

## IMPROVING STUDENTS' WRITING SKILLS USING GRAMMARLY APPLICATION MEDIA

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### ABSTRACT

As technology advances, education becomes more sophisticated and the level becomes more advanced. The aim of this research is to determine the improvement in students' writing skills using the Grammarly application media. This research is classified as quantitative research using Class Action Research (CAR) design. The participants of this research were 32 students from SMP N 2 GODEAN. Data were collected through pre-test, progress-test and post-test. This study reveals how the media application, namely grammarly, can improve students' writing skills. Research data analysis is descriptive quantitative. The research results show students' writing skill improved by using Grammarly. This application is assumed very useful for use in class and helps students focus more on the material being studied.

**Keywords:** *Grammarly Application, Writing skills*

### INTRODUCTION

Writing is one of the most challenging skills because it must be mastered by learning English Language (EFL). Writing refers to a productive skill and plays an important role in learning English, because students need this ability to express something in writing, fluently, and in writing. Most students in Indonesia say that learning a foreign language, especially English, is not easy because it is not their own language. They often have difficulty learning English, because foreign languages are more complicated than Indonesian. In their mindset, they already say that English is difficult, which makes them feel inferior and don't dare to try to learn. Writing may be an important skill in the world. Therefore, students must master English so that it is easier to get a job in the future. In addition, it is revealed that the purpose of writing in

general is to inform, convince, express oneself and entertain. Reinking (Rini Kristiantari, 2004)

In the era of Industrial Revolution 4.0, learning can be accessed in everything related to internet technology. This extraordinary technological development makes it easier for students to learn, especially learning English. According to (Nuryani,2013). A second language is a language that a person acquires after he or she acquires a first language (mother tongue). According to Mansor and Rahim (2017), technology has transformed the field of education, lower and higher education, having a big impact on the field of teaching English second language (ESL ). It is supported by the internet, wireless networks, telephones, and other devices. Thus, the previous learning system will shift to technology-based learning and require teaching staff to be able to keep up with these developments. At the same time, society has more opportunities to use IT (information technology) in teacher training programs and improve the quality of teachers for effective teaching (Ratheeswari, 2018).

Golshan and Tafazoli (2013) state that Technology Enhanced Language Learning (TELL) is the study of the application or website of technology in language teaching and learning to support educational language learning. There are many types of Technology Enhanced Language Learning (TELL) that are often used in classroom activities, such as Quiziz, Duo lingo, Grammarly, Padlet, Kahoot Quizlet, Canva, AI, Mentimeter, Pixton, and others. The application of TELL can influence language teaching and learning in the world of education. According to Hashemi and Azizinezhad (2011) in Golshan and Tafazoli's (2013) research, they argue that using TELL makes students more independent. Gashemi, Hashemi, and Barani (2011) also stated that using TELL can help students always be updated with the latest information easily and quickly. Educational technology promises changes in the way teachers teach and students learn, Abunowara (2017) study from Harwati 2019. The increasingly developing era also changes the way of teaching. Change can start with the application of technology in classroom activities, such as the use of cellphones, laptops, websites, learning applications, and others. Apart from being a means of supporting learning, it is also a form of introducing technology to students while studying.

Based on preliminary data and eighth grade data, 48% of the 32 students in the class had completed the presentation and were incomplete. There were 22 students who completed and 10 students who did not complete. The problems found in this research were students' lack of vocabulary and students' lack of knowledge in English. Problems that often occur in the communication experience of EFL students in general, as a process, writing involves a series of activities consisting of pre-writing, writing and post-writing stages (Dalman, 2016). The class VIII English teacher said, if we look at all the students, some have good writing skills, some have medium or low writing skills. This depends on their background knowledge since elementary school. One of the keys to the success of the teaching and learning process is interaction in the classroom (Sari, 2018). This means that teachers must pay more attention to students during the teaching process in class, for example using an individual or personal approach in asking students about problems that occur.

This research chose one application that can be used to optimize students' writing skills, namely Grammarly (<https://grammarly.com>). is an online application that provides features to express thoughts or ideas virtually. Munirah (2018) states that the things assessed in learning to write have several aspects of assessment, namely content of ideas, content organization, grammar, vocabulary, spelling and punctuation, therefore Grammarly can be used for various skills, especially writing skills. This tool can be used by users who have an email account. Beginner users are given a trial to create a limited wall using the available features and unlimited for premium users. Grammarly provides grammar settings and more. This application or website is commonly used by both elementary school children and office workers. So, the Grammarly application has specific needs that are different from Canva or other applications. Grammarly was launched in 2009 as a learning tool in teaching. In general, Grammarlyt is often used to improve the performance of writing skills. For beginners, they have to register using their email address. Then the application direct the user.

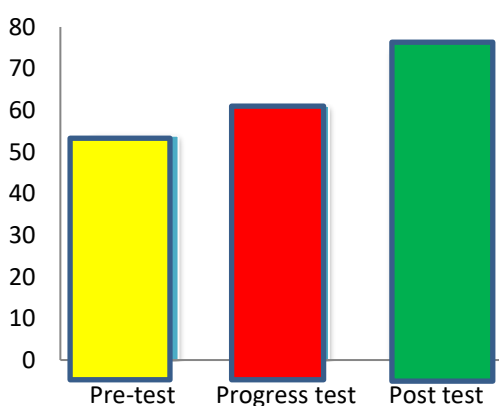
Based on the explanation above, this research formulates the problem of low writing ability which is caused by a lack of knowledge possessed by students. Therefore, the research tries to overcome this problem by implementing Grammarly as a medium for optimizing the English language in providing correct opinions. This research was

conducted in this research at a junior high school. According to Munirah (2018) states that the things assessed in learning to write have several aspects of assessment, namely the content of ideas, content organization, grammar, vocabulary, spelling and punctuation. In general, Grammarly is used to improve writing skills, but there are also features for practicing other skills. In this case, the research wants to use Grammarly to help optimize students' speaking skills in giving opinions in junior high school. Based on the background above, the research question that needs to be answered in this study is: Does Grammarly have any impact in improving students' writing skills?

## RESEARCH METHOD

This research applies Classroom Action Research (CAR), which is the study of social situations with the aim of improving the quality of actions in them (John Elliot 1982 in Agus DM 2018). This research focused on one of the junior high school classes at SMP N 2 Godean. The 32 students consisted of 14 men and 18 women. Apart from that, it takes 5 weeks to observe the problems and practice of Classroom Action Research (CAR) to focus on the Writing Skills of each student. Carrying out analysis and data collection is carried out through several tests on students (participants). Consisting of 3 tests, namely pre-test, progress test, and post-test which are carried out with questions in stages. According to Latief in Agus DM. (2018) PTK is a research design specifically designed to improve the quality of learning practices in the classroom. Researchers in PTK are teachers who want to improve the quality of learning in their classes.

## FINDINGS



**Graphic 1.** *The Graphic score of pre-test, progress test & post test*

The cycle was begun on August 5, 2023 with total 5 meetings. Learning begins with a discussion of the material studied last week, namely likes and dislikes. At the first meeting the researcher used learning discussions and also provided visual explanations of the learning material. In this case the student has not been introduced to the Grammarly application to access learning assistance that helps students. In their assessment questions there are 10 basic questions with Indonesian sentence forms which they must translate into English according to correct grammar and language structure. In the pre-test there were errors in changing words from Indonesian to English based on what the students knew, and there were also deficiencies in writing performance because the writing was not correct, such as sentences like "likke".

From the pre-test results, the score (52.22) data is analyzed through various assessment aspects, namely the assessment rubric including; Content, Vocabulary, Grammar, and Mechanisms. The scores for each aspect are added up according to the existing rules, then multiplied by one hundred ( $\times 100$ ), and divided according to the number of existing scores. From this data, the participant's total score is divided by the number of students in the class to produce a different average score for each student, namely the score obtained is multiplied by the value so that the score division was given 100 if the score is correct.

After taking the pre-test, students are introduced and taught to use the Grammarly application which helps in the writing process. In introducing this application, participants carried out several experiments on several choices of platform services provided, starting from feedback, checking grammar, checking palagization, and also improving writing. After practicing using the Grammarly application, participants are given questions for the Progress-Test. This assessment consists of 20 written questions with 15 multiple choice questions and 5 different types of essay questions. The questions asked are about the material being taught. After carrying out the Progress Test, the average score was 65,72.

Then it is calculated again based on the scores obtained by each student. Progress tests are conducted in one meeting, just like any other assessment. However, the form of

the test questions is very different, connected with story text material about what they like and don't like, so students are asked to write. Previously it had been shown in video and audio form via a class projector regarding the material. This test focuses on telling what students like and don't like at home, school, or in the surrounding environment. In this case, participants are asked to train their memory as written on the answer sheet which must be in accordance with English grammar and sentence structure. In the test, students use the Grammarly application to check grammar, punctuation, and so on. In terms of grammar, content, mechanisms and vocabulary processing that students currently acquire is good enough to improve writing skills. This is proven by adding up the data values and dividing them according to the number of participants to produce an average value of 79.23.

## **DISCUSSIONS**

After conducting Classroom Action Research for research, data results have been produced which can be concluded that there has been an increase in student writing performance. Through the use of the Grammarly application that encourages students in the student writing process, it is seen as a good solution for those who have problems with reduced menu improvements that require very influential feedback. However, apart from providing input, the application of grammar also improves writing skills, detects sentence structure errors, plagiarism, and provides suggestions for correcting writing errors.

From the results of the analysis of student score data, there are several students who continue to experience improvement in each assessment, but there are also students whose writing abilities continue to improve drastically over time and there are also students whose writing abilities continue to improve consistently over time. This shows that improvement is also influenced by aspects of individual (personal) understanding and focus. However, the application of ggrammarly is still given to students to improve their writing skills so as to produce new things in solving problems.

There are several things that must be considered, namely when students continue to use standard grammar, it will be easier for students and of course students will not be lazy in carrying out skills through this application in working on learning material

exercises. Borg and Gall (1989) have four research objectives based on their use, namely: (1) describing a symptom or event; (2) predicting something that will happen; (3) improving a condition to make it better; and (4) explain. According to Sugiyono (2017) that "The aim of research is to discover, develop and prove science.

Meanwhile, according to Kartawijaya (2018), Class Action Research is used to find solutions to these problems, problems found during the teaching and learning process. Muchlisin Riadi (2019) states that Class Action Research (PTK) or Classroom Action Research (PTK) is a form of research that occurs in in the classroom in the form of certain actions taken to improve the teaching and learning process in order to improve learning outcomes that are better than before. Zulfikri (2019) Each cycle begins with planning learning, implementing the plan, observing its implementation, and reflecting or evaluating the process and results of implementation.

Uzeyir (2020) The aim of the research is to improve students' writing skills by using Classroom Action Research (PTK) based on a gradual procedure of writing training practice. Kusumawardhani (2020) used flash cards to improve students' writing skills which was carried out through classroom action research for Young English Language Learners (EYL). Meanwhile, other research from Darmanah (2020) carried out classroom action with two assessment cycles with poetry types. Meanwhile, Linuwih et al (2020) used Classroom Action Research by carrying out four steps, namely planning, action, observation and reflection using Busuu.

(Sumakul et.al, 2021). , offers automation that can have an impact on the teaching and learning process, giving rise to new methods of learning approaches to classroom activities. Meanwhile (Gayed, 2022) AI advances have resulted in faster and more sophisticated intelligent writing that can become a tool that offers synchronous feedback to writers .Data acquisition was supported for several reasons by selected participants. After conducting interviews via online interviews, several students were able to provide responses regarding the use of the Grammarly application to improve their writing.

## CONCLUSION

Grammarly allows students to study subjects assigned by teachers before and after time, encouraging students to practice vocabulary training correctly. Shows that most students can improve their writing skills through the application of grammar, one of the factors that influences students who often do not understand how to write correctly. Many students experience difficulties in learning activities to improve writing after implementing grammar applications in class, students show significant improvements in their writing skills and become more confident and better at using grammar applications. The Grammarly app has also proven beneficial for collaborative writing skills and received positive feedback from students. Meanwhile, some students have a little difficulty being confident in using the Grammarly application because they still make mistakes in using grammar in writing. Overall, the implementation of Grammarly was successful in optimizing and making students improve their writing skills. The results of this research are supported by previous research and have been developed in this research which states that using the Grammarly application for writing skills can optimize and improve writing skills in English so that students do not experience difficulties.

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