**THE USE OF THE GRAMMARLY APPLICATION TO IMPROVE
STUDENTS' GRAMMAR MASTERY
AT SMAN 18 MAKASSAR**

SKRIPSI

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
BOSOWA UNIVERSITY
2022

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**Submitted in Partial Fulfillment of the Requirements
for the Sarjana Degree (S.Pd.)**

By

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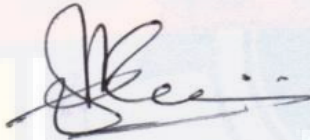
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Had been defended in front of Skripsi Examination Committee
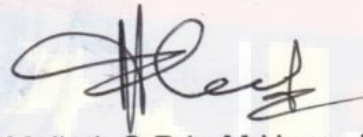February 2nd, 2022

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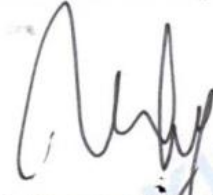Under the cognizance of,

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ABSTRACT

Dahlia Hasan. 2021. *The Use of the Grammarly Application to Improve Students'* *Grammar Mastery at SMAN 18 Makassar (supervised by Hj. Sitti Haliah Batau* *and Muliati).*

The objective of the research was to know the use of the Grammarly application to improve students' grammar mastery in tenses, especially the simple present tense.

This research used experimental method. This research conducted in three steps namely as pre-test, treatment and post-test. The population of this research is Class XI at the Second Semester of SMAN 18 Makassar in 2021/2022 academic year and sample of this research is Class XI IPA 2 with number of students are 26 students. Data collected by using pre-test and post-test.

After conducted the research, the writer concludes that the use of the Grammarly application in teaching grammar of English improve the students' grammar mastery. It is proved by the mean score of the students' in pre-test and post-test. The mean score of pre-test was 62.31 and post-test the students' was score 86.19. It show that there is a different between students' mean score in pre-test and post-test. Based on the analysis, it can be concluded that the using of The Grammarly application greatly influences in teaching Simple Present Tense at students' class XI IPA 2 of SMAN 18 Makassar.

Keyword: improve, grammar, Grammarly application.

ABSTRAK

Dahlia Hasan. 2021. *The use of the Grammarly Application to Improve Students' Grammar Mastery at SMAN 18 Makassar. (Dibimbing oleh Hj. Sitti Haliah Batau and Muliati).*

Penelitian ini bertujuan untuk mengetahui kegunaan dari aplikasi Grammarly dalam meningkatkan penguasaan tata bahasa siswa pada pembelajaran tata bahasa dalam tenses khususnya simple present tense.

Penelitian ini menggunakan metode Pre-experimental. Penelitian ini terdiri dari tiga tahap, antara lain: pre-test, treatment and post-test. Populasi diambil dari kelas XI Semester II SMAN 18 Makassar tahun akademik 2021/2022 dan sampelnya diambil dari siswa kelas XI IPA 2 yang berjumlah 26 siswa. Pengumpulan data dilakukan dengan melakukan pre-test dan post-test.

Setelah melaksanakan penelitian, peneliti menyimpulkan bahwa penggunaan aplikasi Grammarly untuk pengajaran tata bahasa Inggris dapat meningkatkan pemahaman tata bahasa siswa. Hal ini dibuktikan dengan nilai rata-rata siswa pada pre-test dan post-test. Nilai rata-rata siswa pada pre-test adalah 62.31 dan pada post-test adalah 86.19. Data tersebut menunjukkan bahwa terdapat perbedaan yang signifikan antara pre-test dan post. Berdasarkan dari analisis tersebut, maka dapat disimpulkan bahwa penggunaan aplikasi Grammarly sangat berpengaruh dalam pengajaran Simple Present Tense pada siswa kelas XI IPA 2 SMAN 18 Makassar.

Kata kunci : meningkatkan, tata bahasa, aplikasi Grammarly.

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Finally, the writer would like to thank everybody who was important to the successful realization of this undergraduate skripsi. This undergraduate skripsi is far from perfect, but it is expected that it will be useful not only for the researcher but also for the readers. For this reason, constructive thoughtful suggestions and critics are welcomed.

Makassar,   March 2022

The Writer

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background, identification of the problem, the scope of the research, formulation of the problem, the objective of the research, the significance of the research.

A. Background

The development of modern technology has increased very rapidly in human life. Technology that is diverse and broad in scope has spread in many sectors, including in the field of education, especially in the teaching and learning process. In the field of education, technology has participated in new trends in language teaching and language evaluation (Parra G & Calero S, 2019). The existence of technology today has changed and provides a quite interesting and easy way in the teaching and learning process.

In addition, tools and media are needed in learning English as a foreign language to help students learn the language effectively. The use of technology can support students' English skills by adapting to their learning process, for example through mobile learning, online games, YouTube, videos, etc. (Gilakjani, 2017:23).

Currently, the use of technology is very much needed in learning four language skills, one of which is learning to write. Writing not only plays an important role in students' academic life, but also has the basic purpose of providing students with opportunities to develop ideas, encourage interaction, make logical and persuasive arguments, and prepare for school and work. As

stated by Husin & Nurbayani (2017:98), that writing is the most important skill that must be possessed by students, especially EFL students in Indonesia. Students must master how to arrange sentences into appropriate paragraphs and develop these paragraphs into a story or text in the correct form, organization, grammar, punctuation, spelling, and so on.

Grammar is a set of structural rules that govern the composition of clauses, phrases, and words in any natural language. According to Harmer (2006:12), the grammar of a language is a description of how words can change shape and can be combined into sentences in the language. Likewise, Greenbaum and Nelson (2002: 1) state that grammar refers to a set of rules that allow us to combine words in our language into larger units. Based on this definition, it can be concluded that grammar is a set of the rule by which words are combined or put together to make correct sentences that are meaningful in to speak and write well and effectively.

Mastery of grammar is needed in mastering four skills in English, namely Listening, Speaking, Reading, and writing. The key to proficiency in English can be seen from the mastery of grammar so that it can understand English and use it as a means of communication.

Mastering the correct English grammar and using accurately will have a positive impact on the user to generate confidence, adding to the ability to understand the reading text more easily.

The use of grammar in English is very important. Learning grammar can improve our knowledge of writing, speaking, and interpreting English well and

correctly even if its use is not for everyday use. The benefits of using grammar are developing the art of translation, helping to acquire vocabulary, gaining knowledge of the actual understanding of sentences, and building conceptual thinking on grammar structures.

Most grammar learning media that has been used by teachers such as books, pictures, or photos are less in demand by users from both children and adults in the learning process because the form and model are still the same as the previous models. Media learning using books is sometimes also still difficult to understand for some people who do not understand much about grammar because the role of teachers is also needed as a companion so that the learning results obtained can be maximized.

In this case, the role of application media in the field of learning is needed as a tool to be able to grow one's interest to learn, especially learning English grammar to convey a message to the user and can stimulate one's thoughts, feelings, attention, and will so that interest grows to learn. In the learning process, the application media has a function to improve the quality of learning, increase attractiveness, and willingness to English lessons that are considered difficult, as well as help users in receiving and processing information to achieve learning goals.

One of the application media that will be used is the Grammarly application. This application can provide input using the correct spelling of words so that the context of the sentence becomes correct, can correct errors in the use of

words, not only that, Grammarly also provides the words used in each article that can have an impact on both users and readers, usage Grammarly also provides vocabulary improvement. Students in a study by Reis and Huijser (2016) preferred Grammarly to an alternative feedback system, Marking Mate. The results of Caveleri and Dianati's (2016) investigation of students' perceptions of Grammar in the Australian higher education environment are also largely positive, with students stating the Grammar application is useful and easy to use.

From the description above, the research only uses the Grammarly application. The existence of applications as a means of learning media that can regenerate one's interest in learning. Because we don't need to memorize all the formulas to use grammar, only a few, and most importantly we have to start understanding the principles of its use and don't forget to practice it. For this reason, in making this proposal, the research is interested in taking the title "THE USE OF GRAMMARLY APPLICATION TO IMPROVE STUDENTS' GRAMMAR MASTERY AT SMAN 18 MAKASSAR".

B. Research Question

Based on the explanation above, research questions are as follows:

1. How is the implementation of the Grammarly Application?

2. How is the impact of students' grammar in the Grammarly Application?

C. Objective of the Research

Related to the research above the objectives of the research is to find out:

1. To observe the implementation of the Grammarly Application

2. To know the impact of students' grammar in the Grammarly Application.

D. Significance of the Research

This research is expected to provide a significant contribution both theoretically and practically.

1. Theoretically

The researcher hopes that readers can get a lot of knowledge and can know how important grammar is.

2. Practically

    a. Teacher

Teachers will have information about using Grammarly may increase students' grammar comprehension skills to be used in the classroom and make an impact positive impact on their students.

    b. Students

Students have motivation in the learning activity, especially by using Grammarly as a media to improve their grammar mastery

    c. Other researchers

By conducting this research, it will support and motivate other researchers who need to do research and also give a positive effect on the quality of the research to improve grammar mastery using Grammarly.

E. Scope of the research

This research focuses on the implementation of the Grammarly application as a learning media to improve students' grammar mastery especially tenses simple present tense. It focuses on using the free version of Grammarly.

CHAPTER II

REVIEW OF LITERATURE

In this chapter, the researcher presents the theoretical review, previous related research, theoretical framework, and hypothesis.

A. Theoretical Review

1. Grammarly Application

a. Definition of Grammarly Application

Grammarly is a technology company that develops an application that can check the writing in an article or paper. The app was developed in 2009 by Shevchenko, Lytvyn, and Lider. Besides being able to check for errors in writing, Grammarly also serves to improve English writing to conform to English grammar or grammar rules as well as a spell checker in the language structure.

According to Hafiz (2015) "Grammarly can give the user input the correct spelling, so that the context of the sentence becomes correct, correcting embarrassing mistakes in the use of words such for example: "worthed" to "wort it" many people misspelled the word, thus confusing the person who read". As quoted from Lubi (2014), the app checks the text to determine the proper use of words with over 250 current grammar rules, covering everything from subject-verbs to article creation needs to provide proper placement. In addition, the app can provide input on the correct use of spelling, so that the context of the sentence becomes correct, correct errors in the use of words, and with Grammarly's recommendations, the user's vocabulary will increase.

This is because Grammarly can not only identify punctuation marks (such as loss of spaces after periods) and spelling errors, including proper nouns and provide some possible alternatives to misspelled words, but also identify fragments and offer suggestions on verb forms, although often not suggested corrections, presented, and complex explanations (Daniels &Leslie , 2013). So it can be concluded the Grammarly serves to perform grammar checks well, ranging from spelling words, sentence structure, to grammar.

b. Version of Grammarly

There are two versions of Grammarly that are commonly used to check 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 basics elements that need to be put down in writing, such as spelling, grammar, and punctuation checker.

Additionally, this free version is efficient in identifying small errors of writing like comma errors and improper articles. For this free version, Grammarly only offers 500 words for grammar checking. When the tool detects the writing errors, they will be automatically be highlighted in red and the right correction will be given. You can set goals for 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.
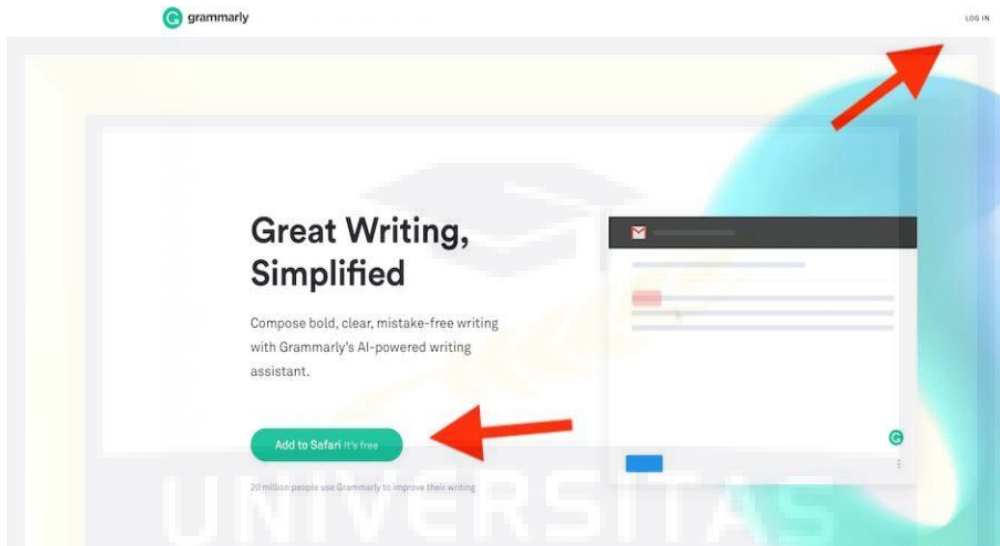
2. Grammarly Premium Version

Unlike Grammarly for the free version which only provides basics 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. Premium version or paid version of Grammarly offers at least nine features, including writing inconsistencies, unclear structure, word overuse, wordiness, inappropriate tone, intensive language, and plagiarism protector. Instead, if the free version offers a limit of 500 words for document correction, the premium version can correct the whole documents in doc format at once. In addition, both short and long explanation of each grammar errors is provided with the right correction.

It can be concluded that the free version of Grammarly is great for those looking for punctuation and spelling mistakes. For those looking for advanced grammar, sentence structure, and writing style. The premium version of Grammarly is the way to go because it offers more complete writing features that improve writing skills. However, for this study, the author only focused on the free version of Grammarly.

c. The Procedure of Using Grammarly Application

Grammarly helps students in reducing writing errors so that they can produce good writing. Before using Grammarly, you need to learn and follow some steps on how to create an account and start writing with this app. the steps are as follows:

1. Go to the website to register a Grammarly account:

2. Register page (choose to sign in with Facebook or Google);

3. Sign in to your account using your email and create an easy-to-remember password;

4. Select Personalize Grammarly (for school, work, and other projects);

5. Set up an account; choose for the free version of the Grammarly account or the premium version.

6. Set up an account; choose for the free version of the Grammarly account or the premium version.
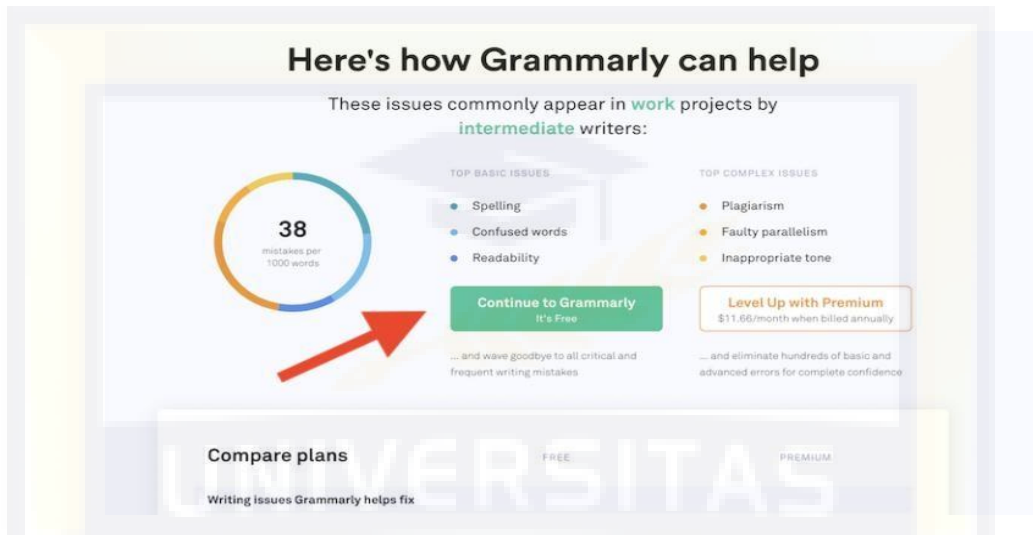
d. Teaching Writing Using Grammarly Application

The following are the steps in teaching using the Grammarly application:

1. The teacher introduces the Grammarly tool to students, explains the problems in writing (writing feature), and provides an explanation between the free version of Grammarly and the premium version of Grammarly. after that, students were told that the Grammarly tool could help them reduce writing problems.

2. The teacher asks students to write a simple analytical exposition text based on a predetermined topic consisting of a thesis, argument, and reiteration.

3. Guide students to operate the Grammarly tool and provide them with a username and password to sign a Grammarly Premium account if students want to use the version.

4. After students have written the text, they are instructed to check their writing using the Grammarly tool, analyze their writing errors, and save a screenshot

as evidence of improvement in their writing (students are instructed to bring a laptop or mobile phone).

2. Grammar Mastery

Grammar mastery is the ability to be aware of how sentences are produced and produce sentences in the language accurately and meaningfully. Purpura (2005: 86) is used to define mastery, includes more than just the information domain in memory or knowledge; it also involves the capacity to use this information structure in several ways. not only that, he even explained that language ability refers to the individual's capacity to utilize mental representations of language knowledge constructed through practice or experience to convey meaning. He also, later, concluded that grammatical skills can be specifically defined as the capacity to realize grammatical knowledge accurately and meaningfully in testing or otherwise language use situations.

Grammar mastery is the knowledge of an English learner in do a grammar test. This limitation is based on Hornby (1987) grammar mastery is complete control or knowledge. A student has a different mastery of grammar from other students because they have different knowledge and understanding depending on what they have during never studied grammar. In this case, the indicator studied in this research is the mastery of English grammar.

a. Definition of Grammar

The word grammar has several meanings as well as there is a universally accepted definition of it. Grammar is defined by Celce-Murcia and Larsen

Freeman (1999: 2) "Grammar is a way that accounts the structure of the target language and its communicate use". "…we need to consider how grammar operates on three levels; substantial or morphological level, sentential or syntactic level, and suprasensible or discourse level".

Hornby in Oxford Advance Learner's Dictonary of Current English (1995: 517) defines grammar as "the rules in a language for changing the form of words and combining them into sentence". According to William (2005: 2) "Grammar is the formal study of the structure of a language and describes how words fit together in meaningful construction".

In another way, Harmer (2001: 12) also defines that "grammar is the description of the ways in which words can change their forms and can be combined into a sentence in that language". Leech et al (1986: 4) also define that "grammar is a mechanism for putting words together. It is a central part of language which relates sound and meaning. The meaning has to be converted into words and put together to grammatical rules".

Although the descriptions of grammar mentioned above are different, the goal is the same "grammar is a description of how each element of a language is systematically combined".

According to Harmer (2006:12), the grammar of a language is a description of the ways in which words can change shape and can be combined into sentences in that language. Same, Greenbaum and Nelson (2002: 1) state that grammar refers to a set of rules that allow us to combine words in our language 0into larger units. Based on the previous definition, it can be concluded that

grammar is a set of the rule by which words are combined or put together to make correct sentences that are meaningful in to speaking and write well and effectively.

Teschner and Evans (2007: 5) say that the words of any language can be classified into speech or grammatical categories. not only that, but he also explained that, for English, the words can be categorized as nouns, adjectives, pronouns, verbs, adverbs, determinants, prepositions, conjunctions, and so on. Shertzer (1996: v) list the same points of grammatical words. For a sentence, the parts are subject and predicate. Phrases, and clauses (Shertzer, 1996: 6-7).

b. The Importance of Learning Grammar

After knowing the definition, it is not difficult for us to understand why grammar is useful and important. Without knowing grammar tells us how to use language. Celce-Murcia and Larsen Freeman suggest that (1999: 2) "Grammar is important to be taught because it affects students' in all four skills: listening, speaking, reading, and writing". Thronburry (1994: 4) also defines that "Students are expected in comprehending written or spoken English, they must know the system rule or grammar of a target language since grammar is a tool for making meaning".

c. Method for Teaching Grammar

Since many viewpoints are stating that grammar is an important aspect of language and should be possessed and mastered, it would be better to review some methods that cover grammatical aspects in language teaching and learning (Larsen-Freeman, 1986). Following are some of them:

1. Grammar Translation Method

This method emphasizes the grammar component to be taught, grammatical rules are given in quite a large proportion and are taught deductively because the fundamental purpose of language learning is to be able to read literature written in the target language.

2. Communicative Language Learning

This method has the main objective in language teaching and learning; that is students' communication ability. However, the grammar aspect is given in quite a proportion as the pre-communicative activities.

3. Audio-lingual Method

The goal of this method is that students are hoped to be able to use the language communicatively. There are many drillings as forming habits in the target language. Grammar is taught inductively through given examples, explicit grammar rules are not provided.

4. Direct Method

The objective of learning is to make the learners communicate in the target language. Thus, the proportion of grammatical rules to be taught is relatively just little. It tends to be taught inductively, that learners are provided with examples and they figure out the rule or generalization from the examples.

3. Writing

a. The Conceptual Definition of Writing

Writing is one of the language skills in learning English that must be mastered by students even though they have difficulty considering the fact that

there are several aspects required to score goals in writing. Chocolate (2000: 335) proposes a lot of attention to how well a student's final product is in four criteria which include: content, organization, use of vocabulary, use of grammar, and mechanical considerations (spelling and punctuation). Furthermore, Bell and Burnbay in Nunan (1998: 36) show that writing is a complex cognitive activity in which the author is required to demonstrate control over several variables simultaneously at the sentence level—including content control, spelling, and letter formation, and so on sentence structure and integrate information into cohesive and coherent paragraphs and text. several theories that have been mentioned, the author concludes that writing is a complex cognitive activity using graphic symbols in writing where the author takes the idea.

Writing is a skill that gives written messages to writers to present or express their thoughts and ideas in meaningful words and mental communication (Knoch & Storch, 2016). This statement can be said that writing is the ability of individuals to convey their ideas through written form. In addition, writing is an important skill that must be possessed by students, especially EFL students in Indonesia. This is in line with Toba, Noor, & Sanu (2019) which states that writing is one of the important English skills that must be trained well by EFL Students in Indonesia for written communication and certain purposes academic purposes, such as essays, letters, articles, journals, etc.

According to Muhammad Yunus (2007:1), Writing can be defined as a delivery activity message (communication) with the user has written language as tools or media. Oshima & Hogue (2006) say a writer has several steps in the

writing process such as the process of finding ideas to express, organizing and developing ideas, putting ideas on paper, revising and editing ideas. Therefore, based on these theories, it can be concluded that writing is a form of communication that presents ideas with clarity of message and the right writing format by following several writing actions.

Based on the statement of Cahyono and Widiati (2011) in Almirawti (Inez E.A & C. Nur, 2018), that writing is a complex skill in the language learning process than other skills (listening, reading, and speak). Graham (2006) as quoted in Parmawati, Santoso, & Yana (2020) stated that students have to struggle significantly with writing and if one does not write well he will find difficulties in the process of learning, education, and work. After all, writing is a way to share and convey ideas from the brain into written form.

Writing is also an indirect communication tool to express what is thought and felt. Writing is the result of written text by the author used to convey information to the reader, Warigan and Doyin (2005) as quoted in Ruhama (Ruhama & Purwaningsih, 2019) argue that The language skill used to communicate indirectly is writing. Writing is also said to be the ability to communicate ideas, opinions, and feelings in writing. It can be concluded that writing is a process complex to generate or express and convey our ideas, thoughts, and feelings through written text.

b. **The process of writing**

The writing process is the procedure for a writer to compose a text. NCEE (2012:14) proposes six steps of writing including planning, compiling, sharing,

evaluating, revising, and editing. And an additional step, publishing can be included to develop and share the final product. Below is an explanation of the writing steps.

a. Planning

Planning activities include developing goals and generating ideas, gathering information from reading prior knowledge, discussing with others, and organizing ideas based on the objectives of the text. In this case, students should write down the goals and ideas so that they can refer to modifying the whole writing process.

b. drafting

Drafting focuses on creating an initial version of a text. When composing, students must choose words and construct sentences that best convey their ideas, and then copy the words and sentences into written language. Some skills such as spelling, handwriting, capitalization, and punctuation are also important in drawing. However, these skills should not be the focus of student efforts.

c. Sharing

Sharing ideas or drafts with teachers, other adults, and peers during the writing process allows students to get feedback and suggestions, to improve their writing.

d. Evaluating

Evaluating can be made by individual authors as they reread all parts of their text and carefully consider whether they fulfilled the purpose of their original

writing. This can also be done by teachers and peers who provide feedback to the author.

  e. Revising and Editing

   The revising activity involves making content changes after students evaluate an ambiguous problem in their text. Students must make changes to clarify or enhance their meaning. These changes can rearrange their ideas, add or remove entire sections of text, and improve their word choice and sentence structure.

   Editing includes making changes to ensure that the text correctly adheres to written English conventions. Students should pay close attention to reviewing their spelling and grammar and making necessary corrections. Editing changes make the text readable to an external audience and can make the author's intent clearer.

  f. Publishing

   Actually, publishing occurs at the end of the writing process. When students produce a final product, they can share it in written form, oral form, or both. Not all student writings need to be published, but students should be given the opportunity to publish their writings and celebrate their achievements.

c. The Importance of Writing Skill to High School Student

   In today's life, writing has become increasingly important for students. Students will familiarize themselves with various types of writing by practicing writing skills and strengthening their writing. For example, students learn writing skills from low to the high level, from basic to advanced. In the tenth grade,

students mainly learn to write how to arrange sentences into paragraphs or small sections in an essay. it will give students some basic knowledge before moving on to writing skills in eleventh grade. Similarly, writing skills in the eleventh grade will be formed students' essential skills to help them in higher writing levels twelfth grade. Nguyen T (2015) shows that writing skills eleventh grade is the key to success because this class is a stage that prepares skills needed for students such as: using vocabulary and grammar, improve their language skills, and in particular help them to know how to organize a paragraph or essay before producing an accurate one writing in grade twelve.

Today, most life contexts, such as school, work, and society sets writing skills as a rule or requirement to be prepared. Ariyanti (2016) also shows that for certain purposes, students can understand any literature broadly in written English. For example, applying for overseas programs, student exchanges, and scholarships, students are required to produce a written essay such as letters of recommendation letters of motivation, etc. incorrect grammar concepts, and good use of language. In addition, writing skills are required to fulfill one of the undergraduate requirements in a particular field of study. Also help students to get jobs by having good writing (Husin & Nurbayani, 2017). Most companies are looking for people who have high-level writing skills to assist them in producing documents in English. So, writing is considered the key to success because it does not only play important role in academic skills, but also career fields.

d. Aspect of Writing

To produce good writing, writers not only write ideas on paper but should be more vigilant in considering aspects of writing. According to Byrne (1993:8-9), here are some aspects that the writer should pay attention to in writing:

a. Content

Content means a substance or writing material. Good writing occurs when the writer can make the title reflect its content. The content of a text should be relevance, clarity, originality, logic, etc.

b. Organization

It means that the writers know how the ideas are organized. Writers must be able to arrange the sentences into paragraphs and support the paragraphs with kinds of connecting words to make the paragraphs united, coherent, and cohesive.

c. Vocabulary

It is a prime objective in writing to select suitable words to express the concepts clearly and directly. The consistency of using vocabulary is essential as the writers should be comprehensively mastering the selection of words that are relevant to the contents.

d. Grammar

Grammar explains the forms and structure of words (called morphology) and how they are composed in sentences (called syntax). The ability to use tenses and structure mastery is essential to produce well-organized paragraphs. The building of grammar includes eight parts of speech: verbs, nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections.

e. Mechanic

It refers to the combination of several sentences that require punctuation, capitalization, and good spelling. Punctuation significantly influences the conveyance of the meaning of sentences. However, punctuation also changes the meaning of the punctuation is arranged in inappropriate roles as well as the correct spelling is extremely needed.

In conclusion, to produce good writing, writers must pay attention to five important aspects of good writing. By mastering these aspects, the written product is easier to understand and more interesting to read by the reader.

4. Descriptive Text

a. Definition of Descriptive Text

Descriptive text in a variety of discourse that provides details or details about objects based on impressions from the author's observations, experiences, and feelings so that they can affect the sensitivity and imagination of readers, as if they saw, heard, felt, or experienced the object directly. The description is writing whose purpose is to provide details or details about the object so that it can affect the sensitivity and imagination of the reader or listener as if they saw, heard, felt, or experienced the object directly (Semi, 1990: 42). Descriptive text is a text that describes something, someone, a situation, etc. (Bima and Arini, 2012: 22). White (1986:17) says that descriptive text is drawing in words. From the statement above, it can be concluded that descriptive text is a text that describes people, a particular place, or an object.

A descriptive paragraph is a paragraph that describes an object with the aim that the reader seems to be able to see, hear or feel the object described by the author in the paragraph in the form of objects, objects, or places (Paujiyanti, 2014). The description is writing whose purpose is to provide information about an object in detail or detail to provide a clear picture that has an impact on influencing the emotions and imagination of the reader as if he saw or experienced it firsthand (Semi, 2009). A description or painting is an essay that depicts the impressions or the five senses carefully and in real life so that the reader or listener can see, hear, feel, appreciate and enjoy as seen, heard, felt, and lived, and enjoyed by the author (Mariskan, 1992).

b. **Purpose of Descriptive Text**

The descriptive text has a purpose to describe or describe something related to experience based on the results of sensory observations, such as its shape, sound, taste, behavior, or movements so that it can create the reader's imagination and feel as if he was directly experiencing what is being discussed in the text. In writing a descriptive essay, the author is required to describe the object in as much detail as possible (Mahargyani et al., 2012). The main purpose of the descriptive paragraph is to create the influence of the reader's five senses to produce a certain impression based on his reasoning and imagination (Sutarni and Sukardi, 2008).

c. Characteristics of Descriptive Text

The description text describes the physical object, both living and non-living things, which are described in detail and detail so that the reader can imagine the object well. and impression for the reader attracts interest, uses language that is easy to understand, creates imagination and sensitivity of the reader, and makes the reader feel as if he or she has directly experienced the object being described. describe or describe something; (2) the paragraphs described are explained very clearly and in detail and involve sensory impressions; (3) when the reader reads the description text, it is as if they feel directly what is being discussed in the text; (4) the description or explanation of an object that becomes the topic is written in detail; and (5) descriptive text describes the physical characteristics of an object, such as shape, size, color, or psychic characteristics/state of an object in detail; (6) the story conveyed is in the form of facts because it requires data.

d. Types of Descriptive Text

Paragraphs of descriptive text can be divided into two types, namely; (1) imaginative/impressionist descriptions, namely paragraphs that describe the space or place where an event takes place. The painting must be viewed from various angles so that the space can be depicted in the minds and feelings of the reader; (2) factual/expository descriptions, namely paragraphs that describe a thing or person by revealing their identity as it is so that the reader can imagine the actual situation (Tukan, 2007).

In developing the paragraph, the descriptive text can be divided into three, namely: (1) subjective descriptive text, namely descriptive text that describes an object based on the impression that the author of the description text has; (2) spatial description text, namely text that only describes objects in the form of places, objects and spaces; (3) objective descriptive text, namely descriptive text with a description of the object according to the actual situation so that the reader can imagine the situation without any additional author's opinion. A descriptive paragraph is a paragraph that describes an object with the aim that it is as if the reader can see, hear or feel the object described by the author in the paragraph (Paujiyanti, 2014).

e. Descriptive Text Structure

The structure in the descriptive text includes (1) the title, the title of the essay contains at least three aspects, namely relevant, provocative (interesting), and brief. The title or head of the essay symbolizes the theme of the story, which is the essence or implied summary of the entire essay. The function of the title is to attract interest and a promotional name (it is a big topic and indicates the author's name). (2) identification, namely determining the identity of a person, object, or other objects; (3) classification, namely the constituent elements with a system in a group according to pre-defined rules and standards; (4) a description which contains descriptions or explanations of an object or topic discussed in the text; (5) the conclusion is an affirmation of something that is considered important. This conclusion may or may not be included.

f.   Language Feature of Descriptive Text

The linguistic features contained in the descriptive text include: (1) using adjectives to describe objects (example: the air is cool, the waves are not so heavy); (2) using nouns (example: Nusakambangan Island, Karangpandan Beach, tropical forest); (3) using verbs (example: cool air bursts, the sea breeze blows, waves roll); (4) using phrases containing nouns; (5) contains a transitive verb to provide subject information; (6) contains a verb (feelings, opinions) with the aim of expressing the author's personal view on the subject; (7) contains adverbs to provide additional information about the object.

B.   Previous Related Research Finding

The researcher found three relevant studies related to this research. The first research was conducted with the title "The Role of Grammarly in Assessing English as a Foreign Language (EFL) Writing" written by Ali Ghufron & Fathia, English Education Students from IKIP PGRI Bojonegoro. The purpose of this study was to investigate the use of Grammarly and compare the correlative feedback from teachers in reducing students' errors in writing EFL. This study used a qualitative approach and involved 40 students of the English Education Study Program, one of the private universities in Indonesia. The results of this study revealed that Grammarly had a significant reduction effect on students' writing errors compared to teacher correlation feedback.

In addition, Grammarly has made a significant contribution in reducing student errors, language use, grammar, and writing mechanisms (punctuation and spelling).

Second, previous research was conducted by Laksnoria, Arif, and Adelina, entitled "Grammar as a Tool to Improve Students' Writing Ability Quality: Free Online Correction Across Boundaries." This study aims to reveal whether the use of Grammarly can encourage descriptive student writing quality. This study involved 40 students from Department of Management, Faculty of Islamic Economics As-Syafi"iyah University. For classroom research, the researcher cooperates with lecturers and collected three instruments, namely interviews, student essays, and questionnaire. The study shows that the use of Grammarly is effective for improve students' writing performance and minimize errors in writing.

The third study, previously conducted by Ruth & Alex entitled "Student Perceptions of Automated Feedback Programs Grammatically." This study aims to determine students' perceptions of Grammar when used in conjunction with an academic learning consultant advice. This study uses a mixed sequential explanatory design method and compares the responses of one group of students with feedback using Grammar with responses from other groups for non-automatic grammar feedback. The results revealed that students who received Grammarly"s feedback react better to 9 out of 15 survey items and are substantially more satisfied compared to non-Grammar students.

Based on three previous related studies, the authors found: similarities and differences with the author's research. The similarities are the whole researchers use Grammarly to promote English writing skills and eliminate students' writing errors. However, the difference between this study and previous research is that

all researchers tend to use Grammarly as a student feedback on writing skills. In addition, previous researchers used Grammarly tool to measure the quality of students' descriptive writing. This research focuses on Grammarly free to improve students' understanding of grammar.

C. Theoretical Framework

The conceptual framework underlying this research is given in the following diagram.

Figure 2.1 Conceptual Framework

```
┌─────────────────────────┐
│    Teaching Grammar     │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│     Using Grammarly     │
│       Application        │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│        Analysis         │
└─────────────────────────┘
            │
            ▼
┌─────────────────────────┐
│         Finding          │
└─────────────────────────┘
```
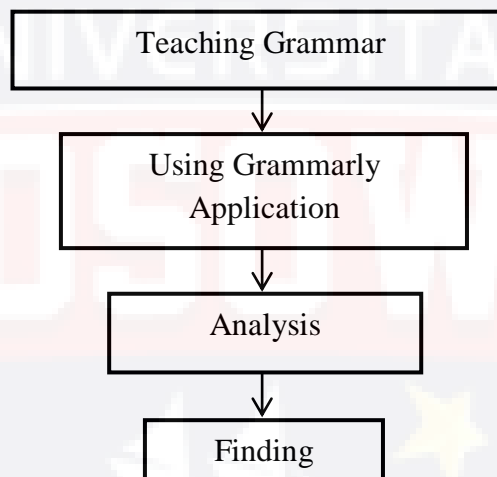
The theoretical framework above shows that the researcher will teach about grammar, using Grammarly application media. By using the Grammarly application, the researcher will teach tenses, especially the simple present tense. After that, the researcher analyzed the data according to the results of the pre-test and post-test that had been completed by the students.

D. Hypothesis of the Research

The research hypothesis is formulated as follows:

Ho : The use of Grammarly as a media cannot improve students' understanding of

grammar in class XI SMA 18 Makassar

H1 : The use of Grammarly as a media can improve students' understanding of

grammar in class XI SMA 18 Makassar.
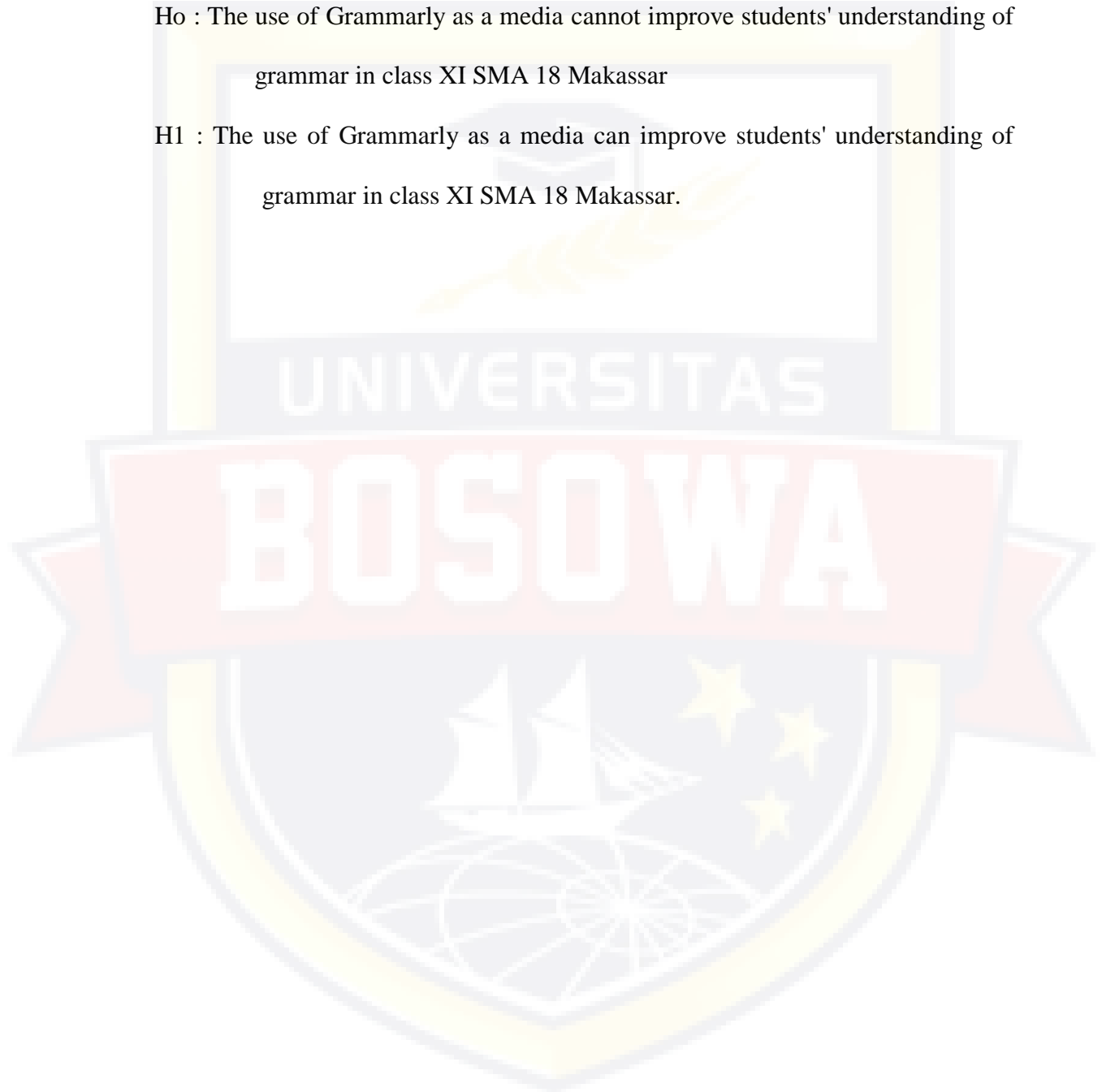
CHAPTER III

RESEARCH METHOD

This chapter presents the description of the research method, population and sample, research variables, and operational definition, research instrument, data collecting procedure and techniques of data analysis.

A. Research Design

This research conducted with a pre-experimental research design. The researcher administered a pre-test to all subjects before the students use the Grammarly application to assess their knowledge in English. A post-test conducted after the students use the Grammarly application to learn, this action to see the result for the student.

The designs involved one class to which the researcher administered a pre-test, treat the students to use the Grammarly application, and administered a post-test. The success of the use Grammarly application was determined by comparing the result of the pre-test and post-test.

The design can be presented as follows:

$$O_1 \quad X \quad O_2$$
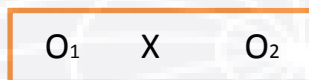
Where:

O_1 = Pre-test

X = Treatment

O_2 = Post-test

(Cohen, 2007:213)

B. Time and Location of the Research

This research conducted at SMA Negeri 18 Makassar in 2021/2022 academic year. The researcher took one month.

C. Population and the Research Sample

1. Population

The population of this study was students of class XI SMA Negeri 18 Makassar in the academic year 2021/2022 which consists of 240 students divided into eight classes, each class consisting of approximately 26 students.

2. Sample

The researcher took samples from class XI Science 2 students of SMA Negeri 18 Makassar. They consist of 26 students.

D. Research Variables and Operational Definition

1. Variable of the Research

A variable is not only something to be measured, it is what a researcher can also manipulate and control for as obtainable in experimental research. It is something that varies or changes in value according to situations or how treated (Nwankwo and Emunemu, 2014:78). Adegun (2005:115) likewise saw a variable as something capable of taking different values and the value of any particular variable depends on the condition under which it is undertaken. A variable can be considered as an operationalized construct or a particular property in which the researcher is interested. And also stated that" The manipulated variable which in some instances could be more than one in number is referred to

as the independent variable while the variable which is expected to be affected by the manipulation is called the dependent variable".

a. Dependent variable

A variable that depends on another variable is called the dependent variable. The independent variable is the variable that affects or causes a change or occurrence of a variable dependent (bound) (Sugiyono, 2015: 96). The dependent variables of this research will be students' grammar mastery.

b. Independent variable

Variables that do not depend on other variables are called the independent variable. A dependent variable is a variable that influenced or which is the result, because of the independent variable (Sugiyono, 2015: 97). The Independent variable in this research is the using Grammarly.

2. Operational Definition of Variables

The operational definition of research variables is a description of the variables used in this study based on the indicators, including:

a. Grammarly application

Grammarly not only provides the ability to identify the punctuation and incorrect word, but also the ability to identify fragments and present advice on verb form Daniel & Leslie (2013:23). (Qassemzadeh & Soleimani, 2016:58), the use of Grammarly is an effective way to help students in reducing writing errors. Grammarly is an automated internet software that offers many features to minimize students" mistakes in writing as well as presents the correction and explanation.

b. Grammar mastery

Grammar mastery is the ability to be aware of how sentences are produced and produce sentences in the language accurately and meaningfully. Purpura (2005: 86) is used to define mastery, includes more than just the information domain in memory or knowledge; it also involves the capacity to use this information structure in several ways.

E. Instrument of the Research

In this research, the type of instrument used is a descriptive writing text. The test consists of pre-test and post-test. The pre-test was given before using the Grammarly application to obtain data on students' prior knowledge, while the post-test was given after the use of the Grammarly application to obtain data on the impact of using the Grammarly application.

F. Procedure of Collecting Data

1. Pre-test

In the first meeting, before the students used the Grammarly application, the researcher gave a pre-test to the students to find out the students' initial knowledge of grammar in writing descriptive paragraphs about "Person Description".

2. Treatment

Researchers did the treatment twice. The researcher was introduced and explained the Grammarly application to students. Then, students were being given material about "Favorite Actress" after which the researcher was shown

Grammarly and explained the steps for its use, and the researcher was guided students to make descriptive paragraphs using the application. If they don't understand they can ask.

3. Post-test

At the last meeting, the researcher was given a post-test to find out whether the Grammarly application can improve students' understanding of grammar. After the test is given, the scores of the two tests, pre-test and post-test were being compared to find out the significant difference.

G. Technique of Data Analysis

Data was collected cording to the instrument and analyzed by the following procedure:

a. Assessing students' correct answers from the pre-test and post-test by using the following formula:

$$Score = \frac{\text{students corrext answer}}{\text{total number of item}} \times 100$$

b. classifying the students score based on the following classification:

Table 3.1
Scoring Classification

Score	Classification
91-100	Excellent
76-90	Good
61-75	Average
51-60	Poor
< 50	Very Poor

(Depdiknas, 2013:13)

To find out the classification of scores for each student's pretest and posttest components, the researcher converted the student's scores using the formula:

$$\text{Score classification of students} = \frac{Frekuensi}{Total\ of\ students} \ x\ 100\%$$

The explanation shows is to calculate the average value, standard deviation, frequency table, and t-test value in identifying the difference between pre-test and post-test by using SPSS (Statistic Product and Statistic Solution) version 16.0.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discusses the research findings and discussion of findings. The findings presented in this section consist of data obtained through tests to see student achievement in grammar after being given treatment using the Grammarly application. The research findings were collected through the instruments used during the research. Then, the results of the research are brought into the discussion to answer the research problem.

A. Findings

This chapter elaborates the findings of the research and the discussion of the finding. The findings are correlated with the problem statements stated in the introduction part. The finding presented in this part consists of the data obtained through the test in order to see the students' achievement in grammar after giving them treatments using the Grammarly application. The discussion section, it deals with the descriptions and interpretations of the findings in this research. The findings that the writer reported in this research were based on the analysis of data collection and the application of the technique elaborated in the previous chapter. The following the writer describes the students' score in the pre-test and post-test:

1. The Students' Score and Classification in Pre-test

The presentation of the data in this section was obtained through a fill-in test. Interpretations were analyzed in three stages: assessing student tests, classifying student scores and calculating mean scores, standard deviations, frequencies and other supporting sources of statistical elements.

The students' score and classification in pre-test. It shows the students'
score in the pre-test.

Table 4.1 Students' Pre-test Score

No.	Students' Initial	Pre-test	Classification
1.	AY	47	Very Poor
2.	APL	73	Average
3.	AFS	47	Very Poor
4.	AM	67	Average
5.	GRSP	73	Average
6.	HRU	67	Average
7.	IIH	73	Average
8.	KAR	67	Average
9.	MAS	20	Very Poor
10.	MAZ	60	Poor
11.	MA	40	Very Poor
12.	MT	67	Average
13.	NA	53	Poor
14.	NY	67	Average
15.	NFA	73	Average
16.	NM	67	Average
17.	N	53	Poor
18.	NJ	60	Poor
19.	R	73	Average
20.	SSH	67	Average
21.	SAR	73	Average
22.	SARU	73	Average
23.	SNP	53	Poor
24.	SN	60	Poor
25.	TP	80	Good
26.	VEO	67	Average
Total score		1.620	
Mean Score		62.31	Average

Source: Students' Pre-test Scores

Table 4.1. Shows the students' score in the pre-test. Based on the result on the pre-test that show on the table 4.1 the total of students were 26 and the total score was 1.620 with the mean score was 62.31 and conclude average category. There were 4 students in very poor category, 6 students was the poor category than, 15 students was the average category and 1 student was the good category. None of students who belong to the excellent categories.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into five categories based on Depdiknas (2013:13). The following table is the students' pre-test score and percentage of experimental and control group.

Table 4.2 the Percentage of Students' Pre-test Score

Classification	Score	Frequency	Percentage
Excellent	91-100	0	0%
Good	76-90	1	4%
Average	61-75	15	58%
Poor	51-60	6	23%
Very Poor	< 50	4	15%
Total		26	100%

Based on the data in table 4.2 the results of the pre-test there are 26 students, no students who are very good and categorized as very good. At the next level, 1 student (4%) in the good category, 15 students (58%) in the average category, 6 students (23%) in the poor category, and 4 students (14%) in the very poor category.

2. The mean score and standard deviation of students' pre-test

Before the treatments were performed, the writer gave a pre-test to know the students' prior knowledge. Furthermore, the purpose of the test was to find out whether the students as the same categories or not.

After calculating the result of the students' pre-test, the mean score and standard deviation are presented in the following table

Table 4.3 Mean Score and Standard Deviation of Students' Pre-test

Mean Score	Standard Deviation
62.31	13.148

Based on the classification shows the mean value of the pre-test was assessed as reaching the average with a standard deviation of 13.148. This shows that the classification score achieved by students is sufficient.

2. Scoring classification of the students' post-test

The students' score and classification in post-test. It shows the students' scores in the post-test.

Table 4.4 Students' post-test score

No.	Students' Initial	Post-test	Classification
1.	AY	73	Average
2.	APL	93	Excellent
3.	AFS	80	Good
4.	AM	80	Good
5.	GRSP	87	Good
6.	HRU	87	Good
7.	IIH	80	Good
8.	KAR	87	Good
9.	MAS	73	Average
10.	MAZ	87	Good
11.	MA	73	Average

12.	MT	87	Good
13.	NA	87	Good
14.	NY	80	Good
15.	NFA	87	Good
16.	NM	87	Good
17.	N	93	Excellent
18.	NJ	100	Excellent
19.	R	93	Excellent
20.	SSH	80	Good
21.	SAR	100	Excellent
22.	SARU	93	Excellent
23.	SNP	80	Good
24.	SN	87	Good
25.	TP	100	Excellent
26.	VEO	87	Good
Total Score		2.241	
Mean Score		86.19	Good

Source: Students' Post-test Scores

Table 4.4. Shows the students' score in the post-test. Based on the result post-test that show on the table 4.4, the total of students were 26 and the total score was 2,241 with the average score of 86.19 and conclude good category. None students in the very poor category and poor category, 3 students was the average category. 16 students was the good category, and 7 students was the excellent category.

As being stated earlier that after tabulating and analyzing the students' scores into percentage, they were classified into five categories based on Depdiknas (2013: 13). The following table is the students' post-test score and percentage of experimental and control group.

Table 4.5 the Percentage of Students' Post-test Score

Classification	Score	Frequency	Percentage
Excellent	91-100	7	28%
Good	76-90	16	61%
Average	61-75	3	11%
Poor	51-60	0	0%
Very Poor	< 50	0	0%
Total		26	100%

From the classification, score, and post-test categorized percentage described in the table above, there are 26 students, 3 students (11%) in the average category, 16 students (61%) in the good category, and 7 students (28%) with excellent category. In the post-test, there are no students who get the category of poor or very poor.

There are significant students' scores of grammar after students' in the grammar of English by the students' on post-test through treating those students use the Grammarly Application.

3. The Mean Score and Standard Deviation of Students' Post-Test

The result of the post-test was defined as a way to know the mean score and standard deviation. The following table presents the mean score and the standard deviation of the post-test.

Table 4.6 the mean and Standard Deviation of Students' Post-test

Mean Score	Standard Deviation
86.19	7.787

It can be observed in the table shows that the post-test was valued at 86.19 for its mean score with the standard deviation obtained 7.787. It can be referred from the description about the mean score and the students' deviation for the post-

test. Post-test produces a better improvement or a higher achievement that turns from the pre-test 62.31 while on the post-test 86.19.

4. Test of Significance (T-Test)

The T-test is a test to measure whether or not there is a significant difference between the result of the students' mean scores in the pre-test and post-test. By using inferential analysis of the T-test the significant differences can be easier to analyze.

The significance level is (α) = 0.05 and the degrees of freedom (df) = 25, N1-1, the number of students (26− 1= 25). The following table describes the results of the t-test values:

Table 4.7 The Paired T-test Value of Students' Achievement

Variables	Probability Value	A	Remarks
Pre-test & Post-test	0.00	0.05	Significantly Different

Based on the result of data analysis as summarized in table 4.5 pre-test and post-test, the writer found that the p-value (probability value) was lower than α (0.00<0.05) and the degree of freedom was 25. It showed that the use of the Grammarly Application significantly improve students' achievement in learning grammar in English.

B. Discussion

This part presents the discussion of the tests both pre-test and post-test in the research findings. There are two research questions proposed in this study. The first discussion is about the implementation of the Grammarly application. And the second is the impact of students' grammar in Grammarly application.

1. **The Implementation of The Grammarly Application**

This study conducted at SMAN 18 Makassar, the writer chose one class as a sample namely XI IPA 2. The total sample was 26 students in the second grade of SMAN 18 Makassar.

Since the first day the writer introduced the title of this research, whole students were curious to know the application. But before the writer gave treatment for the students, the writer should give the pre-test first on the question sheet to know the students' prior knowledge.

After take the pre-test from the students, the writer conducted treatment. The students are treated by used the Grammarly application. On the first treatment conducted in class, the writer introduced the Grammarly application and asked the students to install the application on their smartphone.

After the writer introduced the application, the writer explained the material about the descriptive text. While on the second treatment, the writer explained Simple Present Tense example in descriptive text.

At the last meeting, the writer applied post-test. In post-test, the writer gave the same question when the writer conducted pre-test.

2. **The Impact of Students' grammar in Grammarly Application**

There is a significant impact in the use of the Grammarly application after seeing the results of the findings, this is evidenced by the changes in students' scores in the pre-test and post-test, the average value, and the standard deviation.

The analysis of data shows the mean score of the pre-test and post-test, it was found that the mean score of the pre-test was 62.31, while the mean score of the post-test was 86.19.

Therefore, it was concluded that the Grammarly application can give the contribution to the students' for learning English grammar, since the students' taught by using the Grammarly application got higher scores than the students' who taught by conventional method.

By noticing the result of students' pre-test, the writer assumed that the students' prior knowledge seem lack because the students did not have any knowledge about the test or they are not given the treatment yet.

The result of the post-test indicates that the use of the Grammarly application gives progress significantly toward students' grammar mastery. It means all students could enhance their mastery in understanding the grammar of English. It is proved by the students' result of mean score before and after the treatment get increase as stated before. The students' mastery showed post-test better. This is evidenced by the changes in student scores on the pre-test and post-test, the average value, and the standard deviation.

Based on the findings of the research above, the writer may point out that before giving the treatment (pre-test), almost students in average category in understanding the grammar of tenses.

The writer believed that the use of Grammarly application can improve students' understanding of grammar, especially in the simple present tense. This is shown in the data from the analysis of student scores on the pre-test and post-test.

In addition, after doing research the writer found the use of the Grammarly application as learning media there are some advantages is of the Grammarly application as a learning media that can make it easy for students for learning anywhere and anytime with the material provided by the writer. Teachers can use

the Grammarly application as a learning media and then students understand more about grammar because the Grammarly application provides a description of every word that is wrong in placement or in its use. It's evidenced by students learning outcomes that enhance after treatment by the use of the Grammarly application as learning media. There are also active during the teaching and learning process.

However, the writer found some problems during the research work during the Covid-19 pandemic. There is a reduction in the learning process time, previously 2-3 hours but reduced to 1 hour for each subject. It makes the researcher a little overwhelmed in the research process. The school makes an arrangement in which each class is divided into two sessions. In a week applies to the first session class and the following week is the second session class and so on. Therefore writers have to prepare extra teaching strategies; researchers have to tell the information to students repeatedly.

Although there are obstacles encountered during the research process, the use of the Grammarly application as a learning media has many benefits. Therefore, referring to the result above it was concluded that in this research, the Grammarly application as a learning media can enhance students' Grammar mastery. the students of eleventh-grade Class IPA 2 at SMAN 18 Makassar got good achievements in improving grammar mastery after the used the Grammarly application as a learning media.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter deals with the two sub chapters specifically the conclusion of study and suggestion of the research.

A. Conclusion

Based on the results of research on learning tenses, this shows that the use of the Grammarly application provides significant progress in students' mastery of tenses, especially the simple present tense. This is also evidenced by the results of the average score of students before and after treatment has increased. This is evidenced by changes in student scores on the pre-test and post-test, the average value, and the standard deviation. Concerning the findings and discussions of the study that the writer gathered at the eleventh science 2 grade of SMAN 18Makassar the academic year 2021/2022, the writer concluded that the use of Grammarly as a media can increase students' grammar mastery. It was proved by the students' score obtained of post-test was higher than pre-test. It means that there was a significant improvement in the students' grammar mastery, especially the simple present tense.

B. Suggestions

Referring to the conclusion above, the writer has suggestions to the teachers, the students, and the next writers.

1. For the teachers

There are many methods that can be used in teaching grammar. One of the methods that can be used mobile media in teaching grammar. The teachers are

suggested to use Grammarly as a media to increase students' grammar mastery. This media can make the students easer and enjoy learning English, especially in grammar.

2. For the students

The students are expected to be more active and creative during the lesson in learning English, especially in learning grammar. The students can increase their grammar mastery by using the Grammarly.

3. For the next writers

The writer expecteded this study can be used as additional reference and as sources of information for the next writers. The writer realizes that this skripsi not perfect, so the writer would be grateful for any comments, correction, and criticism from all the readers to improve this skripsi.

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APPENDICES

APPENDIX 1: PRE – TEST

Research Instrument

Test for Pre-Test

Name :

Class   :

Work clue:

1. Recognize the text below

2. Read and understand each word or sentence

3. Pay attention to the words in bold and underline

4. Change every word that has bold and underlined

5. To be the correct sentence

6. Write the correct answer at the top of each word that has bold and underlined

Traveler Girl

She **are** a Traveler Girl. Her name **are** Romana Maya, her friends call her May. She **like** to go somewhere to a single destination or more. She **have** long brown hair. Her mother **are** Chinese so she **have** slanted black eyes as like her mother. She **have** a medium nose and she **have** thin lips. She **have** oriental skin. She **are** pretty tall. It **are** about 168 cm. Her friends **loves** her so much because she **are** an independent, easy-going person, friendly and helpful. She **have** a favorite color. It **are** black. Right now, she is sitting and enjoying the view. She is wearing maroon headgear and a maroon scarf. She is wearing sunglasses and a watch. She is wearing a blue blouse. She is wearing black jeans. She is wearing socks and black mountain sandals. She is bringing a black backpack. She is bringing a photography stick.

APPENDIX 2: POST – TEST

Research Instrument

Test for Post-Test

Name :

Class :

Work clue:

1. Recognize the text below

2. Read and understand each word or sentence

3. Pay attention to the words in bold and underline

4. Change every word that has bold and underlined

5. To be the correct sentence

6. Write the correct answer at the top of each word that has bold and underlined

Traveler Girl

  She **are** a Traveler Girl. Her name **are** Romana Maya, her friends call her May. She **like** to go somewhere to a single destination or more. She **have** long brown hair. Her mother **are** Chinese so she **have** slanted black eyes as like her mother. She **have** a medium nose and she **have** thin lips. She **have** oriental skin. She **are** pretty tall. It **are** about 168 cm. Her friends **loves** her so much because she **are** an independent, easy-going person, friendly and helpful. She **have** a favorite color. It **are** black. Right now, she is sitting and enjoying the view. She is wearing maroon headgear and a maroon scarf. She is wearing sunglasses and a watch. She is wearing a blue blouse. She is wearing black jeans. She is wearing socks and black mountain sandals. She is bringing a black backpack. She is bringing a photography stick.

APPENDIX 3: The Students' Score of Pre Test

No.	Students' Initial	Pre-test	Classification
1.	Ardiyanti	47	Very Poor
2.	Aditya Pemana Lampian	73	Average
3.	Aqil Farid Syam	47	Very Poor
4.	Aqilah Mustamin	67	Average
5.	Gilang Ramadhan Surya Prasetya	73	Average
6.	Hadjirah Reski Utami	67	Average
7.	Ilfa Isyana Hamumpuni	73	Average
8.	Kayla Amanda Rivani	67	Average
9.	Muhammad Aldi Saputra	20	Very Poor
10.	Muhammad Alfarizy Zalam	60	Poor
11.	Muhammad Aswan	40	Very Poor
12.	Muhammad Titian	67	Average
13.	Naila Alifah	53	Poor
14.	Naura Ayumi	67	Average
15.	Nayla Fitri Ansela	73	Average
16.	Nirina Misran	67	Average
17.	Nurfadila	53	Poor
18.	Nurfajeriana	60	Poor
19.	Rani	73	Average
20.	Sayed Syarif Hidayatullah	67	Average
21.	Shafiqa Arashifa Ramadhani	73	Average
22.	Sri Amalia Ramadani Usman	73	Average
23.	Siti Nurbaeti Putri	53	Poor
24.	Siti Nurjannah	60	Poor
25.	Tryanto Putra	80	Good
26.	Valmai Evania Omme	67	Average
	Total score	1.620	

APPENDIX 4: The Students' Score of Post Test

No.	Students' Initial	Post-test	Classification
1.	Ardiyanti	73	Average
2.	Aditya Pemana Lampian	93	Excellent
3.	Aqil Farid Syam	80	Good
4.	Aqilah Mustamin	80	Good
5.	Gilang Ramadhan Surya Prasetya	87	Good
6.	Hadjirah Reski Utami	87	Good
7.	Ilfa Isyana Hamumpuni	80	Good
8.	Kayla Amanda Rivani	87	Good
9.	Muhammad Aldi Saputra	73	Average
10.	Muhammad Alfarizy Zalam	87	Good
11.	Muhammad Aswan	73	Average
12.	Muhammad Titian	87	Good
13.	Naila Alifah	87	Good
14.	Naura Ayumi	80	Good
15.	Nayla Fitri Ansela	87	Good
16.	Nirina Misran	87	Good
17.	Nurfadila	93	Excellent
18.	Nurfajeriana	100	Excellent
19.	Rani	93	Excellent
20.	Sayed Syarif Hidayatullah	80	Good
21.	Shafiqa Arashifa Ramadhani	100	Excellent
22.	Sri Amalia Ramadani Usman	93	Excellent
23.	Siti Nurbaeti Putri	80	Good
24.	Siti Nurjannah	87	Good
25.	Tryanto Putra	100	Excellent
26.	Valmai Evania Omme	87	Good
	Total score	2.241	

APPENDIX 5: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan	**: SMA Negeri 18 Makassar**
MATA PELAJARAN	**: Bahasa Inggris**
Kelas / Semester	**: XI / II**
Materi Pokok	**: Grammar**
Alokasi Waktu	**: 2 x 45 Menit**

A. KOMPETENSI INTI

- KI 3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

- KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

1. KOMPETENSI DASAR

   1.6   Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks

penggunaanya. (Perhatikan unsur kebahasaan simple present tense).

4.6   Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadiaan yang dilakukan /terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai teks.

C. TUJUAN PEMBELAJARAN

1. Ketika para siswa di beri kesempatan untuk membuat sebuah kalimat bahasa inggris yang baik dan benar, dalam artian mempunyai subjek, objek dan pelengkap, mereka dapat menyusun dengan baik berdasarkan teori yang sudah dipelajari.

2. Ketika siswa diminta untuk membuat sebuah kalimat dengan preposition, atau dalam memilih jawaban, mereka dapat mengetahui preposition mana yang sesuai dengan teori yang sudah dipelajari.

3. Ketika siswa diminta untuk membuat kalimat dengan terdapat subjek beserta to be, mereka dapat memasangkan subjek tersebut dengan to be nya, berdasarkan apa yang mereka telah pelajari.

D. MATERI PEMBELAJARAN

Menggunakan aplikasi "Grammarly"

E. METODE/TEHNIK PEMBELAJARAN

Diskusi dan ceramah

F. MEDIA PEMBELAJARAN

Media   : Laptop dan Smartphone

G. LANGKAH PEMBELAJARAN

1. Pertemuan 1 (2 x 45 Menit)

Kegiatan Awal:

- Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin dan rajin).
- Pendidik memberi gambaran tentang kegiatan pembelajaran yang akan berlangsung.

Kegiatan Inti:

- Pendidik memberitahu mengenai penelitian yang akan dilaksanakan.
- Pendidik menjelaskan mengenai metode yang akan digunakan.
- Siswa melakukan pre-test.

Kegiatan Akhir:

- Pendidik memberikan informasi kepada siswa untuk mempersiapkan diri untuk pertemuan selanjutnya yaitu melakukan treatment menggunakan aplikasi "Grammarly".
- Pendidik mengucapkan salam penutup.

2. Pertemuan 2 (2 x 45 Menit)

Kegiatan Awal:

- Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki raung kelas.
- Mengecek kehadiran siswa. (nilai yang ditanamkan: disiplin dan rajin).
- Pendidik memberi gambaran tentang pelajaran yang akan berlangsung.
- Pendidik mengingatkan kembali pelajaran minggu lalu.

Kegiatan Inti:

- Pendidik menjelaskan tentang aplikasi "Grammarly"
- Siswa mengunduh aplikasi "Grammarly" pada smartphone mereka.
- Pendidik menjelaskan cara menggunakan aplikasi pembelajaran yang telah diunduh.
- Siswa diberikan waktu untuk menggunakan aplikasi "Grammarly" dengan bimbingan Pendidik.
- Pendidik menjelaskan mengenai kalimat simple present tense dalam teks deskriptif.

Kegiatan Akhir:

- Pendidik memberikan umpan balik kepada siswa mengenai tanggapan mereka tentang aplikasi "Grammarly" sebagai media pembelajaran.
- Pendidik memotivasi siswa untuk memahami tenses melalui aplikasi yang telah diunduh
- Pendidik mengucapkan salam pentutup.

3. **Pertemuan 3 (2 x 45 Menit)**

Kegiatan Awal:

- Mengucapkan salam dan menyapa dengan ramah kepada siswa ketika memasuki ruang kelas.
- Mengecek kehadiran siswa. (nilai yang ditanamkan: disiplin dan rajin)
- Pendidik memberi gambaran tentang pelajaran yang akan berlangsung.
- Pendidik mengingatkan kembali pelajaran minggu lalu.

Kegiatan Inti:

- Pendidik mengecek aplikasi "Grammarly" pada smartphone siswa secara satu per satu.
- Pendidik menanyakan apakah ada kesulitan selama menggunakan aplikasi.

- Pendidik menanyakan respon siswa dalam pembelajaran menggunakan apliksi.
- Pendidik menerapkan post-test untuk melihat hasil pembelajaran siswa menggunakan aplikasi "Grammarly".

Kegiatan Akhir:

- Pendidik memotivasi siswa untuk memahami tenses melalui aplikasi "Grammarly"
- Pendidik mengucapkan terima kasih kepada siswa telah berpartisipasi dalam kegiatan penelitian dan mengucapkan salam pentutup.

H. PENILAIAN HASIL BELAJAR

1. Jenis penilaian   : Grammar
2. Bentuk penilaian : Completion test

Makassar, 23 September 2021

Mengetahui,
Guru Mata Pelajaran   Mahasiswa

Drs. H. Mustafa, M.M.Pd.   **Dahlia Hasan**
NIP. 19640428 198903 1 013   NIM. 4517101010

APPENDIX 6: The Result of Students' Pre-Test Score

TEACHING MATERIAL (PRE-TEST)

Name : Aall Fariel Syam

Class : XI IPA2

Work clue:

1. Recognize the text below.

2. Read and understand each word or sentence

3. Pay attention to the words in bold and underline

4. Change every word that has bold and underlined

5. To be the correct sentence

6. Write the correct answer at the top of each word that has bold and underlined

---

Traveler Girl

She **are** a Traveler Girl. Her name **are** Romana Maya, her friends call her May. She **like** to go somewhere to a single destination or more. She **have** long brown hair. Her mother **are** Chinese so she **have** slanted black eyes as like her mother. She **have** a medium nose and she **have** thin lips. She **have** oriental skin. She **are** pretty tall. It **are** about 168 cm. Her friends **loves** her so much because she **are** an independent, easy-going person, friendly and helpful. She **have** a favorite color. It **are** black. Right now, she is sitting and enjoying the view. She is wearing maroon headgear and a maroon scarf. She is wearing sunglasses and a watch. She is wearing a blue blouse. She is wearing black jeans. She is wearing socks and black mountain sandals. She is bringing a black backpack. She is bringing a photography stick.

B = 7
S = 8   47

TEACHING MATERIAL (PRE-TEST)

Name : Muh. ALDI SAPUTRA

Class : XI. IPA 2

Work clue:

1. Recognize the text below

2. Read and understand each word or sentence

3. Pay attention to the words in bold and underline

4. Change every word that has bold and underlined

5. To be the correct sentence

6. Write the correct answer at the top of each word that has bold and underlined

Traveler Girl

She **are** [was] a Traveler Girl. Her name **are** [is] Romana Maya, her friends call her May. She **like** to go somewhere to a single destination or more. She **have** long brown hair. Her mother **are** [its] Chinese so she **have** slanted black eyes as like her mother. She **have** a medium nose and she **have** thin lips. She **have** oriental skin. She **are** [is] pretty tall. It **are** [this] about 168 cm. Her friends **loves** [love] her so much because she **are** [is] an independent, easy-going person, friendly and helpful. She **have** a favorite color. It **are** [this] black. Right now, she is sitting and enjoying the view. She is wearing maroon headgear and a maroon scarf. She is wearing sunglasses and a watch. She is wearing a blue blouse. She is wearing black jeans. She is wearing socks and black mountain sandals. She is bringing a black backpack. She is bringing a photography stick.

B : 8
S : 12   20

TEACHING MATERIAL (PRE-TEST)

Name : Muh Ridwan

Class : VI - IPA 2

Work clue:

1. Recognize the text below

2. Read and understand each word or sentence

3. Pay attention to the words in bold and underline

4. Change every word that has bold and underlined

5. To be the correct sentence

6. Write the correct answer at the top of each word that has bold and underlined

---

Traveler Girl

She ~~are~~ [like] a Traveler Girl. Her name ~~are~~ [have] Romana Maya, her friends call her May. She ~~like~~ [are] to go somewhere to a single destination or more. She ~~have~~ [are] long brown hair. Her mother ~~are~~ [have] Chinese so she ~~have~~ [are] slanted black eyes as like her mother. She ~~have~~ [has] a medium nose and she ~~have~~ [are] thin lips. She ~~have~~ [are] oriental skin. She ~~are~~ [have] pretty tall. It ~~are~~ [is] about 168 cm. Her friends ~~loves~~ [love] her so much because she ~~life~~ an independent, easy-going person, friendly and helpful. She ~~have~~ [her] a favorite color. It ~~are~~ [is] black. Right now, she is sitting and enjoying the view. She is wearing maroon headgear and a maroon scarf. She is wearing sunglasses and a watch. She is wearing a blue blouse. She is wearing black jeans. She is wearing socks and black mountain sandals. She is bringing a black backpack. She is bringing a photography stick.

B : 6   40
S : 9

TEACHING MATERIAL (PRE-TEST)

Name : Siti Nurbaeti Putri

Class : XI - IPA - 2

Work clue:

1. Recognize the text below

2. Read and understand each word or sentence

3. Pay attention to the words in bold and underline

4. Change every word that has bold and underlined

5. To be the correct sentence

6. Write the correct answer at the top of each word that has bold and underlined

---

Traveler Girl

She **are** (is) a Traveler Girl. Her name **are** (is) Romana Maya, her friends call her May. She **like** (its) to go somewhere to a single destination or more. She **have** (has) long brown hair. Her mother **are** (is) Chinese so she **have** (are) slanted black eyes as like her mother. She **have** (are) a medium nose and she **have** (is) thin lips. She **have** (the) oriental skin. She **are** (is) pretty tall. It **are** (is) about 168 cm. Her friends **loves** (like) her so much because she **are** (is) an independent, easy-going person, friendly and helpful. She **have** (like) a favorite color. It **are** (is) black. Right now, she is sitting and enjoying the view. She is wearing maroon headgear and a maroon scarf. She is wearing sunglasses and a watch. She is wearing a blue blouse. She is wearing black jeans. She is wearing socks and black mountain sandals. She is bringing a black backpack. She is bringing a photography stick.

B = 8   53
S = 7

APPENDIX 7: The Result of Students' Post-Test Score

TEACHING MATERIAL (POST-TEST)

Name : Aqil Farid Syam

Class : XI IPA 2

Work clue:

1. Recognize the text below

2. Read and understand each word or sentence

3. Pay attention to the words in bold and underline

4. Change every word that has bold and underlined

5. To be the correct sentence

6. Write the correct answer at the top of each word that has bold and underlined

Traveler Girl

She **are** a Traveler Girl. Her name **are** Romana Maya, her friends call her May. She **like** to go somewhere to a single destination or more. She **have** long brown hair. Her mother **are** Chinese so she **have** slanted black eyes as like her mother. She **have** a medium nose and she **have** thin lips. She **have** oriental skin. She **are** pretty tall. It **are** about 168 cm. Her friends **loves** her so much because she **are** an independent, easy-going person, friendly and helpful. She **have** a favorite color. It **are** black. Right now, she is sitting and enjoying the view. She is wearing maroon headgear and a maroon scarf. She is wearing sunglasses and a watch. She is wearing a blue blouse. She is wearing black jeans. She is wearing socks and black mountain sandals. She is bringing a black backpack. She is bringing a photography stick.

B = 12

S = 3   80

TEACHING MATERIAL (POST-TEST)

Name : Muh. Aldi Saputra

Class : XI. IP2 2

Work clue:

1. Recognize the text below

2. Read and understand each word or sentence

3. Pay attention to the words in bold and underline

4. Change every word that has bold and underlined

5. To be the correct sentence

6. Write the correct answer at the top of each word that has bold and underlined

Traveler Girl

She <u>are</u> *(was)* a Traveler Girl. Her name <u>are</u> *(is)* Romana Maya, her friends call her May. She <u>like</u> *(like)* to go somewhere to a single destination or more. She <u>have</u> *(has)* long brown hair. Her mother <u>are</u> *(it's)* Chinese so she <u>have</u> *(has)* slanted black eyes as like her mother. She <u>have</u> *(has)* a medium nose and she <u>have</u> *(has)* thin lips. She <u>have</u> *(has)* oriental skin. She <u>are</u> *(is)* pretty tall. It <u>are</u> *(this)* about 168 cm. Her friends <u>loves</u> *(love)* her so much because she <u>are</u> *(is)* an independent, easy-going person, friendly and helpful. She <u>have</u> *(has)* a favorite color. It <u>are</u> *(this)* black. Right now, she is sitting and enjoying the view. She is wearing maroon headgear and a maroon scarf. She is wearing sunglasses and a watch. She is wearing a blue blouse. She is wearing black jeans. She is wearing socks and black mountain sandals. She is bringing a black backpack. She is bringing a photography stick.

B = 11
5 = 4   73

TEACHING MATERIAL (POST-TEST)

Name : Muh. Arwan

Class : XI. IPA 2

Work clue:

1. Recognize the text below

2. Read and understand each word or sentence

3. Pay attention to the words in bold and underline

4. Change every word that has bold and underlined

5. To be the correct sentence

6. Write the correct answer at the top of each word that has bold and underlined

---

Traveler Girl

She *is* ~~are~~ a Traveler Girl. Her name *is* **are** Romana Maya, her friends call her May. She *likes* ~~like~~ to go somewhere to a single destination or more. She *has* **have** long brown hair. Her mother *is* ~~are~~ Chinese so she *has* **have** slanted black eyes as like her mother. She *had* **have** a medium nose and she *has* **have** thin lips. She *has* **have** oriental skin. She *so* ~~are~~ pretty tall. It *is* ~~are~~ about 168 cm. Her friends *love* **loves** her so much because she *is* ~~are~~ an independent, easy-going person, friendly and helpful. She *has* **have** a favorite color. It *a* ~~are~~ black. Right now, she is sitting and enjoying the view. She is wearing maroon headgear and a maroon scarf. She is wearing sunglasses and a watch. She is wearing a blue blouse. She is wearing black jeans. She is wearing socks and black mountain sandals. She is bringing a black backpack. She is bringing a photography stick.

13 - 11
5 = 4   73

TEACHING MATERIAL (POST-TEST)

Name : Siti Nurbach Putri

Class : XI · IPA · 2

Work clue:

1. Recognize the text below

2. Read and understand each word or sentence

3. Pay attention to the words in bold and underline

4. Change every word that has bold and underlined

5. To be the correct sentence

6. Write the correct answer at the top of each word that has bold and underlined

---

Traveler Girl

She **are** ^{is} a Traveler Girl. Her name **are** ^{is} Romana Maya, her friends call her May. She **like** ^{likes} to go somewhere to a single destination or more. She **have** ^{has} long brown hair. Her mother **are** ^{is} Chinese so she **have** ^{has} slanted black eyes as like her mother. She **have** ^{has} a medium nose and she **have** ^{has} thin lips. She **have** ^{has} oriental skin. She **are** ^{is} pretty tall. It **are** ^{it's} about 168 cm. Her friends **loves** ^{love} her so much because she **are** ^{is} an independent, easy-going person, friendly and helpful. She **have** ^{has} a favorite color. It **are** ^{is} black. Right now, she is sitting and enjoying the view. She is wearing maroon headgear and a maroon scarf. She is wearing sunglasses and a watch. She is wearing a blue blouse. She is wearing black jeans. She is wearing socks and black mountain sandals. She is bringing a black backpack. She is bringing a photography stick.

B = 14
S = 3   80

APPENDIX 8: The Students' Score

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
pre test	26	20	80	1620	62.31	13.148
post test	26	73	100	2241	86.19	7.787
Valid N (listwise)	26					

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre test	62.31	26	13.148	2.578
	post test	86.19	26	7.787	1.527

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pre test & post test	26	.623	.001

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	-23.885	10.297	2.019	-28.044	-19.726	-11.828	25	.000

Appendix 9: Administration

Appendix 10: Picture of the Research
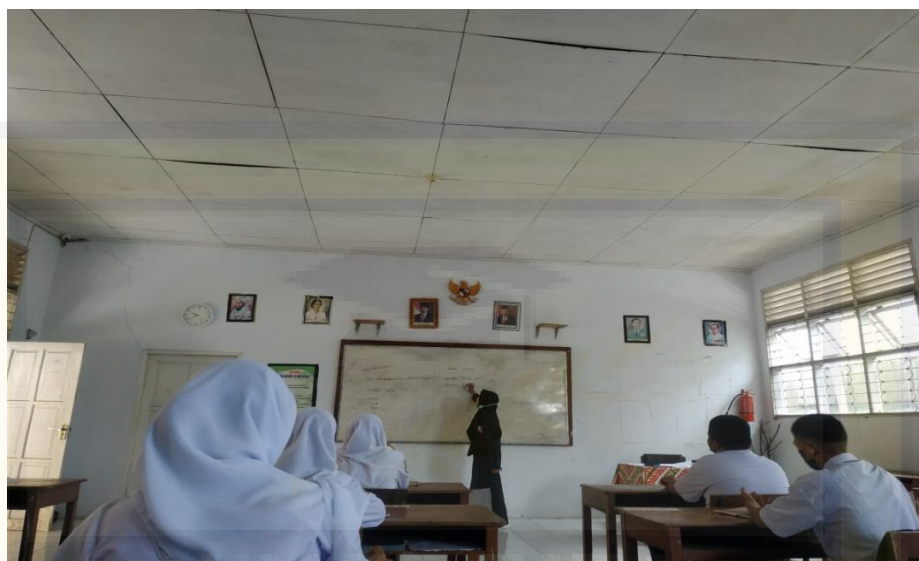
1. Pre-test

Picture 1: The researcher was giving pre-test to the students

Picture 2: The students were doing the pre-test

2. Treatment

Picture 3: The researcher was explaining about descriptive text

Picture 4: The researcher was explaining about simple present tense in
descriptive text

Picture 5: The researcher was asking students to download the Grammarly application

Picture 6: Students were downloading the Grammarly application

Picture 7: The researcher was explaining the use of the Grammarly application

Picture 8: The researcher was showing how the Grammarly application work

Picture 9: The researcher was asking the students to use the Grammarly
application

Picture 10: Students were using the Grammarly application

3. Post-test

Picture 11: The researcher was giving post-test to the students

Picture 12: The students were doing the post-test

BIOGRAPHY
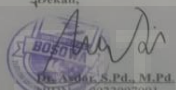
Dahlia Hasan was born on September 2nd, 1995 in Balauring, from the marriage of her parents Hasan Hisana and Waimu Ali. She is the third of five siblings. She has two sisters and two brothers. She started her education at SD Inpres Balauring in 2001 and graduated in 2007. She continued her junior high school studies at SMPN 1 Omesuri and finished in 2010. After that, she continued her study at SMAN 1 Balauring in 2014 and graduated in 2017. After graduating from her school, she decided to complete her English Education study program at the Faculty of Teacher Training and Education of Universitas Bosowa Makassar in 2017. She participated as a member in BEM FKIP (Badan Eksekutif Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan), had participated in activities in the inauguration committee in 2019 as a consumption division, and took a role in these activities in the theater sector. She also participated as a member in HIMAPBING (Himpunan Mahasiswa Pendidikan Bahasa Inggris), as a member in public relations, and in 2018-2019 participated in English camp activities as a consumption division, and in 2020 became the general treasurer of the activity. In 2021 she became a fund and business division member in inauguration activities and work meetings. Then, she graduated in 2022.