THE EFFECTIVENESS OF USING GRAMMARLY APPLICATION IN IMPROVING THE TENTH GRADE STUDENTS' ABILITY TO WRITE NARRATIVE TEXT AT SMA N 9 PEKANBARU

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ABSTRAK

This research aimed at finding and describing the effectiveness of using grammarly application in improving the tenth grade students' ability to write narrative text at SMA N 9 Pekanbaru in academic year 2022/2023. This research was conducted from May 15 to June 16 2023. This research is classified as quasi-experimental research. It involved 60 students, 30 students in the experimental group and 30 students in the control group. The students in the experimental group were taught using the Grammarly Application while those in the control group were taught using conventional techniques. The results of the study showed that there was a significant difference in writing ability between students who were taught using the Grammarly Application and those who were not taught using the Grammarly Application. This can be seen in the results of hypothesis testing through SPSS 22. The value of t_o observe for both the differences between the result of the t-test for post-test of the experiment class and post test of the control class, and the t-test for the increase of scores of the experiment class and control class are smaller than the value of the t-table at α 0,05, and degree of freedom n-2 (0.00 < 0.05).

Kata kunci : *effectiveness, Grammarly application, writing, narrative text*

INTRODUCTION

English as an International language, it is very important and has many interrelationships with various aspects of life owned by human beings. Rose and Montakantiwong in Saud (2020) stated that with the quick development and far reaching utilization of English all through the world, there has been a worldview move from instructing English as an outside dialect to instructing English as an universal dialect[1]. In learning English, writing is one of the skills that we have to master. Trismanto (2017) states that one of the most challenging aspects of language skills is the writing activity, which many of us and students dislike [2]. Martha & Situmorang (2018) state that writing is a skill in the language that is used to write down thoughts and ideas so that they can be read and understood by others [3]. In line with Tarigan, Alwasilah (2007) mentions four types of writing with the main EDAN, namely exposition, description, argumentation, and narrative [4]. Alwasilah (2007) states that the term narrative comes from language narrative English (story) and narrative (which tells), and tells (tell a story).
[5]. In writing a narrative text we need grammar as a complement to make a perfect narrative text. According to Swan in (Pujiawati 2018), grammar is a rule for modifying words that show different meanings that are combined into sentences [6].

Based on observations done by researcher at SMA N 9 Pekanbaru, English teachers for tenth grade students in teaching writing narrative text basically only provide material in textbooks or manuals that are used as a reference. Therefore, students' writing experience is less extensive and limited. Less attractive strategies make students' writing creativity low in writing due to a lack of grammar as well as a lack of vocabulary. In this digital era, we are familiar with some computer software (automatic internet software) to help teachers in their teaching and learning process, such as Wiki, Facebook, Ms. Word computer software, Grammarly software, and others. One of the computer software (automatic internet software) that can be implemented in EFL writing class is 'Grammarly'. Lubi (2014) states that this application checks the text determine the correct word usage with more than 250 grammar rules up-to-date, covering everything from subject-verb for need manufacture of articles to provide correct placement [7]. Ghufron & Rosyida (2018), according to the study's findings, students whose work is assessed using Grammarly make significantly more errors than students whose work is assessed by a teacher. This application is shown to be more effective to reduce errors in term of vocabulary

usages (diction), language use (grammar), and mechanics of writing (spelling and punctuation) [8].

These factors prompted researcher to conduct a research on the effectiveness of using the grammarly application in teaching writing narrative text. The results of this study are expected to be proof that the Grammarly application can increase the students' ability to write narrative text more effective compared with the use of conventional method.

METHOD

This research used a quantitative research design which is a Quasi-Experimental research because the researcher wants to know the Effectiveness of Using Grammarly Applications in Improving the Narrative Text Writing Ability of Class X Students at SMA N 9 Pekanbaru. According to Gay et.al (2006) the quasi-experimental design used in this study is pretest posttest Nonequivalent control group design, namely a design that gives a pretest before being subjected to treatment, as well as a posttest after subjected to treatment in each group [9]. The population of this research is the tenth grade students of SMA N 9 Pekanbaru, and the number of population members is 395 students. In taking sample, the researcher uses purposive sampling as a sampling technique, because the authors have self-determined criteria to get a representative sample. The researcher chooses class 10 IPA 1 as a control class which has 30 students, and class 10 IPA 2 as experimental class which has 30 students. So, the researcher uses 60 students for the sample.

To measure students' achievement, the researcher applied the writing test as a research instrument. The researcher gave students one topic for the pre-test and one topic for the post-test as writing material. The researcher gave a pre-test at the first meeting. After giving the pre-test, the researcher gave treatment by introducing the use of the Grammarly Application. The students download the Grammarly Application on their gadget. The researcher gave a post-test at the last meeting. Data processing is a step to find out the results of the experimental class and the control class and their differences. The first thing a researcher does is a normality test to check the validity or normality of a sample is called a test normality. Then the researcher also conducted a homogeneity test to find out whether the several population variants are the same or not. And finally the researcher conducted a

hypothesis test to find out whether the hypothesis research that has been formulated are accepted or rejected. According to Sugiyono (2011) testing the hypothesis can also mean testing generalization abilities (significance of research results) in the form of a comparison of the state of the two variables or more [10].

FINDINGS

Based on the result of data analysis, the researcher presented and discussed the result of the differences between writing ability of the tenth grade students' at SMA N 9 Pekanbaru who were taught using grammarly application techniques and those who were taught using conventional techniques.

Tabel 1.
The Pre-Test and Post-Test Students' Average of Experimental Class

	Pre-Test	Post-Test
N	30	30
Mean	71.17	85.37
Standard Deviation	4.914	4.664

Tabel 2.
The Pre-Test and Post-Test Students' Average of Control Class

	Pre-Test	Post-Test
N	30	30
Mean	67.13	72.43
Standard Deviation	4.925	6.023

Tabel 3.
The Result of Normality Test

Class	P value	α
Pre-test Experimental	0.276	0,05
Post-test Experimental	0.214	0,05
Pre-test Control	0.095	0,05
Post-test Control	0.224	0,05

Tabel 4.
The Result of Homogeneity Test

Class	Level Statistic	Df1	Df2	Sig
Pre-test	0,051	1	58	0,823
Post-test	3,683	1	58	0,060

Tabel 5.
The T-test for Pre-Test and Post-Test of Experimental and Control Class

	Sig	df
Pre-test	.000	29
Post-test	.000	29
Pre-test	.000	29
Post-test	.000	29

Tabel 6.
The T-test for Post-Test of Experiment and Control Class

	Sig	df
Post-test	.000	58
Post-test	.000	54.522

Tabel 7.
The T-test for the increase of Score of Experiment and Control Class

	Sig	df
Experiment	.000	58
Control	.000	53.638

DISCUSSIONS

This study found that using Grammarly application can increase the students' ability to write Narrative text. This is evidenced with the result of the Independent sample T-test for post-test of experiment and control class and T-test for the increase of experiment and control class with the acquisition of Sig. (2-tailed) = 0.000, which is < α (0.05). In addition, the Grammarly application has also proven to be more effective in increasing students' writing ability which can be seen in the Paired sample T test with the acquisition of a Sig score. (2-tailed) = 0.000 < α (0.05).

CONCLUSIONS AND SUGGESTIONS

The researcher found that there were significant differences in the learning outcomes of students who studied using Grammarly applications and students who studied using conventional methods. This is evidenced by the Independent sample T-test and the results obtained were a Sig. (2-tailed) value of 0.000, which is < α (0.05). Therefore it can be concluded that H0 is rejected and Ha is accepted so that there is an Effectiveness of using the Grammarly Application in improving the tenth-grade students' ability to write Narrative text at SMA N 9 Pekanbaru. The researcher suggested students are expected to be more active and creative during learning in learning English, especially in learning to write. Students can increase mastery of their writing using Grammarly.

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