

**STUDENTS' PERCEPTIONS ON USING GRAMMARLY
IN WRITING THEIR THESES AT ENGLISH STUDY PROGRAM FKIP
UNIVERSITAS RIAU**

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ABSTRACT

Writing a thesis in English remains a challenging task for EFL students, particularly in achieving grammatical accuracy, appropriate word choice, and clarity of expression in academic writing. To address these challenges, many students rely on technological tools such as Grammarly to support their writing process. This quantitative descriptive research aimed to examine perceptions of English Study Program students on using Grammarly in thesis writing. The population of the research was the fourth year students who use Grammarly in writing their theses. Then, a total of 56 students met the criteria to be chosen as the sample. Data were collected through questionnaire distribution and then data is processed through descriptive statistical analysis. Based on data analysis it was found out that students have positive perception of using Grammarly in writing theses. Grammarly was perceived useful in improving grammatical accuracy, spelling, and punctuation, as well as easy to access. Despite the positive perceptions, the findings also revealed that Grammarly has limitations in supporting content development and idea organization. Therefore, it is suggested that Grammarly be used only as a complementary tool alongside lecturers' guidance and students' critical revision skills in the thesis writing process.

Keywords: grammarly, perception, thesis writing

ABSTRAK

Menulis skripsi dalam bahasa Inggris tetap menjadi tugas yang menantang bagi mahasiswa program studi bahasa Inggris, terutama dalam hal ketepatan tata bahasa, pemilihan kata yang tepat, dan kejelasan penyampaian dalam penulisan akademik. Untuk mengatasi tantangan ini, banyak mahasiswa mengandalkan alat teknologi seperti Grammarly untuk mendukung proses penulisan mereka. Penelitian ini bertujuan untuk mengkaji persepsi mahasiswa program studi bahasa Inggris mengenai penggunaan Grammarly dalam penulisan skripsi. Populasi penelitian ini adalah mahasiswa tahun keempat yang menggunakan Grammarly dalam penulisan tesis mereka. Kemudian, sebanyak 86 mahasiswa memenuhi kriteria untuk dipilih sebagai sampel. Data dikumpulkan melalui distribusi kuesioner dan kemudian diproses melalui analisis statistik deskriptif. Berdasarkan analisis data, ditemukan bahwa mahasiswa memiliki persepsi positif terhadap penggunaan Grammarly dalam penulisan skripsi. Grammarly dianggap berguna dalam meningkatkan akurasi tata bahasa, ejaan, dan tanda baca, serta mudah diakses. Meskipun terdapat persepsi positif, temuan juga menunjukkan bahwa Grammarly memiliki keterbatasan dalam mendukung pengembangan konten dan organisasi ide. Oleh karena itu, disarankan agar Grammarly digunakan hanya sebagai alat pelengkap bersama bimbingan dosen dan keterampilan revisi kritis mahasiswa dalam proses penulisan tesis.

Kata Kunci: grammarly , persepsi , penulisan skripsi

A. Introductions

Writing a thesis is the final stage that must be completed by university students as a manifestation of their academic competence in integrating knowledge, skills, and scientific attitudes. For students of the English Education Study Program FKIP Universitas Riau, writing a thesis often becomes a challenge. This condition causes students to face various difficulties, particularly in terms of grammar, spelling,

sentence structure, and clarity of idea expression in academic writing. This is in line with idea given by Habibi and Wachyunni (2017), who state that confusion in organizing supporting arguments, spelling errors, grammatical errors, capitalization errors, punctuation errors, and poor organization or illogical sequencing are common problems in English writing. These problems can affect the clarity and credibility of writing, making it

difficult for students to convey their ideas effectively.

In practice, linguistic errors are still frequently found in students' thesis writing, even though continuous supervision has been provided. These errors are not only affect the quality of the writing but also slow down the thesis completion process. Therefore, students need strategies and supporting tools that can assist them in writing independently, particularly in correcting technical language errors.

The development of educational technology has introduced various artificial intelligence–based applications that support academic writing, one of which is Grammarly. Grammarly offers various useful features, such as checking spelling, grammar, and punctuation, as well as providing comprehensive feedback in the form of corrections and suggestions. The main features of this application are a grammar checker, a spell checker, and other services such as proofreading and plagiarism detection (Qassemzadeh & Soleimani, 2016). These features help

students to produce writing that is clearer, more accurate, and free from errors, with a high level of accuracy and evaluation speed (Nova, 2018). Theoretically, the use of technology in thesis writing can improve students' effectiveness and efficiency when the technology is perceived as useful and easy to use. According to Davis (1989), the *Technology Acceptance Model* (TAM) is one of the most influential frameworks to explain how users accept and use technology. TAM provides a theoretical foundation for understanding the factors that shape users' perceptions and behavioral intentions toward a technological tool. In this research TAM is adopted to analyze students' perceptions of the *perceived usefulness* and *perceived ease of use* of Grammarly, as well as how these perceptions influence their *behavioral intention* to use it in thesis writing.

Although Grammarly offers various conveniences and benefits, its effectiveness in improving students' writing skills remains debatable. O'Neill and Russell

(2019) mention that students who received greater benefits and feedback from Grammarly reported significantly have higher satisfaction with its features than those who did not use it. However, Grammarly also has limitations, particularly in supporting content development and idea coherence. Therefore, it is important to examine students' perceptions of using Grammarly in thesis writing.

Prior to conducting the main this research, the researcher carried out a preliminary survey in April 2025 involving fourth-year students of the English Education Study Program, cohort 2021. This survey aimed to obtain an initial overview of 114 students' about the use of Grammarly during the thesis writing process. The data were collected from a total of 114 students across three classes. The result revealed that 86 students had experience using Grammarly. This result indicates that the majority of fourth-year students actively use Grammarly in writing their theses, highlighting Grammarly's prominence as a writing support tool among students. The high number of

Grammarly users identified in the preliminary study strengthens the relevance of conducting further research to examine students' perceptions of Grammarly, particularly in terms of perceived usefulness, perceived ease of use, and behavioral intention.

Based on the explanation, this study intended to know much about the students' perceptions on using Grammarly in thesis writing. That's why the Research Questions of the research is The purpose of this study is to describe students' perceptions based on the aspects of *perceived usefulness*, *perceived ease of use*, and *behavioral intention*. Hopefully, he findings of this study may strengthen the theories related to the use of technology in learning, especially in writing courses as well as.

B. Research Methodology

This study employed a quantitative descriptive research design to investigate students' perceptions of using Grammarly in writing their theses. Quantitative research was chosen because the data were collected in numerical

form and analyzed statistically to describe trends and patterns in students' perceptions. According to Creswell (2014), quantitative research is appropriate when a researcher aims to examine phenomena by collecting measurable data and analyzing them using statistical procedures.

The population of this reearch consisted of fourth-year students of the English Education Study Program, Faculty of Teacher Training and Education, Universitas Riau, batch 2021, who uses Grammarly in writing their thesis, totaling 86 students. Population refers to the entire group of individuals that the researcher intends to generalize the findings to (Sugiyono, 2019)- Based on the preliminary survey conducted in April 2025, 86 out of 114 students batch 2021, have used Grammarly in writing their theses.

Total 56 of students selected as samples. 30 students were asked to complete a questionnaire as a tryout to test the validity and reliability of the questionnare.

The research instrument used a closed-ended questionnaire adapted from previous research from Neill and Russell (2019) and Cavaleri (2018), The questionnaire consists of 25 questions.

The collected data analyzed using descriptive statistical techniques, including mean scores and frequency distribution.

C. Results and Discussion

The Research question is what are the students' perceptions on using grammarly in writing their theses at English Study Program FKIP Universitas Riau. To answer that question, the questionnaire was given to 56 students. Then the obtained data were analyzed using Microsoft Excel 2010 and SPSS version 30 The results of data analysis then described and interpreted.

Perceived usefulness

In terms of perceived usefulness, students perceived Grammarly as helpful in improving grammatical accuracy, spelling, and punctuation in thesis writing. This finding supports Davis's

(1989) Technology Acceptance Model, which states that users are more likely to accept a technology when it is perceived as beneficial in enhancing task performance.

Table 1 the result of perceived usefulness

Item	Mean	Interpretation
X1	3.93	High
X2	3.70	High
X3	4.36	Very High
X4	4.37	Very High
X5	4.18	High
X6	3.73	High
X7	4.18	High
X8	4.00	High
X9	4.04	High
X10	3.91	High
Average 4.00		High

Based on The table 1, all items under the perceived usefulness indicator are categorized as high to very high, indicating that students perceive Grammarly as a beneficial tool in supporting thesis writing. The highest mean score was obtained by item X4 (M = 4.37, which shows that Grammarly is perceived as very helpful in correcting grammatical errors and improving students' understanding of grammar rules.

These findings suggest that students primarily value Grammarly for its role in enhancing grammatical accuracy in academic writing.

Meanwhile, item X2 obtained the lowest mean score (M = 3.70), although it still falls into the high category. This indicates that while Grammarly contributes positively to students' interest in thesis writing, its impact on learning motivation is perceived as less strong compared to its role in correcting language errors. Overall, the average mean score of 4.00 confirms that Grammarly is perceived as useful in improving students' knowledge, confidence, awareness of common mistakes, and overall writing skills during the thesis writing process.

The results are also consistent with previous studies (Muhammad, 2021; O'Neill & Russell, 2019), which found that Grammarly effectively assists students in identifying and correcting language errors in academic writing.

Perceived Ease of Use

The results of the Perceived Ease of Use category consist of ten statements covering several aspects, including ease of use, flexibility, feedback, interactive features, quick

access, clarity of explanation, increased motivation, and time efficiency

Table 2 result of perceived ease of use

Item	Mean	Interpretation
X11	4.37	Very High
X12	4.36	Very High
X13	4.34	Very High
X14	4.09	High
X15	4.02	High
X16	4.14	High
X17	3.91	High
X18	3.73	High
X19	3.93	High
X20	4.11	High
Average	4.10	High

Based on Table 2, all items under the perceived ease of use indicator are categorized as high to very high, indicating that students generally perceive Grammarly as an easy-to-use tool in the thesis writing process. The highest mean score was obtained by item X11 ($M = 4.37$), followed closely by item X12 ($M = 4.36$) and X13 ($M = 4.34$). These results suggest that students strongly agree that Grammarly is easy to use, suitable, flexible, and user-friendly,

which facilitates its adoption during academic writing.

Items related to feedback and accessibility, such as X14, X16, and X20, also achieved high mean scores, indicating that students perceive Grammarly's feedback as understandable and its accessibility as quick and efficient. Meanwhile, item X18 obtained the lowest mean score ($M = 3.73$), although it still falls into the high category, suggesting that Grammarly moderately contributes to increasing students' motivation in thesis writing compared to its functional ease.

Overall, the average mean score of 4.10 confirms that Grammarly is perceived as easy to access, operate, and integrate into the thesis writing process, supporting students' efficiency and engagement. Regarding perceived ease of use, the high mean score indicates that students found Grammarly easy to access and operate without requiring special training. This finding aligns with the TAM theory, which emphasizes that ease of use plays an important role in shaping users' acceptance of technology. Similar results were reported by Iriani et al. (2024), who found that Grammarly's

user-friendly interface and instant feedback contributed to positive student perceptions.

Behavioral Intentional

The results of the statistical analysis of the Behavioral Intention indicator consist of five statements related to several aspects, namely satisfaction with the Grammarly usage process, satisfaction with the results of using Grammarly, interactive interface display, tool support, and improvement in writing skills. The results of the analysis can be seen in the following table.

Table 3 the result of intentional behavioral

Item	Mean	Interpretation
X21	4.20	High
X22	4.14	High
X23	4.00	High
X24	4.14	High
X25	4.27	Very High
Average 4.15	High	

Based on Table 3, students' behavioral intention toward the use of Grammarly is categorized as high, with an average mean score of 4.15. This result indicates that students

generally show positive intentions to continue using Grammarly in their thesis writing process. The highest mean score was obtained by item X25 (M = 4.27), which suggests that students strongly intend to use Grammarly to enhance the quality of their thesis writing.

Items related to satisfaction, such as X21, X22, and X23, also achieved high mean scores, indicating that students are satisfied with both the process and the outcomes of using Grammarly, as well as its interactive interface. Meanwhile, item X24 (M = 4.14) reflects students' intention to continue using Grammarly as a supporting tool for checking language errors. Overall, these findings demonstrate that positive experiences and perceived benefits of Grammarly encourage students' intention to adopt and continue using the tool in academic writing.

Furthermore, behavioral intention emerged as the strongest indicator, suggesting that students intend to continue using Grammarly in future academic writing tasks. According to Davis (1989), perceived usefulness and perceived ease of use directly influence behavioral intention,

which explains why students showed strong motivation to keep using Grammarly. This finding is in line with Komara et al. (2024), who reported that positive experiences with Grammarly encourage sustained usage among students.

Overall, the findings confirm that Grammarly is perceived as a useful, easy-to-use, and supportive tool in thesis writing, reinforcing the applicability of the Technology Acceptance Model in explaining students' acceptance of writing technology.

E. Conclusions

The Purpose of this research is to find out students' perceptions on using Grammarly in writing their theses at English Study Program FKIP Universitas Riau. Based on the results of this study indicate that students of the English Study Program FKIP Universitas Riau have a positive perception of using Grammarly in writing their theses. This is reflected in the overall mean score of 4.08, which falls into the high category. Among the three indicators examined, behavioral intention obtained the highest mean score (4.15), followed by perceived ease of

use (4.10) and perceived usefulness (4.00). Look at the following Table for more informations

Tabel 4 The Result of the Research Indicators

Indicator	N	Mean	Category
Perceived Usefulness	56	4.00	High
Perceived Ease of Use	56	4.10	High
Behavioral Intention	56	4.15	High
Average	56	4.08	High

Based on these conclusions, it is recommended that students use Grammarly as a supplementary tool to support their writing process while continuing to develop their independent writing skills. Lecturers may also consider integrating Grammarly into academic writing instruction to enhance students' awareness of language accuracy.

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