

## Students' Perception Toward Grammarly Application as Writing Support Tool: A Descriptive Quantitative Study

**Resta Astri Royani<sup>1</sup>**

Universitas Islam Ogan Komering Ilir Kayuagung<sup>1</sup>

**Dewi Sartika<sup>2</sup>**

Universitas Islam Ogan Komering Ilir Kayuagung<sup>2</sup>

**Rachmanita<sup>3</sup>**

Universitas Islam Ogan Komering Ilir Kayuagung<sup>3</sup>

Corresponding email: [restamakmun@gmail.com](mailto:restamakmun@gmail.com)

### ABSTRACT

*In the digital age, many online tools are integrated into academic settings to support students' learning process. Grammarly, one of the online tools, has gained popularity among students, who use it to improve their writing skills. This is because Grammarly offers real-time feedback on grammar, spelling, punctuation, and word choices. In this study, the researchers tried to explore students' perceptions of Grammarly as a digital tool that assists students in writing. This study further analyzes how students perceive Grammarly applications' effectiveness, usability, and pedagogical value in academic contexts. This study applied a descriptive quantitative method involving 45 English Language Education Study Program students at UNISKI Kayuagung who took writing classes. The instrument used in this study was a closed-ended Likert-scale questionnaire using Google Forms distributed via WhatsApp. The result indicated that most students found Grammarly helpful in identifying and correcting grammatical errors and becoming a means for students to learn grammar. It was also found that Grammarly increased students' confidence while writing. Furthermore, the analysis underscores that students favor Grammarly as a helpful writing tool in their courses. Most participants noted its intuitive interface, facilitating easy incorporation into their writing routines. Additionally, their experience with comparable digital tools boosts their confidence and efficiency in using Grammarly for grammar corrections, spell-checking, and vocabulary enhancement.*

*Keywords: perception; grammarly; writing skills*

### Introduction

Writing is one of the core skills that students must master in learning English. It involves the ability to express ideas, thoughts, experiences, and knowledge in written form. However, writing is often more challenging to master than other language skills. As cited in Oktavia (2021), Oz defined writing as “*the written expression of thoughts, desires, emotions, and schemes, and this requires skill rather than knowledge*” (p. 7). Similarly, Pasand and Haghi (2013) emphasized that writing is not only one of the four main language skills but also a complex process that involves developing ideas, forming mental representations, and drawing from one's understanding of the subject. In other words,

writing demands various strategies, such as planning, evaluating, and revising, to ensure the text is clear and understandable to readers. Therefore, students need consistent practice and intense effort to become proficient writers. Amelia et al. (2022) noted that writing skills are essential for developing meaningful ideas and using them as practical communication tools (p. 32). In conclusion, mastering writing is about language use, critical thinking, creativity, and continuous refinement of ideas.

The primary challenges commonly faced by EFL students in writing relate to both mechanical and content-related aspects. However, as non-native English users, students often find mechanical issues particularly discouraging, such as grammar, punctuation, and spelling. This is supported by Habibi, Wachyuni, and Husni (2017), who identified common problems in English writing, including capitalization, punctuation, poor organization, illogical sequencing, grammatical errors, spelling issues, and confusion in presenting supporting arguments. Being linguistically accurate in writing is crucial, as it directly influences the clarity and quality of the message, making it easier for readers to understand the writer's ideas. In other words, the more errors present in a writing, the harder it becomes for readers to grasp the intended meaning. To address this, Karyuatry (2018) emphasized that students need to understand various grammatical rules, ranging from sentence structure and word forms to the proper use of articles. Therefore, writers must pay close attention to linguistic elements to produce coherent and well-structured writing.

Since writing is a complex cognitive and linguistic process, students must be supported with corrective feedback. According to Rina (2022), teacher feedback can help students reduce grammatical errors, enhance their writing skills, and make writing easier. Feedback allows students to recognize mistakes in word choice, punctuation, grammar, and sentence structure. This is especially important for foreign language learners who do not naturally acquire these rules through exposure alone. Therefore, consistent and meaningful feedback helps them identify weaknesses in their writing. Moreover, providing feedback encourages students to engage in reflection and self-correction. Through regular correction, students are guided to consider which rules have been broken, why specific sentences are incorrect, and how they can be revised for better clarity and accuracy. Over time, this process fosters greater awareness and leads to long-term improvement in their writing abilities.

In the digital era, technology has provided various tools to support students in developing their writing skills, including Grammarly. Grammarly has become increasingly important due to its real-time grammar checking, style suggestions, and vocabulary enhancement features. According to O'Neill and Russel (2019), Grammarly functions as a proofreading tool and a formative feedback mechanism, helping students recognize and correct their writing errors. With the help of Grammarly, students can engage in self-editing and reflection, which fosters greater autonomy in writing. Supporting this, Nova (2018) found that students' confidence in writing increased, and their understanding of English grammar improved after regularly using Grammarly. Similarly, Yoon and Hirvela (2020) reported

that students who consistently used Grammarly produced essays with fewer grammatical and lexical errors compared to those who did not use any assistance tools. Given these benefits, it is unsurprising that Grammarly has become popular among students learning academic writing, including those in the English Education Study Program at UNISKI Kayuagung. Therefore, this study explores students' perceptions of using the Grammarly application to improve their writing skills.

### **Literature Review**

Writing is one of the four essential language skills students must master. It plays a vital role as a means of communication, allowing individuals to express opinions, thoughts, experiences, and knowledge in written form. However, writing can be challenging for many students because it involves attention to mechanical aspects—such as grammar, spelling, and punctuation—and content-related aspects like organization and clarity of ideas. When students begin writing, they must first think about the message they want to convey. After completing their draft, they must evaluate and revise their work to correct errors. This reflects the idea expressed by Spratt, Pulverness, and Williams (2002), who described writing as a “solitary struggle.” Mahmudah (2014) also emphasized that writing is a process that requires effort, noting that no one can write even a single sentence without trying. These perspectives highlight that writing is not an easy task but a complex process that demands thought effort, and continuous practice.

Grammarly is a digital tool launched in 2009 and has since become one of the most widely used writing assistants among teachers and students in academic settings. It offers a range of valuable features, including grammar checking, punctuation correction, vocabulary suggestions, and plagiarism detection. These features provide thorough and immediate feedback, making it easier for students to identify and understand their writing errors. As a result, with the support of such assistance, students are expected to produce well-structured and grammatically accurate texts (Karyuatry et al., 2018).

Numerous studies have highlighted the advantages of Grammarly from the perspective of student users. Most students benefit from Grammarly's immediate feedback, user-friendly interface, and clear explanations of grammatical rules. A study conducted by Ebadi et al. (2022) found that Grammarly enhances students' awareness of common grammatical mistakes, helping them internalize grammar rules over time. As an online tool, Grammarly provides feedback anytime needed, allowing students to improve their writing without waiting for in-person classes or teacher feedback. This supports the view of Thi and Nikolov (2022), who described Grammarly as an everyday writing tutor that offers consistent and automated support for the mechanical aspects of writing. As a result, the writing process becomes more efficient and accessible for students.

### **Method**

This study applied a descriptive quantitative method, using numerical data to describe population characteristics, behaviors, or phenomena. The participants were 44 students from the English Study Program at Universitas Islam OKI Kayuagung, selected

through purposive sampling. The sample included students from the second, fourth, and sixth semesters enrolled in writing classes. The primary instrument used in this study was a structured questionnaire containing Likert-scale items. The questionnaire was distributed via WhatsApp using a Google Form link.

The procedures of the study were as follows. First, the researcher distributed the questionnaire to the participants to collect the data. Next, the responses were organized into tables to display the frequency and percentage of each item. After organizing the data, the researcher analyzed and interpreted the findings. Finally, the researcher drew conclusions based on the results of the data analysis.

### Results and Discussion

Based on the data collected from the questionnaire, the researcher presents the study's findings, which are designed to explore students' perceptions of the Grammarly application as a writing support tool. The questionnaire distributed to the samples comprised ten closed-ended questions with five response options: strongly disagree, disagree, neutral, agree, and strongly agree. The data from the questionnaire can be seen in the table below.

Table 1.

*The Result of Data Collection Using a Questionnaire*

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Grammarly is really easy to use for writing.	4 (8.9%)	2 (4.4%)	16 (35.6%)	13 (28.9%)	10 (22.2%)
The Grammarly application helps me improve my understanding of the grammar rules.	2 (4.4%)	2 (4.4%)	10 (22.2%)	19 (42.2%)	12 (26.7%)
Grammarly application assists me to write faster and save time.	3 (6.7%)	3 (6.7%)	17 (37.8%)	14 (31.1%)	8 (17.8%)
Grammarly application consumes a lot of quotas.	2 (4.4%)	12 (26.7%)	19 (42.2%)	9 (20.0%)	3 (6.7%)
The Grammarly application gives clear information about errors in my writing.	3 6.7%	3 (6.7%)	10 (22.2%)	18 (40.0%)	11 (24.4%)
The Grammarly application has 100% of grammar accuracy for checking my grammar errors compared to any other grammar checker tool.	2 (4.4%)	4 (8.9%)	21 (46.7%)	13 (28.9%)	4 (8.9%)
The Grammarly application makes helpful suggestions for improving my English writing.	2 (4.4%)	3 (6.7%)	12 (26.7%)	17 (37.8%)	10 (22.2%)

---

Grammarly has faster corrections than any other grammar checker tool that I know.	3 (6.7%)	1 (2.2%)	16 (35.6%)	16 (35.6%)	8 (17.8%)
The Grammarly application is the tool that I usually use for checking my grammar when writing English.	1 (2.2%)	2 (4.4%)	11 (24.4%)	25 (55.6%)	5 (11.1%)
The Grammarly application boosts my confidence when submitting my writing task.	2 (4.4%)	0 (0%)	13 (28.9%)	18 (40.0%)	11 (24.4%)

---

Based on the data presented in Table 1, most students positively responded to Grammarly as a support tool for writing. It is seen from the responses that most of the students chose agree and strongly agree for items 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

Based on the data regarding the ease of use of Grammarly (item 1), it was found that 51.1% of the participants agreed and strongly agreed that Grammarly is easy to use. Meanwhile, 35.6% of the participants held a neutral stance, and 4.4% of the participants disagreed, then 8.9% strongly disagreed. These findings suggest that students perceive the application as relatively user-friendly. However, when it talked about the internet usage Grammarly may consume (item 4), a significant percentage of participants (42.2%) held neutral opinions regarding the statement that Grammarly utilizes a considerable amount of internet bandwidth. 26.7 % of the participants disagreed, while 20% agreed, indicating that the perception of internet usage depended on the individual user experiences.

Next, the findings showed that Grammarly could help students enhance their comprehension of grammatical rules (item 2), with 42.2% agreeing and 26.7% strongly agreeing. Meanwhile, only a minor percentage (4.4%) disagreed. It showed that Grammarly is beneficial for students, not only as a grammar checker but also as a means for students to learn grammar by examining the grammar corrections provided by Grammarly. Furthermore, most participants (55.6%) confirmed that Grammarly is the primary tool for checking grammar in their writing (item 9), suggesting that Grammarly has gained popularity among students when composing in English.

Regarding item 3, about 31.1% of participants agreed, 17.8% of participants strongly agreed that Grammarly facilitates a quicker writing process, and 37.8% of the participants remained neutral, while 13.4% of others disagreed on this matter. Nonetheless, the data showed that half of the participants felt that Grammarly helped them write more efficiently.

Then, the responses for item 5 showed that most participants recognize the effectiveness of Grammarly in providing clear feedback on writing errors. 40% of the participants agreed with this statement, and 24.4% strongly agreed, whereas a minor percentage disagreed (6.7%). Next, a considerable proportion of the participants (37.8%) also acknowledged that Grammarly offers constructive recommendations for enhancing

English abilities (item 7), with an additional 22.2% strongly agreeing. Meanwhile, only a minor number indicated disagreement with this view.

Regarding the claim of achieving 100% accuracy compared to other grammar checker applications (item 6), most participants (46.7%) had a neutral stance, with the remaining participants split between disagreement, agreement, and strong agreement. Nonetheless, when it talked about the quickness that Grammarly offers (item 8), the participants regarded Grammarly as prompt in delivering corrections relative to available tools, with 35.6% expressing agreement or strong agreement, yet an equivalent percentage (35.6%) remained neutral in their responses.

Finally, the participants' responses revealed that Grammarly increases their confidence when they submit their writing assignments. As shown in the table, 40% of respondents agreed, and 24.4% strongly agreed with the statement of item 10, which highlighted that the Grammarly application contributes beneficial influence to the student's confidence.

The findings of this study reveal that students generally perceive Grammarly as a valuable and supportive tool for enhancing their writing skills. Most participants responded positively to various aspects of Grammarly, including its ease of use, effectiveness in identifying grammatical errors, and its role in improving writing confidence.

First, the data shows that Grammarly is considered user-friendly by more than half of the participants, with 51.1% agreeing or strongly agreeing with this perception. This aligns with the argument of O'Neill and Russell (2019), who describe Grammarly as "an accessible and practical tool that offers real-time feedback and allows users to engage in the writing process with greater independence." The application's intuitive design and immediate suggestions contribute to students' ability to self-edit and revise their writing more confidently.

Regarding grammar learning, the findings indicate that Grammarly significantly aids students in understanding and internalizing grammatical rules. A substantial percentage (68.9%) of respondents agreed or strongly agreed that the application helped enhance their grammar awareness. This is consistent with Ebadi et al. (2022), who stated, *"Grammarly provides not only corrections but also learning opportunities, enabling learners to notice and understand their errors through automated explanations."* This suggests that Grammarly functions beyond a mere editing tool—it serves as a grammar-learning assistant that supports students in developing their linguistic competence.

Moreover, Grammarly is widely used among students as their primary grammar-checking tool. More than half of the respondents (55.6%) reported using it regularly when composing in English. This popularity may stem from its convenience and efficiency. Thi and Nikolov (2022) noted, *"Grammarly acts as a 24/7 writing tutor, giving consistent*



*support and immediate feedback that traditional classroom settings cannot always offer."* This availability allows students to receive help anytime, especially outside of regular classroom hours, which is crucial for developing independent learning habits.

Regarding Grammarly's effect on writing speed, nearly half of the participants felt it helped them write more efficiently. This supports the idea that technology-enhanced writing tools can reduce the cognitive load during writing tasks. Ranalli (2018) cites that *"automated writing feedback tools ease the burden on working memory by instantly flagging problems and offering suggestions, allowing learners to focus more on content development."*

In addition, the study found that Grammarly boosts students' confidence in their writing. A significant number of participants (64.4%) reported feeling more confident when submitting assignments after using Grammarly. Confidence is a crucial affective factor in language learning, and access to supportive tools can help reduce anxiety and increase motivation. According to Hyland and Hyland (2006), *"Feedback plays a central role in shaping students' writing identities and empowering them as authors."* The instant and non-judgmental feedback Grammarly provides may contribute to this sense of empowerment.

However, there are still mixed perceptions regarding Grammarly's internet usage and its claim of achieving perfect accuracy. For instance, 42.2% of participants held neutral views about the application's data consumption, and a similar percentage expressed uncertainty about its accuracy compared to other grammar checkers. While Grammarly is appreciated for its benefits, students remain aware of its limitations. As Bitchener and Ferris (2012) emphasize, *"Automated feedback tools should be seen as supplements, not replacements, for teacher feedback and human interaction."* Thus, grammar is best used with guided instruction to develop balanced writing.

In summary, the results suggest that students positively receive Grammarly, which plays a beneficial role in supporting writing instruction, particularly in higher education settings. Its ease of access, clarity of feedback, and ability to promote independent learning contribute to its relevance as a digital writing aid. However, like any tool, its effectiveness depends on how it is integrated into the broader teaching and learning context.

### Conclusion

This study explored students' perceptions of using Grammarly as a digital tool to assist with academic writing. The findings indicate that most students view Grammarly positively, particularly its user-friendliness, real-time feedback, and ability to enhance their grammar awareness. The application helps students identify and correct writing errors and supports independent learning by encouraging self-editing and reflection. Students also reported increased confidence in their writing after using Grammarly regularly.

However, while Grammarly is considered adequate and accessible, students expressed mixed views regarding its internet usage and accuracy compared to other grammar checkers. This suggests that while Grammarly is a helpful aid, it should not be seen as a complete replacement for human feedback, especially from instructors. Overall, Grammarly significantly improves students' writing skills and can supplement classroom instruction, particularly in EFL contexts where additional writing support is needed.

## References

- Amelia, K. R., Asmara, R., & Sartika, D. (2022). The effect of reader's theater strategy on students' skills in writing recount text. *Edu-Ling: Journal of English Education and Linguistics*, 6(1), 31-36.
- Bitchener, J., & Ferris, D. R. (2012). *Written corrective feedback in second language acquisition and writing*. Routledge.
- Ebadi, S., Gholami, M., & Vakili, S. (2022). Investigating the effects of using Grammarly in EFL writing: The case of articles. *Computers in the School*, 40(1), 1-21. <https://doi.org/10.1080/07380569.2022.2150067>
- Ebadi, S., Bashir, S., & Khan, M. S. (2022). The impact of automated writing evaluation on EFL learners' writing performance and self-regulation. *Computer Assisted Language Learning*, 35(7), 1371–1395. <https://doi.org/10.1080/09588221.2020.1830803>
- Habibi, A., Wachyuni, S., & Husni, N. (2017). Students' perception on writing problems: A survey at one Islamic university in Jambi. *Ta'dib: Jurnal Pendidikan Islam*, 22(1), 96-108.
- Hyland, F., & Hyland, K. (2006). Feedback on second language students' writing. *Language Teaching*, 39(2), 83–101. <https://doi.org/10.1017/S0261444806003399>
- Karyuatry, L. (2018). Grammarly as a tool to improve students' writing quality: Free-online proofreader across the boundaries. *Journal Sains Sosial Humaniora*, 22(1). <https://doi.org/10.30595/jssh.v2i1.2297>
- Mahmudah, D.R.A. (2014). The correlation between students' writing ability and their vocabulary mastery. *Exposure*, 3(2), 192-206.
- Nova, M. (2018). Utilizing Grammarly in evaluating academic writing: A narrative research on EFL students' experience. *Premise: Journal of English Education and Applied Linguistics*, 7(1), 80-96.
- Oktavia, H. (2021). The correlation between the level of extraversion and writing achievement of the third year students of English education study program of FKIP Unsri. Bachelor's thesis, Universitas Sriwijaya.
- ONEILL, R., & Russell, A. (2019). Stop! Grammar time: University students' perceptions of the automated feedback program Grammarly. *Australasian Journal of Educational Technology*, 35(1).



- Pasand, P. G., & Haghi, E. B. (2013). Process-product approach to writing: The effect of model essay on EFL learners' writing accuracy. *International Journal of Applied Linguistics and English Literature*, 2(1), 75-79.
- Ranalli, J. (2018). Automated written corrective feedback: How well can students make use of it? *Computer Assisted Language Learning*, 31(7), 653–674. <https://doi.org/10.1080/09588221.2018.1428994>
- Spratt, M., Pulverness, A., & William, M. (2005). *Organizational Behavior 15<sup>th</sup> Edition*. New Jersey: Pearson Education.
- Thi, N.K., & Nikolov, M. (2022). How teacher and Grammarly feedback complement one another in Myanmar EFL students' writing. *Asia-Pacific Education Researcher*, 31(6), 767-779.
- Yoon, C., & Hirvela, A. (2020). Technology-enhanced feedback and second language writing. *The Routledge Handbook of English for Academic Purposes*. Routledge.