# CHAPTER II

# REVIEW OF THE LITERATURE

In this chapter, two major parts were divided that presented a discussion about the theoretical framework and previous study. The theoretical framework comprised related theorists in this study, while previous studies discussed the implementation of that related theorist in prior studies.

## 2.1 Theoretical Framework

## 2.1.1 The Concept of Perceptions

Perception has a variety of senses, according to experts, among others. In the education section, students' perceptions include students' understanding of dealing with some experiences in their learning process. Specifically, students perceive what they see, hear, and touch at school (Susanti, 2015). Students' perceptual activities focus on their learning process and the environment; the teacher often makes students interested in evaluating and making perceptions. In addition, Blake and Sekuler (2006) stated that perception is what a person (student) feels about a particular thing, conscious and unconscious, whether a process in the brain causes visual or auditory thought.

On the other side, as per the Oxford Dictionary (2007), perception was described as how one noticed things, especially through the senses. Perception dealt with the human senses that generated signals from the environment through sight (the eyes), hearing (ears), touch (the other parts of the body), smell (nose), and taste (tongue). Furthermore, Angell (1906) had revealed that perception was the consciousness of particular material things present to the senses. So, perception

could be defined as the process of receipt of stimuli through the senses, which was preceded by the attention or awareness that the individual could determine, interpret, and appreciate about what was observed, how a person saw, viewed, or defined something. Perception referred to someone's sense or view of a particular object.

From those theories, the researcher could conclude that perception was someone's view of an object to judge whether it was a positive or negative response. It would be influenced by some elements depending on the students or person's attitude, feelings, and knowledge to perceive an object. This study explored the EFL students' perceptions of using Grammarly in proofreading essay tasks. It was essential since students' perceptions were crucial in the teaching and learning process. Teachers needed to know their students' preferences regarding their learning styles, interests, and others, which could influence their learning outcomes.

## 2.1.2 Grammarly as a Proofreading Tool in an Instructional Setting

Grammarly is accessible online through popular web browsers such as Chrome, Safari, and Firefox and is compatible with Mac, Windows, Android, and iOS devices (Grammarly, 2020). It has recently redesigned its interface to be available as a web application, an extension to a web browser, an extension to Microsoft Word, and a native desktop application (Barrot, 2020). Grammarly is one of the most popular automated writing feedback programs that can be implemented in the writing class. Grammarly has been claimed as an easy tool that can help students and academies deal with their writing by checking spelling, grammar, and punctuation errors. It also provides comprehensive and helpful feedback, including corrections and suggestions to make the writing more explicit, more precise, more

effective, more readable, mistake-free, and impactful with a high rate of accuracy and evaluation speed (Grammarly, 2020).

Several learning theories confirm the positive effects of Grammarly (Halim et al., 2022). Several previous research studies have also indicated the Grammarly application's importance and effect (Barrot, 2016; Fitria, Miftah, & Sabarun, 2022; Ghufron, Saleh, & Sofwan, 2016; Nova, 2018). Koltovskaia (2020) has shown that Grammarly promoted students' use of their cognitive and metacognitive operations through noticing. She further argued that it could be a valuable writing resource, primarily when students are actively engaged. Similarly, O'Neill and Russell (2019) reported that Grammarly provided practical grammar support in various learning contexts, whether they involve international or domestic students or adopted online or face-to-face.

According to Seow (2002) stated that process writing as a classroom activity incorporates the four primary writing stages: planning, drafting, revising, and editing. The teacher externally imposes Three other stages on students: responding (sharing), proofreading, and post-writing. In studies concerning proofreading, Nunan (1991) stated that proofreading is one of some old techniques. Proofreading is one last look-over to catch any spelling mistakes, grammar errors, typos, formatting errors, or incorrect structure or syntax. Unless something is egregiously wrong, not changing the content, simply double-checking that everything is grammatically correct.

Several researchers on using Grammarly in learning writing have yielded considerable results. Barrot (2020) discovered that Grammarly can be a powerful tool that teachers and students can explore in their writing classrooms. Cavaleri and

Dianati (2016) also demonstrated that Grammarly improves students' writing and understanding of grammar rules. According to the findings presented by the researchers, Grammarly is perceived as highly valuable in terms of its pedagogical significance as a learning resource instead of being utilized solely for explicit instructional purposes. Furthermore, Halim et al. (2022) revealed that Grammarly helps students be self-directed learners by making them aware of the advantages of using Grammarly in their writing, which can motivate them to correct and improve their writing.

Considering the benefits and drawbacks of the feedback provided by the Grammarly application, this kind of feedback provider will produce constructive feedback for both the teacher and the students. Moreover, when Grammarly is used, teacher feedback cannot be neglected (Grimes & Warschauer, 2010; Qiang, 2014; Ware, 2018). The automated writing evaluation can only partially replace teacher feedback since the students still need help from the teacher to enrich the content of their writing (Chen & Cheng, 2008; Zhang, 2020). The program is also limited to the semantic analysis of the language (Zupanc & Bosnic, 2015). Therefore, writing practices will only be effective if the teacher's feedback is addressed.

### 2.1.3 Assessing Essays as a Writing Task

Writing pedagogy has recently undergone a constructive change from solely focusing on students' written products to writing processes (Atkinson, 2018; Bloch, 2018; Kuteeva, 2018). Essay writing is a fundamental skill for many students, both in human and physical geography, as well as other disciplines. An essay is a short piece of writing (often no more than 3000 words) on a subject that makes sense to the reader "by itself." Writing an essay allows students to assess their responses to

a question and deepen learning about a topic (West, Malcolm, Keywood, & Hill, 2019).

There are several common mistakes that students make when writing essays. These include not fully addressing the question, poor essay structure and flow, being too descriptive rather than critical/reflective, using too many (or too few) words per idea/issue, and making statements and arguments unsupported by literature (West et al., 2019).

In a writing task, it is common for both the writer and the reader to experience conflict in interpreting social and cultural forces (Zarrabi & Bozorgian, 2020). The acquisition of constructive feedback from the instructor is imperative for students to refine their writing aptitude, particularly in grammar, as the lecturer frequently identifies grammatical inaccuracies prevalent in their written work (Hidayatun et al., 2021). In certain instances, the instructor might perceive it beyond their purview to furnish comprehensive grammatical evaluations of students' written works. Alternatively, they may need to be more confident in elucidating intricate grammatical principles (Jones, Myhill, & Bailey, 2013). In order to address this issue, it is necessary for either the instructor or the students themselves to devise a novel approach for providing corrective feedback, with a specific focus on grammar. In this regard, using Grammarly is advantageous as it enables students to receive corrective feedback on their writing and serves as a means for self-reflection concerning the errors made in their written work (Hidayatun et al., 2021).

In line with Roughton, Crutchfield, and Waite (2019), Grammarly is an online writing tool that provides many resources to assist users with appropriate grammar and spelling checks, punctuation checks, vocabulary enhancement, proper

wording, and plagiarism checks. Fitria (2021) also narrated that Grammarly highlights the error problem. It makes it easier for students to edit their writing successfully and more accessible to identify other students' errors.

**2.1.4 Features of Grammarly for Essay Assessment**

Figure 2.1 Grammarly Dashboard
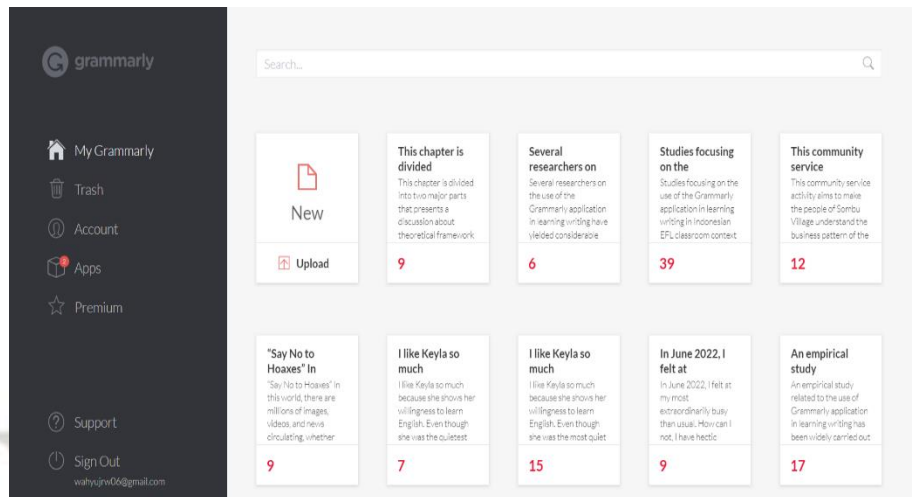


Grammarly is a technology company that developed an application to check the writing in an article or paper. This app was developed in 2009 by Alex Shevchenko, Max Lytvyn, and Dmytro Lider. Besides checking for errors in writing, Grammarly can also check for possible plagiarism checks (Barrot, 2020). To set up an account, the users need to register at https://www.grammarly.com/signup. Once the account is set up, Grammarly will direct the users to a neat and intuitive dashboard that runs according to how English texts are read and organizes related metrics. This dashboard displays the user profile and other integrated applications (see Figure 2.1).

Figure 2.2 Grammarly Features
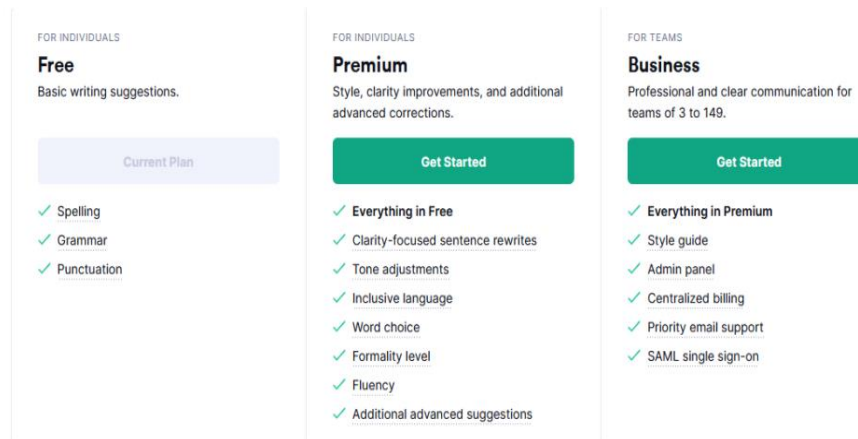


In addition, Grammarly has overgrown and has over 30 million daily active users. The picture above shows that checking English grammar using Grammarly software requires an internet connection (data package) and some of these online grammar check services. There are two service options that users will find, namely, the use of free and paid features. Free features can be used for individuals, while paid can be used in 'premium' and 'business.' The 'free' feature is related to basic writing suggestions such as spelling, grammar, and punctuation. In a 'premium' feature related to the style, clarity improvements, and additional advanced corrections. Then, in the 'business' feature related to professional and clear communication for teams of 3 to 149.

Figure 2.3 Plagiarism Checker
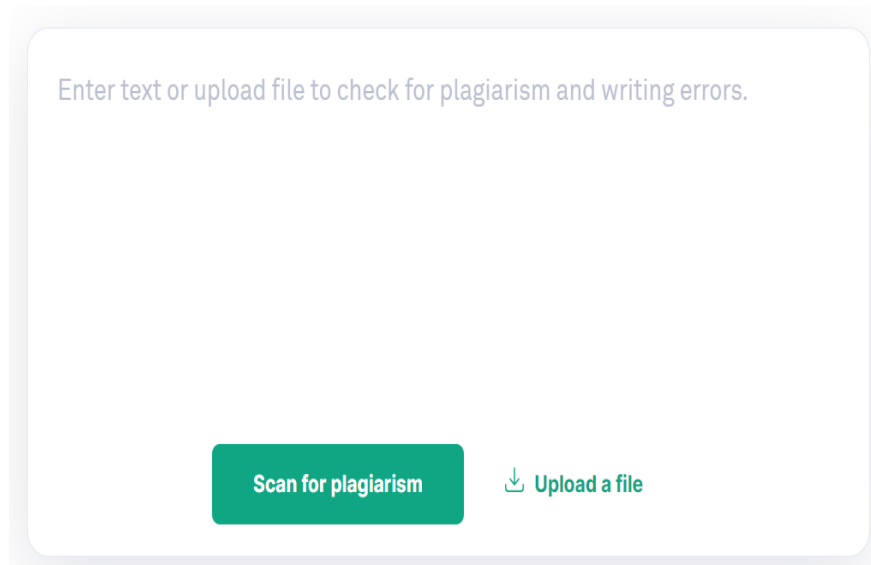


According to Barrot (2020), Grammarly is useful for essay writing. It can be used to screen for plagiarism, allowing the students to eliminate duplicate content and credit sources. Grammarly's plagiarism detection feature flags specific portions of the text that are rendered plagiarized offers reference information that users need to credit appropriately, and provides the overall originality score of the text (Barrot, 2020). Grammarly's plagiarism checker can detect plagiarism from billions of web pages and ProQuest's academic databases (Grammarly, 2020). Plagiarism check highlights passages requiring citations and gives the resources needed to properly credit sources (see Figure 2.3).

## 2.2 Previous Studies

This section provided a general overview of the relevant studies. Studies that focused on the use of Grammarly in an international context revealed highlighted several focuses, such as the perceived usefulness of an online grammar checker by students, examination of the impact of Grammarly on the quality of mobile L2 writing, student engagement with automated written corrective feedback

provided by Grammarly, and students' perceptions of Grammarly (Cavaleri & Dianati, 2016; Dizon & Gayed, 2021; Koltovskaia, 2020; O'neil & Russell, 2019). In the Indonesian context, there was research from Darayani et al. (2018), who explored the way Grammarly improved students' writing quality; Fitria et al. (2022), who investigated the strengths and weaknesses of the Grammarly application; and also, Halim et al. (2022), who studied the effect of Grammarly on students' self-directed learning. However, more needed to be done to explore the EFL students' perceptions of Grammarly in proofreading essay tasks.

Cavaleri and Dianati (2016) investigated the acceptance and use of Grammarly among higher education students against the framework of the technology acceptance model. The results of their investigation indicated a consensus among students regarding the utility and user-friendliness of Grammarly, with the majority expressing its efficacy and ease of use. Moreover, Grammarly was found to have enhanced students' writing confidence and augmented their comprehension of grammatical principles. The findings of their study also suggested that students could benefit from Grammarly's instruction and the self-access nature of the tool. Integrating automated tools in the educational context could enhance the effectiveness of academic language and facilitate the provision of feedback by instructors. The time-consuming task of addressing grammatical errors in student writing could be alleviated by employing such tools, thereby allowing educators to allocate more time to address more advanced writing concerns (Cavaleri & Dianati, 2016). In an investigation into the impact of Grammarly on the quality of mobile L2 writing, Dizod and Gayed (2021) found that the intelligent writing assistant had a significant, positive effect on the

grammatical accuracy and lexical richness of L2 students compared to a control condition that did not allow for the use of any writing aids, digital or otherwise.

In a study investigating student engagement with automated written corrective feedback provided by Grammarly, Koltovskaia (2020) reported that while one participant's negative affective engagement with automated written corrective feedback (questioning) positively impacted his cognitive engagement, the other's positive affective engagement with automated written corrective feedback (trust) resulted in limited cognitive engagement. The study by O'Neil and Russell (2019) also presented students' perceptions of Grammarly when used in conjunction with advice from an academic learning advisor. Their study revealed that Grammarly could be used with students of different language levels and visa statuses. Still, English language centers and international students might have needed greater discretion or a revised approach.

Regarding the effect of Grammarly on students' self-directed learning, Halim et al. (2022) proved that some parts of their grammatical understanding had improved after being exposed to the use of Grammarly, which made their writing better. The 20 English Education Study Program students in the third semester in IAIN Kendari were evaluated by filled reflections, then created into groups and partitioned (categorized), and took note of several essential answers (coded) to obtain similar perceptions from the students. The findings of their study showed that Grammarly enhances students' self-directed learning in L2 writing by making them aware that Grammarly helps their writing process. They suggested Grammarly since it could help them improve their writing; hence, they used it in every course that required them to write (Halim et al., 2022).

As for Fitriah et al. (2022), research on Grammarly application strengths and weaknesses aims to investigate the students' perception of using Grammarly in their undergraduate thesis writing. The participants of this study were 35 students enrolled in the English Education program. The findings of their study revealed that the Grammarly application has several strengths, such as clear and easy-to-understand feedback, time savings for students when checking grammar, and a helpful feature. Meanwhile, Grammarly's weaknesses are that it cannot detect tenses that the students use in a time, students cannot download the feedback as a file, and they must pay to access all of Grammarly's premium features (Fitriah et al., 2022). As for Darayani et al. (2018) studied how Grammarly improves students' writing quality. Their investigation indicated that Grammarly facilitates students' capacity for self-reflection and learning through mutual engagement, allowing them to obtain feedback and access a conducive editing milieu, consequently fostering an advantageous educational setting.

All three scientific studies were conducted regarding the use of Grammarly in learning writing. However, the exploration of students' perceptions of Grammarly use in proofreading essay tasks still needed to be undertaken. Therefore, this study investigated the EFL students' perceptions of Grammarly use, particularly in programming essay tasks.