CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussions of the study. It showcases the results of analyses on the questionnaire, in-depth interview, and documentation. The descriptive statistics analysis was employed to highlight the students' frequency of using peer evaluation and *Grammarly* to evaluate their essay. Meanwhile, the thematic content analysis was employed to investigate the students' writing performance after receiving feedback from peer evaluation and *Grammarly* and to describe the final conclusion of students' preference of using peer evaluation and *Grammarly*. Afterwards, the discussion is described in detail by correlating and comparing the findings to the theories and related references.

A. Findings

The 20 participants of this study completed 16 weeks of English writing instruction in the odd semester of 2022/2023 academic year. During those 16 weeks, the students were required by their instructor to receive both peer and *Grammarly* feedback on their essays. They received feedback from *Grammarly* and peers simultaneously. The provision of feedback was related to the Correctness (CR), the Clarity (CL), the Engagement (EN), and the Delivery (DL) of their writing. In this study, all students participated in answering the questionnaires but only three of them voluntarily joined the interview sessions and willingly showed their writing drafts to the study.

The findings of this study are categorized into two ways: statistics' findings and qualitative findings. First, the students' frequency of using feedback from *Grammarly* and peers are described statistically. Second, the students' writing transformations and the students' preference of using feedback from *Grammarly* and their peers are described thematically. The following findings are presented in correspondence with the research questions.

A.1. Frequency in Using Feedback from *Grammarly* and Peer Evaluation

To answer the first research question, the frequency of using feedback from *Grammarly* and peer evaluation was examined to determine how they were preferred. The data were collected from the students' responses to the close-ended questions in the questionnaire such as "How often do you use feedback from *Grammarly* to revise your writing?"(see appendix 1 for full questions). All responses from each participant in the Students' Preference Questionnaire were recorded in tables and counted to gain the total frequency of each response option in their essay. Frequency and types of revisions in *Grammarly* and in peer revision as responded by student writers in relation to the five factors (ie, CR, CL, DL, EN, DL). The results were displayed in chart (figure 8) and tabular (table 6) form based on the total frequency count for each type of evaluation.
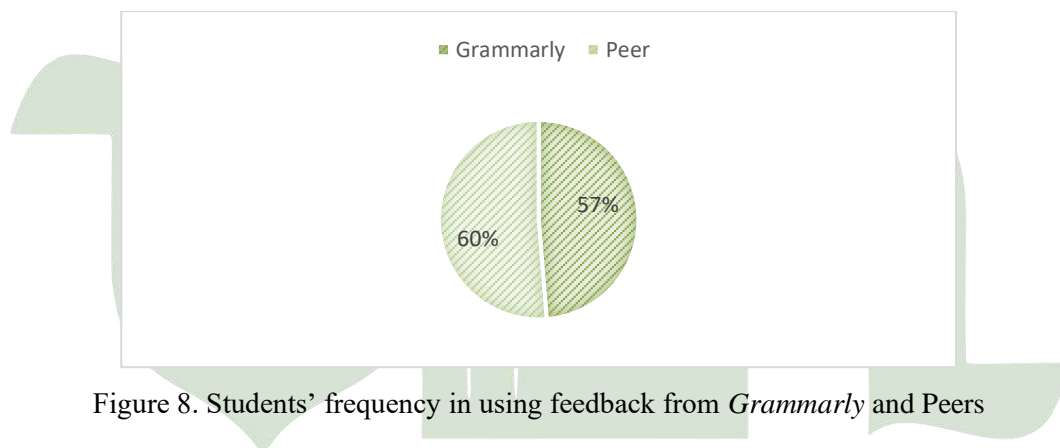

Figure 8. Students' frequency in using feedback from *Grammarly* and Peers

It is possible to deduce from the chart that was just presented that, on the whole, the 20 students had favorable opinions regarding the two different types of writing evaluation. In particular, it reveals that 12 of the 20 students will occasionally use the comments from their peers to edit their work, whereas just eight of the students will usually use Grammarly. However, if we take a more in-depth look at the frequency of the sorts of revision that students utilize the most when they receive feedback from Grammarly and Peers, the results can be broken down into the following categories:

Table 5. Types of revision and frequency in *Grammarly* and peer

evaluation

No	Items	Evaluation	n	Frequency (F)
1	Correctness (CR)	*Grammarly*	20	61%
		Peers	20	62%
2	Clarity (CL)	*Grammarly*	20	59%
		Peers	20	64%
3	Engagement (EN)	*Grammarly*	20	45%
		Peers	20	66%
4	Delivery (DL)	*Grammarly*	20	54%
		Peers	20	64%

Table 5 presents an overview of the four distinct sorts of revisions that were provided by Grammarly and PE to EFL college students. The frequency (F) shows that the most frequently used revision frequency on Grammarly was (1) CR, followed by (2) CL, (4) DL, and (3) EN. In last place was the EN frequency. Throughout the entirety of their review, these students followed Grammarly's input on CR the majority of the time, but EN only a small fraction of the time. On the other side, the students focused their revision efforts on EN the most, whilst they paid the least attention to CR when it came to PE. According to the results of the peer rating, the following is the order of frequency: (1) EN, (2) DL, (3) CL, and (4) CR.

A.2. Students' Writing Transformation

After the frequency in using feedback from *Grammarly* and peers is determined, students' writing transformation was identified to answer the second research question: *to what extent these two forms of evaluation transform students' writing?* The answers were analyzed by using thematic content analysis on the data from self-evaluation of students' progress in closed-ended items of questionnaire (Part II), the writing products, and the interview transcripts. The

investigation was conducted in relation to the five factors including the Correctness (CR), the Clarity (CL), the Engagement (EN), and the Delivery (DL).

The students' responses from questionnaires were collected from excel generated by Google Form. The frequency was then calculated based on the Likert scale of 5-point scale. Overall, it can be seen from table 6 that EFL college students in the current study responded differently to the transformation PE and AWE gave to their writing.

Table 6. Transformation of students' writing with the help from
Grammarly and Peer Evaluation (Students' Reflection)

No	Items	Evaluation	n	Frequency
1	Correctness (CR)	*Grammarly*	20	100%
		Peers	20	70%
2	Clarity (CL)	*Grammarly*	20	85%
		Peers	20	80%
3	Engagement (EN)	*Grammarly*	20	57%
		Peers	20	85%
4	Delivery (DL)	*Grammarly*	20	60%
		Peers	20	85%

Table 6 has a number of important discoveries. To begin, in their analysis of the comments provided by Grammarly, they determined that CR was the most helpful for their development, whilst EN was the least helpful. Contrary to the order presented above, these students believed that receiving comments from their peers on their writing in EN and DL was the most beneficial in enhancing their writing. However, it was determined that suggestions from peers regarding CR were the least helpful. This finding was consistent with the data shown in figure 8 regarding the frequency of using feedback and table 6 concerning the sorts of revisions received by students. To put it another way, it is possible to draw the conclusion that the frequency with which students used feedback for their writing was highly associated to their reflections on the transformation of their writing.

Second, if we look at the frequency rates, we can see that every single one of the five items was rated on average rate (50% on a scale of 5); this indicates that the majority of the students have favorable opinions regarding the two different types of writing evaluation. In a broader sense, the effectiveness of these two writing tools was validated during the course of this inquiry. Thirdly, significantly higher frequency rates indicated that students improved their writing much more throughout the course of the study. When compared to input from Grammarly, feedback from peers received much higher frequency rates across the board (i.e., EN, DL, CL, and CR) and was regarded as being more helpful for advancing one's writing skills.

Furthermore, to clarify this result, the students' writing products were analyzed and their further perception in the interview transcript was identified. The five type of writing evaluation are used as themes to analyze the content of each datum as follows:

A.2.1. The Correctness

The correctness of students' writing is checked based on the indicators of spelling, grammar, and punctuation. The researcher compares the students' writing products on these indicators before and after the evaluation from *Grammarly* and peers was given. Overall, the students accepted feedback more from *Grammarly* than Peers in this terms as seen in figure 9 below:

Figure 9. Khairunnisa's first draft of essay

Figure 9 above shows the feedback given by *Grammarly* to Khairunnisa's first draft of essay. It can be seen that Khairunnisa received 14 suggestions for the correctness of her writing. It includes the suggestion of the spelling of the word *labelled*, the grammatical mistake on the sentence *the results shown*, the inappropriate conjunction *while* and *to* to connect the sentence, the article usage problem on the words *the English, the poetry, the Indonesian*, and *the fun*, the incorrect use of determiner on the sentences *this results* and *it can be noun*, the use of singular and plural word of *poem* and the inappropriate use of the word *idea* into the context of her writing.

In this excerpt, Khairunnisa explained that her writing has transformed significantly in terms of the correctness of her writing. Figure 9 and Figure 10 illustrate the comparison of Khairunnisa first and second drafts which underwent the transformation of the correctness of her writing. In the second draft, it seems that Khairunnisa received all of the suggestions from *Grammarly* to fix the correctness of her writing.

To respect the students' anonymity, the answers are labeled (Fithriani, 2021). The results showed that most of the participants thought that poetry writing is interesting. Out of 171 students, 154 students think that it is fun, 13 students did not think the same way, and 4 students did not respond. These results then can be used as evidence that writing poetry is interesting and fun, rather than showing the negative sides of poetry writing. Then, the author also stated the strategies that are applied by the students in writing poems, firstly: The popular poems template. In the classroom, the first two meetings were used to familiarize the students with English poems, by showing some types of poetic poems, such as Haiku, acrostic poems, Ode, etc.

Secondly, creating a vocabulary bank. In this strategy, the author asked the students to find words that have similar sounds. It can be a noun, verb, adjective, and so on. These vocabularies then can be used in their poems to make them sound rhythmical. (Fithriani, 2021, p. 68). Thirdly, personal story sharing. This strategy is useful to build students' emotions. The author asked the students to share their memorable experiences with their pairs and turn them into poetry.

The author argued that these three strategies are very helpful to help the students understand and create poetry. The popular poems template that can be the ideal starter, the vocabulary bank that can enrich the vocabulary, and the personal story sharing that can build emotions and memory are beneficial to change the mindset that says writing poetry is hard and boring. This study then can be essential for Indonesian teachers and students to remove the negative opinions about writing poetry if they can provide a fun learning environment.

Figure 10. Khairunnisa's final draft of essay

The student also stated the reason she accepted all suggestions of correctness from *Grammarly* is because she obtained the concrete explanation of the misconduct of her writing. Besides, *Grammarly* provides the suggested words for her to fix the problems.

When receiving the feedback from Grammarly, I received not only comments on my problematic writing but also specific suggestions to fix it (see figure 11). *It makes it easier for me to find the solutions. Plus, I can also improve my knowledge on grammar because it has a feature* Learn More *where I can read the theoretical concept with some related examples on it* (see figure 12). *(Excerpt 1, Interview).*
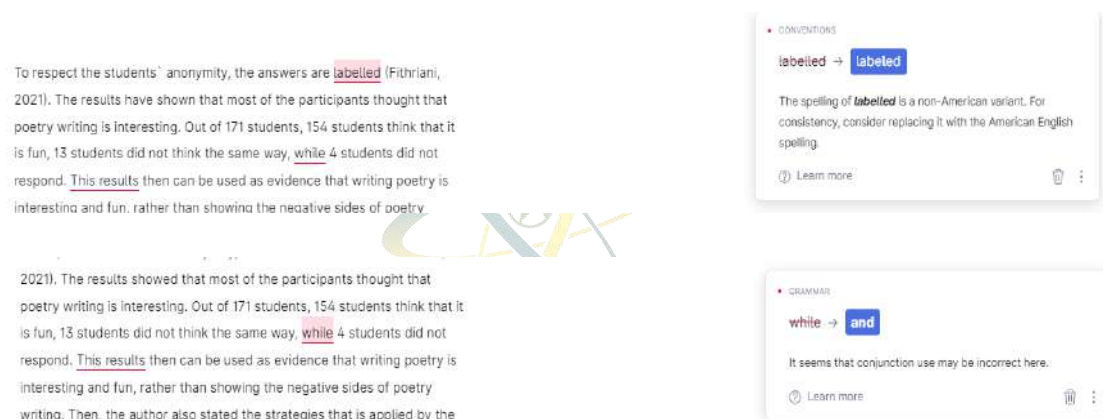

Figure 11. Feedback from *Grammarly*

For an example of KN's statement above, it is evidenced in the figure 11 that *Grammarly* provides the suggested words for KN to fix her writing problems especially on the spelling, grammar, and punctuation mistakes. The word *labelled* is suggested to be replaced into the word *labeled* as it was misspelled. It also provides the reason why KN should consider changing this word by explaining that the word *labelled* is a non-American variant. Similarly, the word *while* is suggested to be changed with the word *and* as *Grammarly* identifies that the conjunction *while* is incorrect to be used in the sentences.

Furthermore, the feature *Learn More* also seems to be useful for KN to decide whether she needs to accept the suggestions from *Grammarly* or not.
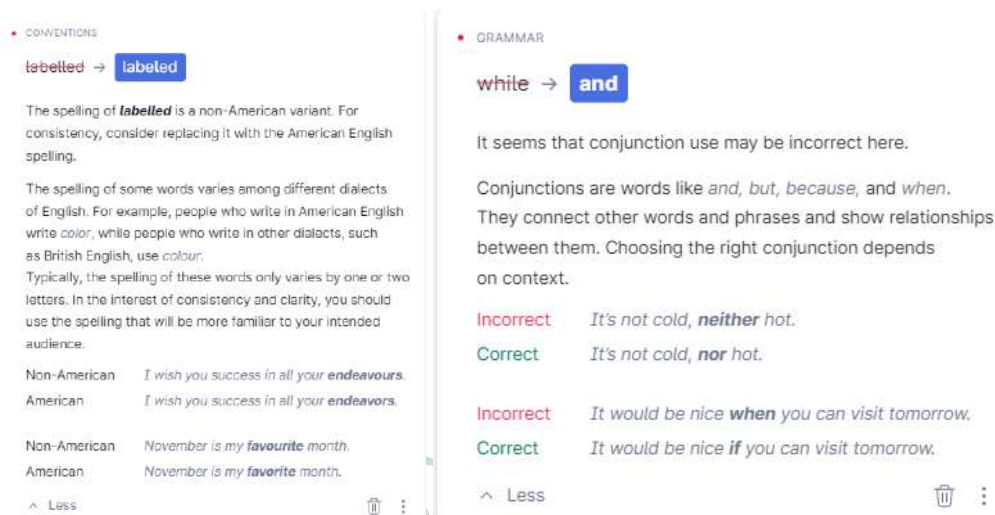
Figure 12. *Learn More* feature in *Grammarly*

It can be seen from the Figure 12 above the example of Learn More feature when Khairunnisa received feedback from *Grammarly*. It shows the theoretical concept of conjunctions and the concept of using non-American variant words. Moreover, two related examples of correct and incorrect sentences are also provided for both of the spelling and grammatical errors to support the understanding of Khairunnisa. This feature has made Khairunnisa considered carefully to accept or avoid the feedback given by *Grammarly*.

> *After I checked my writing on Grammarly, I realized I had miswritten the word* labelled. *I didn't know that the choice of using the American or non-American variant of words can affect the flow of my writing. Therefore, I willingly replaced the word with the suggested option. Also, I have just recognized my mistake on the use of conjunction* while *in my writing when I read the explanation in the feature of* Learn More. *Initially, I considered that there was no significant difference between the conjunction* while *and* and. *However, after I read the detailed explanation and examples in the* Learn More *feature, I am convinced to replace the conjunction* while *to* and *as their function is different one to another. (Excerpt 2, Interview).*

Similarly, Ayub shared the same experience when he checked his writing using *Grammarly*. He mostly received the feedback given by *Grammarly* in terms of the correctness as can be seen in the following excerpt.

I accepted every feedback from Grammarly regarding the mistakes I made on grammar, spelling, and capitalization. For me, Grammarly makes a clear description why I should replace the word I chose into the suggested one. Besides, as it is a machine, I suppose it has structured answers of what is wrong and what is correct in English grammar, spelling, and capitalization. (Excerpt 3, Interview)

Figure 13. *Grammarly* feedback on Ayub's essay

Figure 13 above shows that *Grammarly* identified three alerts for Ayub's writing. The first one is the use of the word "mostly" which was considered to be not fit to the context of his writing. *Grammarly* described that the word family of "mostly" should be selected appropriately based on the writing context (See figure 10). Therefore, Ayub was suggested to replace the word "mostly" to "most".

important aspects of learning a foreign language is vocabulary because communicating without a wide variety of words is difficult. The capacity to use the vocabulary of a foreign language is typically the mostly crucial aspect of learning the language. Communication may be challenging if the second language has a restricted vocabulary (Susanto, 2017). Furthermore, as indicated by Susanto (2017), understanding of vocabulary is crucial for successful foreign language usage, according to Alqahtani (2015). Foreign language learners with limited vocabulary are unable to use the structure and function that we have learned for comprehensive communication. Many pupils, however, continue to have limited vocabularies, which is the fundamental cause for their lack of pronunciation, spelling, and enthusiasm to study English. According to Thornbury, some of the qualities that make some words more difficult to learn are pronunciation, spelling, length and complexity, grammar, meaning, range, connotation, and idiomaticity (2004).

Figure 14. *Learn More* feature in Ayub's draft

In this figure 14, Ayub also received the incorrect and correct examples for him to consider changing the word "mostly" to "most".

However, in this part, Ayub also received the same feedback from his peers by suggesting changing the word "most" instead of "mostly" in his sentence as seen in figure 15 below:

Figure 15. Peer feedback on Ayub's essay

After receiving feedback from his peers, Ayub felt certain to change his writing from "mostly" to "most" (see figure 16 for Ayub's final draft) as he explains in excerpt below:

.....because I received similar feedback from Grammarly and Peers, I directly changed my writing based on the suggestions given. I think there is no doubt anymore that my writing needs to be fixed (Excerpt 4, Interview).

The following evidence shows the transformation of Ayub's final draft after receiving feedback from *Grammarly* and his peers.

aspects of learning a foreign language is vocabulary because communicating without a wide variety of words is difficult. The capacity to use the vocabulary of a foreign language is typically the most crucial aspect of learning the language. Communication may be challenging if the second language has a restricted vocabulary (Susanto, 2017). Furthermore, as indicated by Susanto (2017), understanding of vocabulary is crucial for successful foreign

Figure 16. Ayub's final draft

A.2.2. The Clarity

Second, in terms of clarity (the writing is easy to understand), the researcher investigates whether the students accepted the feedback given by *Grammarly*. Figure 17 illustrates the display of Intan's first draft of essay that shows the clarity feedback from *Grammarly* that Intan's writing was a bit unclear.

Figure 17. Intan's first draft of essay

Before receiving the feedback, Intan explained that she was sure her writing would be easy to understand as she used common vocabularies and not complicated sentences in her writing. However, the feedback from *Grammarly* gave her a new insight to make her writing clear.

> *When I first wrote my essay, I was confident that my writing would be easily understood by my readers. I used common vocabulary and decent sentences. However, when I checked my writing on Grammarly, it gave me feedback that my writing was a bit unclear. Therefore, I checked the detailed feedback in Learn More feature and replaced it with the suggested words afterwards. (Excerpt 5 Interview)*

Figure 18. *Learn More Feature* on the Clarity Content

The preceding figure, number 18, provides a full explanation of the reasons why Intan ought to think about rewriting her writing in order to offer a clear explanation. Because Grammarly determined that in order to is a wordy phrase, it needs to be changed with the preposition to make the sentence more concise. In addition, Grammarly explained that ambiguity might result from a sentence or phrase that is overly wordy. The final version of the essay, which can be seen in figure 19, reveals that Intan has changed the word "in order to into to" in order to make her writing more succinct and understandable.

The HE application is just one of many that can be used in the classroom. The findings of this study demonstrated that HE application has an effect on student's vocabulary mastery at the eighth grade of the JHS level in an EFL context in Indonesia. The data show that the t0 was greater than the t-table at a 5% significance level (8.984 > 1.669).

As a result, it lays the groundwork for understanding that learning a foreign language begins with learning vocabulary. The use of mobile device features as an assistant to aid teachers and students in the language teaching and learning process is known as the MALL concept (LTL). The Hello English App is a fantastic way to improve your vocabulary. To put it another way, by using this application, we encourage technical innovation to compete in the age of technological advancement. According to the previous researcher, the implementation of HE improved students' language mastery competency. According to the author, the HE application should be used as a tool in the English language teaching and learning process.

The Hello English application for the Class language is comprehensive in this article, as well as the benefits of HE in helping students master vocabulary. The author briefly and clearly describes the issues to be discussed in the abstract section, making it easier for readers to understand the current issues. The author also specifies the method or approach that he employs. The researcher described the type of test he used to investigate the Hello English app in great detail. The writer claims at the end of the abstract that the HE application has a significant impact on student's vocabulary mastery and suggests that the HE application be used as a tool in the English teaching and learning process.
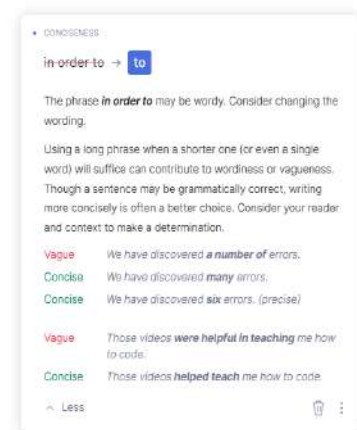
Figure 19. Intan's final draft of Essay

On the other hand, Intan's writing clarity was analyzed by peers in different writing problems. Figure 20 below shows how her peer suggests to state the length of the word *ELT* as this abbreviation has not been described previously. However, before changing the word as suggested, Intan asked her peer to give more explanation about why she should add information about this as described in the interview below:

…I just want to make sure not to make the same mistake, so I asked my friend why I should write what ELT stands for. She said that I need to make my writing clear for readers who might come from various backgrounds who probably will not understand what ELT stands for. So I should mention it first. She also added that once I state it in the beginning of my writing, I don't need to do it for the next time I use the word ELT. (Excerpt 6 Interview)

This situation shows that not only Intan's writing gets clearer but her knowledge about the use of abbreviations also gets deeper. The interaction of Intan with her friend has taught him about why to length an abbreviation and how to do it better for the writing.

The t-test results show that t-observe = 8.986 is greater than t-table = 1.669, with a Sig. (2-tailed) of 0.000 0.05. To put it another way, t-observe > t-table and the Sig. (2-tailed) 0.05. As a result, the hypothesis test result indicates that Ha is accepted and H0 is rejected. This final result shows that using HE applications in ELT has a significant effect on students' vocabulary

Figure 20. Peer feedback on Intan's draft

A.2.3. The Engagement
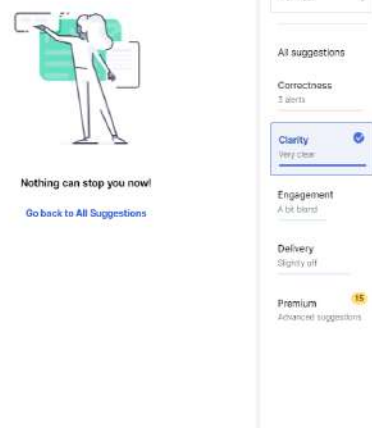
Thirdly, regarding the engagement (the writing is interesting and effective shown by a good writing organization:opening, body, and closing), the researcher discovers that most of the students do not show positive comments when receiving feedback from *Grammarly*. As can be seen from the excerpt below:

I love to receive feedback from Grammarly in terms of the correctness and the clarity but not in the engagement part. This is because unlike the other two, the feedback given in the engagement does not provide detailed feedback in it. I realized that I can not access the detailed feedback from Grammarly because I only use the non-premium account. However, at least I wish I can get information on what it means by "a bit bland" in my writing so I can understand what to do to improve my writing (Excerpt 7 Interview).

From the statement above, it is clear that the students felt unsatisfied with the limitation service they got on *Grammarly* regarding the engagement feedback due to the non-premium account of *Grammarly*. The figure 21 below shows the display of feedback given by *Grammarly* to AY regarding the engagement of his writing.

Figure 21. *Grammarly* Feedback on Ayub's writing

A closer look at the engagement feedback of Ayub's writing above shows that *Grammarly* only provided a comment "a bit bland" on his writing. It makes Ayub unable to review his writing deeply about what to change so that his writing can engage the audience. In this non-premium account, Ayub also could not access the feature of Learn More and get any suggested word to fix his writing.

Therefore, to make a clearer insight, Ayub then checked his writing from the feedback given by his friends. It shows that Ayub received feedback on how to make his writing interesting and effective by adding an opening into his introduction. See figure 22 below:

Figure 22. Peer feedback on Ayub's writing in terms of engagement

However, it was later discovered that Ayub had used WhatsApp to ask his colleague for more suggestions about what topic he may include in the introductory paragraph of the paper.

I called my friend to help me decide the relevant topic for my opening paragraph in this essay. He suggested that I should talk about the global language in order to show the existence of English in the worldwide community (Excerpt 8 Interview).

It would appear that Ayub gave the advice of his colleague significant consideration before making the alteration to his writing that is depicted in figure 23.

English is a global language that is learned by people all over the world. Students must study English as a foreign language in order to interact with people from various countries. Teaching a language requires training pupils on how to use that language successfully in conversation. English has been taught in Indonesia since elementary school and is one of the nine compulsory courses authorized by the Indonesian government. According to the Indonesian curriculum of 2013, students learning English in school are expected to be able to speak fluently. Students who have gained an adequate vocabulary are

Figure 23. Ayub's final writing

A.2.4. The Delivery

Fourthly, when it comes to the delivery of the writing (the writing has the right impression on its reader), it shows that the students have similar thoughts with the feedback that *Grammarly* gives in the engagement part.
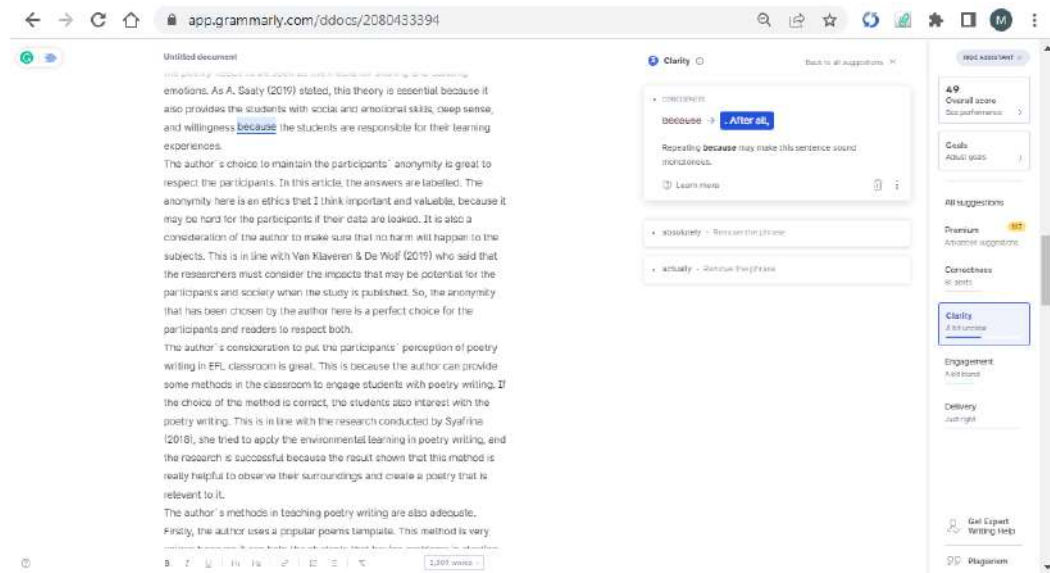
Figure 24. *Grammarly* Feedback on Khairunnisa's Writing in Terms of Delivery

A closer look at the delivery feedback of Ayub's writing above shows that *Grammarly* only provided a comment "just right" on her writing. It makes Khairunnisa unable to review her writing deeply about what to change so that her writing has the right impression to readers. In this non-premium account, Khairunnisa also could not access the feature of Learn More and get any suggested word to fix her writing.

I could not receive thorough feedback from either engagement or delivery dimensions. In this case, I can only assume that my writing has just the right impression for my readers. So, I did not recheck it. (Excerpt 9 Interview)

However, when Khairunnisa received feedback from her peers, one of the comments was about how Khairunnisa delivers her writing. Figure 25 shows that her peer asked about Khairunnisa's writing that has an ambiguity for the readers. It is not clear for her peer whether Khairunnisa wants to give an agreement in her writing or not (See figure 25). Therefore, after receiving the feedback, Khairunnisa called her peers to ask further explanation on it as can be seen in excerpt below:

….I answered my friend's question on my writing via WhatsApp call and explained to her that it is not an agreement but a situation found by the researcher in the article that I want to show to my readers. Afterwards, she then understood and suggested that I add information that the statement was from the result of a research. And I accepted that (Excerpt 10 Interview).

Eventually, Khairunnisa changed her writing by adding information in the beginning of the reviewed sentence that she wants to show an evident from the research she criticized as can be seen in figure 25 below:
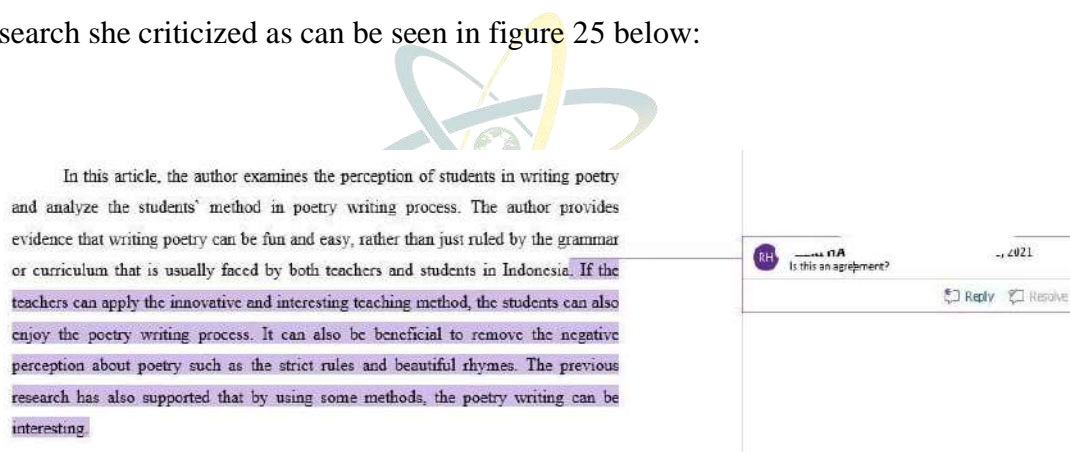
Figure 25. Peer Feedback on Khairunnisa's Writing in Terms of Delivery

A.3. Perceived Differences of Incorporating Feedback from *Grammarly* and Peer Evaluation

Examining the perceived differences between incorporating feedback from Grammarly and that from peers was the third research topic that was posed. The data from the closed-ended items of the questionnaire (Part III) as well as the interview transcripts were analyzed using the thematic content analysis method to provide a response to this question. The researcher came up with three themes that are considered important after going through the three steps of Structural Coding, as described in chapter 3 of this thesis. The researcher went into greater depth with each topic and contrasted the evidence obtained from the various data sets. Through an iterative process of analyzing data, forming tentative conclusions, and

returning to the raw data to locate evidence that validated or disconfirmed a certain line of thinking, the researcher attempted to make sense of each topic. After the researcher constructed a preliminary argument based on these themes, they participated in an expert debriefing session in which they discussed it with another writing instructor to gain additional insights into how students perceive the benefits of receiving written feedback.

Based on the examination of the data gathered in the questionnaire and interview, it was determined whether students preferred to have their essays evaluated by a peer or by Grammarly. Following the completion of the questionnaire and the acquisition of the primary data, the interview questions were formulated to elicit more in-depth information. After some time, the reasons for their inclinations were eventually elucidated in greater detail. The results of a frequency count that looked at how students felt about Grammarly and how their peers reviewed their work may be found in the table below. These students provided responses that varied statistically in response to questions 1, 2, 4, 6, and 10. It is feasible to draw the conclusion, based on the frequency rate, that students saw their peers as a more authentic audience (Item 1) and significantly valued peer input (Item 2). However, they favored using Grammarly throughout the writing process (Item 4), and although they felt more confidence about their work after receiving feedback from peers (Item 6), they preferred using Grammarly during the writing process. As a consequence of this, it was realistic for them to anticipate an increase in the amount of PE activities they participated in over the subsequent semester (Item 10).

Table 7. Students' perception towards *Grammarly* and Peer Evaluation

No	Items	Evaluation	n	Mean
1	I regard (*Grammarly*/Peer) as real audience	*Grammarly*	22	13.6
		Peers	22	15.6
2	I highly value the comments from (*Grammarly*/Peer) on my writing	*Grammarly*	22	15
		Peers	22	16.4
3	I adopt comments from (*Grammarly*/Peer) for revision	*Grammarly*	22	15
		Peers	22	15.2
4	I like writing with (*Grammarly*/Peer)	*Grammarly*	22	15.2

No	Items	Evaluation	n	Mean
		Peers	22	14
5	I revise my writing more when I use (*Grammarly*/Peer)	*Grammarly*	22	14.8
		Peers	22	14.2
6	Writing with (*Grammarly*/Peer) has increased my confidence in my writing.	*Grammarly*	22	15.4
		Peers	22	14.2
7	The essay scores (*Grammarly*/Peer) gives are fair.	*Grammarly*	22	13.8
		Peers	22	14.4
8	I feel (*Grammarly*/Peer) won't avoid giving negative feedback for fear of hurting the writer.	*Grammarly*	22	13.4
		Peers	22	13.4
9	I enjoy (*Grammarly*/Peer) activities during this semester.	*Grammarly*	22	13.8
		Peers	22	13.8
10	I hope my teacher in writing class will continue (peer revision/*Grammarly* feedback) activities next semester.	*Grammarly*	22	14
		Peers	22	15

According to the findings of the survey that was discussed earlier, the researchers came to the conclusion that there were three key reasons why students chose to have their writings reviewed by their peers rather than by AWE. These three primary reasons can be characterized as follows:

A.2.1. Theme One: Audience-Centered Communication

The first explanation for why students of English as a Foreign Language in Indonesia opted for PE rather than AWE is that they see their fellow students as genuine listeners, whereas Grammarly is only a tool. Students in AWE's virtual classroom, on the other hand, were subjected to dehumanizing training with very no interaction with their classmates. According to the students' own reflections, which are presented in Table 2, peers were seen to be more authentic listeners than computers. The usage of peer reviews had a number of benefits, including the promotion of interactive and social learning as well as the raising of audience awareness. The outcomes of the interviews, which are detailed below, also provide support to this notion:

For me, peers are the real audiences with whom I can communicate and discuss my reviewed essays. Meanwhile, Grammarly is only a tool managed by a machine to check general mistakes in my writing. I also cannot ask for further information

about the given feedback. It is just me who accepts or denies the feedback (Excerpt 1, interview).

As can be seen in Table 1, this finding is also confirmed by the frequency with which students utilize feedback from PE and AWE. This summary demonstrates that about thirteen students frequently adopted input from PE because to the engagement feedback it provided (which makes the writing more enjoyable and efficient). Since then, only nine students have followed Grammarly's recommendations on how to make their writing more attractive to the reader.

I believe that in order to make my writing more interesting and effective, I should discuss with the reviewer the best strategy for delivering my writing without confusing the readers. Compared to Grammarly, I do not have a chance to negotiate the purpose of my writing for the application (Excerpt 2, interview).

A.2.2 Theme Two: Students' Confidence of Their Writing

When it comes to the process of evaluating writing, commentary is only considered valuable if it makes a significant contribution. Peer feedback is valued more highly than Grammarly by EFL college students in Indonesia, as shown by the findings of the survey (Table 2), which may be found below. The difference between the two groups' average scores is 1.4 points, making it the second highest disparity shown in the table. After then, the interview conducts a more in-depth investigation into the aforementioned situation in order to uncover the students' reasons.

I believe my peers' comments were more valuable because they were not only showing me which part of my writing was incorrect, but they were also attempting to give me a solution on how to fix it. They were also willing to have a discussion with me to choose the best idea to evaluate my essay (Excerpt 3, interview).

Different feedback systems may explain why children favor PE over AWE, as demonstrated by this condition. According to the frequency with which students

used feedback (table 1), three-fifths of the Indonesian EFL learners in this study felt that automated feedback was too generic for revision; they would only use Grammarly to evaluate their writing's lucidity and correctness. Two-fourths of the students indicated that they were unable to rely on Grammarly to provide feedback on the quality of their writing. During peer review, during which peers identified writing errors and discussed how to rectify them, this issue was not identified.

The results of the questionnaire, which are presented in table 8, show that students, on average, are satisfied when they rewrite their essay using the feedback offered by Grammarly rather than the feedback provided by their classmates during the writing process. It is also backed by the results of the interview, as will be shown in the following:

During the writing process, I would like to check my writing on Grammarly first. It is fast and saves time. I also frequently write my essays directly to the Grammarly page so that I can check the grammar of my writing directly. Writing with peers will be more hassle because I need to concentrate to generate my ideas into writing. Afterwards, I can ask my peers to give me feedback on it (Excerpt 4, Interview).

Correctness (CR) and Clarity (CL) are the two types of feedback that students utilize to rework their essays, as illustrated in Table 1. Students should focus on CR first. The last two possibilities are referred to as Delivery (DL) and Engagement (EN). Therefore, it is vital to accept that making the necessary changes to Grammarly would be tough, and as a result, we cannot condemn AWE for finishing second. Computer-generated feedback, despite the fact that it is sometimes erroneous, has the potential to encourage students and save time for writing teachers.

B. Discussion

In general, the findings of this inquiry validated the effectiveness of the two types of writing evaluation that were investigated. From the point of view of the student authors, the adoption of the comments from fellow students led to a better overall development in their writing. The conclusion that EFL learners in Indonesia chose for PE over AWE in terms of frequency, products, and perceptions offered new light on the writing research in the ESL/EFL environment from several different angles. These viewpoints include social learning, feedback mechanisms, computer anxiety, and cultural influence.

The findings indicating student writers preferred PE to AWE provide empirical support for social constructivism (Vygotsky, 1962, 1978). The results showed that student writers preferred PE to AWE. Peer review helped stimulate interaction and co-construction of knowledge, which were two important tenets of social constructivism. According to Donato (1994) and Storch (2002, 2005), social constructivism postulates that scaffolding occurs naturally among peers when they work together in pairs. On the other hand, the students in the AWE virtual classroom were subjected to dehumanizing training and had very little connection with their classmates. According to the students' own reflections, which are presented in Table 3, the students viewed their classmates as more of a real audience than computers. Peer reviews provided a number of benefits, including, inter alia, interactive social learning and an increased awareness of the audience.

B.1. Students' Frequency in Receiving Feedback

It is possible that the pupils' preference for PE over AWE is due to the different feedback mechanisms used in each activity. In the research on writing, direct and indirect feedback strategies have been differentiated from one another and analyzed (Chandler, 2003; Ferris, 1995a,b; Ferris & Hedgcock, 1998; Robb, Ross & Shortreed, 1986). Direct feedback has been found to be more effective than indirect feedback. In the first case, a problem was pointed out in detail and

the appropriate solution was supplied, however in the second case, broad remarks were made but no specific errors were corrected. According to what was discussed in the interview (Table 4), roughly three-fourths of the Taiwanese EFL learners who participated in this research believed that the computerized feedback was too general for them to make revisions; they were dissatisfied with the input that was imprecise, fixed, or occasionally repeated. The results of the peer review, in which their peers pointed out faults in their writing and discussed how to fix them, did not reveal the existence of such a problem. This finding was in accordance with some findings that student writers had a preference for direct, explicit feedback rather than indirect input (Ferris & Roberts, 2001; Ferris, Chaney, Komura, Robberts & McKee 2000; Komura, 1999). This finding was in accordance with some reports that student writers had a preference for direct, explicit feedback rather than indirect feedback.

According to Matsumura and Hann (2004), "computer anxiety" is another factor that may contribute to the disfavor that students have toward feedback that is automatically created. Computer anxiety was also referred to as computer apprehension or computer resistance (Yaghi & Abu-Saba, 1998), and it was frequently characterized by negative thoughts (for example, doubts on one's ability to use a computer) and negative behavior (for example, avoiding using a computer). Individuals who had a high level of computer anxiety reported feeling less comfortable and were more likely to withdraw from the activity at hand, according to research published by Smith and Caputi (2001) and Yaghi and Abu-Saba (1998). According to the findings presented in Table 4, fifty percent of the people who were interviewed for this investigation stated that the complexity of the many functions left them feeling exceedingly bewildered, as well as the slow speed of.

They found that their connection to the internet frequently caused them to become irritable and uncomfortable. In order to improve students' attitudes about AWE, next classes on computer-assisted writing should take into account both the issues that arise from using computers and any fear that may be caused by using

computers. In addition, the influence that the culture of the L1 has on the efficiency of peer feedback has been the subject of much debate for a long time (Allaei & Connor, 1990). Some researchers (Carson & Nelson, 1994; Nelson & Carson, 1998; Nelson & Murphy, 1993) indicated that peer review performed less effectively with Chinese EFL learners, who had negative views of peer feedback in part because of the Confucian cultures and in part because of the high status of teachers. Peer review was found to work better with American EFL learners. The findings of the current investigation, on the other hand, empirically supported Hu (2005) and Tsui and Ng (2000), who argued that L1 culture would not be a stumbling stone as long as learners were guided with clear supplementary materials (i.e., Reader Response Sheet) (Appendix C) in an appropriate social scaffolding. These authors stated that L1 culture would not be a stumbling stone in the event that learners were guided with clear supplementary materials. It was impossible to deny the significance of the impact that feedback from peers played for the pupils who spoke Chinese.

Even though it was claimed that PE was superior to AWE in terms of process, product, and writers' perspectives, it was impossible to ignore the power of computer-generated input, which included both instant holistic and analytical feedback (Hoon, 2007; Yeh et al., 2007). In addition, it is important to emphasize that there will be challenges in bringing about the improvements that are needed in MY Access, which is something that we cannot blame on the fact that AWE came in second in preference. Even while the automated feedback was not flawless all of the time, it was nevertheless able to inspire students, particularly those who did not exhibit high levels of computer fear, and it saved time for their writing instructors. Along the same lines as what Matsumura and Hann (2004) pointed out, it was essential to supply different avenues of feedback to student writers in order to assist them in making the most development possible in their essay writing.

These findings support the findings that were reported by Lai (2010), who found that there were significant variations (p 0.01) between the frequency with

which students rewrote their essays with the assistance of peer feedback and with the assistance of AWE (My Access). However, Lai (2010) discovered that the categories of frequency in his research were content and development (CD), focus and meaning (FM), organization (OR), language use and style (LU), and mechanics and convention (MC) for My Access and MC, LU, CD, OR, and FM for peer feedback. This finding is in contrast to this study, which found that the types of frequency were content and development, focus and meaning, organization, and language usage and style. In addition, according to the findings of the most current study that was carried out by Shang (2022), the students' top two priorities when using AWE comments to analyze their essay were to ensure that it was correct and that it was clear what they were trying to communicate. The results of the AWE feedback evaluation indicate that they have improved their grammatical accuracy.

B.2. Students' Preference on Receiving Feedback from *Grammarly* and Peer Evaluation

This result provided support for the social constructivist perspective (D. et al., 1979; Liu & Matthews, 2005). Peer scaffolding happened when students worked in pairs (Levine et al., 2012; O'Neill & Russell, 2019; Storch, 2002), and peer evaluation boosted interaction and co-construction of knowledge. Peer scaffolding occurred when students worked in pairs (Levine et al., 2012; O'Neill & Russell, 2019; Storch, 2002). Lai (2010) found that 22 Taiwanese EFL college students considered their fellow classmates to be the real audience, as opposed to My Access (AWE). It is also backed by Fithriani (2019), who discovered that social engagement helped students extend their Zone of Proximal Development (ZPD), which simultaneously pushed them to improve their writing skills after providing criticism from peers. This idea is confirmed by both of these studies. It has been established that EFL students like peer feedback over AWE, as peer feedback is considered as a legitimate audience that may speak with students about their written essays. This has led to the conclusion that EFL students favor peer feedback over AWE.

In the field of writing research, researchers have identified and investigated both direct and indirect feedback processes (Chandler, 2003; Ferris, 1997; van Beuningen et al., 2008). The former involved identifying a mistake and providing the appropriate solution, whereas the latter involved making general remarks without proposing a specific course of action. This finding was backed by research indicating that students prefer explicit, direct feedback to indirect feedback (Chandler, 2003; van Beuningen et al. 2008). This conclusion was supported by research showing that students prefer explicit, direct feedback to indirect feedback.

Despite the claim that PE was superior to AWE in the current study, it was impossible to ignore the power of computer-generated feedback, including the immediate holistic and analytical feedback of Grammarly (Barrot, 2020; Fahmi & Cahyono, 2021; Karlina Ambarwati, 2021; O'Neill & Russell, 2019; Ranalli, 2021; Waer, 2021). According to Barrot's (2020) analysis, several researchers have found that Grammarly makes it easier for authors to provide speedier comments. In addition, correcting grammatical errors should be your first priority when revising your essay. Grammarly's suggestions will result in a significant drop in the total number of instances of incorrect grammar (Guo et al., 2021). According to Matsumura and Hann (2004), in order for student writers to make the most progress possible in essay writing, it was needed to provide a variety of feedback possibilities. This was emphasized as an important factor in the process.