

A Grammarly-Mediated Process-Based Writing Approach in Teaching Descriptive Texts

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ABSTRACT

The integration of artificial intelligence (AI)-assisted writing tools in English language teaching has gained increasing attention due to the potential to support students' writing development. Grammarly, as an AI-powered writing assistant, provides feedback on grammar, spelling, punctuation, and writing accuracy, making it relevant to writing instruction. However, studies examining the integration of Grammarly within a Process-Based Writing Approach (PBWA), particularly in junior high school contexts, remain limited. This study aimed to investigate the implementation of a Grammarly-mediated PBWA in teaching descriptive writing and to explore the challenges experienced by students during its implementation. Employing a qualitative case study design, the study was conducted at a junior high school in Karawang. The participants consisted of one English teacher and ten seventh-grade students. All ten students participated in the classroom observations and document analysis of their writing drafts, while five students were purposively selected for semi-structured interviews. Data were collected through classroom observations, semi-structured interviews, and document analysis and were analyzed using thematic analysis. The findings revealed that the implementation involved four stages: planning, drafting, revising, and editing, with Grammarly mainly supporting the revising and editing stages. Several challenges were identified, including technological limitations, affective challenges, linguistic difficulties, and over-reliance on Grammarly suggestions. The study concludes that Grammarly can effectively support PBWA when accompanied by appropriate teacher guidance.

Keywords: *Automated Writing Feedback, Descriptive Writing, Grammarly, Process-Based Writing Approach, Students' Challenges, Writing Instruction*

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INTRODUCTION

Writing plays an essential role in English language learning because it enables students to communicate ideas effectively in written form while developing their vocabulary, spelling, and grammatical competence (Patel & Jain, 2008; Syarofi et al., 2018). In junior high school, students are expected to produce various genres of texts, including descriptive texts, which require them to organize ideas and apply appropriate language features. Descriptive writing is particularly suitable for junior high school students because it allows them to write about familiar people, places, animals, or objects. Such familiar topics can help students generate and organize ideas while gradually developing their basic writing skills.

However, writing remains one of the most challenging skills for English as a Foreign Language (EFL) learners. Students often experience difficulties in generating ideas, organizing information, selecting appropriate vocabulary, and applying correct grammatical structures. These difficulties may become more apparent when writing descriptive texts because students are required to provide sufficient details and use appropriate language features. Previous research has reported that students commonly encounter problems related to vocabulary limitations, grammatical errors, text organization, and writing mechanics when composing descriptive texts (Syifa et al., 2022).

One factor contributing to these difficulties is the way writing is commonly taught in the classroom. Writing instruction may place greater emphasis on the final written product

rather than on the processes students need to undertake to produce effective writing. Consequently, students may receive insufficient guidance in developing their ideas and improving their drafts. [Demneri \(2024\)](#) argues that students can experience difficulties in idea development, text organization, and grammatical accuracy when writing instruction does not adequately guide them through the processes of planning, drafting, revising, and editing.

To address these challenges, the Process-Based Writing Approach (PBWA) has been recognized as an effective approach to writing instruction because it conceptualizes writing as a recursive process rather than a single activity focused on producing a final text. The approach generally involves several interconnected stages, including planning, drafting, revising, and editing ([Koh, 2017](#)). Through these stages, students are given opportunities to develop their ideas, produce initial drafts, identify weaknesses, and improve their writing through continuous revision. Previous studies have also demonstrated the application of process-based writing approaches in English language classrooms ([Agustiana, 2016](#); [N. Fitria & Monita, 2022](#); [Kurniasih et al., 2020](#)).

Feedback is an important component of PBWA, particularly during the revising and editing stages. Traditionally, feedback may be provided by teachers or peers; however, technological developments have introduced automated writing feedback tools that can provide additional support throughout the writing process. Recent studies indicate that AI-assisted tools can facilitate language development by providing timely feedback, increasing learner engagement, and supporting autonomous learning ([Mekheimer, 2025](#); [Mohebbi, 2025](#)). Therefore, the use of technology in process-based writing instruction may provide students with additional opportunities to identify and correct language-related problems while developing greater independence in writing.

One widely used automated writing feedback tool is Grammarly, an AI-powered writing assistant that provides immediate feedback related to grammar, spelling, mechanics, and language use ([Storchak & Suknov, 2025](#)). Integrating Grammarly into PBWA is consistent with process-oriented writing principles because the tool can support students during the revising and editing stages while keeping students actively involved in improving their own writing. Grammarly can help students identify common problems, including spelling errors, grammatical inaccuracies, and sentence-level issues, thereby increasing their awareness of language use and facilitating independent revision ([Dinata et al., 2026](#)). In addition, automated feedback may allow teachers to allocate more attention to higher-order aspects of writing, such as content development, organization, and idea elaboration ([Ferris, 1999](#)).

Although previous studies have examined the implementation of process-based writing approaches ([Agustiana, 2016](#); [N. Fitria & Monita, 2022](#); [Kurniasih et al., 2020](#)) and the use of Grammarly in writing instruction ([Armanda et al., 2022](#); [Hadiat et al., 2022](#); [Wulandari et al., 2025](#)), research specifically examining the integration of Grammarly into the stages of PBWA remains limited. This gap is particularly relevant in the context of junior high school students, as existing research has predominantly focused on other educational levels and specific instructional contexts ([Dinata et al., 2026](#)). Thus, further investigation is needed to understand how Grammarly can be integrated into a process-based writing approach and how students respond to its use when learning descriptive writing.

Therefore, this study aims to investigate the implementation of a Grammarly-mediated Process-Based Writing Approach in teaching descriptive writing to seventh-grade junior high school students and to explore the challenges students experience during its implementation. The integration of Grammarly is expected to provide students with additional support during the planning, drafting, revising, and editing processes while encouraging active participation in improving their written work. Accordingly, this study addresses two research questions: (1) How is the Grammarly-mediated Process-Based Writing Approach implemented in teaching descriptive writing? and (2) What challenges do students encounter during its implementation?

METHOD

This study employed a qualitative case study design to investigate the implementation of a Grammarly-mediated Process-Based Writing Approach (PBWA) in teaching descriptive writing and to explore the challenges experienced by students during its implementation. A qualitative approach was selected because it enables an in-depth understanding of participants' experiences and behaviors in a real classroom context, while a case study design allows the researcher to focus on a specific educational setting and participant group (Creswell, 2012). The study was conducted at a public junior high school in Karawang, Indonesia. The participants consisted of one English teacher and ten seventh-grade students aged 12-13 years. Ten students were selected for classroom observation and document analysis, while five of these students were purposively chosen for semi-structured interviews. Participant selection was based on several criteria, such as (1) varying levels of writing ability (low, medium, and high), (2) the ability to use digital devices such as smartphones or laptops to access Grammarly, and (3) prior learning experience with descriptive texts. Purposive sampling was employed to obtain rich and relevant data that reflected diverse writing experiences (Creswell, 2012).

Data were collected through classroom observation, semi-structured interviews, and documentation. The instruments were developed based on the stages of the Process-Based Writing Approach proposed by Koh, (2017), namely planning, drafting, revising, and editing. Classroom observations were conducted using an observation checklist adapted from (Setyawan et al., 2020) to examine students' engagement during the writing process, particularly in responding to Grammarly's feedback during the revising and editing stages. Semi-structured interviews were conducted with five students and one teacher using interview guidelines adapted from (Dinata et al., 2026), (Inayah & Apoko, 2024), and (Suryanto et al., 2024). The interviews were conducted during the third meeting after the implementation of the learning activities and took place at the school. Before the interviews began, the researcher explained the purpose of the study and the interview procedures to the participants and obtained their consent to participate and to have the interviews audio-recorded. The interview protocol began with interviewing the English teacher to obtain comprehensive information regarding the implementation of the Grammarly-mediated Process-Based Writing Approach. Subsequently, five students were interviewed individually in separate sessions to ensure that each participant could freely express their experiences and perceptions without being influenced by others.

The interview with the teacher focused on the implementation of PBWA and Grammarly in classroom instruction, including teaching strategies, perceived benefits, and implementation challenges. Meanwhile, the student interviews explored their experiences, perceptions, and challenges in using Grammarly throughout the stages of PBWA. Probing questions were used when necessary to obtain more detailed information regarding participants' responses.

Table 1. Teacher's Interview Guide

Phase	No	Questions
Planning	1.	What activities do you usually use to help students organize their ideas during the planning stage?
	2.	How do you help students organize their ideas before they start writing?
	3.	How do you support students who have difficulty generating or organizing ideas?
Drafting	4.	How do you guide students to develop their ideas into a first draft of a descriptive text?
Revising	5.	How do you monitor or support students while they are writing their drafts?
	6.	How do you guide students to revise their writing using Grammarly feedback?
	7.	How do you encourage students to improve the content or organization of their writing after receiving Grammarly feedback?
Editing	8.	How do you guide students to use Grammarly to check grammar, spelling, and sentence structure?
	9.	How do you help students understand the corrections or suggestions given by Grammarly?

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10. How do you ensure students decide whether to accept or reject Grammarly suggestions?
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Table 2. Students' Interview Guide

Phase	No	Questions
Planning	1.	How do you usually feel when you are asked to write in English?
	2.	Please describe what you do in the planning phase before writing a descriptive text?
	3.	How do you generate and organize your ideas during this phase?
	4.	What difficulties do you experience when deciding which ideas or details should be included in your writing?
Drafting	5.	How do you develop your ideas from the planning stage into a first draft?
	6.	What challenges do you face when writing your first draft?
	7.	Which aspects are the most difficult for you during drafting, such as grammar, vocabulary, sentence structure, or organizing ideas?
Revising	8.	Please describe how you feel about your writing after finishing the first draft.
	9.	Do you sometimes delete or change sentences after seeing Grammarly's feedback? Why?
	10.	What difficulties do you face when revising your writing using Grammarly?
Editing	11.	How does Grammarly influence the way you revise your descriptive text?
	12.	How do you decide whether to accept or reject Grammarly's suggestions? Why?
	13.	Please describe a situation when Grammarly's correction was different from what you originally wrote and what you did.
	14.	What difficulties do you face when choosing between your original sentence and Grammarly's suggestion?
	15.	Please describe how confident you feel after completing your writing using Grammarly feedback.

All interviews were audio-recorded with participants' consent and transcribed for analysis. In addition, document analysis was conducted by examining students' initial and revised drafts of descriptive texts to identify changes in content organization, language accuracy, and overall writing quality after receiving Grammarly feedback.

The collected data were analyzed using thematic analysis (Braun & Clarke, 2022). The analysis began with data familiarization through repeated reading of observation notes, interview transcripts, and students' writing documents. Subsequently, meaningful data segments were coded and organized into potential themes representing students' experiences, writing processes, and challenges during the implementation of Grammarly-assisted PBWA. The themes were then reviewed, refined, and interpreted in relation to the research questions and relevant literature. To enhance the credibility of the findings, data triangulation was conducted by comparing evidence obtained from observations, interviews, and students' writing drafts.

FINDINGS AND DISCUSSION

Findings

The findings of this study were derived from classroom observations, interviews, and document analysis conducted during the implementation of the Grammarly-mediated Process-Based Writing Approach (PBWA). The results revealed two major findings. First, the implementation of Grammarly-mediated PBWA was carried out through four interconnected stages: planning, drafting, revising, and editing. Second, students encountered several challenges during the implementation process, including technological, affective, linguistic, and over-reliance on technology challenges. The detailed findings are presented in the following sections.

Implementation of the Grammarly-Mediated Process-Based Writing Approach in the Teaching Process

The findings revealed that the implementation of Grammarly-mediated PBWA followed four main stages: planning, drafting, revising, and editing. These stages illustrate

how students gradually developed their descriptive texts while receiving support from both teacher guidance and Grammarly feedback.

Planning Ideas for Writing

The planning stage focused on helping students generate and organize ideas before writing. The teacher used guiding questions and model texts to stimulate students' thinking and provide a clear understanding of the writing topic before they started composing their texts. As the teacher explained, *"Usually, I start by giving some guiding questions. These are meant to provide an overview, so they are relevant to the topic. Then, I also give an example first"* (Vignette 01/Interview/Teacher). This statement indicated that the teacher used scaffolding strategies to help students understand the writing topic and prepare relevant content before beginning the writing task.

In addition, teacher also helped students organize their ideas before writing. Students organized their ideas by identifying vocabulary related to the assigned topic. Participant 5 stated, *"I usually think first about what vocabulary I will use according to the theme given by the teacher, then I start writing"* (Vignette 02/Interview/Participant 05). This statement indicates that the student did not begin writing immediately but first prepared relevant vocabulary as a foundation for developing ideas. By identifying topic-related words in advance, the student was able to generate appropriate content more easily and organize ideas more systematically before composing the descriptive text.

The planning stage involved helping students generate and organize ideas before writing. Classroom observations showed that students identified vocabulary related to the assigned topic as preparation for drafting. As recorded in the field notes, *"Several students listed vocabulary related to their ideas before starting to write the draft."* (Vignette 03/Field Note). This finding was supported by students' written documentation, which demonstrated that they created vocabulary lists prior to composing complete sentences and paragraphs.

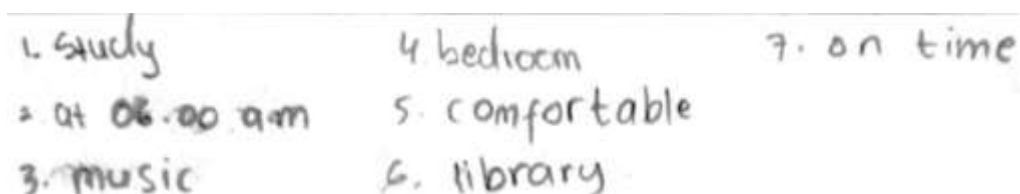


Figure 1. Student's Vocabulary List Before Writing the Draft

The vocabulary served as a reference for developing ideas and constructing descriptive texts, indicating that students organized their thoughts and gathered relevant linguistic resources before writing. Such preparation enabled them to develop their descriptive texts more systematically.

Another important aspect of the planning stage was the introduction of Grammarly before students used the application in their writing activities. The teacher provided step-by-step instructions, examples, and tutorials to familiarize students with Grammarly's features. As the teacher explained, *"I first provide them with the steps for using it. Even though they do not understand it at the beginning, by being given examples and tutorials, they are able to follow along."* (Vignette 04/Interview/Teacher). This guidance helped students overcome their initial unfamiliarity with Grammarly and increased their readiness to use the tool in subsequent stages of the writing process.

Drafting the Initial Text

During the drafting stage, students transformed their planned ideas into complete sentences and paragraphs. The teacher provided continuous support by assisting students who experienced difficulties in developing their texts. As stated by the teacher, *"If there are students who do not understand, I approach them and explain again until they understand"* (Vignette

05/Interview/Teacher). This finding indicated that teacher guidance remained essential during the drafting process and helped students continue developing their ideas.

Most students focused on expressing ideas rather than correcting grammatical errors at this stage. Participant 2 explained, *"I start from the points I've already written down, then I develop them into sentences. It doesn't have to be perfect right away. I just try to finish the draft first"* (Vignette 06/Interview/Participant 02). This response demonstrated that students prioritized content development and idea expression before focusing on language accuracy.

This finding was also reflected in classroom observations. The field notes revealed, *"Students focused on content development related to the topic during the drafting stage."* (Vignette 07/Field Note). This observation suggests that students actively elaborated their ideas and concentrated on completing the content of their texts. This finding was supported by students' written documentation, which demonstrated how vocabulary and ideas generated during planning were transformed into descriptive paragraphs.

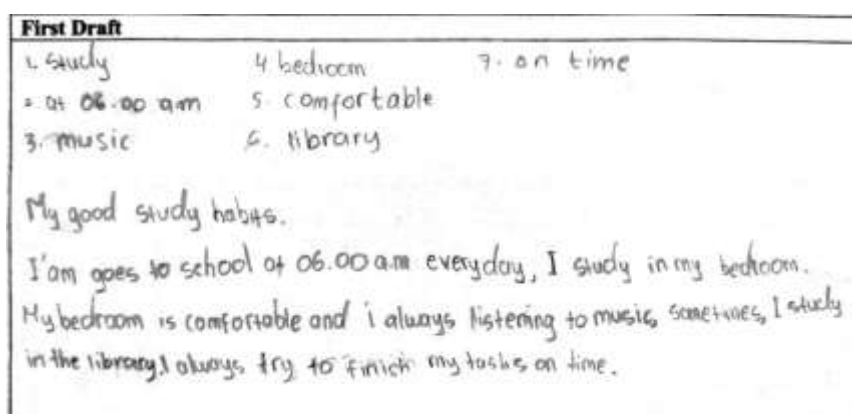


Figure 2. Student's First Draft of a Descriptive Text

The students' first drafts showed that they incorporated previously identified vocabulary and expanded it into meaningful sentences, indicating that the planning stage served as a foundation for content development during drafting.

Another finding revealed that students prioritized expressing ideas and completing their drafts before correcting language errors. As Participant 1 explained, *"I write as much as I can first while still thinking about how to organize it. As for whether it is right or wrong. I deal with that at the end."* (Vignette 08/Interview/Participant 01). This strategy enabled students to focus on content development without being interrupted by concerns about grammatical accuracy. The observation data further confirmed this pattern, showing that *"All students were observed completing their drafts before entering the Grammarly-assisted revision stage."* (Vignette 09/Field Note). After completing their drafts, students generally reported positive emotional responses. Participant 3 stated, *"I felt relieved. After that, I immediately put it into Grammarly. Once I finished writing first draft, I felt calm. Grammarly corrected some parts, so I realized there were still some mistakes in the words I had written."* (Vignette 10/Interview/Participant 03). This finding suggested that completing the first draft gave students a sense of accomplishment and prepared them to proceed to the revision stage with Grammarly assistance.

Revising Drafts Through Grammarly Feedback

The revising stage focused on students' engagement with Grammarly feedback. Rather than accepting corrections automatically, some students were encouraged to review and evaluate the suggestions before making revisions. The teacher explained, *"I ask them to compare whether what Grammarly considers incorrect is actually wrong or still acceptable"* (Vignette 11/Interview/Teacher). This statement showed that students were guided to critically examine Grammarly's feedback before applying corrections.

A similar pattern emerged from the student interviews. Participant 2 stated, *"I look at whether the suggestion makes sense or not. If it matches what I mean, I accept it. If not, I skip it"*

(Vignette 12/Interview/Participant 02). This response suggested that students actively evaluated Grammarly's suggestions and made decisions based on their intended meaning.

The observation findings further supported this result. Classroom observations showed, *"Some students compared their original and revised sentences before accepting the feedback."* (Vignette 13/Field Note). This behavior indicated that students were not merely relying on automated corrections but were engaged in reflective revision practices.

In addition, students actively engaged with Grammarly's feedback by recording important corrections and recurring errors during the revising stage. Classroom observations indicated that students carefully reviewed the feedback and paid attention to mistakes that appeared repeatedly in their writing. As recorded in the field notes, *"Students noted important corrections and repeated mistakes while reviewing Grammarly's feedback."* (Vignette 14/Field Note).

Grammarly Feedback
Study usually → usually study
listening music → listening to music
. → .
sleeping → sleep
I'm wake up usually → I usually wake up
Day monday → on monday
i → I
I always ceremony → I always have a ceremony

Figure 3. Student's Revision Notes Based on Grammarly Feedback

This finding suggested that students did not merely accept the corrections provided by Grammarly but also attempted to learn from the feedback by identifying patterns of errors that could be avoided in future writing tasks.

The observation findings were further supported by students' reflections on their revision experiences. Grammarly increased students' awareness of writing errors and encouraged them to evaluate the quality of their texts more critically. As Participant 3 explained, *"I become more aware of my mistakes. It means that what I wrote was not completely correct yet."* (Vignette 15/Interview/Participant 03). This response indicated that reviewing Grammarly's feedback promoted self-reflection and helped students recognize areas that required improvement, thereby supporting the development of greater awareness during the revising process.

Editing Drafts Through Grammarly-Assisted Writing

The editing stage focused on refining and finalizing students' descriptive texts before submission. During this stage, the teacher guided students in reviewing Grammarly's feedback and applying appropriate corrections to improve the linguistic accuracy of their writing. As the teacher explained, *"I accompany them and check the results together. I always ask first whether the correction is correct or not. If they think Grammarly's suggestion is more appropriate, then they follow Grammarly's revision."* (Vignette 16/Interview/Teacher). This finding indicated that the teacher not only monitored students' editing activities but also encouraged them to evaluate Grammarly's suggestions critically before accepting revisions.

Classroom observations further showed that students paid close attention to grammar, spelling, capitalization, and punctuation while editing their texts. As recorded in the field notes, *"Several students reviewed grammar corrections provided by Grammarly and paid attention to punctuation and spelling suggestions."* (Vignette 17/Field Note). The observation findings were supported by documentation of Grammarly's feedback, which demonstrated how the application provided direct corrections related to language accuracy and writing conventions.



Figure 4. Documentation of Student's Grammarly Feedback 1

The documentation revealed that Grammarly highlighted grammatical, capitalization, and punctuation errors, enabling students to identify and correct inaccurate language forms before finalizing their texts. Consistent with this finding, Participant 4 explained, "I wrote 'I'm goes to school,' but Grammarly corrected it to 'I go to school.'" (Vignette 18/Interview/Participant 04). This example illustrated how students used Grammarly's feedback to improve the grammatical accuracy of their sentences during the editing stage.

Furthermore, students were observed proofreading their texts after applying Grammarly's corrections. The field notes showed that "Some students re-read their whole paragraphs after editing to check the final result of their writing." (Vignette 19/Field Note). This finding suggested that students engaged in a final review process to ensure clarity and accuracy before submission.

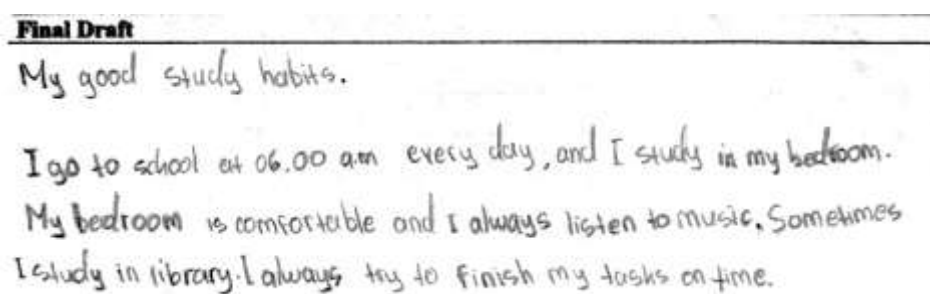


Figure 5. Student's Final Draft

The editing process also contributed to students' confidence in their final drafts. As Participant 2 remarked, "I became more confident in my writing because it had been corrected and looked better than before." (Vignette 20/Interview/Participant 02). This response indicates that reviewing and applying Grammarly's corrections not only improved the quality of students' writing but also increased their confidence in the final product.

Students' Challenges in the Process of Implementing Process-Based Writing Approach Mediated by Grammarly

Although Grammarly-mediated PBWA supported students' writing development, the findings revealed several challenges experienced during the implementation process. These challenges were categorized into technological challenges, affective challenges, linguistic challenges, and the risk of over-reliance on technology.

Technological Challenges in Grammarly-Mediated Writing

The findings revealed that students encountered several technological challenges during the implementation of Grammarly-mediated writing activities. These challenges included limited access to devices, unstable internet connections, and difficulties in operating Grammarly's features. As the teacher explained, "Since this uses an application, the difficulty is

when students do not have a phone, or they have one but their internet connection is unstable." (Vignette 21/Interview/Teacher). This finding indicated that technological limitations affected students' participation in Grammarly-mediated writing activities and occasionally hindered the revising and editing process.

Classroom observations further supported this finding. As recorded in the field notes, "When using Grammarly, some students were observed asking the teacher and peers about how to check and revise their writing." (Vignette 22/Field Note). This observation suggests that some students were still adapting to the application and required additional support to operate its features effectively.

In addition to technical and operational difficulties, students also experienced challenges in interpreting Grammarly's feedback. Some students reported confusion when suggested corrections did not align with the intended context of their writing. For example, Grammarly occasionally provided suggestions that were inconsistent with the grammatical requirements of descriptive texts. As Participant 5 remarked, "I once experienced it... when it was supposed to be in the simple present, but it suggested the continuous form instead." (Vignette 23/Interview/Participant 05). This finding suggested that students still needed teacher guidance to evaluate and interpret Grammarly's feedback appropriately according to the context and objectives of their writing tasks.

Affective Challenges in Writing

The findings also revealed that students experienced affective challenges during the writing process, particularly feelings of anxiety, hesitation, and fear of making mistakes when writing in English. These emotional challenges were often associated with students' uncertainty about the correctness of their grammar and sentence construction. As Participant 2 shared, "I usually feel a bit nervous. Sometimes I'm afraid of making grammar mistakes." (Vignette 24/Interview/Participant 02). This response indicated that students experienced a lack of confidence when composing English texts, especially when they were unsure whether their writing was linguistically accurate.

The interview findings were supported by classroom observation data. As recorded in the field notes, "Some students were observed pausing for a long time, looking unsure, and showing hesitant before beginning their writing tasks in English." (Vignette 25/Field Note). This observation suggested that students occasionally experienced confusion and hesitation during the initial stage of writing activities, reflecting their anxiety and uncertainty in expressing ideas in English.

These findings indicated that affective factors remained a challenge during the implementation of Grammarly-mediated writing activities. As a result, some students required additional encouragement and guidance from the teacher to participate more confidently in the writing process.

Linguistic Challenges in Writing

Linguistic challenges also emerged during the implementation of Grammarly-mediated writing activities. Students experienced difficulties related to vocabulary use, sentence construction, grammar, idea organization, and writing mechanics. Some students struggled to select appropriate vocabulary to express their ideas in English, which sometimes affected their ability to develop and organize their writing. As Participant 3 shared, "I'm not sure about the words I want to write." (Vignette 26/Interview/Participant 03). In addition, students encountered difficulties in constructing grammatically appropriate sentences. Participant 2 explained, "It's hard to put sentences together." (Vignette 27/Interview/Participant 02). These responses indicate that students faced challenges in expressing ideas clearly and accurately in English writing.

The interview findings were supported by classroom observation data. As recorded in the field notes, "Some students were observed asking the teacher about vocabulary choices and sentence structure during the writing activity." (Vignette 28/Field Note). This observation suggested that students still relied on teacher assistance when selecting vocabulary, constructing sentences, and organizing ideas throughout the writing process.

Furthermore, difficulties related to writing mechanics remained evident among several students. One recurring issue involved the use of capitalization. As Participant 1 stated, *“What is it called when the first letter is big? Oh, capital letters. I often forget.”* (Vignette 29/Interview/Participant 01). This response indicates that some students were still unfamiliar with the proper application of capitalization rules in English writing.

The interview and observation findings were further supported by documentation of students’ Grammarly feedback.

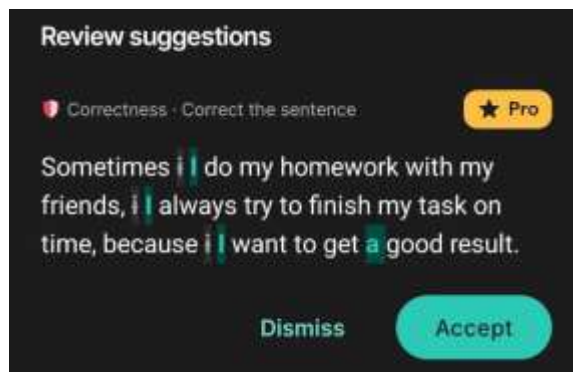


Figure 6. Documentation of Student’s Writing Feedback 2

The documentation showed that several students continued to experience difficulties with basic writing mechanics, particularly capitalization and other language conventions, suggesting that linguistic accuracy remained a challenge throughout the writing process.

Risk of Over-Reliance on Technology

Finally, the findings revealed a risk of over-reliance on technology during the implementation of Grammarly-mediated writing activities. Some students tended to trust Grammarly’s suggestions without critically evaluating whether the feedback was appropriate for the context of their writing. As Participant 2 remarked, *“I accept it right away because I trust Grammarly.”* (Vignette 30/Interview/Participant 02). This response indicated that some students relied heavily on Grammarly’s corrections and were less likely to review or question the suggested revisions independently.

The interview findings were supported by classroom observation data. As recorded in the field notes, *“Some students were still occasionally found to rely directly on Grammarly suggestions.”* (Vignette 31/Field Note). This observation demonstrated that excessive dependence on Grammarly may reduce students’ critical engagement with their own writing, as they tend to accept automated feedback without thoroughly evaluating its accuracy or suitability. Consequently, while Grammarly provided valuable support during the revising and editing stages, teacher guidance remained important to help students develop critical judgment when interpreting and applying automated feedback.

Discussion

The findings indicate that the implementation of Grammarly-mediated Process-Based Writing Approach (PBWA) followed the four key stages of planning, drafting, revising, and editing. This supports the view that writing is a recursive process in which students gradually develop and refine their texts rather than producing a final product in a single step (Agustiana, 2016; Din et al., 2021). The integration of Grammarly within these stages provided additional support by offering immediate feedback while maintaining teacher guidance throughout the writing process.

The planning stage demonstrated the importance of pre-writing activities in helping students generate and organize ideas before composing descriptive texts. The use of guiding questions, model texts, and vocabulary exploration aligns with previous findings that planning activities enhance students’ readiness and ability to organize ideas effectively (Agustiana, 2016; Kurniasih et al., 2020). Furthermore, introducing Grammarly before writing

activities helped students become familiar with the technology and prepared them for subsequent revision tasks.

The drafting stage showed that students concentrated on expressing ideas and developing content before focusing on linguistic accuracy. This finding is consistent with the principles of process writing, which emphasize idea development during drafting and postpone language correction until later stages (Din et al., 2021). Similar findings were reported by (N. Fitria & Monita, 2022; Novia & Saptarina, 2021), who found that process-oriented writing instruction promotes idea development and text organization.

The revising and editing stages highlighted the pedagogical value of Grammarly in supporting students' writing development. Grammarly enabled students to identify grammatical and mechanical errors, reflect on their writing, and improve the accuracy of their texts. These findings support previous studies showing that Grammarly enhances students' revision practices and writing quality (Armanda et al., 2022; Hadiat et al., 2022; Wulandari et al., 2025). Importantly, students were encouraged to evaluate Grammarly's suggestions critically rather than accept them automatically, indicating that automated feedback can promote reflective learning when accompanied by teacher mediation (Dinata et al., 2026).

Overall, the findings of this study are largely in line with previous research on the implementation of the Process-Based Writing Approach and the use of Grammarly in EFL writing instruction. The results support earlier studies indicating that PBWA facilitates students' idea generation, organization, and revision throughout the writing process, while Grammarly provides immediate feedback that enhances language accuracy and encourages reflective revision (Agustiana, 2016; Armanda et al., 2022; Din et al., 2021; Hadiat et al., 2022; Wulandari et al., 2025). Rather than contradicting previous findings, this study complements the existing literature by demonstrating that the effectiveness of Grammarly is maximized when it is integrated into each stage of the writing process and accompanied by continuous teacher guidance. Therefore, the findings not only confirm previous research but also extend the understanding of how Grammarly-mediated PBWA can be implemented effectively in teaching descriptive writing in an EFL classroom.

Despite these benefits, several challenges emerged during the implementation. Technological issues, including limited device access and unstable internet connections, affected students' ability to use Grammarly effectively. Similar challenges were reported by (Dinata et al., 2026; Huang et al., 2020), suggesting that technological readiness remains a crucial factor in the successful integration of automated feedback tools.

Students also experienced affective and linguistic challenges. Feelings of anxiety and fear of making mistakes were particularly evident during the planning and drafting stages. However, students gradually became more confident as they progressed through the writing process, supporting the argument that PBWA can reduce writing anxiety by emphasizing writing as a gradual process (N. Fitria & Monita, 2022; Rakhimova, 2025). In addition, difficulties related to vocabulary, grammar, sentence construction, and writing mechanics remained significant barriers, which is consistent with previous studies on EFL writing challenges (Kurniasih et al., 2020; Novia & Saptarina, 2021).

Another important finding concerns students' tendency to rely excessively on Grammarly. Some students accepted suggestions without critically evaluating them, which may limit the development of metalinguistic awareness and critical thinking. This finding supports (Dinata et al., 2026; T. N. Fitria, 2021), who cautioned against overdependence on automated feedback. Therefore, teacher mediation remains essential to ensure that Grammarly functions as a learning support tool rather than a replacement for students' critical engagement with writing.

These findings collectively demonstrated that the challenges identified in this study are largely consistent with those reported in previous research. Similar issues related to technological limitations, linguistic difficulties, writing anxiety, and students' overreliance on automated feedback (Dinata et al., 2026; T. N. Fitria, 2021; Huang et al., 2020; Kurniasih et al., 2020; Novia & Saptarina, 2021). Rather than presenting contradictory evidence, the present study strengthens the existing literature by confirming that these challenges continue to

emerge in the implementation of Grammarly-mediated PBWA in EFL writing classrooms. At the same time, the findings provided additional insight by showing that structured teacher guidance throughout each stage of PBWA enabled students to gradually address these challenges and make more meaningful use of Grammarly's feedback.

Overall, the findings suggested that Grammarly-mediated PBWA supports descriptive writing instruction by facilitating idea development, revision practices, writing accuracy, and learner confidence. However, its effectiveness depends on adequate technological support, teacher guidance, and students' active engagement with the feedback provided.

CONCLUSIONS

This study investigated the implementation of the Grammarly-mediated Process-Based Writing Approach (PBWA) in teaching descriptive writing and explored students' challenges. The findings showed that the approach was implemented through four interconnected stages: planning, drafting, revising, and editing. Grammarly provided immediate feedback that helped students identify and correct errors, improve language accuracy, and participate more actively in revision, while also supporting idea development, writing awareness, and confidence. However, students faced technological challenges, including limited device availability, internet connectivity, and difficulties understanding Grammarly's feedback. They also experienced affective and linguistic challenges, such as anxiety, hesitation, vocabulary limitations, grammatical errors, and difficulties with sentence construction and mechanics. Some students also relied excessively on Grammarly without critically evaluating its suggestions. Thus, Grammarly should complement rather than replace teacher guidance. This qualitative case study was limited to one junior high school and a small number of participants and did not quantitatively measure writing improvement or examine other AI writing tools, limiting the generalizability of the findings.

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