

The Impact of Using Grammarly to Improve Students' Writing Skill at SMAN 14 Kota Tangerang in Academic Year 2020/2021

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ABSTRACT

The study aimed to investigate whether there is a significant effect of using the Grammarly application to improve students' writing skills at SMAN 14 Kota Tangerang's tenth grade. In this quantitative study, 64 students from X MIPA 1 and X MIPA 4 were drawn at random from a non-random sample using a non-equivalent control group design in quasi-experimental research. The researcher collected data from students' tests by administering pre- and post-tests. The findings of this study were statistically calculated using the One-Sample Kolmogorov-Smirnov test; the asymptotic significance of the pre-test and post-test in experimental class data is 0.0000.05. It is possible to conclude that H_a is accepted while H_o is rejected. It means that using the Grammarly application to improve students' writing skills makes a significant difference. As a result, it can be concluded that using the Grammarly application to improve students' writing skills in the tenth grade at SMAN 14 Kota Tangerang in the academic year 2020/2021 has a positive effect.

Keywords: Grammar, Grammarly Application, Writing Skill

INTRODUCTION

In learning English, there are listening, speaking, reading, and writing that must be mastered by students. One of the productive skills that must be mastered is writing. Writing has an important position in teaching English, which involves the practice and knowledge of three other language skills, such as listening, reading, and speaking (Klimova, 2014). According to (Isgiarno, Cahyono, & Rahmaningtyas, 2020) "When writing, a writer usually follows a process of drafting, shaping, rereading, revising, and editing the text." It means that students need to

set goals for their writing, plan it carefully, think about its layout and logical structure and also it requires an ability to assess good grammar.

However, the writing is hard for many students. It has previously been observed in SMAN 14 Kota Tangerang on the 6th of January 2019, the students are still difficult in English writing and they do not understand how to write correctly because they are confused using the rules of writing such as grammatical. It was because the students are lack mastering grammar. It was supported by (Trisnaningrum, Alek, & Hidayat, 2019) "The low mastery of grammar will have an

impact on the results of writing that is incoherent and not cohesive.” Dontcheva-Navratilova (2012) stated that grammar is a language structure that describes the study of grammar as rules and principles that underlying the form and meaning of words, phrases, clauses, and sentences. Therefore, low mastering of grammar, it can be a big problem for students in English writing. If the students are low in mastering vocabulary, it can be easy for students to reach vocabulary in e-dictionary or google translate. But different with less ability in the use of grammatical, the students can not open the grammatical book, it was become wasting time. So, it is necessary to use the media to improve students' writing skills. The writer used the Grammarly application to solve the problems above in SMAN 14 Kota Tangerang. According to Daniels & Leslie (2013) that “Grammarly checks for spelling errors, provides a list of synonyms and offers feedback to users on their mistakes.” As stated by (Karyuatry, 2018) that Grammarly can be an appropriate tool for checking grammatical errors in writing texts. Saepuloh (2018) stated “Grammarly is one of popular Grammar checking tools which helps the users check their writings especially for punctuation and grammar errors and give them suggestions for improvement as well”. It means that the use of Grammarly applications is very helpful in learning to write English texts so that it can improve students' writing skills. Based on the explanation above the objective of this study is to know the effect of using Grammarly application to

improve students' writing skill at tenth grade of SMAN 14 Kota Tangerang in academic year 2020/2021.

METHOD

The writer conducted the research at SMAN 14 Tangerang. Located at Jl. Pembangunan I, Darusalam II, RT.004/RW.006, Batusari, Kec. Batuaceper, Kota Tangerang, Banten 15121, Indonesia. The writer chose this school because based on observation before that there were some problems with the lack of mastery vocabulary and lack of understanding about grammar students' writing skills. The type of this research was specific as one of quantitative designs. , in this research the writer used quasi-experiment with nonequivalent design. The writer chose this design because the writer intended to know the effect of using Grammarly application to improve students' writing skill, and also there were other purposes that it consisted of giving pre-test and post-test for experimental and control class. The model of the research design was illustrated as follows:

Table 1. Quasi Experimental Design
Table

Class	Pre-test	Treatment	Post-test
E	O1a	X	O1b
C	O2a	Y	O2b

Adapted from (Fraenkel & Wallen, 2012)

Notes:

E : Experimental group

C : Control group

X: Treatment using Grammarly application.

Y: Treatment without Grammarly application

O1a: Test performed in the experimental class before treatment.

O2a: Test performed in the control class before treatment.

O1b: Test performed in the experimental class after treatment

O2b: Test performed in the control class after treatment.

The target population of this research in the tenth grade of SMA Negeri 14 Kota Tangerang in the academic year 2019-2020. There were 333 students consist of 9 classes. 175 students of X MIPA 1-5, and 148 students of X IPS 1 – 4. According to Sugiyono (2016) “Population is a generalization area consisting of subjects or objects that have the qualities and characteristics determined by the researcher to be studied and then drawn.” the sample of this research were 64 students there are the students of X MIPA 1 (32 students) as an experimental class and the students of X MIPA 4 (32 students) as a control class.

The sampling technique of this research will use purposive sampling, because the two classes that will be chosen by the writer are homogenous and have the same ability. The writer used the test to collect the data. The test are pre-test and post-test for both classes. The writer gave treatment to the students after pre-test and post-test will be given after treatment.

Based on the formulation of research hypotheses, the statistical hypotheses that will be sampled in this study are as follows:

a) $H_0: \rho \neq 0$ (Null Hypotheses)

There is significant effect of using Grammarly application to improve students’ writing skill at tenth grade students of SMAN 14 Tangerang in academic year 2020/2021.

b) $H_a: \rho \neq 0$ (Alternative Hypotheses)

There is a significant effect of using Grammarly application to improve students’ writing skill at tenth grade students of SMAN 14 Tangerang in academic year 2020/2021

FINDINGS AND DISCUSSION

In this research, the writer gave same test both of classes. In the first meeting the writer gave pre-test or before treatment. The fifth meeting the writer gave post-test or after treatment. The purpose of giving post-test was to know the differences between the students’ score before giving treatment and after giving treatment. The writer used the written test in the form of essay with instrument that has been valid and reliable. The validity and reliability of the instrument can be known from the researcher validated before using the instrument by conducted the Class content of validity. The writer gave the content of validity to an English teacher and two lecturers of English education through Google form.

Table 2. Descriptive Statistics Control

Test	Pre-Test	Post-Test
N	32	32
Min	25	43
Max	66	95
Sum	1516	2026
Mean	47,38	63,31
Std. Dev	9,967	13,922

The test results would be processed using statistical version 26 to calculate and interpret the data. The writer used the students’

actual grades when analyzing the data.

The writer obtains and presents the maximum, minimum, mean, standard deviation, and variance scores from two classes. The following information is provided:

Table 3. Descriptive Statistics
 Experimental Class

Test	Pre-Test	Post-Test
N	32	32
Min	39	58
Max	74	96
Sum	1752	2464
Mean	54,75	77
Std. Dev	10,704	12,086

Source: Statistical result SPSS 26

Table 3 Descriptive Statistics Control Class

Source: Statistical result SPSS 26

To test the data normality the writer used Lilliefors formula, and to test data homogeneity, the writer use one-way ANOVA.

The complete result the testing of data normality could be seen in the table as follows:

Table 4. Test of Normality

Class	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Experimental	0.128	32	.200*
Control	0.165	32	0.026

*This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Statistical result SPSS 26

Based on the table above, it can be concluded that The significance value in experimental class is $> 0,05$ ($0,200 > 0,05$) and in control class is The significance value is $< 0,05$

($0,026 < 0,05$). It can be concluded that H_0 is rejected, so the data is not normally distributed. In other word, the process of statistical calculation can be continued.

The following analysis is a homogeneity test to determine whether the variant population has the same or different variance. The One Way Anova Test is used to determine homogeneity (SPSS 26). The following is the outcome of the homogeneity test:

Table 5. Test of Homogeneity of Variances

Levene Statistica	df1	df2	Sig.
0.000	1	62	0.989

Source: Statistical result SPSS 26

Result of the data showed a significant score $0.989 > 0.05$ which can be concluded that variants of two sets of data, namely the experimental class and control class is the same or homogenous. After the normality and homogeneity tests were carried out, the next test was to test differences. In the normality test, it was known that the data is not normally distributed, so the writer used a non-parametric test, namely the Man U Whitney statistical calculation with SPSS 26.

Man U Whitney is used to differentiate media in 2 groups if the data are not normally distributed and to find out the effect of using Grammarly application to improve students' writing skill at tenth grade students. There is testing of hypothesis test used Man U Whitney test:

Table 6 Hypothesis Test Summary

Null Hypothesis	Test	Sig.
1 The distribution of Score is the same across categories of Class.	Independent -Samples Mann-Whitney U Test	0.000

Source: Statistical result SPSS 26

If significant value smaller than < 0.05 the hypothesis (H_a) is accepted. And if significant value higher than > 0.05 the hypothesis (H_a) is rejected. Based on the table above, the significant value is smaller than < 0.05 ($0.000 < 0.05$), it can be concluded H_a is accepted and H_o is rejected. It means that there is significant effect between teaching used Grammarly application as media to improve students' writing skill.

The writer discovered the results of the students' writing skills based on observations conducted at SMAN 14 Kota Tangerang in academic year 2020/2021 using the Grammarly application in the experimental class. To assess students' writing abilities, the author used a pre-test, treatment, and post-test.

The writer used the Grammarly application to teach in the experimental class. The writer administered a pre-test, followed by a treatment using Grammarly media, and then administered a post-test. The test was designed to assess students' writing abilities. The test results were computed using the SPSS 26 version, and as can be seen, the lowest score is 58 and the

highest score is 96. The mean is then 77.00, with a standard deviation of 12.086. The results revealed that teaching writing skills with the Grammarly application resulted in a significant difference in score between the pre-test and post-test. When teaching writing skills with the Grammarly application, there is a significant difference in writing skill between the conventional method and using Grammarly.

In the control class, the writer employs the traditional method. The author began administering pre-tests and post-tests. The purpose of the test is to determine the students' writing abilities. The results were computed using the SPSS 26 version. The lower score is 43 and the higher score is 95. The mean is then 63.31, and the standard deviation is 13.922.

According to the research of experiment class and control class by using Grammarly application as media to improve writing skill, the experimental class has a significant increase. Furthermore, the writer employs a Man-whitney U test analysis, which reveals that the result of the account is 0.000. As a result, the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_o) is rejected. It means that there is a significant relationship between teaching and using the Grammarly application to improve students' writing skills.

Grammarly is an application that helps students improve their writing skills. It is related to the conceptual framework. Grammarly is a useful tool in writing class because it is up to date, easy to use, and practical for students to use

when checking their writing (Saepuloh, 2018). Grammarly is also said to be effective at improving students' writing quality (Karyuatry, 2018).

Based on the results of the pre-test and post-test in the experimental and control classes, it can be concluded that using the Grammarly application to improve students' writing skill at SMAN 14 Kota Tangerang in the academic year 2020/2021 has an effect.

CONCLUSION

The posttest result in the experimental class is 77, with a mean score of 77. While the minimum and maximum posttest scores are 58 and 96, respectively, with a standard deviation of 12.086. The mean value of the post-test in

the control class is 63.31. The maximum value of posttest is 95, and the minimum value is 43. The standard deviation is 13.922 percent. Based on the results of the hypothesis testing and analysis in the experimental class, it is possible to conclude that using the Grammarly application to improve students' writing skills has a significant effect. The effect was demonstrated by the statistic calculation result, which indicated with man-whitney U (0.000 0.05), and it means that there is a significant effect using Grammarly application to improve students' writing skill at SMAN 14 Kota Tangerang in academic year 2020/2021.

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