

An Analysis of Students' Perception of Using Grammarly as English Writing Assistant by the Tenth Grade Students of SMK Karsa Mulya Palangka Raya

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Abstract: This study explored the perceptions of tenth-grade students at SMK Karsa Mulya Palangka Raya regarding the use of Grammarly as an English writing support tool. A descriptive quantitative design was employed, using a four-point Likert scale questionnaire adapted from O'Neill and Russell (2019). Twenty-four students participated as respondents. Descriptive statistics were used to analyze the data. Findings revealed that most students expressed positive perceptions across five indicators: the necessity of Grammarly in writing, practicality of use, self-management, motivation, and self-monitoring. However, some students required technical assistance and engaged only with basic features, suggesting limited digital literacy and incomplete understanding of the application's potential. While Grammarly proved useful, it could not replace teachers in providing foundational grammar, punctuation, and spelling instruction. The study highlights the importance of integrating AI-based tools with pedagogical support to maximize writing skill development.

Keywords: Grammarly, student perception, academic writing, ICT, EFL education

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Abstrak: Penelitian ini menggali persepsi siswa kelas X di SMK Karsa Mulya Palangka Raya tentang penggunaan Grammarly sebagai alat penunjang menulis bahasa Inggris. Desain deskriptif kuantitatif yang digunakan melalui kuesioner skala Likert empat poin yang diadaptasi dari O'Neill dan Russell (2019). Ada 24 siswa berpartisipasi sebagai responden. Statistik deskriptif digunakan untuk menganalisis data penelitian. Temuan mengungkapkan bahwa sebagian besar siswa mengungkapkan persepsi positif di lima indikator: perlunya Grammarly dalam penulisan, kepraktisan penggunaan, manajemen diri, motivasi, dan pemantauan diri. Namun, beberapa siswa memerlukan bantuan teknis dan hanya terlibat dengan fitur-fitur dasar, menunjukkan literasi digital yang terbatas dan pemahaman yang tidak lengkap tentang potensi aplikasi. Meskipun Grammarly terbukti bermanfaat, itu tidak dapat menggantikan guru dalam memberikan instruksi tata bahasa, tanda baca, dan ejaan dasar. Penelitian ini menyoroti pentingnya mengintegrasikan alat berbasis AI dengan dukungan pedagogis untuk memaksimalkan pengembangan keterampilan menulis.

Kata kunci: Grammarly, persepsi siswa, penulisan akademik, TIK, pendidikan EFL

1. INTRODUCTION

The influence of English as an international language makes English a knowledge that must be studied and mastered by people in Indonesia. The widespread use of English in various disciplines such as science and technology, education, computer science, and popular culture has contributed to its reputation as an international language (Lauder, 2008). Judging from the value given when understanding English, the Indonesian government believes that English is

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important to open up opportunities to compete globally. Therefore, English has been designated by the Indonesian government as an important knowledge to master in order to open up opportunities for Indonesian people to compete internationally.

In mastering English, writing is one of the skills that foreign language learners must master. Writing is a process that consists of several parts, including writing, editing, planning, and final preparation (Harmer, 2007). Because of the many steps that need to be taken in writing, the writing process is considered an effective method of learning. Writing is useful for improving the cognitive abilities of foreign language students because writing organizes several thoughts in coherent language (Harsyaf & Izmi, 2009). Dadi (2015) also adds that writing is an effective means of improving students' ability to prepare, organize, and organize written ideas into a coherent essay. Writing is also considered very good for recalling and deducing information from previous memories (Kellogg, 2008). Therefore, mastering the writing process is very beneficial for foreign language students in improving long-term memory skills and thinking critically.

Even though writing is very beneficial in the language learning process, in reality, the writing process is very difficult in learning a foreign language. Richard and Renandya (2002) argue that writing is the most difficult skill for language students because writing does not only focus on organizing ideas but can also provide meaning to the text created. In writing, students not only have to use a lot of understanding in creating a paragraph, but this understanding must be grammatically correct so that the writing is comprehensive by writing rules. In fact, foreign language students still seem to have difficulty applying correct grammatical rules in English writing. During the researcher's teaching internship at SMK Karsa Mulya Palangka Raya, many tenth-grade students were observed to have difficulties generating ideas and applying correct grammatical rules in narrative text writing. Addressing these issues requires effective tools that provide real-time feedback and support self-directed improvement. One such tool is Grammarly, a popular AI-powered grammar checker that assists users in correcting grammar, spelling, and punctuation errors (Ghufron & Rosyida, 2018; Azah, 2019).

Previous studies among university students have shown that Grammarly can positively influence writing skills (Oktaviani et al., 2022; Rejeki, 2023; Billa, 2024). However, little is known about its use among vocational high school students, who may differ in technology access, digital literacy, and English proficiency. Although prior research consistently reports positive student perceptions of Grammarly at the tertiary level, there is a lack of evidence from secondary and vocational education contexts. The existing literature focuses heavily on university students familiar with digital tools, often using the premium version of Grammarly, whereas high school students may face challenges in navigating even its basic functions. This study addresses this gap by examining vocational students' experiences, thereby contributing insights for integrating AI tools effectively at the secondary level. Thus, two problems are stated in conducting this study; those are specified in the following.

- (1) What are students' perceptions of Grammarly in terms of need, practicality, self-management, motivation, and self-monitoring?
- (2) What positive and negative aspects do students identify when using Grammarly in writing?

2. LITERATURE REVIEW

2.1 Definition of Perception

Many experts have expressed their opinions regarding perception. Sarwono (2000) explains that perception is the ability to differentiate, group, focus and so on. Slameto (2013) also adds that perception is the process of entering messages or information into the brain. From these explanations, it can be concluded that perception is the process of obtaining information captured by the five senses and embedded in the brain.

Many experts also explain that student perceptions are very useful in improving the quality of learning. Dörnyei (2001) explains that students' perceptions can indicate and determine how successful learning activities are. Ummah (2022) also explains that student perceptions can spread methods, technology, and ongoing learning systems. It can be concluded that student perception is one of the main indicators in measuring how successful a lesson is.

Understanding student perceptions can create a more productive and meaningful learning process. Slameto (2013) explains that perception is the process of messages entering the human brain when interacting with the surrounding environment and forming a person's thinking process. In the educational context, student perceptions are related to students' thoughts about teacher performance in learning, as well as the teaching media provided in the learning process. Seeing the breadth of aspects absorbed in forming student perceptions, teachers can adapt learning methods to suit student needs and preferences.

2.2 Types of Perceptions

There are several types of perception. Robbins and Judge (2021) aim of two types of perception. They are positive perception and negative perception.

Positive Perception

According to Robbins and Judge (2021), a positive perception occurs when an individual assesses something favorably, in line with expectations, or in compliance with established guidelines. Positive perception can be understood as the process of interpreting viewpoints in a favorable light. Positive views can arise from a variety of sources. First, satisfaction at the object that forms the basis of one's perception is what leads to a positive perspective (Solso et al., 2014). Furthermore, Solso et al. (2014) add that individual knowledge and experience of the thing being perceived also contribute to a positive perspective

Negative Perception

Negative perception is when someone has an unpleasant opinion about something or some information, violating the norms for that thing or established rules (Robbins & Judge, 2021). Some of the causes of negative perceptions are caused by individual dissatisfaction with the object that is the source of their perception. In addition, individual ignorance and lack of individual experience of the object being perceived. All of these elements may contribute to an unfavorable opinion.

Based on all the explanations above, there are two types of perception. The first one is positive perception which leads to favorable experiences. On the other side, there is negative perception which leads to unpleasant experiences.

2.3 Nature of Grammarly

The use of Grammarly as a writing assistant for EFL students has become very popular. Ummah (2022) explains that grammar is an integrated computer-based technology for analyzing grammatical correctness in writing discovered by Maz Lytvyn and Alex Shevchenko. As a writing assistant, Grammarly is a web tool that helps students improve the quality of their writing products, their confidence in the writing process, and increase their independence in proofreading (O'Neill & Russell, 2019). It can be concluded that Grammarly is very popular for EFL students as a writing assistant that improves quality, self-confidence and proofreading skills in the writing process.

Grammarly is popular because of its ease of use. Grammarly works by identifying text that has been sponsored or uploaded and providing suggestions for allowing the text (Ummah, 2022). After that, grammatically, it shows the value of the quality of straightness in the text on a scale of 0-100. If the writing gets a high score, it means that the writing has few errors and almost reaches the expected writing quality.

There are three versions of the agreement provided by Grammarly. They are free, premium, and business plans (Ummah, 2022). The free and premium versions are used only for individual use, while the business plan is used in a grouping system filled by 3-149 users in one group. Each plan has its advantages.

Since the researcher only focused on the free version, this study explains the free version in depth. Grammarly for Free has limited features, the Grammarly for Free is quite helpful for its users, especially for senior high school-level users who tend to have minor errors in writing. This version has provided important features in basic writing checks, such as spell checking, grammar checking, and punctuation checking (Dewi, 2023). In addition, this version can check for errors in the use of small-scale tense structures such as errors in the use of commas and articles.

The Grammarly for Free offers several features that are effective in basic writing. This feature provides grammar checker assistance for more than 500 words. The program can automatically point out typos and provide necessary adjustments for errors that occur. Fitria (2021) mentions that the features that can be accessed for free are a grammar checker, spelling correction, punctuation and writing style.

2.4 Benefits and Limitations of Grammarly

2.4.1 Benefits

As a popular writing assistant, Grammarly for Free has several advantages that support its popularity, especially for EFL students. Nova (2018) proposes several advantages of using Grammarly in basic academic writing. They are useful feedbacks, accessible features, and high evaluation speed.

Useful Feedbacks

Grammarly provides suggestions or feedback when errors occur in writing (Nova, 2018). With automatic suggestions provided, students can easily realize the mistakes they have made. Students can immediately correct their own mistakes and are unlikely to make the same mistakes in their future writing.

Accessible Features

Grammarly is very easy to access and use. Simple usage procedures such as creating an account, uploading text, distributing text by giving a red mark when an error is detected, and providing appropriate pronouns are the reasons why Grammarly is very easy to access (Nova, 2018). Apart from that, Grammarly can be integrated into writing platforms such as Microsoft Word, Chrome and many more, and can also be accessed via mobile phones (Barrot, 2022). This makes Grammarly considered very easy for students to access at any time.

High Evaluation Speed

Grammarly users feel the benefits of Grammarly because of the fast data evaluation process carried out by Grammarly (Nova, 2018). Grammarly users only need to write or upload their writing and the Grammarly system will immediately detect errors in the writing. However, the speed of the evaluation process must also be supported by adequate internet availability. With a fast process in turning over written results, students can shorten their time in revising so that the quality of their writing will be in line with the target they want to achieve in a short time.

Based on all the explanation above, there are three benefits that can be found in Grammarly for Free. The first one is that the Grammarly can give useful feedbacks. Next, the Grammarly for Free still has useful and accessible features. Lastly, the evaluation takes a short period.

2.4.2 Limitations

Even though Grammarly for Free has advantages that are very helpful for student writing, there are still several disadvantages when using Grammarly. There are two weaknesses. They are misleading feedback and non-contextual feedback.

Misleading Feedback

In the use of Grammarly, some misleading feedbacks occurs to some users. Nova (2018) explains that in several cases, students felt that the justification made by Grammarly was very confusing because it provided word suggestions that were different from the ideas previously expected. Some of the feedback received by students also changed the meaning of words or sentences that had previously been created. Misleading in evaluation results indicate deficiencies and student dissatisfaction with the results provided by Grammarly.

Non-contextual Feedback

In some cases, Grammarly shows some deficiencies in connecting context and written content well. Faisal and Carabella (2023) explain that Grammarly offers constructive feedback that combines micro dimension (linguistic features) and macro dimensions (content development). However, the feedback provided by Grammarly is not always relevant to the context of the writing which will ultimately change the meaning of the words that students want to achieve in their writing. To summarize, there are two disadvantages that can be found in Grammarly for Free. The first one is that the Grammarly can give misleading feedbacks. Moreover, sometimes the feedbacks can be non-contextual.

3. RESEARCH METHOD

3.1 Research Approach

This research used a descriptive quantitative approach. The choice of this approach was based on Creswell and Creswell (2018). It is a study that describes the characteristics of a population or phenomenon being studied. This research aimed to describe and interpret students' perceptions of using Grammarly to help them write English texts. It focused on confirming the statements about what students' perceptions and seeking to obtain information about the characteristics of students' perceptions of using Grammarly.

3.2 Research Samples

The sample for this research was 24 students of tenth graders of SMK Karsa Mulya Palangka Raya majoring in technology and informatics design. Sampling technique used was a purposive sampling, where the researchers selected the subject based on her own consideration in terms of its costs, closeness with the subjects, and easiness to collect the data needed. Besides, the main consideration is that she did her English teaching practice at the school as her internship for the compulsory subject before completing her bachelor study.

3.3 Research Instrument

The instrument used in this research was a questionnaire using a close-ended questionnaire with a four-point Likert scale (1 = strongly disagree to 4 = strongly agree) to avoid neutral responses and encourage clearer opinions. The questionnaire, adapted from O'Neill & Russell (2019), was translated into Indonesian for clarity. Items measured five aspects: need, practicality, self-management, motivation, and self-monitoring.

3.4 Techniques of Data Collection

The data in this study were collected using a questionnaire designed to measure students' perceptions of Grammarly as an English writing assistant. The procedure was carried out in several steps. First, the researcher prepared the questionnaire, which had been adapted from previous studies and translated into Indonesian to ensure clarity and ease of understanding. Second, prior to distribution, the researcher explained the purpose of the study and provided instructions on how to respond to the questionnaire items. Third, the questionnaires were distributed directly to the students in their classroom during regular school hours, ensuring that all respondents completed them under the researcher's supervision. This procedure, according to Fauzi (2023), minimized the possibility of missing responses and allowed the researcher to clarify any questions raised by students. Finally, after all questionnaires were collected, the responses were checked for completeness and organized for analysis.

3.5 Techniques of Data Analysis

The data obtained from the questionnaire were analyzed as follows.

- 1) *Administering*. The researcher administered the scores obtained from each student to ease for counting percentages.
- 2) *Tabulating*. The scores were put into a table in order to find the percentage of each item in the questionnaire.
- 3) *Categorizing*. The data were categorized into a chart by questionnaire indicators to find

positive and negative perceptions from the questionnaire data.

- 4) *Summarizing*. The data were summarized by each indicator and by perceptions.
- 5) *Discussing*. The findings were discussed in-depth to relate with previous studies.

4. RESULTS

There were five indicators described in this result based on the indicators questioned in the questionnaire. Those are (1) The need for Grammarly use; (2) The practicality for Grammarly use; (3) The self-management for Grammarly use; (4) The motivation for Grammarly use; and (5) The self-monitoring for Grammarly use..

4.1 Description of the Need for Grammarly Use

Figure 1 below presented the summary of the collective response from students in regards to the need for Grammarly use.

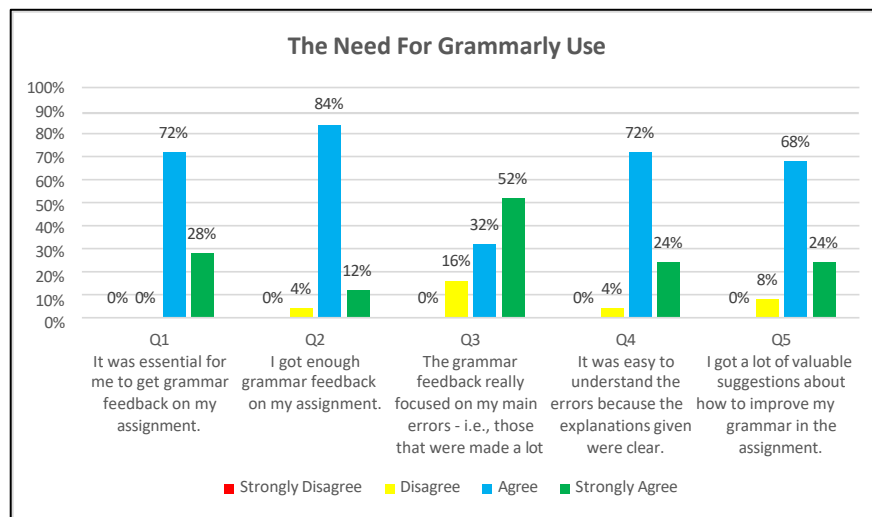


Figure 1. The agreement and disagreement of the need for Grammarly use

The figure provided showed that every student agreed that the feedback from Grammarly had benefited them in completing their writing assignments, with a 100% answered that they agreed & strongly agreed, while none of the students disagreed & strongly disagreed. The next chart also showed that the majority of students, which were 96% of the students agreed & strongly agreed that Grammarly had provided enough feedback to improve the grammar and structure on their writings, while the rest (4%) disagreed. Next, 84% of the students agreed & strongly agreed that the feedback of the app helped them by correctly identifying and providing suggestions on their most commonly repeated problems in their writing assignments. Meanwhile the rest of the students (16%) disagreed.

In regards to applying corrective edits to their assignments, 96% students agreed & strongly agreed that Grammarly provided them with simple and clear way to implement its suggested correction into their writing assignment. Meanwhile the rest of the students (4%) disagreed. Last, the responses showed positive perception in the usage of Grammarly, with 92% agreed & strongly agreed stating that Grammarly had provided valuable suggestions in improving their writing assignments, while the remaining students (8%) disagreed.

4.2 Description of the practicality for Grammarly use

Figure 2 below presented the summary of the collective response from students in regards to the practicality of Grammarly use.

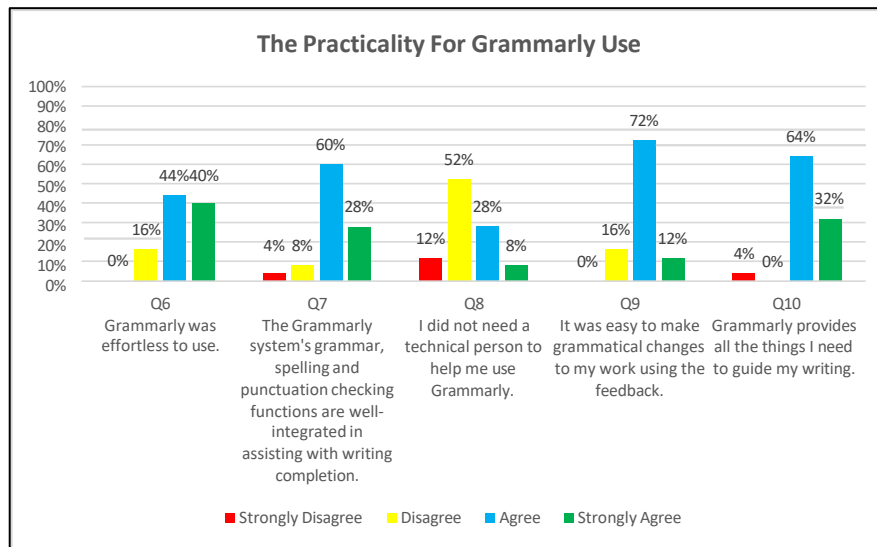


Figure 2. The agreement and disagreement of the practicality of Grammarly use

The user experience for Grammarly seems to be fairly easy to use and implement, with 84% agreed & strongly agreed that they have no problems in using Grammarly, while the rest (16%) disagreed. The various function also seems to be fairly well implemented with 88% percent agreed & strongly agreed that they have no problem in using the grammar, spelling, and punctuation checking functions of the application. Meanwhile the remaining students (12%) disagree & strongly disagreed. While the application is easy to use, the same could not be said for setting up the application, the 64% students who responded with disagree & strongly disagree seem to have trouble using the various features of the application, needing the help of a technical person to aid in the process. Meanwhile the rest of the students (36%) seems to be able to use Grammarly without any technical assistance.

Next, 84% of students agreed & strongly agreed that the corrective suggestions generated from Grammarly can be implemented directly into their writing without any problems, while the rest (16%) disagreed. The majority, with 96% agreed & strongly agreed that Grammarly comprehensively provided all they would need to improve their writing, while the rest (4%) strongly disagreed.

4.3 Description of the self-management for Grammarly use

Figure 3 below presents the summary of the collective response from students in regard to the self-management of Grammarly use.

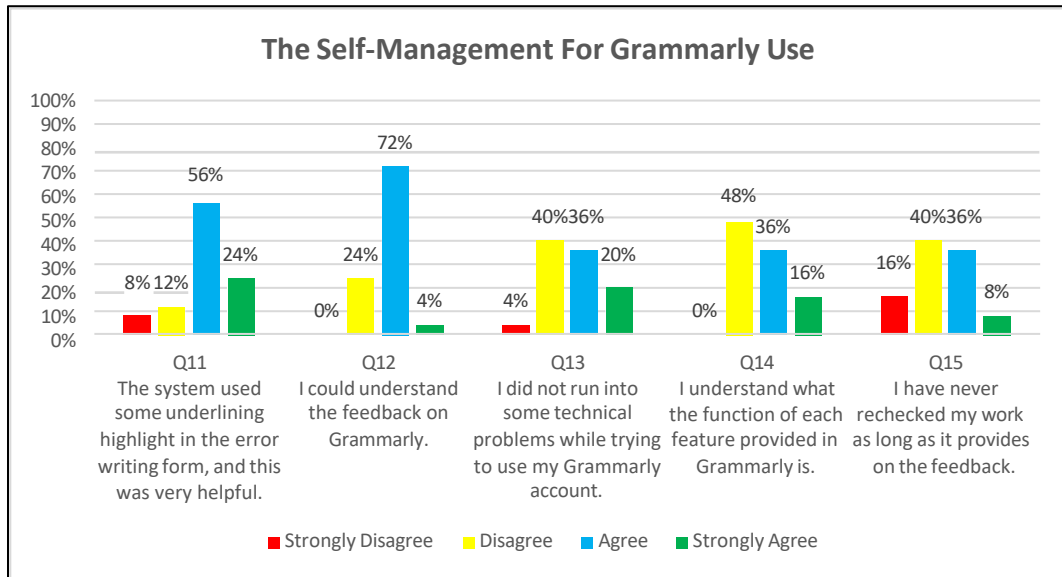


Figure 3. The agreement and disagreement of the self-management of Grammarly use

The majority of students (80%) agreed & strongly agreed the error highlighting feature of the application were favorable, where writing errors are underlined by the application. Meanwhile the rest of the students (20%) disagreed & strongly disagreed. Then, majority students (76%) also agreed & strongly agreed that they have no problem understanding the suggestions generated by Grammarly, while the rest (24%) disagreed.

The following perceptions seems to be split in regards to technical issues while using the application, with some students (44%) reporting to have technical problems while using the application, meanwhile 56% who responded with agree & strongly agree seems to encounter no problem while using the app. The responses are also split on the comprehensibility of the various functions available in Grammarly, with some (48%) students seems to have trouble understanding how some features work, while the rest (52%) have no trouble understanding it. Last, 56% of students cited that they would also check their works independently after applying Grammarly, while 44% seem satisfied with Grammarly's corrective capability and feel that further self-checks are unnecessary.

4.4 Description of the motivation for Grammarly use

Figure 4 presented the summary of the collective response from students in regard to the motivation of Grammarly use.

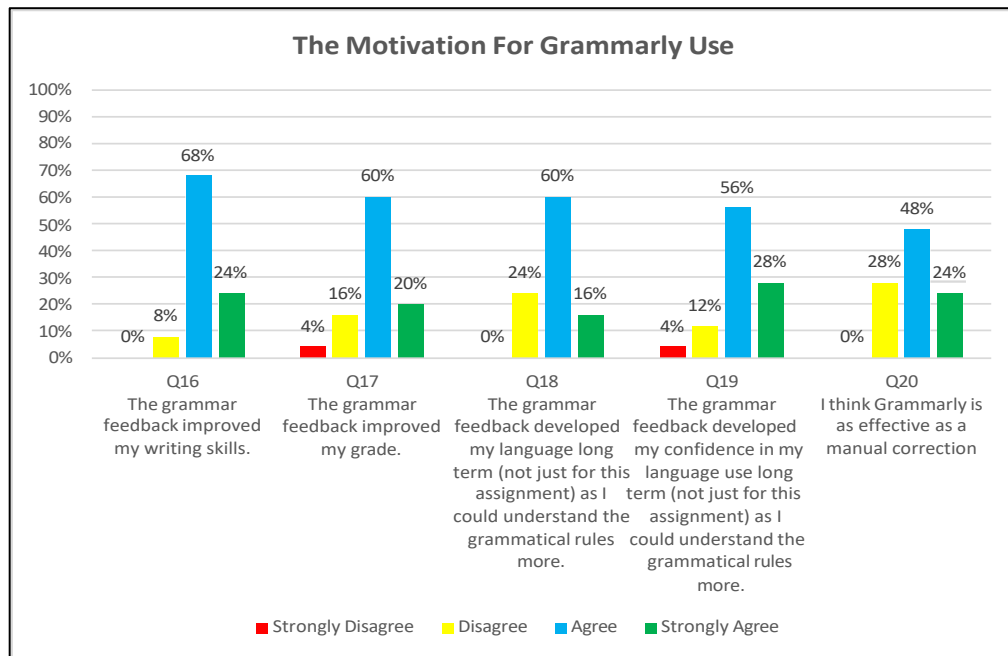


Figure 4. The agreement and disagreement of the self-management of Grammarly use

The majority of students (92%) agreed & strongly agreed that Grammarly provided corrections are capable of improving their writing capability, while the rest (8%) disagreed. Majority of students (80%) responded with agree & strongly agree that Grammarly improve their grades in writing assignments, while the rest (20%) disagree & strongly disagree. The majority (76%) agreed & strongly agreed that corrections that Grammarly provided also helps them learn how to use proper grammatic structure, while the rest (24%) disagreed.

The majority of students (84%) agreed & strongly agreed that using Grammarly provided them with confidence that they would improve in understanding grammatic structure in the long run. Meanwhile the remaining students (16%) disagreed & strongly disagreed. Majority of students (72%) agreed & strongly agreed that Grammarly can outperform an actual person in spotting grammatical error and giving corrections, while 28% disagreed and held an opinion that an actual person will perform better at giving writing tips and corrections.

4.5 Description of the self-monitoring for Grammarly use

Figure 5 presented the summary of the collective response from students in regard to the motivation of Grammarly use.

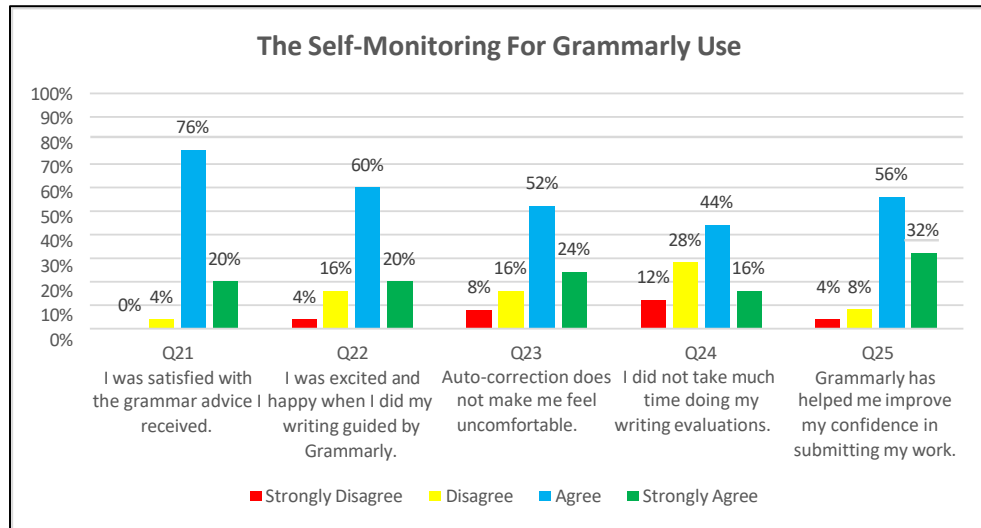


Figure 5. The agreement and disagreement of the self-monitoring of Grammarly use

From the data provided by the chart, the majority of students (96%) showed satisfaction in the capability of Grammarly in providing corrections to their writing, while the remaining students (4%) disagreed. As a result, the majority (80%) are also quite happy in following the writing recommendations provided by Grammarly, with only 20% who disagreed & strongly disagreed. And appropriately, only a small minority of students (24%) thought that the automated process for writing corrections from Grammarly are unenjoyable, while the majority (76%) thought otherwise.

Then, 60% of students expressed that they did not take too much time in revising their writing with Grammarly, while 40% disagreed & strongly disagreed. Next, the dominant (88%) perception seemed to agree & strongly agree that using Grammarly had improved their confidence in the quality of writing that they produced, while the rest (12%) disagreed.

4.6 Positive and negative perceptions of using Grammarly

In relation to positive and negative perceptions of using Grammarly, below is the table representing the results and the overall percentage of positive and negative perception towards the use of Grammarly as English writing assistant by the vocational students.

Table 1. Overall Positive and Negative Perception of Grammarly

No.	Indicators	Perception	
		Positive	Negative
1	The need for Grammarly use	94%	6%
2	The practicality for Grammarly use	78%	22%
3	The self-management for Grammarly use	62%	38%
4	The motivation for Grammarly use	81%	19%
5	The self-monitoring for Grammarly use	66%	34%
Total percentage in average		76,2%	23,8%

From the table above, the data specifically show that firstly the students indicate a positive perception of the need for Grammarly use (94%), which they perceived as being important to get feedback, getting grammar feedback, identifying those that focus on grammar, being easy

to understand errors, and providing valuable suggestions for improving grammar.

Secondly, students' collective responses about the practicality of using the Grammarly app. revealed that the majority (78%) of respondents expressed positive perceptions regarding the ease of use, well-integrated spelling, grammar punctuation check functions, the ease of revision incorrect grammar in light of Grammarly's feedback.

Thirdly, most students (62%) expressed positive perceptions regarding self-management in utilizing the Grammarly features. These perceptions were based on four factors: the app's ability to indicate errors through underlining, the user-friendliness of the feedback, the absence of technical difficulties, and the satisfaction with the revised capabilities of Grammarly.

Fourthly, most students (81%) had positive perceptions regarding the motivation to use Grammarly in five ways. It is perceived through: (1) grammar feedback could improve writing skills; (2) grammar feedback could improve writing scores; (3) grammar feedback could improve understanding of grammatical structure in the long run; (4) grammar feedback increased confidence in writing; and (5) grammar feedback was better than manual corrections.

Last, regarding with the self-monitoring of Grammarly use, most students (66%) expressed their positive perceptions. These perceptions included satisfaction with Grammarly's services, perception of writing as enjoyable, belief that automatic correction facilitated comfort, efficiency in time management for writing corrections, and increased confidence in writing abilities.

Overall, total percentage in average regarding with perceptions of using Grammarly, most students have a positive perception with 76,2% towards the use of Grammarly as English writing assistant compared to the 23,8% of their negative perceptions.

5. DISCUSSION

The results of this research indicated that students demonstrated a positive perception (average 76.2%) toward Grammarly. The strongest agreement was observed in the **need** category (94%), indicating that students valued Grammarly's feedback and grammar correction features. This aligns with Rejeki (2023) and Billa (2024), who found similar benefits among university students. In terms of **practicality** (78%), most students found Grammarly easy to use for basic functions, yet many required technical assistance, especially when using unfamiliar features. This contrasts with findings from Wardatin et al. (2022), where advanced users reported fewer difficulties, suggesting that prior exposure and digital literacy influence ease of use.

For **self-management** (62%), a significant portion of students struggled with technical issues and understanding all available features, leading to over-reliance on Grammarly without rechecking their work. This supports Nova's (2018) caution regarding misleading feedback and underscores the need for teacher guidance in evaluating AI suggestions. Regarding **motivation** (81%), students reported increased confidence and willingness to write, reflecting Grammarly's role in fostering learner autonomy (Wardatin et al., 2022). However, in **self-monitoring** (66%), although most students trusted Grammarly's feedback, some risked overlooking contextual accuracy, reinforcing the need for critical engagement.

These findings show that students' responses were closely tied to their specific needs when using Grammarly. It can be inferred that not all Grammarly features were fully utilized,

reinforcing the notion that while the tool supports grammatical development, users must still have a fundamental understanding of language rules. Without such knowledge, students may struggle to interpret Grammarly's feedback effectively.

In this regard, the role of the teacher remains vital. Teachers are responsible for equipping students with the foundational knowledge required to critically assess and apply Grammarly's suggestions. Grammarly may aid writing quality, but it cannot substitute the comprehensive instruction and judgment provided by educators.

6. CONCLUSION

The findings of this study reveal that vocational high school students generally hold positive perceptions of Grammarly, particularly regarding its necessity and its ability to enhance motivation in writing. Students valued the feedback and corrections provided by the application, which they perceived as helpful for improving the accuracy of their work and fostering greater confidence in the writing process. Despite these benefits, several limitations were also identified. Many students faced difficulties with technical skills, had limited exploration of the application's features, and tended to accept Grammarly's feedback without sufficient critical evaluation.

In light of these findings, several implications for practice can be drawn. Teachers are encouraged to integrate Grammarly into classroom instruction alongside explicit grammar teaching, ensuring that students not only benefit from the tool but also understand its limitations. Providing targeted training on how to use Grammarly effectively may also strengthen students' self-management skills and reduce their reliance on external technical assistance. Equally important, students should be guided to critically examine Grammarly's suggestions rather than accepting them uncritically, thereby fostering both digital literacy and language awareness.

For future research, it would be valuable to investigate the long-term impact of Grammarly on students' writing development through longitudinal studies. Comparative research could also be undertaken to examine the effectiveness of the free and premium versions of Grammarly, particularly in supporting more advanced writing tasks. Furthermore, exploring the application's use across different genres of writing or among learners with varying proficiency levels would provide deeper insights into its broader applicability in language learning.

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