THE USE OF GRAMMARLY TO INCREASE STUDENTS' WRITING SKILLS IN WRITING DESCRIPTIVE TEXT

(A Pre-Experimental Research to The Tenth Grade Students of SMAN O1 Sekadau Hilir)

A THESIS

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LANGUAGE AND ARTS EDUCATION DEPARTMENT

TEACHER TRAINING AND EDUCATION FACULTY

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Submitted to fulfill one of the requirements for thesis examination in English Language Education Study Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Universitas Tanjungpura Pontianak

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Hereby I declare that this final project, entitled "The Use of Grammarly to Increase Students' Writing Skill in Writing Descriptive Text (A Pre-Experimental Research to the Tenth Grade Students of SMAN 01 Sekadau Hilir)", is definitely my own work. I am completely responsible for the content of this thesis. Other researchers' opinions or findings in this thesis are quoted or cited in accordance with ethical standards.

Pontianak, July 5th, 2023

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ABSTRACT

This research aims at finding out the use of Grammarly to increase students writing skills in writing descriptive text to the tenth grade students of SMAN 01 Sekadau Hilir. This research was done using a pre-experimental research design that used one group of pretest-posttest types. The sample was 36 students from class X MIA 3, taken from the population of 262 students. The instrument used to collect data was descriptive writing test. The research findings showed that the t-test result with the degree of freedom (df) = 35 and significant level ($\alpha = 0.05$) was 15.07, and the t-table was 1.690. It shows that the t-test was higher than the t-table (15.07 > 1.690). So the use of Grammarly to increase students writing skills in writing descriptive text is effective. It can be concluded that the alternative hypothesis (Ha) is accepted while the null hypothesis (Ho) is rejected. Furthermore, the result of the effect size was 2.51, which is categorized as a strong effect. Therefore, the use of Grammarly to increase students writing skills in writing descriptive text was effective with a significant effect.

Keywords: Grammarly, English Writing skill, Writing Descriptive Text

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Pontianak, July 5, 2023



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CHAPTER I

INTRODUCTION

1.1 Research Background

English language is one of the subjects students learn at the senior high school level. One of the English language skills learned in the English language subject at the senior high school level is writing skills. English writing skill is the ability to express ideas in written form in the English language. English teachers can teach English writing skills in this modern era in many ways. One of the ways that English teachers can use is to apply technology. Technology is a tool that can support teaching and learning activities. Applying technology in teaching English writing skills to senior high school students can support teaching and learning activities in the class. SMAN 01 Sekadau Hilir is one of the schools that applied technology in teaching and learning activities. It is beneficial for teachers and students to use technology in teaching and learning, especially in English writing subject.

In English writing, one of the essential points is grammar. Grammar is the rule of language that is used to form sentences. The knowledge of grammar is essential to learn for students. Since SMAN 01 Sekadau Hilir still applies Curriculum 2013, one of the materials in English subject is descriptive text. Descriptive text is one of the types of text in writing that is used to describe an object

in detail and in-depth in written form. The grammar uses in the descriptive text is important for students to know. Knowing a lot about grammar and rules in English writing, especially for writing descriptive text, makes students able to write better, and the meaning of students' writing could convey appropriately to the readers.

In addition to grammar, punctuation rules, capital letters, and correct spelling in English vocabulary are things that need to be considered in English Writing Skills, especially in writing descriptive text. The interviews of preliminary research showed that in English writing, students in SMAN 01 Sekadau Hilir often feel confused about using correct punctuation. Sometimes, students missed the correct spelling of some words and were confused about the rules for using capital letters. The correct way to use punctuation, spelling, and capitalization in the descriptive text is important for students to know because it is one of the materials in English subject that students learn in curriculum 2013. Teachers need to apply techniques for teaching students about punctuation, spelling, and capitalization in descriptive text.

Based on the situation of the use of technology, the lack of knowledge of grammar, punctuation rules, and capital letters, the teachers face the challenge in techniques of teaching to teach English writing skills. It is essential to employ an English writing teaching technique as an alternative to assist students to increase

their English writing skills. English teachers can teach English writing skills, especially English writing skills in writing descriptive text in this modern era with many techniques. One way English teachers can apply technology. Teachers can use technology to teach grammar, punctuation, capitalization, and spelling in writing descriptive text to senior high school students.

In response to this challenge, the researcher is interested to facilitate students in learning descriptive text as English writing skills by providing a tool as an alternative for teachers to teach descriptive text. In a way, teachers need to apply technology for teaching and learning activities in the form of an application that is simple and practical. Grammarly is one of the mediums the researcher offers as an alternative for teachers to teach descriptive text. Grammarly is an online application that provides grammar checking for writing. Teachers and students can install Grammarly on their own devices, like smartphones or computers, and they can use it anytime and anywhere when they want.

Based on the research background, the researcher wants to investigate the use of Grammarly to increase students' writing skills in writing descriptive text. The proof that this strategy is influential can be seen from the previous research. The first previous research is conducted by Fahmi and Rachmijati (2021). It focused to increase students' writing skills used Grammarly free version and indicated

that Grammarly free version can support students to write better, mainly when writing an explanatory paragraph. The second previous research is written by Karyuatry et al. (2018). This research focused on using Grammarly's free version to improve students' writing quality related to descriptive writing in classroom action research design. The result showed that students' writing scores improved using Grammarly, and the results of questionnaire showed that students and teachers responded positively using Grammarly toward their writing.

Based on the previous research, there are similarities and differences are found compare to this research. The first research discusses Grammarly to improve students' writing skills by using classroom action research, while this research uses a pre-experimental research design that focuses on the result of research than the process. The first previous research focused on one of the types of text, which is explanation text, which contains the text that makes readers believe what the writers write. In contrast, this research focuses on the descriptive text as the material, where this text is a text that contains information to readers about appearance based on the fact. And the first and second previous research used Grammarly free version in their research, while in this research, the researcher uses the business version of Grammarly.

This research uses a pre-experimental research design to find out does the use of Grammarly effective to increase students' English writing skills in writing descriptive text to the tenth grade students of SMAN 01 Sekadau Hilir and to find out how strong is the effect of using Grammarly to increase students' writing skills in writing descriptive text to the tenth grade students of SMAN 01 Sekadau Hilir.

1.2 Research Questions

1.2.1 Does the use of Grammarly effective to increase students' English writing skills in writing descriptive text to the tenth grade students of SMAN 01 Sekadau Hilir?

1.2.2 If yes, how strong is the effect of using Grammarly to increase students' English writing skills in writing descriptive text to the tenth grade students of SMAN 01 Sekadau Hilir?

1.3 Research Purposes

Based on the research questions above, the researcher determines the research purposes:

1.3.1 To find out whether the use of Grammarly is effective to increase students' English writing skills in writing descriptive text to the tenth grade students of SMAN 01 Sekadau Hilir.

1.3.2 To find out how strong the effect of using Grammarly to increase students' English writing skills in writing descriptive text to the tenth grade students of SMAN 01 Sekadau Hilir.

1.4 Scope of Research

The researcher conducted this research on the tenth grade students of SMAN 01 Sekadau Hilir. This research focused to investigate the use of Grammarly to increase students' writing skills in writing descriptive text. It covered some elements of writing, especially the elements of writing a descriptive text and the language mechanics elements. These elements are the content, organization, grammar, vocabulary, and mechanics, which include capitalization, spelling, and punctuation.

1.5 Research Variable and Research Hypothesis

1.5.1 Research Variables

A variable is an essential thing in pre-experimental research. According to Creswell and Creswell (2018), the variable is a characteristic or quality of a person or an organization that can be measured or seen, differs between the individuals or organizations under study, and can be manipulated. Independent and dependent variables are the two different types of variables.

1.5.1.1 Independent Variable

The first variable in this research is the independent variable. Creswell and Creswell (2018) emphasise that independent variables affect, cause, or influence the outcome. Treatment is usually a term used to describe these variables. In this research, the independent variable is the use of Grammarly.

1.5.1.2 Dependent Variable

The dependent variable is the second variable in this research. Creswell and Creswell (2018) state that the variables that rely on independent factors are known as dependent variables. Those are the outcomes of the independent variables' influence. In this research, the dependent variable is students' writing skills in writing descriptive text.

1.5.2 Research Hypothesis

A hypothesis is the researcher's prediction about the finding of the research. According to Ary, Jacobs, Sorensen, et al. (2009), a researcher should state a hypothesis before gathering the data phase because a strong hypothesis shows that the researcher knows enough about the subject to conduct the research. The hypothesis provides direction for the data collection and analysis. It instructs the researcher on

the procedure to use and the information to obtain, and it also saves a lot of time and effort.

1.5.2.1 The Null Hypothesis (Ho)

The null hypothesis is one of the types of hypothesis. Ary, Jacobs, and Sorenses (2014) note that a hypothesis is called a null hypothesis (H_o) because it shows no relationship between the variables in the population. In this research, the null hypothesis (H_o) states that the use of Grammarly is not effective to increase students' writing skills in writing descriptive text.

1.5.2.2 The Alternative Hypothesis (H_a)

Besides Null Hypothesis, another type of hypothesis is the alternative hypothesis (H_a). Creswell and Creswell (2018) note that the alternative hypothesis (H_a) indicates an effect, change, relationship, or difference. It shows that there is a relationship between the dependent and independent variables. In this research, the alternative hypothesis (H_a) states that the use of Grammarly is effective to increase students' writing skills in writing descriptive text.

1.6 Research Significance

The researcher hopes that the results of this research could inform readers about the influence of Grammarly on students' writing skills in writing descriptive text. The researcher wants to know the student's writing skills in the descriptive text before using Grammarly and after using Grammarly. The researcher hopes the results of this research beneficial for students, teachers, readers, and the English education study program.

1.6.1 Students: It becomes a reflection for students on their problems in writing, especially writing descriptive text.

1.6.2 Teachers: It shows the actual condition of the student's writing problems, especially in writing descriptive text, and it can provide teachers with a solution to the writing issues that students may have.

1.6.3 Readers: The result of this research could be a reference for other researchers that relate to or are in line with this research.

1.6.4 English Education Study Program: It becomes a reflection on students and academics in the English education study program to enhance the education field.

1.7 Terminology

The researcher needs to clarify the following terms in order to avoid readers confusion and misunderstanding:

1.7.1 Grammarly

Grammarly is an online application which is used to check errors in writing a text or sentence. In this research, Grammarly is used to teach English writing skills, especially in writing descriptive text.

1.7.2 English Writing Skills

English Writing skill is one of the skills of English in the form of the ability to express ideas in written form in the English language. In this research, the English writing skills focus on the English writing skills for tenth grade of senior high school students to write descriptive text.

1.7.3 Writing Descriptive Text

Writing descriptive text is an activity to communicate, describe and explain objects in detail or in-depth in written form. In this research, writing descriptive text focus on communicating, describing, and explaining one of the tourist attractions in Sekadau Regency as the object.