



INNOVATIVE: Journal Of Social Science Research

Volume 5 Nomor 3 Tahun 2025 Page 6775-6789

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

## The Effect of Grammarly App as an Artificial Intelligence Media on The Students' Writing Ability in Recount Text for Grade Ten at Sma Negeri 5 Pematangsiantar

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### Abstrak

Penelitian ini bertujuan untuk mengetahui ada atau tidaknya pengaruh media Aplikasi Grammarly terhadap kemampuan menulis teks recount siswa kelas X. Penelitian ini menggunakan metode penelitian kuantitatif dan menggunakan desain quasi eksperimen. Populasi penelitian ini adalah seluruh siswa kelas X SMA Negeri 5 Pematangsiantar yang berjumlah 346 siswa. Dari populasi tersebut, masing-masing kelas X-1 dan X-2 dipilih sebanyak 36 siswa sebagai sampel penelitian dengan menggunakan pendekatan purposive sample. Alat penilaian yang digunakan adalah Pre-Test dan Post-Test dalam menulis. Penelitian ini menggunakan Brown's standardized assessment for writing yang meliputi unsur-unsur, dengan fokus pada grammar, vocabulary, dan technicalities. Proses analisis data menggunakan SPSS 30. Software ini memfasilitasi beberapa pengujian, antara lain analisis deskriptif, normalitas, Wilcoxon, homogenitas dan uji Mann Whitney. Dari hasil penelitian diketahui bahwa Assymp. Sig (2-tailed) < 0,001 < 0,005. Akibatnya, Ha diterima sedangkan Ho ditolak. Keterampilan menulis teks recount siswa SMA Negeri 5 Pematangsiantar ditemukan sangat dipengaruhi oleh penggunaan aplikasi Grammarly sebagai media kecerdasan buatan.

Kata Kunci: *Aplikasi Grammarly, Kecerdasan Buatan, Menulis, Kemampuan Menulis, Menceritakan Teks*

## Abstract

This research aims to determine whether or not there is an effect of Grammarly Application media on students' writing ability in recount text in tenth grade students. This research used quantitative research methods and adopted a quasi-experimental design. The population of this research included all grade X students at SMA Negeri 5 Pematangsiantar with a total of 346 students. From this population, 36 students from each of the X-1 and X-2 classes were selected as research samples selected using a purposive sample approach. The assessment tools used were Pre-Test and Post-Test in writing. This study used Brown's standardized assessment for writing, which includes elements, focusing on grammar, vocabulary, and technicalities. The data analysis process involved the use of SPSS 30. This software facilitates several tests, including descriptive analysis, normality, Wilcoxon, homogeneity and Mann Whitney tests. From the findings, it was revealed that the Assymp. Sig (2-tailed) is  $< 0.001 < 0.005$ . Consequently,  $H_a$  is accepted while  $H_o$  is rejected. The skill of writing recount text among students in SMA negeri 5 Pematangsiantar was found to be highly influenced by the action of Grammarly application as artificial intelligence media.

Keywords: *Grammarly App, Artificial Intelligence, Writing, Writing Ability, Recount Text*

## INTRODUCTION

English is an international language that plays an important role in global communication, education and professional development (Rahman, et al, 2019). In learning English, there are four main skills that must be mastered to support effective communication and understanding, namely listening, reading, speaking and writing (Ali, 2022).

Writing is one of the key skills in English language learning and has an important role in the communication process as well as language development (Bora, 2023). Writing is an activity undertaken to express ideas, opinions, stories or feelings to a reader through various media, such as paper or a computer screen (Rahman, et al, 2024). This activity allows individuals to interact with others, convey their thoughts, and articulate personal and academic experiences. Writing is the most difficult skill to master, especially for second or foreign language learners (Yulianti, et al, 2019). "This is due to the complexity of writing which not only requires the ability to generate and organize ideas logically, but also requires mastery of linguistic aspects, such as grammar, vocabulary, spelling, punctuation, and proper word selection"(Dendup & Onthanee, 2020; Suvin, 2020; Valizadeh, 2022). This challenge shows how important writing skills are in English language learning, where writing serves not only as a means of self-expression but also as an academic and professional communication tool.

Moreover, writing is a flexible skill that produces a variety of written products, ranging from personal forms such as letters, diaries, and journals, to formal texts such as job application letters, advertisements, reports, and academic works. Each type of writing demands different creativity, critical thinking, and technical skills, making the writing process a dynamic activity that continues to evolve according to the writer's purpose and audience. According to Sari and Heriyawati (2020, in Erdayani et al., 2024), "effective writing requires not only technical proficiency, but also the ability to string words together in creative, persuasive, and informative ways." This shows that writing is not simply transferring ideas onto paper, but also involves a process of planning, drafting, revising, and refining to create a coherent and meaningful text.

Text is a series of words or sentences that have a certain structure and grammar. According to (Napitupulu and Kisno, 2020:28) "there are some kinds of English text that commonly uses in Indonesia." There are thirteen genres or types of texts that should be taught in senior high school namely, narrative, recount, spoof, procedur, report, analytical exposition, hortatory exposition, descriptive, discussion, news, review and anecdote. One of the texts that is commonly used as teaching material in Senior High School is recount text.

Recount text is a text that retells an event or experience that happened in the past to share information or entertain readers. According to (Grace, 2007: 30) recount text is a text that tells the reader or listener what happened in the past through a sequence of events. Like other types of text, recount text also has its general structure and linguistic structure. The general structure of recount text is divided into three parts, the first is Orientation, containing the background of an event, where, who and when the event occurred. The second is, the Series of Events, contains a series of events experienced by the author, and the third is, Reorientation, the closing part of the text contains conclusions, messages, impressions or feelings of the author towards the events experienced. The language structure of the recount text includes using simple past tens, using adverb of time and adverb of sequence, and using connectors and conjunctions. Recount text is a text that tells events or experiences that occurred in the past, through this text students can develop students' ideas through writing. Through writing ability, students can express what is in their minds and ideas related to what they want to mention in learning.

Based on the researcher's experience during teaching practice at SMA Negeri 5 Pematangsiantar, the researcher found several difficulties faced by students when writing recount text. The first students were difficult to use the right tenses in recount text. While the use of grammar is very necessary in writing recount text because grammar is the rules

and conventions that govern how words are strung together to form meaningful and understandable sentences and paragraphs. Without proper grammar, sentences become ambiguous or confusing, making it difficult for readers to understand the story or event being told. The second is, students had difficulty in choosing the right vocabulary, vocabulary is an important tool in writing to form sentences and pour ideas and opinions into stories. Third, students had difficulty in using spelling, capitalization, and punctuation which hinders their ability to write clearly. They often struggle to spell words correctly, forgetting to use capital letters at the beginning of sentences and for special names. In addition, difficulties in using punctuation marks such as commas or periods make sentences long and difficult to understand. The fourth students were difficult to organize their story ideas chronologically, students tend to write stories randomly. In this situation, teachers must be innovative in choosing the right media to increase students' interest and ability.

In the implementation of the MBKM Curriculum in Indonesia, students are encouraged to express their ideas, thoughts and feelings creatively in writing story texts that describe past experiences in an interesting and expressive way. This learning not only aims to improve writing skills, but also builds students' imagination and creativity in composing stories. With the achievement standards set, students are expected to achieve the minimum completion criteria (KKM) of 75, so that they can demonstrate optimal understanding and writing skills. The weakness of students writing recount text with the theme 'experience' can be seen based on the table of student learning outcomes below:

Table 1. Students Outcomes in Writing

No.	Students Initial Name	Score	Percentage
1	AFM	86	38 %
2	AHS	86	
3	ATS	84	
4	AWP	84	
5	APS	84	
6	BEA	82	
7	COS	81	
8	CJT	80	
9	CC	80	
10	ERA	80	
11	FTA	80	
12	FAS	77	

13	FNP	76	
14	FRT	76	
15	HA	75	
16	JDS	75	
17	AS	72	
18	KP	72	
19	LS	72	
20	MT	72	
21	MHN	70	
22	MA	69	
23	MG	67	
24	NAK	66	
25	NAP	66	
26	NA	64	
27	PPB	64	62 %
28	PA	62	
29	RS	61	
30	RA	58	
31	RPS	55	
32	SNP	53	
33	SAS	53	
34	SA	50	
35	TDR	50	
36	TM	50	
Total		2532	100%

One of the classrooms in class X at SMA Negeri 5 Pematang Siantar has a higher percentage of students whose scores are less than the minimum completeness standard (75), up to 62%.

Based on the difficulties experienced by students in writing recount texts, it must be overcome by the teacher either by using methods, techniques, strategies and learning media. The researcher chose to use more innovative learning media related to the background of the study. Technology offers innovative solutions to improve learning especially writing. In general, using technology as a learning medium to create a more interesting learning process and increase student interest. Therefore, based on some of the problems that have been found, researcher offer the use of Artificial Intelligence as a

medium to improve students' writing skills. Artificial Intelligence is a technology that can mimic human intellectual abilities such as thinking, learning, making decisions and solving problems. According to (Ghosh et.al, 2021:23) Artificial intelligence (AI) is an area of computer science that allows computers to simulate human behavior with the aim to assist people perform better in science and technology. The use of this media can help and attract students' attention to create a text. This media can provide new ideas in writing, and more practically can be accessed anytime and anywhere through online platforms. Quilboots, Grammarly APP, Paraphrasing Tools, Summarizer, and Chat GPT are the examples of Artificial Intelligence media that can be used to teach writing comprehension that allows students to receive instant feedback, correct mistakes, and improve writing quality in an interactive and fun way. The use of Artificial Intelligence as a teaching medium is the current trend for learning writing. Artificial Intelligence can help teachers make learning more interesting and fun.

The research conducted by Fahmi et.al (2021), Grammarly APP is an application that can help in learning English, especially writing, which means this application reads and edits their documents for grammar and spelling. Grammarly checks for types of spelling, grammar, and punctuation errors, and improves vocabulary usage (Aprilya, et al, 2025). The research used Grammarly as a medium to improve students' writing skills on descriptive text. The results showed that Grammarly media was able to improve students' writing skills and express what they think and feel.

This study provides an innovative process to using the Grammarly application as a writing assistance, with a particular emphasis on recount narratives. While previous research, such as that conducted by Fahmi et al. (2021), has demonstrated the effectiveness of Grammarly in improving students' writing skills in descriptive texts, this study occurs above that understanding by investigating the impact of this application on recount texts, which have different structures and purposes. Recount texts relate past experiences or occurrences chronologically, necessitating a unique approach to concept arrangement and language use (Alwasilah, 2024).

Grammarly is used in this research not only to correct grammatical and spelling issues, but also to improve students' vocabulary and writing style when creating narratives (Erisyerico, et al, 2025). This results in a more interactive and adaptive learning environment in which students can receive real-time feedback to help them comprehend their faults and improve their writing directly.

Unlike Fahmi et al.'s research, which concentrated mostly on the technical components of descriptive writing, this research stresses the relevance of narrative and idea organization in recount text, both of which are essential abilities in academic and professional communication. This study intends to give better empirical evidence for Grammarly's efficiency in a different context, as well as its relevance among students at SMA Negeri 5 Pematangsiantar, by gathering quantitative data using pre- and post-tests.

Based on the above background, the researcher conducted a study with the title "The Effect of Grammarly App as an Artificial Intelligence Media on the Students' Writing Ability in Recount Text for Grade X at SMA Negeri 5 Pematangsiantar".

## RESEARCH METHOD

Research design is one of the important stages in research. According to Cohen et al. (2018: 173), "Research design is a plan used to organize research and make it as practical as possible, in order to answer research questions based on the evidence and letters we present." This research will use quantitative research methods. According to Ary et al. (2014: 27) "quantitative research is a deductive approach, examining the relationship or cause and effect, large samples, using numbers in the presentation and analysis of data using statistical tests". Researchers designed this research using quasi-experimental research. According to Fraenkel et al., (2012:275) "the quasi-experimental design is a conclusive method because the researcher gives different treatments to the samples and then compares the effects that occur on the samples." This research was used to find out the effects that occur when the class uses grammarly media when learning recount text with a comparison of classes that use conventional media.

In the quasi-experimental design, there are two groups of classes, namely the experimental class and the control class. Before being given treatment, both classes were given the same pre-test questions. The experimental class received treatment using grammarly media, while the control class received treatment using conventional media. After the treatment or application of the learning process both classes were given the same post-test. By comparing the students' pre-test and post-test results, the relevance between the two can be proven.

## RESULT AND DISCUSSION

### Data Description

The experimental class for this research consisted of 36 students from grade X at SMA Negeri 5 Pematangsiantar. In this class, the researcher utilized Grammarly as a media for enhancing students' writing ability, specifically focusing on recount text. This innovative approach aimed to improve students' ability to express their thoughts and experiences in written form.

Table 1. Students scores of the Experimental Class

No	Student's Initial Name	Pre Test	Post Test
1.	A.F.M	78	92
2.	A.H.S	46	91
3.	A.T.S	68	93
4.	A.W.P	53	95
5.	A.S	77	90
6.	B.E	61	90
7.	C.S	51	95
8.	C.T	69	93
9.	C.C	85	90
10.	E.R	57	92
11.	F.T.A	64	90
12.	F.S	53	90
13.	F.P	65	92
14.	F.R	62	86
15.	H.A	62	87
16.	J.D	54	90
17.	J.S	54	88
18.	K.P	56	92
19.	L.S	69	89
20.	M.S.U.T	62	87
21.	M.H	66	95
22.	M.A	67	90
23.	M.G	76	91
24.	N.A	61	87
25.	N.P	56	90
26.	N.A	57	91

27.	P.B	77	88
28.	P.A	56	92
29.	R.S	54	89
30.	R.A.N	60	90
31.	R.S	58	89
32.	S.P	63	96
33.	S.S	57	91
34.	S.A	79	88
35.	T.D.R	73	93
36.	T.M	69	88
	$\Sigma$	2275	3260
	Mean	63.19	90.55

According to the table above, the highest score at pre test was 81, while the lowest score was 44. In contrast, the highest score at post-test was 95 and the lowest was 86. Additional, the sum on all pre-test score was 2275, resulting in an average score on 63.19. For the post-test, the total was 3260, with an average score on 90.55.

#### Data Analysis

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest_Experimental	36	46	85	63.19	9.202
PostTest_Experimental	36	86	96	90.56	2.466
PreTest_Control	36	44	79	60.19	9.786
PostTest_Control	36	65	82	73.33	3.397
Valid N (listwise)	36				

- a. There were 25 students in each class, denoted by the letter N.
- b. Experimental Class:
 

Pre-Test Scores: The scores ranged from 46 to 85, with an average (mean) score of 65.19 and a standard deviation of 9.202 and Post-Test Scores: The post-test scores had a minimum value of 86 and a maximum value of 96, with an average (mean) score of 90.56 and a standard deviation of 2.466.
- c. Control Class:
 

Pre-Test Scores: The pre-test scores had a minimum value of 44 and a maximum value of 79. The mean score was 60.19, with a standard deviation of 9.786 and Post-Test

Scores: The post-test scores ranged from a minimum value 65, with an average score 73.33 and a standard deviation 3.397.

### Normality Test

Tests of Normality							
Class		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Students Learning Outcomes	PreTest_Experimental	0.111	36	.200*	0.961	36	0.223
	PostTest_Experimental	0.145	36	0.055	0.962	36	0.248
Students Learning Outcomes	PreTest_Control	0.076	36	.200*	0.97	36	0.42
	PostTest_Control	0.117	36	.200*	0.97	36	0.418

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Statistics, df, and sig, for the Shapiro-Wilk and Kolmogorov-Smirnov tests can be seen in the table above. If the significant value (Sig) in the Kolmogorov-Smirnov test and Shapiro-Wilk test is greater than 0.05, then the research data is considered normal. The data in this research no more than 50 data, so the focus is on the significant value (Sig.) in the Shapiro-Wilk test. All significant values in the Shapiro-Wilk test are normality distributed because the significance value is greater than 0.05.

### Homogeneity Test

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Students Learning Outcomes	Based on Mean	1.884	1	70	0.174
	Based on Median	2.11	1	70	0.151
	Based on Median and with adjusted df	2.11	1	64.91	0.151
	Based on trimmed mean	1.911	1	70	0.171

Since the significance value (Sig.) based on the mean is 0.174, which is greater than 0.05, the researcher can conclude from the homogeneity test output in the table that the variances of the data are homogeneous. It indicated that the changes in the post-test data

of the experimental class and the post-test data of the control class are identical or homogeneous.

### Independent Sample T-Test

		Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means		t-test for Equality of Means		t-test for Equality of Means		95% Confidence Interval of the Difference	
		F	Sig.	t	df	Significance		Mean Difference	Std. Error Difference	Lower	Upper
						One-Sided p	Two-Sided p				
Students Learning Outcomes	Equal variances assumed	1,884	0,174	24,61	70	<,001	<,001	17,222	0,7	15,827	18,618
	Equal variances not assumed			24,61	63,87	<,001	<,001	17,222	0,7	15,824	18,62

The Sig. (2-tailed) value of 0.000 leads to the rejection of the null hypothesis (Ho) and acceptance of the alternative hypothesis (Ha), confirming the effectiveness of the Grammarly app as a medium in improving writing skills among grade X students at SMA Negeri 5 Pematangsiantar.

These findings highlight the potential of Grammarly App is an innovative medium in the teaching of writing. The results showed that using Grammarly app as a medium for writing can significantly improve their writing skills especially on students' Grammar, Vocabulary, and Mechanics to express themselves effectively in a retelling text.

### Hypothesis Testing

If the Sig. (2-tailed) on the paired samples t-test is smaller than 0.05, then the alternative hypothesis (Ha) is accepted for the test condition. In this research the analysis results showed a Sig. (2-tailed) of 0.000 which is indeed less than 0.05. This leads to the acceptance of Ha, which confirms that there is a significant effect of Grammarly app media on students' writing skills.

## Research Findings

After conducting the data analysis process, several findings were obtained that could answer the research problems:

- a. The results of the analysis showed that the use of diaries has a significant effect on writing skills among grade X students at SMA Negeri 5 Pematangsiantar. Sig. (2-tailed) in the paired samples t-test is 0.000, which is less than 0.05, thus fulfilling the requirement to accept  $H_a$ . This result indicated a significant effect of the intervention.
- b. In the experimental class, the pre-test scores ranged from 46 to 85. With a mean of 63.19 and a standard deviation of 9.202. The post-test scores showed a minimum score of 86, a maximum score of 96, a mean of 90.56, and a standard deviation of 2.466. It indicated a significant improvement in writing skills after the intervention.
- c. The control class had pre-test scores ranging from 44 to 79, with a mean of 60.19 and a standard deviation of 9.786. The post-test scores for the control class ranged from 65 to 82, with a mean of 73.33 and a standard deviation of 3.397. The improvement in the control class was less prominent compared to the experimental class.
- d. The results of hypothesis testing support the conclusion that the use of Grammarly app media has a significant impact on students' writing ability. Because the value of Sig. (2-tailed) is 0.000, which is less than 0.05, accepting  $H_a$ , which indicated that this intervention is effective in improving writing ability among the students.

In summary, these findings indicated that the implementation of the Grammarly app as a teaching medium positively affected writing skills, with the experimental group showing significant improvement compared to the control group.

## Discussion

This research aimed in evaluated the impact of using the Grammarly application on the writing skills of grade X students at SMA Negeri 5 Pematangsiantar, the results of the analysis showed a significant effect of the intervention as evidenced by the Sig. (2-tailed) of 0.000, which is less than 0.05. These results support the acceptance of the alternative hypothesis ( $H_a$ ), which indicated that the treatment positively affected students' writing performance.

In the experimental class, the pre-test scores ranged from 46 to 85 with a mean of 63.19 and a standard deviation of 9.202. After the intervention, the post-test scores showed a minimum of 86, a maximum of 96, a mean of 90.56, and a standard deviation of 2.466.

This significant increase highlights the effectiveness of diary writing in improving students' writing skills.

In contrast, the control class showed pre-test scores that ranged from 46 to 79, with a mean of 60.19 and a standard deviation of 9.786. The post-test scores for this group ranged from 65 to 82, with a mean of 73.33 and a standard deviation of 3.397. The improvement in the control class was less noticeable compared to the experimental class, underscoring the advantage of implementing the Grammarly app medium.

Overall, the findings support the conclusion that the use of Grammarly App significantly improved writing skills among students. The results showed that this engaging approach effectively promotes writing development, highlighting the importance of innovative teaching media in educational practice.

## CONCLUSION

After studying the effect of using Grammarly application media on writing skills in recount texts among tenth grade students at SMA Negeri 5 Pematangsiantar, the researcher concluded that the use of Grammarly application as a teaching media during instruction significantly improved students' writing skills compared to conventional media (handbooks). During the application of the Grammarly application media in the experimental class, students showed improved ability in organizing their ideas and expressing them effectively in the form of writing.

The experimental class showed significant improvement. with the pretest score increasing from 46 to 85 and the post-test score increasing from 86 to 96. It showed that the application of grammarly effectively engaged the students and significantly improved their writing skills. In contrast, the control class had pretest scores ranging from 44 to 79 and post-test scores of 65 to 82, which indicated that although conventional media (handbooks) had some benefits, they were less effective in improving writing achievement compared to the Grammarly app.

In addition, the experimental class showed an increase in the mean score on the posttest from 63.19 to 90.56. Meanwhile, the control class showed a more modest improvement, with the average increasing from 60.19 to 73.33. It suggested that Grammarly app media is more effective than conventional media in improving students' writing performance.

The standard deviation of the post-test was 2.466 in the experimental class, compared to 3.397 in the control class, indicating a more consistent performance

improvement among the students in the experimental group. This consistency is very important for teachers, as it reflects individual growth and the overall effectiveness of the teaching medium.

Since the Sig. (2-tailed) value is 0.000, which is less than 0.05, it accepts  $H_a$ , which showed a statistically significant improvement in the experimental group compared to the control group, indicating that this intervention was effective in improving writing ability among the students.

In conclusion, Grammarly app media significantly improved students' learning outcomes in writing recount texts by fostering an interactive and collaborative learning environment. The results of this research provide strong evidence for educators at SMA Negeri 5 Pematangsiantar to consider using Grammarly app media in their learning practices, as it not only improves academic outcomes, but also actively engages students in their learning process.

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