

## The Effectiveness Of Grammarly Application On Writing Descriptive Text Tenth Grade SMA Negeri 1 Lau Baleng

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### Abstract

This thesis about The Effect of Grammarly Application on Student's writing descriptive text in the tenth Grade of SMA Negeri 1 Lau Baleng. The objective of the study is intended to find out the effect of Grammarly Application on students' writing skill in SMA Negeri 1 Lau Baleng. The research design used in this study was experimental quantitative design which true experimental. The population of this study is the Grade X students of SMA Negeri 1 Lau Baleng with six classes, and there are MIPA 1,2,& 3 IPS 1,2 & 3. The sample of the research is two classes ( MIPA 1 & 2 ), that selected by using random sampling. The sample is divided into two groups; the first group is 22 students as the experimental group. The second group is 22 students as the control group. The instrument used for collecting the data was test in the form essay writing with choose one of 5 topic that has been prepare. The tests are divided into two; pre-test and post-test. The data was analyzed by using t-test formula in order to see whether the Grammarly application affects students' writing skill. The result of the analysis shows that t-test (3,53), it is higher than the t-table (2,021) with the level of significant (0,05) and the degree of freedom (df) (42). The result of the analysis shows that the alternative hypothesis (Ha) of the study is accepted and the null hypothesis (Ho) is rejected because  $t\text{-test} > t\text{-table} = 3,53 > 2,021$ . Grammarly application is very helpful for students in learning English because there are many tools and the exercises so challenging so that the students not bored in learning English. It is concluded that the Grammarly application recommended in the students' writing descriptive text at tenth grade of Senior High School because it is above of KKM (75).

**Keywords:** Descriptive Text, Grammarly Application, Writing

### Abstrak

Tesis ini tentang Pengaruh Penerapan Grammarly pada Menulis Teks Deskriptif Siswa Kelas X SMA Negeri 1 Lau Baleng. Tujuan penelitian ini adalah untuk mengetahui pengaruh Grammarly Application terhadap keterampilan menulis siswa di SMA Negeri 1 Lau Baleng. Rancangan penelitian yang digunakan dalam penelitian ini adalah rancangan kuantitatif eksperimental yang bersifat true eksperimental. Populasi penelitian ini adalah siswa kelas X SMA Negeri 1 Lau Baleng dengan enam kelas, dan terdapat MIPA 1,2,& 3 IPS 1,2 & 3. Sampel penelitian ini adalah dua kelas (MIPA 1 & 2) , yang dipilih dengan menggunakan random sampling. Sampel dibagi menjadi dua kelompok; kelompok pertama adalah 22 siswa sebagai kelompok eksperimen. Kelompok kedua adalah 22 siswa sebagai kelompok kontrol. Instrumen yang digunakan untuk mengumpulkan data adalah tes berbentuk essay dengan memilih salah satu dari 5 topik yang telah disiapkan. Tes dibagi menjadi dua; pre-test dan post-test. Data dianalisis dengan menggunakan rumus t-test untuk melihat apakah penerapan Grammarly mempengaruhi keterampilan menulis siswa. Hasil analisis menunjukkan bahwa t-hitung (3,53) lebih tinggi dari t-tabel (2,021) dengan tingkat signifikansi (0,05) dan derajat kebebasan (df) (42). Hasil analisis menunjukkan bahwa hipotesis alternatif (Ha) penelitian diterima dan hipotesis nol (Ho) ditolak karena  $t\text{-hitung} > t\text{-tabel} = 3,53 > 2,021$ . Aplikasi grammarly sangat membantu siswa dalam belajar bahasa Inggris karena terdapat banyak alat dan latihan yang sangat menantang sehingga siswa tidak bosan dalam belajar bahasa Inggris. Disimpulkan bahwa penerapan Grammarly direkomendasikan dalam menulis teks deskriptif siswa kelas sepuluh SMA karena di atas KKM (75).

**Kata Kunci:** Teks Deskriptif, Aplikasi Grammarly, Menulis

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Received 25 May 2023, Accepted 2 Juny 2023, Published 10 Juny 2023

## **INTRODUCTION**

Language is a social communication tool in the form of a sound symbol system resulting from human speech. Humans as social beings need means to interact with other humans in society. For the sake of social interaction, we need a means of communication called language. Aside from being a means of communication, language also acts as a tool for thinking. It can be said that humans cannot think without language (Zulaikah et al., 2018). Thus, a person's level of intelligence is not only determined by the high score, but is influenced by his mastery of the language. Language has a dynamic nature, meaning that language is constantly evolving to adapt to conditions, situations or the development of the times and advanced technology. This characteristic of language is very important because language needs to develop to survive so that it is not abandoned by the times, then disappears and becomes extinct because there are no speakers (Mariana et al., 2018).

In learning English students are required to be serious in following the class. English is a subject that must be taught in schools and universities, so teaching requires professional knowledge and the right skills. Success in the teaching and learning process is inseparable from how a teacher organizes and manages the class and overcomes various obstacles that exist in the classroom. This goal can be fulfilled if teaching English in schools can integrate the four aspects of language skills, namely listening, speaking, reading and writing (Jayanti, 2019). Such a pattern of teaching can be realized if the various components in learning such as methods, approaches, designs, procedures and the language environment are conducive. Therefore, schools are expected to be able to create good teaching of English by empowering their resources and facilities as optimally as possible.

There are four skills in learning English including writing, reading, listening, and speaking. These four skills have different levels of difficulty, for example Listening. The achievement in this skill is being able to listen and analyze or filter conversations and communications using English. Furthermore Speaking, improving speaking skills can be done in many ways, which obviously requires a lot of practice. The way most beginners do is to repeat what other people have said in English. This technique is usually used by teachers in the classroom to train their students to make proper pronunciation. Then reading skills, what is meant here is reading a piece or an article in English properly and correctly. And the last is writing skills, this skill can be categorized as complicated, because if we don't practice it, we will face difficulties to write in English (M. A. Fahmi & Cahyono, 2021).

Writing becomes one of fundamental skills in learning language (Mubarok et al., 2020). One of the most important English skills is the ability to write. The act of writing messages or concepts that can be read is known as writing. It can be said that writing skills are difficult to master. Writing practice when compared with other English skills, writing is always considered a challenging skill to master. Basically, writing skill are not only limited to the ability to orchestrate words into sentences, but must also focus on syntax, setting, word relational, and other perspectives (S. Fahmi & Rachmijati, 2021). Therefore, one of the methods to create and further develop writing skill is to find

out linguistic perspectives. Writing is one aspect of language skills that are specifically programmed to enable language use. Writing, according to Tarigan, is the process of describing a language so that the reader can comprehend the author's message. "Writing is produce something in written form so that people can read, perform, or use it" is defined in the Oxford Dictionary. Which explanation is in accordance with Pooteet's perspective which implies that composing is a visual portrayal of contemplations, sentiments or thoughts, involving images of language frameworks for correspondence or note-taking purposes (T. N. Fitria, 2021).

Descriptive text is a text that describes or describes a person, animal or thing. This explanation or description includes the form, nature, amount, and others. Writing practice, particularly writing paragraphs of descriptive text, helps develop this skill. A text that aims to explain, describe, or describe something is generally referred to as descriptive text. This thing can be anything, including animals, places, things, and so on. This explanation or description includes the form, nature, amount, and others. Learning writing skills should be systematic, particularly in descriptive text (Purwaningsih et al., 2022). Students must not only be able to comprehend the text's function and master its generic structure in order to write correctly, but they must also be able to apply it in a text. An introduction, like identification, is a general description of a topic. Additionally, the section titled "Description" provides a description of the object under consideration. Descriptive text provides information about how something or someone looks, this text uses words to describe what something or someone is like.

Grammar is a set of rules for how to use words and sentences in a paragraph. In language learning, particularly in the structural approach, the study of grammar holds the primary position. Therefore, grammar plays a crucial role in writing, particularly in text that is descriptive. Grammar is the most important aspect of writing in paragraphs. Students frequently make numerous grammatical errors when writing. As a result, comprehension of grammar is crucial for language learners. To put it another way, it is made up of spoken or written words that are meant to convey a message. It intends that by assembling the words to impart an importance or to communicate something specific, so a piece of text is made (Fitriana & Nurazni, 2022).

Application is a software that combines certain features in a way that can be accessed by users, both from computers and smartphones. The software/computer program will later operate on a certain system that was deliberately created and then developed so that it can carry out certain desired commands. Application designers and developers are called developers, who will design or assemble their applications which then sell them (R. A. Fitria et al., 2022). There are millions of apps in the App Store and other app stores on computers, that offer app services. The apps themselves are the foundation of the mobile economy. Since the arrival of the iPhone in 2007 and the App Store in 2008, apps have been the primary way users tap into the smartphone and even computer revolution. In accordance with the understanding of the application, the function of the application is certainly not far from the purpose for which it was created. Namely providing convenience and comfort in various areas of life. From this, various application functions can be obtained for various fields of life,

including education. This application serves as teaching material. An example of its application is Grammarly which can ensure the analysis of errors in writing English texts. various types of material in the field of education that is not just writing. But it can also be in the form of video, audio, animations, and others so that the teaching and learning atmosphere will be more interesting and fun (Nurul & Hakiki, 2021).

Automated writing evaluation (AWE) program that is generally known as computer- generated feedback has seized increased attention in writing research in recent years just like Grammarly application. The application Grammarly is very helpful when writing text, especially when checking for writing and grammar errors. Text that aims to explain, or describe something. Anything can exist here, including people, animals, things, places, and so forth. As a result, the function of the Grammarly application is extremely useful for analyzing in descriptive text writing by students. We can use Grammarly to proofread English writing text. The application provides two services, a free one for informal or freelance writing and a premium one for academic or professional writing. There are also individual and team packages for premium services. Grammarly is the most widely used English grammar check tool in the world and one of the best (Mubarok et al., 2020).

It is common to encounter more difficulties in writing in English because the composition is a foreign language. Therefore, when writing text, students in tenth grade often make such mistakes as the addition of the letter "s" in front of a noun which should be used if more than one is often placed haphazardly or not made, the use of commas and other punctuation marks, errors in writing sentence structures, and even the vocabulary. The researcher tried to analyze the application of Grammarly in the analysis of writing errors for the tenth-grade students of SMA NEGERI 1 LAU BALENG. This software can be a great option here, giving teachers and students a much-needed boost. Grammarly Application is one solution that might be taken as a student's writing assistant while the teacher gives some exercises. It is hoped that tenth-grade students of SMA NEGERI 1 LAU BALENG can use this application and be assisted in writing English text. The Grammarly application was chosen by researchers because it can assist students and even researchers in correcting and analyzing writing errors. This application is not difficult to use on a PC, Laptop, or by means of a program by signing in to Grammarly's true site so it tends to be gotten to by anybody, anyplace. So that the teacher can spend less time analyzing the writing of the students (Purwaningsih et al., 2022).

Several Researchers like (Tarsan et al., 2021) In The Results Of His Research Entitled "Students' Perception Towards The Application Of Grammarly: The Automatic Grammar Checker In Writing Narrative Text In The Third Semester At Stkip Ypup Makassar "Students' Perceptions Of Using The Grammarly App To Check Narrative Text Grammar Were Found To Be Positive. According To The Responses, Using The Grammarly App To Check Their Narrative Text's Grammar Is Strongly Recommended. They are overjoyed by the high quality of this application for checking the grammar of their writing. In Addition, (Nurul & Hakiki, 2021) Entitled "EFL Students' Perception Of The Use Of Grammarly Application In Writing Class " From The Results Of This Study, The majority

of EFL students in the fifth semester of the English department had a favorable opinion of: When writing essays in English, Grammarly is helpful. This is due to its speedy corrections, helpful advice, clear explanations, and easy-to-understand guidance. In addition, using Grammarly enhances students' writing abilities and self-confidence, particularly when writing essays. They can also learn more English grammar rules through Grammarly. Students also believe that the Grammarly application is useful for writing English essays after using it to write their essays. Even though they only use the free version of Grammarly, most students agree that using Grammarly to help English students write essays is highly recommended. It can be concluded that most students consider that Grammarly is indeed useful to support EFL students in writing essays. In addition, the Grammarly application is also easy to use and this is the main reason why researchers are interested in using this application in observing students' writing abilities (Tarsan et al., 2021).

Based on results from several researchers who have successfully conducted research using the Grammarly application, researchers have not found a researcher who has used the Grammarly application in students' descriptive text. The researcher wanted to know how well tenth-grade students at Sma Negeri 1 Lau Baleng could use the Grammarly app to write descriptive text based on the information presented above. The researcher then carried out a study with the title "The Effectiveness Of Grammarly Application On Writing Descriptive Text Tenth Grade SMA Negeri 1 Lau Baleng".

## **METHOD**

This research will be conducted by using quantitative experimental research. "Experimental research methods are research methods used to look for the effect of certain treatments on others in controlled conditions." The goal of this study is to find a causal relationship. Researchers divided into two groups, namely the experimental class and the control class (Nofrika, 2019). The researcher provided the control class with the same materials and assignments, but the experimental class received clearly different treatment. The Grammarly app will be used as a means of teaching the experimental class how to write descriptive texts well. Although the control class does not receive any treatment, it does not employ the Grammarly app as a teaching and learning tool for mastering descriptive text writing (Pitarch, 2020).

The terms population and sample are certainly familiar when carrying out research activities. The population is the total number of research objects. In addition, the population can be defined as the total number of units or individuals whose characteristics are to be studied. A simple sample can be interpreted as a small part of the research object chosen by the researcher. So that from the entire research object which is called the "population" then only a few are taken, the object taken is called a "sample". will be take all the student's in the tenth Grade SMA Negeri 1 Lau Baleng. In selecting the sample, the researcher chose class 10 IPA – 1 and 10 IPA - 2 as a sample, then divided into two class, the experimental group and control group.

The research instrument is a tool used to measure the observed natural and social events (research variables). From the explanations of the two experts, it can be said that the instrument is a measuring tool or media used to obtain the results of the problem being sought. In this case the writer use the test as a data collection instrument. Tests will be given to both groups of students with a pre-test and post-test. The pre test is given before using the Grammarly application as a learning medium for writing descriptive text. After conducting the pre-test, the experimental group will be given treatment using the Grammarly application (Liunokas, 2020). The control group will not be treated. After being given treatment and explanation, a post test was given to the experimental group and the control group to find out whether the Grammarly application had an effect or not on students' ability to write descriptive texts and to find out student scores. The test used by researchers in this study is an essay test. The test consists of several popular places. Students will choose a popular place and then describe it in the form of an essay. After that the researcher will give a score on the student test results. To analyze the value of pretest and post test data, researchers used a scoring rubric adapted by Brown.

## RESULT AND DISCUSSION

In this research, There were two classes sources of the data, it was experimental group and control group. The data has divided in two forms, the first was pre-test and the second was post-test. Pre-test was taken in the beginning of the research. It was taken by distributed the test to the students in the first meeting. While post-test distributed in the last meeting after giving treatment to the students by using Grammarly application. The results of the two pre-test and post-test groups are made into a table.

### *Data Analysis*

After getting the data, the data will be analyzed and compared in order to get the outcome of this study as the way to answer the hypothesis of this study. All the data will be analyzed as the following:

### *Score Tabulation*

Table 1. The score of Pre-test and Post-test Experimental Class

No	Students	Pre – Test ( $X_1$ )	Post – Test ( $X_2$ )	Deviation ( $X_2X_1$ )	$X^2$
1	ADM	69	81	12	144
2	ADE	72	77	5	25
3	AGL	74	88	14	196
4	BVA	73	83	10	100
5	CYA	72	80	8	64
6	DDR	73	87	14	196
7	EDF	65	85	20	400
8	EAS	69	89	20	400
9	EAT	65	84	19	361
10	FAH	65	80	15	225
11	GPG	68	77	9	81
12	JEM	64	80	16	256

No	Students	Pre – Test ( X <sub>1</sub> )	Post – Test (X <sub>2</sub> )	Deviation (X <sub>2</sub> X <sub>1</sub> )	X <sup>2</sup>
13	JPG	64	69	5	25
14	KAH	68	88	20	400
15	LBS	72	85	13	169
16	MPM	71	88	17	289
17	MDS	72	77	5	25
18	PWS	64	77	13	169
19	RYA	67	81	14	196
20	TPT	68	80	12	144
21	VBG	65	81	16	256
22	YVM	68	84	16	256
Total		1508	1801	293	4377
Mean		68,5	81,7		

Based on the data in the table 4.3, the deviation score of experimental class was calculated as the following:

$$Mx = \frac{\sum X}{N}$$

$$Mx = \frac{293}{22}$$

$$Mx = 13,3$$

The deviation square of experimental class was calculated as follows:

$$dx2 = (\sum x2) - \frac{(\sum x^2)}{N}$$

$$dx2 = 4377 - \frac{(293)^2}{22}$$

$$dx2 = 4377 - 3902$$

$$dx2 = 475$$

Table 2. The score of Pre-test and Post-test Control Class

No	Students	Pre – Test ( X <sub>1</sub> )	Post – Test (X <sub>2</sub> )	Deviation (X <sub>2</sub> -X <sub>1</sub> )	X <sup>2</sup>
1	APA	61	76	15	225
2	AMT	64	73	9	81
3	ART	73	80	7	49
4	ALS	72	83	11	121
5	CBS	69	77	8	64
6	DES	64	72	8	64
7	DLK	58	64	6	36
8	EEE	76	80	4	16
9	FTB	72	78	6	36
10	GBM	68	80	12	144
11	JDO	68	77	9	81
12	LPA	76	83	7	49
13	NAS	63	77	14	196
14	NEB	64	77	13	169
15	PKM	76	79	3	9
16	SAS	64	76	12	144
17	SIS	76	85	9	81
18	SMG	72	76	4	16
19	SVS	81	84	3	9
20	VDS	76	85	9	81
21	WLN	76	85	9	81
22	ANE	64	77	13	169
Total		1533	1714	193	1949

No	Students	Pre – Test ( X <sub>1</sub> )	Post – Test (X <sub>2</sub> )	Deviation (X <sub>2</sub> -X <sub>1</sub> )	X <sup>2</sup>
Mean		69,6	77,9		

Based on the data in the table 4.3, the deviation score of control class was calculated as the following:

$$My = \frac{\sum X}{N}$$

$$My = \frac{193}{22}$$

$$My = 8.7$$

The deviation square of control class was calculated as follows:

$$dy2 = (\sum x2) - \frac{(\sum x^2)}{N}$$

$$dy2 = 1949 - \frac{(193)^2}{22}$$

$$dy2 = 1949 - 1693$$

$$dy2 = 256$$

### Descriptive Analysis

Researcher used SPSS (Statistical Program for Social Science ) to calculate the data during this calculation step. By integrating two sets of data from the result of the pre-test and post- test in the experimental and control class, therefore the result of it as follows:

Table 3. Data Descriptive Analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Experimental Class	22	64.00	74.00	68.5455	3.37677
Post-Test Experimental Class	22	69.00	89.00	81.8636	4.86284
Pre-Test Control Class	22	58.00	81.00	69.6818	6.24413
Post-Test Control Class	22	64.00	85.00	77.9091	5.14466
Valid N (listwise)	22				

### Normality Test

The normality test is used to determine whether the data is normally distributed or not. The condition of the data being normally distributed is a condition for finding the t-test used. Management of data from the normality test using the SPSS Version 20.0 for Windows program.

Table 4. Normality Test Data Output

	Class	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result	Pre-Test Experiment Class	.171	22	.092	.905	22	.038
	Post-Test Experiment Class	.123	22	.200*	.935	22	.156
	Pre-Test Control Class	.182	22	.056	.932	22	.136
	Post-Test Control Class	.173	22	.084	.919	22	.073

The normality test above only takes into account the Shapiro-Wilk significance value. The Shapiro-Wilk normality test shows that the data is normally distributed because the significance value is greater than 0.05. All Shapiro-Wilk significance levels are greater than 0.05. The Shapiro-Wilk test showed a statistic of 0.905 with a df of 22 and a significance of 0.038 for the first pre-test experimental class, indicating that the data were of genuine normality. The second test for the post-test experimental class showed that the Shapiro-Wilk in statistic 0,935 with df 22 with significance

0,156 showed that it was >0.05 and the result higher than the pre-test experimental class that could be concluded the normality data output was succeeded. The next for the pre-test control class in Shapiro-wilk in statistic 0,932 and df 22 showed the result as much 0,136 as the significance, it was >0.05 showing the data was valid. The last one for the Shapiro-Wilk in the post-test control class showed the statistic was 0,919 with df 22 showed the significance 0,073 that higher than 0.05.

**Homogeneity Test**

Homogeneity test is used to show that two or more groups of sample data come from populations that have the same variation. The homogeneity test was applied to the post-test results data from the experimental group and the control group. The variance homogeneity test was carried out to find out whether the two samples taken had a homogeneous variance or not.

Table 5. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.1.328	1	42	.964
	Based on Median	1.289	1	42	.964
	Based on Median and with adjusted df	1.289	1	41.120	.964
	Based on trimmed mean	1.349	1	42	.933

For the test of Homogeneity of variance, student's ability Based on mean there was levenge statistic as much 1.328 with df1 as much 1 and df2 as much 42 gave result for the significance as much 0.964. The next for student's ability, based on median showed the levenge statistic was 1.289 with df1 as much 1 and df2 as much 42 gave the result as much 0.964 as the significance. For the next was student's ability Based on median and with adjusted df in levenge statistic as much 1.289 and df1 as much 1 and df2 as much 41.120 gave the result 0.964 as the significance. The last one for the student's ability, based on trimmed mean with levenge statistic as much 1.349 with df1 as much 1 and df2 42 showed the result as much 0.933 as the significance.

Based on the previously mentioned output data, the significance (sig.) is 0.964 > 0.05. As a result, it is possible to conclude that the post-test results for the experimental and control groups are homogenous. After got the students' scores from experimental and control classes, the researcher continued to calculate their score by using t-test formula. It is aimed to find out whether Grammarly application effect the students' writing descriptive text.

$$t = \frac{Mx - My}{\sqrt{\frac{dx^2 + dy^2}{Nx + Ny - 2} \left[ \frac{1}{Nx} + \frac{1}{Ny} \right]}}$$

$$t = \frac{13,3 - 8,7}{\sqrt{\frac{475 + 256}{22 + 22 - 2} \left[ \frac{1}{22} + \frac{1}{22} \right]}}$$

$$t = \frac{4,6}{\sqrt{\frac{732}{42} [0.1]}}$$

$$t = \frac{4,6}{\sqrt{17,4 [0.1]}}$$

$$t = \frac{4,6}{\sqrt{1,74}}$$

$$t = \frac{4,6}{1,3}$$

$$t = 3,53$$

Based on the calculation above, t-test is 3,53

### **Hypothesis Testing**

Hypothesis testing was carried out to find out whether the hypothesis proposed in this study was accepted or rejected. Hypothesis testing is done by using statistical test techniques that match the distribution of the data obtained. Testing the hypothesis by comparing the average value of the initial ability (pretest) and the average final ability (posttest) of students between the experimental class and the control class. If the T-test is greater than the T-table, then the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. If the results of the t-test are smaller than the results of the t-table, then the null hypothesis (H0) is accepted and the alternative hypothesis (Ha) is rejected.

Table 6. Hypothesis Testing

Criteria	Hypothesis	Decision
$t_o (t_{test}) > t_t (t_{table})$	Ha	Accepted
	Ho	Rejected
$t_o (t_{test}) < t_t (t_{table})$	Ho	Accepted
	Ha	Rejected

Based on the research result, the null hypothesis (HO) is rejected, and the alternative hypothesis (Ha) is accepted. After the calculating data the researcher was found that t-test was 3,53. It means the t-test was higher than t-table with degree of freedom (df)  $N_a + N_b - 2 = 42$  at  $p(0.05) = (3,53 > 2,021)$ .

Based on calculation of t-test, it could be concluded that alternative hypothesis (Ha) was accepted, and null hypothesis (Ho) was rejected. It means that the effect of using Grammarly application does gave an effect into students' writing descriptive text.

### **Finding and Discussion**

The findings of this study describes and evaluates the effect of using the Grammarly application on students' writing descriptive text at tenth grade SMA Negeri 1 Lau Baleng.

Table 7. The Mean Score of Each Group

Group	Pre-Test	Post-Test
Experimental	68,5	81,7
Control	69,6	77,9

Based on the calculation above, the result of the writer shows the mean score of the experimental group (81,7) is higher than control group (77,9). The difference was tested by using t-test formula. The result of the calculation shows that the t-test value (3,53) is higher than t-table value (2,021). It can be concluded that there is an effect of Grammarly application on students' writing descriptive text. In other words, alternative hypothesis (Ha) is accepted and null hypothesis (Ho) is rejected (Imran, 2022).

## **Discussion**

In this study, writer used the Grammarly application to teach English to tenth graders of SMA Negeri 1 Lau Baleng. to answer the researcher's questions, the writer effectively collects data using writing tests. The purpose of this study was to determine the effect of using the Grammarly application in the English class on improving students' writing skills (Rizkiana & Pulungan, 2020).

The writer use Grammarly Application as a learning medium that does not make students bored and difficult while learning and can also improve students' ability to write descriptive text. By downloading the Grammarly application on a smartphone or computer and using it as a reference in writing descriptive text, it also provides good and correct writing methods and how to construct sentences properly and correctly (Fidriani et al., 2021). So by using the Grammarly application can improve students' writing skills. Using the Grammarly application can also attract students to learn with this application because it is equipped with tools for correcting paragraphs or writing (Sujarwo, 2020).

The writer question concerns the impact of implementing the Grammarly application on improving the writing skills of tenth graders of SMA Negeri 1 Lau Baleng. The researcher found that almost all students performed better on the post-test than on the pre-test (Niño & Páez, 2018). The results of the post-test scores show that student scores have increased (Khasawneh & Al-Rub, 2020). The mean of the post-test is greater than the mean of the pre-test ( $81.7 > 68,5$ ), indicating that the students' mastery of writing skills has increased (Jalaluddin, 2019).

According to the findings, there is a significant effect on students' scores before and after treatment. It can be said that the Grammarly application has a positive impact on students' writing abilities. That's because the Grammarly application is an interesting medium for teaching English writing to students (Khoirunnisya, 2017). The results of this study entitled "The Effectiveness Of Grammarly Application On Writing Descriptive Text Tenth Grade Sma Negeri 1 Lau Baleng" is successful because through the application of grammarly it can improve the ability to write descriptive texts of tenth grade students. The result of the writer shows the mean score of the experimental group (81,7) is higher than control group (77,9). The difference was tested by using t- test formula. The result of the calculation shows that the t-test value (3,53) is higher than t-table value (2,021). It can be concluded that there is an effect of Grammarly application on students' writing descriptive text. In other words, alternative hypothesis ( $H_a$ ) is accepted and null hypothesis ( $H_0$ ) is rejected (Magnifico et al., 2019).

## **CONCLUSION**

The research conclusion is presented in accordance with the data which have been analyzed in the previously chapter. From the data analysis about the effect of Grammarly application into students' writing desriptive text by the tenth grade students of SMA Negeri 1 Lau Baleng. It can be concluded that:

1. There is an effect of using Grammarly application on student's writing descriptive text of tenth grade students at SMA Negeri 1 Lau Baleng. It can be seen that the mean of post-test experimental group (81,7) higher mean than the post-test control group (77,9)
2. The effect that also can be seen in following thing, the score increased more than the standard score (KKM) which is 75,0. The mean of the students who used Grammarly application is 81,7 It also can be seen that before using Grammarly application, there are students with score below the standard score (KKM), but after using Grammarly application the score significantly increased above the standard score (KKM).
3. The alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. It is found from the calculation of the t-test is higher than t-table ( $3,53 > 2,021$ ).

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