

# The Effect of the Using Grammarly Application and Writing Motivation on Students' Writing Ability

**Mohammad Solikin**

Universitas Islam Negeri Sultan Syarif Kasim Riau

e-mail: [msholikin365@gmail.com](mailto:msholikin365@gmail.com)

## Abstrak

Penelitian ini menyelidiki pengaruh penggunaan aplikasi Grammarly dan motivasi menulis terhadap kemampuan menulis siswa di SMKN 1 Rimba Melintang. Penelitian bertujuan untuk mengetahui sejauh mana faktor-faktor tersebut berkontribusi terhadap peningkatan keterampilan menulis. Penelitian ini menggunakan pendekatan kuantitatif dengan menggunakan kuesioner yang disebarkan kepada sampel sebanyak 69 responden. Analisis data mengungkapkan bahwa gabungan pengaruh penerapan Grammarly dan motivasi menulis menyumbang 13,4% variasi dalam kemampuan menulis siswa, yang menunjukkan kontribusi yang signifikan namun parsial. Temuan ini menunjukkan bahwa meskipun Tata Bahasa dan motivasi adalah alat yang berharga, pengembangan menulis adalah proses yang memiliki banyak aspek yang memerlukan strategi yang lebih luas. Penelitian ini menyoroti pentingnya mengintegrasikan sumber daya teknologi dan intervensi motivasi untuk meningkatkan keterampilan menulis. Penelitian di masa depan harus mengeksplorasi variabel tambahan yang mungkin berdampak pada kinerja menulis, memberikan kerangka yang lebih komprehensif untuk mendukung kompetensi menulis siswa.

**Kata kunci:** *Penerapan Tata Bahasa, Motivasi, Kemampuan Menulis*

## Abstract

This study investigates the effect of using the Grammarly application and writing motivation on students' writing ability at SMKN 1 Rimba Melintang. The research aims to determine the extent to which these factors contribute to improving writing skills. The study employed a quantitative approach, utilizing a questionnaire distributed to a sample of 69 respondents. Data analysis revealed that the combined influence of the Grammarly application and writing motivation accounted for 13.4% of the variation in students' writing ability, indicating a significant yet partial contribution. The findings suggest that while Grammarly and motivation are valuable tools, writing development is a multifaceted process requiring a broader strategy. This research highlights the importance of integrating both technological resources and motivational interventions to enhance writing skills. Future studies should explore additional variables that may impact writing performance, providing a more comprehensive framework for supporting students' writing competence.

**Keywords:** *Grammarly Application, Motivation, Writing Ability*

## INTRODUCTION

English has been incorporated into the Indonesian education curriculum as a foreign language. From junior high school (SMP) to senior high school (SMA), English is a mandatory subject for students. According to the Appendix of the Regulation of the Minister of Education and Culture Number 70 of 2013 (p. 14), under the 2013 Curriculum currently implemented in Indonesia, English at the Vocational High School (SMK) level is categorized under the Compulsory Subject Group (A) with a weekly allotment of 2 hours (Huang et al., 2020). In the English language, there are four fundamental skills: listening, speaking, reading, and writing. Speaking and writing are classified as productive skills, while listening and reading are considered receptive skills. Among these four language skills, writing is essential for students to enhance their knowledge. Writing serves as a crucial mode of communication, enabling individuals to share ideas, information, and

thoughts with others. Effective writing allows students to express themselves clearly and persuasively, thereby improving their ability to communicate their knowledge and insights (Dizon & Gayed, 2021)

In an educational context, writing is fundamental to academic achievement. Students frequently need to complete assignments, essays, reports, and research papers as part of their coursework. Strong writing skills are crucial for fulfilling these academic tasks and achieving high grades. Additionally, the process of writing fosters critical thinking. It requires students to analyze information, organize their thoughts, and present coherent arguments. Writing assignments often involve research and synthesizing ideas, promoting a deeper understanding of the subject matter. Writing also serves as a creative outlet for self-expression, allowing individuals to articulate their feelings, opinions, and experiences, thus fostering personal growth and self-awareness. It helps students organize their thoughts and information in a clear and structured manner (Ebadi et al., 2023). And also, writing is a significant component of English language skills. It is a common necessity for students, particularly in literate societies. According to Cole and Jay writing has been recognized as one of the essential skills because the world has become highly text-oriented, especially in education, where almost all activities involve writing. Thus, writing proficiency is extremely important for students, benefiting their education and overall life (Reynova et al., 2023)

A preliminary observation conducted in March 2024 revealed that students' low writing performance was due to the teaching methods employed. The data was gathered through documentation studies and a survey of class XI1 students. The teaching method used was primarily lectures, with the learning process centered on the educators, resulting in limited student collaboration. The learning model was unengaging and relied heavily on a single resource, with educators focusing mainly on explaining and reviewing material. Consequently, students became passive recipients of information, which hindered their problem-solving abilities and resulted in unsatisfactory learning outcomes.

The inadequate learning outcomes are evident in Table 1.3, as previously discussed. During the study, issues with teaching and learning writing skills were identified at Vocational High School Rimba Melintang Rokan Hilir. Twelfth-grade students struggled to compose texts effectively, encountering difficulties with structure, grammar, generating ideas, vocabulary selection, and sentence construction. Moreover, the conventional teaching methods, such as using whiteboards, failed to engage students, leading to boredom and lack of motivation. To address these challenges, educators should introduce more engaging instructional materials and media, as suggested by Jayanti (2017, p. 2). Effective media plays a crucial role in enhancing the teaching and learning process, particularly in improving writing skills, which is why the researcher proposes investigating the use of the Grammarly application to support students' writing proficiency (Parra G & Calero S, 2019)

The Grammarly software is widely recognized in writing for its user-friendly interface. It not only corrects grammar but also adjusts the tone, suggests synonyms, and ensures clarity, all while checking for plagiarism. Grammarly aids in creating a favorable impression on readers by aligning with audience expectations and communication goals. Motivation is a critical factor influencing students' writing skills. When students are highly motivated in learning to write, they are more likely to achieve their learning goals. Motivation acts as a catalyst in various aspects of writing development and proficiency. Encouraging students to engage more deeply and dedicate time and effort to their writing assignments. It enables them to persist through challenges and refine their skills, thus overcoming the complexities of the writing process (Vo & Nguyen, 2021)

Additionally, motivation plays a crucial role in learning processes and is recognized as a key factor impacting an individual's ability to acquire new knowledge and skills. It is important to recognize that motivation is complex and dynamic, varying between individuals and across different learning environments. External factors such as the learning environment and support from teachers, parents, and peers also influence students' motivation. Therefore, creating a motivating learning environment and implementing effective strategies in writing instruction are crucial for enhancing students' motivation and facilitating their educational and personal (Wulandari et al., 2022).

Based on the description above about the important students 'writing ability. It is necessary to conduct research at this article entitled "The Effect of the Using Grammarly Application and Writing Motivation on Students' Writing Ability". Therefore, the purposes of this article to make students' have higher motivation on learning writing, it will use Grammarly Application to make students happy because use interesting media, and easy learning media on writing ability.

## METHOD

Based on the measurement and analysis of research data, this research article is included in quantitative research, because the data used is expressed in numbers and analysed using statistical techniques. Quantitative research is a systematic investigation that primarily focuses on quantifying relationships, behaviors, or other variables and phenomena. This type of research often employs tools such as surveys, questionnaires, and existing statistical data to gather measurable evidence, which is then analyzed to uncover patterns, test hypotheses, and make predictions. By focusing on objectivity and the potential for replication, quantitative research aims to produce reliable and generalizable findings that contribute to a deeper understanding of the subject matter under study(Rahman et al., 2023)

The time and location of this research will be conducted at SMKN 1 Rimba Melintang Rokan Hilir located on Jl. Lintas Bagansiapiapi, Village Teluk Pulau Hilir, District Rimba Melintang Rokan Hilir city. The duration of the research is 3 months. The subjects of this research are the fifth semester students. The object of this research finds the effect of Grammarly Application and writing motivation on students' writing ability in learning English that will be conducted in Class X11 students 2024/2025-year intake at Rokan Hilir.

The research population is all objects or subjects that have certain characteristics determined by the researcher to be studied and conclusions drawn. By determining the research population, researchers can determine a representative sample for further analysis, so that research results can be generalized to the entire population(Maulidina & Wibowo, 2022). Based on the statement, this research will take the twelfth-grade students of SMKN 1 Rimba Melintang as the population. The total number of populations will be taken 115 students from 4 classes. Each class consists of 25-35 students. There are classes which are divided to be X11 ATPH, X11 ATP, X11 MM, X11 BDP AND X11 APHPi.

The use of samples allows researchers to collect relevant information more efficiently and economically compared to trying to observe the entire population. The detail of sampling follow:

**Table F.1. Sample of the Research**

NO	CLASS	TOTAL NUMBERS
3	X11 MM	35
4	X11 BDP	34
TOTAL		69

Based on the table, the sample of this research will consist of two class that comprises respondents. This research will take the twelfth-grade students of SMKN 1 Rimba Melintang, Rokan Hilir city in academic year 2024/2025 as the sample. The total number of samples are 69 students taken from four classes of twelfth grade students.

In this research, the data collection technique is through the activity of distributing questionnaires to respondents to obtain the required primary data. Data obtained from data collection will be processed and analyzed according to the measurement scale determined by the researcher through the following stages: editing data, coding data, tabulating data and then analyzing data. After the data is collected in data processing, the data is processed and classified to determine the high, medium and low scores of the answers given by the respondents. The scale used by researchers is the Likert scale, the Likert scale is used to measure attitudes, opinions and perceptions of a person or group about social events or phenomena(Dizon & Gayed, 2021) . By using a Likert scale, the variables to be measured are broken down into dimensions, the dimensions are broken down into subvariables, then the subvariables are broken down again into indicators that can be measured.

## RESULTS AND DISCUSSION

Based on analysis questioner used SPSS type 25 was conducted to provide an overview of the 69 respondents' answers regarding the research variables used. The analysis employed an Index analysis technique to describe the respondents' perceptions of the given questionnaire items. The data presented in this study reflects the respondents' responses to the questionnaire.

### **The Effect of the Using Grammarly Application on Students' Writing Ability**

Grammarly Application significantly affects student writing ability at SMKN 1 Rimba Melintang. This conclusion is based on the t-test result, where the calculated t-value is 2.607 with a significance value of 0.011. This value is higher than the critical t-value from the table at  $df = 69-3$  (66), which is 1.668 at a 5% significance level. Therefore, it can be concluded that the calculated t-value (2.607) is greater than the t-table value (1.668), meaning that Grammarly application significantly affects student writing ability at SMKN 1 Rimba Melintang.

Grammarly, the popular writing enhancement tool, has revolutionized the way individuals, students, and professionals refine their writing skills. Its benefits in improving learning and writing abilities are significant. First, Grammarly serves as a powerful tool for improving grammar proficiency. By highlighting grammatical errors such as subject-verb agreement, punctuation misuse, and sentence fragments, Grammarly educates users on correct grammar rules. This real-time feedback not only corrects errors but also reinforces proper grammar usage, enhancing writing competence over time. Grammarly represents a transformative tool for enhancing writing skills by offering grammar checks, vocabulary suggestions, style and tone recommendations, spell-check capabilities, personalized insights, and global accessibility. As technology continues to evolve, Grammarly stands as a testament to the profound impact of digital tools on literacy, communication, and academic achievement in the modern age.

The findings from the study conducted at SMKN 1 Rimba Melintang highlight the significant impact of the Grammarly application on students' writing abilities. This conclusion is drawn from a robust statistical analysis, where the t-test yielded a calculated t-value of 2.607 with a significance level of 0.011. This value exceeds the critical t-value of 1.668 at a 5% significance level, confirming that Grammarly substantially influences the writing competence of students at the institution. The results underline the efficacy of Grammarly as an educational tool and open pathways for its broader application in academic settings.

Grammarly has proven to be a transformative tool in enhancing writing skills, not only for students but also for professionals and individuals striving to refine their communication. Its ability to identify and correct grammatical errors such as subject-verb agreement, punctuation misuse, and sentence fragments serves as an invaluable learning mechanism. Unlike traditional writing aids, Grammarly provides real-time feedback, enabling users to recognize their mistakes instantly and understand the underlying rules of grammar. This continuous learning process fosters a deeper comprehension of language mechanics, leading to sustained improvements in writing proficiency.

Beyond grammar, Grammarly's features extend to enhancing vocabulary and style. Its vocabulary suggestions help students diversify their word choices, avoiding repetition and fostering more engaging and sophisticated writing. Additionally, its tone and style recommendations guide users in aligning their writing with the intended audience and purpose, a critical skill for academic and professional success. For example, students preparing formal essays can benefit from Grammarly's suggestions to maintain an academic tone, while professionals drafting business emails can refine their communication to be concise and persuasive.

Another significant feature is Grammarly's spell-checking capability, which ensures the accuracy of written content. Coupled with personalized insights provided through user-specific analytics, Grammarly empowers students to track their progress and identify recurring issues in their writing. This data-driven approach motivates students to address their weaknesses proactively, contributing to their academic growth. The tool's global accessibility further enhances its utility, allowing users from diverse educational backgrounds to benefit equally.

In the context of SMKN 1 Rimba Melintang, the study's findings corroborate the practical benefits of Grammarly in an academic environment. By integrating Grammarly into their learning processes, students are not only equipped to overcome common writing challenges but also



encouraged to develop a stronger command of the English language. This aligns with broader educational objectives, fostering critical thinking, effective communication, and lifelong learning.

As technology continues to advance, the role of digital tools like Grammarly in education becomes increasingly vital. These tools bridge gaps in traditional teaching methods, providing personalized and efficient solutions to common challenges faced by learners. Grammarly, in particular, exemplifies how technology can elevate literacy, communication, and academic achievement, making it an essential component of modern education. The findings from SMKN 1 Rimba Melintang serve as a compelling testament to the potential of such tools to transform learning experiences and outcomes, paving the way for a more empowered and literate generation.

### **The Effect of Writing Motivation on Students' Writing Ability**

Writing Motivation also significantly affects student writing ability at SMKN 1 Rimba Melintang. Based on the data analysis, the calculated t-value is 1.733 with a significance value of 0.038. This value is higher than the critical t-value from the table at  $df = 69-3$  (66), which is 1.668 at a 5% significance level. Therefore, it can be concluded that the calculated t-value (1.733) is greater than the t-table value (1.668), meaning that writing motivation significantly affects student writing ability at SMKN 1 Rimba Melintang.

Motivation theories provide frameworks to understand and predict human behavior. Maslow's Hierarchy of Needs suggests that motivation evolves through a hierarchy of needs, progressing from physiological to self-actualization. According to this theory, individuals strive to meet basic needs first before achieving personal growth. Herzberg's Two-Factor Theory distinguishes between motivators (such as recognition and responsibility) and hygiene factors (such as salary and working conditions). These theories help tailor motivational strategies in educational and organizational settings.

In education, motivation is crucial for student learning outcomes. Intrinsically motivated students show curiosity, persistence, and a deeper understanding of subjects. Teachers can foster intrinsic motivation by providing engaging learning experiences and autonomy. Extrinsic motivators, such as grades, also influence student performance. Motivated students are more likely to invest time and effort in improving their writing skills. Supportive teachers and collaborative learning environments further enhance students' motivation to excel. In summary, students' motivation to write is multifaceted, influenced by both intrinsic and extrinsic factors, and nurtured by supportive environments and opportunities for growth. Motivated students develop essential communication skills and a lifelong appreciation for writing.

The analysis of the data indicates that writing motivation significantly affects student writing ability at SMKN 1 Rimba Melintang. With a calculated t-value of 1.733 and a significance level of 0.038, the statistical result surpasses the critical t-value of 1.668 at a 5% significance level. This demonstrates a clear and positive correlation between students' writing motivation and their ability to produce quality written work. The findings emphasize the pivotal role motivation plays in enhancing students' academic performance, particularly in writing—a skill fundamental to communication and self-expression.

Motivation theories, such as Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory, provide valuable insights into understanding this relationship. Maslow's framework suggests that motivation is a progressive process, where individuals first seek to fulfill basic needs before striving for self-actualization. In an educational context, this implies that students with their fundamental needs met—such as safety, belonging, and esteem—are more likely to be motivated to achieve higher goals, including improved writing abilities. Herzberg's theory further differentiates between motivators and hygiene factors. For students, motivators like recognition, a sense of accomplishment, and opportunities for responsibility can inspire greater effort and engagement in writing tasks. Hygiene factors, such as adequate classroom facilities and a supportive learning environment, ensure a stable foundation but do not directly increase motivation.

Intrinsic and extrinsic motivational factors also play significant roles in shaping students' writing abilities. Intrinsic motivation, driven by curiosity and personal interest, fosters persistence and a deeper engagement with writing. Students who are intrinsically motivated view writing as an

opportunity for creative expression and personal growth, which results in more meaningful and thoughtful compositions. On the other hand, extrinsic motivators, such as grades, praise, and tangible rewards, can also effectively encourage students to prioritize and enhance their writing skills. However, the balance between these two types of motivation is critical, as over-reliance on external rewards may undermine intrinsic interest in the long term.

Teachers and educational institutions play a crucial role in cultivating motivation. By designing engaging and interactive writing activities, providing constructive feedback, and acknowledging students' efforts and achievements, teachers can create a nurturing environment that supports both intrinsic and extrinsic motivation. Collaborative learning, peer reviews, and opportunities to publish or showcase their writing can further boost students' confidence and willingness to improve. Moreover, fostering a growth mindset—where students believe that their abilities can develop through effort—can empower them to overcome challenges and continuously refine their writing skills.

In conclusion, writing motivation is a multidimensional construct that significantly influences students' ability to write effectively. The findings at SMKN 1 Rimba Melintang align with established motivational theories, highlighting the interplay of intrinsic and extrinsic factors and the importance of supportive educational environments. By prioritizing strategies that enhance motivation, educators can help students not only achieve immediate academic success but also develop essential communication skills and a lifelong appreciation for writing. This holistic approach underscores the importance of addressing both the psychological and practical aspects of motivation in educational settings.

### **The Effect of the Using Grammarly Application and Writing Motivation on Students' Writing Ability**

Simultaneously, Grammarly Application and Writing Motivation significantly affect student writing ability at SMKN 1 Rimba Melintang. This is evident from the F-test, where the calculated F-value is 5.109, and the significance level is 0.009. The critical F-value from the table at  $df_1 = 2$  ( $m - 1$ ) and  $df_2 = 66$  ( $n - m$ ) for a significance level of 0.05 is 3.14. Since the calculated F-value (5.109) is greater than the critical F-value (3.14), the regression model can be used to predict that the independent variables (Grammarly application and writing motivation) significantly affect student writing ability at SMKN 1 Rimba Melintang. The contribution of the Grammarly application and writing motivation variables to student writing ability at SMKN 1 Rimba Melintang is 0.134 or 13.4%, while the remaining 87.6% is explained by other variables not addressed in this study.

The analysis of the relationship between the Grammarly application, writing motivation, and students' writing ability at SMKN 1 Rimba Melintang reveals a statistically significant influence of the independent variables on the dependent variable. This conclusion is supported by the results of the F-test, where the calculated F-value of 5.109 exceeds the critical F-value of 3.14 at a significance level of 0.05. With a p-value of 0.009, which is well below the threshold of 0.05, the findings confirm that the regression model is robust and that the Grammarly application and writing motivation collectively have a significant impact on students' writing abilities.

The quantitative data highlights the tangible contribution of these two factors, with the Grammarly application and writing motivation accounting for 13.4% of the variance in students' writing performance. This finding underscores the importance of these elements in enhancing writing skills, as they directly facilitate better understanding, practice, and execution of writing tasks. Grammarly, as a digital tool, plays a pivotal role in providing real-time feedback, correcting grammatical errors, and suggesting improvements, which helps students refine their writing and develop a stronger grasp of language mechanics. Simultaneously, writing motivation acts as a psychological driver that encourages persistence, creativity, and the willingness to engage with writing tasks. Together, these factors create a synergistic effect that boosts students' writing proficiency.

However, the data also indicates that 87.6% of the variation in students' writing abilities is influenced by other factors not examined in this study. This sizable proportion highlights the multifaceted nature of writing skills development, which may involve variables such as teacher feedback, reading habits, classroom instruction quality, peer interactions, or even socioeconomic

and cultural influences. These unaddressed factors present an opportunity for further research to build a more comprehensive understanding of what shapes writing abilities in educational settings.

From a practical perspective, the findings suggest that integrating technological tools like Grammarly into the curriculum, alongside fostering intrinsic and extrinsic writing motivation, can significantly improve student outcomes. Schools can leverage such applications to provide consistent and personalized support for students, while educators can implement strategies to enhance motivation, such as setting clear goals, providing constructive feedback, and creating a supportive writing environment. Additionally, the relatively modest contribution of the studied variables indicates the need for holistic approaches that address broader contextual and individual factors influencing writing.

In conclusion, this study highlights the significant yet partial role of the Grammarly application and writing motivation in improving writing skills at SMKN 1 Rimba Melintang. While these factors contribute to 13.4% of the variation, the findings emphasize the complexity of writing development and the need for a multifaceted strategy that encompasses both technological and motivational elements. Future research should delve into the unexplored variables to identify other influential factors and provide a more nuanced understanding of effective interventions to support student writing competence.

## CONCLUSION

1. Grammarly Application significantly affects student writing ability at SMKN 1 Rimba Melintang. This conclusion is based on the t-test result, where the calculated t-value is 2.607 with a significance value of 0.011. This value is higher than the critical t-value from the table at  $df = 69-3$  (66), which is 1.668 at a 5% significance level
2. Writing Motivation also significantly affects student writing ability at SMKN 1 Rimba Melintang. Based on the data analysis, the calculated t-value is 1.733 with a significance value of 0.038. This value is higher than the critical t-value from the table at  $df = 69-3$  (66), which is 1.668 at a 5% significance level
3. Simultaneously, Grammarly Application and Writing Motivation significantly affect student writing ability at SMKN 1 Rimba Melintang. This is evident from the F-test, where the calculated F-value is 5.109, and the significance level is 0.009.

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