

**INVESTIGATING EFL STUDENTS' PERCEPTIONS ON USING  
GRAMMARLY AND QUILLBOT TO ENHANCE ACADEMIC WRITING**

**SKRIPSI**



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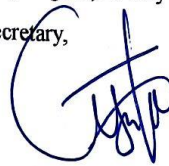
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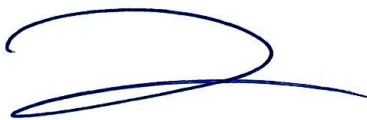
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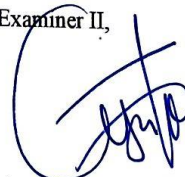
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## **MOTTO**

"Start where you are. Use what you have. Do what you can."

— Arthur Ashe

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First and foremost, praise and gratitude be to God Almighty for His blessings and grace, which have enabled me to complete this skripsi entitled **“INVESTIGATING EFL STUDENTS’ PERCEPTIONS ON USING GRAMMARLY AND QUILLBOT TO ENHANCE ACADEMIC WRITING”** as a requirement for obtaining a Sarjana's degree at IKIP PGRI Bojonegoro.

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I realize that this skripsi is still far from perfect. Therefore, I sincerely welcome constructive feedback and suggestions for improvement in the future.

Lastly, I hope this skripsi can be beneficial to readers and contribute, even in a small way, to the development of knowledge.

Bojonegoro, 02 July 2025

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### INVESTIGATING EFL STUDENTS' PERCEPTIONS ON USING GRAMMARLY AND QUILLBOT TO ENHANCE ACADEMIC WRITING

Is the result of my own original work, and all sources of information used have been clearly cited in the reference list according to the scientific and academic code of ethics. I am aware that if any violations of scholarly ethics regarding to the authenticity of this work are found, **I personally** accept the consequences in accordance with the applicable regulations and am prepared to bear legal sanctions.

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## ABSTRACT

Umah, Khoiriyatul. 2025. Investigating EFL students' perception on using Grammarly and QuillBot to enhance academic writing. Skripsi, English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro, Advisors (I) Fitri Nurdianingsih, M.Pd. (II) Dr. Refi Ranto Rozak, M.Pd.

**Keywords:** EFL students, Grammarly, QuillBot, academic writing, students' perceptions

Academic writing is one of the most essential yet challenging skills for EFL (English as a Foreign Language) students, especially when it comes to skripsi writing. Many students face challenges with grammar accuracy, paraphrasing, vocabulary, and writing cohesion. To overcome these challenges, digital tools such as Grammarly and QuillBot have appeared as potential solutions to assist in improving students' writing quality and refining the writing process. This study aims to answer two research questions: (1) How do EFL students use Grammarly and QuillBot in their academic writing process? and (2) What are students' perceptions of using Grammarly and QuillBot to improve academic writing? To explore these questions, the researcher employed a descriptive qualitative research design. Data were collected through questionnaires, semi-structured interviews, and documentation. The subjects of this study are 30 eighth-semester students in the English education department at IKIP PGRI Bojonegoro. The results reveal that most students frequently use Grammarly to check grammar and QuillBot to rephrase sentences in their skripsi writing. Students perceive both tools as easy to use, time-saving, and helpful in increasing confidence in writing. However, there are limitations related to the limited features in the free version and occasional inaccuracies in the suggestions provided. It can be concluded that Grammarly and QuillBot are effective tools for improving academic writing among EFL students.

## ABSTRAK

Umah, Khoiriyatul. 2025. Investigating EFL students' perception on using Grammarly and QuillBot to enhance academic writing. Skripsi, Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro, Pembimbing (I) Fitri Nurdianingsih, M.Pd. (II) Dr. Refi Ranto Rozak, M.Pd.

**Kata Kunci:** Mahasiswa EFL, Grammarly, QuillBot, Penulisan Akademik, Persepsi Mahasiswa

Penulisan akademik merupakan salah satu keterampilan yang paling esensial namun menantang bagi mahasiswa EFL (Bahasa Inggris sebagai Bahasa Asing), terutama dalam penulisan tesis. Banyak mahasiswa mengalami kesulitan dalam hal ketepatan tata bahasa, paraphrasing, kosakata, dan kohesi penulisan. Untuk mengatasi tantangan ini, alat digital seperti Grammarly dan QuillBot telah muncul sebagai solusi potensial untuk membantu meningkatkan kualitas penulisan mahasiswa dan mempermudah proses penulisan. Studi ini bertujuan untuk menjawab dua pertanyaan penelitian: (1) Bagaimana mahasiswa EFL menggunakan Grammarly dan QuillBot dalam proses penulisan akademik mereka? dan (2) Apa persepsi mahasiswa tentang penggunaan Grammarly dan QuillBot untuk meningkatkan penulisan akademik? Untuk mengeksplorasi pertanyaan-pertanyaan ini, peneliti menggunakan desain penelitian kualitatif deskriptif. Data dikumpulkan melalui kuesioner, wawancara semi-terstruktur, dan dokumentasi. Studi ini melibatkan 30 mahasiswa semester kedelapan program pendidikan bahasa Inggris di IKIP PGRI Bojonegoro sebagai peserta. Hasil penelitian menunjukkan bahwa sebagian besar mahasiswa sering menggunakan Grammarly untuk memeriksa tata bahasa dan QuillBot untuk merumuskan ulang kalimat dalam penulisan tesis mereka. Mahasiswa memandang kedua alat tersebut sebagai mudah digunakan, menghemat waktu, dan membantu meningkatkan kepercayaan diri dalam menulis. Namun, terdapat keterbatasan terkait fitur yang terbatas pada versi gratis dan ketidakakuratan sesekali dalam saran yang diberikan. Dapat disimpulkan bahwa Grammarly dan QuillBot merupakan alat yang efektif untuk meningkatkan penulisan akademik di kalangan mahasiswa EFL.

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All praise and gratitude be to Allah SWT, who has given the writer health, strength, and patience so that this skripsi entitled “*Investigating EFL Students’ Perceptions on Using Grammarly and QuillBot to Enhance Academic Writing*” can be completed properly. This undergraduate skripsi is submitted as a partial requirement for obtaining a Sarjana’s degree in English Education at IKIP PGRI Bojonegoro. Throughout the research and writing process, the writer has gained valuable insights into the implementation of gamified learning through the Duolingo application and its impact on elementary students’ vocabulary development.

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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents a background of the study, formulation of problems, objectives of the study, significance of the study, and definition of terminologies used in the research.

#### **A. Background of the Study**

There are four fundamental skills in English that should be acquired. One of the most important skills that students should be mastered is writing. Writing is a complicated skill that requires significant effort and practice. Knoch & Storch (2016) stated that writing is a skill that allows writers a written message to convey express their ideas and thoughts in meaningful language and mental communication. Writing becomes crucial in English since it allows us to communicate our ideas in written form. Furthermore, writing in English is often considered one of the most challenging skills, requiring attention to word spelling, grammar, punctuation, and other rules (Nurfidoh et al., 2021).

Writing is one of the important English skills that should be masterfully trained by EFL students for written communication and specific goals of academic purposes, such as essays, letters, articles, skripsi, journals, etc. (Toba et al., 2019), Writing actually demands a great deal of thought to produce thoughts, words, phrases, paragraphs, and compositions. Therefore, writing skill is one of the most challenging and hardest skills to learn (Hakiki, 2021). When students can produce well-grammatical sentences, readers can easily interpret the content in their writings.

Academic writing is a difficult and complex skills since it demands students to employ critical thinking and write well, (Lin & Morison, 2021). Al Badi (2015) adds that this encompasses several elements that are thought to constitute the cornerstone of effective academic writing. Academic writing is more difficult than other skills. Integrating several concepts is a difficult procedure that calls for a higher education of construction expertise. As a result, many students find academic writing to be quite challenging.

According to Budjalemba & Listyani (2020), many students in academic writing classes experience anxiety and worry about their writing because they struggle with a variety of writing-related issues, including knowledge gaps, lack of motivation, and competency level. It is evident in how well students succeed in writing classes, including how they organize their thoughts, deal with arguments, paraphrase, synthesize, summarize, and deal with grammar errors.

Students encounter various challenges in academic writing, particularly in English as a Foreign Language (EFL) context. According to Rosida and Istiqomah (2024), students face challenges in academic writing, including grammatical and punctuation errors, difficulties with structure, idea development, and vocabulary selection related to topics. These issues hinder their ability to produce fluent and effective academic English in writing skripsi.

At a private university in East Java, Indonesia, English department students experience difficulties in academic writing, especially in writing a skripsi. The difficulties in English department often faces in academic writing, especially in writing skripsi, include limited academic vocabulary, text structure and organization, grammar, idea development, lack of confidence, and lack of academic

writing practice. This is in line with Nenotek et al. (2022), who state the difficulties face by student when writing skripsi are: Organizing ideas logically and systematically, creating coherent paragraphs, using rhetorical conventions, discourse markers, and correct referencing, and making mechanical errors such as grammar, spelling, and citation format.

Karyuatry (2018) argued that students should be conversant with a range of grammatical norms, ranging from sentence construction and forms to the usage of articles, in addition to developing their writing ideas. Technology is required to identify the writing errors made by the students to correct them. Because proper grammar is important, having a grammar checker available when writing helps students catch typos and other linguistic issues in their writing. A software program called Grammarly can assist students in identifying and correcting grammatical errors in writing.

According to Grammarly (2024), Grammarly is a simple tool that can assist students in writing academics with their writing by checking for spelling, grammar, and punctuation errors. It also offers thorough and helpful feedback, including suggestions for improvement to make the writing more readable, precise, effective, error-free, and impactful with a high evaluation speed and accuracy rate.

Grammarly is an app that can help students with proofreading their research papers by pointing out grammatical mistakes. Grammarly is an online proofreading website that can be used to scan documents for reducing writing errors in terms of vocabulary usage, grammar, and mechanics (Ghufron & Rosyida, 2018). This means that Grammarly can automatically identify writing issues like word choice, punctuation, grammar, and spelling mistakes. However, Grammarly still has some

drawbacks, such as irrelevant feedback, and there are differences in Grammarly's features between the free version and premium version. Due to the weakness that Grammarly has, sometimes students feel confused when using this application.

The other grammar checker platform is QuillBot. One of the most widely used programs is QuillBot, a grammar checker. QuillBot provides a product that suggests paraphrases, grammar checkers, summarizers, and even plagiarism detectors (Dale, 2020). When educators and students lack the motivation to manually paraphrase writing, QuillBot offers a solution by assisting with the paraphrasing process (Kusuma, 2020).

Furthermore, QuillBot's grammar checker functions include automatic writing evaluation, or AWE. It has been reported that this application benefits teachers, writers, bloggers, students, and other stakeholders. (Chapelle & Sauro, 2019). With technological advancements, various writing tools such as Grammarly and QuillBot have emerged to assist students in enhancing the quality of their writing. The use of these tools can significantly contribute to the learning process of English as a foreign language (EFL) students.

According to Aidil (2019), his research showed that Grammarly helped students in correcting their academic writing. Hafni (2019) adds, Grammarly is very useful for students, but also some students had negative views. They show that Grammarly is a complicated application. Therefore, Grammarly can be helpful for students, but also Grammarly still has some drawbacks. On the other hand, QuillBot is an effective digital tool to assist students in academic writing (Kurniati & Fithriani, 2022). In this case, it has been demonstrated that the use of AI tools like

QuillBot and Grammarly greatly enhances students' positive attitudes throughout the academic writing process.

This study aims to explore the perceptions of EFL (English as a Foreign Language) students regarding the use of Grammarly and QuillBot in improving academic writing. The research will investigate the extent to which these two assistive technology tools are effective in helping students overcome the challenges they often face in writing, such as grammar, spelling, punctuation, paraphrases, and sentence structure errors. By understanding how students perceive and use these two applications, this research is expected to provide insights into the benefits and limitations of using technology in academic writing learning.

## **B. Formulation of the Problems**

Based on the background of the study, the writer formulates the research problems as follows:

1. How do EFL students use Grammarly and QuillBot in their academic writing process?
2. What are students' perceptions of using Grammarly and QuillBot to improve academic writing?

## **C. Objectives of the Study**

As stated in the above research problem, the objectives of the research are:

1. To investigate how EFL students use Grammarly and QuillBot during their academic writing process.
2. To explore EFL students' perceptions of using Grammarly and QuillBot to improve their academic writing.

## **D. Significances of the study**

### **1. Theoretical Significance**

This study is expected to contribute to the development of theory and understanding of the use of technology aids in English language learning, especially in the context of academic writing. More specifically, this study can:

- a) Increase insight into how technology such as Grammarly and QuillBot affect students' skripsi writing, especially in overcoming common problems faced in academic writing, such as grammatical errors, spelling, and sentence structure.
- b) Provide a deeper understanding of EFL students' perceptions of the use of technology in language learning, and how this can change the way they view and utilize aids in the writing process.
- c) Be a reference for further research on the influence of language learning technology in the EFL context, especially in improving the quality of students' academic writing.

### **2. Practical Significance**

This study also has practical benefits that can be applied in the context of English language learning and the development of learning aids. Some of the practical benefits include:

- a) For Teachers: This study provides useful information for teachers in understanding how students use aids such as Grammarly and QuillBot in writing. This can help teachers design more effective teaching methods, taking into account the use of technology to improve students' academic writing.

- b) For Students: This study can help students understand how to optimally utilize Grammarly and QuillBot to improve the quality of their writing. In addition, students can learn the strengths and limitations of both tools, as well as how best to use them in the academic writing process.
- c) For Technology Developers: The results of this study can provide insight to developers of technology tools (such as Grammarly and QuillBot) regarding user perceptions and potential improvements to existing features, so that they can better support users in improving their academic writing.

## **E. Definition of Terminologies**

### **1. EFL (English as a Foreign Language) Student**

Harmer (2007) defines EFL learners as students learning English in a non-English-speaking country, where English is not commonly used for daily communication. These learners typically study English as part of their academic curriculum or for personal and professional development. Richards and Schmidt (2010) describe EFL students as individuals learning English in contexts where English is not the dominant language, distinguishing them from ESL (English as a Second Language) learners who live in English-speaking environments.

Brown (2007) emphasizes that EFL students learn English in settings where exposure to English is limited to the classroom or specific media sources, making the learning environment distinct from immersion contexts. Crystal (2003) describes EFL as the use of English in non-native contexts, where learners learn the language for the purpose of global communication rather than as a daily necessity.

It can be concluded that EFL students are individuals who are learning English as a non-native language in an academic setting. These students have varying levels of proficiency in English, but their primary focus is to improve their English skills, especially for academic purposes. For this study, EFL students will be those enrolled in university-level English courses or similar academic programs.

## **2. Grammarly**

According to Crystal (2016), Grammarly utilize technology to overcome language challenges, allowing non-expert writers to improve grammar accuracy, spelling, and style without delving deeply into linguistic theory. Harari (2018) states that the Grammarly app is a concrete example of how AI automates human thought processes, such as editing and writing, making it a revolutionary tool for professional communication.

It can be concluded that Grammarly is a digital writing assistant tool that provides real-time grammar, punctuation, spelling, and style corrections. It also offers suggestions for improving sentence clarity and structure. In this study, Grammarly will refer to the version used by students for academic writing tasks, such as essays, research papers, and assignments.

## **3. QuillBot**

QuillBot is a tool designed to improve academic writing by offering researchers, academics, and student's effective writing support. QuillBot provides a number of features to increase writing efficiency, boost writing quality, and assist users in creating academic writings that are well-structured thanks to its advanced

language processing capabilities (Raad et al., 2023). Shanaz and Fitriani (2023) added that QuillBot's features, including paraphrasing, summarization, grammar checking, and plagiarism checking, provide the benefit of saving time and quickly paraphrasing sentences in English.

QuillBot is an AI-based paraphrasing tool that helps users rephrase sentences, improve writing clarity, and enhance vocabulary. It provides alternative word choices and suggests sentence structures to improve the overall flow and readability of the text. In this study, QuillBot will be defined as the paraphrasing tool used by students to enhance their academic writing by refining language, reducing plagiarism, and improving coherence.

#### **4. Academic Writing**

Academic writing refers to the formal style of writing used in academic settings, which typically includes research papers, essays, reports, and other scholarly documents. It involves critical thinking, coherent argumentation, proper grammar, formal vocabulary, and citation of sources. According to Bailey (2011) Academic writing is a formal style of writing used in universities and scholarly publications, characterized by clarity, evidence-based arguments, and critical thinking.

Hyland (2004) adds Academic writing is a form of communication that involves the systematic presentation of ideas, supported by evidence, and adhering to the conventions of the academic community. Academic writing is the process of conveying ideas in a clear, logical, and structured form to readers who are educated,

Oshima and Hogue (2007). In this study, academic writing will specifically refer to writing skripsi for undergraduate student in English department.

## **5. Perceptions of EFL Students**

According to William (2014), Perception is a manner to explain to people what people think. Solomon (2019) states, Perception is the process by which people understand and interpret stimuli to derive meaning. Robbins (2005) explained that perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. This definition emphasizes that perception involves organizing and interpreting sensory data to make sense of the surroundings.

Perceptions refer to the EFL students' attitudes, beliefs, and opinions regarding the use of Grammarly and QuillBot in their academic writing. This includes their evaluation of the effectiveness, usability, and limitations of the tools. These perceptions will be measured through surveys, interviews, or questionnaires that ask students to express how they feel about the tools' impact on their writing process and writing quality.

## **6. Enhancement of Academic Writing**

Enhancement of academic writing refers to improvements in the overall quality and accuracy of students' written work, particularly in areas such as grammar, punctuation, vocabulary, clarity, coherence, and overall structure. According to Coffin et al. (2003) Enhancement of academic writing as the process

of improving skills in writing that conforms to academic norms, including grammar, text structure, and the use of references to build more effective arguments.

Furthermore, Badger and White (2000) state enhancing academic writing involves understanding both the process of writing and the characteristics of the final written product, ensuring alignment with academic expectations. This improvement will be evaluated based on students' self-reports of writing quality and feedback from instructors, along with any tangible improvements in their writing skripsi after using Grammarly and QuillBot.