



Engaging Junior High School Students In Utilizing Grammarly On Writing Skills

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Abstract

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Writing skills are the skills that are also important in English learning activities. Students feel afraid when conveying anything about writing skills in English learning activities especially grammar. This study intends to engage students in analyzing grammatical errors in a text. The texts that the author evaluated with the students were recount text and texts that they had independently composed so that they could repair the errors in their writing. In this instance, the author advised them to utilize Grammarly application to improve their writing abilities. This study employs qualitative descriptive research to determine how effectively participants can use grammatical applications to correct vocabulary problems. The author also provided incentives and additional direction during the research process so that students are more passionate about adopting the use of grammar, whether they are examining narrative materials or their texts for grammatical problems. Grammarly can be viewed as a tool for enhancing vocabulary or grammar knowledge and motivating correcting grammatical errors in the text. Their new understanding of writing skills improved.

Keywords: *Engaging, Grammarly, Students, Utilizing, Writing skills*

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INTRODUCTION

Rapid technological advancement has generated substantial changes in human life. The computer has viewed as revolution that has affected many aspects of human life throughout history, including education. In the traditional concept of learning, the teacher and the students engaged in face-to-face teaching and learning activities (Qassemzadeh & Soleimani, 2016; Talebinezhad & Abarghoui, 2013). Different sorts of grammatical faults should also be treated differently by EFL instructors. According to Vaughn (1991), specific responsibilities are more harmful to the overall quality of essay writing than others. Comparable to teaching and learning to talk, writing can gradually improve one's productive grammatical skills (Pollard 2008, p; 49). In recent years, publishing has become one of the most prominent teaching examples in pre-writing activities. Textbooks and classrooms may imply a viable writing pedagogy adaptation in Western nations (You 2004a, 97). Technology in the field of devices, particularly on smartphones, tablets, or laptops, can supply promising new pedagogies and improve upon the previous ones (Pegrum, 2014) so that users can efficiently operate a grammar when investigating English as a foreign language in a field (Kukulka-Hulme et al. 2017; Loewen et al. 2019). Numerous names apply to the writing talent, including Punctuation, Cohesion, and Coherence.

For example, if verb forms and tenses are used incorrectly, they can make it hard to understand what a text means and cause serious communication problems (Ellis, 1997; Hinkel, 2002). Other mistakes, such as utilizing the wrong

definite article in each word, are also terrible, but unlike using the wrong tense, they won't change the meaning. Teachers must spend much time and work giving feedback on their students' writing (Zhang, 2017). Contextual issues like limited time, too much work, and large classes make the feedback burden even heavier. Pardede (2020) said that technology had changed how English as a Foreign Language (EFL) is taught and learned and that the influx of ICT tools into the field has made it possible to improve the inputs, processes, and outcomes of teaching and learning. The usefulness of creative writing for language learners, both from the psychological (eliminating fear, increasing motivation and self-confidence) and linguistic standpoints (improving writing skills), has also been addressed in several studies (Leki, 1992; Lee, 2012; Stillar, 2013). Chamcharatsri (2009) said that creative writing has also been approached as a contributor to articulating learners' voices and expressing their identity (2009).

The most contentious problem in teaching English to the students is the function of grammar, particularly in writing skills (Richards & Renandya 2002). Knowledge in learning English as a foreign language has been applied through increasingly sophisticated and rising technology means over time (Chakowa 2018). To tackle writing skills challenges, students can use the technology to build their talents independently in applying and understanding what the students are doing in a curriculum (Brown 2002). The users should know the proper application and relevant writing skills to improve their English writing skills to discover the efforts to solve many challenges in writing in English. Furthermore, it should not be left alone. Therefore, instructions on utilizing programs that can help this capacity should be given so that the students are not confused when utilizing the tools. Grammarly is one tool that can assist EFL students in improving their writing skills.

This study purposed to get students to write their own recount texts and then check for grammatical mistakes. Then, the students can comprehend the implementation when they examine their flaws in writing abilities in their recount text, which was aided by the Grammarly application. Junior High School students should practice writing skills to understand appropriate grammar. The reasons are that students become more understanding and knowledgeable in overcoming difficulties in writing the text in English. This research question was: How do the students use the Grammarly Application and enhance their English writing skills?

METHODS

The author used a case study design for this research. A case study focuses on how the researcher describes specific phenomena about individuals, organizations, processes, programs, settings, institutions, and events (Phondej et al., 2011; Yin, 2003). According to Morgan et al. (2016), case study research is a complete method that integrates all types of data to report specific information on the researched phenomena in real-world contexts.

The author recruited 20 Junior High School students in Grade 8, consisting of ten male and ten female students. Before conducting the research, the author held a meeting with one of the English teachers and twenty students to provide a research approval form on writing skills, which must be read and signed by students to ensure that the students are ready and the data from the research will

only be used for research purposes. The meeting was held for three sessions with a duration of 60 minutes in each meeting. The author acted as an instructor to guide students in engaging writing skills in conducting the research. In this activity, the author instructed the students to write their recount text about their holiday or a very memorable event based on their experiences during the exercise.

The author introduced Grammarly at the first meeting and taught recount text and its generic structure in writing. Then, the students created their recount text and submitted their work to the author via WhatsApp before the second meeting was held based on the students' ability to write recount text. At the second meeting, the author presented the work of several students in the class and a Grammarly application to correct writing errors that the students in the recount texts had written. Then, the students understand it and decide to improve their skills in English writing by utilizing the Grammarly application. After correcting the writing errors that students have corrected using a Grammarly application, the students shared the files again without grammatical mistakes so that students would feel the difference. The author presented their work at the third meeting while appreciating their efforts. To strengthen research on engaging students in writing skills by using Grammarly, the author collects data by observation and interviews. Data analysis in this study adapted from Braun and Clarke (2006), which consists of six stages.

1. Familiarizing with the data

In this stage, the author interpreted and read the information from open-ended questions and interview a few times in engaging students in writing skills while utilizing Grammarly application.

2. Generating initial codes

The author recognized and underlined ideas, views, and or concepts of the data from the results of research in utilizing Grammarly application to improve the students' writing skills.

3. Searching for themes

In this stage, the author organized the underlying codes previously and search for the comparability of each code, then, at that point, form it into a topic by setting it up in one table at their result of digital storytelling.

4. Reviewing the theme

The author ensured that every one of the code's central concepts of each theme in the discussion of the utilizing of Grammarly to engaged the students in writing skills.

5. Defining and naming the themes

Cooper et al (2012) expressed that a great topic may be a topic that contains as it were one center, significant to each subject however does not happen in redundancy of names, and reply the inquire about questions of the ponder. Subjects that utilize cite seem allow coordinate and clear understanding around the topics itself which still consider approximately members dialect and concepts. The author defined and prepared to naming the themes in this research.

6. Producing the report

In this stage, the author will report the result of the data in the research finding of engaging students in writing skills while utilizing the Grammarly application.

RESULTS & DISCUSSION

Results

The Collaboration of Student and Grammarly Application in Writing skills

In the implementation of honing students' writing skills in collaboration with Grammarly, this app can positively impact students writing well. In addition, students become better at writing grammatically and are more confident in developing writing. In addition, they become more aware of the many mistakes they have encountered. Based on the results that the author has carried out, here are their responses to collaborating on the Grammarly application and their writing skills.

I only relied on translating from Bahasa to English to write recount text when I wrote English. Even then, I only rely on Google translate. After I engaged with the Grammarly application, I became better than before where not just writing but also finding out the mistakes I had found (AP, May 2022).

In my opinion, the Grammarly application gets a positive value for writing. When I collaborate, I become more efficient in writing. One day, apart from recount text, I will definitely collaborate on any topics related to my writing skills (BS, May 2022).

I was able to write recount text where I felt lazy about the grammar, let alone the use of verbs. I find it difficult for me. However, I think this is different when I collaborate with Grammarly Application. Because I can find out like dangling modifiers, the use of words becomes less wasteful in the content of the writing, and I'm glad this is very helpful (CK, May 2022).

My writing activities became effective when I had been utilizing if I collaborated the Grammarly application with my ability to write recount text. I actually only rely on my ability to translate from Bahasa to English. After I found an application to correct grammar mistakes, I became more enthusiastic and self-confident in writing (SN, May 2022).

The students became more creative and can improve their knowledge of writing skills when they collaborated with the Grammarly application. This application can help students to solve their problems with writing errors. They get effectiveness in their writing where they get wasteful words to save in writing recount text. If they do writing, they only rely on translation applications based on the author's data. This case will get a bad impact if they ignore grammar, cohesion, coherence, and punctuation in their writing and may get dangling modifiers.

By engaging Junior High School students to take advantage of the Grammarly Application, they will be better at improving their abilities so that they get maximum results. In the Grammarly application, they will find writing that was initially wasteful to be more effective in their writing. In recount text, they told about events they have experienced in their daily lives, whether pleasant or unpleasant. Then, they write as much as they can in English writing, and the students immediately write without caring when they have not collaborated in using Grammarly to correct many mistakes. The students get a positive impact and improve by using Grammarly to improve their writing skills.

Student's Feeling of Utilization Grammarly Application

When students were engaging in writing recount texts while utilizing the Grammarly application, they found quite challenging for their writing skills. When they make corrections to the errors in their recount text, they feel they can correct their mistakes in writing easily. Below are sample quotes from Junior High School Students showing their reactions to the advantages of utilizing the Grammarly app while learning writing skills.

When I check for errors in writing English in recount text, I find it helpful in order to find out the mistakes in my recount text easily (AP, May 2022).

I find this application helpful. The advantages that I feel about this application are that I can know the correct use of to be, I can correct errors in my writing coherence, and I can understand the dangling modifier so that I can develop by paying attention to grammar errors well (BS, May 2022).

At first, I was confused in correcting my writing errors in the recount text. In the Grammarly application, I can find it easier to find grammatical errors (CK, May 2022).

Of course, this application has the convenience of correcting errors, especially since I can find out the errors in grammatical errors in my recount text from the paraphrasing system, and the sentence seems to be getting better. However, I found a bit that I didn't like. In the passive voice sentence in my recount text, and it's purely my story, I was instructed to make active sentences by the Grammarly system (SN, May 2022).

The Grammarly tool in this study was only used to fix students' writing faults. When students used their writing skills to create a recount text, they saw positive results from using Grammarly to aid and evaluate them on their grammar problems. Students are pleased with the application since it allows them to improve with each word in their writing skills.

Furthermore, students participating in writing activities that engage in addressing students' faults can be more engaged in producing better writing, particularly when writing recount text. Although students are restless when working on enhancing their writing, the system in the application must be an active sentence. Students do not need to follow what is in Grammarly at this point. However, students simply utilize it to improve their English writing, particularly in adopting text grammar.

DISCUSSION

Engaging junior high school in English skills and utilizing Grammarly can positively impact students who will write. Then, students become more confident in writing with structured grammar. Students can improve and understand their writing skills by paying attention to punctuation, coherence, grammar, and cohesion errors. Grammarly should be considered because students do not just do writing and then translate it. Gert Rijlaarsdam (2005 p. 8) presented that effective writing is determined not only by how goal-oriented the writing is but also by the writer's ability to coordinate the various processes when the students are engaged. As a result, the students should have access to these processes to models' in order to become aware of and manage these processes in writing skills.

However, by utilizing Grammarly, they become more aware of their mistakes in writing. For more meaningful writing skills, the most recent version of Grammarly analyzes tone, consistency, clarity and readability, formality, and reader engagement in addition to grammar. Additionally, it has recently incorporated new capabilities for a more adaptable experience. First, it contains a writing assistant function that checks the content as the user types, allowing them to identify and remedy any flaws immediately. Second, it will enable users to select their preferred English dialect, for instance, American, British, Canadian, and Australian English. The characteristics could match the model of English as a global language (Marlina, 2018; Ware et al., 2012). The grammar checker also made a report that shows how well the student's work did compare to other texts, its word count, and how easy it is to read.

According to Prvinchandar and Ayub (2014), providing learners with feedback can boost their confidence and encourage them to strive for excellence. Teacher feedback is what the teacher says out loud when a student makes a mistake with grammar while learning. Grammar is crucial in writing, as is sentence structure when writing in English. Students who write in English must focus on quality in order to receive high marks for their writing. Grammar is crucial in writing skills, as is sentence structure when writing in English. Students who write in English must focus on quality to receive high marks for their writing. The utilization of the Grammarly application as a language-learning aid has been supported by recent empirical research. Specifically, Koltovskaia (2020) discovered that Grammarly encouraged students to employ cognitive and metacognitive activities by promoting noticing. She emphasized further that it may be a beneficial writing resource, particularly when students are actively engaged. Similarly, O'Neill and Russell (2019) said that Grammarly helped students with their grammar in various learning situations, including those with international or local students and those with online or in-person delivery.

After completing the writing in the recount text and using the Grammarly application, the students presented their work to the author and then exhibited the typed recount text for each student. In addition, students can tell stories and then remark on their use of language in their writing. In other words, students can use it before collecting their grades, which will significantly impact their writing English, making it better than before. Even if some students have trouble with the Grammarly app or are nervous about using it, they can still write by coming up with ideas and learning English grammar in the classroom. When they utilized the mobile app used in the study, students felt like they were better at corrective editing.

CONCLUSION

Students get afraid and insecure about grammar in English skills, mainly English writing skills. As in previous studies, the students who took part in this one liked Grammarly and thought it helped them improve their grammar, word choice, style, and writing mechanics. Based on the research conducted by the author, students can use the Grammarly program to identify faults in their writing in recount text in English learning activities. In other words, the students should combine their writing and the teacher's feedback to get new knowledge in writing.

To engage students in utilizing the Grammarly application, students can evaluate and comprehend their mistakes based on the results of their grammatical checkers. Students differ in their perceptions of the traits. When the students encounter difficulties, they might progress by writing freely and understanding what they have written. They might try to verify the grammar and mistakes in their results once they have developed a desire to write English.

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