

## THE USE OF GRAMMARLY TOOLS TO ENRICH STUDENT'S WRITING ABILITY

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**Abstract:** *This research was carried out to know how the students' activities in learning using Grammarly in improving students writing skills. Thirty-three students from class X DKV-E participated in this study. This research is being conducted in two cycles using a Classroom Action research Approach. Using the Arikunto model, this study was carried out using the action research strategies of planning, acting, observing, and reflecting. In this study, information was acquired through interviews, observations, questionnaires, and tests. The writer then analyzed the data, both quantitative and qualitative. The conclusion of the study demonstrated that there was an improvement in students' writing abilities. The majority of students gradually improved their results at the conclusion of each cycle. The English lesson's Minimum Mastery Criterion (KKM) score was 78. The preliminary study's mean score for the students was 76.10, and the percentage was 45%. In the first cycle, the students' mean score was 77.10 while the percentage was 57%. In the second cycle, the mean score was 80.68, and the percentage was 84%. Moreover, there was a positive response from the English teacher about implementing the action. In summary, Grammarly can improve students' writing ability.*

**Keywords:** *Writing, Writing Ability, Grammarly Tools, Grammar Checker.*

### INTRODUCTION

English is a common language in today's global society, and it is employed in every industry, particularly in education. What is more, it has a beneficial significance in several aspects of society, such as organization, educational activities, and school, where students require it for their English understanding and it has become a mandatory topic. In Indonesia, English is taught as a foreign language and is a required subject in all levels of education. According to (Souriyavongsa et al., 2013), studying the English language has various obstacles due to a variety of elements such as varied situations, school systems, people capabilities, and other aspects. Aside from that, students have to be competent in the four skills of listening, speaking, reading, and writing.

Writing is the most difficult skill because writing must have several components such as theory, technique, grammar, writing structure, ideas of what we want to write, etc. Writing is the process of putting in a whole series of phrases in a specific order and linking them together in a specific way (Wibowo & Raihani, 2019). Widiati and Cahyono (2011) identified in (Almirawati, 2018) express, writing may be a compound ability within the



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progress of learning a language from the other's ability such as reading, speaking, and listening. There are a few steps within the writing process, they are a method to finding and managing thought, writing the ideas on the paper, reshaping, also reexamining the writing. With the steps in the writing process, the writer can easily improve writing ability.

Writing ability are imperative in learning English for students since writing is the device of communication by implication to specific what is thought and felt moreover to convey and share our thoughts in our head into writing dialect. There are various issues with students' writing skills, according to Bryne as stated in (Pratiwi, 2015), such as a lack of mastery of vocabulary, grammar, spelling, and punctuation. In this circumstance, the problem of student skills is also created by students' lack of enthusiasm in writing skills as a result of their lack of confidence in their abilities. The same may be said for the state of students' writing skills at X DKV-E. Students' writing skills at X DKV-E are very lacking. Their writing ability is lacking because the students have thoughts that writing in English is very difficult and they have a perception of writing. Their perception has been embedded that writing in English must be correct and must be in accordance with the grammar used in writing the text. They are also not confident in writing so when they write, they use google and online translation. The researcher uncovered that students have delivered numerous mistakes in their writing text such as grammatical error in grammar, verb, spelling, preposition, capitalization, also tenses. To overcome problems in students' writing, researchers found a way to help students to check for errors in students' writing grammar. Utilizing computer-based writing methods is one option. An online grammar checker is the writing strategy utilized.

An online grammar checker is a modern computer-based technique for determining the correctness of grammar in writing. Any grammatical mistakes in writing can be identified and fixed automatically by the application. Grammar checkers can detect flaws like inaccurate preposition usage, subject-verb opposition, run-on paragraphs, broken verb conjugations, double negatives, etc. Furthermore, the checker finds mistakes such as spelling, grammar, and punctuation. According to (Lailika, 2019), the grammar checkers show misspelled words and terms that are difficult to understand. For writers or students, a grammar checker is quite helpful. The tool helps the writer or learner enhance their writing. It improves a writer or learner's grammar skills by fixing grammar blunders. On the basis of these assertions, we may conclude that an online grammar checker is a tool for checking grammar when writing a text or an article. An online grammar checker is highly beneficial for checking grammar that may be incorrect, such as grammatical structure, capitalization, phrases, etc. Furthermore, because the checking system is basic and easy to understand, the online grammar checker may be utilized anywhere and at any time. In this instance, Grammarly is one of the online grammar checkers that researchers have used.

Grammarly founded by Max Lytvyn and Alex Shevchenko in 2009 is an internet grammar checker that is useful in writing English

(Qassemzadeh & Soleimani, 2016). Grammarly adapts to your demands and offers us enthusiasm in writing English, so there's no need to be concerned about the state of your paper. Grammarly is a tool that can aid in the acquisition of English, particularly writing. It also is known as a writing helper, as it allows users to have their writings analyzed and edited for grammatical errors. Grammarly checks to sort things like grammar, changes of a verb, change of spelling, change of preposition, and punctuation errors. Grammarly is able to help students or learners in studying English, especially writing because Grammarly can help students in correcting their grammar if there is an error, correcting if there is an error in spelling, error in determining verbs, and so on. Apart from correcting grammar, Grammarly may also assist users in expanding their grammar knowledge so that they can compose content without concern of getting mistakes.

According to findings from earlier studies, the researcher is particularly interested in "Using Grammarly Tools to Enrich Students' Writing Ability." The past case studies that are similar to the research that will be done are one of the many factors that led to the selection of this topic. Where it was said in the previous relevant studies that the results are students have a good perception of Grammarly in writing recount texts. The analysis shows that participants had a positive perception regarding learning to write recount texts using a genre-based approach. The students caught on recounted text clarified by the teacher, and they found learning to recount text through genre-based learning to be entertaining. The conclusion of this research is that using Grammarly is really improve students writing recount text with genre based approach (Yulianti, 2018). Other studies say that there were several errors in writing which have been categorized by researchers where these problems were found before using and after using Grammarly. The data taken before using Grammarly from one of the students who experienced many errors were mis-selection (23 errors), omission (5 errors), addition (4 errors), misordering (4 errors) which the results of the percentage accuracy reached 100%. Meanwhile, the errors after using Grammarly were mis-selection (3 errors), omission (2 errors), addition (1 error), misordering (1 error) with an average percentage of accuracy of 15%. With this research, it can be concluded that Grammarly has a good impact on students' writing skills. (Fahmi & Rachmijati, 2021).

From what has been described in previous relevant studies, we can conclude that Grammarly really helps students or writers in improving their writing skills. Even though the methods and results varied, there were gaps in students' perspectives in using Grammarly, so in this study researchers used methods and instruments that were more prepared between each cycle and students' perspectives on using Grammarly. With the aim of not only using Grammarly, students need to identify which part of the text is grammatically correct or incorrect. With it students will not only improve their writing skills but students can understand about the grammar that is in the writing structure. In addition, the teacher can also observe and provide grammatical understanding to students at one time by using Grammarly. And from this analysis students will find out how far they can use Grammarly to master grammar in everyday life and also to improve their writing skills.

## METHOD

In this study, the author uses the Classroom Action Research (CAR) method to investigate further about Grammarly as a tool for checking grammar online in writing, with the aim that researchers know whether Grammarly can help students improve their writing abilities. This research will be conducted at class X DKV-E with 33 students as participants. For this research, the researcher implemented Arikunto's concepts of Classroom Action Research. It has two cycles, where each cycle uses the 4 phases of planning, acting, observation, and reflection. The researcher conducts a preliminary analysis at this point before beginning the cycle of Classroom Action Research. The technique of Data Collection in this research is interview, questionnaire, observation, and test. After collecting the data, the final step is to analyze the data. The data obtained in each data collected for each cycle were evaluated descriptively using the percentage technique but also taking into consideration the learning processes' tendency.

## RESULTS

The author desires to display investigation data as to the observation of the problem which has been expressed in the first stage. It contains the introduction and then it is continued with cycles 1, and cycle 2, which combine designing the activity, implementing the action, observing the activity, evaluating, and reflecting. The result was collected from cycle 1 and cycled 2. Following the implementation of the method, the researcher desired to discuss further improving students' writing ability.

### The Process of The Research Cycle 1 and

1. Cycle 1	Descriptive Text: Person
Planning	1)give an idea and the problem 2)Prepare a lesson plan. 3) Planning the suitable materials using Grammarly. 4) Dividing the main teaching activities into three parts: Preparation, main activities, post activities. 5) Designing post-test.

Action	<p>1) Meeting 1: Gave an explanation of assessment task, and gave students a writing test to begin preliminary test (describe about “friends”</p> <p>2)Meeting 2: Explain about descriptive text (meaning, generic structure, language features, and example), explain about Grammarly (what is Grammarly and How to use Grammarly), ask students to write about descriptive text and check their writing using Grammarly.</p>
	<p>Meeting 3: Discuss and observe with students about student’s writing error in descriptive text that they made in meeting 2 using Grammarly</p> <p>Meeting 4: Post-Test Cycle 1</p>
Observation	<p>Students: There are certain students who are not focused during the teaching and learning process. Students are still asking and trying how to operate Grammarly at first, but still don’t know what the function of using Grammarly is. And students not understand what grammar was at the first meeting</p> <p>Teacher: The researcher's voice was not very clear while explaining due to the noisy environment,</p> <p>Classroom situation:Students are excited, entertaining, happy, and active to participate in this researcher but sometimes they’re noisy</p>
Reflection	<p>(+): There are different activities to construct vocabulary, develop the utilization of grammar, investigation of ideas in increments to create students interested in writing with the improvement of coherent ideas concurring to the subject.</p> <p>(-): Lack of monitoring, loss of a discussion about grammar, need of illustrations in utilizing Grammarly, constrained time due to as well much time to review the material, students still have troubles in grammar, and writing components.</p>
<b>2. Cycle 2</b>	<b>Descriptive Text: Place</b>

Planning	<p>1) Modifying the lesson plan</p> <p>2) Prepare PowerPoint (PPT)</p> <p>3. Prepare Questionnaire</p> <p>3. Designing Post-Test cycle 2</p>
Action	<p>Meeting 1: Ask students to identify various places in PPT, explain descriptive text about place, explain about the language feature of descriptive text and give an example, and clarify again about Grammarly.</p> <p>Meeting 2: Make a descriptive text about the place, and ask students to check their writing using Grammarly.</p> <p>Meeting 3: Discuss and observe the students' writing result with the students, and give explanations about the grammatical errors in students' writing.</p> <p>Meeting 4: Post-Test cycle 2</p>
Observation	<p>Students: The students were more active, progressive, and their writing style also began to improve starting from the grammar and tenses used.</p> <p>The teacher: More inventive, give clear explanations and inspiration to the students.</p> <p>Classroom situation: Pleasant, cheerful, most students were active to take an interest in the class activities.</p>
Reflection	<p>(+): Improve writing skills in grammar, vocabulary, and spelling. Encouraging students to explore their ideas in writing a text, class situations become more lively, and students become more active. And reduce students in using translation</p> <p>(-): The challenge of assignments got to be expanded</p>

### RESULT OF ALL SCORE

No Subject	Pre-Test	Cycle 1	Cycle 2
1	73,5	74	79
2	68	71	77
3	81,5	81	84
4	74,5	75,5	79
5	69	71	75
6	81	81	83
7	80	78	80
8	75,5	75,5	81
9	73	75	77
10	83	82	82
11	81	84	84,5
12	83,5	81	85
13	78,5	80,5	82,5
14	75,5	73	78
15	76	78	81
16	77	78	81,5
17	69	71	75
18	72	74,5	79
19	71	72	78
20	69	71	75
21	66,5	71,5	81
22	80,5	79	84
23	81	78	83
24	70,5	73	79
25	78	78,5	82
26	74	79	81
27	80	81	84
28	82	79	82,5
29	71	75	79
30	73	79	82
31	81	83	85
32	82,5	79,5	81
33	80	81	82,5
Total	2511	2543	2662
Mean	76,10	77,10	80,68
Min Score	68	71	75



Max. Score	83,5	84	85
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As explained in the results in the table, we can conclude that student scores in cycle 1 and cycle 2 have increased. With an average of each cycle is 77.10 and 80.68. In other words, using Grammarly is very useful for improving students' writing skills. As well as in this study as previously mentioned related to students' perspectives in using Grammarly is also positive. Based on the data gathered, 60.6% of the students said that using Grammarly increased their confidence in their writing. 69.7% of the students claimed using Grammarly enhanced their writing abilities. 72.7% of students feel that they are satisfied with using Grammarly in writing. 60.6% of students stated that they had no trouble using Grammarly. 54.5% of students said that Grammarly has enhanced their vocabulary use. 69.7% of the students, who said Grammarly helped in the correction of their spelling and punctuation mistakes. 63.6% of students believe Grammarly directly corrects their writing. And 60.6% of students believed Grammarly provided detailed feedback to improve their writing.

In summary, the Grammarly application was well received by the students during writing class. They were able to correct their grammar and mechanical mistakes as well as improve their knowledge of English grammar by using Grammarly. The students also thought that Grammarly could help them become independent learners who could immediately see their own writing mistakes in addition to being efficient at correcting their mistakes in writing. It could be stated that students believed that using Grammarly as a learning and teaching method for writing was very beneficial to improving their writing abilities.

## DISCUSSION

Following the implementation of the method, the researcher desired to discuss further improving students' writing ability. According to the research question, it is aimed at figuring out whether using the Grammarly tool has an improvement in students writing ability. The researcher deduced that in the first cycle, the results showed that the writing skill raised as much as 57% of the total students who passed the score in cycle 1 with the mean score of 77,10. This was based on the outcomes of the student's writing skill scores in cycles 1 and cycle 2. The condition before the study was to identify the pre-test, there were 19 students who passed the post-test for cycle 1 in this study, which was undertaken to determine the fundamental research data. The cycle 2 results demonstrate that, of the total students who can pass in cycle 2, 28 out of 33 students can enhance their writing skills, and an increase of 84% with the mean score of 80,68 in writing test scores from cycle 1 to cycle 2 was achievable. There is an improvement in the total score of students from the pre-test (2.511) to the post-test cycle 1 (2.543) and to the post-test cycle 2 (2.662). Based on the data of total score in every cycle indicates an improvement.



According to the findings of the observations of student behavior in cycles 1 and 2, the learning process is efficient. However, there were some issues in cycle 1, such as some students who did not pay attention to the researcher or the teacher's explanations. Then there is the issue of Grammarly's understanding. But then in cycle 2 the attitudes and situations in the classroom increased, the students paid more attention and listened to the researcher when teaching. Then, as their knowledge of Grammarly usage improved, so did their writing abilities.

Finally, by using Grammarly as a strategy to improve students' writing skills, it can improve not only mastery of writing skills but can make students more confident in writing in English which can be seen in the observations and tests in cycle 1 and cycle 2.

## **CONCLUSION**

The utilization of Grammarly has proven to be successful in enhancing the writing abilities at class X DKV-E students after conducting Classroom Action Research. The results indicated that using Grammarly in the writing course significantly improved students' writing scores both before and after. This can be seen clearly from the increase in the average of the lowest writing scores from the pretest which is 68 to 71 in cycle 1 and 75 in cycle 2. As well as the highest students' writing scores from the pretest are 83.5 to 84 in cycle 1 and 85 in cycle 2.

In addition, students' behaviors about learning to write, particularly their enthusiasm and interest in the activity, improved along with their writing abilities. According to the findings of the observation, Grammarly assisted students to be independent and self-learners by encouraging them to critically analyze and edit their own writing. This persuaded students to be motivated to improve their writing by using Grammarly's corrections and suggestions. This study does have a small flaw in that the average comparison of cycle 1 and cycle 2 data is not very robust. In order to increase writing using Grammarly and create a meaningful average value for writing skills, the researcher is requesting that other researchers who will do the same research as this study do the same. Even so, the results of the questionnaire given to students revealed that they responded positively to the use of Grammarly, which increased students' writing ability and decreased usage errors in grammar, vocabulary, and punctuation. The researcher reached the conclusion that Grammarly was indeed an effective tool that was beneficial in supporting students in decreasing their grammatical mistakes. The utilization of Grammarly has been helpful in enhancing the writing ability of the students in the X DKV-E class.

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