

Exploring Students' Perceptions of Using Grammarly in Writing Analytical Exposition Texts at Eleventh Grade of SMAN 1 Kandis

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Abstract

This study explores the perceptions of eleventh-grade students at SMAN 1 Kandis regarding the use of Grammarly in writing analytical exposition texts. Writing skills are essential for academic success, and digital tools like Grammarly are increasingly utilized to support students' writing development. Employing a qualitative descriptive approach, data were collected from 28 students of class XI F1 through a structured Likert-scale questionnaire. The results reveal that students generally perceive Grammarly as a helpful tool for enhancing grammar, vocabulary, sentence structure, and overall writing quality. Grammarly also contributes to increased motivation and confidence in producing structured arguments and revising texts independently. However, some students expressed limited understanding of plagiarism alerts and concerns about overreliance on the tool. Overall, the study indicates that Grammarly serves as a valuable aid in supporting students' writing performance and autonomy in an English as a Foreign Language (EFL) context. These findings suggest that integrating Grammarly into writing instruction can foster better writing habits and learner engagement.

Keywords: analytical exposition text, digital tools, Grammarly, student perception, writing skills

Introduction

Writing skills are a fundamental component of academic success, as they enable students to express their thoughts, arguments, and ideas effectively in written form. Mastering writing not only enhances communication but also sharpens critical thinking, promotes better organization of ideas, and deepens engagement with academic content. These competencies collectively contribute to improved academic performance and cross-disciplinary success (Gautam, 2019). Proficiency in writing is essential not only for academic purposes but also for future professional and personal development, as it supports the ability to analyze information critically, construct logical arguments, and communicate in a coherent and structured manner (Altun, 2023). Strengthening students' writing skills is thus a vital investment that prepares them to meet the demands of real-world communication. Despite its importance, many students continue to struggle with writing (Sartika et al., 2024), as it requires mastery of various components, including grammar, mechanics, and vocabulary. Additionally, students often lack sufficient practice,

which further hinders their ability to develop confidence and proficiency in writing (Sartika et al., 2022). Thus, writing remains a challenging yet essential skill that requires continuous support and practice.

Analytical exposition texts hold particular importance within the senior high school curriculum because they challenge students to construct logical and persuasive arguments about specific issues. Writing this type of text encourages the development of higher-order thinking skills, such as the ability to analyze perspectives, support claims with evidence, and use grammar and vocabulary appropriately (Kemala & Andoyo, 2020). These skills align directly with national curriculum goals by helping students improve rhetorical strategies, linguistic accuracy, and critical reasoning abilities (Utami et al., 2022). Thus, mastering analytical exposition writing equips students with essential academic competencies that empower them to think critically, argue effectively, and engage meaningfully with complex issues.

Despite its importance, many high school students still encounter significant challenges in English writing. In exposition texts, students struggle with formulating recommendations and applying the simple present tense; in thesis writing, difficulties often arise in managing reiteration, language elements, vocabulary, and mechanics. Similarly, in analytical exposition texts, students face cognitive, linguistic, and psychological obstacles. Language accuracy and grammar remain major concerns, while psychological factors such as boredom, lack of motivation, and uncertainty further hinder their writing performance (Sartika et al., 2023). Addressing these challenges through targeted instruction and effective teaching strategies is essential for helping students improve their English writing proficiency.

Technology plays a transformative role in modern education by offering digital support that enhances students' writing processes. Digital tools provide diverse opportunities for students to engage with content more interactively, develop writing competence, and receive real-time support. However, the widespread use of informal digital communication (e.g., texting, social media) can pose challenges to maintaining formal academic writing standards (Law, 2019). Nonetheless, the growing popularity of digital writing tools among students is evidence of their perceived usefulness in improving grammar, writing style, and even detecting potential plagiarism, which contributes to clearer and more polished academic writing (Alkhaldi, 2023). Consequently, integrating technology thoughtfully in the classroom can significantly strengthen students' writing abilities while ensuring they develop the discipline needed to maintain formal academic standards.

Grammarly is one of the most widely adopted writing tools in education today. It offers features such as grammar correction, style suggestions, and plagiarism checks, all of which help students produce higher-quality academic texts (Calma et al., 2022). By delivering immediate and actionable feedback, Grammarly allows learners to revise and refine their writing, build confidence, and strengthen their overall academic performance (Halim et al., 2022). These capabilities make it especially valuable in supporting independent learning and continuous writing improvement. Thus, Grammarly serves as an essential digital aid that empowers students to become more proficient, autonomous, and effective academic writers.

Understanding students' perceptions of writing-assistance tools like Grammarly is essential to integrating technology meaningfully into writing instruction. Research indicates that students' attitudes toward such tools significantly influence how effectively they use them and the extent to which they experience writing improvement (Faisal & Carabella, 2023). Although the literature reflects both positive and negative student experiences, further exploration is needed to understand the impact of these tools in specific educational settings (Kawashima, 2023). Gaining deeper insight into students' perceptions can help educators make more informed decisions about how to integrate digital writing tools effectively into classroom instruction.

Many eleventh-grade students at SMAN 1 Kandis face challenges in producing analytical exposition texts, particularly in organizing arguments and using accurate grammar. These difficulties make the school an appropriate setting to investigate how students perceive the role of Grammarly in helping them overcome such issues. Despite Grammarly's growing global popularity, limited research has examined how Indonesian high school students view and benefit from this tool. This gap highlights the need for localized studies to better inform educators and policymakers (Maulana, 2022). Understanding students' perceptions is crucial for evaluating the tool's practical value and for enhancing writing support strategies in Indonesian high schools. In response to this need, the present study explores the perceptions of eleventh-grade students at SMAN 1 Kandis regarding the use of Grammarly in writing analytical exposition texts.

Method

This study adopts a qualitative descriptive approach to explore students' perceptions of using Grammarly in writing analytical exposition texts. The qualitative descriptive method is chosen because it aims to systematically and accurately describe phenomena as experienced by participants, focusing on everyday language and factual reporting rather than deep theoretical interpretation. This design is well-suited to the research objective, which is to capture and understand students' views on the usefulness and impact of Grammarly in their writing process.

The participants in this study are 28 students from class 11 F1 at SMAN 1 Kandis. These students were selected using purposive sampling, ensuring that all participants have direct experience using Grammarly for their writing assignments. Purposive sampling is commonly used in qualitative descriptive research to ensure that the data collected is relevant and rich, as participants are specifically chosen for their familiarity with the phenomenon being studied.

Data were collected using a questionnaire administered through Google Forms. The questionnaire consisted of 14 items, each measured on a Likert scale ranging from "strongly disagree" to "strongly agree." This instrument was designed to capture various aspects of students' perceptions regarding the use of Grammarly, including its perceived usefulness, ease of use, and impact on their writing skills. The

Likert scale format allows for the quantification of perceptions, enabling the presentation of findings using descriptive statistics such as frequencies and percentage distributions. The use of a structured questionnaire with Likert-scale items is consistent with previous research on digital writing tools and student perceptions (Yamashita, 2022).

The responses from the Likert-scale questionnaire were analyzed descriptively. Frequencies and percentages were calculated for each item to summarize students' perceptions of Grammarly. This descriptive statistical analysis provides a clear overview of the general trends and patterns in students' attitudes toward the tool. The qualitative descriptive approach ensures that the findings are presented in straightforward, accessible language, highlighting the key perceptions and experiences of the participants without extensive theoretical interpretation.

Before data collection, participants were informed about the purpose of the study, and their consent was obtained. Participation was voluntary, and students were assured of the confidentiality and anonymity of their responses. The ethical procedures adhered to the guidelines for educational research, ensuring that participants' rights and privacy were protected throughout the study.

This method section provides a clear and systematic explanation of the research design, participants, data collection, analysis, and ethical considerations, aligning with the qualitative descriptive approach outlined in your article (Baillie, 2020).

Results and Discussion

The demographic data presented in Table 1 indicate that the total number of participants involved in this study was 28 students, representing 100% of the sample. Of these, 11 students (39.29%) identified as male, while the remaining 17 students (60.71%) were female, suggesting a higher female participation rate in the study. Notably, all 28 students (100%) reported using Grammarly, indicating that the entire sample had experience with the writing tool. This complete usage rate ensures that the perceptions gathered in this study are based on direct user experience, providing a reliable foundation for analyzing how Grammarly influences students' writing of analytical exposition texts.

Table 1
Table of Participants Demographic

Demographic	N	Percentage %
Students	28	100%
Male	11	39.29%
Female	17	60.71%
Grammarly user	28	100%

The findings of this study in Table 2 provide an overview of eleventh-grade students' perceptions of using Grammarly in writing analytical exposition texts at SMAN 1 Kandis. Overall, the descriptive statistics indicate that students generally hold positive attitudes toward the use of Grammarly, as reflected in the total mean score of 50.32 out of a possible 70.

In terms of students' ability to revise their writing, the statement *"I know how to revise my analytical exposition essay based on Grammarly's feedback"* received a mean score of 3.61, suggesting that most students feel capable of making revisions using the tool. Grammarly's correctness alerts, including grammar and spelling checks, were rated even more positively, with a mean of 3.82, indicating that students find these features helpful in improving the accuracy of their analytical writing.

Students' understanding of addressing plagiarism flags scored slightly lower, with a mean of 3.18, showing moderate confidence in managing originality-related feedback. However, many students reported engaging with Grammarly's deeper explanations about errors, as reflected by a mean score of 3.57, suggesting that the tool supports their learning process beyond simple error correction.

Grammarly's impact on long-term grammar development was also perceived positively, with a mean of 3.82, demonstrating student belief that the tool enhances their grammatical proficiency over time. Additionally, Grammarly was rated as beneficial for paraphrasing evidence (M = 3.54) and summarizing arguments logically (M = 3.64), which are essential skills in writing analytical exposition texts. Students also acknowledged Grammarly's usefulness in synthesizing sources to support a thesis, though this received a moderate mean score of 3.54.

Regarding motivation and confidence, the results show strong positive perceptions. Rewriting after receiving Grammarly's feedback was reported to increase motivation (M = 3.86), and students expressed greater confidence in structuring arguments—including thesis, evidence, and analysis—after using the tool, also with a mean score of 3.86.

Students' readiness to submit their essays after using Grammarly received a moderate mean score of 3.43, while the user-friendliness of the Grammarly interface was rated at 3.46, indicating that most students find the platform accessible for writing tasks. The mean score of 3.68 for using Grammarly outside class suggests that many students voluntarily utilize the tool to improve their analytical exposition texts.

The reverse-scored statement, *"I only use Grammarly when my instructor requires it,"* had a mean of 3.32, implying that students generally use Grammarly not merely out of obligation but because they find it genuinely helpful.

Overall, the descriptive results indicate that students perceive Grammarly as a valuable tool that enhances their writing accuracy, motivation, confidence, and overall ability to produce well-structured analytical exposition texts at SMAN 1 Kandis.

Descriptive Statistics						
Statement	N	Min	Max	Mean	Std. Deviation	Variance
1. I know how to revise my analytical exposition essay based on Grammarly's feedback.	28	2	5	3.61	.685	.470
2. Grammarly's 'correctness' alerts (grammar/spelling) are useful for improving my analytical writing.	28	2	5	3.82	.612	.374
3. I understand how to address plagiarism flags in my analytical texts after Grammarly's feedback.	28	2	4	3.18	.772	.597
4. I read Grammarly's extended explanations to learn why errors were flagged.	28	2	5	3.57	.836	.698
5. Grammarly has helped me develop long-term grammar knowledge for analytical writing.	28	2	5	3.82	.723	.522
6. Grammarly enhances my ability to paraphrase evidence in analytical expositions.	28	3	5	3.54	.576	.332
7. Grammarly improves my skill in summarizing arguments logically.	28	1	5	3.64	.731	.534
8. Grammarly aids in synthesizing sources to support my thesis.	28	1	5	3.54	.838	.702
9. Rewriting after Grammarly's feedback increases my motivation to write analytical texts.	28	2	5	3.86	.848	.720
10. Using Grammarly makes me more confident in structuring arguments (thesis, evidence, analysis).	28	2	5	3.86	.848	.720
11. I feel more prepared to submit analytical essays after using Grammarly.	28	1	5	3.43	.959	.921
12. Grammarly's interface is user-friendly for analytical writing tasks.	28	1	5	3.46	.881	.776

13. I use Grammarly outside class to improve my analytical expositions.	28	3	5	3.68	.772	.597
14. I only use Grammarly when my instructor requires it. (Reverse-scored)	28	2	5	3.32	.945	.893
Total	28	36	59	50.32	5.664	32.078
Valid N (listwise)	28					

The study presents a comprehensive analysis of eleventh-grade students' perceptions regarding the use of Grammarly as a tool for writing analytical exposition texts at SMAN 1 Kandis. The positive feedback provided by students, reflected in a total mean score of 50.32 out of 70, indicates a generally favorable attitude towards the platform, aligning with findings from Miranty and Widiati (2021), who noted that students find such automated writing correction tools beneficial for obtaining explicit results on grammar errors in their writing. This sentiment is echoed in Ghufroon and Rosyida's research (2018), which emphasizes the role of Grammarly in effectively assessing writing and enhancing grammatical accuracy among students.

Students reported feeling capable of revising their essays based on Grammarly's feedback, with a mean score of 3.61. This finding supports the view presented by Dewi (2023) that tools like Grammarly significantly encourage students to edit their work, as they can identify and correct spelling and grammatical errors efficiently. Moreover, students rated Grammarly's features related to grammar checks and spelling alerts even more favorably, reflected by the higher mean score of 3.82. Such results emphasize the tool's effectiveness in promoting grammatical correctness, a sentiment found in multiple studies, including one by Lazic et al. (2020), which highlights Grammarly's utility for assessing writing from sources effectively.

However, while students demonstrated moderate confidence in managing plagiarism alerts (mean = 3.18), the overall positive perception towards deeper explanations of errors (mean = 3.57) indicates that Grammarly not only serves as a corrective tool but also enhances students' understanding and learning processes when writing. According to Inayah and Apoko (2024), the ability to receive detailed feedback supports the learning trajectory of students, fostering a more profound engagement with their writing. Furthermore, the positive perception of Grammarly's impact on long-term grammar development (mean = 3.82) reinforces students' belief in the tool as a means of continuous improvement over time, corroborating the research by Fitria et al. (2022) about the overall benefits of using Grammarly in writing contexts.

Additionally, the reported motivation and confidence boost from revising essays after receiving Grammarly's feedback (mean = 3.86) highlights the tool's role in enhancing students' overall writing experience. It is noteworthy that the perception of readiness to submit their essays (mean = 3.43) and the user-friendliness of the Grammarly interface (mean = 3.46) indicate its accessibility, a critical factor for

user engagement as suggested by Ghufron's (2019) findings on students' attitudes towards using such tools.

Moreover, the high mean score for voluntary use of Grammarly outside class (mean = 3.68) and the lower score for using it only when required (mean = 3.32) suggest that students recognize the inherent value of Grammarly beyond mere compliance, reflecting their intrinsic motivation to enhance their writing skills.

In summary, the findings indicate that students perceive Grammarly as an effective aid that significantly enhances their analytical writing skills, revising abilities, and overall motivation. The students' comprehensive engagement with the platform demonstrates its lasting impact on their writing development.

Conclusion

This study aimed to examine the perceptions of eleventh-grade students at SMAN 1 Kandis regarding the use of Grammarly in writing analytical exposition texts. The findings demonstrate that students generally responded positively to Grammarly, recognizing its usefulness in detecting and correcting errors in grammar, punctuation, and spelling. In addition, many students noted improvements in vocabulary usage and sentence structure after using the tool.

Grammarly was also perceived as a motivator for students to revise their work independently and to develop confidence in producing academic texts. The tool provided timely feedback that was especially helpful in the context of English as a Foreign Language (EFL). Despite these benefits, some participants expressed concern about becoming overly reliant on Grammarly and acknowledged the importance of strengthening their own understanding of English grammar rules.

Overall, the integration of Grammarly in the writing process was seen as beneficial. It not only supported students in producing clearer and more accurate texts but also contributed to greater learner autonomy and motivation.

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