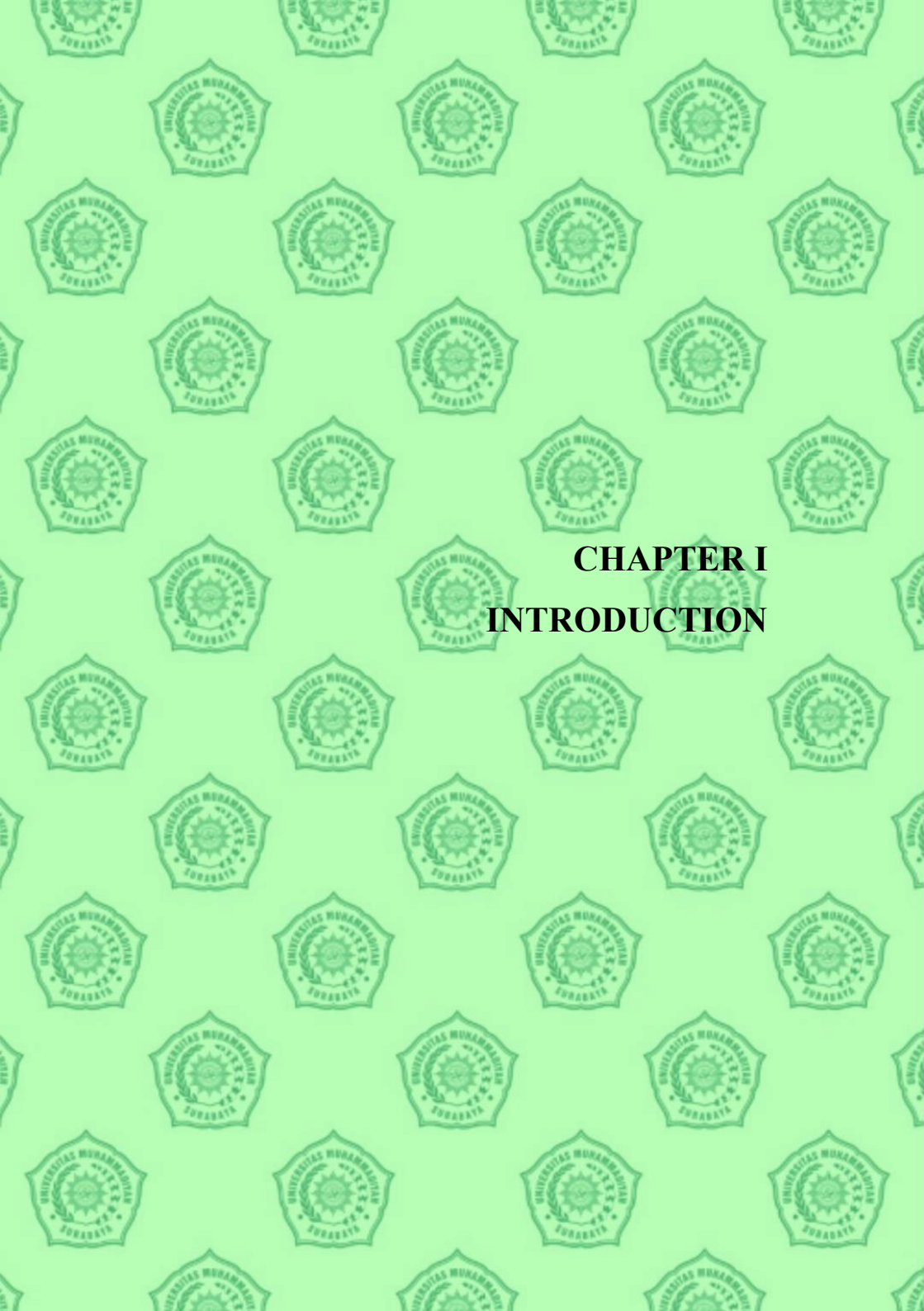




CHAPTER I

INTRODUCTION

CHAPTER I INTRODUCTION

This chapter presents the background of the study, research questions, objectives of the study, significance of the study, and scope and limitation of the study.

1.1 Background of the Study

Writing is widely seen as one of the hardest skills for students learning English as a foreign language to become good at (Baharudin et al., 2023). Writing is a complex skill that has critical thinking activity involves advanced skill that must be mastered by the students for educational success. Complex activity of writing needs a long process which involves critical thinking and logical idea development (Prihandani, 2023). These components include not only an adequate vocabulary repertoire but also a deep and systematic understanding of grammatical structures, coherence, cohesion, and genre-specific conventions (Wahyuni & Umam, 2017). The ability to write effectively in English is particularly crucial in the Indonesian educational context, where English is a required subject at every level of secondary school, including vocational high schools called Sekolah Menengah Kejuruan (SMK).

Students are expected to produce various types of texts, each of which has its own social function, generic structure, and language features. Among these text types, recount text is widely taught because it enables students to communicate past experiences and events in a chronological sequence. Unlike narrative text, which presents imaginative stories, recount text aims to inform or entertain readers by describing real events or personal experiences (Kesmi Veronika Simanjuntak et al., (2025). One of the essential language features of recount text is the use of grammatical past tense forms, as the events being described have already occurred. Therefore, students are expected to apply appropriate past tense forms consistently when composing recount texts in order to produce clear and coherent writing (Sulistianti et al., 2024).

In the Indonesian English curriculum, recount text is one of the text types taught to help students develop their ability to communicate past experiences in written form (Mustofa & Kurniawan, 2023). Through recount text writing, students are expected to organize events chronologically by following its generic structure, which consists of orientation, a sequence of events, and re-orientation (Giawa et al., 2024). In addition to organizing ideas logically, students are also required to apply the appropriate language features of recount text, particularly the consistent use of grammatical past tense forms. Therefore, writing a recount text requires students not only to express their experiences but also to demonstrate an appropriate use of grammar in accordance with the conventions of the genre (Siregar et al., 2019).

The study was conducted in Grade X Manajemen Perkantoran 3, which consisted of 26 students. The class was selected because QuillBot Grammar Checker AI was implemented as part of the recount text writing activities during English lessons. In this implementation, students composed recount texts and subsequently used QuillBot Grammar Checker AI to review and revise the grammatical forms in their writing. This classroom therefore provided an appropriate context for describing how the implementation of QuillBot Grammar Checker AI was carried out during the writing process and for identifying the benefits experienced by students while using the tool.

Accordingly, this study aims to describe the implementation of QuillBot Grammar Checker AI in recount text writing activities among Grade X students at SMK Wachid Hasyim 1 Surabaya. Specifically, the study describes how QuillBot Grammar Checker AI was integrated into the writing process and identifies the benefits experienced by students when using the tool to review and revise the grammatical forms in their recount texts. To achieve these objectives, the study draws on classroom observations, students' writing documents, and questionnaire responses, providing a comprehensive description of the implementation process and students' experiences during the use of QuillBot Grammar Checker AI in English writing activities.

Although various AI-assisted writing tools have increasingly been introduced into English language learning, previous studies have predominantly focused on measuring their effectiveness or their influence on students' writing achievement. Limited attention has been given to describing how QuillBot Grammar Checker AI is implemented in classroom writing activities and what benefits students experience during its use, particularly in the context of recount text writing at the vocational school level. Therefore, this study seeks to fill this gap by providing a descriptive qualitative account of the implementation of QuillBot Grammar Checker AI during recount text writing activities.

Despite being introduced to the grammatical features of recount text, many EFL students still experience difficulties in applying grammatical past tense forms consistently in their writing. Common inaccuracies include the use of present tense forms in recount texts, omission of appropriate past tense markers, and confusion in selecting regular and irregular verb forms. These grammatical inaccuracies often affect the chronological sequence of events, making recount texts less coherent and more difficult to understand. Such difficulties are influenced by differences between the Indonesian and English grammatical systems, particularly because Indonesian does not require changes in verb forms to indicate time (Lionny & Kusumadewi, 2022).

Alongside these challenges, the integration of artificial intelligence (AI) into language education has introduced new opportunities to support students during the writing process. One of the AI-assisted writing tools increasingly used by English language learners is QuillBot, which provides several writing support features, including paraphrasing, summarizing, translation, and grammar checking (Sugara et al., 2025). Among these features, the Grammar Checker is specifically designed to identify grammatical and mechanical inaccuracies and provide immediate feedback that can assist students in reviewing and revising their writing. This feature has therefore become relevant to English writing instruction, particularly in activities that require students to produce grammatically appropriate recount texts.

In this study, QuillBot Grammar Checker AI was implemented as part of the recount text writing activities to support students in reviewing the grammatical forms used in their writing. During the implementation, students composed recount texts and then used the Grammar Checker feature to identify grammatical and mechanical inaccuracies, such as verb forms, tense usage, subject–verb agreement, spelling, and punctuation. The tool provided automated feedback by highlighting potential inaccuracies and offering suggested revisions, allowing students to examine their writing before making revisions. Previous studies have reported that many students continue to experience difficulties in applying grammatical rules consistently in English writing (Ariani et al., 2023). In this context, the Grammar Checker feature offers an alternative source of grammatical feedback that can support students during the writing process by identifying language inaccuracies and providing revision suggestions (Fitria, 2025). Therefore, this study focuses on describing how QuillBot Grammar Checker AI was implemented during recount text writing activities and identifying the benefits experienced by students while using the tool in the classroom.

In the context of English writing, QuillBot Grammar Checker AI functions as an AI-assisted writing tool that provides automated grammatical feedback to support students during the writing process (Laras Amyatun & Kholis, 2025). Through its Grammar Checker feature, the tool identifies potential grammatical and mechanical inaccuracies, including grammar, spelling, punctuation, and sentence structure, while offering revision suggestions that users may accept or ignore. Rather than replacing the role of the teacher, the tool serves as an additional source of grammatical feedback that encourages students to review their own writing before producing a revised version. Accordingly, this study describes the implementation of QuillBot Grammar Checker AI during recount text writing activities and explores the benefits experienced by students while using the tool to review grammatical forms in their writing.

This study addresses several aspects that have received limited attention in previous research on AI-assisted writing tools. While Pramudiharjo et al., (2025) focused on the effectiveness of QuillBot AI in improving students' writing skills, Rahayu, (2025) and Heryati & Malik, (2024)

primarily investigated students' perceptions and experiences of using QuillBot in academic writing contexts. Meanwhile, (Kepirianto et al., 2020) investigated the use of AI-based writing tools, including Grammarly and QuillBot, to support students' learning of the simple past tense in recount text writing. Although these studies provide valuable insights into the use of AI-assisted writing tools, limited attention has been given to describing how QuillBot Grammar Checker AI is implemented during classroom writing activities, particularly in vocational high school contexts. Therefore, this study focuses on the implementation of QuillBot Grammar Checker AI in recount text writing activities at the vocational high school level. The study describes how the implementation was carried out during classroom writing activities and identifies the benefits experienced by students while using the tool to review and revise grammatical forms in their recount texts. To obtain a comprehensive description of the implementation, the study draws on classroom observations, students' writing documents, and questionnaire data collected from students who participated in the learning activities.

1.2 Research Questions

This study is guided by the following research questions:

1. How is QuillBot Grammar Checker AI implemented in recount text writing activities among Grade X Manajemen Perkantoran 3 students at SMK Wachid Hasyim 1 Surabaya?
2. What benefits do students experience from the implementation of QuillBot Grammar Checker AI in recount text writing activities?

1.3 Research Objectives

Based on the research question, this study aims to:

1. To describe the implementation of QuillBot Grammar Checker AI in recount text writing activities among Grade X *Manajemen Perkantoran* students at SMK Wachid Hasyim 1 Surabaya.
2. To identify the benefits experienced by students from the implementation of QuillBot Grammar Checker AI in recount text writing activities.

1.4 Significance of the Research

Some purposeful research is expected to have benefits on the audience of the research. It is also expected to benefit the writer or researcher himself. Accordingly, the writer wishes this to be significant from both theoretical and practical point of view.

1.4.1 Theoretical Significance

Theoretically, this study is expected to contribute to the field of English language education, particularly in the areas of writing instruction, grammar learning, and technology-assisted language learning. By describing the implementation of QuillBot Grammar Checker AI in recount text writing activities, this study enriches the existing literature on the integration of artificial intelligence in English writing classrooms. In addition, the findings provide insights into how AI-assisted grammatical feedback can be incorporated into classroom writing practices and highlight the benefits experienced by vocational high school students during the use of QuillBot Grammar Checker AI. It is also expected that this study will serve as a reference for future researchers interested in the implementation of AI-assisted writing tools in English language learning.

1.4.2 Practical Significance

Practically, the findings of this study are expected to benefit students, teachers, and future researchers. For students, this study may provide a better understanding of how QuillBot Grammar Checker AI can be used to review grammatical forms in recount text writing and encourage them to use AI-assisted writing tools more critically and responsibly during the writing process. For teachers, the findings may serve as a reference for implementing QuillBot Grammar Checker AI as a supplementary learning resource in writing instruction while providing appropriate guidance to support students' grammatical development. For future researchers, this study may serve as a reference for further studies on the implementation of AI-assisted writing tools in English language learning, particularly in vocational high school contexts, and provide an

example of how classroom observations, students' writing documents, and questionnaire data can be integrated to describe the implementation of educational technology in classroom practice.

1.5 Scope and Limitation

1.5.1 Scope

This study focuses on the implementation of QuillBot Grammar Checker AI in recount text writing activities conducted by Grade X students of SMK Wachid Hasyim 1 Surabaya. The study describes how QuillBot Grammar Checker AI was implemented during classroom writing activities and identifies the benefits experienced by students while using the tool to review grammatical forms in their recount texts.

The study is limited to recount text because this genre requires the consistent use of grammatical past tense forms to describe completed events and experiences. Therefore, the implementation of QuillBot Grammar Checker AI was examined only within the context of recount text writing. Other text genres commonly taught in English language learning, such as descriptive, narrative, procedure, and argumentative texts, were beyond the scope of this study.

To obtain a comprehensive description of the implementation, data were collected through classroom observations, students' writing documents, and questionnaires administered to Grade X students. QuillBot Grammar Checker AI was implemented as a supplementary writing support tool that provided automated grammatical feedback during classroom writing activities. The study does not evaluate the effectiveness of the tool or measure students' writing achievement; instead, it focuses on describing the classroom implementation of QuillBot Grammar Checker AI and the benefits experienced by students during its use.

1.5.2 Limitation

This study was conducted in only one Grade X Manajemen 3 class at SMK Wachid Hasyim 1 Surabaya. Therefore, the

findings describe the implementation of QuillBot Grammar Checker AI within the context of this particular classroom and may not be generalizable to other classes, schools, or educational settings. The study focused exclusively on the implementation of QuillBot Grammar Checker AI during recount text writing activities. Accordingly, other English text genres, such as descriptive, narrative, procedure, and argumentative texts, were beyond the scope of this study. Likewise, other aspects of writing, including content development, organization, vocabulary use, and writing style, were not analysed in detail because the study concentrated on the implementation of the tool in supporting grammatical revision. In addition, QuillBot Grammar Checker AI was used only as a supplementary writing support tool. The grammatical feedback generated by the tool was not always accepted or applied by students, and some suggestions required further consideration before being incorporated into their writing. Consequently, the interpretation of students' writing documents remained the responsibility of the researcher throughout the data analysis process. Finally, the findings were developed from classroom observations, students' writing documents, and questionnaire data. As with other descriptive qualitative studies, the interpretation of the findings was influenced by the classroom context, participants' responses, and the researcher's interpretation of the collected data.

1.6 Definition of Key Terms

To avoid misunderstanding to understand this study, the definition of terms which are often found in this study as follows:

1. Grammatical Past Tense

Grammatical Past Tense refers to grammatical forms used to express actions, events, or states that occurred in the past. In this study, the term specifically refers to students' use of past tense forms in recount text writing, including the accurate use of verb forms and other grammatical elements related to past-time reference.

2. Writing Recount Text

Recount text is a type of text that retells past events or experiences in chronological order. It generally consists of three main parts: orientation, sequence of events, and re-orientation. The primary linguistic feature of recount text is the use of past tense forms to describe completed events.

3. Quillbot Grammar Checker AI

QuillBot Grammar Checker AI refers to the grammar-checking feature available in QuillBot AI that provides automated feedback on potential grammatical issues, including grammar, spelling, punctuation, and sentence structure. In this study, the tool was used during the writing revision process to assist students in identifying and revising grammatical inaccuracies in recount text writing.

