

Artificial Intelligence (AI) Writing Tools as Review Assistant for Writing Speech Among English as Foreign Language (EFL) Students

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Abstract

This research proposal tries to investigate AI (Artificial Intelligence) tools as review assistant for writing speech among English as Foreign Language (EFL) students. There are eighteen EFL students of computer science who are taken as the research participants. This research aims to find out how effective artificial intelligence is as review assistant to help students writing English speech as the task in the classroom. Writing is one of language learning activities held in the class, because by writing students can share their ideas and opinion. The main problem especially EFL students in Indonesia, they do not have strong confidence to convey their ideas and opinion in written English. EFL students do not feel confidence to write English text because of the language barriers like different grammar rules, lack of vocabulary mastery, less practice in daily routines and the anxiety of making mistakes. AI tools (Grammarly) nowadays are very common to be used by the students as teaching assistant that can help them to solve the problem in written English anytime and anywhere, even they can learn more independently. The first focus of this research is to find out the types of grammar errors made by EFL students in writing speech text. The second is to measure the level of confidence and independence of EFL students after using AI tools to help them in writing English text. The method applied in this research is the combination of pre-test post-test and interview. The results show that they are four types of grammar error found in the text, they are: subject-verb agreement 36 %, tenses misuse 27%, word order 23 % and others 14 % (conjunction, adverb, article). The interview results marked by three levels (high, moderate and low) to measure the confidence and independence level of EFL students. The confidence of EFL students to write English speech text after using AI tools (Grammarly) is higher than before and their independence in learning and consulting their writing is also developed than before they use AI tools. AI as the learning assistant can help the EFL students to notice grammar errors, word order, and finally to create higher quality writing.

Keywords: Artificial Intelligence (AI), writing review assistant, EFL students.

Abstrak

Penelitian ini menginvestigasi penggunaan Kecerdasan Buatan (AI) sebagai asisten peninjau bagi 18 mahasiswa English as a Foreign Language (EFL) program studi ilmu komputer dalam tugas menulis naskah pidato bahasa Inggris. Latar belakang penelitian ini adalah rendahnya kepercayaan diri mahasiswa EFL di Indonesia dalam menulis akibat hambatan bahasa, seperti kaidah tata bahasa, minimnya kosakata, dan kecemasan membuat kesalahan. Penelitian ini bertujuan mengidentifikasi jenis kesalahan tata bahasa sekaligus mengukur tingkat kepercayaan diri dan kemandirian mahasiswa setelah menggunakan perangkat AI (Grammarly). Melalui metode gabungan pre-test, post-test, dan wawancara, ditemukan empat jenis kesalahan utama: kesesuaian subjek-predikat (36%), penggunaan tenses (27%), susunan kata (23%), dan kesalahan lainnya (14%). Hasil wawancara menunjukkan peningkatan yang nyata pada kepercayaan diri dan kemandirian mahasiswa. AI terbukti efektif sebagai asisten pembelajaran yang membantu mahasiswa mengenali kesalahan tata bahasa dan pada akhirnya menghasilkan tulisan dengan kualitas yang lebih baik.

Kata Kunci: Kecerdasan Buatan (AI), Asistan Peninjau Tulisan, Mahasiswa EFL

1. Introduction

The background of the study from this research is to find out how far Artificial Intelligence (AI) used as review assistant for writing speech among EFL students. The main problem commonly faced by EFL students are they are not confidence enough to convey their ideas and develop their mind in foreign language. Some of the factors like the lack of vocabulary mastery, less diction, and different grammar rules make the students feel not confidence to write speech in English language. Indonesia is categorized as one of expanding circle countries, it blocks the fluency of the students to master English in daily communication, unlike Singapore and Malaysia that put English as their premium language in government, education and businesses. English is commonly used by Singaporean and Malaysian. Singaporean confidently speak English in their own standard and it gain advantage to their society and country. Contrary, in Indonesia English is not a popular language used in daily communication, in education for example, the students are using full English only in some international schools, like Jakarta International School, Singapore International School and others. Three-circle models of world Englishes, they are: The inner circle, the outer circle, and the expanding circle. Indonesia is one of some countries including in “expanding circle” of world Englishes. Another countries that included in expanding circle like Indonesia are: China, Egypt, Indonesia, Israel, Japan, Korea, Nepal, Saudi Arabia, Taiwan, Russia and others (Kachru 1991). The outer circle countries are Bangladesh, Ghana, India, Kenya, Malaysia, Nigeria, Pakistan, Philipine, Singapore, Sri Lanka, Tanzania, Zambia. The inner circle countries are USA, UK, Canada, Australia, New Zealand. From the circles classification, it can be seen that Indonesia position is under Bangladesh and India in the matter of the labour absorption for international demand. This is a serious problem for Indonesia, to start solving this problem, we can take step from formal education by train the students to be used to speak and write English daily. EFL students had difficulty actively speaking in the classroom because they were inhibited by anxiety, shyness, and lack of motivation Rahimi & Quraishi, 2019). The anxiety of EFL students to speak and writing English happen for the reasons of being afraid making mistakes, due to the differences of grammar rules, spelling and pronunciation to their own language it is Bahasa Indonesia. EFL students also found difficulties and confusion in understanding the assignments given, and even students had difficulty expressing ideas in written form (Putri, 2025). The shyness of asking to the teacher because of the judgemental of different culture to the western education, in Indonesia asking to the teacher is associated as the signal of less knowledge, and the comparison of students and teacher in a classroom is not equal, so the teacher sometimes does not have much time to check the needs of the students in details. AI tools (Grammarly) considered as learning assistant to help the students consult their confusion to a lesson, especially when they have difficulties to check their writing. AI tools help to correct the grammar errors, build effective sentences, and create good writing without bothering the teacher, the students can consult anytime and anywhere as long as the internet connection is available. AI considered to be effective in speeding up the writing process, improving language accuracy, and reducing anxiety(Suryani, Nirwanto, and Qamariah 2025). Based on the research towards EFL students that grammar checker is also effective to improve the quality of their academic writing (Rajiha et al., 2024)

2. Literature Review

Writing skill is the most important skill to be applied in academic activity. To achieve professional writing, students must obtain writing practice regularly, the problem is the number of professional reviewers is not equal to the number of students. For example, in the classroom there are 18 students write speech in English with the limit of teaching time around 60-90 minutes for an English lecturer to check their writings. To review each student's writing seems impossible to be details. The release of current technology like AI is considered essential to help students to review their own writing, especially the grammar mistakes. Grammatical mistakes in writing become a major problem, especially for EFL students. A grammatical mistake is a terminology used in prescriptive grammar to describe an instance of erroneous, atypical, or dispute usage such an improper verb tense or an improper placement of a modifier (Garner & Greene, 2012). Grammatical mistakes involve flawed structures that may include erroneous verb tense, inappropriate verb forms and syntax issues (Hernandez, 2011). The focus of grammatical error types found among the participants of the research is inappropriate verb forms. For example: “The government have great responsibility to allocate education budget” it should be written “The government has great responsibility to allocate education budget” from the sample, the participants confused to determine

suitable verb based on its subject. Because in Bahasa Indonesia, the government is sometimes associated to plural not a singular. This types grammar errors are also marked by ESL students have a hard time telling the difference between spoken and written words. They also have trouble with grammatical issues including subject-verb agreement and knowing how to properly join sentences to form paragraphs (Fadda, 2012). Writing is considered more difficult than speaking, because the spoken language can be understood whether the grammar rules are not well applied, for example “time to lunch, let’s go to canteen” it should be “it is break time, let us have lunch in the canteen” the style of this communication, unless the grammar and lexical are not well applied, the EFL students will get the point of the conversation.

The framework of the research derived from Second language acquisition and AI supported learning. The anxiety of EFL students for writing English speech is the basic attention, the language barrier like different grammatical rules and lack of vocabulary mastery. The presence of AI supported learning considered as collaborative partner for the students, AI as consultative aid with no judgement opinion like human does make the students feel more comfortable to learn with the assistance of AI. The previous research about EFL students revealed that AI feedback helped create a sense of linguistic safety and encouraged experiment with more complex syntactic structures (Ferdilla & Arisandi, 2026). This research will investigate the types of grammar error found in EFL students’ writing, the effectiveness of AI writing tools (Grammarly) to improve the quality of English speech writing, the level of confidence and independence of EFL students after to write English text after acquiring AI grammar tools. The research findings are elaborated in results and discussion.

Previous research found the problems of subject-verb agreement are often found as grammar errors in the writing task of EFL students. The errors usually occur when additional words separate the subject and verb, or when the subject refer to collective nouns like people, everyone, data and etc. The samples of subject verb agreement errors are: “One of my classmates like to explain her idea in the visual form”. The sentence should be “One of my classmates likes to explain her idea in visual form”. One of is singular subject and the verb should be likes. “The people in Indonesia who hires vocational school students think that they are more skillful than the other students”. It should be “The people in Indonesia who hire vocational school students think that they are more skillful than the other students”. The people is plural subject and the verb should be hire. Facebook, Youtube and Tiktok broadcasts educational topic rarely. It should be Facebook, Youtube and Tiktok broadcast educational topic rarely. Those platforms mentioned above are plural from, and the verb should be broadcast. The EFL students own difficulties when using full verbs, and also students could not identify the subject and verb in the sentences, lacked vocabulary, less practicing and rechecking the errors. The researchers suggested that an appropriate method is still needed to improve understanding with subject-verb agreement (Putri & Sukes, n.d.). Another finding of subject-verb agreement errors in EFL students’ writing is stated by Tampubolon, J. 2020 based on his research on EFL student’s essay writing there are two errors identified, they are; subject -verb agreement and tenses. Subject-verb agreement errors are 46.8 % and 53.2% in tenses. The facts from previous research are needed to be solved by applying another method like acquiring AI (Grammarly) to help EFL students consult their writing, demanding teacher to check the errors is quite hard since the time and students comparison in the classroom are not equal. Students also need to explore more to use technology for studying. Both the teacher and the technology are mutual synergy to help students learn confidently and independently.

3. Method

This research employed pre-test and post-test control group design by involving a group of eighteen EFL students as participants with the combination of interview after the post-test to measure the level of students’ confidence and independence after acquiring AI tools (Grammarly) in their writing tasks. A pre-test is a test given before the experimental treatment in order to see if the groups are equal, the groups are then post-test with an alternate form of the same test, while a post-test is given after the experimental treatment (Lodico et al., 2010). The participants of this research are the students of the second semester from the faculty of computer program from Budi Darma University, in Medan. They consist of 6 males and 12 females. The AI tools (Grammarly) are the treatment applied in the post-test to see the development of EFL students’ writing. The effectiveness of AI tools be measured by interview to find out EFL students’ opinion of their confidence and independence level rise after using AI tools. The level of confidence and independence be measured by three stages; high, moderate, and low by checking the reasons of each EFL student.

The procedures of the research were taken into four phases. The first phase consists of two weeks for pre-

test. In this phase students write the speech text without acquiring AI tools (Grammarly). The second phase was held in the third to fourth week, in this phase the researcher administering the types of grammar error found in students' writing. The third phase was post-test held in the fifth to sixth week, in this phase the students rewrite their speech text by acquiring AI tools (Grammarly). The fourth phase held in the seventh to eighth week, the researcher interviewed the students to find out their opinion about AI tools (Grammarly). In this phase the researcher marked the level of students' confidence and independence in writing after acquiring AI.

Table 3.1. Research Phases and Activities

The First Phase		The second Phase		The Third Phase		The Fourth Phase	
1 st week	2 nd week	3 rd week	4 th week	5 th week	6 th week	7 th week	8 th week
The EFL students write English speech text. The topic is "Education Fund in National Budget and the Future of Indonesia" without acquiring AI tools (Grammarly).		The researcher administered the grammar errors found in EFL students' writing, then group them into four types from the most to the least in the pie chart completed with the percentage.		The EFL students write English speech text. The topic is "Education Fund in National Budget and the Future of Indonesia" by acquiring AI tools (Grammarly).		The researcher interviewed the students to find out the EFL students' opinion after acquiring AI tools. The level of students' confidence and independence were marked from high, medium to low.	

4. Results and Discussion

4.1 Result

4.1.1 Types of Grammar errors

The types of grammar errors found in EFL students' writing be grouped into four included the percentage can be seen in the pie chart below.

1. Subject-verb agreement 36 %
2. Tense misuse 27 %
3. Word order 23 %
4. Others (conjunction, adverb, article) 14 %

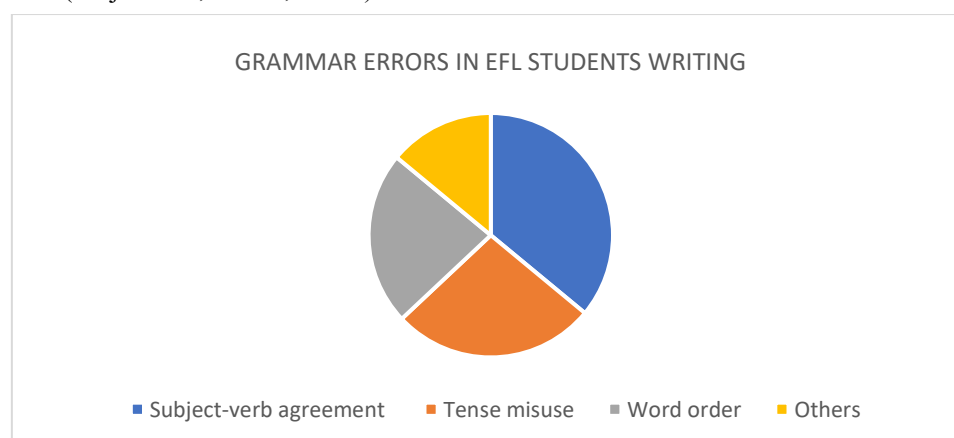


Figure 1. The types of grammar errors in EFL students writing

- Subject-verb agreement is the situation of unmatching subject and verb in a sentence, it happens when the students are doubt to determine the subject is categorized as singular or plural. One of the samples found in students' writing is: Everyone deserve high quality access to education and health. The correct sentence is: Everyone deserves high quality access to education and health. Everyone is singular subject, so the verb should be add to s/es, deserve into deserves. It happens because the influence of

first language (Bahasa Indonesia) that makes no difference to verb in any kind of subject (singular or plural).

- Tense misuse is the mistake of using verb 2 to write about past action. One of the samples found in students' writing is: In 2001 the government allocate 20 % of national education fund from APBN. The correct sentence is: In 2001 the government allocated 20 % of national education fund from APBN. In Bahasa Indonesia, there is no difference of using verb to inform the situation in the past or present.
- Word order is the mistake to arrange the words in a sentence. One of the samples found in students' writing is: The government must realize how essential is basic education. The correct writing is The government must realize how essential basic education is. The first form is for question, while the second form is for statement of how important something is.
- Others (conjunction, adverb, article) found in EFL students' writing like the using of unless, before, after, whether. The using of adverb of time like occasionally, rarely, and the article a and an.

The using of AI tools to fix grammar errors in pre-test (The first phase of the research) can be said as successful because the students were able to see and notice themselves how many mistakes made in their texts. There are 196 grammar errors administered by the researcher and then be grouped into four sections as the pie chart shown above.

4.1.2. The Effectiveness of using AI tools for EFL students

After the EFL students' writing were treated by using AI tools (Grammarly) in the post-test (the third phase of research) the next activity was find out the students' opinion to AI tools. The researcher interviewed 18 participants to find out about their level of confidence and independence in learning by using AI tools. the level of confidence and independence in learning is divided into three stages (high, moderate, and low). To see the results of students confidence level after using AI tools can be seen from the table 2, and the independence level of students can be seen in the table 3 below.

Table 4.1. The confidence level of EFL students after using AI tools for writing

*****	***	*
High	Moderate	Low
9 participants 50 %	6 participants 33,3 %	3 participants 16,6 %

Based on the interview in the fourth phase of the research, the researcher found that there are 50 % participants feel more confidence to do writing in English language after using AI tools (Grammarly). They commented that the tools are so effective to correct grammar errors that block their motivation and rise the anxiety to write. 33,3 % participants commented that the level of their confidence is higher but they are still in doubt to depend on technology because it is application or human made machine that there is always error possibility in it. 16,6 % participants in low level of confidence because they are not sure to depend on the technology that rely on internet connection to use it. The pessimistic feeling arises if the internet connection is not available, they will not be able to access the tools.

Table 4.2. The independence level of EFL students after using AI tools for writing

*****	***	*
High	Moderate	Low
7 participants 38,8 %	6 participants 33,3%	5 participants 27,7%

From the level of independence, 38,8 % participants feel free to consult their writing anytime and anywhere with no worry to take teacher's time or in another words, they can learn independently at home. 33,3 % participants in moderate level of independence because in their mind, teachers' input, guidance and corrections are still needed and important rather than consulting to human-made machine. 27,7 % participants in low level of independence because they feel more comfortable to listen the explanation directly from the teacher, it is clear to have two ways communication like having question and answer activities in the class between students and teacher.

4.2 Discussion

The result indicating that 50% of participants felt highly confident after using AI tools (Grammarly) strongly validates the findings of Suryani, Nirwanto, and Qamariah (2025), who concluded that AI is effective in improving language accuracy and reducing writing anxiety. By allowing students to independently review the 196 administered grammar errors without facing a teacher, the AI acted as a non-judgmental consultative aid. This perfectly aligns with Ferdilla & Arisandi (2026), who revealed that AI feedback creates a sense of "linguistic safety" for EFL students. However, the results also show that a combined 61% of students had only moderate (33.3%) or low (27.7%) independence, as they still doubted the machine's accuracy or heavily preferred direct, two-way communication with a teacher. Ultimately, the use of AI successfully mitigated the issues identified by Rahimi & Quraishi (2019) who noted that EFL students are often inhibited by anxiety, shyness, and the fear of making mistakes in traditional classroom settings.

5. Conclusion

AI tools (Grammarly) are effective enough to assist EFL students in writing English speech text. The tools help 18 participants (EFL students) to fix the grammar errors found. Based on the research, before the treatment of using AI tools in the pre-test, the researcher administered 196 grammar errors in EFL students writing. The grammar error types are grouped into four, they are: Subject-verb agreement 36 %, Tense misuse 27 %, Word order 23 % and others (conjunction, adverb, article) 14 %. The students can realize and check their own grammar errors in the post-test after the treatment applied. The result of interview shows that 50 % participants feel more confidence to write English text after using AI tools, 33,3 % participants feel assisted but in doubt to depend on the technology with the possibility of error in it, and 16,6 % participants feel pessimistic if the internet connection is not available they will not be able to success the tools. from the level of independence of learning, AI tools considered effective enough to help EFL students learn at home as many 38,8 %, the participants who needs to consult to the teacher rather than machine is 33,3 % and 27,7 % participants needs two ways communication with the teacher rather than rely on the tools.

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