English-major of Using Grammarly for Thesis Writing at Seniors' Perceptions IUH

Thai Thi Thuy An[1]*, Nguyen Hoai Huong Giang[1], Nguyen Ngoc Chau[1]

[1] Industrial University of Ho Chi Minh City, Vietnam
*Corresponding author's email: anttt2401@pgr.iuh.edu.vn
* https://orcid.org/0009-0001-5461-2462
https://doi.org/10.54855/ijaile.25224

ABSTRACT

Keywords:
Grammarly, thesis writing, perception

Research indicated that the application of artificial intelligence has raised the caliber of English theses in recent years. This study focused on understanding the perceptions of Grammarly in English-major seniors' thesis writing. 150 participants in the survey were English-major seniors at the Industrial University of Ho Chi Minh City, who were working on their theses. This study employed both quantitative and qualitative methods, analyzing data collected through online questionnaires and interviews. The findings of this study provided valuable insights into how AI-powered tools like Grammarly affect the writing process and quality of English theses in the perception of the students, which could help teachers better incorporate these technologies into their academic writing assistance programs.

Introduction

Writing is an essential skill in articulating the writer's thoughts and ideas clearly and effectively. Bowker (2007) mentioned three main types of writing: personal, work-related, and academic. Academic writing encompasses various types, each serving a different purpose and audience. Blair (2016) stated that the thesis is a form of academic writing and contains knowledge of a specific topic that the author researched. Narangoda (2022) stated that there are five main parts to a thesis. In the first part, the researcher introduces the topic and the central argument. The next section is about identifying gaps and weak points in the previous literature reviews. The third part is about methodology. The researcher explains the methods and data used to collect information in the research. After that, the findings are presented in the results chapter. Finally, it is about the discussion and conclusion section. In this part, the researcher states his viewpoints and comes to conclusions. According to Ylijoki (2001), completing a thesis writing essay not only helps students fulfill graduation requirements but also reflects the students' ability after studying at university. Furthermore, good thesis writing can help students achieve many academic scholarships. In terms of the function of a graduation thesis, Liu (2015) highlighted that "The purpose and significance of writing a thesis lie in developing students' comprehensive ability and rigorous scientific approach, enabling them to master scientific research method and raising their awareness of originality" (p. 836). Previous research indicated that English-major seniors have several challenges when conducting research, particularly due to grammatical

complexity in thesis writing (Wang & Li, 2008). Tiwari (2019) asserted that these difficulties can also make it more challenging for students to plan out and finish their thesis. Therefore, grammatical accuracy is essential for academic writing, particularly for a thesis. Blaxter et al. (2006) highlighted that leaving a good impression on readers requires writing that is devoid of grammatical, punctuation, and spelling errors. Thus, students must develop grammatical accuracy to excel academically and communicate clearly.

Nowadays, AI has become a widely used tool to support students in their studies, especially in producing highly academic texts such as graduation theses and research papers. According to Nguyen (2023), AI tools are able to respond immediately after users request, so errors or requests for personal editing are quickly addressed. In addition, learners are more motivated to write because AI can be considered a powerful assistant in finding reference materials. In their study on the factors influencing AI-assisted thesis writing at the university level, Butarbutar and Vallejo (2025) pointed out that artificial intelligence (AI) can contribute to improving the quality of thesis writing while also helping to address ethical concerns such as inaccurate referencing and the protection of research confidentiality. One of the most favored AI tools in academic writing is Grammarly, due to its effectiveness in detecting and correcting grammatical errors. According to Vo and Nguyen (2021), students found the tool advantageous as it enhanced their grammar awareness when completing assignments. Students received immediate and consistent feedback, which made they aware of their mistakes and thus corrected them promptly. Psychologically, compared to having their work corrected by a teacher, having their work corrected by Grammarly was more comfortable for students because they did not have to show their weaknesses to others or the whole class. This finding is consistent with Yulianti and Reni (2018), who stated in their study that 93% of the students in their experiment had a positive perception when using Grammarly to learn narrative writing. Similarly, Huynh (2024) notes that AI tools, including those mentioned, have the potential to enhance learners' thinking, confidence, and motivation. In the same vein, Cavaleri and Dianati (2016) mentioned some student comments about Grammarly: "I only used Grammarly for proofreading and although it found some errors that I missed, they were very minor and could have been noticed if I had been more careful when reading my work". As can be seen from the comments, this student was more aware of the importance of proofreading to reduce errors, thanks to this tool. We can see the positive perceptions of students in availing the benefits of Grammarly in their theses. However, Bui and Nguyen (2024) indicate that using AI increases students' dependence and over-reliance. In addition, learners do not usually check the accuracy and authenticity of AI suggestions. According to Ghufron & Rosyida (2018), Grammarly is ineffective in understanding learners' problems and determining whether students' sentences meet the topic's requirements, which hinders its ability to adjust article organization. Another study also showed that due to a lack of contextual understanding, Grammarly sometimes gives false corrections (Fahmi & Cahyono, 2021).

There are some studies around the world concerned about students' use of Grammarly for writing skills. However, in Vietnam, particularly at the Ho Chi Minh City University of Industry, where the research was conducted, there is a notable lack of research articles examining the impact of applying Grammarly in writing, especially in thesis writing. Besides, the characteristics of Vietnam's classrooms and teaching methods are not completely similar to those of other countries, so there may be differences in awareness when using Grammarly. Therefore, the purpose of our research is to examine the extent to which English-major seniors use Grammarly and explore their perceptions of using Grammarly for thesis writing.

Literature Review

Overview of Grammarly

Grammarly is a writing support application that was established in 2009 by three founders, namely Max Lytvyn, Dmytro Lider, and Alex Shevchenko. Over the years, Grammarly has undergone significant development and innovation, continually striving to provide the best user experiences. Based on the demand as well as the types of users, Grammarly offers various kinds of versions, in which: Grammarly free helps in improving daily writing so writers can perform their work confidently; Grammarly Pro is superior with the main objects are professionals and academic writers who need supports in papers or documents; Grammarly Enterprise is specific for the companies or brands which desire their contents reach the level of high consistency and identity; Grammarly for Education attracts mainly students in enhancing their quality of assignments and critical thinking skills. Moreover, Grammarly includes many standout features, such as Grammar Checker, Plagiarism Checker, AI Detector, Citation Generator, Essay Checker, Paraphrasing Tool, AI Writing Tools, Tone Detector, Word Counter, Style Guide, Snippets, Analytics, Brand Tones, and Authorship. To get feedback from this app, simply type texts or upload files directly.

Perceptions of Grammarly's Effectiveness

Juwita's (2023) study explored students' perceptions of using Grammarly as a support tool in thesis writing. The research was conducted by combining quantitative research methods through a closed-ended questionnaire based on a Likert scale (42 participants) and qualitative research by interview (9 participants). All samples are students at the State Islamic Institute of Palangkaraya and were selected without prior placement. 100% of participants admitted Grammarly was very beneficial and considered the application very vital for their thesis writing work. In addition, they also wanted to propose Grammarly for students who will conduct their thesis later. The findings indicated that most contributors had a positive view of Grammarly due to its features (grammar, punctuation, spelling), and they stated that it is easy to use.

In Vietnam, Hoang and Nguyen (2022) conducted an experimental study to evaluate Grammarly's impact on students' writing performance in a university setting. The researchers viewed Grammarly as a useful tool for improving students' writing skills. Participants had completed Writing Class 1 and were studying Class 2 at the College of Foreign Economics. This is an experimental study comparing the results of a final test between the experimental group and the control group. In particular, the experimental group included 17 students, using Grammarly to check their work after each module; the remaining group consisted of 20 students and did not use Grammarly. Unlike receiving feedback from the teacher after a week, providing immediate feedback on errors while students still remember the writing helps detect and correct errors more effectively in future writing. The results also showed that the test group's score was higher than the control group, with only one student using Grammarly below the average score, while in the other group, it was 5.

Getting deeper insights into students' thoughts about applying Grammarly to their undergraduate thesis, as well as its benefits and drawbacks, is the goal of Fitria et al. (2022). The researcher first collected data through a questionnaire and then interviewed students to get the answers from 35 participants who were writing their theses at IAIN Palangka Raya. This research found that grammar, spelling, punctuation, and language style are the four main aspects that Grammarly helps students check and fix. Besides, not only is the quality of writing increased, but students' confidence in their work is also enhanced; they are somewhat less worried and more assured about their writing.

Fitria (2021) examined how Grammarly aids students in improving their writing skills and meeting certain standards. The qualitative descriptive method was used by analyzing documents submitted by 40 students at a university before and after using Grammarly's free and premium versions. The findings revealed that Grammarly enables users to upload files or paste text for correction, offering two features: free and paid. This study has partly shown the results of Fitria (2022) more clearly, in which the free version of Grammarly is related to basic writing suggestions such as spelling, grammar, and punctuation, while the premium version relates to style, clarity improvement, and additional advanced corrections. Both versions help the performance of students increase significantly after using Grammarly.

To identify the effects of Grammarly on the thesis of university students, Setyani et al. (2023) conducted research at Tanjungpura University. Particularly, the aims of it paid mainly attention to users who own the premium version of Grammarly and apply it to their writing thesis. In the first phase of the study, the researchers used quantitative research methods through questionnaires sent to 40 participants. From there, three students were screened who used the advanced version of Grammarly in their thesis, and then these students were interviewed separately. The following are some outstanding results collected after conducting the study. First, with long texts, Grammarly Premium can detect many errors; it classifies errors (articles, phrases, expressions, passive tenses, etc.) and suggests corrections. The premium version inevitably has many better features than the free version. Second, concerns about grammar in conducting a thesis are largely alleviated when supported by this application. Last but not least, when receiving errors from Grammarly, users do not completely correct the suggestions. They consider whether the corrections are appropriate for their writing, think about why this is wrong, and as a result, their critical thinking increases.

In conclusion, previous studies have shown positive views of students about Grammarly. Pointing out and suggesting corrections on errors of grammar, punctuation, spelling, and phrasing are outstanding features that this application offers. Besides, Grammarly is also considered a writing support tool to help writers be more confident in their work, as well as promote self-study.

Limitations of Grammarly

Nova (2018) conducted research to explore both the benefits and disadvantages of Grammarly in evaluating academic writing. Narrative inquiry research was conducted on three Indonesian postgraduate students' experiences. The researcher conducted in-depth interviews with the above three students and took the documentation from these students' Grammarly accounts. Through the process of collating and analyzing data, the researcher found common difficulties that students encounter while using Grammarly. One of the biggest shortcomings of this application is giving misleading comments, which significantly affect the results of the article. Over-checking the reference list was another unexpected result when using Grammarly. Grammarly does not have the feature to distinguish references in writing, thereby providing unnecessary feedback. Besides, Grammarly also has many limitations in determining the context of the article. Currently, Grammarly's most outstanding function is only editing single grammatical errors in each sentence, but it does not provide comments to help connect ideas in the article.

Fitriana and Nurazni (2022) conducted research to learn about the impact of Grammarly on students' self-study ability, especially on writing skills. A qualitative literature review was used in this investigation. The researcher collected 10 documents released from 2018 to 2023 on Google Scholar. Materials were selected based on the main keywords, including Grammarly, self-directed learning, and writing skills. Through reviewing the previous literature, the

researcher concluded that internet connection was one of the main factors affecting Grammarly's use. To use this tool effectively, users require a high-speed internet connection to ensure a stable power source. Besides, Grammarly still has many limitations in assessing the coherence of text. Overcorrection and complex comments that Grammarly provides can also mislead readers.

Wardatin (2022) conducted research to explore writers' perceptions of using Grammarly, thereby finding out the difficulties that users encounter while using this tool. Data is collected through a 6-point Likert scale questionnaire. Participants included 23 male and female writers who experienced Grammarly premium accounts. Through survey participants' responses, the researcher found that users face difficulties with technical issues and non-optional implementation of specific features. Participants reported encountering technical issues while using Grammarly, including unstable network connections, login errors, and application problems. Furthermore, some users feel annoyed because they cannot turn off the autocorrect feature when it automatically corrects errors they do not want, leading to inconvenience when using it.

Astuti and Sumarni (2023) also researched English major students' views on using Grammarly to check grammar in their writing. They used a descriptive qualitative method to collect the data. The research selected a small group of 30 students from 150 students in the English Department studying in the sixth semester to be the research participants. Students reported that correcting errors on Grammarly sometimes changed the article's content. Besides, they lacked confidence in using Grammarly; students often had to re-check their writing before deciding to edit according to Grammarly's suggestions. Furthermore, most students can only use the free version. That also significantly limits the ability to fully utilize the tool's features.

Regarding comparing the quality of software supporting students' articles, Daniels and Leslie (2013) discussed whether grammar-checking software, including Microsoft Word, Grammarly, and Ginger, helps improve students' writing quality. The participants were twelve students from an intensive English program at Kochi National University. Students finished writing assignments using online grammar-checking tools and then completed a survey to describe their experiences in writing. The results indicate that when students need software that promotes high-quality writing, Grammarly is not their first option. Participants' comments showed that Grammarly only helped detect errors and was not rated highly for providing appropriate suggestions. In addition, feedback from Grammarly was also considered quite complicated for L2 learners. In conclusion, using such software had many drawbacks, particularly for students with limited English ability to identify software-generated errors or who were not tech-savvy.

To sum up, the papers above investigated the weaknesses of Grammarly based on students' perspectives. Many common problems were mentioned in the previous works above, namely technical issues, overcorrection, inappropriate feedback, and so on. Generally, they all share the same view that Grammarly is still an unfinished writing assistance tool and needs to be enhanced to better meet the needs of users.

Grammarly vs. Teacher's Feedback

Fahmi and Cahyono (2021) checked students' Grammarly awareness, teachers' comments while writing, and English proficiency. The study was conducted in an English writing course for specific purposes (ESP) at the Law Faculty of a private university in Malang, Indonesia, with the participation of 26 university students. The data was collected via a questionnaire, which included 16 Likert questions and the English release data taken from the TOEFL point. The results showed that students were actively using Grammarly and feedback from the teacher,

while English proficiency did not affect their awareness of the combination of these two forms of feedback. Research also proved that past studies focused on designing or comparing automatic writing evaluation programs (AWE), not students' understanding of fear and feedback from instructors. From there, they contributed to the knowledge of the effects of two feedback mechanisms in the context of specific education

Building on the theme of feedback, Ghufron and Rosyida (2018) studied the effectiveness of Grammarly software in reducing writing errors for English as a Foreign Language (EFL) students compared to teacher feedback. The study included 40 students from a private organization in an Indonesian English education program. By using the pre- and post-analysis tests through the T-test, the findings showed that students using grammar have made fewer mistakes than the recipients from the teacher, especially in vocabulary, grammar, and writing style. However, the paper also pointed out that more research is needed on the impact of Grammarly on the content and organization of students' writing.

Similarly, the study by Bulatović, Mirović, and Kaurin (2024) examined the potential of using Grammarly software to provide corrective feedback for the writing of English for Specific Purposes (ESP) students, particularly engineering students. The researchers analyzed 35 short essays from the first-year students at the Department of Science and Technology of Novi Sad University. Both teachers and Grammarly have revised the essay, and the difference was classified into five groups to determine the benefits and limitations of using this digital tool. The results showed that while Grammarly might benefit ESP classes, the teacher's feedback was still very crucial. This study deepened the understanding of how grammatical tools can support British students' learning.

Expanding on the use of technology in writing instruction, research by Koltovskaia (2023) explored how L2 writing teachers used Grammarly and their feelings. The researchers analyzed the teacher's comments on 10 students' essays and at the same time conducted semi-structured interviews. The results showed that, despite using Grammarly, teachers continued to provide feedback on both higher writing issues (such as content and organization) and lower-level issues (such as grammar and mechanics). Factors affecting teachers' feedback included the use of grammatical reports, their attitudes to automatic feedback, and their confidence in the course's feedback goals. Among the six teachers participating in the study, four had a positive view, while the other two were still skeptical. This study provided valuable insights into effectively incorporating Grammarly and similar automated evaluation tools as supplements to traditional teacher feedback, thereby improving the effectiveness of L2 instruction.

Finally, Thi and Nikolov's (2022) study investigated integrating automated feedback from Grammarly into traditional teacher feedback to support writing instruction. This study involved 27 low-level EFL students at a university in Myanmar. Students' writing samples, including pre- and post-tests, have been analyzed to review the focus of feedback from teachers and Grammarly, as well as student models. The self-assessment table is also used to collect students' views on feedback. Analysis of students' modifications along with test results shows that they have taken advantage of both feedback sources, leading to significant improvement in writing skills. The self-assessment results also showed that students attach high value to responses from teachers as well as feedback on grammar. These findings emphasize the benefits of combining Grammarly feedback strategies with teachers' feedback, thus improving the effectiveness of writing and helping teachers focus on higher skills.

In short, the combination of traditional and Grammarly responses has shown the value of employing several feedback sources to improve students' writing skills in varied circumstances. Research in the field of feedback for students has shown that combining automatic grammar

feedback from tools such as Grammarly with traditional teacher feedback can improve learning efficiency. Studies show that students actively use both feedback sources, resulting in significant improvement in writing skills.

Summary

Previous studies have shown the strengths and limitations of Grammarly from the student's perspective. Thereby providing quality comparisons between feedback from grammar and feedback from teachers. However, these studies are mainly conducted abroad. Currently, there is very little research on using Grammarly to improve the quality of thesis writing. Specifically, in Vietnam, there is still a lack of research on English-major seniors' opinions on using Grammarly during the process of conducting a thesis. To fill this void, this study focuses on understanding Vietnamese students' perceptions of using Grammarly as a tool to support the thesis completion process.

Research Questions

To fulfill the purpose of the study, the survey sought to answer the following research questions:

1. To what extent do the English-major seniors apply Grammarly in writing their thesis?

2. What are their perceptions towards using Grammarly in writing a thesis?

Methods

Pedagogical Setting & Participants

The research was carried out at the Faculty of Foreign Languages, Industrial University of Ho Chi Minh City, targeting English-major students in their fourth year. The academic program called Bachelor of English Language of FFL was accredited by AUN-QA in 2019. The population of this study was about 400 students of the English Department in the fourth year. The researcher randomly selected 150 participants who have used the Grammarly free version from among students who were or are doing their graduation theses. All the participants in this research were volunteers and anonymous.

Design of the Study

This research is designed according to explanatory sequential mixed methods. First, the researcher collected information using quantitative methods through a questionnaire with closed questions for 150 students. The closed-ended questions in this survey used five-point Likert scale items. Respondents are asked to share their level of agreement ranging from 'Strongly Disagree' to 'Strongly Agree' (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree. Then, the researcher conducted a 1:1 interview (one of the techniques of the qualitative method) with 15 students sequentially to gain deeper insight as well as more detailed explanations about their assessments of using Grammarly in writing their dissertations.

The questionnaire form has four parts in total. There are five closed-ended questions in part 1 of the questionnaire. They shared personal information and their experience in the process of doing the thesis. The second part has 10 closed-ended questions. The questions in this part were about the students' perception of the benefits of using Grammarly. The third part had 10 closed-ended questions. The students answered questions about the limitations of Grammarly. The last part also had 10 closed-ended questions. The questions were about students' perceptions of teacher feedback and Grammarly feedback.

The personal interview had three parts. In the first part, students answer three questions about

the role and positive impact of Grammarly on the quality of their thesis. In the second part, the interviewer answered two questions to share the limitations they noticed during use. In the final part, students answer three questions, sharing their evaluation of the teacher's comments compared to the teacher's comments.

Data collection & analysis

After completing the document review, the researcher designed a survey questionnaire, followed by an interview questionnaire appropriate to the research objectives. Once completed, the researcher designed the survey questionnaire on the online platform, while interview questions were designed in Word. Before releasing the official survey, the researcher invited twenty participants representing about 10% of the total sample to test the questionnaire. The purpose of this pilot study was to gather feedback on the questionnaire's quality, including any confusing parts, unclear questions, grammatical errors, and spelling errors. The number of participants in this pilot study was not included in the official study to avoid some problems, such as having read the questionnaire, so the next time they tended to answer based on their memory, which did not reflect the original objective. Thanks to them, a few confusing statements as well as grammatical and spelling errors were pointed out for the researcher to notice and adjust. For example: "The feedbacks from Grammarly is not reliable" which is wrong because the word "feedback" is an uncountable noun, so it is changed into "The feedback from Grammarly is not reliable", or "Because Grammarly helps students correct their mistakes, they don't have to think about the mistakes themselves, which makes them less good at finding mistakes in their writing" which is too long and ambigous so researcher rewrote like this "Grammarly reduces students' ability to self-analyze and find errors in their writing". Not only thanks to the pilot survey, the questionnaire was also reviewed, evaluated, and suggested for improvement by experts in the field of AI research in education and lecturers in foreign language teaching. Thanks to that, the questionnaire was somewhat concise and easy to understand for the experienced. Next, the survey was sent to interviewers, with the expected participants being 200 people. After collecting responses, the researcher selected 150 qualified responses and then analyzed the results. Finally, the researcher personally interviewed 15 participants (10% of the total participants) in turn to collect their in-depth opinions on the research issue. After collecting quantitative data, 15 students, representing 10% of the total participants, participated.

The questionnaire was created using Google Forms and sent through the internet, including Zalo, Facebook, Messenger, and Email. There were 150 respondents in total. Each respondent received a list of questions and took approximately 5 minutes to answer them. To ensure the authenticity of the results, the researcher regularly checked the feedback and eliminated inapplicable responses.

In the interview, the researcher asked questions to find out the reasons behind the participants' choices, motivating them to share more details. The data obtained from the interviews was stored by taking notes.

The study used Google Forms to collect data from students, which was then processed in Excel to calculate percentages. In addition to quantitative data, the research also included interviews to gather qualitative insights from participants. The interviews complemented the survey data, helping to better understand the students' experience and views. The data was presented systematically, highlighting the important role of feedback from faculty and the Grammarly tool in improving students' thesis writing.

Results/Findings

Research Question 1: To what extent do the English-major seniors apply Grammarly in writing their thesis?

Figure 1.
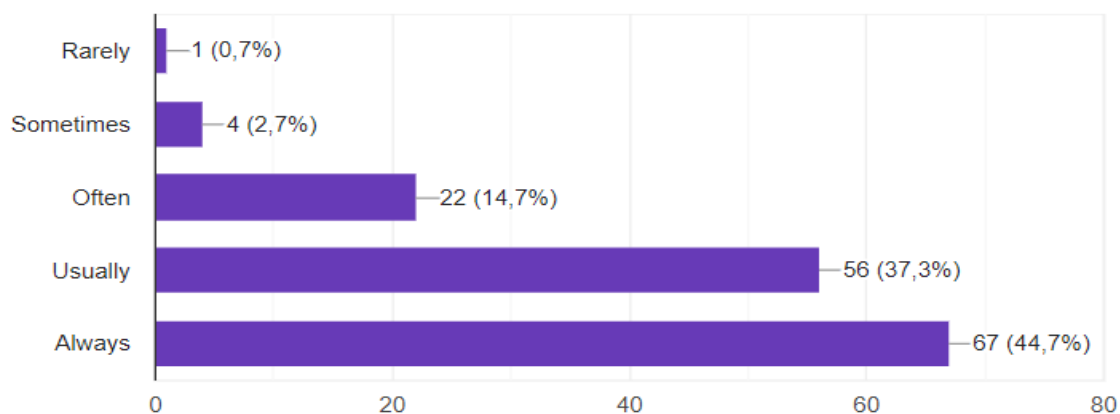
Grammarly usage frequency in thesis writing

Figure 1 illustrates a clear trend in how senior English majors specializing in English use technology to write their theses. Data show a strong dependence on Grammarly. With a high rate of use (82%), this figure shows that most students use Grammarly "always" or "usually". This is far beyond using it as a final editing support tool. The integration of Grammarly into their writing process shows the importance of this tool in the entire writing process. The rate of use was low (18%),, with only a small part of students reporting infrequent use ("often", "sometimes",, or "rarely"). Analysis of this ratio (14.7%, 2.7%, and 0.7%) showed a significant difference between the regular use group and the little use group. Data from Figure 1 showed that Grammarly plays an important and popular role in the process of writing the thesis of English majors in this research form. The significant difference between the two groups (82% vs 18%) highlighted Grammarly's dominance as a tool supporting essays in this student community. Its widespread adoption reflects a shift in writing practices, where technology is not just a supplementary aid but a foundational component of effective writing. This trend suggests that as technology continues to evolve, so too will the methods and tools that students rely on for academic success.

Figure 2.

Thesis chapter with Grammarly application
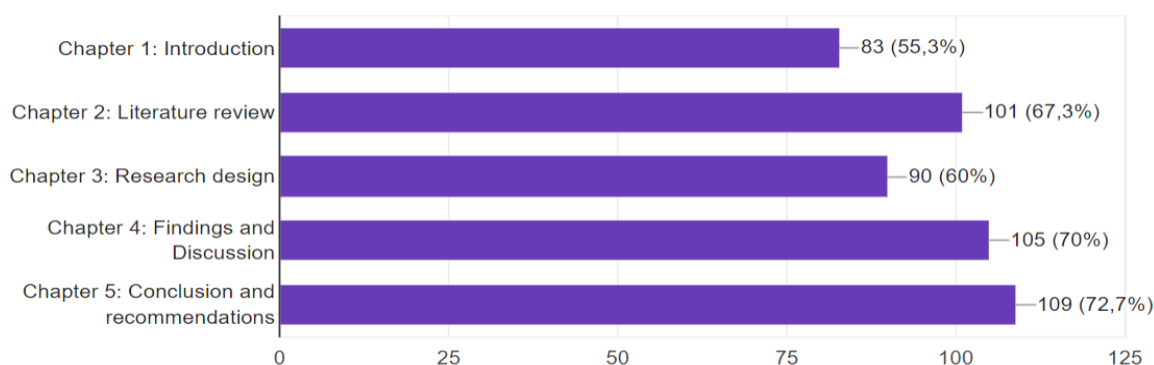
The results show that Grammarly is widely used in all thesis chapters. The highest rate was

recorded in the chapters "Conclusion and recommendations" (72.7%) and "Findings and Discussions" (70%). These two chapters require accurate language and coherent presentation of the main points, perhaps the most supported by Grammarly to ensure clarity, grammar accuracy, and consistency in style. Although the rate had a small difference between chapters (from 55.3% to 72.7%), Grammarly was consistently used at a high rate throughout the whole thesis. It proves that Grammarly is not only used in a sporadic way but has become an indispensable part of the students' writing process. The consistency in using Grammarly on all chapters shows that students believe in this tool and consider it an effective assistant in ensuring the quality of the thesis. The students not only use Grammarly in the final stage but also apply it throughout the writing process, demonstrating their intentional understanding and application of the tool. As students increasingly rely on technology, tools like Grammarly will likely continue to play a vital role in shaping effective writing practices in higher education.

Figure 3.

Evaluation of Grammarly's contribution to thesis writing
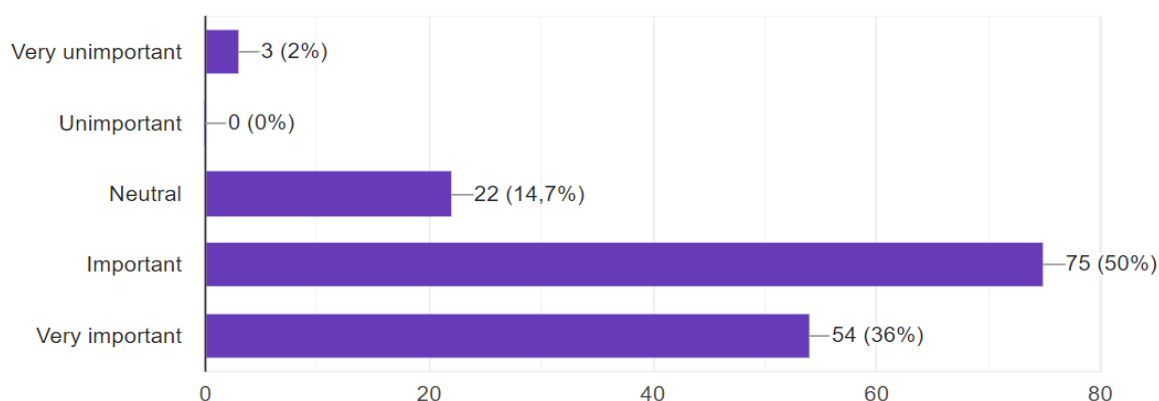
Figure 4.

Quality rating of Grammarly for thesis writing
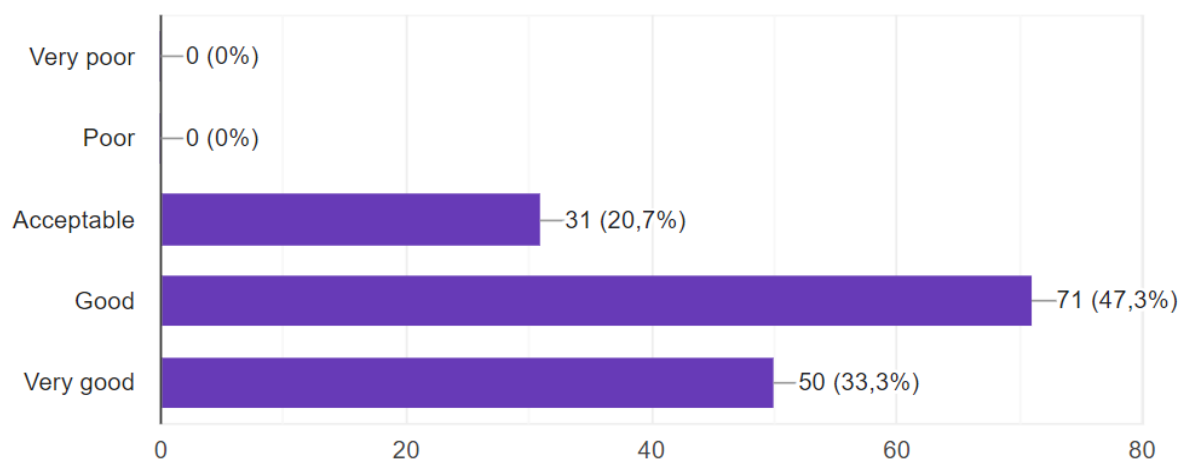
Figures 3 and 4 provide convincing evidence of students' positive awareness of Grammarly in the writing process. 86% of Grammarly students were "important" or "very important," with 50% of "very important" rating. This figure shows Grammarly's great influence on students' theses. They not only use Grammarly but also consider it an essential, indispensable tool. The high ratio shows that Grammarly has been closely integrated into the students' working process,

becoming an important part of the thesis completion. This reflects the trust and dependence on this tool to ensure the quality of text. (see Figure 3)

With the rate of 80.6% of students rating the quality of Grammarly as "good" or "very good," 47.3% of the evaluations were "good," and 33.3% rated it as "very good". This is a very high ratio, showing that students are satisfied with the effectiveness and usefulness of Grammarly in supporting them in writing their theses. Only a small percentage (19.4%) of students rated Grammarly's quality as "acceptable". This shows that the negative feedback is minimal and not enough to affect the general positive judgment about Grammarly. (see Figure 4)

Both Figures 3 and 4 show a positive total picture of students' use and evaluation of Grammarly. This tool is not only widely used but also appreciated for both importance and quality, affirming its important role in the process of writing students' theses in this study. The overwhelming positive assessment shows that Grammarly has met the expectations and needs of students, contributing to improving the quality of their theses.

Students express strong confidence in Grammarly's importance, suggesting that it plays a crucial role in their writing experience. The rarity of negative feedback further indicates that concerns about its performance are minimal, demonstrating that Grammarly effectively meets its expectations. Overall, these findings illustrate that Grammarly is an indispensable part of the thesis writing experience for English majors, significantly influencing their writing quality and practices. This deep integration reflects a modern approach to academic writing, where technology is essential for enhancing student success.

Research Question 2: What are their perceptions towards using Grammarly in writing a thesis?

Students' perceptions of the benefits of Grammarly

Participants engaged in a variety of activities using Grammarly. They checked grammar, spelling, punctuation, word form, and article usage. Grammarly also found a variety of errors and suggested corrections. Additionally, participants used Grammarly to explore alternative vocabulary and sentence structures to improve their writing style. They also relied on the tool to increase the clarity of their writing and revise their writing to the correct level of formality, especially when writing essays. According to the results collected, the researcher can see that the majority of participants have positive opinions about the benefits of Grammarly. In all 12 items about benefits, the percentage for agree and strongly agree is always higher than two-thirds of the total votes (the lowest is 66.67% in item 8, Grammarly improves writing style, the highest is item 3, Diverse error analysis and recommendation, with a total of 88%). On the contrary, the proportions of disagree and strongly disagree with all items are just around 0% to 2,6% which is a minimal and negligible. The rest are of neutral opinions. From this, it can be seen that English language students appreciate the experience of using Grammarly for their graduation theses. They sometimes wonder about its benefits, but do not refute the positive points that this application brings.

A more detailed look at the table revealed that one bright point about Grammarly that makes users very impressed is that it helps students save time and money (Item 12) during the writing process.

Table 1.

Students' perceptions of the benefits of Grammarly

Statement	Item	SD	D	N	A	SA
1. Grammar is easy to use	N (%)	1 (0,7%)	1 (0,7%)	23 (15,3%)	83 (55,3%)	42 (28%)
2. Grammarly gives feedback quickly	150	1 (0,7%)	1 (0,7%)	17 (11,3%)	96 (64%)	35 (22,3%)
3. Grammarly analyzes many different errors and suggests corrections	150	1 (0,7%)	1 (0,7%)	16 (10,7%)	77 (51,3%)	55 (36,7%)
4. Grammarly is useful for checking and correcting spelling	150	1 (0,7%)	0 (0%)	21 (14%)	71 (37,3%)	57 (38%)
5. Grammarly is useful for checking and correcting punctuation	150	1 (0,7%)	0 (0%)	22 (14,7%)	80 (53,3%)	47 (31,3%)
6. Grammarly is useful for checking and correcting word form	150	2 (1,3%)	2 (1,3%)	30 (20%)	63 (42%)	56 (37,3%)
7. Grammarly is useful for checking and correcting articles	150	2 (1,3%)	2 (1,3%)	32 (21,3%)	66 (44%)	48 (32%)
8. Grammarly improves writing styles because it offers alternative vocabulary or sentence structure	150	2 (1,3%)	1 (0,7%)	47 (31,3%)	57 (38%)	43 (28,7%)
9. Grammarly increases the clarity of writing	150	2 (1,3%)	0 (0%)	37 (24,7%)	71 (47,3%)	40 (26,7%)
10. Grammarly recommends editing text to suit the formality of your thesis writing	150	2 (1,3%)	1 (0,7%)	32 (21,3%)	69 (46%)	46 (30,7%)
11. Grammarly enhances students' confidence in grammar in thesis writing	150	0 (0%)	3 (2%)	22 (14,7%)	68 (45,3%)	57 (38%)
12. Grammarly saves time and money	150	2 (1,3%)	0 (0%)	28 (18,7%)	52 (34,7%)	68 (45,3%)

One significant advantage of Grammarly that impresses users is its ability to help students save time and money (Item 12) during the writing process. With 80% of participants leaning to support this item, there is no doubt that spending money on doing a thesis is a critical problem. The reason is that Grammarly allows features to be implemented on a free account, which

means users do not need to spend money to receive feedback from this application. In the research of Fitria (2021), the author also showed that the number of students who used the free version was more than the number of students who used the premium version. It can be seen that a no-cost application like Grammarly (just for the free version) is suited for students. Some interviewers give answers that strongly support this view:

P2: Yeah, it saves time when using Grammarly

P8: I really like it, it's free and helpful, easy to use

P11: I like it because it has many interesting functions, gives quick feedback, and can be used many times at no cost. Editing publishing topics for formality or readership is also very good.

Second, Item 2 - Grammarly's quick response time of just a few seconds is also a highly appreciated factor. With one click, the errors are highlighted instantly, so that these results are predictive. The above interview's answer can reflect this point. Besides that, this writing tool is also considered easy to use by participants; this kind of view is similar to Juwita's (2023).

Next, let's take a deeper look at how users feel about Grammarly's error-catching and correction features. In section 3, Grammarly analyzes many different errors and suggests corrections, receiving a support rate of nearly 90%. *P13: It finds errors very quickly; P4: Grammarly shows me the incorrect grammar structures or wrong spelling; P2: The most useful feature from Grammarly absolutely is finding wrong grammar; P8: It serves as a tool for detecting errors in grammar, punctuation, sentence structure, etc. It can help to correct grammar and spelling, suggest clarity*, and highlight these pros in their interviews. This finding is similar to the research results of Setyani (2023), "Within the long text, Grammarly can detect many errors; it classifies errors (articles, phrases, expressions, passive tenses, etc.) and suggest corrections".

With its features, participants admitted that they find it effective when using Grammarly for their writing. Checking and correcting spelling, punctuation, word form, and articles are some areas in which grammar has done well. Some students voiced their opinions, such as:

P4: Grammarly helps me in my academic writing a lot, especially in checking grammar.

P7: Grammarly limits grammatical errors.

P13: Previously, my articles were often grammatically incorrect, but since using Grammarly, that problem has improved significantly.

P2: It enhanced clarity and coherence, grammar and syntax, vocabulary enhancement, consistency, etc. The instant feedback on grammar, punctuation, and style as you write can help you learn and improve progressively.

This assertion is similar to Hoang and Nguyen (2022), who noted that the group of students using Grammarly wrote better essays than the other group. Errors related to the items listed above were detected, and students can check and fix them gradually over time until the final test.

Despite receiving high agreement, the number of participants is still more hesitant on points such as offering alternative vocabulary or sentence structure (item 8); increasing the clarity of writing still receives a relatively higher neutral rate than other items (item 9). This is understandable because Grammarly has limited functionality for free users; the above features are better exploited if students pay for a premium account. This is consistent with Fitria's research (2022), which demonstrated that problems related to style, clarity improvement, and advanced corrections are only effectively resolved when using the premium version.

Last but not least, more than 80% of participants supported item 11 - Grammarly enhances students' confidence about grammar in thesis writing. The results have shown that students' confidence has significantly increased due to Grammarly's great features in checking errors and recommending corrections. Without worrying too much about errors, students can release stress and feel more comfortable doing these. Some students gave their point of view on this view, such as:

> *I feel very confident; I think my writing grammar is better, and I can see the score of my writing. I can understand what errors Grammarly indicates; I just write freely, and Grammarly helps me to check.*

> *P15: Grammarly makes me feel more secure in submitting my assignment because grammatical errors cause embarrassment when I'm an English major. Grammarly makes me focus on writing content without worrying too much about errors. I only need to check for errors when I'm done.*

Students' perceptions of the limitations of Grammarly

As can be seen from Table 2 below, participants in the survey highlighted several concerns regarding Grammarly's functionality, limitations, and reliability in aiding their writing. The data shows that for most participants (60% out of 150 participants), this application requires a stable network connection to function properly; only four students did not agree with that idea. Regarding the limitations of Grammarly's free account, most respondents (accounting for 66% agreed and 16% strongly agreed) said that the free version only provides basic features for users, while only 2% did not agree with the same items. Regarding the issue of language barriers between Vietnamese and English, more than half of the respondents (46%) agreed that they encounter inadequacies while using Grammarly because this application does not currently provide the Vietnamese version. On the other hand, 9% of students stated that they did not have language difficulties while using this tool. Most survey participants were able to read and understand comments from Grammarly easily. Only 18% of 150 participants selected "Very agreed" for the issue of having difficulty understanding recommendations from Grammarly, while up to 34% of students showed that they strongly disagreed with the same issue. The reliability of comments from Grammarly has not received high marks from students. Many students expressed a neutral attitude (25% chose Neutral), and only 10% of students showed that they highly appreciated the quality of the assessments from this tool. More specifically, two-thirds of students think Grammarly can give misleading feedback. On the other hand, only a third of students expressed a positive opinion towards reviews from Grammarly. When it comes to benefiting from the suggestions that Grammarly provides, 22% of students chose to agree, and 8% of students chose to strongly agree. Besides, more than 22% of students showed that they disagreed with this opinion.

Some interview participants also expressed concerns about Grammarly's error correction problem as follows:

> *P2: In cases where complex academic structures are used, Grammarly can sometimes miss awkward phrasing or nuanced issues, such as parallelism in longer sentences. It may also misinterpret sentence fragments that are intentional for emphasis or style.*

> *P6: I think there are errors about idiomatic expressions and colloquialisms, phrasal verbs, and complex, long sentence structures.*

> *P10: Grammarly sometimes misses nuanced errors, such as context-specific word choices or more complex grammatical structures, which can lead to subtle inaccuracies in my writing.*

The table below presents the limitations of Grammarly and students' views on these issues.

Table 2.

Students' perceptions of the limitations of Grammarly

Statement	Item	SD	D	N	A	SA
1. Grammarly needs a stable network connection to be used smoothly	N = 150 (%)	2 (1,3%)	2 (1,3%)	27 (18%)	91 (60%)	28 (18,6%)
2. Grammarly only offers basic features for the free version	N = 150 (%)	2 (1,3%)	3 (2%)	20 (13%)	100 (66,7%)	25 (16,7%)
3. It's difficult when using the Grammarly application because there is no Vietnamese version	N = 150 (%)	14 (9,3%)	14 (9,3%)	27 (18%)	69 (46%)	26 (17,3%)
4. Feedback from Grammarly is hard to understand	N = 150 (%)	51 (34%)	26 (17,3%)	29 (19,3%)	27 (18%)	17 (11,3%)
5. Feedback from Grammarly is not reliable	N = 150 (%)	36 (24%)	31 (20,6%)	38 (25,3%)	30 (20%)	15 (10%)
6. Grammarly can provide misleading feedback	N = 150 (%)	32 (21,3%)	31 (20,6%)	38 (25,3%)	29 (19,3%)	20 (13%)
7. Grammarly feedback is not always helpful	N = 150 (%)	29 (19,3%)	34 (22,6%)	40 (26%)	34 (22,6%)	13 (8,6%)
8. Grammarly does not help in checking the context and content of the writing	N = 150 (%)	22 (14,6%)	40 (26%)	47 (31,3%)	28 (18,6%)	13 (8,6%)
9. Grammarly reduces students' ability to self-analyze and find errors in their writing	N = 150 (%)	11 (7,3%)	46 (30,6%)	38 (25,3%)	42 (28%)	13 (8,6%)
10. Feedback from Grammarly can change the main ideas of the article	N = 150 (%)	23 (15,3%)	47 (31,3%)	33 (22%)	32 (21,3%)	15 (10%)

Another issue that deserves attention is the ability to check article content on Grammarly. The data shows that 18% of students agree and 8% of students strongly agree that Grammarly cannot assist in checking the main content of the article. This issue received high agreement from interview respondents.

P2: While Grammarly allows for an "academic" tone, it doesn't fully account for the level of formality and technical depth required in thesis writing. It might recommend phrasing that feels too casual or simplistic for a research context.

P5: It can't clarify the context, so sometimes it suggests that words or phrases are wrong,

but they're not. I'm annoyed because the error is highlighted in red, so I always click to dismiss it.

P14: The limitations of Grammarly include its inability to fully understand context and its occasional lack of appropriate academic suggestions, which can affect my writing quality.

Students have mixed opinions about Grammarly's impact on their writing skills and the integrity of their content. Meanwhile, 31% of students expressed a neutral opinion towards this function. Grammarly's impact on students' writing skills is one of the controversial issues. This is shown by the fact that the number of students choosing Disagree and Agree is similar (30% Disagree and 28% Agree to the same item). Regarding the issue of Grammarly affecting the main content of the article, one-third of survey participants showed that they disagree that Grammarly will cause changes in the content of the article. Meanwhile, 10% of people expressed deep concern that Grammarly's modifications would affect the main content of their articles.

In addition to acknowledging Grammarly's advantages in assisting students with their research papers, consumers continue to pay close attention to Grammarly's drawbacks. One of the two biggest limitations of this application is that it also provides unreasonable comments, which causes students to have to spend more time analyzing the comments before deciding to modify the article content based on suggestions provided by Grammarly. The second limitation concerns Grammarly's inability to analyze the context of the article. It mainly only supports grammatical errors, but cannot help much in linking the ideas of the article, especially for academic articles.

Students' perceptions of teacher feedback and Grammarly feedback

Data results show that students have a positive review of teachers' feedback on their writing. Most students think that teachers' feedback is easy to understand and useful in many aspects of the writing process. Table 3 presents students' cognitive details about this feedback, showing overwhelmingly positive results.

Table 3.

Students' perception on the teacher feedback

Statement	Item	SD	D	N	A	SA
1. The teacher's feedback is understandable.	N = 150 (%)	3 (2%)	2 (1,3%)	20 (13,3%)	72 (48%)	53 (35,4%)
2. Teacher feedback helps me revise the content of my writing better.	N = 150 (%)	2 (1,3%)	2 (1,3%)	19 (12,7%)	79 (52,7%)	48 (32%)
3. Teacher feedback helps improve the organization.	N = 150 (%)	1 (0,7%)	1 (0,7%)	22 (14,6%)	75 (50%)	51 (34%)
4. Teacher feedback helps improve my writing.	N = 150 (%)	1 (0,7%)	2 (1,3%)	19 (12,7%)	83 (55,3%)	45 (30%)

Survey results indicated that teacher feedback plays a crucial role in improving students' writing skills and overall article quality. Half of the survey participants, 50%, reported that the teacher's

feedback significantly improved their ability to organize articles. This is a relatively high rate, showing the effectiveness of teacher feedback in this aspect. The majority of students, 55.3% felt that their article had improved overall thanks to the teacher's feedback. This indicates that feedback not only focuses on a specific aspect but also positively affects the quality of the overall article. 48% of students' feedback was easy to understand, so this shows that teachers have conveyed feedback clearly and easily. The usefulness of feedback in editing content was 52.7% which was close to the overall improvement rate, showing that the teacher's feedback is particularly useful in helping students modify and improve the content of the lesson. This strengthens the conclusion of the positive impact and value of the teacher's feedback. The fact that the number of students who do not agree is less increases the persuasiveness of the results.

Table 4.

Students' perception of Grammarly feedback

Statement	Item	SD	D	N	A	SA
1. Grammarly provides feedback that is easy to understand.	N = 150 (%)	1 (0,7%)	3 (2%)	24 (16%)	84 (56%)	38 (25,3%)
2. Grammarly gives comprehensive and detailed feedback.	N = 150 (%)	1 (0,7%)	5 (3,3%)	32 (21,3%)	82 (54,7%)	30 (20%)
3. Grammarly does not provide any misleading feedback.	N = 150 (%)	3 (2%)	6 (4%)	24 (16%)	80 (53,3%)	37 (24,7%)
4. Grammarly helps save me time when revising my writing	N = 150 (%)	1 (0,7%)	2 (1,3%)	25 (16,7%)	70 (46,7%)	52 (34,6%)
5. Grammarly enables me to improve the quality of my writing.	N = 150 (%)	1 (0,7%)	2 (1,3%)	22 (14,7%)	79 (52,7%)	46 (30,6%)
6. Grammarly helps boost my confidence in submitting my written work.	N = 150 (%)	1 (0,7%)	2 (1,3%)	22 (14,7%)	73 (48,7%)	52 (34,6%)

The results from Table 4 show that students rated the feedback features of Grammarly, a writing support tool, very positively. Grammarly provided comprehensive and detailed feedback, with 54.7% emphasizing Grammarly's ability to detect and propose corrections not only in grammar and spelling but also in writing style and sentence structure. This shows that Grammarly is not only a simple correction tool but also supports the improvement of the quality of the overall article. However, it should be noted that "comprehensive" here is limited only to the technical scope, excluding content and thinking aspects. Although it is not an absolute rate, the number 53.3% still shows the relatively high reliability of the Grammarly feedback. Accuracy is a key factor for students to trust and apply the proposals of the software. Grammarly helps students save time in the correction process, allowing them to focus on other aspects of the article (66.7%). This is an important practical benefit. The majority of students believe that Grammarly helps improve the quality of their writing (52,7%), and 48.7% indicated that the software increases their confidence. These two figures reflect the positive impact of Grammarly not only

on the quality of writing but also on students' learning psychology. Students with more confidence will be more proactive in editing and perfecting their writing, leading to improved writing quality.

Although Grammarly has many advantages, comparison with teacher feedback (Table 3) and interview data shows limitations. The teacher's feedback is more comprehensive, including content, article structure, argument, and creativity. Grammarly focuses on technical aspects. Teachers provide thinking support, suggestions for themes, and help students develop ideas comprehensively. Grammarly does not have this ability. The teacher's feedback is personalized, based on the knowledge, strengths, and weaknesses of each student. Grammarly provides common feedback, regardless of personal differences. To support the survey results, the researchers included interview excerpts.

> *P2: Teacher feedback is more holistic, going beyond technicalities to address the underlying quality and academic rigor of my work. Combined with Grammarly's technical support, it creates a comprehensive foundation for improvement.*

> *P5: Teachers offer diverse new content ideas related to my topic, helping me brainstorm in ways Grammarly cannot. Regarding structure, teacher advice is superior; they offer numerous ways to paraphrase sentences or develop ideas. Grammarly only suggests corrections for minor errors (especially in the free version).*

> *P14: Teacher feedback refines content and structure with personalized insights, unlike Grammarly's focus on technical aspects.*

The above interview quotes emphasized this difference. Students found that Grammarly is useful for technical correction, but the teacher's feedback brings higher value in improving the content and structure of the article.

Students' perception of the combination of Grammarly and teacher feedback

Table 5.

Students' perception of the combination of Grammarly and teacher feedback

Statement	Item	SD	D	N	A	SA
1. Teacher feedback added to the feedback from Grammarly.	N = 150 (%)	1 (0,7%)	2 (1,3%)	17 (11,3%)	73 (48,7%)	57 (38%)
2. The combination of Grammarly and teacher feedback is necessary to help improve my writing skills.	N = 150 (%)	2 (1,3%)	0	23 (15,3%)	67 (44,7%)	58 (38,7%)
3. The combination of Grammarly and teacher feedback is necessary to help improve my writing confidence.	N = 150 (%)	1 (0,7%)	1 (0,7%)	17 (11,3%)	67 (44,7%)	64 (42,6%)

Table 5 highlights a remarkable result that students overwhelmingly support the method of combining feedback from both Grammarly and teachers. A high percentage of students (48.7%) agreed that teachers' response increased the value of proposals from Grammarly, showing a resonant effect. Grammarly is good at identifying and fixing technical errors, but the teacher's feedback provides a more comprehensive overview, including content, structure, argument, and

overall academic quality. Teachers can put Grammarly's feedback in context, explain basic grammar principles, and give more nuances about style and argument. 44.7% of students believed that a combined response is necessary to improve writing skills and confidence, emphasizing the limitations of being based only on one of the two methods. Grammarly solves technical aspects, but the teacher provides an understanding of context and a comprehensive assessment necessary for the development of real skills and confidence. The combination of both technical aspects and concepts of writing leads to more comprehensive improvement. Interviews may have provided detailed information on how to respond to benefits, illustrating the addition of both feedback. Key responses illustrate this complementarity:

> *P2: Grammarly helps me develop consistent writing habits—like conciseness, correct syntax, and varied vocabulary—which improves my writing efficiency. Teacher feedback, however, pushes me to grow in critical thinking, idea development, and academic style. This balanced skill-building is essential for both immediate assignments and long-term academic success.*

> *P6: They can help improve writing skills and boost confidence when submitting work. Grammarly builds immediate confidence, whereas teacher feedback fosters personal growth.*

> *P12: Using both Grammarly and teacher feedback helps me improve in both technical accuracy and content quality, increasing my confidence when submitting.*

Table 5 and data from the interview strongly show that the combination method - combining the technical accuracy of Grammarly with the comprehensive guidance of feedback from the teacher - is much more effective in improving students' writing skills and enhancing their confidence compared to each individual method. The results emphasized the importance of technology integration with interaction between people in the educational environment.

Discussion

To achieve the highest efficiency of the research to address the proposed questions, the study used a mixed-methods approach, combining quantitative and qualitative methods. This method is similar to the studies of Juwita (2023), Fitria et al. (2022), and Setyani et al. (2023). The authors also used both closed-ended questionnaires and interviews to explore the problem. Another study by Hoang and Nguyen (2022) used an experimental study; however, due to time constraints and the lack of favorable conditions for the researchers to guide students, this method could not be implemented.

To summarize, the outstanding benefits that Grammarly brings to student essays are mentioned in the results and findings. Some factors are similar to the previous research, but there are some things that are new. Students easily agree that Grammarly is useful for its features due to a special reason: it's free. However, they frankly point out the limitations of it. Grammarly can satisfy the basic needs in the process of a thesis, but it's necessary to pay money if users want to upgrade the quality of their writing.

The research results show that poor quality of feedback and a lack of ability to analyze the context of the article are two significant limitations of Grammarly. The findings may align with Nova (2018), who found that wrong suggestions from Grammarly are one of the factors affecting the quality of students' academic writing. Additionally, the researcher also realized Grammarly's limitations in determining the context of the article, thus making comments that were not appropriate to the main content of the article.

Grammarly's role in writing a thesis, as reflected in teacher feedback, is a multi-dimensional issue, with many different views reflected in recent studies. Some studies show that Grammarly can significantly improve the ability to self-study essays. Halim, Sharina, and Zur (2022) emphasized the important role of Grammarly in this process. It implicitly compares Grammarly's immediate and accessible feedback with the slower pace and less frequent feedback from the teacher's traditional evaluation.

However, the results of the current study affirm the consensus that Grammarly could not replace the irreplaceable role of the teacher. Wardatin et al. (2022) stated that even with the advantages of autonomous learning supported by Grammarly, their surveyed participants did not believe that the teacher could be completely replaced. This view was repeated by Dizon and Gayed (2021), who supported Grammarly as an additional tool to strengthen, not to replace, and respond to teachers. They believed that Grammarly could effectively handle the mechanical aspects of writing (grammar and vocabulary), allowing teachers to focus on higher-level issues, such as arguments, style, uniqueness, and personal instructions when necessary. This view is in line with the method of combining Sistani and Tabatabaei (2023). They proposed to take advantage of the strength of both Grammarly's automatic response and the teacher's personal guidance. Grammarly is effective in resolving basic errors, allowing teachers to spend their time and expertise on more complex aspects. The development of writing skills from teachers provides important personal support and encouragement that current technology cannot replace. In short, Grammarly is a powerful support tool, but it cannot replace the essential role of personal guidance and evaluation from teachers.

Limitation

Despite offering valuable insights into the perceptions of English-major seniors regarding the use of Grammarly for thesis writing, this study is subject to several limitations. Firstly, the sample size was relatively small and limited to final-year English students from only one university (IUH), which may not fully represent the broader population of English-major students across Vietnam or in other educational contexts. Secondly, the study relied mainly on self-reported data from questionnaires and interviews, which may be influenced by individual biases or limited self-awareness. Thirdly, although students shared their views on Grammarly, the research did not include any objective measures of writing improvement (e.g., before-and-after writing samples), which could have strengthened the findings. Lastly, the authors have to specify the version of Grammarly that the participants used (free version or premium version). Future studies should consider a more diverse sample across multiple universities, including premium version users, teachers' perspectives, and adopt a mixed-methods approach involving both qualitative and quantitative data to get a deeper and more comprehensive understanding of Grammarly's role in academic writing.

Conclusion

The study mainly focused on finding out students' perceptions about using Grammarly in their thesis writing. To clarify this goal, the researcher mainly delved into two main questions: to what extent do Grammarly users use it for their essays, and what do they feel about the benefits, disadvantages, and comparisons? What about feedback between Grammarly and teachers? Research results have shown that students rely heavily on Grammarly, as evidenced by 80% of students using it, and all five chapters in the thesis are supported by this application. Next, it can be seen that most people have positive thoughts about Grammarly's features, but as for its disadvantages, participants also admitted limitations of this application. Last but not least,

Grammarly's feedback contributes a lot to the essay material; however, when compared to teacher feedback, it is considered somewhat mechanical. It can be inferred that combining teacher feedback with Grammarly will result in the most effective student work.

In summary, this study can partly fulfill the research gaps of previous research. It adds to finding Vietnamese students' perceptions about the application of Grammarly in their essays. This article is still limited as the research sample was only at one university, so the results are not fully reflected, and the number of participants is not large enough.

References

Alsulami, S. (2016). The effects of technology on learning English as a foreign language among female EFL students at Effatt College: An exploratory study. *Studies in Literature and Language, 12*(4), 1–16.

Astuti, D., & Sumarni, S. (2023). Grammarly in students' self-directed learning for writing skills: Advantages and disadvantages. *INSANIA: Jurnal Pemikiran Alternatif Kependidikan, 28*(1a), 36–50. https://doi.org/10.24090/insania.v28i1a.8899

Blaire, L. (2016). *Writing a graduate thesis or dissertation* (Vol. 4). Rotterdam, The Netherlands: Sense Publishers.

Blaxter, L., Hughes, C., & Tight, M. (2006). *How to research* (4th ed.). Berkshire, England: Open University Press, McGraw-Hill Education.

Bower, M. (2019). Technology in education: A holistic perspective. In Tarchi et al. (Eds.), *Digital writing technologies in higher education* (pp. 1–10). Springer.

Bowker, N. (2007). *Academic writing: A guide to tertiary level writing.* Auckland: Massey University.

Bulatović, V., Mirović, I., & Kaurin, T. (2024). Analyzing Grammarly software for corrective feedback: Teacher's perspective on affordances, limitations, and implementation. *Focus on ELT Journal, 6*(1), 74–86. https://doi.org/10.14744/felt.6.1.6

Bui, T. M., & Nguyen, H. T. (2024). Tác động của trí tuệ nhân tạo đến việc học tiếng Anh của sinh viên. Journal of Education, 29(2), 123-130. https://tcgd.tapchigiaoduc.edu.vn/index.php/tapchi/article/view/1863/793

Butarbutar, R., & González Vallejo, R. (2025). Factors influencing AI-assisted thesis writing in university: A pull-push-mooring theory narrative inquiry study. *Data and Metadata, 4*(1), 203–220. https://doi.org/10.56294/dm2025203

Cavaleri, M., & Dianati, S. (2016). You want me to check your grammar again?: The usefulness of an online grammar checker as perceived by students. *Journal of Academic Language and Learning, 10*(1), A223–A236.

Daniels, P., & Leslie, D. (2013). Grammar software ready for EFL writers. *OnCue Journal, 9*(4), 391–401.

Dizon, G., & Gayed, J. M. (2021). Examining the impact of Grammarly on the quality of mobile L2 writing. *JALT CALL Journal, 17*(2), 74–92.

Fahmi, M. A., & Cahyono, B. Y. (2021). EFL students' perception on the use of Grammarly and teacher feedback. *JEES (Journal of English Educators Society, 6*(1), 18–25. https://doi.org/10.21070/jees.v6i1.849

Fauziah, & Pangestika. (2023). The effectiveness of using VOA (Voice of America) learning English application toward students' listening skill at the eleventh grade of MA Al-Ma'ruf Margodadi Tanggamus [Diploma thesis, UIN Raden Intan Lampung].

Fitria, R. A., Sabarun, & Miftah, M. Z. (2022). Students' perception of the use of Grammarly in undergraduate thesis writing. *Project (Professional Journal of English Education, 5*(2), 366–371. https://doi.org/10.22460/project.v5i2.p366-371

Fitria, T. N. (2021). Grammarly as AI-powered English writing assistant: Students' alternative for English writing. *Metathesis: Journal of English Language, Literature, and Teaching, 5*(1), 65–78. https://doi.org/10.31002/metathesis.v5i1.3519

Grammarly. (n.d.). About us. Grammarly. Retrieved from https://www.grammarly.com/about

Ghufron, M. A., & Rosyida, F. (2018). The role of Grammarly in assessing English as a Foreign Language (EFL) writing. *Lingua Cultura, 12*(4), 395–403. https://doi.org/10.21512/lc.v12i4.4582

Halim, A., Sharina, S., & Zur, S. (2022). Grammarly as a tool to enhance students' self-directed learning. KnE Social Sciences, 7(8), 5–13. https://doi.org/10.18502/kss.v7i8.10719

Hoang & Nguyen. (2022). Applying Grammarly as an online grammar checker tool to enhance writing skills for English-major students. In *Proceedings of the 9th OpenTESOL International Conference 2021* (pp. 459–460).

Horst, M., Cobb, T., & Nicolae, I. (2005). Expanding academic vocabulary with an interactive online database. *Language Learning & Technology, 9*(2), 90–110.

Hügle, J., & Day, E. (2023). Limitations of AI in academic writing. *Journal of Educational Research, 35*(1), 45–58.

Huynh, Q. Q. (2024). A Literature Review on EFL Students' Integration of Al-Based Tools in English Learning and The Perceived Impact on Autonomy. *International Journal of AI in Language Education, 1*(2), 30-51. https://doi.org/10.54855/ijaile.24123A

Juwita, N. (2023). An analysis of the students' perception on the "Grammarly application" in thesis writing [Diploma thesis, UIN Ar-Raniry Banda Aceh]. https://repository.ar-raniry.ac.id/id/eprint/32697

Koltovskaia, S. (2023). Postsecondary L2 writing teachers' use and perceptions of Grammarly as a complement to their feedback. *ReCALL, 35*(3), 290–304. https://doi.org/10.1017/S0958344022000179

Liu, L. (2015). A study of graduate thesis writing course for English undergraduates. *Journal of Language Teaching and Research, 6*(4), 836–841. https://doi.org/10.17507/jltr.0604.17

Little, C. W., Clark, J. C., Tani, N. E., & Connor, C. M. (2018). Improving writing skills through technology-based instruction: A meta-analysis. *Review of Education, 6*(2), 183–201.

Narangoda, O. (2022). What is a thesis? *Shorelight.* Retrieved from https://shorelight.com/student-stories/what-is-a-thesis/

Nova, M. (2018). Utilizing Grammarly in evaluating academic writing: A narrative research on EFL students' experience. *Premise: Journal of English Education and Applied Linguistics, 7*(1), 80–96. https://doi.org/10.24127/pj.v7i1

Nguyen, T. T. H.(2023). EFL Teachers' Perspectives toward the Use of ChatGPT in Writing Classes: A Case Study at Van Lang University. *International Journal of Language*

Instruction, 2(3),1-47. https://doi.org/10.54855/ijli.23231

Setyani, S., Bunau, E., & Rezeki, S. (2023). The influence of Grammarly towards Indonesian EFL students' first-degree thesis writing confidence. *Elsya: Journal of English Language Studies, 5*(1), 54–67. https://doi.org/10.31849/elsya.v5i1.677

Sistani, H., & Tabatabaei, O. (2023). Effects of teacher vs. Grammarly feedback on Iranian EFL learners' writing skill. *International Journal of Foreign Language Teaching and Research, 12*(45), 85–97.

Thi, N. K., & Nikolov, M. (2022). How teacher and Grammarly feedback complement one another in Myanmar EFL students' writing. *The Asia-Pacific Education Researcher, 31*(6), 767–779.

Tiwari, H. P. (2019). Writing thesis in English education: Challenges faced by students. *Journal of NELTA Gandaki, 1*(1), 45–52.

Vo, N. H. K., & Nguyen, Q. T. (2021). Applying Grammarly as an online grammar checker tool to enhance writing skills for English-major students: A survey on teachers' perceptions of their emergency remote English teaching [Conference paper]. In Proceedings of the 9th Open TESOL International Conference 2021 (p. 454). Ho Chi Minh City Publishing House of Economics. Retrieved from https://www.researchgate.net/profile/Le-An-60/publication/359199476_Online_Teaching_Activities_to_Maintain_Non-majored_English_Students%27_Motivation/links/65e69f03e7670d36abfd4215/Online-Teaching-Activities-to-Maintain-Non-majored-English-Students-Motivation.pdf#page=454

Wang, T., & Li, L. Y. (2008). Understanding international postgraduate research students' challenges and pedagogical needs in thesis writing. *International Journal of Pedagogies and Learning, 4*(3), 88–96.

Wardatin, F. N., Setiawan, S., Mustofa, A., & Nugroho, H. M. A. (2022). Integrating self-directed learning in facilitating writers' engagement through Grammarly: Exploring the perceptions of premium users. *EnJourMe (English Journal of Merdeka): Culture, Language, and Teaching of English, 7*(1), 32–46. https://doi.org/10.26905/enjourme.v7i1.6849

Ylijoki, O. H. (2001). Master's thesis writing from a narrative approach. *Studies in Higher Education, 26*(1), 21–34. https://doi.org/10.1080/03075070020030698

Yulianti, E., & Reni. (2018). Utilizing Grammarly in teaching writing recount text through a genre-based approach. *International Journal of Science, Technology and Society, 6*(1), 1–5.

Biodata

Thai Thi Thuy An is a postgraduate student at Industrial University of Ho Chi Minh City, Vietnam. She has experience in teaching English and conducting research in applied linguistics. Her primary research interests include the integration of technology in foreign language education, digital learning tools, and innovative pedagogical approaches.

Nguyen Ngoc Chau is a postgraduate student at Industrial University of Ho Chi Minh City, Vietnam. She has experience in teaching English and conducting research in applied linguistics. Her primary research interests include the integration of technology

in foreign language education, digital learning tools, and innovative pedagogical approaches.

Nguyen Hoai Huong Giang is a postgraduate student at Industrial University of Ho Chi Minh City, Vietnam. She has experience in teaching English and conducting research in applied linguistics. Her primary research interests include the integration of technology in foreign language education, digital learning tools, and innovative pedagogical approaches.