

THE USE OF 'GRAMMARLY' APPLICATION AS ELECTRONIC FEEDBACK ON STUDENTS' WRITING OF ENGLISH THESIS AT UNIVERSITIES IN TERNATE CITY

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Abstract

The development of technology and learning English is towards the concept of providing electronic feedback. This research aims: 1). To find out electronic feedback with 'Grammarly' in students' writing of English thesis, and 2). To find out the lecturers' perceptions and experiences related to the use of the 'Grammarly' application as electronic feedback, including in students' writing of English thesis at universities in Ternate City. Ten lecturers as supervisors and five research proposal texts of thesis from the three universities in Ternate (Khairun University, Muhammadiyah University of North Maluku, and the Teaching and Education College (STKIP)) became the sources of the data in this study. Data collection techniques in this study were carried out using documents and interviews. The collected data were analyzed using thematic analysis (thematic analysis). The findings show that the use of the 'Grammarly' application in the text of the student thesis research proposal revealed some feedback on the errors in students' writing of their thesis research proposal. Feedback on errors that occur in all existing texts is primarily related to spelling, followed by grammar (grammar) such as the use of articles (article), plural markers, prepositions, and subject-verb agreement. In addition, errors that occur in some thesis proposal texts are the use of punctuation and capital letters. Ten lecturers' interview data show a positive perception in the use of 'Grammarly'. However, only four have used its application and six other lecturers have not used it.

Keywords: *Electronic feedback, thesis writing in English, qualitative research, thematic analysis*

INTRODUCTION

As part of the tasks that must be carried out by students in academic life at a university, scientific writing is a productive skill that must be mastered to express his ideas in written form. Tarigan (1987: 7) said that writing is one of the language skills used for direct communication. "Writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences and paragraphs using eyes, brain, and hand" (Rimes, 1983: 76). Students can communicate ideas and opinions through written forms such as communication through various forms such as letters, messages, or invitations. In the academic field, communication of ideas in the form of written papers such as summaries, scientific works such as research proposals, and student research reports such as theses and dissertations are common things done by students. It can be concluded that writing scientific papers is related to a process where the final product of writing is not produced in a short time or in an instant (immediately) manner, but through a long stage. First of all students must think about the topic, do the mapping to understand the topic while looking for various information related to the topic. Furthermore, whatever type of scientific paper will be written, various ideas related to the topic are outlined in words and sentences arranged in a number of paragraphs to produce writing according to the rules of good scientific writing.

Various forms of scientific papers such as books, reports, translations, essays, conference papers or seminars, scientific journals, research proposals, theses, theses, dissertations, and abstracts are writings that are made to meet the requirements of an assignment in a college or university. Scientific papers are also used for various publications that are read by a teacher or lecturer, or presented at a conference or seminar. "Academic writing could include any writing assignment given in an academic setting" (Student Learning Center Flinders University, 2017).

Student life is always faced with activities / activities of writing scientific papers. It is a routine activity carried out by students in fulfilling the duties of lecturer or lecturer and researcher in fulfilling their academic obligations. Each task in the form of scientific papers above must fulfill the elements or characteristics as a scientific paper. A good scientific paper must have a number of characteristics such as aspects of formality, accuracy, objectivity, excellence (explicitness), complexity, and other scientific principles. The complexity of language in scientific papers, especially those in English, can be seen from the use of noun phrases, especially those that function as subjects or main sentences.

For Study Program students who specialize in English Language and Literature, each document must be written in English. This is a challenge because the rules of English are very different from Indonesian, which is their mother tongue and their official language. That is why students must try hard in addition to mastering the structure of English sentences, choice of words and paragraphs in English, they must also know and be able to apply the principles of writing scientific papers in good English. Various obstacles are often faced by students in writing scientific papers in English because English is a foreign language that is only used formally, namely when they are in school or university.

The presence of technological developments in the world of education, including learning English, especially for final year students who complete the final project in the form of a thesis which is often a challenge for students, is expected to help overcome these challenges. Qassemzadeh and Soleimani (2016) conducted a study entitled 'The Impact of Feedback Provision by Grammarly Software and Teachers on Learning Passive Structures by Iranian EFL Learners'. They consider that the main concern in today's world of pedagogy in general and language teaching, in particular, is the application of computer-assisted learning to improve student learning achievement. For a long time in Indonesia the classroom setting has only been teacher feedback in the traditional way it has been used in teaching. Based on the fact that ideas of this kind can be traced back to traditional attitudes towards feedback, and these two authors are looking for new alternatives to bring some innovation in the educational environment, namely the provision of feedback through Grammarly Software. The aim of their research is to explore the impact of providing feedback through Grammar Software and teachers regarding passive structure learning by EFL students. There were 70 male and female EFL students randomly selected into two main groups: the experimental and control groups. Grammar pre-test, post-test, and post-test delayed were given to participants in six sessions. The results of the data collected from the pre-test and post-test show that the influence of the teacher on learning structure looks passive, in the pre-test and post-test, there is more effect of the Grammarly Software on the learning of the students' passive structure, and the effect of the Grammarly software on structure learning Passivity in delayed post-test scores is better than teacher effects when learners learn the passive structure. The results of this study have implications for language teachers, students, and material developers.

The research to be carried out is also similar to what was done by Qassemzadeh and Soleimani (2016) above. The difference lies in the scope of the focus of the research, namely electronic feedback lecturers through the application 'Grammarly' in writing students' English thesis. In the process of mentoring, improvement of thesis writing is done through providing electronic feedback or feedback by lecturers so that thesis writing is better through technology applications such as 'Grammarly'. Based on the problems and challenges stated above and given the importance of writing scientific papers for students when they are dealing with the final project such as thesis writing, the researcher is interested in conducting research with the title: 'Lecturer Feedback Through Grammarly Applications in Writing Thesis in English Language Undergraduate Students in College High in Ternate City '.

1. Research Objective

This research aims: 1). To find out how electronic feedback with Grammarly in students' English thesis scripts; and 2). To find out how the perceptions and experiences of lecturers related to the use of the 'Grammarly' application as electronic feedback, including in English thesis scripts of students at tertiary institutions in Ternate.

2. Significance of Research

This research provides benefits both theoretically and practically. Theoretically, the results of this study enrich the knowledge of science related to lecturers' perceptions related to the provision of electronic feedback through the use of the 'Grammarly' application and how the policy of giving feedback and assessment on the one hand and writing academic papers especially thesis on the other hand. Practically, the results of this research can be input for policy makers in higher education about the task of lecturers in guiding students in the thesis writing process through providing quality feedback and assessments in the student thesis they are guiding, and for lecturers to improve themselves how to guide student thesis by providing feedback through the 'Grammarly' application and assessing quality as expected.

a. Rules of Academic Papers

There are several scientific principles that must be fulfilled in every scientific paper. LIPI (2012) defines scientific rules as standard and generally accepted rules relating to science. There are several forms of scientific papers that are usually made by students when studying in a university, namely translation, essays, research papers and articles, conference papers, scientific journals, theses, dissertations, and abstracts.

Furthermore, LIPI (2012) states that generally accepted scientific rules in scientific papers are logical (continuous), objective (as is), systematic (following the rules of a systematic mindset), reliable (tested and valid), design (planned and planned) has a design), accumulative (collection of various sources whose truth is recognized). In terms of language used in scientific papers, Gillett (2017) underlines a number of characteristics of English scientific papers, namely: 'formal, precise, objective, explicit, accurate, hedging, responsible, and complex.

b. Assessment and Authentic Assessment

There are several definitions of assessment. Nitko and Brookhart (2011: 3) stated: "Assessment is a process for obtaining information for making a particular educational decision", which can be interpreted that assessment is the process of gathering information to make a decision related to education. Nitko and Brookhart (2011) further argued that when associated with student learning (students), there are two kinds of assessments namely formative assessment and summative assessment (Nitko & Brookhart, 2011; Brown & Abewickrama, 2010). Furthermore, it is said that formative assessment aims to plan learning activities, place students in the learning process, monitor student progress in learning, diagnose student learning difficulties, and provide feedback on how students improve their learning. Formative assessment is often also called assessment for learning (assessment for learning). Assessment for learning is carried out throughout the learning process and is usually used as a basis for improving teaching and learning processes. With assessment for learning teachers / educators can provide feedback on the learning process of students and monitor the progress of learning. Assessment for learning can also be utilized by teachers / educators to improve performance in facilitating students / students (Airasian, 2005; Butler & McMunn, 2006; McDonald, 2013; Nitko & Brookhart, 2011; Pellegrino et al., 2001). Various forms of formative assessment, such as assignments and quizzes, are examples of assessment for learning.

Whereas summative assessment aims to report or reports to students / students and parents about the achievement of learning, and reports to the teacher concerned about the effectiveness of learning done, and of course to give value to students / students related to the learning outcomes.

Summative assessment is often referred to as assessment of learning (final assessment of learning to determine learning achievement. Assessment of learning is an assessment carried out after the learning process is complete. The learning process is completed not always at the end of the year or at the end of the student completing education at a certain level. teacher or education educator conducts an assessment intended to provide recognition of the achievement of learning outcomes after the learning process is complete (Airasian, 2005; Butler & McMunn, 2006; McDonald, 2013; Nitko & Brookhart, 2011), meaning the educator carries out an assessment of learning. Indonesian context, National Examinations, school / madrasah exams, and various forms of summative assessment are assessments of learning.

Assessment as learning has a function similar to assessment for learning, which functions as formative and is carried out throughout the learning process. The difference, assessment as learning involves students actively in the assessment activities. Students are given the experience to learn to be assessors for themselves. Self-assessment and peer-to-peer evaluation are examples of assessment as learning. In assessment as learning students can also be involved in formulating assessment procedures, criteria, and rubrics / guidelines for assessment so that they know exactly what must be done in order to obtain maximum learning outcomes (Bloxham & Boyd, 2007).

Of the two assessment objectives (formative and summative) in three forms namely assessment of learning, assessment for learning and assessment as learning, assessment of learning outcomes by lecturers / educators is not only focused on results, but also on the learning process. Students can be involved in the process of self-assessment as a means of practicing self-assessment.

From its form, assessment (assessment) can be done both formal and informal, both through tests and non-tests. Various forms of tests that exist such as the form of true and false tests, multiple choice, match, fill in, and description. These various forms of test assessment are often called standard assessments or conventional assessments and are often criticized by various parties because they only emphasize cognitive aspects or knowledge. Even if it is still used, it is recommended that the use of this form of test assessment should be directed towards directing students / students to critical thinking skills at a higher level (higher order thinking skills). While the form of non-test assessment includes performance appraisal using rubrics, portfolios, journals, conferences, interviews, and observations Nitko & Brookhart, 2011). This form of non-test assessment is often called alternatives in assessment or performance assessment or authentic assessment (Nitko & Brookhart, 2011; Brown & Abeywickrama, 2010). The term alternatives in assessment and authentic assessment cannot be used interchangeably because of different purposes. Called alternatives in assessment because this assessment is the opposite of standard assessment (the use of assessment in the form of tests). While authentic assessment means that assessment is directly meaningful for students / students in the learning process.

According to Nitko and Brookhart (2011: 246), performance assessment or authentic assessment is: (a) requires students to create a product or demonstrate a process, or both, and (b) uses clearly defined criteria to evaluate the qualities of students' work. A performance assessment requires students to do something with their knowledge, such as make something, produce a report, or demonstrate a process. So authentic assessment is used to assess the process and learning outcomes of students / students and their use emphasizes the aspect of skills. Nitko and Brookhart (2011) also underline that authentic assessment must have two things, namely (1) the problem or task performance itself and (2) the assessment rubric. In other words, authentic assessment aims to assess the ability of students related to the real world, namely how students apply their knowledge and skills to real assignments using accurate measurements so that they can describe the abilities of students / students in their entirety.

c. *Assessment in 'Writing'*

Assessment of 'Writing' in the form of a long narrative like a thesis is carried out using the rubric for the 'argumentative essay'. In the rubric for the assessment of 'writing' there are several aspects which are assessed such as introduction, body of paragraphs and conclusions, organization (structure and use of transitions), mechanics and style (such as sentence structure, punctuation, capitalization, choice of words, variations, and diction), and sources (use of references, format, relevance).

d. *Technology and Electronic Feedback*

Technological developments in human life have brought many changes. With various developments taking place in human life, nowadays learning is something far from traditional where technology has entered human life to make things easier than ever before. In the past, learning foreign languages, including English, has always been a big problem for most students in their educational backgrounds. For example, Richards and Renandya (2002) in Qassemzadeh and Soleimani (2016) state that the role of grammar is perhaps one of the most controversial issues of teaching English in Indonesia. Traditionally, grammar is taught by educators in situations such as where students are not involved in learning and curriculum goals are not met especially at the secondary school level.

To be more effective in learning, educators need to provide feedback. Giving feedback (feedback) which is one form of formative assessment (formative assessment) to students is believed to increase their confidence to do their best to succeed. Generally, each participant wants to know what he is doing throughout his learning. Therefore, there must be some guidance in conveying to students to achieve their learning goals. (Prvinchandar & Job, 2014 in Qassemzadeh and Soleimani, 2016). Student feedback is the verbal reaction of educators to grammatical mistakes made by students in the learning process (Qassemzadeh and Soleimani, 2016).

Kukich (2000) in Qassemzadeh and Soleimani (2016) believes that the perceived need to integrate technology into classroom learning is due to the rapid pace of educational technology which plays an important role. And in this connection, technology and language learning are moving towards the concept of electronic feedback. Automatic electronic feedback in writing essays has grown in the last ten years. Furthermore, Ware and Warschauer (2006) in Qassemzadeh and Soleimani (2016) say that electronic feedback is an easy term to use in various approaches that are often different for learning to write. One way to provide feedback electronically is to use the 'Grammarly' software.

e. *Grammarly*

According to Wikipedia (2019), Grammarly is a platform that can be used as a grammar checker, spell checker, and online (paid) plagiarism developed by Grammarly, Inc. This software was first released at the end of 2009. Grammarly's proofreading is a resource that is able to check more than 250 English grammar rules.

To use grammarly, the user needs to install the Grammarly software (there are free or free versions and some paid with plagiarism checks). Its use must also be connected to the internet connection.

As an electronic feedback on student thesis, the Grammarly application provides feedback mainly only on mechanical aspects and styles such as sentence structure, punctuation, capitalization, choice of words, variations, and diction. This means that the use of the Grammarly application is limited to only one of several aspects of the evaluation of a scientific paper in the form of a thesis.

RESEARCH METHOD

1. Method

The study uses qualitative research methods (Creswell, 2014) with a case study research design. This research is a qualitative study because researchers want to know in detail the phenomenon being studied rather than trying to associate between two or more variables. This study uses a qualitative method because it is characterized by data collection techniques which mainly use documents and interviews according to the research problem as suggested by Bloch (2004), Creswell (2012), and deVaus (2014). In addition, data obtained from documents and interviews in the form of text (words) and not in the form of numbers, and analyzed to find descriptions of themes that emerge through text analysis rather than statistical analysis. Creswell (2012) states that in qualitative research "at each stage of the research process: exploring a problem and developing a detailed understanding of a central phenomenon; ... collecting data based on words ...; Analyze the data for description and themes using text analysis.

The case study design was used because several universities involved in this research were considered to be the bounded system (Creswell, 2012; Stake, 2005; Yin, 2003) which means that the university which will become the research location is a system that is bound or inseparable from the location where lecturers and students work together in carrying out their respective assignments in writing English-language research proposals.

2. Research Subjects

This research involved a number of subjects as participants of this study which consisted of lecturers in tertiary institutions who guided the writing of thesis research proposals and undergraduate students who were writing English thesis research proposals. Thus, the subjects of this study were supervisors and students who were writing English thesis research proposals in the study program with an English concentration from the English Education Study Program and from the Khairun University English Literature, English Language Study Program at the North Maluku Muhammadiyah University, and the Kie Raha College of Teacher Training and Education (STKIP) English Language Study Program. Ten 10 lecturers who were guiding and five (5) students who were writing English thesis research proposals from the three tertiary institutions in Ternate were involved in this research.

3. Research Locations

This research was conducted in four (4) Study Programs of three tertiary institutions in Ternate City. The details are English Education Study Program at the Teaching and Education Faculty (FKIP) of Khairun University in Akehuda Ternate; English Literature Study Program, Faculty of Cultural Sciences, Khairun University in Gambesi; English Education Study Program Faculty of Teacher Training and Education at Muhammadiyah University of North Maluku in Gambesi, and English Education Study Program at STKIP Kie Raha.

4. Data Collection Techniques

Data collection techniques in this study were carried out using documents and interviews.

a. Documents

The documents that are the source of the data for this research are: First, the documents related to the writing of the thesis research proposal, especially Chapter I Introduction which have been tracked using the Grammarly application. Second, documents related to giving feedback by lecturers in the process of guiding the writing of student thesis proposals (especially in the Chapter I Introduction), and third, documents related to thesis writing guidelines and rules for writing evaluation of thesis research proposals.

b. Interview

Retrieval of interview data related to the knowledge of lecturers related to the application 'Grammarly', their experiences using it, and their perceptions of using the application 'Grammarly'.

Interviews were conducted with 10 lecturers in 4 study programs from three universities in the city of Ternate. Interviews were conducted face-to-face at an agreed location using good and correct Indonesian by asking about the knowledge of research participants regarding the 'Grammarly' application, their experience of using 'Grammarly', and their opinions on using the 'Grammarly' application. During the interview, the respondent's answers during the interview will be recorded using a recording device prepared by the researcher to further transcribe as necessary. The interview used is more semi-structured because the interview questions guide can develop during the interview process as long as it is still relevant to the points being studied.

RESULTS AND DISCUSSION

A. Research Results

The results of this study are presented in line with the research questions so that they are easily understood and presented in an order in the order of the research questions as follows. The first is related to how electronic feedback with Grammarly in the student's English thesis proposal text. The second is related to how the perceptions and experiences of lecturers use the application 'Grammarly' as electronic feedback, including in English thesis scripts of students at tertiary institutions in the city of Ternate.

1. Electronic feedback with Grammarly in the student's English thesis proposal text

By running the free or free version of the Grammarly application on the text of the student thesis proposal, especially in the 'Background of the Study' section, a number of important feedbacks are found that are reached by the ability of the Grammarly application itself which is related to 'spelling', 'grammar '(grammar)', punctuation '(punctuation)', and sentence structure '(sentence structure)'.

2. 'Spelling'

Spelling errors appear in all proposals that are the object of research. The most common spelling errors were in the thesis research proposal on behalf of R and S, each with five (5) spelling errors, followed by JS with three spelling errors in three words. While the feedback on the smallest error is in the thesis research proposal on behalf of the RP with errors in the same two words, and SM with one feedback on the error of one word spelling. For example, in the JS proposal, he writes the word symbol which should be 'symbol' as in the following paragraph:

Based on some definitions figurative language above, it can be concluded that figurative language is the way of giving expression something in another way by giving the implied meaning. It is often used in literary works to demonstrate the creativity of the author and the beauty of language. There are example of figurative languages, such as metaphor, simile, symbol, hyperbole/overstatement, litotes/understatement, personification, metonymy, alliteration, irony, and synecdoche.

In a literature, there are some elements included in the poem such as rhymeyhme, rhythm, stanza, tone, theme, but the most important one is figurative language. Figurative language is used to create a special effect or feeling. It is characterized by figures of speech. On the other hand. A language that compares, exaggerates, or means something other than what it first appears to mean.

Furthermore, spelling errors are found in the RP proposal, especially in the word 'futhermore' which should be 'furthermore' in the following two paragraphs:

Furthethermore, applying good learning strategies help learners to improve communicative skill. Lessard-Clouston in Hismanoglu has affirmed learning strategies contributed to the development of the communicative competence of the student. Also, Oxford states that language learning strategies are

important factors for students in order to improve active learning in the classroom and self-directed movement which essential in developing communicative competence.

According to Chamot, learning strategies are the thoughts and actions that learners use to accomplish a learning goal. Furtherirthemore, Weinstein, and Mayer in Clouston defined learning strategies as behaviors and thoughts that a

In general, feedback related to spelling errors can be summarized in the following table.

Table 1. Respondents' Spelling Mistakes

No.	Respondents	Feedback on Spelling Mistakes	Correct Spelling
1.	R	comunacitation anilysis investigeting nedeed transportasi	Communication Analysis Investigating Needed Transportation
2.	JS	beautifel ryhme simbol	Beautiful Rhyme Symbol
3.	RP	Futhemore Firthemore	Furthermore Furthermore
4.	SM	Reseacrh	Research
5.	S	descrimintaion discriminate trat reigion discrimination	Discrimination Discriminate Treat Religion discrimination

3. Punctuation

Feedback on punctuation errors only occurred in two out of five existing thesis research proposals. For example, the use of commas in phrases such as 'By language' which starts a sentence and must be followed by a comma afterwards as in the following paragraph fragment:

Based on some definitions above, it can be concluded that language is one of the most important things in communications among the nations all over the world. English is very important and has many interrelationship with various aspects of human life. By language, people can know each other. So that they can understand what the others around us say.

Feedback on other punctuation errors occurs in the thesis research proposal on behalf of S related to the use of apostrophe that shows the possession as in the word after 'human' in the following paragraphs:

Fantasy, myth, legend, folk tale, fairy tale, and fable. Contrarily, nonfiction is a creation by human's thought and it is heold in the high esteem the certainty. Magazine, newspaper, history book, and science book are the example of nonfiction.

In other words the five thesis research proposals that are relatively good in using punctuation in English.

4. Use of Capital Letters

Feedback on uppercase use errors occurred in three out of five student thesis research proposals. Errors occur in using capital letters in the name of the institution, names of people, and city names that should start with capital letters as in the sample writing in the S research proposal as follows:

Problem is language use or grammar that be found in their writing, because many errors also are made by the fifth semester of-----the English language study program of Khairun university students.

In this case, every Khairun word attached to the name of the University 'Khairun' must begin with a capital letter 'K'.

Examples of feedback on uppercase use errors are also found in the use of people's names. In this case 'Hong Nam' should be written as 'Hong Nam' occur in the thesis research proposal on the name of the RP as the following example:

Learner engages in during learning. It means that, besides learning strategy can improve the communicative skill, the term of strategy also characterizes the relationship between thoughts and action which is based on a view of learners as responsible agents who are aware of their needs and goals engaging the learning process. As Rubin in Hong-Nnam and Alexandra also reinforced, "... strategies that contribute to the development of the language system in which the learners construct and (which) affect learning directly.

Furthermore, feedback on uppercase errors is contained in the thesis proposal in the name of SM in writing the name of the city 'Ternate City', the word 'city' should begin with an uppercase letter 'City' as in the following text:

The objectives of this study are: To find out the extent to which the use of documentary film in student's vocabulary mastery at SMP Negeri 7 Kota Ternate.

5. Grammar

'Grammarly' application feedback regarding grammatical errors occur in all student thesis research proposals. The mistake in question involves the use of articles or article, plural signs in nouns, the use of prepositions or prepositions, and subject-verb agreement (the agreement between the subject and verb in the structure of the sentence). Feedback on the misuse of the article as contained in the text fragment of the thesis research proposal on behalf of R as follows:

Writing is one of the basic skills related to communication ability. In writing, students should understand well the grammar and mastery a lot of vocabularyies, so that the message of their writing will be clearly, coherent and delivery to the readers. Writing is a crucial and familiar thing for everybody especially for the student. In daily activities, student hasve to write notes, task or information. Even, writing skill which is emphasized well by the students in school. The students should master grammar, vocabulary, spelling, punctuation, should pay attention to the criteria in good writing. The students, their writing can be understood by the readers. That is why, students should practice writing more.

In the text above, the article 'a' must begin the phrase 'crucial and familiar thing' because of the noun 'thing'. Because 'thing' is singular and can be counted (countable) and newly introduced in the sentence it must use the article 'a'.

Furthermore, because the article 'a' has been introduced in the word in the previous sentence, the 'the' article should be used as an example in the following piece of thesis research proposal text in the name of JS:

Figurative language can be found in many literary works. In literature, there are several models of literal models of literary works, one of them is a poem. The poem is the most literary works that contain elements of beauty. This can be seen from the characteristics of the poem that use figurative language, choice of words and message are expressed by the author. Those characteristics are difficult to be understood by people in learning a poem. Therefore, this issue is very important to be studied and analyzed.

The article 'a' in the word 'a poem' was introduced in the previous sentence. That is why the word 'poem' in the next sentence must be accompanied by the article 'the' being 'the poem'.

Feedback on errors related to the use of plural signs (pluralisation) can be found in the sample thesis research proposal text on the following:

The following statement of the problem is what kinds of struggles are emerging by the three characters in the "Hidden Figures" Fim by Margot Lee Shetterly.

In that sentence, the word 'struggle' must be added with the suffix 's' which means more than one because it begins with the noun 'what kinds of' group which means plural. Examples of the use

of plural signs are in the sentences in the following paragraph and this is also related to the compatibility between the subject and its predicate as follows:

Language learning has been a crucial issue in the education field. There are many factors influencing language learning, involving cognitive, psychological, sociological ones, and so on. To find out the factors influencing language learning. Some studies have already conducted to investigate some factors, such as motivation, aptitude, etc. These factors are considered as essential factors involving individual differences in language learning to know how learners could achieve success in at language learning.

In the sentence 'There are many ...', the word 'factors' must automatically be plural because it must correspond to beginning with to be 'are' which means the use of 'to be' plural. The use of plural markers in accordance with the sub-verb agreement is also found in the feedback on the misuse of plural markers in the following expressions:

Nevertheless, aside from the importance of learning strategy, it necessary to explore what learning strategies were employed by learners. Based on my previous studies, it was shown that learners do not employ as many strategies as they could do to support their learning. It is still doubtful that the learners are aware and understand about learning strategies are also questioning. Besides, it is important for the future teacher, to make learners aware of the strategy involved in language learning and to help them find environments that suit the learner's need best.

After the sentence 'employ good language learning strategies', it must be followed by 'to be' in the plural 'are' because the subject is plural.

Subsequent feedback related to errors in the use of prepositions. For example in the sentence fragment in the following paragraph. In that paragraph, the phrase 'pay attention' must be followed by the preposition 'to' because it is already a partner. Then, the word 'because' must be followed by the preposition 'of' because the word 'because' is generally not followed by sentence construction but is followed by a phrase.

Writing is one of the basic skills related to communication ability. In writing, students should understand well the grammar and mastery a lot of vocabularyies, so that the message of their writing will be clearly, coherent and delivery to the readers. Writing a crucial and familiar thing for everybody especially for the student. In daily activities, student hasve to write notes, task or information. Even, writing skill which is emphasized well by the students in school. The students should master grammar, vocabulary, spelling, punctuation, should pay attention to the criteria in good writing. The students, their writing can be understood by the readers. That is why, students should practice writing more.

Errors in writing that arises, because of the lack of knowledge from the students, for example: "Tolire Lake is a lake that located in Ternate city, it became spot destination that popular in the city". From the example above, to writing report text; tense that we used is simple present tense, but there is an error in that sentences, the verb "became" is incorrect, because it is a verb in the past participle. The students should use the verb 1 in writing report text from the

In the analysis of the feedback provided by the 'Grammarly' application, no feedback appeared related to errors in using tenses. This is possible because the focus of the analysis is limited to Chapter I, especially in the 'Background of the Study' section. An analysis of the use of tenses may be more appropriate if applied to the Chapters related to Research Methodology.

6. Perceptions and experiences of lecturers using the 'Grammarly' application as electronic feedback

In general, out of ten (10) lecturers consisting of five (5) lecturers in the English Language Education Study Program at the FKIP of Khairun University, two (2) lecturers at the English Literature Study Program at FIB Khairun University, two (2) lecturers in the Language Education Study Program English STKIP Kie Raha, and one (1) FIP English Education lecturer at Muhammadiyah University, they responded positively to the presence of the 'Grammarly' application in learning English. The ten lecturers will use it to help study the subjects they foster for example in the 'Error Analysis', 'Grammar' course, including to use it in correcting student thesis research

proposals from aspects of spelling, punctuation, capitalization, plural markers, use prepositions and subject-verb agreement.

From the tenth interview data the lecturer revealed that four people knew and used it for various purposes such as checking grammar journal articles resulting from English translations, checking the results of abstract translations, and there were those who tried it but it was not exhaustive, and had never been used in guiding the writing of student research proposals. Meanwhile, six other lecturers did not know the application 'Grammarly'. The lecturers' experience in using the 'Grammarly' application can be summarized in the following table:

Table 2. Respondents' Experiences Using 'Grammarly' Application

No	Respondents	Study Program	Keterangan
1.	SUA	English Education FKIP Unkhair	Getting experience of using Grammarly to check the grammar of English translated journal article
2.	RA	English Education FKIP Unkhair	Having tried out
3.	AA	English Education FKIP Unkhair	Never using Grammarly
4.	AI	English Education FKIP Unkhair	Having tried out
5.	SL	English Education FKIP Unkhair	Never using Grammarly
6.	FM	English Letters FIB Unkhair	Never using Grammarly
7.	SA	English Education FIB Unkhair	Getting experience of using Grammarly to check English abstract
8.	S	English Education STKIP Kie Raha	Never using Grammarly
9.	E	English Education STKIP Kie Raha	Never using Grammarly
10.	A	English Education UMMU	Never using Grammarly

B. Discussion

From the research findings above, the following matters can be stated.

- The use of the 'Grammarly' application in the text of the student thesis research proposal revealed some feedback on the errors in writing the student thesis research proposal. Feedback on errors that occur in all existing texts is related to spelling, followed by grammar (grammar) such as the use of articles (clothing), plural markers, prepositions, and subject-verb agreement. While errors that occur in some thesis proposal texts are the use of punctuation and capital letters. This means that the use of the 'Grammarly' application is very important for both lecturers and students to help improve the quality of student thesis proposal text from the linguistic aspect.
- Although the lecturer interview data shows a positive perception of the 'Grammarly' application and its use, the most important thing is to encourage lecturers to use it in learning English in the relevant subjects they care for, including in the process of guiding the writing of student thesis.

CONCLUSIONS

From the results of the above research, it can be concluded as follows: The use of the 'Grammarly' application in the text of the student thesis research proposal reveals some feedback on the error of writing the student thesis research proposal. Feedback on errors that occur in all existing texts is related to spelling, followed by grammar (grammar) such as the use of articles (clothing),

plural markers, prepositions, and subject-verb agreement. While errors that occur in some thesis proposal texts are the use of punctuation and capital letters. Ten lecturer interview data shows a positive perception of the application 'Grammarly' and its use. However, only four have used it and six other lecturers have not used it.

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