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

THESIS

BY
DHEA DAMAYANTI
203020201061

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGES AND ARTS EDUCATION

APPROVAL OF THE THESIS EXAMINING BOARD

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

This is to certify that this thesis has been approved
by the Board of Examiners of English Education Study Program
Languages and Arts Education Department
Teacher Training and Education Faculty
University of Palangka Raya

BY :
DHEA DAMAYANTI
203020201061

Date : August 30, 2024

Board of Examiners,

Name	Signature	Date	Position
Olga Dona Retsi M.Pd. NIP. 19761206 200212 2 001		10 September 2024	Chair
Dr. Elanneri Karani, M.Pd. NIP. 19610421 198803 2 007		18 September 2024	Member
Lesly Martha C. Meka S.S., M.Pd. NIP. 19790320 200604 2 002		10 September 2024	Member

APPROVAL OF THESIS ADVISORY COMMITTEE	
Title	**The Effect Of Using Grammarly On Students' Writing Skill Of Recount Text at SMKS YPSEI Palangka Raya**
Name/Student Identification Number	Dhea Damayanti / 203020201061
Study Program/Department	English Education/ Languages and Arts Education

This is to certify that this Sarjana Thesis has been approved by the Thesis Advisors

Approved by:

Advisor I,

Dr. Elanneri Karani, M.Pd.
NIP. 19610421 198803 2 007
Date : 18 September 2024

Advisor II,

Lesly Martha C. Meka S.S., M.Pd.
NIP. 19790320 200604 2 002
Date : 17 September 2024

Language and Art Education Department
Chair,

Iwan Fauzi, S.Pd., M.A.
NIP. 19720408 200112 1 001
Date : 19 September 2024

English Education Study Program,
Coordinator,

Dr. Akhmad Fauzan, S.Pd., M.Pd.
NIP. 19810612 200501 1 002
Date : 20 September 2024

Acknowledged by
Dean of Faculty of Teacher Training and
Education
University of Palangka Raya

Dr. Rinda Alexandro, S.E., M.M.
NIP. 19760827 200801 1 013

FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF PALANGKA RAYA
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 α 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 forcompleting this thesis.
2. My deepest gratitude to my second advisor, Lesly Martha CecyliaMeka, S.S., M.Pd. who gave her guidance and supported with critics toimprove 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 Alenxandro, 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 allof 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

TABLE OF CONTENTS

COVER PAGE ..... **i**
ABSTRACT ..... **ii**
ACKNOWLEDGEMENT ..... **iii**
TABLE OF CONTENTS ..... **v**
LIST OF TABLES ..... **vii**
LIST OF FIGURES ..... **viii**
LIST OF APPENDICES ..... **ix**

CHAPTER I INTRODUCTION **10**
1.1 Research Background 10
1.2 Research Problem 12
1.3 Research Delimitation 12
1.4 Research Objectives 12
1.5 Research Significance 13
1.6 Definition of Key terms 13

CHAPTER II LITERATURE REVIEW **15**
2.1 Conceptual Description 15
2.1.1 Grammarly 15
2.1.2 Writing 21
2.1.3 Recount Text 22
2.2 Previous Research 25

CHAPTER III RESEARCH METHODS **27**
3.1 Research Design 27
3.2 Population and Sample 29
3.3 Assumption 30
3.4 Hyphothesis 31
3.5 Definition of Operational Variable 32
3.6 Techniques of Data Collection 38
3.7 Techniques of Data Analysis 38
3.8 Research Instrument 39

CHAPTER IV RESEARCH RESULTS AND DISCUSSIONS 47
4.1 Description of Results 47
4.1.1 Test of Normality 48
4.1.2 Hypothesis Testing 49
4.2 Discussion 51

CHAPTER V CONCLUSSION AND SUGGESTION 62
5.1 Conclussion 62
5.2 Suggestion 63

REFERENCES 64
APPENDICES 67

LIST OF TABLES

Table 1. Scoring Rubric of Recount Text 34
Table 2. Scoring Table 37
Table 3. Tabulated Data 38
Table 4. Pre-Test Speaking Question Grid About Writing Recount Text..... 40
Table 5. Tryout 1 and 2 Scores..... 43
Table 6. Normality Test of Intrument Tryout..... 44
Table 7. Reliability Test Result of Instrument Tryout 45
Table 8. Scores of Pre-Test and Post-Test 47
Table 9. Normality of Pre-Test and Post-Test..... 49
Table 10. Paired Sample T-Test of Pre-Test and Post-Test 50
Table 11. t Distribution Table.....50
Table 12. Organization Aspect Scores for Pre-test and Post-Test.....53
Table 13. Content Aspect Scores for Pre-test and Post-Test..... 54
Table 14. Grammar Aspect Scores for Pre-test and Post-Test 56
Table 15. Vocabulary Aspect Scores for Pre-test and Post-Test..... 58
Table 16. Mechanic Aspect Scores for Pre-test and Post-Test..... 59

LIST OF FIGURES

Figure 1. Theoritical Frameworks 28

Figure 2. One group pre-test dan post-test (Sugiyono, 2018:74) 31

LIST OF APPENDICES

Appendix 1. ATP SMK 67

Apenddix 2. Modul Ajar 68

Appendix 3. Instrument Pre-test 73

Appendix 4. Instrument Post-test 74

Appendix 5. Try Out 1 Score 76

Appendix 6. Try Out 2 Score 77

Appendix 7. Pre-Test ScorePost-Test Score 78

Appendix 8. Post-Test Score 79

Appendix 9. Students' Worksheets (Pre-Test and Post-Test) 80

Appendix 10. Research Activity Photos 97