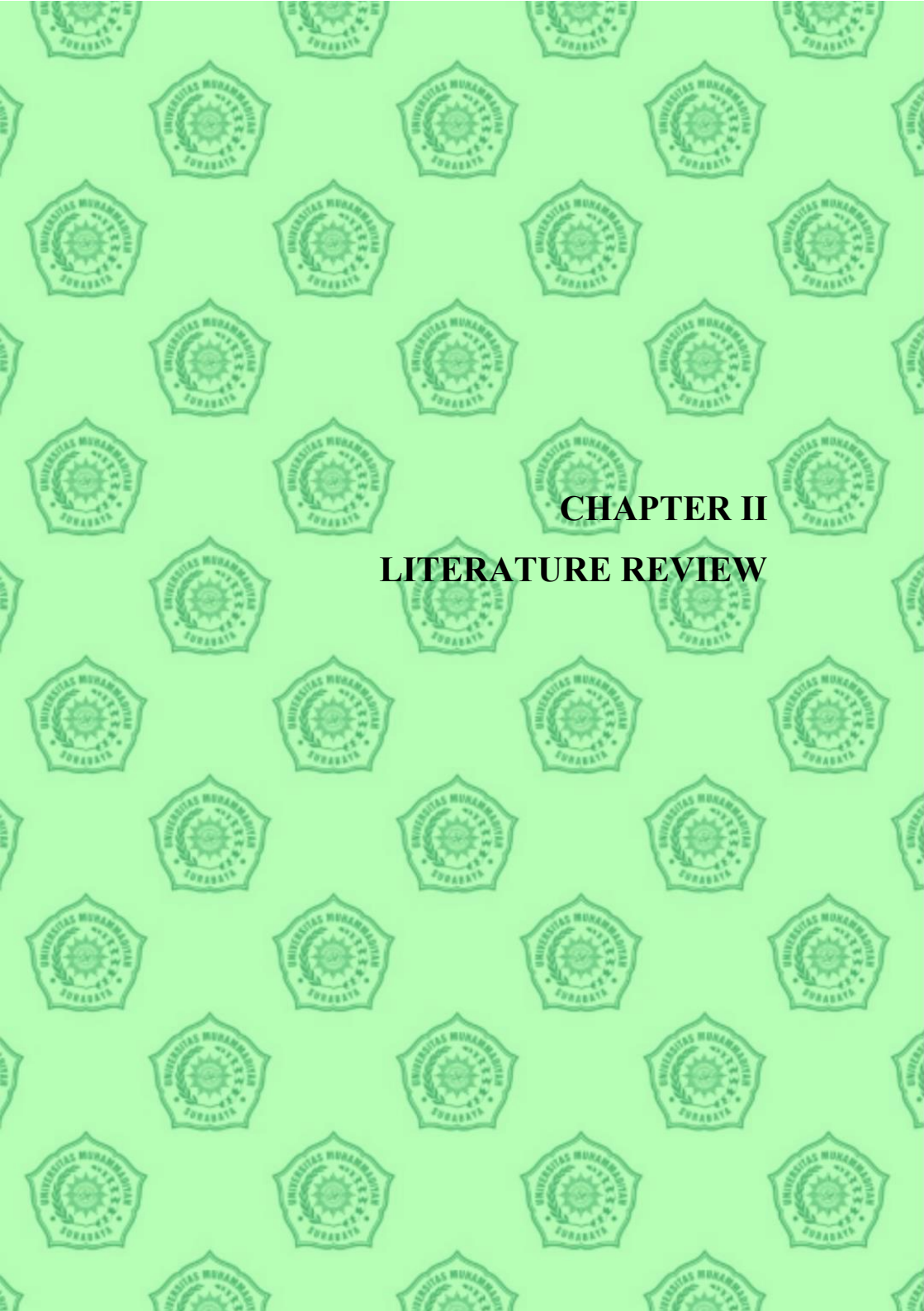




CHAPTER II

LITERATURE REVIEW

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This chapter is divided into two main sections: theoretical review and review of previous studies. The theoretical review examines the fundamental concepts that underpin this research, including writing, recount text, past tense in English, and the role of artificial intelligence tools such as QuillBot Grammar Checker AI in supporting language learning.

2.1 Theoretical Review

2.1.1 Writing

Writing is one of the productive language skills through which learners communicate ideas, thoughts, and information in written form (Marwa & Lail, 2022). It is a complex language skill that involves critical thinking processes to convey ideas logically. Mastering writing is a key productive skill for anyone learning English. Writing requires learners to organize ideas systematically while applying appropriate vocabulary, grammar, and writing conventions to produce meaningful texts. Therefore, writing is widely recognized as a complex skill that integrates linguistic knowledge with the ability to communicate effectively (Hyland, 2018).

In English language learning, writing is widely regarded as one of the most challenging language skills because it requires learners to organize ideas while applying appropriate grammar, vocabulary, and writing conventions accurately. Therefore, students' writing performance is often used as an indicator of their language inaccuracies, particularly when producing texts that require high grammatical accuracy. Writing constitutes one of the most pivotal productive skills that necessitates enhancement in English language instruction. Nevertheless, a considerable number of students continue to grapple with significant challenges in this domain, particularly regarding grammar, verb usage, and other writing mechanisms (Ariani et al., 2023).

2.1.2 Recount Text

A recount text is a text that provides a narrative description of a former event or group of events in the order in which they occurred. This approach allows for a chronological presentation of the events reported. The major goal of this text is to provide readers with a clear description of the events that occurred and the chronology in which they occurred, with the intention of either giving information to inform or entertain readers. Recount texts are widely used to document personal events, making them closely related to students' daily lives (Saori & Sugianto, 2023).

During writing, students should concentrate on the overall format, which comprises an introduction to the background, a timeline of events, and personal remarks as a conclusion or adjustments. In addition to structural qualities, the text has various particular language elements, such as the use of first-person pronouns, time conjunctions, and past tense verbs. However, the construction of recount texts poses a significant challenge for students, as indicated by numerous faults such as insufficient concept structure and a lack of command of language and writing procedures (Giawa et al., 2024).

2.1.3 Role of Past Tense in Recount Text

The past tense is important in recount writing because it allows writers to explain prior actions, events, and experiences (Parrott, 2023). Recount texts are intended to relate previous events in chronological sequence, therefore precise usage of past tense forms helps establish a clear time reference and preserve coherence throughout the text (Syukur & Supraba, 2022). As a result, the employment of grammatical past tense forms is considered one of the most fundamental linguistic characteristics of recount text authoring.

Despite its fundamental role, the use of the past tense often poses a significant challenge for English learners, particularly in distinguishing the various aspects of verb changes. A common practical mistake is that students are unable to change verbs from their base form to the past tense,

whether they follow a regular pattern (regular verbs) or an irregular pattern (irregular verbs). This challenge frequently results in various types of errors in students' writing, such as misinformation (incorrect word formation) and unnecessary additions, which can ultimately obscure the meaning of the message being conveyed.

2.1.4 Type of Past Tense in English

In English grammar, past-time reference can be expressed using four different past tense forms: simple past tense, past continuous tense, past perfect tense, and past perfect continuous tense. Each form performs a distinct grammatical function in describing events that occurred before the present time (Lionny & Kusumadewi, 2022). The simple past tense is used to describe completed actions or events that happened at a specific time in the past and is the most commonly used tense in recount texts. The past continuous tense describes actions that were in progress at a specific moment in the past or actions that were interrupted by another event. The past perfect tense indicates an action that was completed before another action or point in the past, whereas the past perfect continuous tense.

2.1.5 Quillbot Grammar Checker AI

QuillBot Grammar Checker AI is one of the writing support features available in QuillBot that provides automated feedback on grammatical aspects of English writing, including grammar, spelling, punctuation, and sentence structure. Rather than rewriting a text automatically, the grammar checker identifies potential grammatical inaccuracies and offers revision suggestions that users may accept or ignore during the writing revision process (Rasidin et al., 2025). In the context of this study, QuillBot Grammar Checker AI was employed as a grammar-feedback tool during students' recount text writing. The study does not evaluate the effectiveness of the application in improving writing achievement; instead, it examines how students used the feedback provided by QuillBot Grammar Checker AI to identify and revise grammatical inaccuracies in their recount texts.

2.1.6 Features of QuillBot Grammar Checker AI and its Function

According to Marzuki et al., (2023), QuillBot provides several AI-assisted writing features, including Paraphraser, Grammar Checker, Summarizer, Translator, Citation Generator, and Plagiarism Checker. Each feature is designed to support different stages of the writing process. Among these features, the present study focuses exclusively on the Grammar Checker, as it is directly related to students' use of grammatical past tense forms in recount text writing.

The Grammar Checker feature automatically reviews English texts and identifies potential grammatical inaccuracies, including errors related to grammar, spelling, punctuation, and sentence structure. After detecting these inaccuracies, the application provides alternative revision suggestions that users may accept or ignore during the revision process (Latifah et al., 2024). Through this automated feedback, students are able to compare their original writing with the suggested revisions before deciding whether to modify their texts. In the context of recount text writing, the Grammar Checker may identify grammatical inaccuracies related to verb forms, tense consistency, article usage, and other language features that commonly appear in students' writing. Rather than functioning as an automatic writing tool, the Grammar Checker supports students during the revision stage by providing grammatical feedback that can be reviewed and considered while revising their drafts. Accordingly, in this study, QuillBot Grammar Checker AI is positioned as a grammar feedback tool used to examine how students identified and revised grammatical inaccuracies in their recount texts.

2.2 Previous Studies

The increased use of AI-based writing tools has prompted researcher to explore their impact on students' writing development in various educational settings. Previous studies have investigated the use of AI-based writing tools from various perspectives, including writing achievement, students' perceptions, learning experiences, and automated grammar feedback. However, differences in research topic, participants, and features of writing explored highlight the need for additional research,

especially on the use of Quillbot Grammar Checker to improve students' grammatical accuracy when producing recount texts.

The first study, *“Quillbot AI-Assisted Collaborative Writing: Impact on EFL Students' Descriptive Writing and Self-Efficacy”* was carried out by Pramudiharjo et al., (2025). The purpose of this study was to find out how students' descriptive writing abilities and self-efficacy were affected when QuillBot Grammar Checker AI was incorporated into group writing assignments. Using a 2 x 2 quasi-experimental factorial design, this study involved 45 high school students in Indonesia who were divided into experimental and control groups. Data were acquired by pre-tests, post-tests, and self-efficacy questionnaires. The experimental group employing QuillBot Grammar Checker AI outperformed the control group, according to the results, which demonstrate a substantial difference in post-test scores. However, this study did not uncover a statistically significant difference in writing performance between students with high and low self-efficacy. The conclusion of this study reveals that QuillBot Grammar Checker AI effectively enhances writing skill and reduces instructors' burden, serving as a complementing teaching tool rather than a substitute for the teacher's job.

The second study was conducted by Rahayu (2025) with the title *“Students' Perceptions of Using QuillBot Grammar Checker AI AI Tool in Writing for Publication Skills.”* This study sought to evaluate the attitudes of English Education students at PGRI University Jombang regarding the employment of QuillBot Grammar Checker AI in the subject *“Writing for Publication.”* The researcher utilized a quantitative method with a descriptive survey design, collecting data through an online questionnaire distributed to 25 students. The results showed that the majority of students had a positive opinion of Quillbot AI, with the primary reasons being ease of use, enhanced writing quality, and time efficiency. This study showed that QuillBot Grammar Checker AI was highly received by students for paraphrase and grammar checking purposes, with 88% of respondents stating their desire to continue using the program in the future.

Kepirianto et al., (2025) conducted the third study, “*Indonesian EFL Students’ Voices on Utilizing Grammarly Application to Facilitate Writing Skills in Recount Text*,”. The purpose of this study was to gather students’ thoughts on the use of Grammarly in understanding the simple past tense when writing recount texts. Using a qualitative technique and a narrative inquiry design, the researcher interviewed three university students (two females and one male). The findings suggest that participants believed Grammarly helped them learn how to utilize the simple past tense and reduced their writing anxiety by providing automatic feedback. However, this study also identifies the tool’s limitations, including as inaccuracy in complicated contexts and limited functionality in the free edition. The conclusion notes that, while Grammarly can help with corrections, students should still reread and double-check the corrections to confirm their accuracy.

The fourth study, “*Exploring Students’ Perception and Experience in Using Quillbot as an Artificial Intelligence in Writing Skills*” was conducted by (Fadella Heryati & Malik, 2024). The purpose of this study was to investigate English Education Department students’ perceptions and qualitative experiences regarding the integration of QuillBot as an AI tool in developing their writing skills, specifically focusing on grammar, spelling, and vocabulary enhancement. Employing a qualitative research design, this study involved 35 university students at UIN Maulana Malik Ibrahim Malang. Data were acquired through Likert-scale questionnaires and semi-structured interviews with the participants. The results demonstrate that the majority of students held a highly positive perception toward the tool, finding it very easy, convenient, and effective for identifying grammatical errors, correcting spelling mistakes, and enriching vocabulary through formal synonyms. However, the study also uncovered that some students experienced drawbacks, such as diminished independent thinking processes due to over-reliance on the technology, rigid or unnatural paraphrasing outputs that required manual adjustment, and structural limitations within the free version of the software. The conclusion of this study reveals that while QuillBot serves

as a highly beneficial, efficient, and knowledge-expanding tool for academic writing, students must remain critical and treat it as a supplementary asset rather than completely relying on it to complete their assessments.

Collectively, the four previous studies demonstrate the growing integration of artificial intelligence (AI) tools into English as a Foreign Language (EFL) writing instruction. Despite employing different AI applications, such as QuillBot Grammar Checker AI and Grammarly, these studies consistently explored the role of AI-assisted writing tools in supporting students' writing activities. However, they differed in terms of research design, participants, research focus, and learning context. While Pramudiharjo et al. (2025) emphasized writing achievement through a quasi-experimental design, Rahayu (2025) and Fadella Heryati & Malik (2024) primarily investigated students' perceptions and experiences of using QuillBot. Meanwhile, Kepirianto et al. (2025) focused on students' experiences with Grammarly in recount text writing at the university level. More particularly, this study resonates well with the study conducted by Kepirianto et al. (2025) in which both investigations place recount texts and the grammatical element of the simple past tense as the main linguistic focus. This connection emphasizes how urgent it is to develop pedagogical approaches that effectively overcome students' grammatical inaccuracies gaps using technology.

Based on the previous studies, the present study addresses several aspects that have received limited attention in earlier research. Rather than examining writing achievement or students' perceptions of AI-assisted writing tools, this study focuses on describing the implementation of QuillBot Grammar Checker AI during recount text writing activities in a vocational high school classroom. Furthermore, this study explores the benefits of using QuillBot Grammar Checker AI as experienced by students during the writing revision process through classroom observations, students' writing documents, and questionnaire data. By conducting the study in a vocational high school setting, which remains underrepresented in previous research, this study provides a contextual description of the implementation of AI-generated

grammatical feedback in EFL writing instruction and contributes to the growing discussion of AI integration in English language learning.

