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THE INFLUENCE OF USING GRAMMARLY ON STUDENTS' WRITING SKILL AT KH. A. WAHAB HASBULLAH UNIVERSITY

Rizka Aulia Safitri¹, Luluk Choirun Nisak Nur²

¹ Universitas KH. A. Wahab Hasbullah Jombang,

² Universitas KH. A. Wahab Hasbullah Jombang,

Jl. Garuda No.09, Tambak Rejo, Kec. Jombang, Kabupaten Jombang,
Jawa Timur 61451, Indonesia. Telepon: (0321) 853533

(www.unwaha.ac.id)

Email: ¹queenawika@gmail.com, ²lulkanisa@unwaha.ac.id

Abstrak

Penelitian ini bertujuan untuk mengevaluasi pengaruh penggunaan aplikasi berbasis AI Grammarly terhadap kemampuan menulis mahasiswa semester 5 Prodi Pendidikan Bahasa Inggris di Universitas KH. A. Universitas Wahab Hasbullah. Studi ini mengadopsi pendekatan metode campuran dengan desain triangulasi konkuren untuk mengintegrasikan data kualitatif dan kuantitatif. Temuan ini mengungkapkan bahwa Grammarly secara signifikan meningkatkan keterampilan menulis teknis, terutama dalam tata bahasa, ejaan, tanda baca, dan struktur kalimat. Fitur "Grammar Checker" adalah yang paling sering digunakan dan memberikan dampak positif terbesar dengan menawarkan saran yang spesifik dan akurat untuk memperbaiki kesalahan. Grammarly juga meningkatkan efisiensi kerja siswa dengan mempercepat proses proofreading, memungkinkan mereka untuk lebih fokus pada isi tulisan mereka. Namun, penelitian ini mengidentifikasi beberapa keterbatasan, seperti ketidakmampuan aplikasi untuk memahami konteks bahasa yang kompleks dan ketergantungannya pada koneksi internet. Selain itu, ketergantungan yang berlebihan pada Grammarly dapat mengurangi pemikiran kritis dan kemandirian siswa dalam menulis. Secara keseluruhan, penelitian ini menyimpulkan bahwa Grammarly adalah alat yang sangat bermanfaat untuk mendukung penulisan akademis dan profesional. Rekomendasi untuk pengembangan lebih lanjut termasuk meningkatkan kemampuan beradaptasi terhadap berbagai gaya penulisan, meningkatkan akurasi koreksi teks, dan mengembangkan fitur offline untuk mengatasi masalah konektivitas. Temuan ini menyoroti pentingnya mengintegrasikan teknologi berbasis AI dalam pendidikan untuk mendukung keterampilan literasi di era Revolusi Industri ke-4.



Abstract

This study aims to evaluate the influence of using the AI-based application Grammarly on the writing skills of 5th semester students in the English Department at KH. A. Wahab Hasbullah University. The study adopts a mixed-methods approach with a concurrent triangulation design to integrate qualitative and quantitative data. The findings reveal that Grammarly significantly enhances technical writing skill, particularly in grammar, spelling, punctuation, and sentence structure. The "Grammar Checker" feature is the most frequently used and provides the greatest positive impact by offering specific and accurate suggestions for correcting errors. Grammarly also improves students' work efficiency by expediting the proofreading process, allowing them to focus more on the content of their writing. However, the study identifies several limitations, such as the application's inability to comprehend complex language contexts and its reliance on an internet connection. Additionally, excessive dependence on Grammarly may reduce students' critical thinking and independence in writing. Overall, the study concludes that Grammarly is a highly beneficial tool for supporting academic and professional writing. Recommendations for further development include enhancing adaptability to various writing styles, improving text correction accuracy, and developing offline features to address connectivity issues. These findings highlight the importance of integrating AI-based technologies in education to support literacy skills in the era of the 4th Industrial Revolution.

Keyword: Grammarly; Artificial Intelligence; writing skill; English Department; 4th Industrial Revolution.

Introduction

In 20th Century, people entering era digital or 4.0 revolution. The Industry 4.0 was coined by Klaus Schwab, Founder and Executive Chairman of the World Economic Forum, in his book *The Fourth Industrial Revolution* (2017), Klaus Schwab explained that the emergence of this Fourth Generation Revolution began to be seen with the presence of smart robots, supercomputers, vehicles that can run alone without a driver, to the presence of smartphones.

In the era of Industry 4.0, humans will live in uncertainty, therefore people must have the ability to predict the future. People must have the ability to respond to change with wisdom and discernment. The presence of Industry 4.0 will threaten the existence of established companies. Disruptive

technology comes so quickly and there have been many stories of large companies that have fallen leaving a deep sadness.

This rapid development has brought significant changes one of in education. Hence, in the era of Industry 4.0, characterized by the integration of advanced technologies into various aspects of daily life, the field of education is undergoing a significant transformation. An area that is particularly influenced by these advancements students English language teaching and learning. Evident with many students use technology in process learning.

The learning system in the 4.0 Revolution era that applies creativity, critical thinking, cooperation, communication skill, community and character skill, with several aspects and components of 4.0 education learning so that to face learning in the 4.0 Industrial Revolution, everyone must have critical thinking skill, knowledge and ability digital literacy, information literacy, media literacy and master information and Communication Technology (Putriani & Hudaidah, 2021). This revolution can be used for progress in education. With technological advances in this era, it opens up opportunities for creativity and various innovations that students have.

The industrial era has influenced everyone to adapt changes. Globalization and the industrial era 4.0 have created new creativity, opportunities, and challenges such as in technology. Therefore, technology plays a very important role in conveying information in the form of text, images, and sound (Septiani & Pujiyono, 2017). The technology was created to facilitate human work and activities. One technology that is being developed intensively is Artificial Intelligence (AI) (Fitria, 2022).

Artificial Intellegence (AI) is able to learn on its own without human intervention, it is able to carry out complex tasks that go beyond human intelligence. In 2019, artificial intelligence was defined as a machine with the

ability to predict and make influential decisions in all areas of life, whether in virtual or real environments, by AI experts at the Economic Cooperation Organization (Fitria, 2022). Artificial Intelligence(AI) greatly affects all aspects of human life in this era. The emergence of technology today is considered to be able to optimize the ability of humans to use it. Therefore, it is necessary to be ready to welcome this era of digitalization.

Artificial intelligence (AI) has played an important role in various areas of life. AI and its impact on society is gaining immense attention and has affected individuals globally, and many industries are also experiencing disruption as a result. AI has produced new learning and teaching solutions that have been tested in various educational environments (Kennedy, 2023)

Artificial Intelligence (AI) is transforming the landscape of teaching and learning English by providing innovative tools and methods that enhance both the instructional process and the learning experience. The invention of the latest artificial intelligence (AI) chatbot technology, such as ChatGPT, in early 2023 has triggered significant changes in English language teaching and learning (Moorhouse, 2023).

There are several examples of artificial intelligence-based applications that are quite popular among students. Most learners use many different AI's for various purposes. For example, asking and solving difficult problems (ChatGPT), checking grammar errors (Grammarly) Examination of plagiarism (Turnitin), paraphrasing (Quilbot), criticism of documents (Mendeley).

Based on a survey conducted by researcher at KH. A. Wahab Hasbullah University, Grammarly application is quite popular among students. The use of Grammarly application is very helpful for students in developing English language skill. One of them is the development of the ability to compile grammar properly and correctly in English using the Grammarly

application. Through the application, students can find out if the written grammar is arranged correctly.

It can be viewed from several factors that make this research an urgency, because researcher is interested in researching more deeply related to the impact provided by AI through the use of Grammarly applications on the learning process and student learning. At the same time, researcher wants to know whether the use of AI in learning can have a positive impact or even have a negative impact. The researcher hopes this study can be a reference for readers to review the development of AI in the future in education.

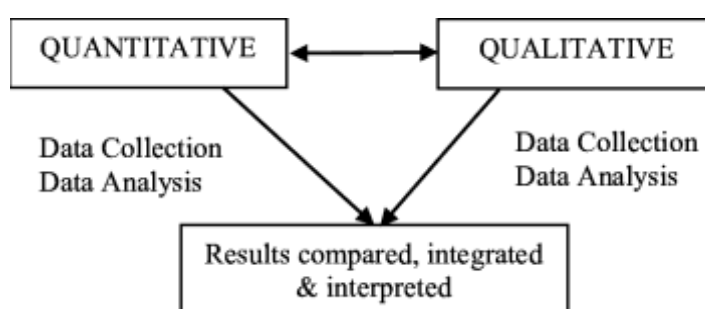
Research Methods

This study employs a Mixed Methods approach with a Concurrent Triangulation Design, combining qualitative and quantitative methods to provide a comprehensive understanding of the research topic. The qualitative component focuses on exploring students' perceptions of using Grammarly for writing improvement through open-ended questionnaires and follow-up interviews. Meanwhile, the quantitative component gathers numerical data through structured questionnaires to identify usage patterns, the most utilized features, and measurable improvements in writing skills. The integration of these approaches allows for a balanced analysis, combining in-depth insights with statistical evidence.

The research subjects consist of 24 5th semester students from the English Department of KH. A. Wahab Hasbullah University. The sampling technique used is purposive sampling, selecting participants based on their writing proficiency levels: high, medium, and low. Data collection involves distributing questionnaires, conducting interviews with representative respondents, and documenting observations. The researcher serves as the

primary instrument, supported by questionnaires and other materials to ensure the reliability of the data.

Data analysis follows the Miles and Huberman model, encompassing three steps: data reduction, data presentation, and verification. Data are coded and categorized for clarity, presented through diagrams and narratives, and validated via triangulation to ensure credibility. The findings provide a holistic perspective on Grammarly's impact on writing education, addressing both qualitative insights and quantitative results. Additional materials, such as instrument frameworks and questionnaire samples, are included in the appendices for replication purposes.



Results and Discussion

Result

The findings of the research revealed that Grammarly is frequently used by 5th semester English education students to support their academic writing. Data obtained from questionnaires showed that most students used the application either “often” or “very often,” indicating that Grammarly had become a common and trusted tool in their learning process. The most used feature was the Grammar Checker, which was favored by 17 out of 24 respondents. This feature was considered highly useful in correcting grammatical errors, sentence structure, punctuation, and spelling, which significantly

improved the technical quality of students' writing. Other features such as Plagiarism Checker and Proofreading were also used, though to a lesser extent.

Students generally agreed that Grammarly helped them write more accurately and with greater confidence. In particular, 24 students reported that the application assisted them in reducing errors and improving the clarity and formality of their writing. Interview data supported these findings; respondents emphasized how Grammarly made their work faster and more structured. Some students mentioned that Grammarly allowed them to focus more on content rather than spending too much time on technical corrections. It was also noted that Grammarly provided motivation and increased writing confidence, especially when preparing formal assignments such as essays and papers.

However, some students pointed out several drawbacks. A number of respondents stated that Grammarly sometimes failed to detect errors in context-specific language, idiomatic expressions, or informal styles. Furthermore, about 15 students acknowledged that some words were not properly detected or corrected, indicating limitations in the AI's language processing capabilities. Technical constraints were also mentioned, such as the need for a stable internet connection and the limited access to premium features. Despite these shortcomings, the overall perception of Grammarly remained positive among the majority of the participants.

ADVANTAGES and DISADVANTAGES ASPECTS	
Quistionner	Interview
1. What features in the Grammarly app do you take advantage of the most during writing essays or other tasks?	1. Have you ever felt like there was an aspect in your writing that Grammarly didn't handle well? Can you give a specific

	example?
2. What do you think of Grammarly's effectiveness in detecting stylistic errors or complex sentence structures?	2. Do you think there are any fundamental flaws in Grammarly that, if fixed, could make this app more effective at supporting your needs?
3. Do you trust Grammarly's autocorrect more or do you keep checking back on revisions before submitting an assignment?	
4. Do you have trouble of using Grammarly? If so, what challenges are you facing?	

IMPACT OF USING GRAMMARLY ASPECTS	
Quistionner	Interview
1. How often do you use the Grammarly app in completing course assignments?	1. All of the Grammarly features you've used, which one do you find most useful, and why are they important to you? 2. How does Grammarly affect the speed and quality of your work? Do you feel the end result of writing is getting better or is there a negative impact?
2. Does the Grammarly help you in correcting grammar and spelling mistakes?	
3. If so, what aspects does it most often help?	
4. How does using Grammarly affect your academic writing skills?	
5. What do you think of	

Grammarly's role in improving the quality of scientific writing in English?	
6. Does using Grammarly have an impact on increasing your confidence in writing? If yes, how much does it affect?	

Discussion

The results suggest that Grammarly plays a significant role in supporting students' academic writing. Its primary function as a grammar-checking tool provides clear benefits, such as reducing writing errors, enhancing sentence clarity, and promoting language learning through correction suggestions. This supports the findings of Fitriana and Nurazni (2022), who emphasized Grammarly's benefits in helping students understand and learn grammar independently. Students in this study similarly found that the tool provided real-time feedback that allowed them to reflect on their mistakes and improve their sentence construction over time. Grammarly's capacity to detect minor grammatical issues, such as article usage or verb forms, further strengthened its effectiveness as a writing aid.

Moreover, the study by Haoran Wu et al. (2023) reinforces the findings, showing that Grammarly's Grammar Checker feature performs well in grammatical error correction, balancing precision and recall, and even outperforming some other AI systems, such as ChatGPT and GECToR. The technical strengths of the application make it a valuable resource for students, especially those seeking to meet formal academic writing standards.

Nevertheless, the discussion must also consider the risks associated with overreliance on such tools. Some students reported a tendency to trust Grammarly's suggestions without critical evaluation, potentially reducing their own engagement with the writing process. This supports concerns raised in prior studies regarding the risk of AI-based tools weakening fundamental skills such as critical thinking, creativity, and grammatical intuition. In addition, Grammarly's rigidity in handling creative or informal writing styles may limit its usefulness outside academic or formal contexts. It was also noted that Grammarly is not always reliable when used with more complex or non-standard language structures, especially in Indonesian or mixed-language writing.

In summary, while Grammarly provides substantial benefits in improving the accuracy, quality, and confidence of student writing, its effectiveness is maximized when used as a support tool rather than a complete solution. Students and educators are advised to combine the use of Grammarly with traditional learning methods, such as peer review, writing practice, and grammar instruction, to ensure balanced skill development. The tool serves as both a writing assistant and an educational aid, but its limitations highlight the continued need for human judgment and deeper language understanding. With proper guidance, Grammarly can be a highly effective component of a broader academic writing strategy.

Conclusion

About the findings of this study on The Influence of Using Grammarly on Students' Writing Skill at KH. A. Wahab University conclusion of this study is Based on the results of this study, the use of the Grammarly application has a significant impact on improving the writing skills of students in 5th of the English Education Study Program at KH. A. Wahab Hasbullah University. Grammarly is proven to be effective in helping students in the technical aspects of writing, especially in improving grammar, spelling, punctuation, and sentence structure.

Excellent features such as Grammar Checker become the most used, as it provides clear and in-depth improvement suggestions for grammatical errors and sentence preparation. In addition, the Plagiarism Checker feature is also considered important, because it helps ensure the originality of the writing and prevents students from duplicating content

Another positive impact of using Grammarly is its ability to improve work efficiency. The automated proofreading process allows students to focus more on the content of the paper, without the need to spend too much time checking for technical errors manually. This not only increases the speed of completing tasks, but also results in more structured and quality writing.

However, this study also reveals some limitations of Grammarly. One of the weaknesses found is the application's inability to understand complex language contexts. For example, Grammarly sometimes provides less relevant advice on the use of idioms or creative writing styles, which can reduce the uniqueness of student writing. In addition, Grammarly tends to be more suitable for formal and standard languages, while errors in informal or mixed languages are often poorly detected. Dependence on an internet connection to access application features is also an obstacle, especially for students who are in areas with unstable network access.

The study also shows that although Grammarly has free features that are quite helpful, limited access to premium features is one of the obstacles for users to make the most of this application. Nonetheless, these shortcomings do not significantly reduce Grammarly's performance as a writing aid.

Overall, the study concludes that Grammarly is a very useful tool in supporting academic and professional writing learning. This application not only improves the quality of student writing, but also acts as a learning medium that helps students understand and overcome their weaknesses in writing. For future development, it is recommended that Grammarly improve its adaptability to various writing styles, improve text correction accuracy, and expand language context detection capabilities, including more complex languages such as a mixture of Indonesian and English. This study reinforces the argument about the importance of integrating artificial intelligence-based technologies in education to support better literacy skills in the era of Industrial Revolution 4.0.

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