

ABSTRACT

Sadewa, A. K. A. 2024. *Students' Perception of Grammarly as Automated Writing Evaluation in Academic Writing Classroom*. **Skripsi**, English Education Department, Faculty of Teacher Training and Education Islamic University of Kadiri. Supervisor I: Irwan Sulistyanto, M. Pd., Supervisor II: Sri Wulandari, M. Pd.

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Grammarly, a popular grammar checking tool, has been introduced at UNISKA Kadiri to assist students in writing. The use of Grammarly is not only for assessing assignments but also as a means to enhance teaching methods. With its dual function as an assessment tool and pedagogical aid, Grammarly supports the commitment to continuously improve the teaching and learning process. This demonstrates that technology, such as Grammarly, can enhance the quality of learning in higher education environments.

The purpose of this research is to describe students' perceptions of using Grammarly as an automated writing evaluation tool in the context of academic writing classes. This study also aims to explore the advantages and disadvantages of using Grammarly as an automated writing evaluation tool. Thus, this research is expected to provide a better understanding of how students perceive and use Grammarly in the context of higher education, as well as provide guidance for the development of effective academic writing instruction.

This research adopts a descriptive qualitative approach through observation and interviews with five students. Observation is conducted to understand how Grammarly is used in the context of academic writing classes. Interviews are conducted to gain students' perspectives and direct experiences regarding the use of Grammarly. The study finds that students have a positive perception of using Grammarly. They consider Grammarly helpful in correcting grammar, spelling, and punctuation errors. Additionally, the use of Grammarly also enhances writing skills and understanding of grammar rules. However, students also identify some limitations, such as slow performance on long texts and feature limitations in the free version.

The implications of this research highlight the importance of integrating Grammarly into the academic writing curriculum to enhance the quality of students' writing. Educational institutions need to consider providing access to the premium version of Grammarly for students to maximize its benefits. Continuous evaluation of the use of Grammarly is necessary to find solutions to existing limitations.