

**A CASE STUDY ON THE USE OF GRAMMARLY TO SUPPORT WRITING
ACCURACY AMONG FOURTH SEMESTER STUDENTS OF THE ENGLISH
LEARNING PROGRAM AT UIN MADURA**

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ABSTRACT

This study aims to explore the use of Grammarly in supporting writing accuracy among fourth-semester students of the English Learning Program at UIN Madura. This research employed a qualitative case study design involving nine students. Data were collected through observation, interviews, and documentation. The findings revealed that Grammarly helped students improve grammar, punctuation, spelling, and sentence structure. In addition, students showed positive perceptions toward Grammarly because it was easy to use and assisted them in revising their writing. However, some students tended to depend on the application without fully understanding the corrections. Therefore, Grammarly can be used as a supportive tool to enhance students' writing accuracy.

Keywords: Grammarly, writing accuracy, writing skill, EFL students

ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi penggunaan Grammarly dalam mendukung akurasi menulis mahasiswa semester empat Program Tadris Bahasa Inggris UIN Madura. Penelitian ini menggunakan desain studi kasus kualitatif dengan melibatkan sembilan mahasiswa sebagai partisipan. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa Grammarly membantu mahasiswa meningkatkan tata bahasa, tanda baca, ejaan, dan struktur kalimat. Selain itu, mahasiswa memberikan persepsi positif terhadap Grammarly karena mudah digunakan dan membantu proses revisi tulisan. Namun, beberapa mahasiswa cenderung bergantung pada aplikasi tersebut tanpa memahami koreksi secara penuh. Oleh karena itu, Grammarly dapat digunakan sebagai alat pendukung untuk meningkatkan akurasi menulis mahasiswa.

Kata Kunci: Grammarly, akurasi menulis, keterampilan menulis, mahasiswa EFL

A. Introduction

Writing is one of the essential skills in learning English because it allows students to communicate

ideas, opinions, feelings, and information through written language (Harmer 2004). In academic contexts, writing plays an important

role since students are often required to complete assignments, essays, reports, and other academic tasks in written form. Through writing activities, students are expected not only to express their ideas clearly but also to demonstrate their understanding of grammar, vocabulary, sentence organization, and language accuracy. Therefore, writing is considered a productive skill that requires both linguistic knowledge and critical thinking ability.

Despite its importance, writing is frequently regarded as one of the most difficult skills for EFL (English as a Foreign Language) students to master. Many students face difficulties in organizing ideas, constructing sentences, and applying grammatical rules correctly. Oshima and Hogue explain that students commonly experience problems related to grammar, punctuation, capitalization, spelling, and coherence in writing (Oshima and Hogue 2007). In addition, students often feel anxious and lack confidence when writing in English because they are afraid of making mistakes. These difficulties may negatively affect students' motivation and writing performance.

In the context of higher education, writing accuracy becomes an important aspect that students need to develop. Writing accuracy refers to the ability to produce grammatically correct sentences with proper spelling, punctuation, and sentence structure. Accuracy in writing is important because grammatical and mechanical errors may influence the clarity and quality of students' writing. However, many university students still struggle to maintain writing accuracy, particularly in academic writing tasks. Based on preliminary observation conducted among fourth-semester students of the English Learning Program at UIN Madura, several students frequently made errors in verb tense, subject-verb agreement, punctuation, word choice, and sentence structure while writing English assignments.

Along with the rapid development of technology, digital tools have increasingly been integrated into language learning activities. Technology-assisted language learning has become popular because it provides students with practical and interactive learning support. Various online applications are now available to help students

improve their English skills, especially in writing. One of the most widely used applications in writing activities is Grammarly. Grammarly is an online writing assistant designed to help users identify and correct grammatical and mechanical errors in writing. The application provides automatic feedback related to grammar, spelling, punctuation, vocabulary choice, clarity, and sentence structure (O'Neill and Russell 2019).

Grammarly has attracted many students because it is easy to access and provides immediate corrections. Students can directly identify errors in their writing and revise them more efficiently. In addition, Grammarly offers suggestions that may help students improve the quality of their writing. For EFL students, Grammarly can function as a supporting tool that assists them in minimizing grammatical mistakes and developing better writing accuracy. As a result, many students rely on Grammarly when completing English writing assignments.

Several previous studies have investigated the use of Grammarly in language learning. Ghufon and Rosyida found that Grammarly effectively reduced students'

grammatical errors and improved writing quality (Ghufon and Rosyida 2018). Similarly, O'Neill and Russell reported that students showed positive attitudes toward Grammarly because it helped them revise their writing quickly and independently (O'Neill and Russell 2019). In another study, Grammarly was found to increase students' confidence in writing because the application provided immediate feedback and correction suggestions. These studies indicate that Grammarly has positive contributions to the development of students' writing skills, particularly in improving writing accuracy.

However, despite the positive findings, some researchers also highlighted certain limitations of Grammarly. Students may become too dependent on the application and rely on automatic corrections without fully understanding grammatical rules. As a result, students may improve their final writing products but still lack grammatical competence independently. In addition, most previous studies focused mainly on measuring students' writing improvement quantitatively, while fewer studies explored students' experiences and perceptions

regarding the use of Grammarly in real writing activities.

Furthermore, limited studies have specifically investigated the use of Grammarly among EFL students in Islamic higher education contexts, particularly at UIN Madura. Therefore, this study attempts to fill this gap by exploring how Grammarly supports writing accuracy among fourth-semester students of the English Learning Program at UIN Madura. This study not only focuses on writing improvement but also investigates students' perceptions and experiences in using Grammarly during writing activities.

This study is expected to contribute both theoretically and practically. Theoretically, the findings may enrich the discussion of technology-assisted language learning, especially regarding the use of digital writing tools in improving writing accuracy. Practically, this study is expected to help students use Grammarly more effectively and assist lecturers in integrating technology into writing instruction.

B. Research Method

This study employed a qualitative approach using a case study design to investigate the use of

Grammarly in supporting students' writing accuracy. Qualitative research is appropriate for exploring participants' experiences, perceptions, and behaviors in depth (Creswell and Creswell 2017). Meanwhile, a case study design was used because this study focused on a specific phenomenon within a particular educational context, namely the use of Grammarly among fourth-semester students of the English Learning Program at UIN Madura.

This study was conducted at the English Learning Program of UIN Madura during the academic year 2025/2026. The participants of this study consisted of nine fourth-semester students who actively used Grammarly in their writing activities. The participants were selected through purposive sampling because they had prior experience using Grammarly and were considered able to provide relevant information related to the focus of the study (Sugiyono 2013). The researcher selected participants who frequently used Grammarly while completing English writing assignments, particularly in paragraph and essay writing activities.

The data of this study were collected through observation,

interviews, and documentation. These three techniques were used to obtain comprehensive data regarding students' writing accuracy and their experiences in using Grammarly. Observation was conducted to identify students' writing performance before and after using Grammarly. The observation focused on grammatical accuracy, punctuation, spelling, sentence structure, and vocabulary usage in students' writing.

In addition, the researcher conducted semi-structured interviews to explore students' perceptions and experiences in using Grammarly. Semi-structured interviews allowed participants to express their opinions freely while still focusing on the objectives of the study (Creswell and Creswell 2017). The interview guidelines consisted of several open-ended questions related to the benefits, challenges, and effectiveness of Grammarly in supporting writing accuracy.

Documentation was also used as an important source of data. The documentation included students' writing samples before and after using Grammarly. These documents were analyzed to identify improvements in grammatical accuracy, punctuation,

sentence organization, and other aspects of writing. The documentation data supported the findings obtained from observation and interviews.

The researcher acted as the main research instrument in collecting and analyzing the data. In qualitative research, the researcher plays a significant role in interpreting participants' experiences and understanding the research phenomenon (Sugiyono 2020). To support the data collection process, the researcher used observation sheets, interview guidelines, and students' writing documents as research instruments.

The data were analyzed using the interactive analysis model proposed by Miles, M. B., Huberman, A. M., and Saldaña, J., which consisted of data reduction, data display, and conclusion drawing (Miles, Huberman, and Saldana 2014). In the first step, the researcher selected and categorized relevant data related to the use of Grammarly in supporting writing accuracy. In the second step, the analyzed data were presented descriptively through narrative explanations and supporting examples. Finally, conclusions were

drawn based on the interpretation of the findings.

To ensure the trustworthiness of the data, the researcher applied method triangulation by comparing the results obtained from observation, interviews, and documentation. This triangulation technique was used to ensure the credibility and consistency of the findings. Furthermore, all participants participated voluntarily and agreed to provide information for research purposes.

C.Findings and Discussions

1. Students' Improvement in Writing Accuracy

Based on the observation and documentation data, the findings indicate that Grammarly contributed positively to the writing accuracy of the participants involved in this study. Most students showed improvement in grammar, punctuation, spelling, and sentence structure after using Grammarly in their writing activities.

Before using Grammarly, many participants frequently produced grammatical and mechanical errors in their English writing. The errors commonly appeared in verb tense, subject–verb agreement, punctuation, spelling, and sentence organization. However, after using Grammarly,

those errors were significantly reduced. The findings suggest that Grammarly assisted students in identifying and revising grammatical mistakes more effectively.

The improvement can be seen from students' writing samples before and after using Grammarly. One example was found in Faradena's writing:

Before using Grammarly:

"She go to campus every day and she always bring many book."

After using Grammarly:

"She goes to campus every day and she always brings many books."

The example above shows that Grammarly helped the participant improve subject–verb agreement and plural noun usage. Similar improvements were also found in other participants' writing.

Another example was found in Nur Aini's writing:

Before using Grammarly:

"I like study english because is very important."

After using Grammarly:

"I like studying English because it is very important."

In this example, Grammarly assisted the student in correcting grammatical structure, capitalization,

and sentence completeness. These findings indicate that Grammarly provides immediate corrective feedback which may help students recognize errors directly during the writing process.

The findings are consistent with the study conducted by Ghufon, M. A. and Rosyida, F., who found that Grammarly helps students reduce grammatical errors and improve writing quality (Ghufon and Rosyida 2018). Grammarly provides automatic corrective feedback that enables students to revise their writing independently and efficiently.

To strengthen the findings, the researcher also summarized students' writing improvement in the following table:

Participan	Errors Before Grammarly	Errors After Grammarly
Faradena	15	4
Nur Aini	12	3
Ida Ayu	10	2
Lailin Nafiah	11	5
Rika Dastita	14	3

Nazilatul	13	4
Fitri Mardiana	12	3
Hafelatul Aisyah	9	2
Suci Tria	15	5

The table demonstrates that all participants experienced a reduction in grammatical and mechanical errors after using Grammarly. Although the findings do not aim to generalize all EFL students, they indicate that Grammarly contributed positively to the writing accuracy of the participants involved in this study.

In addition, the findings reveal that Grammarly supports students through immediate feedback. The automatic corrections provided by Grammarly may help students notice grammatical mistakes directly while writing. This process is closely related to technology-assisted language learning, in which digital tools function as learning support systems that facilitate students' writing development.

2. Students' Perceptions toward Grammarly

The interview results revealed that most participants had positive perceptions toward Grammarly.

Students believed that Grammarly was helpful, easy to use, and effective in improving writing accuracy. In addition, Grammarly increased students' confidence when writing English assignments.

Faradena stated:

> "Grammarly helps me identify grammar mistakes quickly and makes my writing easier to revise."

Similarly, Nur Aini explained:

> "I use Grammarly because it helps me correct punctuation and grammar directly."

The participants also explained that Grammarly provided convenience during the writing process because the application automatically highlighted mistakes and suggested corrections. As a result, students were able to revise their writing more efficiently.

These findings support the study conducted by O'Neill, R. and Russell, A., who reported that students perceived Grammarly positively because it provided immediate corrective feedback and helped improve writing quality (O'Neill and Russell 2019).

Besides the positive perceptions, several participants admitted that they sometimes became too dependent on Grammarly. Suci Tria stated:

> "Sometimes I depend too much on Grammarly because it automatically corrects my writing."

This finding indicates that although Grammarly supports writing accuracy, excessive dependence on the application may reduce students' independent grammatical understanding. Students may rely on automatic correction without critically analyzing grammatical structures by themselves.

3. Discussion

The findings of this study demonstrate that Grammarly contributed positively to students' writing accuracy, particularly in grammar, punctuation, spelling, and sentence structure. Grammarly assisted students in identifying grammatical and mechanical errors through automatic corrective feedback. This finding supports the concept of technology-assisted language learning, which emphasizes the role of digital tools in facilitating language learning processes.

The immediate feedback provided by Grammarly may help students notice errors more effectively during writing activities. Through repeated corrections, students become more aware of grammatical

mistakes and sentence organization. This process may contribute to students' self-revision skills and writing development.

However, the findings also reveal that some students became dependent on Grammarly. This phenomenon suggests that technology should function as a supporting tool rather than a complete replacement for grammar learning. Students are encouraged to use Grammarly critically while continuing to develop independent grammatical understanding.

Compared with previous studies, this study provides additional insight into students' experiences and perceptions regarding Grammarly in the context of Islamic higher education. Therefore, this study contributes to the discussion of technology-assisted writing instruction among EFL students, particularly at UIN Madura.

D. Conclusions

The findings of this study indicate that Grammarly contributed positively to the writing accuracy of fourth-semester students of the English Learning Program at UIN Madura. Grammarly functioned as a supportive digital writing tool that helped

participants reduce grammatical and mechanical errors, particularly in grammar, punctuation, spelling, and sentence structure. The application also appeared to assist students in revising their writing more effectively through immediate corrective feedback.

In addition, the participants demonstrated positive perceptions toward the use of Grammarly in writing activities. Most participants considered Grammarly helpful, practical, and easy to use during the writing process. The application also appeared to increase students' confidence in producing English writing because it enabled them to identify and revise errors more independently.

However, the findings also revealed that several participants became overly dependent on Grammarly and relied on automatic corrections without fully understanding grammatical rules. This finding suggests that Grammarly should be used critically as a supporting learning tool rather than a complete replacement for grammar learning. Students still need to develop independent grammatical understanding and writing

competence through continuous learning and practice.

This study contributes to the discussion of technology-assisted language learning, particularly regarding the use of digital writing tools among EFL university students. The findings imply that digital applications such as Grammarly may support students' writing accuracy when integrated appropriately into the language learning process.

Based on the findings, it is recommended that students use Grammarly critically while continuing to improve their independent grammar understanding. Lecturers are also encouraged to integrate Grammarly as a supporting tool in writing instruction to help students revise their writing more effectively. Furthermore, future researchers are recommended to conduct similar studies involving larger numbers of participants or different educational contexts in order to obtain broader insights regarding the use of Grammarly in English language learning.

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