REVISITING "GRAMMARLY" IN HIGHER EDUCATION (A LITERATURE REVIEW)

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Abstract: *The aim of this review is to analyze and synthesize existing literature on the effectiveness of Grammarly in improving undergraduate students' writing skills, which is crucial for their success in higher education. To achieve this, the writers conducted a search for ten relevant studies on Scopus and Science Direct journals. Through this evaluation, the study aims to shed light on the impact of Grammarly on the writing abilities of undergraduate students. Although Grammarly provides automatic feedback on sentence structure, its usefulness as a writing support tool for undergraduate students in higher education institutions is limited due to its restricted capacity to reformulate sentences, particularly when converting passive voice into active voice. The study suggests that future versions of Grammarly should incorporate advanced paraphrasing capabilities to enhance its effectiveness. This research highlights the significance of writing skills in higher education institutions and the advantages and limitations of artificial intelligence tools such as Grammarly.*

INTRODUCTION

Effective communication is an indispensable skill in various academic and professional settings, where the ability to articulate one's ideas coherently and efficiently can be a determining factor in success. To that end, writing skills play a pivotal role in conveying thoughts and ideas effectively. As such, writers often seek out tools and resources that can enhance their writing, ensuring it is clear, concise, and free of errors. In recent times, one such tool that has gained popularity among writers is Grammarly, an online writing application that employs advanced artificial intelligence (AI) algorithms to provide users with comprehensive grammatical and spelling corrections, plagiarism checks, and recommendations for improvement. By using this AI-powered tool, writers can improve their writing by eliminating errors and enhancing clarity, leading to more effective communication of their ideas. In this paper, the writers scrutinize the features and benefits of Grammarly, and how it can aid writers in their pursuit of clear and concise communication.

While Grammarly has proven to be helpful for many writers, there is a debate in academic circles about whether the use of such tools hinders the development of writing skills among students. The concern is that relying on such tools may prevent students from learning how to write effectively in English, especially when they are still in formal educational environments.

However, it is worth noting that Grammarly is a tool that can be very useful for people who already have a good understanding of the English language. In fact, studies have shown that regular use of Grammarly can lead to improvements in a user's writing abilities. For illustration, Marliyanda, Wachyudi, and Kartini found that using Grammarly can be advantageous when writing English theses in Indonesia, a country where the population speaks a variety of different languages. They found that using Grammarly can assist with making improvements to one's written English, particularly in resolving issues related to the transition from passive to active writing, article usage, determiner usage, characteristics of plagiarism in writing, and proper use of verb alignment. Similarly, Ambarwati's research found that the use of Grammarly can be beneficial for providing formative feedback to students who has learning foreign language.

The purpose of this study is to investigate how Grammarly, an online writing application powered by artificial intelligence, is used in higher education. Specifically, the study aims to explore the various applications of Grammarly in academic contexts and to determine its impact on writing skills. To achieve these aims, the study conducted a comprehensive review of existing literature on Grammarly's use in higher education, focusing on articles that are indexed in Scopus and Science Direct.

The findings of this study are expected to contribute to the understanding of how technology can be effectively integrated into writing instruction in higher education. By identifying the strengths and limitations of Grammarly in this context, the study provides valuable insights for educators and instructional designers who seek to enhance their students' writing skills. Furthermore, the study shed light on the role of automated writing tools in promoting language learning and improving academic performance.

This paper objectives to comprehensively review the literature on Grammarly's use in higher education. The writers examine the tool's various applications, including its usage, purpose, and impact on writing skills. Through this review, the writers expect to contribute to the knowledge base on Grammarly's use in academic settings.

THEORETICAL FRAMEWORK
Writing as a crucial skill in higher education

Writing for academic objectives serves as a medium for the generation, codification, transmission, evaluation, renovation, instruction, and acquisition of disciplinary knowledge and philosophy. Writing can additionally serve as a medium for the creation of original content [3]. With a similar idea to the earlier sentence, writing in the academic setting is widely recognized as an essential skill for students to develop in order to improve their educational achievement at higher education levels [4]. To develop students' skills better, they need to repeatedly practice writing.

Frequently, students experience impediments to composing written merit. The writer's block factor is one of the reasons why students struggle with writing. Emotional,

motivational, or cognitive factors can be the underlying causes of writer's block [5]. However, that is not the sole determinant for the difficulties encountered by students in writing a text, as there are other contributory factors such as inadequate time management skills and low self-efficacy. Feedback from lecturers on students' writing on a regular and consistent basis is one of the keys to helping students master writing, especially in the higher education context of English writing teaching and learning where English is positioned as a foreign or second language learning. Engaging in collaborative online writing groups or literacy communities can facilitate the enhancement of your English writing skills and proficiency. It serves as an excellent avenue for advancing your aptitude in composing texts in a foreign language, such as English.

Role of technology in enhancing writing skills

The advancements in English language learning technology are constantly evolving, with more sophisticated technologies being introduced regularly. The technological progressions in this field hold the potential to yield both favorable and unfavorable outcomes in the English language learning aptitude of students. Grammarly serves as a beneficial tool for students to enhance their writing proficiency in English. Utilizing artificial intelligence, the product offers automatic feedback based on established linguistic principles and algorithms to rectify grammatical errors.

Grammarly is a technological aid designed to assist individuals with writing texts in order to minimize errors caused by human oversight. While technology can be helpful, it cannot replace human creativity and originality when it comes to creative expression through language. While Grammarly serves as a valuable resource for enhancing written works, it must not be regarded as a replacement for human intelligence.

Grammarly's Theoretical Foundation

The technological underpinnings of Grammarly rest upon a firm foundation of linguistic principles and computational algorithms. Through judicious employment of machine learning and natural language processing techniques, this framework facilitates an automated system of grammatical feedback which is precisely calibrated to identify common errors and provide prompt feedback on users' written output.

In addition to its automated feedback mechanisms, Grammarly's feedback mechanism also incorporates a context-sensitive, meaning-driven approach that enables users to rectify verb-agreement errors and choose from a range of text types tailored to their specific needs, including creative and business writing genres, to enhance the level of customization.

Despite the manifold advantages offered by Grammarly, it is worth noting that the limitations of the program are largely incontrovertible. The program's inability to account for cultural and subject-specific nuances inevitably leads to a less contextualized output, rendering it less effective in a certain context.

RESULT AND DISCUSSION

The researchers proceed to review and discuss the overall results in the following subsections.

Benefits of Grammarly in higher education

A comprehensive review of ten peer-reviewed scientific articles indexed by Scopus and Science Direct was conducted to determine the advantages of Grammarly. Based on this analysis, students who used Grammarly to refine their English writing skills reported increased confidence and a greater sense of diminish while creating. Grammarly's assistance to students in identifying and correcting common writing errors led to a decrease in the frequency of grammatical mistakes and an overall improvement in their written work quality. Grammarly is an AI-powered feedback system that can detect and correct language errors, including minor syntactic issues. This feature makes Grammarly invaluable from a pedagogical standpoint since it helps identify and correct these casualties. Studies have demonstrated that when educators and students utilize Grammarly effectively, their written English texts improve in quality - this improvement is observed among both students and teachers alike. As a prominent tool for grammatical correction, Grammarly boasts of its user-friendly interface [1]. Drawing from literary sources, Grammarly has proven to be a highly beneficial tool for students as it provides to a diverse range of writing genres [2].

Concerns regarding Grammarly's effectiveness in higher education

The utilization of Grammarly as an automated writing evaluation (AWE) tool has become increasingly prevalent in various academic settings, particularly in higher education contexts, given the availability of various facilities. However, several criticisms have been raised regarding its effectiveness. Grammarly falls short in improving writing aspects such as organization, coherence, and style. Consequently, students need to develop their own awareness and understanding of English grammar rules to address these limitations. Grammarly does not provide adequate guidance on how to avoid future errors. It is imperative to consider the ethical concerns associated with the potential compromise of private data in this tool. It is significant to note that while Grammarly serves a helpful purpose, it cannot replace the exceptional role of a teacher who can provide personalized and contextualized feedback to students especially in higher education context.

CONCLUSION

Based on the reviewed sources, the author emphasizes that Grammarly's automatic grammar feedback is of high quality. Its suggestions on spelling errors and concordances can be evaluated with thoroughness. Although the tool offers some paraphrasing options, its capabilities in reformulating sentences, particularly in passive to active transitions, are limited. Nonetheless, this feature remains beneficial for users, particularly for students in the midst of crafting their assignments. It is essential to note that Grammarly faces limitations in offering automatic feedback that considers cultural context, and thus, there are instances in which its suggestions may not be entirely accurate. Ultimately, this study highlights that Grammarly cannot replace the role of teachers in providing personalized and contextual feedback to students.

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