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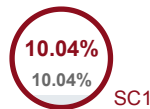
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THE EFFECT OF USING GRAMMARLY APPS ON HIGH SCHOOL STUDENTS IN WRITING RECOUNT TEXT ACHIEVEMENT

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Program Studi Pendidikan Bahasa Inggris Fakultas Psikologi dan Ilmu Pendidikan Universitas Muhammadiyah Sidoarjo Juli, 2025

The Effect of Using Grammarly Apps on High School Students in Writing Recount Text Achievement

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Abstract. Penelitian ini menyelidiki pengaruh Grammarly dalam meningkatkan kemampuan menulis bahasa Inggris di kalangan siswa SMA, terutama dalam membuat teks retelling. Kemahiran menulis, terutama dalam menggunakan tata bahasa dan tenses yang benar, merupakan tantangan yang signifikan bagi siswa yang belajar Bahasa Inggris sebagai Bahasa Asing (EFL). Grammarly, alat proofreading bertenaga AI, memberikan umpan balik waktu nyata tentang tata bahasa, kosakata, dan mekanika. Penelitian kuasi-eksperimental ini melibatkan dua kelas: satu kelompok eksperimen menggunakan Grammarly dan satu kelompok kontrol menggunakan metode konvensional. Pre-test dan post-test diberikan untuk mengevaluasi kinerja, dengan fokus pada akurasi tata bahasa dan mekanis. Hasil penelitian menunjukkan bahwa Grammarly secara signifikan meningkatkan kualitas tulisan siswa, terutama dalam penggunaan simple past tense. Temuan ini menunjukkan bahwa mengintegrasikan Grammarly ke dalam instruksi penulisan EFL dapat mendukung pembelajaran tata bahasa dan kompetensi menulis.

Keywords - Tata Bahasa, Teks Recount, Akurasi Tata Bahasa, Kuasi-Eksperimental

Abstrak. The study investigated the effect of Grammarly in improving English writing skills among high school students, especially in creating recount texts. Writing proficiency, especially in using correct grammar and tenses, is a significant challenge for students learning English as a Foreign Language (EFL). Grammarly, an AI-powered proofreading tool, provides real-time feedback on grammar, vocabulary, and mechanics. This quasi-experimental study involved two classes: one experimental group using Grammarly and one control group using conventional methods. Pre-tests and post-tests are given to evaluate performance, with a focus on grammatical and mechanical accuracy. The results show that Grammarly significantly improves the quality of students' writing, especially in the use of the simple past tense. These findings suggest that integrating Grammarly into EFL writing instruction can support grammar learning and writing competence.

Kata Kunci - Grammarly, Recount Text, Grammar Accuracy, Quasi-Experimental

1. Introduction

This increasingly advanced digital era is changing the paradigm of the industry by combining digital and physical technologies to create something more efficient, flexible, and connected. The digital society is becoming more current and is connecting individuals globally with a broader vision.[1]. Almost all aspects of human life must coexist with technology, humans are also required to be more advanced by utilizing physical and non-physical technology. Digitalization in this era is called the Industrial Revolution 4.0. The digital revolution and technological advancements have changed the framework of the education system. Now, the time has come to bring education into the 21st century. Innovative technology has presented smart media, thus revolutionizing the education system from Education 3.0 to Education 4.0 [1]. Educational technology also has a great influence on the lives of millennials. It will be very helpful and easy to understand as an innovative learning medium that makes it easier for them to find various sources of

knowledge easily and can be done at any time [2].

Artificial Intelligence (AI) plays a transformative role in improving the writing skills of students learning English as a Foreign Language (EFL). **By integrating AI devices into the writing process, educators can** provide personalized feedback and improve writing mechanisms [3]. The development of AI artificial intelligence technology has brought significant changes in various fields, including education. One popular AI app is Grammarly, a writing tool that can help users fix grammatical errors, sentence structure, and word selection [4].

In the increasingly advanced digital era, the most important skill is writing skills. Especially in everyday life. In other words, writing is a skill that is needed in any context [5]. Especially in the context of education, writing skills are indispensable. Writing is a language skill in building ideas in each paragraph well and skillfully using language structure and vocabulary [6]. In writing, grammar is very important because it is a component of language that allows a person to express ideas, opinions, and feelings, both orally and in writing [7]. Therefore, the grammatical aspect of writing cannot be eliminated. English has Tenses to signify time while Indonesian does not have a grammar that

describes kala. With the existence of Tenses, English sentences can be known and determined when the time of the event occurred.

In this case, it can be seen from the English sentence: I Bought some tomatoes last night in this example, grammar in English changes the form of the verb to a past sentence marker. Meanwhile, in Indonesian, the grammatical system has not changed. However, not a few students make mistakes and have difficulties in making English sentences, especially in making text recount essays. Many make mistakes in verb changes. For example, I buy an apple yesterday, the student made a mistake in using the first form of the verb, which means present, which is the simple present tense which should use the second form of the verb (past) [8].

In this case, state high school students were also found to have made many mistakes, such as in grammar, which is often done in the form of verbs. This error generally occurs in choosing and using the verb form that corresponds to the time or tense in question. One of the best solutions offered by technological developments is the existence of writing aids such as Grammarly. With the help of tools like Grammarly, students can get detailed feedback and suggestions to improve their writing style. According to Ghufuron, Grammarly is an online proofreading site that can be used to transfer documents or sentences to reduce writing errors in terms of vocabulary, grammar, and mechanics [9]. Automatically identifies writing errors such as grammatical errors, word choices, spelling errors, and punctuation. Therefore, Grammarly can contribute to English writing training and check writing automatically and quickly. The work will help educators check students' writing skills more.

The Grammarly app has two versions, the Free and the premium versions. The free version of Grammarly focuses only on style features, Grammarly features, spelling features, and punctuation features. While the premium version provides more complete features than the free version, users have to pay to become a customer. In the premium version, it is possible to investigate the level of formality of the word selection. In this case, there is also a lengthy explanation of any grammatical errors. In this study, Grammarly used is the free version of Grammarly because it is easily accessible and easy to use for all students in vocational high schools [10].

Several studies that researchers found shown the benefits of Grammarly in learning to write. Grammarly is more effective than teacher feedback in reducing grammatical, vocabulary, and mechanical writing errors [11]. Students have a positive perception of Grammarly despite the limited free version [12]. Grammarly Apps improves the quality of descriptive writing [13], while the other article shows that EFL teachers consider Grammarly to be efficient in assessing students' writing [14].

Most previous studies investigating the use of Grammarly have been conducted at the senior high school (SMA) level, such as in Central Java, West Java, and Jakarta, focusing on descriptive or analytical exposition texts. For example, the study at SMA Negeri 1 Lau Baleng revealed that Grammarly effectively reduces grammatical errors and improves sentence structure in students' writing [15], while Tambunan's research showed that Grammarly significantly enhances academic writing quality at the university level [16]. However, studies targeting SMK students are still rare, this is also supported by Putri Maulidina & Wibowo, who reported positive outcomes from implementing Grammarly at SMK Bakti Mandiri, although such research remains rare in vocational education settings [17].

To address this gap, the present study was conducted at SMK Negeri Sidoarjo in East Java. SMA and university students have frequently been the subject of Grammarly-related studies, while vocational high schools remain underexplored. This study aims to examine whether Grammarly is also effective in supporting recount text writing among vocational students, who typically face unique challenges in grammar mastery particularly in the use of simple past tense and often require more practical language applications in real-world contexts.

During the pre-observation phase, the researchers observed students' interactions with the Grammarly app, including how they used the available features and the impact the app had on their writing processes. This observation also included informal interviews with students and one of the English teachers. Interviews with students aim to explore their views on the use of Grammarly, while interviews with teachers are intended to obtain data regarding the difficulties students experience in writing representational texts.

In contrast, this study investigates Grammarly's effect in a vocational high school (SMK) in Sidoarjo, focusing specifically on recount text writing. Vocational students often face challenges in mastering grammar for narrative tasks, especially in using the simple past tense correctly. Since Grammarly provides real-time grammatical correction, this study aims to fill the gap by examining whether the app can serve as an effective writing support tool in vocational classroom settings that differ significantly from general education environments.

1. Research question:

1. Is there a significant effect of using the Grammarly application on students' achievements in writing recount texts?

2. Method

1. Research design

This research was carried out using a Quasi-Experimental Design. The pre-test control group design was the most commonly used experimental research design [11]. Experimental research methods were employed to discover the effects of a particular treatment under controlled conditions. **The purpose of the study was to** find a causal relationship. In this study, two groups were formed: **the experimental class and the control class** [12]. **The** researcher gave the same materials and tasks to both classes during the pre-test, **but the experimental class received different treatment** during the post-test. The Grammarly application was **used as a means to teach the experimental class how to write recount texts well**.

2. Participant

The students of a State Vocational School in Sidoarjo were the subjects of this study. The researcher selected two classes, X BD 1 and X BD 2, as the research sample. Each class consisted of 38 students. The decision to assign X BD 1 as the experimental group and X BD 2 **as the control group** **was** made based on careful consideration of several factors. These factors included the equality of academic abilities among students in both classes, which was confirmed through assessments and suggestions from their homeroom teachers.

Both groups were given a pre-test to measure their initial abilities, with 38 students participating in each class. However, during the post-test, the number

of participants in the experimental class decreased to 28 students. This was due to a volunteer work program at a department store that some students from class X BD 1 were required to join at the end of March, which coincided with the researcher's data collection period.

As a result, the final data used in this study involved only 28 participants from each group (experimental and control class). The experimental group received treatment in the form of writing practice and corrections using the Grammarly application, while the control group received conventional instruction from the teacher. Conventional instruction refers to the standard teaching method commonly used in the classroom, which includes direct explanation from the teacher about recount text structure and grammar rules, followed by writing practice and teacher-provided feedback without the aid of any digital tools or grammar-checking applications. This method relies on manual correction by the teacher and traditional learning materials such as textbooks and worksheets. In the final stage, both groups were given a post-test to evaluate the differences in learning outcomes after the treatment.

3. Research Instrument

In collecting the data, the researcher used a test to measure students' writing achievement before and after the treatment. Testing techniques played a central role in the data collection process. **In this study, the researcher** used two types of tests: **a pre-test and a post-test.**

The pre-test was administered prior to the treatment to assess the students' initial writing abilities. Following the pre-test, the researcher conducted writing instruction as treatment for both the control and experimental groups, with different approaches for each.

After the treatment phase, a post-test was administered. Students were asked to complete the test individually, which involved a writing task aimed at measuring their writing proficiency. The post-test served to identify the differences in students' learning outcomes after receiving the treatment.

1. Pre-Test Writing Instruction:

- Read the question carefully
- Write a recount text based on a personal experience you have had
- Your writing should have 3 paragraphs.
 - Paragraph 1: Introduction (what, where, when, who)
 - Paragraph 2: Event (what happened in order)
 - Paragraph 3: Conclusion (how you felt or what you learned)
- Use simple past tense to tell your story
- Write clearly and use good grammar.
- Time allocation for this task was 40 minutes. Topic: "A Funny Thing That Happened to Me"

2. Treatment

This research was conducted at one of the vocational schools in Sidoarjo. This study aims to analyze the prevalence of the use of the Grammarly application on the ability to write Recount texts of vocational school students. The **method used in this study** is quasi-experimental with **pre-test and post-test** designs. This study involved two groups, namely **the experimental class and the control class.**

The experiment class is **given treatment using the Grammarly application, while the control class still uses conventional methods in learning** to write. **Treatment was carried out in two meetings** that lasted for two weeks.

In the first meeting, students in the experiment class were first given the recount text, including its definition, structure, and characteristics. After understanding the basic material, they are then introduced to the main features of the Grammarly application, such as grammar checks, spell checks, and suggestions for improvements in sentence structure. Students are then asked to write a recount text without the help of Grammarly as a first step to identify common mistakes they make frequently. After that, they are directed to use Grammarly in evaluating the text they have written so that they can see the corrections and suggestions provided by the application.

In the second meeting, students are given the task of writing different recount texts with the help of Grammarly from the beginning. They were asked to compile the recount text independently and then use Grammarly to correct errors in their writing. After making improvements based on suggestions from Grammarly, students collect the final results of their writing.

Meanwhile, the control class follows the conventional method of learning to write without using Grammarly. They only rely on feedback from teachers in correcting errors in the recount text they make.

After the two meetings were over, **a post-test was carried out** to measure the development of students' writing skills. **The data obtained from the pre-test and post-test** were then analyzed using SPSS with **an independent Sample T-Test** to find out if **there was a significant difference between the experimental class and the control class.**

With this research, it is hoped that the use of the Grammarly application can make a positive contribution to improving students' writing skills, especially in writing recount texts. In addition, this research also provides insight for educators in utilizing technology as a tool in learning English.

3. Post-Test Instruction:

- Read the question carefully
- Write a recount text based on personal experience (e.g., a memorable trip, an important event, or a family gathering)
- Your writing should have 3 paragraph
 - Paragraph 1: Introduction (what, where, when, who)
 - Paragraph 2: Event (what happened in order)
 - Paragraph 3: Conclusion (how you felt or what you learned)
- Those in the control class should write the text on paper without using Grammarly.
- Write clearly and use good grammar.
- Time allocation for this task was 40 minutes. Topic: "An Important Event It Happen To Me"

4. Data analysis

In this study, the researcher adopted two aspects from Dewi's assessment rubric, namely grammar and mechanics, to evaluate students' writing scores [18]. These aspects were selected because the focus of this study was on the accuracy of students' writing in terms of grammar and writing mechanics. Grammar refers to the foundation of both spoken and written language, ensuring clarity and coherence. Meanwhile, writing mechanics involve the correct use of capital letters, punctuation marks, and spelling conventions.

The assessment rubric used in this study is presented as follows:

Grammar

Score Indicator

5 (Very Good) No errors, full control over complex structures

- 4 (Good) Almost no errors, good structure control
 3 (Average) There are few faults and pretty good structure control
 2 (Bad) Lots of errors, poor structure control
 1 (Very Bad) Dominated by errors, there is no control over the structure

Table 1. Grammar Assessment Rubric

Writing Mechanics

Aspects Score Indicator

Spelling	-	5 (Very Good)	-	4 (Good)	-	3 (Installments)	-	2 (Bad)	-	1 (Very Bad)	-	Spell mastery	-	Some spelling mistakes
	-	Quite a lot of spelling		g mistakes	-	Frequent spelling		g mistakes	-	No control over		g spelling		
Punctuation	-	5 (Very Good)	-	4 (Good)	-	3 (Installments)	-	2 (Bad)	-	1 (Very Bad)	-	Punctuation Mastery	-	Some errors in Reading
	-	marks	-	Quite a lot of punctuation errors	-	Frequent spelling		g mistakes	-	No control over		g punctuation		
Capitalization	-	5 (Very Good)	-	4 (Good)	-	3 (Installments)	-	2 (Bad)	-	1 (Very Bad)	-	Capitalization control	-	Some mistakes in
	-	capitalization	-	Quite a lot of capitalization errors	-	Frequent capitalization		g errors	-	No control over		g capitalization		

Table 2. Writing Mechanics Assessment Rubric

SCORE \rightarrow The number gotten \rightarrow x 100 = 100 The maximal score20

The pre-test and post-test writing tasks were independently created by the researcher and required validation to ensure their appropriateness for assessing students' writing performance. These tasks were not adopted from existing instruments but were constructed based on the learning objectives and recount text structure suitable for vocational high school students. Therefore, validity and reliability tests were necessary in this research to determine whether the tests given to students were valid and reliable. This study employed content validity, which refers to the extent to which the assessment tool adequately covers the scope of the research topic.

The instruments were then validated by two experts: an English teacher at the school and a university lecturer specializing in English language teaching. To support the validation process, the researcher provided both experts with relevant documents, including the lesson module, instructional materials, and drafts of the pre-test and post-test tasks. Additionally, a validation sheet containing specific criteria was used by the validators to evaluate the content. Revisions based on the validators' feedback were made to enhance clarity, topic suitability, and alignment with the study objectives, particularly in assessing grammar accuracy and writing mechanics. This procedure aligns with the principle, as outlined in Ary et al, that content validity should be established through expert judgment. According to them, researchers should provide validators with contextual materials to ensure the instrument reflects the intended construct, and revise the instrument based on expert input to improve its relevance, clarity, and consistency with the learning objectives [19]. The researcher used SPSS to analyze the data in order to determine the significant influence on students' writing scores between those who used the Grammarly Checker and those who did not. The data analysis process consisted of three main components: the normality test, **the independent sample t-test, and the** descriptive statistical analysis.

3. RESULT

This study aims to test the effectiveness of the use of the Grammarly Application in improving writing skills, especially in writing Recount Texts in vocational school environments. To answer the research question:

3.1 \rightarrow Research question

Is there a significant effect of using the Grammarly application on students' achievements in writing recount texts? Researchers compared the average **pre-test and post-test scores of two groups: the experimental group** (which used Grammarly) **and the control group (which did not use Grammarly)**. To analyze the data, an independent **sample T-test was used to test whether there was a statistically significant difference** between the post-test **scores of the experimental group and the control group**. Before conducting the T-test at SPSS, **the researcher first conducted a** normality test to ensure that the distribution of post-test scores met the normality assumptions. The results of this normality test are shown in figure 1 and table 1.

Figure 1. Q-Q Plot of Normal Distribution of Post-Test Scores in the Experimental Group.

Tests of Normality

Kolmogorov-Smirnov Shapiro-Wilk

Statistic df Sig. Statistic df Sig.

Pretest Control	.237	28	.000	.914	28	.024
Post-test Control	.226	28	.001	.928	28	.054
Pretest Experiment	.154	28	.087	.931	28	.067
Post-test Experiment	.151	28	.103	.943	28	.135

Note : P > 0.05

Table 3. Tests of Normality (Kolmogorov-Smirnov & Shapiro-Wilk)

In Figure 1, it can be seen that the dots on the graph follow a diagonal line, which shows that the post-test scores in the experimental group are distributed close to normal. Once it was confirmed **that the data were normally distributed and** the variance between the groups was homogeneous, the analysis was continued **using the Independent T-Test to determine whether there was a significant difference between the post-test scores of the experimental group and the control group**.

Group Statistics

Class N Mean Std. Deviation Std. Error Mean

Post-test control 28 80.54 8.855 1.673

Score

Post-test Experiment 28 87.86 7.507 1.419

Independent Samples Test

Levene's Test for Equality of Variances			t-test for Equality of Means			95% Confidence Interval of the Difference		
F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper	
Equal variances assumed	.102	.751	-3.337	54	.002	-7.321	2.194	-11.720 -2.923
Nilai								
Equal variances not assumed			-3.337	52.591	.002	-7.321	2.194	-11.722 -2.920

Table 4. Independent Sample Test

Based on the Independent Samples T-Test, there was a **statistically significant difference between the post-test scores of the** experimental group (M = 87.86, SD = 7.51) and the control group (M = 80.54, SD = 8.85), $t(54) = 3.337$, $p = 0.002$ < 0.05. This result indicates that the use of the Grammarly application had a positive and significant impact on students writing performance, especially in grammatical accuracy and mechanics. These findings support previous research showing the effectiveness of Grammarly in improving students' writing quality.

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experiment	28	55	45	100	81.07	12.573
Post-Test Experiment	28	30	70	100	87.86	7.507
Pre-Test control	28	40	60	100	81.25	8.566
Post-Test control	28	35	60	95	80.54	8.855
Valid N (listwise)	28					

Table 3. Descriptive Statistics

Based on descriptive data, the experimental group showed a significant improvement from pre-test to post-test. Pre-test scores ranged from 45 to 100 with an average (M) of 81.07 and a standard deviation (SD) of 12.57. After being given the treatment using Grammarly, the post-test score increased to an average of 87.86 with a range of 70 to 100, and the standard deviation decreased to 7.51. This not only shows an increase in average grades, but also an improvement in the consistency of students' overall learning outcomes. The decrease in standard deviation reflects that the increase is not only experienced by some students, but is felt equally by all members of the group.

In contrast, the control group did not show the same pattern of improvement. The average score decreased from

81.25 to 80.54, and the standard deviation increased from 8.57 to 8.85. This shows that without the help of Grammarly, students' writing performance does not improve, and even the variation in learning outcomes becomes wider and more uneven.

To analyze more deeply the influence of Grammarly use, a comparison was made **between the average post-test scores and** gain scores between groups. The difference in **average post-test scores between the experimental and control groups** was calculated as follows:

Comparison of Average Post-Test Between Groups

$$\bar{X}_{\text{experiment}} - \bar{X}_{\text{control}} = 87.86 - 80.54 = 7.32 \text{ points}$$

These results show that students who use Grammarly score an average of 7.32 points higher than students who don't. Statistically and mathematically, these findings corroborate Grammarly's effectiveness in improving students' writing achievements.

Further analysis of the gain score (the difference between **pre-test and post-test** in each group) **showed that the experimental group had an increase of** 6.79 points, while the control group had a decrease of 0.71 points. So the difference in gain between groups is:

Calculation of The Gain Score of Each Group Experimental Group

$$\text{Post-Test} - \text{Pre-Test} = 87.86 - 81.07 = 6.79 \text{ points}$$

Control Group

$$\text{Post-Test} - \text{Pre-Test} = 80.54 - 81.25 = -0.71 \text{ Points}$$

Difference in Gain between Groups

$$6.79 - (-0.71) = 7.50 \text{ points}$$

This gain difference of 7.50 points further strengthens the evidence that the use of Grammarly has a significant positive influence on students' writing performance. In addition, the decrease in standard deviation in the experimental group also confirmed that learning outcomes became more even and consistent. In contrast, the increase in standard deviation in the control group showed that their learning outcomes tended to be more varied and unstable.

4. Discussion

This study aimed to investigate the significant effect of integrating the Grammarly application on high school students' achievement in writing recount texts. In pursuit of this objective, the researcher implemented Grammarly through a structured instructional approach that included guided practice, explicit feedback sessions, and reflective writing activities. These pedagogical efforts were intended to facilitate not only grammatical accuracy and lexical development, but also greater metacognitive awareness of writing. The discussion below elaborates on the findings, framed through theoretical perspectives, supported by empirical studies, and informed by the instructional strategies applied throughout the research.

The result of the independent-sample t-test indicated a statistically significant difference between the experimental group (M = 87.86, SD = 7.51) and the control group (M = 80.54, SD = 8.85), with $t(54) = 3.337$ and $p = 0.002$ (< 0.05). This result confirms that the integration of Grammarly had a meaningful influence on students' writing performance. A key instructional strategy contributing to this outcome involved equipping students with the ability to interpret and apply Grammarly's automated feedback effectively. Rather than using the tool passively, students were guided to reflect on corrections and revise drafts accordingly. This process aligns with the principle of meaningful learning, in which learners construct knowledge actively and purposefully.

According to Ary et al. a statistically significant p-value affirms the efficacy of the intervention[19]. This finding also corresponds with Ghufon and Rosyida, who asserted that Grammarly enhances EFL writing performance by providing immediate, corrective feedback [20]. The present study

reinforces this claim by demonstrating that structured use of Grammarly can demonstrate significant improvements in post-test writing outcomes. The second finding pertains to the change in score dispersion, specifically the reduction of standard deviation in the experimental group. The standard deviation declined from 12.57 **in the pre-test to** 7.51 in the post-test, indicating greater consistency in writing performance. **In contrast, the control group exhibited a** slight increase in standard deviation (from 8.57 to 8.85), suggesting more variability in their outcomes. This result is attributed to the implementation of Grammarly in conjunction with reflective learning tasks that prompted students to monitor recurring errors, revise systematically, and maintain a record of improvements. According to Harmer, successful writing instruction should not only elevate mean performance but also promote consistency across learners [21]. The findings of Maulidina and Wibowo, further support this view, indicating that Grammarly's real-time feedback mechanisms help reduce the performance gap among students [22]. The present study supports this position by showing that students across varying proficiency levels were able to progress more evenly due to consistent feedback and guided writing practice.

The final result, based on gain score analysis, revealed an average improvement of 6.79 points in the experimental group and a 0.71-point decrease in the control group, producing a net gain difference of 7.50 points. This substantial gain reflects the effectiveness of combining Grammarly with formative writing strategies. Students were not merely exposed to error corrections but were trained to evaluate, apply, and internalize feedback over successive writing tasks. Richards et al, suggest that technology enhanced writing instruction, particularly when incorporating immediate feedback, fosters learners' capacity to internalize grammatical patterns and develop greater autonomy [23]. This aligns with the study by Kosasih et al. which demonstrated similar improvements in students' writing skills following the application of Grammarly [15]. In the current study, repeated writing assignments supported by teacher guidance and Grammarly feedback contributed to long-term gains in both content organization and linguistic accuracy.

Furthermore, students' improvement was not only evident in test scores but also reflected in the consistency of their writing development. The integration of Grammarly throughout the writing process combined with guided instruction enabled students to notice patterns in their errors, revise more effectively, and engage actively with feedback. This process-oriented engagement may explain why the experimental group demonstrated more uniform and higher-quality writing outcomes compared to the control group. In this sense, the Grammarly-assisted instruction encouraged not only grammatical accuracy but also learner independence, echoing the findings of previous studies that emphasize the importance of real-time, automated feedback in fostering more reflective and confident writing. These outcomes reaffirm the instructional value of Grammarly when implemented thoughtfully within the EFL writing classroom.

5. Conclusion

This study concluded that the use of Grammarly significantly enhances students' ability in writing recount texts, especially in improving grammatical accuracy and mechanical elements. Despite its effectiveness, the study has certain limitations. The research was limited to two classes in a single vocational high school in Sidoarjo and utilized only the free version of Grammarly. Additionally, it focused solely on recount texts, excluding other writing genres

that could provide broader insights. These limitations suggest the need for caution when generalizing the findings to different contexts. Nevertheless, **this study contributes to the growing body of research on** the integration of digital tools in English language learning, particularly in underrepresented vocational settings. It offers practical implications for educators aiming to enhance grammar instruction through technology. Future researchers are encouraged to expand the participant scope across educational levels, explore other text types such as narrative and argumentative writing, and investigate the long-term impact and comparative advantages of using premium features of Grammarly in the classroom.

Acknowledgement

The author would like to express his gratitude to all participants for their involvement in this research, as well as to the vocational school who have provided support and cooperation during the research process. Heartfelt gratitude is also conveyed to parents, closest friends, and loved ones for their prayers and unceasing enthusiasm in completing this research.

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