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A review of Grammarly studies in the EFL context in Indonesia

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Abstract

Grammarly has been a popular automated writing evaluation (AWE) tool incorporated in English as a Foreign Language (EFL) writing instruction. Grammarly studies have also proliferated. However, the trends of Grammarly studies in this context have not been captured sufficiently. To fill this gap, this study reviews the trends of Grammarly studies in Indonesia, classifying published studies from 2014 to 2024 (the search occurred in March 2024). To this end, Grammarly studies were retrieved from the Sinta database and Google Scholar via Publish or Perish 8. The inclusion criteria determined that 11 studies were to be included. Using content analysis, research types, topics, instruments, methods, and key findings are classified and reported. The analysis showed that qualitative research was the most widely used method, followed by quantitative research. Meanwhile, research and development (R&D) and classroom action research (CAR) are extremely scant. Additionally, most studies have focused more on students' perception of Grammarly than its actual performance. These findings suggest that further CAR-based, experimental, and correlational studies on the use of Grammarly in Indonesia are needed to address the research gaps identified. The study provides useful insights that can serve as a basis for future research on the use of Grammarly in language teaching and applied linguistics, especially in Indonesia.

Keywords: *EFL instruction; Grammarly; Indonesian contexts; language teaching*

INTRODUCTION

Grammarly has been a popular automated writing evaluation tool that is increasingly incorporated in English as a Foreign Language (EFL) writing instruction. As the name suggests, its main function is to scan, proofread, identify, and provide corrective feedback, including issues such as punctuation misuse, wordy sentences, and syntactic redundancy (Zinkevich & Ledeneva, 2021). EFL writing teachers have also found it useful for identifying students' writing errors (Villar Faller, 2018). From students' perspectives, Grammarly is perceived as useful and easy to use, while increasing their confidence in writing and their understanding of grammar concepts (Farihah et al., 2023; Gain et al., 2019). Even students using the premium version of this app positively appreciate its feature for similarity check (Puri & Setiamunadi, 2023).

However, studies also reported several issues or limitations of Grammarly. It is reported that Grammarly occasionally leaves some errors undetected, and therefore, students are advised not to rely solely on the app (Dodigovic & Tovmasyan, 2021). More importantly, it is also reported that while Grammarly is effective at detecting surface-level errors, it often misses errors at the content-level (Koltovskaia, 2023; Palermo & Wilson, 2020). Regardless of the limitations, Grammarly has also been used by teachers to assess their students' essays (Tambunan et al., 2022).

In an Indonesian context, Grammarly studies have also proliferated. However, little is known regarding what scholars have conducted due to the limited number of reviews of Grammarly studies in Indonesia. Globally, several reviews exist. Dizon and Gayed (2024), for instance, investigated the trends, methodologies, and results in Grammarly research, finding that Grammarly has an effective instructional design that supports second language (ESL) writing, but lacks teaching presence due to feedback-related issues. In their study, only three Grammarly studies conducted in Indonesia were included. Another review to mention was that of Llausas et al (2024), which focused more on the use of this AWE tool in improving the writing skills of ESL/EFL students. They reported that Grammarly significantly reduces grammatical errors and enhances students' writing confidence, but overreliance on the tool and its limited capacity remain. As with Dizon and Gayed's study, only three Grammarly studies conducted in Indonesia were included. In Indonesia, a number of reviews have also been conducted. However, instead of capturing trends, those studies focused on the advantages and disadvantages of this AWE tool. The review by Astuti et al (2023) included six Grammarly-related studies in Indonesia published from 2021 to 2022, focusing on the (dis)advantages of Grammarly based on students' perception. While the review by Hasby et al (2024) captured more research in Indonesia, the limited focus on the (dis)advantages of Grammarly remains.

The present study, instead of capturing global Grammarly studies and focusing only on the advantages and disadvantages of the AWE tool, tries to capture the trends of Grammarly studies in Indonesia. To this end, the objective of the study is to classify Grammarly studies in Indonesia in terms of research types, methods, subjects, topics, and key findings of existing Grammarly studies in Indonesia. It is expected that this study can frame the development of Grammarly studies in Indonesia, describing how far Indonesian scholars have investigated its use in the Indonesian EFL instruction context, as well as identifying research gaps to fill by future studies.

METHOD

This study approaches the objective qualitatively through a content analysis, though descriptive statistics are used to describe the data. This section provides an overview of the chosen research design, explains the data sources selected, explains the tools implemented, and describes the methods used for data analysis.

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Research design and inclusion criteria

This study employed the principles of content analysis by focusing on findings of Grammarly studies in Indonesia that have been published in scientific journals in Indonesia. The method used in this study was adapted from one used by Susetyarini and Fauzi (2020).

Regarding the inclusion criteria, this study included articles as long as they (1) focus on the use of Grammarly, (2) are research-based with humans as participants, (3) are conducted in an Indonesian context, and (4) are published in journals of language teaching, applied linguistics, or English education.

Data source

Grammarly studies included in this study were collected from a database in March 2024. The database was the Science and Technology Index (SINTA), a platform to measure science and technology development, which was designed and developed by the Ministry of Research, Technology, and Higher Education of Indonesia (<https://sinta.kemdikbud.go.id/journals>). Journals with “English Education” imbued in their titles were targeted first. The search yielded 29 journals. Each journal was visited, and the search box was used with “Grammarly” as the search query; the target articles were those having “Grammarly” in their titles and/or abstracts. However, of the 29 journals, only two journals returned Grammarly papers, 3 in total. Given the results, journals with “applied linguistics” were also targeted, in which 17 journals were returned. Of the 17 journals, only 3 journals returned Grammarly papers; one study for each journal. The next descriptor for journal searches in SINTA was “language teaching”, which returned 44 journals (some journals are possibly duplicates of those returned with the previous two descriptors). From the 44 journals, only 3 Grammarly papers were returned from 3 journals. The three search queries in SINTA provided this study with 9 Grammarly papers conducted in Indonesia.

Due to the small number of studies returned by journals registered at SINTA, this study also searched for Grammarly papers in Indonesia through Google Scholar via Publish or Perish 8. The following preferences were set (see Figure 1):

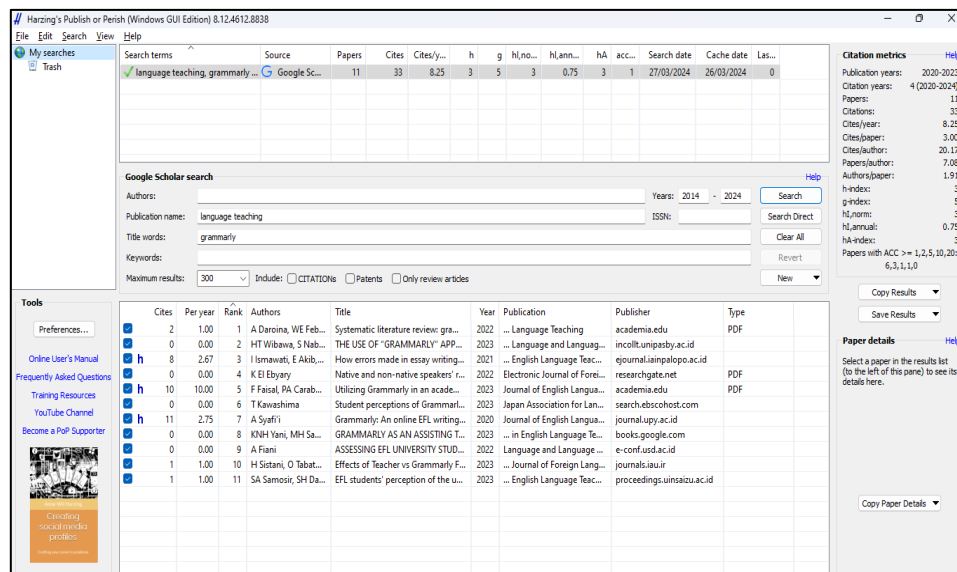


Figure 1. Publish or Perish search preferences

- Years: 2014-2024
- Title words: Grammarly (primary descriptor)
- Maximum results: 300
- Citations: off
- Patents: off
- Only review articles: off

This study used "publication name" as a secondary descriptor to filter the results based on the journal name. The journal must have "English education," "applied linguistics," or "language teaching." This was afforded to keep the consistency between the search in Google Scholar and SINTA. "English education" returned 9 papers but only 1 paper can be included, 3 papers are theses, 1 paper is not Indonesian-based, and 4 papers are duplicates; "applied linguistics" returned 4 papers but 2 studies are not Indonesian-based while the other 2 studies are duplicates; and "language teaching" returned 11 papers but only 3 papers are included, 1 paper is a book, 2 papers are duplicates, 2 papers are inaccessible, and 3 papers are not Indonesian-based. Thus, Publish or Perish 8 returned 24 papers, but only 4 papers can be included.

Search in SINTA and Google Scholar (via Publish or Perish 8) yielded 13 papers, but when screening those papers, two papers were found ineligible due to the absence of human participants; those papers were simply short essays discussing the features of Grammarly.

After examining all search results and the duplicates removed, the following 11 Grammarly studies (from SINTA and Publish or Perish) were eventually included (Table 1):

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Table 1. Grammarly studies included in this study

#	Authors	Years	Titles	Journals
1	Nova	2018	Utilizing Grammarly in evaluating academic writing: a narrative research on EFL students' experience	Premise: Journal of English Education
2	Hakiki	2021	Perception of EFL students on the use of Grammarly application in writing class	EDUVELOP: Journal of English Education and Development
3	Ismawati et al.	2021	How errors made in essay writing: an analysis using Grammarly software in EFL students	Journal of Language Teaching and Learning, Linguistics and Literature
4	Armanda et al.	2022	"Grammarly" as English writing assistant from EFL students' perspective	English Education: Journal of English Teaching and Research
5	Tambunan et al.	2022	Investigating EFL students' linguistic problems using Grammarly as automated writing evaluation feedback	Indonesian Journal of Applied Linguistics (IJAL)
6	Ginting & Fithriani	2022	Peer and automated writing evaluation (AWE): Indonesian EFL college students' preference for essay evaluation	LLT Journal: A Journal on Language and Language Teaching
7	Hadiat et al.	2022	The use of Grammarly to enhance students' accuracy in writing descriptive text (a case study at eighth grade of a junior high school in Ciamis)	Journal of English Education Program (JEEP)
8	Puri & Setiamunadi	2023	The use of Grammarly by tertiary English language learners in their online writing classes	English Education: Journal of English Teaching and Research
9	Faisal & Carabella	2023	Utilizing Grammarly in an academic writing process: higher-education students' perceived views	Journal of English Language Teaching and Linguistics
10	Wibawa & Nabhan	2023	The use of "Grammarly" application as ai-powered writing assistant: university students' perception	The 2nd International Conference on Language and Language Teaching (InCoLLT 2023)
11	Samosir & Daulay	2023	EFL students' perception of the use of "Grammarly Application" as automated writing evaluation (AWE)	CELTl: Conference on English Language Teaching

In summary, the use of Publish or Perish to search Google Scholar was considered necessary to improve the efficiency and accuracy of retrieving relevant Grammarly studies in Indonesia. This method was used to conduct a targeted search based on the specific criteria of journal names that contained keywords related to language education, language teaching, and applied linguistics. While this approach may have inadvertently missed some potential

studies, it provided a more targeted retrieval process and contributed to the completeness and relevance of the review.

Research instrument

This study adapted an instrument from Susetyarini and Fauzi (2020), which is a guideline of content analysis that contained related aspects under observation (Table 2). Those aspects included (1) types of research, (2) research subjects, (3) EFL topics chosen for the studies, (4) data collection instruments, (5) data analysis methods, and (6) key findings. Aspect (6) was not initially defined due to a lack of studies that could be drawn upon to determine what should be included in the categories, and because over-generalized categories may emerge in the content analysis of some studies. Aspect (3) was defined in such a way according to the primary function of Grammarly. Additionally, aspect (1) was divided into two sub-aspects, including (1a) general types of research and (1b) quantitative research design.

Table 2. The Aspects and Categories used for Content Analysis in the Study

Aspects	Categories	
Types of research (1a)	A1 – R&D	A3 – Qualitative Research
	A2 – CAR	A4 – Quantitative Research
Types of quantitative research (1b)	B1 – Observation Studies (OS)	B5 – True Experimental Design (TED)
	B2 – Correlational Studies (CS)	B6 – Quasi-Experimental Design (QED)
	B3 – Survey Research (SR)	B7 – Ex Post Facto Design (EPFD)
	B4 – Pre-experimental Design (PED)	
Research subject	C1 – Junior High School Students (JHSS)	
	C2 – Senior High School Students (SHSS)	C6 – Junior High School Teacher (JHST)
	C3 – Professionals (PRO)	C7 – Senior High School Teacher (SHST)
	C4 – Undergraduate Students (US)	C8 – University Lecturer (UL)
	C5 – Postgraduate Students (PS)	
Data collection instrument	D1 – Questionnaire sheet (QS)	D4 – Interview (Int.)
	D2 – Observation sheet (OS)	D5 – Documentation (Doc.)
	D3 – Test sheet (TS)	D6 – Unidentified (None)
Data analysis methods	E1 – mean	E6 – ANCOVA
	E2 – percentage	E7 – Correlation
	E3 – N-gain	E8 – Qualitative Content Analysis
	E4 – T-test	E9 – Descriptive Statistics
	E5 – ANOVA	
EFL topics	F1 – Writing skill	F4 – Perceptions on teaching and learning process with Grammarly
	F2 – Grammar	
	F3 – Vocabulary	F5 – Error Analysis

Additionally, the key findings of each study were extracted by using Bing AI or Copilot. It has been found by Zainurrahman and Rodliyah (2024) that this AI can analyze and return feedback or information related to a given text based on the prompts provided by the user. In this study, the prompt used for each article was “*Extract the key findings from this document in bullet points.*”

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Data analysis

This study employed a conventional content analysis to analyze the data. Each article was classified into a specific category based on certain aspects that corresponded to the defined category. The decision was based on information shared by the authors in the abstract, methods, and discussion sections. Furthermore, the collected data were presented in the form of a bar chart and discussed accordingly.

RESULTS AND DISCUSSION

This section reviews the Grammarly studies retrieved, examined, and decided for inclusion in the current study. As mentioned in the previous chapter, there are six aspects of the studies that will be reviewed, including (1) types of research, (2) research subject, (3) EFL topics, (4) research instrument, (5) data analysis method, and (6) key findings. Discussing these aspects enables us to see the trends of Grammarly studies in Indonesia and the research gap that future studies can address.

Types of research and types of quantitative research

Following the analytic instrument (rubric) presented in Table 2 above, this study identified four major types of research used in the reviewed Grammarly studies, including research and development (R&D), classroom action research (CAR), qualitative research (QUAL), and quantitative research (QUAN). Figure 2 below shows the types of research identified from the included studies.

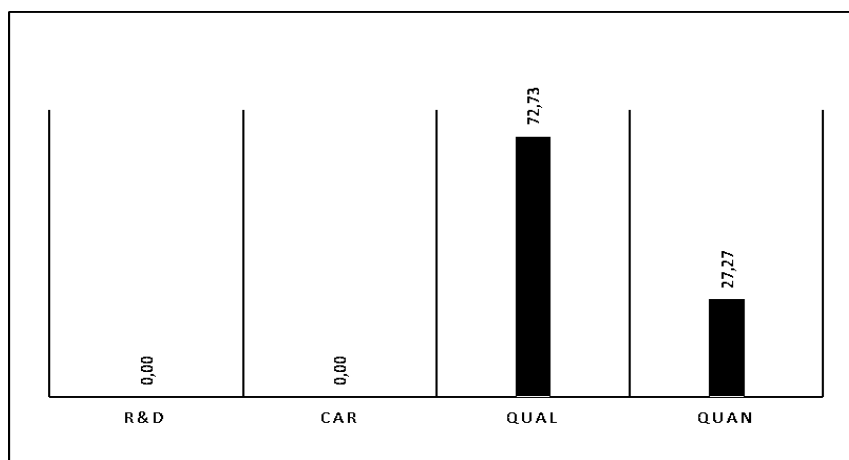


Figure 2. Distribution of types of research identified in this study

From Figure 2, it can be seen that Grammarly studies in Indonesia were mostly conducted qualitatively, followed by quantitative research with a meaningful distance. Meanwhile, R&D and CAR for studying the use of Grammarly in Indonesia are extremely scant. A qualitative study is typically conducted when a researcher is interested in exploring a case or making sense of complexities, including but not limited to subjective opinions, experiences, and feelings of individuals (Dörnyei, 2007). Meanwhile, a quantitative study is an approach chosen by those who want to conduct surveys or experiments with various purposes (Creswell, 2009). Furthermore, a quantitative study can be an observational study (OS), correlational study (CS), survey research (SR), pre-experimental design (PED), true experimental design (TED), quasi-experimental

design (QED), or ex post facto design (EPFD). As shown in Figure 3 below, quantitative Grammarly studies in Indonesia have been focused on observational studies, survey research, and ex post facto design.

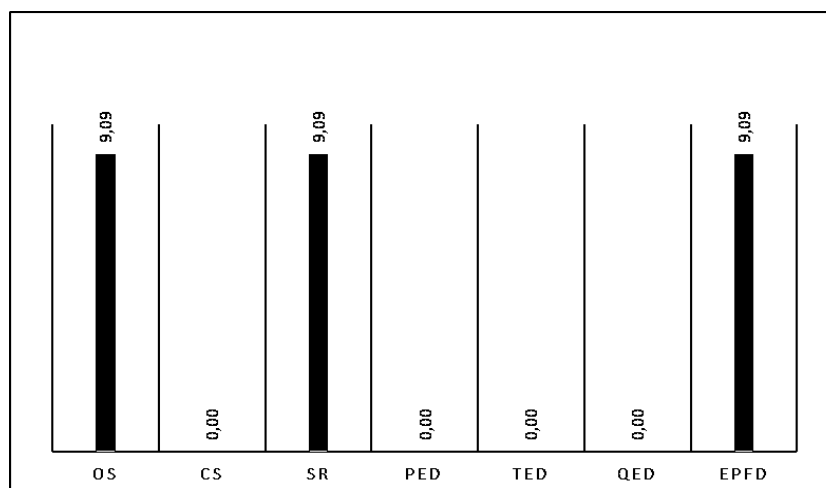


Figure 3. Distribution of quantitative studies included in this study

Figure 3 also shows the lack of correlational and experimental studies concerning the use of Grammarly in EFL instruction in Indonesia. As a feedback agent, the effectiveness or impact of Grammarly on learners' EFL proficiency (e.g., writing proficiency) should be designed as a correlational or experimental study. This statement follows the recommendation provided by Bitchener and Ferris (2012) that the impact of a feedback intervention should be studied in comparison with other feedback interventions or with no feedback intervention. Of course, it is not necessarily suggesting that natural inquiry is insufficient for exploring, for example, the development of learners' writing or grammar after using Grammarly. There are many ways to assess learners' writing development, including qualitatively. For example, systemic functional linguistics is a text analysis approach that Emilia et al (2018) demonstrated as a practical approach to analyzing the development of text qualitatively. Nevertheless, based on Bitchener and Ferris's recommendation, it seems to us that a quantitative study is necessary.

Figure 1 also shows that R&D and CAR are two rare studies conducted in Indonesia concerning the use of Grammarly in EFL instruction. Incorporating Grammarly as an AWE tool in the classroom requires a teacher to reflect on its use. In this case, classroom action research is necessary since it encourages teachers to investigate the strengths and weaknesses of their approach to working with students (Tuckman & Harper, 2012), including reflecting on the strengths and weaknesses of using Grammarly (e.g., in teaching writing or grammar).

Based on the distribution of the types of research and types of quantitative research depicted in Figures 1 and 2 above, it can be tentatively concluded that more correlational, experimental, and CAR-based Grammarly studies in Indonesia are invited.

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Research subjects

In this study, research subject is decided as junior high school students (JHSS), senior high school students (SHSS), professionals (PRO), undergraduate students (US), postgraduate students (PS, including magister and doctoral students), junior high school teachers (JHST), senior high school teachers (SHST), and university lecturers (UL). Figure 4 below shows that Grammarly studies in Indonesia have targeted undergraduate students as research subjects, followed by junior high school students and postgraduate students, with a significant distance.

Grammarly is an AWE tool used by professionals, including librarians and researchers, for writing research papers, dissertations, theses, books, reports, and course papers (Gain et al., 2019). Most teachers and academic learning advisors also used it and found it useful for them and their students (O'Neill & Russell, 2019), especially as a diagnostic instrument that helps reveal the recurring mistakes students made and their writing problems that need addressing (Zinkevich & Ledeneva, 2021). Grammarly has also been a tool used in corpus studies to study its function in analyzing errors in texts across genres (Bailey & Lee, 2020). Studies included in this review, however, demonstrated an understanding that Grammarly is only useful for students at the university level, mainly undergraduate students.

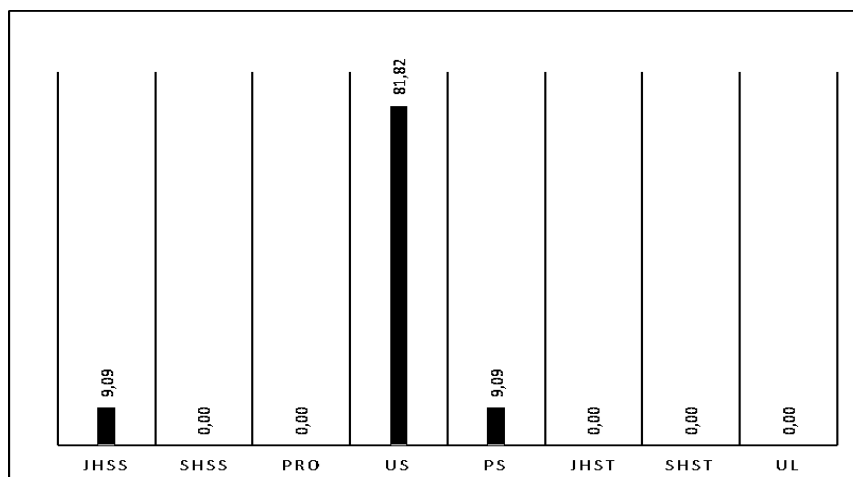


Figure 4. Distribution of research subjects of included studies

As an AWE tool, Grammarly is needed by anyone who writes in English, including professionals and teachers. When it comes to students, not only do undergraduate students need this tool to refine their essays, but also those at lower educational levels. Typically, there is a greater demand for writing skills among high school students than among middle school students, but Figure 4 shows that Grammarly studies in Indonesia have not yet addressed this group of participants. Therefore, future Grammarly studies in Indonesia are encouraged to focus on other research subjects, including high school students and teachers, graduate students, working professionals, and university lecturers.

EFL topics

In this study, EFL topics refer to the typical topics in EFL contexts that Grammarly studies usually address including the development of writing skills (writing), the improvement of grammar knowledge (grammar), the development of vocabulary, users' perceptions of the use of Grammarly (perception), and the use of Grammarly in analyzing errors in students' writing (error analysis). Figure 5 below clearly shows that Grammarly studies in Indonesia have focused more on perception, followed by error analysis with a meaningful distance.

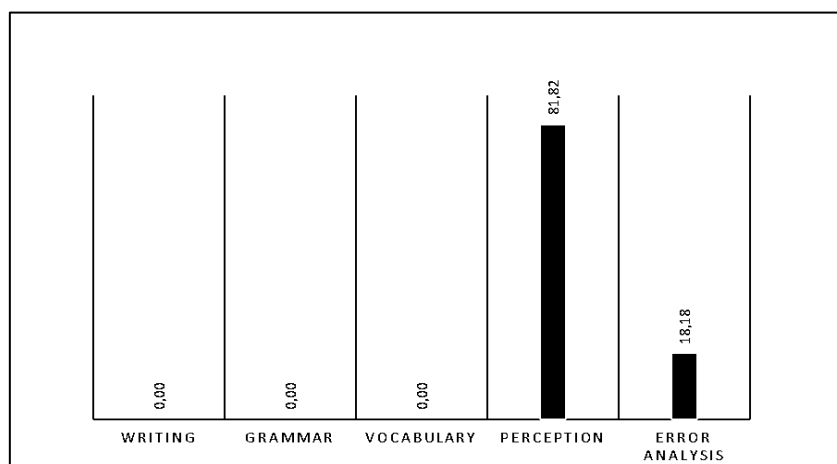


Figure 5. Distribution of EFL topics addressed in Grammarly studies in Indonesia

The high number of qualitative studies concerning the use of Grammarly in Indonesia seems to be rooted in the topic that those studies addressed: perception. Moreover, they also focused on undergraduate students' perceptions as they are the primary users of this AWE tool. This phenomenon confirms Koltovskaia's (2023) statement that literature on teachers' perception of AWE when they use it to complement their feedback is scant. Figure 5 also shows that the use of Grammarly as a diagnostic tool is still rarely studied in Indonesia, not to mention its primary function as a writing assistant that can help its users in writing, correcting grammatical errors, and refining vocabulary. Grammarly studies in other countries, mostly quantitative studies, have found that Grammarly's feedback helped students improve their writing skills in all aspects, including grammar and vocabulary (Ashrafganjoe et al., 2022; Vo & Nguyen, 2021), especially when it is used as a complement to teacher feedback (Thi & Nikolov, 2022). It is, thus, necessary to investigate how this AWE tool helps Indonesian EFL learners in all aspects of writing (or particularly targeting grammar or vocabulary) and how Indonesian EFL teachers use it in diagnosing their learners' writing issues.

Instrument and data analysis method

In this review, the research instrument is defined in terms of a questionnaire sheet (QS), observation sheet (OS), test sheet (TS), interview (INT.), documentation (DOC.), and unidentified (NONE). Since the Grammarly studies reviewed focused more on perceptions, it is not surprising that questionnaires and interviews are research instruments preferred by the researchers (Figure

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6). The employment of observation sheets and documentation is related to Grammarly studies that focused on error analysis.

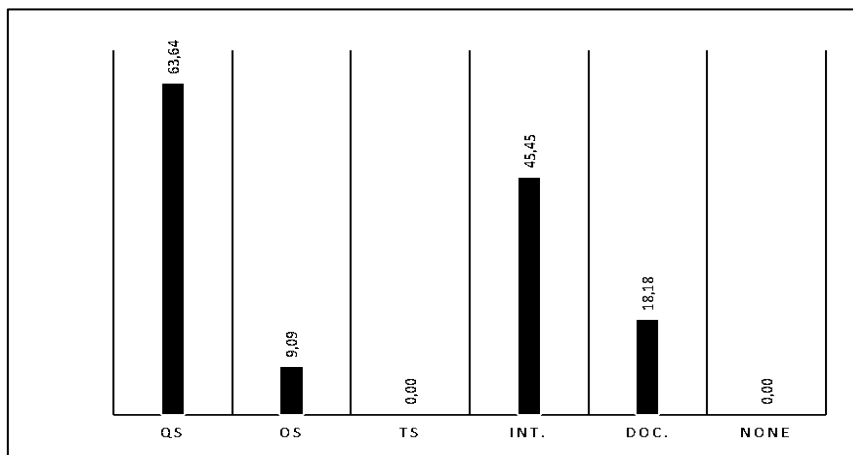


Figure 6. Distribution of the research instruments employed in the included studies

To analyze the data obtained through these instruments, the researchers have used percentages (not in the descriptive statistics sense) and qualitative content analysis. Only one study used ANOVA in data analysis (Figure 7).

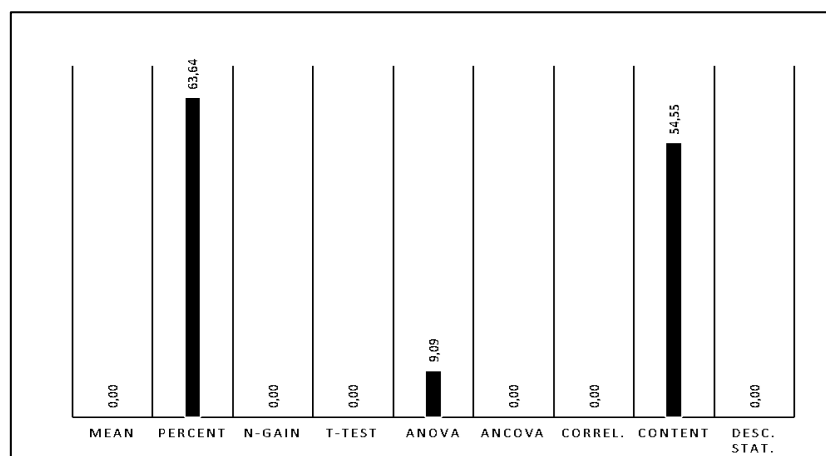


Figure 7. Distribution of data analysis methods employed in the included studies

The use of questionnaires and interviews is typical in the study of attitudes, opinions, beliefs, and values (Dörnyei, 2003; Oppenheim, 2001). The percentage was used by the researchers in analyzing data from the questionnaire, while qualitative content analysis was used by them in analyzing data from interviews. Meanwhile, the use of percentages in this sense is also a kind of content analysis, especially when the researchers tabulate the data, generate categories, and present counts of how many instances are found in each (Krippendorff, 2004). Meanwhile, in analyzing data from interviews, the researchers used what Neuendorf would classify as thematic content analysis, which functions to make inferences from the content or style of verbal material (Neuendorf, 2017), including written texts. Since the included studies lack correlational and experimental studies or designs, instruments such as tests and their typical associated statistics, such as t-tests or at least complete

descriptive statistics analyses, were absent. This should provide opportunities for future Grammarly studies in Indonesia to address the identified gaps.

Key findings

In this subsection, the key findings of the included studies are thematically discussed. As mentioned earlier, key findings of the studies were extracted by using the Bing AI (also known as Bing Chat or Copilot). This AI-based tool is selected based on its ability to analyze and comprehend the content of a PDF document and to provide a summary, feedback, and prompt-based insight regarding a given document (Zainurrahman & Rodliyah, 2024). Additionally, those key findings are related to relevant Grammarly studies conducted in other countries.

Perception and preference of Grammarly

Research on perceptions of Grammarly usage is widespread in different parts of the world, and in Indonesia, the number of similar studies is quite high. Research into perceptions of Grammarly use is important because these studies can provide information about how Grammarly works, its strengths and weaknesses, and how users respond to it.

Nova's study (2018) investigated the strengths and weaknesses of Grammarly through the experiences of three Indonesian EFL postgraduate students. The study identified the benefits include useful color-coded feedback, ease of account access, immediate evaluation and feedback, and free service for academic writing evaluation. Concerning the weaknesses, the study noted that the students faced challenges involving misleading feedback, difficulties in detecting English variants and reference lists, and a lack of context and content evaluation.

The study conducted by Hakiki (2021) also echoed Nova's finding that students generally view Grammarly positively, noting its ease of use, helpful suggestions, and quick correction capabilities. Moreover, the students also credited Grammarly with helping improve their writing skills and boosting their confidence in writing academic texts.

Armanda et al. (2022) also revealed that most EFL students have a positive view of using Grammarly as it has features beneficial for writing, especially for correcting grammar, spelling, and punctuation errors. However, as with Nova (2018), Grammarly may occasionally not be contextually relevant. Additionally, they found that students also reported frustrations with Grammarly, such as incorrect corrections and limitations, especially with the free version of it.

Hadiat et al. (2022) investigated how Grammarly could enhance students' writing and how they perceived it. They found that the use of Grammarly led to improved writing accuracy among students. The tool was particularly helpful in identifying grammatical errors and avoiding plagiarism. Regarding the students' perceptions, they have a positive perception of Grammarly. They found it motivated them to improve their writing skills, helped them identify mistakes, and increased their confidence in writing.

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Faisal and Carabella (2023) was also a perceptual study, especially with higher-education students who used Grammarly in writing. Their results indicate a generally positive perception of using the AWE tool since the students found it practical and useful.

Wibawa and Nabhan (2023) also reported that students found Grammarly helpful for improving sentence structures, suggesting advanced vocabulary, and enhancing overall writing skills. However, their participants also expressed concerns about the accuracy of Grammarly's corrections and the requirement for a stable internet connection. To address inaccuracies, students rechecked Grammarly's suggestions and emphasized the need to understand sentence structure and writing mechanics themselves.

Puri and Setiamunadi (2023) also found that students perceived Grammarly as a beneficial tool that boosts confidence in writing by providing corrections and suggestions, which helped them reduce language errors and improve overall writing quality. As with other studies, they also highlighted some drawbacks, including the requirement of a stable internet connection for Grammarly's functionality and occasional issues with Grammarly's suggestions altering the intended meaning of sentences or over-checking reference lists.

A study conducted by Samosir and Daulay (2023) also highlighted a positive perception of Grammarly, noting its helpfulness in checking grammar, spelling, and clarity in writing. It is praised for its ease of use, time-saving features, and comprehensive feedback. However, as with other studies, limitations include the inability to use Grammarly offline and the need for a strong internet connection were also underlined. Their study eventually reported that some students expressed concerns about its accuracy and the necessity of having a good understanding of grammar to evaluate the feedback effectively.

The key findings of these studies can be summarized in the following statements. In general, Indonesian EFL students have a positive perception of the use of Grammarly in writing for its ease of use, practicality, and immediate feedback. The positive view of Grammarly has also been noted by Yousofi (2022) in the Iranian context. His study found that the students "exposed almost positive attitudes toward the deployment of Grammarly by the teachers and the feedback of Grammarly. They stated some merits that caused them to disclose positive attitudes toward this tool/program...namely, developing the quality of writing, providing immediate feedback, saving teachers' time, improving the mechanics of writing, and being good assistance for a writer" (p. 13). However, as these studies found, students also expressed their frustrations concerning the accuracy of Grammarly feedback and several associated technical issues. Moreover, it often fails to detect content-level issues in writing. This is a typical weakness of most AWE tools, not only Grammarly. AWE tools such as Grammarly are only good at detecting surface-level errors (Gao, 2021; Koltovskaia, 2023; Palermo & Wilson, 2020; Tian & Zhou, 2020), and content-level issues or errors should be left to teachers. AWE tools like Grammarly are also prone to incorrect feedback (Dodigovic & Tovmasyan, 2021; Koltovskaia, 2023) and sometimes miss surface-level errors (John & Woll, 2020; O'Neill & Russell, 2019). However, these weaknesses led to learners' autonomy in writing

because they had to evaluate Grammarly feedback and find the correct form themselves. As noted by Tian et al. (2022), AWE has been found to promote students' awareness of their self-regulated writing strategy use and help them self-regulate their feedback revision process, making them autonomous learners.

The research on perceptions of using Grammarly discussed above gives us a comprehensive overview of the experiences of EFL students in Indonesia when working with the AWE tool. In general, we can tentatively conclude that they have a positive attitude towards Grammarly, although they also express frustration with some of the limitations of the AWE tool. However, Grammarly's limitations are essentially the same as other AWE tools. In fact, it is safe to assume that the best thing we can expect from an AWE tool like Grammarly is its ability to detect writing issues at a superficial level. Furthermore, the weakness of Grammarly or AWE tools, in general, can be transformed into the enthusiasm to become a more autonomous learner and not rely solely on a computer program, both in writing and in developing other language skills.

Grammarly for error analysis

As an AWE tool, Grammarly has features to detect and analyze errors in writing in various dimensions and aspects. This feature can be used by writing teachers as a diagnostic tool to assess their students' writing. Grammarly researchers in Indonesia have begun to realize this particular function of Grammarly, so they are interested in seeing how Grammarly is used for this purpose.

Ismawati et al. (2021) analyzed errors in EFL student essays using Grammarly, focusing on correctness, clarity, engagement, delivery, and plagiarism. A total of 452 errors were identified, with the majority being correctness errors (73.5%), followed by clarity (17.5%), engagement (7.7%), and delivery (1.3%). Meanwhile, no plagiarism errors were found. Their study reported that students commonly made errors in grammar, spelling, and punctuation, affecting the clarity and engagement of their writing. In conclusion, they highlighted the effectiveness of Grammarly in identifying errors and suggested its potential to improve students' writing skills.

As with Ismawati et al., Tambunan et al. (2022) also utilized Grammarly to assess EFL students' writing profiles in an Indonesian university context, focusing on spelling, grammar, punctuation, enhancement suggestions, sentence structure, and style. Based on their study, grammar was identified as the primary issue for students, with determiner use being the most common problem. Additionally, the study also compared linguistic problems between male and female students using descriptive statistics, revealing no significant gender differences in writing profiles. In conclusion, they suggested that AWE tools like Grammarly can provide valuable feedback for student writing improvement.

The function of Grammarly to analyze errors or issues in writing has also been realized by other researchers. This function has led corpus researchers to use it in comparing error frequency, error types, and writing complexity for university admission test essays, textbook-based descriptive essays, and social network site posts and comments (Bailey & Lee, 2020). They found that

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punctuation, grammar, vocabulary, and spelling mistakes were the most common error types across all corpora.

This function is best used by writing teachers. Providing students with corrective feedback is usually time-consuming, especially with a large class or multiple drafts (John & Woll, 2020). By using Grammarly, teachers could manage their time more effectively to do other necessary activities, such as evaluating their courses and paying attention to the global scope of students' work (O'Neill & Russell, 2019). Moreover, since the AWE tool in general can provide immediate results containing the most occurred errors in students' writing, they were informed regarding the course development (Zinkevich & Ledeneva, 2021). A participant in a study even said, "I'm not the best writing teacher and that [AWE, Grammarly] helped me just have a basis of what to talk about and what to teach them [students]" (Palermo & Wilson, 2020, p. 93).

These two studies represent Grammarly's function as a diagnostic tool for identifying and analyzing errors in students' writing. This function has helped researchers and teachers in other countries when providing feedback on their students' writing. Additionally, their experiences analyzing their students' mistakes will give them ideas about what to incorporate into their lessons.

Comparative evaluation methods

One of the studies included in this review compared Grammarly's feedback and peer feedback. It was Ginting and Fithriani's (2022) study. Their study found that their participants showed a preference for peer feedback over Grammarly for essay feedback. In other words, students valued peer feedback more, considering it from a real audience and finding it more actionable compared to generic feedback from Grammarly. Despite the preference for peer feedback, students appreciated Grammarly for its quick and automated feedback during the writing process, aiding in grammar and clarity. They suggested that a combination of peer and Grammarly feedback could lead to the most progress in students' writing skills.

Studies comparing or integrating Grammarly (or other AWE tools) and peer feedback are scarce. One study, by Li et al. (2023), explored how the integration of Grammarly and peer feedback affected the perceptions of 82 L2 students who used the AWE tool at different writing stages and participated in a peer-AWE combination that they called the integrated feedback model (IFM). They found that students perceived the usefulness of Grammarly in writing varied from one writing stage to another. They also found that students perceived the usefulness of Grammarly in writing varied from one writing stage to another. In the pre-writing stage, they found it least useful, while in the writing and self-editing stage, it was found more useful by enabling better revisions and self-reflections; in the post-writing stage, where Grammarly and peer feedback were integrated, they found that Grammarly was the most useful, not only because it acted as a crucial guideline for peer feedback discussion but also because it enabled self-reflection, meaning negotiation, perspective-taking, and critical analysis. They suggested that although Grammarly left most higher-order concerns unresolved, the surface-level improvements contributed to the overall comprehensibility level of arguments. They also reported that while Grammarly addressed local scope issues, peer feedback directed students'

attention to global issues and fostered meaningful idea exchange via peer support. Grammarly alone might have enhanced students' anxiety since they were repeatedly informed about their weaknesses and insufficiencies in writing. However, their study found that IFM helped alleviate their anxiety through the inclusion of peer support. Based on their findings, they concluded that the teacher feedback burden may be alleviated by a peer-AWE combination, or what they called IFM.

Research in this area, a combination of Grammarly and peer feedback, still needs to be done, especially in Indonesia. Peer feedback has been recognized as an alternative to teacher feedback since it is beneficial for students' writing development (Kuyyogsuy, 2019; Wu & Schunn, 2021), although several studies indicate several weaknesses associated with issues of trust between fellow students (Banister, 2023). Meanwhile, Grammarly itself has several weaknesses that might be overcome through peer feedback. Comparative and integration studies between these two feedback methods, especially in the context of EFL learning in Indonesia, should be an open area that could be occupied by future Grammarly research in Indonesia.

CONCLUSION

This study has reviewed 11 studies on the use of Grammarly in the EFL context in Indonesia using specific inclusion criteria. Overall, this review concludes that Grammarly research in Indonesia has focused more on students' perceptions and attitudes than on Grammarly's actual performance in identifying errors in students' writing or its impact on students' grammar knowledge and vocabulary development. As a result, quantitative research, particularly correlational and experimental studies examining the relationship between Grammarly use and students' grammar knowledge and skills, remains very rare. In addition, research employing classroom action research designs is also rarely conducted, even though Grammarly is frequently recommended by researchers for classroom use.

In contrast to previous review studies, which tended to focus mainly on the advantages and disadvantages of Grammarly, this review covers a broader dimension by mapping research focuses, research designs, participant characteristics, and pedagogical purposes. In this sense, the new contribution of this study lies in its ability to systematically identify dominant research trends and underexplored areas in Grammarly research in Indonesia, rather than merely summarizing perceived benefits and limitations.

This review also shows that EFL students in Indonesia generally hold positive views and attitudes toward using Grammarly. However, discrepancies are evident in relation to the accuracy of the feedback provided by Grammarly. While several studies report that Grammarly is useful and effective, others highlight various barriers, particularly concerning inaccurate or limited feedback for more complex grammatical structures or context-dependent language use. These discrepancies may be influenced by differences in research methods, student proficiency levels, writing tasks, or versions of Grammarly used.

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Finally, this review provides insights into research gaps that may be addressed by future Grammarly research in Indonesia. Further research is needed, particularly correlational and experimental studies involving not only undergraduate students but also high school students and their teachers. From a pedagogical perspective, the findings imply that Grammarly should be used as a complementary diagnostic and feedback tool rather than as a replacement for teacher feedback, especially in EFL writing instruction.

AUTHOR STATEMENTS

Zainurrahman collected the data, drafted the manuscript, and revised it based on feedback. **Emi Emilia** conceptualized and supervised the study. **Rojab Siti Rodliyah** contributed to the development of the methodology and to the review and editing of the manuscript. All authors participated in the screening and data analysis, reviewed the final version, and approved for submission.

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