STUDENTS' PERCEPTION ON THE USE OF GRAMMARLY IN THESIS WRITING

(A Descriptive Study of Final Year English Students in Universitas Tanjungpura)

A THESIS

JURISDICTION RESPONSIBILITY BY:

IDA NURSANTI

F1021171031

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITAS TANJUNGPURA
2024

PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Ida Nursanti

NIM : F1021171031

Fakultas : Keguruan dan Ilmu Pendidikan

Jurusan/Prodi : Pendidikan Bahasa dan Seni/Pendidikan Bahasa Inggris

Menyatakan bahwa skripsi dan artikel yang ditulis ini benar-benar hasil karya saya sendiri, bukan mengambil alih tulisan atau pikiran orang lain yang diakui sebagai tulisan atau pikiran sendri. Pendapat atau kutipan yang terdapat dalam skripsi dirujuk berdasasrkan kode etik ilmiah. Apabila kemudian hari dapat dibuktikan skripsi ini hasil peniruan saya bersedia menerima sanksi atas perbuatan tersebut.

Pontianak, 28 Juni 2024

Yang memberi pernyataan,



Ida Nursanti

F1021171031

STUDENTS' PERCEPTION ON THE USE OF GRAMMARLY IN THESIS WRITING

(Descriptive Study of Final Year English Students in Universitas Tanjungpura)

A THESIS

Jurisdiction Responsibility by:
IDA NURSANTI
F1021171031

Approved by:

Supervisor I

Urai Salam, M.CALL., Ph.D
NIP. 197001111998031001

Supervisor II

Yanti Sri Rezeki, M.Ed., Ph.D
NIP. 197706192002122009

Legalized by:

Dean of Teacher Training and Education Faculty
Universitas Tanjungpura

Dr. Ahmad Yani T, M.Pd.
NIP. 196604011991021001

Date of Pass: Monday, 3 June 2024

STUDENTS' PERCEPTION ON THE USE OF GRAMMARLY IN THESIS WRITING

(Descriptive Study of Final Year English Students in Universitas Tanjungpura)

A THESIS

Jurisdiction Responsibility by:
IDA NURSANTI
F1021171031

Approved by:

Supervisor I

Urai Salam, M.CALL., Ph.D
NIP. 197001111998031001

Supervisor II

Yanti Sri Rezeki, M.Ed., Ph.D
NIP. 197706192002122009

Legalized by:

The Head of Language and Arts Education Department

Dr. Agus Wartiningsih, M.Pd.
NIP. 197908162002122002

Date of Pass: Monday, 3 June 2024

STUDENTS' PERCEPTION ON THE USE OF GRAMMARLY IN THESIS WRITING

(Descriptive Study of Final Year English Students in Universitas Tanjungpura)

A THESIS

Jurisdiction Responsibility by:
IDA NURSANTI
F1021171031

Approved by:

Supervisor I

Urai Salam, M.CALL., Ph.D
NIP. 197001111998031001

Supervisor II

Yanti Sri Rezeki, M.Ed., Ph.D
NIP. 197706192002122009

Examiner I

Eusabinus Bunau, M.Si., Ph.D
NIP. 196812301998031000

Examiner II

a.n. Dr. Dewi Novita, S.Pd., M.App.Ling
NIP. 197208172003122000

Legalized by:

The Head of English Education Study Program

Yanti Sri Rezeki, M.Ed., Ph.D.
NIP. 197706192002122009

Date of Pass: Monday, 3 June 2024

STUDENTS' PERCEPTION ON THE USE OF GRAMMARLY IN THESIS WRITING

(Descriptive Study of Final Year English Students in Universitas Tanjungpura)

AN ARTICLE

Jurisdiction Responsibility by:
IDA NURSANTI
F1021171031

Approved by:

Supervisor I

Urai Salam, M.CALL., Ph.D
NIP. 197001111998031001

Supervisor II

Yanti Sri Rezeki, M.Ed., Ph.D
NIP. 197706192002122009

Acknowledged by:

Dean of Teacher Training and Edu. Faculty
Universitas Tanjungpura

Dr. Ahmad Yani T, M.Pd.
NIP. 196604011991021001

Head of Language and Arts
Education Department

Dr. Agus Wartiningsih, M.Pd.
NIP. 197908162002122002

ABSTRACT

This research aims to know students' perception on the use of Grammarly. The data were derived from Likert Scale questionnaires that were distributed to 40 English Education students and interviews that were conducted with 3 chosen participants. There were 3 aspects included in the questionnaire such as perceived usefulness, perceived easiness, and students' satisfaction. Meanwhile, the interview was conducted to learn about students' real experiences in using Grammarly. The result showed the mean score for each aspect with the distribution as follows: perceive of usefulness is 4,06, perceive of easiness is 3,92, and students' satisfaction is 4,01. These scores were verbally interpreted as 'agree' which meant students perceived the use of Grammarly positively. Moreover, some students shared their experiences in using Grammarly. They shared the benefits of using Grammarly, it was helpful in terms of correcting punctuation, detecting mistyping, reconstructing sentence, and detecting grammar errors. However, they also experienced the weaknesses of this tool that were related to the inaccuracy of the feedback given. Eventually, this study revealed that Grammarly was received positively by the students along with its advantages and disadvantages. To avoid errors that might be produced by Grammarly, students' and awareness are required.

ACKNOWLEDGEMENTS

In the name of Allah, the Most Gracious, the Most Merciful. All praise and gratitude be to Allah for His infinite mercy, and strength, which have enable the researcher to complete this thesis. May peace and blessing be upon the Propet Muhammad shallallahu ‘alaihi wa sallam, the best creation, whose exemplary life continuous to illuminate the path of knowledge and virtue.

The researcher would like to express her sincere gratitude to Urai Salam, Ph.D as her first supervisor and Yanti Sri Rezeki, M. Ed., Ph.D as her second supervisor for their generosity, continuous support, constructive feedback, and encouragement for the writer to finish her thesis.

The writer would also express her gratitude to Eusabinus Bunau, S.Pd., M.Si., Ph.D and Dewi Novita, S.pd., M.App.Ling as the writer’s examiner who has given valuable insight, significant corrections, and advice for her thesis.

Furthermore, the writer also would like to express her appreciation to:

1. Dr. H. Ahmad Yani, M.Pd., Dean of Teacher Training and Education Faculty of Universitas Tanjungpura
2. Dr. Agus Wartiningsih, M.Pd., the Chairman of Language and Arts Education Department.
3. Yanti Sri Rezeki, M.Ed., Ph.D, the Chairperson of English Education Study Program.
4. All the lectures and staff of English Education Study Program.
5. All the research participants that had participated in this research.
6. Her beloved parents, Mujiyanto and Mayati who always give never-ending love and support in every step and process she went through.
7. Her beloved sister, Dwi Kurnia Sari, who always shows support and encouragement along the journey.

8. Her siblings, friends, and colleagues in English education study program who bring joy along the journey.

TABLE OF CONTENTS

ABSTRACT i
ACKNOWLEDGEMENTS iii
TABLE OF CONTENTS v
CHAPTER 1 1
INTRODUCTION 1
1.1 Research Background 1
1.2 Research Questions 7
1.3 Research Purpose 7
1.4 Research Significance 7
1.5 Terminology 8
CHAPTER 2 9
LITERATURE REVIEW 9
2.1 Writing 9
2.1.1 Thesis Writing 11
2.2 Technology Enhance Language Learning (TELL) 15
2.3 Artificial Intelligence (AI) 17
2.3.1 Definition 17
2.3.2 Artificial Intelligence (AI) in English Learning 18
2.3.3 AI in writing 20
2.3.4 Grammarly as an AI Writing Tool 22
2.4 Perception 26
2.4.1 Theories of Perception 26
2.4.2 Process of Perception 27
2.4.3 Perception in English Learning 29
2.4.4 The Importance of Students' Perception on the Use of Grammarly 30
CHAPTER 3 32
RESEARCH METHODOLOGY 32
3.1 Research Design 32

3.2 Research Participants 34
3.3 Technique of Data Collection 35
3.3.1 Survey 35
3.3.2 Interview 36
3.4 Tools of Data Collection 40
3.4.1 Questionnaire 40
3.4.2 Questions of Interview 44
3.5 Data Analysis 45
3.5.1 Analyzing the result of 1st questionnaire 45
3.5.2 Analyzing the result of 2nd questionnaire 46
3.5.3 Analyzing the result of the interview 47
CHAPTER 4 52
RESEARCH FINDINGS AND DISCUSSION 52
4.1 Research Findings 52
4.1.1 Students' Perception on the use of AI-writing tool Grammarly 52
4.1.2 Students' Experiences in Using AI-writing tool Grammarly 58
4.2 Research Discussion 68
CHAPTER 5 71
CONCLUSION & SUGGESTION 71
5.1 Conclusion 71
5.2 Suggestion 72
REFERENCES 75
APPENDICES 80
Appendix 1. Questionnaire 1: AI Usage 80
Appendix 2. Questionnaire 2: Technology Acceptance Model (TAM) from Davis (1989) 82
Appendix 3. Opened – Ended Interview 84
Appendix 4. The Use of Premium AI Writing Application(s) 85
Appendix 5: Interview Transcript (Participant 1) – 7th December 2022 86
Appendix 6: Interview Transcript (Participant 2) – 15th December 2022 89
Appendix 7: Interview Transcript (Participant 3) – 15th December 2022 91

Appendix 8. Recapitulation of Research Data 93
Appendix 9. Recapitulation of Questionnaire Score 95

CHAPTER 1

INTRODUCTION

1.1 Research Background

English thesis writing is one of the most important components that needs to be mastered by all English students to pursue a bachelor's degree. It is categorized as academic writing, one of the most important genres in writing as it is "regarded as an inherent part of the English-learning process and applies to the study of any other subjects in which English is the international language" (Kurniati & Fithriani, 2022, p.438). However, as a writing genre, academic writing is more difficult since not only it require students' conscious effort and critical thinking, but it also requires high-quality writing skills (Lin & Morrison, 2021). Therefore, many students often face difficulties in writing, especially in writing academically.

Just like any other genre of English writing, Indonesian writers tend to face difficulties related to influences from the native language and a lack of awareness in regard of writing necessities (Rezeki & Rahmani, 2021). A study by Novita (2012) has stated that the challenges of English thesis writing come from two big factors such as cultural factors and aspects of writing. By cultural factors, they are related to students' inability to think critically, to produce linear ideas, and to apply the concept of originality in writing. While aspects of writing mainly refer to six important aspects including writing content, organization, discourse, vocabulary, syntax, and mechanics (Brown, 2001). Considering that English is not the first nor

second language in Indonesia, students might find it difficult to meet the 'proper' thesis with their own background of knowledge.

Fortunately, in this digital age, with the development of technology, the number of advanced learning devices also rises. It is called AI, part of current technology development that is widely used by students to improve their performance in class. For students, as the learning stakeholder, AI technology offers promising assistance to support and enhance their skills. Even now it can be said that the use of AI in language classes is particularly unseparated (Sumakul et al., 2021). Through this AI technology advancement, one of the skills that can be assisted is writing skill, the chances to use this technology to improve writing skill are widely opened.

The benefits that are offered by AI (specifically in the writing field) vary from translating, correcting spelling, analyzing text, summarizing and rewriting, checking plagiarism, and many more (Burkhard, 2022). The use of AI in language learning also promotes self-learning which enables students to learn by themselves (Sumakul et al., 2021), and flexible learning which enables students to access it anytime without the restriction of time and space.

One of the most well-known AI writing tools that is used by many students these days is Grammarly. Being launched in 2009, Grammarly offers numerous features that can help students detecting grammatical and punctuation errors, mistyping, incorrect diction and improper language style, and many more (Ghufron, 2019; Setyani et al., 2023). By using this writing

assistance application, it could help students reduce the number of errors in their writing.

Nevertheless, just like any other AI application, Grammarly comes with its advantages and disadvantages. One of the advantages is that Grammarly provides direct and indirect feedbacks (Cavaleri & Dianati, 2016). Direct feedback is given by displaying the errors along with the reason why it was detected as an error, while indirect feedback is given by underlining errors with red lines. The students might find this feature helpful since not only shows the errors, it also provides the option on how to revise the errors (Nova, 2018) so that the students could gain a better understanding and avoid making the same errors in the future. Moreover, it is also claimed as a very fast and user-friendly writing assistance (Fitria et al., 2022; Setyani et al., 2023) that does take much time to detect errors.

However, as an AI application, Grammarly also has its downsides. Just like any other AI application that has a big chance of producing errors and inconsistencies (Burkhard, 2022), so does Grammarly. Many students agree that there are times when Grammarly gives misleading feedback (Nova, 2018) some even experienced that Grammarly sometimes changes the 'intention' of their sentences that makes them out of context (Zinkevich & Ledeneva, (2021). Therefore, in in using Grammarly in the writing process, there are things that need to be taken into consideration to avoide these things to happen.

Apart from its positive and negative effects, it cannot be neglected that the use of Grammarly in writing is getting more common, and more students are being used to the use of Grammarly in writing, both to improve their knowledge and skills. Therefore, it is important to take a look at important aspects that might affect the use of Grammarly by students, whether in positive or negative ways.

One of the important aspects to be considered is how students perceive the use of Grammarly itself. Sumakul et al. (2021) state that students' positive perceptions go in line with students' improvement in language performance. In fact, for students, having a positive perception tends to give them a clear idea of why they should participate and what benefits they can get from certain activities (Lamatokan, 2018). Considering that every student has their way of learning, knowing what, when, and why they learn something is beneficial. Therefore, if the integration with technology is accepted by the students, then the chance for improvement is widely opened.

To determine students' perception of the use of technology (specifically Grammarly), this study adopts the theory of technology acceptance model (TAM) from Davis (1989). It is a valid and reliable measurement that has been employed in many research that is into information of technology acceptance (Cavaleri & Dianati, 2016). This theory is grounded by two key main factors namely perceive of usefulness and perceive of easiness. Usefulness refers to whether the use of technology

can help students meet their goal and enhance the learning process, while easiness refers to how much effort students need to use the technology. However, Cavaleri and Dianati (2016) have stated that in its development, the TAM model received criticism due to its limitations and its simplicity. Therefore, in its development, some additional variables such as students' attitudes, and intentional behavior, and satisfaction are added. According to this, the researcher decided to add satisfaction factor along as additional factor along with perceive of usefulness and perceive of easiness.

Having the same root, several research had been conducted to investigate how students perceived AI usage in writing field (Sumakul et al., 2021; Burkhard, 2022; Kurniati and Fithriani, 2022; Fibriana et al., 2021; Zinkevich and Ledeneva, 2021; Utami et al., 2023; Setyani et al., 2023). The research above have the similar topics in common. They highlight the use of artificial intelligent (AI) in writing field.

For example, research from Fibriana et al. (2021); Zinkevich and Ledeneva (2021); Setyani et al. (2023) investigates the influence of using specific (but different) AI writing tools namely Grammarly, and Google Translate in writing field. Working with different participants (university students, final year students, and post-graduate students), these research show similar findings in general where the researcher found those AI tools above are helpful for students in different ways. For example, Grammarly offers assistance that is broken down into 5 factors such as correctness, clarity, engagement, delivery, and style issues (Zinkevich & Ledeneva,

2021). Quillbot is viewed in positive ways as it enhances positive attitude toward writing, provides user-friendly features, and aids students' language development. While Google Translate is viewed with its advantages and disadvantages.

Other previous research are from Sumakul et al. (2021); Burkhard (2022); Kurniati and Fithriani (2022). These three research specifically investigate students' perception on the use of AI in writing. In general, these previous research show that students show positive perceptions toward the use of AI in writing. The reasons vary from enhancing positive attitude in writing, providing user-friendly features (Kurniati & Fithriani, 2022), easy and fun to use (Sumakul et al., 2021). However, the use of AI does not always result positively (Burkhard, 2022). Just like a coin that has two sides, the use of AI also has disadvantages. In these three research, it is stated that further research is needed to investigate the disadvantages of AI usage.

This study, on the other hand, is aimed to find information about students' views and experiences in using AI specifically in writing a thesis, especially for English students of FKIP UNTAN. The difference between this study with any previous studies mentioned is that in this study researcher investigated the students' perception of Grammarly usage based on TAM theory from Davis (1989) which focused on perceive of usefulness and easiness factors. Considering the varieties of perspectives on AI usage in the writing field and how students' perception can somehow affect the result of learning/writing itself, the researcher believes that it is worth

studying how English students in Universitas Tanjungpura perceive the use of Grammarly in the process of thesis writing.

1.2 Research Questions

The objectives of this study are aimed to address the problems as follows:

a. What is students' perception in the use of Grammarly in their thesis writing?

b. How are students' experiences in using Grammarly in thesis writing?

1.3 Research Purpose

According to research questions, research purposes are presented as follows:

a. To know students' perception of Grammarly usage in thesis writing.

b. To know students' experience in Grammarly' usage in thesis writing.

1.4 Research Significance

The results of the research are beneficial for the researcher, EFL teachers, and others.

a. For the researcher, could find out how students perceive the use of Grammarly in the writing field

b. For EFL teachers it is hoped to give new points of view to help students work with challenging writing factors, especially in thesis writing

c. For other researchers, it is hoped to give a contribution that they might use as one of the references in future to do further research.

1.5 Terminology

To avoid misunderstanding and to give the limitation of the terms used in this study, the writer finds it necessary to present and explain the keywords that are used in this research:

a. Perception is the process by which human brain from opinions that will be projected into feeling, needs, motivation, and experience (Fegasanti & Priyatmojo, 2020). In the research context, refers to students' opinions and the way they see the AI either in a positive, neutral, or negative way in the process of thesis writing
b. Artificial Intelligence (AI) is the supporting tool/machine that is useful to help students in their thesis writing (for translating, paraphrasing, checking plagiarism, presenting, looking for information, etc) and can be accessed on the internet.
c. AI-based writing tool refers to part of AI technology that is usually used by students to help them in the process of writing for example: Quillbot, chatGPT, Grammarly, Text polishing, Wordtune, and many more.
d. Thesis writing refers to the academic writing process that requires high-writing skills and critical thinking skills to provide appropriate and trustable information.
e. Final year students in this research refer to English students in Universitas Tanjugpura who are currently working on thesis/proposal writing.