

**THE EFFECT OF USING GRAMMARLY ON STUDENTS' WRITING  
SKILL OF RECOUNT TEXT AT SMKS YPSEI PALANGKA RAYA**

**THESIS**



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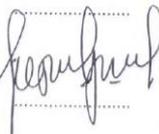
THE EFFECT OF USING GRAMMARLY ON STUDENTS' WRITING SKILL  
OF RECOUNT TEXT AT SMKS YPSEI PALANGKA RAYA

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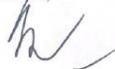
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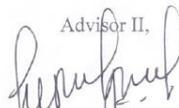


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2024  
ABSTRACT**

**Damayanti, Dhea (2024).** *The Effect of Using Grammarly on Students' Writing Skill of Recount Text At SMKS YPSEI Palangka Raya.* Thesis. English Education Study Program. Languages and Arts Education Department, Teacher Training and Education Faculty, University of Palangka Raya. Advisors: : (I) **Dr. Elanneri Karani, M.Pd.**, (II) **Lesly Martha Cecylia Meka, S.S., M.Pd.**

Keywords: The Effect, Grammarly, Writing, Recount Text

By writing, English learners were trained in organizing their ideas into a good written product that could convey the message they want to convey. Even though it was important, English language learners found writing not easy to do. Therefore, this research aimed to determine the effect of using Grammarly on personal recount text writing skills at SMKS YPSEI Palangka Raya.

This research used a quantitative research method with an experimental design. The type of experiment was a pre-experimental design with a one-group pre-test and post-test design. The population for this research was the students of tenth grade at SMKS YPSEI Palangka Raya for the academic year 2023/2024. The sample used was the students of class OTKP-TATA BOGA at SMKS YPSEI Palangka Raya for the academic year 2023/2024, totaling 16 students.

The research results obtained an average pre-test score of 65.63 and an average post-test score of 80.31. The t value from the paired sample test ( $t = -4.008$ ) was below the average value. The critical t value is -2.131, and the significance value of the paired sample test (Sig. = 0.001) was below the  $\alpha$  value of 0.05. so the average difference between the pre-test and post-test was statistically significant, with an average difference of -14.688 indicating a higher average post-test score compared to the pre-test. Thus, there was a significant effect of using *Grammarly* on improving the recount text writing ability of class X personal students at SMKS YPSEI Palangka Raya. Even though the research results proved that there was an effect of using free online *Grammarly* in improving students' writing skills, in fact, *Grammarly* only helped in terms of mechanics, vocabulary, and grammar, not in terms of organizational aspects of writing, and only had an indirect effect on the ability to write story content of personal recount text. In terms of using the *Grammarly* application itself, students still had difficulty using *Grammarly* without the support of other translation engines.

## ACKNOWLEDGEMENT

The greatest praise and gratitude to Jesus Christ, as the researcher believes that His love, power, blessing and health given to the researcher during conducting her study since the beginning until she was given ability in accomplishing this thesis entitle: “*The Effect of Using Grammarly on Students’ Writing Skill of Recount Text At SMKS YPSEI Palangka Raya*”. This thesis was arranged to fulfil the requirements for obtaining bachelor’s degree, in English Education Study Program of Language and Art Education Department of Faculty Teacher Training and Education of Palangka Raya University. The researcher would like to express gratitude to everyone who has been so kind and helpful in giving their patience, as well as for their support and encouragement:

1. My deepest gratitude to my first advisor, Dr. Elanneri Karani, M.Pd. who gave her guidance and encouragement during the researcher's studies in the English Education Study Program and gave direction as well as encouragement that was very useful and helpful for completing this thesis.
2. My deepest gratitude to my second advisor, Lesly Martha Cecylia Meka, S.S., M.Pd. who gave her guidance and supported with critics to improve this thesis.
3. My deepest appreciation to my reviewer and examiner, Olga Dona Retsi, M.Pd. who has provided valuable advice and input as well as made a very helpful contribution to improving the quality of this thesis.
4. My deepest appreciation to the Dean of the Faculty of Teacher Training and Education, University of Palangka Raya, Dr. Rinto Alenjandro, SE, MM. who has given permission in the preparation of this thesis.

5. My deepest appreciation to Dr. Akhmad Fauzan, S.Pd., M.Pd., as the Head of the English Education Study Program, for his help, assistance, and guidance during the researcher's preparation of this thesis.
6. My deepest appreciation to all of the lecturers and staffs in the English Education Study Program who have provided knowledge to the researcher.
7. My deepest appreciation goes to Lilik Setyawati, S.Pd as the principal of SMK Negeri 2 Palangka Raya for her support so that researchers can carry out try outs at this school.
8. My deepest appreciation to Milson S.Pd. as the English teacher of SMK YPSEI Palangka Raya for his suggestions and support so that researchers could carry out the final exam.
9. My greatest gratitude went to my beloved parents, Deni and Christinae, also all my family members for their prayers, support, love, attention, and everything that they have given until this time.
10. My dearest best friends, Lilie, Richard, Gabby, Restu, Silvi, Dyera, Irvinia, Lovenia, Rara, Dwi, Nuni, Dea, Tasya, Pitria, Memey, who have been accompanying the researcher through the ups and downs during the thesis making. The researcher appreciated all of your endless supports, motivations, and encouragements in difficult times.
11. Lastly, to all people whom the researcher could not be mentioned. The researcher thanked them for their supports, encouragements, and care in the process of the thesis.

Palangka Raya, August 2024

Dhea Damayanti

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