

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion of the research and suggestion for students, English teacher, and the next researcher. The points are explained in this following part

5.1 Conclusion

Writing was one of the 4 skills required for English students. Among the skills of reading, writing, listening, and speaking, writing had a significant influence among these skills. In writing, the writer must be able to organize ideas compose sentences, and use punctuation and spelling well (Natsir, 2018). 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.

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.

5.2 Suggestion

The results of the study showed that *Grammarly* had a positive effect on students' writing skills, therefore, several suggestions were put forward. First, for students, the researcher suggested that students be actively involved in the process of learning to write texts using *Grammarly* as a supporting tool because *Grammarly* had a good effect on writing skills. The researcher also advised English teachers to use *Grammarly* as in developing teaching methods in text writing training. Finally, the researcher suggested that future researchers who wanted to conduct similar research could conduct their research in more detail, used this research as a reference, and made it better than this research.