

## Effectiveness of Grammarly as a Tool For Learning Writing Skills For Students

### Efektivitas Grammarly sebagai Alat Bantu Pembelajaran Keterampilan Menulis bagi Mahasiswa

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#### Abstract

*Problems often faced by students are related to the inconsistency of words or sentences in writing, lack of attention to the writing structure following EYD (Enhanced Spelling), and often combining standard language with slang. This study aims to describe the effectiveness of Grammarly as a learning application accessed individually. However, it can be used to collaborate in solving problems in each sentence in writing. The research used is quantitative based on the experimental method. The research design includes a quasi-experimental design. The results show the effectiveness of using Grammarly on writing skills for students, as evidenced by the reliability test results, which showed a value of 0.764 so the data is declared reliable. Furthermore, the results of the normality test for the Asymp.Sig. (2-tailed) value is 0.200, so that the data is declared normally distributed. Then, the homogeneity test results are based on the sig value of  $0.083 > 0.05$ , so the data shows homogeneity. Finally, the hypothesis test results in Asymp.Sig. (2-sided) are 0.000, so that the data shows an accepted hypothesis. The data analysis results show that Grammarly is a practical learning application for improving sentences and avoiding grammatical errors.*

**Keywords:** Grammarly, writing skills, university students.

#### Abstrak

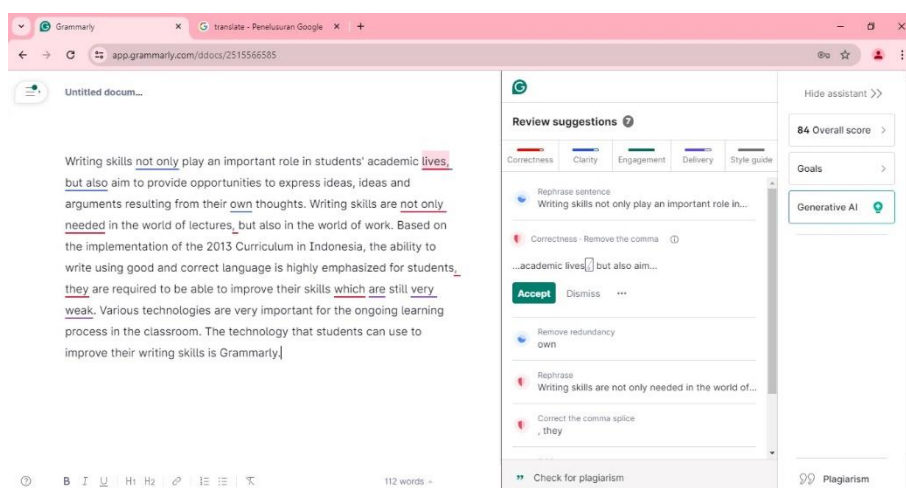
Permasalahan yang sering dihadapi oleh mahasiswa berkaitan dengan ketidaksesuaian kata maupun kalimat dalam tulisan, kurangnya perhatian terhadap struktur penulisan yang sesuai dengan EYD (Ejaan yang Disempurnakan), serta sering mencampurkan bahasa baku dengan bahasa gaul. Penelitian ini bertujuan untuk mendeskripsikan efektivitas Grammarly sebagai aplikasi pembelajaran yang dapat diakses secara individu, tetapi juga mampu digunakan untuk berkolaborasi dalam menyelesaikan permasalahan penulisan kalimat dalam sebuah tulisan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen. Desain penelitian yang digunakan adalah desain eksperimen semu. Hasil penelitian menunjukkan efektivitas penggunaan Grammarly terhadap keterampilan menulis mahasiswa, yang dibuktikan melalui hasil uji reliabilitas dengan nilai sebesar 0,764, sehingga data dinyatakan reliabel. Selanjutnya, hasil uji normalitas menunjukkan nilai Asymp.Sig. (2-tailed) sebesar 0,200, sehingga data dinyatakan berdistribusi normal. Hasil uji homogenitas menunjukkan nilai signifikansi sebesar  $0,083 > 0,05$ , sehingga data dinyatakan homogen. Terakhir, hasil uji hipotesis menunjukkan nilai Asymp.Sig. (2-sided) sebesar 0,000, sehingga hipotesis diterima. Berdasarkan hasil analisis data, Grammarly dinyatakan sebagai aplikasi pembelajaran yang efektif dalam memperbaiki kalimat dan menghindari kesalahan tata bahasa.

**Kata Kunci:** Grammarly, keterampilan menulis, mahasiswa.

## 1. Introduction

Writing skills are essential not only in academic settings but also in professional environments. However, many students face challenges such as spelling errors and the use of non-standard words in their writing. Learning writing skills aims to train students to articulate ideas critically and creatively (Septian & Ananthiah, 2023). Unfortunately, some individuals perceive honing writing skills as optional, which hampers progress in this area. Only a few students possess strong writing skills, but consistent practice can make this skill easier to acquire. Additionally, appropriate learning aids are needed to support students in analyzing language structures more effectively (Dorji, 2021). Grammarly is a practical application that improves writing skills and corrects grammatical errors. This application is considered very effective for checking language errors, providing a solution to the problems encountered during the writing process (Fitria, 2021).

Grammarly not only corrects grammar but also detects errors in linguistic structures within a sentence (Bailey & Lee, 2020). Its advantages in learning are seen through several features, including Grammar Checker, Proofreading (reviewing writing based on spelling), and Plagiarism detection. Grammarly provides a variety of features that serve as a reference for analyzing sentence errors (Ismawati et al., 2021).



**Figure.1.** Grammar Checker and Proofreading Features

Grammarly also includes a feature that adjusts the intonation of each writing, divided into four zones with different colors, which addresses the correctness of the writing, sentence clarity, the relationship between sentences, and the presentation of the text. Other studies, such as that by Galingging et al. (2023), titled "The Effectiveness of Grammarly Application in Writing Descriptive Text for Class 10 Students at SMA Negeri 1 Lau Baleng", also support the application's efficacy. Their research showed that Grammarly became a recommended tool for writing descriptive texts, reflected in the accepted research hypothesis. The difference in research lies in the subjects, as their study involved 10th-grade students at SMA Negeri 1 Lau Baleng, while this study focuses on students at Universitas Muhammadiyah Surakarta. However, both studies emphasize the effectiveness of Grammarly as a tool for improving writing skills.

Technological advances, such as the Grammarly application, make maintaining standardized grammar in writing easier. Students no longer struggle to choose the correct vocabulary when preparing assignments. Obstacles faced during the writing process can be overcome by utilizing translation applications that deliver optimal results. Grammarly's strengths lie in its ability to detect and solve grammar issues, particularly in assisting students with difficulty

formulating effective written communication. The results show the effectiveness of Grammarly as a recommended application based on student needs. Learning writing styles and sentence preferences is certainly not easy, and it requires an application that can organize writing more efficiently.

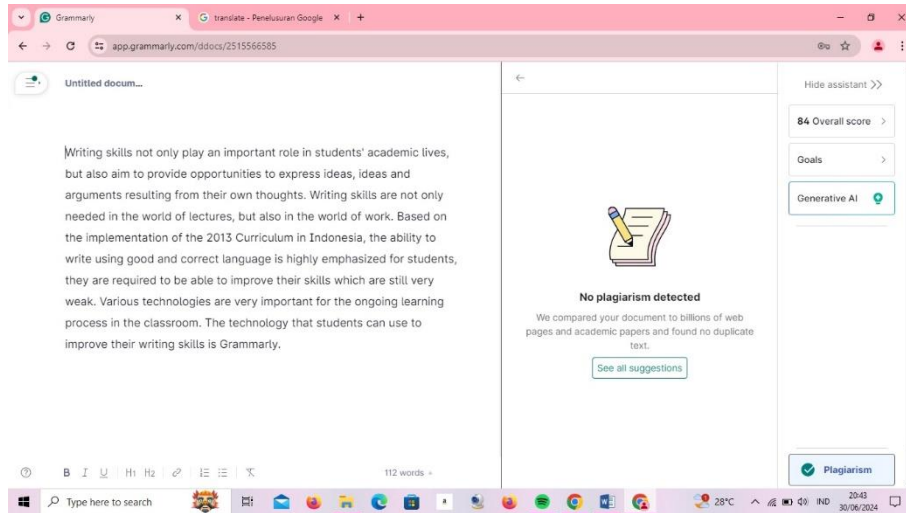


Figure.2. Plagiarism Feature

Grammarly's implementation is evident in writing scientific articles that follow standardized writing structures, helping students construct sentences properly and avoid errors. Students have reported that Grammarly helps correct incorrect vocabulary, fosters independent learning, and has become a standard tool for addressing various language errors (Hakiki, 2021). Writing plays a crucial role in developing skills (Huliatunisa, 2020). Grammarly can automatically identify errors, offer word corrections, and display scores. These scores reflect how well users can construct quality sentences. Additionally, Grammarly provides valuable insights into language mistakes that need to be addressed, as these errors significantly impact the effectiveness of the writing produced.

Asril and Muzdalifah, in their study titled "Grammarly in Essay Writing as Computer-Based Media," found that 85% of English literature students at Lancang Kuning University Pekanbaru strongly agreed that Grammarly helped them write in standardized language and facilitated essay writing courses. The remaining 15% were uncertain about the tool's effectiveness in correcting language errors. The key difference in their research lies in the focus on essay writing. In contrast, this study has a broader scope, examining how Grammarly aids various writing tasks, such as writing articles, papers, theses, and observation reports (Asril & Muzdalifah, 2023). Both studies, however, utilize Grammarly as a grammar checker in Indonesian language applications.

Grammarly's ability to improve sentence construction and vocabulary is a vital part of the learning process. Based on interviews with students at Universitas Muhammadiyah Surakarta, 84% of respondents reported that using Grammarly helped them complete assignments, including correcting writing, paraphrasing, and checking for plagiarism. In contrast, 16% were unfamiliar with the application and regarded it as foreign, having never heard of it. Grammarly is thus considered one of the most effective tools for grammar and plagiarism checking.

Artificial Intelligence (AI) is another technology that students use to gather information or data related to their lecture assignments. The effectiveness of AI in the learning process is highlighted by research conducted by Arly et al. (2023) titled "Implementation of the Use of Artificial Intelligence in the Learning Process of Communication Science Students in Class A." Their study found that 85.2% of students in the Communication Science program recognized AI

as a tool for completing assignments, such as articles, papers, and reports. Meanwhile, 15.8% of students were less familiar with AI and thus misunderstood its benefits. The difference in research focuses on the media used in learning, while [Arly et al. \(2023\)](#) focuses on AI in learning for communication science students, this study investigates the use of Grammarly across various disciplines within the Universitas Muhammadiyah Surakarta faculty. Despite these differences, both studies explore the implementation of technology in supporting learning.

This study aims to describe the effectiveness of Grammarly as a learning tool that can be accessed individually. However, it also supports collaboration in solving issues with sentence construction. The problems commonly faced by students relate to incorrect word usage and sentence structure, a lack of attention to the rules of EYD (Refined Spelling), and the blending of standard language with slang. The research gap becomes clear when examining previous studies that primarily discussed Grammarly's benefits but did not specifically evaluate its effectiveness for university students in Indonesia. This research is expected to offer practical methods for improving writing skills, which can be enhanced through the use of Grammarly, ultimately leading to more effective and efficient writing.

## **2. Literature Review**

### **2.1. Grammarly as a Writing Skills Learning Tool**

Equipping students with writing skills is the most important in delivering and writing arguments. The ability to write is one of the skills that students must possess because if they can master the other three skills, they must indirectly be able to realize it in writing. The weakness of students in terms of writing is seen in the use of less appropriate language and the preparation of ineffective sentences, resulting in them becoming too lazy to hone their abilities. The contribution of writing skills needs to be supported by using learning aids, one of which is Grammarly. This application displays various features that can detect language errors for its users. Grammarly is an application that can make a sentence effective and is used to help prepare a work by being guided by the sentence structure presented based on standard language and the rules of Indonesian writing. The obstacles experienced by various students can be overcome by utilizing applications that provide maximum results on language and difficulty in finding ideas. Grammarly, as a learning tool for students, can help improve quality and provide recommendations for improvements to the structure of linguistic rules so that students can ensure that their writing is good from an academic and communicative point of view.

Similar research was conducted by ([Mustika et al., 2024](#)), entitled "The Use of Artificial Intelligence (AI) in the Learning Activity Process in Basic Science Courses for Science Education Students at Semarang State University". The results of the study showed that 96.6% of students accessed AI to improve their writing aspect, while 28 out of 29 students stated that they had accessed AI in the process of learning activities. The difference in research, namely in research ([Mustika et al., 2024](#)), is that the type of research is based on qualitative and quantitative, while the research conducted only uses quantitative. The research similarities of the two focus on the use of applications as learning media, namely AI and Grammarly.

Writing skills with the Grammarly app are relevant, judging from the writing intonation guide feature or tone detector. The intonation setting outlines more precise writing for various purposes, such as writing for business with a formal style, which will undoubtedly be different from fiction writing, which needs a touch of humour. In addition, this web service makes corrections in four zones: correctness, clarity, engagement, and delivery. The corrections of all

zones appear in different colour codes for better management. Everyone can access Grammarly to find out the extent of their ability to write in the standardized Indonesian language, thus helping students to be more dexterous and painstaking in writing.

Using technology as support during learning provides convenience in completing various tasks by utilizing the available features (Wiryotinoyo et al., 2020). The advantages of using Grammarly are also detected when solving problems that may be found when writing, for example, helping students with difficulty formulating arguments or writing structures. Some of the cases studied show the effectiveness of Grammarly as an application recommendation that meets the needs of students. Integrating several tools in learning contributes significantly to maximizing learning outcomes.

## 2.2. Writing Skills

Writing is one of the integrated abilities used to communicate with everyone. Writing is important in the world of lectures. The principal capital for writing starts from reading, without reading, writing activities are difficult to do (Widodo et al., 2020). In line with what was conveyed by (Harahap et al., 2024), providing responses and revising writing can improve writing skills. Some students may consider writing to be a difficult thing to do, but this should not be avoided; instead, it should be studied in more detail to get the appropriate results. The relevance of writing with the application as a learning tool is seen from the benefits obtained, such as Grammarly helping all students create, write, or read effective sentences so that language errors will be reduced if this application is often used in the learning process. Students' lack of understanding of the importance of applying Grammarly makes them blind to the use of standard sentences. Incidents like this must be eliminated so students get used to writing with the correct vocabulary. If they are not followed up after some time, it will result in grammatical and spelling errors that can damage the overall quality of writing. Grammarly is used as a complement, not a replacement, to ensure optimal writing quality. It is considered capable of improving aspects of writing quality because it has the most effective grammar-checking features for standardized vocabulary or grammar usage problems.

Writing is categorized as one of the skills that play an important role in contributing to the use of technology (Yahrif & Supardi, 2023). The contribution of using Grammarly with writing skills is implemented in students, and it is evident from the application that it can understand what is wrong, recognize patterns of errors that often occur, and make improvements as needed. Grammarly can be identified automatically using error markers, word corrections, and scores listed. This score provides a clear picture of the extent to which students can use standardized sentences. In addition, Grammarly provides extensive insight into language errors that need to be followed up because they significantly affect the effectiveness of the writing produced.

In line with the research by Gleneagles paper entitled "The Role of Artificial Intelligence (AI) Technology in Improving the Efficiency of the Learning and Learning Process". The results showed that AI can potentially increase the efficiency of the learning process, which creates an interesting learning atmosphere so that students can hone their creativity by utilizing the various features available in AI. The difference in research lies in the subject (Gleneagles et al., 2024), which does not specifically mention the subject; the learning process in question can be students, students, or teachers, while this research focuses on students. The similarity between the two studies lies in technology's role in education and learning.

### 3. Methods

The research design consists of a quasi-experimental design. The quasi-experimental form of research focuses on the equivalent control group design. This design is divided into two classes, namely experimental and control classes. Data from the experimental class and control class totalled 30 students from each class. This study used a quantitative research approach based on the experimental method. This research aims to describe the effectiveness of Grammarly as a learning application accessed individually. However, it can be used to collaborate to solve the problems of each sentence writing in writing.

The research was conducted at Universitas Muhammadiyah Surakarta, at Jl. A. Yani, Mendungan, Pabelan, Kec. Kartasura, Sukoharjo Regency, Central Java. The research implementation lasted 2 (two months), from October to November. This research focuses on active students in the 2021-2022 odd semester of the 2024/2025 academic year. The research population consisted of active students of Universitas Muhammadiyah Surakarta within the scope of the faculty, including those taken in semesters 5, 7, and 9. The sampling technique used a random sampling technique (selection of control and experimental classes based on a lottery system). The random sampling technique was taken randomly based on 103 respondents, 30 students for the experimental class and 30 students for the control class.

This study used two data collection techniques: tests (pre-test) and (post-test), and distributed questionnaires through Google Forms. Data collection instruments include questionnaires and tests. The data analysis technique is as follows:

a. Validity Test

A validity test is conducted to determine the feasibility of statement items in defining variables. The test technique in this study uses r count. The results of the r count from the SPSS output in each statement are compared with the r table  $df = n-2$  and calculate the significance level of 5% or 0.05.

b. Reliability Test

The reliability test was carried out to measure the stability of respondents answering statements in the questionnaire. The reliability test criteria in this study used Cronbach's alpha with an alpha value of 0.60, so the data was declared reliable.

c. Normality Test

This test aims to determine whether the research data that has been collected is normally distributed or not. The criteria in normality testing are if the Chi-Square test value is calculated  $\leq$  table value or significance value  $\geq 0.05$ , the data is standard

d. Homogeneity Test

This test aims to determine the learning outcomes before or after using Grammarly tools. The criteria in testing homogeneity are if the value of the Levene test  $\leq$  table value or the significance value  $\geq 0.05$ , so the data is homogeneous.

e. Hypothesis Test

This test is used to determine whether there is a difference between learning using Grammarly tools and not. The t-test in this study was conducted twice, namely pre-test data (before treatment) and post-test data (after treatment).

#### 4. Result and Discussion

The data obtained to analyze the effectiveness of using Grammarly on students' writing skills were analyzed using several techniques, namely: 1) validity test, 2) reliability test, 3) normality test, 4) homogeneity test, and 5) hypothesis test.

##### 4.1. Research Result

The results showed that the respondents were male and female students from the 2020, 2021, and 2022 classes. The students involved came from various faculties, namely FKIP, FIK, Pharmacy, Engineering, FEB, Psychology, FKI, and Law. In total, 103 students were involved in this study, consisting of 15 men and 88 women.

##### 4.2. Data Analysis Result

###### 4.2.1. Validity Test

The validity testing technique in this study was carried out using a significance level of 5% or 0.05. Data were obtained from 103 student respondents who answered 20 statement items on the research instrument. In this study, the validity test results were obtained, which are as follows:

**Table.1.** Data Validity Test Results Per Statement Item on Research Instrument Testing

No	Statement Item Categories	Data Validity Results Per Question Item
1.	Improving grammar	0,779
2.	Short process	0,718
3.	Easy-to-understand features	0,595
4.	Available <i>tone detector</i>	0,725
5.	Fast task completion	0,719
6.	Spelling improvement	0,831
7.	Helpful in all writing	0,724
8.	Provides <i>overall score</i>	0,714
9.	Self-paced learning	0,793
10.	Simplify the analysis of writing	0,849
11.	More organized writing	0,846
12.	Improved writing skills	0,772
13.	Plagiarism feature available	0,746
14.	Significant changes in writing	0,803
15.	Quality writing	0,782
16.	More effective writing	0,799
17.	Quick sentence correction	0,769
18.	Focus on improving writing	0,726
19.	Sentence structure improvement	0,626
20.	Review of linguistic aspects	0,606

Based on the results of data analysis, all statement items show a significant validity coefficient, with an average validity value above the predetermined minimum limit. This proves that the research instruments used are valid and reliable to measure the variables under study accurately. This high validity ensures the quality of measurement and the relevance of the items to the research objectives.

### 4.2.2. Reliability Test

Before further analyzing the research findings, it is essential to ensure that the instrument used in data collection demonstrates good consistency. Therefore, a reliability test was conducted to assess the extent to which the research instrument produces consistent data. The results of the reliability test:

**Table.2.** Results of Reliability Test

Reliability Statistics	Value
Cronbach's Alpha	0.764
Number of Items (N)	21

The reliability test results show that Cronbach's Alpha value is 0.764 for 21 statement items. This research instrument can be declared reliable based on the criteria stating that Cronbach's Alpha value  $\geq 0.6$  is considered reliable. This shows that the instrument has good internal consistency and can be used to measure research variables reliably.

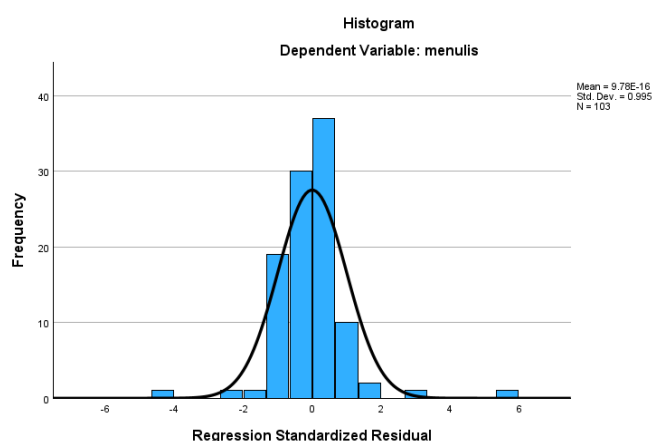
### 4.2.3. Normality Test

After ensuring data consistency through the reliability test, the next step is to test the data's normality distribution. The normality test aims to verify whether the obtained data follows a normal distribution, which is one of the basic assumptions in parametric statistical analysis. The results of the data normality test are as follows:

**Table.3.** Results of Normality Test

Parameters	Results
Number of Data (N)	103
Mean	0.000
Standard Deviation	7.818
Kolmogorov-Smirnov (KS)	0.068
Asymp. Sig. (2-tailed)	0.200

The statistical test used to test normality is Kolmogorov-Smirnov, which has the criterion that the data is declared normally distributed if the Asymp. Sig. (2-tailed)  $\geq 0.05$ . Based on the test results, the Asymp. Sig. (2-tailed) of 0.200, which is greater than 0.05. Therefore, it can be concluded that this research data is normally distributed.



**Figure.3.** Histogram of Normality Test Results



The histogram above shows the distribution of research data for the dependent writing variable. Normally distributed data is characterized by a symmetrical histogram pattern that follows the shape of a bell (Gaussian) curve. In this graph, the frequency of the data is evenly distributed around the mean, with a similar spread on both sides. The mean value is close to zero, and the standard deviation indicates the degree of variation in the data. Based on this histogram, it can be concluded that the research data has a near-normal distribution.

#### 4.2.4. Homogeneity Test

Following the normality test, the next step is to conduct a homogeneity test. The homogeneity test is used to assess whether the variance of the data across different groups is consistent, which is essential for ensuring the validity of parametric tests that assume equal variances. The results of the homogeneity test are as follows:

**Table.4.** Results of Homogeneity Test

Methods	Levene Statistic	df1	df2	Sig.
Based on Mean	1.531	26	67	.083
Based on Median	.901	26	67	.605
Based on the Median and with adjusted df	.901	26	27.890	.604
Based on trimmed mean	1.487	26	67	.099

A homogeneity test is conducted to determine the variance similarity between data groups. The test criteria state that if the significance value (Sig.)  $\geq 0.05$ , then the data is considered homogeneous and can be stated to have similarities between learning with the use of Grammarly and not using Grammarly. Based on the results of the mean method, the Levene Statistic was obtained at 1.531 with a significance value of 0.083 ( $> 0.05$ ). Therefore, the research data is declared to have a homogeneous variance.

#### 4.2.5. Hypothesis Test

After conducting the reliability, normality, and homogeneity tests, the next step is to perform the hypothesis test. The hypothesis test aims to determine whether there is sufficient statistical evidence to support the proposed hypothesis. This test is crucial for drawing conclusions about the relationships or differences between the variables in the study. The results of the hypothesis test are as follows:

**Table.4.** Results of Hypothesis Test

Statistical Test	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	2353.865 <sup>a</sup>	2025	.000
Likelihood Ratio	580.959	2025	1.000
Linear-by-Linear Association	54.623	1	.000
N of Valid Cases	103		

a. 2116 cells (100.0%) have an expected count of less than 5. The minimum expected count is .01.

Data analysis using the Chi-Square test resulted in an Asymp. Sig. (2-sided) of 0.000 on the Pearson Chi-Square. Based on the testing criteria, the research hypothesis is accepted if the

significance value shows a significant relationship or difference. Thus, the hypothesis in this study is accepted.

#### 4.3. Discussion

This study's description of data analysis was based on several stages of testing, starting with the validity test. The testing technique is based on a significance level of 5% (0.05). The data processing results show that the research respondents totalled 103 students who answered 20 questions. Based on the analysis conducted, it was concluded that the data obtained was declared valid. This finding is in line with research conducted by Pratiwi et al. (2024) in a study entitled "Students' Perception of the Use of ChatGPT: Opportunities and Challenges for Indonesian Language Learning as a Compulsory Course in the Higher Education Curriculum". In the study, questionnaire data from 92 respondents were analyzed using a 5% significance level, with a calculated  $r$  value more significant than the  $r$  table (0.205). These results show that each statement in the questionnaire is valid, supporting the findings of this study.

Furthermore, the reliability test results show that Cronbach's Alpha value is 0.764 for 21 question items. Based on the reliability criteria (Cronbach's Alpha value  $\geq 0.6$  is considered reliable), this research instrument is reliable. This result differs from that of Putri et al. (2024) in a study entitled "Evaluation of Student Acceptance of Gemini AI through the Technology Acceptance Model Approach", where the Cronbach's Alpha value was 0.812, which also met the reliability criteria. Both findings indicate that research instruments in education and technology have a high level of reliability.

In addition, technological advances, especially the Grammarly application, provide significant benefits in helping students compose sentences effectively and efficiently. Based on the normality test results, this research data is normally distributed. This can be seen from the results based on the mean with a Levene Statistic value of 1.531, a  $df_1$  value of 26, a  $df_2$  of 67, and a significance value of 0.083. Meanwhile, the results based on the median show a Levene Statistic value of 0.901, a  $df_1$  value of 26, a  $df_2$  of 67, and a significance value of 0.605. This finding is in line with the research of Riani and Effendi (2024) in a study entitled "The Effect of Using Artificial Intelligence Applications on Electrical Engineering Student Learning Interest". The results of normality testing in the study, using SPSS 23, showed a value of 0.200, indicating that the data was normally distributed.

The homogeneity test results show that this study has similarities between learning groups that use Grammarly and those that do not. This is proven by the significance value of 0.083 ( $> 0.05$ ), so the data is declared homogeneous. This finding underlines that learning tools like Grammarly contribute to more effective learning. Internet access speed is also important in supporting the successful use of online learning tools (Brahma, 2020).

Furthermore, the hypothesis test analysis results showed that the research hypothesis was accepted. This proves that Grammarly is a very effective learning tool for improving students' writing skills. The Chi-Square test results show the value of Asymp. Sig. (2-sided) of 0.000, which reinforces the conclusion that Grammarly has a positive impact on various aspects of student learning, especially in the context of higher education.

Grammarly has become a very useful platform for students to improve the quality of writing, both in terms of academic and communicative language structures. In addition, Grammarly also provides recommendations for language improvement so that the resulting writing is more structured and easy to understand. Another advantage of using Grammarly is its ability to help students solve writing problems, such as determining the appropriate language structure. Various studies have shown the effectiveness of Grammarly as a learning tool relevant to student needs.

The results of this study also show that using Grammarly helps students complete various types of assignments, such as articles, final theses, papers, observation reports, essays, and introductory texts in English. This is supported by research by Abbas (2023) in a study entitled "Survey Analysis of the Use of Artificial Intelligence (AI) in Writing Final Project Scientific Writing (TA-KTI) at the Ternate Academy of Computer Science (AIKOM) Campus, North Maluku, Indonesia". The study found that 51.4% of respondents responded positively to using AI in learning, while 45.7% stated that not all coursework used AI. The main difference lies in the focus of the study; Abbas (2023) highlighted the general use of AI in the preparation of a thesis, while this study describes the role of Grammarly in more detail in improving students' writing skills. Nevertheless, these two studies have similarities in highlighting students as research subjects at the college level.

## 5. Conclusion

The study's conclusion involving 103 respondents showed that the use of Grammarly affected students' writing skills. The analysis results show the hypothesis in this study, namely that Grammarly learning tools have been proven effective in improving writing skills. This is evidenced by some of the benefits obtained, such as Grammarly making language more effective, automatic corrections, spelling, punctuation, and clarity in writing. There were 15 male students and 88 female students as research respondents. The research results that have been carried out are a reference in further research related to using Grammarly to create several writing products, such as articles, observation reports, papers, and essays.

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