ABSTRACT

"Exploring The Grammarly Application In Facilitating Students' Academic Writing Of Research Proposals : A Case Study"

This study explores the use of the Grammarly application in facilitating students' academic writing, particularly during the editing process of research proposals. Academic writing is often challenging for English as a Foreign Language (EFL) students, especially in terms of grammatical accuracy, clarity, and appropriate academic language use (Bailey, 2018; Hyland, 2009). With the development of technology, automated writing evaluation (AWE) tools such as Grammarly have been increasingly used to support students' writing by providing immediate feedback on language-related issues (Burstein, 2003; Dikli, 2006). However, empirical evidence is still needed to understand how Grammarly supports students' academic writing processes and the challenges encountered during its use. This research employed a qualitative case study design. The participants were students from the English Education Department at UIN Sunan Gunung Djati Bandung who had completed the research proposal stage and used Grammarly during the process of writing their proposals. Data were collected through document analysis of students' writing drafts and semi-structured interviews. The data were analyzed thematically to identify Grammarly's contributions to the editing process and the challenges experienced by students. The findings show that Grammarly mainly supported students' academic writing by improving correctness, clarity, engagement, and delivery. Most correctness-related revisions occurred in the research methodology and background sections, focusing on grammar, punctuation, and verb agreement. Clarity-related revisions appeared with moderate frequency and were mainly applied to simplify sentence structures, reduce wordiness, and improve readability, particularly in sections containing detailed explanations. Engagement and delivery feedback appeared less frequently, refining vocabulary, tone, and formality. Despite these benefits, students faced challenges with relying on automated suggestions, interpreting feedback, and technological issues. Overall, Grammarly aided surface-level improvements, but critical engagement and additional strategies were needed for higher-order writing skills.

Keywords : *Grammarly Application, Academic Writing, Editing Process, Automated Writing Evaluation.*