

The Influence of The Grammarly Application On Improving Students' Writing Skill

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ABSTRACT

In education, AI technology has transformed the education curriculum, especially in the fields of technology, science, mathematics, and engineering. This research aims to determine the influence of using the Grammarly application on improving the writing skills of Islamic senior High School Al-Bairuny Jombang students. This research design is a quantitative experimental research design. The type of experimental research design used is a pre-experimental research design. The population of this study is extra-class A group student from class XI, Islamic senior High School Al-Bairuny Jombang, totaling 38 students. The sample for this research is students from the extra-class A1 class XI Islamic senior High School Al-Bairuny Jombang, totaling 20 students. The results show an increase in students' writing abilities. This can be proven by the average pre-test and post-test scores. The pre-test score was 78.25, and the post-test score was 80.90. Based on the findings of this research, it can be seen that using the Grammarly application as a media can have an influence on improving writing skills. Based on the research findings showing improvements in students' writing scores after using Grammarly, future researchers are advised to expand the scope of the study. Rather than focusing on just one group, it would be better to use a more robust experimental design, such as comparing a group of students who used Grammarly with another group who did not.

Keywords: *Influence; Improving; Writing skill; Grammarly Application*

INTRODUCTION

Artificial Intelligence (AI) started to be in the spotlight at the end of 2022 and will continue to be known throughout 2024. AI is artificial intelligence that behaves like humans in general. Which means that artificial intelligence is able to imitate human intelligence in completing tasks or jobs, and artificial intelligence is even able to replace humans in certain jobs (Pakpahan, 2021). AI has become a tool that makes human work easier, and many even argue that the existence of AI makes workers more productive.

Artificial Intelligence is also used in various other sectors of life, including business, economics, health, and education. In education, AI technology has transformed the education curriculum, especially in the fields of technology, science, mathematics, and engineering. Artificial Intelligence (AI) is able to help students and teachers excel or learn better, and achieve educational goals more effectively. Therefore, currently, many AI-based innovations and breakthroughs are being and will be used and implemented to support the learning process to make it more practical and effective (Fitria, 2021a). Such as the Grammarly Application, which can help in learning and improving students' understanding, especially in writing skills.

Writing skill is the ability to communicate ideas clearly through writing in various forms. Technical knowledge of writing conventions, style guides, and formatting for various situations is also an important part of writing ability. Knowing what situations require different writing styles and being able to set the right tone of text are good writing skills. According to Husin & Nurbaya (2017), in terms of skills, writing skills are the most important skill for students in Indonesia, especially for EFL students (Syapitri, 2023). Jaya et al. (2018) stated that a teacher is required to create creative and innovative ways to arouse students' enthusiasm and interest in learning in the implementation of writing teaching. Having

a limited vocabulary, not understanding grammar in English, and a lack of practice make writing seem difficult to do (Syapitri, 2023). The Grammarly application will make the understanding and learning process easier for students and teachers in learning and teaching writing skills.

Grammarly Application is an application used to check writing and grammar in English. Grammarly Application also provides grammar check, spelling, and plagiarism detection services. The Grammarly Application has many benefits. According to Ghufron & Rosyida (2018), Grammarly is an online proofreading website that can be used to scan documents to reduce research errors in terms of vocabulary use, grammar, and mechanics. Which automatically identifies errors in research or work, such as grammatical errors, word choice, spelling errors, and punctuation errors (Sulistiyowati, 2021). Grammarly provides writing assistance to correct grammatical errors and spelling of words, and it is free from plagiarism. This tool can detect plagiarism by viewing and checking other data available online. So, the Grammarly Application compares by detecting other online data to see if there are similarities (Perdana et al., 2021). Grammarly Application makes it very easy for anyone, especially students, in terms of writing skills. There are still many high school students who have not mastered writing skills, such as those at Islamic senior High School Al-Bairuny Jombang.

Even though it was at Islamic senior High School Al-Bairuny Jombang there are extracurricular language activities, one of which is English. This language extracurricular is held after class hours are over and is mandatory for all students in grades 10, 11, and 12. Unfortunately, this English extracurricular only focuses on speaking skills, so that other language skills are not really mastered by students, for example, writing skills.

Based on an interview with one of the English extracurricular mentors, Al-Bairuny Islamic High School, on May 2, 2024, it was stated that many students have low writing skills even though they have good speaking skills. So in this study, researcher use the Grammarly Application to determine the influence and improve students' writing skills, and this research will be conducted at MA Al-Bairuny Jombang.

METHOD

This research is conducted using a quantitative approach. This research design is a quantitative experimental research design. The type of experimental research design used is a pre-experimental research design. Latief (2019) stated that in pre-experimental research, a group is given a pre-test before experimental treatment. After the treatment is complete, a post-test is given to see the achievement. The effectiveness of learning treatment is measured by comparing the average pretest and posttest scores. More specifically, this design applies a one-group pretest-posttest design.

Researchers use a pre-experimental design to see the influence of the Grammarly Application on improving students' writing skills. In this research, the researcher involved a class where the researcher gave a pre-test, treat students to use the Grammarly Application, and gave a post-test. The success of using the Grammarly Application is determined by comparing the pre-test and post-test results.

In this research, the type of instrument used is an essay writing test and a questionnaire. A questionnaire is a data collection technique that involves providing respondents with several written questions or statements. A questionnaire is an efficient data collection technique when the researcher knows exactly which variables to measure and what to expect from the respondents (Sugiyono, 2020). Questionnaires can consist of closed-ended or open-ended questions or statements. In this research, the researcher used a closed-ended questionnaire containing five statements.

Meanwhile, the test consists of a pre-test and a post-test. The pre-test was carried out before learning using the Grammarly Application to obtain data on students' initial knowledge, while the post-test was given after learning using the Grammarly Application to obtain data on the influence of using the Grammarly Application.

RESULT AND DISCUSSION

The results and discussion presented in this section consist of data obtained through tests to see the influence on students' writing skills after being given treatment using the Grammarly Application. Results were collected through the instruments used during the research.

Result

The researcher showed the influence on students' writing skills before and after using the Grammarly Application. The research subject is extra-class students from class XI, totaling 20 students. The researcher used essay writing tests and a questionnaire as instruments for this research. The purpose of using a questionnaire in this research was to determine students' understanding of using the Grammarly Application, and the purpose of the written test is to determine the influence of the Grammarly Application on students' writing skills by providing a pre-test and post-test. Shape and pre-test, and post-test learning are the same, providing the same theme in an essay. A pre-test is a test given to students before receiving treatment. The purpose of the pre-test is to determine the initial abilities of students' writing skills.

The students were given treatment by the researcher after doing a pre-test. Researcher provide treatment using the Grammarly Application as a tool for students to check the quality of their writing from grammar and writing mechanics. Students are given an explanation of the steps using the Grammarly Application. Then, students try to check and correct their writing using the Grammarly Application. The Grammarly Application helps students to edit and correct grammar, punctuation, spelling, and sentence structure errors in their writing.

The researcher is conducting a post-test after giving a treatment. The purpose of the post-test is to known the students' writing skills after they received treatment. The results of the pre-test and post-test scores for students were analyzed using the Grammarly Application scoring.

The pre-test and post-test results were defined as a way to know the mean score and standard deviation. The following table presents the mean score and standard deviation of the pre-test and post-test.

Table 1 Mean Score and Standard Deviation of Students' Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre test	20	70	89	78,25	5,609
Post test	20	72	91	80,90	5,609
Valid N (listwise)	20				

Table 1 shows that the minimum and the maximum scores of the pre-test were 70 and 89. Then, the pre-test was valued at 78.25 for the mean score, with the standard deviation obtained at 5.609. Meanwhile, the minimum and the maximum scores of the post-test were 72 and 91. Then, the post-test was valued at 80.90 for a mean score, with the same standard deviation value as the pre-test at 5.609, which means that the two data sets have different central values (different means), but the distribution of values in the two data sets is the same.

- Normality Testing

Testing distributional assumptions in general and normality in particular has been a major area of ongoing statistical research, theoretically and practically (Shapiro & Wilk, 1965). The normality test is used to find out whether the data is distributed normally. Normality is proposed to show that the sample data comes from a normally distributed population. To determine normality as an instrument, the researcher used SPSS. 22 programs, One Sample Shapiro-Wilk test. Althouse et al (1998) state that this test was initially limited to sample sizes of less than 50. It was the first test capable of detecting deviations from normality due to skewness or kurtosis, or both (Mohd Razali & Bee Wah, 2011). The result can be seen as follows:

Table 2 Normality Testing One Sample Shapiro-Wilk

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre test	,219	20	,013	,911	20	,068
Post test	,207	20	,025	,919	20	,097

Table 2 shows that the significant value of the pre-test was 0.068 and the significant value of the post-test was 0.097. From the data above, it can be concluded that pre-test and post-test were normally distributed because the value significance of pre-test and post-test was higher than 0.05.

- Hypothesis Testing

After organizing the minimum and the maximum scores of the pre-test and post-test, the means, the standard deviation, the percentage, and the frequency. The researcher used the Paired-Samples T-Test in the SPSS 22 program to test the results of the pre-test and post-test, to investigate whether the Grammarly Application can influence improving students' writing skills.

Table 3 Paired-Samples T-Test

		Paired Differences		t	df	Sig. (2-tailed)
		95% Confidence Interval of the Difference				
		Upper	Lower			
Pair 1	Pre-test - Post-test	-1,902	-3,804	-7,414	19	,000

Based on the data results in Table 3, the p-value is lower than 0.05 ($0.000 < 0.05$). So, enough evidence shows that the null hypothesis can be rejected. This shows that there is a significant influence from implementing the Grammarly Application as a media that can influence the improvement of students' writing skills.

Discussion

The purpose of this research is to determine the influence of students' writing skills before and after implementing the Grammarly Application. The pre-test was conducted on May 19, 2025. The researcher found several errors in students' essay writing, such as grammatical errors and spelling, punctuation, and capitalization. Then, after students received treatment, the post-test was conducted on May 26, 2025. The results showed an increase in students' writing skills. The mean of the pre-test was 78.25, and the post-test was 80.90, which means there was an increase in students' writing skills.

Based on data analysis, the sig value is obtained (2 tails) is 0.000. It means that the significance level is less than 0.05 ($0.000 < 0.05$). So, that's it, the alternative hypothesis (H1) is accepted and the null hypothesis (H0) is rejected (Shapiro & Wilk, 1965). Therefore, there is a significant difference in scores on students' writing skills before and after using the Grammarly Application. The researcher also used a questionnaire as an instrument for this research. The purpose of using a questionnaire in this research was to determine students' understanding of using the Grammarly Application.

Based on the findings of this research, it is proven by using Grammar Application provides advantages in writing. One of the advantages of Grammarly is a place where students can correct grammar and writing mistakes mechanics in their writing easily. Another advantage is that this tool helps improve writing skills and creates a student's style written words are more interesting and effective. In the end, it can be proven that using the Grammarly Application as media can have an influence on improving writing skills.

CONCLUSIONS

The use of the Grammarly Application shows an influence on the writing abilities of students at Islamic senior High School Al-Bairuny Jombang. The results show that there are significant differences in writing abilities students before and after using the Grammarly Application. This is proven with a post-test average of 80.90, higher than the pre-test of 78.25. The treatment given by the researcher was effective on students' writing skills. Then the Paired-Samples T Test shows the significance value is smaller than the significance level ($0.000 < 0.05$). The results of the significance value indicate that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. From the explanation above, the researcher concluded that Grammarly's Application influences the writing skills of Islamic senior High School Al-Bairuny Jombang students.

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