

## Identifying the Effects of Grammarly on ESL Learners' Writing Error: A Case Study of Darul Uloom Nadwatul Ulama Madrasa, Lucknow, India

MOHAMMAD USAMA

MD MOSHABBIR ALAM

**Abstract.** Studies worldwide have explored how Grammarly as Electronic Tool (E-Tool) assists ESL (English as a Second Language) students in enhancing their writing. The present study aims to improve Madrasa ESL learners' writing by minimizing inflectional morphemes related errors at Darul Uloom Nadwatul Ulama Madrasa in India. The study participants included sixty-eight madrasa students and were formed into two separate groups: an experimental group was treated with Grammarly, while the control group got instruction using the communicative language teaching approach. The data was collected from all participants before and after the treatment. A quantitative approach was used to the analysis of the data. A repeated-measures two-way ANOVA test revealed that Grammarly enhanced ESL learners' writing for inflectional morphemes following treatment in the experimental group relative to the control group. These findings demonstrate how 'Grammarly' as E-Tool may support ESL writers, especially novel writers who find it challenging to write well in English.

**Keywords :** Madrasa students, Darul Uloom Nadwatul Ulama, error analysis, Grammarly as E-Tool, ESL writing.

The present study is to determine if Grammarly, as an electronic tool (E-Tool), is effective in enhancing ESL learners' writing in India at the Darul Uloom Nadwatul Ulama Madrasa by reducing errors. According to a past study on Grammarly could help ESL learners improve their English writing by reducing grammatical errors (Calma et al., 2022; Ebadi et al., 2022; Guo et al., 2021; Huang et al., 2020; Ranalli & Yamashita, 2022). Therefore, the literature could be utilized as a source of inspiration for learning how Grammarly helps ESL students overcome their writing challenges. However, very little research has focused on Madrasa ESL learners' writing errors made by students in the Madrasa setting. To address a lacuna in the literature, an experimental group with 'Grammarly' as an E-Tool intervention and a control group without intervention may commit

substantially different ESL writing errors at Darul Uloom Nadwatul Ulama Madrasa. The study raises significant concerns: (1) What type of errors do Madrasa students commit in English writing? and (2) how Grammarly as an E-Tool and communicative language teaching approach performs across the tests (pre and post-test) in improving writing to minimize each type of inflectional morphemes-related errors?

There has been no attempt so far: (i) to analyze the ESL Learners' writing errors committed by Madrasa students and (ii) to investigate the efficacy of using Grammarly as an electronic tool in ESL students' writing with reference to the decrease of errors and the development of writing skills within the setting of a madrasa. The study also explores the instructional implications of providing ESL students with Grammarly feedback to decrease writing errors. The study covered language development into consideration in order to eliminate inaccuracies. The findings are significant for educators, indicating what should be taught and what tactics and processes their students should use to acquire a second language.

#### **Background of Darul Uloom Nadwatul Ulama Madrasa and its importance**

Madrasa means school, which provides Islamic educations (Alam, 2020; Aleaz, 2005; [Borker](#), 2021; Moosa, 2015; Sachar, 2006). Traditionally, madrasas are institutions that specialize in the study of the theological understanding of the Quran (Moosa, 2015). The relevance of government agencies, religious institutions, and philanthropic organizations that provide free education for underprivileged children have grown (Hudson, 2017; Rao & Hossain, 2011).

Darul Uloom Nadwatul Ulama and Deoband are considered one of the important madrasas in India. Darul Uloom Nadwatul Ulama was founded in 1891 and started with balanced and moderate courses. Around 5000 students are studying in Darul Uloom Nadwatul Ulama. This Madrasa's purpose is to cope with the modern education system through religious study. Therefore, they do not only teach The Quran and Hadith but also general sciences, as well as English as a second language. They have designed their curriculum based on religious study and focusing on the job market. Although students are taught only general subjects, they can easily seek employment in the government and private sectors. The students of Nadwa are working in various fields in India. The words of Akbar Ilahabadi can help us understand the importance of Nadwa:

An illuminated heart is Deoband;  
And Nadwa is a clever tongue;  
You seek to know what Aligarh is like?  
A distinguished stomach, call it right.  
Akbar Ilahabadi (1846-1921)  
(Metcalf, 315)

At Darul Uloom Nadwatul Ulama Madrasa, students are taught English to facilitate communication. English is taught using a structured curriculum at Darul Uloom Nadwatul Ulama Madrasa (see appendix A). The curriculum's language topics are taught in preparation for examinations. Although they pass their exams, teachers of Darul Uloom Nadwatul Ulama Madrasa are concerned about enhancing their students' writing skills. Thus, in the current study, the automated correction software 'Grammarly' is implemented as a unique teaching tool in the context of Darul Uloom Nadwatul Ulama Madrasa to investigate how students may improve their writing skills in terms of error reduction. The implications of the results for future study and instructional practice are examined.

#### **Automated Corrected Writing Software: Grammarly**

Grammarly, an AI-powered English writing software, detects language-related problems. Grammarly offers several editing features that could be helpful for learners. First, it provides immediate feedback to the learners to revise the document; second, it underlines and classifies mistakes with distinct colours for replacement; third, it offers a metalinguistic explanation for mistakes; fourth, it offers options for a variety of English; fifth, it provides a performance report; sixth, it provides a rating to the learners based on corrections and recommendations underlined in the document.

#### **Effectiveness of Grammarly in Error Correction**

The usefulness of Grammarly in improving writing skills among ESL students has been the subject of various research conducted by a number of scholars. Since studying the whole body of literature is impossible, only the most relevant studies have been appraised and included.

Previous studies have confirmed Grammarly's overall efficacy in enabling error correction (Ghufron & Rosyida, 2018; Japos, 2013; Lee et al., 2013; Zhu et al., 2020). The software 'Grammarly' is a valuable tool for correcting the writing process (Link et al., 2020; Ranalli, 2018). Students may benefit from this in a number of ways, including a reduction in the number of errors they make and an improvement in the overall quality of

their writing (Barrot, 2021; Calma et al., 2022; Dizon & Gayed, 2021; Ebadi et al., 2022; Guo et al., 2021; Lee et al., 2013; Ranalli et al., 2017; Stevenson & Phakiti, 2014; Wang et al., 2013; Yu, 2015).

### **Background of Error Analysis**

Speech and writing performances can be evaluated by employing the Error Analysis (EA) theory proposed by Corder (1967). Corder considers that it is convenient in the analysis of learners' language inaccuracies. According to Brown (2000), this facilitates learners as a remedial approach in the process of learning the structure of the target language. EA provides a framework for the syllabus designer and teacher to follow while developing a remedial course for target language learners (Corder, 1967). Teachers or educationists of the target language can employ Corder's framework (1981) to enhance language proficiency to determine the occurrences of frequent errors and understanding levels.

ESL and EFL oral or written faults were categorised by Richards (1974) and Richards & Schmidt (2002) as overgeneralization, simplification, developmental, communication, and overproduction, respectively. In addition, Corder (1981) demonstrated that although developmental EA highlights a language learner's successive transitional languages, remedial EA aims to facilitate teachers for assessment and correction. This is in contrast to developmental EA, which focuses on the learner's successive transitional languages. The primary goal of Corder's EA is to inspire educators, practitioners, and researchers to comprehend how errors made by learners lead to language development in L2 acquisition and to develop pedagogy.

### **Previous Studies on ESL Writing Errors**

Many studies have analyzed ESL writing errors made by different language speakers. This study included studies that are relevant to the current study. Within the context of error analysis, Manihuruk (2022) examined the inflectional morpheme errors committed by 30 students during the third semester of ESL writing. In ESL writing, he mentioned that students had removed, substituted, and added the incorrect inflectional morpheme. Additionally, a study conducted by Sunandar (2022) on Indonesian (L1) speakers found ESL writing errors with inflectional affixes. According to his findings, learners made more errors while using the plural affix -s than other types of inflectional morphemes related errors.

Furthermore, an experimental study was carried out by Gardner et al. (2021) to examine the ESL speech and writing errors made by Mandarin (L1) speakers. He revealed that students had the most significant trouble with the present (3rd person singular -s) and past (-ed) inflections in their writing. Additionally, Made Pramestia Dewi et al. (2021) found errors in the use of inflection morphemes in Indonesian speakers' ESL writing. They revealed the results that the intralingual impact led the learners to omit, add, and misuse inflection morphemes in their ESL writing.

Moreover, an investigation was carried out by Florianus & Syamsi (2021) to look at inflectional affixation errors in eight freshmen's ESL writing. Due to the structural variation of English, Florianus & Syamsi noted in their research that learners were having trouble with subject-verb agreement, plural, and past participle. Al-Saidat (2012) focused on the inflectional morphological errors made by Arabic as a first language (L1) speakers in writing English. The study identified eight different kinds of inflection-related morphemes errors in ESL writing. Investigation into the contributing factors for the errors revealed that 51.3 percent were developmental and 39.7 percent were interlingual.

### **Aims of Study**

A comparative study adopts an experimental method to analyze various writing errors. The two objectives of this study are to be achieved. In the study's first phase, Darul Uloom Nadwatul Ulama Madrasa ESL learners' writing errors were examined regarding their categories related to inflectional morphemes. In the second phase of the study, it was determined whether or not Grammarly and CLT were beneficial in helping madrasa ESL students improve their writing in the sense that they made less errors in their writing. This study addresses the following questions:

- (i) What types of errors did Darul Uloom Nadwatul Ulama Madrasa students make in their writing?
- (ii) How does the Grammarly and Communicative Language Teaching Approach improve ESL learners' writing by minimizing each type of inflectional morpheme-related error?

### **Methodology**

#### **Participants and Sampling**

The participants in this research were chosen using a process of convenience sampling. The researcher uses convenience sampling

because it is practical, affordable, and easily accessible to the sample (Ary et al. 2010). Therefore, the present study used a convenience sampling method because students' presence was required in the classroom. Action research is a kind of systematic study that uses spiral design cycles consisting of planning, action, observation, and reflection (Borg, 2011; Burns, 2009). It enables educators or teachers to concentrate on classroom dynamics and enhance the teaching and learning process.

Alimiyat (equivalent to 12th grade) grade sixty-eight male ESL students at Darul Uloom Nadwatul Ulama Madrasa participated in the experimental research. Purposive sampling divided the participants into two groups of 34 students. It was anticipated that the participants that they would study English once a week for a total of four hours. Two intact groups were used: one for the control group (N = 34) and another for the treatment group (N = 34). All participants in both groups were familiar with using computers and navigating the internet.

Learners who participated in this study had a common first language (i.e., Hindi-Urdu). Before the start of the present research, the participants had already been studying English for close to 10 years on average. The researcher also took on the role of teacher for both of the groups so that any potential differences in instruction could be observed and managed. Before the students took part in the research, we made sure to get their permission after providing them with enough background information.

### **Experimental Group**

During the first week, experimental group participants were instructed on creating an account with Grammarly and using its commercial edition. The experiment was carried out over eight weeks, with each session in the classroom for a duration of ninety minutes. They were assigned a subject to write an essay in English on from the second to eight weeks (forty-two days). Before they could start using Grammarly, they were required to disable the spelling and grammatical autocorrect feature available in Microsoft Word as a matter of policy and practice. Students were also instructed not to ask for their teachers' or classmates' assistance while finishing their assignments.

The experimental group engaged Grammarly to verify the essay writing they produced for linguistic correctness, and they revised their own work in response to Grammarly's editing recommendations. In addition, the students had to examine every modification Grammarly

offered, albeit they were allowed to ignore those they felt went too far. Students were encouraged to understand the metalinguistic explanation and the differences between their output and the right form. The review task also allowed students to determine which revisions to approve or reject based on their materials. Every day, the experimental group students used to send in their revised versions of their writings as well as the Grammarly report. Notably, no accuracy ratings were assigned to these essays.

### **Control Group**

The teacher used the structured curriculum for teaching ESL for the control group. Students have been teaching English through a communicative language teaching approach in the classroom.

### **Data Collection Procedure**

Data were collected from the experimental and control groups on the forty-three days in the form of essays on three distinct topics on Microsoft word-file on individual computers for evaluation purposes. The students were required to produce 200–300 words essays without the use of any reference tools, such as dictionaries. Microsoft Word's autocorrect, spelling, and grammar tools had to be disabled.

### **Data Analysis Procedure**

The errors in this study were found and categorized using the EA method proposed by Corder (1981). In order to detect inflectional morpheme errors, collected data was uploaded to Grammarly (Grammarly was determined to be more successful in the assessment of ESL writing of learners in recent research) (Almusharraf & Alotaibi, 2022; 2021).

The data was then labelled per Dulay et al. (1982) Surface Structure Taxonomy, and inclusion, exclusion, and false information were used. The following types of errors were then specified and assigned according to inflectional morphemes.

The Statistical Package for the Social Sciences (SPSS) version 22 was used in this research to analyze the collected data. Repeated measures ANOVA (Analysis of Variance) tests were used in the analysis for both the groups and tests.

## Results

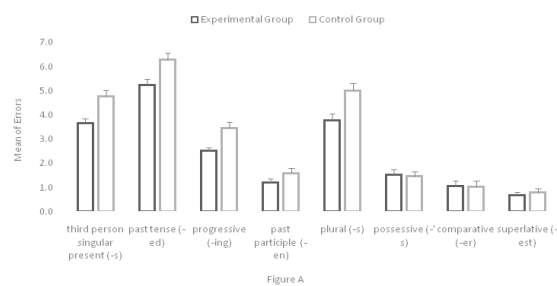
**Table 1**  
Descriptive statistical analysis shows that variation across tests for experimental and control group

Types of Errors	Experimental Group						Control Group					
	Pretest		Posttest		Gain		Pretest		Posttest		Gain	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
third person singular present (-s)	4.353	.246	3.353	.183	1.000	0.062	4.765	.246	4.765	.246	0.000	.000
past tense (-ed)	6.029	.309	4.676	.298	1.353	0.011	6.324	.285	6.059	.301	0.265	-.016
progressive (-ing)	3.176	.233	2.088	.195	1.088	0.038	3.471	.251	3.471	.251	0.000	.000
past participle (-en)	1.500	.224	1.059	.158	0.441	0.067	1.588	.224	1.588	.224	0.000	.000
plural (-s)	5.176	.312	3.118	.307	2.059	0.005	4.882	.298	5.088	.294	-0.206	.004
possessive ('s)	1.765	.203	1.412	.243	0.353	-0.040	1.676	.206	1.029	.248	0.647	-.042
comparative (-er)	1.676	.206	.824	.251	0.853	-0.046	1.029	.248	1.029	.248	0.000	.000
superlative (-est)	.794	.178	.588	.159	0.206	0.019	.794	.178	.794	.178	0.000	.000
Total	24.471	1.910	17.118	1.794	7.353	0.116	24.529	1.936	23.824	1.990	0.706	-.054

A repeated measure three-way ANOVA factor on the frequency of errors of types of errors  $\times$  two groups (experimental and control)  $\times$  two tests (pretest and post-test) showed the main effect of the type of errors was significant,  $F(1, 33) = 112.328, P = .001, \eta^2 p = .967$ , entailing the results that Madrasa students made eight types of error with different frequency (Table 1). This analysis shows that the Madrasa students committed eight types of inflectional morphemes-related errors in their writing. The highest error was found related to past tense (-ed) outperformed plural (-s), third-person singular present (-s), progressive (-ing), possessive ('s), past participle (-en), comparative (-er) and superlative (-est). Additionally, the statistical analysis showed a significant main effect of groups,  $F(1, 33) = 141.436, P = .001, \eta^2 p = .811$ , which demonstrated the results that the total mean of the errors was higher ( $M = 3.053, SD = .130$ ) for the control group in comparison to the experimental group ( $M = 2.458, SD = .117$ ). This analysis demonstrates that Grammarly positively affects the experimental group by reducing  $M = 0.594, SD = 0.013$  mean of errors in

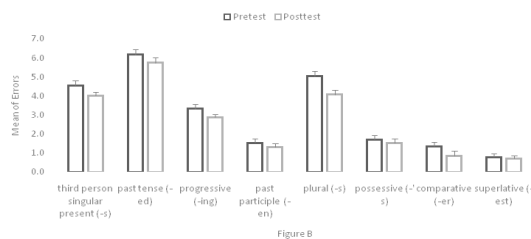
improving the ESL learners writing. Further, the main effect of tests,  $(1, 33) = 42.727, P = .001, \eta^2 p = .728$ , showing a higher mean of errors for the pretest ( $M = 3.022, SD = .131$ ) than post-test ( $M = 2.645, SD = .118$ ). After the intervention, the learners improved their writing by decreasing  $M = 0.377$  and  $SD = 0.013$  the mean of errors.

The interactional effect between the types of error  $\times$  the group was significant,  $(1, 33) = 57.218, P = .001, \eta^2 p = .679$ , exhibits the results that learners have a lesser mean of errors for the experimental group in comparison to the control group (Fig. A). The intervention of Grammarly has improved writing in terms of minimizing errors for past tense (-ed), plural (-s), third person singular present (-s), progressive (-ing), past participle (-en), and superlative (-est) except for possessive and comparative (Table. 1).

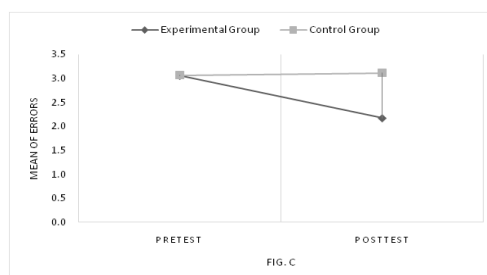


**Fig. A:** Displays the mean score for each type of error for both the experimental group and the control group

Moreover, the interaction between the types of errors  $\times$  tests was showing significant,  $(1, 33) = 2.222, P = .050, \eta^2 p = .548$ , a result which entails that learners have reduced the writing errors after the interventions (Fig. B).



**Fig. B:** Shows the mean score for the pre and post-test for each type of error



**Fig. C:** Shows the mean score for the groups and tests

Further, the interaction between groups' tests were significant,  $(1, 33) = 62.418, P = .01, h^2p = .796$ , entails the results that the Madrasa learners have enhanced their writing by minimizing errors of post-test for the experimental group than the control group (Fig. C).

Moreover, the interaction between types of errors' groups' tests was significant,  $(1, 33) = 4.788, P = .001, h^2p = .748$ , showing the results that ESL learners have improved their writing by reducing each type of inflectional morpheme-related error after the intervention of Grammarly for the experimental group than the control group of CLT (see Table 1).

### Discussion

Darul Uloom Nadwatul Ulama Madrasa students made eight types of inflectional morphemes-related errors with varying frequencies. The findings of the study show that the madrasa students made eight types of errors (see Appendix A for example) related to the inflectional morphemes in the following categories: (i) past tense (-ed), (ii) plural (-s), (iii) third person singular present (-s), (iv) progressive (-ing), (v) possessive (-'s), (vi) past participle (-en), (vii) comparative (-er), and (viii) superlative (-est). The current findings are similar to Sunandar's (2022), Made Pramestia Dewi et al. (2021), and Al-Saidat's (2012) study findings. The first and third types of present and past tense errors were found in the omission of inflection morpheme '-ed' and '-s' from the verb in both groups, wherein the experimental group made a fewer error rather than the control group. Similarly, the error was found with past participle (sixth type of error) by adding and omitting the morpheme '-ed' incorrectly instead of '-en.' These results are consistent with other research

(Kazazođlu, 2020; Eng et al., 2020; Basher et al., 2018; Gayo & Widodo, 2018), which suggests that verb tense (present and past) errors were most common among speakers of Arabic, Turkish, Chinese, and Indonesian as their first language. However, the students' weak command of the present and past tenses is evident from their ESL writing errors in both classes. Hindi has no suffixes that change verb categories based on tense (Kachru, 2006). Errors in verb tense could result from inadequate knowledge of L2. Thus, L1 interference in ESL writing is responsible for these inaccuracies. Moreover, the second type of error committed by students related to inflection morpheme '-s' for making a noun plural in ESL writing. In Hindi, a single noun is usually constructed as a noun following numbers; hence, intralingual caused these errors in both groups (Kachru, 2006). In other words, nouns are pluralized after numbers in Hindi. Our current finding is dissimilar to Florianus & Syamsi, 2021 and Dhar's (2016) study findings. Likewise, the fifth type of error students made related to inflection morpheme '-s' for possessive, where no difference was found for experimental and control groups (Fig. C). The deletion of the possessive '-s' in Madrasa students writing errors of two groups accredited to the first language transfer because this function of possessiveness is not presented in learners' first language (Kachru, 2006). Sawalmeh (2013) in his study concluded that intralingual was the sole source of errors for Arabic (L1) students. The findings of this research contradict Sawalmeh's (2013) findings concerning the sources of errors. Furthermore, the fourth type of error committed by students related to the inflectional morpheme '-ing' for progressive. Additionally, the fourth type of error in omission of inflection morpheme '-ing' was found in both classes for progressive. This error could be the influence of intralingual. Moreover, the seven and eighth type of error was found in the omission of morpheme '-er' and '-est' for the comparative and superlative degree. However, Hindi has a postpositional feature for comparison (Kachru, 2006), and such construction does not exist in English. Therefore, first-language transfer errors arose when madrasa students translated the acquired rule of Hindi into English. The study's findings are similar to Chan's (2010) study.

The experimental group and the control group made significant differences, with the experimental group making fewer errors as a result of the intervention of Grammarly compared to the control group. The investigation revealed that those students who had been given access to Grammarly performed significantly better on the post-test than those who had been assigned to the control group.

**Conclusion and Implication**

The outcomes of this current study have shed some light on the typical sorts of inflectional morphemes-related errors made by students at Darul Uloom Nadwatul Ulama Madrasa. However, intralingual and interlingual transfer prohibited learners from producing grammatically correct sentences. The ESL learners of Madrasa significantly improved their writing after the intervention of Grammarly in the experimental group in comparison to the control group of CLT. The highlighted features suggested that Grammarly might be used effectively to assist ESL students at Darul Uloom Nadwatul Ulama in enhancing their writing abilities by reducing errors in the classroom and outside of it.

This study lends credibility to using the grammar-checking software Grammarly to enhance ESL learners' writing abilities. This experimental study confirms that Grammarly may be a beneficial exercise to improve students' writing abilities in the classroom. In light of the results of this research, we anticipate that instructors will be able to give students a wider variety of language learning tactics that use Grammarly in language learning classrooms and beyond, enabling them to reach their full potential.

**Acknowledgment**

The authors thank Darul Uloom Nadwatul Ulama Madrasa, Lucknow's students, for sharing their knowledge, experience, and understanding. It helped the study achieve its objectives.

**Disclosure Statement**

No potential conflict of interest was reported by the author(s).

**Mohammad Usama**

Department of Humanities and Social Sciences  
National Institute of Technology, Raipur

**Md Moshabbir Alam**

Department of Humanities and Social Sciences,  
National Institute of Technology, Raipur

**Works Cited**

- Alam, A. (2020). *Inside a Madrasa: Knowledge, Power and Islamic Identity in India*. Routledge.
- Aleaz, B. (2005). Madrasa education, state and community consciousness: Muslims in West Bengal. *Economic and political weekly*, 555-564.
- Almusharraf, N., & Alotaibi, H. (2021). Gender Based EFL Writing Error Analysis Using Human and Computer Aided Approaches. *Educational Measurement: Issues and Practice*. <https://doi.org/10.1111/emip.12413>
- Al-Saidat, E. M. (2012). Acquisition of The Inflectional Morphology of English as A Foreign Language: An Error Analysis Approach. *The Buckingham Journal of Language and Linguistics*, 5, 19–37. <https://doi.org/10.5750/bjll.v5i0.211>
- Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A. (2010). Introduction to research in education . United States: Wadsworth, Cengage Learning. In *International Conference on English Language Teaching* (pp. 720-729).
- Barrot, J. S. (2021). Using automated written corrective feedback in the writing classrooms: effects on L2 writing accuracy. *Computer Assisted Language Learning*, 1–24. <https://doi.org/10.1080/09588221.2021.1936071>
- Basher, A., Elmenfi, F., & Gaibani, A. (2018). An Error Analysis of Writing Skills Among English Foreign Language Learners at University Utara Malaysia. *English Language Teaching Research in the Middle East and North Africa*, 507–527. [https://doi.org/10.1007/978-3-319-98533-6\\_23](https://doi.org/10.1007/978-3-319-98533-6_23)
- Borg, S. (2011). Doing Action Research in English Language Teaching. A Guide for Practitioners. *ELT Journal*, 65(4), 485–487. <https://doi.org/10.1093/elt/ccr052>
- Borker, H. (2020). Talim, Dindari aur Shaadi (Education, Religiosity and Marriage): Choosing Madrasa Education for Girls. *Social Change*, 50(2), 236–253. <https://doi.org/10.1177/0049085720920235>
- Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). Longman.
- Calma, A., Cotronei-Baird, V., & Chia, A. (2022). Grammarly: An instructional intervention for writing enhancement in management education. *The International Journal of Management Education*, 20(3), 100704. <https://doi.org/10.1016/j.ijme.2022.100704>
- Chan, A. Y. W. (2010). Toward a Taxonomy of Written Errors: Investigation Into the Written Errors of Hong Kong Cantonese ESL Learners. *TESOL Quarterly*, 44(2), 295–319. <https://doi.org/10.5054/tq.2010.219941>
- Corder, S. P. (1967). The Significance of Learner's Errors. *IRAL - International Review of Applied Linguistics in Language Teaching*, 5(1-4). <https://doi.org/10.1515/iral.1967.5.1-4.161>

- Corder, S. P. (1981). *Error analysis and interlanguage*. Oxford University Press.
- Dhar, N. Chandra (2016). *Young learner and the English language*. University of Calcutta, India (unpublished doctoral dissertation). <http://hdl.handle.net/10603/158899>
- Dizon, G., & Gayed, J. (2021). Examining the impact of Grammarly on the quality of mobile L2 writing. *The JALT CALL Journal*, 17(2), 74–92. <https://doi.org/10.29140/jaltcall.v17n2.336>
- Ebadi, S., Gholami, M., & Vakili, S. (2022). Investigating the Effects of Using Grammarly in EFL Writing: The Case of Articles. *Computers in the Schools*, 1–21. <https://doi.org/10.1080/07380569.2022.2150067>
- Florianus, C. C., & Syamsi, V. (2021). Error Analysis of Inflectional Affixation in Academic Writing of Freshman Students. *LLT Journal: A Journal on Language and Language Teaching*, 24(2), 471–492. <https://doi.org/10.24071/llt.v24i2.2759>
- Gardner, Q., Branigan, H. P., & Chondrogianni, V. (2021). Spoken and written production of inflectional morphology among L1 Mandarin speakers of English. *Journal of Memory and Language*, 120, 104250. <https://doi.org/10.1016/j.jml.2021.104250>
- Gayo, H., & Widodo, P. (2018). An Analysis of Morphological and Syntactical Errors on the English Writing of Junior High School Indonesian Students. *International Journal of Learning, Teaching and Educational Research*, 17(4), 58–70. <https://doi.org/10.26803/ijlter.17.4.4>
- Ghufron, M. A., & Rosyida, F. (2018). The role of Grammarly in assessing English as a Foreign Language (EFL) writing. *Lingua Cultura*, 12(4), 395–403. <http://repository.ikipgribojonegoro.ac.id/id/eprint/543>
- Guo, Q., Feng, R., & Hua, Y. (2021). How effectively can EFL students use automated written corrective feedback (AWCF) in research writing? *Computer Assisted Language Learning*, 1–20. <https://doi.org/10.1080/09588221.2021.1879161>
- Huang, H.-W., Li, Z., & Taylor, L. (2020). The Effectiveness of Using Grammarly to Improve Students' Writing Skills. *Proceedings of the 5th International Conference on Distance Education and Learning*. <https://doi.org/10.1145/3402569.3402594>
- Hudson, M. (2017). Managing Without Profit. *Directory of Social Chang*.
- Japos, G. V. (2013). Effectiveness of Coaching Interventions using Grammarly Software and Plagiarism Detection Software in Reducing Grammatical Errors and Plagiarism of Undergraduate Researches. *JPAIR Institutional Research*, 1(1). <https://doi.org/10.7719/irj.v1i1.207>
- Kachru, Y. (2006). *Hindi*. John Benjamins Publishing.
- Kazazođlu, S. (2020). The impact of L1 ýnterference on foreign language writing: A contrastive error analysis. *DilveDilbilimiÇalybmalaryDergisi*, 16(3), 1168–1188. <https://doi.org/10.17263/jlls.803621>
- Lee, C., Cheung, W. K. W., Wong, K. C. K., & Lee, F. S. L. (2013). Immediate web-based essay critiquing system feedback and teacher follow-up feedback on young second language learners' writings: an experimental

- study in a Hong Kong secondary school. *Computer Assisted Language Learning*, 26(1), 39–60. <https://doi.org/10.1080/09588221.2011.630672>
- Link, S., Mehrzad, M., & Rahimi, M. (2020). Impact of automated writing evaluation on teacher feedback, student revision, and writing improvement. *Computer Assisted Language Learning*, 1–30. <https://doi.org/10.1080/09588221.2020.1743323>
- Made Pramestia Dewi, N., Made Madia, I., & Ketut WidhiarcaniMatradewi, N. (2021). Error Analysis on The Use of Inflectional Morpheme in Student's Writing of Bali State Polytechnic. *International Journal of Research Publications*, 81(1). <https://doi.org/10.47119/ijrp100811720212112>
- Metcalf, B. (1982). *Islamic Revival in British India: Deoband, 1860 – 1900*. Princeton University Press.
- Moosa, E. (2015). *What is a Madrasa?*. UNC Press Books.
- Ranalli, J. (2018). Automated written corrective feedback: how well can students make use of it? *Computer Assisted Language Learning*, 31(7), 653–674. <https://doi.org/10.1080/09588221.2018.1428994>
- Ranalli, J., & Yamashita, T. (2022). Automated written corrective feedback: Error-correction performance and timing of delivery. *Scholarspace.manoa.hawaii.edu*. <http://hdl.handle.net/10125/73465>
- Rao, N., & Hossain, M. I. (2011). Confronting poverty and educational inequalities: Madrasas as a strategy for contesting dominant literacy in rural Bangladesh. *International Journal of Educational Development*, 31(6), 623-633.
- Richards, J. C. (1974). A non-contrastive approach to error analysis. *Error analysis: Perspectives on second language acquisition*, 172-188.
- Richards, J. C., & Schmidt, R. W. (2002). *Dictionary of language teaching & applied linguistics*. Longman.
- Sawalmeh, M. H. M. (2013). Error analysis of written English essays: The case of students of the preparatory year program in Saudi Arabia. *English for specific purposes world*, 14(40), 1-17.
- Stevenson, M., & Phakiti, A. (2014). The effects of computer-generated feedback on the quality of writing. *Assessing Writing*, 19, 51–65. <https://doi.org/10.1016/j.asw.2013.11.007>
- Sunandar, A. (2022). Analysizing Errors of Inflectional Affixes On Students' Writings. *JETAL: Journal of English Teaching & Applied Linguistic*, 4(1), 38–45. <https://doi.org/10.36655/jetal.v4i1.777>
- Zhu, M., Liu, O. L., & Lee, H.-S. (2020). The effect of automated feedback on revision behavior and learning gains in formative assessment of scientific argument writing. *Computers & Education*, 143, 103668. <https://doi.org/10.1016/j.compedu.2019.103668>

