



TEACHERS' PERCEPTIONS OF GRAMMARLY FOR WRITING ASSESSMENT: QUANTITATIVE STUDY

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Received: May 5, 2025

Accepted: May 19, 2025

Published: May 30, 2025

Abstract

In the era of globalization, proficiency in English writing has become a crucial skill for academic and professional success. Digital tools such as Grammarly have emerged as valuable aids in enhancing teachers' writing assessment accuracy and quality. This study explores English teachers' perceptions of Grammarly as a writing assessment tool at a Public High School. Employing a quantitative descriptive research design, data were collected from English teachers through a structured questionnaire using a Likert scale. The study examines four key indicators: effectiveness, usability, limitations, and challenges. The findings reveal that teachers generally perceive Grammarly as an effective and user-friendly tool for writing assessments. However, they also recognize its limitations and challenges, particularly in areas such as contextual accuracy and teacher dependency on automated corrections. The results provide significant insights into the role of AI-based writing tools in educational settings and offer recommendations for their optimal integration into writing instruction and assessment.

Keywords: Grammarly, writing assessment, teachers' perceptions, quantitative study, AI-based learning tools

INTRODUCTION

As globalization has taken the front seat, the ability to write in English is no longer only an important attribute of a student, but also of a significant facet in achieving success at work. Against the backdrop of increased expectations from institutions to enable students to acquire these skills, the role of digital aids in this learning process has become very important. According to Sousa et al. (2022), Digital learning is a long-term educational format, with aspects such as online class characteristics, instructor support, and online vs. face-to-face classes impacting students' tendency to choose it over face-to-face classes. As well as the adoption of technology by teachers enhances throughout time, resulting in greater flexibility, a wider array of content, diverse instructional methods, and a more enriched collection of teaching materials (Zheng et al., 2023). In this context, grammar-checking applications have emerged as a potent tool in aiding teachers toward greater accuracy and quality in writing assessments.

Grammarly, an AI-powered English Writing Assistant, is a popular and widely used grammar-checking application that greatly enhances the writing quality of EFL students by

boosting their test scores from 34 to 77 out of 100 (Fitria, 2021b), which offers a large set of functions covering grammar, punctuation, style, and plagiarism checks. Ghafar (2024) stated that employing Grammarly software to evaluate EFL writing skills can enhance students' precision and clarity, rendering it an effective resource for instructors to rectify grammatical issues with minimal effort. According to Dizon & Gayed (2021), Grammarly markedly enhances the quality of mobile L2 writing by diminishing grammatical errors and augmenting lexical diversity among Japanese EFL students relative to unassisted writing. Its increasing popularity notwithstanding, how good is Grammarly according to a Public High School's English teacher? This information will be important for educators who would like to improve their students' writing assessment.

The incorporation of technology in education can promote equitable access, enhance learning possibilities, and empower learners as well as teachers, thereby creating a fair and inclusive educational setting (Ali, 2023), especially in the area of writing. According to Wenxun et al. (2025) the utilization of Grammarly in English Language Teaching courses significantly improves writing abilities, grammar, vocabulary, coherence, and overall composition quality, encouraging the independence of students in self-editing. In this research, Grammarly is provided as a beneficial assistant for teachers. It is a helpful tool for teachers to assess the papers of non-EFL students, identifying problems in grammar, punctuation, and vocabulary, as well as detecting plagiarism (Fitria, 2021). In situations when teachers manage extensive classes or have restricted time for personalized feedback, technologies such as Grammarly are essential for improving instructional efficacy and facilitating learning goals. Based on Ebadi et al. (2023) taking advantage of Grammarly, combined with teacher feedback, markedly enhances the article writing ability of Iranian EFL learners compared to those who receive solely teacher feedback.

Writing according to Juni Sahla Nasution et al. (2024) It is the capacity to utilize language for communication through written words, conveying graphic symbols in a manner comprehensible and readable by others. Based on Merchant (2023) writing is crucial, although its future remains ambiguous due to technological challenges to our fundamental beliefs on human communication. Like most other educational institutions, Public High School is grappling with how to increase its students' English writing ability to meet academic standards and prepare them for further opportunities, because Altun (2023) states that writing is an essential component of language learning, and writing abilities are vital for the growth of language and metacognitive capabilities (Sheronovna, 2021). Therefore, writing assessment plays a crucial role in evaluating or examining the writing abilities of learners to determine their performance in writing learning objectives specified by teachers (Nasution et al., 2024).

Perception is multifaceted, encompassing definitions such as sensory awareness, subjective belief or opinion based on appearances, and the capacity to identify and comprehend details that may mislead others (Persson et al., 2022). Rojas (2023) believes that perception is a subjective process unique to each individual, and that "reality" is a mental construct that may vary from person to person. This research examines teachers' perceptions of Grammarly as a writing evaluation instrument within Public High School Kediri, a senior high school located in Kediri Regency, Indonesia. Prasetya & Syarif (2022) assert that teachers utilize evaluations to improve student learning outcomes. Teachers significantly influence students' writing skills, and their views on technology-based tools such as Grammarly are essential for comprehending their possible incorporation into educational methodologies. However, the fact shows during observations that English teachers at Public High School infrequently utilize Grammarly for writing assessments due to an inadequate

understanding of the application's features, potentially lowering the results as a supportive tool in the assessment process.

Consequently, this study seeks to investigate using a quantitative research approach. Researchers want to adapt the instruments from Jelita et al. (2023), Raskova (2023), Ross & Zaidi (2019), and Keshishi & Hack (2023) research finding. In particular, the research aims to address two key research questions. First, the research examines how English teachers at a Public High School perceive Grammarly's effectiveness and usability in writing assessments. Second, the research explores the limitations and challenges in using Grammarly, which teachers perceive as a tool for writing assessments. By analyzing these aspects, this research is expected to provide substantial insights into the role of automated writing apps, such as Grammarly, in educational settings, particularly at a Public High School. The study will encompass recommendations for the utilization of Grammarly in educational and evaluative contexts, emphasizing both its advantages and disadvantages.

METHOD

This study employs a quantitative descriptive method design to collect data from English teachers. Quantitative descriptive research, as delineated by As'ari et al. (2023), represents a non-experimental approach within the quantitative paradigm, characterized by its methodological accessibility and suitability for exploring phenomena in their natural settings without manipulation of variables. The primary objective of this investigation is to comprehensively examine teachers' Public High School perceptions concerning the efficacy, usability, limitations, and challenges associated with the integration of Grammarly as a tool for writing assessments.

As per G (2024) A sample involves individuals participating in research, selected through a way that accurately represents the entire population. The researcher employed a total population sample technique, as all participants are English teachers at a Public High School. This methodology is suitable for small, clearly delineated populations and enables the researcher to collect thorough and precise data regarding the specific group under research. However, the limitation of this study is the small sample size, which may influence the generalizability of the findings. The researcher concedes that an expanded sample may reveal deeper and representative findings.

This study employs a closed-ended questionnaire to examine teacher perceptions of Grammarly by presenting a series of questions to respondents. Taherdoost (2022) characterize a questionnaire as a research instrument designed to collect relevant data concerning the study's topic. The suspension technique employed in this study utilized a Likert scale ranging from 1 to 5 score of agreement in each statement for each participant to choose, as in Tables 1 and 2 below:

Table 1. The Score of Agreement with Positive Questionnaire Statements

Statement	Score
Strongly Disagree	1
Disagree	2
Neutral	3
Agree	4
Strongly Agree	5

Table 2. The Score of Agreement with Negative Questionnaire Statements

Statement	Score
Strongly Agree	1
Agree	2
Neutral	3
Disagree	4
Strongly Disagree	5

The researcher employed two types of question items, specifically positive and negative questions, to mitigate bias and ensure that the research findings represent a more impartial perspective. García-Fernández et al. (2022) claim that positive item forms yield higher scores when the participant exhibits a high level of the measured trait, but negative item forms result in lower scores under the same conditions.

The questionnaire was administered via Google Forms and disseminated to all English teachers at the Public High School. Rinaldi et al. (2022) assert that Google Forms represents a substantial enhancement in vocabulary acquisition for students compared to conventional assessment techniques in online and mixed English instruction. In this research, Google Forms plays an important part in data analysis, since it can instantly compute the proportion of points for each statement and display the number of respondents.

Table 3. Questionnaire Validity and Reliability Test

Types of Questions	Number of Items	Validity			Reliability	
		Correlation (r)	R Table	Status	Cronbach's Alpha	Status
Positive Questionnaire Statements	1	0,926	0,878	Valid	0,9825	Reliable
	2	0,882		Valid		
	3	0,882		Valid		
	4	0,990		Valid		
	5	0,933		Valid		
	6	0,981		Valid		
	7	0,904		Valid		
	8	0,882		Valid		
	9	0,990		Valid		
	10	0,934		Valid		
	11	0,960		Valid		
	12	0,900		Valid		
	13	0,900		Valid		
	14	0,951		Valid		
	15	0,960		Valid		
	16	0,900		Valid		
Negative Questionnaire Statements	17	0,948	0,878	Valid	0,9828	Reliable
	18	0,892		Valid		
	19	0,965		Valid		
	20	0,967		Valid		
	21	0,948		Valid		
	22	0,915		Valid		
	23	0,963		Valid		

24	0,893	Valid
25	0,951	Valid
26	0,884	Valid
27	0,901	Valid
28	0,884	Valid
29	0,890	Valid
30	0,890	Valid

The research instrument is valuable if it is both valid and reliable. According to the table above, all items in the questionnaire, including both positive statements (items 1 to 16) and negative statements (items 17 to 30), were considered to be valid. Ramadhan et al. (2024) assert that the r-table value is utilized to assess the validity of test items. The correlation coefficient (r-count) for each item is above the r-table value (0.878), indicating a solid connection between the items and the total score, thereby effectively measuring the targeted construct.

Other than that, Cronbach's alpha is a metric for assessing the reliability of a questionnaire and is frequently employed to evaluate two sets of survey items (Basu, 2008). The questionnaires exhibit great reliability, with a Cronbach's Alpha score of 0.9825 for the positive statement and 0.9828 for the negative statement. This score is significantly above the minimum threshold of 0.7, indicating that this instrument is trustworthy and reliable in assessing the research variables. Therefore, this questionnaire is a valuable instrument for data gathering in research due to its established validity and reliability.

RESULTS AND DISCUSSIONS

The study revealed that teachers' perceptions of the Grammarly application for writing assessment differed following the analysis of questionnaire scores. The administered questionnaires are classified according to the overall trends identified in the responses. The dimensions of perception are segmented into four indicators: effectiveness, usability, limitations, and challenges.

Effectiveness

Table 4. The Data of the Effectiveness Indicators

No.	Item	Score				
		SD	D	N	A	SA
1	Grammarly provides accurate feedback on sentence structure and grammar.	0%	20%	0%	60%	20%
2	Grammarly helps me improve the grammatical accuracy of my writing.	0%	0%	40%	0%	60%
3	Grammarly helps me consistently apply capitalization rules correctly.	0%	0%	40%	60%	0%
4	The use of Grammarly is effective in identifying capitalization errors in my writing.	0%	20%	20%	60%	0%

5	Grammarly consistently identifies commonly misspelled words in my writing.	0%	20%	0%	40%	40%
6	Grammarly effectively reduces spelling errors in my written arrangements.	20%	0%	20%	20%	40%
7	Grammarly identifies punctuation errors such as incorrect commas, periods, and apostrophes.	0%	20%	40%	40%	0%
8	Grammarly has enhanced my ability to use punctuation correctly in my writing.	0%	0%	40%	60%	0%

The starting point is on teachers' perceptions of the efficacy of the Grammarly tool in writing evaluations. This indicator comprises a questionnaire with eight items assessing the effectiveness of the Grammarly application based on teachers' perspectives. The data reveal that teachers generally perceive Grammarly as an effective tool for writing assessments, especially in enhancing grammatical precision, capitalization, spelling, and punctuation, with 60% agreement for each statement. The majority of respondents agreed that Grammarly delivers precise feedback on sentence structure and grammar, improves grammatical accuracy, and helps maintain capitalization consistency.

Nevertheless, certain teachers maintain neutrality, expressing ambiguity over the app's effectiveness, while a minority indicated disagreement, suggesting that there might be differences in Grammarly's performance. No significantly negative feedback was received, indicating that teachers perceive Grammarly as a relatively helpful writing tool. Jelita et al. (2023) state that Grammarly substantially affected writing quality regarding grammatical precision, capitalization, spelling, and punctuation. Similar to this data indicates that most of the teachers consider the Grammarly application is effective for writing assessments, although there is some difference in their levels of agreement.

After all, the data indicates that teachers regard Grammarly as a valuable writing tool, especially for issues connected to grammar and spelling. Relate to previous literature by Resiana et al. (2024) Grammarly significantly enhances students' argumentative writing by detecting and rectifying problems in grammar, punctuation, and sentence structure; still, some individuals may have concerns about its limitations. Nonetheless, the discrepancies in perception, particularly with capitalization and punctuation, highlight the necessity for users to employ critical thinking while evaluating Grammarly's recommendations. Although the program offers automatic support, it does not supplant the necessity of human discernment in writing, particularly in educational and academic settings that require nuance and contextual relevance. Grammarly enhanced writing scores among Indonesian undergraduate EFL students, although it proved less effective than teacher corrective comments, despite being regarded as a valuable tool for learning (Miranty et al., 2021). Therefore, Grammarly ought to be regarded as a supplementary aid to enhancing writing rather than as a primary assessor or editor.

Usability

Table 5. The Data of the Usability Indicators

No.	Item	Score				
		SD	D	N	A	SA
9	Grammarly is user-friendly for teachers and integrates well into teaching practices.	0%	20%	20%	60%	0%
10	Integrating Grammarly into writing assessments is easy.	20%	0%	20%	40%	20%
11	Grammarly has significantly improved the overall quality of my writing.	0%	20%	20%	40%	20%
12	Grammarly motivates me to encourage my students to make revisions and improve their writing.	0%	20%	0%	80%	0%
13	Grammarly's feedback increases my engagement in my writing projects.	20%	0%	0%	80%	0%
14	Grammarly helps me feel more confident in my writing abilities.	0%	20%	20%	20%	40%
15	Using Grammarly throughout writing assessments enhances my confidence and performance.	0%	20%	20%	40%	20%
16	Grammarly assists me in efficiently finding and correcting writing errors.	0%	0%	20%	80%	0%

The second indicator is teachers' perceptions of the Grammarly tool's usability in writing assessments. The data in Table 5 focuses on each statement numbered 9 through 16, each question explores a different facet of Grammarly's usefulness. Here's the explanation above:

This study shows teachers generally consider Grammarly as a useful and beneficial tool for writing assessment. A majority of teachers agree that Grammarly is easy and effortlessly integrates into their educational methodologies, with 60% providing positive feedback. This signifies that the instrument is compatible with established classroom practices and does not provide considerable technical or pedagogical difficulties. Furthermore, 60% of teachers viewed the implementation of Grammarly into writing evaluations as either easy or very easy, although 20% found issues, indicating that while the tool is largely user-friendly, there is still a necessity for more specialized training or assistance for complete integration. This was connected to the current literature by Aghisna Daroina et al. (2022) Grammarly is a useful and efficient tool for grammatical analysis for university students; nonetheless, it offers potential for enhancement in its performance and overall user experience.

Teachers acknowledge Grammarly's role in enhancing writing quality, with 40% agreeing and 20% strongly agreeing that the tool has beneficial impacts on their writing. This indicates a personal advantage, which is essential in motivating teachers to utilize the

technology for personal gain as well as in instructing students. 80% of teachers agreed that Grammarly inspires them to encourage students to correct and enhance their writing, emphasizing Grammarly's indirect contribution to developing a culture of self-correction and improvement within the classroom. This finding corresponds with the study by Wulandari et al. (2024) indicating that over half of EFL pre-service teachers had a favorable perception of utilizing Grammarly software for addressing essay writing issues, since students believe it can enhance writing skills and resolve problems.

Furthermore, Grammarly seems to affect teachers' engagement and confidence in writing. An impressive 80% of participants agreed that the feedback provided by Grammarly enhances their interest in writing work. Moreover, 60% agreed or strongly agreed that Grammarly enhances their confidence in writing skills, and the same percentage indicated that utilizing Grammarly during writing evaluations elevates their confidence and performance. This indicates that Grammarly serves not only as an editing instrument but also as a motivational and confidence-enhancing tool for teachers. The research findings align with those of Dizon & Gold (2023) indicating that Grammarly considerably minimizes foreign language anxiety and enhances learner autonomy among EFL students, who have positive views of the tool as an English writing aid.

Efficiency is another domain in which Grammarly has particular benefits. Consistent with Fitria (2022) findings, Grammarly functions as an efficient online tool for identifying grammatical and mechanical errors in students' work, enabling teachers to make evaluative adjustments without the need for extensive manual corrections. An impressive 80% of educators concurred that Grammarly aids them in efficiently identifying and rectifying writing problems. This significant agreement emphasizes Grammarly's function in optimizing the evaluation process, minimizing the time and effort required for error detection and rectification.

These results indicate that Grammarly is mostly viewed as a useful, supportive, and empowering instrument in writing evaluation settings. It enhances both technical precision and teacher motivation, confidence, and engagement. Along with the prior research, Raskova (2023) asserts that Grammarly is an accessible and user-friendly application that improves writing efficiency among senior high school students, hence augmenting their interest and confidence in developing writing skills. Nevertheless, varied responses, especially about integration ease and personal influence on writing, indicate the necessity of continuous professional development and critical evaluation in the implementation of digital instruments in education. The efficacy of any technology is enhanced when combined with pedagogical understanding and user proficiency.

Limitations

Table 6. The Data of the Limitations Indicators

No.	Item	Score				
		SA	A	N	D	SD
17	Grammarly's free version provides limited writing feedback compared to the premium version.	0%	40%	40%	0%	20%
18	Advanced language and style-checking tools are not available in the free version of Grammarly.	0%	40%	40%	20%	0%

19	Grammarly's premium versions are too expensive for educational institutions.	0%	20%	60%	0%	20%
20	The absence of offline access to Grammarly constrains its usefulness for teachers in areas with inconsistent internet connectivity.	0%	80%	0%	20%	0%
21	I would appreciate it if Grammarly provided offline access to enhance its flexibility in a variety of situations.	40%	40%	0%	20%	0%
22	Grammarly occasionally offers feedback that is ambiguous or ineffective.	0%	60%	20%	0%	20%
23	Grammarly does not adequately address advanced writing concerns (e.g., style, organization).	0%	40%	40%	0%	20%

The data questionnaire pertains to questions numbered 17 through 23, which address teachers' perceived limitations of Grammarly for writing assessments. Each inquiry examines a possible limitation or aspect in which Grammarly is weak. The following is detailed data information on every item:

The findings reveal that teachers acknowledge the advantages of Grammarly in writing evaluation, although they are concerned about its limits, especially regarding accessibility, cost, and the depth of its feedback. A lot of teachers agree that the trial version of Grammarly provides limited functionalities. According to the research by Fitriana & Nurazni (2022) Grammarly is advantageous for correcting writing; yet, it has limitations, including inaccuracies in corrections and limited features in the free edition. Specifically, 40% of respondents agreed that the free edition has weaknesses in advanced language and style-checking tools, while an additional 40% expressed neutrality, suggesting uncertainty or insufficient comparison between the free and premium versions. A similar pattern is observed in responses to the overall limited feedback provided by the free version, with 40% in agreement and 40% neutral. The findings indicate that although the free version is beneficial, it may not adequately satisfy the requirements of teachers requesting more detailed and advanced writing assistance for professional or educational purposes. The free edition of Grammarly has restrictions and limited functionality, whereas the paid version offers complete advantages and benefits (Fitria, 2021b).

Financial issues also emerged in teachers' opinions. While merely 20% agreed that Grammarly Premium is excessively priced for educational settings, a significant proportion (60%) maintained a neutral perspective. Aligns with the findings from Dewi (2023) that EFL students perceive Grammarly as a useful Automated Writing Evaluation (AWE) tool, noting benefits such as error identification and enhancement of writing skills, alongside negative aspects including limited functionality and costly premium editions. The difference is that although cost may not be a constant limitation, it continues to be a factor, particularly for institutions with low finances or for teachers who are required to individually finance subscriptions.

A notable issue highlighted in the findings is Grammarly's reliance on internet connectivity. A significant 80% of teachers agreed that the absence of offline access diminishes its utility, particularly in regions with unstable internet service. Moreover, 80% of teachers (40% strongly agreed and 40% agreed) indicated a preference for offline capabilities to enhance the tool's functionality. Similar to the research findings by Astuti & Sumarni (2023), Grammarly augments students' independent development in writing proficiency by assessing accuracy, clarity, engagement, delivery, plagiarism, and usability; nonetheless, it necessitates reliable energy and internet connectivity. These data show an important gap between Grammarly's technology prerequisites and the actual conditions of numerous educational environments, particularly in areas with unreliable digital infrastructure. Grammarly ought to improve the technology for offline accessibility for better utilization.

Besides technical and access-related challenges, teachers expressed concerns over the quality and clarity of Grammarly's comments. 60% of the respondents agreed that Grammarly sometimes provides confusing or ineffective recommendations, while 20% maintained a neutral stance, and 20% disagreed. Furthermore, 40% of teachers believed that Grammarly inadequately addresses advanced writing issues, including structure and style, while an additional 40% remained neutral on this matter. Comparable to the research results obtained by AYAN & ERDEMİR (2023) that EFL teachers typically appreciate Grammarly as an automated writing evaluation tool, but many consider it inadequate for addressing higher-order issues such as organization and content. This suggests that Grammarly is more effective at correcting surface-level errors (e.g., grammar, punctuation) than it is at supporting deeper aspects of writing development.

The limitations of questionnaire data indicate numerous critical areas for potential enhancement of Grammarly as perceived by teachers. The lack of offline access, limited features of the free version, occasional confusing feedback, and possible limitations in addressing advanced writing issues were identified as significant limitations. Although in this research some respondents rejected these limits or maintained neutrality, the overall pattern indicates that resolving these concerns could improve Grammarly's usability and efficacy for teachers in academic environments. It would be preferable for Grammarly to acknowledge this limitation and rectify the issue.

Challenges

Table 7. The Data of the Challenge Indicators

No.	Item	Score				
		SA	A	N	D	SD
24	The idea of Grammarly replacing teachers' ability to deliver personalized feedback on students' writing raises ethical considerations.	0%	40%	20%	20%	20%
25	Grammarly's suggestions sometimes conflict with my professional judgment and assessments.	0%	0%	60%	20%	20%
26	Grammarly's automated corrections may encourage academic dishonesty.	0%	20%	60%	20%	0%

27	I am concerned regarding data privacy and security when using Grammarly.	0%	60%	20%	0%	20%
28	Grammarly's automated feedback may be biased, potentially limiting diversity in teachers' work.	0%	20%	60%	20%	0%
29	Grammarly encourages me to rely too heavily on automated technology.	0%	40%	40%	0%	20%
30	Using Grammarly can reduce my critical thinking abilities in self-editing my work.	0%	40%	40%	0%	20%

The challenges indicator questionnaire items 24 to 30 pertain to teachers identified challenges and worries regarding the utilization of Grammarly for writing assessments. Each question examines a possible disadvantage or ethical issue related to the utilization of Grammarly. Below is a description allocated to each item:

This study highlights several challenges perceived by teachers regarding the use of Grammarly in writing assessment. While the tool offers practical benefits, teachers express concerns about its ethical, pedagogical, and cognitive implications. One of the most significant challenges raised is the ethical concern over the possibility of Grammarly replacing the teacher's role in providing personalized feedback. 40% of respondents agreed with this concern, while others were split between neutrality and disagreement. Similar to Zinkevich & Ledeneva (2021), Grammarly.com assists in recognizing persistent writing issues and enhancing academic writing; nonetheless, it cannot substitute for a teacher and should not replace a tutor. This reflects a tension between technological assistance and the human dimension of teaching, teachers fear that over-reliance on automated tools might diminish the value of their professional expertise in guiding student learning. In this context, teachers must understand how to uphold the boundary against over-dependence on automated tools.

Another key issue relates to the alignment between Grammarly's suggestions and teachers' professional judgment. A notable 60% of teachers responded neutrally when asked if Grammarly's feedback sometimes conflicts with their own assessments, indicating uncertainty or variability in experience. However, 20% disagreed, suggesting that some educators trust their own evaluation more than automated feedback. The finding differs from the findings of Driane et al. (2024) which indicates that EFL students regard Grammarly as a trustworthy tool for thesis writing, emphasizing its efficacy in improving overall writing quality. Some teachers perceive contradictions with their own assessments. These data indicate that although Grammarly can be beneficial, its authority must be weighed against teachers' critical assessment and pedagogical expertise.

Concerns regarding academic honesty also emerged. While merely 20% agreed that Grammarly could promote academic dishonesty, the predominant response (60%) was neutral. This neutrality may indicate an absence of direct evidence or varied experiences. Academic dishonesty in online learning settings is predominantly affected by environmental support and resources, with numerous interventions targeting individual, collective, and collaborative misconduct (Chiang et al., 2022). However, it nevertheless suggests that the

possibility of misuse, such as over-dependence on Grammarly for corrections, remains a concern for teachers.

Data privacy and security were more clearly emphasized, with 60% of respondents expressing concern over the handling of sensitive data when using Grammarly. The advancement of technology in education results in less control over personal information, complicating the safeguarding of user confidentiality and privacy, while existing legal structures are ineffective for the protection of personal data (Alier et al., 2021). This shows a significant necessity for transparency regarding the utilization of user data, especially in educational contexts where student writing is frequently contributed via third-party platforms.

Bias and lack of diversity in automated feedback also pose a concern. Although only 20% agreed that Grammarly's feedback may be biased or limiting in terms of diversity, 60% responded neutrally. According to Dodigovic & Tovmasyan (2021) Grammarly generally offers precise feedback on identified form errors, while it occasionally exhibits inconsistencies and sometimes fails to detect problems, lacking sufficient remedies. This may point to a deficiency in knowledge or direct evidence; yet, it highlights the necessity of critical engagement with AI-generated recommendations, particularly in creative or culturally nuanced writing.

Cognitively, there is some concern about overdependence on Grammarly. 40% of teachers agreed that the tool encourages over-reliance on automation and may reduce their critical thinking during self-editing. Another 40% remained neutral, suggesting mixed views on the long-term cognitive impact of frequent Grammarly use. Machine feedback aids students, but teachers' feedback is more helpful in enhancing writing, indicating that machine feedback ought to complement teacher feedback in writing training (Kawashima, 2023).

These data suggest that although Grammarly is a valuable tool for writing assignments, its application in assessment contexts presents major challenges. Teachers prioritize human understanding, ethical transparency, and data protection while remaining cautious regarding the tool's impact on professional independence and analytical reasoning. These perceptions stress the necessity of utilizing Grammarly as a supplementary, rather than a replacement, tool that should enhance, not supplant, educational methodologies grounded in human judgment and contextual awareness.

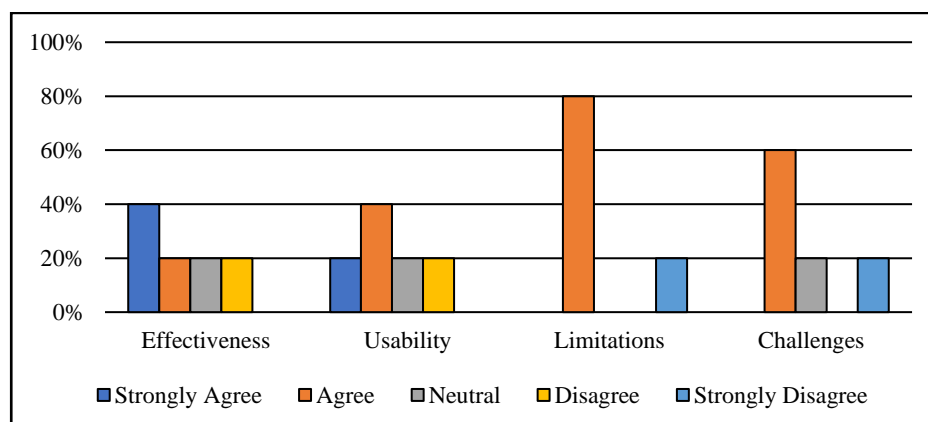


Figure 1. Average Percentage of Teachers' Perspective of Grammarly

Figure 1 presents insights into the average percentage of teachers' perspectives of Grammarly as a writing evaluation tool across four key indicators: effectiveness, usability, limitations, and challenges. The review of teacher perceptions' average indicates that Grammarly is generally regarded as an effective and user-friendly instrument for writing evaluation, although with notable limitations and obstacles. Regarding effectiveness, 40% of teachers agreed that Grammarly enhances multiple facets of writing, including grammar, punctuation, and sentence structure. Usability is regarded positively, with 40% agreeing that the technology is user-friendly and fits effectively into pedagogical procedures. These replies suggest that Grammarly assists teachers in delivering rapid and efficient feedback while simultaneously improving their writing skills and confidence. Similar to the finding by Suryanto et al. (2024) Grammarly substantially assists students in thesis writing by minimizing time spent on grammatical errors and enhancing the quality of their theses.

However, the data also highlights critical concerns. An overwhelming 80% of teachers agreed that Grammarly has limitations, especially regarding the restricted features in the free version, lack of offline access, and the cost of the premium version. Identical to Barrot (2022), Grammarly is an effective tool for ESL/EFL writing; yet, it possesses certain limits and needs more improvements for its best use. Additionally, 60% of respondents acknowledged challenges such as ethical concerns, possible over-reliance on application, data privacy risks, and potential misalignment with professional judgment. Align with Keshishi & Hack (2023) artificial intelligence can augment emotional intelligence in students when integrated with conventional teaching methods and human interactions; yet, ethical considerations and risks necessitate management. These findings suggest that while Grammarly is a useful aid in writing instruction and assessment, it should not replace the role of teachers in providing nuanced, personalized feedback. Its use must be balanced with professional discretion and contextual awareness to ensure it truly enhances educational outcomes. Sri Wulandari & Bakthawar (2024) assert that teacher comments can assist students in identifying their strengths and areas for improvement, hence enhancing their writing skills.

CONCLUSION

This study indicates that teachers generally hold a favorable view of Grammarly as a writing evaluation instrument, especially regarding its effectiveness and user-friendliness. The majority of teachers agree that Grammarly improves grammatical precision, capitalization, spelling, and punctuation, rendering it a helpful aid for writing assessments. Moreover, teachers consider Grammarly to be user-friendly, seamlessly incorporated into writing tasks, and excellent in encouraging revisions and enhancing writing confidence. The findings highlighted notable limitations and challenges, such as limited features in the free version, absence of offline accessibility, uncommon misleading feedback, ethical issues related to heavy reliance on AI-generated corrections, and data privacy concerns. These drawbacks indicate that although Grammarly serves as a valuable additional resource, it cannot entirely substitute for human evaluation in writing assessment.

The results suggest Grammarly can serve as a beneficial instrument for writing evaluation, although it must be utilized wisely. Teachers must critically assess Grammarly's input instead of depending on it entirely. Educational institutions are possibly offering access to premium facilities to improve usability while avoiding data privacy concerns. Furthermore, Grammarly ought to serve as an additional resource rather than a replacement for individualized teacher commentary. Teachers should promote the development of critical thinking and self-editing skills in addition to using AI-based writing tools.

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