

THE EFFECT OF TEACHER'S FEEDBACK USING GRAMMARLY ON STUDENTS' WRITING ACHIEVEMENT AT SMAN 4 BAUBAU

SryWulandary¹, Mursalim², Muh. Khusnun Muhsin³

Wulandary10@gmail.com

^{1,2,3}Halu Oleo University, Indonesia.

ABSTRACT

Grammarly is an online proofreading website that can be used to scan documents for grammar mistakes, potential stylistic mistakes, and other features of interest that make it easy to check user writing. The objective of this research was to find out the effect of teacher's feedback using *Grammarly* on students' writing achievement at tenth-grade of SMAN 4 Baubau. This research applied quasi experimental design that consisted of experimental class and control class. The sample of this research were students at class X MIA 2 and X MIA 5 who were registered in academic years of 2019/2020. The sample was taken by using simple random sampling and the total numbers of students were 62,32 for experimental class (X MIA 2) and 30 for control class (X MIA 5). The research instrument was written test that focused on descriptive text. The researcher collected the data by giving pre-test and post-test in experimental and control class. Experimental class received some feedback from the teacher using *Grammarly* software on their writing. Meanwhile control class received none. The data analyzed by using SPSS 16.0 version. To examine the hypothesis the researcher used a Mann Whitney test. The result showed that students' mean score of post-test in experimental class is rising. The factor that made this study was raising because of the teacher's feedback using *Grammarly* and background knowledge. Therefore, teacher's feedback using *Grammarly* has a significant effect on students' writing achievement at tenth-grade of SMAN 4 Baubau.

Keywords :

Grammarly Software, Teacher's Feedback, Writing Achievement.

1. Introduction

As foreign language, English has two macro skills namely receptive and productive skill. Writing is one of productive skill that should be mastered by student. According to (Gaith, 2002) writing is a complex process contained in the paper from the results of thoughts and ideas. (Harmer, 2004) says that produce language and express ideas, feelings, and opinions is the result of writing. Meanwhile, (Nunan, 2003) says how to

produce ideas, arrange coherently, use the right rules of writing and the best of language use, and arrange the text to make it clearly meaning of how to generate the text through thinking, drafting and revising it is called writing. So, it can be highlight that writing is a complex process of thinking, drafting and revising an ideas that are poured through paper or media.

In learning writing, especially in senior high school, the student should get knowledge such as the explanation about what writing is what kind of writing, the structure, tense in the text, and example of writing. Besides, continuous practice is also needed as the experience for the student in writing, also guidance from teacher is another important thing that should student get in learning writing to produce a good writing. Guidance from teacher refers to role of the teacher in teaching. According to (Harmer, 2001) says that teacher have important role in teaching learning process of writing they are motivator, resource, and feedback provider. According to (Raimes, 1983) giving feedback on student writing is very important, and it is needed to be done by the teacher, because it is part of the process of teaching writing process. In addition, the teacher also needs to explain to the student about five aspects of writing that important to student in learning writing. In addition,(Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey, 1981)states that there are five aspects of writing such as content, organization, vocabulary, grammar or language use, and mechanics.

In fact, based on interview with the English teacher and the students of SMAN 4 Baubau, before start to write a text, the teacher only give knowledge about what is the text, the structure, tense and example that they will learn but the teacher does not do writing continuous practice because of limited time to pursue other English learning materials. Besides, the teacher did not pay attention to the five aspects that students should know to write in good quality. So, the students repeat their mistake. Moreover, the students also do not get feedback enough and clearly explanation about their mistakes. The students only receive the explanation in front of the class, not in the paper. It is because the teacher need to think critically before giving detail explanation one by one on the students' paper.

The impact of this problem make the students getting poor in their writing because practice can make the students have experience and easy to start writing. Besides, if the students did not get feedback from the teacher, the students repeated their mistake in writing and feel writing is hard matter to learn. (Wiltse, 2002) also supported by state that instructor's feedback can inspire and motivate students to work harder on improving their writing. According to(Astuti, 2013), without giving feedback makes the students confused, they do not really know how to correct their mistakes in their writingtask and do not make any progress in writing skills. In addition, (Nurfianti, 2020) state that teacher can identify the students' strength and weakness through writing because there are many components in writing such as grammar, linguistic, and coherence and cohesive to arrange an idea. So, get feedback from the teacher make the student easy to write by knowing their mistake.

The way to minimize this problem is by giving feedback using *Grammarly*. According to (Saputra, 2019) giving feedback could be the most powerful impact on learning especially writing competence when feedback is given with effective instruction and given in the right timing. *Grammarly* is an online software that can automatically detects potential grammar, spelling, punctuation, word choice, and style mistakes in writing. *Grammarly* can help the writer to mark the potential issues in the text and suggest context-specific corrections for grammar, spelling, wordiness, style, punctuation, and plagiarism. It is related to (Karyuatry, Rizqan, & Darayani, 2018) "*Grammarly* is successful to upgrade students' writing quality". *Grammarly* helps them to review or revise their essays, increased their awareness in how to use the article and choose the right diction.

In addition, *Grammarly* can help teacher provide an explanation of errors from the students writing without use their critical thinking. Based on description above, the writer is interested to investigate the effectiveness of teacher's feedback using *Grammarly* on students' writing achievement at SMAN 4 Baubau and hopefully by applying it, the student's writing will increase better.

2. Method

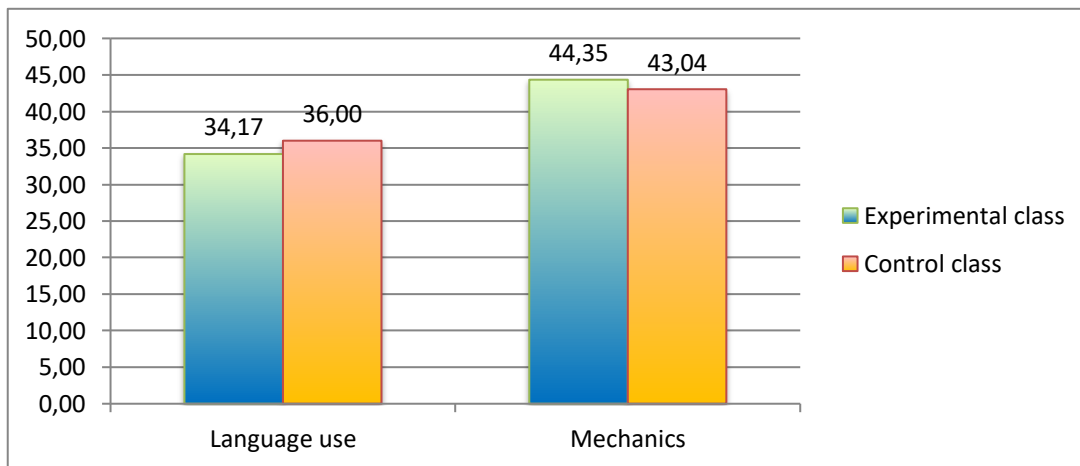
This research used a quasi-experimental design. According to (McMillan & Schumacher, 2001), the purpose of quasi experimental is to determine cause and effect between independent and dependent variable. A quasi-experimental design consisted of control and experimental group. The result of pre-test and post-test scores in control and experimental group were compared. It used teacher's feedback using *Grammarly* in experimental class while in the control class used the conventional technique. According to (Arikunto, 1993) population is the total of the subject of research. The population of the research is all of tenth grade students at science program of SMAN 4 Baubau who were registered in academic year 2019/2020. The total population was 153 students, which consists of five classes at science program. Sample is the representative of population that will be observed (Sugiyono, 2008). The sample classes were X MIA 5 as control class and X MIA 2 as the experimental class. This research used simple random sampling to took the sample. According (Sugiyono, 2006) stated it is called simple random sampling because it is done randomly without categorizing anything in the population. The instrument of this research is test that focused on descriptive writing test. In scoring the student's test, it used two aspects of writing components based on scoring of ESL composition profile propose by (Jacobs et al., 1981) that consist of language use and mechanics. This research used two independent raters in assessing the student's score. The first rater was one of the English teachers of SMAN 4 Baubau, Wa Ode Arsia, S.Pd and the second rater was the researcher. The technique of data collection was the way or technique that used to collected the data. In collecting data, it used the following procedures: pre-test-treatment, and post-test. The data of this research was analyze quantitatively. It used descriptive and inferential statistic for analyzing the data..

The procedures of teaching writing by using *Grammarly* were:

- The teacher explained about definition, characteristic, and structure of the descriptive text,
- The teacher gave the example of the descriptive text. The students analyzed and learned the characteristic and the structure from the text that has been given by the teacher,
- The teacher gave the opportunity to the students for asking about the material that they have been learned
- The teacher asked the students to make descriptive text based on the topic (describing place). The students was given about 30 minutes to make descriptive text based on their experiences
- The teacher collected the students writing,
- The teacher opened the *Grammarly*,
- The teacher copied the student's writing in the *Grammarly*,
- The teacher used *Grammarly* to check the students writing,
- The teacher gave feedback to the student with marking the students mistake in their writing based on *Grammarly*,
- The teacher returned the students writing,
- The teacher gave an explanation about the most student's mistakes that they have been made.

3. Result

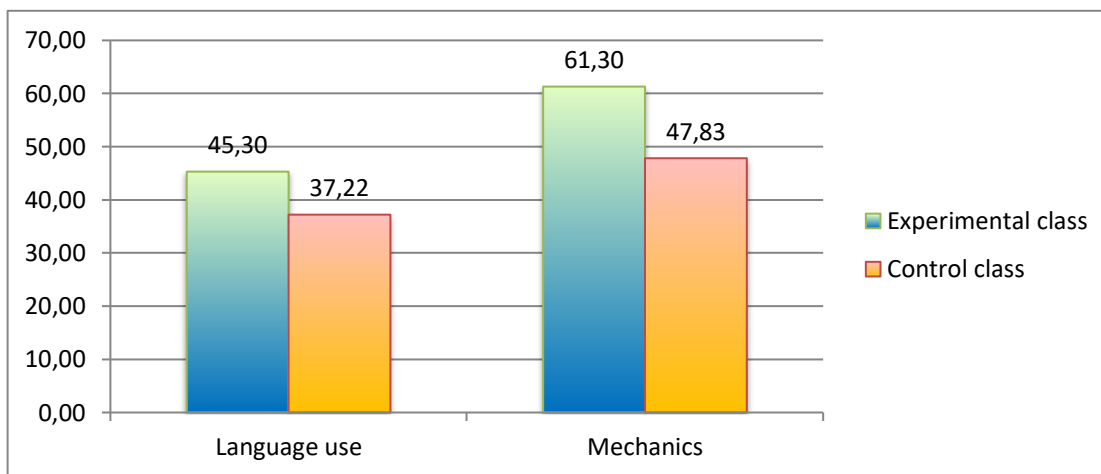
The Comparison of Two Components of Pre-Test between Experimental Class and Control Class



Graph 3.1 The Comparison of two components of Pre-Test between Experimental and Control class

As can be seen from the data above, the students mean score on two components are not really different. In aspect of language use, the mean score of experimental class is 34.17 while in control class is 36.00. Moreover, in mechanics aspect, the mean score of experimental class is 44.35 while in control class is 43.04.

The Comparison of Two Components on Post-Test between Experimental Class and Control Class



Graph 3.2 The Comparison of Two Components on Post-Test between Experimental Class and Control Class

Based on the graph above, it shows that the result of post-test on two components of writing composition in experimental class and control class have a significant different almost in every components. It can be prove by seeing in language use aspect, the mean score of experimental class is 45.30 while in control class is 37.22. They have 8.09 difference points. While, in mechanics aspect the mean score of experimental class is 61.30 while in control class is 47.83. They have 13.48 difference points. Therefore, based on the result of two component of writing component between post-test of experimental and control class there are significant difference of students' writing achievement after being taught by using *Grammarly* and non-*Grammarly* at tenth grade of SMAN 4 Baubau.

After conducting normality test and homogeneity test, the researcher conduct the hypothesis testing to prove whether there is a significant effect of teachers' feedback using *Grammarly* on students' writing achievement at SMAN 4 Baubau. To test the hypothesis, the researcher used Mann Whitney test because the data is normal but not homogenous. The result of hypothesis testing by using Mann Whitney test can be shown in the table below:

Mann Whitney test

Test Statistics^a

	post
Mann-Whitney U	104.500
Wilcoxon W	380.500
Z	-3.533
Asymp. Sig. (2-tailed)	.000

a. Grouping Variable: kelas

Based on the result analysis above, it can be known that giving feedback by *Grammarly* has a significant effect on students' writing achievement. It is supported by the result of Mann Whitney test was Asymp.Sig.(2-tailed), p (0.000) < α (0.05). Therefore, there is a significant effect of teachers' feedback using *Grammarly* on students' writing achievement at SMAN 4 Baubau.

4. Discussion

Based on the findings above, there is a significant effect on students' writing achievement in descriptive text, and the researcher believed it is because the applying of teacher's feedback using *Grammarly* in the learning process. It can be seen from the result of the students' score in pre-test and post-test which has been elaborated on findings the score's result of post-test is higher than the pre-test. It means that the students' writing had increased after getting treatment. The students' writing was improve in two aspect those are language use and mechanics aspects.

Language use is one of the essential aspects in mastering writing competence. Most of students got difficulty in the use of appropriate grammar which refers to tenses, numbers, word order, article, pronoun and preposition as suggested by Jacobs and Heaton (1981). It is because in assessing students' score on language use, students should be mastered some composition on language use itself. In the first draft, there is a student who wrote "Nirwana beach is place a tour..." after the teacher giving feedback using *Grammarly*, the students produced his final draft with the changing "Kamali beach is a tourist place..." The result in students' score has affected students' writing in language use aspect. It means that the language use aspect showed a significant improvement.

Mechanics refers to the ability of the writer to use correctly and conventions peculiar to the written language. It involves the mastery of how the writer can give correct spelling, punctuation, capitalization, and legibility. The students should decide where to use period instead of coma. The students were dominated by error of punctuation, not use capitalization on the beginning of their writing and without using period. The result on students' score has effect on students' mechanics in writing

descriptive text. The researcher believed that the improvement of students' writing competence had significantly affected by several factors such as teacher's feedback using *Grammarly* and the students' background knowledge .

The challenge that the researcher or the teacher faced when doing this study is first is the lack of facilities, the some students did not have laptop and not all of the student have hand phone. So the researcher or the teacher must asked the students to write on the paper, then the teacher must copied their writing one by one in the *Grammarly* and it takes a long time. Second, sometimes *Grammarly* gives error feedback. So, there is teacher intervention in improving feedback from *Grammarly*. Last, it is lack of students' writing content. It may be due to the limited time that has been given by the teacher about 30 minutes to write descriptive text and also students ability in enhance content because of the lack of vocabulary that the students know.

5. Conclusion

Based on the result of the research, the researcher concludes that there is significant effect of teacher's feedback using *Grammarly* software on students' writing achievement at tenth grade of SMAN 4 Baubau. Teachers' feedback using *Grammarly* can improve student's skill in writing especially in language use and mechanics aspect. The result showed that students' mean score of post-test in experimental class was 47.97. It raised 12.1 point from their pre-test 35.87. While students' mean score of post-test in control class was 38.99. It just raised 1.8 point from their pre-test 37.17. Besides, the Asymp sig (2 tailed)=0.000. It means that the probability (sig) value was lower than α (p value $< \alpha$ or $0.000 < 0.05$).

After conducting this research, the researcher offers several recommendations for further researcher. The first is for the teacher who wants to apply this software, the researcher suggest to use hand-phone or laptop in applying *Grammarly* to get the soft file of students' writing and make the teacher easier to check students' writing. The second is for the teacher who want to apply this application in learning class, they also needed teachers' intervention when they want to giving feedback, because this application have some errors when they giving feedback.

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