

**AN UNDERGRADUATE EFL STUDENT'S ENGAGEMENT WITH
GRAMMARLY AS
AUTOMATED WRITTEN CORRECTIVE
FEEDBACK**

A Thesis

**Presented to Department of English Language Education as Partial
Fulfilment of Requirements to Obtain the *Sarjana Pendidikan* Degree in
English Language Education**



Conveyed By:

Dwi Puji Ananta

20322057

**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF SOCIAL AND CULTURAL SCIENCES
UNIVERSITAS ISLAM INDONESIA
YOGYAKARTA**

2025

APPROVAL SHEET

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By:

Dwi Puji Ananta

20322057



Approved on October, 14 2025

By:

Supervisor



Astri Hapsari., S.S., M. TESOL

NIP.123220402

RATIFICATION SHEET

**AN UNDERGRADUATE EFL STUDENT'S ENGAGEMENT WITH
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By

Dwi Puji Ananta

Defined before the Board of Examiners on Date/Month/2025 and Declared.

Board of Examiners :

Supervisor : Astri Hapsari S.S., M.TESOL

First Examiner : Nizamuddin Sadiq S.Pd., M.Hum, Ph.D.

Second Examiner : Anandayu Suri Ardini S.S., M.A.

Yogyakarta, Oktober 27th 2025

Department of English Language Education

Faculty of Socio-Cultural Sciences

Islamic University of Indonesia

Head of Department,



Puji Rahayu S.Pd., M.LS.T., Ph.D.

NIP : 053320402

[Handwritten signatures and initials]

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 other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, 27 Oktober 2025

The Writer,



Dwi Puji Ananta

20322057

MOTTO

“I can accept failure, everyone falls at something. But I can’t accept not trying”.

(Michael Jordan)

DEDICATION

With great gratitude to Allah SWT, I dedicate my thesis to:

MY DEAR SELF

My beloved parents Mr. Letkol Cpl. Sugeng Haryanto S.Pd and Mrs. Eni Sulastri
S.E who always give their endless love, pray, and support.

My lovely one annoying brother, Yusuf Effendi Haryanto A.Md.T, S.T

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The researcher believes and realizes that this thesis is far from perfect. So suggestions and recommendations are necessary for further improvements. Finally, the researcher expects this thesis can be beneficial for the readers.

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Yogyakarta, 27 Oktober 2025

The researcher,

Dwi Puji Ananta

20322057

TABLE OF CONTENTS

APPROVAL SHEET	ii
RATIFICATION SHEET	iii
STATEMENT OF WORK'S ORIGINALITY	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENT	viii
LIST OF TABLES	x
LIST OF APPENDICES	xi
ABSTRACT	xii
CHAPTER I	1
INTRODUCTION	1
1.1. Background of the Study	1
1.2. Identification of the Problem	4
1.3. Limitation of the Problem	5
1.4. Formulation of the Problem	5
1.5 Objective of the Study	6
1.6 Significance of the Study	6
CHAPTER II	7
LITERATURE REVIEW	7
2.1. Automated Written Corrective Feedback (AWCF) Tools	7
2.2. Engagement of Undergraduate EFL Students with Grammarly	8
CHAPTER III	12
RESEARCH DESIGN	12
3.1. Research Design	12
3.2. Data Preparation	13
3.2.1 Setting and Participants	15
3.2.2. Informed Consent	15

3.3. Data Collection Technique	15
3.4. Data Analysis Techniques	17
3.5. Trustworthiness	20
CHAPTER IV	22
RESEARCH FINDINGS AND DISCUSSION	22
4.1. Research Findings	22
4.1.1. The Participant perceived that Grammarly enhance her grammatical knowledge and writing skills	23
4.1.2. Advantages and solutions provided by grammarly	27
4. 2 Discussions	29
CHAPTER V	34
CONCLUSION AND RECOMMENDATION	34
5.1. Conclusions	34
5.2. Suggestions	34
REFERENCES	36
APPENDIX	38

LIST OF TABLES

Table 1. Matrix Of Interview

16

LIST OF FIGURES

Figure 1. Theoretical Framework	11
Figure 2. Raisa's Grammarly Report	14
Figure 3. Grammarly feedback on the participant's manuscript	16
Figure 4. Participant' writing issues and performance score before revision	25
Figure 5. Raisa's problems in clarity were identified by Grammarly	26

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ABSTRACT

This study investigates an undergraduate English as a Foreign Language (EFL) student's engagement with Grammarly as an Automated Written Corrective Feedback (AWCF) tool. Writing proficiency remains a significant challenge for EFL learners, and while AWCF tools like Grammarly are increasingly used to provide immediate feedback on grammar, mechanics, and style, their effectiveness and the nature of student engagement require further exploration. Drawing on recent research and a multidimensional engagement framework, this study examines how students interact with Grammarly, the types of feedback they receive, and the factors influencing their reception and utilization of feedback. Findings highlight that students actively engage with Grammarly as an automated writing corrective feedback tool, using it to enhance writing accuracy and fluency, particularly when its feedback is complemented by teacher guidance. The study underscores the importance of behavioral, emotional, and cognitive engagement in determining the benefits of AWCF tools for EFL writing development. The results inform best practices for integrating AWCF tools in EFL classrooms to maximize student learning outcomes.

Keywords: Automated Written Corrective Feedback, EFL Students, Feedback effectiveness, Grammarly, Language Learning, Student Engagement, writing accuracy.

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Writing is a challenging skill to acquire, particularly for English as a foreign language (EFL) learners. Providing feedback on writing is a common practice in language teaching, and research has shown that it can be effective in enhancing the quality of writing among EFL learners. According to a study conducted by Farrokhi & Sattarpour (2012), the accuracy development in writing of EFL learners was significantly enhanced by written corrective feedback. However, the impact of feedback on the quality of writing among EFL learners is still under debate. Several studies have reported significant improvements in writing quality resulting from written corrective feedback. For instance, (Koltovskaia, 2020) research highlighted that automated written corrective feedback provided by tools like Grammarly can positively influence students' grammatical accuracy and overall writing performance. Similarly, (Zhang, 2023) case study demonstrated that automated feedback, such as that from Grammarly, can enhance students' emotional responses and motivate them to engage more actively with their writing tasks. These findings suggest that incorporating automated corrective feedback tools can be an effective strategy for improving EFL learners' writing skills. From the findings, it is noted that students' engagement is important to determine whether written corrective feedback can be beneficial for their writing improvements.

Writing is a challenging skill to acquire, particularly for English as a foreign language (EFL) learners. Providing feedback on writing is a common practice in language teaching, and research has shown that it can be effective in enhancing the quality of writing among EFL learners. According to a study conducted by Farrokhi & Sattarpour (2012), the accuracy development in writing of EFL learners was significantly enhanced by written corrective feedback. However, the impact of feedback on the overall quality of writing among EFL learners remains a subject of ongoing debate. Several studies have reported significant improvements in writing quality resulting from written corrective feedback. For instance, Koltovskaia (2020) research highlighted that automated written corrective feedback provided by tools like Grammarly can positively influence students' grammatical accuracy and overall writing performance. Similarly, Zhang (2023) demonstrated through a case study that automated feedback, such as that from Grammarly, can enhance students' emotional responses and motivate them to engage more actively with their writing tasks. These findings suggest that incorporating automated corrective feedback tools into the learning process can be a promising strategy for improving EFL learners' writing skills. Importantly, from these studies, it is evident that students' engagement with the feedback plays a crucial role in determining whether such interventions are truly effective for their writing development.

AWCF tools effectively improve EFL learners' writing quality (Choi, 2018). However, it is essential to note that AWCF tools may not always accurately identify errors. In a study by Kim & Choi (2021), AWCF tools were found to be effective in improving the grammar, mechanics, and clarity of EFL learners' writing. Therefore, it is recommended that AWCF tools be used in conjunction with teacher-provided feedback to maximize their effectiveness. Some studies have found that AWCF tools provide less useful information across error types than teacher-provided feedback, and that specific feedback is more effective than generic feedback. AWCF tools can provide feedback on a variety of error types, but they are not always as effective as teacher-provided feedback. Teacher-provided feedback is more likely to be tailored to the specific needs of the student and to provide actionable guidance (Fuchs, Fuchs, & Compton, 2019).

Additionally, the timing of feedback delivery may also affect its effectiveness. Specific feedback is more effective than generic feedback because it provides students with clear and concise information about how to improve their work. Generic feedback, on the other hand, can be vague and unhelpful (Hattie & Timperley, 2007). Overall, AWCF can be a valuable tool for providing written corrective feedback, but it should be used in conjunction with other feedback methods to maximize its effectiveness.

Recently, AWCF has been a prominent issue in the discussion of written corrective feedback. AWCF has been an interesting issue to investigate,

especially with the rise of artificial intelligence support in language assessment. AWCF tools are still under development, but they have the potential to provide a valuable supplement to teacher-provided feedback. By providing students with immediate and accurate feedback, AWCF can help them identify and correct errors in their writing more efficiently. As AI technology advances, AWCF tools can potentially analyze larger and more complex datasets, leading to a better identification of recurring error patterns and more informed suggestions for improvement (Storch & McNamara, 2023).

1.2. Identification of the Problem

The use of Grammarly as AWCF has been the subject of several studies in recent years, particularly for undergraduate students. However, there are problems associated with the use of AWCF, exploring the perceptions and attitudes of EFL learners towards feedback in the context of writing instruction. Despite that problems, some studies have found that AWCF can be effective in improving the writing quality of EFL learners when used in conjunction with other feedback methods, such as teacher-provided feedback. A growing body of research investigates the impact of various feedback approaches, including AWCF, on the quality of EFL writing (Chapelle, 2018). The findings of these studies have significant implications for language instructors, as they inform instructional practices and contribute to the overall enhancement of EFL writing education. However, there are limitations to the effectiveness of AWCF tools, including

inaccuracies in error flagging and disparities in the amount of helpful information provided across error types. Inaccuracies in error-flagging and inconsistencies in the quality of feedback across error types are recognized limitations of AWCF tools (Ranalli, 2018). Therefore, it is recommended that AWCF tools be used in conjunction with other feedback methods to maximize their effectiveness and consider students' engagement in responding to the feedback.

1.3 Limitation of the Problem

This research focuses on a specific group of undergraduate students, so the results may not be applicable to all EFL learners in different settings or with varying levels of language skills. The limited scope means the findings might not reflect broader experiences or challenges faced by others using similar tools.

Additionally, the study depends on participants' self-reported feedback, which can be subjective and susceptible to personal bias. It also does not assess long-term improvements in writing ability or provide objective measures of skill development, so conclusions about the actual impact on writing proficiency are limited.

1.4 Formulation of the Problems

How is an EFL undergraduate student's engagement with automated written corrective feedback (AWCF) provided by Grammarly?

1.5 Objectives of the Study

Therefore, this research finds out how undergraduate EFL students engage with *grammarly* as AWCF.

1.6 Significance of the study

This study can contribute to the expanding body of research on Automated Written Corrective Feedback (AWCF) tools and their impact on student engagement with Grammarly in improving EFL learners' writing skills. By examining how undergraduate EFL students engage with Grammarly, the study can provide insights into the interactions between students and AWCF tools like Grammarly in enhancing writing quality. The study can inform the development of best practices for integrating AWCF tools into EFL classrooms, especially in contexts where instructors do not directly utilize Grammarly.

CHAPTER II

LITERATURE REVIEW

2.1. Automated Written Corrective Feedback (AWCF) Tools

Automated Written Corrective Feedback (AWCF) is a type of feedback that uses computer software to identify and correct errors in writing (Ranalli, 2018). AWCF tools differ from traditional grammar checkers by employing machine learning algorithms, allowing them to detect a wider range of error types beyond basic spelling and grammar mistakes, including lexical, syntactic, and even semantic errors in L2 writing (Ranalli, 2018). AWCF tools are based on sophisticated error-correction technologies, such as machine-learning techniques, which can identify and correct more common L2 error types than simpler spelling and grammar checkers. AWCF tools can deliver feedback synchronously, although not instantaneously, and can provide generic or specific feedback. The sophistication of AWCF technology is constantly evolving, with newer tools boasting advanced features like context-aware suggestions and personalized feedback tailored to the learner's proficiency level and writing style (Storch & McNamara, 2023). Here are three examples of applications for AWCF: Grammarly, Turnitin, and EssayJack. Grammarly is an automated writing correction tool that provides feedback on grammar, spelling, punctuation, and

style. It can be used for a variety of writing tasks, including academic writing, business writing, and personal writing.

AWCF tools are most effective when used in conjunction with teacher-provided feedback (Chen & Cheng, 2020). Grammarly can be used as a browser extension, a desktop app, or a mobile app. Turnitin is an academic writing and content feedback tool that is primarily used for plagiarism detection, but it also provides feedback on grammar, spelling, and punctuation. Turnitin can be integrated with learning management systems (LMS) such as Blackboard, Canvas, and Moodle. EssayJack is an AWCF tool that provides feedback on essay structure and organization. It uses a template-based approach to guide students through the essay writing process and provides feedback on each section of the essay. EssayJack can be used for a variety of essay types, including argumentative, persuasive, and expository essays. These AWCF tools are effective in enhancing the writing quality of EFL learners. However, it is essential to note that AWCF tools may not always accurately identify errors. Therefore, it is recommended that AWCF tools be used in conjunction with teacher-provided feedback to maximize their effectiveness.

2.2. Engagement of Undergraduate EFL Students with Grammarly

The engagement of undergraduate students with Automated Written Corrective Feedback (AWCF) tools, such as Grammarly, has been the subject of recent research. Limited studies have explicitly focused on Grammarly's role in

AWCF for EFL learners, despite its widespread use in this context (Shadieff & Feng, 2023). Despite the extensive use of Grammarly in EFL classrooms, Grammarly is a grammar checker tool that helps EFL learners improve their writing skills. It provides feedback on grammar, spelling, punctuation, and style. Grammarly is efficacious in improving the accuracy and fluency of English as a Foreign Language (EFL) learners' writing.

A meta-analysis conducted by Chen and Sun (2021) found that Grammarly had a significant positive effect on both the accuracy and fluency of English as a foreign language (EFL) learners' writing. The study found that Grammarly helped EFL learners identify and correct grammar errors, improve their sentence structure, and make their writing more fluent. Grammarly can be a valuable tool for English as a Foreign Language (EFL) learners seeking to enhance their writing skills. However, it is essential to utilize Grammarly in conjunction with other writing resources, such as feedback from teachers or tutors. It has been underrepresented in AWCF studies. The quality of writing among EFL learners has been extensively researched in recent years, with scholars exploring different feedback approaches and strategies to identify the most effective ways to provide feedback that leads to improved writing performance.

While AWCF tools certainly offer promise for providing corrective feedback, it is crucial to remember that they should be used in conjunction with other feedback methods, such as teacher and peer reviews, for optimal

effectiveness. Ultimately, exploring undergraduate EFL students' engagement with such tools paves the way for optimizing feedback practices and maximizing the impact of AWCF technology on EFL writing education. Koltovskaia (2020) suggests that student involvement in learning can be defined as the intensity and quality of student participation in learning. Student engagement can be measured through three dimensions, namely behavioral, cognitive, and affective engagement.

Koltovskaia (2020) elaborated on the dimension of student engagement. The first is the behavioral dimension, which measures the level of student participation in learning, both physically and verbally. Students who are behaviorally involved will actively participate in learning, complete assignments, and participate in discussions. The second is the cognitive dimension, which measures the level of students' understanding and mastery of the learning material. Students who are cognitively engaged will understand the concepts being studied, relate the learning material to their previous knowledge, and solve problems. The third is the affective dimension, which measures students' attitudes and feelings towards learning. Students who are effectively involved will enjoy learning, feel motivated to learn, and be satisfied with their learning outcomes.

The three dimensions of student involvement are interrelated and mutually influence one another. Students who are behaviorally involved will find it easier to engage cognitively and effectively. Conversely, students who

are both cognitively and affectively engaged will be more motivated to behave in a certain way. Therefore, to increase student involvement in learning, efforts should be made to enhance these three dimensions of involvement. These efforts can be made through various strategies, such as: (1) providing an active and meaningful learning experience; (2) encouraging students to think critically and creatively; and (3) creating a fun and conducive learning environment. By increasing student involvement in learning, it is hoped that learning can become more effective and meaningful.

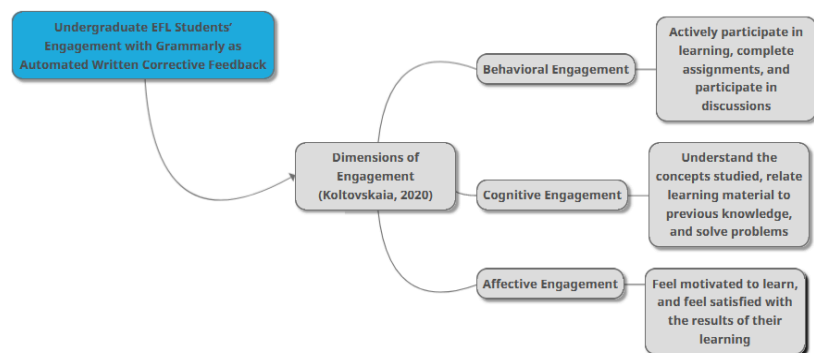


Figure 1. Conceptual Framework of AWCF from Koltovskaia (2020)

CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the methodology of the study. It covers the research design, data preparation, data collection techniques, data analysis technique, and trustworthiness.

3.1. Research Design

This chapter presents the methodology employed in conducting the case study on undergraduate EFL students' engagement with Grammarly as Automated Written Corrective Feedback (AWCF). The research design for this study employs a qualitative case study approach, which enables an in-depth exploration of the research questions and the context in which engagement with Grammarly occurs.

- Procedural Stages: The writing process was structured in three stages:
 1. Initial Draft Submission: Students submitted a first draft for teacher feedback focusing on higher-order concerns.
 2. Revisions for Higher-Order Concerns: Students revised their drafts based on teacher written corrective feedback (WCF).
 3. Final Revision with Grammarly: Students used Grammarly to revise their final drafts, focusing on low-order concerns, and then submitted the final version for assessment.

- **Analysis:** The researchers analyzed the screencasts, recall scripts, and interview transcripts to understand how each student engaged with the feedback across behavioral, cognitive, and affective dimensions.

The case of this study is the engagement of undergraduate EFL students with Grammarly as an automated writing correction and feedback tool in the context of their academic writing and communication tasks. The research aims to explore how these students interact with, perceive, and benefit from Grammarly in improving their writing skills, including aspects such as grammar, clarity, coherence, and confidence. This focus allows for an in-depth understanding of students' experiences with AWCF tools and how such technology influences their writing development within academic settings.

3.2 Data Preparation

3.2.1 Setting and Participants

The participants involved were final-year English education students who were completing their final project as a graduation requirement. In writing their final project, she used Grammarly as an automated writing correction tool. The participant was selected through convenience sampling, as the researcher had direct access to this specific one student enrolled in the course. The participant, Raisa (pseudonym), was an undergraduate EFL student working on her best practice report at the time the research was conducted, while writing her thesis. She could work on her thesis while correcting her work

using Grammarly. This was done to see the effectiveness of Grammarly in supporting her typing results.

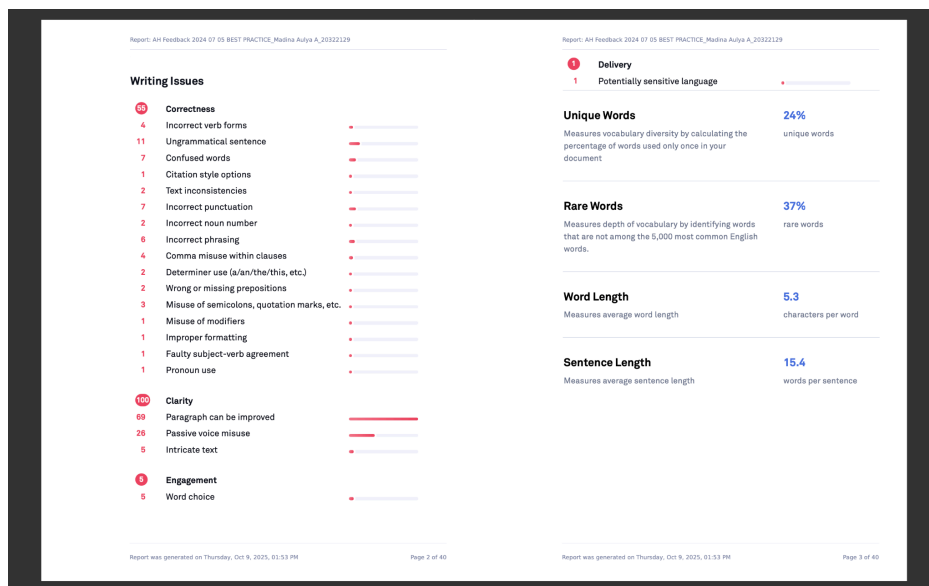
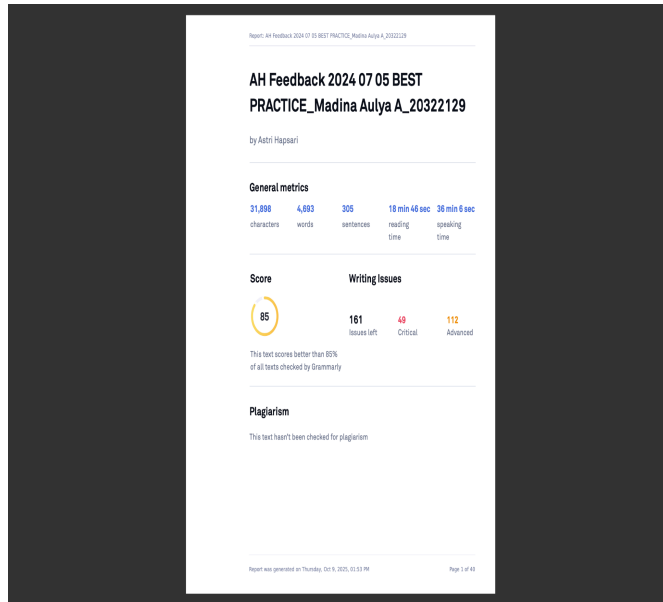


Figure 2. Raisa's Grammarly Report

3.2.2 Informed Consent

Before conducting an interview, the researcher initially contacts the participant via WhatsApp to confirm their willingness to participate. The participant agreed for an interview on 10 July 2024 in the Self-Access Center of the Department. The researcher sent a consent form for the participant to sign, ensuring their approval to participate. Based on the participant information, including names and answers, will be kept confidential to maintain privacy and anonymity.

3.3. Data Collection Technique

The data for this study were collected through interview recordings, *Grammarly* usage reports from the participants, and the participants' writing drafts to provide a comprehensive understanding of undergraduate EFL students' engagement with Grammarly as an AWCF. The primary data collection method was semi-structured interviews, which allowed the researcher to gather detailed insights into the participants' experiences, perceptions, and attitudes toward using Grammarly for written corrective feedback. Semi-structured interviews were implemented on 10 July 2024. The researcher chose to conduct a semi-structured interview because it offered flexibility and allowed for probing follow-up questions to explore participants' responses in depth (Creswell, 2014). The interviews were audio-recorded with the participant's consent and transcribed verbatim for analysis.

In addition to interviews, document analysis was conducted to examine the types of automated written corrective feedback provided by Grammarly that the participants in the Thesis Proposal Writing coursework commonly addressed.

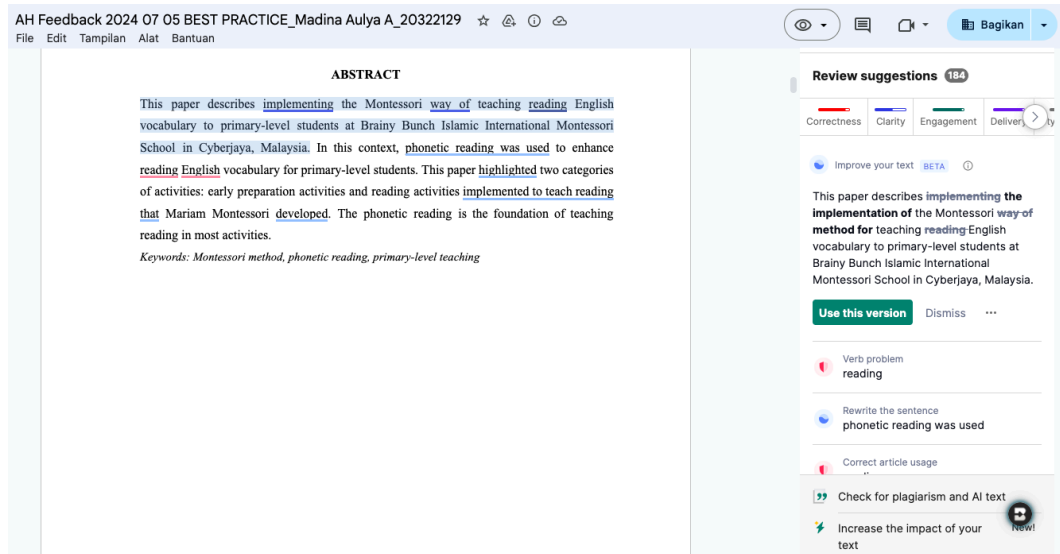


Figure 3. Grammarly feedback on the participant’s manuscript

The researcher had access to the students' written work, including drafts, final submissions, and feedback generated by Grammarly. The analysis of these documents provided insights into the specific aspects of writing that students focused on when utilizing Grammarly as AWCF.

Table 1. Matrix of Interview

Construct	Definitions	Components	Questions
Students’ Engagement with Grammarly	The level of interaction and involvement undergraduate EFL	Behavioral Engagement	1. How well do you integrate Grammarly's

	students have with Grammarly as a source of automated written corrective feedback (Koltovskaia, 2020)		feedback on various aspects, including spelling, punctuation, grammar, and conventions such as spacing, capitalization, and dialect-specific spelling, in your writing process?
		Cognitive Engagement	2. How does the use of Grammarly contribute to your overall writing development during your undergraduate thesis writing process?
		Affective Engagement	3. What range of emotions do you experience while using Grammarly? 4. How do these emotions influence your engagement with the tool and your overall writing experience?

3.4. Data Analysis Techniques

The data analysis followed a thematic analysis approach to identify patterns, themes, and categories in the data (Braun & Clarke, 2006). The study involved several iterative steps, including familiarization with the data, coding, theme development, and interpretation. The researchers independently reviewed the

interview transcripts and document analysis data to identify initial codes. They then compared and discussed their codes to refine and develop themes collaboratively. Discrepancies were resolved through discussion and consensus. Braun and Clarke (2006) proposed a six-step framework for thematic analysis:

1. **Immersing in the Data:** The researcher starts by thoroughly reviewing the collected data to gain a deep understanding.
2. **Coding the Data:** After familiarizing themselves with the data, the researcher systematically assigns codes to relevant portions.
3. **Identifying Themes:** Once the data is coded, the researcher looks for recurring patterns and groups the codes into broader themes.
4. **Refining Themes:** The researcher reviews the identified themes and combines relevant data points to solidify the thematic analysis.
5. **Defining and Naming Themes:** The researcher further refines the themes, providing clear definitions and names for each.
6. **Reporting the Findings:** The researcher combines all the analysis results into a comprehensive report.

The six steps of thematic analysis outlined by Braun and Clarke (2006) were systematically applied to the data in this study. First, the researcher immersed themselves in the data by thoroughly reviewing all collected materials, including interview transcripts, Grammarly usage reports, and students' writing drafts. This diligent reading allowed for a comprehensive understanding of

participants' experiences and perceptions regarding their engagement with Grammarly.

Next, the researcher proceeded to code the data by identifying relevant segments that reflected key ideas and patterns. For instance, segments where students expressed feelings about Grammarly, described specific feedback they found useful, or discussed challenges they faced were labeled with initial codes such as "positive emotional response," "improvement in grammatical accuracy," or "difficulty understanding feedback." These initial codes served as the foundational elements for identifying broader patterns in the data.

The third step involved searching for themes by examining the codes to detect recurring patterns or shared ideas. Similar codes were grouped into broader categories, which helped in uncovering major themes such as "Perceived Benefits of Grammarly" or "Emotional Engagement with the Tool." These themes captured the essential aspects of students' interactions with Grammarly and provided a structured way to interpret the data.

Following this, the researcher refined these themes by reviewing all coded segments and ensuring that each theme accurately represented the underlying data. This process involved merging overlapping themes, clarifying definitions, and adjusting the thematic structure to better fit the data. For instance, some initial themes might have been combined to form more comprehensive categories, reducing redundancy and increasing clarity.

Once the themes were refined, they were clearly defined and given descriptive names that encapsulated their core ideas. Examples of these theme titles include “Behavioral Engagement,” “Emotional Responses,” and “Challenges in Using Grammarly,” which helped articulate the main findings succinctly and meaningfully.

Finally, the researcher reported the findings by integrating these themes into a coherent narrative, supported by direct quotations and data examples. This step involved illustrating how each theme emerged from the data and contributed to understanding students’ engagement with Grammarly. Overall, this systematic approach ensured a rigorous and insightful analysis, following Braun and Clarke’s framework, to generate meaningful insights from the data.

3.5 Trustworthiness

This study will adhere to ethical guidelines to protect the rights and welfare of the participant. Informed consent will be obtained from all participants, ensuring that they understand the purpose of the study, their voluntary participation, and the confidentiality of their information. Participants will be assigned pseudonyms to maintain their anonymity in reporting the findings. The audio recordings and transcriptions will be securely stored and accessible only to the researchers involved in the study.

Furthermore, the researchers will seek ethical approval from the relevant institutional review board or ethics committee prior to conducting the study. The

ethical approval will ensure that the study meets the required standards for conducting research with human participants.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

4.1. Research Findings

The presentation of the findings and discussion begins by addressing the research questions, which focus on students' engagement with Grammarly as an Automated Written Corrective Feedback (AWCF) tool. The overall perception of the participant is positive, highlighting Grammarly's effectiveness in enhancing grammatical knowledge and improving writing skills. The participant shared valuable experiences, noting how Grammarly's features significantly contributed to their learning process. She appreciated its ability to detect and correct fundamental grammatical errors, such as punctuation and spelling mistakes, as well as more complex language issues. Furthermore, she valued Grammarly's flexibility in accommodating different English standards, like American and British English, allowing users to tailor the tool to their specific needs. This perception suggests that Grammarly is seen not merely as a correction tool but as an effective aid that supports ongoing writing development.

In discussing these findings, the presentation emphasizes how the participant perceives Grammarly's role in their learning process. It highlights that such tools can serve as reliable sources of immediate feedback, helping students identify errors and improve their writing accuracy. The discussion also underscores the importance of engagement behavioral, emotional, and cognitive

in maximizing the tool's benefits. The participant's positive attitude towards Grammarly reflects an engagement that likely influences the effectiveness of the feedback received. Overall, the findings establish that the participant perceives Grammarly as a beneficial and versatile resource, supporting her progress in writing. This aligns well with the overarching goal of the study to explore students' perceptions and the role of AWCF tools in fostering language learning and writing improvement.

4.1.1 The participant perceived that Grammarly enhance her grammatical knowledge and writing Skills

Based on the results, the participant shared her valuable experiences in utilizing Grammarly as a tool to assist them in completing their final projects. She detailed how Grammarly's features significantly contributed to improving the quality of their writing. From detecting and correcting fundamental grammatical errors, such as proper punctuation usage and eliminating double spaces, to rectifying more complex spelling mistakes, Grammarly has proven to be a reliable writing assistant. Moreover, the participants appreciated Grammarly's flexibility in accommodating various writing styles, allowing them to choose between American or British English standards based on their needs and preferences. Consequently, Grammarly is not merely a correction tool but also a practical guide in producing more professional writing that adheres to academic writing conventions.

“I have successfully integrated Grammarly into my thesis writing process. This application has been instrumental in helping me correct punctuation, spelling, and grammatical errors. Additionally, it assists in identifying double spaces, capital letters, and allows me to choose between British or American English accents...(SEWG/BE/P/002)

The participant had a positive response regarding the use of Grammarly as an AWCF. She believed that Grammarly could make it easier for them to correct their final project writing to ensure that the grammar was accurate, which would then be further checked by Grammarly. The decision to follow Grammarly's suggestions, however, depended on the individual participant. Furthermore, the participants also provided some information about the benefits they found when using Grammarly as an AWCF. Some of these benefits include Grammarly providing positive corrections that could help the participants continue their writing, and Grammarly also provides a writing score, which could help boost the participants' confidence in their writing. The experience and activities that participants engaged in using Grammarly as a support for the best writing results.

“While I was writing my thesis, I made good use of Grammarly's recommendations in writing my thesis, because with Grammarly's recommendations, I now know what's wrong with my writing...(SEWG/BE/P/008)

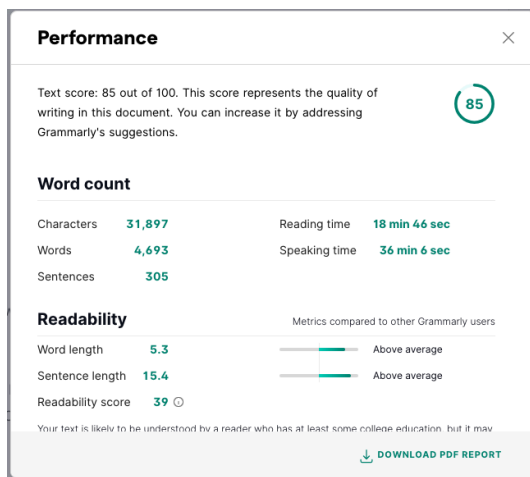
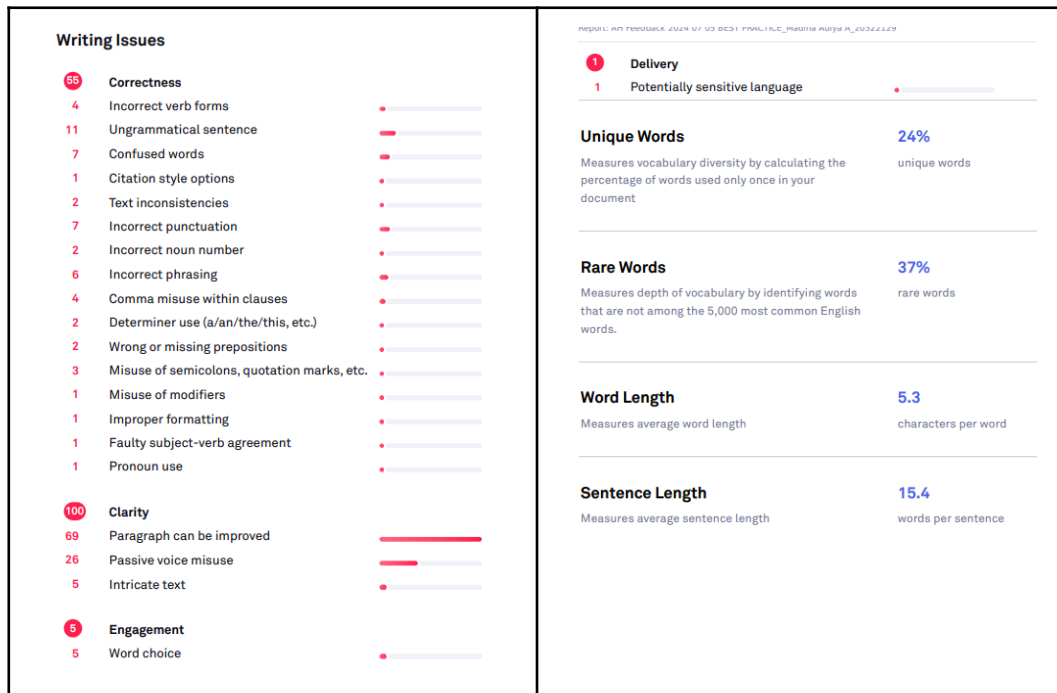


Figure 4. Participant' writing issues and performance score before revision

The participants also explained that using Grammarly as AWCF in their final assignments made a significant contribution. This can be seen in Grammarly's correction of spelling and all other aspects of writing. According to the participant, Grammarly also added that in addition to correcting spelling and

other things, Grammarly also minimizes word errors so that later it is grammatically correct, and increases clarity through its clarity and delivery feature by providing clarity and delivery values from their writing. Later, participants can decide to revise the parts of their writing that have been corrected by Grammarly.

“There is to increase clarity, clarity is for clarity, then the conciseness is also in the delivered section, it's like assessing the clarity and delivery of my writing, but it has to be premium to be able to see further in which parts are unclear or in terms of delivery which are not good..” (SEWG/CE/N/012)

1.	reading	Incorrect verb forms	Correctness
2.	<i>This paper describes implementing the Montessori way of teaching reading English vocabulary to primary-level students at Brainy Bunch Islamic International Montessori School in Cyberjaya, Malaysia.</i>	Paragraph can be improved	Clarity
3.	<i>phonetic reading was used</i>	Passive voice misuse	Clarity
4.	<i>In this context, phonetic reading was used to enhance reading English vocabulary for primary-level students.</i>	Ungrammatical sentence	Correctness
5.	<i>This paper highlighted two categories of activities: early preparation activities and reading activities implemented to teach reading that Mariam Montessori developed.</i>	Paragraph can be improved	Clarity
6.	<i>The international teaching practice was a part of completing the requirements to obtain a bachelor's degree in the English Language Education Department.</i>	Paragraph can be improved	Clarity
7.	islamic → Islamic	Confused words	Correctness
8.	<i>was assigned</i>	Passive voice misuse	Clarity
9.	<i>are based</i>	Passive voice misuse	Clarity
10.	<i>(Bennet, 2022); (Harahap, 2022); (Julia, 2020); (Marshall, 2017); (Gurdon, 2019)</i>	Citation style options	Correctness
11.	<i>Bennet (2022) also added that the teacher is responsible for designing the classroom environment to be rich in literacy materials, including various books, resources, and tools that support reading comprehension and vocabulary development.</i>	Paragraph can be improved	Clarity

Figure 5. Raisa's problems in clarity were identified by Grammarly

Furthermore, participant explained that the feedback provided by Grammarly has had a multifaceted positive impact on participants. On the one hand, it has boosted their confidence in writing by acknowledging their achievements and identifying areas for improvement. On the other hand, it has served as an effective learning tool, helping participants to better understand grammatical rules and develop a more refined writing style. The combination of psychological support and effective learning makes Grammarly an invaluable tool in the thesis writing process.

“...but because it's corrected with the help of Grammarly, my confidence increases when I submit my thesis to my advisor or something like that.”(SEWG/AE/T/016)

4.1.2 Hesitation and Confusion Caused by *Grammarly*'s Feedback

Occasionally, participants discuss a technical issue that occurred when a student used Grammarly's automated feedback during the writing correction process. The problem illustrates how the software's corrective function can sometimes misinterpret formatting inconsistencies, particularly in punctuation marks such as apostrophes. When the student attempted to apply Grammarly's suggestion switching from curly to straight apostrophes the system did not properly replace the existing punctuation but instead duplicated it, resulting in a “double-double” error. This situation highlights the limitations of AWCF tools, showing that while they are designed to improve accuracy, their algorithmic processing may occasionally introduce new errors. It also reflects a cognitive

engagement aspect, as students must notice, interpret, and evaluate the tool's feedback critically rather than accepting it automatically.

"...After it was corrected, it actually became double-double. For example, it asked me if I wanted to use straight or curly apostrophes, and I chose straight. But the data I inputted used curly apostrophes. Instead of replacing all the curly apostrophes with straight ones, it doubled all the apostrophes, making them both straight and curly. Then it detected that I made another mistake because it was now double-double."(SEWG/AE/A/020)

The participant illustrates the affective engagement of a student when interacting with Grammarly as an AWCF tool. The student expresses a sense of satisfaction and confidence when Grammarly detects only a few minor errors or when their writing score is already high, indicating that the emotional response to feedback plays an important role in their learning experience. The improved mood suggests that positive feedback from the system reinforces self-efficacy and motivation, helping the student feel more competent and validated in their writing ability. At the same time, the statement "Grammarly isn't everything" reflects a balanced perspective, showing that while the tool can support writing development, the student recognizes their own skill and autonomy beyond the system's assessment demonstrating both emotional awareness and reflective thinking in the learning process.

"If I input something into Grammarly and there are only a few minor errors, or if my score is already in the 90s and there's only a little bit left to correct, my mood improves. It means that Grammarly isn't everything, and my writing was already good before I used it..."(SEWG/AE/T/026)

4.2 Discussions

From the previous study by (Koltovskaia, 2020) focused on the complex, individualized emotional and cognitive engagement with Grammarly, highlighted by case examples (Kelsey and Alex) demonstrating a necessary critical and cautious stance due to perceived inaccuracies, where participants' engagement was characterized by a balance of trust mixed with skepticism and doubt. In contrast, the new findings Raisa's report predominantly positive experiences among participants, emphasizing the tool's effectiveness in improving writing quality, boosting confidence and motivation (often via features like the writing score), and contributing to learning, though they still acknowledged the need for a critical and reflective use to avoid over-reliance and achieve optimal language development. Both studies ultimately recognize Grammarly as a valuable yet imperfect aid.

This study investigates how undergraduate English as a Foreign Language (EFL) students engage with Grammarly, an Automated Written Corrective Feedback (AWCF) tool, during their writing process, specifically in the context of completing their final reports. Previous research has demonstrated that automated tools, such as Grammarly, can support EFL learners by providing immediate, actionable feedback that enhances writing skills, particularly in grammar and fluency (Wang & Li, 2023). The research focuses on three key aspects: students' behavior, attitudes, and emotional responses to Grammarly's feedback. The impact of automated feedback on students' emotional engagement with their

writing has been well-documented, with findings indicating that tools like Grammarly can help reduce writing anxiety and boost confidence (Zhang, 2023).

The study aims to assess how students perceive and use Grammarly to improve their writing quality, examining its impact on grammar, clarity, coherence, and overall writing fluency. Recent studies have emphasized the positive effects of such tools on grammatical accuracy and writing fluency (Kumar & Patel, 2023), with tools like Grammarly offering significant improvements in sentence structure, clarity, and cohesion (Smith & Tran, 2023). By exploring the relationship between student engagement and the quality of writing, the research seeks to evaluate the effectiveness of Grammarly in enhancing EFL students' writing skills. As engagement with automated feedback is closely linked to improvements in writing quality, this study builds on earlier findings that highlighted the role of active tool use in fostering better writing outcomes (Chen & Lee, 2024).

Ultimately, the study offers valuable insights into the utility of automated writing tools and provides educators with recommendations for best practices in integrating these tools into writing instruction to support student learning. Research suggests that when integrated appropriately into the curriculum, automated writing tools like Grammarly can complement traditional instruction and foster more effective language learning experiences (Li, 2022).

The emotional responses of students when using automated writing tools like Grammarly play a significant role in their engagement and overall writing experience. Studies have shown that students often experience a range of emotions when interacting with automated feedback, such as relief, frustration, or motivation, depending on the quality and type of feedback provided (Zhang, 2023). For example, students who receive positive reinforcement through error correction and writing scores tend to experience increased self-confidence and reduced writing anxiety (Chen & Lee, 2024). This aligns with previous research suggesting that instant feedback from tools like Grammarly can reduce the anxiety often associated with writing tasks, especially for language learners who may feel insecure about their writing abilities (Wang & Li, 2023). However, emotional responses can also vary, with some students expressing frustration when feedback is perceived as overly critical or when the tool's suggestions are not aligned with their writing intentions (Kumar & Patel, 2023). This duality underscores the significance of students' emotional connection to such tools. It underscores the need for careful integration of automated feedback systems into the learning process to ensure positive emotional and educational outcomes (Smith & Tran, 2023). Ultimately, understanding students' emotional responses can help educators tailor the use of automated feedback tools, fostering a more supportive and productive writing environment.

While automated feedback tools like Grammarly can significantly enhance writing by improving grammar, clarity, and coherence, students must maintain a

critical stance toward these technologies. Over-reliance on automated tools can lead to complacency and a lack of deep engagement with the writing process, as students might become passive recipients of feedback rather than active learners. Research has highlighted the potential drawbacks of relying solely on such tools, emphasizing that automated feedback is often limited in its ability to address complex writing issues, such as tone, style, and argumentation (Li, 2022). While tools like Grammarly excel at detecting surface-level errors, they often fail to provide nuanced insights into more sophisticated aspects of writing, such as logical coherence or the appropriateness of argumentation (Wang & Li, 2023). Furthermore, the contextual limitations of AI tools mean they can misunderstand the intended meaning or tone behind certain phrases, leading to suggestions that may not align with the writer's intent (Kumar & Patel, 2023). As such, experts argue that automated feedback should be viewed as a supplementary resource rather than a replacement for traditional forms of writing instruction, such as peer reviews or instructor feedback, which offer more comprehensive and context-sensitive insights (Smith & Tran, 2023). By maintaining a critical approach, students can avoid over-dependence on automated tools, ensuring that these technologies serve as effective aids in a broader, more holistic approach to writing development.

Understanding how students engage with digital writing tools like Grammarly offers valuable insights for educators striving to enhance language learning outcomes. Research has shown that such tools can support personalized

feedback, scaffold writing skills, and foster learner autonomy, making them powerful supplements to traditional instruction (McCabe, 2021). However, their effectiveness depends on intentional integration into the curriculum. Educators should provide guidance on using these tools critically, emphasizing their role in improving writing rather than replacing the learning process. By incorporating best practices from studies such as embedding technology in authentic writing tasks and promoting reflective use teachers can create a balanced approach that leverages the benefits of digital tools while maintaining a focus on core language skills. Ultimately, understanding and integrating these technologies thoughtfully can empower students to develop as confident and competent writers.

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The findings suggest that Grammarly plays a significant role in enhancing students' writing performance by providing immediate, constructive feedback that improves grammatical accuracy and overall clarity. Its ability to identify and correct fundamental language errors helps students produce more polished and professional academic texts, which in turn boosts their confidence in their writing abilities. Additionally, the tool's flexibility in accommodating different English standards and its capacity to support ongoing learning contribute to positive perceptions of its usefulness. Student engagement with Grammarly as an AWCF is crucial, as active interaction with the feedback allows learners to comprehend their errors, internalize writing conventions, and improve their skills over time. Such engagement fosters a more autonomous learning process, encouraging students to reflect on their writing and take ownership of their improvement, which ultimately enhances the overall quality of their academic writing.

5.2 Suggestions

Based on the findings of this study, several actionable suggestions are offered for educators and practitioners. First, integrating AWCF tools, such as Grammarly, into the curriculum can provide students with immediate and accessible feedback to support their writing development. To maximize the

benefits of such tools, institutions should also offer training sessions to help students effectively use Grammarly and interpret its feedback. Moreover, encouraging students to engage in reflective practices, such as self-assessment based on Grammarly's feedback, can deepen their understanding of the writing process and highlight areas for improvement. Future research should investigate the long-term effects of AWCF tools on writing skills and incorporate instructors' perspectives to enhance their integration in educational settings. Finally, educators must address the limitations of automated feedback by complementing it with personalized, nuanced feedback to address aspects of writing that tools may overlook.

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APPENDIX

Thematic Coding

CONSTRUCT	THEME	SUB-THEME	CODES
Students Engagement with Grammarly	Behavioral Engagement	Participation	SEWG/BE/P/001
		Improvement	SEWG/BE/I/001
	Cognitive Engagement	Understanding	SEWG/CE/U/001
		Noticing	SEWG/CE/N/001
	Affective Engagement	Trust	SEWG/AE/T/001
		Anticipation	SEWG/AE/A/001

Thematic Coding and Theme Analysis

Aspects	Coding	Theme Analysis
Participation	SEWG- BE-P	1. The participant engagement with correction provided by Grammarly improve the participant writing skills.
Improvement	SEWG- BE-P	

Understanding	SEWG- CE-U	2. The participant engagement enhances her ability to understand grammatical knowledge and notice grammatical accuracy in her writing.
Noticing	SEWG- CE-N	
Trust	SEWG- AE-T	3. The participant engagement make her feel self-confidence with feedback provided by Grammarly.
Anticipation	SEWG- AE-A	

CODING SAMPLE	MEANING
SEWG/BE/P/001 SEWG/BE/I/001	SEWG is Students Engagement with Grammarly BE is Behavioral Engagement P is Participation I is Improvement 001 refers to line from the transcript interview
SEWG/CE/U/001 SEWG/CE/N/001	SEWG is Students Engagement with Grammarly CE is Cognitive Engagement U is Understanding N is Noticing

	001 refers to line from the transcript interview
SEWG/AE/M/001	SEWG is Students Engagement with
SEWG/AE/C/001	Grammarly
	AE is Affective Engagement
	T is Trust
	A is Anticipation
	001 refers to line from the transcript interview

- Green : Partisipasi penggunaan Grammarly dalam penulisan thesis
- Yellow : Membantu partisipan dalam improvisasi dalam penulisan thesis
- Pink : Memberikan penanda untuk partisipan agar ia mengetahui kesalahannya
- Blue : Memberikan pemahaman terhadap partisipan dalam penulisan thesis
- Purple : Meningkatkan ketelitian partisipan dalam penulisan thesis
- Dark Blue : Meningkatkan motivasi partisipan dalam penyelesaian thesis

8p'

Sub	Line	Transcription	Coding	Codes
A	001	Melakukan interview untuk pengambilan data mengenai efektivitas penggunaan granderlib terhadap penulisan skripsi mungkin langsung ini juga pertanyaan yang pertama seberapa baik anda mengintegrasikan umpan paling granderlib pada berbagai aspek termasuk ejaan, tanda baca, tata bahasa, dan konvensi seperti spasi, huruf besar, dan ejaan khusus dialek dalam proses penulisan anda?		
M	002	saya mengintegrasikan <i>grammarly</i> dengan baik di dalam penulisan skripsi saya karena dengan adanya <i>grammarly</i> , aplikasi tersebut membantu saya dalam memperbaiki tanda baca, ejaan, tata bahasa terus juga membantu kalau ada spasinya yang ke <i>double</i> huruf besar dan aksennya bisa pilih juga british atau amerikan dan dia juga menyesuaikan terhadap request saya.	Participation Improvement	SEWG/BE/P/002 SEWG/BE/I/002
A	003	Seberapa efektif anda mempertimbangkan saran <i>grammarly</i> untuk memperbaiki kesalahan tata bahasa dan kesalahan tanda baca dalam penulisan anda?		

M	004	Menurut aku, <i>grammarly</i> efektif sih untuk dipertimbangkan sarannya soalnya emang semua rekomendasi dia itu benar dan relevan untuk skripsi banyak yang saya pertimbangkan dan saya terapkan saran tersebut ke dalam skripsi saya	Participation	SEWG/BE/P/004
A	005	Apakah anda secara akurat menerapkan masuk <i>grammarly</i> mengenai koreksi ejaan termasuk yang khusus untuk dialek dan penggunaan huruf besar yang tepat?		
M	006	Iya saya terapkan saran <i>grammarly</i> mengenai huruf besar ejaan dan juga dialeknnya, soalnya itu membantu saya menulis lebih efektif dan kayak jadi mengoreksi kesalahan saya.	Improvement	SEWG/BE/I/006
A	007	Bagaimana anda memanfaatkan rekomendasi <i>grammarly</i> untuk meningkatkan kejelasan, gaya, dan keringkasan tulisan anda secara keseluruhan?		

M	008	Selama saya membuat skripsi saya memanfaatkan rekomendasi <i>grammarly</i> dengan baik dalam pembuatan skripsi karena itu tadi dengan adanya rekomendasi <i>grammarly</i> saya jadi tahu mana yang salah di tulisan saya dan memang lebih tepat itu yang direkomendasi sama <i>grammarly</i> , makanya saya pakai.	Participation	SEWG/BE/P/008
A	009	Bagaimana kontribusi penggunaan <i>grammarly</i> terhadap perkembangan anda secara keseluruhan selama proses penulisan skripsi?		
M	010	<i>Grammarly</i> itu ngasih kontribusi yang signifikan untuk skripsi saya karena dengan adanya <i>grammarly</i> , skripsi saya lebih jelas ejaannya lebih jelas semua aspeknya itu jadi lebih jelas dan juga meminimalisir kata bahasa yang salah karena dengan <i>grammarly</i> pakai <i>grammarly</i> jadinya secara <i>english</i> , secara grammarnya benar gitu.	Noticing Understanding	SEWG/CE/N/010 SEWG/CE/U/010
A	011	Apakah ada saran dari <i>grammarly</i> untuk meningkatkan kejelasan dan keringkasan tulisan anda?		

M	012	ada untuk meningkatkan kejelasan yang <i>clarity</i> itu buat kejelasan, terus yang keringkasan juga ada di bagian delivered dia kayak menilai <i>clarity</i> dan <i>delivery</i> dari tulisan saya, tapi itu harus <i>premium</i> untuk bisa lihat lebih lanjut di bagian mana yang kurang jelas atau secara <i>delivering</i> nya mana yang nggak bagus gitu baru nanti bisa tahu dan bisa ngerevisi	Noticing Understanding	SEWG/CE/N/012 SEWG/CE/U/012
A	013	Bagaimana <i>grammarly</i> membantu anda dalam memilih kosa kata yang sesuai untuk tesis anda?		
M	014	Jadi kan di <i>grammarly</i> ada bagian <i>correction</i> terus bagian apa ya, yang buat tahu ini yang benar gimana gitu terus ya aku lihat lagi ke bagian tersebut yang di- <i>correction</i> sama <i>grammarly</i> apakah secara <i>grammar</i> pastinya kalau secara <i>grammar</i> lebih benar <i>grammarly</i> tapi secara kayak kejelasan dia paham nggak sama yang dimaksud tulisan aku, kadang ada beberapa bagian yang nggak aku ganti karena namanya ai <i>grammarly</i> nggak terlalu paham sama apa tulisan aku, jadi aku tetap biarin gitu	Understanding	SEWG/CE/U/014

A	015	Bagaimana tanggapan dari grammarly yang mempengaruhi kepercayaan diri anda terhadap kemampuan menulis?		
M	016	Kan di grammarly itu pas kita masukin paragraf yang mau dibenerin dia ngasih nilai dulu overall score misalnya 84 atau berapa, nanti setelah di grammarly-in kalau itu bakal naik bisa 90-an nah kalau pas lagi dapet nilainya jelek, emang pengaruh sih, karena kayak banyak banget ya ternyata salahnya terus, tapi karena nanti jadi benar dibantu sama grammarly jadi nilainya meningkat jadi pede sih untuk kayak nge-submit tesisku ke dospem atau gimana gitu, lebih pede sih pakai grammarly karena kita kayak udah tahu udah pasti benar gitu	Trust	SEWG/AE/T/016
A	017	Pernahkah anda merekomendasikan grammarly ke orang lain karena ada merasa terkesan dengan kemampuan dari grammarly itu?		

M	018	Pernah sering lah karena kan aku sendiri dari prodi pendidikan bahasa inggris dan grammarly juga support untuk bahasa inggris ya, itu sangat membantu mau dari tugas biasa sampai tesis pun sangat membantu dan juga banyak hal yang dikoreksi sama grammarly terus banyak teman-teman yang belum yang udah tau kemampuan grammarly secara maksimal akhirnya aku merekomendasikan itu	Anticipation	SEWG/AE/A/018
A	019	Terus pernahkah anda merasa frustasi dengan grammarly karena memberikan saran yang menurut anda itu kurang tepat?		
M	020	Kalau sampai frustasi nggak pernah, tapi kadang namanya website atau aplikasi kayak gitu AI gitu pernah error kayak loading dokumen terus ke reset apa yang udah ditulis ke reset terus ada juga kayak udah dibenerin jadinya malah ke double-double contohnya, dia tanya kita mau pake apostrophe yang straight atau curly terus udah disamain mau yang straight, ternyata data yang aku masukin tuh curly bukannya keganti dari apostrophe yang straight ke curly dia malah ke double semua apostrophe-nya jadi straight jadi curly dan dia ngedetect lagi bahwa aku	Anticipation	SEWG/AE/A/020

		salah karena malah double-double gitu sih palingnya kesalahan minor, tapi nggak sampai frustrasi		
A	021	Pernah nggak anda merasa bingung untuk bilang dari grammarly tentang kesalahan tata bahasa atau ijaan yang udah anda ketik?		
M	022	Pernah karena grammarly ini kadang nggak tahu AI tergantung programmer-nya jadi ada kayak kalimat nama tempat di Indonesia yang misalnya familiarnya untuk orang Indonesia sedangkan programnya grammarly nggak tahu soal itu, terus itu dinilai salah, tapi untungnya ada kayak bisa dimasukin ke kita punya pilihan kalau kita mau buat masukin ke dictionary-nya grammarly atau kita dismiss aja itu bukan sesuatu kesalahan satu lagi kadang bingungnya grammarly itu nggak suka sama passive voice jadi dia suka banget menilai bahwa ini itu salah jangan pakai passive voice, tapi cuma sampai disitu aja kayak cuma kasih tahu kalau ini salah karena menggunakan passive voice terus di highlight gitu sama dia jadi unsure, emang ini secara menurut grammarly doang salah, atau emang secara grammar bahasa Inggrisnya peletakan tata bahasa secara bahasa Inggris itu salah tapi	Anticipation Trust	SEWG/AE/A/02 2 SEWG/AE/T/022

		biasanya aku diemin sih karena aku tahu insya Allah itu benar		
A	023	Bagaimana sih emosi ini mempengaruhi keterlembatan Anda dengan alat pengalaman menulis Anda secara keseluruhan?		
M	024	Menurutku nggak yang pengaruh banget karena menurut aku pada dasarnya kalau kita pakai AI atau grammarly kita juga udah harus tahu bahasa Inggris secara basic jadi jangan semua itu dipercayain ke AI, ke grammarly terus terima-terima aja produk dari dia, kita harus ngerewiew ulang, dan harus kayak ya udah apa yang kita yakin, karena sepinter-pinternya grammarly tetep kita lebih paham detailnya aslinya, jadi jangan nyerahin ke grammarly from scratch jadi kalau secara emosi nggak pengaruh gimana-gimana walaupun misalnya grammarlynya ngedetek tulisan aku ini salah apa yang aku percaya aja secara apa yang aku pelajari sebelum pakai grammarly atau mau ngikut grammarlynya	Anticipation Trust	SEWG/AE/A/024 SEWG/AE/T/024
A	025	Kemudian bagaimana pengalaman menulis yang menyenangkan mempengaruhi motivasi Anda untuk terus menulis?		

M	026	Kalau pas kayak masukin grammarly terus tiba-tiba salahnya dikit atau masukin grammarlynya nilai akunya udah 90an jadi yang dibenerin cuma dikit kan jadi moodnya naik aja berarti grammarly aja nggak berarti sebelum masukin grammarly aja. aku secara grammar nggak salah banyak	Trust	SEWG/AE/T/026
A	027	Apakah alat bantu menulis seperti grammarly itu membantu Anda mencapai tingkat kepuasan yang diinginkan dalam tulisan Anda?		
M	028	Iya, karena apalagi tesisnya pakai bahasa Inggris jadi ya pakai grammarly bantu untuk bikin puas aja karena salah satu hal yang dinilai dalam tesis pakai bahasa Inggris kan pasti grammarnya	Trust Anticipation	SEWG/AE/T/028 SEWG/AE/A/028
A	029	Kemudian apakah alat bantu menulis seperti grammarly itu membantu Anda memicu kreativitas dan menghasilkan ide-ide yang baik?		
M	030	Iya sih, karena ada feedback yang mempertanyakan tulisanku jadi kayak aku jadi fokus lagi ke tulisanku itu terus kayak kadang mikir juga oh iya ya, kurang selaras di paragraf ini tuh nggak selaras dari atas sampai bawah terus jadi muncul ide-ide gimana ya	Anticipation	SEWG/AE/A/030

		<p>biar nilainya di grammarlynya membaik</p>		
A	031	<p>terakhir, apakah alat bantu menulis seperti grammarly membantu Anda mengurangi kecemasan dan meningkatkan kepercayaan diri dalam diri Anda saat menulis skripsi?</p>		
M	032	<p>Iya, soalnya kan grammarly kan nyediain rekomendasi kayak ngedetek yang salah mana, terus yang ngasih solusi juga yang bener kayak mana, jadinya aku pede sama ya nggak cemas dan percaya diri sama tulisanku, soalnya aku udah tahu mana yang aku salah dan harus benerinnya kayak gimana terus kan kualitas dari tulisanku pasti meningkat karena udah dikoreksi sama grammarlynya</p>	<p>Trust</p> <p>Anticipation</p>	<p>SEWG/AE/T/032</p> <p>SEWG/AE/A/032</p>
A	033	<p>cukup sekian pertanyaan interview yang saya tanyakan terima kasih untuk participasinya saya tutup interview ini wassalamualaikum warahmatullahi wabarakatuh wassalamualaikum warahmatullahi wabarakatuh</p>		