

**ANALYSIS PERCEPTIONS' OF USING GRAMMARLY FOR
DEVELOPING WRITING SKILLS BY TECHNOLOGY ACCEPTANCE
MODEL (TAM) AT ENGLISH DEPARTMENT**

A THESIS



BY:

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**INSTITUT AGAMA ISLAM NEGERI
K E R I N C I**

ENGLISH EDUCATION PROGRAM

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC OF INSTITUTE OF KERINCI

ACADEMIC YEAR 2025/2026

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A THESIS

*Submitted to fulfill one of the requirements for obtaining
a Bachelor's degree in education (S.Pd), of English
Department*

BY:

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Dr. Novri Pahrizal, M.Pd.

Sungai Penuh, Mei 2026

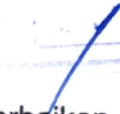
Dosen Institut Agama Islam Negeri
(IAIN) Kerinci

Kepada Yth,
Bapak Dekan Fakultas Tarbiyah dan
Ilmu Keguruan IAIN Kerinci
di
..... Sungai Penuh

NOTA DINAS

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NOMOR : 170

TANGGAL : 18 Mei 2026

PARAF : 

Assalamulaikum Wr, Wb.

Dengan hormat, setelah membaca dan mengadakan perbaikan seperlunya, maka kami berpendapat bahwa skripsi mahasiswa **Agus Arya Mukthi, NIM 1910203082** yang berjudul **Analysis Perceptions Of Using Grammarly For Developing Writing Skills By Technology Acceptance Model (TAM) At English Department** dapat diajukan untuk dimunaqasahkan guna memperoleh Sarjana Pendidikan (S.Pd.) Jurusan Tadris Bahasa Inggris fakultas Fakultas Tarbiyah Dan Ilmu Keguruan Institut Agama Islam Negeri Kerinci. Maka dengan ini kami ajukan skripsi tersebut, kiranya diterima dengan baik.

Demikian disampaikan, semoga bermanfaat bagi agama, bangsa dan negara.

Wassalamualaikum Wr. Wb.

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APPROVAL AND ACCEPTENCE

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CERTIFICATE OF ORIGINALITY

I'm here by declares the thesis entitled **"ANALYSIS PERCEPTIONS' OF USING GRAMMARLY FOR DEVELOPING WRITING SKILLS BY TECHNOLOGY ACCEPTANCE MODEL (TAM) AT ENGLISH DEPARTMENT"** is my own work and that to the best of my knowledge and belief, it contains no material previously published or written by another person, no material which to a substantial extent has been accepted for the award any other educational institution, accepted where do acknowledgement is mad in this thesis. Any contribution made to the research by others, with whom I'm have worked at IAIN Kerinci or elsewhere as fully acknowledged.

I also declared that the intellectual content of his thesis is product of my own work, except to the extent that assistance from others in the project design and conception or in style, presentation and linguistic expression of acknowledged.

Sungai Penuh, 18 May 2026


AGUS ARYA MUKTHI
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DEDICATION AND MOTTO

DEDICATION

I dedicated this thesis to my wonderful parents, my father Zamriadi and my mother Firma Tri Astuti, S.Pd. Thank you for endless love, prayers, and sacrifices. Thank you for being my constant source of inspiration and for believing in me even when I doubted myself. Thank you for your unwavering support and for teaching me the value of perseverance. This achievement is as much yours as it is mine.

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MOTTO **INSTITUT AGAMA ISLAM NEGERI**

K E R I N C I
كُتِبَ عَلَيْكُمُ الْقِتَالُ وَهُوَ كَرْهٌ لَّكُمْ وَعَسَىٰ أَن تَكْرَهُوا شَيْئًا وَهُوَ خَيْرٌ لَّكُمْ وَعَسَىٰ أَن تُحِبُّوا شَيْئًا

وَهُوَ شَرٌّ لَّكُمْ وَاللَّهُ يَعْلَمُ وَأَنْتُمْ لَا تَعْلَمُونَ

Diwajibkan atasmu berperang, padahal itu kamu benci. Boleh jadi kamu membenci sesuatu, padahal itu baik bagimu dan boleh jadi kamu menyukai sesuatu, padahal itu buruk bagimu.

Allah mengetahui, sedangkan kamu tidak mengetahui.

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This thesis, entitle **“ANALYSIS PERCEPTIONS’ OF USING GRAMMARLY FOR DEVELOPING WRITING SKILLS BY TECHNOLOGY ACCEPTANCE MODEL (TAM) AT ENGLISH DEPARTMENT”** Is intended to fulfill the requirement for achieving the degree of Sarjana in English Department of Education and Teacher Training Faculty of IAIN Kerinci. Finishing this thesis was not simple thing at all and the researcher definitely spent the researcher great deals of time buy gave the researcher valuable experience. However, thanks to the help, guidance, motivation and input from many parties, the completion of this thesis was made easier and smoother for subsequent submission to the Munaqasyah session. In this connection, the researcher would like to express his sincere thanks to:

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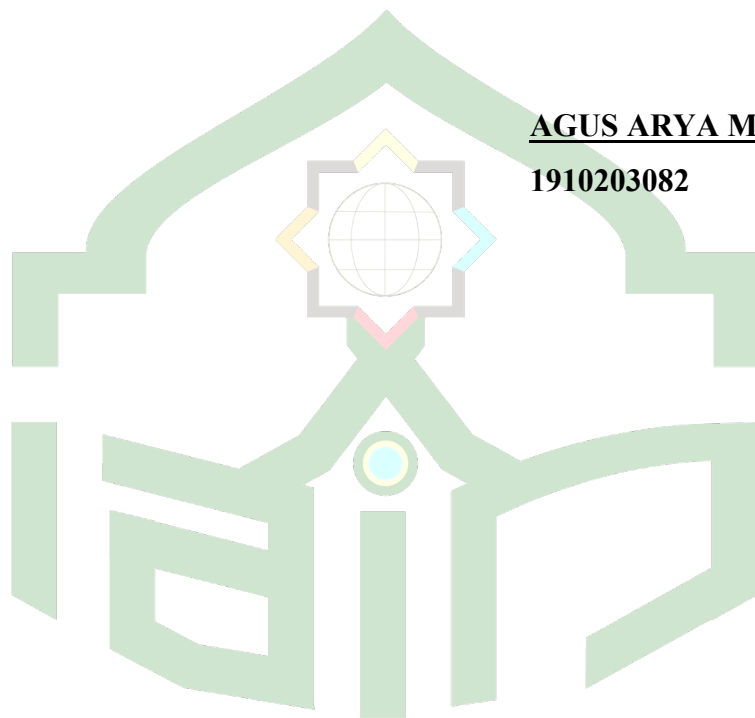
The researcher realize that this thesis is still far from perfect, but the researcher hopes that this study will be a valuable contribution to the field of English Language Teaching (ELT), specifically regarding the integration of AI-based writing tools like Grammarly in academic writing instruction. May this research serve as a useful reference for those interested in student perceptions and technology adoption in EFL contexts.

Sungai Penuh, 5 May 2026

The Researcher

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INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

ABSTRACT

Agus Arya Mukthi, 2019

: ANALYSIS PERCEPTIONS' OF
USING GRAMMARLY FOR
DEVELOPING WRITING SKILLS
BY TECHNOLOGY ACCEPTANCE
MODEL (TAM) AT ENGLISH
DEPARTMENT

Advisor

: Dr. Novri Pahrizal, M.Pd

Key words

: Technology Acceptance Model
(TAM), Grammarly, Writing Skills,
Students' Perception, EFL.

This study aims to investigate the perceptions and acceptance of Grammarly among English Department students at IAIN Kerinci through the lens of the Technology Acceptance Model (TAM). The research is prompted by persistent challenges students face in academic writing, such as grammatical inaccuracies and the need for automated writing tools. This study focuses on three core constructs of TAM: Perceived Usefulness (PU), Perceived Ease of Use (PEU), and Behavioral Intention (BI), while also investigating gender differences as a comparative variable. This research employs a quantitative descriptive and inferential statistics design. The participants are selected using convenience sampling, a non-probability sampling technique chosen based on the accessibility and availability of students who have actively utilized Grammarly based on a 5-point Likert scale. The analysis involves descriptive statistics to determine perception levels, multiple linear regression to examine the influence of PU and PEU on Behavioral Intention, and an independent samples t-test to identify differences based on gender. The descriptive findings revealed that the students' perceptions of Perceived Usefulness, Perceived Ease of Use, and Behavioral Intention all fall into the fairly high category. Furthermore, multiple linear regression analysis demonstrated that Perceived Usefulness and Perceived Ease of Use exert a significant simultaneous influence on Behavioral Intention, accounting for 70,3% of the total variance, with Perceived Usefulness emerging as the primary and most powerful determinant. The independent samples t-test confirmed that there were no statistically significant differences in technology acceptance metrics between male and female students. These findings imply that the TAM framework is highly robust for examining AI tool adoption in EFL contexts, highlighting that students prioritize utility and performance enhancement over simple user friendliness. Consequently, this study suggests that while students should leverage Grammarly as a supplementary resource rather than a total substitute for foundational writing competencies, educators should strategically incorporate AI-based writing assistants into writing instruction to enhance autonomous learning models.

ABSTRAK

Agus Arya Mukthi, 2019

: ANALYSIS PERCEPTIONS' OF
USING GRAMMARLY FOR
DEVELOPING WRITING SKILLS
BY TECHNOLOGY ACCEPTANCE
MODEL (TAM) AT ENGLISH
DEPARTMENT

Pembimbing

: Dr. Novri Pahrizal, M.Pd

Kata kunci

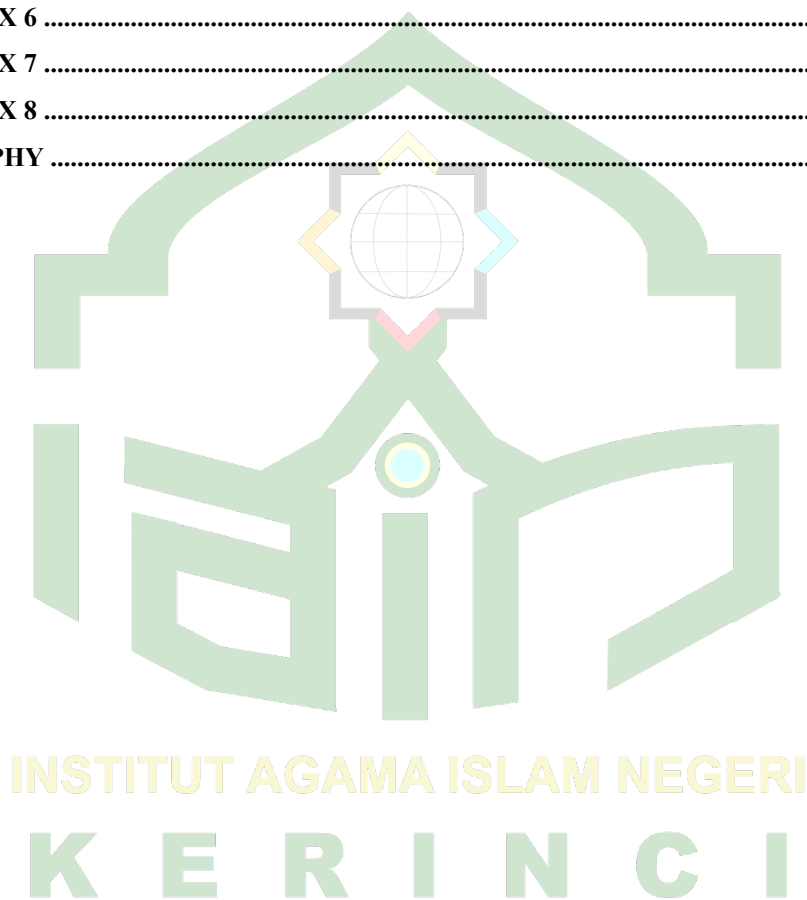
: Technology Acceptance Model
(TAM), Grammarly, Keterampilan
Menulis, Persepsi Mahasiswa, EFL.

Penelitian ini bertujuan untuk menginvestigasi persepsi dan penerimaan Grammarly di antara mahasiswa Tadris Bahasa Inggris di IAIN Kerinci melalui sudut pandang Technology Acceptance Model (TAM). Penelitian ini didorong oleh tantangan terus-menerus yang dihadapi mahasiswa dalam penulisan akademik, seperti ketidakakuratan tata Bahasa dan kebutuhan akan alat bantu penulisan otomatis. Penelitian ini berfokus pada tiga konstruk utama TAM: *Perceived Usefulness* (Persepsi Kegunaan), *Perceived Ease of Use* (Persepsi Kemudahan Penggunaan), dan *Behavioral Intention* (Niat Berperilaku), sekaligus meneliti perbedaan gender sebagai variabel komparatif. Penelitian ini menggunakan desain kuantitatif deskriptif dan statistik inferensial. Partisipan dipilih menggunakan Teknik *convenience sampling*, sebuah Teknik pengambilan sampel non-probabilitas yang dipilih berdasarkan aksesibilitas dan ketersediaan mahasiswa yang telah aktif menggunakan Grammarly berdasarkan skala likert 5 poin. Analisis data melibatkan statistik deskriptif untuk menentukan tingkat persepsi, regresi linear berganda untuk menguji pengaruh PU dan PEU terhadap BI, serta Independent samples t-test untuk mengidentifikasi perbedaan berdasarkan gender. Temuan deskriptif mengungkapkan bahwa persepsi mahasiswa terhadap PU, PEU dan BI seluruhnya masuk dalam kategori cukup tinggi. Selanjutnya, analisis regresi linear berganda menunjukkan bahwa PU dan PEU memberikan pengaruh simultan yang signifikan terhadap BI dengan kontribusi sebesar 70,3% dari total varians, di mana PU muncul sebagai determinan utama dan paling kuat. Uji independent samples t-test mengonfirmasi bahwa tidak terdapat perbedaan yang signifikan secara statistik dalam metrik penerimaan teknologi antara mahasiswa laki-laki dan perempuan. Temuan ini mengimplikasikan bahwa kerangka TAM sangat kokoh untuk memeriksa adopsi alat bantu AI dalam konteks EFL, serta menyoroti bahwa mahasiswa lebih memprioritaskan aspek kegunaan dan peningkatan kinerja akademis dibandingkan sekadar kemudahan penggunaan. Oleh karena itu, penelitian ini menyarankan bahwa meskipun mahasiswa harus memanfaatkan Grammarly sebagai sumber daya pelengkap dan bukan sebagai pengganti total untuk kompetensi dasar menulis, para pendidik harus secara strategis mengintegrasikan asisten penulisan berbasis AI ke dalam instruksi pembelajaran menulis untuk meningkatkan model pembelajaran mandiri.

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CHAPTER I INTRODUCTION

A. Background of the Problems

In recent years, technology has become a central component of language classrooms, helping students access authentic materials, communicate globally, and improve their linguistic performance. The integration of technology in English Language Teaching (ELT) has reshaped the way students learn, write, and receive feedback. In English Departments, this integration is particularly evident in writing courses such as Paragraph Writing, Essay Writing, and Academic Writing, where students are required to produce structured, coherent, and grammatically accurate texts as part of their academic development. However, in real classroom practice, English Department students at IAIN Kerinci continue to experience difficulties in academic writing, particularly in grammatical accuracy, lexical choice, and organization of ideas, despite having received formal instruction. Although students have been introduced to writing theories and text structures, they often struggle to apply these principles consistently in academic writing tasks.

According to Kukulska-Hulme and Shield (2023), technology enables more autonomous and interactive learning environments by offering immediate access to resources and tools that support individual progress. Within higher education, students increasingly use digital platforms not only for reading and communication but also to assist their writing development and self-

assessment. This condition indicates that technology is no longer supplementary; however, its actual role in addressing students' real writing problems still requires closer investigation.

The advancement of Natural Language Technology (NLT) has further strengthened this transformation. NLT refers to applications that employ artificial intelligence to understand, evaluate, and generate human language. In academic writing contexts, English Department students frequently face recurring issues such as grammatical inaccuracies, limited lexical control, and uncertainty in evaluating their own writing quality. As Hafner and Miller (2020) note, NLT-based tools function as extensions of learners' cognitive processes, allowing them to plan, review, and refine their writing more independently. Based on preliminary observations in writing classes, Grammarly is used by students with varying frequencies, indicating differences in acceptance and reliance on the tool during academic writing tasks. This variation suggests that frequency of use does not automatically indicate acceptance or trust, raising questions about how students actually perceive these tools in terms of usefulness and ease of use.

To explain how users accept and adopt technology, the Technology Acceptance Model (TAM) proposed by Davis (1989) offers a widely recognized theoretical framework. TAM posits that two key constructs—Perceived Usefulness (PU) and Perceived Ease of Use (PEU)—influence users' Behavioral Intention (BI) to use a technology. In the context of academic writing, PU refers to students' beliefs about whether a tool genuinely improves

their writing quality and performance, while PEU relates to how easily the tool can be operated during real writing tasks. In this study's context, students demonstrate differing perceptions regarding the usefulness and ease of use of Grammarly, and these perceptions may vary between male and female students, reflecting differences in Perceived Usefulness (PU) and Perceived Ease of Use (PEU). TAM has been widely applied in educational technology research; however, its application to students' authentic writing experiences with AI-based writing tools remains limited, particularly in EFL academic writing contexts.

In English language education, TAM has been used to explain students' acceptance of online learning platforms, digital feedback systems, and various instructional technologies. Nevertheless, many of these studies focus on general technology adoption rather than on students' concrete writing problems, such as difficulties in trusting automated feedback, overreliance on teacher confirmation, or uncertainty in applying system-generated suggestions. Furthermore, students' intention to continue using Grammarly independently differs, including potential differences based on gender, as some students still rely on teacher validation, affecting their Behavioral Intention (BI) within the Technology Acceptance Model (TAM). Therefore, applying TAM to the use of AI-based writing tools allows researchers to examine not only whether students use a tool, but how their perceptions shape their intention to continue using it in academic writing practices.

Among various automated writing tools, Grammarly has become one of the most widely used applications for supporting writing development. Grammarly provides immediate feedback on grammar, spelling, vocabulary, and writing style through artificial intelligence and natural language processing. Its accessibility across multiple platforms makes it a practical tool for English Department students when completing academic writing assignments. Several studies, such as those by Ray and Dardjito (2022) and Pratiwi (2022), indicate that Grammarly helps learners identify language errors and improve writing accuracy.

Writing is widely regarded as one of the most challenging skills in language learning because it requires the integration of linguistic knowledge, cognitive processing, and rhetorical organization. Hyland (2019) explains that writing involves planning, drafting, and revising, all of which demand precision and consistency. In academic writing courses, students often receive limited feedback due to time constraints and large class sizes. Ferris (2018) emphasizes that consistent and timely feedback is essential for writing improvement, yet such feedback is not always feasible in traditional classroom settings. Consequently, students increasingly turn to automated tools like Grammarly to obtain immediate feedback.

Many researchers have provided suggestions for future studies to evaluate automated writing evaluation (AWE) tools using validated structural frameworks across diverse institutional contexts and demographics. In line with these recommendations, various other researches, such as Zou and Xie

(2021) and Handayani and Widiastuti (2023), have investigated the implementation of digital feedback and Grammarly, demonstrating their general effectiveness in reducing grammatical errors. As a resolution to expand this empirical scope, the current study integrates the Technology Acceptance Model (TAM)—focusing on Perceived Usefulness, Perceived Ease of Use, and Behavioral Intention—specifically among English Department students at IAIN Kerinci, while examining gender as an analytical variable. This comprehensive approach successfully addresses the prominent weakness of previous studies, which often relied solely on general qualitative feedback or focused purely on performance outcomes while overlooking the statistical and structural determinants of students' actual technology adoption and long-term behavioral intentions.

This study offers novelty by analyzing English Department students' perceptions of Grammarly through the core constructs of the Technology Acceptance Model. Unlike prior research that emphasizes effectiveness outcomes, this study focuses on students' subjective evaluations, frequency of use, gender differences, and acceptance behavior in academic writing contexts. By situating the investigation within real writing practices in Paragraph Writing, Essay Writing, and Academic Writing courses at IAIN Kerinci, this research provides a more contextual and theoretically grounded understanding of Grammarly adoption.

In conclusion, although Grammarly is widely used among English Department students, its acceptance cannot be assumed solely based on

frequency of use. Understanding students' perceptions through the Technology Acceptance Model is essential to identify how usefulness, ease of use, and behavioral intention shape Grammarly's role in developing academic writing skills. Therefore, this study aims to explore English Department students' perceptions of using Grammarly in developing writing skills through the framework of the Technology Acceptance Model under the title: "ANALYSIS PERCEPTIONS' OF USING GRAMMARLY FOR DEVELOPING WRITING SKILLS BY TECHNOLOGY ACCEPTANCE MODEL (TAM) AT ENGLISH DEPARTMENT."

B. Identification of the Problems

Based on the background of the study, the problems can be identified as follows:

1. English Department students at IAIN Kerinci continue to experience difficulties in academic writing, particularly in grammatical accuracy, lexical choice, and organization of ideas, despite having received formal instruction.
2. Grammarly is used by students with varying frequencies, indicating differences in acceptance and reliance on the tool during academic writing tasks.
3. Students demonstrate differing perceptions regarding the usefulness and ease of use of Grammarly, and these perceptions may vary between male and female students, reflecting differences in Perceived Usefulness (PU) and Perceived Ease of Use (PEU).

4. Students' intention to continue using Grammarly independently differs, including potential differences based on gender, as some students still rely on teacher validation, affecting their Behavioral Intention (BI) within the Technology Acceptance Model (TAM).

C. Limitation of the Problems

This study is limited to the following aspects:

1. This study is limited to English Department students at IAIN Kerinci who have experience using Grammarly in Paragraph Writing, Essay Writing, and Academic Writing courses.
2. The research focuses on students' perceptions of Grammarly rather than on measuring actual improvements in writing performance or learning outcomes.
3. The study applies only the core constructs of the Technology Acceptance Model (TAM), namely Perceived Usefulness (PU), Perceived Ease of Use (PEU), and Behavioral Intention (BI), while excluding other technology adoption variables and comparisons with other writing tools.
4. Gender differences are examined solely as a comparative demographic variable based on students' self-reported perceptions and usage, not as the primary focus of the study.

D. Research Questions

Based on the background, identification, and limitation of the problem, this study is guided by the following research questions:

1. How do English Department students at IAIN Kerinci perceive the usefulness of Grammarly in supporting academic writing in Paragraph Writing, Essay Writing, and Academic Writing courses?
2. How do English Department students at IAIN Kerinci perceive the ease of use of Grammarly in completing academic writing tasks?
3. How do English Department students at IAIN Kerinci express their behavioral intention to use Grammarly in their future academic writing?
4. To what extent do Perceived Usefulness and Perceived Ease of Use influence students' Behavioral Intention to continue using Grammarly in academic writing?
5. Are there any significant differences between male and female English Department students at IAIN Kerinci in terms of Perceived Usefulness, Perceived Ease of Use, and Behavioral Intention toward the use of Grammarly?

E. Purposes of the Research

Based on the research question, purpose of this research can be formulated as following:

1. To find out English Department students' perceptions of the usefulness of Grammarly in supporting academic writing in Paragraph Writing, Essay Writing, and Academic Writing courses;

2. To identify English Department students' perceptions of the ease of use of Grammarly when completing academic writing tasks;
3. To examine English Department students' behavioral intention to use Grammarly in their academic writing;
4. To analyze the influence of Perceived Usefulness and Perceived Ease of Use on students' Behavioral Intention to continue using Grammarly in academic writing;
5. To determine whether there are significant differences between male and female English Department students at IAIN Kerinci in terms of Perceived Usefulness, Perceived Ease of Use, and Behavioral Intention toward the use of Grammarly.

F. Significances of the Research

This study is expected to provide both theoretical and practical contributions to the field of English Language Teaching (ELT), especially in understanding students' perceptions of Grammarly through the Technology Acceptance Model (TAM).

a. Theoretical Significance

Theoretically, this research contributes to the application of the Technology Acceptance Model (TAM) in the context of academic writing within English as a Foreign Language (EFL) higher education. By examining Perceived Usefulness, Perceived Ease of Use, and Behavioral Intention toward the use of Grammarly, this study extends previous TAM-based research that has predominantly focused on general

educational technologies rather than AI-based writing tools. In addition, by incorporating gender as a comparative variable, this research provides empirical insights into how demographic factors may influence technology acceptance in academic writing contexts, particularly among English Department students.

b. Practical Significance

1. For educators

The results can serve as a reference in making informed decisions about integrating Grammarly or similar AI-based tools into academic writing instruction. Understanding students' perceptions of usefulness and ease of use may help lecturers design more effective writing activities and feedback strategies that align with students' needs and technological readiness.

2. For students

This research can increase awareness of how Grammarly can be used strategically as a supportive tool in academic writing rather than as a substitute for critical thinking and writing competence. Insights from this study may encourage students to use Grammarly more effectively and independently based on informed perceptions.

3. For future researchers

This study provides a conceptual and methodological reference for conducting further investigations on technology acceptance in writing instruction. The findings may be used as a

foundation for future studies that explore additional variables, different educational contexts, or alternative AI-based writing tools beyond Grammarly.

G. Definitions of Key Term

To avoid misunderstanding and to ensure clarity, several key terms used in this study are defined as follows:

1. Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM) is a theoretical framework developed by Davis (1989) that explains users' acceptance of technology based on two major constructs: Perceived Usefulness (PU) and Perceived Ease of Use (PEU). These two variables influence users' Behavioral Intention (BI) to use a particular technology. In this study, TAM is used as a framework to analyze students' perceptions of using Grammarly for developing writing skills.

2. Perceived Usefulness (PU)

Perceived Usefulness refers to the degree to which students believe that using Grammarly can enhance their writing performance, improve grammatical accuracy, and increase the overall quality of their written work.

3. Perceived Ease of Use (PEU)

Perceived Ease of Use refers to students' perceptions of how easy and effortless Grammarly is to use. It involves how convenient

the system is to operate, how accessible it is across devices, and how simple its features are for improving writing tasks.

4. Behavioral Intention (BI)

Behavioral Intention refers to students' willingness and intention to continue using Grammarly as a writing support tool. It reflects how their perceptions of usefulness and ease of use influence their future behavior in adopting the technology for academic writing.

5. Grammarly

Grammarly is an AI-based writing assistant that helps users identify and correct grammatical, lexical, and stylistic errors. It uses natural language processing to provide automated feedback, helping English Department students improve their writing accuracy and coherence.

6. Writing Skills

Writing skills refer to students' ability to produce organized, accurate, and coherent written texts in English. In this study, writing skills specifically refer to academic writing tasks completed by English Department students.

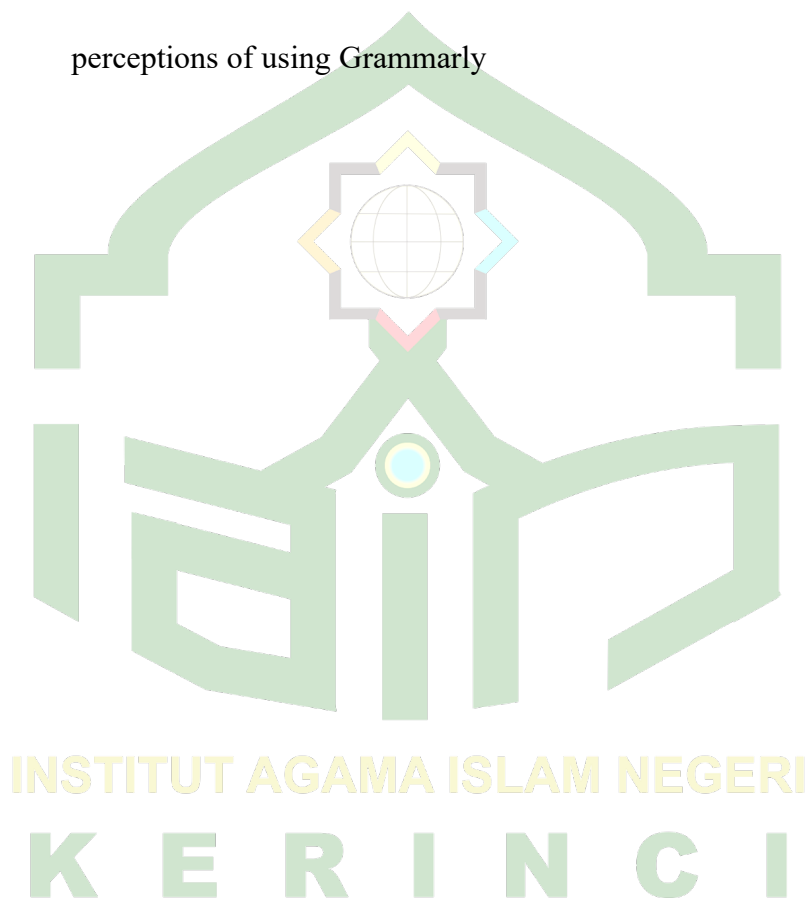
7. English Department Students

English Department students refer to university learners majoring in English who use the language for academic purposes.

They are the main participants in this study and represent users of Grammarly in developing their writing skills.

8. Gender

Gender in this research refers to the classification of participants as male or female, which is examined as a perceptual variable to determine whether there are differences in their perceptions of using Grammarly



CHAPTER II

LITERATURE REVIEW

A. Review of Related Theories

1. Writing Skills

Writing is widely recognized as one of the most intricate language competencies, necessitating the synthesis of linguistic proficiency, cognitive strategies, and structured rhetorical frameworks. As emphasized by Hyland (2019), writing differs fundamentally from oral communication because it requires a meticulous process of planning, drafting, and refining to ensure the final text is both coherent and grammatically precise. Within the realm of English as a Foreign Language (EFL), acquiring these skills is particularly demanding, often due to a lack of immersion in authentic linguistic environments and the interference caused by disparities between the learners' native language and English.

In the sphere of tertiary education, the ability to write effectively is a cornerstone of academic achievement. Students are consistently tasked with producing various forms of written work, ranging from basic paragraphs and essays to complex academic manuscripts. These assignments do not merely test grammatical correctness; they also evaluate a student's capacity for logical ideation and the clear articulation of arguments. Brown and Abeywickrama (2019) further assert that proficient

writing serves as a clear indicator of a learner's mastery over grammatical structures, lexical variety, and broader discourse conventions.

In academic writing courses, such as Paragraph Writing, Essay Writing, and Academic Writing, students are expected to demonstrate progressive development of writing skills. Paragraph writing focuses on constructing unified and coherent paragraphs, essay writing emphasizes the organization of ideas into structured arguments, while academic writing requires adherence to formal conventions and academic style. However, many EFL students continue to struggle with grammatical errors, limited vocabulary, and difficulties in revising their own writing, which affects the overall quality of their written work.

To address these challenges, technology has increasingly been integrated into writing instruction. Digital tools and automated writing feedback systems provide learners with immediate assistance and opportunities for self-revision. As noted by Ferris (2018), timely feedback is essential for writing development, yet it is often limited in traditional classroom settings. Consequently, students turn to technological tools to support their writing skills, particularly in academic contexts.

2. Technology in ELT

Technology has become an essential component of English Language Teaching (ELT), reshaping how learners access information, develop skills, and engage with language. In modern classrooms and

higher education settings, digital environments allow learners to interact with multimodal resources that support comprehension, practice, and independent learning. Scholars such as Kukulska-Hulme and Shield (2023) note that technology serves not only as a delivery platform but also as a cognitive extension that enables learners to analyze language, retrieve vocabulary, and refine writing choices more efficiently. Because digital tools are available at any time, learners increasingly depend on them to clarify doubts, practice new forms, and receive instantaneous support, making technology central rather than supplementary in ELT.

One area where technology has had a particularly transformative impact is writing development. Writing is a recursive, cognitively demanding process that requires learners to draft, analyze, revise, and refine texts. However, traditional classroom conditions often make it difficult for instructors to provide timely, detailed feedback on multiple drafts. Ferris (2018) emphasizes that learners need sustained feedback cycles to improve grammatical accuracy, textual clarity, and rhetorical organization, yet large classes and time constraints restrict teachers' ability to give individualized responses. As a result, learners increasingly turn to digital feedback systems to fill this gap. Research by Zou and Xie (2021) shows that students perceive automated feedback as more accessible and less intimidating than face-to-face correction, encouraging them to revise more frequently and take greater ownership of their writing. Technology-supported feedback thus plays a vital role in fostering self-regulated

learning by helping learners identify patterns of error, track revisions, and improve at their own pace.

The integration of Computer-Assisted Language Learning (CALL) further strengthens the pedagogical foundation of technology use in ELT. CALL frameworks position technology as a mediator of learning that blends interaction, feedback, and exploration. Within CALL, writing tools support learners by providing structured guidance and opportunities for iterative drafting. Scholars such as Chapelle (2019) highlight that CALL environments enhance learner agency by enabling continuous access to linguistic scaffolding. This theoretical positioning situates automated writing tools within a broader lineage of digital support systems that enhance both accuracy and autonomy in foreign language learning.

Recent shifts in educational technology also reflect the rise of AI-powered tools that exceed the capabilities of earlier CALL systems. AI-driven writing assistants offer real-time, adaptive feedback using natural language processing and machine-learning models that learn from large datasets. In the context of ELT, this shift represents a move from static, rule-based correction toward dynamic, context-sensitive feedback. Researchers such as Jiang and Yu (2023) argue that the emergence of AI tools marks the beginning of a new literacy practice in which learners interact with automated systems not merely as corrective devices but as writing collaborators. This evolution positions Grammarly as part of a broader technological shift in which AI supports the cognitive load of

writing and provides feedback that is immediate, accessible, and personalized.

These developments have contributed to the rise of Automated Writing Evaluation (AWE) systems, which use artificial intelligence and natural language processing to evaluate written texts and generate immediate feedback. AWE tools provide guidance on grammar, clarity, coherence, vocabulary, and organization, enabling learners to refine drafts in real time. Ware and Warschauer (2020) argue that AWE promotes metalinguistic awareness by breaking down errors and offering explanations that learners can analyze repeatedly across revisions. Darmawan and Ayu (2023) further demonstrate that AWE encourages learners to develop autonomous revision habits, reducing their reliance on instructor feedback and expanding opportunities for iterative writing practice.

Grammarly stands out as one of the most widely adopted AWE tools in academic and professional contexts. Although not originally designed specifically for EFL instruction, Grammarly delivers comprehensive feedback on grammar, clarity, tone, conciseness, and lexical choice, making it highly applicable for language learners. Its cross-platform accessibility allows students to integrate writing support seamlessly into their daily academic routines, whether drafting essays, completing assignments, or revising academic texts. As technology becomes increasingly embedded in ELT writing practices, understanding how

learners perceive Grammarly's usefulness, ease of use, and feedback validity becomes essential. Since learners are now using Grammarly not merely as a correction tool but as a core component of their writing process, its role within technology-supported ELT must be examined with greater depth and nuance.

3. Technology Acceptance Model (TAM)

The Technology Acceptance Model (TAM), originally introduced by Davis (1989), serves as a foundational framework for analyzing how individuals integrate and adopt new technological systems. TAM has evolved into a predominant model for investigating technology acceptance across diverse sectors, including the educational landscape. Central to this model are two primary cognitive determinants that shape a user's attitude and commitment toward technology: Perceived Usefulness (PU) and Perceived Ease of Use (PEU). These constructs collectively dictate a user's Behavioral Intention (BI), which subsequently acts as a reliable predictor of actual technology usage.

1. Perceived Usefulness (PU)

Perceived Usefulness signifies the extent to which an individual expects that employing a specific technology will optimize their professional or academic performance. Within a pedagogical context, PU is defined by the degree to which students believe a digital tool contributes to their learning progression and academic success. For instance, when students recognize that an

application like Grammarly tangibly refines the quality of their writing, their motivation to sustain the use of the tool increases significantly.

2. Perceived Ease of Use (PEU)

Perceived Ease of Use refers to the user's perception of the effortlessness involved in operating a particular system. In the sphere of language acquisition, this concept pertains to the intuitiveness and user-friendliness of the technology. If learners perceive Grammarly as accessible, convenient, and easy to navigate across multiple digital platforms, their estimation of its utility often rises. Consequently, PEU serves a dual role: it directly influences the intention to use the technology while simultaneously bolstering the user's perception of its overall usefulness.

3. Behavioral Intention (BI)

Behavioral Intention represents the user's internal drive and deliberate plan to persist in using a technology for future tasks. It encapsulates the motivational elements that precede actual system engagement. As noted by Venkatesh and Bala (2008), when individuals find a tool to be both beneficial and uncomplicated, they are more inclined to develop a steadfast intention for consistent usage. In this research, BI characterizes the commitment of English Department students to incorporate Grammarly into their writing

routines after acknowledging its functional advantages and simplicity.

In essence, the TAM architecture posits that Perceived Ease of Use (PEU) acts as an antecedent to Perceived Usefulness (PU), and both dimensions synergistically determine the Behavioral Intention (BI) toward the technology. This model offers a concise yet robust explanation for technology adoption, making it an ideal framework for examining student perceptions of Grammarly in the development of academic writing skills.

4. Grammarly as an Automated Writing Tool

Grammarly has emerged as one of the most widely used automated writing tools in academic settings, largely due to its ability to provide real-time, AI-generated feedback on multiple dimensions of written language. Unlike traditional spell checkers, Grammarly employs natural language processing, machine learning models, and corpus-based error detection to identify grammatical issues, suggest lexical improvements, and enhance overall clarity. These features make it relevant not only for native speakers but also for EFL learners who rely on such tools to navigate linguistic challenges during writing tasks. Grammarly's cross-platform integration further increases its accessibility, allowing users to apply its features seamlessly across browsers, mobile devices, and document-editing software.

One of Grammarly's core strengths lies in the immediacy and granularity of its feedback. The system offers suggestions related to

grammar, punctuation, coherence, tone, and vocabulary, with many corrections accompanied by brief explanations that support learners' metalinguistic awareness. For EFL learners, such instant feedback can function as a supplementary form of scaffolding, reinforcing language patterns and exposing them to repeated examples of accurate usage. Studies such as Alharbi (2022) show that learners often regard Grammarly as a convenient support system that helps them detect surface-level errors and revise drafts more efficiently. However, other research notes that reliance on automated tools may cause learners to accept suggestions uncritically, especially when they have limited linguistic confidence or lack the ability to evaluate the appropriateness of feedback. These mixed perceptions reinforce the need to examine learners' subjective experiences rather than only measuring Grammarly's objective accuracy.

Grammarly's role in writing development becomes particularly relevant when considering the complexity of EFL writing. Academic writing requires control over grammatical forms, coherence, lexical precision, and rhetorical structure. Since instructors often cannot provide extensive feedback on every draft, learners turn to Grammarly as an additional source of guidance during the revision process. In contexts where writing tasks must be completed independently, Grammarly serves as a private, on-demand feedback provider that reduces anxiety, increases drafting frequency, and supports self-monitoring. Research by Handayani and Widiastuti (2023) shows that learners perceive Grammarly as helpful

in enhancing clarity and reducing grammatical errors, although they still rely on their own judgment for content and ideas. This indicates that Grammarly supports mechanical and stylistic aspects of writing but does not replace higher-order writing instruction.

Despite its popularity, learners' perceptions of Grammarly are shaped not only by its technical features but also by the degree to which they trust the accuracy and reliability of the feedback. Automated suggestions can occasionally misinterpret context, propose inappropriate lexical replacements, or oversimplify stylistic decisions. For this reason, perceived feedback validity becomes a crucial dimension in evaluating Grammarly's pedagogical value. When learners view the feedback as credible and contextually appropriate, they are more likely to revise their texts and integrate the tool into their writing routines. Conversely, if feedback appears inconsistent or misleading, acceptance diminishes. Understanding how learners evaluate the validity of Grammarly's feedback therefore requires an approach that captures subjective reasoning rather than purely quantitative performance measures.

Given these considerations, Grammarly aligns closely with the constructs outlined in the Technology Acceptance Model (TAM). PU is reflected in learners' beliefs that Grammarly enhances writing performance, improves accuracy, or supports revision. PEU is reflected in their experiences navigating Grammarly's interface, accessing features, and interpreting feedback. Perceived feedback validity connects directly

to the extent to which learners trust the system, shaping attitudes and behaviors associated with technology acceptance. Examining Grammarly through these perceptual constructs allows this study to explore not only whether learners accept the tool, but also how they interpret its benefits and limitations within their writing development.

5. Gender Differences in Technology Acceptance

Beyond the fundamental dimensions of TAM, numerous academic inquiries have underscored the importance of gender as a potential moderator in the process of technology adoption. Venkatesh and Morris (2000) posit that men and women often prioritize perceived usefulness and ease of use differently when engaging with new technological systems. In this investigation, exploring gender-based variations is essential to determine whether male and female students in the English Department encounter distinct challenges or maintain unique preferences when utilizing Grammarly, thereby providing a more nuanced perspective on classroom technology integration.

Research in the field of educational technology frequently categorizes gender as a significant demographic variable that can influence user attitudes and their evaluation of digital resources. Several studies indicate that male and female learners may diverge in their assessment of Perceived Usefulness (PU) and Perceived Ease of Use (PEU) when interacting with automated systems. Specifically, Venkatesh and Morris (2000) observe that male users often place a higher premium on

performance-driven outcomes, such as productivity and task efficiency. In contrast, female users frequently exhibit a greater sensitivity toward the usability, clarity, and communicative interaction of the system. These distinct tendencies suggest that gender may lead to measurable variations in PU and PEU within the TAM framework.

In the specific domain of language acquisition and academic composition, prior quantitative research suggests that gender disparities may manifest in how learners respond to automated written feedback. For instance, Tsai and Hsu (2022) found that female students often demonstrate higher engagement with detailed feedback features, whereas their male counterparts tend to prioritize rapid task completion. Such differences are often reflected in empirical patterns, including usage frequency, perceived accuracy, and the overall utility attributed to automated tools like Grammarly. While these differences are generally moderate in scale, they indicate that gender can influence the intensity of a student's acceptance and their intention to utilize AI-driven writing aids.

Consequently, within Automated Writing Evaluation (AWE) environments, gender is treated as a comparative variable to enhance the study's analytical depth. In this quantitative inquiry, gender is included to test for statistically significant differences in student perceptions across the PU, PEU, and BI constructs. The objective is not to evaluate disparities in writing proficiency, but rather to identify potential variations in perception and adoption patterns. Incorporating gender as an analytical variable

broadens the explanatory power of the study and provides a robust empirical foundation for addressing the relevant research questions.

B. Review of Related Findings

Numerous empirical investigations have explored the integration of technology-assisted instruments in fostering students' writing proficiency, particularly within the English as a Foreign Language (EFL) landscape. A significant portion of this literature focuses on the efficacy of automated writing feedback in enhancing grammatical precision and overall text quality. Ray and Dardjito (2022), for instance, demonstrated that Grammarly's feedback significantly improved students' grammatical accuracy by minimizing surface-level errors in academic compositions. This is mirrored in the findings of Pratiwi (2022), which indicated that learners regarded Grammarly as a valuable resource for diagnosing syntactic errors and refining sentence construction.

Further research has shifted the focus toward student attitudes regarding technology-mediated writing tools. Zou and Xie (2021) observed that learners often find automated feedback less daunting and more readily available than traditional instructor-led feedback. Within the Indonesian academic context, Handayani and Widiastuti (2023) reported that students maintain positive perceptions toward Grammarly, specifically citing its accessibility and the immediacy of its feedback as key advantages. These studies collectively

suggest that Grammarly has gained widespread recognition as a pivotal support system in modern writing instruction.

Moreover, the Technology Acceptance Model (TAM) has been frequently utilized to assess the adoption of various educational technologies. Studies by Teo (2019) and Park (2020) affirm that Perceived Usefulness (PU) and Perceived Ease of Use (PEU) are robust predictors of a student's Behavioral Intention (BI) to engage with learning technologies. However, much of the existing TAM-based literature has concentrated on general learning management systems (LMS) or broad e-learning platforms, leaving a noticeable void in the study of specialized AI-driven writing tools like Grammarly.

To clarify the positioning of this current inquiry among the aforementioned literatures, a synthesis of similarities and differences must be established. In terms of similarities, this study aligns with the works of Ray and Dardjito (2022), Pratiwi (2022), and Handayani and Widiastuti (2023) as it shares the same target technological tool (Grammarly) and operates within the Indonesian EFL higher education context. Furthermore, it shares theoretical similarities with Teo (2019) and Park (2020) by adopting the core structural constructs of the TAM framework to predict student behavioral intentions. Conversely, prominent differences emerge regarding the methodological and analytical scope. While previous Grammarly-related studies heavily relied on qualitative feedback or direct essay error counts, this study employs a rigid quantitative descriptive and inferential statistical approach. Additionally, unlike general

TAM applications that evaluate broad e-learning systems, this research contextually applies the model to specific writing courses, namely Paragraph Writing, Essay Writing, and Academic Writing.

Despite these valuable contributions from past researchers, several critical empirical gaps remain unaddressed. First, existing literature tends to prioritize direct writing outcomes (such as scores and error reductions) over the underlying psychological perceptions and acceptance behaviors of the users. Second, there is a distinct scarcity of research that explicitly employs the structural TAM framework to analyze Grammarly's adoption in higher education writing courses. Third, empirical studies focused on English Department students within State Islamic Higher Education Institutions (PTKIN), such as IAIN Kerinci, are notably absent, meaning cultural and institutional educational dynamics have been overlooked. Lastly, gender is seldom scrutinized as a comparative demographic variable in the acceptance of AI-based writing aids, leaving a gap regarding whether male and female students experience automated tools differently.

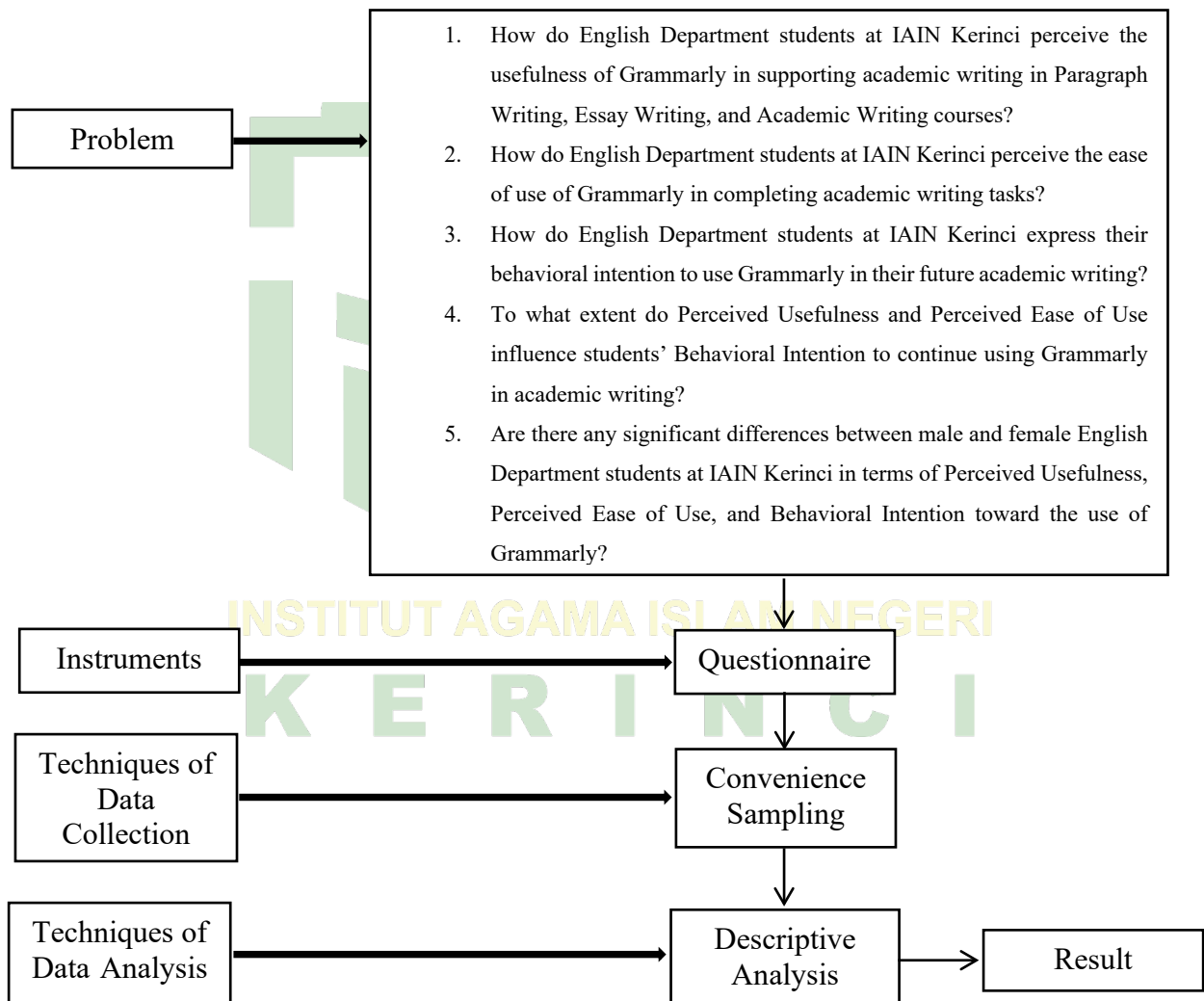
Consequently, the novelty of this inquiry lies in its comprehensive integration of these missing elements. By applying the core TAM constructs—Perceived Usefulness, Perceived Ease of Use, and Behavioral Intention—this study evaluates Grammarly's acceptance not as a general software, but as a contextual tool embedded within the core writing curriculum. By integrating gender as a demographic comparative factor via independent samples t-test and situating the study uniquely within Paragraph, Essay, and Academic Writing

courses at IAIN Kerinci, this research provides a highly context-specific, methodologically rigorous, and theoretically grounded contribution to the burgeoning field of AI-assisted language learning.

C. Conceptual Framework

According to the related theoris and previous studies of this research, the researcher makes a conceptual framework to make easier to do.

Chart 1. Conceptual Framework



The Based on conceptual framework above, the researcher wants identifying:

1. English Department students at IAIN Kerinci continue to experience difficulties in academic writing, particularly in grammatical accuracy, lexical choice, and organization of ideas, despite having received formal instruction.
2. Grammarly is used by students with varying frequencies, indicating differences in acceptance and reliance on the tool during academic writing tasks.
3. Students demonstrate differing perceptions regarding the usefulness and ease of use of Grammarly, and these perceptions may vary between male and female students, reflecting differences in Perceived Usefulness (PU) and Perceived Ease of Use (PEU).
4. Students' intention to continue using Grammarly independently differs, including potential differences based on gender, as some students still rely on teacher validation, affecting their Behavioral Intention (BI) within the Technology Acceptance Model (TAM).

To address the four research objectives, the researcher utilized a survey-based approach to gather empirical data. The information was collected quantitatively through a digital questionnaire administered via Google Forms. The study's population comprised students from the English Department, with a convenience sampling strategy employed to select

participants based on their accessibility and voluntary consent to engage in the research.

In processing the survey results, a dual-method statistical approach involving both descriptive and inferential analyses was implemented:

Descriptive Statistical Analysis: This method was applied to compute the mean, median, mode, and standard deviation, providing a detailed illustration of student perception levels regarding Grammarly. Mean scores were evaluated across a tri-level scale (positive, neutral, and negative). The interpretation of these values was guided by the framework of Marsi & Oxford (1990), while the categorization of perception levels was aligned with the classification system proposed by Sugiyono (2016).

Inferential Statistical Analysis: To explore the dynamics between variables, Multiple Linear Regression Analysis was utilized. This test examined the influence of the independent variables—Perceived Usefulness (PU) and Perceived Ease of Use (PEU)—on the dependent variable, Behavioral Intention (BI). This analytical path offers a robust understanding of the extent to which the variance in students' future intentions is attributable to their perceptions of the tool's utility and usability.

Furthermore, to determine if demographic factors play a role in shaping these perceptions, an Independent Samples T-Test was executed. In instances where the data deviated from a normal distribution—as identified

by the Shapiro-Wilk test—the Mann-Whitney U test was employed as a non-parametric alternative to maintain the integrity of the findings. To verify the internal consistency of the research instrument, Cronbach's Alpha was calculated for reliability. All statistical evaluations were conducted at a rigorous significance threshold of $\alpha=0.05$.



CHAPTER III RESEARCH METHODOLOGY

A. Design of the Research

This study implemented a quantitative descriptive and inferential statistics design to explore how students in the English Department perceived the integration of Grammarly into their writing development. The theoretical framework was anchored in the Technology Acceptance Model (TAM) as established by Davis (1989), focusing specifically on three core dimensions: Perceived Usefulness (PU), Perceived Ease of Use (PEU), and Behavioral Intention (BI).

The researcher opted for a quantitative framework to facilitate the numerical assessment and systematic analysis of variables through descriptive and inferential statistical methods. As noted by Creswell (2014), a quantitative strategy is highly effective for gathering quantifiable evidence from a specific demographic. Consequently, data collection was conducted using a structured survey instrument, which was modified from recent investigations involving the TAM framework (e.g., Alghasab, 2025; Aziz et al., 2025; Warif et al., 2025).

The descriptive and inferential focus of this inquiry was intended to illustrate student attitudes toward Grammarly regarding its utility, simplicity, and the users' future intentions. This research prioritized providing a comprehensive profile of these perceptions based on the TAM constructs while

evaluating the predictive influences and demographic differences between variables. Furthermore, this investigation was classified as non-experimental, as it observed existing viewpoints and intentions without the manipulation of any research variables. Information was gathered via a self-administered digital questionnaire distributed among participants in the English Department. The resulting data were then processed using descriptive and inferential statistics to pinpoint general trends, predictive relationships, and comparative patterns in how students viewed Grammarly as a writing support tool.

In essence, this quantitative design provided an objective platform for evaluating student perceptions concerning the effectiveness and usability of Grammarly in enhancing their academic writing skills.

B. Population and Sample

1. Population

The target population for this research comprised undergraduate students within the English Department at IAIN Kerinci who utilized Grammarly for their academic assignments. This group specifically included those who were either currently enrolled in or had previously completed writing-intensive modules, such as Paragraph Writing, Essay Writing, and Academic Writing.

This particular cohort was selected due to their academic requirements, which demanded a high standard of writing competence and the frequent adoption of digital writing assistants. Given their practical experience with Grammarly, these students were well-positioned to

provide informed insights into the tool's ease of use, utility, and their intentions to continue using the software, aligning with the core constructs of the TAM framework.

A table was provided to illustrate the participant profile as follows:

Table 1. English Student at English Department of IAIN Kerinci.

No	Semester	Male	Female	Total
1	Second Semester	24	31	55
2	Fourth Semester	8	24	32
3	Sixth Semester	4	16	20
4	Eighth Semester	8	11	19
TOTAL		44	82	126

Source: Head of the English Language Education Department of IAIN Kerinci.

2. Sample

The participants for this study were selected using a convenience sampling method. This non-probability sampling technique was implemented to gather data from individuals who were easily accessible and demonstrated a willingness to cooperate with the research objectives (Etikan et al., 2016). Given that English Department students who utilized Grammarly were readily reachable via digital channels—such as

WhatsApp groups, Google Classroom, and the distribution of Google Forms—this approach was considered highly practical for the current investigation.

Rather than utilizing a probability-based selection, the final number of respondents was established through accessibility and the students' voluntary involvement. This ensured that the data was collected from active users who could provide relevant feedback based on their personal experiences with the software.

C. Instrument of the Research

The primary tool for data collection in this study was a structured questionnaire designed to evaluate student perceptions regarding the use of Grammarly in their writing development. The instrument specifically assessed three dimensions—usefulness, ease of operation, and future usage intentions—all of which were grounded in the Technology Acceptance Model (TAM) developed by Davis (1989). This model served as the theoretical pillar for analyzing how individuals adopted and accepted technological innovations.

The TAM framework utilized in this instrument comprised three fundamental constructs:

1. Perceived Usefulness (PU): This measured the students' conviction that Grammarly improved their academic writing outcomes, particularly in areas like syntactical accuracy, lexical variety, and grammatical precision.

2. Perceived Ease of Use (PEU): This assessed the extent to which students found the software intuitive, user-friendly, and simple to incorporate into their writing routines.
3. Behavioral Intention (BI): This evaluated the students' internal drive and commitment to persist in using Grammarly for subsequent academic tasks after experiencing its benefits and usability.

The survey items were adapted from the original work of Davis (1989) and further refined by incorporating elements from contemporary studies in educational technology (Alghasab, 2025; Aziz et al., 2025; Warif et al., 2025). These sources were chosen due to their relevance to English language acquisition and digital tool integration. While the core meanings of the TAM constructs remained intact, several items were modified to better suit the specific context of English Department students using Grammarly.

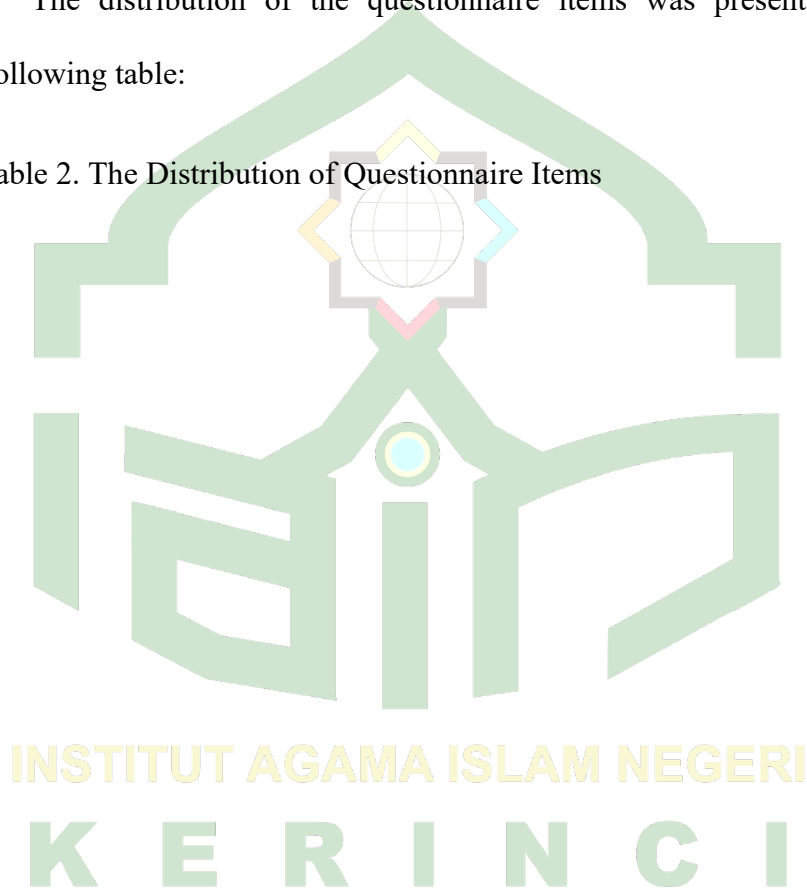
To maintain academic consistency with the participants' field of study, the questionnaire was presented in English. It was organized into two distinct sections:

1. Part I: Demographic Profile: This section gathered background data, including the respondents' gender, current semester, and prior experience with Grammarly.
2. Part II: TAM Perception Metrics: This core section evaluated the three primary TAM constructs.

Responses in Part II were measured using a five-point Likert scale, spanning from 1 (Strongly Disagree) to 5 (Strongly Agree). As noted by Venkatesh and Bala (2008), this scaling technique was standard in TAM-based quantitative inquiries, as it allowed for the objective and quantifiable assessment of participant attitudes.

The distribution of the questionnaire items was presented in the following table:

Table 2. The Distribution of Questionnaire Items



No	Variable	Definition	Number of Items	Sample Item	Source
1	Perceived Usefulness (PU)	The degree to which students believe that using Grammarly enhances their writing performance and accuracy.	6	“Using Grammarly improves the quality of my academic writing.”	Davis (1989); Aziz et al. (2025)
2	Perceived Ease of Use (PEU)	The degree to which students believe that Grammarly is easy to learn and operate in their writing activities.	6	“Grammarly is easy to use and accessible for my writing tasks.”	Davis (1989); Warif et al. (2025)
3	Behavioral Intention (BI)	Students’ willingness or motivation to continue using Grammarly for future academic writing.	5	“I intend to keep using Grammarly for my future writing assignments.”	Davis (1989); Alghasab (2025)

The questionnaire items were adapted from Davis (1989), Aziz et al. (2025), Warif et al. (2025), and Alghasab (2025) with contextual modifications to fit the Grammarly use context among English Department students.

Each construct was measured by multiple statements to ensure reliability and comprehensive coverage of students' perceptions. In total, the questionnaire contained 17 items, all of which were positively worded to avoid ambiguity.

D. Validity & Reliability

1. Validity

As defined by Fraenkel, Wallen, and Hyun (2012), validity signified the extent to which a research tool successfully captured the data it was designed to evaluate. This study ensured the instrument's validity through a two-stage process: content and construct validation.

The content validity phase involved an evaluation by a subject matter expert (a lecturer), who assessed the relevance, clarity, and consistency of the survey items with the TAM framework. To objectively determine the suitability of each item based on this expert feedback, Aiken's V coefficient was calculated. Only those items meeting the required coefficient threshold were kept for the final version of the instrument.

Additionally, a preliminary readability and face validity check was administered to two students from English Department. This step was implemented to ensure that the adapted English phrases in the

questionnaire were clear, unambiguous, and fully understood by the target peers before the main distribution.

Subsequent to the expert review, construct validity was examined using Exploratory Factor Analysis (EFA) via jamovi software to verify the empirical accuracy of the collected data. The EFA process utilized Minimum Residual extraction paired with Oblimin rotation. In this analysis, a factor loading threshold of 0.50 was set as the benchmark for validity. The statistical results indicated robust factor loadings across the items, confirmed that the instrument was fit for purpose.

Table 3: Construct Validity Results using Factor Loadings

Variable	Item Code	Factor Loading	Status
Perceived Usefulness (PU)	PU1	0.799	Valid
	PU2	0.770	Valid
	PU3	0.752	Valid
	PU4	0.470	Valid
	PU5	0.773	Valid
	PU6	0.799	Valid
Perceived Ease of Use (PEU)	PEU1	0.788	Valid
	PEU2	0.682	Valid
	PEU3	0.726	Valid

	PEU4	0.544	Valid
	PEU5	0.784	Valid
	PEU6	0.818	Valid
Behavioral Intention (BI)	BI1	0.650	Valid
	BI2	0.693	Valid
	BI3	0.800	Valid
	BI4	0.642	Valid
	BI5	0.779	Valid
Gender Overall & Experience (GOE)	GOE1	0.784	Valid
	GOE2	0.729	Valid
	GOE3	0.704	Valid
	GOE4	0.631	Valid

Source: Jamovi

Based on table 3, Perceived Usefulness (PU1 - PU6) loading ranged from 0.470 to 0.799, meanwhile Perceived Ease of Use (PEU1 – PEU6) loading ranged from 0.544 to 0.818, and Behavioral Intention loading ranged from 0.642 to 0.800.

While indicator PU4 showed a loading of 0.470, it was maintained due to its theoretical significance is measuring effectiveness as validated during the expert judgment phase. Thus, the instrument was confirmed as valid for data collection.

2. Reliability

Reliability denoted the capacity of a research instrument to produce stable and consistent outcomes over time (Creswell, 2014). In this investigation, the internal consistency of the questionnaire was evaluated by calculating the Cronbach's Alpha (α) coefficient through the use of jamovi software. Adhering to the standards proposed by Gliem and Gliem (2003), a coefficient exceeding 0.70 was deemed an acceptable threshold for academic research.

As further explained by Gliem and Gliem (2003), Cronbach's Alpha served as a prevalent statistical metric for assessing internal consistency, reflecting the degree of interrelatedness among a group of survey items. The resulting coefficient was measured on a scale from 0 to 1; a value closer to 1 signified a more robust level of reliability, indicated that the instrument was dependable for data collection. The commonly accepted benchmark values were as follows:

$\alpha \geq 0.9$: Excellent reliability

$\alpha \geq 0.8$: Good reliability

$\alpha \geq 0.7$: Acceptable reliability

$\alpha < 0.6$: Poor reliability

In this study, the reliability analysis in jamovi provided the following results:

Table 4: Reliability Statistics Results

Variable	Cronbach's Alpha (α)	Number of Items	Reliability Level
Perceived Usefulness (PU)	0.880	6	Good Reliability
Perceived Ease of Use (PEU)	0.890	6	Good Reliability
Behavioral Intention (BI)	0.857	5	Good Reliability
Gender Overall & Experience (GEO)	0.801	4	Good Reliability
Overall Instrument	0.956	21	Excellent Reliability

Source: Jamovi

The overall scale achieved a Cronbach's Alpha of 0.956, indicated excellent internal consistency. Therefore, the instrument was highly reliable and dependable for measuring students' perceptions of Grammarly.

E. Technique of Data Collection

In this investigation, a quantitative methodology was utilized to acquire numerical evidence via a structured survey instrument. As defined by Creswell (2014), quantitative inquiry focused on the gathering and evaluation of statistical data to pinpoint trends, distributions, or characteristics of specific variables. This method prioritized objectivity, employing standardized instruments like questionnaires to produce measurable data suitable for statistical processing.

This framework was highly suitable for the current study as it sought to delineate and evaluate student attitudes toward Grammarly, specifically regarding Perceived Usefulness (PU), Perceived Ease of Use (PEU), and Behavioral Intention (BI) within the TAM architecture. Through a descriptive-quantitative lens, the researcher investigated the extent to which students find Grammarly beneficial and user-friendly, and how these factors influence their future usage intentions.

The data gathering process was executed through a self-administered digital survey hosted on Google Forms and distributed to English Department students who met the inclusion criteria. The choice of an online platform was driven by its capacity for efficient data administration, accessibility, and the ability to reach a broad range of respondents, thereby ensuring the integrity and reliability of the quantitative results.

The procedure for collecting data involved several systematic phases:

1. Preparation Phase

The survey was initially drafted and refined based on the Technology Acceptance Model (TAM). To guarantee the instrument's clarity and content validity, it underwent a rigorous review by specialists in educational technology and English pedagogy. Furthermore, a preliminary pilot study was conducted to verify the questionnaire's comprehensibility and reliability before its full-scale distribution.

2. Distribution Phase

Once validated, the instrument was transitioned into a Google Form and shared with students through various digital channels, including Google Classroom, WhatsApp groups, and email. To maintain ethical standards, each form included a clear introduction and an informed consent section, ensuring that all participation was entirely voluntary.

3. Data Collection and Screening Phase

Participants were granted a one-week window to submit their responses. Following the conclusion of the survey period, the data were extracted from Google Forms and meticulously screened. This process involved identifying and removing any duplicate or incomplete submissions to maintain high data quality and accuracy.

4. Coding and Preparation Phase

The verified data were assigned numerical codes based on a five-point Likert scale (1–5), covering the constructs of PU, PEU, and BI. This coded dataset was subsequently imported into the jamovi software for descriptive statistical processing, including the calculation of means, standard deviations, frequencies, and percentages.

F. Techniques of Data Analysis

The data gathered through the survey were processed using both descriptive and inferential statistical methods. As noted by Creswell (2014), the analytical process in quantitative research entails a methodical investigation of numerical information to uncover overarching patterns, trends, and associations between variables. This analytical framework was highly suitable for the present

inquiry, which evaluates student attitudes toward Grammarly through the dimensions of the Technology Acceptance Model (TAM), specifically Perceived Ease of Use (PEU), Perceived Usefulness (PU), and Behavioral Intention (BI).

1. Descriptive Statistical Analysis

Descriptive statistics were utilized to synthesize respondent feedback and illustrate the general attitudes of students toward Grammarly. As noted by Babbie (2015), the primary objective of descriptive analysis is to offer a concise summary of the study's metrics and sample, transforming intricate datasets into a more accessible format through methodical organization.

To pinpoint the dominant response trends among participants, measures of central tendency—specifically the mean, median, and mode—were implemented (Fraenkel, Wallen, & Hyun, 2012). The mathematical formula deployed to compute the empirical mean score for each indicator was structured as follows:

$$X = \frac{\sum x}{N}$$

Where:

- X: The calculated mean score of a specific item or construct.
- $\sum x$: The cumulative sum of all individual scores provided by the respondents for that item.

- N: The total number of respondents within the sample.

Additionally, the Standard Deviation was computed to assess data dispersion and evaluate how significantly individual responses vary from the average score (Coolidge, 2012). By examining the relationship between the mean and standard deviation, the researcher could achieve a holistic understanding of typical student viewpoints and the uniformity of their perceptions across the TAM dimensions.

Beyond central tendency, percentage distributions were determined to reflect how responses were spread across the five-point Likert Scale. This calculation involved dividing the frequency of each response by the total participant count and multiplying the result by 100. Such a distribution was vital for identifying the most frequent perceptions regarding Grammarly's ease of use and practical utility. To streamline the interpretation process, both mean scores and standard deviations are grouped into specific perception levels, utilizing an interval classification system adapted from Sugiyono (2016). The mean scores were divided into three specific ranges as provided in the table below:

Table 5: Interval Clasification

1.00 – 2.33	Negative perceptions
2.34 – 3.67	Neutral perceptions
3.68 – 5.00	Positive perceptions

This categorization is crucial for determining the level of students' acceptance and their readiness to integrate Grammarly as a writing support tool.

In addition to the classification of mean scores, the researchers incorporated the Respondent Achievement Level (RAL) or *Tingkat Capaian Responden (TCR)* analysis to offer a more profound interpretation of the percentage scores derived from the dataset. According to Sudjana (2005), RAL analysis is highly instrumental in determining the exact degree of alignment, fulfillment, or success of the investigated indicators based on the empirical perceptions shared by the respondents. The mathematical formula deployed to compute the RAL percentage is structured as follows:

$$\text{RAL: } \frac{\text{Mean Score}}{\text{Maximum Score}} \times 100\%$$

Where:

- **Mean Score:** The calculated average empirical score of a specific questionnaire item or indicator, obtained by dividing the cumulative score by the total number of respondents.
- **Maximum Score:** The highest potential weight on the scale utilized in this study.

Once the RAL percentages were computed, the scores were systematically classified into five distinct criteria to assess the qualitative depth of the students' evaluation. The structural framework for interpreting the RAL values spans across the following interval ranges:

Table 6: RAL interval ranges

RAL Percentage Range	Qualitative Category/ Interpretation
90% - 100%	Very Good / Very High
80% - 89.99%	Good / High
65% - 79.99%	Fairly Good / Fairly High
55% - 64.99%	Poor / Low
0% - 54.99%	Very Poor / Very Low

The mean scores and RAL percentages were explicitly combined and integrated to cross-validate the qualitative

interpretation of student perceptions toward Grammarly. While the mean score provided the direct average position of responses on the 1 to 5 Likert scale, the RAL translated this baseline average into a standardized percentage metric (0% to 100%). By merging these two tools, the researcher established a comprehensive interpretation system where a specific mean range directly corresponded to its matching RAL percentage interval. For instance, a mean score falling within the upper-middle range was corroborated by a “Fairly High” or “High” RAL percentage, ensuring that the qualitative classification of students’ actual technology acceptance levels was both methodologically rigorous and mathematically consistent.

By integrating this descriptive dual layer approach alongside standard deviation metrics, the researcher meticulously evaluated the achievement levels of individual items as well as the overarching TAM core constructs namely Perceived Usefulness (PU), Perceived Ease of Use (PEU), and Behavioral Intention (BI).

2. Inferential Statistical Analysis

Inferential statistics are employed to evaluate the research hypotheses and formulate conclusions that extend from the sample to the broader population. Following the perspective of Creswell (2014), these statistical procedures enable the researcher to ascertain the influence and interconnections among the TAM dimensions:

Perceived Ease of Use (PEU), Perceived Usefulness (PU), and Behavioral Intention (BI).

The central analytical framework utilized in this phase is Multiple Linear Regression. As detailed by Hair et al. (2014), this technique is designed to examine the simultaneous impact of multiple independent variables on a single dependent variable, assessing their collective predictive strength. In this study, the analysis aims to quantify how significantly perceived usefulness and ease of use affect the students' intention to adopt Grammarly. Furthermore, the Independent Samples T-Test—with the non-parametric Mann-Whitney U test as a viable alternative—is applied to explore potential variations in perceptions across different demographic categories.

Prior to hypothesis testing, a series of prerequisite assumptions must be verified. These preliminary assessments are vital because, as Field (2013) emphasizes, the integrity of a statistical model depends on meeting foundational criteria; neglecting these can result in skewed or inaccurate inferential outcomes.

The initial requirement is the Normality Test, conducted via the Shapiro-Wilk technique. Ghazali (2016) notes that this test determines if the residuals within the regression model follow a normal distribution, a necessary condition for parametric statistics

which assume data originates from a normally distributed population. Additionally, a Linearity Test is performed to confirm that the association between the independent and dependent factors follows a straight-line pattern. According to Tabachnick and Fidell (2013), linearity is a core premise in regression, assuming that shifts in the dependent variable correspond consistently with changes in the independent variables.

Lastly, the Homogeneity Test is executed using Levene's Test to ensure that the variance across compared groups remains uniform. Field (2013) asserts that homogeneity is crucial for verifying that any observed differences in comparison tests (like the T-test) are due to group means rather than inconsistent data dispersion. Furthermore, the researcher evaluates collinearity metrics (VIF and Tolerance) to guarantee the absence of multicollinearity, ensuring the regression model remains both reliable and objective. All statistical evaluations are performed at a significance threshold of $\alpha = 0.05$.

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Findings of the Study

This chapter presents a detailed account of the data collected through the research instruments, followed by a comprehensive exploration of the resulting findings. The presentation is organized systematically to answer the research objectives in a logical sequence, focusing primarily on the perceptions of English Department students at IAIN Kerinci concerning the utility, usability, and future adoption of Grammarly.

Before analyzing the primary data regarding students' perceptions of the Technology Acceptance Model (TAM) constructs, it is essential to present the demographic profile of the research sample. The data were collected from 64 active English Department students at IAIN Kerinci who have experienced using Grammarly for their academic writing tasks.

To provide a clear visualization of the demographic characteristics including gender, current academic semester, duration of Grammarly usage, and frequency of use are systematically summarized in the data display below:

Table 7. Demographic Profile of the Research Sample

Demographic Variable	Category	Frequency	Percentage (%)
Gender	Male	23	35.9%
	Female	41	64.1%
Semester	Second Semester	10	15.6%
	Fourth Semester	16	25%
	Sixth Semester	20	31.2%
	Eighth Semester	18	28.1%
Duration of Use	Less than 1 Semester	27	42.1%
	1 – 2 Semesters	17	26.5%
	More than 2 Semesters	20	31.2%
Frequency of Use	Rarely	20	31.2%
	Sometimes	20	31.2%
	Often	16	25%
	Always	5	7.8%
	Others	3	4.6%
Total		64	100%

Based on Table 7. Above, the research sample exhibits a diverse background in terms of academic levels and software familiarity.

The analytical results are detailed in the subsequent sections, providing both statistical summaries and an interpretive discussion of how these findings align with the Technology Acceptance Model (TAM).

1. The Students' Perception of the Usefulness of Grammarly

The initial research objective aims to investigate the extent to which students in the English Department recognize the utility of Grammarly in facilitating their academic writing activities. In this context, Perceived Usefulness (PU) refers to the users' conviction that employing this digital tool significantly improves their writing efficiency and quality. To provide a clear representation of these perceptions, the following table and chart summarizes the descriptive statistics for each item within the Perceived Usefulness dimension, derived from the participants' responses:

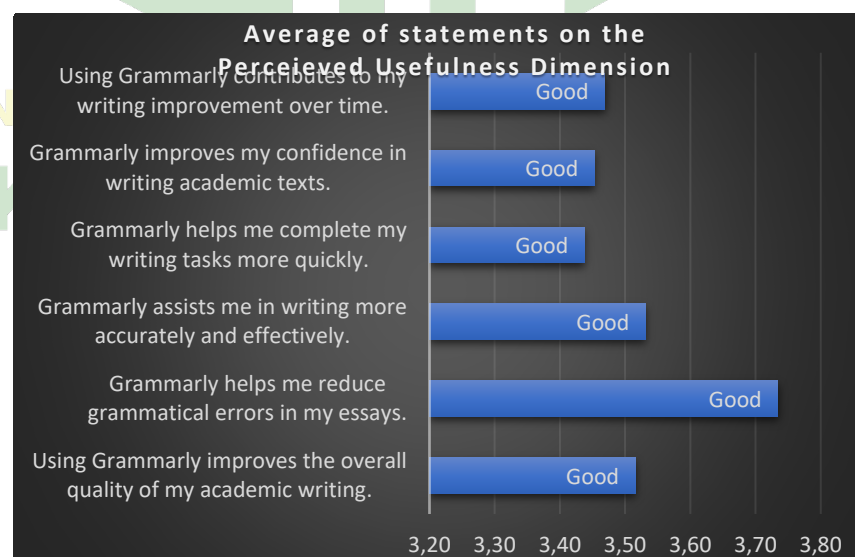
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Table 8: Descriptive Analysis and RAL of Perceived Usefulness

Item	Scale Frequencies					Total Score	Mean	RAL (%)	Category
	1	2	3	4	5				
PU1	1	2	31	23	7	225	3,52	70,31%	Fairly High
PU2	2	3	16	32	11	239	3,73	74,69%	Fairly High
PU3	1	6	21	30	6	226	3,53	70,63%	Fairly High
PU4	1	11	19	25	8	220	3,44	68,75%	Fairly High
PU5	2	12	18	19	13	221	3,45	69,06%	Fairly High
PU6	2	8	21	24	9	222	3,47	69,38%	Fairly High
Total Perceived Usefulness							3,59	70,47%	Fairly High

Source: *Jamovi & Microsoft Excel*

Chart 1: Average of statements on the PU dimension

Source: *Microsoft Excel*

As illustrated in Table and visualized in Chart above, the overall descriptive metrics demonstrate that the students' perception of the usefulness of Grammarly falls into the Fairly High category, indicated by an overall mean score of 3.59 and a cumulative RAL percentage of 70.5%. This underscores that the majority of the students acknowledge the practical utility of the software in supporting their writing process, although their agreement remains at a moderate, stable level. To fully comprehend these findings, a detailed interpretation of each statement within the Perceived Usefulness dimension is provided below:

First, statement PU1 ("**Using Grammarly improves the overall quality of my academic writing**") yielded a mean score of 3.52 and a RAL of 70.31%, classifying it as Fairly High. Out of 64 respondents, 23 agreed and 7 strongly agreed that the software enhances their final written output. However, a significant portion of the sample (31 students) remained neutral. This suggests that while students appreciate the automated polishing provided by Grammarly, they still believe that the foundational quality of academic writing depends heavily on their own research ideas, arguments, and structural organization rather than relying solely on an external tool.

Second, statement PU2 ("**Grammarly helps me reduce grammatical errors in my essays**") achieved the highest evaluation within this dimension, obtaining a mean score of 3.73 and a RAL of 74.69% (Fairly High). A total of 32 students agreed and 11 strongly

agreed, indicating a strong consensus. This demonstrates that the students highly recognize Grammarly's core functionality namely its automated spelling, mechanics, and syntax error detection as a highly dependable asset for cleaning up technical errors in their essays.

Third, statement PU3 ("**Grammarly assists me in writing more accurately and effectively**") generated a mean score of 3.53 and a RAL of 70.63%. With 30 students agreeing and 6 strongly agreeing, the data indicates that Grammarly successfully serves as an automated proofreader that guides EFL students toward precise vocabulary choices and correct phrasing, thereby improving the overall technical accuracy of their academic texts.

Fourth, statement PU4 ("**Grammarly helps me complete my writing tasks more quickly**") recorded the lowest score in this section, with a mean of 3.42 and a RAL of 68.44%. Although still positioned in the Fairly High category, 29 students selected a neutral response, and 7 openly disagreed. This response trend reveals that while Grammarly provides instantaneous corrections, reviewing, evaluating, and filtering its automated suggestions can be a slow, metered process. Consequently, students do not experience a drastic shortcut or acceleration in their writing velocity.

Fifth, statement PU5 ("**Grammarly improves my confidence in writing academic texts**") presented a mean score of 3.48 and a RAL of 69.69%. Here, 22 students agreed and 6 strongly agreed, while 31

remained neutral. This balanced distribution implies that while the removal of surface-level errors reduces anxiety for some students, true academic writing confidence involves deeper factors, such as mastering academic discourse, synthesizing literature, and formulating logical discussions, which a basic grammar checker cannot instantly fulfill.

Finally, statement PU6 ("**Using Grammarly contributes to my writing improvement over time**") garnered a mean score of 3.53 and a RAL of 70.63%. With 24 students agreeing and 6 strongly agreed, the result indicates that the formative explanations and continuous feedback provided by Grammarly's pop-up alerts do not merely correct immediate errors, but also serve a pedagogical role, slowly helping students avoid repeating identical mechanical mistakes in their future writing assignments.

In summary, the descriptive analysis of Perceived Usefulness confirms that English Department students at IAIN Kerinci recognize Grammarly as a highly beneficial tool for their academic pursuits. The consistently positive mean scores across all items, particularly regarding error reduction, highlight that the tool effectively addresses the linguistic challenges faced by students. Ultimately, Grammarly is perceived not only as a corrective utility but also as a supportive mechanism that enhances writing quality, efficiency, and student confidence.

2. The Students' Perception of the Ease of Use of Grammarly

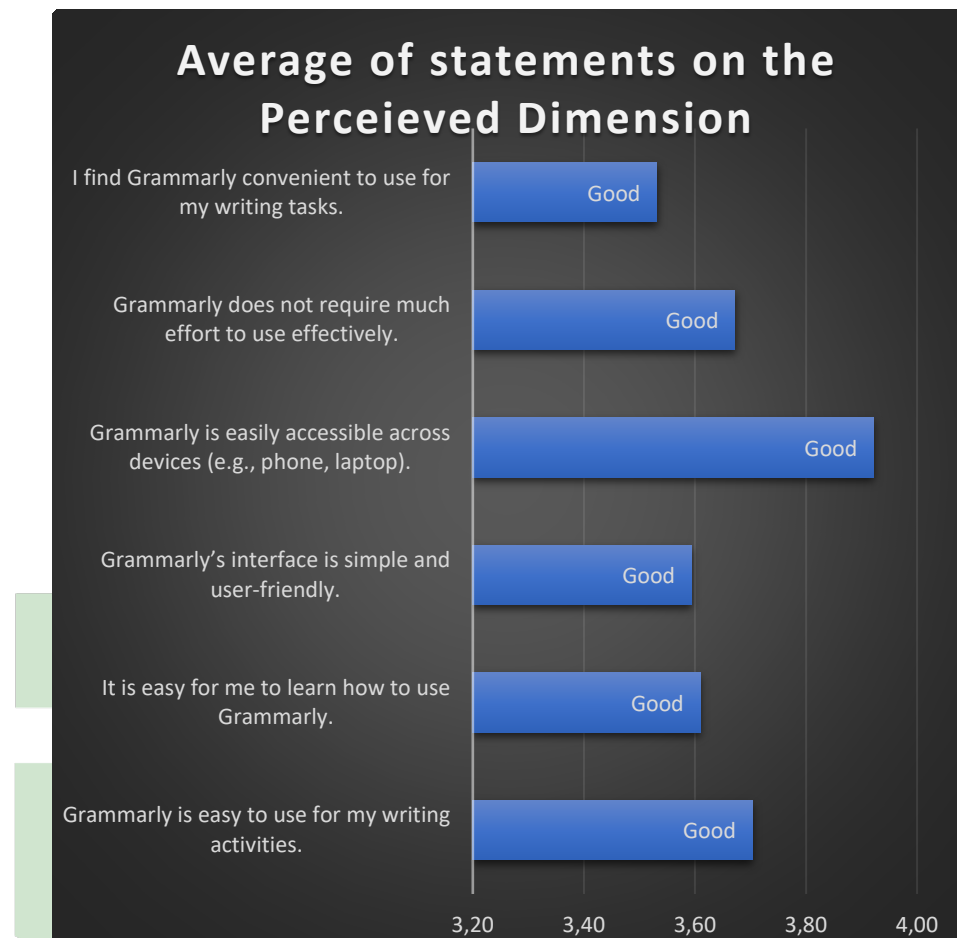
The second objective of this study is to examine how students in the English Department view the simplicity and user-friendliness of Grammarly. According to the Technology Acceptance Model (TAM), Perceived Ease of Use (PEU) is defined as the user's level of confidence that interacting with a specific technology will be straightforward and require minimal exertion. When a digital application is regarded as intuitive and easy to navigate, the likelihood of its adoption among students increases substantially. To illustrate the respondents' feedback on this dimension, the descriptive analysis for each item related to the ease of operating Grammarly is summarized in the data below:

Table 9: Descriptive Analysis and RAL of Perceived Ease of Use

Item	Scale Frequencies					Total Score	Mean	RAL (%)	Category
	1	2	3	4	5				
PEU1	2	4	17	29	12	237	3,70	74,06%	Fairly High
PEU2	2	5	19	28	10	231	3,61	72,19%	Fairly High
PEU3	1	3	23	31	6	230	3,59	71,88%	Fairly High
PEU4	1	4	15	23	21	251	3,92	78,44%	Fairly High
PEU5	1	3	23	26	11	235	3,67	73,44%	Fairly High
PEU6	2	5	25	21	11	226	3,53	70,63%	Fairly High
Total Perceived Ease of Use							3,67	72,71%	Fairly High

Source: *Jamovi & Microsoft Excel*

Chart 2: Average of statements on the PEU dimension



Source: Microsoft Excel

As illustrated in Table and further visualized in Chart above, the overall descriptive metrics demonstrate that the students' perception of the ease of use of Grammarly falls into the Fairly High category, indicated by an overall mean score of 3.64 and a cumulative RAL percentage of 73.23%. This underscores that the students find the software accessible and straightforward to integrate into their academic workflows. To fully comprehend these findings, a detailed interpretation

of each statement within the Perceived Ease of Use dimension is provided below:

First, statement PEU1 ("**Grammarly is easy to use for my writing activities**") yielded a mean score of 3.61 and a RAL of 72.19%, classifying it as Fairly High. Out of 64 respondents, 32 agreed and 9 strongly agreed, indicating that the baseline function of the software does not present complicated technical hurdles when students engage in general drafting or proofreading tasks.

Second, statement PEU2 ("**It is easy for me to learn how to use Grammarly**") generated an identical mean score of 3.61 and a RAL of 72.19%. With 28 students agreeing and 10 strongly agreeing, the data implies that the initial learning curve of the software is relatively low, enabling EFL students to grasp its core operations swiftly without requiring extensive training or tutorials.

Third, statement PEU3 ("**Grammarly's interface is simple and user-friendly**") achieved a mean score of 3.59 and a RAL of 71.88%. A total of 31 students agreed and 6 strongly agreed. This highlights that the visual and interactive layout of the tool including its minimalist design and clear notification tabs effectively facilitates a smooth user experience that prevents cognitive overload during writing.

Fourth, statement PEU4 ("**Grammarly is easily accessible across devices**") achieved the highest evaluation within this entire dimension, yielding a mean score of 3.92 and a RAL of 78.44%. Notably, 21

students selected "Strongly Agree" and 23 selected "Agree". This strong consensus clearly demonstrates that Grammarly's cross-platform flexibility whether utilized as a browser extension, a desktop application, or a mobile keyboard is heavily recognized and valued by students as its most convenient accessibility feature.

Fifth, statement PEU5 ("**Grammarly does not require much effort to use effectively**") recorded a mean score of 3.67 and a RAL of 73.44%, with 26 students agreeing and 11 strongly agreeing. This shows that the automated, real-time nature of the corrections allows students to clean up text mechanics instantly, cutting out the stressful manual effort often associated with traditional dictionary and grammar lookups.

Finally, statement PEU6 ("**I find Grammarly convenient to use for my writing tasks**") garnered a mean score of 3.56 and a RAL of 71.25%. While 29 students agreed, 22 students remained neutral. This response distribution implies that although the tool is widely accepted as physically convenient and flexible, the ultimate convenience of the software is balanced by the students' awareness that automated tools are merely supportive assets, requiring them to still exercise independent judgment during academic writing.

In conclusion, the analysis of Perceived Ease of Use demonstrates that Grammarly is a highly approachable technology for students at IAIN Kerinci. The standout factor is the tool's exceptional accessibility across devices, which combined with an intuitive interface and low

learning curve, creates a positive user experience. Within the TAM framework, these results imply that the high ease of use serves as a foundational support that encourages students to utilize the tool's functional benefits more frequently.

3. The Students' Behavioral Intention to Use Grammarly

The third research inquiry focuses on evaluating the Behavioral Intention (BI) of students to persist in utilizing Grammarly throughout their academic studies. Within the TAM framework, Behavioral Intention is a pivotal metric, acting as a primary indicator of a user's likelihood to adopt a system in the long term. This construct captures the students' motivation and their prospective commitment to incorporating the software into their future writing activities. To provide a comprehensive overview of the students' future inclinations, the descriptive statistics for each item under the Behavioral Intention dimension are summarized in the following data:

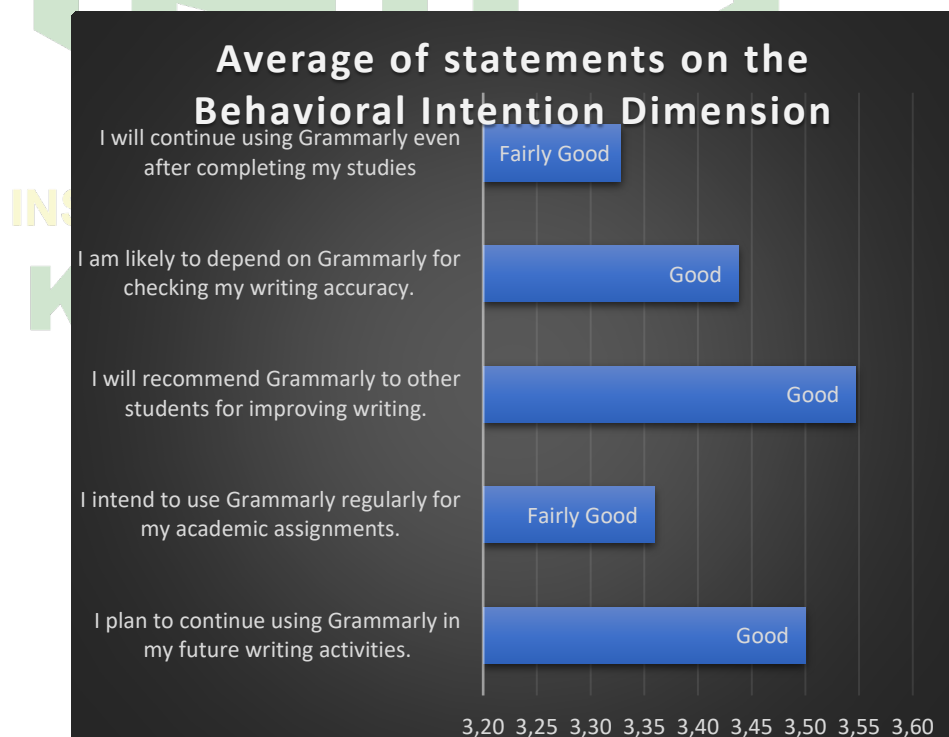
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Table 10: Descriptive Analysis and RAL of Behavioral Intention

Item	Scale Frequencies					Total Score	Mean	RAL (%)	Category
	1	2	3	4	5				
BI1	2	5	25	23	9	224	3,50	70,00%	Fairly High
BI2	2	5	31	20	6	215	3,36	67,19%	Fairly High
BI3	2	5	24	22	11	227	3,55	70,94%	Fairly High
BI4	3	7	20	27	7	220	3,44	68,75%	Fairly High
BI5	2	7	30	18	7	213	3,33	66,56%	Fairly High
Total Behavioral Intention							3,43	68,69%	Fairly High

Source: *Jamovi & Microsoft Excel*

Chart 3: Average of statements on the BI dimension



Source: Microsoft Excel

The As illustrated in Table and further visualized in Chart above, the overall descriptive metrics demonstrate that the students' behavioral intention toward Grammarly falls into the Fairly High category, indicated by an overall mean score of 3.44 and a cumulative RAL percentage of 68.69%. This proves that students generally possess a positive orientation toward incorporating Grammarly into their long-term writing routines, though they maintain a careful, balanced standpoint. To fully comprehend these findings, a detailed interpretation of each statement within the Behavioral Intention dimension is provided below:

First, statement BI1 ("**I plan to continue using Grammarly in my future writing activities**") yielded a mean score of 3.50 and a RAL of 70.00%, classifying it as Fairly High. Out of 64 respondents, 23 agreed and 9 strongly agreed. This indicates that a substantial number of students find the tool valuable enough to retain it as a supportive asset for upcoming research and writing tasks.

Second, statement BI2 ("**I intend to use Grammarly regularly for my academic assignments**") generated a mean score of 3.36 and a RAL of 67.19%. The high concentration of neutral responses (31 students) indicates that while students are open to using it, their actual operational consistency depends on the specific requirements, length, and complexity of the assignments given by their lecturers.

Third, statement BI3 ("**I will recommend Grammarly to other students for improving writing**") achieved the highest evaluation within this dimension, obtaining a mean score of 3.55 and a RAL of 70.94%. A total of 22 students agreed and 11 strongly agreed. This reveals that students are highly confident in the practical benefits of Grammarly, leading them to actively advocate for its adoption among peer EFL writers who experience similar structural and mechanical hurdles.

Fourth, statement BI4 ("**I am likely to depend on Grammarly for checking my writing accuracy**") recorded a mean score of 3.44 and a RAL of 68.75%, with 23 students agreeing and 8 strongly agreeing. This dynamic shows a moderate dependency level, signaling that while students count on the automated tool to scan for oversight, they do not blindly yield full agency to the software, preferring to review suggestions independently.

Finally, statement BI5 ("**I will continue using Grammarly even after completing my studies**") garnered the lowest score in this section, with a mean of 3.33 and a RAL of 66.56%. Although still matching the Fairly High threshold, 32 students opted for a neutral stance. This distribution suggests that students primarily associate the absolute necessity of Grammarly with their current intense academic pressures, such as undergraduate thesis drafting, and are uncertain whether their

future professional domains will demand the same high level of automated proofreading support.

In summary, the analysis of Behavioral Intention confirms that English Department students at IAIN Kerinci have a high level of commitment to using Grammarly in the long term. The high score for peer recommendation serves as a strong indicator of user satisfaction. These findings suggest that the students' positive experiences with the tool's usefulness and ease of use have successfully translated into a sustained intention to integrate Grammarly into both their current academic tasks and their future professional endeavors.

4. The Influence of Perceived Usefulness and Perceived Ease of Use on Behavioral Intention.

The fourth research objective seeks to evaluate the degree to which Perceived Usefulness (PU) and Perceived Ease of Use (PEU) impact the Behavioral Intention (BI) of English Department students at IAIN Kerinci to persist in using Grammarly. To address this, a Multiple Linear Regression analysis was executed.

The regression model was calculated using a sample size of $N = 64$. Initially, the analysis focused on the extent to which the independent variables (PU and PEU) could account for the variance in the dependent variable (BI).

Table 11: Model Fit Measures

Model	R	R ²
1	0.839	0.703

Source: Jamovi

As illustrated in the results, the R-value of 0.839 reflects a robust positive correlation between the predictors and behavioral intention. Furthermore, the R² value of 0.703 indicates that 70.3% of the variation in students' Behavioral Intention is attributable to Perceived Usefulness and Perceived Ease of Use, while the remaining 29.7% is influenced by external factors outside the scope of this model.

To verify the overall statistical significance of the framework, an Omnibus ANOVA test was conducted.

Table 12: Omnibus ANOVA Test

Predictor	Sum of Squares	df	Mean Square	F	p
Mean_PU	3.69	1	3.693	21.3	<.001
Mean_PEU	1.84	1	1.836	10.6	0.002

Source: Jamovi

The data reveals that both Mean_PU ($F = 21.3$, $p < .001$) and Mean_PEU ($F = 10.6$, $p = 0.002$) contribute significantly to the model's predictive power. This confirms that the proposed model is statistically sound and valid for forecasting behavioral intention.

The individual impact of each predictor was further examined through the model coefficients.

Table 13: Model Coefficients for Behavioral Intention

Predictor	Estimate	SE	t	p	Stand. Estimate (β)
Intercept	0.226	0.274	0.826	0.412	
Mean_PU	0.523	0.113	4.616	<.001	0.520
Mean_PEU	0.372	0.114	3.254	0.002	0.366

Source: Jamovi

The results from table provide the following insights:

- Perceived Usefulness (PU): This factor exerts a significant positive effect on BI ($p < .001$). The standardized estimate (β) of 0.520 implies that a one-standard-deviation increase in perceived usefulness results in a 0.520 increase in behavioral intention.
- Perceived Ease of Use (PEU): This variable also significantly predicts BI ($p = 0.002$). With a standardized estimate (β) of 0.366, it remains a meaningful predictor, albeit slightly less influential than usefulness in this particular context.

To maintain the integrity of these findings, a collinearity assessment was performed.

Table 14: Collinearity Statistics

Predictor	VIF	Tolerance
Mean_PU	2.61	0.384
Mean_PEU	2.61	0.384

Source: Jamovi

The Variance Inflation Factor (VIF) for both predictors stand at 2.61—well below the critical threshold of 10—confirming the absence of multicollinearity and ensuring the statistical stability of the regression results.

In conclusion, the regression analysis validates that both Perceived Usefulness and Perceived Ease of Use are strong determinants of the intention to continue using Grammarly among students at IAIN Kerinci. The high R^2 value demonstrates the strong applicability of the Technology Acceptance Model (TAM) for this population. While "Ease of Use" is vital for early engagement, the findings suggest that "Perceived Usefulness" ($\beta = 0.520$) is the primary driver for long-term academic commitment, surpassing Perceived Ease of Use ($\beta = 0.366$).

This suggests that although students value Grammarly's user-friendly interface, their decision to integrate the tool into advanced writing courses is primarily motivated by its perceived capacity to enhance their writing quality and academic success. For these students, Grammarly is viewed as more than just a convenience; it is a vital

academic resource that offers substantial utility throughout their higher education.

5. Analysis of Differences Based on Gender

The fifth research objective investigates whether a statistically significant disparity exists in the acceptance of Grammarly between male and female students within the English Department at IAIN Kerinci. This analysis is vital for determining if gender serves as a moderating variable in the adoption of educational technology. To evaluate this, an Independent Samples T-Test was employed:

Table 15: Independent Samples T-Test Results

Variable	t-statistic	df	p-value	Mean Difference	Effect Size (Cohen's d)
Total Perception	1.51	62.0	0.135	0.270	0.394

Source: Jamovi

Table 16: Assumption Checks (Normality & Homogeneity)

Test	Tool	Value	p-value
Normality	Shapiro-Wilk	0.957	0.026
Homogeneity	Levene's Test	-	0.364

Source: Jamovi

The T-test results yielded a t-statistic of 1.51 with 62.0 degrees of freedom. Most importantly, the p-value was recorded at 0.135. Given that this value exceeds the standard significance threshold ($\alpha = 0.05$) typical in social science research, the null hypothesis cannot be rejected. Consequently, it is concluded that there is no statistically significant difference in the perception and acceptance of Grammarly between genders; both groups exhibit a comparable level of technological adoption.

Although a numerical mean difference of 0.270 was observed, the calculated Cohen's d of 0.394 indicates a small-to-medium effect size. This suggests that gender does not exert a substantial practical influence on how students accept the software. Both male and female participants appear equally driven by the tool's functional advantages and ease of operation in supporting their academic writing tasks.

To verify the reliability of these T-test findings, two fundamental assumptions were tested:

- Homogeneity of Variance: Levene's test produced a p-value of 0.364 ($p > 0.05$), indicating that variances between the groups are equal and justifying the application of the standard Student's T-test.
- Normality: The Shapiro-Wilk test for the Total Perception variable resulted in a p-value of 0.026. Despite this slight deviation from a normal distribution, the T-test remains a

valid analytical tool due to the sample size ($N=64$). As per the Central Limit Theorem, samples exceeding 30 are generally robust enough to permit parametric testing even when minor violations of normality occur.

In summary, the findings for the fifth research question demonstrate that gender is not a significant determinant of Grammarly's acceptance among English Department students at IAIN Kerinci. The absence of a significant difference ($p = 0.135$) suggests that the perceived utility and usability of the application are universal across the student body. Both genders view the tool as an essential support system for linguistic precision, implying that the software's effectiveness and academic demands are more influential than gender-based differences in technological perception.

B. Discussion

The central aim of this investigation was to evaluate the adoption of Grammarly among English Department students at IAIN Kerinci through the lens of the Technology Acceptance Model (TAM). Synthesizing the evidence from the five research questions, this section explores the nuances of student perceptions and their engagement with this Automated Writing Evaluation (AWE) resource.

Data from the first and third research questions reveal a high level of appreciation for Grammarly's utility (Mean = 3.52) and a robust commitment to its future use (Mean = 3.43). Notably, the highest rating

within the Perceived Usefulness (PU) dimension was attributed to error reduction (3.73). This indicates that for English as a Foreign Language (EFL) learners, Grammarly's most significant contribution is its function as a "digital editor."

This finding reinforces the fundamental TAM premise that Perceived Usefulness is a critical driver of technology adoption. Students are incentivized to utilize the software because it directly fulfills their academic requirements for linguistic precision. The strong inclination to recommend the application to peers (Mean = 3.55) underscores a high level of user satisfaction rooted in tangible academic gains.

The findings for the second research question (Mean = 3.67) suggest that Grammarly is viewed as a highly intuitive and accessible instrument. A standout finding is the high appraisal for multi-device compatibility (Mean = 3.92). In a modern pedagogical landscape where students transition between various digital platforms, Grammarly's cross-platform fluidity effectively minimizes the "effort barrier." Within the TAM framework, such ease of use not only fosters a positive user experience but also bolsters the perceived value of the tool, thereby intensifying the intention to remain a user.

The regression analysis in the fourth research question demonstrates that PU and PEU collectively account for 70.3% of the variance in Behavioral Intention. Such a high explanatory power confirms that the TAM framework

is exceptionally well-suited for analyzing technology adoption in this specific academic cohort.

Interestingly, the analysis highlights that Perceived Usefulness ($F = 21.3$) exerts a more substantial influence than Perceived Ease of Use ($F = 10.6$). This suggests a form of "academic pragmatism" among students at IAIN Kerinci; while they value a user-friendly interface, their primary motivation is the quality of the output. The effectiveness of the tool in refining their writing appears to be a non-negotiable factor that outweighs technical simplicity.

Regarding the fifth research question, the lack of a statistically significant difference ($p = 0.135$) suggests that gender does not act as a moderator for Grammarly acceptance at IAIN Kerinci. This "technological equality" implies that the linguistic challenges inherent in academic writing are universal. In a specialized academic setting, the discipline-specific necessity for writing accuracy appears to transcend demographic variables, leading both male and female students to seek identical digital solutions.

The widespread acceptance of Grammarly signifies a shift toward more autonomous learning models. By accessing instantaneous feedback, students can bridge the gap when instructor guidance is not immediately available. However, the relatively lower scores regarding "Task Completion Speed" suggest that students are not passive recipients of AI-generated suggestions. Instead, they appear to engage in a cognitive review process,

utilizing Grammarly as a pedagogical aid that complements, rather than replaces, their own critical thinking and linguistic development.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After analyzing the data and discussing the findings regarding the adoption of Grammarly among English Department students at IAIN Kerinci, several key conclusions are formulated as follows:

First, the students' evaluation of Grammarly's utility is situated within the "very useful" category. This reflects a strong conviction among students that the application significantly elevates the quality and productivity of their academic writing, particularly in core modules such as Paragraph, Essay, and Academic Writing. While the tool is deemed highly effective for enhancing overall performance, students maintain a more measured perspective concerning its role in increasing work speed or time efficiency.

Second, the usability of Grammarly is classified as "Very Easy to Use." Due to its intuitive interface and minimal technical requirements, students can navigate and master its features with ease. The clarity of the software's interaction and the simplicity of its learning curve are instrumental factors that foster student comfort and confidence in utilizing the tool.

Third, there is a "Very High" level of behavioral intention among students to persist in using Grammarly. The findings show a robust commitment to incorporating the software into future academic endeavors and a strong likelihood of recommending it to others. Nevertheless, students

exhibit a balanced adoption strategy, viewing the tool as a valuable support mechanism rather than a substitute for their own critical writing competencies.

Fourth, the study confirms that Perceived Usefulness and Perceived Ease of Use exert a significant simultaneous influence on Behavioral Intention, explaining 70.3% of the total variance. Perceived Usefulness emerges as the most powerful determinant, indicating that the practical benefits and academic outcomes are the primary catalysts for long-term technology adoption in this context.

Fifth, no significant disparities were found between male and female students regarding their perceptions or intentions toward Grammarly. This suggests that gender is not a moderating factor in technology acceptance at IAIN Kerinci. Instead, the standardized academic demands and the universal utility of the software provide a consistent experience for all students, regardless of gender.

B. Suggestions

Building upon the conclusions drawn from this research, the researcher offers several recommendations for various stakeholders:

1. For Students

It is recommended that students continue to leverage Grammarly as a supplementary resource for detecting linguistic inaccuracies and refining the quality of their compositions. However, it is vital for students to maintain a critical perspective toward the software's

recommendations. To prevent an over-reliance on automated evaluation, students should concurrently focus on strengthening their foundational grammar and vocabulary through independent study and practice.

2. For Lecturers

Faculty members may consider the integration of Grammarly or equivalent Automated Writing Evaluation (AWE) platforms into the writing pedagogy as a primary feedback tool. Utilizing these resources for initial error-checking allows instructors to dedicate more time to the higher-order elements of writing—such as thematic depth, logical coherence, and the strength of argumentation—while the software addresses fundamental grammatical and typographical issues.

3. For Future Researchers

Subsequent studies are encouraged to broaden the scope of this investigation by employing larger participant pools or conducting comparative analyses across multiple institutions for a more generalized perspective. Furthermore, future academic inquiries could adopt qualitative or mixed-method approaches, such as in-depth interviews or longitudinal observations. This would help uncover the underlying psychological drivers of technology adoption and measure the actual progress in writing proficiency resulting from sustained Grammarly usage.

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APPENDIX 1

Research Instrument

(Adapted from Davis, 1989; Aziz et al., 2025; Warif et al., 2025; Alghasab, 2025)

Section 1 Demographic Information

No	Item	Response
1	Name	(Short answer)
2	Semester	Checkbox: ☐ Second Semester ☐ Fourth Semester ☐ Sixth Semester ☒ Eighth Semester
3	Gender	Checkbox: ☒ Male ☐ Female
4	How long have you been using Grammarly?	Checkbox: ☐ Less than 1 semester ☐ 1-2 semester ☐ More than 2 semester
5	How often do you use Grammarly in your academic writing?	Checkbox: ☐ Rarely ☐ Sometimes ☐ Often ☐ Always ☐ Others

Instruction: Please read each statement carefully and indicate your level of agreement by checking (✓) one of the five options below.

Scale Description

- 1 Strongly Disagree
- 2 Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly Agree

Section 2 Perceived Usefulness (PU)

No	Statement	1	2	3	4	5
1	Using Grammarly improves the overall quality of my academic writing.					
2	Grammarly helps me reduce grammatical errors in my essays.					
3	Grammarly assists me in writing more accurately and effectively.					
4	Grammarly helps me complete my writing tasks more quickly.					
5	Grammarly improves my confidence in writing academic texts.					
6	Using Grammarly contributes to my writing improvement over time.					

Section 3 Perceived Ease of Use

No	Statement	1	2	3	4	5
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1	Grammarly is easy to use for my writing activities.					
2	It is easy for me to learn how to use Grammarly.					
3	Grammarly's interface is simple and user-friendly.					
4	Grammarly is easily accessible across devices (e.g., phone, laptop).					
5	Grammarly does not require much effort to use effectively.					
6	I find Grammarly convenient to use for my writing tasks.					

Section 4 Behavioral Intention (BI)

No	Statement	1	2	3	4	5
1	I plan to continue using Grammarly in my future writing activities.					
2	I intend to use Grammarly regularly for my academic assignments.					
3	I will recommend Grammarly to other students for improving writing.					
4	I am likely to depend on Grammarly for checking my writing accuracy.					
5	I will continue using Grammarly even after completing my studies					

Section 5 Gender & Overall Experience

No	Statement	1	2	3	4	5
1	Overall, my experience using Grammarly has been very positive.					

2	Using Grammarly makes me feel more confident when submitting assignments.					
3	I feel there is a significant difference between my writing quality before and after using Grammarly.					
4	I do not feel any specific constraints or barriers in using Grammarly due to my gender.					

Thank You for Your Participation!

Your responses will be kept confidential and used solely for research purposes.



APPENDIX 2

Tabulation Data

1. Second Semester

No	Name	Gender	Duration of use	Frequency of use	PU1	PU2	PU3	PU4	PU5	PU6	PEU 1	PEU 2	PEU 3	PEU 4	PEU 5	PEU 6	BI1	BI2	BI3	BI4	BI5	GE O1	GE O2	GO E3	GE O4
1	AFNI LUCYA HIDAYAH	Female	1-2 semester	Sometimes	4	5	4	5	5	4	4	3	4	3	3	4	4	4	5	5	3	4	5	5	3
2	ALKIA PRATAMA PUTRA	Male	More than 2 semesters	Rarely	5	5	5	5	5	5	5	4	4	5	3	5	5	4	5	4	5	5	5	4	5
3	ANDIKA PUTRA ANDANU	Male	Less than 1 semester	Others	3	3	3	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	ARFAH ATIKAH	Female	1-2 semester	Often	4	5	5	5	4	5	4	5	5	5	5	5	4	5	5	4	5	4	4	4	3
5	ARIF KHOZIA FADILLAH	Male	Less than 1 semester	Sometimes	4	4	4	5	5	4	5	5	4	5	5	5	5	3	5	5	5	5	5	4	3

6	M. REZA FHALEVI	Male	1-2 semes ter	Someti mes	3	4	3	2	3	4	3	4	4	5	3	4	2	3	2	4	3	3	4	3	3
7	MHD.ZEH ARI FIRMANS AH	Male	1-2 semes ter	Someti mes	5	4	5	3	5	3	4	4	3	3	5	4	5	4	5	4	2	5	5	4	5
8	MUHAMM AD DIAN PRATAMA	Male	Less than 1 semes ter	Rarely	4	5	4	4	4	5	4	4	4	5	4	4	4	4	5	4	4	5	5	4	5
9	RESKIA MARSA PUTRI	Female	Less than 1 semes ter	Rarely	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
10	SYIFA DWI AFNANI	Female	Less than 1 semes ter	Someti mes	5	4	4	4	5	4	5	3	4	4	4	5	3	3	4	3	3	5	4	5	2

2. Fourth Semester

No	Name	Gender	Duration of use	Frequency of use	PU1	PU2	PU3	PU4	PU5	PU6	PEU 1	PEU 2	PEU 3	PEU 4	PEU 5	PEU 6	BI1	BI2	BI3	BI4	BI5	GE O1	GE O2	GO E3	GE O4
1	ADITYA	Male	Less than 1 semester	Rarely	4	3	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
2	ALIFYA RAMADHANI	Female	More than 2 semesters	Sometimes	3	3	3	3	3	3	3	3	3	3	2	3	2	3	3	4	3	3	3	3	1
3	AMARA	Female	1-2 semester	Sometimes	4	4	4	4	4	3	3	4	3	3	4	4	4	3	4	4	3	4	5	4	3
4	AULIA VENTY MULYANI	Female	Less than 1 semester	Rarely	3	3	3	3	3	3	3	3	3	5	3	3	4	2	2	1	2	3	3	3	3
5	FADHIL MAULANA	Male	Less than 1 semester	Rarely	3	3	4	3	3	3	4	3	4	4	3	3	3	3	4	4	3	3	3	4	4
6	JIHAN DWINOV	Female	1-2 semester	Sometimes	3	4	2	2	2	2	3	4	4	4	3	2	3	3	3	3	3	4	3	3	2

7	KHAIRUL ANWAR	Male	1-2 semes ter	Someti mes	4	5	3	4	5	4	4	5	3	5	4	3	5	3	4	4	4	4	2	3	4
8	MEGI	Female	Less than 1 semes ter	Rarely	3	4	4	4	4	3	4	4	4	5	3	3	3	3	3	4	3	4	3	3	2
9	MUHAMM AD YUDA	Male	Less than 1 semes ter	Someti mes	3	4	3	4	5	2	5	3	4	4	3	3	3	4	3	2	3	4	3	5	3
10	MUHAMM AD ZIDANE MAULAN A	Male	Less than 1 semes ter	Someti mes	5	5	2	2	5	5	5	5	3	5	5	5	2	5	3	3	3	4	5	3	3
11	NABILLA ARIQA WULAND ARI	Female	Less than 1 semes ter	Rarely	4	4	2	2	3	2	4	4	4	4	4	4	4	2	3	2	3	4	2	3	4
12	NICHA	Female	Less than 1 semes ter	Rarely	4	5	4	4	5	4	4	3	3	4	4	4	4	3	3	3	3	4	4	5	5
13	PUTRI ZAKINA	Female	More than 2 semes ters	Someti mes	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3

14	SUCI RAMADA NI	Female	1-2 semes ter	Often	3	4	3	3	4	4	4	5	4	4	4	4	3	3	3	3	3	4	3	4	4
15	VIOLET	Female	1-2 semes ter	Often	3	2	3	4	2	2	4	3	3	2	3	2	4	1	2	4	3	4	3	2	3
16	ZELFINA RISTIKA	Female	1-2 semes ter	Rarely	3	3	4	3	2	3	4	4	5	4	5	3	3	3	5	4	4	5	4	4	3

3. Sixth Semester

No	Name	Gender	Duration of use	Frequency of use	PU1	PU2	PU3	PU4	PU5	PU6	PEU 1	PEU 2	PEU 3	PEU 4	PEU 5	PEU 6	BI1	BI2	BI3	BI4	BI5	GE O1	GE O2	GO E3	GE O4
1	ARYA GENI PERMANA	Male	More than 2 semesters	Rarely	4	4	4	4	3	3	4	4	4	4	3	4	3	3	4	3	3	4	4	4	4
2	AWALDA ZULFA HERAYANI	Female	More than 2 semesters	Often	3	4	4	4	3	4	4	4	3	4	4	3	3	4	3	5	3	3	3	4	3
3	AZLIN MULIZAR TI	Female	More than 2 semesters	Always	4	4	4	3	2	4	5	4	4	4	4	3	5	3	3	3	4	4	4	5	3
4	DINDA OKTA VERSINDA	Female	More than 2 semesters	Often	2	1	2	2	1	1	1	1	1	1	1	1	3	3	2	1	1	3	3	3	2
5	DONIZAL ALBI	Male	Less than 1 semester	Often	3	3	2	1	2	5	4	4	4	4	4	4	4	4	4	3	2	4	4	4	3
6	ELSA SAFITRI	Male	More than 2 semesters	Often	4	4	3	3	4	4	4	4	4	3	4	3	3	4	4	4	4	4	3	3	3

15	RISTI RAFFA MAURALI A	Female	1-2 semes ter	Someti mes	3	3	4	2	3	3	4	4	4	4	4	4	3	4	3	4	4	4	4	3	3
16	SAHARA AZANA ENEFA	Female	More than 2 semes ters	Someti mes	3	5	3	3	3	4	4	4	4	4	3	3	4	3	3	3	4	4	4	4	3
17	SHOFIE AL HUSNA	Female	Less than 1 semes ter	Alway s	4	4	3	4	4	4	4	3	3	5	4	3	4	3	3	2	4	4	4	5	3
18	VOPPI	Female	1-2 semes ter	Often	3	3	3	3	2	3	2	3	3	2	3	4	3	3	3	4	3	3	2	3	5
19	YALVIRA SARI UTARI	Female	More than 2 semes ters	Someti mes	3	4	4	4	4	3	4	4	4	4	4	3	4	3	4	4	4	4	3	4	4
20	YONI	Male	Less than 1 semes ter	Often	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4

4. Eight Semester

No	Name	Gender	Duration of use	Frequency of use	PU1	PU2	PU3	PU4	PU5	PU6	PEU 1	PEU 2	PEU 3	PEU 4	PEU 5	PEU 6	BI1	BI2	BI3	BI4	BI5	GE O1	GE O2	GO E3	GE O4
1	ADINDA TRINARITA	Female	More than 2 semesters	Always	4	4	4	4	4	4	3	4	3	5	4	4	3	4	4	4	4	4	4	4	4
2	ALMA NUR AMIRA	Female	1-2 semester	Sometimes	4	4	4	5	2	2	2	2	4	5	4	2	4	2	5	2	2	5	5	4	1
3	ANNISA UMIL JANNAH	Female	Less than 1 semester	Rarely	3	4	4	4	4	4	4	4	4	5	4	3	4	3	4	4	4	3	4	4	4
4	AULIA ZABRINA	Female	Less than 1 semester	Rarely	4	4	4	4	4	4	4	3	4	4	3	4	3	4	4	3	4	4	4	4	4
5	DUDUNG WAHYU AFIF	Male	Less than 1 semester	Rarely	5	4	4	3	5	3	5	2	3	5	5	5	5	4	5	3	5	4	5	4	5
6	FADILA NOMANDA	Female	Less than 1 semester	Sometimes	3	3	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3

7	FAREL SYAUQI	Male	More than 2 semesters	Always	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
8	HUSNI HIDAYANTI	Female	Less than 1 semester	Rarely	3	3	3	2	2	2	3	2	2	2	3	3	1	2	1	1	2	3	2	3	2
9	IRENA ZAHRA ALFARISI	Female	More than 2 semesters	Often	3	4	4	4	3	3	3	3	3	3	3	3	4	4	4	3	3	3	3	3	3
10	MKAR INTANA HIKMAH	Female	Less than 1 semester	Rarely	3	4	3	3	4	4	4	3	4	5	4	4	3	3	3	3	3	4	4	4	4
11	NISYAM	Male	Less than 1 semester	Rarely	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
12	OLLIVIA RAMADHANI	Male	More than 2 semesters	Often	4	4	4	4	4	4	3	4	3	3	3	4	4	4	4	4	3	4	4	4	3
13	PUTRA RIMBAWAN	Male	Less than 1 semester	Rarely	1	1	1	5	1	1	1	1	2	5	2	1	1	1	1	2	1	1	1	1	1

14	RAHMAT ISYABIL AL HAQI	Male	1-2 semes ter	Often	4	5	5	4	3	5	5	4	4	3	5	4	4	3	4	5	4	4	3	5	4
15	RANGGA WIJAYA	Male	Less than 1 semes ter	Others	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
16	RATU TRI ANISA	Female	Less than 1 semes ter	Someti mes	3	2	3	2	3	3	2	5	4	4	4	3	4	4	3	4	3	4	4	3	4
17	REZA AZIZAH	Female	More than 2 semes ters	Often	5	5	5	5	5	5	4	4	5	5	5	5	4	5	4	5	5	5	5	4	5
18	TASYA PUTRI AMANDA	Female	More than 2 semes ters	Others	3	4	4	2	2	4	3	2	3	4	4	3	3	3	4	4	4	3	4	3	4

APPENDIX 3

Descriptives

Descriptives

	Mean_PU	Mean_PEU	Mean_BI
N	64	64	64
Missing	0	0	0
Mean	3.52	3.67	3.43
Median	3.58	3.75	3.40
Mode	3.00	4.00	3.00
Standard deviation	0.747	0.742	0.752
Minimum	1.50	1.00	1.20
Maximum	5.00	5.00	5.00
Shapiro-Wilk W	0.973	0.944	0.959
Shapiro-Wilk p	0.183	0.006	0.032

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APPENDIX 4

Independent Samples T-Test

Independent Samples T-Test

		Statistic	df	p	Mean difference	SE difference		Effect Size
Male vs Female	Student's t	1.51	62.0	0.135	0.270	0.179	Cohen's d	0.394

Note. $H_a: \mu_1 \neq \mu_2$

Assumptions

Normality Test (Shapiro-Wilk)

	W	p
Male vs Female	0.957	0.026

Note. A low p-value suggests a violation of the assumption of normality

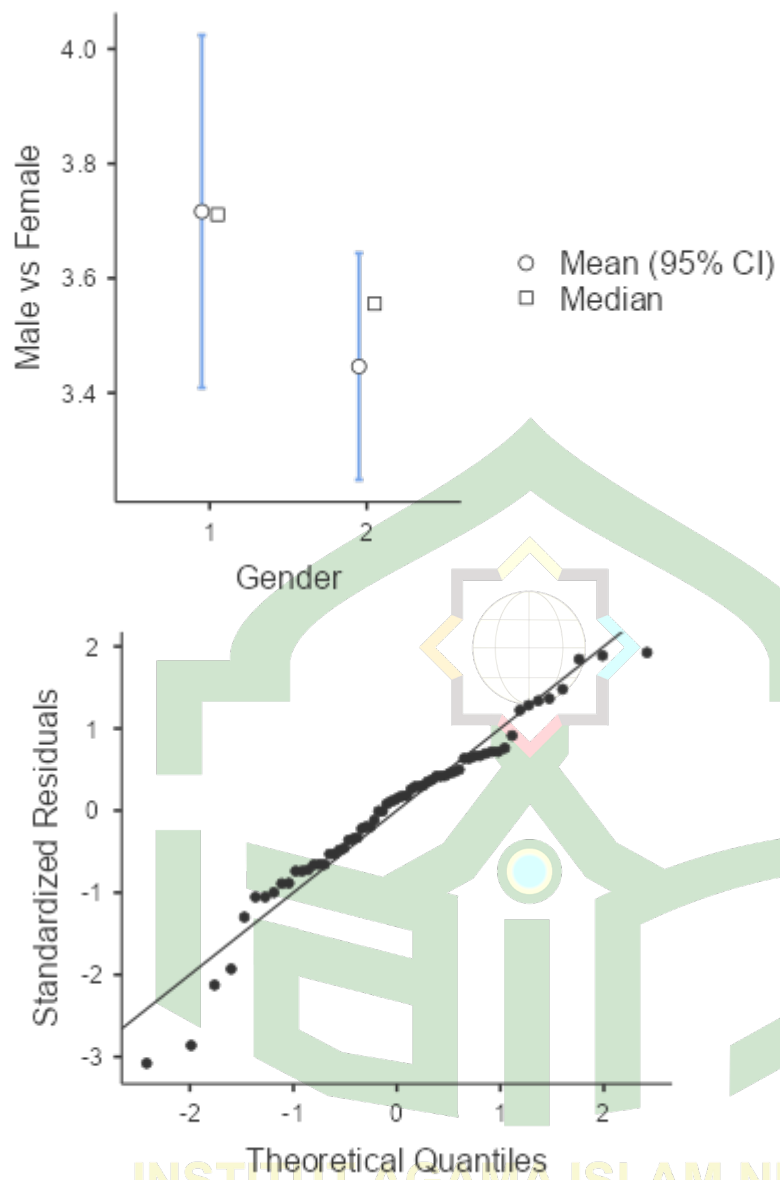
Homogeneity of Variances Test (Levene's)

	F	df	df2	p
Male vs Female	0.836	1	62	0.364

Note. A low p-value suggests a violation of the assumption of equal variances

Plots

Male vs Female



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APPENDIX 5

Perceived Usefulness:

Reliability Analysis

Scale Reliability Statistics

Cronbach's α	
scale	0.880

Perceived Ease of Use:

Reliability Analysis

Scale Reliability Statistics

Cronbach's α	
scale	0.890

Behavioral Intention:

Reliability Analysis

Scale Reliability Statistics

Cronbach's α	
scale	0.857

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Gender Overall & Experience:

Reliability Analysis

Scale Reliability Statistics

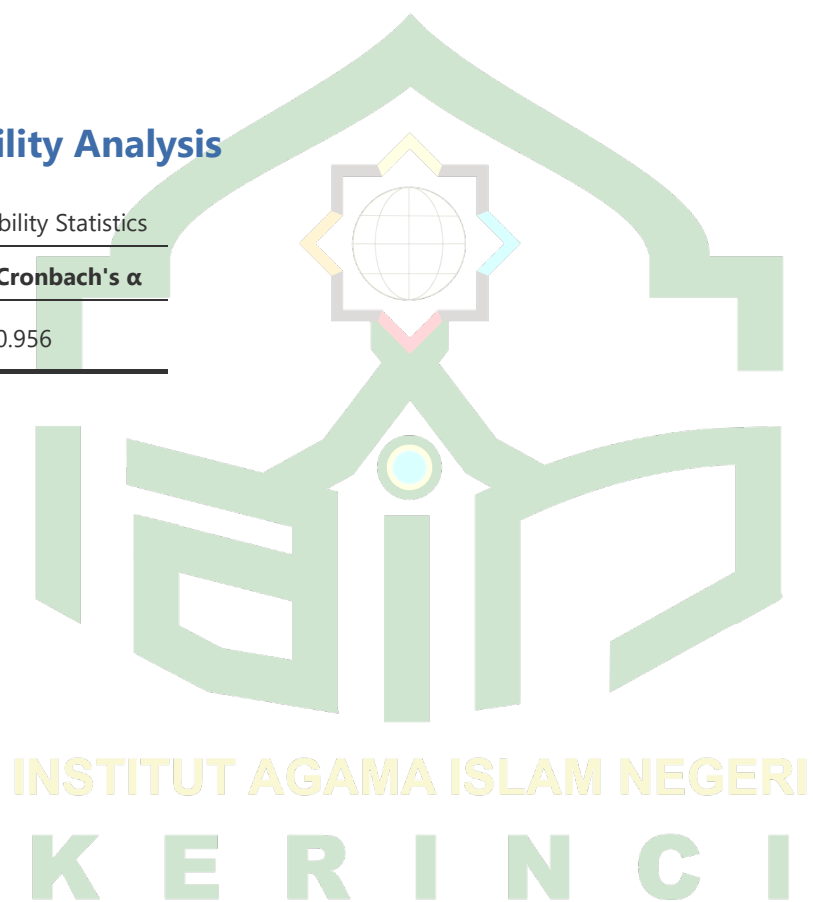
Cronbach's α	
scale	0.801

Overall:

Reliability Analysis

Scale Reliability Statistics

Cronbach's α	
scale	0.956



APPENDIX 6

Exploratory Factor Analysis

Factor Loadings

	Factor	
	1	Uniqueness
PU1	0.799	0.362
PU2	0.770	0.408
PU3	0.752	0.434
PU4	0.470	0.779
PU5	0.773	0.403
PU6	0.799	0.362
PEU1	0.788	0.379
PEU2	0.682	0.535
PEU3	0.726	0.474
PEU4	0.544	0.704
PEU5	0.784	0.385
PEU6	0.818	0.330
BI1	0.650	0.578
BI2	0.693	0.520
BI3	0.800	0.361
BI4	0.642	0.588
BI5	0.779	0.394
GOE1	0.784	0.386
GOE2	0.729	0.469
GOE3	0.704	0.504
GOE4	0.631	0.602

Note. 'Minimum residual' extraction method was used in combination with a 'oblimin' rotation

APPENDIX 7

Linear Regression

Model Fit Measures

Model	R	R ²
1	0.839	0.703

Note. Models estimated using sample size of N=64

Omnibus ANOVA Test

	Sum of Squares	df	Mean Square	F	p
Mean_PU	3.69	1	3.693	21.3	<.001
Mean_PEU	1.84	1	1.836	10.6	0.002
Residuals	10.57	61	0.173		

Note. Type 3 sum of squares

Model Coefficients - Mean_BI

Predictor	Estimate	SE	t	p	Stand. Estimate
Intercept	0.226	0.274	0.826	0.412	
Mean_PU	0.523	0.113	4.616	<.001	0.520
Mean_PEU	0.372	0.114	3.254	0.002	0.366

Assumption Checks

Collinearity Statistics

	VIF	Tolerance
Mean_PU	2.61	0.384
Mean_PEU	2.61	0.384

APPENDIX 8

Proportion Test (2 Outcomes)

Binomial Test

	Level	Count	Total	Proportion	p
PU1	1	1	64	0.016	<.001
	2	2	64	0.031	<.001
	3	31	64	0.484	0.901
	4	23	64	0.359	0.033
	5	7	64	0.109	<.001
PU2	1	2	64	0.031	<.001
	2	3	64	0.047	<.001
	3	16	64	0.250	<.001
	4	32	64	0.500	1.000
	5	11	64	0.172	<.001
PU3	1	1	64	0.016	<.001
	2	6	64	0.094	<.001
	3	21	64	0.328	0.008
	4	30	64	0.469	0.708
	5	6	64	0.094	<.001
PU4	1	1	64	0.016	<.001
	2	11	64	0.172	<.001
	3	19	64	0.297	0.002
	4	25	64	0.391	0.103
	5	8	64	0.125	<.001
PU5	1	2	64	0.031	<.001
	2	12	64	0.188	<.001
	3	18	64	0.281	<.001
	4	19	64	0.297	0.002
	5	13	64	0.203	<.001
PU6	1	2	64	0.031	<.001
	2	8	64	0.125	<.001

Binomial Test

	Level	Count	Total	Proportion	p
	3	21	64	0.328	0.008
	4	24	64	0.375	0.060
	5	9	64	0.141	<.001
PEU1	1	2	64	0.031	<.001
	2	4	64	0.063	<.001
	3	17	64	0.266	<.001
	4	29	64	0.453	0.532
	5	12	64	0.188	<.001
PEU2	1	2	64	0.031	<.001
	2	5	64	0.078	<.001
	3	19	64	0.297	0.002
	4	28	64	0.438	0.382
	5	10	64	0.156	<.001
PEU3	1	1	64	0.016	<.001
	2	3	64	0.047	<.001
	3	23	64	0.359	0.033
	4	31	64	0.484	0.901
	5	6	64	0.094	<.001
PEU4	1	1	64	0.016	<.001
	2	4	64	0.063	<.001
	3	15	64	0.234	<.001
	4	23	64	0.359	0.033
	5	21	64	0.328	0.008
PEU5	1	1	64	0.016	<.001
	2	3	64	0.047	<.001
	3	23	64	0.359	0.033
	4	26	64	0.406	0.169
	5	11	64	0.172	<.001
PEU6	1	2	64	0.031	<.001
	2	5	64	0.078	<.001

Binomial Test

	Level	Count	Total	Proportion	p
	3	25	64	0.391	0.103
	4	21	64	0.328	0.008
	5	11	64	0.172	<.001
BI1	1	2	64	0.031	<.001
	2	5	64	0.078	<.001
	3	25	64	0.391	0.103
	4	23	64	0.359	0.033
	5	9	64	0.141	<.001
BI2	1	2	64	0.031	<.001
	2	5	64	0.078	<.001
	3	31	64	0.484	0.901
	4	20	64	0.313	0.004
	5	6	64	0.094	<.001
BI3	1	2	64	0.031	<.001
	2	5	64	0.078	<.001
	3	24	64	0.375	0.060
	4	22	64	0.344	0.017
	5	11	64	0.172	<.001
BI4	1	3	64	0.047	<.001
	2	7	64	0.109	<.001
	3	20	64	0.313	0.004
	4	27	64	0.422	0.260
	5	7	64	0.109	<.001
BI5	1	2	64	0.031	<.001
	2	7	64	0.109	<.001
	3	30	64	0.469	0.708
	4	18	64	0.281	<.001
	5	7	64	0.109	<.001
GOE1	1	1	64	0.016	<.001
	2	1	64	0.016	<.001

Binomial Test

	Level	Count	Total	Proportion	p
	3	18	64	0.281	<.001
	4	32	64	0.500	1.000
	5	12	64	0.188	<.001
GOE2	1	1	64	0.016	<.001
	2	5	64	0.078	<.001
	3	21	64	0.328	0.008
	4	24	64	0.375	0.060
	5	13	64	0.203	<.001
GOE3	1	1	64	0.016	<.001
	2	3	64	0.047	<.001
	3	24	64	0.375	0.060
	4	27	64	0.422	0.260
	5	9	64	0.141	<.001
GOE4	1	3	64	0.047	<.001
	2	6	64	0.094	<.001
	3	27	64	0.422	0.260
	4	18	64	0.281	<.001
	5	10	64	0.156	<.001

Note. H_a is proportion $\neq$ 0.5

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BIOGRAPHY



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- 2. SMP Negeri 6 Kerinci (2013-2016)**
- 3. SMK Negeri 6 Kerinci (2016-2019)**
- 4. IAIN Kerinci (2019-2026)**