

**THE EFFECT OF USING GRAMMARLY ON THE ELEVENTH-GRADE STUDENTS'
WRITING ABILITY AT SMK MUHAMMADIYAH 2 PALEMBANG**

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ABSTRACT

This study aimed to examine the effect of using the Grammarly application on students' writing ability, particularly in writing procedural texts using the simple present tense. The research was conducted at SMK Muhammadiyah 2 Palembang with a quasi-experimental design involving two groups: an experimental group using Grammarly and a control group using conventional methods. Data were collected through pre-tests and post-tests and analyzed using statistical tests such as normality, homogeneity, and independent sample t-tests. The findings revealed a significant difference in the writing scores between the two groups. Students in the experimental group showed higher improvement in grammar, punctuation, and overall writing structure compared to those in the control group. The t-test results indicated a significance value below 0.05, confirming the positive effect of Grammarly. The application's real-time feedback feature helped students identify and correct their mistakes, which increased their motivation and writing confidence. In conclusion, the use of Grammarly had a significant positive effect on improving students' writing ability. This suggests that integrating digital tools like Grammarly into the learning process can enhance students' writing skills, especially in constructing procedural texts accurately.

Keywords: Grammarly, Writing Ability, Procedural Text, Simple Present Tense, Technology in Education