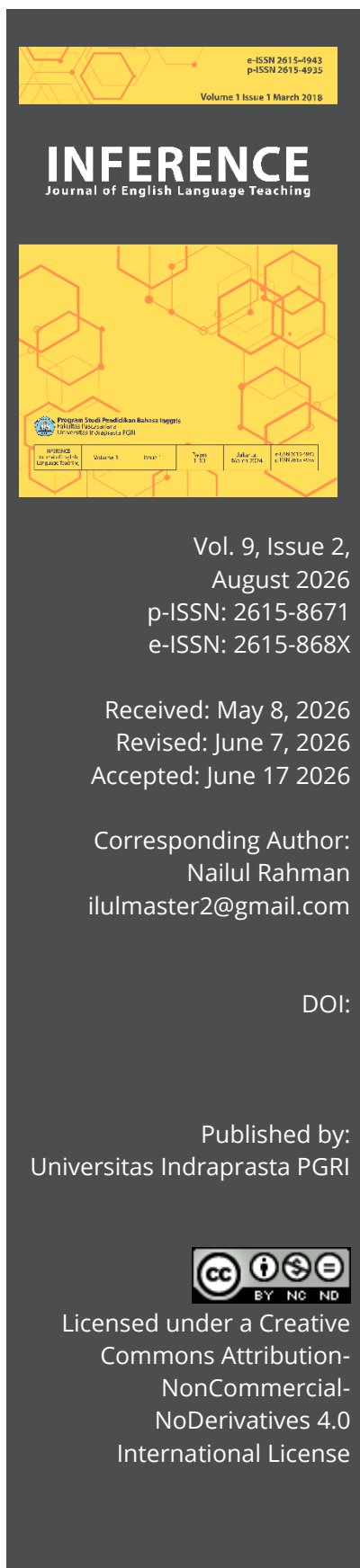




RESEARCH ARTICLE

THE INFLUENCE OF GRAMMARLY METHOD PERCEPTION AND VOCABULARY MASTERY ON ENGLISH NARRATIVE TEXT WRITING SKILLS

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Abstract: The purpose of this study is to determine: 1) the influence of perceptions of the Grammarly method and vocabulary mastery together on English narrative text writing skills, 2) the influence of perceptions of the Grammarly method on English narrative text writing skills, and 3) the influence of vocabulary mastery on English narrative text writing skills. This study used a quantitative method with a survey approach and correlational design. The research sample consisted of 85 eighth-grade students of private junior high schools. The data analysis technique used was multiple linear regression. The results showed that perceptions of the Grammarly method and vocabulary mastery together had a significant effect on students' narrative text writing skills, with a sig value of $0.000 < 0.05$ and an F value of 110.136. Partially, perceptions of the Grammarly method had a positive and significant effect on writing skills with a sig value of $0.000 < 0.05$ and a t value of 7.268. Vocabulary mastery also had a positive and significant effect with a sig value of $0.000 < 0.05$ and a t value of 8.210. Thus, these two variables play an important role in improving students' narrative text writing skills.

Keywords: Grammarly, Vocabulary, Writing English Narrative Texts

Pengaruh Persepsi atas Metode Grammarly dan Penguasaan Kosakata terhadap Keterampilan Menulis Teks Naratif Bahasa Inggris

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui: 1) pengaruh persepsi atas metode Grammarly dan penguasaan kosakata secara bersama-sama terhadap keterampilan menulis teks naratif bahasa Inggris; 2) pengaruh persepsi atas metode Grammarly terhadap keterampilan menulis teks naratif bahasa Inggris; 3) pengaruh penguasaan kosakata terhadap keterampilan menulis teks naratif bahasa Inggris. Penelitian ini menggunakan metode kuantitatif dengan pendekatan survei dan desain korelasional. Sampel penelitian berjumlah 85 siswa kelas VIII SMP swasta. Teknik analisis data yang digunakan adalah regresi linier berganda. Hasil penelitian menunjukkan bahwa persepsi atas metode Grammarly dan penguasaan kosakata secara bersama-sama berpengaruh signifikan terhadap keterampilan menulis teks naratif siswa dengan perolehan nilai sig $0,000 < 0,05$ dan nilai F senilai 110,136. Secara parsial, persepsi atas metode Grammarly berpengaruh positif dan signifikan terhadap keterampilan menulis dengan nilai sig $0,000 < 0,05$ dan nilai t sebesar 7,268. Penguasaan kosakata juga berpengaruh positif dan signifikan dengan nilai sig $0,000 < 0,05$ dan nilai t sebesar 8,210. Dengan

demikian, kedua variabel tersebut berperan penting dalam meningkatkan keterampilan menulis teks naratif siswa.

Kata kunci: Grammarly, Kosakata, Menulis Teks Naratif Bahasa Inggris

INTRODUCTION

Education plays a very important role in shaping a quality individual, both intellectually, morally, and socially. The fundamental goal of education is to develop the potential of students to become people who are faithful, knowledgeable, creative, independent, and able to contribute actively in community, national, and state life (Musa, 2022). In Indonesia, the goals of national education are officially listed in Law Number 20 of 2003 concerning the National Education System. Article 3 states that national education functions to develop abilities and shape the character as well as the dignified civilization of the nation, to educate the life of the nation (Nasihudin & Hariyadin, 2021).

In the era of globalization and the rapid development of information technology today, the goals of education have become increasingly complex. Education is not only required to meet the needs of the workforce, but must also be able to prepare a generation that is adaptive to change, thinks critically, and has good digital literacy skills (Rahmawati et al., 2023). Modern education is expected to be able to encourage students to think creatively, be able to solve problems, work in teams, and communicate effectively in various contexts, including in the use of foreign languages such as English.

English has now become an international language widely used in various areas of life, such as education, business, technology, and global communication. Considering the important role of English, learning this language has become one of the main priorities in the education system in many countries, including Indonesia. The Indonesian government has designated English as one of the compulsory subjects taught from elementary school to higher education, to equip the younger generation with the ability to communicate in a global context (Marliyanda et al., 2022).

In today's era of globalization, mastery of the English language is no longer an additional advantage, but a basic necessity that must be possessed by every individual in order to compete at both national and international levels. According to Blaang (2020), English is the language of science and technology. Therefore, someone who does not have English language skills faces difficulties in a world that is increasingly open, fast, and uncontrollable (Blaang, 2020). In fact, English learning in Indonesian schools covers four main skills, namely listening, speaking, reading, and writing (Suprpta, 2020). Among the four skills, writing often becomes a particular challenge for learners. Writing in English not only requires a good command of vocabulary and grammar, but also the ability to organize ideas in a coherent and logical manner according to the type of text being written, such as narrative, descriptive, or argumentative texts (Ramdhan & Ramliyana, 2022).

The ability to write in English is one of the important skills that students must master in order to meet the demands of the national education curriculum and face global challenges (Silalahi, 2020). One type of text that becomes the focus of learning at the junior high school level is narrative text, which requires students to develop ideas, organize the storyline, and use correct grammar and vocabulary in English.

Writing narrative texts not only requires mastery of grammar and vocabulary, but also the ability to organize ideas logically and creatively. However, based on initial observations in several private junior high schools in Bekasi City, students' skills in writing English narrative texts are still considered low. This aligns with research conducted by Silalahi (2020) which states that students' abilities in writing English narrative texts are not maximally developed. Research conducted by Solihat (2021) also revealed that many students have difficulty in writing English narrative texts.

The low skill in writing English narrative texts can be caused by several factors. First, a limited vocabulary makes it difficult for students to express ideas in English. Often, students are only able to use simple and repetitive vocabulary, resulting in writing that is less varied and ineffective (Rahmawati, 2021). Secondly, many students still face difficulties in terms of grammatical structure. Mistakes in the use of tenses, agreement, and sentence structure are often found, making the resulting text difficult to understand and not in accordance with English language rules (Sulistyowati, 2021). In addition, low writing skills can also be influenced by the lack of utilization of media or innovative learning methods. In this context, technology-based applications such as Grammarly can be one alternative that helps students in correcting grammar mistakes, sentence structure, and writing style (Sianipar, 2025).

Among the various factors causing low skills in writing English narrative texts is the utilization of media or technology-assisted learning methods, such as the Grammarly application, which has not been optimal. This is in line with the research conducted by Maharini and Sari (2024) which states that the lack of technology utilization is a contributing factor to low skills in writing English narrative texts (Maharini & Sari, 2024). Ramdhan and Ramliana's research (2022) also stated that another factor causing low English narrative text writing skills is students being insufficiently trained in writing text activities using technological assistance (Ramdhan & Ramliana, 2022). Although Grammarly is capable of correcting grammar, spelling, and sentence structure, some students only use it as an instant correction tool without understanding the mistakes they make. As a result, learning does not occur reflectively and provides little deep understanding of grammar, so the effectiveness of using Grammarly highly depends on the students' perception of the method.

The utilization of technology such as the Grammarly application also provides a significant contribution in improving writing skills. Grammarly, as a digital tool based on artificial intelligence, can provide immediate feedback on grammar mistakes, sentence structure, and word choice. This helps students correct errors independently and learn from those corrections, enabling their writing abilities to gradually improve. Endang Sulistyowati (2021) stated that in the context of creative writing, Grammarly functions not only as a tool to correct grammar and spelling errors but also as a companion that gives suggestions to enhance the overall writing style. As internet-based software, Grammarly offers various automatic features that help minimize errors in students' writing by providing detailed corrections and explanations.

Secondly, a factor that causes low skills in writing English narrative texts is the limited mastery of vocabulary. This is in line with research conducted by Rahmawati (2021) which revealed that students often experience difficulties in expressing ideas accurately because the number of vocabulary they have is very limited. This is also reinforced by research conducted by Silalahi (2020) which revealed that students' writing outcomes tend to be monotonous, using the same vocabulary repeatedly, and are less able to describe events in detail and engagingly.

Vocabulary mastery plays a very important role in the skill of writing narrative texts. Vocabulary is the basic material in constructing sentences, so the broader the vocabulary a student has, the easier it is for the student to express ideas, arrange storylines, and describe characters and events clearly and interestingly. Without adequate vocabulary mastery, students will have difficulty developing ideas, tend to use limited and repetitive words, and produce monotonous and less communicative writing. Therefore, good vocabulary mastery not only supports writing fluency but also becomes a key in creating coherent, varied, and meaningful narrative texts.

Seeing the importance of the role of technology and vocabulary mastery in writing English narrative texts, as well as the fact that students still experience difficulties in mastering both aspects, more in-depth research is needed on the influence of perceptions on the use of the Grammarly method and the influence of vocabulary mastery on the narrative writing skills of eighth-grade students at private junior high schools in Bekasi City. This research is expected to provide contributions both scientifically and practically in improving the quality of English learning, particularly in writing skills, which until now have remained a challenge for most students.

RESEARCH METHOD

The method used in this research was quantitative research in the form of a survey. Survey research is a type of research aimed at examining a population through the selection and study of certain samples, in order to find trends, distribution, and relative relationships between established variables, both in the sociological and psychological domains. In addition, Abdullah (2016) explains that the survey method is the collection of data by taking a portion of the population, but it can reflect the population by considering the balance between the number of variables, accuracy, effort, time, and cost.

According to McMillan and Schumacher as cited in Widodo (2021), the survey method aims to study various aspects of society, such as attitudes, beliefs, demographic values, behaviors, opinions, habits, needs, ideas, as well as other types of information. Research using the survey method is generally conducted to obtain generalizations of a phenomenon without an in-depth study. However, such generalizations can be more accurate if a sample that truly represents the population is used.

In this study, there were two independent variables, namely perception of the Grammarly method (X1) and vocabulary mastery (X2). As for the dependent variable in this study, there was only one, namely the skill of writing narrative texts (Y). The model of the relationship between these three research variables is illustrated in the form of a research problem constellation in the following figure:

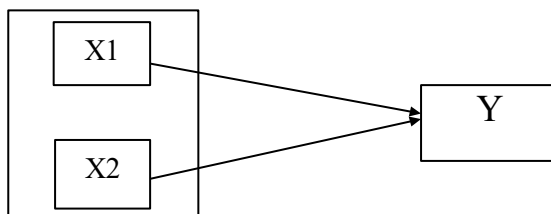


Figure 1.
The Correlation Between Variables

The population in this study was eighth-grade students of private junior high schools in Bekasi City, limited to 320 students of SMPIT YAPIDH Bekasi City and 247 students of Fathan Mubina Junior High School Bekasi City in the 2025/2026 academic year, consisting of several parallel classes at each level. Thus, the total number of students was 567. As for the samples, it needed to be taken adequately to ensure representation of the population. In this study, Slovin's formula (Widodo, 2021) with a 10% margin of error was used to determine the number of samples to be involved. With a 10% margin of error and a population of 567, the required research sample was 85 eighth-grade students from YAPIDH Junior High School and Fathan Mubina Junior High School. This study applied the proportionate cluster random sampling technique in selecting its samples. Through this method, the number of samples from each school was determined in proportion to the number of students in the school relative to the total student population. The formula used was (sample size per cluster : number of clusters) x total population. Based on calculations

using this formula, the number of samples obtained was 48 students from SMPIT Yapidh in Bekasi City and 37 students from Fathan Mubina Junior High.

The data collection method in this study involved collecting data through questionnaires and tests. Questionnaires were used to obtain information regarding perceptions of the Grammarly method, while tests were used to measure vocabulary mastery and the ability to write narrative texts. The questionnaire contains a series of questions or statements arranged based on the indicators of the research variables. Meanwhile, the test is an objective and standardized measuring tool, which is administered to assess certain behavior samples.

The instrument used to measure the perception of the Grammarly method in this study was the distribution of questionnaires to students. The questionnaire sheet contained 30 positive and negative statements consisting of 5 responses, namely strongly disagree (SD), disagree (D), neutral (N), agree (A), strongly agree (SA). Meanwhile, the research instrument for vocabulary mastery was measured using 30 multiple-choice questions, with scores of 1 and 0. A score of 1 was given for a correct answer and 0 for a wrong answer or unanswered question. English narrative writing skills were assessed through a narrative writing task developed based on an assessment rubric that includes content, narrative text structure, text organization, vocabulary usage, grammar, and writing mechanics using a 1-5 Likert scale score.

The data analysis in this study used descriptive and inferential statistical techniques with the assistance of the SPSS 26.0 for Windows program. Descriptive statistics were used to present data summaries in numerical form, such as mean values, median, standard deviation, and data distribution, thus providing an overview of the tendencies and characteristics of each variable. In this study, descriptive analysis was used to describe the conditions of the variables of perception of the Grammarly method (X_1), vocabulary mastery (X_2), and English narrative text writing skills (Y).

Next, inferential statistics are used to test hypotheses and draw broader conclusions based on sample data. This technique allows researchers to understand the relationships and influences among variables, particularly the influence of perceptions of the Grammarly method and vocabulary mastery on English narrative text writing skills. Thus, the results of inferential analysis can be used to generalize to the population being studied based on the findings obtained from the sample.

RESULTS AND DISCUSSION

This research presents the results of a study examining the influence of perceptions of the Grammarly method and vocabulary mastery on the narrative text writing skills of eighth-grade students. The study was conducted in two private junior schools in Bekasi City, and the data were collected through tests and questionnaires assessing the three variables: Perception of the Grammarly method (X_1), Vocabulary Mastery (X_2), and Narrative Text Writing Skills (Y).

The data analysis techniques in this study were carried out through several stages. First, descriptive analysis was used to describe the data for each variable, including the mean, median, standard deviation, as well as the minimum and maximum values, so that an overall picture of the research data condition was obtained. Next, prerequisite tests for the analysis were carried out, which included several tests. The data normality test aimed to determine whether the data were normally distributed with the criterion of a significance value > 0.05 . The multicollinearity test was conducted to examine the relationships between independent variables through a Tolerance value > 0.10 and VIF < 10 . The heteroskedasticity test was used to determine the equality of residual variances, with the criterion that heteroskedasticity did not occur if the significance value > 0.05 . In addition, a residual normality test was conducted to ensure that the residuals were normally distributed, as well as a regression linearity test to determine whether the relationships between variables were linear.

The final stage was hypothesis testing using multiple linear regression. The F test was used to determine the simultaneous effect of the independent variables, while the t test was used to determine the partial effect. In addition, the coefficient of determination (R^2) was used to see the

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magnitude of the contribution of the independent variables to the dependent variable. The entire series of tests was calculated using the SPSS version 26.0 application.

The Influence of Perception of the Grammarly Method and Vocabulary Mastery Together on Narrative Text Writing Skills

The analysis results showed that perceptions of the Grammarly method and vocabulary mastery significantly affected students' English narrative text writing skills, as evidenced by an F value of 110.136 with a significance of 0.000. The multiple linear regression results indicated that each increased in perception of the Grammarly method and vocabulary mastery contributed 0.520 and 0.532, respectively, to improvements in writing ability, with vocabulary mastery having a slightly more dominant effect. In addition, a very strong correlation value ($r = 0.854$) and a high coefficient of determination ($R^2 = 0.729$) indicated that both variables together were able to explain 72.9% of the variation in students' English narrative text writing skills.

Table 1

The Magnitude of Relationship and Contribution of Variables Perception of Grammarly Method and Vocabulary Mastery Together Towards Variable English Narrative Text Writing Skill

Model Summary				
Model	R	R Square	Adjusted R-Square	Std. Error of the Estimate
1	.854 ^a	.729	.722	5.384
a. Predictors: (Constant), Vocabulary Mastery, Perception of Grammarly Method				
b. Dependent Variable: English Narrative Text Writing Skill				

Table 2

Significance of the Relationship between Variables Perception of Grammarly Method and Vocabulary Mastery Together Towards Variable English Narrative Text Writing Skill

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6385.919	2	3192.960	110.136	.000 ^b
	Residual	2377.257	82	28.991		
	Total	8763.176	84			
a. Dependent Variable: Keterampilan Menulis Teks Naratif						
b. Predictors: (Constant), Penguasaan Kosakata, Persepsi atas Metode <i>Grammarly</i>						

Table 2 shows the calculation of F value 110.136 and the significance value (Sig.) $0.000 < 0.05$. Because the significance value is less than 0.05, this indicates that there is a significant influence of the perception of the Grammarly method and vocabulary mastery together on the English narrative text writing skills.

In addition, the multiple regression equation can be determined through the values that appear in the Unstandardized Coefficients column in section B. Based on this data, the regression line can be expressed as follows: $Y = 1.316 + 0.520X_1 + 0.532X_2$. The multiple regression equation above shows that an increase of one point in the variables of perception of the Grammarly method and vocabulary mastery contributes 0.520 points to the perception of the Grammarly method and 0.532 points to vocabulary mastery toward students' English narrative text writing skills. Furthermore, the values of the correlation coefficient (R) and the coefficient of determination (KD) are shown. The correlation coefficient value $r = 0.854$ indicates a very strong influence between the

perception of the Grammarly method and vocabulary mastery together on students' English narrative text writing skills. In addition, the coefficient of determination value shown in the R-Square column is 0.729 or 72.9%. This explains that the perception of the Grammarly method and vocabulary mastery together contribute 72.9% to students' English narrative text writing skills. The remainder is influenced by other unspecified factors.

The Influence of Perception on Grammarly Methods on Narrative Text Writing Skills

The results of the regression analysis indicate that students' perceptions of the Grammarly method have a positive and significant effect on English narrative text writing skills. This is evidenced by a regression coefficient value of 0.520, a t-value of 7.268, and a significance value of 0.000, which is smaller than the significance threshold of 0.05. The partial contribution of the vocabulary mastery variable to English descriptive text writing skills can be expressed with the following formula:

$$KD = \text{Beta}_{x1y1} \times \text{Zero Order Score} \times 100\%.$$

$$KD = 0,470 \times 0,711 \times 100\%$$

$$KD = 33,41 \%$$

Based on the calculations above, it can be concluded that perceptions of the Grammarly method contributed a partial 33.41% to English narrative writing skills. Therefore, the more positive students' perceptions of using Grammarly, the higher their narrative writing skills.

The Influence of Vocabulary Mastery on Narrative Text Writing Skills

The results of the statistical analysis in the t-test table show that vocabulary mastery (X_2) has a positive and significant influence on English narrative text writing skills (Y). The regression coefficient value of 0.532, with a calculated t-value of 8.210 and a significance value of 0.000 ($p < 0.05$), confirms that the higher the level of students' vocabulary mastery, the better their ability to write narrative texts. The partial contribution of the vocabulary mastery variable to English descriptive text writing skills can be expressed by the following formula:

$$KD = \text{Beta}_{x2y2} \times \text{Zero Order Score} \times 100\%.$$

$$KD = 0,530 \times 0,744 \times 100\%$$

$$KD = 39,43 \%$$

Based on the calculations above, it can be concluded that vocabulary mastery contributes 39.43% to English narrative text writing skills. The results of this study indicate that perceptions of the Grammarly method and vocabulary mastery both have a significant influence on students' English narrative texts. This is indicated by a significance value of 0.000 (<0.05) with an F count of 110.136. This indicates that there is a significant influence of perceptions of the Grammarly method and vocabulary mastery together on English narrative text writing skills. Together, the two variables in this study contribute 72.9% to narrative text writing skills.

Vocabulary mastery is the most dominant factor in influencing English narrative text writing skills with a calculated t-value of 8.210 and a contribution of 39.43%. Theoretically, vocabulary is a main component in language proficiency. Nation (2018) states that vocabulary knowledge is the foundation of language use, where students' ability to understand and produce language heavily depends on how much vocabulary they have mastered. In the context of writing, vocabulary functions as a tool to convey meaning accurately, develop ideas, and build a coherent narrative structure. The more extensive the students' vocabulary, the greater their ability to choose appropriate words in describing characters, events, atmosphere, and plot.

Perception of the Grammarly method also has a positive influence on English narrative text writing skills, with a calculated t-value of 7.268 and a contribution of 33.41%. The findings in this study are in line with the theory proposed by Robbins (2017) which states that perception is the way a person interprets information and experiences, which then shapes attitudes and actions. If students have a positive perception of Grammarly, they tend to be more active, confident, and motivated to

utilize the available correction and feedback features. Good perception also increases student involvement in the revision and editing process, which is an important stage in writing activities.

These findings indicate that the ability to write narrative texts not only depends on internal linguistic skills such as vocabulary mastery but is also influenced by how students perceive and utilize supporting technologies like Grammarly. A positive perception of Grammarly can increase student engagement in the revision process, help them recognize errors more quickly, and improve the quality of writing through automated feedback. At the same time, vocabulary mastery provides a linguistic foundation that enables students to express ideas more clearly, choose the right words, and build an effective storyline.

Theoretically, these findings support the view in socio-cognitive theory which states that writing skills develop through the interaction between cognitive, linguistic, and learning environment factors. Grammarly acts as an external support that facilitates the writing process, while vocabulary mastery is an internal ability that determines how rich and accurate students' writing is. When these two factors work together, students' writing skills improve significantly.

Therefore, the results of this study confirm that improving narrative text writing skills requires a combination of linguistic competence (vocabulary mastery) and the use of learning technology (Grammarly). Without adequate vocabulary, students will have difficulty composing a story even when using Grammarly. Conversely, without Grammarly support, students may not realize the mistakes they make even if they have mastered a lot of vocabulary. It is the synergy of these two variables that significantly drives students' writing abilities towards improvement.

CONCLUSIONS

This study aims to determine the effect of perception of the Grammarly method and vocabulary mastery on the English narrative writing skills of private junior high school students in Bekasi City. The results of the study indicate that both variables simultaneously have a significant effect on students' writing skills. Vocabulary mastery has a slightly greater influence compared to perception of the Grammarly method, which shows that linguistic aspects still remain a dominant factor in writing ability.

Simultaneously, both variables are able to explain 72.9% of the variation in narrative text writing skills, which means that the combination of the use of learning technology and language proficiency plays an important role in improving students' writing abilities. Partially, vocabulary mastery contributes 39.43%, while perception of the Grammarly method contributes 33.41%.

These findings indicate that English learning at the junior high school level should not only emphasize vocabulary mastery but also optimize the use of technology such as Grammarly to support the writing process. Thus, students not only have good language skills but are also assisted in organizing and improving their writing. Further research is recommended to examine other factors, both cognitive and affective, that can more comprehensively influence students' writing skills.

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