

## ABSTRACT

In the digital era, technology has become essential to English as a Foreign Language (EFL) education. Grammarly, an AI-driven writing tool, is extensively utilized to assist pupils in improving their writing abilities. This study sought to investigate undergraduate EFL students' perspectives of utilizing the free version of Grammarly for composing argumentative essays. The research utilized a quantitative descriptive design based on Warschauer and Healey's (1998) technology integration framework and Hyland's (2019) principles of argumentative writing. A total of 107 sixth-semester students from the English Education Program at Jambi University participated by filling out a structured questionnaire. The results indicated that students regarded Grammarly as significantly efficient in enhancing grammar accuracy (mean = 3.14), punctuation (mean = 3.20), and clarity of conclusions (mean = 3.57). Nevertheless, it was less effective in producing background information (mean = 2.86). These findings indicate that although Grammarly enhances language accuracy and coherence, its deficiencies in content creation underscore the necessity for supplementary teaching approaches. The study emphasizes that AI tools must be used judiciously to promote both technical accuracy and the development of critical thinking and independent writing skills in EFL learners.

**Keywords:** *Argumentative Essay, EFL Students, Grammarly, Perceptions, Writing Tools*