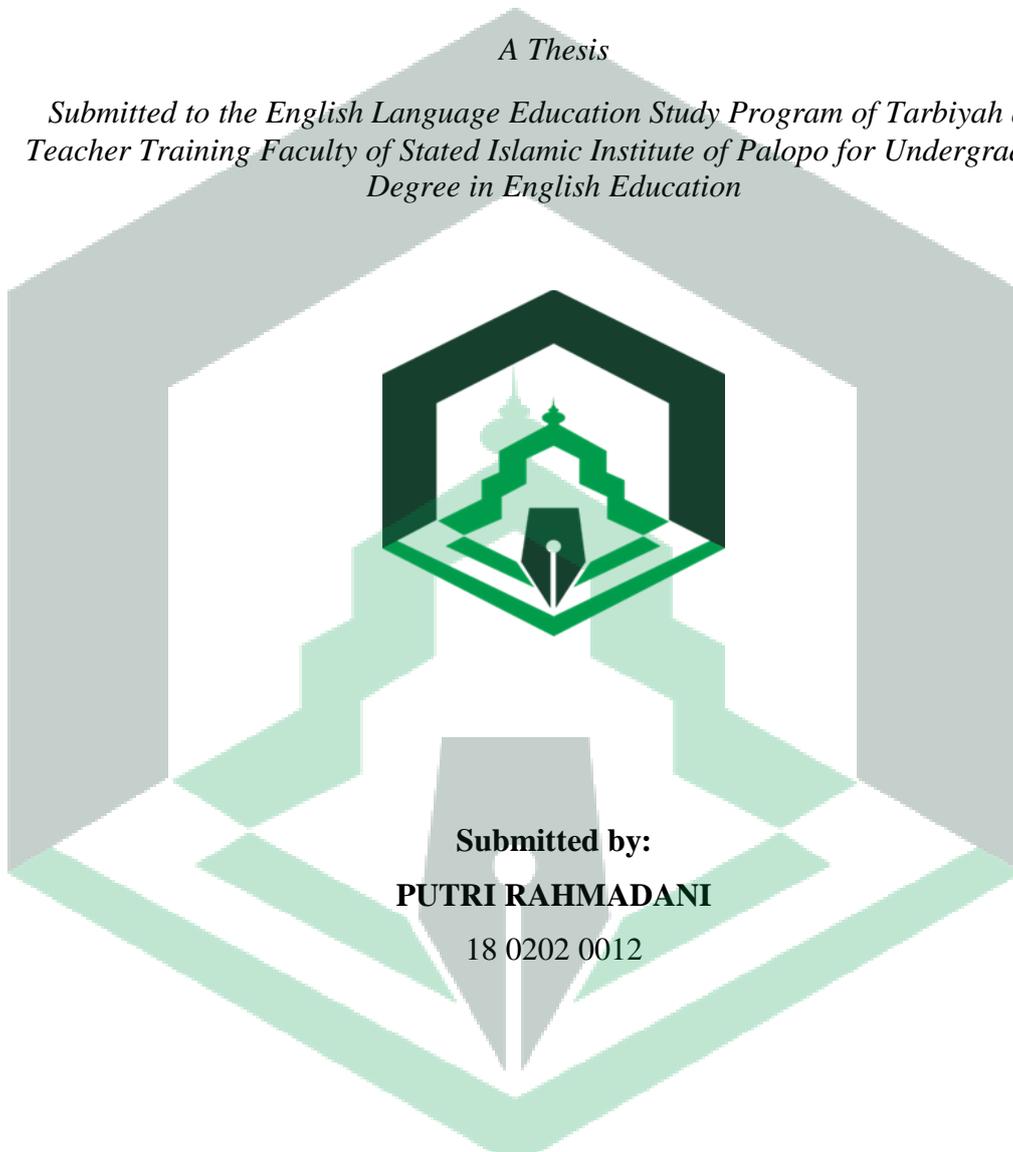


**THE EFFECTIVENESS OF USING GRAMMARLY
APPLICATION ON STUDENTS WRITING QUALITY OF
ANALYTICAL EXPOSITION TEXT AT THE 11TH GRADE
OF SMAN 2 LUWU TIMUR**

A Thesis

*Submitted to the English Language Education Study Program of Tarbiyah and
Teacher Training Faculty of Stated Islamic Institute of Palopo for Undergraduate
Degree in English Education*



Submitted by:

PUTRI RAHMADANI

18 0202 0012

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATED ISLAMIC INSTITUTE OF PALOPO**

2022

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18 0202 0012

Supervised by:

- 1. Madehang, S.Ag., M. Pd**
- 2. St. Hartina, S. Pd., M. Pd**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
TARBIYAH AND TEACHERS TRAINING FACULTY
STATED ISLAMIC INSTITUTE OF PALOPO**

2022

THESIS APPROVAL

This thesis entitled “The Effectiveness of Using Grammarly Application on Students’ Writing Quality of Analytical Exposition Text at the 11th Grade of SMAN 2 Luwu Timur” which was written by Putri Rahmadani Reg. Number 18 0202 0012, a student of English Language Education Study Program Tarbiyah of State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which was carried out on November, 29th 2022. Coincided with Jumadil Awal, 5th 1444 H, it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.

Palopo, December, 23th 2022

COMMITTEE OF EXAMINATION

- | | | |
|---------------------------------------|---------------|---|
| 1. Amalia Yahya, S. E., M. Hum. | Chairman | () |
| 2. Prof. Dr. Abdul Pirol, M.Ag. | Examiner I | () |
| 3. Dr. Magfirah Thayyib, S.S., M.Hum. | Examiner II | () |
| 4. Madehang, S. Ag., M.Pd | Consultant I | () |
| 5. St. Hartina, S. Pd., M.Pd. | Consultant II | () |

Approved by

p.p Rector IAIN Palopo
The Dean of Tarbiyah and Teacher
Training Faculty



Dr. Nurdin Kaso, M. Pd.
NIP. 19681231 199903 1 014

The Head of English Language Education
Study Program of IAIN Palopo



Amalia Yahya, S. E., M. Hum.
NIP. 19771013 200501 2 006

CONSULTANT APPROVAL

Thesis Entitled : The Effectiveness of Using Grammarly Application On Students Writing Quality Of Analytical Exposition Text At the 11th Grades Of SMAN 2 Luwu Timur.

Name : Putri Rahmadani
Reg. Numb : 18 0202 0012
Faculty : Tarbiyah and Teacher Training
Study Program : English Education

It has been corrected and approved to be examined.

Palopo, Oktober 17ⁿ, 2022

Approved

Consultant I,

Consultant II,


Madechang, S.Ag., M.Pd.
NIP. 19730615 20003 1 004


St. Hartina, S.Pd, M. Pd.
NIP. 19910909 201903 2 021

NOTA DINAS PEMBIMBING

Palopo, 19 Oktober 2022

Hal : Skripsi

Lamp : -

Kepada Yth.

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Palopo

Assalamu'alaikum Wr.Wb

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut dibawah ini:

Nama : Putri Rahmadani

NIM : 18 0202 0012

Prodi : Pendidikan Bahasa Inggris

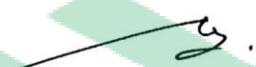
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Judul : The Effectiveness of Using Grammarly Application On Students Writing Quality Of Analytical Exposition Text At The 11th Grade Of SMAN 2 Luwu Timur.

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan. Demikian di proses selanjutnya.

Consultant I

Consultant II


Madehang, S.Ag., M.Pd.

NIP. 19730615 20003 1 004


St. Hartina, S. Pd.,M.Pd

NIP. 19910909 201903 2 021

STATEMENT OF AUTHENTICITY

I, who undersigned below:

Name : Putri Rahmadani
Registration Number : 18 0202 0012
Faculty : English Language Education Study Program
Study Program : Tarbiyah and Teacher Training

Stating exactly that:

1. This thesis is originally my own work, not the result of plagiarism or duplication of the work of the others that I acknowledge as my own work or thought.
2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

If later this statement is not true, I am willing to accept administrative sanctions for the act, then the academic degree that I have achieved can be revoked.

In the end, this statement is made truthfully and to be used in accordance with its purpose.

Palopo, 23th Desember 2022



Putri Rahmadani
18 0202 0012

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Palopo, October 9 2022

The Researcher



Putri Rahmadani

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Appendix 1 : Surat Izin Meneliti

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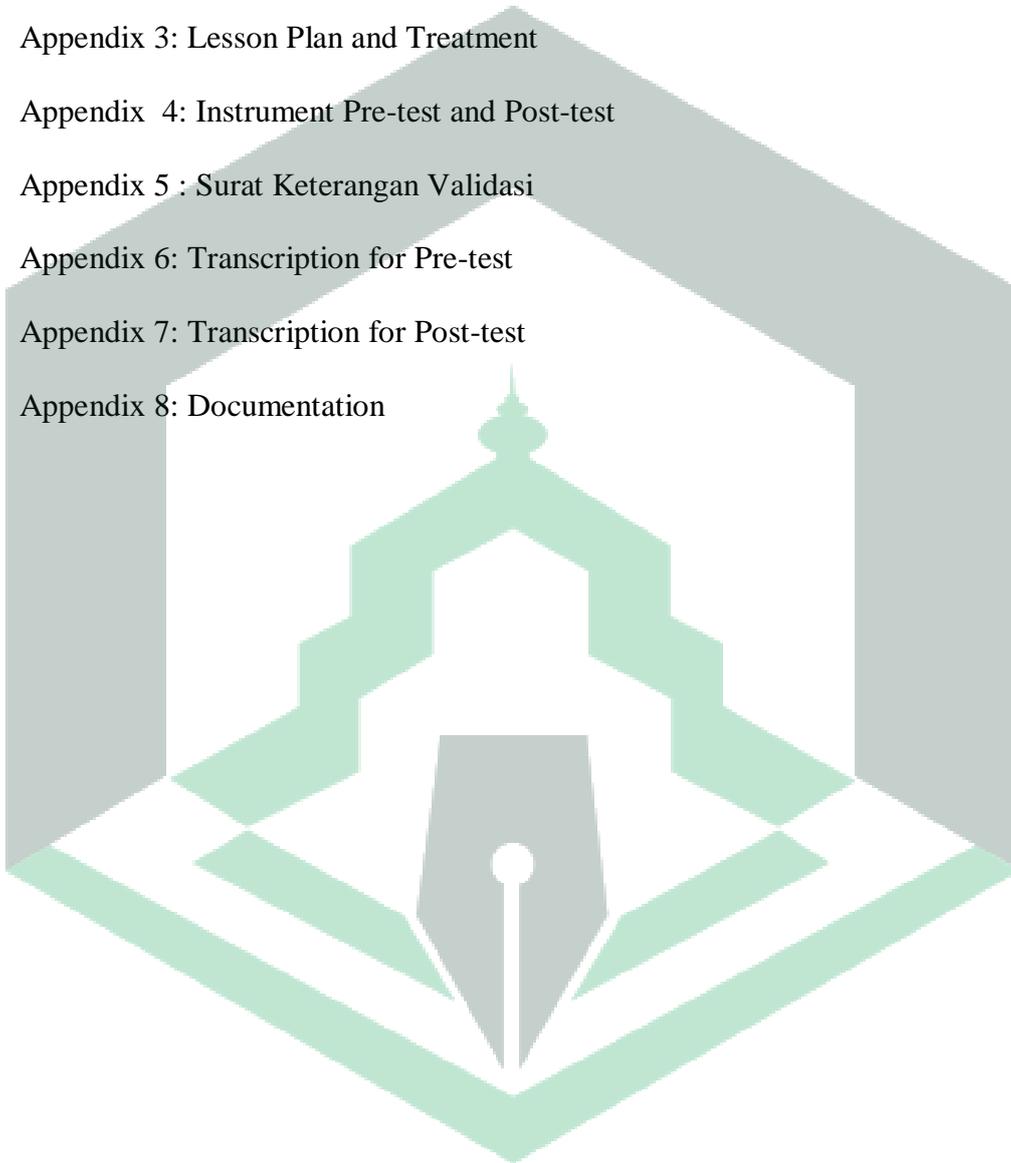
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Appendix 5 : Surat Keterangan Validasi

Appendix 6: Transcription for Pre-test

Appendix 7: Transcription for Post-test

Appendix 8: Documentation



ABSTRACT

Putri Rahmadani, 2022. *“The Effectiveness of Using Grammarly Application on Students Writing Quality Of Analytical Exposition Text aT The 11th Grade Of SMAN 2 Luwu Timur.”* A thesis of English Education Study Program at Tarbiyah and Teachers Training Faculty, Stated Islamic Institute of Palopo (IAIN Palopo). Under supervisor, Madehang, S.Ag., M.Pd. was the first consultant, and St. Hartina, S.Pd., M.Pd. was the second consultant.

The objective of the research was to find out whether using the Grammarly application is effective to improve students writing quality of analytical exposition text in the 11th grade of SMAN 2 Luwu Timur. This research used a pre-experimental method. The population was 20 students with the instrument in this research who were writing tests. The researcher collected data through pre-test, treatment, and post-test. The researcher analyzed the data by using descriptive statistical analysis, calculating the mean score and t-test. The result of the research indicated that the mean score in the post-test is higher than the pre-test score (73,30>62,15). The result of t-test (4.254) was higher than t-table (2,045). The result showed that there was a significant difference in the students' writing quality by using the Grammarly application. It means the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. The researcher concluded that the Grammarly application was effective to improve the writing quality of analytical exposition text in the 11th grade of SMAN 2 Luwu Timur. This application is recommended to use in improving the quality of writing.

Keywords: Grammarly Application, Writing Quality, Analytical Exposition Text.

CHAPTER I

INTRODUCTION

A. Background

Nowadays, technological advancement has effects on education. There are numerous reasons why technology is an essential part of educational learning. Technology can help in the writing process. Also, teachers desperately need online technology as a sophisticated language tool to help students with their writing problems. They must be familiar with computer software that will aid them in teaching and learning, such as Wiki, Facebook, Microsoft Word, and Grammarly.¹ The employment of computer technology in the language learning process is employed to obtain desired results in the development of writing quality.

One of the technological innovations that can improve writing quality is the Grammarly application. It can be obtained on the App Store. One technological development has given us many benefits with the program that users can download to improve their skills. Grammarly application is an online grammar and spell checker that helps you rectify problems in your writing. For example, if there are incorrect terms in the English structure, Grammarly delivers the right word recommendations.

¹ Ghufon, M. A., & Rosyada, F. (2018). The Role of Grammarly in Assessing English as a Foreign Language (EFL) Writing. *Lingua Cultura*, 12(4), 395-403. <https://doi.org/10.21512/lc.v12i4.4582>.

The primary use of media learning in the learning process we also find teaching in the Qur'an. In Islamic teaching, holy book server as a medium for conveying learning material. The word of Allah swt. In Qs. An-Nahl/16:44, namely:

بِالْبَيِّنَاتِ وَالزُّبُرِ وَأَنْزَلْنَا إِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ إِلَيْهِمْ وَلَعَلَّهُمْ يَتَفَكَّرُونَ

Translation:

With clear proofs and written ordinances. Moreover, we revealed to you the message that you may make clear to the people what was sent down to them and that they might give thought.

Writing is a challenging skill, one of the most difficult things people accomplish since it involves thought.² According to researchers, writing is difficult since it requires someone to provide facts and their whole grasp of something. Therefore, every researcher must provide the amplest opportunity for students to write down what is being studied, and students should get used to reading, talking, contemplating, and writing. Grammatical structure, Vocabulary, cohflerence, organization, and substance are all aspects of writing that should be learned. To do good writing, those elements must be related to one another. The absence of any of these components will result in poor writing results.³

Based on preliminary observations in the SMAN 2 Luwu Timur, the researcher discovered that a student struggles when asked to write. Students

² Maharani, M. M. (2018). Graphic Organizers to Improve Students' Writing ON Recount Paragraphs. *Metathesis: Journal of English Language, Literature, and Teaching*, 2(2), 211-221. <https://doi.org/10.31002/methatesis>. V2i.942

³ Wilson, J., & Czik, A. (2016). Automated Essay Evaluation Software in English Language Arts Classroom: Effect on Teacher Feedback. Students Motivation and Writing Quality. *Computers & Education*, 100, 94-109.

sometimes have trouble expressing and organizing their thoughts when writing. It is not an early responsibility to encourage students to write in English. The students were challenged to build sentences grammatically. They said that Grammar is difficult to apply in writing. When the researcher asked the students to utilize the Grammarly application, some already knew how to use them, while others had never used them before.

To address the issues above, the researcher fined useful online software that might be utilized to improve students' analytical exposition text writing quality. The researcher aims to implement the Grammarly application, which may be used to scan papers for Grammar, Vocabulary, spelling, and punctuation errors. It can also check for grammatical problems by employing appropriate grammatical rules. This software assists students in selecting appropriate terms (word choice) and vocabulary usage. It also provides ideas, corrections, and explanations so students can readily recognize and understand their writing problems through automatic feedback. Automated feedback will provide teachers with high-level writing quality, increasing students' enthusiasm for writing and the quality of their writing.

The analytical exposition text is highly crucial for students to learn and grasp. As a result of the modern era, everyone today has the right and freedom to communicate their opinions and arguments in both print and electronic media. Students will gain preliminary information on how to make an argument to persuade and convince the readers by understanding the analytical exposition

text.⁴ The researcher chose analytical exposition text as the device for two reasons. First, it is challenging to write an analytical explanatory text. As a result, most eleventh-grade students struggled to comprehend the analytical exposition material.⁵ Although these texts are meant to present students' views, they should pay greater attention to the generic structure and grammatical pattern of analytical exposition texts. Furthermore, the analytical expository text is more though or hard than other texts since it is a standard text that uses more complicated language.⁶

Based on the student's problem background, the researcher is looking for online software to improve the students' analytical exposition text writing quality. Furthermore, the researcher intends to investigate the impact of the Grammarly application on students' writing quality of analytical exposition text in the eleventh grade at SMAN 2 Luwu Timur.

B. Problem Statement

Based on the background, the researchers formulated the following research question as followed:

"Is the use of Grammarly application effective to improve the students writing quality of analytical exposition text in the eleventh grade at SMAN 2 Luwu Timur?"

⁴ Karyuatry (2018). Grammarly As a Tool to Improve Students' Writing Quality (Free Online Proofreader Across the Boundaries). *Jurnal SAINS dan HUMANIORA*, 2(1).

⁵ Yusna (2017)

⁶ Nurjannah. M. A. (2018). The Difficulties of Senior High School Students in Writing Analytical Exposition Texts. *Journal of English Education and Linguistics*, 1(2), 23.

C. The Objective of the Research

The objective of this research is to determine whether the use of the Grammarly application effectively improves the students writing quality of analytical exposition text in the eleventh grade at SMAN 2 Luwu Timur.

D. Significance of the Research

The significances of this research are:

1. Theoretically, the study results are expected to present helpful information as the solution to enhance students' writing quality.
2. Practically, this research is helpful for teachers, students, and institutions.

a) Teacher

They are supposed to use the Grammarly application as an online learning resource in the writing class to reduce students' writing errors and improve their writing skills. In addition, teachers can also use the Grammarly application to boost their students' involvement in the worldwide written class.

b) Students

The author hopes this outcome will boost students' motivation in writing class.

c) Institution

This study's findings can be used as a guide and resource for schools to inspire English teachers to be more creative and imaginative when planning and implementing English teaching and learning activities in the classroom.

E. Definition of Terms

1. Writing

Writing is the skill of communicating our opinions, concepts, and ideas through symbols that readers can understand. Therefore, the following must be considered fundamental components of writing: structure, Vocabulary, Grammar, and mechanics.

2. Analytical Exposition Text

Analytical exposition text is a kind of argumentative text which discusses phenomena that occur in social life. Analytical exposition is a text which proposes or suggests a particular topic that could only be pro and contra

3. Grammarly Application

Grammarly is an online proofreading website that can scan documents to reduce writing errors in terms of vocabulary usage, Grammar, and mechanics.

F. Scope of the Research

This research intends to determine how to improve students' writing quality using technology, one of which is the Grammarly application. The students of the eleventh grade will learn about the analytical exposition text from the researcher. In the analytical exposition text, the researcher discusses various relevant topics in Indonesia: healthy life, education, Covid-19, and social media. The writing aspect will be assessed in content, organization, vocabulary, grammar, and mechanics. The researcher creates a paper with sentences with specified subjects and then uses their abilities and the Grammarly application to verify whether the writing is correct or incorrect.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous study

In this research, the researcher finds some relevant studies related to this research.

Dewi (2019) in her research entitled "*The Effectiveness of Grammarly Checker on Student's Writing Quality of English Department Students at IAIN Tulungagung*". The result shows that the students' mean score in the experimental group was higher than in the control group. The result of the significance value indicates that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It means there was a significant effect of using Grammarly checker on students' writing quality in the fourth semester of the English department at IAIN Tulungagung.⁷ This study has similarities in using the Grammarly application on students writing quality. The difference is that this study uses a quasi-experimental design with a quantitative approach. At the same time, the researcher applied a pre-experimental method to find out whether there is an effective to improve the students writing quality of analytical exposition text in the eleventh grade at SMAN 2 Luwu Timur.

Karyuatry (2018) in her research entitled "*Grammarly as a Tool to Improve Students' Writing Quality: Free Online-Proofreader across the Boundaries*". The finding shows that when Grammarly is used in descriptive teaching, 32 (82%) out

⁷ Dewi Nuro' Azah, 17203153101 (2019) The Effectiveness of Grammarly Checker Toward student' Writing Quality of the Fourth Semester of English Department at IAIN Tulungagung. [Skripsi]

of 40 students pass the passing grade. The researchers concluded that Grammarly could be used as an appropriate tool to minimize errors and improve students' writing quality.⁸ This study has similarities in using the Grammarly application to improve students writing quality. The difference in this study uses the Grammarly application in teaching descriptive. While this researcher uses the Grammarly application applied analytical exposition text.

Fadhilah (2018) in her research entitled *"Effectiveness of Grammarly Application for Writing English Abstract"*. The results of this Research showed the effectiveness of Grammarly application in writing English abstracts text for HangTuah Tanjungpinang students. In conclusion, this study revealed that effective Grammarly was used as a tool to improve students' writing of abstract English texts related to the correct use of English Grammar.⁹ This study has similarities in using a pre-experimental method. The difference in this study using the abstract text written. At the same time, this researcher uses analytical exposition text.

Fitriani (2020) in her research entitled *"The Implementation of Grammarly Tool to Boost Students' Writing Skill of Exposition Text"*. The result of the study indicates that there is a significant improvement in students' writing skills after applying the Grammarly tool in class. Most students obtained satisfactory grades

⁸ Laksnoria Karyuatry, (2018). Grammarly as a Tool to Improve Student's Writing Quality: Free Online-Proofreader Across the Boundaries. JSSH (Jurnal Sains Sosial dan Humaniora) Vol.2

⁹ Umu Fadhilah, Lizawati, Hotmaria Julia Dolok Saribu. Effectiveness of Grammarly Application for Writing English Abstract. International Journal of Science and Research (IJSR). ISSN: 2319-7064.

after using the Grammarly tool at the end of each period.¹⁰ This study has similarities in using the Grammarly application to improve students writing quality. The difference in this study uses Classroom Action Research (CAR) in its Research. In contrast, the researcher applied a pre-experimental method.

B. Literature Review

1. The Concept of Writing

a. Definition of Writing

Writing is a skill that provides authors with a written message to present or express their thoughts and ideas in meaningful words and mental communication.¹¹ This statement means that writing is an individual's ability to deliver ideas through written form. In addition, writing is an essential skill that students should acquire, especially EFL students in Indonesia. Therefore, it is line stated that writing is one of the essential English skills that should be masterly trained by EFL Students in Indonesia for written communication and specific goals of academic purposes, such as essays, letters, articles, journals, Etc.¹²

Writing quality is the readability of written text that made it easy or difficult to read and understand by a reader. The quality of writing is can be seen from the content of the writing and the writing mechanism namely sentence construction, style, grammar, vocabulary, and spelling.

¹⁰

¹¹ Nurjannah, M. A. (2018). The Difficulties of Senior High School Students in Writing Analytical Exposition Texts. *Journal of English Education and Linguistics*, 1(2), 23.

¹² Toba, R., Noor, W. N., & Sanu, L. O. (2019). The Current Issues of Indonesian EFL Students' Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay, *Dinamika Ilmu*, 19(1), 58.

Meanwhile, writing is a process that requires a long time as authors need more time to do some internal writing processes. Explained that a writer has several steps in the writing process, such as discovering ideas that she or he wants to express, organizing and developing the ideas, putting the ideas on paper, revising and editing the writing, and publishing the writing product. So, based on the theories, it can be concluded that writing is a form of communication that presents ideas with message clarity and proper written format by following several actions of writing.¹³

b. The Purpose of Writing Quality

In writing, the writers have their purposes and functions to deliver their written message to the readers. Therefore, whatever writing the writers do, their writing purposes should be clear and definite.

There are several types of purposes for writing:

1) Informative Purpose

Writing is informative and provides the readers with new information on the topic. Usually, this kind of informative writing typically clarifies, describes, and offers factual information about events, processes, objects, places, and phenomena.

2) Persuasive Purpose

Writing has the explicit purpose of attempting to convince the readers of something and to change their point of view to make them agree or believe what writers write. The writers should provide sufficient evidence to convince the

¹³ Oshima, A., & Hogue, A. (2006). In T. L. Series, *Introduction to Academic Writing* (3rd ed., pp. 15-20). New York: Person Education.

readers by providing valuable data/facts so that the readers are in line with the writers' opinions. Persuasive writing includes analytical exposition text and position papers.

3) Analytical Purpose

Writing as analytical aims to explain how and why something is happening, examine its effectiveness, determine ways to solve problems, and investigate the relationship between different ideas. This type of writing is to gain and give a possible answer to the writer's question.¹⁴

c. The Importance of Writing Skills to High School Students

In today's life, writing has become increasingly important for high school students. Students will familiarize themselves with different types of writing by practicing and strengthening their writing skills. For example, students study writing skills from low to high levels, from basic to advance. In ten grade, students primarily learn writing how to compose sentences into a paragraph or a small part of an essay. It will give students some direct knowledge before heading up to writing skills in eleventh grade. Similarly, writing skills in eleventh grade will establish the essential skill of students to assist them in the higher writing level of twelfth grade. Pointed out that the writing skill of the 11th grade is a key to success because this grade is a stage that prepares the necessary skills for students such as: using Vocabulary and Grammar, enhancing the ability to use

¹⁴ Whitaker, A. (2009). *Academic Writing Guide: A Step-by-step Guide to Writing Academic Papers*. Slovakia: City University of Seattle.

language, and particularly assisting them to know how to arrange a paragraph or essay before producing accurate writing in 12th grade.¹⁵

Currently, most life contexts, such as school, workplace, and community, are setting writing skills as regulations or requirements to be prepared. Also indicated that students may apprehend any literature widely in written English for specific purposes.¹⁶ For example, applying for the overseas program, student exchange, and scholarships, students must produce written essays such as motivation letters recommendation letters, etc., Using correct grammatical concepts and good language. Moreover, writing skill is required to fulfill one of the bachelor's requirements in a specific field of study. It also helps students to get jobs by having good writing.¹⁷ Most companies are looking for people with a high level of writing skills to assist them in producing documents in English. Thus, writing is the key to success because it is essential in academic skills and career fields.

d. The Component of Writing

There are some of the components of writing:¹⁸

1) Content

Readers should be able to understand the information if the content is straightforward. Content should be incoherent, long-lasting, and simple to understand for the reader.

¹⁵ Nguyen T (2015)

¹⁶ Ariyanti. (2016). The Teaching of EFL Writing in Indonesia. *Dinamika Ilmu*, 16(2), 264.

¹⁷ Husin, M. S., & Nurbayani. E. (2017). The Ability of Indonesia EFL Learners in Writing Academic Papers. *Dinamika Ilmu*, 17(2). 239-239.

¹⁸ J.B Heaton, Writing English Language Test (new edition). (Longman Inc. New York. 1998). P.135

2) Organization

The writer should structure the message or concept into a sentence. For the writing to be apparent, it must be sequential from beginning to end.

3) Vocabulary

Vocabulary is a necessary component for expressing words and sentences. Correct language selection is also essential in writing because it can help the writer express herself more clearly.

4) Grammar

In writing, Grammar is crucial. A sentence's syntax decides whether it is true or false. As a result, the writer will be able to write more carefully. He has a proclivity toward using formal words.

5) Mechanic

Capitalization and punctuation are mechanical components that clarify the meaning of the text, with capitalization highlighting capital characters in writing. On the other hand, mechanics are used to splitting formal phrases and other objects.

e. **Kinds of Writing**

According to Kane, there are four forms of writing. He divides the most prevalent types of writing into the following categories:¹⁹

1) Expository

Expository explanations focus on external objects, situations, and processes and provide pertinent information

¹⁹ Thomas S. Kane. *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, 2000). Pp. 6-7.

2) Descriptive

Descriptive is a word that refers to the details of the objects or scenes being described. Its writing style describes a character, event, or scene connected to the experience.

3) Narrative

The story is told in chronological order using an actual sequence of events.

4) Persuasive

Persuasion is a technique for persuading a reader to agree with the writer's point of view. It can be used to make a case, prove or refute a statement, proportion, or do both.

f. The Process of Writing

The writing process consists of four steps:

1) Planning

The preparation stage is crucial because it shows why you are writing in the first place. Therefore, it may be necessary to take extensive notes.

2) Drafting

Drafting was the process of writing down all of one's ideas and thoughts in a crude form on a piece of paper. Editing is required at this stage to ensure that the text is correct. It's assumed that this is the first draft of the written piece.

3) Editing

Editing is a needed stage in preparing a piece of literature for public consumption or publication, and it entails refining and polishing the first manuscript. Editors check for Grammar, spelling, punctuation, diction, sentence

structure, and the accuracy of supporting textual content like questions and examples.²⁰

4) Final Draft

After a writer has examined the manuscript and made any necessary changes, the final draft is produced. To complete the document. This may differ significantly from the initial plan and first draft because many things may have changed over the editing process.

2. The Concept of Analytical Exposition Text

a. Definition of Exposition Text

Based on the implementation of the curriculum 2013 in Indonesia, Analytical exposition text is one kind of text taught in the 11th grade of Senior High School. Analytical exposition text is a kind of argumentative text which discusses phenomena that occur in social life. Analytical exposition is a text which proposes or suggests a particular topic that could only be pro and contra.²¹ This type of text should be taken from the issues that have happened recently. Moreover, analytical exposition is also defined as an argumentative text because it includes the writers' opinions, and points of view on a topic, or issues to attract the readers' attention.²²

²⁰ Jack C. Richards and Willy A Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press), 2002, P.318.

²¹ Priyana, J., Riandi, & Mumpuni, A. P. (2008). *Interlanguage: English for Senior High Students XI Science and Social Study Programme*. Jakarta: Pusat Pembukuan, Departemen Pendidikan Nasional.

²² Irwan, A. F., Syafei, F. R., & Marlina, L. (2018). Students' Ability in Writing an Analytical Exposition Text at English Department of Universitas Negeri Padang. *Journal of English Language Teaching*, 7(1), 170.

Based on some definitions above, it can be summarized that analytical exposition is a text that presents ideas and arguments related to the current topic and issue by providing several pieces of evidence to convince the readers.

b. Purpose of Analytical Exposition Text

As we know, every written form of text has a purpose or function and analytical exposition text. This text is intended to inform and persuade the readers or listeners about something in a case to agree with the writer's opinion. The function of analytical exposition text is to convince and persuade the readers or listeners by presenting the writers' essential arguments and explaining the critical reasons why something is happening.²³

Moreover, analytical exposition is a text that highlights the writer's idea about a particular case and intends to grab readers' attention to agree with the proposed idea.²⁴

c. Structure of Analytical Exposition Text

To make the writing easily understandable the point of the text, it is necessary to compose or arrange the text in order. Explained that the arrangement of generic structure in analytical exposition text consists of.²⁵

²³ Dahler, & Toruan, F. J. (2017). The Effect of Using Content-Purpose-Audience (CPA) Strategy Toward Students' Writing of Analytical Exposition Text at the Eleventh Grade of SMA Nurul Falah Pekanbaru. *Lecture: Jurnal Pendidikan*, 8(1), 53.

²⁴ Mufariddun, M. (2017). The Influence of Using Free Writing Technique Towards Students' Analytical Exposition Text Writing Ability at the First Semester of the Eleventh Grade of MA AL-Hikmah Bandar Lampung, 29.

²⁵ Irwan, A. F., Syafei, F. R., & Marlina, L. (2018). Students' Ability in Writing an Analytical Exposition Text at English Department of Universitas Negeri Padang. *Journal of English Language Teaching*, 7(1), 170.

1) Thesis

A thesis means a sentence that expresses the writer's topic that will be discussed in the text. A thesis statement should be particular, indicating statements to be made in your paper and supported by specific evidence. It is generally possible to find the thesis statement in the first paragraph. The thesis is also considered as a paper sign of a map. In other words, it tells the readers what to expect from the rest of the paper.

2) Arguments

In this part, the writers support the thesis statement by placing the arguments or opinions about the topic. They are more than two arguments are presented in the analytical exposition text.

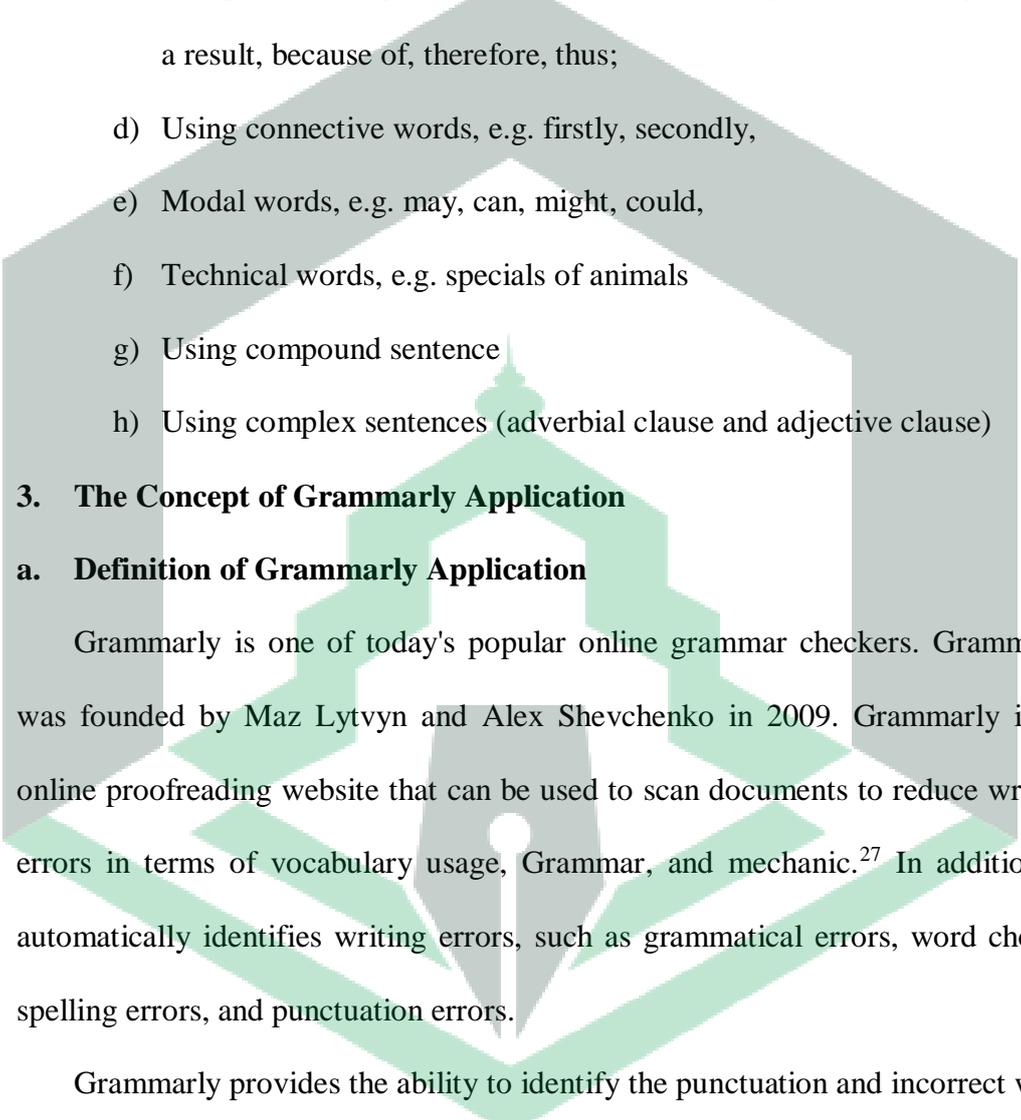
3) Reiteration

This is the last part of the analytical exposition text where the writers reinforce their thesis statement (main idea) in the first paragraph. This part usually contains the restatement of the main idea, which will be the whole text's conclusion.

4) Language Feature of Analytical Exposition Text

Language features are the characteristics of the text. We know that each genre of text has different language features. Indicated that the language features of analytical exposition text consist of several parts:²⁶

²⁶ Priyana, J., Riandi, & Mumpuni, A. P. (2008). *Interlanguage: English for Senior High Students XI Science and Social Study Programme*. Jakarta: Pusat Pembukuan, Departemen Pendidikan Nasional.

- 
- a) Using simple present tense
 - b) Using subordinate conjunction (connect or link arguments between two clauses), e.g. in addition, however, therefore;
 - c) Using casual conjunction (connect the causality or reason why, e.g. as a result, because of, therefore, thus;
 - d) Using connective words, e.g. firstly, secondly,
 - e) Modal words, e.g. may, can, might, could,
 - f) Technical words, e.g. specials of animals
 - g) Using compound sentence
 - h) Using complex sentences (adverbial clause and adjective clause)

3. The Concept of Grammarly Application

a. Definition of Grammarly Application

Grammarly is one of today's popular online grammar checkers. Grammarly was founded by Maz Lytvyn and Alex Shevchenko in 2009. Grammarly is an online proofreading website that can be used to scan documents to reduce writing errors in terms of vocabulary usage, Grammar, and mechanic.²⁷ In addition, it automatically identifies writing errors, such as grammatical errors, word choice, spelling errors, and punctuation errors.

Grammarly provides the ability to identify the punctuation and incorrect word and the ability to identify fragments present advice on the verb.²⁸ In addition, Grammarly offers lots of great content to help you to improve your writing skill.

²⁷ Gufon, M. A., & Rosyida, F. (2018). The Role of Grammarly in Assessing English as a Foreign Language (EFL) Writing, *Lingua Cultura*, 12(4), 395-396. doi: 10.21512/lc.v12i4.4582.

²⁸ Daniel, P., & Leslie, D. (2013). Grammar Software Ready for EFL Writers? *OnCUE Journal*, 9(4), 393.

Using the Grammarly application can enhance students' motivation, confidence, and engagement in learning. This tool will build students' independence, so they are not afraid of writing though they make errors. Therefore, the students should not be reluctant to write because they can recognize and correct their writing errors using this Grammarly application.²⁹ Then using the Grammarly application is an effective way of assisting students in reducing writing errors.³⁰ Using Grammarly also helps students to achieve their academic goals and improve their writing in essays. In summary, Grammarly is an automated internet software that offers many features to minimize students' mistakes in writing as well as presents the correction and explanations.

Using Grammarly can enhance students' motivation, confidence, and engagement in learning. This application will build students' independence that is not afraid of writing though they make any errors while writing. Therefore, the students should not be reluctant to write because they can recognize and correct their errors writing by using this Grammarly (Jayavalan & Razali, 2018).³¹ Then, the use of Grammarly is an effective way of assisting students in reducing errors in writing. Using Grammarly also help students to achieve their academic goals and improve their writing.

²⁹ Jayalan, K., & Razali, A. B. (2018). Effectiveness of Online Grammar Checker to Improve Secondary Students' English Narrative Essay Writing. *International Research Journal of Education and Sciences (IRJES)*, 2(1), 2.

³⁰ Qassemzadeh, A., & Soleimani, H. (2016). The Impact of Feedback Provision by Grammarly Software and Teachers on Learning Passive Structures by Iranian EFL Learners. *Theory and Practice in Language Studies*, 6(9). 1884-1894.

³¹ Jayavalan, K., & Razali, A. B. (2018). Effectiveness of online grammar checker to improve secondary students' English Narrative Essay Writing. *International Research Journal of Education and Sciences (IRJES)*, 2(1), 2.

b. Type of Grammarly Application

There are two versions of Grammarly that are commonly used to check for any errors in writing. They are:

1) Grammarly for Free Version

Grammarly's free version does not mean a poor or hugely-limited version. This offers the essential elements that need to be put down in writing, such as spelling, Grammar, and punctuation checkers. Additionally, this free version efficiently identifies minor writing errors like comma errors and improper articles. For this free version, Grammarly only offers 500 words for grammar checking. When the tool detects writing errors, it will automatically be highlighted in red, and the right correction will be given. You can set goals another useful feature of the free version for your writing, such as the level of emotion, domain, and audience, which will provide more comprehensive written feedback.

2) Grammarly Premium Version

Unlike Grammarly for the free version, which only provides essential writing elements, Grammarly's premium version can do more than the free version. The features of the premium version are more complete than the free version. The Premium or paid version of Grammarly offers at least nine features, including writing inconsistencies, unclear structure, word overuse, wordiness, inappropriate tone, intensive language, and plagiarism protection. Instead, if the free version offers a limit of 500 words for document correction, the premium version can correct all documents in doc format at once. In addition, short and lengthy explanations of each grammar error are provided with the proper correction.

c. Procedure to Install Grammarly Application

Here are some steps for how to download Grammarly's new application and use it on your document word:

Save and close anything you have open in Microsoft word since you'll need to restart it to add the application.

- 1) Go to Grammarly at <https://www.grammarly.com/edu/signin>.
- 2) Log in with your Walden email.
- 3) On the new screen that opens, choose "APPS" from the left-hand toolbar.
- 4) On the Grammarly application screen, scroll down to Grammarly for Microsoft office and choose "install."
- 5) Wait for the Add-into download at the bottom of your bottom window, then click to open it.
- 6) A pop-up window might open asking if you want to run the file. Click the "Run."
- 7) Wait a moment. Then a pop-up will open. Click "Get Started."
- 8) Make sure "Grammarly for the word" is checked. Click "Install."
- 9) Wait while the installation completes-you can watch the progress on the loading bar.
- 10) If Microsoft word is already open, a pop-up will appear that asks you to restart Microsoft Word.
- 11) If your Microsoft Office programs open, save your work and close all programs.

12) In the Grammarly pop-up window, click "Finish."

13) Open Microsoft Word. You should see a small green dot in the upper right of your home tab that reads, "Enable Grammarly" for more about using Grammarly, check out the Using Grammarly's Word App webpage.

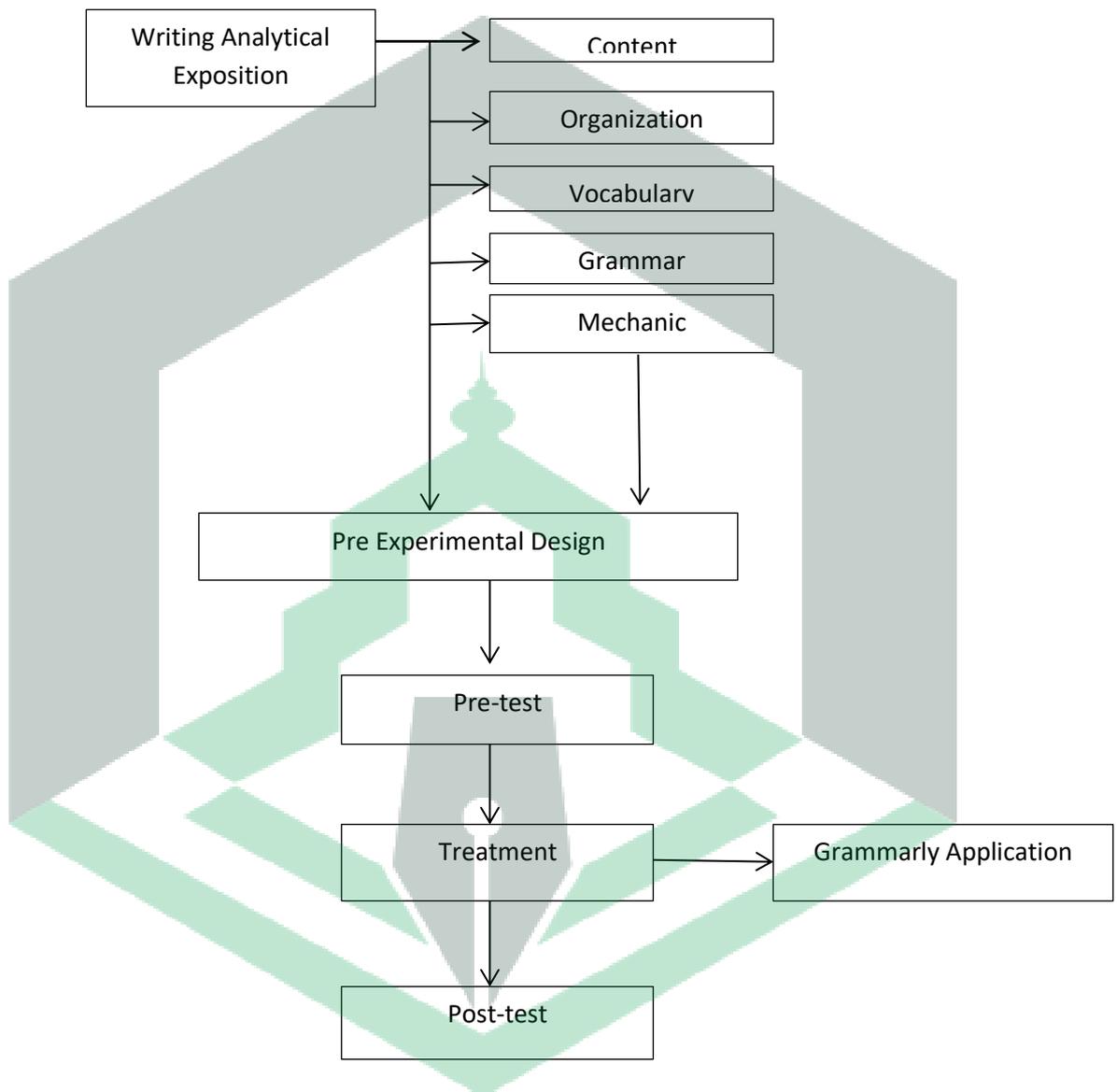
d. The Advantage of Grammarly Application in Writing

According Cynantia to the advantages of Grammarly application in writing are as followed:

1. It will always check your writing for over 400+ grammatical issues, so with it, you will be almost immune to making mistakes.
2. Grammarly suggests different vocabularies and adjectives bring diversity to content. So it helps you make your content more appealing to read.
3. Grammarly will encourage you to maintain conciseness and clarity, so you can easily ensure that your writing is always to the point.
4. Grammarly has a "goal setting" feature and it helps you to keep your writing in line with a genre-specific style.

C. Conceptual Framework

The conceptual framework of this Research that is served can be seen in the following figure:



D. Hypothesis

There are two research hypotheses proposed in this research:

H₀: The use of the Grammarly application is not effective to increase the students writing quality at SMAN 2 Luwu Timur.

H₁: The use of the Grammarly application is effective to increase the students writing quality at SMAN 2 Luwu Timur.



CHAPTER III
METHOD OF RESEARCH

A. Research Design

The pre-experimental design was used in this research method. Pre-test and post-test were employed in this study as part of a pre-experimental research design. As we all know, in a pre-experimental design only one group or class is included. The goal of the study was to improve the student's grammatical skills by utilizing the Grammarly application. Because there is no control variable, this study is characterized as a pre-experimental design.

Table 3.1 Research Design

Pre-Test	Treatment	Pre-Test
O ₁	X	O ₂

Notes:

O₁ = Pre-Test

X = Treatment (used Grammarly application)

O₂ = Post-Test

B. Location and Time Research

This research was conducted at SMAN 2 Luwu Timur at Pahlawan Street No.2, Bawalipu, Kec. Wotu, Kab. Luwu Timur, South Sulawesi It is conducted for 1 month from July-August 2022 in the academic year 2022/2023. Six meetings include a pre-test, treatment, and post-test.

C. Variable of the Research

1. Independent variable: The independent variable of this research is the Grammarly application.
2. Dependent variable: The dependent variable of the research is the students writing quality of analytical exposition text.

D. Population & Sample

1. Population

The population of this research is the eleventh-grade students of SMAN 1 Luwu Timur which consists of six classes, the total of students in class eleventh was 180 students.

2. Sample

This research would be conducted in class eleventh which consists of students are 20 students. In this research, the sample was taken by using a random sampling technique because the student's diversity in each class is homogeny.

E. Instrument of the Research

The instrument of this research was a writing test. Which are given in the pre-test and post-test.

- a) Pre-test; before using the Grammarly application students was given a pre-test to know the students' writing quality before treatment. In the pre-test, a teacher asked students to write an analytical exposition test about *why social media is important to use in everyday human life*.

- b) Post-test; after the Grammarly application has been applied, students are given a post-test. The researcher instructed students to write an analytical exposition text about *why Covid-19 is a danger to the human body*.

F. The Procedure of Data Collection

The procedures, for collecting data are as follow:

1. Pre-Test: The researcher would give the writing test to find an error in a sentence in the test. The test is about exposition text with the themes of *why social media is important to use in everyday human life*. The researchers were given twenty minutes to do the writing of analytical exposition text without using the Grammarly Application.
2. Treatment: This research would apply the Grammarly application in writing the quality of analytical exposition text. The researcher will do the treatment in four meetings.
 - a) First meeting
 1. The teacher says a greeting and would introduce herself.
 2. The teacher forms a group and then distributes the paper containing the writings that would be discussed at the first meeting.
 3. The teacher asks the students what lesson would be discussed at this first meeting through the paper clues that have been distributed.
 4. The teacher explains what an analytical exposition text is, and the component of analytical exposition text, and provides examples.
 5. The teacher asks again if anyone already knows and has downloaded the Grammarly application or not.

6. The teacher explains what is Grammarly application, how to download it, create an account, and how to use the Grammarly application.
 7. After the students understand about analytical exposition text and use the Grammarly application, the teacher asks the students to check the writing that has been shared on the paper without the help of the Grammarly application and uses the Grammarly application.
 8. After the students have checked, the teacher asks a representative from each group to read the writing they have corrected together.
 9. When everything is finished the teacher explains a little about the lessons that have been learned at this first meeting.
 10. After all, has been explained, the teacher ended the first meeting by saying greetings and thanks.
- b) Second meeting
1. The teacher said greeting and prayed together before class started.
 2. The teacher asked students about the lesson they have learned at the first meeting.
 3. The teacher asked students to sit with their group friends who have been divided.
 4. The teacher gives a topic for this meeting, the topic is *how the impact of online learning during the pandemic in Indonesia*.
 5. The teacher asked the students to compose writing based on the topic given.

6. After all, the students have finished working on it, the teacher asked students to use the Grammarly application whether the result they correct is correct or if there are still errors.
7. The teacher asked them to compare the writing errors written with the results of their thought and use the Grammarly application, whether there was still something to be repaired or corrected.
8. After all, was finished, the teacher reflects on the learning that has been done.
9. The teacher closed the meeting by saying greetings and thanks.

c) Third meeting

1. The teacher said greeting and prayed together before class started.
2. The teacher asked students not to sit with their group friends because, at the third and fourth meetings, they would do it individually.
3. The teacher gives an interesting topic; *what are the advantages of the Tiktok application for its users?*
4. The teacher gives them 15 minutes to write down the based on the topic given.
5. After the students finished doing their assignments, the teacher asked the students to exchange with their friends to be checked together. Then read them one by one while checking their writing using the Grammarly application whether the writing is correct or if there is still something to be corrected.

6. After all, have finished checking their writing, the teacher asked students to read out all their writing errors after using the Grammarly application. Then, the teacher show five students' writing after using the Grammarly Application and explains where the differences.
7. After all, is finished, the teacher reflects on the learning that has been done.
8. The teacher closed the meeting by saying greetings and thanks.

d) Fourth meeting

1. The teacher says greeting and praying together before class starts.
2. The teacher gives a different topic from the previous meeting, *what are the advantages and disadvantages of online games for health?*
3. The teacher gives them 15 minutes to write down based on the topic given.
4. After all, students have finished the teacher asked the representative group to write their writing on the blackboard to be checked together and as well as check their writing using the Grammarly application.
5. The teacher asks the students whether their writing is correct or if there is still something to correct. Then, the teacher show five students' writing after using the Grammarly Application and explains where the differences.
6. After all, is finished the teacher reflects on the learning that has been done.
7. The teacher closed by saying greetings and thanks.

3. Post-test, after giving treatment the researcher gives a post-test. The researcher gives a post-test that aims to identify students' writing skills. The items used for the post-test consisted of exposition text. In the post-test, the researcher instructed students to write an analytical exposition text about *why covid-19 is a danger to the human body*. Furthermore, the results of the pre-test and post-test are calculated to measure whether the effect of using a Grammarly application can improve students' writing quality.

G. The Technique of Data Analysis

The following is the technique of data analysis:

1. Scoring the Student's Writing

Scoring students' writing is evaluated using the rubric. J.B Heaton

Explains the evaluation criteria:³²

Table 3.2 Scoring the Student's Writing

Component of Writing	Score	Level	Indicator
Content	27-30	Excellent	The detail is clear, focused, and interesting, as well as complete and complex. Concentrated, the main idea stands out, and other ideas aren't dominated.
	23-26	Good	Even though the overall product isn't particularly engaging. It's clear and focused. Support is an attempt, although it might be minimal or apparent, insubstantial or broad.

³² J.B Heaton. *Writing English Text*. (New York: Longman.1998).p. 146

	12-22	Fair	Lack of logical sequencing and development concept is confused or fragmented and a lack of purpose.
	9-11	Poor	Not fluent, lack communication skills, and it's uninteresting.
	5-8	Bad	There is no organization, and there isn't enough to evaluate because it isn't meaningful.
Organization	18-20	Excellent	Ideas are expressed clearly and fluidly, and encourage logical sequencing; well-organized means that the presentation's order and structure are appealing. It takes the reader on a journey through a powerful beginning, well-placed detail, and a solid ending.
	14-17	Good	Despite the reader's ability to follow what is being stated, the overall arrangement may be ineffectual at times due to poor evidence and significant concepts that stand out logically but incomplete sequencing.
	10-13	Fair	There is a lack of logical sequencing and the growth is halting; the writing is fragmented, and the thoughts are overly comprehensive.
	7-9	Poor	Transitions are unstable, making the relationship between ideas hazy, incomplete, or perplexing.
	5-6	Bad	There is no organization, and there is insufficient information to evaluate.
Vocabulary	18-20	Excellent	Practical word choice and its use are specific and accurate.
	15-17	Good	There are adequate errors in word/idiom, choices, and language use that are communicated, although they rarely pique the reader's interest. The overall meaning is simple to understand.
	12-14	Fair	The author has difficulty in making sentences because they have limited words.

	9-11	Poor	Many errors in the words used, as well as the language, are unclear and abstract. Many repetitions of words, weak verbs, and some words dominate.
	5-8	Bad	There are many errors in the words used, colorless, wrong to be validated, and incorrect spelling.
Grammar	23-25	Excellent	Complex construction consists of errors, numbers, words/functions, sequences, pronouns, and prepositions.
	20-22	Good	Practical, straightforward, minor problems in sentence construction.
	16-19	Fair	A significant problem in simple construction often occurs in agreement, strain, word/function sequence, pronouns, prepositions, and fragments. Not communicating.
	9-15	Poor	It can't be understood or evaluated because of grammar errors.
	5-8	Bad	There is almost no mastery of sentence construction rules.
Mechanic	5	Excellent	It is not a problem of spelling, punctuation, capitalization, or paragraphing to demonstrate mastery of convention.
	4	Good	There were a few spelling, capitalization, and paragraphing errors that were not observed.
	3	Fair	There are a few problems with spelling, punctuation, capitalization, and paragraphing errors.
	2	Poor	There are numerous problems with spelling, Grammar, and capitalization.
	1	Bad	Unsecured writing.

2. Classifying the students' pre-test and post-test score

Students' pre-test and post-test classifying using the following scale:³³

Table 3.3 Classifying the students' pre-test and post-test scores

90-100	Excellent
80-89	Good
70-79	Fair
60-69	Poor
< 60	Bad

3. Calculating the students' mean score writing

The student's scores were calculated by using the score rating below:

$$P = \frac{F}{N} \times 100\%$$

Notes:

P: The percentage

F: Cumulative frequency of subjects

N: Was the total number of sample

4. Calculating the t-test

The researcher calculated the t-test by using SPSS. The basis for determining the independent T Test is based on the significance value (2-tailed) which measures whether there is an average difference in the subjects being tested.

³³ Brown, 2004, p.287

H. Validation and Reliability Instrument

The researcher used the observation sheet and interview to find out the students' scores and perceptions. Before measuring the score of the pre-test and post-test, the researchers validated the instrument on experts. The experts analyzed the statement and language on instruments. To measure the students' perception, the researcher used Scoring students' writing evaluated using the rubric. J.B. Students' pre-test and post-test classifying using the following Brown scale.



CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

This chapter deals with findings and discussions about the result of research obtained and explained based on the question that has been formulated. This research namely a pre-experiment design consists of students' scores in pre-test and post-test. The researcher used table distribution frequency of the student's score, method score of content, organization, vocabulary, grammar, and mechanics in pre-test and post-test of significance between pre-test and post-test.

1. Pre-test

Table 4.1. Students' scores in the Pre-test

Students	Content	Organization	Vocabulary	Grammar	Mechanic	Total(X_I)	Category
S1	22	13	16	21	4	76	Fair
S2	20	10	16	19	4	69	Poor
S3	19	9	14	19	2	63	Poor
S4	22	13	11	20	3	69	Poor
S5	25	16	16	21	4	82	Good
S6	20	10	14	18	3	65	Poor

S7	19	9	11	15	2	56	Bad
S8	11	10	16	14	2	53	Bad
S9	10	13	14	8	1	46	Bad
S10	19	8	8	14	2	51	Bad
S11	11	7	7	8	1	34	Bad
S12	25	16	16	21	4	82	Good
S13	8	13	14	18	2	55	Bad
S14	20	10	16	15	2	63	Poor
S15	21	7	14	15	4	61	Poor
S16	25	13	16	21	3	78	Fair
S17	20	10	16	18	2	66	Poor
S18	21	7	11	21	4	64	Poor
S19	8	13	7	15	2	45	Bad
S20	22	8	16	15	4	65	Poor
Total	368	215	269	336	55	X_I=1,243	
Mean Score	18,4	10,75	13,45	16,8	2,75	62,51	

Table 4.1 shows the score of each category; content, organization, vocabulary, grammar, and mechanics. From the result of the calculation above, the researcher concludes about the mean score of writing in the pre-test. The total score in content was 368 (with a mean score was 18,4). The organization was 215 (with a mean score was 10,75). Vocabulary was 269 (with a mean score was 13,45). Grammar was 336 (with a mean score was 16,8). Score in mechanic 55 (with a mean score was 2,75). The mean of

scores as a whole of the fifth component writing is 62,51 with the “poor” category. It can be concluded that the ability of students in writing analytical exposition text by using the Grammarly application is very low because in vocabulary there are many errors in the words used, colorless, wrong to be validated, and incorrect spelling. In addition almost the student’s difficulties in grammar and mechanics.

a. Content

Table 4.2. The frequency and percentage of content in the pre-test

Classification	Score	Pre-test	
		Frequency	Percentage (%)
Excellent	27-30	-	0%
Very Good	26-23	3	15%
Good	22-12	12	60%
Fair	11-9	3	15%
Poor	8-5	2	10%
Total		20	100%

Table 4.2 informs the criteria and percentage of the student’s content in the pre-test. It shows that none of the students (0%) got an “excellent” score, 3 students (15%) got a “good” score, 12 students (60%) got a “fair” score, 3 students (15%) got “poor” score and there were 2 students (10%) who got “very” poor score.

b. Organization

Table 4.3 The frequency and percentage of organization in the pre-test.

Classification	Score	Pre-test	
		Frequency	Percentage (%)
Excellent	18-20	-	0%
Very Good	14-17	2	10%
Good	10-13	11	55%
Fair	9-11	4	20%
Poor	5-8	3	15%
Total		20	100%

Table 4.3 the table above informs the criteria and percentage of the students' organization in the pre-test. It is displayed that none students (0%) got an "excellent" score, in addition 2 students (45%) get a "good" score, then 11 students (55%) got a "fair" score, 4 students (20%) got a "poor" score. Lastly, 3 students (15%) got a "very poor" score.

c. Vocabulary

Table 4.4 The frequency and percentage of the vocabulary in the pre-test

Classification	Score	Pre-test	
		Frequency	Percentage (%)
Excellent	18-20	-	0%
Very Good	15-17	9	45%
Good	12-14	5	25%
Fair	9-11	3	15%
Poor	8-5	3	15%
Total		20	100%

Table 4.5 shows the criteria and percentage of the student's vocabulary in the pre-test. In addition that none of the students (0%) got an "excellent" score. 9 students (45%) got a "good" score, 5 students (25%) got a "fair" score, 3 students (15%) got a "poor" score and 3 students (15%) got a "very poor" score.

d. Grammar

Table 4.5 The frequency and percentage of grammar in the pre-test

Classification	Score	Pre-test	
		Frequency	Percentage (%)
Excellent	23-25	-	0%
Very Good	20-22	9	45%
Good	16-19	5	25%
Fair	9-15	3	15%
Poor	5-8	3	15%
Total		20	100%

Table 4.5 informs the criteria and percentage of the student's grammar in the pre-test. It is displayed that none of the students (0%) got an “excellent” score. In addition, 6 students (30%) got “good” scores, 5 students (25%) got a “fair” score, 7 students (35%) got “poor” scores, and 2 students (10%) got “very” poor scores.

e. Mechanic

Table 4.6 The frequency and percentage of the mechanics in the pre-test

Classification	Score	Pre-test	
		Frequency	Percentage (%)
Excellent	5	-	0%
Very Good	4	7	35%
Good	3	3	15%
Fair	2	8	40%
Poor	1	2	10%
Total		20	100%

Table 4.6 the table above shows the criteria and percentage of the student's mechanics in the pre-test. It addition none of the students (0%) got “excellent”. 7 students (35%) who got “good” score, 3 students (15%) got “fair” score, 8 students (40%) got “poor” score, 2 students (10%) “very poor” score.

Table 4.7 The frequency and percentage of students in writing pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	90-100	-	0%
2	Good	80-89	2	10%
3	Fair	70-79	2	10%
4	Poor	60-69	9	45%
5	Very poor	<60	7	35%
	Total		20	100%

Based on table 4.7 indicated the criteria and percentage of the students' pre-test. It showed that none of the students (0%) got an “excellent” score. 2 students (10%) got a “good” score, 2 students (10%) got a “fair” score, 9 students (45%) got “poor” score and 7 students (35%) got “very poor” score. It means showed all percentages that the students got in the pre-test, about 45% of students classified as “poor”. The students got difficulty writing analytical exposition text by using the Grammarly Application because they can’t express an argument, opinions, or point of view on a topic, or issue.

2. Post-test

Table 4.8. Students' scores in the Post-test

Students	Content	Organization	Vocabulary	Grammar	Mechanic	Total(X₂)	Category
S1	24	16	16	20	4	80	Good
S2	20	13	17	19	4	73	Fair
S3	11	16	17	19	4	67	Poor
S4	11	16	14	19	3	63	Poor
S5	26	16	11	22	4	74	Fair
S6	21	17	14	15	4	71	Fair
S7	11	16	16	19	3	65	Poor
S8	26	16	14	22	4	82	Good
S9	24	17	17	20	1	79	Fair
S10	21	17	17	19	4	78	Fair
S11	20	13	14	19	3	59	Bad
S12	25	17	16	22	4	84	Good
S13	20	13	11	21	4	69	Poor
S14	25	17	14	21	4	81	Good
S15	20	9	14	19	3	65	Poor
S16	26	17	17	20	4	84	Good
S17	21	17	14	19	4	75	Fair
S18	26	16	17	20	4	83	Good

S19	21	9	16	19	3	68	Poor
S20	11	16	17	19	3	66	Poor
Total	410	304	303	393	71	X₁=1,40	
Total Mean Score	20,5	15,2	15,15	19,65	3,55	73,3	

Table 4.8 shows the score of each category; content, organization, vocabulary, grammar, and mechanics. From the result of the calculation above, the researcher concludes about the total mean score of writing in the post-test. Where the total score in content was 410 (with a total mean score was 20,5), the organization was 304 (with a total mean score was 15,2), vocabulary was 303 (with a total mean score of 15,15), grammar was 393 (with the total mean score was 19,65), the mechanic was 71 (with the total mean score was 3,35) and an average number of scores post-test as a whole of the fifth components in writing is 73,3 with “fair” category. It means the mean score in the post-test was bigger than the pre-test. By this table and mean, the data gave analysis that the students writing quality had effective.

a. Content

Table 4.9 The frequency and percentage of content in the post-test

Classification	Score	Post-test	
		Frequency	Percentage (%)
Excellent	27-30	-	0%
Very Good	23-26	8	40%
Good	12-22	8	40%
Fair	11-9	4	20%
Poor	5-8	-	0%
Total		20	100%

Table 4.9 informs the criteria and percentage of the student's content in the post-test. It is displayed that none of the students (0%) got “excellent” and “very poor” scores. In addition, 8 students (40%) got “good” scores. Next, 8 students (40%) got “fair” scores. Lastly, 4 students (20%) got “poor” scores.

b. Organization

Table 4.10 The frequency and percentage of organization in post-test

Classification	Score	Post-test	
		Frequency	Percentage (%)
Excellent	18-20	-	0%
Very Good	14-17	15	75%
Good	10-13	3	15%
Fair	9-11	2	10%
Poor	5-8	-	0%
Total		20	100%

Table 4.10 shows the criteria and percentage of the student organization in the post-test. It showed none of the students (0%) got “excellent” or “very poor” scores. 15 students (75%) got “good” scores, 3 students (15%) got “fair” scores and 2 students (10%) got “poor” scores.

c. Vocabulary

Table 4.11 The frequency and percentage of vocabulary in the post-test

Classification	Score	Post-test	
		Frequency	Percentage (%)
Excellent	18-20	-	0%
Very Good	15-17	11	55%
Good	12-14	7	35%
Fair	9-11	2	10%
Poor	5-8	-	0%
Total		20	100%

Table 4.11 informs the criteria and percentage of the student's vocabulary in the post-test. It is displayed that none of the students (0%) got “excellent” or “very poor” scores. Then, 11 students (55%) got a “good” score. Next, 7 students (35%) got a “fair” score. Lastly, 2 students (10%) got a “poor” score.

d. Grammar

Table 4.12 The frequency and percentage of grammar in the post-test

Classification	Score	Post-test	
		Frequency	Percentage (%)
Excellent	23-25	-	0%
Very Good	20-22	9	45%
Good	16-19	10	50%
Fair	9-15	1	5%
Poor	5-8	-	0%
Total		20	100%

Table 4.12 the table above shows the criteria and percentage of the student's grammar in the post-test. It is displayed that none of the students (0%) got “excellent” or “very poor” scores. 9 students (45%) got “good” scores, 10 students (50%) got “fair” scores, and 1 student (5%) got “poor” scores.

e. Mechanic

Table 4.13 The frequency and percentage of mechanics in the post-test.

Classification	Score	Post-test	
		Frequency	Percentage (%)
Excellent	5	-	0%
Very Good	4	13	65%
Good	3	6	30%
Fair	2	1	5%
Poor	1	-	0%
Total		20	100%

Table 4.13 informs the criteria and percentage of the student's mechanics in the post-test. It is displayed that none of the students (0%) got “excellent” and “very poor” scores. In addition, 13 students (65%) get “good” scores. Then, 6 students (30%) get “fair” scores. Lastly, 1 student (5%) gets a “poor” score.

Table 4.14 The frequency and percentage of students in writing post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	90-100	-	0%
2	Good	80-89	6	30%
3	Fair	70-79	6	30%
4	Poor	60-69	7	35%
5	Very poor	<60	1	5%
Total			20	100%

Based on table 4.14 shows the criteria and percentage of the student's post-test. It showed none of the students (0%) got an “excellent”, 6 students (30%) got a “good” score, 6 students (30%) got a “fair” score, 7 students (35%) got “poor” score and 1 student (5%) got “very score”. It means, using Grammarly

Application on students writing quality of analytical exposition text. Where it can be seen that the student's writing abilities changed significantly. Because of the percentage of students that developed in post-test can be concluded that the use of the Grammarly Application is effective in teaching writing quality.

Table 4.15 the mean score in the pre-test and post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pre-test	20	34.00	82.00	62.1500	12.57933
post-test	20	59.00	84.00	73.3000	7.79406
Valid N (listwise)	20				

Based on table 4.15, shows the mean score of the student's pre-test was 62,1 and post-test 73,3. The result of the table above showed that the mean score of students in the post-test was higher than the mean score of students in the pre-test. It concluded that using the Grammarly Application is effective to improve the students writing quality of analytical exposition text.

Table 4.16. the standard deviation and standard error in pre-test and post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre-test	62.1500	20	12.57933	2.81282
	post-test	73.3000	20	7.79406	1.74280

Table 4.16, indicates that the standard deviation in the pre-test was 12.57933 and the post-test was 7.79406. It also showed that the standard error mean of students in the pre-test was 2.81282 and the standard error mean of students in the post-test was 1.74280.

Table 4.16 also showed that the mean score on the pre-test was 62,1 and the mean score on the post-test was 73,3. It can be concluded that the student's scores improved from 62,1 to 73,3.

Table 4.17. The paired samples correlations of pre-test and post-test

Paired Samples Correlations			
	N	Correlation	Sig.
Pair 1 pre-test & post-test	20	0,315	0,091

Table 4.17 showed the correlation between students' competency before and after treatment was 0,315. it means that there was a significant correlation between students' competency in writing analytical exposition text by using the Grammarly application before and after treatment.

Table 4.18. The paired samples test of pre-test and post-test

/Paired Samples Test									
		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	pre-test - post-test	11.15000	11.72166	2.62104	16.63591	5.66409	4.254	19	.000

Based on table 4.18, of the paired samples test of pre-test and post-test, the researcher got the data t_0 (t_{count}) = 4,254 and df (degree of freedom) = 19. Based on the table distribution of t_t (t_{table}) = 2,045, it was the standard of significant 0,05 with degree of freedom (df) = 19. Based on the result, the result concluded that t_0 was higher than t_t (t_{table}), $t_0 \geq t_t$ $4,254 \geq 2,045$.

Related to the result that ($t_0 \geq t_t$) the t_{count} was higher than then t_{table} , it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_0) was accepted. It

concluded that there was a significant difference in writing analytical exposition text by using the Grammarly application before and after treatment. Because of that, the researcher believed that the Grammarly application was effective to improve students' writing skills in analytical exposition text in the eleventh-grade students of SMAN 2 Luwu Timur.

B. Discussion

Based on the result of the data analysis, the researcher found that improving students writing skills by using the Grammarly application in the eleventh grade of SMAN 2 Luwu Timur. The result data analysis shows that the mean score of the student's post-test was 73.30 higher than the pre-test was 62,15. It means that using the Grammarly application in teaching writing can improve the student's achievement.

Based on the data collected, using the Grammarly application in teaching writing can improve the students writing skills in five components focused: content, organization, grammar, vocabulary, and mechanics. Of the five components of writing, only organization, grammar, and vocabulary were greatly improved in students writing in the post-test when using the Grammarly application. It was proved by students' scores on each component focused. It made students bored and difficult to study. So, the researcher should combine the material to use the Grammarly application. The advantages felt by students when using the Grammarly application are always checking writing for grammatical issues and suggesting different vocabularies and adjectives.

In the pre-test, there were some weaknesses of the students in this process such as in mechanics. Most of the students have a low score, it was proven by looking there in the

score pre-test in the five components of this test, the students had many mistakes in grammatical in expressing their ideas. They were still lack of vocabulary. Some of them were confused about exploring their own opinion, and there were a few spelling, punctuation, capitalization, and paragraphing errors that were not observed.

Furthermore, in the post-test, the student's weaknesses decreased. In this final test, the students tried to present their argument based on the analytical exposition text that have been given. It could be seen by looking at their score in the post-test in five components of this test. However, based on students writing, the researcher concludes that no student gets an “excellent” score in the five components. Almost all of the students have improved their scores for each component.

Pardiyono, states that writing is one way to express our ideas, opinion, and feelings. When we are difficult or shy to say our ideas, opinions, or feelings to other people, we can do it by writing. In writing, we can express our minds freely, but writing is not easy work because we have to pay attention to grammar, content, organization vocabulary, and mechanic. In addition, writing English is a skill that is so compulsory. So we have to study how to write something. Sometimes, we cannot express our idea orally but we can do them freely through writing.³⁴

The results of interviews conducted by researchers with students showed that the use of using Grammarly application was very important during the learning process in class. This research Sri Rahmi (2021) found this research of improving students writing skills using the Grammarly application. By using the Grammarly application students are

³⁴ Pardiyono, writing component in Education, 2012.P218

guided to find out students' error and how to fix it and improve their writing skills using the Grammarly application, especially in 11th grade in senior high school.³⁵ Meanwhile, the weakness of Grammarly are the future can't detect what tenses does the students use at the same time or in paragraph and the student need to pay if they want to get the complete features of Grammarly premium.

The researcher believed that the Grammarly application improved students' motivation in learning English. Azah and Dewi Nuro' (2019) found that they need a grammar checker as a tool to identify language errors in their writing. Grammarly is a good checker to help students to identify language errors in their writing. It can easily fix spelling mistakes, grammar mistakes, and other punctuation mistakes like an apostrophe, commas, etc³⁶. N. A. Zinkevich (2021) explained it can help learners identify reoccurring writing problems, eliminate them, and monitor their progress, the Grammarly application could be particularly useful for advanced students.³⁷ The researcher concluded that the Grammarly application gave positive contributions to English teachers' and students' ability to write.

Based on the explanation above, the researcher concluded that the use of the Grammarly application is effective to improve students' writing quality in analytical exposition text. This is one of the applications that make students enjoy their lessons. The students are never bored and difficult even though they study English, the students feel easy in language learning

³⁵ Sri Rahmi. (2021). Improving students writing skills using grammarly application.

³⁶ Azah and Dewi Nuro, (2019). Grammar checker as a tool to identify language error in writing.

³⁷ N. A. Zinkevich, (2021). Grammarly' as one of the online grammar checkers as the impact of technology development.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings, the researcher concluded that the Grammarly application is effective to improve students' writing quality in analytical exposition text in the eleventh grade of SMAN 2 Luwu Timur.

B. Suggestions

After conducting this research and considering its result, the researcher suggests as follows:

1. For English Lectures

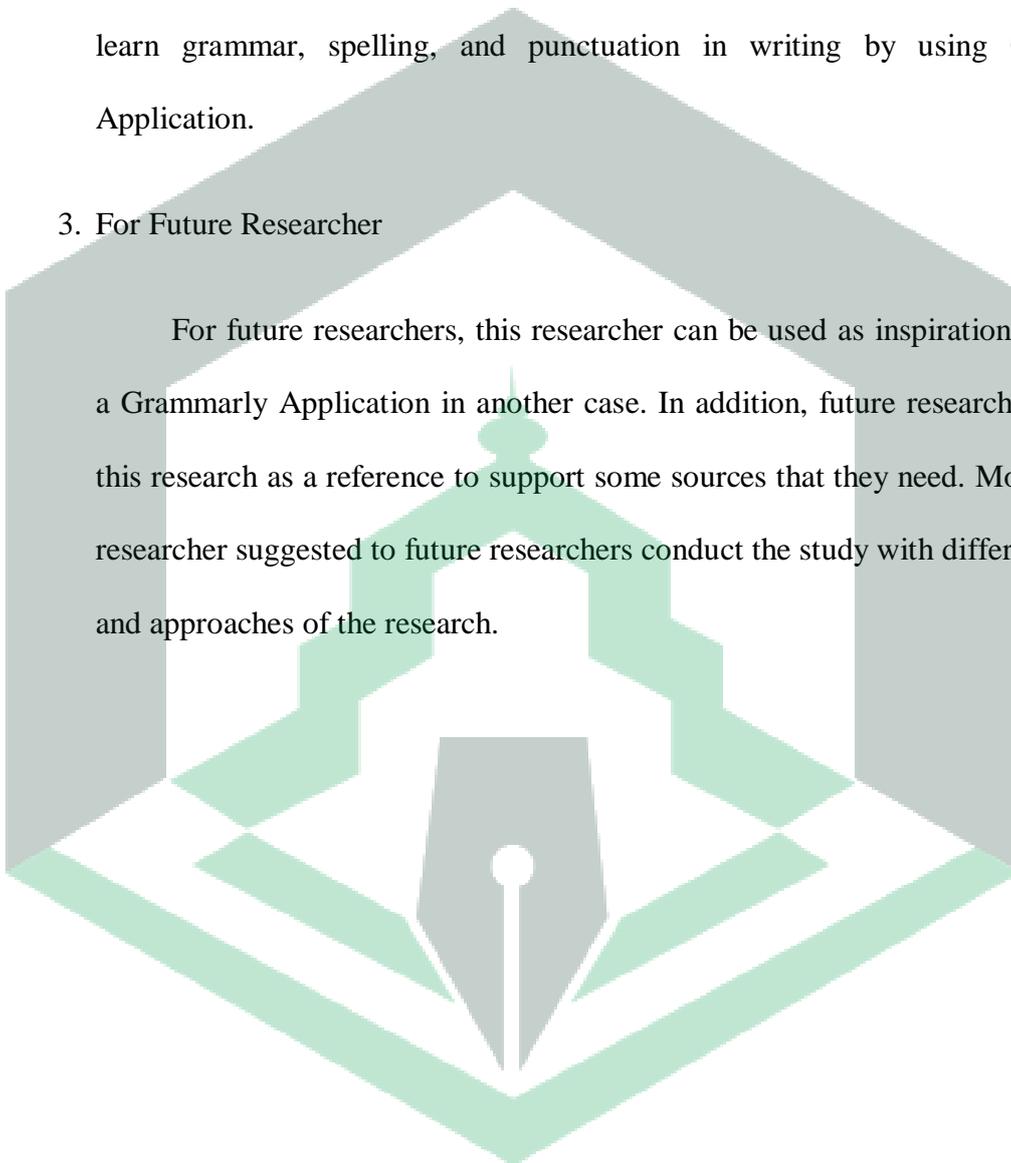
The result of the research could be used as a contribution to the English lecturer to solve the student's problems in writing, like grammatical errors, wrong spelling, wrong punctuation, etc. the English lecture can use Grammar Applications in teaching English, especially in teaching writing to help the students fix the grammatical and writing mechanics in their writing easily. Grammarly Application offers a great way for writers to correct their writing and it also shows the way to correct it.

2. For The Students

The researcher hopes that this study is expected to help the students to identify the error in the language in their writing and can motivate the students to learn grammar, spelling, and punctuation in writing by using Grammarly Application.

3. For Future Researcher

For future researchers, this researcher can be used as inspiration to develop a Grammarly Application in another case. In addition, future researchers can use this research as a reference to support some sources that they need. Moreover, the researcher suggested to future researchers conduct the study with different designs and approaches of the research.

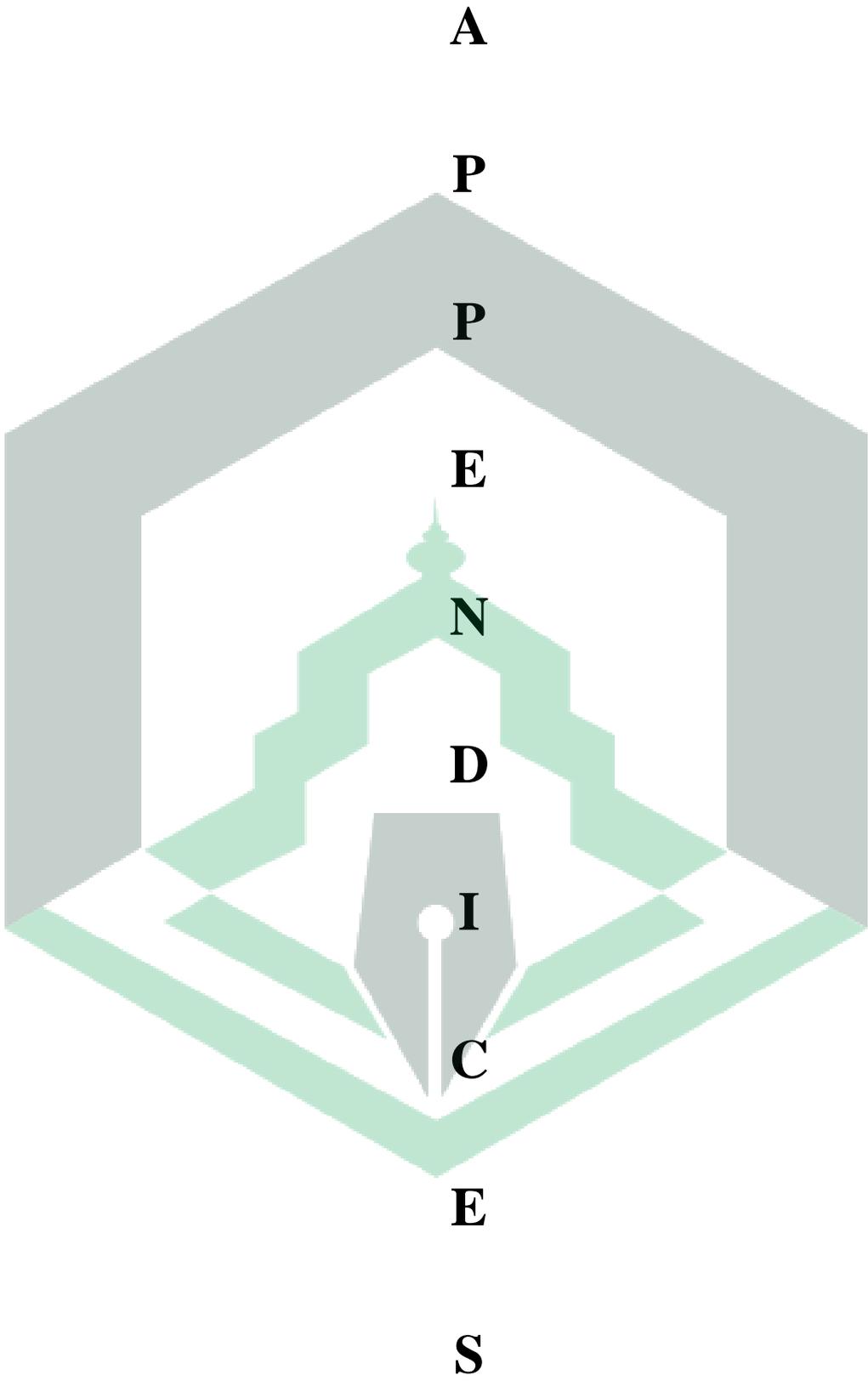


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PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://simap-new.sulselprov.go.id> Email : ptsp@sulselprov.go.id
Makassar 90231

Nomor : **7342/S.01/PTSP/2022** Kepada Yth.
Lampiran : - Kepala Dinas Pendidikan Prov. Sulsel
Perihal : **Izin penelitian**

di-
Tempat

Berdasarkan surat Dekan Fak. Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo Nomor : 1627/In.19/FTIK/HM.01/08/2022 tanggal 09 Agustus 2022 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **PUTRI RAHMADANI**
Nomor Pokok : **18 0202 0012**
Program Studi : **Pendidikan Bahasa Inggris**
Pekerjaan/Lembaga : **Mahasiswa (S1)**
Alamat : **Jl. Agatis Balandai Palopo**

PROVINSI SULAWESI SELATAN

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka menyusun SKRIPSI, dengan judul :

" THE EFFECTIVENESS OF USING GRAMMARLY APPLICATION ON STUDENTS WRITING QUALITY OF ANALYTICAL EXPOSITION TEXT AT THE 11th GRADE OF SMAN 2 LUWU TIMUR "

Yang akan dilaksanakan dari : Tgl. **10 Agustus s/d 10 September 2022**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada Tanggal 11 Agustus 2022

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU
SATU PINTU PROVINSI SULAWESI SELATAN



Ir. H. SULKAF S LATIEF, M.M.
Pangkat : **PEMBINA UTAMA MADYA**
Nip : **19630424 198903 1 010**

Tembusan Yth
1. Dekan Fak. Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Palopo;
2. *Perlinggal.*



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMA NEGERI 2 LUWU TIMUR**

Alamat : Jl. Pahlawan No. 2 Desa Bawalipu, Kec. Wotu Kab. Luwu Timur

SURAT KETERANGAN PENELITIAN

Nomor : 420/142-UPT SMAN2/LT/DISDIK/IX/2022

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Luwu Timur, Kabupaten Luwu Timur, Provinsi Sulawesi Selatan :

Nama : ADAM, S.Pd., M.Pd
NIP : 19700202 199301 1 003
Pangkat/ Gol Ruang : Pembina Tk. 1/IVb
Unit Kerja : SMA Negeri 2 Luwu Timur

Dengan menyatakan bahwa Mahasiswa tersebut namanya dibawah ini :

Nama : Putri Rahmadani
NIM : 18 0202 0012
Pekerjaan : Mahasiswa
Prodi : Pendidikan Bahasa Inggris

Benar telah melaksanakan Penelitian di SMA Negeri 2 Luwu Timur dalam rangka pelaksanaan Penyusunan Skripsi dengan Judul: **"The Effectiveness of Using Grammarly Application on Students Writing Quality Of Analytical Expositision Text At The 11 Th Grade SMAN 2 Luwu Timur "** pada Tanggal 11 Agustus s/d 8 September 2022.

Demikian Surat Keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Wotu, 8 September 2022
Kepala SMA Neg.2 Luwu Timur

A D A M, S.Pd., M.Pd
Pangkat: Pembina Tk. I
NIP. 19700202 199301 1 003

LESSON PLAN

School : SMAN 2 Luwu Timur

Subject : English

Class/Semester : 11/1

Subject Matter : Introducing Material

Time Allocation : 45 Minutes

Meeting : 1st (Treatment 1)

A. Learning Objectives

- The teacher shares the paper with text with each group.
- The teacher explains what is Analytical exposition test and Grammarly application.
- The teacher gives a test on the paper with the theme *why is breakfast important?*

B. Learning Activities

Step	Teacher activities	Students activities	Times
Opening	<ol style="list-style-type: none"> 1. The teacher says greeting 2. The teacher checks the attendance list of students 3. The teacher conveys the material coverage and activity 	<ol style="list-style-type: none"> 1. Students answer the teacher's greeting 2. Students listen to the name 3. Students listen to the teacher explain the material 	5 Minutes
Main	<ol style="list-style-type: none"> 1. The teacher forms four groups of students 2. The teacher shares the 	<ol style="list-style-type: none"> 1. Students form groups 2. Students read the text with their respective 	30

Teaching	<p>paper with text with each group and gives them 10 minutes to read it.</p> <p>3. After all, the groups finished reading, the teacher asked the lesson about what would be learned in this first meeting.</p> <p>4. The teacher asks students what is analytical exposition text, what are the components of the text. What is the Grammarly application, advantages, and disadvantages, how do download, and create an account, and how to use the Grammarly application?</p>	<p>group from the paper that has been shared.</p> <p>3. Students answer the teacher's question.</p> <p>4. Students answer the teacher's question.</p>	minutes
Closing	<p>1. The teacher reflects on the learning that has been done</p> <p>2. The teacher gives a learning conclusion</p> <p>3. The teacher says greeting and thanks</p>	<p>1. Students reflect on the learning that has been done</p> <p>2. Students listen to the teacher explain the learning conclusion</p> <p>3. Students answer the teacher's greeting</p>	5 Minutes

C. Learning Tools and Resources

- a) English book
- b) Marker
- c) Whiteboard
- d) Laptop

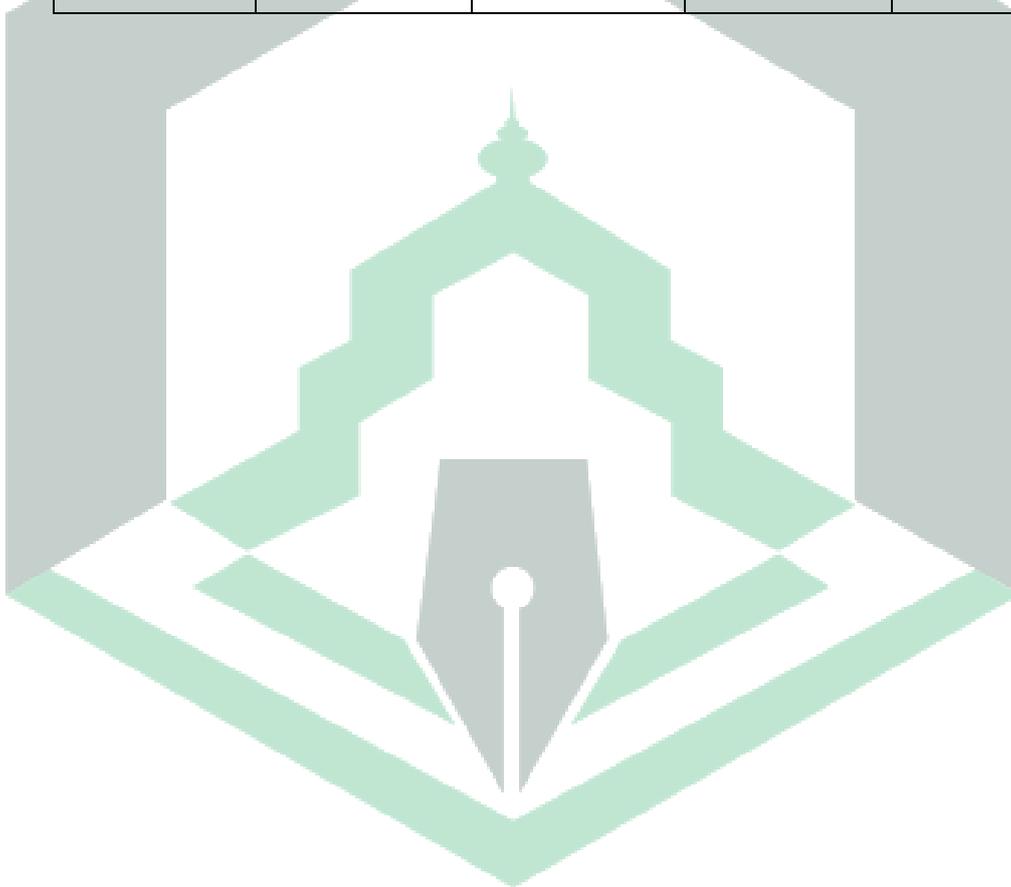
D. Learning Material

"Why is breakfast important?"

The teacher asks students to check the writing and then asks where the error is and how is the correct writing.

E. Assessment and Evaluation

Content	Organization	Vocabulary	Grammar	Mechanic



LESSON PLAN

School : SMAN 2 Luwu Timur

Subject : English

Class/Semester : 11/1

Subject Matter : Analytical Exposition Text of Online Learning

Time Allocation : 45 Minutes

Meeting : 2nd (Treatment 2)

A. Learning Objectives

- The teacher asked the students if they already know what analytical exposition text is and how to use the Grammarly application.
- The teacher asked the students *how the impact of online learning during the pandemic in Indonesia is beneficial or detrimental.*

B. Learning Activities

Step	Teacher activities	Students activities	Times
Opening	<ol style="list-style-type: none"> 1. The teacher says greeting 2. The teacher checks the attendance list of students 3. The teacher conveys the material coverage and activity 	<ol style="list-style-type: none"> 1. Students answer the teacher's greeting 2. Students listen to the name 3. Students listen to the teacher explain the material 	5 minutes
Main Teaching	<ol style="list-style-type: none"> 1. The teacher asks students to sit with their group friends who have been divided. 2. The teacher gives an analytical exposition text on the topic is 	<ol style="list-style-type: none"> 1. Students do what the teacher tells them to do. 2. Students do the assignments given by the teacher. 3. Students do their assignments for 15 	30 minutes

	<p><i>how the impact of online learning during the pandemic in Indonesia.</i></p> <ol style="list-style-type: none"> The teacher gives them 15 minutes to write using their mind After all, groups are done writing, the teacher asks students to check whether the writing is correct or there is still missing by using the Grammarly application The teacher asks students to take turns reading the results of their writing which have been corrected by the Grammarly application. 	<p>minutes</p> <ol style="list-style-type: none"> Students check their writing errors using the Grammarly application Students read their writings after using the Grammarly application. 	
Closing	<ol style="list-style-type: none"> The teacher reflects on the learning that has been done The teacher gives a learning conclusion The teacher says greeting and thanks 	<ol style="list-style-type: none"> Students reflect on the learning that has been done Students listen to the teacher explain the learning conclusion Students answer the teacher's greeting 	10 minutes

C. Learning tools and Resources

- Whiteboard
- Market
- Laptop
- English books

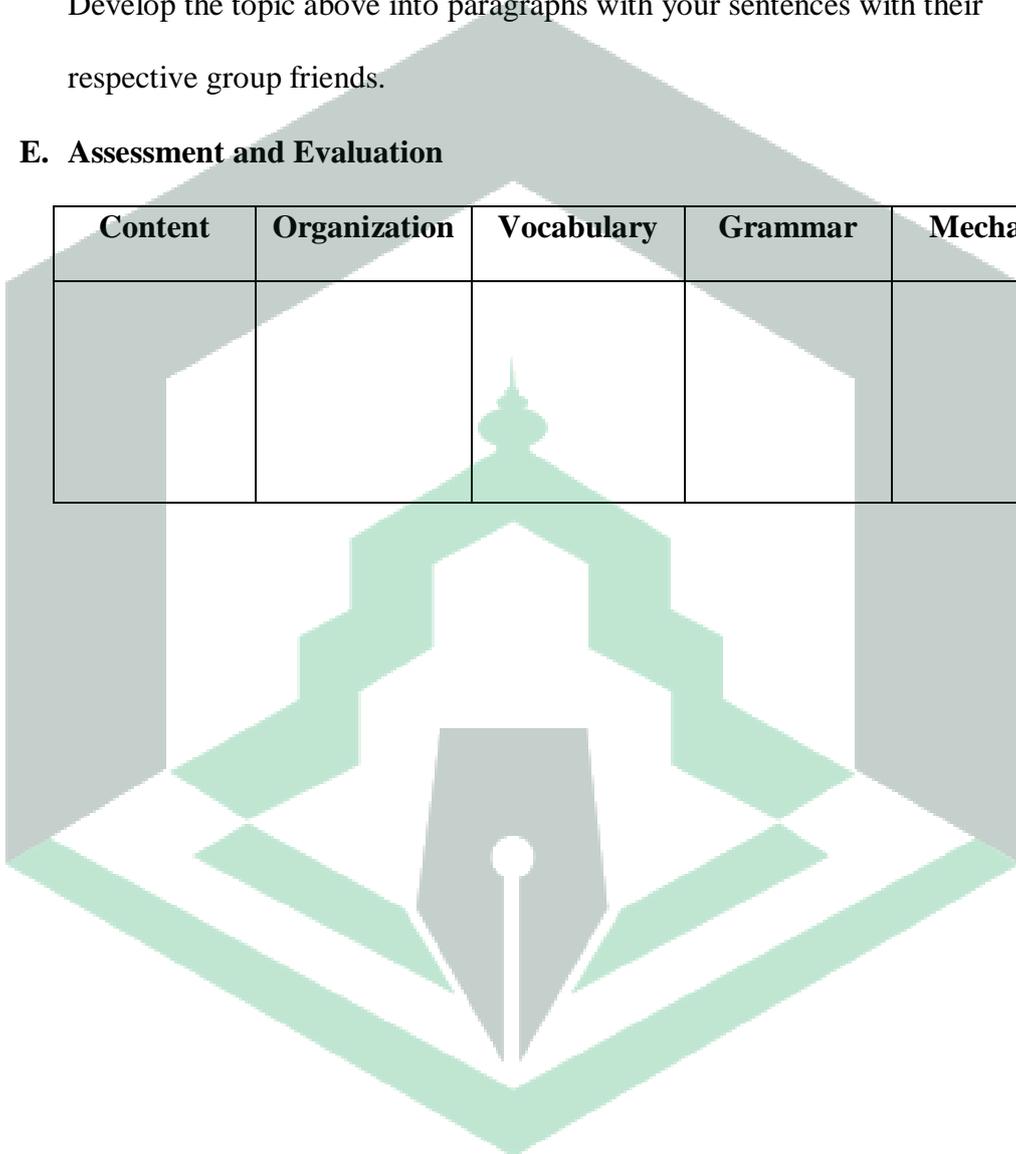
D. Learning Material

"How the impact of online learning during the pandemic in Indonesia is it beneficial or detrimental?"

Develop the topic above into paragraphs with your sentences with their respective group friends.

E. Assessment and Evaluation

Content	Organization	Vocabulary	Grammar	Mechanic



LESSON PLAN

School : SMAN 2 Luwu Timur

Subject : English

Class/semester : 11/1

Subject Matter : Analytical Exposition Test of Tiktok Application

Time Allocation : 45 Minutes

Meeting : 3rd (Treatment 3)

A. Learning Objectives

The topic is what are the advantages and disadvantages of the Tiktok Application for its users.

B. Learning Activities

Step	Teacher activities	Students activities	Times
Opening	<ol style="list-style-type: none">1. The teacher does the opening by greeting and praying2. The teacher checks the attendance list of students3. The teacher coverage and activity description	<ol style="list-style-type: none">1. Students answer the teacher's greeting2. Students listen to the name3. Students listen to the teacher explain the material	5 Minutes
Main Teaching	<ol style="list-style-type: none">1. The teacher asks students not to sit with their group friends because at the third meeting and fourth meetings, they will be done individually.	<ol style="list-style-type: none">1. Students do what the teacher says.2. Students do what the teacher tells them to do.3. Students do analytical exposition text for 15 minutes	30 Minutes

	<ol style="list-style-type: none"> 2. The teacher gives an analytical exposition text the topic is what are the advantages and disadvantages of Tiktok application for its users? 3. The teacher gives them 15 minutes to write using their mind 4. After all the students are done writing, the teacher asks students to check whether the writing is correct or if there is still missing by using the Grammarly application 5. The teacher asks students to take turns reading the results of their writing which have been corrected by the Grammarly application. 	<ol style="list-style-type: none"> 4. Students check their writing errors using the Grammarly application 5. Students read their writings after using the Grammarly application. 	
Closing	<ol style="list-style-type: none"> 1. The teacher reflects on the learning that has been done 2. The teacher gives a learning conclusion 3. The teacher says greeting and thanks 	<ol style="list-style-type: none"> 1. Students reflect on the learning that has been done 2. Students listen to the teacher explain the learning conclusion 3. Students answer the teacher's greeting 	10 Minutes

C. Learning Tools and Resources

- a) English book
- b) Laptop
- c) Marker
- d) Whiteboard

D. Learning Material

"What are the advantages and disadvantages of the Tiktok application for its users?"

Develop the topic above into paragraphs with your sentences.

E. Assessment and Evaluation

Content	Organization	Vocabulary	Grammar	Mechanic

LESSON PLAN

School : SMAN 2 Luwu Timur

Subject : English

Class/semester : 11.2

Subject Matter : Analytical Exposition text of Online Games

Time Allocation : 45 Minutes

Meeting : 4th (Treatment 4)

A. Learning Objective

Students make an analytical exposition text on the topic *how is the impact of online games on health.*

B. Learning Activities

Step	Teacher activities	Students activities	Times
Opening	<ol style="list-style-type: none">1. The teacher does the opening by greeting and praying2. The teacher checks the attendance list of students3. The teacher coverage and activity description	<ol style="list-style-type: none">1. Students answer the teacher's greeting2. Students listen to the name3. Students listen to the teacher explain the material	5 Minutes
Main Teaching	<ol style="list-style-type: none">1. The teacher gives an analytical exposition text on the topic how is the impact of	<ol style="list-style-type: none">1. Students do what the teacher tells them to do.2. Students do analytical exposition text for 15 minutes	30 Minutes

	<p>online games on health</p> <ol style="list-style-type: none"> The teacher gives them 15 minutes to write using their mind After all, students are done writing, the teacher asks students to check whether the writing is correct or there is still missing by using the Grammarly application The teacher asks students to take turns reading the results of their writing which have been corrected by the Grammarly application. 	<ol style="list-style-type: none"> Students check their writing errors using the Grammarly application Students read their writings after using the Grammarly application. 	
Closing	<ol style="list-style-type: none"> The teacher reflects on the learning that has been done The teacher gives a learning conclusion The teacher says greeting and thanks 	<ol style="list-style-type: none"> Students reflect on the learning that has been done Students listen to the teacher explain the learning conclusion Students answer the teacher's greeting 	10 Minutes

C. Learning Tools and Resources

- a) English book
- b) Marker
- c) Whiteboard
- d) Laptop

D. Learning Material

"How is the impact of online games on health?"

Develop the topic above into paragraphs with your sentences.

E. Assessment and Evaluation

Content	Organization	Vocabulary	Grammar	Mechanic

PRE-TEST

The researcher will give the writing test (analytical exposition text) with the themes of why social media is important to use in everyday human life.



POST-TEST

After giving a pre-test and treatment the researcher gives a post-test. In the post-test, the researcher instructed students to write an analytical exposition text about why covid-19 is a real danger to the human body.



**SURAT PERNYATAAN VALIDASI
LEMBAR OBSERVASI**

Saya yang bertanda tangan dibawah ini:

Nama : Dr. Masruddin, S.S., M.Hum
NIP : 19800 613200 5011 005
Pendidikan akhir : Dosen

Menyatakan bahwa instrumen penelitian TA atas nama Mahasiswa :

Nama : Putri Rahmadani
NIM : 18 0202 0012
Prodi : Pendidikan Bahasa Inggris
Judul TA : The Effectiveness Of Using Grammarly Application On
Students Writing Quality Of Analytical Exposition Text
At The 11th Grade Of SMAN 2 Luwu Timur

Setelah dilakukan kajian atas instrumen penelitian TA tersebut dapat dinyatakan

- Layak digunakan untuk penelitian
 Layak digunakan dengan perbaikan
 Tidak layak digunakan untuk penelitian yang bersangkutan

Dengan catatan dan saran/perbaikan sebagaimana terlampir.
Demikian agar dapat digunakan sebagaimana mestinya.

Palopo, 01 Agustus 2022

Validator,

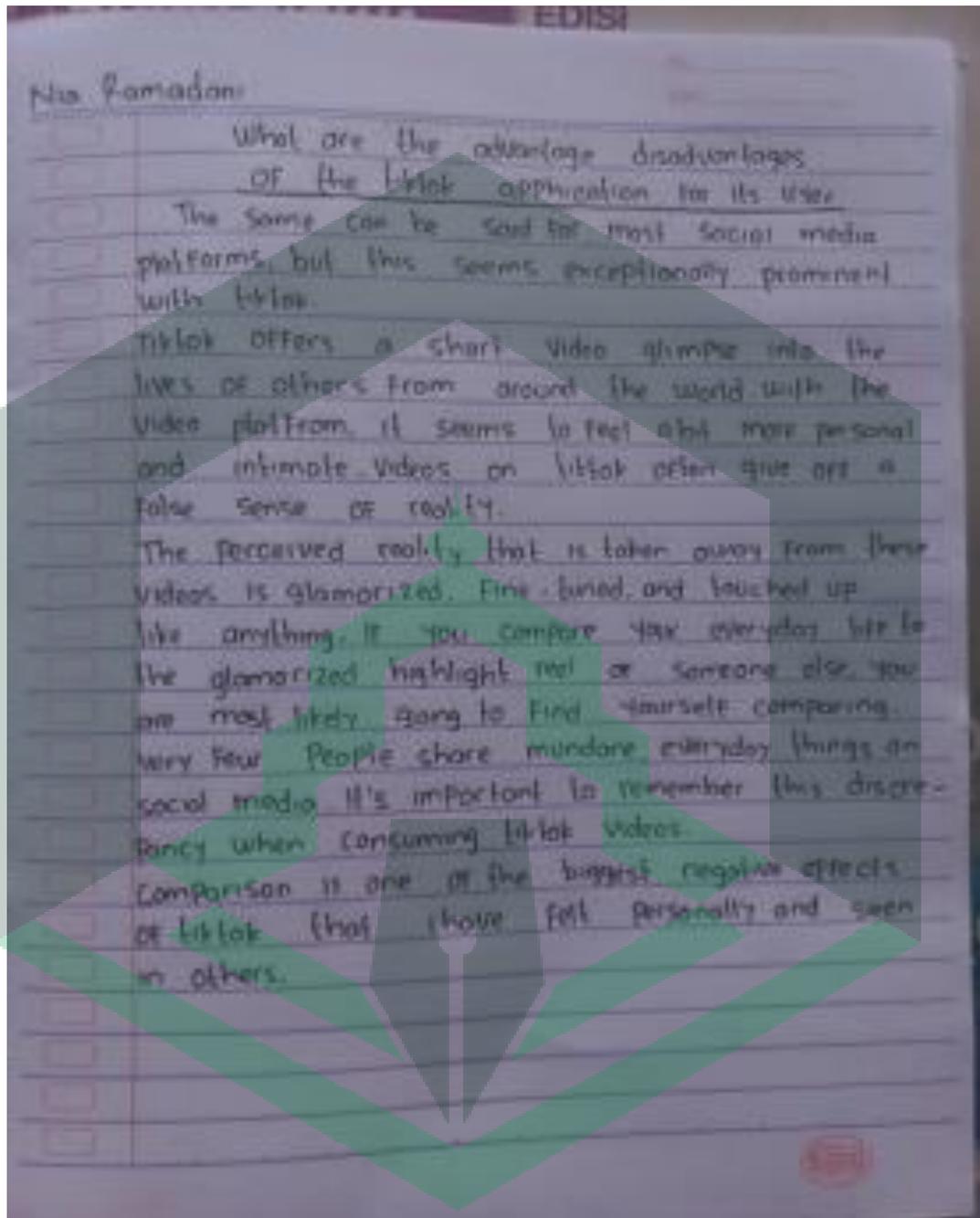


Dr. Masruddin, S.S., M.Hum
NIP. 19800 613200 5011 005

Catatan:

Ber tanda ✓

PRE-TEST TRANSCRIPTI ONS OF STUDENTS WRITING TEST



Nama & Quis Fajar
kelas 8 XI mIPA 6

What are the advantage
disadvantages of the Tiktok application for its user
loads of content is ~~not~~ on the Tik-Tok
application users are not only 17 years old and
above, because now Tiktok is the most highest
downloaded application for 2020. So, there is
no limit for tiktok users themselves. This of
course requires special handling regarding
content filtering that should exist in the Tiktok
application. So that minors get the right content
So that content ~~being~~ consumption can be
targeted and provide more benefits for
users

what are the advantage disadvantages
OF THE tiktok application for its user

the use of tiktok is very disturbing the current interest in learning for students. it can be seen today that many children spend their time just playing tiktok.

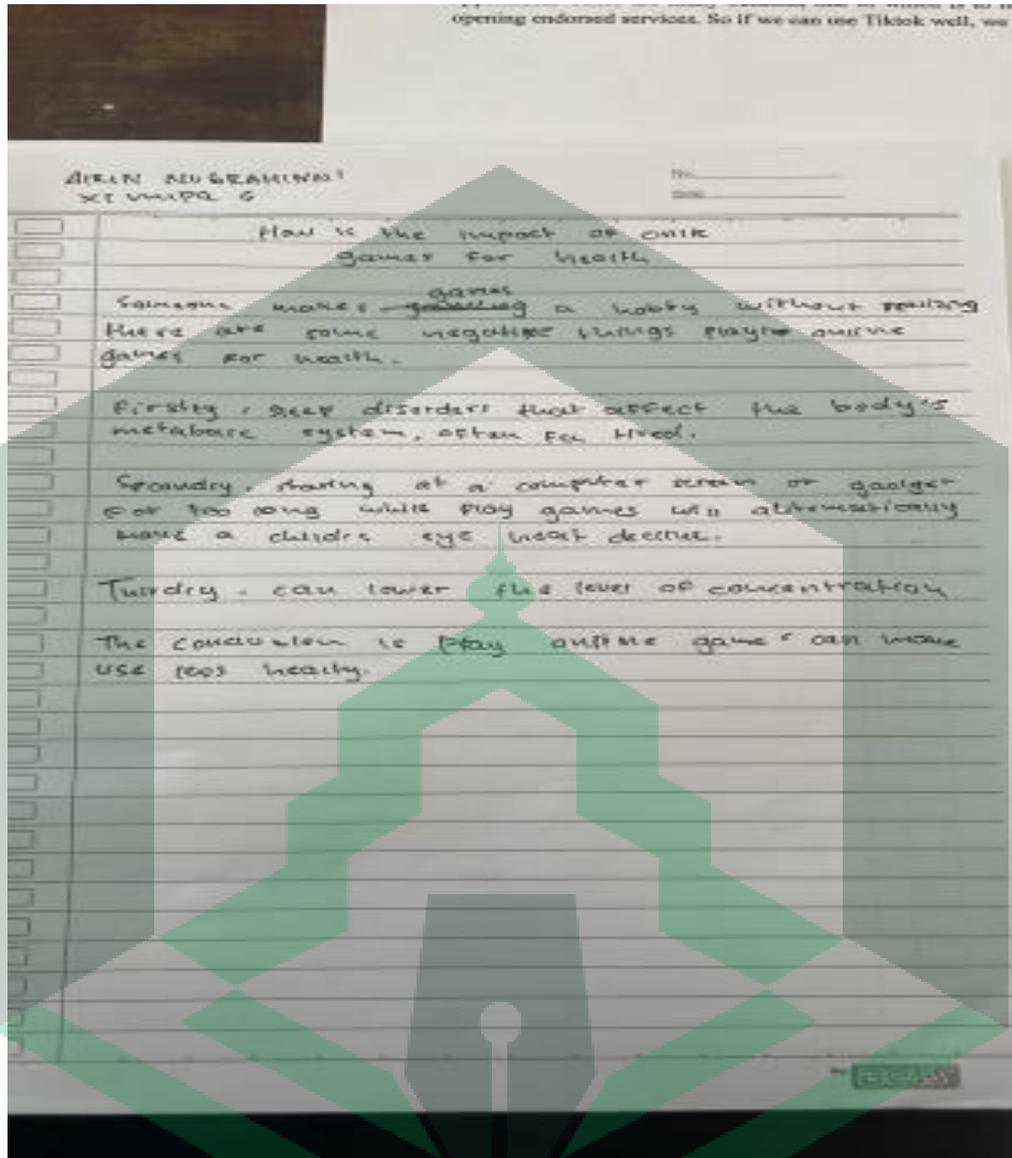
for example, many children do not do schoolwork because they watch tiktok and small children rarely play outside the house and choose to watch tiktok.

so, i think tiktok is very disturbing the way students learn now and many small children are already addicted to the application.

Name: ~~Zahrin A~~

Name: ZAHRIN AVINA NUQUL FHADILA
kelas: XI MIPA 6

POST-TEST TRANSCRIPTION OF STUDENTS WRITING TEST

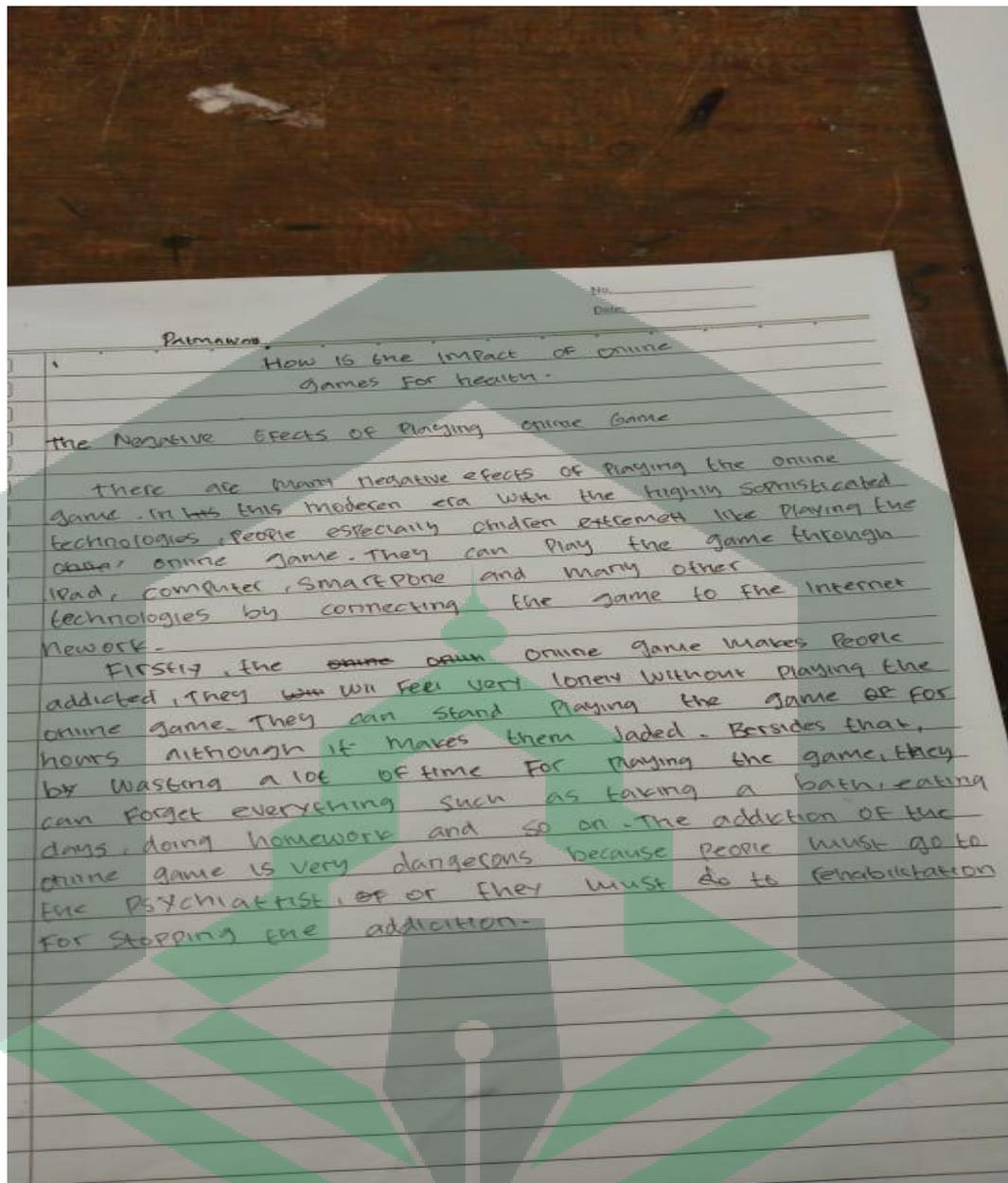


...and Applications is an application that is a
...many disadvantages that will be given to
...social life or social settings. This
...can make us become... cannot
...application by social media
After Using Games
First Step
...

Abstract:

How is the impact of online games for health

1. Addicted
one of the major health problems found in children and adolescents who play too much online video games is addiction. Many clinical trial studies show that the obsession the results from spending too much time playing online games is the same as alcohol or drug abuse. The effects of this addiction are manifested through a lack of focus, other daily activities, inattention in class, and constant thinking about games. In fact, the World Health Organization (WHO) has established online game addiction as a type of mental disorder.
2. Visual disturbance
playing too much online games can also increase the risk of health problems in the eye organs, especially decreased vision.



Palmarosa

No. _____
Date _____

How is the impact of online games for health.

The Negative Effects of Playing online Game

There are many negative effects of playing the online game. In this modern era with the highly sophisticated technologies, people especially children extremely like playing the online game. They can play the game through iPad, computer, smartphone and many other technologies by connecting the game to the internet network.

Firstly, the online game makes people addicted. They will feel very lonely without playing the online game. They can spend playing the game for hours although it makes them jaded. Besides that, by wasting a lot of time for playing the game, they can forget everything such as taking a bath, eating, doing homework and so on. The addiction of the online game is very dangerous because people must go to the psychiatrist, or they must do rehabilitation for stopping the addiction.

DOCUMENTATION

Pre-test



Figure 1: the researcher gave analytical exposition text in paper

Figure 2: the researcher controlled class

Practicing treatment



Figure 3: The students ask the teacher



Figure 4: the researcher gave analytical exposition text



Figure 5: The students write analytical exposition text



Figure 6: the researcher conducted treatment and controlled class



Figure 7: The teacher finished explaining the material



Post-test

Figure 8: The teacher checks the student's writing



Figure 9: The students ask the teacher



RIWAYAT HIDUP



Putri Rahmadani, was born in Palopo, 03 January 2000. The researcher was the first of five children from a pair of a father named Hakim Laokko and Rosnaeni. At present, the researcher resides on Jl. Cempaka, Kel. Balandai, Kec Bara, Kota Palopo. Basic education was completed in 2012 at SDN 121 Lampenai. Then, in the same year studying at SMPN 1 Wotu until 2015. Furthermore, the researcher continued his study education at SMAN 2 Luwu Timur until 2018. After graduating from high school in 2018, the researcher continued his education in the field of education, namely in the English Language Education Study Program Tarbiyah and Teacher Training Faculty of the State Islamic Institute (IAIN) Palopo.

