

CHAPTER V

CONCLUSIONS

This chapter presented the conclusion that had been displayed in the results and discussion of the study, the limitations of the study that still appeared in this study, the recommendations that might be useful for further research, and the pedagogical implications that might be applied in the teaching field related to the results of this present study.

5.1 Conclusions

The conclusion was drawn based on the findings of the data analysis. The study exposed how the EFL students perceived Grammarly use in proofreading essay tasks. The study revealed that using Grammarly to proofread essay tasks had strengths and weaknesses. Grammarly's strengths were that it was easy to use, increased student confidence in writing, was efficient in revision, improved writing improvement, improved the convenience of using Grammarly, improved writing accuracy, improved time management, and improved satisfaction with feedback provided by Grammarly. Although Grammarly gained positive student reactions, it also had some demerits. Grammarly's weaknesses spread in some aspects, including inconsistency and inaccurate feedback. For that reason, the students had to have a good understanding of grammar. Overall, the result showed that students had an improvement in their writing after continuously getting feedback from Grammarly. The improvement was in the field of grammatical and sentence structure, such as incorrect grammar, spelling, and punctuation, and the clarity and readability of their writing.

5.2 Limitations

Despite all of the results obtained in this study, it still had many shortcomings that needed to be realized by researchers. First and foremost, in terms of methodology, that study had collected data from only eight EFL students. Because of that small sample size, it was difficult to generalize those findings in broader contexts, including readers with different backgrounds. A larger sample might have found significant differences, so future research into student perceptions of Grammarly should use a larger sample. Lastly, there were no first draft essay task documents from students to find out the initial performance scores obtained by students before using Grammarly. That study had used the final draft of the essay task document from students using Grammarly.

5.3 Pedagogical Implication

Based on the discussion above results, some suggestions related to the EFL students' perceptions of Grammarly use in proofreading essay tasks are presented. There are some essential rules for the teacher, the students, and other researcher. The recommendation is as follows:

1. **Integration of Grammarly in Writing Instruction:** The findings suggest that integrating Grammarly into writing instruction can positively impact students' writing skills. Teachers should consider incorporating Grammarly to help students improve their essays' grammar, spelling, punctuation, capitalization, clarity, and readability.
2. **Emphasizing the Usefulness of Grammarly:** Teachers should highlight the usefulness of Grammarly as a digital writing assistant to motivate students to use it in their writing process. They should emphasize the benefits of time

savings, improved writing quality, increased confidence, and a better understanding of grammatical concepts.

3. **Training on Interpreting Feedback:** Students should be trained to interpret Grammarly's feedback effectively. They need guidance in understanding when to accept or reject suggested changes, especially regarding sentence structure and meaning. Teachers can provide explanations and examples to help students navigate and make informed decisions.
4. **Encouraging Self-Reflection and Error Analysis:** Students should engage in self-reflection and error analysis when using Grammarly. They should critically evaluate the feedback provided by the tool and compare it with their original intentions. Teachers can guide students in analyzing errors and understanding the limitations of Grammarly's feedback.
5. **Addressing Inconsistencies and Weaknesses:** Teachers should address students' concerns about inconsistent feedback and the limitations of Grammarly. They can provide explanations about why inconsistencies may occur and teach students to critically evaluate the feedback. Additionally, teachers can supplement Grammarly with other proofreading strategies to ensure comprehensive error detection.
6. **Promoting the Use of Language Learning Tools:** Teachers should encourage students to explore and use various language learning tools beyond Grammarly. This exposure can help students understand the strengths and weaknesses of different tools and develop a repertoire of strategies for improving their writing skills.

7. Continuous Professional Development: Teachers should continue professional development to stay updated on the features and capabilities of language learning tools like Grammarly. This will enable them to provide practical guidance and support to students and address any challenges or limitations that may arise.

Overall, the pedagogical implications of the findings suggested that integrating Grammarly into writing instruction, emphasizing its usefulness, providing guidance on feedback interpretation, addressing weaknesses and limitations, and promoting a balanced approach could enhance students' writing skills and foster their language development.

This study's findings contribute to the campus, especially the prospective English Education Study Program teacher. As a result, it shows that using Grammarly could improve students writing. From this result, it is expected that future teachers will be aware of the advantages of the online Grammar checker Grammarly in their scope of the study. They can use Grammarly for themselves or offer their students later to use this beneficial technology in the classroom settings since engaging technology in the learning process can encourage students to bring a positive income to the students themselves. Grammarly can check the grammatical error that occurs in writing, saving the teacher time because they do not need to check the writing structure and minimal grammatical errors such as punctuation or spelling in students' writing and check the writing structure. Suppose it can be applied in this department. In that case, it can produce qualified teacher candidates who can utilize the technology well for better progress in the learning and teaching process.

5.4 Recommendation

This study shows that using Grammarly in proofreading essay tasks shows positive and negative responses from the students. However, the researcher also recognizes that this research still has many things to improve. Therefore, the researcher suggests increasing the number of participants in future research. Moreover, as inaccuracy was cited as an issue with the program, further investigations are needed to identify the errors that Grammarly most frequently misses or misidentifies. This will help inform future feedback sessions and render them more useful.

