

Grammar and Plagiarism Checking Using Grammarly for English Learners: A Systematic Review

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Abstract:

In recent decades, digital technology and artificial intelligence (AI) have evolved dramatically, and there have been an increasing number of applications to support language instruction effectively, and English writing skill teaching in particular: the qualitative documentary study and content analysis were used in the systematic review. The systematic review was conducted using the following databases: EBSCO, Google Scholar, Scopus, Web of Science, and ScienceDirect. Purposive sampling was employed to select the scholarly papers from 2008 to 2024. Content analysis of credible and legitimate sources was made. NVivo was used to analyze the literature review data. The findings reveal that English learners could improve their English writing by using Grammarly to generate articles with numerous unique ideas and correct grammar. Lecturers should encourage students to use Grammarly and instruct the study to learn how to use Grammarly. Grammarly is one of the educational technology devices that impacts

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students' writing by responding to what they write and how they could improve in English writing. AI has made it easier for students to prepare, write, and edit themselves. Many tools have been developed to enhance the process of teaching and learning writing due to the problems that students have in learning how to write and the benefits of employing technology in language instruction. Grammarly is one such AI tool for educational technology in English academic writing. This software is frequently used at many colleges and institutions worldwide and is thought to be helpful. Based on the practical demands and the utility of Grammarly, some valuable advice is provided for adequately utilizing the programme to reduce students' writing errors and avoid plagiarism. The recommendation is to consider a quantitative questionnaire for general explanation in further study.

Keywords: Grammarly, Plagiarism Checking, English Learners, Educational Technology, Digital Learning Tool

INTRODUCTION

Today, the English language is essential for personal and professional development, and mobile language learning apps can change how individuals learn languages. Teachers' and students' interactions worldwide have changed nearly entirely because to COVID-19. It's unlikely that a school or classroom will be full of children soon, but technology offers many options to the educational community. Most popular commercially available language learning apps for mobile devices and evaluate them based on how well they improve English writing and whether they can be used as classroom tools (Marroquín Hernández et al., 2021). The rapid advancement of technology has resulted in substantial changes in people's lives. Throughout history, the computer has been viewed as a revolution that has affected many aspects of human life, including education. In the conventional concept of learning, teaching, and learning were done face-

to-face by both the teacher and the students (Ghufron & Rosyida, 2018). Writing becomes one of the critical abilities in language learning. In this digital age, when everything can be done online, students prefer to readily discover references on websites or other online sources. Students are hesitant to generate their ideas because they can acquire anything they want online. To improve the quality of students' mastery of writing skills, teachers should have various options for assisting students, particularly EFL students, in improving their writing performance through such online-based learning. Grammarly is one alternative solution that can be used to help students with writing while teachers provide some activities. Students will benefit from using Grammarly since they can produce whatever languages they know. Grammarly will take over to assist them in correcting their work (Mubarok et al., 2020). Grammarly users identified the software's strengths in areas such as automatic identification of errors in Conceptual Writing, Grammar, Punctuation, Sentence Structure, Style, and Vocabulary Enhancement. While other Grammarly users identified some weaknesses for possible future improvements to the software, the overall result shows a significant improvement in the written output of English and non-English majors. Students who are not English majors show a considerable increase in writing confidence. The program should be used continually to minimize false feedback to Grammarly users (Dong & Shi, 2021). Various plagiarism detection technologies, such as Turnitin, Unicheck, PlagScan, and Grammarly, have been developed and deployed at higher education institutions to assure academic integrity. Because plagiarism detection systems are typically employed for monitoring and punishment, they may induce anxiety among students while not promoting source-based writing development. It is thus worthwhile to investigate how plagiarism detection technology functions and how it may be utilized positively and efficiently to not only deliver plagiarism alerts but also assist students with their source use habits (Barrot, 2020). Plagiarism's widespread effects on students, instructors, and educational institutions threaten the educational system. Plagiarism in higher education highlights the necessity for solid academic integrity initiatives. Academic institutions which foster knowledge and character must examine plagiarism's many origins and motivations for real mitigation. The report attributes plagiarism to academic pressure, time restrictions,

citation rule ignorance, and the digital age. It emphasizes the widespread effects of this issue and the importance of prevention and detection measures, such as plagiarism detection tools like Turnitin, Grammarly, and Copyscape, in the fight to protect academic honesty and scholarly work (Mulenga & Shilongo, 2024). The efficacy of using the Grammarly application in programs is to improve the quality of writing output in an academic setting. Grammarly users who are pleased with the application confirmed that it is helpful because it offers corrections and other checks to accommodate various linguistic challenges in writing academic standards and the outside academic world. Those with unbiased advice use this application as needed or as a stone tool to open it entirely. On the other hand, those who do not support their state that it is highly detrimental to remember academic institutions' students openly (Perdana et al., 2021).

Therefore, Grammarly is an educational technology or AI that uses grammar and plagiarism checking to improve the effectiveness of English learners. This qualitative study explains the usefulness and limitations of Grammarly toward students' perceptions. Given recent technical breakthroughs and the importance of grammar in students' writing growth, several digital tools that provide computer-mediated corrected feedback have arisen. Grammarly is a program that detects duplicate content and problems with grammar, vocabulary, mechanics, and linguistic style. As a result, this tech review presents an overview of its affordances and how they might be employed in writing in English as a second language (ESL) and English as a foreign language (EFL). While Grammarly is a beautiful tool that teachers and students can use in their writing classes, it has some limitations that must be addressed.

LITERATURE REVIEW

Effectiveness of Grammarly

Understanding the efficacy of the Grammarly application in programs to improve the quality of writing output in an academic setting is critical. According to experts, the Grammarly application is helpful because it gives corrections and

other checks to accommodate many (Perdana et al., 2021). Numerous software may repair grammatical errors, including English Grammar, Simple Grammar and Check Grammar, Grammar Checker, and Grammarly. However, in this study, the researchers only chose one of the various programmes, Grammarly, because this application is beneficial for students to correct writing problems and provide remedies for grammar mistakes. Not only that, but this application can make pupils' writing more fascinating. This Grammarly application has numerous benefits, including detecting the proportion of plagiarism in its premium application and checking for grammar issues (Pakpahan et al., 2022). Using computer-assisted learning to promote student accomplishment is a significant concern in today's pedagogy and language education. For a long time, only the teacher's feedback in the traditional sense has been employed in the classroom context. Because this notion may be traced back to a conventional approach toward feedback, a new alternative to introduce some innovation in an educational environment, namely Grammarly Software feedback offering, has emerged. As a result, Grammarly Software and teachers' learning of passive structures by EFL learners is crucial (Qassemzadeh & Soleimani, 2016).

Although most Grammarly users commented positively about using Grammarly, the two primary challenges encountered were technical issues and the mandatory use of specific functions. Interestingly, the authors also believed that, despite increasing technical sophistication and the deployment of self-learning, which is currently becoming a relatively dominating requirement in studying independently, instructors' roles could not be replaced (Wardatin et al., 2022). The rapid advancement of technology has resulted in the development of instructional learning applications or websites. Grammarly, an automatic online grammar checker, is one example of educational technology. Grammarly is a web-based tool that scans papers for grammar and plagiarism checkers. It offers suggestions for remedial vocabulary as well as sentence or rephrasing suggestions. Grammarly offers the proper term and various alternatives (Daroina et al., 2022).

Grammar Checker

One of the challenges for EFL teachers is persuading pupils to participate in this worldwide, written English-language culture. It is a natural extension of in-class writing and can allow students authentic second-language interaction. One aspect of this difficulty is assisting students with spelling and grammar checking (Daniels & Leslie, 2013). According to the English teachers, Grammarly and non-grammarly feedback was valuable to the students. Grammarly feedback was deemed more practical. The responses to Grammarly were presented qualitatively regarding the implications for student and academic learning centres' practice while addressing the advisors' concerns about the programme. As a result of these misgivings, Grammarly is recommended as a feedback tool for assignments in conjunction with Academic Learning Centres practice (O'Neill & Russell, 2019).

Grammarly is an online grammar checker with favourable and wrong perceptions among students. Grammarly, students felt, might help them verify their grammar, punctuation, and spelling. Furthermore, Grammarly's criticism can help students improve their grammar. Moreover, students thought Grammarly was simple to use. However, Grammarly has several limitations for students, such as requiring a reliable internet connection, and the results are not always acceptable (Pratama, 2021).

The presence of Grammarly as one of the online grammar checkers is an example of the impact of technological progress. An overview of Grammarly, an AI-powered English Writing Assistant for EFL students, has been discussed. Using Grammarly software improves English learners' performance (Fitria, 2021).

Universities are increasingly turning to Internet technology to help students. Grammarly is the world's most accurate online grammar checker, yet there is limited data on its effectiveness as a college feedback tool. Several

studies have examined students' impressions of Grammarly when used with an academic learning adviser (Gautam & Jerripothula, 2020).

Grammarly users have much fewer errors than those whose work is evaluated by the teacher (indirect corrective feedback). The programme has been demonstrated to be more effective in reducing errors in word usage (diction), language use (grammar), and writing mechanics (spelling and punctuation). However, it is less helpful in improving the substance and organization of students' EFL writing (Ghufron & Rosyida, 2018).

Plagiarism Checking

It is worthwhile to investigate how plagiarism detection programmes work and how they might be utilized positively and efficiently to deliver plagiarism alerts while assisting students with their source use habits. Considering these goals, Grammarly's plagiarism checker explains its detection features and how it may be a valuable tool to help students learn and assess source-based writing (Dong & Shi, 2021).

Plagiarism refers to using images, words, structures, design components, methods, ideas, and so on in published publications under one's name. It can happen because of incorrect citations. The following are the most common types of plagiarism: 1) Intentionally claiming one's work, 2) Data is used without adequate citations, and 3) Incorrect citations. For students, educational institutions accept 25% plagiarism. Several online plagiarism software programs are available to reduce the reproduction of previously published materials while improving writing skills (Nirmala & Jayaraman, 2020).

Higher education institutions use more plagiarism detection programs like Turnitin, Unicheck, PlagScan, and Grammarly to ensure academic integrity. As plagiarism detection systems are primarily employed for surveillance and punishment, they may cause students to worry without helping them develop

source-based writing. It is essential exploring how plagiarism detection technologies work and how they can be utilized positively and efficiently to notify students and assist them use sources. To support these goals, this paper reviews Grammarly's plagiarism detector and discusses how it might help students learn and assess source-based writing. This tool's limitations and future issues are highlighted (Dong & Shi, 2021).

Thus, Grammarly is an educational technology tool for plagiarism checking. It can be a valuable tool for students to improve their writing skills. However, it is essential to recommend that students learn how to use Grammarly regarding benefits for English learners.

Perceived Usefulness and Perceived Ease of Use among Grammarly Users

Grammarly users have much fewer errors than those whose work is evaluated by the teacher (indirect corrective feedback). The programme has been demonstrated to be more effective in reducing errors in word usage (diction), language use (grammar), and writing mechanics (spelling and punctuation). However, it is less helpful in improving the substance and organization of students' EFL writing (Ghufron, 2019).

The Technology Acceptance Model (TAM) provides a conceptual framework for forecasting the acceptability and utilization of a technology based on its perceived usefulness and ease of use. Grammarly is perceived as beneficial and straightforward by students, who claim it enhances their writing and comprehension of grammar standards (Cavaleri & Dianati, 2016).

The scholars' awareness of digital services and software was restricted because of the abundance of options on the market and the regular use of the same digital tools. In terms of impact, these technologies assist researchers in improving research quality and productivity. However, the negative impacts

prompted experts to offer varying opinions on how they may be improved and what obstacles should be removed to facilitate publication (Brunetti et al., 2020).

Grammarly mainly provides accurate replacement forms for detected errors and rarely generates false alarms. Grammarly has much potential as a valuable educational tool to supplement the shortcomings of teacher feedback and help students improve their grammatical accuracy in written work (Moon, 2021).

METHODOLOGY

In this systematic review, a narrative synthesis was adopted. Narrative synthesis is the systematic review and synthesis of findings from various research that rely primarily on words and text to summarise and explain the synthesis's conclusions (Limna et al., 2022; Jaipong et al., 2022; Siripipatthanakul et al., 2022).

As a result, this review article undertook a narrative synthesis and a systematic literature study to identify management models utilizing the document-based method and content analysis. The literature and data were gathered from the English-language databases EBSCO, Google Scholar, Scopus, Web of Science, and ScienceDirect. Furthermore, they were peer-reviewed based on data acquired through purposive sampling, and the publication year was between 2018 and 2024. Based on a systematic review, the scholarly papers were found in 2,023 papers, and 26 were selected based on related topics and keywords.

A list of keywords for Grammarly, Plagiarism Checking, English Learners, Educational Technology, and Digital Learning Tools was created for data searching. NVivo analysis and interpretation were adopted in the literature review. A purposive sampling technique was utilized to conduct a systematic review. The content of reputable and valid sources was examined. NVivo was utilized to

RESULTS

The Word Cloud result in NVivo is shown in Figure 1.

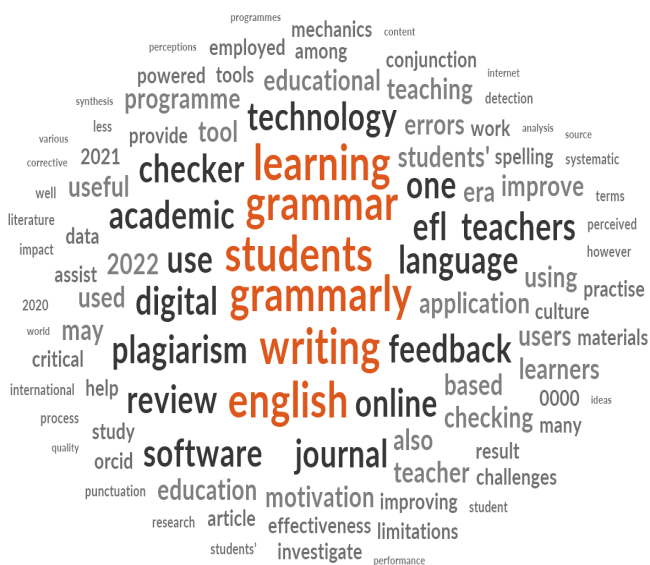


Figure 1. Word Cloud

The Tree Map result is shown in Figure 2.

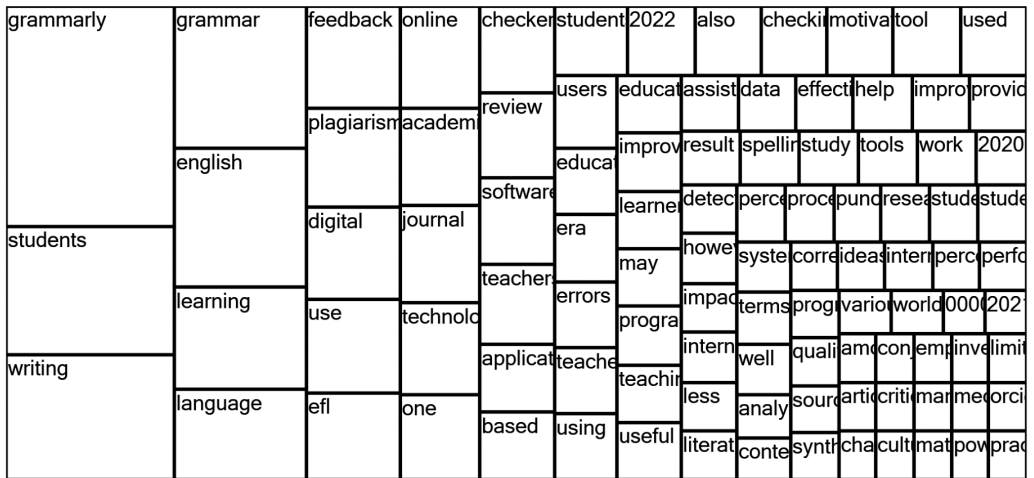


Figure 2. Tree Map

The text-search result for the software is shown in Figure 3.

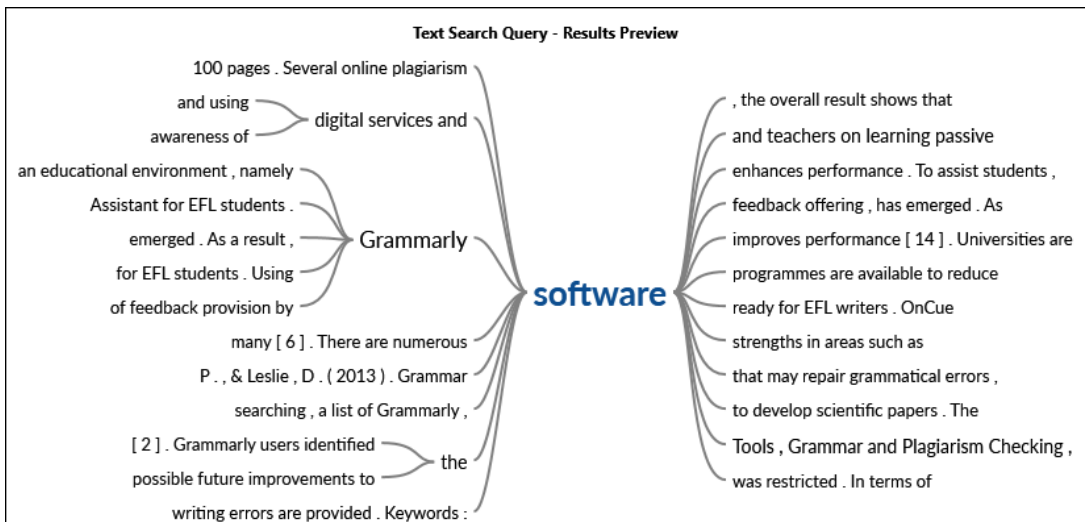
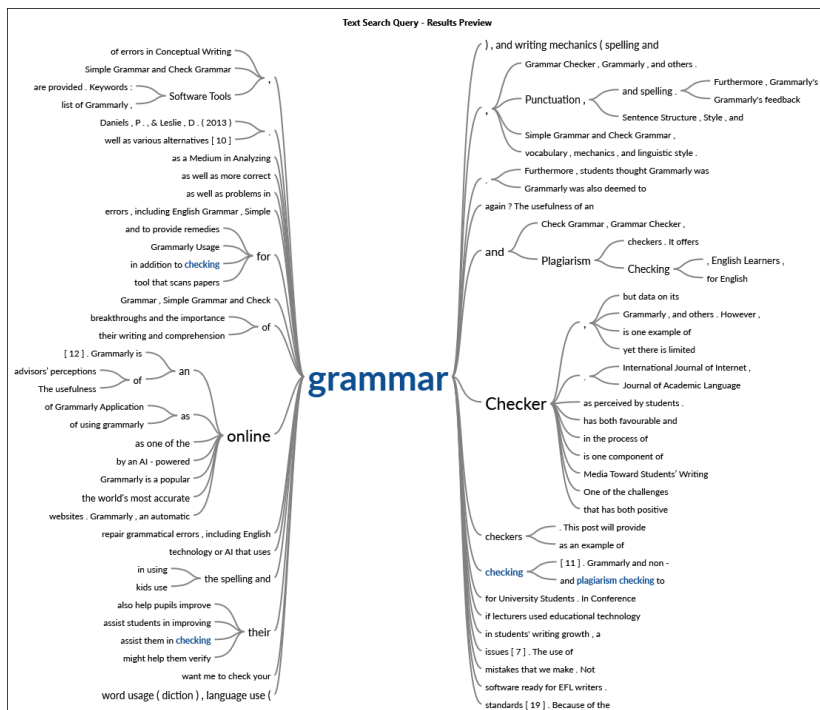


Figure 3. Text Search (Software)

The text-search result for grammar is shown in Figure 4.



The text search for English results is shown in Figure 5.

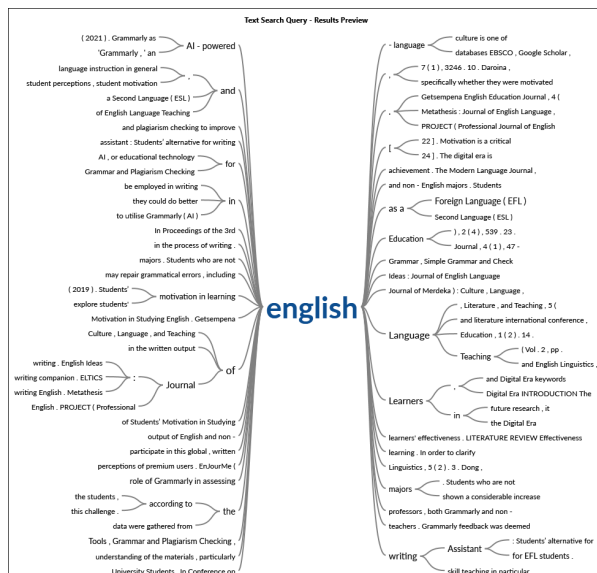


Figure 5. Text Search (English)

The text search result for Grammarly is shown in Figure 6.

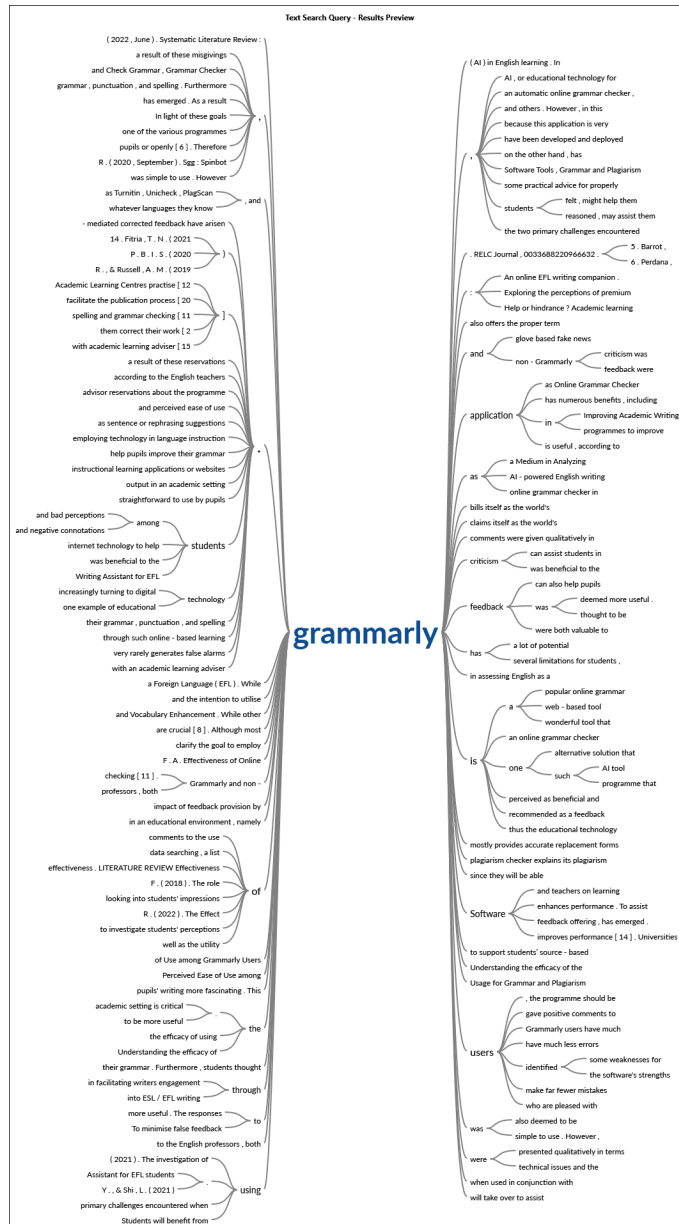


Figure 6. Text Search (Grammarly)

The text-search for digital is shown in Figure 7.

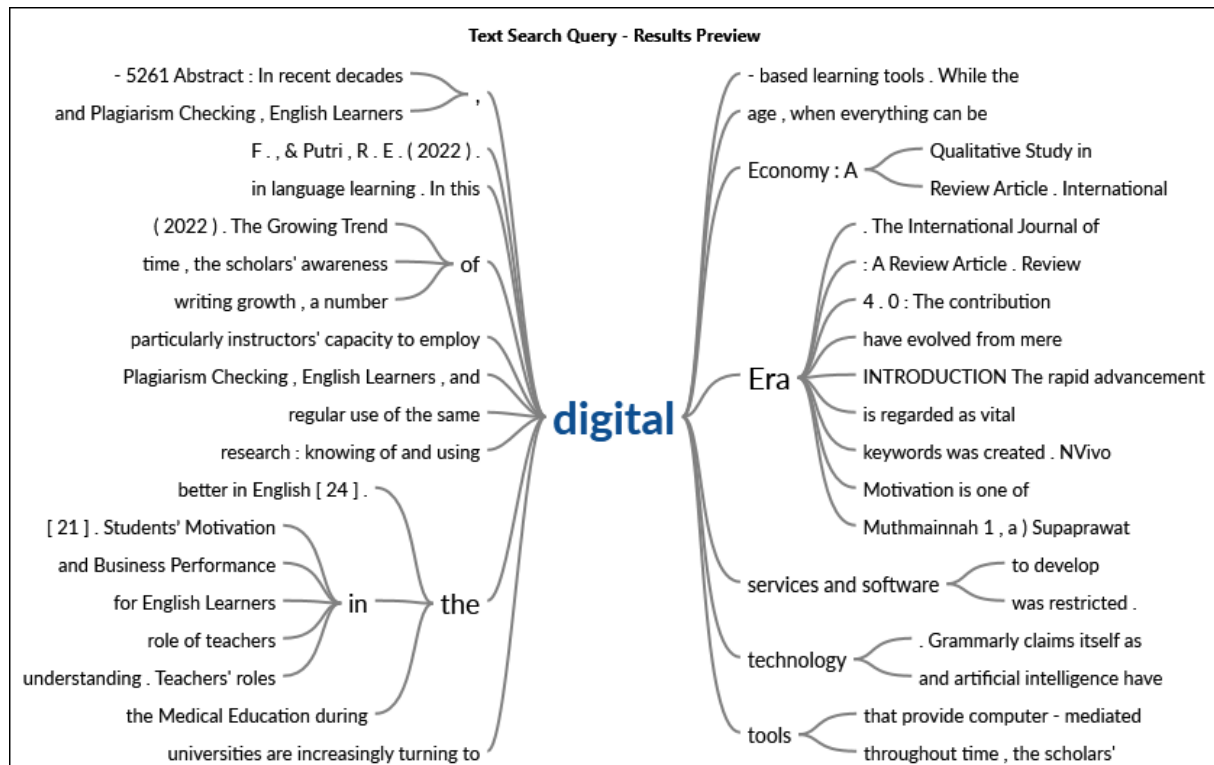


Figure 7. Text Search (Digital Era)

Grammar and plagiarism results Using Grammarly are shown in Figure 8.

PP SS Grammarly Usage for Grammar and Plagiarism Checking

In recent decades, digital technology and artificial intelligence (AI) have evolved dramatically, and there have been an increasing number of applications to support language instruction effectively, and English writing skill teaching in particular: the qualitative documentary study and content analysis were used in the literature review. The literature review was conducted using the following databases: EBSCO, Google Scholar, Scopus, Web of Science, and ScienceDirect. Purposive sampling was employed to undertake six interviews with a university student majoring in English in Thailand. Semi-structured interviews were employed. Content analysis of credible and legitimate sources was made. NVivo was used to analyze the literature review data. The findings reveal that all students perceived that English proficiency via communication and writing could improve their skills if they used Grammarly to generate articles with numerous unique ideas and correct grammar and if lecturers encouraged students to use Grammarly to instruct and learn. From the same

←

Plagiarism detected APA

1% of this text matches Increasing Staff Nurse...

Detected Reference
Shields-Pirri, C. G. (2016). Increasing Staff Nurse Knowledge Related to Organ and Tissue Donation: A Quality Improvement Project. <https://core.ac.uk/download/232660750.pdf>

[Copy reference](#) [Dismiss](#)

1% of this text matches IFLA statement on...

1% of this text matches Counter-proliferation...

1% of this text matches Integrating Technology...

13% of your document matches text on the web or in

Figure 8. Grammar and Plagiarism Results Using Grammarly (Authors, 2024)

General metrics and score results using Grammarly are shown in Figure 9.

General metrics

26,987	3,828	298	15 min 18 sec	29 min 26 sec
characters	words	sentences	reading time	speaking time

Score

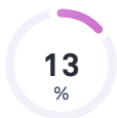


This text scores better than 94%
of all texts checked by Grammarly

Writing Issues

92	9	83
Issues left	Critical	Advanced

Plagiarism



32
sources

Figure 9. Grammarly Metrics (Authors, 2024)

CONCLUSIONS

Educational Technology for English learners

Technology is essential to learning both inside and outside of the classroom. There is a growing trend of using it to assist teachers in teaching language. Grammarly is one example of a new technology that impacts the acquisition of English as a second or foreign language. Educational technology is a tool that assists students in learning English through software. In addition to being utilized in language schools, Grammarly also investigates previous research on using technology to enhance language learning abilities. In the English as a Foreign Language (EFL) field, one of the issues teachers face is getting their pupils

to engage in the worldwide culture of written English. Authentic second-language contact can be provided to pupils through this activity, which is a logical extension of writing in the classroom. One of the components of this task is assisting children in using the tools that verify their spelling and grammar. The pupils profited from grammatical and non-grammatical critique, as stated by the English instructors.

Grammarly benefits English Learners

Grammarly feedback was preferable. Grammarly feedback emphasised beneficial effects on students' and institutions' practice and addressed advisor concerns about the programme. Due to these reservations, Grammarly is suggested for assignment feedback by English academic learners. Students could have favorable and unfavorable feelings about Grammarly, an online grammar checker. Grammarly could help them check grammar, punctuation, and spelling. Students can improve their grammar with Grammarly's feedback. It has been found Grammarly easy to use. However, Grammarly is an online software. It requires a stable internet connection and produces inconsistent outcomes for students. 'Grammarly', an online grammar checker, shows how technology has changed. EFL students could use 'Grammarly' as an AI-powered English Writing Assistant to edit and check English grammar and avoid plagiarism. Grammarly boosts students' English skills and performance. Institutions are using digital technologies to help students. Thus, Grammarly claims to be the world's most accurate online grammar checker, yet college feedback data is scarce. Many studies have examined students' opinions of Grammarly with an academic learning adviser. Grammarly users make considerably fewer mistakes than teacher-graded students. The application reduces diction, grammar, and writing mechanics faults more effectively. Students' EFL writing substance and organization benefit from Grammarly adoption for English learning.

LIMITATIONS AND RECOMMENDATIONS

In future research, it is recommended that qualitative and quantitative methodologies from respondents be investigated to clarify the goal of employing

Grammarly, AI, or educational technology for English learners. This article is a systematic review and may not include respondents' perceptions about how Grammarly benefits English learners. Thus, questionnaires or interview surveys are recommended for further study and could provide English learners with a more comprehensive overview of grammar usage.

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