# THE EFFECTIVENESS OF GRAMMARLY IN ENHANCING STUDENTS RECOUNT TEXT WRITING SKILL THROUGH GENRE-BASED APPROACH

**Keefektifan Grammarly Dalam Meningkatkan Keterampilan Menulis Teks Recount Siswa Melalui Pendekatan Berbasis Genre**

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**Abstrak :**
*Penelitian ini betujuan untuk menentukan keefektifan grammarly dalam meningkatkan keterampilan menulis teks recount siswa melalui pendekatan berbasis genre siswa kelas 8 Sekolah Menengah Pertama. Media yang digunakan adalah aplikasi grammarly.. Sampel yang digunakan adalah siswa kelas 8C sebagai kelas kontrol dan 8B sebagai kelas eksperimen di SMPN 1 Purri Mojokerto. Jumlah dari sampel adalah 64 siswa. Penelitian ini dilakukan menggunkan metode kuantitatif dengan desain penelitian quasi-eksperimen. Berdasarkan hasil dari analisis hipotesis, dapat dilihat dari Mann-Whitney U Test with Asymp. Sig. (2-tailed) adalah 0.001 < 0.05. Dari perhitungan diatas, dapat dilihat bahwa Asymp. Sig. (2-tailed) < 0.05, berarti Ha diterima dan Ho ditolak. Jadi, dapat disimpulkan bahwa penggunaan grammarly merupakan media yang efektif untuk meningkatkan kemampuan menulis siswa melalui .*
**Kata kunci:** *Grammarly, Kemampuan Menulis, Pendekatan Berbasis Genre*

**Abstract :**
*The focuses of this research is to find out the effectiveness of grammarly in enhancing students recount text writing skill through genre-based approach of students' 8th Grade Junior High School. The media used is a grammarly aplication. The sample used was from grade 8C as control class and 8B as experimental class in SMPN 1 Puri Mojokerto. The total of sample are 64 students. The research uses a quantitative method with quasi-experimental research design. Based on the results of hypothesis analysis, it can be seen that the Mann-Whitney U Test with Asymp. Sig. (2-tailed) is 0.001 < 0.05. In the calculations above, it can be seen that the Asymp. Sig. (2-tailed) < 0.05, it means that Hα is accepted and Ho is rejected. So, it can be concluded that using grammarly are effective media to enhance students' writing skill through genre-based approach.*
**Key Words:** *Grammarly, Writing Skill, Genre-Based Approach.*

## PENDAHULUAN

The reseach is has a purpose to knowing how Grammarly and Genre-based Approach in teaching English at SMPN 1 PURI is to improve student's ability in writing recount text and make the students interested in the material, and they could get new ideas about the material and to know students' perception in using Grammarly in Genre-based Approach in writing recount text.

According to Apsari (2017) Writing is very vital nowadays. It can be an excessive tool to help us know more about the way we think, because it can solidify ideas and thoughts, and allow us to reflect on them better than if the ideas remained evolving in our head. Besides, it helps us to learn how to form language, how to spell, how to put together a plot, and how to make a logical argument or how to persuade, mainly through writing. So writing skills are skills that must be possessed by every student in this era of abundant information.

According to the basic competence in the junior high school curriculum, "The students are expected to be able to write some kind of text such as descriptive, narrative, recount or

greeting cards"Apsari (2017). According to Anderson, Mark & Anderson (2003), recount text is a text that retells a person's past events, according to the order in which they occurred. Recount text is the text that we find the most in junior high school English books, so it is hoped that they can make recount texts properly and correctly. During the Field Experience Practice conducted by the researcher, only a few students had ideas for writing and did not understand the correct tenses for writing recount text and its generic format. In other words, they tend to be confused when asked to write recount text.

The problems faced by the students and the teacher are caused by some factors that may come from the students, the teacher, media, or technique used in teaching learning process. The students are not so interested in learning English especially writing because English is just considered as a foreign language and not used in daily conversations. Method and approach are important thing to attract the students' attention and motivation that can help them develop their creativity and imagination in expressing their idea. It means that teachers must have a good preparation before teaching that make the students easy to study and understand all of the material that is given by the teacher.Sarinten ( 2010)

Under the conditions above, the researchert tends to use ganre based approach to reveal the problems. According to Emi Emilia (2011) The genre-based approach (GBA) is the recommended approach to be applied in the latest Indonesian curriculum. Therefore, the focus of the curriculum targets emphasizes genre as the basic material of language teaching. GBA is known as an approach consisting of four steps., namely building field knowledge, modeling, joint construction, and independent construction stages (E. Emilia, 2012). Of the four stages, this study aims to determine students' knowledge in learning to write Recount Text.

According to Ghufron & Rosyida (2018) Grammarly is an online proofreading site that can be used to transfer documents or sentences to reduce writing errors in terms of vocabulary, grammar, and mechanics. And automatically identifies writing errors, such as grammatical errors, word choice, spelling errors, and punctuation errors. From this grammarly application  the teacher can find out and correct errors in student work.

The Preliminary research was done in SMPN 1 Puri Mojokerto and the results of students' perceptions through questionnaire answers is known from the result of validity and reliability that from 20 quistioner questions given to students, and the results are all greater than r-table. And also seen from the gained of student score in, the gained of student score all increased, from the result of pre-test to post-test, all the result of post-test increased and showed that students' responses to the question given were very good.

From the explanation above, the formulation of the study is : Is there any effect of using Grammarly toward students' writing recount text through Genre Based Approach?. What is students perception toward Grammarly in learning writing recount text at SMPN 1 PURI? So the objectives of the research is to prove the effect of using Grammarly toward student' writing recount text through Genre Based Approach and to know students' perception toward Grammarly on their writing using  Genre Based Approach.

**METODE**

This research used the Quantitative research method. According to Ary (2010) The quantitative is the reseach to analyze the numeric of the data with statistical. A quasi-experimental design and non-equivalent control group design were used in this research. According to Creswell (2009) quasi-experimental is a method whose influence is seen in

two groups, using treatment in one group where this group is usually called the experimental group. In contrast, the other group that did not apply the treatment was the control group. The two classes have been given a pre-test, treatment, and post-test. This study aimed to determine the relationship or effect of effectiveness on research subjects by comparing two class groups (control and experimental). The experimental class group has been given treatment using grammarly as a medium to enhance writing skills. Then compared t o the control class group who were not given treatment, they only used the conventional method. According to Arikunto (2002:77) on Saifulloh (2019) his research that the research used experimantal method with the following 3 stages:

Stage 1 : The implementation of the pretest by using test instrument

Stage 2 : The prevision of the treatment by using Ecocrticism Approach to develop English skill

Stage 3 :The implementation of the posttest by using instrument

The research design used is as follow:

$$O_1 \Rightarrow X \Rightarrow O_2$$
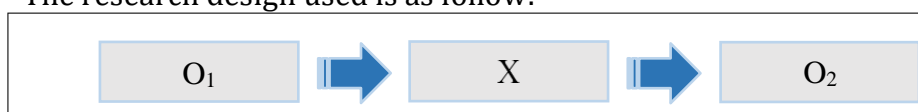
Explanation:

$O_1$ = The reseacher conducted a pretest to determine the ability of the students before the giventreatment

X = The researcher conducted a treatment to the participant

$O_2$ = The reseacher conducted a posttest to determine the ability of the students after the giventreatment

In this research, the effectiveness to knowing how Grammarly and Genre-based Approach in teaching English at SMPN 1 PURI is to improve student's ability in writing recount text and make the students interested in the material, and they could get new ideas about the material and to know students' perception in using Grammarly in Genre-based Approach in writing recount text.

## Population and Sample

The population of this research is all classes of 8th Grade at SMPN 1 Puri Mojokerto in the academic year 2021/2022. The sample used the 8th B and C classes. The researcher divided the groups into two groups of classes, namely the control group and the experimental group class. The control group class, namely 8C, consisted of 32 students, and the experimental group class, namely 8B with 32 students, so the total number of students was 64 students.

## Reseach Instrument

Reseach Instrument was Pre-test, Post-test, Questionnaire sheet. The pre-test and post were assessed on the five component of writing based on Heaton (1988) which contained content, organization, vocabulary, language use, and mechanics. Of the five components, it is easier for researchers to assess students. Students were given a pre-test to determine the students' starting point in writing recount text before treatment. After that, before doing the post-test, the researcher was given treatment in an experimental group class, this group used the Ganre Approach method for learning recount text so that the application of recount writing applied the learning steps with the Ganre approach. The procedure for learning to write recount texts uses Grammarly to assist students in facilitating learning. And for the control group used Cooperative Learning. A method in which students work in small groups with varying levels of ability from each student in the group and reward according to the group's success, not the success of individual members. After the treatment is given, the next step is to

give a post test. And for the experimental group given the questionnaire uses a Likert Scale, which is a general scale commonly used in the questionnaire. According to Sugiyono (2017) this Likert Scale is used to measure students' attitudes, opinions and perceptions of learning to write recount texts using grammarly ganre based approach.

*Data Analysis Technique*

This research used descriptive statistic to analyze the data. According to Sugiyono (2019), descriptive statistics are statistics used to analyze data by describing or the data collected without drawing relevant conclusions to can be generalized. In this research, the SPSS version 22 program was used to analyze the data namely: normality test, independent simple t-test, and statistical hypothesis.

Normality test is used to determine if the data is normal. The data is considered normal if the test result is more significant than 0.05. Independent Simple T-Test was used to determine the significant difference between students' ability in writing recount texts in the experimental class and the control class, we will see if there is a difference between the two variables, i.e., the experimental class and the control class. After the test, the researcher compares the test and the table. The research hypothesis test at the 5% significance level (0.05). Ha: accepted if > t-table or if Sig. (2-tailed) < 0.05. Ho: rejected if < t-table or if Sig. (2-tailed) > 0.05.

Researchers must ensure that the treatment given to the control class and experimental class is different to ensure that the effect given will affect the study results. This research uses the validity and reliability tests with the SPSS version 22 program.

**HASIL DAN PEMBAHASAN**

*Descriptive Statistics*

The experimental class and control class have different minimum and maximum values. In the following table. 1, the minimum and maximum values in the descriptive analysis are presented in each class.

Table. 1 The Results of Descriptive Analysis
**Descriptive Statistics**

|  | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Pre-Test Eksperimen | 32 | 40 | 69 | 52.72 | 8.633 |
| Post-Test Eksperimen | 32 | 80 | 94 | 86.03 | 4.068 |
| Pre-Test Kontrol | 32 | 40 | 66 | 49.91 | 7.032 |
| Post-Test Kontrol | 32 | 70 | 93 | 83.37 | 5.247 |
| Valid N (listwise) | 32 |  |  |  |  |

Table. 1 shows the results of the Pre-Test in the experimental class, having a minimum value of 40 and a maximum value of 69 with a standard deviation value of 8.633. The Post-Test in the experimental class has a minimum score of 80 and a maximum value of 94 with a standard deviation of 4.068. Meanwhile, the Pre-Test in the control class has a minimum score of 40 and a maximum value of 66 with a standard deviation of 7.032. The Post-Test in the control class has a minimum score of 70 and a maximum value of 93 with a standard deviation of 5.247.

*Normality Tests*

To ascertain if the data were regularly distributed or not, the normality test was carried out. The following table. 1 shows the normality test of the Pre-Test and Post-Test for the

experimental and control classes.

Table. 2 Test of Normality Experimental and Control Class

**Tests of Normality**

| | Kelas | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistic | df | Sig. | Statistic | df | Sig. |
| Hasil Belajar Siswa | Pre-Test Experiment | .105 | 32 | .200* | .951 | 32 | .156 |
| | Post-Test Experiment | .128 | 32 | .198 | .947 | 32 | .117 |
| | Pre-Test Control | .151 | 32 | .062 | .949 | 32 | .138 |
| | Post-Test Control | .135 | 32 | .149 | .961 | 32 | .297 |

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the decision of the table. 2, the significance value (p) is greater than 0.05 (p > 0.05). Thus, the distribution of the Pre-Test and Post-Test data in the experimental class and the control class using the Shapiro-Wilk normality test, the data is declared to be normally distributed.

***Independent Simple T-Test Analysis***

This part compares students in the experimental class to those in the control class to see if there is a discernible difference in their ability to understand writing recount texts. This t-test was calculated based on the Post-Test scores for the experimental class and the control class using the t-test on the SPSS version 22 program.

Table. 3 Independent Sample T-Test Group Statistics

**Group Statistics**

| | Kelas | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Hasil Belajar Siswa | Post-Test Kelas Eksperimen | 32 | 86.03 | 4.068 | .719 |
| | Post-Test Kelas Kontrol | 32 | 83.38 | 5.247 | .928 |

Based on the "Group Statistics" output table 3, it is known that the number of learning outcomes for Experimental Class is 32 students, while for Control Class is 32 students. The average value of student learning outcomes for Experimental Class is 86.03 with a standard deviation of 4.068 and a mean standard error of 0,719. Meanwhile, for the Control Class, the average value of student learning outcomes it is 83.38 with a standard deviation of 5.247 and a mean standard error of 0.928. Thus, statistically descriptive, it can be concluded that there are differences in the results of the post-test scores in the experimental class and the control class.

Furthermore, to prove there is a significant difference or not, the researcher needs to interpret the output of the following "Independent Sample T-test".

Table. 4 Independent Sample T-Test

**Independent Samples Test**

| | Levene's Test for Equality of Variances | t-test for Equality of Means |
|---|---|---|
| | | |

| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Differ ence | Std. Error Differ ence | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | Lower | Upper |
| Hasil Belajar Siswa | Equal variances assumed | 1.315 | .256 | 2.263 | 62 | .027 | 2.656 | 1.174 | .310 | 5.002 |
| | Equal variances not assumed | | | 2.263 | 58.37 5 | .027 | 2.656 | 1.174 | .307 | 5.005 |

Based on the output table 4 above, it is known the value of Sig. Levene's Test for Equality of Variances is 0.256 > 0.05, it means that the data variance between Experimental Class and Control Class is homogeneous or the same. So it can be seen that the data is homogeneous (same).

Based on the Independent Sample T-test output table in the Equal variances assumed section, it is known that the value of Sig. (2-tailed) of 0.027 <0.05, then as the basis for decision making in the Independent Sample T-test, it can be concluded that Ho is rejected and Hα is accepted. Thus, it can be concluded that there is a significant effect of grammarly in enhancing students recount text writing skill through genre-based approach.

**Statistical Hypothesis**

In testing the hypothesis, the following conclusions were obtained:

1. Hα: Grammarly can enhance the recount text writing skills of class VIII SMPN 1 Puri through a genre-based approach.
2. Ho: Grammarly can not enhance the recount text writing skills of class VIII SMPN 1 Puri through a genre-based approach.

Then, the hypothesis testing criteria are as follows:

1. Hα is accepted if to > t-table or if Sig. (2-tailed) < 0.05.
2. Ho is rejected if to < t-table, or if Sig. (2-tailed) > 0.05.

Based on the results of the post-test experimental class and control class, it can be seen that Asymp. Sig. (2-tailed) 0.001 < 0.05, which means that Hα is accepted. So, it can be concluded that Grammarly are effective media to enhance students' recount text writing skill.

**Validity and Reliability**

In the validity section, it is used to measure whether the instrument used is valid or invalid. The instrument measured by validity is a multiple choice question with the following result.

Table. 5 Summaryof Validity Test Results

| Question | r-count | r-table | Description |
|---|---|---|---|
| 1 | 0.761 | 0.349 | **Valid** |
| 2 | 0.800 | 0.349 | **Valid** |
| 3 | 0.664 | 0.349 | **Valid** |
| 4 | 0.657 | 0.349 | **Valid** |
| 5 | 0.807 | 0.349 | **Valid** |

| | | | |
|---|---|---|---|
| 6 | 0.679 | 0.349 | **Valid** |
| 7 | 0.729 | 0.349 | **Valid** |
| 8 | 0.585 | 0.349 | **Valid** |
| 9 | 0.717 | 0.349 | **Valid** |
| 10 | 0.705 | 0.349 | **Valid** |
| 11 | 0.858 | 0.349 | **Valid** |
| 12 | 0.465 | 0.349 | **Valid** |
| 13 | 0.866 | 0.349 | **Valid** |
| 14 | 0.820 | 0.349 | **Valid** |
| 15 | 0.726 | 0.349 | **Valid** |
| 16 | 0.749 | 0.349 | **Valid** |
| 17 | 0.776 | 0.349 | **Valid** |
| 18 | 0.724 | 0.349 | **Valid** |
| 19 | 0.812 | 0.349 | **Valid** |
| 20 | 0.471 | 0.349 | **Valid** |

Based on table. 5, it is known that from 20 quistioner questions given to students, the results of the r-count > r-table, the results are all greater than r-table, it can be said that the instrument used is valid. This means that the instrument used at the time of the research is validated, so that it is suitable for use in a research. The next section is reliability test. In the reliability test section, it is used to measure whether the instrument used is consistent or inconsistent. The instrument measured by Reliability is quistionnaire with the following results.

Table. 6 Reliability Statistics

**Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| .960 | 20 |

Based on table. 6, it is known that from 20 questionnaire questions given to students, the result is r-count > r-table, so it can be said that the instrument used is reliable or consistent. It can be seen that the classification of the results of the r-count value on the reliability test is in the High category.

**Discussion**

The research question of this research was Is there any effect of using Grammarly toward students' writing recount text through Genre Based Approach? The calculated result of this research revealed that Grammarly is effective on students' writing recount text through Genre Based Approach at the 8th grade of SMPN 1 Puri Mojokerto. The writer explained the following paragraphs to describe the entire data results.

Referring the data description, the tables presented the pre-test and post-test of students achievement of writing recount text through Genre Based Approach. The pre-test

was performed in order to determine students' skill before treatments given. The result of pretest showed that the mean score of experimental class is lower than the controlled class. The mean score of experimental class is 52.72 while the mean score of controlled class is 49.91. After that, the treatment of writing recount text using Grammarly was given to the experimental class for about two meetings while the controlled class was conventional learning. Then, the posttest was held to measure students' achievement of both classes in writing recount text. The result of post-test stated that the mean score experimental class was greater than the controlled class. The mean score of experimental class is 86.03 while the mean score of controlled class is 83.39. It confirms that Grammarly was effective to enhancing students recount text writing skill  through genre-based approach.

Moreover, the writer conducted the statistical hypothesis analyze by using independent-sample t-test to strengthen the previous sentence. The independent sample test shows that p-value or sig (2-tailed) of post-test is 0.001 which is lower than sig $a$ (0.05). It means that there is a significant difference statistically between experimental class and controlled class in post-test since the null hypothesis is rejected and the alternative hypothesis is accepted. It also confirms that there is a significant effect of using Grammarly on students recount text writing skill.

And the results of students' perceptions through questionnaire answers is known from the result of validity and reliability that from 20 quistioner questions given to students, and the results are all greater than r-table. And also seen from the gained of student score in descriptive table 8 and 9 above, the gained of student score all increased, from the result of pre-test to post-test, all the result of post-test increased and showed that students' responses to the question given were very good. From the questionnaire questions, there are different scores, there are some of the highest scores in questions no. 2, 5, 11, 13, 14, 19. With r-count value above 0.800, it means that it is included in the Very high category. There are also questions that have the lowest r-count scores, such as in questions no. 12 = 0.465 and 20 = 0.471, it means that it is included in the Fair  category.

**SIMPULAN**

This research was aimed to prove whether Grammarly is effective on students' writing recount text through Genre Based Approach at the 8th grade of SMPN 1 Puri Mojokerto. Based on the result in Chapter IV, it indicates that Grammarly are effective to enhance students recount text writing skill through genre-based approach. And students' perception questionaire about student responses to the reqount text learning media in the application of grammarly.

It can be seen from statistical data of students' pre-test and post-test after having treatment by using Grammarly. The experimental class has a great improvement in the post-test score than in the pre-test, meanwhile the controlled class showed a barely improvement in the post-test. Furthermore, the alternative hypothesis result proves that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted since the p-value (0.001) is lower than sig $a$ (0.05).

In summary, this research proves and answers the formulation of the research that grammarly is effective to enhance students recount text writing skill through genre-based approach.

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