THE IMPLEMENTATION OF GRAMMARLY APPLICATION AS A TOOL TO IMPROVE STUDENTS' WRITING ABILITY

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Abstract
This study aims to apply the use of Grammarly Application in improving students' writing skills. This study uses a Quasi-Experimental design and was conducted at MTs Fajar Siddiq Palembang. Two groups were selected by purposive sampling, which consisted of class VII.2 as the experimental group which consisted of 28 students, and class VII.3 as the control group which also consisted of 28 students. Each student is given a pre-test at the beginning of the lesson and a post-test at the end of the lesson. Where the same test was given to the pretest and posttest, namely a written test on descriptive text with the theme "place" like a house. Data processing in this study used the Independent sample t-test. The results of this study that students who were given the Grammarly Application application could help students significantly reduce writing errors, as evidenced by the data from the pre-test and post-test results that have been given. The Grammarly application is proven to be more effective in helping to reduce errors in writing such as grammar, spelling, and punctuation. This research can be a means for teachers an alternative in supporting students' interest in learning in writing.
Keywords: implementation, grammarly application, writing.

Abstrak
Penelitian ini bertujuan untuk menerapkan penggunaan aplikasi *Grammarly* dalam meningkatkan kemampuan menulis siswa. Penelitian ini menggunakan desain *Quasi-Experimental* dan dilakukan di MTs Fajar Siddiq Palembang. Ada dua kelompok yang dipilih secara *purposive sampling*, yang terdiri dari kelas VII.2 sebagai kelompok eksperimen yang berjumlah 28 siswa dan kelas VII.3 sebagai kelompok kontrol yang juga berjumlah 28 siswa. Setiap siswa diberikan pre-test di awal pembelajaran dan post-test di akhir pembelajaran. Dimana tes yang sama diberikan pada pretest dan posttest, yaitu tes tertulis mengenai teks deskriptif dengan tema "tempat" seperti sebuah rumah. Pengolahan data dalam penelitian ini menggunakan *Independent sample t-test*. Hasil penelitian ini siswa yang diberikan penerapan dari aplikasi *Grammarly* dapat membantu siswa dalam mengurangi kesalahan dalam menulis secara signifikan, terbukti dari data hasil pre-test dan post-test yang telah diberikan. Aplikasi *Grammarly* terbukti lebih efektif dalam membantu mengurangi kesalahan dalam penulisan seperti tata bahasa, ejaan, dan tanda baca. Penelitian ini dapat menjadi sarana bagi guru sebagai alternatif dalam mendukung minat belajar bagi siswa dalam menulis.
Kata Kunci: implementasi, aplikasi grammarly, penulisan.

INTRODUCTION

The development of science and technology, in the current era of globalization, competition is getting tougher. Thus, as educators and students, it is necessary to increase our skills to keep growing in this era of globalization. Education is the best place to shape and improve one's skills. Ariyanto et al. (2021) stated skill is the ability to do, change or make something better and generate value from the work by using one's mind, thoughts, ideas, and

creativity. In short, skill is the ability to translate knowledge into treatment to achieve the desired work result.

Currently, the use of technology is needed in learning four language skills, writing learning is one of them. Writing is not only an important part of students' academic activities but also has a foundation of goals that allow students to express ideas, encourage interaction, make logical and persuasive arguments, as well as prepare for school and work. Husin & Nurbayani (2017) stated that in terms of skills, the most important skill for students, especially for EFL students in Indonesia is writing skills.

Based on the implementation of the current 2013 curriculum in Indonesia, students' language skills are strongly emphasized so that students must be able to communicate in spoken and written English. Jaya et al. (2018) stated in the implementation of teaching writing, a teacher is required to create creative and innovative ways to arouse students' enthusiasm and interest in learning to use the target language. On the other hand, junior high school students still face many obstacles in writing. Writing looks very difficult to do because the students have limited vocabulary, they do not understand grammar in English, and lack exercise. Khaidir (2017) stated learning about grammar often makes students feel afraid and uncomfortable in learning it, even students think that learning grammar is the same as a monster.

The reason is the grammar is identical with clear rules in writing grammar so that the sentences conveyed can be understood clearly by other people, whether the sentences are spoken or written. In line with this statement, Hermansyah & Santoso (2018) stated that students do not like grammar because they still have difficulty understanding tenses and have not been able to choose vocabulary or verbs that match the tenses used in writing a paragraph. To overcome these obstacles, there are many ways that students can do, such as asking for a friend's correction or a teacher's correction. Hermansyah (2016) stated in learning about languages, the students have their strategies for overcoming their difficulties in understanding a lesson and professional teachers need to know the strategies of these students.

Based on the observations of the researcher during Kuliah Kerja Lapangan (KKL) or job training, apart from the students' assignments in writing, the above problems can also be influenced by the role of the media in teaching writing. The use of appropriate learning media is very necessary for the learning process because it can affect students' ability to receive learning materials and the level of understanding of each student (Pakpahan et al., 2020). Some teachers rarely use online media to support writing classes. Media in teaching remains a reliable textbook and students are not trained to practice writing more. Therefore, students do not understand and are not interested in writing. Then, to overcome the problems that are often

encountered by students in writing, it takes a learning media such as the Grammarly application where this application can help correct errors in writing such as errors in grammar, punctuation, and others. Grammarly has many useful features such as checking spelling, grammar, and punctuation errors, providing comprehensive and useful feedback including corrections and suggestions to make writing easier to read, clear, precise, effective, error-free, and impactful with a high degree of accuracy and evaluation speed (Nova, 2018). It has been known as a tool to assist students in learning writing skills. In addition, Grammarly Application also helps students in correcting sentence structure, word spelling errors, and assists learners in developing their writing skills.

One form of writing that must be mastered by students is writing text. A text is the union of expressions. This type of text is used by speakers or writers to communicate what they want to express related to their specific purpose (Hanafi, 2019). It can be said, that a text can be categorized as conveying messages or expressions from speakers or researchers to inform, explain, and provide arguments on what they want to say. In this study, descriptive text was selected. Descriptive text is a type of text with the aim to provide information. The descriptive text aims to inform the reader about an object, person, and place (Siregar & Dongoran, 2020). In writing descriptive texts, the students often make errors and find difficulties in writing. Widaryanti (2021) stated there are three generic structures of descriptive text; Identification, description, and conclusion.

To teach writing more interesting and developed, teachers are expected to apply the emerging technological trends. One is to implement the Grammarly Application as a tool to improve students' writing abilities. Ghufron & Rosyida (2018) stated Grammarly is an online proofreading website that can be used to scan documents to reduce writing errors in terms of vocabulary, grammar, and mechanical use. This app automatically identifies writing errors, such as grammatical errors, word selection, spelling errors, and punctuation errors. Applying this Grammarly Application can help students in correcting sentence structure, word spelling errors, and assist learners in developing their writing ability.

Therefore, this research is also supported by the findings of other researchers. The results of this study are comparable to Yulianti & Reni (2018) with the title "Utilizing Grammarly in Teaching Writing Recount Text Through Genre Based Approach" which this study used a pre-experimental design especially one-group pretest-posttest and involved the 1st-grade high school in Pangkalpinang, Bangka Belitung Province, and getting the impact of the use of Grammarly has where to have a significant contribution and is highly recommended in teaching, especially in writing a text, and in this first study using recount text.

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The second study conducted by Ghufron & Rosyida (2018) with the title "The Role of Grammarly in Assessing English as a Foreign Language (EFL) Writing", The study aimed to investigate the use of Grammarly and to compare correlative feedback from teachers in reducing student errors in EFL writing. This research uses a qualitative approach and involves 40 students of the English Education Study Program of one of the private universities in Indonesia. The results of this study revealed that Grammarly had a significant influence on reducing student writing errors compared to teacher input correlation. In addition, Grammarly has made significant contributions in reducing student error, language use, grammar, and writing mechanisms (punctuation and spelling).

Then the third research conducted by Ismawati et al. (2021) with the title "How Errors Made In Essay Writing: An Analysis Using Grammarly Software In EFL Students", This study uses quantitative descriptive methods and involves 21 students of semester III English Education University of Muhammadiyah Makassar. Therefore, in their study, they found that Grammarly is an effective tool that can identify errors in students' writing, especially in writing descriptive essays. Based on this explanation, it can be said that the Grammarly application has a good contribution to minimizing student errors in writing. Implementing the Grammarly Application, it can provide a new reference for teachers to increase students' interest in writing lessons. Then, in line with the statement by being given an application of Grammarly Application, it is hoped that it can provide an increase in students' writing skills to be better than before.

METHODS

In this study, the researcher use an experimental method with a Quasi-Experiment design, especially a non-equivalent control group design. Fraenkel et al. (2012) stated quasi-experiment is a design that does not use random assignment. In this design, there were two groups, namely the experimental group and the control group, both of which were given the same test, namely the pre-test at the first meeting and the post-test at the last meeting. The researcher gave a pretest to determine the students' writing ability before being given treatment. Then, the researcher gave treatment to the experimental group by applying the Grammarly Application while the control group was not given any treatment. A post-test was then conducted to determine if the students had significantly improved their writing skills.

Population

The population is the total variety of a bunch of objects or those that need to be studied by research workers. Jenkins-Smith et al. (2017) stated population is the total collection of all objects to be observed. In line with this statement, the population is an object or group of

interest for a researcher to generalize the results of their research (Fraenkel et al., 2012). Then, the population in this study were grade VII students at MTs Fajar Siddiq of Palembang. This population was chosen because there are several problems in students' writing skills and they do not yet have a way or solution to overcome their problems. The population is described in table 1.

Table 1. Research Population

No	Class	The Number of Students
1	VII.1	31
2	VII.2	28
3	VII.3	28
Total		87

Sample

The sample is a component of the population to be studied. Jenkins-Smith et al. (2017) stated the sample is part of the objects that will be studied to observe the population. A sample is a group or object from which information is obtained (Fraenkel et al., 2012). In this study, the researcher used purposive sampling in determining the experimental class and the control class from the population. The researcher chose to use purposive sampling because this type of sampling is one of the most effective and time-saving sampling methods available. This is in accordance with the conclusion of John Dudovskiy (J. McDevitt & Fitzpatric, 2020) stated that the advantages of purposive sampling are one of the most cost-effective and time-effective sampling methods available. In this study, two classes were taken as samples with the following sample criteria; 1) Students aged 12-15 years. 2) Judging from the average UAS score of students by looking at the criteria above average, average, and below average. 3) Gender, for this criterion each number of students obtained was generalized because the number of female students is more than the number of males in the chosen place, namely the MTs Fajar Siddiq of Palembang. In line with this statement, Arikunto (2014) stated that purposive sampling is a technique for taking samples with certain considerations that are considered to be able to provide maximum data. So, based on this statement, the sample in this study was class VII.2 as the experimental class and class VII.3 as the control class. The sample of this research is presented in table 2.

Table 2. The Research Sample of The Study

No	Group	Class	The Number of Students
1	Experiment	VII.2	28
2	Control	VII.3	28
Total			56

Data Collection Technique

In collecting data in this study, the researcher used the same written test for both groups (Experimental Group and Control Group) on the pre-test and post-test. Then, for the written test material, students are asked to make a text about a descriptive text with the theme "place" like home. Rukminingsih et al. (2020) stated at the pre-test stage before being given treatment, the researcher gives a pre-test using a written test for both groups (experimental group and control group). It aims to determine students' writing ability in grammar, punctuation, and spelling. While the post-test was carried out after being given treatment, only for the experimental group. This aim was to determine the improvement of students' writing who was given the same test as the pre-test. Then, this post-test was used to determine whether the implementation of the Grammarly Application was effective in improving students' writing skills.

Data Analysis Technique

In this study, the researcher used the classification of writing ability assessment. In measuring students' writing skills, there are several aspects to be assessed. Inline, Jaya et al. (2018) stated that in assessing students' writing results, the existing assessment rubrics (content, organization, vocabulary, grammar, and mechanics) were used to make it easier to mark students' scores. In this study, two judges scored the students' writing by using the scoring rubric; there were: the English teacher and the researcher. Then, the researcher used inter-rater reliability to determine whether the test given was appropriate or not. Inter-rater reliability is reliability obtained by measuring the level of agreement (similarity) in the results between judges or observers (Ni'matuzahroh & Prasetyaningrum, 2016). According to Purwanto (2018) reliability is something that refers to the ability of the instrument to produce reliable data. Therefore, reliability testing needs to be done so that the research results are of higher quality (Riyanto & Hatmawan, 2020).

Furthermore, after calculating the score of students' writing, the researcher used IBM SPSS Statistics version 22 to help the researcher to analyze the data and present it statistically in the discussion and findings. Then, the researcher used an independent sample t-test with statistical calculations from the t-test formula and used IBM SPSS Statistics version 22 to compare the average values of the two groups in this study, namely the experimental group and the control group. Riyanto & Hatmawan (2020) stated the independent sample t-test was used to compare the average value of two different groups or there was no relationship between one another.

FINDINGS AND DISCUSSION

Findings

The Students' Pre-test and Post-test Scores in Experimental Group

Table 3. Pre-test in Experimental Group

Descriptive Statistics		
Pre-test		Valid N (listwise)
N	28	28
Minimum	53	
Maximum	75	
Sum	1736	
Mean	62	
Std. Deviation	6,098	

Based on the data analysis above, the minimum score was 53 and the maximum score was 75. Then, for the mean 62 with a standard deviation of 6,098.

Table 4. Post-test in Experimental Group

Descriptive Statistics		
Post-test		Valid N (listwise)
N	28	28
Minimum	64	
Maximum	90	
Sum	2096	
Mean	74,86	
Std. Deviation	6,346	

Based on the data analysis above, the minimum score was 64 and the maximum score was 90. Then, for the mean 74,86 with a standard deviation of 6,346. Therefore, the score of students in the experimental group from the descriptive statistics above increased from the pre-test to post-test scores.

The Students' Pre-test and Post-test Scores in the Control Group

Table 5. Pre-test in Control Group

Descriptive Statistics		
Pre-test		Valid N (listwise)
N	28	28
Minimum	54	
Maximum	75	
Sum	1743	
Mean	62,25	
Std. Deviation	5,648	

Based on the data analysis above, the minimum score was 54 and the maximum score was 75. Then, for the mean 62,25 with a standard deviation of 5,648.

Table 6. Post-test in Control Group

Descriptive Statistics		
Post-test		Valid N (listwise)
N	28	28
Minimum	55	
Maximum	79	
Sum	1921	
Mean	68,61	
Std. Deviation	5,412	

Based on the data analysis above, the minimum score was 55 and the maximum score was 79. Then, for the mean 68,61 with a standard deviation of 5,412.

Independent Samples Test

			Equal variances assumed	Equal variances not assumed
Post-test	Levene's Test for Equality of Variances	F	,950	
		Sig.	,334	
	t-test for Equality of Means	t	3,965	3,965
		df	54	52,685
		Sig. (2-tailed)	,000	,000
		Mean Difference	6,250	6,250
		Std. Error Difference	1,576	1,576
	95% Confidence Interval of the Difference	Lower	3,090	3,088
		Upper	9,410	9,412

Figure 1. The Data Analysis of Independent Sample T-Test

Based on the result above, it shows that the mean difference between the students' post-test scores in each group was 6,250 and the significant level was 0,000. Then, since 0,000 is lower than 0,05, it means that there was a significant difference in the score of writing between those two groups. Therefore, this indicates that the students in the experimental group have a better improvement than those in the control group.

Discussion

The findings have shown that implementing the Grammarly application improves students' writing ability. Based on test results, students who were taught through Grammarly application implementations scored higher than those who were not. In the experimental group, the biggest post-test score was 90 and the smallest post-test score was 64, with a mean of 74.86. Meanwhile, in the control group for the highest score on the post-test was 79, the lowest score on the post-test was 55, and the average was 68,61. Therefore, its critical value at 0,05 significance level for the two-tailed-test with 54 (df) was 2.004 as t-table and t-obtain was 3,965. Since t-obtain 3,965 was higher than t-table 2,004, it means H_0 became rejected and Ha became accepted.

From the treatment process of students, experimental group students, there was an improvement in their writing through the application of the Grammarly application. Students may find inspiration and generate ideas in the application of Grammarly with the appearance of an interesting Grammarly application such as being able to check errors in automatic writing. So they can know what to write in their writing. The post-test scores showed that the students had improved their content, vocabulary, grammar, and writing mechanics. It can be said that the experimental group experienced an increase in writing skills in descriptive text and experienced a decrease in difficulty.

On the other hand, the test results in the control group were not better than the experimental group. In the control group, learning was carried out in class as usual and was not given the application of the Grammarly application, so the increase was very small due to the lack of students' interest in learning English and losing concentration when writing texts in English. Then, some students do not write descriptive texts based on the elements that have been taught by the teacher. In conclusion, there is a significant increase in the seventh-grade students of MTs Fajar Siddiq Palembang in writing descriptive text through the application of the Grammarly application compared to students who are not given the application of the Grammarly application.

Based on previous related research, the researcher found: similarities and differences to this study. The similarity is that the media used is the Grammarly application with the aim of

improving students' writing skills in English and minimizing errors in students' writing. Then, the results obtained from previous studies with this study both proved that there is an increase in the application or use of the Grammarly application. However, there is a difference between this study and previous research in terms of the material and research subjects studied. One of the previous studies, took material about recount text, while this study took material about descriptive text. Then, the most studied subjects from previous research were university students. Meanwhile, this study focuses on the application of the Grammarly application as a tool to improve students' writing skills in writing descriptive texts with the research subjects taken in this study were grade VII students at MTs Fajar Siddiq in Palembang. By applying this Grammarly application, students are expected to be able to correct, and minimize errors in their writing and improve their writing skills.

CONCLUSION

Based on the findings and discussion that have been made in the previous section, it is found that the results of the pre-test and post-test scores in the experimental group and the control group showed significant differences in students' writing ability. Then, students who were taught through the Grammarly Application obtained better grades than those who were not. This is evident from the mean post-test results of the experimental group, which are higher than those of the control group. This indicates that teaching how to write descriptive texts through the application of Grammarly improves students' writing ability. Finally, based on students' perception of the Grammarly Application, they have never learned to use this application and now they agree that this application can help solve their problems in writing because it is easier than before in writing. In short, there is a significant improvement in the writing ability of seventh graders at MTs Fajar Siddiq Palembang with the implementation of the Grammarly Application.

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