

ABSTRACT

Mahadika, Muhammad Prastha Wira. 2025. The Effect of Grammarly on Students' Writing Ability at SMAN 4 Jember. Thesis, English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember. Advisors (1) Henri Fatckurrochman, (2) Dr. Indri Astutik, M.Pd

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Writing is a fundamental skill in the acquisition of the English language; however, many high school seniors continue to have problems with crafting clear and well-structured written passages, particularly narratives. The rise of technology has led students to increasingly rely on AI-operated tools like Grammarly to improve their writing abilities. In this study, Grammarly is considered to be an app that provides immediate feedback regarding aspects such as vocabulary, and sentence structure. Previous studies have indicated that Grammarly reduces the frequency of fundamental written errors; however, its effect on higher-order written abilities is still unknown. As a result, this research will conduct the effect of Grammarly on the writing proficiency of 11th-graders at SMAN 4 Jember.

This research utilized a quantitative approach that employed a quasi-experimental design, this design included both pre-test and post-test controls. The sample included 11th-graders from SMAN 4 Jember who were split into a experimental group and a control group. The experimental group had instruction added by Grammarly, while the control group received traditional writing instruction alone. Data was obtained via written assessments and analyzed with SPSS version 27. The analytical process included tests of normality, consistency, reliability, and an independent sample t-test.

The results showed that both groups had increased their post-test scores. However, the experimental group's average score was only slightly higher than the control groups, the difference was not significant. Since the p value for the significance test was greater than 0.05, the null hypothesis was maintained. These outcomes indicate that, while Grammarly aided in the enhancement of grammatical accuracy, it did not have a significant impact on the students' overall writing ability during the research.

In conclusion, the study demonstrates that Grammarly can function as a supportive tool in writing instruction, particularly for helping students identify and correct grammatical errors. Nevertheless, its use alone is insufficient to significantly enhance students' overall writing ability. Therefore, Grammarly should be integrated with teacher guidance, longer instructional duration, and controlled assessment conditions. Future research is recommended to explore extended implementation, different text genres, and the combination of AI feedback with peer and teacher feedback to achieve more substantial writing improvement.