EFL STUDENTS' VOICES ON USING GRAMMARLY TO HELP STUDENTS' MASTERY OF SIMPLE PAST TENSE IN WRITING OF RECOUNT TEXT

THESIS

Submitted in Partial Fulfilment of the Requirement for Gaining the Bachelor Degree in English Language Education

By:

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SEMARANG

2022

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Semarang, 13 September 2022

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RATIFICATION

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RATIFICATION

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had been ratified by the board of examiners of Education and Teacher Training Faculty of Universitas Islam Negeri Walisongo Semarang and can be received as one of the requirements for gaining the Bachelor Degree in English Language Education Department.

Semarang, 29 September 2022

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To :
The Dean of Education and Teacher Training Faculty Walisongo
State Islamic University Semarang

Assalamu'alaikum Wr. Wb.

I inform that I have given guidance, briefing, and correction to
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Title   : EFL Students' Voices on Using Grammarly
                    to Help Students' Mastery of Simple Past
                    Tense in Writing of Recount Text
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Department   : English Education Department

I state that the thesis is ready to be submitted to English
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Teacher Training at Walisongo State Islamic University
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Wassalamu'alaikumWr. Wb.

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ABSTRACT

Title	:	EFL Students' Voices on Using Grammarly to Help Students'Mastery of Simple Past Tense in Writing of Recount Text
Writer	:	Khumaira Nurul Mardiyah
Student Number	:	1803046032

This study aims to explain students' voices about Grammarly application as an Online Grammar Checker to increase EFL Students' mastery of simple past tense in writing recount text. This study used a qualitative method and a narrative inquiry research design. The technique of data collection is an interview. This research uses data reduction, data display, and drawing as the techniques of data analysis. The participants of this research are three English Education Department Students at the Education and Teacher Training Faculty of UIN Walisongo Semarang in the academic year 2022/2023. The result of this study shows that all participants thought that they found it helpful in mastering the simple past tense in writing recount text using the Grammarly application. Although they also have a little difficulty in using the application.

Keywords : *Grammarly Application, Narrative Inquiry, Students' Voices.*

MOTTO

"Dan bersabarlah. Sesungguhnya Allah beserta orang-orang yang sabar."[1]

(Q.S. Al- Baqarah: 153)

"Keep your eyes on the stars and your feet on the ground."[2]

(Theodore Roosevelt)

"I believe there is a miracle in each of God's plans."[3]

(Khumaira Nurul Mardiyah)

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[1] Q.S. AL- Baqarah : 153

[2] Theodore Roosvelt.https://www.wallstreetenglish.co.id/english-tips/motto-inspiratif/

[3] Khumaira Nurul Mardiyah

DEDICATION

Praise is given to Allah SWT, who has blessed the researcher to finish the thesis.

This thesis is dedicated to my beloved parents, my little brother, all of the English teacher, family, friends, and kindhearted people around me who always give supports, motivations, and endless love to the researcher.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

In the name of Allah, the Lord of the world, the most mercies and the most merciful, all praise always be given to Him. Prayers and salutations are always offered to our beloved prophet, Muhammad SAW.

The writer realizes that this thesis would not be finished without advice, motivation, guidance, help, and encouragement from people around her. Therefore, she would like to express her wholeheartedly gratitude and appreciation to:

1. Dr. Ahmad Ismail, M.Ag. M.Hum., as the dean of Education and Teacher Training Faculty of UIN Walisongo Semarang.

2. Sayyidatul Fadlilah, M.Pd., the head of English Department of Education and Teacher Training Faculty UIN Walisongo Semarang.

3. Dr. Hj. Siti Mariam, M.Pd., as her advisor always gives helpful invaluable guidance, motivation, and suggestion for this thesis.

4. Prof. Dr. Muslih, M.A., as her gurdian lecturer who always patient to gives the writer advices.

5. My deepest gratitude to all lecturers in Education and Teacher Training Faculty, especially in English Department.

6. My endless love, My Parents, Bapak Safrudin and Ibu

Setyaningsih, who always guide and pray the best for me.

7. My little brother, Wahyu Rizqi Nur Alamsyah, who always cheers me up.

8. My late grandfather, Mardi, who always supported me in any positive way during his life. My grandmother, Warsinem, who always take care of me when she was healthy.

9. My big family, Mbah Kasim, Mbah Ranti, Om Didik Daryanto, Aunty Dwi Rahayu, Om Mahesa Putra Kurniawan, Om Yahya who always support and believe the writer in any conditions.

10. My best friends, Afrilia Kartika, Eling Diar Oktaviani, Sumiati, Devy Wulandari, Yuannisa Fathanah, and Sri Intan Prihatina.

11. My beloved friends, Amalia Fariza, Safira Lealy R, and Yessy Maysari.

12. My unpredictable family, Moh. Hanifun Nafis, Agung Setiawan, and Kaffah Visa Alvionita.

13. My beloved family of Walisongo English Club.

14. All members of PBI A 2018.

15. All of my friends that I cannot mention one by one, thank you for always being on my side.

16. For me, myself, and I, Khumaira Nurul Mardiyah, Thank you for being strong and never surrendering.

Finally, the writer will be happily accept constructive criticism in order to make this thesis better and she hopes this research can be helpful for everyone who needs additional reading related to the topic of this research.

Semarang, September 2022
The Researcher

Khumaira Nurul Mardiyah
NIM. 1803046032

TABLE OF CONTENT

CHAPTER I
INTRODUCTION

This chapter discusses about research background, research question, research objectives, and research significance.

A. Background of the Research

In this technology era, everything is technology based. In education, especially in writing, students need technology as a tool to develop their knowledge of writing in English. Writing is one of the crucial components that students must be able to master. According to Pranoto, "writing means putting ideas into writing or telling others something through writing."[4] Writing can also be interpreted as an expression of feeling that is expressed in writing. In other terms, the writing process allows us to communicate indirectly. There are four abilities in English, they are writing, reading, listening, and the

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[4] Pranoto. 2004. *Mengajar Menulis Fiksi untuk Para Guru.* Jakarta: Wisma, Page 9

last one is speaking. Among the four abilities, writing skills are the most complicated component to master.

There are several factors why writing skills are hard to master, namely the lack of known vocabulary and idioms, incorrect spelling, the use of punctuation marks, and grammar that are in order. English education students also have the same problem. Alfiyani states that "students of the English Education Department sometimes use the wrong grammar in writing."[5] Many of them still use non-standard language. Chomsky states that "grammatical knowledge underlies our ability to produce and understand sentences in a language."[6]

Therefore, students need technology that can check the errors in writing as well as provide the right solution to produce well and correct writing. Lately, there are grammar applications that can check the errors in writing, it has become helpful and called as

[5] Alfiyani, L. M. 2013. An analysis of grammatical errors in writing among the second semester students of English Department of Yogyakarta State University in the academic year of 2011/2012. *Retrieved from Yogyakarta State University database*.

[6] Richards, C. Jack. 1987. *The Context of Language Teaching. Cambridge*: Cambridge University Press. Page 114.

the most accurate English grammar checker in the world. There are many applications that can correct grammar errors, such as English Grammar, Simple Grammar and Check Grammar, Grammar Checker, Grammarly, and others. In this study, the researcher only chose one of the several applications, it is Grammarly. Because this application is frequently used by students to correct mistakes when writing and to provide solutions for the errors in grammar that they had. Not only that, but this application also able to make students' writing more interesting. There are so many advantages of this Grammarly application. Not only to checks for grammar errors, but this application is also able to detect the percentage of plagiarism in its premium application.

Some of the researchers have investigated the utilization of Grammarly. One of them is *"Teachers' Perception of The Effectiveness of Using Grammarly as a Tool for Writing Assessment"* by Siti Deti Wijayanti. The results gained that teachers had positive perceptions of using Grammarly. Positive perception refers to that Grammarly had helped the teachers in assessing students' writing assessment effectively and

efficiently at grammar, punctuation, and spelling features. The similarity of this study and the current study is both of them used a qualitatve research. The difference of this study and the current study is this study primarily concerned with students' and teachers' improvement. It is perceptions of using Grammarly in writing skill, but still in general. While the current research is taken yet on EFL students' voices on using Grammarly application as a tool for mastery of simple past tense and writing skills of recount text. Therefore, further research is needed. Taking three EFL students, this research aims to investigate students' voices on using Grammarly application as a tool for mastery of simple past tense and writing skills of recount text.

B. Research Question

Based on the research background above, the research question is:

How are students' voices about Grammarly Application as Online Grammar Checker to help EFL Students' mastery of simple past tense in writing of recount text?

C. Objective of the Study

According to the research question, the objectives of the research is:

To explain the students' voices about Grammarly Application as Online Grammar Checker to help EFL Students' mastery of simple past tense in writing of recount text.

D. Pedagocical Significances

The researcher wishes that this result of the study will give additional information to the readers. They will know about the students' perceptions about Grammarly Application as an Online Grammar Checker affect EFL Students' mastery of simple past tense and writing ability to recount text.

The research findings wished to be able to enhance the awareness of teachers to pay attention and the use of digital media in the teaching and learning process. That is because digital media can support the teaching and learning process, also facilitate students to understand the material well.

E. Limitation of the Research

This research was conducted at the fifth-semester English Education Students of UIN Walisongo Semarang, Education and Teacher Training Faculty in academic year of 2022/2023.

CHAPTER II
REVIEW OF RELATED LITERATURE

This chapter discusses about the previous research and theoretical framework of the related literature that is relevant to the topic. They are concept of writing, definition of simple past tense, definition of recount text, and definition of grammarly application.

A. Previous Research

Some research about the Students' perceptions of using Grammarly to increase grammar mastery and writing skills has been conducted by some researchers in the past years. Here, the researcher chooses some previous research that is related to writing on English exposure. Those are:

The first previous study is ***"The Role of Grammarly in Assessing English as a Foreign Language (EFL) Writing"***[7] This journal was from English Education Department, Faculty of Languages and Arts Education, IKIP PGRI Bojonegoro. The aim

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[7] Ghufron, M. A., & Rosyida, F. 2018. The role of Grammarly in assessing English as a Foreign Language (EFL) writing. *Lingua Cultura,* 12(4), 395-403. https://doi.org/10.21512/lc.v12i4.4582

of this study was investigating the use of Grammarly software and in what terms it was more effective in reducing students' errors in EFL writing compared to teacher corrective feedback (indirect corrective feedback). This research used the quantitative approach with a quasi-experimental design. There were 40 university students from the English Education Study Program of a private university in Indonesia who were selected and randomized clustered into two; experimental and control groups. The students were tested at the beginning and the end of the research. The quantitative data were analyzed by using the t-test formula. The results of the research confirm that the students whose work is evaluated by using Grammarly have a significant reduction in their errors compared to those whose work is evaluated by the teacher (indirect corrective feedback). The software is shown to be more effective to reduce errors in terms of vocabulary usage (diction), language use (grammar), and mechanics of writing (spelling and punctuation). However, it is less effective to improve the content and organization of students' EFL writing. This research can suggest EFL/ESL teachers with an

alternative assessment for students' writing that supports an autonomous learning environment.

From the previous research above, the researcher was inspired and motivated to conduct the study about students' voices on using Grammarly application to help students' grammar mastery and writing skill. The researcher identifies that are some similarities and differences between the previous study and the current study. The similarity between them is the use of the Grammarly application as a digital media. The difference is the previous researcher used a quantitative method, while the current researcher used the qualitative method.

The second previous study is *"Exploring English Department Students' Perceptions on Using Grammarly to Check the Grammar in their Writing."*[8] This study was from Journal of English Teaching, Tidar University, Magelang. There are many online platforms that can help students to check their grammar. To correct their writing, students

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[8] Fitriana & Laeli. 2022. Exploring English Department Students' Perceptions on Using Grammarlyto Check the Grammar in their Writing. *Journal of English Teaching*, 8(1), February 2022, 15-25, DOI: https://doi.org/10.33541/jet.v8i1.3044

usually use online grammar checkers such as Grammarly. This research was conducted to know the English department students' perspective of Grammarly software as the media to check the grammar in their writing. This research was conducted by using a descriptive qualitative method. The data of this research were taken through a questionnaire. The result of this research showed that Grammarly gives beneficial for students. Grammarly really helps the students to correct their writing. However, Grammarly still has some drawbacks, such as miscorrection and limited features for the free version, yet students agree that Grammarly helps them a lot.

From this previous research, the researcher identifies that there are some similarities and differences between the previous study and the current study. The similarity of them is that the researchers want to explore students' perceptions of using Grammarly. The method of study of this previous research is the same as the method of study in writer's research, that is qualitative research. The difference is in the research design, the previous researcher used a

descriptive qualitative approach, while the current researcher used a narrative inquiry research design in her research.

The third journal is *"Students' Perception Towards the Application of Grammarly: The Automatic Grammar Checker in Writing Narrative Text in the Third semester at STKIP YPUP Makassar"*[9] This research was to determine student perceptions of Grammarly application in checking grammar in writing narrative texts. The approach used to describe the focus of this research is a qualitative approach. This research was conducted in July 2019. The population of this research was the third-semester students of English Education the Department, STKIP YPUP Makassar, in the 2018/2019 academic year. The total number of the population is 90 students. To get the research sample, the researcher used the purposive sampling technique. The research sample amounted to 10 people. Data collection techniques used in this

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[9] Vitalis Tarsan, Antonius Kandang, & Arnoldus Helmon. 2021. Students' Preception towards the Grammarly Application : The Automatic Grammar Checker in Writing Narrative Text in the Third Semester at STKIP YPUP Makassar. *JIPD (Jurnal Inovasi Pendidikan Dasar),* 5 volume 2, 123-133. https://doi.org/10.36928/jipd.v5i2.858

research are technical tests and filling out questionnaires. The reason of researcher used technical tests and filled out questionnaires so that the data were more representative, valid, and accurate. There are two questionnaires used by the researcher in this research, namely the first open-ended questions and the second closed question. After the data were collected, then the researcher analyzed the data. The process of data analysis: checked and read the result of questionnaires, analyzed and reduced questionnaire data descriptive, and finally describe data and information in the form of the final report on the research result. In this research, it was found that students had a positive perception of using the Grammarly application to check grammar in writing narrative texts. The respondents said that they strongly agree to use the Grammarly application in checking grammar in their narrative text writing.

From this previous research, the researcher identifies that there are some similarities and differences between the previous and the current research. The similarity is conducting students' perceptions on using Grammarly. The method of study

of this research is the same as the method of study in writer research, that is qualitative research. The difference is in the election of genre text, the previous research choose the narrative text, while the current research choose recount text.

The fourth study is *"The Importance of Getting Automated Grammar Feedback via Grammarly, for Increasing Students' English Language Proficiency"*[10] This research was conducted involving Indonesian university students, who do not possess English as a native language. Using this application to receive feedback and help with learning writing in English. The method of this research was qualitative descriptive method. The data were collected through interview. Data analysis strategies were used data reduction, data exposure, and conclusion. The results showed that Grammarly had helped them form English sentences, learn grammar rules, and improve their writing performance overall.

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[10] Soegiyarto, M. S., Putri, R. A., & Saputra, S. D. (2022). The Importance of Getting Automated Grammar Feedback via Grammarly, for Increasing Students' English Language Proficiency. *OSF Preprints*.https://doi.org/10.31219/osf.io/749a2

From this previous research, the researcher identifies that there are some similarities and differences between this previous research and the current research. The method of the research and method of collecting data are the similarities between this previous research and the current research. The method of the research is a qualitative method and the method of collecting data is an interview. The difference is in the focus of study, this previous research focused on the effect of Grammarly increasing EFL Students' language proficiency, while the current research focused on how Grammarly increase EFL students' mastery of simple past tense in writing recount text.

The fifth study is *"Grammarly as a Tool to Improve Students' Writing Quality: Free Online-Proofreader across the Boundaries. JSSH (Jurnal Sains Sosial dan Humaniora)."*[11] This study aims at finding out whether the use of Grammarly could

[11] Karyuatry, Laksnoria & Rizqan, Muhammad. 2018.Grammarly as a Tool to Improve Students' Writing Quality: Free Online Proofreader across the Boundaries. *JSSH (Jurnal Sains Sosial dan Humaniora).* 2. 83. 10.30595/jssh.v2i1.2297. DOI:10.30595/jssh.v2i1.2297

improve the students' writing quality related to writing descriptive. This study is conducted based on the lecturer's observation which implied that students had a problem with grammar and diction. From the interview, the lecturer said that the students felt bored and uninterested in writing. Moreover, most of the students thought that writing in English is so difficult. In order to overcome the problems, the researchers collaborated with the lecturer and conducted action research which involved 40 students. The research data were collected by three instruments, i.e. interviews, students' essays, and questionnaires. Then, the findings show that when Grammarly is used in teaching descriptive, there are 32 (82%) out of 40 students passed the passing grade. The researchers concluded that Grammarly can be used as an appropriate tool to minimize errors and improve students' writing quality.

From this previous research, the researcher identifies that there are some similarities and differences between this previous research and the current research. The similarity is in the method of collecting data, both this previous research and the

current research use an interview. The difference is in the research design, the previous researcher used CAR or Class Action Research, while the current researcher used a narrative inquiry.

The sixth study is *"Teachers' Perception of the Effectiveness of Using Grammarly as a Tool for Writing Assessment"*[12] This research aimed at investigating teachers' perception of the effectiveness of the Grammarly application as a tool for writing assessment. This research used the qualitative approach with a descriptive case study design. The subject of the research was three EFL teacher who has been teaching the English language for many years and used Grammarly as a tool for writing assessment. The findings from three participants indicate that the teachers respond positive perception. Positive perception refers to the that Grammarly had helped the teachers in assessing students' writing assessment effectively and efficiently at grammar, punctuation,

[12] Wijayanti, Siti Deti. 2021. Teachers' Perception of the Effectiveness of Using Grammarly as a Tool for Writing Assessment. Vol 6, No 2. *Linguistik : Jurnal Bahasa dan Sastra.* e- ISSN 2548 9402.
DOI: http://dx.doi.org/10.31604/linguistik.v6i2.342-355

and spelling features based on principle assessment by Brown that is practical, reliability, validity, authenticity, and washback.[13]

From this previous research, the researcher identifies that there are some similarities and differences between this previous research and the current research. The similarity is in the method of the research, that is qualitative research. The differences are in the research design and subject of the research. The previous researcher used a descriptive case study research method, while the current researcher used a narrative inquiry approach. The subject of the study is also different. The participants of the previous research are three EFL Teachers, while the participants of the current research are three EFL Students.

B. Literature Review

1. Definition of Students' Voice

Student becomes the one who gives really strong impact in order to heighten the quality of

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[13] Brown, H. Douglas. 2004. *Language Assessment – Principle and Classroom Practices.* White Plains, NY: Pearson Education.

education. The prominence of the students is not a new case anymore, especially the students' voice in educational perspectives. The definition of the student voice can be easily found in several articles. Mitra and Gross emphasize that students voice means students enthusiastically participated in constructing significance, life-shaping decisions.[14] Furthermore, O'Brien state that students prerequisite to have their views asked, as well as taking the occasion to express them liberally; that they need to be listened to' and there must be a significant procedure of contribution and appointment, in order for student voice to operate.[15] This statement also supported by Parry states that these sights and perceptions have to be "factored into learning opportunities" during the course of the school[16] (p. iii). Nelson (2015) states

[14] Mitra, & Gross, *Increasing* Student Voice in High School Reform: Building Partnerships, Improving Outcomes, *Educational Management Administration & Leadership*, 37 (4), 2009, pp. 523.

[15] O'Brien, *Should a Student in School be Seen and Not Heard? An Examination of Student Participation in U.S Schools. Law, Social Justice & Global Development,* 2(2), 2010.

[16] Parry, Students Voice, Empowerment, Engagement, Efficacy in New Zealand Schools, *Unpublished Master of Educational*

a stronger definition of it, he defines students' voice in her studies as being geared towards "growing the status of students and addressing their traditional exclusion from educational deliberation, planning and decision making"[17]. Moreover, she determines the students' voice need to have the consequence of moving students from being non-active "recipients of schooling" to be in a place of co-governance by their teacher.[18]

Based on the description above we can take a conclusion that students' voice is an activities such as expressions, beliefs, perspectives, and showing what they feel in order to give their participation in making decisions at school in an educational context. In the learning activity context, the student voice also can be demonstrated as feedback in many shapes to be a representation

Leadership and Management Thesis, Unitec Institute of Technology Auckland.

[17] Nelson, Opening Up to Student Voice: Supporting Teacher Learning Through Collaboration Action Research, *Learning Landscape*, 8(2), 2015a, pp. 286.

[18] Nelson, Enacting Student Voice Through Governance Partnerships in the Classroom: Rupture of Ordinary for Radical Practice, *Forum for Promoting 3-19 Comprehensive Education,* 56(1), 2014, pp. 91.

between the teachers and students. Besides, it also can bring a democratic environment to the school, so it can be helpful for both the students and also the teacher to consult, negotiate and determine the decision.

The student voice also can be represented as several things. First, as stated before it can be feedback from the students that shows reflection and also quality practice. Second, it can be a place for the students to become representative for the other students by showing their arguments or it can be called as student activism. The last, the student voice also enhances the literacy of the students in order to support their argument in reshaping the teaching and learning programs at school.

2. Concept of Writing

a. Definition of Writing

Writing is a skill that provides authors with a written message to present or express their thoughts and ideas in meaningful words and mental communication.[19] This statement means

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[19] Knoch, U., May, L., Macqueen, S., Pill, J., & Storch, N.

that writing is an individual's ability to deliver their ideas through written form. In addition, writing is an essential skill that should be acquired by the students, especially by Indonesian EFL students.

Toba, Noor, & Sanu stated writing is one of the crucial skills that should be well trained by Indonesian EFL Students for written communication and specific goals of academic purposes, such as essays, letters, articles, journals, etc.[20]

Meanwhile, writing is a process that requires a long time as authors need more extent of time to do some internal processes of writing. Oshima & Hogue explained that a writer has several steps in the writing process such as the process of discovering ideas that

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(2016). Transitioning from University to the Workplace: Stakeholder Perceptions of Academic and Proffesional Writing Demands. *IELTS Research Reports Online Series*, 5. Retrieved from www.ielts.org/researchers

[20] Toba, Noor, Sanu. 2019.The Current Issues of Indonesian EFL Students' Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast Essay. *Dinamika Ilmu* Vol. 19 No. 1. P-ISSN: 1411-3031; E-ISSN: 2442-9651
doi: http://doi.org/10.21093/di.v19i1.1506

she or he wants to express, organizing and developing the ideas, putting the ideas on paper, revising and editing the writing, and publishing the writing product.[21] So, based on the theories, it can be concluded that writing is a form of communication that presents ideas with message clarity and proper written format by following several actions of writing.

b. The Purpose of Writing

In writing, the writers have their own purposes and functions to deliver their written message to the readers. Whatever kind of writing the writers do, their purposes of writing should be clear and definite.

According to Anne Whitaker, there are several types of purposes in writing[22]:

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[21] Oshima, A., & Hogue, A. (2006). In T. L. Series, *Introduction to Academic Writing* (3nd ed., pp. 15-20). New York: Pearson Education.

[22] Whitaker, A. (2009). *Academic Writing Guide: A Step-by-Step Guide to Writing Academic Papers* . Slovakia: City University of Seattle.

1) Informative Purpose

Informative writing aims to provide the readers with new information on the topic. Usually, this kind of informative writing: typically clarifies, describes and offers factual information about events, processes, objects, places, and phenomena.

2) Persuasive Purpose

Writing as the persuasive purpose is to attempt to convince the readers of something and to change the readers' point of view to make them agree or believe with what the writers write. The writers should provide sufficient evidence to convince the readers by providing credible data/facts so that the readers are in line with the opinion of the writers. Persuasive writing includes analytical exposition text and position papers.

3) Analytical Purpose

Writing as an analytical has the aim of analytical purposes explaining how

and why something is happening, examining the effectiveness, determining ways to solve problems, and investigating the relationship between different ideas. This type of writing is to gain and give a possible answer to the writer's question.

c. Aspect of Writing

To produce good writing, writers not only write ideas on papers. They are supposed to be more alert in considering the aspects of writing. According to Byrne, here are several aspects that should be paid careful attention to the writer's writing[23]:

1) Content

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

2) Organization

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[23] Byrne, D. 1993. *Teaching Writing Skills.* London: Longman.

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.

3) 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.

4) Grammar

Grammar explains the forms and structure of words (called morphology) and how they are composed in the sentences (called syntax). The ability of using 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.

5) Mechanic

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

In conclusion, to produce good writing, the writers must pay attention to those five crucial aspects of good writing. By mastering these aspects, the writing products are easier to understand and more enjoyable to read by the readers.

d. The Process of Writing

The writing process consists of several aspects or mechanisms used by the writers to

get their written works published. This method used by writers to generate ideas, create an outline, revise their written work and create a format for publication. This writing process encourages writers to be oriented and be able to create their composition mechanisms from their written works. This writing process applies not only to writers but also to students. Students are highly required to have effective writing skills. But students feel confused about what they should do first in writing a piece of writing. Therefore students must have a complete basic understanding of the steps of writing. There are steps or processes in writing, namely[24]:

1) Prewriting

This first step is a time for the students to explore or discover ideas. Prewriting is any kind of activity designed to help students produce or organize their ideas before writing.

[24] Richard Gentry, Jan McNeel. 2014. *Writing Lesson Level 2-Understanding the Writing Process.* (n.p.): Teacher Created Materials

2) Drafting

It is a process for students to down their ideas, organize them into a sequence, and develop supporting ideas of the topic.

3) Revising

It is the stage for students to evaluate and revise their draft to ensure whether the content and organization that has been written is appropriate or not based on an evaluation of the writing.

4) Editing and Proofreading

This is an activity for students to correct the errors of spelling, grammar, and punctuation. The students also change words that are not used correctly or unclearly.

3. Simple Past Tense

a. Definition of Simple Past Tense

Simple past tense indicates that an activity or situation began and ended at a particular time in the past[25].

Shalini states that simple past tense indicates that something happened at a specific time in the past.[26] Nadia states that simple past tense is the most often used to talk about the past.[27] Raymond Murphy said that very often the past simple ends in –ed (regular verbs).[28] But many verbs are irregular. The past simple does not end in –ed. In short, simple past tense is used to tell an activity or situation that happened and ended in the past. Parrott states,

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[25] Azar, Betty Schrampfer. 1999, *Understanding and Using English Grammar, Third Edition,* United State of America: Pearson Education.

[26] Shalini Verma. 2017. *Common Errors in English*. India: S CHAND & Company Limited. Page 114

[27] Nadia Hussein Salim. 2008. *An Introduction to English Grammar Syntax.* (2008). Yordania: Al Manhal. Page 100

[28] Murphy, Raymond. 1994, *English Grammar in Use: A Reference and Practice Book for Intermediate Students Book,* Cambridge University Press. Page 10

"simple past tense is a tense that refer to completed events, states, or actions."[29]

b. The Patterns of Simple Past Tense

1) The pattern of the simple past tense sentence with full verb

- Positive sentence :

S + V2 + (object/adverb)

The following are the examples[30]:

Positif		
S	V2	Object/Adverb
Columbus	discovered	American Continent
Netherland	colonized	Indonesia for 350 years
Thomas Alfa Edison	invented	Electricity
America	bombed	Hiroshima and Nagasaki to end

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[29] Martin Parrott, 2000, *Grammar for English Language Teacher, Second Edition,* Cambridge University Press. Page 185
[30] Murphy, Raymond, 1998. *English grammar in use : A reference and practice book for intermediate students.* United States of America : Cambridge University Press. Page 29.

		world war II

- Negative sentence :

  S + did not + V1 + (object/adverb)

  The following are examples[31]:

Negative			
S	Did not	V1	Object/Adverb
I	did not (didn't)	do	anything
We		watch	television last night
They		invite	her to the party
You		finish	the work well

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[31] Murphy, Raymond, 1998. *English grammar in use : A reference and practice book for intermediate students.* United States of America : Cambridge University Press. Page 32.

She/ He		come	on time

- Interrogative sentence :

Did + S +V1 +(object/adverb) ?

The following are examples[32]:

Interrogative			
Did	S	V1	Object/Adverb
Did	Colombus	discover	America continent?
	Dutch	Colonize	Indonesia for 350 years ?
	Thomas Alfa Edison	Invent	electricity
	America	Bomb	Hiroshima and

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[32] Murphy, Raymond, 1998. *English grammar in use : A reference and practice book for intermediate students.*United States of America : Cambridge University Press. Page 33.

			Nagasaki to end world war II?

2) The pattern of simple past tense sentence with "be"

- Positive sentence :

  I/he/she it + was + complement

  They/we/you + were + complement.

  The following examples are[33]:

Positive		
S	Was/Were	Complement
I	was	angry
He		a good boy
The weather		good
You	were	too busy
They		able to come

- Negative sentence :

[33] Azar, Betty Schrampfer. 1999, *Understanding and Using English Grammar, Third Edition,* United State of America: Pearson Education. Page 27

I/he/she it + was + not + complement

They/we/you + were + not + complement

The following examples are[34]:

Negative		
S	Was/Were not	Complement
I	was not	angry
He		a good boy
The weather		good
You	were not	too busy
They		able to come

- Interrogative sentence:

Was+I/he/she/it+complement

Were+They/we/you+ complement

The following examples are[35]:

Interrogative

[34] Azar, Betty Schrampfer. 1999, *Understanding and Using English Grammar, Third Edition,* United State of America: Pearson Education. Page 28

[35] Azar, Betty Schrampfer. 1999, *Understanding and Using English Grammar, Third Edition,* United State of America: Pearson Education. Page 29

Was/Were	S	Complement
Was	I	angry ?
	He	a good boy?
	the weather	good?
Were	you	too busy?
	they	able to come?

c. The Uses of Simple Past Tense

There are at least 4 usages of simple past tense[36]:

1) To express the complete action in the past.

Simple past tense is used to express the idea that began and finished at a specific time in the past.

The following examples are:

- I saw a movie yesterday.
- I did not see a movie last night.
- Last month, I traveled to Korea.
- Last week, I did not travel to London.

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[36] Mas'ud, Fuad. 1998.*Essentials of English Grammar; A Practical Guide*. Yogyakarta : BPFE Yogyakarta.

2) To express a series of complete actions.

We use the simple past tense to list a series of completed actions in the past. The actions happen first, second, third, fourth, etc.

The following examples are:

- I finished studying, walked to the beach, and found a nice place to swim.

- She arrived from the airport at 8.00, checked into the hotel at 9.00 and met the others at 10.00.

3) To express single duration in the past

Simple past tense can also be used to describe a habit, which stops in the past. It can have the same meaning as "used to."

To make it clear when talking about a habit, we can use expressions like "always, often, usually, never, and when I was younger" in the sentence.

Examples:

- I studied English when I was young.

- She often played the guitar.

d. Regular and Irregular Verb

There are two past verb forms, they are regular verb and irregular verb.

1) Regular Verb

A regular verb is a changeable verb that depends on tense form; and the changing of the verb is regularly.[37] The regular past verb is formed by adding d, ed, or ied.

Examples :

Infinitive	Past tense	Past participle
Hope	hoped	hoped
Add	added	added
Close	closed	closed
Jump	jumped	jumped

Generally, the regular ending for the simple past tense, for all persons is -ed. If the verb already ends in -e, we just add -d.

[37] Mas'ud, Fuad. 1998.*Essentials of English Grammar; A Practical Guide*. Yogyakarta : BPFE Yogyakarta. Page 36

There are some rules dealing with changing regular verb forms which are made from the simple forms in the following ways[38]:

- When the simple form of the verb ends in *-e*, only *d* is added, for example, *change* becomes *changed, dance* becomes *danced.*

- When a one-syllable verb ends in a single consonant preceded by a single vowel, the final consonant is doubled, and *-ed* is added, such as *plan* becomes *planned*, *stop* becomes *stopped.* To verb that ending with *-c*, we just add *k* before the suffix, for example, *picnic* becomes *picnicked, panic* becomes *panicked.*

- When the verb of more than one syllable ends in a single vowel, the final consonant is doubled when the final syllable is stressed, for example,

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[38] Mas'ud, Fuad. 1998.*Essentials of English Grammar; A Practical Guide*. Yogyakarta : BPFE Yogyakarta. Page 41

omit becomes *omitted, occur* becomes *occurred.* The final consonant is not doubled when the final syllable is unstressed, for example, the *visit* becomes *visited*, *listen* becomes *listened.*

- When the simple form of a verb ends in *-y* preceded by a consonant, the *y* is changed into *i* and *-ed* is added, for example, *try* becomes *tried*, *hurry* becomes *hurried.*

2) Irregular Verb

An irregular verb has the same function as a regular verb, but this changing verb is not regular. The learner has to memorize the irregular past tense verb.

Example:

Infinitive	Past tense	Past participle
Break	broke	broken
Begin	began	begun

Become	became	become

4. Recount Text

a. Definition of Recount Text

According to Anderson a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order in which they happened. The text aims to retell the past event or to tell someone's experience in chronological order.[39]

A recount text is a text written to retell for information or entertainment. This type of text is not only used at school but also in other written and electronic media, it's used in many real social contexts. For example is used in the diary, blogs, letters, biography, travel report, police report, sports report, etc.

b. Generic Structure of Recount Text

The recount text has three parts:

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[39] Anderson, Mark and Kathy Anderson.1998. *Text Types in English 2.* Australia: MacMillan.

1) Orientation

   Orientation takes in the First paragraph that gives background information about who, what, where, and when.

2) Event

   Tell what happened and in what sequence. A record of events usually recounted in chronological order, named; event 1, event 2, and event 3.

3) Re-orientation

   Consists of optional closure of events/ending.

   Whereas Hardy and Klarwein state the generic structure of recount text consists of orientation, series of events, and re-orientation.[40]

   In orientation, the writer sets the recount in time and place. While the series of events are arranged in a temporal sequence and often expressed in terms. The re-orientation is the optional element.

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[40] Hardy, Judy & Klarwein, Damien. (1990). *Written Genres in the secondary School. Department of Education Queensland*

c. Language Features of Recount Text

Barwick explains that language features of recount text are[41]:

1) Proper nouns and pronouns identify people, animals, or things.

    e.g. Mr. Lawrence, the postman, his racquet, she.

2) Larger and more complex noun groups build up descriptions.

    e.g. the long-distance runner, Lionel Drill.

3) Word families are used to building topic information.

    e.g. smoke signals, drums, telephone, television.

4) Varied action verbs are used to build word chains. These may be synonyms, antonyms, or repetitions.

    e.g. she jumped, she leaped, she crawled.

5) Descriptive words add details about who, what, when, where, and how.

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[41] Barwick, Jhon. 1999. *Targeting Text: Photocopiable Units Based on English Text Types, Upper Level.* Glebe: Blake Education. Page 6

e.g. Last night in the Blue Crib restaurant, the irritated man angrily threw the broken plate off the stained table.

6) Adverbs and adverbial phrases sequence events in time and indicate the place.
   e.g. In 1927, On 6 June 1824

7) Technical (the thorax, the abdomen) and abstract language (beauty) are used to add credence to the texts.

8) Texts are written in the past tense to retell past events.
   e.g. she smiled.

9) Conjunctions (when, but) to combine clauses and connectives to sequence events (first, then, finally) are used.

10) Significant events are included and irrelevant details are excluded.

11) Quoted and reported speeches are used.
    e.g. 'We are off on an excursion tomorrow,' said Mrs. Sheridan enthusiastically. Mrs. Sheridan enthusiastically added that they would be going on an excursion the next day.

12) Evaluative language is used in factual and personal recounts.

e.g. Captain Arthur Phillip was a fair and just man. The trip was a wonderful experience.

13) Sentences should be structured with a focus on the important information at the beginning.

e.g. The last trip he ever made was in 1909 they first entered

14) The passive voice is used at times to allow the writer to leave out the person doing the action.

5. Grammarly

a. Definition of Grammarly

Grammarly is one of today's popular online grammar checkers. Grammarly was founded by Maz Lytvyn and Alex Shevchenko in 2009.

According to Ghufron & Rosyida, Grammarly is an online proofreading website that can be used to scan documents for reduce writing errors in terms of vocabulary usage,

grammar, and mechanic. It automatically identifies the errors in writing, such as grammatical errors, word choice, spelling errors, and punctuation errors.[42]

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 forms Daniels & Leslie (2013).[43] In addition, Grammarly offers lots of great content to help you to improve your writing skill. Using the Grammarly tool can enhance students' motivation, confidence, and engagement in learning. This tool will build students' independence that make them not afraid of writing though they make any errors while writing. Therefore, the students should not be reluctant to write because they can recognize and correct their errors writing by

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[42] Ghufron, M. Ali and Rosyida, Fathia (2018) The role of Grammarly in assessing English as a Foreign Language (EFL) writing. *Lingua Cultura,* 12 (4). pp. 395-403. ISSN P-ISSN: 1978-8118 E-ISSN: 2460-710X

[43] Paul Daniels, Davey Leslie. 2013. *Grammar Software Ready for EFL Writers?* Kochi National University.

using this Grammarly tool.[44]   Then, the use of the Grammarly tool is an effective way of assisting students in reducing the errors in writing.[45] Using Grammarly also helps students to achieve their academic goals and improve their writing in essays.

In summary, Grammarly is an automated internet software which offers many features to minimize students' mistakes in writing as well as presents the correction and explanations.

b.   Type of Grammarly Tool

There are two versions of Grammarly that is commonly used to check any errors in writing. They are[46]:

[44] Jayavalan, Kalpana and Mohamed Razali, Abu Bakar (2018) Effectiveness of online grammar checker to improve secondary students' English narrative essay writing. *International Research Journal of Education and Sciences, 2* (1). *pp. 1-6.* ISSN 2550-2158

[45] Ghufron, M. A., & Rosyida, F. (2018). The role of Grammarly in assessing English as a Foreign Language (EFL) writing.*Lingua Cultura*, 12 (4), 395-403. https://doi.org/10.21512/lc.v12i4.4582

[46] Ghaida Nurul Rahma Hakiki. 2021. EFL Students' Perception of the Use of Grammarly Application in Writing Class. *Journal of English Education and Development*. P-ISSN: 2597-713X, E ISSN: 2597-7148   DOI:

1) Grammarly for Free Version

Grammarly's free version does not mean a poor or hugely limited version. This version 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, it will automatically be highlighted in red and the right correction will be given. You can set goals 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 premium version can do more than free version does. 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, words 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.

c. The Advantages of Grammarly

- Grammarly Highlights Mistakes and Shows How to Correct Them

Grammarly is an excellent tool for these kinds of mistakes. Extra spaces, missing articles, verb tense agreement errors, spelling, punctuation, and more are highlighted for you to check and correct at the click of a button.

Not only are they highlighted, but they are also color-coded according to the following alerts: Correctness, Clarity, Engagement, and Delivery. This method of organization makes understanding your mistakes easier.

- Helps to Improve Vocabulary

Not only does it let us know if we are overusing a particular word, but it also highlights words that are overused in general.

- Grammarly Gives Mini Grammar Lessons

Grammarly also provides synonyms to help us to make our writing more engaging. Double-click on any word in our document to see a list of synonyms.

CHAPTER III
RESEARCH METHOD

Research methodology is needed to obtain and analyze the data of this study. This chapter outlines the specific steps used in conducting research. It covers the research design, research subject, research instrument, data collection, and data analysis.

A. Research Design

In this study, the researcher used a qualitative method and a narrative inquiry research design. Narrative inquiry in this research shows about students' experience using Grammarly aplication. According to Connelly and Clandinin, narrative inquiry is the study of how people see the world.[47] Similarly, Bell defines that narrative inquiry includes dealing with people's intentionally told stories.[48] In teaching and learning, Barkhuizen states that narrative inquiry attempts to

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[47]D. Jean Clandinin and F. Michael Connelly, *Narrative Inquiry: Experience and Story in Qualitative Research* (San Francisco: Jossey Bass, 1999). p. 2.

[48]Jill Sinclair Bell, 'Narrative Inquiry: More Than Just Telling Stories', *TESOL Quarterly*, 36.2 (2002), 207 <https://doi.org/10.2307/3588331>.

understand teachers' perspectives and practice in language teacher education.[49] The narrative inquiry was chosen as the research design to uncover the story of the EFL experiences using the Grammarly application and their perception of it. The research belongs to narrative inquiry design because it is intended to explore what are some challenges and solutions faced by EFL students during using Grammarly Application.

B. Research Setting

This research was conducted at UIN Walisongo Semarang, which is located at Jalan Walisongo, Tambakaji, Ngaliyan, Semarang, Central Java in July 2022. The research carried out face to face.

C. Participants

The participant of this research is EFL students in the fifth semester in English Education Department UIN Walisongo Semarang. The researcher selected three participants to participate in the interview. The

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[49]Gary Barkhuizen and Rosemary Wette, 'Narrative Frames for Investigating the Experiences of Language Teachers', *System*, 36.3 (2008), 372–87 <https://doi.org/10.1016/J.SYSTEM.2008.02.002>.

participants are EFL students who have taken writing subjects. The three students deliberately selected to be involved in this narrative inquiry research. In the selection process, researchers prioritized their eligibility for inclusion. The selection will also be based on the participant's willingness to be involved in this study.

D. Data Source

The data sources are the subject of research from which the data can be obtained.[50] The main data sources in this research are words or statements delivered by respondents, and the behavior directed by the object of research.

1) Primary Data

Primary data is data obtained or collected by the person conducting the research or who is concerned and needs it. Primary data is also called original data. In this study, the researcher obtained primary data about the students' voices using

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[50] B. Harreveld et al. (eds.), (2016). Constructing Methodology for Qualitative Research: Researching Education and Social Practices. *Britania Raya: Palgrave Macmillan UK*. ISBN: 9781137599438, DOI : 10.1057/978-1-137-59943-8_1

Grammarly to enhance simple past tense mastery in writing of recount text through interviews with 5th-semester students in the English education department who have carried out Writing subject.

2) Secondary Data

Secondary data is data obtained or collected from existing sources. This data is usually obtained from the library or from the reports of previous researchers. In this study, the researcher obtained data through source books as reinforcement from data obtained from the first source or primary data. As for primary data, such as books and journals, sources about the experience using Grammarly to enhance simple past tense mastery in writing of recount text.

E. Technique of Collecting Data

The instrument used to collect data is an interview and narrative frame.

1. Interview

Researcher used interview for oral narrative data using semi-structured interview. Then the interview transcribed, translated into English, coded, and

analysed. Transcription is essential for dealing with findings. Selective coding is an analysis to emphasize the relationship between participants' experiences. The data were analyzed to explore in detail the story in terms of its content containing who, where, and when which is translated into the context of the story.

2. Narrative Frame

Narrative frame is a written story template consisting of a series of incomplete sentences and blank spaces of varying lengths.[51]Narrative frame can help the researcher catch the expected experiences to be written since it provides insightful and fuller picture of the students experiences and provide guidance and support in both the structure and content of narrative.

The participants were given an explanation about the purpose of study and the inclusion of narrative frame. The researcher asked the EFL Students to complete narrative frame. The narrative frame for pre-service teachers was adapted from Barkhuizen et al (2014). Therefore, some changes were made to

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[51]Barkhuizen, Chik, and Benson. p. 45.

fulfil the research needs. The researcher compiled a narrative frame that focused on students' experiences on using Grammarly application to help mastery of simple past tense in writing of recount text.

F. Instruments

The researcher used interview as instrument in this research. The researcher conducted the interview with English Education Department students at UIN Walisongo Semarang. The function of the interview is to collect the data of the research.

The list of the interview question[52] :

No.	Question
1.	What effects did you get when you used the Grammarly application?
2.	Do you think Grammarly is effective to improve the mastery of simple past tense in writing recount text? Please give me an explanation!
3.	Does the grammar feature valid on Grammarly cover the use of to be, modals, and verbs of simple past tense in writing recount text? Give me an explanation!

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[52] Lukita, Desy Rizqi. 2020. *A Narrative Inquiry Into English Teachers' HOT Learning- Teaching in Senior High School.*

4.	Does the spelling feature on Grammarly cover the incorrect and confusing words in writing recount text? Give me an explanation!
5.	Does the punctuation feature on Grammarly cover the use of punctuation in a sentence of recount text? Give me an explanation!
6.	Is the feedback given by Grammarly always correct?

G. Technique of Analyzing Data

In this research, the researcher used an interpretive analysis process to analyze the data. As part of the interpretive analysis process, the researcher used narrative participants as 'collective stories' and discussed the interrelated themes and subthemes that emerge from the stories through cross-case analysis techniques.[53]

Activities in the data analysis technique are conducted interactively and continuously until complete so that the data are already saturated. Activities in data analysis are data reduction, data display, and conclusion drawing. Data analysis is a

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[53] J.W. Creswell, 1998. *Qualitative Inquiry and Research Design: Choosing among Five Traditions.* London: Sage Publication.

process to look for and arrange the data systems that have been reached from the interview, field report, documentation, and other materials to know the EFL Students' voices using Grammarly application to enhance simple past tense mastery in writing of recount text by organizing the data, arranging to a pattern, and choose where is the important on that will learn, and making a conclusion. So, it will be understandable.

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter covers research finding and discussion, including interview with English education department students at UIN Walisongo Semarang.

A. Finding

Based on the result of the interview, the researcher found that all participants thought that they found it helpful in mastering the simple past tense in writing recount text using the Grammarly application. Although they also have a little difficulty in using the application.

The description of this finding are :

1. YN's story

a. "I got both positive and negative effect from this application"

A beautiful girl with glasses greeted me with a bright smile in the balcon of Arumi's boarding house. She is YN. YN is a fifth-semester English Education Student at UIN Walisongo Semarang who loves writing. She

started learning to write when she was in junior high school. She explained that she likes to wrote what happened in her daily life in her diary when she was in junior and senior high school. But she stopped doing it when she stepped into the 2nd grade of senior high school.

While majoring in English Education, she realized that writing was not only a hobby but a crucial skill in her major. She firmly holds the theory of Jessica Saba, that writing is one of the language skills that is crucial for university students even though it can be very challenging to master for second language learners.[54] So, she began to develop her writing skills again by writing what she went through every day in a diary.

Because YN is an English student, writing English cannot be separated from her daily life, especially in compiling assignments. In

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[54] J. Saba. 2022. *English Language and General Studies Education in the United Arab Emirates: Theoretical, Empirical and Practical Perspectives*. Singapura, Springer Nature Singapore.

writing, she uses an additional application, it is a Grammarly application. In using this application, YN told me that she gets both positive and negative effects. *"I got both positive and negative effect from this Grammarly application."* She told me that there are a lot of benefits that the Grammarly application gives, she got to express her words correctly, she got to know many similarities of words that are related to her study, and she got to know the use of the right punctuation. She also told me that her writing skill improved a lot because the grammar feature provided by the Grammarly application. *"Because of Grammarly application, I could solve many problems that occur during my writing process in a short time."*

Not only got positive effects, but she also had some negative effects during her writing process using the Grammarly application. She was disturbed by the auto-correction that the Grammarly application provides that sometimes ruined her writing. *"I think the most*

disturbing thing is that I had to make sure that the correction is correct. Sometimes, the sentences of my paper became absurd and didn't make sense because of the unnecessary correction."

b. "Yeah, It totally works on me"

Today's students are learning in a different environment than in the past, and it is more - continuously changing - tools than ever before. The students of this generation have been raised in a digital age and have been exposed to technology from the day they were born. They are "digital natives."[55]

In writing, we can use the Grammarly application as a digital medium to make us easier in writing. Yuannisa also used the Grammarly application to make a paper.

When I ask her, *"Is the Grammarly application effective in improving the mastery of simple past tense in writing of recount text ?"* Yuannisa said, *"Yes, it is. It totally works on*

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[55] Anderson, Rebecca S. (2014). *Handbook of Research on Digital Tools for Writing Instruction in K-12 Settings*. Amerika Serikat: IGI Global.

me"

She thought that the Grammarly application correction is not always valid but when it comes to tenses correction, Grammarly is reliable and important to use in order to make sure the sentences are in the best form even though is not always valid. She thought that Grammarly improved her mastery of simple past tense a lot. She told me, when she wrote recount text and checked her writing into the Grammarly application. She found it very helpful with the automatic correction provided by Grammarly. She came to know which one is wrong and must be changed, such as changing the incorrect form of the verb and "to be" to the correct one when she wrote it. In that case, I conclude that she indirectly learned the simple past tense by correcting the form of the verb and "to be" used in writing recount text by using Grammarly.

c. "It's almost perfect !"

With a confident face, YN answered my third question loudly. She said, "Yes, it does.

It's almost perfect !"

She explained that every time she used Grammarly, the correction was almost perfect. The grammar features that Grammarly provided helped her a lot. Especially in covering the use of to be, modals, and verbs of "simple past tense." Grammarly makes her writing process became easier through its grammar feature. She said, *"Grammarly is currently the best app to solve grammatical issues that I have."*

d.   "Unnecessary correction ruined my paper!"

YN said to me with a chuckle, *"Yes, it covers them, but there are some that shouldn't be corrected instead corrected by Grammarly. It makes me confused."* She explained that there were unnecessary corrections that Grammarly gave that ruined her sentences in the process of writing. For example, names of people, places, or even things also get corrected by Grammarly's spelling feature. It made her confused. It wasted her time checking them one by one to make sure that the

corrections given were correct or not.

e. "My paper became easy to read"

In the fifth question of the interview I held, YN explained the answer briefly. *"Yes, the punctuation feature given by Grammarly made me easy to correct my incorrect punctuation."*

She added that the punctuation feature given by Grammarly is trusted to make each sentence in every paragraph becomes neat and easy to read.

f. "Not really, as I said before"

In YN's opinion, the feedback given by Grammarly is not always correct. *"Not really. As I said before that Grammarly also gives unnecessary correction to my words, but apart from that, the features of Grammarly are very helpful and reliable for anyone ."*

In her opinion, Grammarly has its advantages and disadvantages, but in general, Grammarly's features make it easier to write anything type of text.

2. MF's Story

a. "I can get real-time grammar correcting"

After waiting for around 5 minutes, I met a young and adorable girl with a dimple on her cheek. She apologized politely, *"I do apologize, miss. I made you wait for a long time."* I smiled and let her have her seat. This adorable and polite girl is MF, a fifth-semester English education department student of UIN Walisongo and a member of the Walisongo English Club, which joined my weekly class in 2020.

I have known her for around two years. She is not only a kindhearted person but also clever. When she was in my weekly class, she was an active member who always got a high score in each evaluation. She has good both speaking and writing skills.

At that time, I gave her a weekly evaluation after a long holiday semester. I asked her to make a recount text about her holiday. She got the highest score in the weekly class. She told me that she wrote and

checked her assignment and her college task using the Grammarly application.

In using the Grammarly application, she told me that she gets a lot of effects. *"When I use Grammarly, I can get real-time grammar correcting. It can correct my typos, errors, and mistakes when I write articles or essays, so it helps me to accomplish my writing."*

She added, that Grammarly can automatically correct her incorrect grammar. The implementation of its application is very easy as well where she directly clicks the red line that Grammarly has shown, then the sentence can change itself. So, she can shorten her time in writing, and sometimes correcting grammar takes a long time, but using Grammarly is quite efficient for her. *"I can directly 'click' the red line that Grammarly has shown, then the sentence can change itself. It's a real-time grammar correcting.I save my time."*

b. **"My mastery of simple past tense improved"**

When I ask her, *"Is the Grammarly*

application effective in improving the mastery of simple past tense in writing of recount text ?" MF said *"Yes, it does. My mastery of simple past tense improved a lot."*

She explained that with the correcting grammar feature, she can easily correct her grammar mostly in past tense that used in a recount text. She also added, *"I would like to say that Grammarly doesn't correct some hard patterns or structures, but I think for recount text that has no really hard structure, it can be corrected with Grammarly."*

c. **"It is valid enough to analyze some errors"**

The third question of my interview talks about the grammar feature of the Grammarly application. The question is *"Does the grammar feature valid on Grammarly cover the use of to be, modals, and verbs of simple past tense in writing recount text? Give me an explanation! "*

MF explained that Grammarly is valid enough to analyze errors in the use of verbs (simple past tense), but for the use of modal

and the use of to be, she thought it doesn't provide a satisfactory correction. *"I think it is valid enough to analyze errors in the use of verbs (simple past tense), but it doesn't provide a satisfactory correction for the high hard level."* She told me that Grammarly always suggests erasing modal where she needs that modal to explain the meaning of the sentence. Sometimes, Grammarly cannot correct the use of 'can' and 'could'. *"When I use 'could' because that is in the past, but it suggests using 'can', etc. For the use of being, maybe I usually found Grammarly suggests putting the additional be that I don't need that in my sentence."*

d. **"Grammarly can correct it perfectly"**

MF said that the spelling feature on Grammarly covers the incorrect and *confusing words in writing recount text. She said, "When I am confused about the writing of the words or when I type the wrong words, Grammarly can correct it perfectly."*

She added, Grammarly also suggests her to

use better words than the words that she used before. So, she thought that it gives her a positive perception that spelling feature of Grammarly covers the English spelling words well. *"I think it gives me positive perception that Grammarly cover the English words well."*

e. "Punctuation feature really helped me"

MF calmly and confidently answered the 5th interview question I gave, she said that the Grammarly punctuation feature really helped her write recount text. *"Yes, that's right. The punctuation feature helped me a lot."*

She also explained that the result of the auto-correct punctuation feature of Grammarly is good enough. Grammarly covers the use of punctuation in sentences. It ideally can correct her punctuation. She said, *"Because I'm the person that cannot correct punctuation in detail, so Grammarly really helps me. I think the result is good enough. "*

f. "It is quite efficiently used by students."

We talked about the feedback given by

grammarly is always correct or not. MF shared her point of view about it. In her sight, Grammarly corrects most common mistakes in writing well. Besides that, she still found some mistakes and some additional feedback on grammar that she need to re-correct. She said, *"I would say 80% Grammarly can give good feedback, I actually learn lots of structure and English words from Grammarly. It is quite efficiently used by students."*

3. **DS's Story**

   a. **"I got all the positive effects"**

   The third participant walked to the bench where I sat. She walked half jog towards me and greeted me with a chuckle, "Good afternoon, miss. I came on time, right?" I nodded and smiled, "Yup, you arrived on time, dear. Take your seat, please!"

   The cheerful and energetic girl in front of me is DS. She is a 5th-semester English education student and has also been a member of the Walisongo English Club since 2020.

Same as MF, she ever learned in my weekly class. DS always being active and curious to know many things. She was not good at writing, but she never gave up practicing.

I met her again after a long time because the coronavirus spread. She leveled up and told me that she was improving her writing and speaking skills during quarantine, so she was willing to be a participant in my research.

I ask her, Does she use the Grammarly application to help her in writing. She said that she used it. "Yes, I use the free version of Grammarly application."

I inquired her to explain what effects she got when she used the Grammarly application. She explained that she got the positive effects of the Grammarly application. It helps her a lot in writing. It can check any errors on the text she has written. "I got all positive effects. It's caught my typos and help me to fix my sentences." She added that Grammarly gave her a clear explanation of how sentences

should be improved, making it a useful tool to improve her writing English.

She also clarifies that the Grammarly application makes her writing more readable with the correct grammatical rules. It also helps her to choose the correct word when she writes an article and makes it easy to find grammatical sentence errors. "Cause I use Grammarly, my writing is more readable. It also helps me to choose the correct word when I write."

b. "It is quite effective"

When I ask her, *"Is the Grammarly application effective in improving the mastery of simple past tense in writing of recount text ?"* DS said, *"Yes, it is. It is quite effective in improving my mastery of simple past tense."*

She thought that Grammarly could detect grammatical errors in her writing, but it is not enough for people who do not understand or do not have basic knowledge of tenses. *"It can detect grammatical errors in my writing, but I think Grammarly is not enough for people who*

do not understand tenses."

Because she used Grammarly's free version, there are many issues that Grammarly can not fix right away by itself. Users have to fix them themselves or have to upgrade to the premium version. When the user corrects her own mistakes, she indirectly learns tenses, in this case especially learning to use the simple past tense in writing recount text. However, this is quite difficult for people who have no basic knowledge of tenses.

She confidently said that Grammarly is only a grammatical checker tool. It can not teach people how to write text. *"As we know that Grammarly is only a grammatical checker tool, it can't teach us how to write text."*

c. "The free version doesn't cover them"

The third question of my interview talks about the grammar feature of the Grammarly application. The question is *"Does the grammar feature valid on Grammarly cover the use of to be, modals, and verbs of simple past tense in writing recount text? Give me an*

explanation! "

DS explained that the Grammarly feature is valid and covers all the use of grammar such as modal and past tense, but as the user of the free version. She thought that the grammatical feature in this version literally can not be valid because the free version has limited features.

"In using this application, the Grammarly feature is valid and also covers all the use of grammar such as modal and past tense, but as the user of the free version, I don't think the grammatical feature in this version can literally be valid because the free version is hugely limited features. The free version doesn't cover them."

In the free version, the user has limited corrections because the free version of Grammarly covers the basics grammatical only. The user needs to take the premium version to have further best writing guidelines.

"It will be better if we use the paid version so we can access all the feature of grammarly."

d. "It can fix the spelling errors"

DS said that the spelling feature in the free version of Grammarly covered enough spelling errors in her writing. *"It checks every word in my writing."* She added that the spelling feature of Grammarly can improve her writing of recount text to be better. She also said that the spelling feature does a great work at picking up typos in her text. *"Grammarly can fix our word. For example, if we want to type the word "assignment" but we forget to put the letter "n" it will automatically show that the word is wrong and give us some option words to be chosen."*

e. "The punctuation feature on Grammarly is worth it"

DS calmly answered the 5th interview question I gave. She said that the Grammarly punctuation feature was really worth to helped her write recount text. *"Yes, of course. The punctuation feature on Grammarly is worth it."*

She explained that Grammarly detects punctuation errors in her writing of recount

text. It also provides guidelines to correct common punctuation errors in the text as well as suggesting words that I may have meant to use. *"Grammarly usually tells us if there is some mistakes in punctuation. For example, when we want to write "student's expression."* Grammarly will give option words such as a student-students-student's-or students' we can choose one of them. Sometimes if we type the coma (,) after a space, it will also tell us that was wrong."

f.   **"No, it isn't always correct"**

In DS's opinion, the feedback given by the Grammarly application is not always correct. *"No, it isn't. Based on my experience as the user of a free or trial version. Sometimes I find Grammarly gives incorrect feedback to my text. So I need to   review manually the suggestions offered by Grammarly."*

In her opinion, while Grammarly in the free version has disadvantages, in general Grammarly is a helpful tool for writing.

B. Discussion

Grammarly has some features that cover significant aspects including grammar, spelling, punctuation, and style. Ghufron states that Grammarly is more effective in minimizing mistakes in word usage (diction), language usage (grammar), and writing mechanics (spelling and punctuation).[56] In terms of vocabulary usage, language use, and mechanics, Grammarly can clearly and directly identify EFL writing difficulties and faults. Grammarly may also detect missing spaces after periods and misspelled words, including proper nouns, and provides many alternative options (feedback provision) for the misspelled terms. Grammarly feedback helped them figure out which one was correct. The students independently evaluate their writing based on the auto-correction of Grammarly.

All participants admitted that Grammarly has benefits in improving the mastery of simple past tense in writing recount text. They realized that Grammarly help them to learn by themselves. They can also see the

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[56] Ghufron, M. Ali. 2019. Exploring an Automated Feedback Program 'Grammarly' and Teacher Corrective Feedback in EFL Writing Assessment: Modern vs. Traditional Assessment. *ELLiC*. doi-10.4108/eai.27-4-2019.2285308.

automatic correction that is provided by Grammarly. With this feature, they can know the word that has a mistake in structure, so they can rethink again to use the appropriate word. Grammarly is also good in detecting small mistakes, like the use of the article 'a' or 'an'.

Nevertheless, Grammarly still has some drawbacks. All participants have shared their perceptions of using Grammarly and the drawbacks they face. When they check their writing using Grammarly, sometimes the correction from Grammarly makes the meaning change. They have to re-read their writing and check it before they follow the correction from Grammarly. Moreover, Grammarly has two versions: free and premium. According to the participants' voices, the free version of Grammarly restricts them from using Grammarly's features as a whole.

The previous study conducted by Fitriana & Laeli in 2022 entitled "Exploring English Department Students' Perceptions on Using Grammarly to Check the Grammar in their Writing" evidence that Grammarly in students' perception helps the students

to check their grammar. Grammarly also has many advantages. However, the study shows that Grammarly also has disadvantages, same with the finding of this research.[57]

Despite its limitations, the research question is answered. The question for this study about the student's perceptions on using Grammarly application to increase mastery of simple past tense in writing recount text is answered by the finding of this research.

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[57] Fitriana & Laeli. 2022. Exploring English Department Students' Perceptions on Using Grammarly to Check the Grammar in their Writing. *Journal of English Teaching*, 8(1), February 2022, 15-25, DOI: https://doi.org/10.33541/jet.v8i1.3044

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusions and suggestion for the following finding of the study.

A. Conclusion

From the research that has been done about students' voices on using the Grammarly application to increase students' mastery of simple past tense in writing of recount text at the English Education Department of UIN Walisongo Semarang, the researcher concludes that the Grammarly application can help students in mastering the simple past tense in writing recount text.

The result of this research shows that Grammarly has both advantages and drawbacks. In writing recount text and other types of text, Grammarly helps the students to check the grammar in their writing. Grammarly is easy to use and has complete features. Grammarly is also very good at detecting errors such as the articles "a" or

"an", which sometimes flip back and forth unconsciously when writing.

However, the correction from Grammarly is not always correct. Sometimes, the Grammarly correction changes the meaning of the writing. Sometimes the auto-correction provided by Grammarly makes the sentence out of sync with the following or before. This lack of Grammarly has a positive impact on students. Students are unconsciously learning when re-reading their writings that are corrected by Grammarly. They can recall their memories about grammar material, especially simple past tense in this study, such as punctuation, article, and pattern while checking their grammar using Grammarly. Although Grammarly has shortcomings, Grammarly provides more assistance for students in checking their grammar, especially for English Education students. Grammarly also has many advantages, such as rich features, being good at detecting unimportant errors in writing, and many more.

B. Suggestion

This research exactly has some drawbacks. To make better further studies, the researcher suggests that future researchers research the same topic but for different respondents, such as senior high school students. The realm is also better if it is different, for example, to know the use of Grammarly to master the other tenses in the writing genre of text or for reading skills. By conducting other research with more variety of realms and participants, the researcher hopes the further findings will complete the lack of this study.

C. Closing Statement

Sincerely, this thesis is the researher's first academic project, which is a kind of researcher's contribution to UIN Walisongo Semarang's academic field. Finally, by reciting Hamdallah, this thesis is finished as partial fulfillment of requirement for gaining the bachelor's degree in English Language of Education and Teacher Training Faculty at UIN Walisongo Semarang.

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APPENDICES

The Transcript of EFL Students Interview

Institution Name   : UIN Walisongo Semarang

Institution Adress   : Walisongo, Tambakaji, Ngaliyan,

                                 Semarang, Jawa Tengah

Student's Name   : YN

Semester   : 5

Date of Interview   : July 28, 2022

Role	Interview
R	Hi, I am Khumaira. Thank you for willing to be a participant in my research. Would you please introduce yourself? You are allow to use both Bahasa and English.
P	Hi, Miss. Ok.I'll try to talk in English. My name is YN. I am fifth semester English Education Student at UIN Walisongo Semarang.
R	Nice meet you, YN.
P	Nice to meet you too Miss.
R	Well, I heard from my friend that you are good at writing. Is it right? Could you please tell me more about it?
P	Yes, it is. I love writing. When I was in junior and senior high school, I wrote a diary, Miss. I wrote

	what I through every day. I stop doing that when I was in the second grade of senior high school because I prepared for my National Examination. Now, I am majoring in English education, and I start to write my diary again for my writing exercise and increasing my vocabulary.
R	Waaah, that's great dear! If you love writing, do you know Grammarly application?
P	Yes, I do. I used it. My lecturer asks all his students to use Grammarly application.
R	Well, what are the effects you get when you use Grammarly application? Please explain to me!
P	I think there are many effects that I got when I used Grammarly. I got both positive and negative effect from it. The positive effects are I got to express my words correctly and easily. I also got to know many similarity of words that related to my study. My writing skill also improved a lot because of the grammar feature Grammarly provided. Because of Grammarly, I could solved many problems that occur during my writing process with the shorter time. Beside that, I also had some negative effects. I think the most disturbing thing is that I had to make sure that the correction from the Grammarly is correct. Sometimes, the sentences of my paper became weird and didn't make sense because the unnecessary correction.
R	Ok, I got it. So, do you think Grammarly is

	effective to improve the mastery of simple past tense in writing recount text? Please give me explanation!
P	Yes, it is. Actually,Grammarly correction isn't always valid but when it comes to tenses correction, Grammarly is reliable and important to use in order to make sure the sentences are in the best form.
R	Oh, I see. So, what do you think, does the grammar feature valid on Grammarly cover the use of to bes, modals, and verbs of simple past tense in writing recount text? Give me an explanation!
P	Yes, it does. Grammarly is currently the best app to solve this problem. The correction is almost perfect everytime I used it. This feature really helps a lot in the process of recount text. Especially in covering the use of to bes, modals, and verbs of simple pat tense. Grammarly makes my writing process become easier by its grammar feature.
R	What a great explanation! Ok, move to the other fratures that Grammarly provided. Does the spelling feature on Grammarly cover the incorrect and confusing words in writing recount text? Give me an explanation!
P	Yes, it does. It covers the incorrect and confusing words in my writing, but there are some unnessary correction that ruin my sentences during the

	process of writing. Sometimes Grammarly's spelling feature also correcting names of person, place or even things. It makes me confused and wasting my time to check them one by one.
R	Alright, YN. Does the punctuation feature on Grammarly cover the use of punctuation in a sentence of recount text? Give me an explanation!
P	Yes, it does. This feature is trusted in order to make each sentence in every paragraph becomes neat and easy to read.
R	This is the last question dear. Is the feedback given by Grammarly always correct?
P	Not really, as I said before that Grammarly also gives unnecessary correction to my words. Apart from that, the features of Grammarly are very helpful and reliable for anyone in writing recount text or even any other types of text using simple past tense.
R	Thank you so much dear. You answered each questions clearly. It really help me a lot. I hope that everything wil be easier for you. Have a good day!
P	My pleasure, Miss. I am really happy being part of your research. Thank you. For you too, Miss.

The Transcript of EFL Students Interview

Institution Name   : UIN Walisongo Semarang

Institution Adress   : Walisongo, Tambakaji, Ngaliyan,

Semarang, Jawa Tengah

Student's Name   : MF

Semester   : 5

Date of Interview   : July 28, 2022

Role	Interview
R	Hi, I am Khumaira. Thank you for willing to be a participant in my research. Would you please introduce yourself? You are allow to use both Bahasa and English.
P	Hello, Miss. It doesn't matter, I am happy doing this. Ok, let me introducing myself. My name is MF. I am fifth semester English Education Student at UIN Walisongo Semarang.
R	Nice to meet you, MF.
P	Nice to meet you too, Miss.
R	How's life today?
P	I am good. What about you, Miss?
R	I am pretty well. Let's start the interview, are you ready?
P	I am ready, Miss. Let's begin. *(excitedly and chuckling)*
R	Here we go. Do you know Grammarly

	application?
P	Yes, I do. I used it, Miss. My lecturer asks all his students to install and use Grammarly application.
R	Great. So,when you used it, what are the effects you get when you use the Grammarly application?
P	There are a lot of effects when I use Grammarly, especially it can correct my typos, errors, and mistakes when I write articles or essays, so it helps me to accomplish my writing. Another benefit is I can get real-time grammar correcting, it can automatically correct my grammar and the implementation of its application is very easy as well where you can directly 'click' the red line that Grammarly has shown, then the sentence can change itself. So, I can shorten the time in writing, and sometimes correcting grammar takes a long time, so using Grammarly is quite efficient for me. Even, Grammarly has a free version that is very suitable for learners.
R	Impressive! So, do you think Grammarly is effective to improve the mastery of simple past tense in writing recount text? Give me an explanation!
P	Yes, it does. With the feature correcting grammar we can easily correct our grammar mostly in past tense that we use in recount text. I would say Grammarly doesn't correct some hard patterns or structure but I think for recount text that has no really hard structures, it can be corrected with

	Grammarly.
R	Does the grammar feature valid on Grammarly cover the use of to be, modals, and verbs of simple past tense in writing recount text? Give me an explanation please!
P	I think it is valid enough to analyze errors in the use of verbs (simple past tense), but for the use of modals and the use of be, I think it doesn't provide a satisfactory correction. Grammarly always suggests erasing modal where actually I need that modal to explain the meaning of the sentence. And sometimes, Grammarly cannot correct the use of 'can' and 'could'. When I actually use 'could' because that is in the past, but it suggests using 'can', etc. For the use of be, maybe I usually found Grammarly suggests putting the additional be that I don't need that in my sentence.
R	What a clear explanation! Next question. Does the spelling feature on Grammarly cover the incorrect and confusing words in writing recount text? Give me an explanation!
P	Yes, it does. When I am confused about the writing of the words or when I type the wrong words, Grammarly can correct it perfectly. It covers incorrect and confusing words. Even, Grammarly usually suggests you use better words than the words that you use before. So, I think it gives me a positive perception that Grammarly covers the English words well.

R	Ok, I got your point. Does the punctuation feature on Grammarly cover the use of punctuation in a sentence of recount text? Give me an explanation!
P	Yes, Grammarly covers the use of punctuation in sentences. It really perfectly can correct your punctuation, because I'm the person that cannot correct punctuation in detail, so Grammarly really helps me and I think the result is good enough.
R	Well. This is the last question. Is the feedback given by Grammarly always correct?
P	In my point of view, Grammarly corrects the most common mistakes in writing well. But I still found some mistakes and some additional feedback on grammar that I need to re-correct. I would say 80% Grammarly can give good feedback, I actually learn lots of structure and English words from Grammarly. And it is quite efficiently used by students.
R	Thank you so much dear. You answered each questions clearly. It really help me a lot. I hope that everything wil be easier for you.
P	Anytime, Miss. I am happy to help you do your research. I hope that you are always healthy and God bless what you do now.
R	It so sweet, thank you. Have a good day dear!
P	For you too, Miss.

The Transcript of EFL Students Interview

Institution Name   : UIN Walisongo Semarang

Institution Adress   : Walisongo, Tambakaji, Ngaliyan,

Semarang, Jawa Tengah

Student's Name   : DS

Semester   : 5

Date of Interview   : July 28, 2022

Role	Interview
R	Hi, I am Khumaira. Thank you for willing to be a participant in my research. Would you please introduce yourself? You are allow to use both Bahasa and English.
P	Hello, Miss. Its my pleasure being part of your research. Let me introducing myself. My name is DS. I am fifth semester English Education Student at UIN Walisongo Semarang.
R	Nice to meet you, DS.
P	Nice too meet you too, Miss.
R	How are you today?
P	All well. What about you, Miss?
R	I am pretty well dear. Btw, are you ready to start the interview?
P	Yes, I am. Here we go!
R	Well, DS. Do you know Grammarly application?
P	Yes, I do. I used it to fix my assignments.

R	Great. So,when you used it, what are the effects you get when you use the Grammarly application?
P	Grammarly application helps me so much in writing. It can check any errors in the text I have written. It's caught my typos. Grammarly gives a clear explanation of how sentences should be improved, making it a useful tool to improve my writing English.
R	Ok, I got you. So, do you think Grammarly is effective to improve the mastery of simple past tense in writing recount text? Give me an explanation!
P	Yes, I do. It is quite effective in improving my mastery of simple past tense. It can detect grammatical errors in my writing but I think Grammarly is not enough for people who do not understand or don't have basic knowledge of tenses. Because, as we know that Grammarly is only a grammatical checker tool, it can't teach us how to write text.
R	Impressive! Does the grammar feature valid on Grammarly covers the use of to be, modals, and

		verbs of simple past tense in writing recount text? Give me an explanation please!
	P	In using this application, the Grammarly feature is valid and also covers all the use of grammar such as modal, and past tense but, as the user of the free version, I don't think the grammatical feature in this version can literally be valid because the free version is hugely limited features. In this version, we have limited corrections because the free version of Grammarly covers the basics grammatical. We need to take the premium version to have further best writing guidelines.
	R	What a clear explanation! Next question. Does the spelling feature on Grammarly cover the incorrect and confusing words in writing recount text? Give me an explanation!
	P	I think the spelling feature in the free version quite covers spelling errors in my writing. It checks every word in my writing. It can improve my writing of recount text to be better. This feature does great work at picking up typos in my

	text.
R	Ok, I got your point. Does the punctuation feature on Grammarly cover the use of punctuation in a sentence of recount text? Give me an explanation!
P	Yes, of course. The punctuation feature on Grammarly is worth it. Grammarly detects punctuation errors in my writing of recount text. It also provides guidelines to correct common punctuation errors in the text as well as suggesting words that I may have meant to use.
R	Great, dear! This is the last question. Is the feedback given by Grammarly always correct?
P	No, It isn't. Based on my experience as the user of a free trial. Sometimes I find Grammarly gives incorrect feedback to my text. So I need to manually review the suggestion offered by Grammarly. In my opinion, the free version has disadvantages, but in general, Grammarly is a helpful tool for writing.
R	Alright, thank you so much dear. You answered

	each questions clearly. It really helps me a lot. I hope that everything wil be easier for you.
P	Anytime, Miss. I am glad to know that you are helped by me.
R	So do I. Have a good day, dear!
P	For you too, Miss.

Interview with the English Education Department Students of UIN Walisongo Semarang

Appendix 3. Guidelines of The Research-Narrative Frame

Narrative frame has similarities with narrative text. You must have written narrative text about your experiences before. Writing narrative frame same with narrative text. In this narrative frame, it explore about the students' experiences on using Grammarly. In addition, this narrative frame provides starting sentence, which relates to the use of Grammarly topic and empty boxes which must be filled by the participants. The function of starting sentence is helping participants to write experiences easily. Participants can use Bahasa in writing narrative frame.

Narrative Frame

I am an English Education Department Student. The first experience/time I started to learn writing was so (1)_____
_____.
I try to use Grammarly because
(2)_____

_____.

I got some effects when I used Grammarly Application, such as
(3)_____

_____.

Based on my experience, the validity of grammar feature provided by Grammarly application was (4)_____
_____.
The spelling feature provided by Grammarly application
(5)_____

_____.
While the punctuation feature provided by Grammarly
apllication was so
(6)_____

_____.
The feedback I got when I use Grammarly application is
(7)_____

_____.

(Adapted from Barkhuizen, et al (2014))

Appendix 4: Result of The Research-Narrative Frame

Narrative Frame YN

I am an English Education Department Student in the fifth semester at UIN Walisongo Semarang. The first experience/time I started to learn writing was so hard. I try to wrote a diary everyday at that time. I drill myself to write to made myself better in writing. I try to use Grammarly because my lecturer ask all of his students to use Grammarly application to check their writing assignment.

I got some effects when I used Grammarly Application, such as I can express my words correctly, I got to know many similarities of words, and I got to know the right punctuation.

Based on my experience, the validity of grammar feature provided by Grammarly application is almost perfect. The spelling feature provided by Grammarly application works to correct the errors I made. While the punctuation feature provided by Grammarly apllication is so good. It makes my paper easy to read. The feedback I got when I use Grammarly application is not always correct. Because it sometimes givesunnecessary correction. This is the end of my story.

Narrative Frame MF

I am an English Education Department Student in the fifth semester at UIN Walisongo Semarang. The first experience/time I started to learn writing was so hard, but I can handle it. I was join Walisongo English Club and develop my speaking, listening, also writing there. My tutor drill myself to write to made myself better in writing. I try to use Grammarly because my lecturer ask all of his students to use Grammarly application to check their writing assignment.

I got some benefits when I used Grammarly Application, such as I can get a real-time grammar correcting and better skill in writing. Based on my experience, the validity of grammar feature provided by Grammarly application is valid enough to correct some errors. The spelling feature provided by Grammarly application correct the errors perfectly. While the punctuation feature provided by Grammarly apllication really helped me. It makes my paper easy to read. The feedback I got when I use Grammarly application is quite efficiently.

This is the end of my story.

Narrative Frame DS

I am an English Education Department Student in the fifth semester at UIN Walisongo Semarang. The first experience/time I started to learn writing was so hard, but I tryto fix it. I was join Walisongo English Club and develop my speaking, listening, also writing there. My tutor drill myself to write to made myself better in writing. I try to use Grammarly because my lecturer ask all of his students to use Grammarly application to check their writing assignment.

I got some benefits when I used Grammarly Application, such as I can caught my typos and it help me to fix them . Based on my experience, the validity of grammar feature provided by Grammarly application is quite effective to correct some errors. The spelling feature provided by Grammarly application correct the spelling errors perfectly. While the punctuation feature provided by Grammarly application is worth it. The feedback I got when I use Grammarly application is not always correct. Sometimes Grammarly gave unnecessary correction.
This is the end of my story.

Appendix 5. Picture of Research Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jalan Prof. Hamka Km.2 Semarang 50185
Telepon 024-7601295, Faksimile 024-7615387
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Nomor: 4341/Un.10.3/D1/TA.00.01/07/2022   25 Juli 2022
Lamp : -
Hal   : Mohon Izin Riset
a.n.   : Khumaira Nurul Mardiyah
NIM   : 1803046032

Yth.
Wakil Dekan I FITK UIN Walisongo Semarang
di Semarang

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama   : Khumaira Nurul Mardiyah
NIM   : 1803046032
Alamat   : RT 003, RW 003, Desa Pleset, Pangkur, Ngawi Jawa Timur
Judul skripsi : EFL Students' Voices on Using Grammarly to Increase Students'
               Mastery of Simple Past Tense in Writing of Recount Text

Pembimbing :

   1. Dr. Hj. Siti Mariam, M.Pd.

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset
dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 3 hari,
tanggal 28 - 30 Juli 2022.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.
Wassalamu'alikum Wr.Wb.

                                          a.n. Dekan,
                                 Wakil Dekan Bidang Akademik

                                      MAHFUD JUNAEDI

Tembusan :
 Dekan FITK (sebagai laporan)

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CURRICULUM VITAE

A. PERSONALITY IDENTITY

Name	:	Khumaira Nurul Mardiyah
Place & Date of Birth	:	Ngawi, 29 April 2001
Student's Number	:	1803046032
Department	:	English Education Department
Religion	:	Islam
Father's name	:	Safrudin
Mother's name	:	Setyaningsih
Address	:	RT 003 RW 003, Ds. Pleset, Kec. Pangkur, Kab, Ngawi, Jawa Timur
Email/	:	khumairaedu@gmail.com
Phone	:	083143114153

B. EDUCATIONAL BACKGROUND

1. TK : TK DHARMA WANITA DESA PLESET
2. SD : SDN PLESET II
3. SMP/MTs : MTsN 2 NGAWI
4. SMA/ MA : MAN 1 NGAWI

Semarang, September 2022

Khumaira Nurul Mardiyah
NIM.1803046032