

CHAPTER V

CONCLUSION

5.1. Conclusion

This research revealed EFL students' perceptions of using Grammarly in thesis writing, including reasons for usage, beliefs about accuracy, and perceptions of direct feedback, correctness features, and clarity features. The findings indicate that students generally have a positive response to Grammarly. They appreciate its ease of use, excellent facilities even in the free version, and frequent recommendations. Grammarly is valued for its help with grammar, punctuation, and spelling checks, as well as its suggestions for rephrasing verbose sentences or improving improper formats, enhancing readability and appropriateness.

Additionally, this research identifies the opportunities and challenges students face when using Grammarly and their responses to these aspects. The findings show that students highly value the opportunities Grammarly offers, such as instant feedback, consistent evaluation, additional corrections, efficiency, and accessibility. However, some students felt that challenges such as dependence on AI, limitations of the free version, need for double-checking, difficulty in detecting timing in paragraphs, and frequent pauses due to unstable internet connections hampered their writing process. Their response to this opportunity was positive; students felt grateful and helped by the Grammarly feature. They appreciated how these features eased their burden in improving grammatical and technical aspects, allowing them to focus more on the content of their thesis. However, responses to the Grammarly challenges varied. Some students continued to follow Grammarly's suggestions despite frequent inaccuracies, making sure they double-checked and sought advice from their thesis advisor. Conversely, some students chose to stop using Grammarly due to inaccurate feedback and estimated subscription costs and chose similar apps with similar functionality.

5.2. Suggestions

Based on the findings of this study, the researcher offers several recommendations for teachers, lecturers, students, and future researchers. It is hoped that these suggestions will be considered in future endeavors. The recommendations are as follows:

1. For Teachers or Lecturers

As advice for educators, it is recommended to introduce Grammarly as a tool that can enhance students' academic writing skills in their thesis writing process. Educators can educate students on how to effectively use Grammarly to improve grammar and technical errors in their writing, while still encouraging them to understand and master grammar rules manually. Additionally, it is important for educators to guide students in overcoming potential challenges, such as dependence on Grammarly and varying accuracy in feedback, by encouraging students to always double-check the corrections provided. With this approach, Grammarly can be effectively used as a supportive tool to enhance the quality of students' academic writing.

2. For EFL Students

As advice for English as a Foreign Language (EFL) students using Grammarly for thesis writing, it is recommended to integrate Grammarly usage with manual grammar learning. While Grammarly can assist in detecting grammar errors automatically, it's important for EFL students to continue understanding and honing their grammar skills directly. Additionally, students are advised to use Grammarly as a tool that provides instant feedback and automatic corrections, but they should also actively engage in reviewing each suggested correction to ensure its accuracy. With this approach, students can effectively leverage Grammarly to enhance the quality of their academic writing while continuously developing comprehensive grammar skills.

3. For Researchers

Suggestions for further research include comparing Grammarly with other writing aids in the context of writing a thesis. In addition, researchers can consider using quantitative methods to evaluate in more depth how effective Grammarly is in helping students write theses, so that the research results can be more generalized. Thus, further research can develop more varied research instruments to strengthen the results of this research.



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