INTRODUCTION
Writing is one of the must-have skills that every EFL student needs to master, as it is a valuable skill in many contexts. Therefore, most of EFL learners face many writing difficulties due to its cognitive complexity. Adel (2015) says that writing is not a language skill which can be gained independently without process, especially for EFL learners. There are many aspects or elements that need to be understood and mastered by the learner to have good writing skills. High motivation and an intensive writing practice by involving those elements are the solution for EFL learners to have good writing skills.

Writing has received much attention as it is one of the language skills which English as a foreign language (EFL) learners are struggling with. Silvia (1993) points that the areas of writing that many EFL students perceive difficult range from composing processes (planning and revising) to written text features (fluency, accuracy, and structure). The complexity of writing has challenged educators to seek effective teaching writing strategies for EFL learners. Currently, technology is dominantly used in foreign language teaching. As novel technologies and the internet emerge, studies on how these devices might impact EFL students' writing skills are also expanding (Suadah, 2014).

Nowadays, there are a lot of popular and useful applications that can be used in writing classroom, the most popular one is Grammarly. Grammarly is an automated proofreader and plagiarism checker that instantly eliminates grammatical errors and enhances writing. In line with the above description, the researcher is eager to investigate students' responses on the use of Grammarly application in an EFL writing class. This research was conducted in an EFL class by involving second-semester students of English Education Study Program who took Speaking for General Communication at one of the universities in Cianjur. This research aims to investigate the benefits and obstacles of using Grammarly application in an EFL writing class. This research uses a qualitative method which employs several techniques in collecting the data. The data are obtained by conducting observation and interview. The results of analysis reveal that most of students (90.73%) admit that utilizing Grammarly in writing is advantageous. Regarding its strengths, most of students (87.54%) also mention that Grammarly is easy and practical. Many students are also interested in using Grammarly and (75.66%) students stated that they are willing to continue using the application in the next writing activities. In addition, approximately (66.23%) of students prefer to get its feedback instead of teacher or lecturer’s feedback. Meanwhile, the obstacles come from technical problems such as lack of internet facilities and low internet connection. Besides that, the students also have competence problems regarding the ability to operate it.

Keywords: Students’ responses, Grammarly application, EFL writing class
Collins and Gentner as cited from Adel (2015, p. 8), the learner/writer should consider the four structural levels in writing starting with the word structure, sentence structure, paragraph structure, and overall text structure. Coordinating all these aspects is a staggering job that is definitely more than a simple activity of putting symbols together.

The other factors which make writing regarded as a complex activity for both native speakers and language learners besides the complexity of structure are psychological, linguistic and cognitive factors. According to Byrne in (Adel, 2015) explains that writing is a difficult activity because it is neither a natural nor a spontaneous activity and that “the problems related to writing are usually grouped under three headings which overlap to some extent: psychological, linguistic and cognitive.”

According to Tribble (1996, p. 12) to be deprived of the opportunity to learn how to write is “to be excluded from a wide range of social roles, including those which the majority of people in industrialized societies associate with power and prestige.” In line with the above description, Kress (1989; in Tribble, 1996) emphasizing that learning to write in not just a question of developing a set of mechanical ‘orthographic’ skills but it also involves learning a new set of cognitive In terms of pedagogy, writing is a central element in the language teaching setting as students need to write down notes and to take written exams. Yet, over the years it has seemed that writing has been seen as only a support system for learning grammar and vocabulary rather than a skill in its own right. However, trainers and methodologists have looked again at writing in the foreign language classroom and acknowledged the importance of writing as a vital skill for speakers of a foreign language as much as for everyone using their first language (Harmer, 2004).

Aims of teaching writing
Nearly all human beings speak by using their first language as they grow up (and sometimes second or third) as a matter of course. Unlike speaking ability that a child learner acquires it naturally as a result of being exposed to it, whereas writing ability has to be consciously learned. Harmer (2004, p. 3) agrees that writing should be learned because it could not be naturally acquired like speaking, though, he provides more reasons to teach writing for EFL learners which include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right.

Effective writing
Organization, vocabulary, language use, punctuation, accurate capitalization and paragraphing are several writing aspects for writing in an academic context. According to Starkey (2004), an effective piece of writing is the one that is organized, clear, and coherent, with accurate language and effective word choice.

Clarity
The learner’s goal when writing in an academic context is to convey information to including the fact that he can write well (Starkey, 2004, p. 11). Clarity is an essential element of writing the learner should become skilled at in order to make his writing readable and guarantee that those who read it understand exactly what he means to say. In order to achieve clarity in writing, according to Starkey (2004, p. 12-9), the learner should:

• Eliminate ambiguity by avoiding words or phrases that have more than one possible interpretation. The learner should focus on what he means and keep away from any language structure that could mislead the reader.

• Use powerful, precise adjectives and adverbs. One way to accomplish clarity is to use powerful and specific adjectives and adverbs. The right modifiers (adjectives and adverbs) help out the learner to convey his message across in fewer, more accurate words

• Be concise, this means getting right to the point without unnecessary spinning around, worthless repetition or wordiness. Starkey (2004, p. 15) sees that: “wordiness is boring, and it takes up valuable time and space... there are two equally important
Coherence
Coherence is an important element in any kind of writing. It is particularly crucial in academic writing, where success or failure may depend upon how clearly the learner has managed to communicate his ideas and points of argument to his reader. No matter how insightful or original those ideas may be, if he is not able to present them in a clear and logical way, their meaning and value is lost (Adel, 2015). In the meantime, Kane (2000) and Creme and Lea (2008) among others, agree that coherence has a great role in making a good piece of writing. Above all, coherence has correlation with arranging and linking one’s ideas that make them easily understood by the reader.

Word choice
According to Starkey (2004) and Kane (2000), there are two aspects the learners should consider while choosing between the words to be used: denotation and connotation. Denotation is the basic or literal meaning of a word. Learners should make sure of the correctness of their words, because sometimes some confusion may stem from words that sound or look similar but have very different meaning, words and usages that sound correct but in fact they are not considered Standard English, or words that are misused so often that their usage is thought to be correct. Connotation “is a word’s implied meaning which involves emotions, cultural assumptions, and suggestions” (Starkey, 2004, p. 21). Each used word should be confirmed by the learner to make sure that it means exactly he intends to, and the learner should think beyond the dictionary in considering connotation, to what might be implied or inferred by his writing. In line with what has been said, in making word choice both denotive and connotative meanings must be considered. Yet, whether or not the used words might confuse or possibly offend his audience must be considered as well. It means that the learner should avoid the use of informal language or slang words.

Mechanics
In composition, ‘mechanics’ refers to the appearance of words, to how they are spelled or arranged on paper. “The fact that the first word of a paragraph is usually indented, for example, is a matter of mechanics” (Kane, 2000: 15). A sentence should begin with a capital letter and ends with full-stop punctuation (period, question mark, or exclamation point) comply with convention of writing.

No matter how original the learner’s ideas are, these types of conventions should be applied since they are very important in putting together a good quality piece of writing. Starkey (2004) addressed writing mechanics in terms of grammar, spelling, punctuation and capitalization. Grammar is a key element not only in writing, but in language as a system of communication in general. Having a good knowledge of the parts speech, the structures of the language and its rhetorical devices and knowing how to manipulate them in order to write comprehensively is what writing requires.

Grammarly
Grammarly is powerful online grammar-checker developed by the world’s leading authorities on linguistic technology. Grammarly corrects hundreds of grammar, punctuation, and spelling mistakes while also catching contextual errors, improving vocabulary, and suggesting style improvements. Retrieved from https://www.grammarly.com

METHOD
This research is a qualitative research that collects the data through observation and questionnaire. The research will be conducted in approximately 4 months. This research will involve the students in a class of EFL writing in a private university in Cianjur who use Grammarly application as a tool to check grammatical errors or wrong sentence structure. The data from observation, questionnaire and interview will be gathered, mapped, categorized and interpreted. This research attempts to investigate students' responses on the use of Grammarly Application in an EFL class by involving second-semester students of English Education Study Program at one of the private universities in Cianjur. The subjects of the research are 23 students. There are 5 male students and 18 female students. This class is chosen since they take Writing for General Communication.

In this research, the researcher uses two instruments for the data collection namely questionnaire and interview.

Questionnaire
According to Brown (2001, cited in Macky & Gass, 2005), "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". The questionnaire is given to 23 second semester students of English Education Study Program at one of the private universities in Cianjur. The data obtained from the questionnaire are then gathered, mapped, categorized and interpreted.

Interview
In order to dig deep information about the data, the researcher also performs an interview. Interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic.

The researcher chooses 3 students to be interviewed by asking several questions which are related to the use of Grammarly application in an EFL writing class. The result of the interviews is then gathered, mapped, categorized and interpreted.
RESULTS AND DISCUSSION

Regarding the aims of the study, this section describes the benefits and obstacles that the students faced when they utilized Grammarly application. Grammarly was utilized in an EFL writing class for approximately four months from February to June as a tool for checking students’ writings both punctuation and grammar errors as well as sentence structure errors. The result of questionnaire reveals that the students mostly give positive responses toward the utilization of Grammarly application in the learning process, which can be seen from the following table:

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Utilizing Grammarly application in writing class is a new experience</td>
<td>100%</td>
</tr>
<tr>
<td>2</td>
<td>Utilizing Grammarly application is beneficial/advantageous</td>
<td>90.73%</td>
</tr>
<tr>
<td>3</td>
<td>Preference of getting feedback from Grammarly application</td>
<td>66.23%</td>
</tr>
<tr>
<td>4</td>
<td>The operation of Grammarly application is easy and practical</td>
<td>87.54%</td>
</tr>
<tr>
<td>5</td>
<td>Willingness to continue using Grammarly application in writing activities</td>
<td>75.66%</td>
</tr>
</tbody>
</table>

The table shows that all students (100%) state that utilizing Grammarly application is new experience, since none of the lecturers introduced or applied it previously in writing class, most students admit that utilizing Grammarly in writing is advantageous (90.73%), meanwhile (87.54%) of students state that the operation of the application is easy and practical. It shows that the utilization of Grammarly in writing class is most positively responded. In addition, many students are interested in using Grammarly and (75.66%) students stated that they are willing to continue using the application in their writing activities. However, there are only (66.23%) students prefer to get its feedback and the rest prefer to get direct feedback from the teacher or lecturer.

The benefits of using Grammarly application in writing class

Through observation and questionnaire, it is revealed that there are a lot of benefits that the students obtain from the activity of using Grammarly application in writing class. The first benefit relates to the strengths of Grammarly application. The students mentioned that Grammarly is up to date, easy, practical, and accessible. In this case, the students can access it anywhere and anytime. In this digital era, using Grammarly is also regarded up to date instead of asking teacher’s feedback that is considered ineffective due to the absence of teacher or lecturer, since they are not always available for students. Moreover, the students claim that Grammarly can function as a professional proofreader and effective plagiarism checker.

In relation to scientific writing, Grammarly is very beneficial and helpful for the students to facilitate them in checking the properness of their writings. As it is an automated checker so they only need to upload their writings, and they will find more corrections suggested, click on the single correction or one of the two corrections as the appropriate one. An edited version of writing is available only in a few minutes.

Furthermore, the students write that the use of Grammarly in writing class not only enhances the quality of their writings but also makes them more familiar with it so that they can explore its function and features since the writer believes that it is still developing and probably provides the additional function in the near future.

The students’ obstacles in utilizing Grammarly application in an EFL writing class

This section reveals the result of observation and questionnaire regarding the obstacles that the students faced in utilizing Grammarly as a tool in writing class. There are at least two obstacles in using Grammarly as a tool namely technical problems and digital competence.

The first obstacle relates to technical problems in the process of accessing the internet. The students mention that several problems such as lack of internet facilities and low internet connection which result in technical difficulties such as failure to log in or to open the application.

The other obstacle that the students faced when they used the application was mostly caused by digital competence. In this case, the students mention that they frequently found troubles especially as they operated it. This obstacle is possibly due to the fact that using Grammarly in writing class is new to most students in the class. Being unfamiliar with the application makes them confused to operate it because they only get little information of the usage, so they are not too exposed to it.

CONCLUSION

The results of data analysis revealed that the utilization of Grammarly application in an EFL writing class is responded positively although using Grammarly is a new experience for all students in the class. It is also found out that the use of Grammarly in writing class is admitted beneficial in terms of its strength as an up to date, accessible, and practical tool. Another benefit of Grammarly is helping the students in checking the originality and properness of their writings. However, in
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REFERENCES