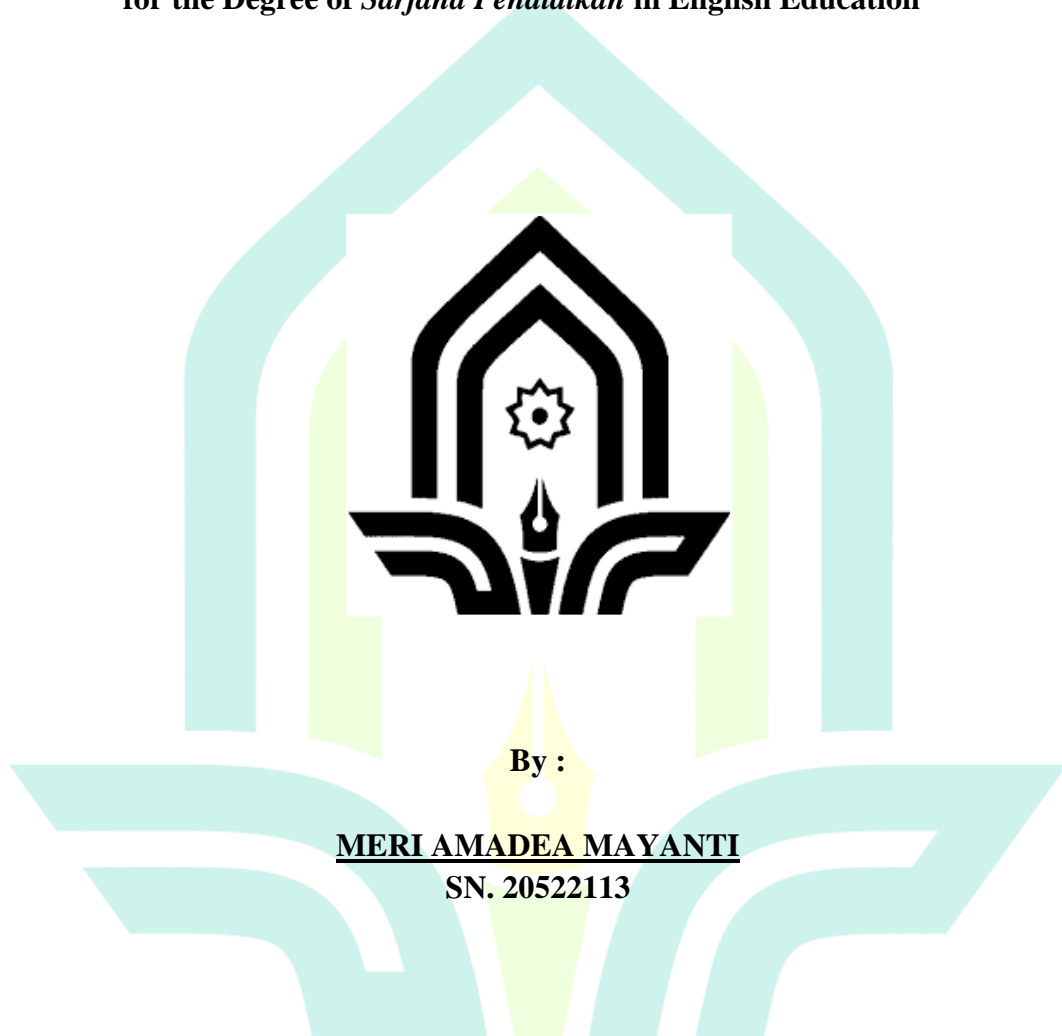
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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
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Pekalongan, 1 April 2026

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*Assalamu 'alaikum Wr.Wb.*

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah

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Judul : **English Education Students' Experiences In Using Grammarly**

**In Developing Writing Skills: A Case Study**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

*Wassalamu'alaikum Wr.Wb.*

Pekalongan, 9 Maret 2026

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IN USING GRAMMARLY TO DEVELOP WRITING  
SKILLS: A CASE STUDY**

Has been established through an examination held on Thursday, 12<sup>th</sup> March 2026 and accepted in partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

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## MOTTO

*"Even when everything feels overwhelming, I keep moving forward, believing that my struggles will lead me to something meaningful."*

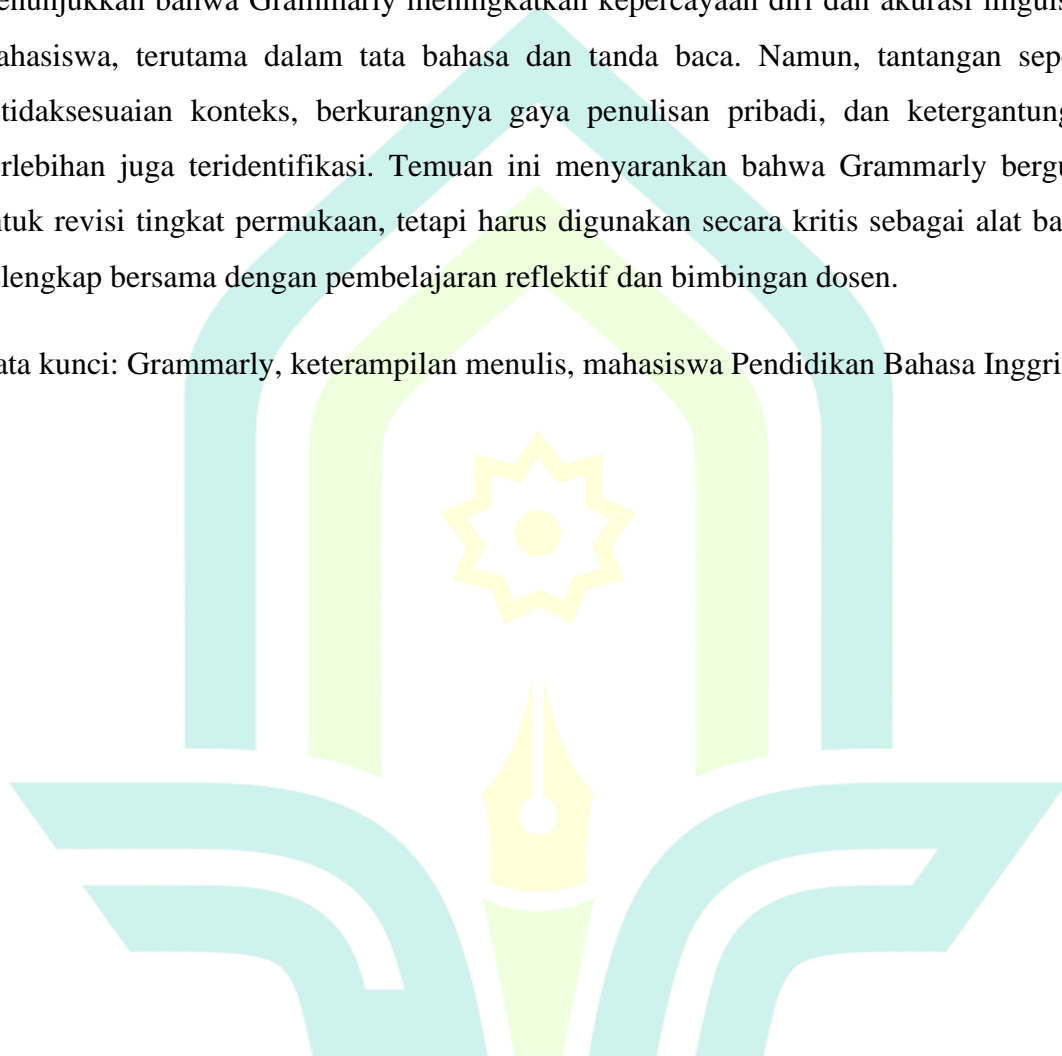
everything i wanted - Billie Eilish



## **ABSTRAK**

Penelitian ini bertujuan untuk mengkaji pandangan mahasiswa Pendidikan Bahasa Inggris mengenai penggunaan Grammarly dalam pengembangan keterampilan menulis. Dengan menggunakan studi kasus kualitatif, data dikumpulkan dari empat mahasiswa melalui wawancara dan dokumentasi, kemudian dianalisis secara tematis. Temuan menunjukkan bahwa Grammarly meningkatkan kepercayaan diri dan akurasi linguistik mahasiswa, terutama dalam tata bahasa dan tanda baca. Namun, tantangan seperti ketidaksesuaian konteks, berkurangnya gaya penulisan pribadi, dan ketergantungan berlebihan juga teridentifikasi. Temuan ini menyarankan bahwa Grammarly berguna untuk revisi tingkat permukaan, tetapi harus digunakan secara kritis sebagai alat bantu pelengkap bersama dengan pembelajaran reflektif dan bimbingan dosen.

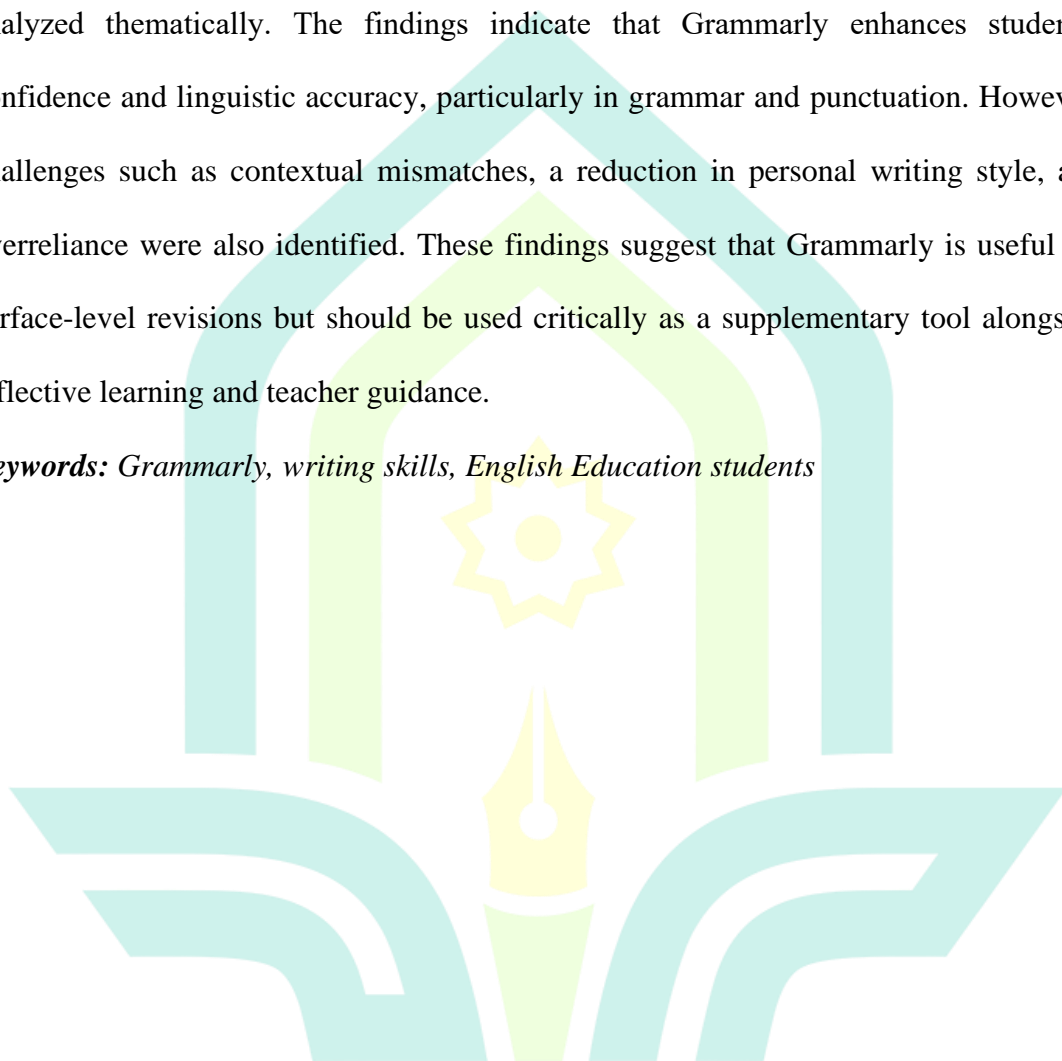
Kata kunci: Grammarly, keterampilan menulis, mahasiswa Pendidikan Bahasa Inggris



## ABSTRACT

This study aims to explore the perspectives of English Language Education students regarding the use of Grammarly to develop writing skills. Using a qualitative case study, data were collected from four students through interviews and documentation, then analyzed thematically. The findings indicate that Grammarly enhances students' confidence and linguistic accuracy, particularly in grammar and punctuation. However, challenges such as contextual mismatches, a reduction in personal writing style, and overreliance were also identified. These findings suggest that Grammarly is useful for surface-level revisions but should be used critically as a supplementary tool alongside reflective learning and teacher guidance.

**Keywords:** *Grammarly, writing skills, English Education students*



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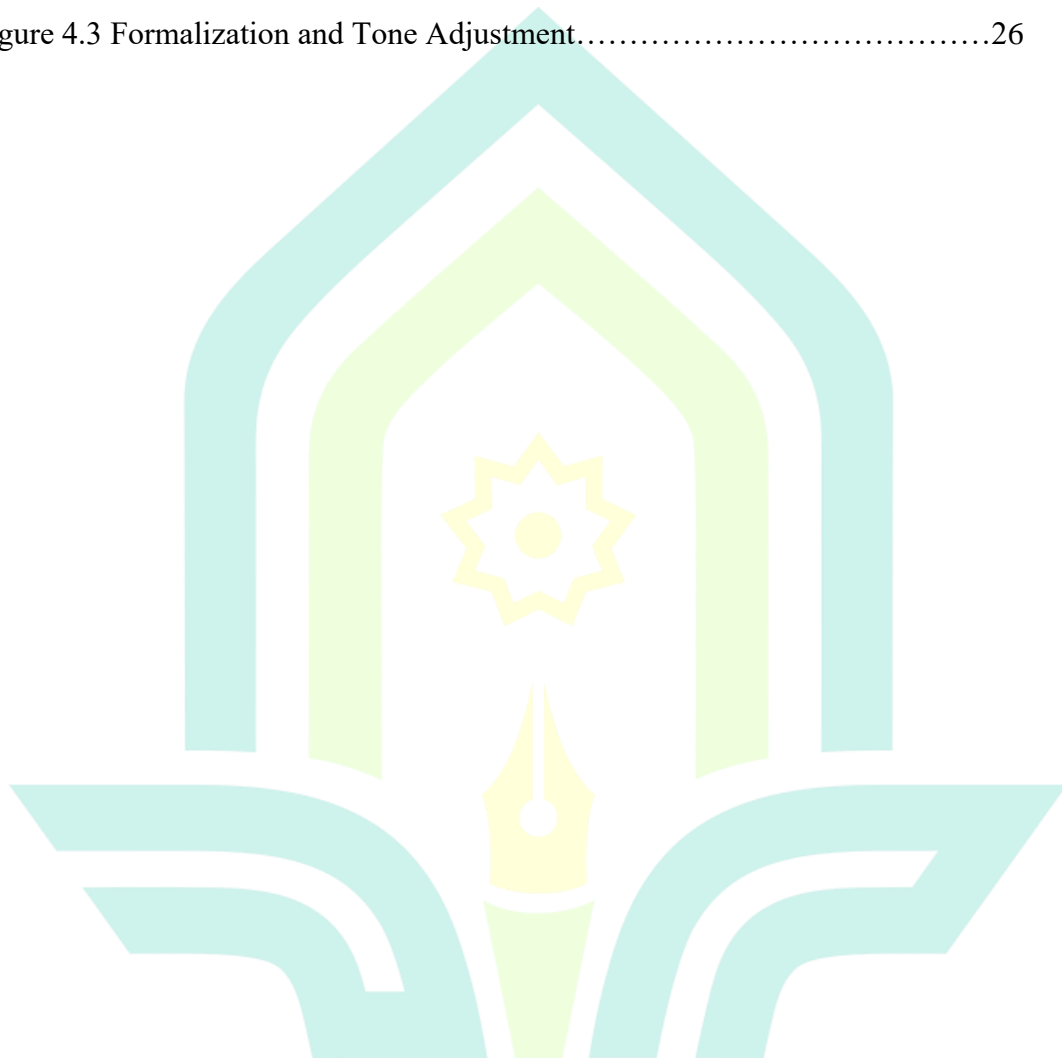
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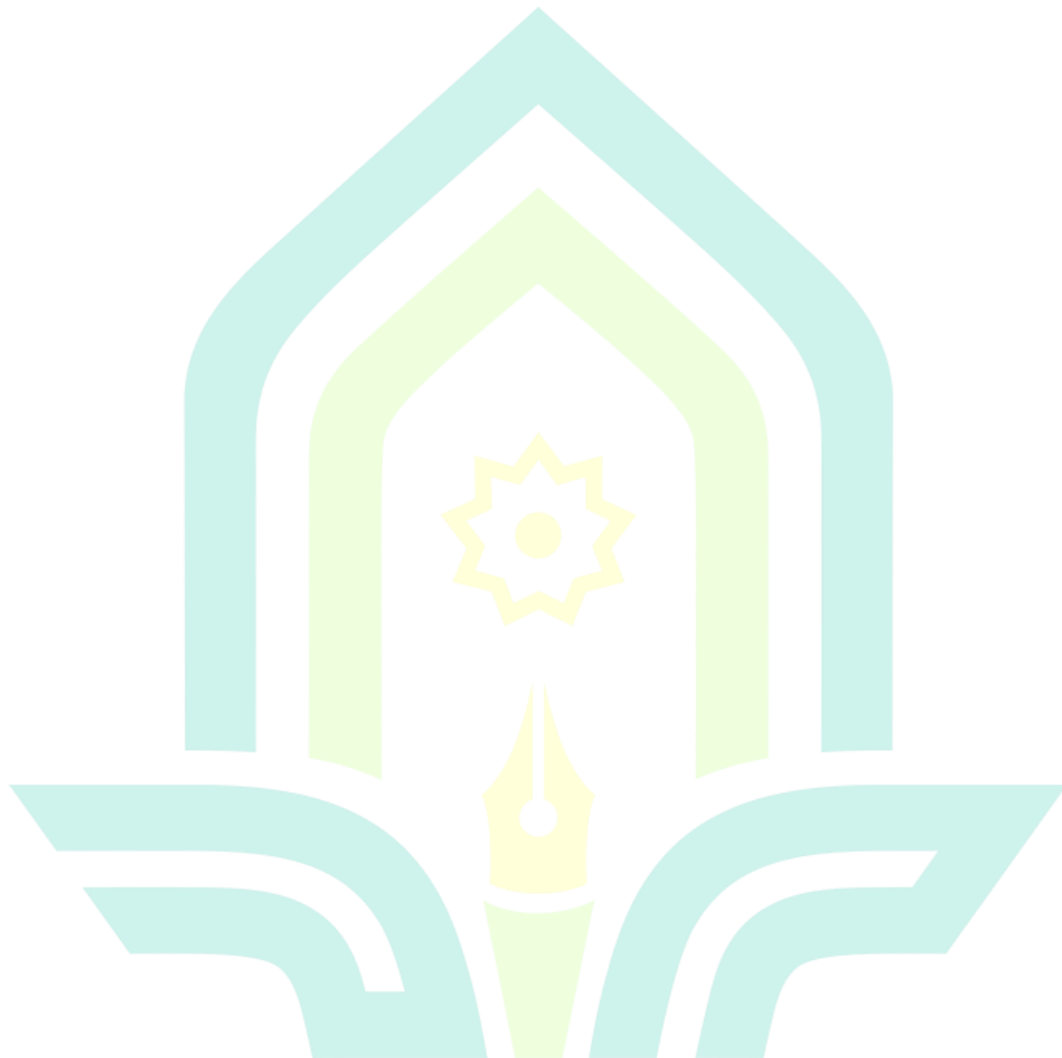
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# CHAPTER I

## INTRODUCTION

### 1.1 Research Background

Writing is an important productive skill in English learning, especially for English Language Education students who are expected to produce academic texts such as essays, reports, research papers, and reflective writing. Writing involves more than just constructing grammatically correct sentences; it also requires the ability to express ideas clearly, structure arguments logically, and apply appropriate academic conventions (Harmer, 2007). However, writing remains one of the most challenging skills for many EFL students. Studies show that Indonesian EFL learners commonly struggle with grammar, coherence, vocabulary accuracy, and academic tone (Toba, Noor, & Sanu, 2019).

Technological advances have led to the development of Artificial Intelligence (AI) tools designed to support language learning. One widely used tool is Grammarly, an Automatic Writing Evaluation (AWE) application that provides real-time feedback on grammar, punctuation, clarity, and writing style (Li & Deng, 2020). Research shows that Grammarly can increase students' awareness of writing errors and help them revise more efficiently, (Zhang & Hyland, 2021; Dewi, 2023).

While numerous studies have demonstrated Grammarly's benefits, not all students' perspectives with the app have been positive. Elliot & Klobucar

(2013) noted that automated feedback often lacks depth and cannot provide as detailed explanations as a human instructor. Similar concerns were highlighted by Huang & Kim (2019), who found that some students felt confused when Grammarly's suggestions seemed inconsistent with the intended meaning of their sentences.

This mixed pattern of perspectives also emerged in the context of a university in Pekalongan. Based on initial observations conducted before selecting this research topic, many English Education students actively rely on Grammarly when working on writing assignments; however, they often accept automatic suggestions without fully understanding why the corrections are made. Several students admitted that they often felt uncertain about how to interpret Grammarly's explanations, especially when the feedback related to contextual meaning, tone, or academic style. These real-life classroom observations indicate that students face not only mechanical writing issues but also challenges in responding critically to the tool's feedback.

Therefore, investigating students' perspectives is important not only to see if Grammarly “helps,” but also to understand how students perceive and interpret the tool. This includes how students interact with Grammarly, how they interpret its feedback, and how it influences their writing process. This shift from general observations to specific student perspectives forms the basis for this study's focus on the perceptual dimension of Grammarly use.

Therefore, this study aims to explore the perspective of English Language Education students in using Grammarly to develop their writing skills, focusing

on how students perceive its benefits and the challenges they face when using the application. This study adopts Creswell's (2012) perspective on experience as meaning-making and subjective reflection, making it relevant as a primary theoretical foundation.

## **1.2 Formulation of the Problems**

Based on the problems identified in the background, the research questions are formulated as follows:

1. What are English Education students' perspectives in using Grammarly to improve their writing skills?
2. What do challenges students face in using Grammarly as a writing tool?

## **1.3 Aims of the Study**

To provide a clear direction for this research, the objectives of this study are as follows:

1. To explore the perspectives of English Education students regarding the use of Grammarly in developing their writing skills.
2. To identify the challenges perceived by students when using Grammarly in writing learning activities.

## **1.4 Operational Definition**

To avoid ambiguity and ensure clarity in this study, key terms are defined as follows:

1. Grammarly: An AI-based Automatic Writing Evaluation (AWE) tool that provides instant suggestions on grammar, punctuation, clarity, and style (Li & Deng, 2020).

2. **Writing Skills:** The ability to produce written text that is structured, cohesive, logical, and grammatically correct in an academic context (Harmer, 2007).
3. **Student Perspectives:** Students' perceptions, interpretations, attitudes, and reflections toward their use of Grammarly in writing activities (Creswell, 2012).

### **1.5 Significance of the Study**

This study aims to reveal the perspective of English Education students in using Grammarly to develop writing skills.

1. **Theoretical use:** This study contributes to theoretical studies on the use of Grammarly in English language learning, particularly in the context of developing academic writing skills. The results also enrich the existing literature on technology-assisted writing instruction.
2. **Practical uses:** For students, the findings of this study provide insights into how to use Grammarly critically and effectively as a writing aid. For lecturers, the results serve as a reference for integrating Grammarly into their teaching practices to improve student writing performance.
3. **Institutional use:** For educational institutions, this research serves as a basis for developing technology-based learning strategies and for providing training to students in using digital applications that support language learning.

## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Summary of Findings**

This study explores English Language Education students' perspectives on the use of Grammarly in academic writing and the challenges they encounter. Based on thematic analysis of interviews with four participants, the findings indicate that Grammarly is perceived as a supportive and helpful tool, particularly in improving grammar, spelling, and punctuation accuracy. The application's immediate and clear feedback contributes to increased confidence, as students feel more secure and less anxious when submitting their work. However, this confidence does not always reflect a deeper understanding of grammatical concepts. Some participants admitted that they tend to accept corrections without fully understanding them, indicating that the effectiveness of Grammarly depends on the level of students' reflective engagement. When feedback is processed critically, it can enhance grammatical awareness; otherwise, its impact remains superficial.

In terms of writing development, Grammarly is mainly perceived as effective for surface-level revision rather than higher-order writing skills. While it helps students identify and correct mechanical errors, it provides limited support in idea development, organization, and critical argumentation. Additionally, several challenges were identified, including contextual mismatches in suggested corrections, a perceived reduction in personal writing style due to over-standardization, and a tendency toward dependency on the

tool. Overall, the findings suggest that Grammarly plays a significant role in enhancing linguistic accuracy and confidence; however, its pedagogical value is shaped by how students engage with it. Therefore, Grammarly should be used as a complementary tool alongside critical thinking, self-revision, and teacher feedback rather than as a substitute for comprehensive writing instruction.

## **5.2 Suggestions**

### **5.2.1 Suggestion for Students**

Students are encouraged to use Grammarly critically and not rely solely on it. They should carefully review each suggestion and ensure that the corrections align with their intent. Grammarly should be used as a learning tool to understand recurring errors and gradually improve writing skills, while maintaining their personal writing style and critical thinking.

### **5.2.2 Suggestions for Lecturers**

Lecturers are advised to guide students in using Grammarly responsibly. Because automated feedback cannot fully understand academic context or intent, it should complement, not replace, teacher feedback. Integrating discussions about AI-assisted writing and digital literacy can help students develop more reflective and independent writing practices.

### **5.2.3 Suggestions for Future Researchers**

Future studies could examine the use of Grammarly across different disciplines or educational levels to provide broader insights. Researchers are also encouraged to examine Grammarly's long-term impact on writing

autonomy and compare it with other AI-based writing tools in an EFL (English as a Foreign Language) context.



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