

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

**THESIS**



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**ENGLISH DEPARTMENT  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
BUNG HATTA UNIVERSITY  
2023**

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*Submitted to Fulfill a Partial Requirement for Getting S.1 Degree at English  
Department of Faculty of Teacher Training and Education Bung Hatta University*



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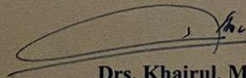
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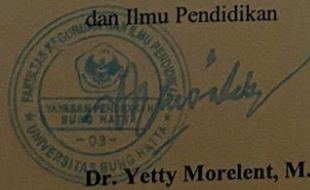
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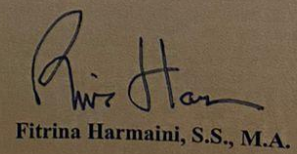
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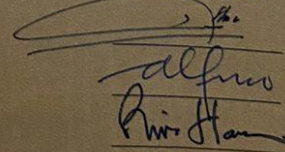
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Finally, the researcher hopes this research can be useful for the better process of teaching and learning English in the future. She realizes that this thesis is not perfect yet, so the researcher welcomes suggestion and criticism from the readers.

Padang, Juli 2023  
The Researcher

Farah Hidayah

## ABSTRACT

### **Hidayah, Farah (2022): The Effectiveness of Using Grammarly Application in Improving the Tenth Grade Students' Ability to Write Narrative Text at SMA N 9 Pekanbaru**

**Advisor : Drs. Khairul, M.Sc**

This research aimed at finding and describing 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 experimental group were taught using Grammarly Application while those in the control group were taught using conventional techniques. Data was obtained by using pre-test and post test. Data of both groups were analyzed by using descriptive and inferential statistics with SPSS 22 version.

The results of the study showed that there was significant difference in writing ability between students who were taught using Grammarly Application and those who were not taught using Grammarly Application. This can be seen in the results of hypothesis testing through SPSS 22. The value of  $t_0$  observe for both the differences between the result of t-test for post test of experiment class and post test of control class, and t-test for the increase of scores of experiment class and control class are smaller than the value of t-table at  $\alpha 0,05$ , and degree of freedom  $n-2$  ( $0.00 < 0.05$ ). This means that the research data are considered to have a significant difference. Therefore, the research hypothesis is accepted.

Based on findings of this study, it can be concluded that the Grammarly Application has significantly improved students' writing skills in English teaching and learning process at SMA N 9 Pekanbaru.

Based on this conclusions, the researcher suggests English teachers use Grammarly Application for writing skills.

**Keyword:** *effectiveness, grammarly application, writing, narrative text*

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# CHAPTER I

## INTRODUCTION

In this chapter, the researcher discusses the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the hypothesis, the purpose of the research, the significance of the research, and the definitions of the key terms.

### **1.1 The Background of the Problem**

English is very important in the world of education at this time (Hyland, 2013). According to Zulkifli (2015) English proficiency in Indonesia ranks 74th out of 100 countries recorded in the English Proficiency Index (EPI). This ranking can illustrate that English proficiency in Indonesia is still relatively low. Look at the facts, then learning English should be further improved.

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.

In learning English, writing is one of the skills that we have to master. Richards and Renandya (2002) stated that writing is the most difficult skill for second language and foreign language learners. Writing is an activity for producing and expressing, It is producing the words and sentences then it expressing with the meaning of ideas. Thus writing skill is the activity to transfer the ideas through words and sentences. On the other hand, according to Olshtain in Celce (2001), writing as a communicative activity needs to be encouraged and nurtured during the language learner's course of study. This opinion is strengthened by Raimes who gave the

reasons for teaching writing: “We frequently have to communicate with each other in writing” and “Writing reinforces grammatical structures, idioms, and vocabulary.”

Weaver and Morris, Brook and Warren in tim UPI (2008) classify the types of writing into four types but not including narrative, but consists of expository, persuasive, argumentative, and descriptive. Meanwhile Tarigan (2009) classifies writing based on its form, namely exposition, description, narrative, and persuasion. In line with Tarigan, Alwasilah (2007) mentions four types of writing with the main EDAN, namely exposition, description, argumentation, and narrative. Fahrudin (1988) argues that the form of writing is in accordance with the intent the author is exposure, description, narrative, justification, and appeal (persuasion).

Alwasilah (2007) states that the term narrative comes from language narrative English (story) and narrative (which tells), and tells (tell a story). Narrative text is text that presents series of events according to the order of events or chronological or according to purpose gives meaning to the whole or series of events so that the reader can learn from this story. 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. Meanwhile, Brown in (Pujiawati 2018) states that grammar is a system of rules that affect the conventional structure of words in a sentence.

According to the syllabus of English subject at SMA N 9 Pekanbaru the tenth grade Science students at SMA N 9 Pekanbaru have learned to write a text. In writing text, students learn about descriptive text, recount text, narrative text, and announcement text. They learn to write narrative text in semester 2.

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 (Kabilan, Ahmad, & Abidin, 2010; Kuteeva, 2011; Melor & Salehi, 2012; Yunus, Salehi, & Chenzi, 2012; Yunus et al., 2011). One of the computer software (automatic internet software) that can be implemented in EFL writing class is 'Grammarly'. It is an online proofreading website that can be used to scan documents for grammar mistakes. Besides, it also provides a correction for spelling, punctuation, synonyms (vocabulary usages), and plagiarism detection. It is developed by Alex Scevchenko and Max Lytvyn in 2008. 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. Grammarly software is effective to help teachers and learners in correcting writing. It is because Grammarly is not only able to identify punctuation (such as the missing spaces after the periods) and the spelling mistakes, including the proper noun and provided several alternative possibilities for the misspelled words, but also identify fragments and offer advice on verb form, although often no suggested corrections are presented, and explanations were complex (Daniels & Leslie, 2013).

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). On the other hand, it is less successful to increase the quality and structure of students' EFL writing. Moreover, another study conducted by Dewi Nuro' (2019), Writing

Quality of the Fourth Semester of English Department at IAIN Tulungagung. The result of this research confirmed that there is a significant effect of using Grammarly checker on x students' writing quality in the fourth semester of English department at IAIN Tulungagung. The last study was conducted by Vitalis (2021), application in checking grammar in writing narrative text. This research was presented using a qualitative approach. Respondents said that they are quite satisfied with the effectiveness of the Grammarly application for correcting their writing's grammar.

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.

## **1.2 The Identification of the Problem**

There are several problems related to the process of learning to write narrative text. The accuracy of writing narrative text in terms of language includes title accuracy, paragraph effectiveness, diction selection, and implementation of grammatical structure and mechanics. while students' difficulties in this study were found from the inaccuracies in the structure of narrative text and in terms of language. This inaccuracy can be seen from the unexistence of one of the narrative text structures, both orientation, complication, and resolution. The inaccuracy of narrative text in terms of language can be seen from the inaccuracy of the title, the inaccuracy of diction selection, and the inaccuracy of spelling. So, those inaccuracies in the student's essay show that students have difficulty in these parts (Nurgiyantoro 2014). In a word, there are several problems that students have in writing narrative texts, namely the right content, the use of correct grammar, and the right vocabulary, and correct mechanics.

## **1.3 The Limitation of the Problem**

Based on the identification of the problems that have been discussed, the researcher limits this study to the effectiveness of using Grammarly application in improving the tenth grade students' ability to write narrative texts at SMA N 9 Pekanbaru in the 2022/2023 academic year. The aspects of writing that are assessed in this study are grammar, vocabulary, spelling, and mechanics.

#### **1.4 The Formulation of the Problem**

Based on the problems above, the problem is formulated as follows: "Is there an Effectiveness of using the Grammarly Application in improving the tenth grade students' ability to write Narrative text at SMA Negeri 9 Pekanbaru?"

#### **1.5 Hypothesis**

The hypothesis of the study are formulated as follows :

1. H<sub>0</sub>: There is no an Effectiveness of using Grammarly Appliacion in improving the tenth grade students' ability to write Narrative text at SMA N 9 Pekanbaru.
2. H<sub>a</sub>: There is an Effectiveness of using Grammarly Appliacion in improving the tent grade students' ability to write Narrative text at SMA N 9 Pekanbaru.

#### **1.6 The Purposes of the Research**

The main objective of this research is to see the effectiveness of using the Grammarly Application in improving the tenth grade students' ability to write Narrative text at SMA N 9 Pekanbaru.

#### **1.7 The Significance of the Research**

Based on the results of this research, researchers expect several benefits for students, teachers, school, and researcher. For Students make it easier for students to write a narrative text so that there is an effect for students by using the Grammarly application. For teacher this

research can help teachers increase their knowledge about grammarly applications. By so doing, they are aspectable to be able to apply this application in teaching process so that it can facilitate their students to increase their ability to write a narrative text. For schools can be used as information material and studies to conduct further research regarding the use of grammarly applications on the ability to write narrative texts in tenth grade students at SMA N 9 Pekanbaru. For researcher, she gains experience in applying Grammarly application in teaching students' ability to write a narrative text.

### **1.8 The Definition of the Key Terms**

There are several key terms used in this study. To avoid misunderstanding about the terms used in this study, the researcher provides their definitions as the following.

1. Effectiveness is a measure that states how far the target (quantity, quality and time) has been achieved (Hidayat in Danfar, 2009).
2. Grammarly application is an online grammar and spell checker for language structures.
3. Narrative text is an essay that contains a series of events that form a storyline.
4. Orientation is about the opening paragraph where the characters of the story are introduced (person, time, and place).
5. Complication is paragraph describing the original problem that will develop.
6. Resolution is where the problems in the story are solved.