

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of the result of the research based on the data gathered from questionnaire and interview, which interview is useful to support the results of the data from the questionnaire. In this chapter, the writer presents findings and discussion from the study in order to answer the research question about EFL students' perceptions on the use of Grammarly as a grammar checker tool in writing their thesis.

A. Findings

In this section, the researcher would present the results data of EFL students' perceptions from English Department that had already obtained through questionnaire and interview. In the questionnaire, the researcher gave some statements that related to several aspects to answer the research question and gave some questions through interviewing to some of the students who use Grammarly directly to gather more accurate data. The research was conducted at Antasari State of Islamic University, precisely on the 2015 English students who were in the process of writing their thesis. The questionnaire was distributed to all of the 2015 English students through online on Friday, November 29th, 2019. Furthermore, the researcher obtained the results of the questionnaire data on Friday, November 6th, 2019. Throughout the students' feedback on the questionnaire, the survey data revealed that 16 students used Grammarly

as a tool to check the grammar errors of their thesis. From 16 students who filled in the questionnaire, the researcher chose 5 students to conduct the interview.

There were 15 questions distributed by the researcher and 5 questions of the interview. Through the questionnaire and the interview, the researcher wanted to find out about students' perceptions on the use of Grammarly in two aspects, namely the use and the quality of Grammarly as a grammar checker tool in writing English students' thesis. The questionnaire used close-ended questions to gather the data. There were four alternative answers available in each question, namely strongly disagree, disagree, agree, and strongly agree.

At first, students were asked about their awareness of the existence of Grammarly or other grammar checker tools to support their thesis writing, it is found in questionnaire number 1 and 2. It aimed to inform the researcher about the awareness of the students of any grammar checker tools that have already existed and to inform about their experience using it, so they could compare it with Grammarly.

Table 4.1 EFL students' perception about their awareness of Grammarly and other grammar checker tools to support their thesis writing				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Before I meet Grammarly, I use another grammar checker tool, but it does not really helpful for writing my English graduation thesis.	0 (0%)	5 (31.3%)	11 (68.8%)	0 (0%)

The grammar checker tool that I usually use for checking my thesis grammar is Grammarly.	0 (0%)	0 (0%)	9 (56.3%)	7 (43.8%)
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From the table above it could be seen that almost all of the students did not know about the existence of a grammar checker tool. Those who did not know about it stated that the first grammar checker tool they knew was Grammarly. Based on the interview conducted with the English students 2 of them stated

“I never know about the existence of a grammar checker tool, the first grammar checker tool that I know is Grammarly”

“I only know Grammarly”

So, almost all of the students who interviewed stated that they did not know about other grammar checker tools except Grammarly. 1 student who interviewed stated that she knew about other grammar checker tools, but it did not really helpful for her because it did not give any feedback, it only told her where the errors were. Although there were a few students who knew about it, they stated the same thing that it did not help them for checking the errors of their thesis. So, all of the students agreed or strongly agreed that the grammar checker tool that they usually use in the process of writing their thesis is Grammarly. 1 of them who interviewed stated

“I only used Grammarly for checking my thesis, I’ve never used another grammar checker tool”

a. EFL Students' Perceptions on the Use of Grammarly in Writing Thesis

Through the questionnaire that has been distributed to 16 EFL students from English Department of 2015 generation and the interview conducted to 5 of them in order to gather more accurate data, the researcher has found the results about EFL students' perceptions on the use of Grammarly in writing a thesis. There were two aspects of the use of Grammarly in writing thesis which was obtained from the questionnaire. First, through the questionnaire number 3,4,5,6 and 7, the students were asked about their perceptions toward Grammarly usefulness as an English grammar checker tool to support them in writing their thesis, which was about Grammarly's suggestions, explanations, easy to use, easy to understand, grammar accuracy, and faster correction. Second, through the questionnaire number 8,9, and 10 they also asked about their perceptions toward Grammarly usefulness in improving their English writing skill, especially in writing their English thesis, which was about Grammarly in developing English writing skill, improving students confident in writing an academic text, and understanding English grammar rules.

Table 4.2				
EFL students' perception on the use of Grammarly in writing thesis				
Students perceptions on the usefulness of Grammarly in writing their English thesis				
	Strongly Disagree	Disagree	Agree	Strongly Agree
I think Grammarly is really easy to use for writing my thesis	0 (0%)	1 (6.3%)	10 (62.5%)	5 (31.3%)
Grammarly makes helpful suggestions for improving my graduation thesis writing.	0 (0%)	0 (0%)	11 (68.8%)	5 (31.3%)
Grammarly gives good explanations for my errors in writing my graduation thesis.	0 (0%)	3 (18.8%)	10 (62.5%)	3 (18.8%)
I like to use Grammarly because it has 100% of grammar accuracy for checking my grammar errors compared to any other of grammar checkers tools.	0 (0%)	4 (25%)	10 (62.5%)	2 (12.5%)
I think Grammarly has faster correction than any other of grammar checkers tools that I know.	0 (0%)	3 (18.8%)	11 (68.8%)	2 (12.5%)
Students perceptions on the usefulness of Grammarly in improving their writing skill				
	Strongly Disagree	Disagree	Agree	Strongly Agree
Grammarly is very useful in developing my writing skills, especially for my academic writing (Thesis).	0 (0%)	3 (18.8%)	9 (56.3%)	4 (25%)
With Grammarly, I have more confidence in writing my academic texts, especially in writing my English graduation thesis.	0 (0%)	1 (6.3%)	10 (62.5%)	5 (31.3%)

I think Grammarly has helped me to more understand about English grammar rules.	0 (0%)	2 (12.5%)	10 (62.5%)	4 (25%)
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Based on the data in table 4.2, mostly the students agreed or strongly agreed that Grammarly is usefull to support them in writing their English thesis. From the table above, it can be seen that almost all of the students stated that Grammarly is easy to use for writing their thesis, only a few students who stated that they had difficulty while using Grammarly. For the suggestions given by Grammarly, all of the students agreed or strongly agreed that Grammarly gave a helpful suggestion for improving their thesis writing when they did a mistake. Then, for the explanations given by Grammarly, only a few students who did not agree that when the students did a mistake in writing their thesis and then they check it in Grammarly, Grammarly could give a good explanation about it, while 13 students agreed or strongly agreed about this. Based on the interview, all of the students said that they could easily understand the suggestions and the explanations given by Grammarly, however sometimes there were some of suggestions and explanations that they could not understand, for example when Grammarly told them to add a coma, Grammarly did not give the reason why they must use coma or when the word must be written in singular, Grammarly told them to write it in plural. 2 of the students who interviewed stated

“The suggestions and the explanations given by Grammarly was easy to understand, most of my errors were inputting article and in deciding whether the words were singular or plural”

“Sometimes I could understand the explanations given by Grammarly, sometimes I could not”

Furthermore, there were 4 students who did not agree that Grammarly has 100% of grammar accuracy, while most students agreed or strongly agreed about this, they believed that Grammarly gave 100% of grammar accuracy for corrected their thesis, so they followed all of the suggestions that Grammarly gave. Based on the interview, 1 of the students who interviewed stated that she changed everything that Grammarly suggested to change. However, some of the students did not agree about this, they claimed that Grammarly did not have 100% of grammar accuracy. Although they agreed that Grammarly had an undoubted level of accuracy, but it still could give wrong advice. From the interview, 1 of them said

“I did not usually follow all of the suggestions given by Grammarly, because when I read it carefully, it suggests something that made no sense, for example when I want to write the sentences in past tense, Grammarly suggests me to change it to present tense, so I did not follow all of the suggestions, I just follow some suggestions that I think its right”

For faster correction, most of the students also agreed or strongly agreed that Grammarly has faster correction than any grammar checker tool that has already existed. Grammarly had a feature to check a document by uploading it to Grammarly through Grammarly.com, by uploading it Grammarly can check all of the texts in the document uploaded, it different from other grammar checker tool where the students had to copy-paste their document texts paragraph by paragraph, it wastes of time, while Grammarly can be faster than that. Grammarly could immediately check all the errors of the students' thesis by uploading the whole document to Grammarly.com, students only need to wait less than a minute to see all of the errors that they made.

From table 4.2 above, it could also be seen that there were only a few students who disagreed or strongly disagreed toward the statements about the usefulness of Grammarly in improving their writing skills, while the rest mostly agreed or strongly agreed about it. In the terms of developing their writing skill, especially when it deals with thesis or any of academic texts, almost all of the students believed that Grammarly was very useful for them in developing their writing skills. Based on the interview, 1 of students stated that before he used Grammarly the lecturer sometimes confused about his writing, he claimed that sometimes it was hard for him to write what he really wanted to convey through his writing, then after he used Grammarly, it really helped him to make his writing more understandable, he said

“When I used Grammarly in the process of writing my English thesis, the lecturer didn’t really complain about my thesis writing, and it helps me to conveyed what I wanted to convey through my writing”

However, there were a few students who did not agree about this, based on the interviewed she said that she did agree that Grammarly can help the students in developing their writing skill, but it was not 100% correct, he or she said

“I did agree that Grammarly could help the students in developing their writing skills, yet it was not 100% right, because if we just relayed on Grammarly we would not develop at all. It meant not our writing skill that has developed but our dependence on Grammarly that has developed”

Then, almost all of the students agreed or strongly agreed that by using Grammarly, they had more confidence in writing their English thesis, or any of academic text. There was only 1 student who disagreed or strongly disagreed. He or she said that being relied on Grammarly made he addicted to using it every single time, so it did not improve his or her confidence in writing, it was true that Grammarly made the students easier in writing any of academic texts, yet if the students always use it every single time, it would make the students dependent with the tool, it would difficult for students to improve their confidence when they were faced with a situation where they cannot use Grammarly. However, when it

came to writing an English thesis, Grammarly indeed gave him confidence in writing his English thesis.

For the last, most of the students were also agreed or strongly agreed toward the statement about Grammarly usefulness in helping them to more understand about English grammar rules, especially when it deals with writing thesis or any of academic text, where the students should pay more attention about the grammar that they put in their academic writing texts. 1 of the students who interviewed stated

“Grammarly really helped me when I was confused to choose a better word, for example when I wrote a sentence in past tense, then I wrote the next sentence in present tense, it can automatically tell me that I’m wrong”

It meant that he could automatically know that he did a mistake in tenses. Through suggestions and explanations of the errors given by Grammarly he also stated that he could choose the words that more suitable for their texts. By knowing the wrong words and the explanations of it, they believed they could know more about English grammar rules.

b. EFL Students’ Perceptions on the Quality of Grammarly Software or Application for Writing a Thesis

Through the questionnaire number 11,12,13,14, and 15 and also the interview that has been done, the research also aimed to find about the students’ perception on the quality of Grammarly tool itself for writing

their thesis, which was about the quality of the free version of Grammarly and the features of Grammarly. The result could be seen below

Table 4.3				
EFL students' perception on the quality of Grammarly software or application for writing a thesis				
	Strongly Disagree	Disagree	Agree	Strongly Agree
I think the free version of Grammarly is really helpful for me as a university student in checking my thesis's grammar.	0 (0%)	1 (6.3%)	7 (43.8%)	8 (50%)
I think the free version of Grammarly has a good quality to support to check the grammar errors of my thesis.	0 (0%)	2 (12.5%)	10 (62.5%)	4 (25%)
I think the free version of Grammarly is really useful to help me to check the grammar in Google Translate easily.	0 (0%)	0 (0%)	13 (81.3%)	3 (18.8%)
I like to use Grammarly because it has many good features compared to any other grammar checkers tools.	1 (6.3%)	2 (12.5%)	13 (81.3%)	0 (0%)
It is really recommended to use Grammarly for checking the grammar errors of an English thesis.	0 (0%)	0 (0%)	9 (56.3%)	7 (43.8%)

Based on the data in table 4.3, there were only a few students who disagreed or strongly disagreed that Grammarly has a good quality to support English students in writing their thesis, while the rest of them agreed or strongly agreed about this. From the table above, it can be seen that only 1 student who disagreed that as a university student the free

version of Grammarly is really helpful to check their grammar errors in their thesis, and the rest students agreed or strongly agreed about this statement. Based on the interview, the students stated that it could be more wonderful if they could use Grammarly offline. 1 of the students who interviewed said

“I have a good WIFI network, but when I use Grammarly, it can be disconnected by itself”

All of the students who interviewed agreed or strongly agreed that Grammarly could be more helpful for a university student if it could be accessed offline because not all of them had their own WIFI in their house or had a good network.

As mentioned in chapter 2, Grammarly has two versions the free one and the premium one. Almost all students agreed or strongly agreed that the free version of Grammarly has a good quality for the English students in supporting their thesis writing. Compared to any of grammar checker tools that have already existed, Grammarly has many features, while other grammar checker tools could only tell the users where the grammar errors were, Grammarly was far beyond that, even the free version of this tool could already support students thesis writing. However, from the interview, the students who did not agree or strongly disagreed said that the free version of Grammarly was already enough to help a beginner student for writing or for just translated sentences, yet it did not enough for them who wants to translate the whole document, or for an

expert writer, because the free version of Grammarly just corrected the same thing, and the explanation is too simple.

When the students installed Grammarly to their computer, they could access Grammarly anywhere, such as in Google Translate, Email, Twitter, and so on. As an English student, Google Translate played an important role in the process of student thesis writing. However, when the students use Google Translate to translate their writing from Indonesia to English, students often found grammar errors of their writing while using Google Translate. So, when the students installed Grammarly to their computer, Grammarly could automatically check the grammar errors of the text that the students wrote in Google Translate. All of the 16 students agreed or strongly agreed that Grammarly was really useful for them to check the grammar error in Google Translate easily. From the interview, they said that they did not have to bother going to Grammarly's site to check the grammar of their Google translation, so it made them easier in writing their thesis.

Furthermore, for the features of Grammarly itself, there were only a few students who disagreed or strongly disagreed that Grammarly has many good features for improving their thesis writing compared to any other of grammar checker tool that they have ever met, while the rest agreed or strongly agreed. As mentioned in chapter 2 Grammarly has many good features beyond any of grammar checker tools that have already existed. Based on the interview, 1 of the students stated that

Grammarly was too complicated, she said when she used Grammarly, then Grammarly would tell her the errors that it suggested to change, she stated that it was really tiring to change one by one the wrong words, it would be good if she clicked one wrong word to correct it, all of the errors could already be corrected without clicking it one by one.

For the last, all of the students who used Grammarly in the process of writing their thesis stated that Grammarly was really recommended to use in the process of writing thesis which was for checking the grammar errors of the thesis itself. Based on the interview, the students stated that although the free version of Grammarly has limited features, yet it could already support their thesis writing, compared with other grammar checker tools, Grammarly could give clearer explanations of the errors that the students made, it could also give the students suggestions for the errors that they made. It made them easier to know where they made a mistake in their thesis, they did not need waste much time to check up the whole texts that they wrote to know where the mistake was, they only need to upload their thesis to Grammarly.com then they could know their mistakes by seeing the red marks. So, they agreed or strongly agreed that Grammarly is really recommended to use in the process of thesis writing.

B. Discussion

This part presents the discussion of the research findings. This research proposed one research question, which is about EFL students' perceptions on the use of Grammarly in writing thesis. Based on the description above, there are two aspects of students' perceptions of Grammarly which are discussed in the research finding. The aspects consist of EFL students' perceptions on the use of Grammarly in writing thesis and in improving writing skills, and EFL students' perceptions on the quality of Grammarly software itself for writing thesis.

Those who have experience using Grammarly in the process of writing their thesis asked to give their perceptions about it through online questionnaire given and interview that has been done by the researcher. Desiderato (2008) stated perception is an experience of objects, events or relationships, which is obtained by deducing information and interpreting messages obtained through human senses. Based on the data of the findings, it can be seen that only a few students who gave negative perceptions toward the use of Grammarly in writing thesis, while the rest gave the opposite perceptions. Robbins (2002), stated that negative perception is about someone's dissatisfaction with the source (object) of their perceptions. While a positive perception is about someone's assessment of an object or information with a positive view or in accordance with what is expected from the object that is perceived. There are some reasons why the EFL students gave their negative perceptions

toward some statements of the use of Grammarly in writing their thesis, such as sometimes Grammarly could give inappropriate feedbacks, too often to use Grammarly could make the students addicted, it did not have 100 % grammar accuracy, and so on. These negative perceptions come up because of the students' dissatisfaction with Grammarly. However, apart from the negative perceptions given, almost all of the EFL students gave their positive perceptions toward Grammarly, due to some reasons, that will be mentioned below.

According to Robbins and Jones (2013), there are three factors influence perception, namely perceiver (the object), the target, and the situation. In this research, the researcher focused more about the perceiver (the object). As mentioned in chapter three, the perceiver of this research is the students from English Education Department from 2015 generations at Antasari State of Islamic University who use Grammarly to support them in writing their thesis. All the data that found reflexed different things in many aspects of perceiver's personal characteristics that cover about attitude, motive, interest, experience, and expectation.

1. Attitudes

In this first aspect that talked about how students' behavior toward Grammarly, whether they took this grammar checker positively or did not think that Grammarly is useful. The result showed that mostly the students had positive attitudes to this application because it is free, easy to use, it has good grammar accuracy, it also comes with a good explanation

and suggestion about the grammar errors they made in writing their thesis. This result confirmed Cavaleri and Dianati (2016) research which found about higher education perceive Grammarly as useful and easy to use. The result also in line with Pope (2019) and Alex (2019), they stated that Grammarly is highly accurate, the explanations are easy to understand, and it is simple to use.

2. Motive

The motive of the EFL students used this application in writing their thesis was related to the students' unsatisfied need about their grammar ability and some anxiousness of making mistakes in writing, especially in writing thesis that required their accuracy in grammar. Students choose these reasons as the motive to use this application because the fact said most students did not confidence with their own ability in grammar, thus they trust this application to help them to prevent or to reduce the possibility of making more mistakes, and expect also to learn more about the grammar. It means that Grammarly could be one of the tools to learn grammar through online by using a computer or smartphone whether inside or outside the class, this phenomenon called technology integration. Raymond (2016) stated that technology integration is the use of technology in the classroom, whether it is using a computer or networks or smartphones in every classroom. This result in line with Alex (2019), he stated that users can learn English through Grammarly, because with

Grammarly they will know the errors they made, so they can analyze their errors and improve their writing.

3. Interest

Interest can be influenced by many things, one of them is from other perceptions about something. Likewise, in this research reveals that many students interested to use Grammarly because other people such as their supervisor or friends that already use this have a good thought or perception about this, then suggested them to use it as well.

4. Experience

Through the students' experience in using other grammar checker tools before they knew about Grammarly. They found out that Grammarly was far beyond any grammar checker tool that they have ever met. It was why all of the EFL students stated that it was recommended to use Grammarly to support an English student in writing their thesis. This positive perception appeared because of the students satisfied with the feedback given by Grammarly. This result proved by O'Neill and Russell which found that the students who received the feedback from Grammarly were significantly more satisfied with the grammar advice that they received compared with non-Grammarly students.

5. Expectation

The last aspect which is about students expectation. It talked about what students can get or see from Grammarly. After using this application the students were expected to make their thesis's writing

quality better than before, especially in grammar so their thesis writing will be more understandable and more organized.

As mentioned above in findings, one of the students who interviewed said that Grammarly has helped him to make his writing more understandable, he said before he used Grammarly sometimes the lecturer would be confused about what he wanted to convey through his writing, then after he used Grammarly it made his writing more understandable, he said that the lecturer did not really complain again about his writing. This result confirmed Dewi (2019) research which found that after the fourth-semester students used Grammarly there was a significant difference in students' writing quality before and after using Grammarly which is it is higher than before. As well as the result from Karyuatry, Rizqan, and Darayani (2018) research which is that Grammarly is successful in improving students' writing quality. This is in line with what Grammarly claims that Grammarly can help students in achieving their academic goals and improve their thesis writing.