CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings

This chapter deals with findings and discussion about the result of research obtained and explained based on the instrument that is test and documentation. This research namely a pre-experimental research design consists of students' scores in pre-test and post-test.

1. Presentation of Data

Presentation of data purpose to the presentation of the data collected by the researcher in the field of research. The data presented the real data and the information collected from the research tools. Pre-test, post-test, and documentation were employed by the researcher in this study to collect data.

a. The Result of Data Test

The results of the students pre-test and post-test on using Grammarly in descriptive text serve as the study's data. This research was conducted in SMKN 1 Pamekasan, from January 29th, 2024 to February 12th, 2024. The researcher asked permission to conduct the research for the tenth grade at SMKN 1 Pamekasan.

The researcher used pre-experimental using one group pretest-posttest design to measure whether there be better or not Grammarly is used as the independent variable (X), and the students ability to write

descriptive text is the dependent variable (Y). The researcher needs

students pre-test and post-test scores as the data to calculate the scores

of students in writing descriptive text, and documentation related to this

research. For the test, the researcher used an essay test, that has one

instrument for to students write a descriptive text about their favorite

person. Then the scoring of the test, the researcher gives point for the

essay, and the students get excellent point if the students write complete

the instrument well.

Table 4.1

Classification of Students Achievement

Score	Criteria of Ability
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Average
51-60	Fair
41-50	Poor
Less than 40	Inadequate

b. The Result of Pre-Test

The researcher conducted the pre-test for the students to know the

scores of students on the essay task in writing descriptive text before the

researcher was given treatment. The researcher took a pre-test to the X

AKT class as the experimental group has 27 students. However, some students were unable to attend when the researcher was conducting research and several students did not collect answers when the test was carried out. Therefore, the total of the samples is 19.

A pre-test is a strategy used to gather information from students before providing treatment. The pre-test allowed the researcher to learn more about the students achievement in writing skills without the Grammarly as automated writing evaluation tools, and the task to the students was to write a descriptive text about their favorite person. The analyzed of the pre-test on experimental done by students can be shown below:

Table 4.2

The Result Pre-Test Score of Students

NO	NAME	SCORE	CATEGORY
1	ACV	62	Average
2	DAF	91	Excellent
3	FAR	82	Very good
4	IRA	67	Average
5	IA	86	Very good
6	I	87	Very good

7	KNAF	89	Very good
8	ML	85	Very good
9	M	93	Excellent
10	NRU	86	Very good
11	NYR	70	Average
12	NM	82	Very good
13	QCD	88	Very good
14	RDS	87	Very good
15	RDA	87	Very good
16	RMP	80	Good
17	SD	91	Excellent
18	SNA	80	Good
19	UA	84	Very good
	Total	**1.577**	
	Mean Score	**83,00**	

In the table above was scored of pre-test X AKT. The researcher conducted the pre-test on Monday, February 05th, 2024. The total students of experimental group is 19. From the data above shown the

highest score of pre-test in experimental group 93, and the lowest score is 62. Total score was 1.577. The mean of scores is 83,00 with the "very good" category. It could be concluded that the capacity of students in writing descriptive text is very good, however in vocabulary there are many mistakes within the words used, punctuation mistakes, incorrect to be demonstrated, and wrong spelling. Further nearly the students problems in grammar and mechanics.

1) Validity of Pre-Test

Validity is the most important consideration in developing, measuring, and evaluating instruments used in a test. To check the validity of the test, the first step that the researcher identified the test that the researcher used. The researcher identified whether the test was appropriate for the students or not. The test is used in this research based on the material in the lesson plan. The lesson plan has been shown by the researcher in the appendix. Therefore, the researcher can made the test easily.

The next step is looked for evidence of validity. The researcher used content validity to gain the validity of the instrument. The researcher made the test suited for the material given. So, the test that the researcher gave to the students is valid.

Table 4.3. The Correlations

		Pretest	Posttest
Pretest	Pearson Correlation	1	.733[**]
	Sig. (2-tailed)		.000
	N	19	19
Posttest	Pearson Correlation	.733[**]	1
	Sig. (2-tailed)	.000	
	N	19	19

Table 4.4. Case Processing Summary

		N	%
Cases	Valid	19	100.0
	Excluded[a]	0	.0
	Total	19	100.0

The basis for taking the Pearson validity test is:

a) If the value of rcount > rtable = valid

b) If the value rcount < rtable = invalid

Because the number of students who took the test was 19 people, the significance value of 5% in the distribution of statistical rtable values is equal to 0.456. Based on the table above, the r count or Pearson correlation is 0.733 > 0.456; means this data is valid.

2) **Reliability of Pre-Test**

In checking the reliability of the instrument used in this research, the researcher used the Cronbach's Alpha formula. As stated by Syofian Siregar in thesis written by Ditha Angraini Aprilia, that the criteria of the instrument called as reliable using this technique, when

coefficient of reliability (r11)> 0,60.[33] The researcher analyzed the data using SPSS. The researcher analyzed the data using SPSS. The table below is the result of the reliability of the test.

Table 4.5
Reliability Statistics

Cronbach's Alpha	N of Items
.797	2

From the table above, it is known that Cronbach's Alpha 0,797 or > 0,6. Therefore, the instrument is reliable.

c. **The Result of Treatment**

The researcher has a treatment of used Grammarly as an automated writing evaluation tools for students in writing descriptive text at X AKT class. By used the Grammarly application, students can develop ideas or imagination at each step of the descriptive text structure, students can write and mention many words, without worrying about writing structure or grammar. There are several steps in providing treatment carried out by researchers to students as follows:

1) Firstly, the researcher opened the class meeting by greeting and praying together and checking the attendance list students.

2) The researcher told to students the topic of the day.

3) The researcher started to gave the topic of descriptive text, the definition, the purpose, the generic structure, the types, etc.

---

[33] Ditha Angraini Aprilia, "The Effectiveness of Using Picture Series to the Students' Achievement in Writing Narrative Text of the Ninth Grade at Junior High School 2 Larangan" (Pamekasan, 2022), 48.

4) The students paid attention to the topic of descriptive text.

5) The researcher gave questions to the students about descriptive text, and the students work on the assignment.

6) The researcher showed an explanation Grammarly as automated writing evaluation tools to apply the treatment of writing descriptive text.

7) The researcher gave assignment to the students about favorite friend.

8) After the students completed the assignment, the researcher closed the class meeting by pray together.

d. The Result of Post-Test

After providing the the students with the treatment, the researcher took a post-test of the X AKT class has 27 students. The researcher conducted this treatment from February 05th, 2024 until February 12th, 2024. The total of the samples is 19. The researcher used the result of the test from the X AKT class.

Post-test is a technique to got the data from the students after giving treatment. The researcher wanted to know the students achievement in writing skills with the Grammarly as automated writing evaluation tools. The researcher asked the students to write a descriptive text about their favorite friends. The analyzed of the post-test done by students can be shown below:

Table 4.6

The Result of Post-Test Score (X AKT)

NO	NAME	SCORE	CATEGORY
1	ACV	80	Good
2	DAF	91	Excellent
3	FAR	96	Excellent
4	IRA	82	Very good
5	IA	97	Excellent
6	I	91	Excellent
7	KNAF	90	Very good
8	ML	97	Excellent
9	M	97	Excellent
10	NRU	91	Excellent
11	NYR	90	Very good
12	NM	87	Very good
13	QCD	95	Excellent
14	RDS	98	Excellent

15	RDA	96	Excellent
16	RMP	90	Very good
17	SD	97	Excellent
18	SNA	97	Excellent
19	UA	96	Excellent
	Total	**1.758**	
	Mean Score	**92,53**	

In the table above was a scored of post-test X AKT class. The researcher conducted the post-test on Monday, February 12th, 2024. The total of students is 19. From the data above shown the highest score of post-test is 98, and the lowest score is 80. Total score was 1.758 with "excellent" category. It approach the mean score in the post-test became bigger than the pre-test. Through this table and mean, the data gave analyzed that the students writing quality had effective.

Table 4.7
The mean score in pre-test and post-test
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	19	62	93	83.00	8.320
Posttest	19	80	98	92.53	5.253
Valid N (listwise)	19				

In the table above, showed the mean score of the students pre-test was 83.00 and post-test 92.53. The result of the table above showed that the mean score of students in the post-test become higher than the mean score of students inside the pre-test. It concluded that the use of the Grammarly as automated writing evaluation tools is effective to enhance the students writing abilties of writing descriptive text.

Table 4.8
The Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	83.00	19	8.320	1.909
	Posttest	92.53	19	5.253	1.205

Table 4.8 showed that the standard deviation in the pre-test was 8.320 and the post-test was 5.253. It also showed that the standard error mean of students in the pre-test was 1.909 and the standard error mean of students in the post-test was 1.205.

Table 4.8 also showed that the mean score of pre-test was 83,00 and the mean score of post-test was 92,53. It can be concluded that the students scores improved from 83,00 to 92,53.

Table 4.9
The Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest & Posttest	19	.733	<.001

In the table above, showed the correlation among students competency before and after treatment turned into 733, it means that

there was a significant correlation among students competency in writing descriptive text by the use of the Grammarly before and after treatment.

Table 4.10. Paired Samples Test

			Paired Differences						
					95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pretest Posttest	-9.526	5.719	1.312	-12.283	-6.770	-7.261	18	<.001

Based on the "Paired Samples Test" output table above, the Sig value is known. (2-tailed) is $0.001 < 0.05$, then H_0 is rejected and H_a is accepted. So it can be concluded that there is an average difference between the pre-test and post-test learning results, which means there is an influence of using Grammarly as an automatic writing evaluation tools in improving the ability to write English text at SMKN 1 Pamekasan.

The "Paired Samples Test" output table above also contains information about the "Mean Paired Differences" value of -9.526. This value shows the difference between the average pre-test learning results and the average post-test learning results or 83.00-92.53= -9.526 and the difference is between -12,283 to -6,770 (95% Confidence Interval of Bottom and Top Difference).

Based on the "Paired Samples Test" output table above, it is known that the t count has a negative value, namely -7.261. This t count has a negative value because the average value of the pre-test learning results is lower than the average value of the post-test learning results. In the context of a case like this, a negative t value can have a positive meaning. So the calculated t value becomes 7.261.

2. Hypothesis Testing

Hypothesis testing is the most important step in conducting this research. This step examines whether the hypothesis is accepted or rejected. There are two kinds of hypothesis, null hypothesis and alternative hypothesis.

a. **Alternative hypothesis (H_a):** in this research "Grammarly as automated writing evaluation tools is effective on students writing skills."

b. **Null hypothesis (H_0):** in this research "Grammarly as automated writing evaluation tools is not effective on students writing skills."

Based on table, of the paired samples test of pre-test and post-test, the researcher were given the data t_0 (t count) = -7,261 or 7,261 and df (degree of freedom) = 18. Based on the table distribution of t_t (t table) =2,101, it became the standard of significant 0,05 (α /2 = 0,05/2) = 2,101, with degree of freedom n(df) = 18. Based on the result, the result concluded that t_0 turned into higher than t_t (t table) $t_0 \geq t_t$ 7,261$\geq$2,101.

Related to the result that ($t_0 \geq t_t$) the t count was higher than then t table, it means that the null hypothesis (H_0) was rejected and the

alternative hypothesis (H_a) was accepted. It concluded that there was a significant difference in writing descriptive text through the use of the Grammarly application or not. Because of that, the researcher believed that the Grammarly as automated writing evaluation tools was effective to improve students writing skills in descriptive text in the tenth-grade students of SMKN 1 Pamekasan.

B. Discussion

Primarily based at the result of the data analysis, the researcher determined that improving students writing abilties through the use of Grammarly as an automated writing evaluation tools in the tenth grade of SMKN 1 Pamekasan. The end result data analysis showed that the mean score of the students post-test become 92.53 better than the pre-test 83.00. This means that using Grammarly as an automated writing evaluation tools in teaching writing can enhance the students achievement or students abilties. The features in automated writing evaluation tools programs were tested to be useful to writing.[34]

Based on the data accumulated, the use of the Grammarly as automated writing evaluation tools in teaching writing can enhance the students writing abilities in 5 components: format, punctuation, mechanics, content material, organization, and grammar.[35] Based on the five components in writing, were significantly increased in students writing in the post-test while the use of the Grammarly as automated writing evaluation tools. The benefits felt

---

[34] Pei-ling Wang, "Effects of an Automated Writing Evaluation Program: Student Experiences and Perceptions," *Electronic Journal of Foreign Language Teaching*, vol. 12, no. 1, (2015).

[35] Nehru Pasoloran Pongsapan and Andi Anto Patak, "Improving Content, Organization, Vocabulary, Language Use, and Mechanics Using Movie Trailer Media," *International Journal of Evaluation and Research in Education (IJERE)* 10, no. 2 (June 1, 2021): 728, https://doi.org/10.11591/ijere.v10i2.21162.

through students while the use of the Grammarly are usually checking writing for grammatical problems, and punctuatian usage.[36] Grammarly also suggests different vocabulary and adjectives, with suggestions or corrections from Grammarly they can be more creative and confident in writing. Learning to write is an important English language ability for students to study because writing activities can enhance thinking abilities and assist them increase other language capabilities.[37]

Within the pre-test, there have been a few weaknesses of the students on this procedure which includes in grammar and mechanics. Most of the students had a low score, it became confirmed through looking there within the score pre-test in the 5 components of this test, that the students had many mistakes in grammatical in expressing their thoughts. The students have been nevertheless lack of vocabulary. Some of them were pressured approximately exploring their personal opinion, and there have been some spelling, punctuation, capitalization, and paragraphing mistakes that have been no longer determined.

Moreover, in the post-test, the students weaknesses reduced. It may be seen through looking at their score in the post-test in 5 components of this test. But, based on students writing, there is no student gets an "average" score. Almost all of the students have progressed their scores for every component. The researcher decided that the implementation of Grammarly

---

[36] Galuh Puri and Antonina Anggraini Setiamunadi, "The Use of Grammarly by Tertiary English Language Learners in Their Online Writing Classes," *English Education:Journal of English Teaching and Research* 8, no. 2 (October 28, 2023): 163–79, https://doi.org/10.29407/jetar.v8i2.20981.

[37] Dewi Purnamasari, Didin Nuruddin Hidayat, and Lia Kurniawati, "An Analysis of Students' Writing Skill on English Descriptive Text," *English Education: Jurnal Tadris Bahasa Inggris* 14, no. 1 (June 17, 2021): 101–14, https://doi.org/10.24042/ee-jtbi.v14i1.7943.

made a positive contribution to the writing skills of English teachers and students. For students, Grammarly can make it easier for them to do assignments and write English text.