

Evaluating the Grammarly AI Tool for Improving Academic Writing: Soliciting Students' Perceptions of Usefulness and Ease of Use

David Joseph F. Epe¹, Jefferson T. Cañamo², Khecy Mae B. Palioto³, Markdy Y. Orong⁴

¹(College of Computer Studies, Misamis University, Ozamiz City, Philippines
Email: epedave2@gmail.com)

²(College of Computer Studies, Misamis University, Ozamiz City, Philippines
Email: jefferson.canamo21@gmail.com)

³(College of Computer Studies, Misamis University, Ozamiz City, Philippines
Email: khecy.palioto@gmail.com)

⁴(College of Computer Studies, Misamis University, Ozamiz City, Philippines
Email: markdy.orong@mu.edu.ph)

Abstract:

This study explores how Grammarly, an AI-powered writing tool, influences students' academic writing experiences at Misamis University. Using a quantitative approach, it assesses student perceptions regarding Grammarly's usefulness and ease of use. Data from 325 respondents across various academic departments indicate a generally positive reception, with high ratings for Grammarly's effectiveness in enhancing writing quality and efficiency. While respondents found the tool intuitive and user-friendly, some minor concerns regarding consistency in meeting expectations were noted. The analysis revealed no significant differences in perceptions based on gender, but significant variations were observed across different departments, suggesting that departmental context influences students' views on Grammarly. Results from chi-square tests showed no significant relationship between students' perceptions and their gender, but significant differences were observed based on departmental affiliation, with chi-square values indicating statistically significant differences in perceptions of Grammarly's usefulness (51.888, $p = 0.001$) and ease of use (65.262, $p < 0.05$) across departments. This study contributes to the ongoing discourse on AI integration in education by highlighting the nuanced impacts of such tools on academic writing skills and offering insights into their role in supporting student learning and success at Misamis University.

Keywords — AI Tool, Grammarly, Ease of Use, Usefulness, Academic Technology

I. INTRODUCTION

Grammarly has become an essential tool for many students in academic writing, and it is valued for its ability to enhance writing quality through automated feedback. Research indicates that students find Grammarly easy to use and effective at identifying grammar, punctuation, and spelling mistakes, significantly improving their writing skills (Dewi, 2023; Fitria, 2022; Puri & Setiamunadi, 2023). The tool's accessibility allows students to use it anytime and anywhere, fostering a sense of independence and creating a more

supportive and flexible learning environment (Dewi, 2023; Fitria, 2021). Additionally, research suggests that Grammarly not only corrects errors but also improves word choice, which can be particularly challenging for learners of English as a second language (Dizon & Gayed, 2021). As educators recognize the effectiveness of Grammarly in providing immediate feedback, its use in academic settings continues to grow, reflecting a broader trend toward integrating digital writing assistants into educational practices (Dinçay Ayan et al., 2023; Rahim et al., 2023). This shift emphasizes how technology plays a vital role in helping students

grow as writers while encouraging them to take charge of their own learning journey (Halim et al., 2022a). Existing studies on Grammarly's impact on academic writing skills reveal several unanswered questions, especially about how effective it is for students at various academic levels and across different types of writing tasks. While studies, such as those by (Perdana et al., 2021; Puri & Setiamunadi, 2023), highlight Grammarly's utility in enhancing writing quality among English language learners, comprehensive data examining its effectiveness across diverse educational contexts and varying writing complexities is limited. Furthermore, while some research indicates positive perceptions of Grammarly's feedback (Eka Prasetya & Raharjo, 2023), there is limited exploration of how these perceptions differ among students at different academic stages or disciplines. Additionally, studies like those suggest that while Grammarly is helpful for correcting errors, it might not tackle more complex writing challenges, highlighting the need for further research into its limitations and the situations where it works best (Fitria, 2022; Dizon & Gayed, 2021). Overall, the current literature does not sufficiently address the nuanced impacts of Grammarly on academic writing skills across different demographics and writing tasks (Aljuaid, 2024; Rahimi et al., 2024).

The purpose of this study is to explore how Grammarly, as an AI writing tool, influences students' academic writing experiences. By examining students' perceptions, the research seeks to identify the specific features of Grammarly that are deemed most beneficial and to assess any challenges or limitations encountered during its use. Furthermore, this study aims to contribute to the ongoing discourse surrounding the role of AI in education, particularly in the context of academic writing, by providing insights into how these tools can be effectively utilized to support student learning (Kong et al., 2024; Shofiah & Putera, 2024).

The research aims to achieve the following objectives: (1) to solicit students' perceptions of Grammarly's *usefulness* in improving their writing

skills, (2) to solicit feedback on its ease of use and overall user experience, with a focus on factors such as accessibility, intuitive interface, and efficiency in academic writing tasks, and (3) to examine the relationship between Grammarly's perceived *usefulness* and *ease of use* and its impact on students' academic writing performance (Iwasaki et al., 2019; Mohammed Ahmed Mudawy, 2024). By exploring these objectives, this study aims to offer a thorough evaluation of how AI-powered writing tools like Grammarly influence and improve students' writing skills in academic settings.

The research on Grammarly's effectiveness in enhancing academic writing quality, particularly across various academic levels and types of writing tasks, remains limited. Existing studies primarily focus on its utility in correcting grammatical errors and improving writing quality among English language learners. However, these studies do not sufficiently address how these benefits may vary across different academic stages or disciplines. For instance, while students perceive Grammarly as an effective tool for checking grammar errors, there is a need for more comprehensive data that examines its impact in diverse educational contexts. Moreover, existing research does not adequately explore Grammarly's effectiveness in enhancing writing quality across different demographic groups and various writing challenges. Further investigation is necessary to provide a more nuanced understanding of how Grammarly can support writing improvement across a wider range of educational settings and writing tasks (Dewi, 2023; Fitria, 2021).

Recognizing the role of tools like Grammarly in shaping students' writing skills and academic performance is important for educators and institutions. It helps them better support students in developing their writing abilities and achieving academic success. It helps them recognize how such tools can support learning and contribute to students' overall success (Nurhidayah & Irawati, 2024). As digital writing aids become more common, it's important to understand how they

affect learning outcomes (Dizon & Gayed, 2021; Suryanto et al., 2024). Studies have shown that Grammarly not only enhances the quality of students' writing but also boosts their confidence and independence in the writing process, helping them feel more capable and in control of their work (Halim et al., 2022; Pendidikan & Issn, 2023). By understanding how these tools affect student engagement and learning, educators can make informed choices about incorporating digital aids into their curricula, ultimately enriching the overall educational experience (Fitria, 2022; Laudy Armanda et al., 20). Additionally, the insights gained from evaluating Grammarly's effectiveness can help shape personalized teaching strategies that use technology to support language learning and improve writing skills (Fitriana & Nurazni, 2022; Tambunan et al., 2022). Ultimately, recognizing the role of Grammarly in academic writing can lead to more effective pedagogical practices that align with the needs of contemporary learners.

II. METHODOLOGY

This study used a descriptive and correlational approach to explore how students at Misamis University perceive the *usefulness* and *ease of use* of the Grammarly AI tool in improving their academic writing. The descriptive part examined how frequently students use Grammarly and documented their perceptions of its impact on enhancing their writing skills. The correlational aspect assessed relationships between Grammarly usage frequency, perceived *usefulness*, and *ease of use*, as well as variations in perceptions across different student groups. A cross-sectional survey approach was selected to gather data from a broad sample of students at a single point in time, providing a snapshot of current Grammarly usage patterns and perceptions within the student population.

Convenience sampling was employed to choose respondents, focusing on students who were easily accessible and willing to participate. The participants were current college students at Misamis University who had used Grammarly for

their academic writing. Their feedback played a crucial role in assessing how effective the tool was in improving writing skills. The survey, conducted using Google Forms, collected demographic information, patterns of Grammarly usage, and students' perceptions through Likert-scale questions. After refining the questions for clarity and ensuring reliability, the survey was shared with a larger group of students. To analyze the responses, descriptive statistics such as mean, frequency, percentage, and chi-square were used, providing a straightforward summary of the data. This analysis revealed key trends and insights into how students use Grammarly, offering valuable suggestions for enhancing academic writing practices.

III. RESULTS AND DISCUSSIONS

A total of 325 students from Misamis University participated in the study, providing insights into their perceptions of Grammarly as an AI tool for academic writing. The analysis examines their demographic profiles, including sex and departmental affiliation, and evaluates their views on Grammarly's *usefulness* and *ease of use*. The findings highlight the tool's effectiveness in enhancing writing and saving time, with broad acceptance across diverse academic disciplines.

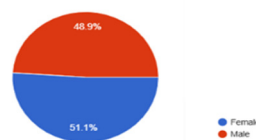


Fig. 1 Sex Distribution

The data on respondents' sex distribution reveals a nearly balanced representation of male and female participants. Out of the 325 total respondents, 159 (48.9%) identified as male, while 166 (51.1%) identified as female. This slight majority of female participants ensures an even gender distribution, which contributes to a more balanced analysis of students' perceptions of Grammarly. The nearly equal representation minimizes potential biases in the data and strengthens the generalizability of the findings across both sexes.

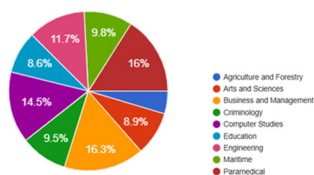


Fig. 2 Academic Department Distribution

The distribution of respondents across departments shows a well-rounded sample, reflecting a broad spectrum of academic interests. The largest proportion of respondents were from Business and Management and Paramedical fields, each comprising about 16% of the total sample. This indicates that Grammarly is perceived as a valuable tool across both administrative and healthcare-related studies. Computer Studies (14.5%) and Engineering (11.7%) departments also contribute significantly, underscoring the tool's utility in technical disciplines. Criminology, Arts and Sciences, and Education have smaller yet notable representation, indicating that Grammarly is also recognized as a useful tool in these diverse areas. The smallest group was from Agriculture and Forestry (4.6%), which highlights that while Grammarly is broadly applicable, its adoption might vary slightly across more specialized fields. This demographic diversity suggests that Grammarly serves a wide array of academic needs, from humanities to technical and vocational courses.

To solicit students' perceptions of Grammarly as an AI tool, responses from 325 respondents who utilized the tool during the course were analyzed. The questionnaire was divided into two sections: *Usefulness* (items 1–8) and *Ease of Use* (items 9–17). The results for each section are reported separately. The descriptive statistics for the *Usefulness* section, consisting of 8 items, are summarized in Table 1.

TABLE I
STUDENTS' PERCEPTION OF GRAMMARLY AI TOOL'S USEFULNESS IN ACADEMIC WRITING

Number	Item	Mean	Interpretation
1	It enhances my effectiveness in academic writing.	2.81	Useful
2	It boosts my productivity.	2.68	Useful
3	Grammarly is a valuable tool for my writing tasks.	2.71	Useful
4	It makes achieving my writing goals easier.	2.74	Useful
5	It saves me time on writing and editing.	2.81	Useful
6	It consistently meets my expectations for writing support.	2.66	Useful
7	Using Grammarly gives me more control over my writing process.	2.76	Useful
8	It effectively addresses my academic writing needs.	2.76	Useful
<i>General Weighted Mean</i>		2.74	Useful

Given that the scale ranged from 1 (strongly disagree) to 4 (strongly agree), it's clear that all items scored above the midpoint, indicating that respondents viewed Grammarly as a useful tool for academic writing. The highest mean score (2.81) was associated with items emphasizing how the tool enhances writing effectiveness and saves time, showing that these features were particularly valued by users.

On the other hand, the lowest mean score (2.66) was for the item about consistently meeting expectations, which is understandable as no tool can fully meet every user's needs. Despite this, the general weighted mean of 2.74 suggests that respondents found Grammarly helpful in reaching their writing goals, improving productivity, and addressing their academic writing needs. This demonstrates a positive perception of Grammarly's *usefulness* while acknowledging its limitations.

The next category in the questionnaire was *Ease of Use*, consisting of 9 items. This aspect, with the highest number of items, is considered a critical

factor in evaluating the Grammarly AI tool. The descriptive results for this section are presented in Table 2 below.

TABLE III
STUDENTS' PERCEPTION OF GRAMMARLY AI TOOL'S EASE OF USE IN ACADEMIC WRITING

Number	Item	Mean	Interpretation
9	Grammarly is simple and straightforward to use.	2.86	Intuitive
10	I can operate Grammarly without any difficulties.	2.72	Intuitive
11	The design of Grammarly is highly user-friendly.	2.69	Intuitive
12	Grammarly helps me achieve my writing goals with minimal steps.	2.77	Intuitive
13	Grammarly's features are adaptable and versatile.	2.74	Intuitive
14	Using Grammarly feels seamless.	2.69	Intuitive
15	I don't need instructions to navigate Grammarly effectively.	2.62	Intuitive
16	Grammarly performs consistently every time I rely on it.	2.76	Intuitive
17	Both infrequent and regular users find Grammarly beneficial.	2.79	Intuitive
<i>General Weighted Mean</i>		2.74	Intuitive

The mean values for all items in the *Ease of Use* section are above the midpoint, indicating that respondents found Grammarly easy to use. The lowest mean (2.62) was recorded for item 15, suggesting that while some guidance might still be helpful, it is not a significant issue. High-scoring items, such as items 9 (2.86) and 17 (2.79), reflect the tool's user-friendly design and consistent benefits for users.

Middle-ranked items, such as items 12 (2.77) and 13 (2.74), indicate that Grammarly generally provides a smooth and effective experience, despite minor inconsistencies. The general weighted mean of 2.74 highlights that participants perceived Grammarly as both easy to use and effective in supporting their academic writing needs.

The results from the analysis of students' perceptions of Grammarly as an AI tool for academic writing highlight its overall positive reception in terms of both *Usefulness* and *Ease of Use*. With a general weighted mean of 2.74 for both categories, students rated the tool highly, indicating that it meets their academic writing needs effectively. In the *Usefulness* category, respondents particularly valued Grammarly's ability to enhance their writing effectiveness and save time, though there were minor concerns regarding its consistency in meeting expectations. Similarly, in the *Ease of Use* category, students found the tool intuitive and user-friendly, appreciating its simplicity and consistent performance. While some respondents noted a need for navigation instructions, this did not significantly impact their overall positive experience. These findings demonstrate that Grammarly is widely regarded as a beneficial and accessible tool for academic writing, with strengths in productivity enhancement and ease of operation, despite minor limitations.

The relationship between students' perceptions of Grammarly as an AI tool and their demographic profile based on sex was explored to understand how different groups may view its *usefulness* and ease of use. This analysis is crucial to identifying potential variations in user experience and satisfaction among different demographic segments. Using a chi-square test, we examined whether there is a statistically significant association between students' perceptions and their sex. The perception categories include *Usefulness*, *Ease of Use*, and an average score, with chi-square values, degrees of freedom, and p-values presented in Table 3 below.

TABLE IIIII
RELATIONSHIP BETWEEN THE STUDENTS' PERCEPTION AND THEIR PROFILE IN TERMS OF SEX

Perception	Chi-Square	df	p-value	Interpretation
<i>Usefulness</i>	4.123	3	0.248	Not Significant
<i>Ease of Use</i>	2.889	3	0.409	Not Significant
<i>Average</i>	3.506	3	0.3285	

The chi-square test results examine the relationship between students' perceptions of Grammarly—categorized into *Usefulness*, *Ease of*

Use, and an average score—and their demographic profile based on sex. The chi-square values for *Usefulness* (4.123) and *Ease of Use* (2.889) both have p-values greater than 0.05 (0.248 and 0.409, respectively), suggesting that there is no statistically significant association between students' perceptions of Grammarly and their sex. Similarly, for the average perception score, the chi-square value is 3.506 with a p-value of 0.3285, indicating no significant relationship. This implies that students' views on Grammarly, whether regarding its *usefulness*, ease of use, or overall effectiveness, are not significantly influenced by their gender.

Next, the analysis examines students' perceptions towards Grammarly, an AI tool for academic writing, to understand how these perceptions might differ based on demographic factors such as sex and departmental affiliation. The analysis looks at whether students' views on Grammarly's *usefulness* and *ease of use* vary across these groups. The results of this analysis, presented in Table 4 below.

TABLE IV
RELATIONSHIP BETWEEN THE STUDENTS' PERCEPTION AND THEIR PROFILE IN TERMS OF DEPARTMENT

Perception	Chi-Square	df	p-value	Interpretation
<i>Usefulness</i>	51.888	24	0.001	Significant
<i>Ease of Use</i>	65.262	24	0	Significant
<i>Average</i>	58.575	24	0.0005	

The chi-square tests presented in Table 4 analyze the relationship between students' perceptions of Grammarly, an AI tool for academic writing, and their departmental affiliation. For both *Usefulness* and *Ease of Use*, there is a statistically significant difference across departments. Specifically, the chi-square values are 51.888 for *Usefulness* (p-value = 0.001) and 65.262 for *Ease of Use* (p-value = 0.0), indicating that students' views on Grammarly vary significantly based on their departmental affiliation. The small p-values (below 0.05) confirm that these differences are not due to random chance, suggesting that departmental differences play a significant role in shaping how students perceive Grammarly's *usefulness* and ease of use. The overall perception scores also show significant

variability across departments, with a chi-square value of 58.575 and a p-value of 0.0005, reinforcing the idea that departmental affiliation is an important factor influencing students' general perceptions of the tool.

IV. CONCLUSION

The present study showed that the participants at Misamis University generally held positive perceptions of Grammarly as an AI tool for academic writing. Despite a balanced gender representation, no significant differences were found based on gender. However, significant variations were observed across different academic departments. Students in Business and Management and Paramedical fields recognized Grammarly's utility, highlighting its relevance in administrative and healthcare contexts. Conversely, technical disciplines like Computer Studies and Engineering also acknowledged its benefits, though with some departmental variations in perception.

Grammarly is viewed as an effective tool that enhances productivity and saves time, which are highly valued features across a wide range of academic disciplines. While minor limitations exist—such as occasional inconsistencies in meeting all user expectations—the tool is generally perceived as user-friendly and intuitive. The transparent results from this study, which included responses from 325 participants, reveal that departmental affiliation significantly influences perceptions of Grammarly. Specifically, the chi-square tests showed statistically significant differences across departments in both the *Usefulness* ($\chi^2 = 51.888$, $p = 0.001$) and *Ease of Use* ($\chi^2 = 65.262$, $p < 0.05$) categories, indicating that departmental differences play a significant role in shaping how students perceive the tool's effectiveness and usability.

V. RECOMMENDATIONS

Given the noticeable differences in how students perceive Grammarly across different departments, it would be beneficial for Misamis University to offer targeted support and training sessions that cater specifically to the needs of each field. Customizing Grammarly's features based on user

feedback could ensure that it meets the diverse requirements of students across disciplines. Enhancing the tool's navigation and providing more detailed guides or tutorials could also improve usability and reduce the need for instructions. Regularly collecting feedback from students would allow for iterative improvements, ensuring that Grammarly stays effective and relevant across all departments.

REFERENCES

- Aljuaid, H. (2024). The Impact of Artificial Intelligence Tools on Academic Writing Instruction in Higher Education: A Systematic Review. *Arab World English Journal*, 1(1), 26–55. <https://doi.org/10.24093/awej/chatgpt>.
- Deris, F. D., & Shukor, N. S. A. (2019). Vocabulary learning through mobile apps: A phenomenological inquiry of student acceptance and desired apps features. *International Journal of Interactive Mobile Technologies*, 13(7), 129–140. <https://doi.org/10.3991/ijim.v13i07.10845>
- Dewi, U. (2023). Grammarly as Automated Writing Evaluation: Its Effectiveness from EFL Students' Perceptions. *Lingua Cultura*, 16(2), 155–161. <https://doi.org/10.21512/lc.v16i2.8315>
- Dinçay Ayan, A., Erdemir, N., & Bilgileri, M. (2023). EFL Teachers' Perceptions of Automated Written Corrective Feedback and Grammarly 1 İngilizce Öğretmenlerinin Otomatik Yazılı Düzeltici Geribildirim ve Grammarly Kullanımına İlişkin Görüşleri. <https://doi.org/10.10.2023>
- Dizon, G., & Gayed, J. M. (2021). Examining The Impact Of Grammarly On The Quality Of Mobile L2 Writing. *JALT CALL Journal*, 17(2), 74–92. <https://doi.org/10.29140/JALTCALL.V17N2.336>
- Eka Prasetya, R., & Raharjo, H. (2023a). Journal of English Language Studies Enhancing English Language Writing Skills: An Evaluation of the Efficacy of Grammarly Application. *Journal of English Language Studies*, 8(2), 320–338. <https://jurnal.untirta.ac.id/index.php/JELS>
- Eka Prasetya, R., & Raharjo, H. (2023b). Journal of English Language Studies Enhancing English Language Writing Skills: An Evaluation of the Efficacy of Grammarly Application. *Journal of English Language Studies*, 8(2), 320–338. <https://jurnal.untirta.ac.id/index.php/JELS>
- Fahmi, M. A., & Cahyono, B. Y. (2021). EFL students' perception on the use of Grammarly and teacher feedback. *JEES (Journal of English Educators Society)*, 6(1), 18–25. <https://doi.org/10.21070/jees.v6i1.849>
- Fitria, T. N. (2021). Grammarly as AI-powered English Writing Assistant: Students' Alternative for Writing English. *Metathesis: Journal of English Language, Literature, and Teaching*, 5(1), 65. <https://doi.org/10.31002/metathesis.v5i1.3519>
- Fitria, T. N. (2022). Identifying Grammatical and Mechanical Errors of Students' Writing: Using "Grammarly" as an Online Assessment. *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 16(2), 169. <https://doi.org/10.24036/ld.v16i2.116824>
- Fitriana, K., & Nurazni, L. (2022). Exploring Students' Perception of Using Grammarly to Check Grammar in Their Writing. *JET (Journal of English Teaching)*, 8(1), 15–25. <https://doi.org/10.33541/jet.v8i1.3044>
- Gupta, C., Gupta, V., & Stachowiak, A. (2021). Adoption of ICT-Based Teaching in Engineering: An Extended Technology Acceptance Model Perspective. *IEEE Access*, 9, 58652–58666. <https://doi.org/10.1109/ACCESS.2021.3072580>
- Halim, A., Sharina, S., & Zur, S. (2022). Grammarly as a Tool to Enhance Students' Self-Directed Learning. *KnE Social Sciences*, 5–13. <https://doi.org/10.18502/kss.v7i8.10719>
- Khan, M. O., Nazim, M., & Alzubi, A. A. F. (2024). Exploring Arab EFL Learners' Attitudes: Is Grammarly a Game-Changer in Academic Writing Classes? *Educational Administration: Theory and Practice*. <https://doi.org/10.53555/kuvey.v30i4.1612>
- Laudy Armanda, M., Fajri Nugraheni, A., Wulansari, A., Imron, A., & Tidar, U. (n.d.). "Grammarly" as English Writing Assistant from EFL Students' Perspective.
- Miranty, D., & Widiati, U. (2021). Automated Writing Evaluation (AWE) in Higher Education: Indonesian EFL Students' Perceptions about Grammarly Use across Student Cohorts. *Pegem Egitim ve Ogretim Dergisi*, 11(4), 126–137. <https://doi.org/10.47750/pegegog.11.04.12>
- Nurhidayah, A., & Irawati, T. (2024). Grammarly Through the Lens of Student Perception. *Jurnal Bahasa, Sastra, Dan Studi Amerika*, 30(1), 11. <https://doi.org/10.20961/jbssa.v30i1.87858>
- O'neill, R., & Russell, A. M. T. (2019). Stop! Grammar time: University students' perceptions of the automated feedback program Grammarly. In *Australasian Journal of Educational Technology (Issue 1)*.

19. Pendidikan, J., & Issn, T. (2023). The Effect of Automated Written Corrective Feedback (AWCF) on Students' Writing at SMP 47 Pekanbaru (Vol. 1). Online.
20. Perdana, I., Manullang, S. O., & Masri, F. A. (2021a). Effectiveness of online Grammarly application in improving academic writing: review of experts experience. *International Journal of Social Sciences*, 4(1), 122–130. <https://doi.org/10.31295/ijss.v4n1.1444>
21. Perdana, I., Manullang, S. O., & Masri, F. A. (2021b). Effectiveness of online Grammarly application in improving academic writing: review of experts experience. *International Journal of Social Sciences*, 4(1), 122–130. <https://doi.org/10.31295/ijss.v4n1.1444>
22. Rahim, W. ur, Nipa, M. N., Sami, S. R., & Emti, S. H. (2023). Exploring the Challenges in Developing Reading Skills at the Tertiary Level: A Study in the Asian EFL Context of Bangladesh. <https://doi.org/10.21203/rs.3.rs-3765456/v1>
23. Rahimi, M., Fathi, J., & Zou, D. (2024). Exploring the impact of automated written corrective feedback on the academic writing skills of EFL learners: An activity theory perspective. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-024-12896-5>
24. Setyani, E. D., Bunau, E., Yanri, & Rezeki, S. (2023). *Elsya: Journal of English Language Studies* The Influence of Grammarly towards Indonesian EFL Students' First-Degree Thesis Writing Confidence. *Original Research*, 5(1), 54–67. <https://doi.org/10.31849/elsya.v5i1/6773>
25. Suryanto, S., Habiburrahim, H., Akmal, S., Zainuddin, Z., Safrul, M. S., & Hanani, F. (2024). SCRUTINIZING THE IMPACTS OF GRAMMARLY APPLICATION ON STUDENTS' WRITING PERFORMANCE AND PERCEPTION. *Jurnal Ilmiah Peuradeun*, 12(2), 465–490. <https://doi.org/10.26811/peuradeun.v12i2.1235>
26. Tambunan, A. R. S., Andayani, W., Sari, W. S., & Lubis, F. K. (2022). Investigating EFL students' linguistic problems using Grammarly as automated writing evaluation feedback. *Indonesian Journal of Applied Linguistics*, 12(1), 16–27. <https://doi.org/10.17509/IJAL.V12I1.46428>
27. Ummah, L. K., & Bisriyah, M. (2022). EFL students' perception of Grammarly's feedback and how they deal with the inaccuracy. *JEES (Journal of English Educators Society)*, 7(2). <https://doi.org/10.21070/jees.v7i2.1687>
28. Utami, I. G. A. L. P., & Mahardika, I. G. N. A. W. (2023). Grammarly and Grammatical Errors Reduction: A Case for Non-Native English Teachers' Professional Learning. *International Journal of Language Education*, 7(2), 227–240. <https://doi.org/10.26858/ijole.v7i2.46431>
29. Zinkevich, N. A., & Ledeneva, T. V. (2021). Using Grammarly to Enhance Students' Academic Writing Skills. *Professional Discourse & Communication*, 3(4), 51–63. <https://doi.org/10.24833/2687-0126-2021-3-4-51-63>