



RESEARCH ARTICLE

GRAMMARLY AS A SELF-ASSESSMENT TOOL FOR EFL WRITING: INSIGHTS FROM PRE-SERVICE EFL TEACHERS

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Abstract: It is undisputable that Artificial Intelligence (AI) tool such as *Grammarly* has impacts on foreign language learning. This current study aimed to explore pre-service EFL teachers' (PSTs) insights on the use of *Grammarly* as a tool in writing self-assessment. Six PSTs from English pedagogy department in one public university were involved in attending a semi-structured interview study. Interview was the main method to collect data. The results revealed that *Grammarly* has both advantages and disadvantages when utilized as a tool for assessing writing. The advantages consisted of immediate feedback, enhanced writing skills, increased writing confidence, focus on higher-level skills, customized learning, accessibility and convenience, plagiarism detection, and learning resources. Meanwhile, it was also disadvantageous that the PSTs consider *Grammarly* contains overreliance on technology, misinterpretations on suggestions, undermining creativity, subscription costs, privacy concerns, limited feedback on content, and potential reliance on correction. In short, the use of *Grammarly* for writing self-assessment should consider its strengths and weaknesses before its utilization.

Keywords: Grammarly; self-assessment; EFL writing; pre-service teachers.

GRAMMARLY SEBAGAI MEDIA ASESMEN MANDIRI DALAM PENULISAN ILMIAH BERBAHASA INGGRIS: PERSEPSI CALON GURU BAHASA INGGRIS

Abstrak: Tidak dapat disangkal bahwa alat Kecerdasan Buatan (AI) seperti *Grammarly* memiliki dampak terhadap pembelajaran bahasa asing. Studi ini bertujuan untuk mengeksplorasi pandangan guru bahasa Inggris sebagai bahasa asing (EFL) prajabatan (PSTs) mengenai penggunaan *Grammarly* sebagai alat dalam penilaian diri menulis. Enam PST dari jurusan pedagogi bahasa Inggris di sebuah universitas negeri terlibat dalam studi wawancara semi-terstruktur. Wawancara menjadi metode utama dalam pengumpulan data. Hasil penelitian mengungkapkan bahwa *Grammarly* memiliki kelebihan dan kekurangan ketika digunakan sebagai alat untuk menilai tulisan. Kelebihannya meliputi umpan balik langsung, peningkatan keterampilan menulis, peningkatan kepercayaan diri dalam menulis, fokus pada keterampilan tingkat tinggi, pembelajaran yang disesuaikan, aksesibilitas dan kenyamanan, deteksi plagiarisme, serta sumber belajar. Sementara itu, kekurangannya mencakup ketergantungan berlebihan pada teknologi, kesalahpahaman terhadap saran yang diberikan, melemahkan kreativitas, biaya berlangganan, kekhawatiran terkait privasi, umpan balik yang terbatas terhadap konten, dan potensi ketergantungan pada koreksi. Singkatnya, penggunaan *Grammarly* untuk penilaian diri dalam menulis sebaiknya mempertimbangkan kelebihan dan kekurangannya sebelum digunakan.

Kata kunci: *Grammarly*; asesmen mandiri; penulisan berbahasa Inggris; calon guru.

INTRODUCTION

Self-assessment in foreign language writing has become a tangible need for pre-service EFL teachers (PSTs) who are actively engaged in various writing tasks. Self-assessment, as the term implies, refers to method indulged by PSTs to assess their own work for a particular purpose determined by university EFL teacher (Cheong, Luo, Zhu, Lu, & Wei, 2023; Nielsen, 2021). Integration of self-assessment in EFL writing helps both EFL teachers and PST to encourage time effectiveness and fast comprehension. Hence, this type of assessment does not replace teacher-based assessment as a foundational method widely used in EFL writing classrooms. Meanwhile, self-assessment can be both applied through in-class and online methods. Although both types generally differ in terms of medium, but they also make other differences regarding procedures, effectiveness, and content quality (Díez, 2023; Fahimi & Rahimi, 2015; Nielsen, 2021).

This current study allows to determine PSTs' insights on the use of online self-assessment method focusing on *Grammarly* application. In fact, *Grammarly* serves as an effective online tool which allows PST to proceed written work and have it corrected automatically (Fan, 2023). Grammar and vocabulary are two important aspects analyzed in *Grammarly*. It provides precise and reliable suggestions for grammar, spelling, punctuation, and style. The application of accuracy greatly boosts the quality of PSTs writing and enhance their overall linguistic proficiency. It is noticed that *Grammarly* also helps to paraphrase sentences which, for many PSTs, are difficult to be recognized without intensive writing practices (Fitriana & Nurazni, 2022; Perdana, Manullang, & Masri, 2021). The use of *Grammarly* as a self-assessment tool in writing English text is simply considered effective strategy to write in a better way. Its real-time feedback feature facilitates the correction of errors while writing, resulting in time savings during the editing phase and allowing PSTs to concentrate more effectively on the substance and structure of their writing.

Grammarly assists PSTs in upholding uniformity in their writing style, guaranteeing that their work complies with established grammar and linguistic norms, which is crucial for proficient communication and academic achievement (Halim, Sharina, & Zur, 2020). It customizes its ideas to match the unique writing style and skill level of every PST, guaranteeing that the critique given is pertinent and advantageous for personal enhancement. It is highly accessible and intuitive, allowing PSTs to effortlessly obtain immediate feedback and enhance their writing skills on the move, without requiring any training or technical knowledge. In this case, PSTs have to be aware of either advantage and disadvantage of *Grammarly* as a part of Artificial Intelligence (AI). It is because automatic assistance for learning English writing may cause risk for PSTs when the online tool is out of control (Agustin & Wulandari, 2022; Ghufron & Rosyida, 2018; et al., 2023; Yousofi, 2022).

A preliminary study conducted to one government-owned university revealed an ambiguous feedback on the use of *Grammarly* in EFL writing class. It was noted that some PSTs believed in *Grammarly* advantages as it helped them to write faster and systematically. Meanwhile, other PSTs did not recommend the online application for assessing writing lesson due to its automatic correction system. The preliminary findings to a limited number of PSTs lead to a tentative perception about whether *Grammarly* assists PSTs to assess writing task themselves or vise-versa. This problem

should be questionable as the online application has been extensively used throughout EFL writing assessment (Ebadi, Gholami, & Vakili, 2023). Every PST has their own beliefs and practices when utilizing one of AI tools in assessing written work. It can be, then, a new challenge for both EFL university teachers and PSTs themselves as they have to deal with an unlimited automatic tool which is also new for many PSTs (Dong & Shi, 2021; Koltovskaia, 2020).

Interestingly, there has not been more studies on the use of *Grammarly* in EFL writing classrooms throughout Indonesian context. One of the studies (Ghufron & Rosyida, 2018), for example, examined the efficacy of *Grammarly* application in avoiding inaccuracies in EFL writing opposed to indirect corrective feedback provided by teachers. This study employed a quantitative methodology utilizing a quasi-experimental approach. A total of 40 university students from the English department at a private institution in Indonesia were chosen and divided into two groups: an experimental group and a control group, using a predetermined clustering method. The students underwent testing at both the commencement and the conclusion of the research. The quantitative variables were evaluated using the t-test procedure. The study findings validate that students who have their work assessed using *Grammarly* see a substantial decrease in errors compared to those whose work is assessed by the teacher through indirect corrective comments. The software demonstrates more efficacy in minimizing errors related to vocabulary usage (diction), language utilization (grammar), and writing mechanics (spelling and punctuation) (Muzayyanah et al., 2024). Nevertheless, enhancing the substance and arrangement of students' EFL writing yields limited results. This study proposes an alternate assessment for students' writing that is used by EFL teachers to promote autonomous learning. For example, the EFL students the use of Google Classrooms as learning center (Kurniawan & Styati, 2023). Meanwhile, *Grammarly* is a specific application to correct writing and such Google Classrooms serve as a medium.

Another related study (Perdana, Manullang, & Masri, 2021) examined the efficacy of the *Grammarly* online tool in enhancing academic writing by evaluating its impact on reviewing published papers. In order to accomplish this, the researchers conducted a comprehensive analysis of diverse scholarly literature and included insights from other esteemed researchers published in many reputable international journals. The study opted for the methodology of qualitative content analysis. For instance, it entails a thorough examination of each specialist's expertise using an investigative phenomenological method. In order to accomplish this, it utilized a code analysis technique to thoroughly assess the material and verify the accuracy and dependability of the outcomes. Regarding literature reports, it utilized the Google Doc tool, Eric Publications, Google scholars, and various other online literature sites. The researchers conducted this investigation in response to the modern era and in compliance with the pandemic protocol and public restrictions in Indonesia. It adhered to the principles set forth by authoritative specialists in descriptive qualitative investigations for both academic writing and application technology. According to most experts, the *Grammarly* online tool is highly ideal for writers due to its effectiveness in detecting writing errors.

Several online platforms are available to assist students in verifying their grammar. Students typically employ internet grammar checkers like *Grammarly* to rectify their writing. The purpose of this study (Fitriana & Nurazni, 2022) was to investigate the familiarity of students in the English department with the *Grammarly* software, which is used as a tool for grammatical checking in their work. The research was carried out utilizing a descriptive qualitative methodology. The data for this research were collected via a questionnaire. The purpose of this research is to familiarize students with *Grammarly*, an online grammar checker. The research findings demonstrated that *Grammarly* provides advantageous outcomes for students. *Grammarly* greatly assists students in rectifying their writing. Nevertheless, *Grammarly* does have certain limitations, including occasional incorrect corrections and a restricted range of features in the free edition. However, students widely acknowledge that *Grammarly* is highly beneficial to them.

The research (Agustin & Wulandari, 2022) aimed to investigate and elucidate the grammar faults included in the essays written by students of the English Department at UNISKA Kediri, recognizing the significance of grammar knowledge in the essay writing process. The research study is categorized as a qualitative study. The study examined 14 examples of English Essays authored by students from UNISKA. The triangulation approach is employed to categorize the many sorts of faults committed by students and to discover prevalent errors in their essay writing. The investigation yielded a total of 7 grammatical faults in the students' writings, encompassing various types of problems in the grammar part. The faults served as indicators of the challenges encountered by students when composing essays. The most prevalent grammatical error observed is the incorrect usage of articles (a/an/the), accounting for 19.66% of all errors. Researchers have also identified the challenges that students have when writing their essays. The questionnaire responses of the students were discovered. The researcher discovered that students have challenges in the areas of topic selection and development, sentence and paragraph structuring, syntax, and word usage. Considering the identified instances of grammatical errors in student writings, the researcher aims to analyze a heightened awareness among students regarding the need of composing essays with accurate grammar. It is noted that in writing English text, such difficulties are more common (Aprillia et al., 2023). Additionally, the researcher encourages students to recognize and rectify any grammatical mistakes present in their essays, and suggests utilizing the *Grammarly* Application as a helpful tool for essay writing.

Regarding the previous related studies, it is noted that there has been a little study on self-assessment in EFL classrooms by utilizing *Grammarly* application. The first study concerned on experimenting two different groups to determine efficacy of *Grammarly* in correcting writing errors. Another study focused on the impact of *Grammarly* as a writing tool that helped to review papers for international reputable journals. Although the third study researched EFL students' perceptions, it specifically discussed how the students deal with *Grammarly* as a grammar checker. This study was carried out of qualitative approach. The last study, however, concerned on describing errors produced by EFL students in writing an essay. On the other sides, it is necessary to highlight that this current study was different from those conducted earlier regarding its focus, participants, and method. It was undertaken to describe pre-service EFL teachers' insights of *Grammarly* as self-assessment tool in EFL writing classrooms. The context of self-assessment seems to be interesting as for many previous studies, *Grammarly* was mostly used as a mere tool, but not a research instrument like what PSTs of this study experienced. In short, this study was carried out of a research question: "How do PSTs perceive about the use of *Grammarly* as a self-assessment tool in EFL writing classrooms?"

RESEARCH METHOD

The participants of this current study consisted of six pre-service teachers majoring in English pedagogy in one public university. Purposive sampling, which allows the research to determine participants based on study purpose (Andrade, 2020), was used to select the participants and revealed with informed consents signed by each of them. The criteria of participant relied on those who were attending or have attended writing-related courses, including Writing I-III, Academic Writing, Article Writing, and Creative Writing. They should also have sufficient experiences to utilize *Grammarly* as a tool in correcting their written work. Another criterion was that they were active students with proficient oral skill and better understanding on the discussed topic. Meanwhile, this current study employed semi-structured interviews as data collection technique. Each participant was invited to share and describe their experiences related to the topic. The interview lasted for about 45-60 minutes. Every unstated attitude or paralinguistic features were noted and these aspects were considered integrated part of the interview.

The following procedures were followed when collecting interview data. To begin, I explicitly established the research objective and the precise data intended to be collected during the interviews. I, then, created a series of research inquiries that will direct the interview process.

Devising a methodical interview technique was undertaken by formulating probing inquiries to stimulate participants to expound on their answers and investigated more comprehensive information. It is a need to ensure that the study adhered to ethical protocols. In this case, I obtained explicit agreement from the participants, clearly articulating the study objectives, data utilization, and confidentiality protocols. I arranged and carried out the interviews voluntarily. To initiate the process, I established a positive connection with the participants and provided them with a clear explanation of the interview's objective. Another step was to adhere to the interview process while still maintaining a level of adaptability to facilitate natural interview and the development of deeper insights. Finally, I obtained consent from the participants and proceeded to record the interviews in order to precisely capture their comments. Alternatively, I opted to meticulously record notes throughout the interview.

Data analysis was undertaken by adapting the following stages (Lester et al., 2020). The initial step in guaranteeing a comprehensive account of the participants' comments was to meticulously transcribe the recorded interviews word for word. To obtain a thorough grasp of the participants' comments, I extensively studied the transcripts by reading and re-reading them. The process involved utilizing programming to classify and arrange the data, which was then proceeded by assigning explanatory labels (codes) to sections of the text that depict significant themes, concepts, or patterns that arose from the interviews. I contemplated employing inductive coding to facilitate the emergence of themes from the material itself, rather than imposing predetermined categories. I conducted a thorough examination of the encoded data in order to uncover prevalent themes, patterns, and trends that arise in various interviews.

The subsequent step involved consolidating comparable codes into comprehensive themes or categories that encompass the primary concepts or topics addressed by the participants. I devised a coding scheme or framework that arranges the discovered themes and sub-themes in a logical and methodical manner. The framework facilitated the organization and analysis of the interview data, resulting in a coherent and significant presentation. I analyzed the highlighted themes within the framework of the research aims and pertinent theoretical viewpoints. Subsequently, the process involved offering elucidations and contextual depictions for every theme, with a focus on highlighting the importance of the discoveries and its ramifications for the research subject. I contemplated employing triangulation by incorporating data from alternative sources, such as observations, documents, or further interviews, in order to validate the findings and bolster the credibility of the analysis. The analysis involved juxtaposing and scrutinizing the interview data alongside additional sources to ascertain the coherence and dependability of the findings. Finally, the results were presented in a logical and structured way, following the established norms of reporting qualitative study.

RESULTS AND DISCUSSION

The findings of this current study were revealed in the following description. This current study was conducted under the research question “How do PSTs perceive about the use of *Grammarly* as a self-assessment tool in EFL writing classrooms?” To reach an answer, several participants were interviewed and the interview results came to conclusion which proved advantages and disadvantages of *Grammarly* for PSTs’ writing development. Some themes were categorized and followed by the findings.

Advantages of Grammarly as Self-Assessment Writing Tool

Regarding PSTs’ insights on the advantages of *Grammarly* in EFL writing self-assessment, the participants believed in the following aspects: 1) Immediate feedback: *Grammarly* offers immediate

analysis on grammar, spelling, punctuation, and style, enabling PSTs to detect and rectify errors as they are writing; 2) Enhanced writing skills: Through the constant utilization of *Grammarly*, PSTs enhance their writing proficiency gradually, acquiring the ability to evade typical errors and analyze a more robust mastery of grammar and style; 3) Increased writing confidence: *Grammarly* enhances PSTs’ writing proficiency by enabling them to independently discover and rectify errors, so instilling a sense of assurance and self-confidence. This motivates PSTs to articulate their thoughts with greater efficacy; 4) Focus on higher-level skills: *Grammarly* enables PSTs to prioritize advanced writing abilities, such as organization, coherence, and clarity, by addressing fundamental grammar and spelling concerns. This results in more refined and complex writing. The advantages can be seen from table 1 below. The table consists of excerpts of interviews with the participants coded by P1-P6.

Table 1
A list of advantages of *Grammarly* as a tool for self-assessment writing

No	Advantages	Excerpts from Interview
1.	Immediate feedback	“When I needed fast correction for my paper, I relied on <i>Grammarly</i> as it is faster automated corrector.” (P3)
2.	Enhanced writing skills	“I am satisfied to correct my research report as it offers fast response. The response is much satisfying.” “...it is like an online teacher for me. I learnt much how to correct grammar, particularly how to write complex academic sentences.” (P1) “Now, I am able to write a paragraph more properly than before I utilized <i>Grammarly</i> .” (P4)
3.	Increased writing confidence	“I am not worried anymore when collecting an essay task to my Writing II instructor. <i>Grammarly</i> helped me to restructure my grammar.” (P2) “... <i>Grammarly</i> makes me feel confident with my paper...I do not have to feel embarrassed with my own work anymore.” (P5)
4.	Focus on higher-level skills	“I was asked to write a meta-analysis paper as a part of my thesis. It is a great idea to use <i>Grammarly</i> , because it gives various paraphrasing suggestions for various references I offered.” (P6) “I corrected my research report via <i>Grammarly</i> . I concerned on how it proceeded my simple paper writing into a more academic and sometimes critical results.” (P1) “...writing a daily-life text seems to be simple and I am surprised that this application determines what I prefer in my written text.” (P4)
5.	Customized learning	“When you think you can write only that way, believe me, <i>Grammarly</i> makes your writing more colorful, anyway.” (P3) “My lecturer wanted me to write mini research report for one day. I completed my report in midnight.” (P5)
6.	Accessibility and convenience	“I just write an essay whenever I like. I am sure I can assess my essay whenever and wherever I feel like.” (P6) “...it does not let me do a negative academic attitude like plagiarism.” (P4)
7.	Plagiarism detection	“I was shocked that my writing contained 80% imitated texts...it is my fault...and <i>Grammarly</i> is right.” (P2) “ <i>Grammarly</i> is a gorgeous assessment tool as it enhances my understanding, not only about grammar, paraphrase, but also word use in many contexts.” (P2)
8.	Learning resources	“...good learning resources, because it is online-based application. It has unlimited numbers of data for English writing.” (P6)

Meanwhile, based on the interview results, other advantages of *Grammarly* for writing self-assessment are as follows: 5) Customized learning: *Grammarly* offers customized recommendations by analyzing PSTs’ writing structures, enabling PSTs to pinpoint their specific weaknesses and adapt their learning accordingly; 6) Accessibility and convenience: *Grammarly* is compatible with a wide range of devices and platforms, allowing PSTs to conveniently utilize and evaluate their writing at any time and location; 7) Plagiarism detection: *Grammarly* offers a plagiarism tool that assists PSTs in verifying the originality of their work and ensuring proper citation. This feature promotes academic honesty and helps prevent unintentional plagiarism; 8) Learning resources: *Grammarly* provides explanations and educational materials in addition to its suggestions, enabling PSTs to comprehend the rationale behind the proposed modifications and offering them a chance to learn from their errors.

Grammarly offers customized recommendations by analyzing unique writing patterns, enabling PSTs to pinpoint their own weaknesses and adapt their learning accordingly. *Grammarly* is compatible with multiple devices and platforms, allowing PSTs to conveniently utilize and evaluate

their writing at any time and location (McCarthy, Roscoe, Allen, Likens, & McNamara, 2022). *Grammarly* offers a plagiarism checker that assists PSTs in verifying the authenticity of their work and ensuring correct citation. This feature promotes academic honesty and helps prevent unintentional plagiarism. *Grammarly* provides explanations and educational materials in addition to its suggestions, allowing PSTs to comprehend the rationales behind the proposed revisions and affording them an opportunity to learn from their errors (Agustin & Wulandari, 2022; Hadiat, 2022; Koltovskaia, 2020). Through the utilization of *Grammarly* for self-assessment, PSTs enhance their autonomy and expertise as writers, acquiring a more profound comprehension of their writing aptitudes and places that require improvement.

Disadvantages of Grammarly as Self-Assessment Writing Tool

Through the utilization of *Grammarly* for self-assessment, PSTs enhance their autonomy and expertise as writers, acquiring a more profound comprehension of their writing aptitudes and areas that require improvement. However, the participants also considered several disadvantages of *Grammarly* when used for assessing their own written work. The interview results concluded the following descriptions. 1) Overreliance on technology: PSTs may excessively depend on *Grammarly*, thereby impeding the cultivation of their own abilities in proofreading and editing. Dependence entirely on the instrument may result in a deficiency of analytical thinking regarding their writing; 2) Misinterpretations on suggestions: The accuracy and applicability of *Grammarly's* suggestions in the PSTs' writing context may vary. PSTs acquiesces to proposed modifications without completely comprehending the rationale behind them, so potentially modifying the intended significance of their work; 3) Undermining creativity: *Grammarly's* recommendations frequently rely on traditional principles, which restrict PSTs' ability to express their creativity. An excessive dependence on the technology prevents PSTs from exploring language and style, leading to a decrease in the production of unique and captivating writing.

Such consideration continued to other disadvantages based on the interviews, as follows: 4) Subscription costs: Although *Grammarly* provides a free version, several advanced capabilities are only accessed by subscribing and paying for the service. This imposes a financial hardship on PSTs, particularly those with poor financial means or in educational environments lacking sufficient support; 5) Privacy concerns: *Grammarly* necessitates access to the written material of PSTs, which may elicit privacy issues for certain persons or institutions. PSTs exhibit reluctance in utilizing the tool due to apprehensions regarding the security and confidentiality of their work; 6) Limited feedback on content: *Grammarly* largely emphasizes grammar, spelling, and punctuation, offering limited input on the overall quality, coherence, and organization of PSTs' writing. This results in a superficial evaluation of their work, disregarding essential elements of excellent writing such as reasoning and critical thinking; 7) Potential reliance on correction: Consistent utilization of *Grammarly* fosters a tendency to depend exclusively on the tool for error correction, rather than actively acquiring and internalizing grammatical principles and writing norms, resulting in a dearth of personal advancement in writing aptitude.

Table 2

A list of disadvantages of *Grammarly* as a tool for self-assessment writing

No	Disadvantages	Excerpts from Interview
1.	Overreliance on technology	"I cannot live without AI. It has become a true need for me whenever I have to write any English text." (P5) "...internet access allows me to work with English writing all the time without any limitation or space." (P2)
2.	Misinterpretations on suggestions	"...it is because my English grammar is worse. I just followed what was corrected by <i>Grammarly</i> . I believe in it and I never doubt it." (P1) "I cannot understand all given corrections. They are too textual...not contextual." (P3)

3.	Undermining creativity			<p>“Yes, I assessed my paper myself before, but now, I rely on this application. Without it, I may mess up every sentence I write.” (P6)</p> <p>“I just think that I corrected my English text because of technology, not because I read many English structure books.” (P1)</p> <p>“...sometimes it is about money. I cannot afford the software. It is too expensive for me as a student.” (P4)</p>
4.	Subscription costs			<p>“I subscribed full <i>Grammarly</i> for one year with some classmates. Each of us paid for 150k rupiah.” (P5)</p> <p>“...my classmates told me his paper was copied by a student from other universities. He used a software which had many users.” (P3)</p>
5.	Privacy concerns			<p>“We need to be careful with our English paper submitted to be corrected in it.” (P6)</p> <p>“We wrote about English material based on local wisdom, but when I had it corrected, I did not find any suitable correction local wisdom topic.” (P2)</p>
6.	Limited content	feedback on		<p>“...not good for intercultural English translation...some corrections look more static...or formal in some ways.” (P4)</p>
7.	Potential correction	reliance on		<p>“...it really brings me to a new world. I do not have to think more about writing English text from now on.” (P1)</p> <p>“I just rely on what <i>Grammarly</i> decides for my English text and...I do believe in it.” (P6)</p>

In order to alleviate these possible disadvantages, it is crucial for PSTs to utilize *Grammarly* as a supplementary instrument rather than a conclusive resolution. Promoting a harmonious integration of autonomous writing skills enhancement and the utilization of technology enables PSTs to maximize the benefits of *Grammarly* while simultaneously nurturing their own analytical thinking and writing proficiencies (Barrot, 2020; Calma, Cotronei-Baird, & Chia, 2022; Komaida et al., 2024; Tampubolon et al., 2024). Furthermore, it is necessary to discuss the findings through literature analysis or previous study findings. To begin, *Grammarly* is an effective tool for PSTs to better their writing skills and self-assess their work. *Grammarly* offers immediate feedback on grammar, spelling, punctuation, and style, enabling PSTs to detect and rectify errors as they are writing. Through regular utilization of *Grammarly*, PSTs enhance their writing proficiency gradually, acquiring the ability to evade typical errors and analyze a more robust mastery of grammar and style (Barrot, 2020). *Grammarly* enhances PSTs’ writing by instilling greater confidence in their ability to independently identify and rectify errors. It incentivizes them to articulate their views more proficiently. *Grammarly* allows PSTs to prioritize advanced writing abilities, such as organization, coherence, and clarity, by addressing fundamental grammar and spelling concerns. This results in more refined and complex writing (Hadiat, 2022).

Although *Grammarly* provides various advantages for PSTs to evaluate their writing, it is important to acknowledge certain potential drawbacks. PSTs may excessively depend on *Grammarly*, thereby impeding the cultivation of their own abilities in proofreading and editing. Dependence exclusively on the technology may result in a dearth of analytical thinking regarding their writing (Hadiat, 2022; Larasati & Rustandi, 2022; Pratiwi & Rohayati, 2023; Teng & Ying, 2023). The accuracy and applicability of *Grammarly*'s suggestions in the PST's writing may vary. PSTs may acquiesce to proposed modifications without comprehending the underlying rationale, so potentially distorting the intended significance of their work. *Grammarly*'s recommendations frequently rely on traditional principles, which may restrict PSTs’ ability to express their creativity. The excessive dependence on the technology may deter PSTs from exploring language and style (Puspandari, 2023), leading to a decrease in the production of unique and captivating writing (Rustandi, 2023; H. Zhao & Zhao, 2020; X. Zhao, 2022).

Although *Grammarly* provides a free version, several advanced capabilities are only accessed by subscribing and paying for the service. This has the potential to create a financial hardship for PSTs, particularly those with poor financial means or in educational environments without the required funds. *Grammarly* necessitates access to the written material of PSTs, which could potentially elicit privacy apprehensions for certain persons or institutions. PSTs may exhibit reluctance in utilizing the tool due to apprehensions regarding the security and confidentiality of their work. *Grammarly* largely emphasizes grammar, spelling, and punctuation, offering limited input on the overall quality, coherence, and arrangement of PSTs’ writing (Agustin & Wulandari, 2022;

Ingdriawati, 2023; Vasileiadou & Karadimitriou, 2021). This may result in a superficial evaluation of their work, disregarding essential elements of excellent writing such as reasoning and critical thinking. Consistent utilization of *Grammarly* foster a tendency to depend exclusively on the tool for error correction, rather than actively acquiring and internalizing grammatical principles and writing norms, resulting in a dearth of personal development in writing aptitude (Barrot, 2020; Ghufroon & Rosyida, 2018; Yousofi, 2022). In order to alleviate these possible disadvantages, it is crucial for PSTs to utilize *Grammarly* as a supplementary instrument rather than a conclusive resolution. Promoting a harmonious integration of autonomous writing skills enhancement and the use of technology enables PSTs to optimize their utilization of automated tool while simultaneously fostering their own analytical thinking and writing proficiencies (Barrot, 2023; Ling, Elliot, & Burstein, 2021; Ranalli, 2021).

CONCLUSIONS

When discussing the merits and drawbacks of *Grammarly* for self-writing assessment of PSTs, it is crucial to take a fair and unbiased stance that recognizes both the favourable and unfavourable features of the online application. PSTs commence by recognizing the benefits of utilizing *Grammarly* for writing self-assessment, highlighting its function in delivering prompt feedback, improving writing proficiency, and strengthening PSTs' self-confidence in their writing aptitude. It is necessary to initiate a transition into examining the potential drawbacks of *Grammarly*, including the anxiety of excessive dependence on technology, the possibility of misinterpreting suggestions, and the tool limited emphasis on advanced writing abilities and content evaluation.

To ensure the effective utilization of *Grammarly* in writing self-assessment, it is imperative to provide strategies that promote active engagement with the tool suggestions, critical evaluation of the proposed alterations, and the exploration of supplementary writing guidance and resources beyond *Grammarly*. This approach facilitates the development of a comprehensive comprehension of writing principles. Moreover, it is necessary to highlight the significance of maintaining balance between utilizing *Grammarly* as a beneficial writing tool and analyzing PSTs' autonomous writing abilities. Promote the idea that *Grammarly* should be seen as a supplementary tool to enhance the learning process of PSTs, rather than a replacement for their own independent thinking and improvement in writing skills.

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