STUDENTS' PERCEPTIONS OF GRAMMARLY FEEDBACK AND TEACHER'S FEEDBACK ON ARGUMENTATIVE ESSAYS

SKRIPSI

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ABSTRAK

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Kata kunci: Persepsi Siswa, Umpan Balik Grammarly, Umpan Balik Guru, Esai Argumentatif

Fakta bahwa bahasa Inggris adalah bahasa asing kedua dan paling sering diajarkan di seluruh dunia telah mendorong banyak peneliti untuk menyelidiki kesulitan yang dihadapi oleh pembelajar bahasa. Beberapa penelitian sebelumnya meneliti persepsi siswa tentang umpan balik. Namun, penelitian sebelumnya hanya berfokus pada satu jenis umpan balik baik Grammarly atau umpan balik guru.

Penelitian ini dilakukan untuk mendeskripsikan keduanya dalam satu penelitian yang digunakan dalam esai argumentatif. Peneliti menggunakan pendekatan kualitatif dengan desain studi kasus tunggal. Tiga peserta diambil karena telah lulus tiga mata kuliah menulis dari semester satu hingga semester tiga. Pada semester pertama dan kedua, mereka hanya menggunakan umpan balik dari guru. Pada semester ketiga, mereka menggunakan Grammarly Application dan mendapat umpan balik dari guru. Selain itu, pesertanya adalah mereka yang memiliki nilai sangat baik (A) antara 80-100 dalam penulisan esai argumentatif di semester ketiga. Untuk mengumpulkan data, peneliti menggunakan wawancara semi terstruktur dan analisis dokumen. Sesi wawancara dilakukan selama 20 menit. Peneliti juga membagi sesi wawancara menjadi dua bagian. Bagian pertama adalah tentang persepsi siswa tentang umpan balik Grammarly dan umpan balik guru. Bagian kedua adalah tentang analisis esai siswa dari umpan balik Grammarly dan umpan balik guru. Selanjutnya, wawancara dilakukan dengan menggunakan bahasa pertama siswa untuk memastikan kejelasan dan menghindari ambiguitas. Setelah mendapatkan data, peneliti menggunakan analisis data dari Renz et al., (2018) yang meliputi penyiapan data, pembacaan transkrip, penambahan kode pada transkrip, penggunaan tema tim, pembuatan struktur pengkodean, pemberian kode, ringkasan kode data, dan memserika dan menjelaskan hasilnya.

Hasil data menunjukkan bahwa Grammarly dan umpan balik guru diterima dengan baik oleh siswa. Mereka menerima informasi tentang dua aspek penulisan argumentatif dengan menggunakan umpan balik Grammarly; kepraktisan dan penggunaan fitur untuk meningkatkan tulisan mereka. Meskipun demikian, umpan balik Grammarly tidak memberikan umpan balik menyeluruh tentang substansi, organisasi, dan kualitas umum esai argumentatif. Selanjutnya, umpan balik guru yang sering diberikan adalah umpanbalik langsung dengan menggunakan beberapa simbol, seperti menggarisbawahi, melingkari, dan langsung mencoret kata yang diberi tanda benar atau salah di sekelilingnya. Karena mereka mendapat tanggapan positif untuk kedua umpan balik, peneliti menyarankan agar siswa menggunakan umpan balik dari Grammarly dan guru selama proses penulisan. Penelitian selanjutnya disarankan untuk menggunakan metode penelitian yang berbeda seperti penelitian eksperimen untuk mengetahui

perbandingan yang signifikan antara penggunaan umpan balik Grammarly dan umpan balik guru dalam menulis

ABSTRACT

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Key words: Students' Perception, Grammarly feedback, Teacher's feedback, Argumentative Essays

The fact that English is the second and most frequently taught foreign language worldwide has prompted many researchers to investigate the difficulties faced by language learners. Several previous studies examined students' perceptions of feedback. However, previous studies have only focused on one type of feedback either Grammarly or teacher feedback. This research was conducted to describe both in one study used in argumentative essays.

Researchers used a qualitative approach with a single case study design. Three participants were taken because they had passed three writing courses from the first until the third semester. In the first and second semesters, they only used the teacher's feedback. In the third semester, they used the Grammarly Application and got feedback from the teacher. Also, the participants are those who have an excellent grade (A) between 80-100 in argumentative essay writing in the third semester. To collect data, researchers used semi-structured interviews and document analysis. The interview session was conducted for 20 minutes. The researcher also divided the interview session into two parts. The first part was about students' perceptions of Grammarly feedback and teacher feedback. The second part was about the analysis of student essays from Grammarly feedback and teacher feedback. Furthermore, the interview was conducted using the student's first language to ensure clarity and avoid ambiguity. After obtaining the data, the researcher used data analysis from Renz et al., (2018) which inculuded data preparation, reading the transcript, adding code to the transcript, using the team theme, creating a coding structure, giving the code, summarizing the coded data, and checking and explaining the results.

The results of the data show that Grammarly and teacher feedback are well received by students. They received information about two aspects of argumentative writing using Grammarly feedback; practicality and the use of features to improve their writing. Nonetheless, Grammarly feedback does not provide thorough feedback on the substance, organization, and general quality of an argumentative essay. Furthermore, the teacher feedback that is often given is

direct feedback using several symbols, such as underlining, circling, and immediately crossing out words with true or false marks around them. Since they got positive responses for both feedbacks, the researcher suggests that students use both feedbacks from Grammarly and teacher's during the writing process. Future research is suggested to use different research methods such as experimental research to find out a significant comparison between the use of Grammarly feedback and teacher feedback in writing.

CHAPTER I

INTRODUCTION

In this chapter. The researcher presents some topics related to the introduction of the study. They are the background of the study, research question, objective of the study, significance of the study, scope and limitation of the study, and definition of a key term.

1.1 Background of Study

The fact that English is the second and most frequently taught foreign language worldwide has encouraged many researchers to find out the difficulties faced by language learners (Alhaysony & Alhaisoni, 2017). One of them is the development of Second Language Acquisition (SLA), the language processing of students gets more attention (Gass, 2008). The connection between language and students' minds occurs when processing language in the brain for the formation and perception of language (Dey, 2021). Perception is the effect of seeing through one's five senses to observe something in their immediate environment (Basyah & Yunus, 2016). By summarizing and interpreting information from other people, it is possible to create perceptions, which can then be used to measure whether the information is good or negative. According to Walgito (1993), the factors that play a role and become a condition for the occurrence of perception include the observed object or stimulus, the sensory organs, the nerves, and the central nervous system, which is necessary for physiological reasons.

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Some theories about perception are proposed by different researchers. For example, Rahmad (2003) stated that a person's perspective on something, an event/experience, or knowledge depends on his personal experience. This statement is in line with Harisah and Masiming (2008) who said that in general experts argue that experience, prior knowledge, physical background, social background, and culture all have an impact on perception. A different point of view, Suwarto and Fajri (2018) stated that each student can have different perceptions. Albiansyah et al., (2021) added psychological factors influence perceptions in addition to information and experience, where these factors are related to students' processing of language learning.

One of the challenging skills to learn a language is writing argumentative essays. For undergraduate students, writing argumentative essays is a standard task (Wu, 2006). Oshima and Hogue (2005) stated that the presence of the author's arguments in an argumentative essay can support their position on a particular topic and can express their approval or disapproval. Moreover, writing an argumentative essay is required to arrange sentence components properly, such as vocabulary, structure, grammar, and mechanics (e.g. capitalization, punctuation, conjunctions, and spelling) in developing topics so that they are interrelated and can make people agree with our writing. So, in the writing process, the use of feedback is necessary to assist students in revising their argumentative assignments.

Feedback is information on one's performance or knowledge given by an agent (such as a teacher, peer, book, parent, or self/experience) that helps close the

gap between what is understood and what is intended to be understood (Hattie & Timperley, 2007). Based on Lee (2008), some students appreciate it when the teacher points out errors in assignments so that they know which ones to avoid in the next class. In line, Fitria (2021) said that students were able to write more effectively, with fewer grammar problems when receiving constructive criticism from their teacher.

At the same time, Gamlem and Smith (2013) found recent writing research has focused more on automated writing evaluation (AWE) software, sometimes known as computer-generated feedback. In addition, Shim (2013) stated that thanks to modern technological innovations like the AWE computer program, these verification procedures have been automated, supporting teachers and acting as a tool that gives students freedom and planning time to boost their enthusiasm. One AWE program that students often use is Grammarly, as it can correct their writing by checking for grammar (correcting sentence structure), punctuation (such as missing spaces after periods), and spelling errors (including proper nouns and some alternative spellings), as well as suggestions for verb forms and identification of verb fragments (Daniels & Leslie, 2013). Grammarly also offers thorough and helpful feedback, such as corrections and hints to make writing clearer, more precise, stronger, easier to read, error-free, and impactful, with a high degree of accuracy and review speed (Fahmi & Cahyono, 2021).

There are several studies related to this topic. First, Yulianti (2018) which only focus on examining one type of feedback, namely Grammarly in teaching writing recount texts. Furthermore, Zhao (2010) examined teacher feedback on

writing. Then there is research that has combined the use of Grammarly feedback and teacher feedback (Fahmi & Cahyono, 2021). However, this study wants to describe both of them in one study used in argumentative essays. Also, this study focuses on students' perceptions by using an interview design to explore argumentative essay writing.

The purpose of this study is that researchers are interested in investigating students' perceptions, especially those receiving feedback from Grammarly and teacher's feedback on students' argumentative essays. The topic was chosen for a few reasons. Firstly, providing feedback on students' assignments is necessary because it can help students check their mistakes in writing. Secondly, some previous studies examined students' perceptions of feedback. However, previous research has only focused on one type of feedback either Grammarly or teacher's feedback. In addition, there are still rare studies that describe both in one study. Thirdly, an argumentative essay is a type of writing in which students have to research the subject, collect and assess supporting information, and concisely present their agreement or disagreement regarding the chosen topic. In writing, students need feedback to find out the location of errors such as grammar, punctuation, and choose the right words to write argumentative essays correctly. To this end, the researcher wants to conduct research entitled "Students' Perceptions of Grammarly Feedback and Teacher's Feedback on Argumentative Essays".

1.2 Research Question

1. What are the students' perceptions of Grammarly feedback on argumentative essays?

2. What are the students' perceptions of the teacher's feedback on argumentative essays?

1.3 Objective of Study

1. To describe students' perceptions of Grammarly feedback on argumentative essays.

2. To describe students' perceptions of teacher's feedback on argumentative essays.

1.4 Significance of the Study

This result of the research is designed to provide the following theoretical and practical benefits:

1. Theoretically

This research is expected to provide more information on students' perceptions of Grammarly feedback and teacher's feedback to help their argumentative essays.
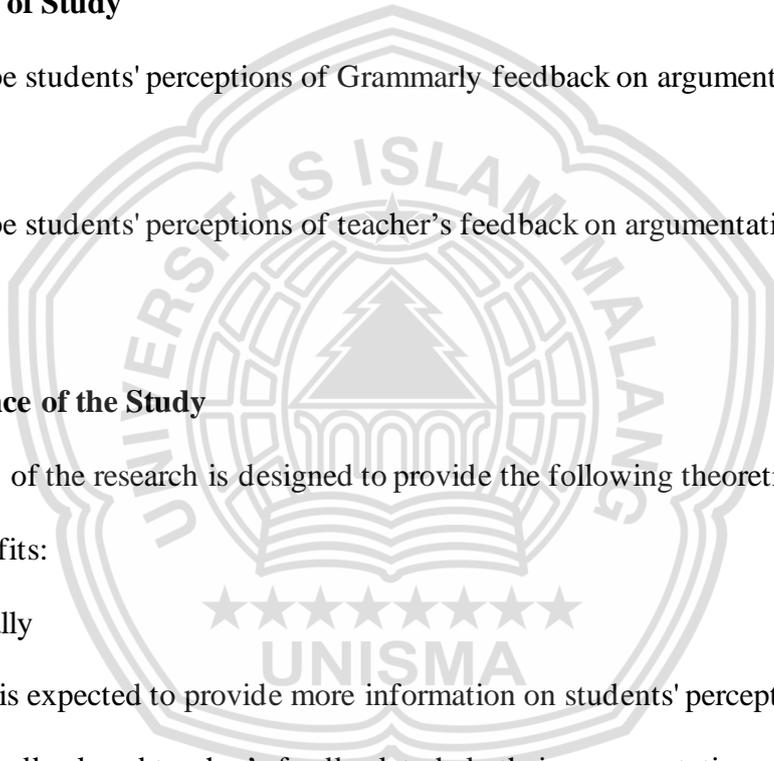
2. Practically

This research is expected to give the following practical benefits to students, lecturers, and researchers:

   a. Students

With a descriptive analysis of Grammarly feedback and teacher's feedback, students can find out which feedback is suitable for students to use in their argumentative essays.

   b. Lecturers

The results of this study are expected to provide useful facts for lecturers. The lecturers can make better class plans because they already know what feedback each student uses to help with the argumentative essay.

   c. Other researchers

For future researchers, this research will also be useful as a source of information for those who are investigating similar topics.

1.5 Scope and Limitation of The Study

The scope of this research is students' perceptions of Grammarly feedback and teacher's feedback. The Grammarly in this content is the free version. Furthermore, teacher's feedback in this study focused on the type of teacher written feedback.

The limitation of this research is that it does not cover other problems that are not related to the scope of the research. In addition, this study is a small sample size, only three students out of a total of forty students.

1.6 Definition of Key Terms

1. Students' Perception

This term refers to the accompanying student beliefs in response to Grammarly

feedback and the teacher's feedback.

2. Grammarly Feedback in Argumentative Essays

Writing assistants or proofreading programs that review grammar errors,

punctuation, clarity, word choice, and users can also modify vocabulary to suit the

context of writing an argumentative essay.

3. Teacher's Feedback in Argumentative Essays

The teacher's feedback in the form of written corrective feedback provided for

argumentative essay. The marks could be words or quick symbols like circle,

underlines, and other signals.

4. Argumentative Essays

Argumentative presents ideas, opinions, and information about a particular

issue that presents a person's agreement or disagreement with the issue.
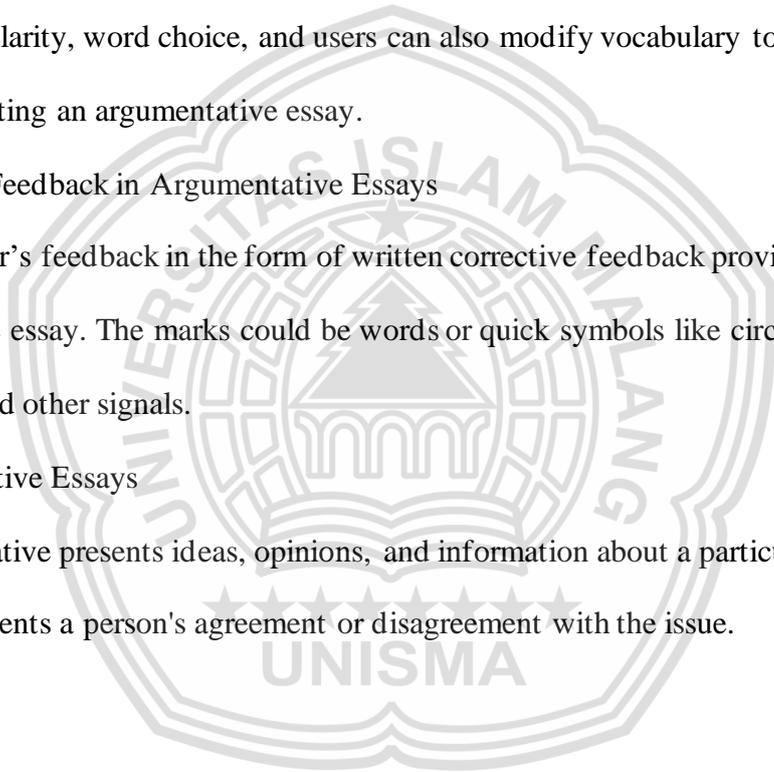
CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter consists of conclusions and suggestions. The conclusion section presents data for all the research questions in this study. The second part contains suggestions for the next researcher or someone who has concerns and interests in the same field of research.

5.1 Conclusions

This study aims to investigate students' perceptions of Grammarly feedback skills and teacher feedback in facilitating their writing. Various factors were considered when selecting participants. Participants who are third semester students who have used Grammarly and received teacher feedback in argumentative essays courses.

In this section, Grammarly feedback was well received by students. They value automatic and immediate feedback because it makes it easier for them to find and correct grammatical errors. Grammarly is a well-liked tool among students because of its simplicity and accessibility. Also, Grammarly significantly assisted grammar, spelling, punctuation, complexity, objectivity, formality, clarity, and coherence in writing argumentative essays in this study. In addition, of the eight features mentioned, all the students paid more attention to grammar and punctuation features to improve their writing. Nonetheless, students are also aware of Grammarly's limitations. Although it offers help with language and

syntax, it does not provide thorough feedback on the substance, organization, and general quality of an argumentative essay.

At the same time, the researcher also found students' perceptions of teacher feedback. It is known that when giving written feedback to students, teachers often use direct feedback. The teacher uses several symbols to indicate student errors, including underlining, circling, and directly crossing out words with true or false marks around them. To increase students' positive feelings about their writing, the teacher's written evaluation generally contains several comments. Using words such as "very nice", "good idea", and "excellent work," the teacher praises students in their feedback.

Written feedback from the teacher does not interfere with the writing process, but it helps them to improve their writing. The teacher only corrected the inaccurate parts and added a few sentences but did not change the meaning of the text in general. Teacher's written feedback never harms students. This shows that they are not offended or embarrassed by the comment. Students understand that their ability to learn will improve as a result of written feedback from the teacher. Also, when they consult with the teacher, the students are very excited and happy.

5.2 Suggestions

Based on the findings and discussions, some suggestions are proposed in the following.

1. For the students

    It is known that Grammarly feedback and teacher feedback received positive responses from all participants. Researchers suggest

students use both (Grammarly feedback and teacher's feedback) during the writing process. In addition, the researcher recommends that students use Grammarly premium, which offers more advanced functions.

2. For the lecturers

The researcher suggests that lecturers can suggest students that they use Grammarly as the first step in their writing process to check grammar problems. However, this is offset by providing more detailed feedback from the teacher. This will assist students in developing a balanced strategy for using Grammarly and teacher feedback.

3. For the future researchers

To overcome the implications of the results of this study, researchers suggest comparing these two types of feedback or other types of feedback because they are still very rare. In addition, researchers can use different research methods such as experimental research to find out a significant comparison between the use of Grammarly feedback and teacher feedback in writing.
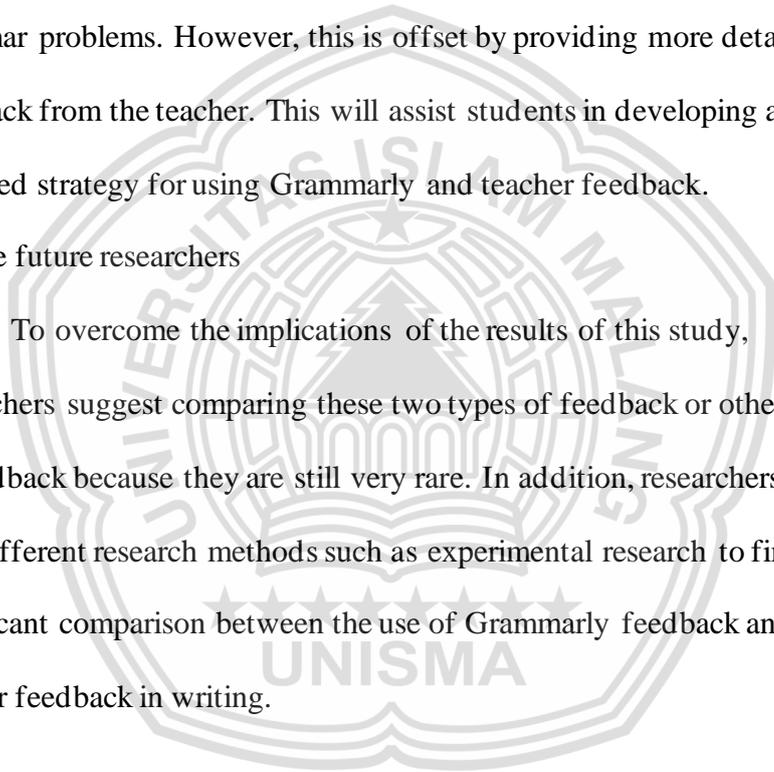
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