

**PEDAGOGICAL AFFORDANCE IN UTILIZING AWCF
TO PROMOTE STUDENTS' WRITING ACCURACY:
AN EFL TEACHER'S EXPERIENCE**

THESIS

Submitted in Partial Fulfillment of the Requirements for
Gaining the Degree of Bachelor of English Language
Education



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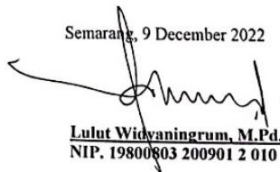
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DEDICATION

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

This thesis is dedicated to all English teachers and everyone
who supported the researcher in accomplishing the thesis,
especially to my beloved family who always give support,
motivation, and endless love.

MOTTO

“Done is better than perfect”

~Sheryl Sandberg~

ABSTRACT

Title : PEDAGOGICAL AFFORDANCE
IN UTILIZING AWCF TO
PROMOTE STUDENTS'
ACCURACY IN WRITING: AN
EFL TEACHER'S EXPERIENCE.

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Abstract

Automated written corrective feedback helps students to get corrections for writing. Grammarly as an automated written corrective feedback becomes an innovative tool in the learning process. This paper provides the teacher's experience in using automated written corrective feedback and how far the pedagogical affordance of AWCF is to promote students' writing accuracy. This qualitative study conducts a semi-structured interview to collect the data and uses descriptive analysis to analyze the data. The result shows that automated written corrective feedback helps the process of learning. This research also finds that the student's writing accuracy increased and this is a potential tool for sustainable learning.

Keywords: automated written corrective, teacher's experience, writing accuracy.

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Alhamdulillah. Praise is always given to Allah SWT as the most beneficial and the most merciful who blessed the researcher, so that this thesis is completely finished. *Shalawat* and *salam* also raised up to Prophet Muhammad SAW, may peace and blessing be upon him, his family and followers.

In arranging this thesis, the researcher realizes that there are many people who were willing to help whether direct or directly. Hence, in this chance, the researcher would like to express great appreciation to:

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12. Last but not least. The researcher wants to thank himself for not giving up and surviving this so far.

Finally, the researcher realizes that this thesis is the way far from perfect arrangement. Therefore, the researcher will be happy accepting constructive suggestion in order to make this thesis better. Last but not least, the researcher hopes that this thesis would be beneficial for other especially for the researcher himself.

Semarang, December 9th, 2022

The Researcher,

Adie Wahyu Nugroho

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, reasons for choosing the topic, research question, objective of the study, scope, and limitation, significance of the study, and definition of key terms.

A. Research Background

In recent years the emergence of new digital technologies has offered possibilities to broaden and deepen classroom learning into unimaginable ways. Much of this optimism is based on the idea that digital tools will broaden children's capabilities because of their ability to be used to transform learning outcomes. However, we need to be careful when talking about the affordance of new technologies and even more careful about assuming that certain media or technologies will automatically produce certain learning outcomes. In reality, learning is always distributed in some form between technology, learner and

context and there is nothing inherent in technology that automatically guarantees to learn¹.

Affordance was defined by Gibson as an actionable property that exists between the world and the actor. This ecological character is inherently naturalistic and denotes 'what animals provide or give, good or bad'². Therefore, affordance is about the nature of the relationship that provides opportunities for action. In this sense, natural affordance and constructs are combined into effectiveness through conscious activity. This emphasis on action or potential action³ blurs the distinction between the importance of perception and the existence of abilities that are independent of the actor's ability to see them. Pedagogical affordance means the potential ability that provides by tool for learning and teaching activity.

¹ Peter John and Rosamund Sutherland, 'Affordance, Opportunity and the Pedagogical Implications of ICT', *Educational Review*, 57.4 (2005), 405–13 <<https://doi.org/10.1080/00131910500278256>>.

² Matt Bower, 'Affordance Analysis – Matching Learning Tasks with Learning Technologies', *Educational Media International*, 45.1 (2008), 3–15 <<https://doi.org/10.1080/09523980701847115>>.

³ William W. Gaver, 'Technology Affordances', *Conference on Human Factors in Computing Systems - Proceedings*, 1991, 79–84 <<https://doi.org/10.1145/108844.108856>>.

The Development in natural language processing has made increasingly powerful and sophisticated tools for automated writing correction (AWC) available to L2 undergraduate writers. Grammarly is an automated written correction in English powered by AI for detecting plagiarism and errors in grammar rules, word choice, mechanics, syntax and style of language. Even nowadays, Grammarly development and advancement making it accessible via iOS, Android, and Mac devices. It also easily accessible via web browser like Firefox, Safari, and Chrome. It helps the writer to access these corrections throughout the virtual area easily. Grammarly is the most widely used online automated written correction by companies and universities around the world.

Many research observed the use of automated written correction to improve writing quality in class. Not only exploring Grammarly, but also in other applications such as Ms. Word, Criterion, and Ginger. Those studies mostly focused on the effectiveness, sophistication, benefit and disadvantages of using automated written correction⁴.

⁴ M. Ghufon, 'Exploring an Automated Feedback Program "Grammarly" and Teacher Corrective Feedback in EFL Writing

Such as a research conducted by Barrot (2021), he investigated the writing accuracy from feedback given by Grammarly. As the result, there are several features that can be used to improve students' writing accuracy. Those feedback are for grammatical error, word choice, punctuation, and spelling error. This research concluded that Grammarly is useful apps to increase students' writing quality

However, very few studies focused on the pedagogical affordance of AWCF to promote students' writing accuracy based on teachers' experiences. To fill this gap, this research focuses on exploring teachers' experience in the use of AWC in writing classes. And how far the pedagogical affordance of AWC as a media for teaching in the classroom. Most of the existing research focuses on students' perspectives or the accuracy and precision of AWC. The researcher is interested in the teacher's experience in using AWC because it provides a clearer picture of how the process of teaching with AWC.

This research gives wider and clearer view in utilizing AWC to teach in the classroom. This study also discusses the action or potential action of AWCF to promote students' writing accuracy. How far the pedagogical affordance of Grammarly as AWCF to promote students' writing accuracy. So, we are the researcher takes a research entitle "Pedagogical Affordance in Utilizing AWCF to Promote Students' Writing Accuracy: An EFL Teacher's Experience"

B. Reason for Choosing the Topic

This study discusses the EFL students' perspective on the use of automated written correction in thesis writing. The reasons for choosing this topic are:

1. The researcher is interested in observing teachers' experience in using automated written correction in the class.
2. The researcher is interested in how far pedagogical affordance of this automated written correction to teach writing in the classroom

C. Research Question

According to the background of the study, the research questions are:

1. What are the steps in utilizing automated written correction in classroom?
2. How far the pedagogical affordance of the AWC to promote students' accuracy in teaching writing?
3. What are challenges in utilizing AWC to promote students' writing accuracy in classroom?

D. Research Objective

Based on the research questions, the researcher concludes objectives as follows:

1. To investigate the steps in utilizing automated written correction in classroom
2. To describe how far the pedagogical affordance of AWC to promote students' accuracy in teaching writing
3. To investigate challenges in utilizing AWC to promote students' writing accuracy in classroom.

E. Research Scope and Limitation

To avoid deviations in this study, the researcher limits the problem of this research to the teacher's experience in using automatic written correction in the classroom. This is related to the learning process, steps, and challenges experienced by teachers when teaching with AWCF.

F. Research Significances

Practical Significance

The researcher hopes that the result of this research can provide some positive contribution in the context of the use of automated written correction in helping writing, especially in the process using AWC in the class. The result of this research is expected to provide some information for the researcher themselves and people in the field of education. The researcher hopes that the result of this research can be useful for:

a. For the Teacher

This research provides clearer view to use AWCF and how far pedagogical affordance of AWC to teach in the class.

b. For the Next Researchers

This research can be helpful and useful for future researchers to conduct research on similar topics. Hopefully the next researcher can dig up more information on the same topic.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of previous research, literature review, and conceptual framework related to this research. It discusses some research that has been done before this research and some explanations about automatic written correction, Grammarly, teacher's experience, and pedagogical affordance. Hopefully it can make it easier for readers to understand the research and the definitions contained in the research.

A. Previous Research

First, Barrot (2021) conducted a study entitled Using Automated Writing Corrective Feedback (AWCF) in The Writing Classrooms: Effects on L2 Writing Accuracy. This study aims to determine how AWCF through Grammarly affects the overall accuracy and writing errors of students with different levels of severity. Using a quasi-experimental design, the findings show the potential of AWCF in improving students' writing accuracy. There are three main reasons this AWCF affects students' writing accuracy: adaptive corrective feedback, paying attention to shapes and gaps, and student involvement in independent learning. The results were mainly attributed to the AWCF's ability to

increase attention, provide adaptive metalinguistic explanations, and engage students in self-directed learning. The results of the report indicate that the AWCF sometimes provides excessive cognitive feedback and limited metalinguistic explanations⁵.

Second, Karyuatri (2018) conducted a study entitled *Grammarly as A Tool to Improve Student' Writing Quality: Free Online-Proofreader Across the Boundaries*. This study aims to determine whether the use of Grammarly can improve students' descriptive writing skills. This study involved 40 students. The instruments used to collect data were interviews, student writings and questionnaires. The results of this study indicate that students feel helped by the presence of Grammarly in the writing process. A total of 32 students out of 40 students passed the class. The researcher concludes that Grammarly can greatly help students in

⁵ Jessie S. Barrot, 'Using Automated Written Corrective Feedback in the Writing Classrooms: Effects on L2 Writing Accuracy', *Computer Assisted Language Learning*, 0.0 (2021), 1–24
<<https://doi.org/10.1080/09588221.2021.1936071>>.

writing, especially in terms of language choice, punctuation, and grammatical errors⁶.

Third, this research was conducted by Bower in 2017 with the title *Affordance Analysis – Matching Learning Tasks with Learning Technologies*. This article presents a design methodology for matching learning tasks with learning technologies. First, the definition of “affordances” is given based on the need to describe the action potential of the technology (utility). Capability categories are then proposed to provide a framework for analysis. In the following, a methodology for designing e-learning experiences by matching task affordance requirements with the affordance offered by available technologies is described. Rather than being prescriptive, this methodology is designed to be adapted, extended, and applied to varying degrees of rigor depending on the context. An example of applying the methodology is provided for illustrative purposes⁷.

⁶ Laksnoria Karyuatry, ‘Grammarly as a Tool to Improve Students’ Writing Quality: Free Online-Proofreader across the Boundaries’, *JSSH (Jurnal Sains Sosial Dan Humaniora)*, 2.1 (2018), 83
<<https://doi.org/10.30595/jssh.v2i1.2297>>.

⁷ Bower.

Fourth, Zhang and Hyland (2018) conducted a study entitled Student engagement with teachers and automatic feedback on L2 writing. This study aims to determine how students are involved in using online correction. The study was conducted with two participants during 16 week writing class. During the study, students were treated and interviewed to find out their responses to the auto-correction mark. The results of this study indicate that automatic written correction has great potential in helping students write in English. The feedback that students choose is strongly influenced by their pedagogic knowledge. The teacher's direction is certainly still very helpful for students to determine the choice of feedback from the application⁸.

Fifth, Ghuftron (2019) conducted a study entitled Exploring an Automated Feedback Program 'Grammarly' and Teacher Corrective Feedback in EFL Writing Assessment: Modern vs. Traditional Assessment. This study aims to (1) look further into the perceptions and attitudes of teachers and students towards the application of 'Grammarly'

⁸ Zhe (Victor) Zhang and Ken Hyland, 'Student Engagement with Teacher and Automated Feedback on L2 Writing', *Assessing Writing*, 36, February (2018), 90–102
<<https://doi.org/10.1016/j.asw.2018.02.004>>.

and teacher corrective feedback, (2) find out the strengths and weaknesses of using 'Grammar' and teacher corrective feedback in EFL writing class. This research uses a case study design. The results of this study indicate positive perceptions and attitudes of teachers and students regarding the application of 'Grammar' and teacher corrective feedback. 'Grammarly' is better at reducing errors in terms of vocabulary use (diction), language use (grammar), and writing mechanisms (spelling and punctuation). However, it is less effective for improving the content and organization of students' EFL writing. On the other hand, corrective teacher feedback was better in terms of improving content, organization, and writing mechanisms, but less effective in terms of language use and diction⁹.

Sixth, Wilson and Amanda (2016) conducted a study entitled Automated essay evaluation software in the English Arts class: Effects on teacher feedback, student motivation, and writing quality. This study aims to determine the difference between feedback provided by the teacher and online corrections on students' writing assignments. The current research uses a quasi-experimental research, using

⁹ Ghufon.

an experimental class and a control class. The experimental class used feedback provided by automatic written corrections, while the control class only used corrections from the teacher. The results showed that the experimental class had better results than the control class. Students' motivation and writing quality are improved with the help of automatic writing corrections ¹⁰.

B. Literature Review

This chapter contains a review of the literature related to this research. It discusses some definitions of teacher's experience, automated written correction, Grammarly and narrative inquiry. Hopefully it can be more easily understood by readers to understand the definitions in this study.

1. Teacher's Experience

Merriam Webster Dictionary defines experience as direct observation of or participation in events as a basis

¹⁰ Joshua Wilson and Amanda Czik, 'Automated Essay Evaluation Software in English Language Arts Classrooms: Effects on Teacher Feedback, Student Motivation, and Writing Quality', *Computers and Education*, 100 (2016), 94–109
<<https://doi.org/10.1016/j.compedu.2016.05.004>>.

of knowledge; practical knowledge, skill, or practice derived from direct observation of or participation in events or in a particular activity; something personally encountered, undergone, or lived through; the conscious events that make up an individual life. Thesaurus Merriam Webster Dictionary explain experience as knowledge gained by actually doing or living through something; an exciting or noteworthy event that one experiences firsthand.

We can conclude that experience is personal participation as the basis of knowledge through life. The teacher's experience in teaching here means his experience in using AWC in the classroom. How he used AWC to teach in class. A tool or media is useless if the user is not an expert in using it. So that the teacher's experience in using AWC can enrich our insight about the use of AWC in the classroom.

The teacher's experiences is told in the form of narratives or stories because stories can describe situations and feelings more accurately, broadly, and deeply. The teachers interviewed here are experienced in using AWC in the classroom. Hopefully it can provide a

clearer and broader picture of the use of AWC as pedagogical affordability in the classroom.

2. Grammarly as an Automated Written Correction

Grammarly, an automatic written correction (AWC), is a tool created with the aim of guiding writing process by providing correction or feedback on the English writing. The feedback can be punctuation, capitalization, spelling, etc.¹¹. Advance automatic written correction is also synchronized with google docs, office, and smartphone. This offers an ease and effectiveness in using AWC. This app checks text for determine the use of the correct word with more than 250 grammar rules up-to-date, covering everything from subject-verb, articles to give proper placement¹².

Grammarly was created in 2008 by two people from Russia namely Alex Shevchenko and Max Lytvyn. They

¹¹ Jim Ranalli, 'L2 Student Engagement with Automated Feedback on Writing: Potential for Learning and Issues of Trust', *Journal of Second Language Writing*, 52.March (2021), 100816
<<https://doi.org/10.1016/j.jslw.2021.100816>>.

¹² Jim Ranalli and Taichi Yamashita, 'Automated Written Corrective Feedback: Error-Correction Performance and Timing of Delivery', *Language Learning & Technology*, 26.1 (2022), 1–25
<<http://hdl.handle.net/10125/73465>>.

created this app or website to help people write in English (Grammarly, 2022). It allows the user to correct spelling, punctuation, capitalization, synonyms and plagiarism¹³. Grammarly can also assess the writing clarity, correctness, attachment and delivery of writing.

Grammarly can assist teachers and students correct EFL writing, even though teachers have applied several teaching methods and strategies in learning process¹⁴. This is because Grammarly can correct punctuation error, spelling error, and also provide correction for proper nouns and word choice. And teachers can focus to give a feedback or correction to improve and encourage the quality and accuracy writing skills, little mistakes dealing with grammatical, structure, or even the word choices¹⁵.

There are many benefits provided by the Grammarly application to guide writing in English. Here we choose Grammarly as the object we study because; First,

¹³ Ghufron.

¹⁴ Paul Daniels and Davey Leslie, 'Grammar Software Ready for EFL Writers?', *OnCue Journal*, 9.4 (2013), 391–401.

¹⁵ Saovapa Wichadee, 'Peer Feedback on Facebook: The Use of Social Networking Websites to Develop Writing Ability of Undergraduate Students', *Turkish Online Journal of Distance Education*, 14.4 (2013), 260–70.

Grammarly is widely used in the world and an easy-to-use application. Second, the feedback given by Grammarly is generally similar to other online corrections, so it can be used as an illustration of the use of AWC as a pedagogical affordance in the classroom.

3. Problems in English Writing

Writing is an activity of arranging words into sentences, paragraphs, into whole piece of writing. The goal is to deliver ideas or opinions through writing to target readers ¹⁶. Good writing must be able to convey meaning clearly. And for that, writers need to pay attention to grammatical rules. An important indicator of student language proficiency and intelligence in academic writing settings is grammatical accuracy in student writing ¹⁷.

Academic writing is scientific research conducted by students and written in a systematic and organized

¹⁶ Ghaida Nurul Rahma Hakiki, 'Perception of EFL Students on the Use Grammarly Application in Writing Class', *Eduvelop*, 4.2 (2021), 99–106 <<https://doi.org/10.31605/eduvelop.v4i2.891>>.

¹⁷ Yang Hye Jin, 'Efficiency of Online Grammar Checker in English Writing Performance and Students' Perceptions', *Korean Journal of English Language and Linguistics*, 18.3 (2018), 328–48 <<https://doi.org/10.15738/kjell.18.3.201809.328>>.

manner. The writer must know how to write the research results clearly. To achieve this, the writers should aware on academic writing rules ¹⁸. Aspects must be considered in academic writing are content, organization, cohesion, style, vocabulary, grammar, spelling, and mechanics, fluency, accuracy, and suitability (Richards & Schmidt, 2010).

Grammar is a system of rules that build a person's knowledge of the language. These skills include creating and understanding sentences, including sentences that have never been heard before, recognizing the vocabulary of a language, and the ability to recognize ambiguous and confusing sentences ¹⁹.

¹⁸ Siti Hamin Stapa, Tengku Nor Rizan Tengku Mohd Maasum, and Mohd Sallehhdin Abd Aziz, 'Identifying Problems in Writing Thesis Introductions in Research Methodology Class', *Procedia - Social and Behavioral Sciences*, 112.lceepsy 2013 (2014), 497–502
<<https://doi.org/10.1016/j.sbspro.2014.01.1194>>.

¹⁹ Jack C. Richards and Richards Schmidt, *Dictionary of Language Teaching and Applied Linguistics, Proceedings of the 21st Asian Pacific Weed Science Society (APWSS) Conference, 2-6 October 2007, Colombo, Sri Lanka, 2010*
<<http://search.ebscohost.com/login.aspx?direct=true&db=lah&AN=20163298076&site=ehost-live%0Ahttp://www.cabi.org/cabdirect/showpdf.aspx?PAN=http://www.cabi.org/cabdirect/showpdf.aspx?PAN=20163298076%0Aemail: javaidleghari@hotmail.com>>.

Grammar is guiding rules of language. It is used to understand the structure and meaning of language. And it is a parameter for language learning. Azam states that grammar and vocabulary are the soul of language. Vocabulary is the stock of words, while grammar is the rules to arrange the words²⁰.

In fact, there are still many EFL students who have difficulty writing properly and correctly even though they have been learning for 6 years with English classes²¹. Students who write almost always did grammatical errors. They also experience common mistakes like punctuation, capitalization error, ambiguity or fuzziness, poor organization or illogical sequence, spelling error, and last grammatical errors²².

²⁰ Azmi Azam, 'Teaching Grammar and Vocabulary', *Journal of Advances in Linguistics*, 2.1 (2014), 61–79
<<https://doi.org/10.24297/jal.v2i1.2009>>.

²¹ Bambang Sugeng, 'Common Grammatical Errors in the Use of English As a Foreign Language: A Case in Students' Undergraduate Theses', *Litera*, 15.1 (2016), 111–19
<<https://doi.org/10.21831/ltr.v15i1.10415>>.

²² Yohana P Msanjila, 'Problems of Writing in Kiswahili: A Case Study of Kigurunyembe and Morogoro Secondary Schools in Tanzania', *Nordic Journal of African Studies*, 14.1 (2005), 15–25.

4. Pedagogical Affordance of AWCF

Gibson (1979) first coined the term "affordance". The affordances are what it offers the animal, what it provides or furnishes, either for good or bad. The verb to afford is found in the dictionary, but the noun affordance is not.

In Gibson's original description, "affordance" exists as long as the organism is physically able to perform the required action, and as long as it is possible to perform that action. For example, a post box is a "letter-mail-with-able" object associated with physically able adults, whether or not that is deemed to be the case. For Gibson "affordance is not conferred on an object by the needs of the observer and his act of perceiving it"²³.

Another frequently cited definition among the affordance literature is Donald Norman, who describes affordance as the design aspect of an object that indicates how the object should be used:

²³ Aaron Ben-Zeev, 'Gibson and Ecological Approach to Perception', *Studies in History and Philosophy of Science*, 12.2 (1981), 107–39.

The term affordance refers to the perceived and actual properties of the thing, primarily those fundamental properties that determine just how the thing could possibly be used. A chair affords ('is for') support and, therefore, affords sitting. A chair can also be carried²⁴. (Norman, 1988, p. 9)

Norman emphasizes the idea of “perceived” affordances – that until an affordance is perceived it is of no utility to the potential user. Thus according to Norman (1988), real affordances are not nearly as important as perceived affordances. It is perceived affordances that determine the actions that can be performed and signal to the user how they may be accomplished. The distinction between Gibson’s and Norman’s definition of affordances is important, because it determines whether or not the term “affordance” encompasses usability or just utility²⁵.

Gibson’s frame of reference focuses upon the fundamental characteristics of the object in relation to the user, which is a question of utility. Norman places more

²⁴ Donald a Norman, ‘Affordance Conventions, and Design’, *Interactions*, 1999, 38–42.

²⁵ Norman.

emphasis on how an object is perceived, which relates to usability and not just utility.

In this article Gibson's original definition of affordance will be used so as to make the clear distinction between usefulness and usability. The current interest is in discriminating how technologies can be applied to design learning tasks, not to evaluating them, so the underlying properties are the focal point. Separating the inherent properties of the objects and how they are perceived also avoids any contextual biases that could be caused by the experience or culture of the user. As McGrenere and Ho (2000) point out, designing the affordance should not be confounded with designing the information that specifies the affordance. Note that in later works Norman himself revises his original definition in order to distinguish between "real" and "perceived" affordances²⁶.

The term "affordance" also were defined by Gaver (1991) means "the world property that is compatible and relevant to people's interactions"²⁷. Jordan et al. (1998)

²⁶ Norman.

²⁷ Gaver.

explain this point: “affordances are what object or things offer people to do with them” ²⁸. Affordance can be concluded as a media or tool utilize by people for certain purpose.

Smartphones can provide many benefits for its users. In general, the smartphone is a tool to communicate and socialize. For example, it can be used to search for materials, order food, order motorcycle, taxis online, etc. And smartphones can also be referred to as pedagogical affordances when used to learn certain materials. For example, the use of YouTube (an application from a smartphone) for listening learning. A tool is not called pedagogical affordability if it is not used to assist the learning process in the classroom ²⁹.

²⁸ T. Jordan and others, ‘An Affordance-Based Model of Place in GIS’, *8th Int. Symposium on Spatial Data Handling, SDH*, 98.July (1998), 98–109
<<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.37.9367&rep=rep1&type=pdf>>.

²⁹ Bader Alfelaij, ‘The Pedagogical Affordances of Smartphone Applications For Collaborative Learning (CL) Amongst Pre-Service Teachers In Kuwait’, *PQDT - UK & Ireland*, CI, 2015, 1–500
<http://ezproxy.rice.edu/login?url=https://search.proquest.com/docview/1896366222?accountid=7064%0Ahttp://sfxhosted.exlibrisgroup.com/rice?url_ver=Z39.88-

A term, “pedagogy” attracts attention in the educational literature and is superficially described as a synonym for teaching ³⁰. Watkins and Mortimer found this term difficult to define, as its boundaries seem unclear ³¹. Ekanayake (2014) defined “Pedagogy is often referred to as the practice of teaching” ³².

In conclusion, pedagogical affordance is the pedagogical nature or tool that allows certain types of learning to occur. Pedagogical affordance is a tool or media used to teach certain material in the classroom which learning interactions are centered on the media or tools used in the learning process. In this point, pedagogical affordance simply means measuring how far

2004&ft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&genre=dissertations+%26+theses&sid=ProQ:ProQuest+Di>.

³⁰ John Loughran, ‘Pedagogy: Making Sense of the Complex Relationship Between Teaching and Learning’, *Curriculum Inquiry*, 43.1 (2013), 118–41 <<https://doi.org/10.1111/curi.12003>>.

³¹ Chris Watkins, ‘Pedagogy: What Do We Know? In: Mortimore P (Ed) Understanding Pedagogy and Its Impact on Learning’, June, 2014.

³² T. M.S.S.K.Y. Ekanayake and J. M. Wishart, ‘Developing Teachers’ Pedagogical Practice in Teaching Science Lessons with Mobile Phones’, *Technology, Pedagogy and Education*, 23.2 (2014), 131–50 <<https://doi.org/10.1080/1475939X.2013.810366>>.

the affordability of teaching using AWCF to promote students' writing.

E-learning technology affordances

The affordance classification system is presented below to provide a vocabulary for discussion later in the article. Terms in various capability categories are defined as capabilities, there by emphasizing the possible actions they offer users.

(1) Media affordances – the type of input and output forms, such as text (“read-ability”, “write-ability”), images (“view-ability”, “draw-ability”), audio (“listen-ability”, “speak-ability”), video (“watch-ability”, “video-produce-ability”).

(2) Spatial affordances – the ability to resize elements within an interface (“resize-ability”), move and place elements within an interface (“move-ability”).

(3) Temporal affordances – access anytime anywhere (accessibility), ability to be recorded (“record-ability”) and played back (“playback-ability”), synchronous versus asynchronous (“synchronicity”).

(4) Navigation affordances – capacity to browse to other sections of a resource and move back/forward (“browse-ability”), capacity to link to other sections within the resource or other resources (“link-ability”), ability to search (“search-ability”) and sort and sequence (“data-manipulation-ability”).

(5) Emphasis affordances – capacity to highlight aspects of a resources (“highlight- ability”), explicitly direct attention to particular components (“focus-ability”).

(6) Synthesis affordances – capacity to combined multiple tools together to create a mixed media learning environment (“combine-ability”), the extent to which the functions of tools and the content of resources can be integrated (“integrate-ability”)

7) Access-control affordances – capacity to allow or deny who can read/ edit/upload/download/ broadcast/ view/ administer (“permission-ability”), capacity to support one–one/ one–many/many–many contributions and collaborations (“share-ability”).

(8) Technical affordances – capacity to be used on various platforms with minimal/ubiquitous underlying

technologies, ability to adapt to bandwidth of connection, speed & efficiency of tool/s.

(9) Usability – intuitiveness of tool, ease with which user can manipulate tool to execute its various functions, relates to efficiency.

(10) Aesthetics – appeal of design, appearance of interface, relates to user satisfaction and ability to hold attention.

(11) Reliability – robustness of platform, system performs as intended whenever required.

The last four categories are not functional from an educational perspective in so far as they relate to the quality of the learning experience but not to what can be achieved objectively in terms of educational design (although aspects such as bandwidth and reliability can of course influence this on a pragmatic level). The effectiveness of tools or interfaces that convey or signal these last four affordability categories has to do with the usability (evaluation) of the system rather than its educational potential (utility), and as such they are not

considered further in the affordability analysis methodology to follow.

The construction of an affordability-based e-learning system evaluation framework is left as an open issue for further research and investigation³³

³³ Bower.

CHAPTER III

RESEARCH METHOD

This chapter describes the research approach used in research design, research setting, research participants, types of research and data sources, data collection techniques and data analysis.

A. Research Design

This research is a qualitative method with a descriptive research design because it intends to explain how far the pedagogical affordance of AWCF to promote students' writing accuracy based on the teacher's experience. A qualitative method is an interpretative approach that attempts to obtain insight into the specific meanings and behaviors experienced in a certain social phenomenon through the subjective experiences of the participants.

The terms qualitative research and descriptive research are sometimes used interchangeably. However, a distinction can be made between the two. One of the fundamental characteristics of these two types of research is that they involve naturalistic data. That is, they seek to study language learning and teaching in naturally occurring settings without

the intervention or manipulation of any variables. However, the two types of research may differ in terms of objectives, degree of control, and methods of data analysis³⁴

The purpose of descriptive research is to describe a phenomenon and its characteristics. This research is more concerned with what than how or why something happens³⁵. The researcher took descriptive research design as the research design because it is the most appropriate design to explain the teacher's experience in using AWCF to promote students' writing accuracy and how far the pedagogical affordance of this AWCF ³⁶

B. Research Setting

The data for this study were collected from a teacher who used automated written correction in learning process. This research was carried in October 2022. This research

³⁴ Hossein Nassaji, 'Qualitative and Descriptive Research: Data Type versus Data Analysis', *Language Teaching Research*, 19.2 (2015), 129–32 <<https://doi.org/10.1177/1362168815572747>>.

³⁵ Nassaji.

³⁶ Cathryne Palmer and Amanda Bolderston, 'A Brief Introduction to Qualitative Research', *Canadian Journal of Medical Radiation Technology*, 37.1 (2006), 16–19 <[https://doi.org/10.1016/s0820-5930\(09\)60112-2](https://doi.org/10.1016/s0820-5930(09)60112-2)>.

was conducted at Vocational High School An Nur Banjarejo, Blora.

C. Research Participant

This research collects information by interviewing a teacher who experienced used automated written correction in learning process. Teacher's name is Muhammad Syaifuddin Ashari (MSA). He has taught English major for about 9 years. He has enough experience in learning process. The main reason for selecting research participant because the teacher has been experienced with automated written correction to teach in class. It's appropriate with the purpose of the research, to explore how far pedagogical affordance of AWC and the teacher's experience in using automated written correction in class.

D. Research Type and Data Source

The type of data collected in this study is an interview which focus on exploring teacher's experience in using AWC to teach in class. The main data obtained through interviewing the teacher directly and using WhatsApp. Data collection is used to observe teacher's experience in using Grammarly as an automated written correction to teach in the class.

E. Research Data Collection Technique

The research instrument is used to collect research data. It is a tool to ease the researchers finding the results Data collection techniques can be gained through semi structured interviews and documentation. This research takes steps in data collection, including:

1. Semi-Structured Interview

Interview is one of the data collection techniques and is widely used by researchers in descriptive analysis studies. Usually done to get research data by asking some questions directly to respondents using or without interview guidelines³⁷. Semi-Structured Interviews are interviews conducted with structured guidelines and can be developed as needed in seeking in-depth information while interviewing participants. Semi-Structured Interviews use open-ended or no yes/no questions. It aims to extract comprehensive information from participant³⁸.

³⁷ Ma'ruf Abdullah, *Metodologi Penelitian Kuantitatif*, Aswaja Pressindo (Yogyakarta, 2015).

³⁸ Sandy Q. Qu and John Dumay, 'The Qualitative Research Interview', *Qualitative Research in Accounting and Management*,

We employed interview as a conversation to explore experiences of the teacher's experience. In the interview process, the interviewer is the storyteller or narrator of the story, while the interviewee is the guide or director in this process.

This interview is done by the researcher by asking participants to retell the experience in using AWC in the classroom. The answer is recorded by the researcher. In addition, this data collection method is used as a tool to find and cover the answers to questions. Here are some of the questions listed for the interview.

NO	Interview Guideline
1.	What AWCF do you use to teach in classroom?
2.	Why do you use Grammarly as an AWCF to teach in class?
3.	How did you implement AWCF in class?
4.	What are students' qualifications in using AWCF?

5.	What challenges do you face when teaching using AWCF in class?
6.	What do you do to handle the situation?
7.	Based on teacher's teaching experience, what can AWCF help to promote students' writing accuracy?
8.	What features really help students to promote the writing accuracy?
9.	How is the writing quality before and after using AWCF?
10.	What are advices for other teacher who want to use AWCF in class?

2. Documentation

This research also use documentation as a data collection technique in addition to the approaches mentioned above. Documentation can be diaries, curriculum vitae, biographies, magazines, articles, journals, and documents relevant to research.

Documentation is a non-human source of information because it is a record of previous events. However, in this study, researchers use audio recordings

and photos as tool to obtain data and answer questions. This kind of data collection method is used as a secondary source to support the primary data.

F. Research Data Analysis Technique

To analyze the data, the researcher used Miles and Huberman's data analysis. There are three stages in data analysis, namely data reduction, data display, and conclusion drawing. The following are the details of the stages in analyzing the data:

1. Data Reduction

Data reduction means summarizing, selecting, and focusing on important data. When data has been obtained from observations and interviews, the data was identified and classified. After that, the data was analyzed to get important information from the teacher's experience in using AWCF to promote students' writing accuracy and how far the pedagogical affordance of this AWCF

2. Data Display

After the required data was collected and identified, then the data was displayed in the form of a description of the teacher's experience in using AWCF to promote students' writing accuracy and how far the

pedagogical affordance of this AWCF

3. Conclusion Drawing

The results of the analysis process produced a conclusion as research findings. In this study, the conclusion was a description of the teacher's experience in using AWCF to promote students' writing accuracy and how far the pedagogical affordance of this AWCF³⁹

³⁹ Dave Donovan, 'Mental Health Nursing Is Stretched to Breaking Point', *Nursing Standard (Royal College of Nursing (Great Britain) : 1987)*, 30.25 (2016), 33 <<https://doi.org/10.7748/ns.30.25.33.s40>>.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter contains research finding and the discussion which are formulated from the research question in the chapter before. The data were collected and then processed in response to the problem and elaborate the findings with the existing theory.

A. Finding and Discussion

This research conducted in Vocational High School An-Nur Banjarejo, Blora. The Subject of this research is teacher's experience in the use of AWCF to promote students' writing accuracy. In this chapter, the finding and data analysis are presented into some keys pattern related to the teacher's experience in utilizing AWCF in the classroom. The first key is about learning process experienced by teacher in class. It includes some steps passed by the teacher before and during the class. The second key discusses how far the pedagogical affordance of AWCF to promote students' writing accuracy. It focuses on teacher's perspective on how the AWCF as learning media can help students to promote the writing accuracy. Including the features or tools help significantly in the process of

writing. The last key is about challenges and solutions faced by teacher and students during the class.

1. How are the Steps in Utilizing AWCF to Promote Students' Writing Accuracy in Class?

In order to address the first question of this study. The researcher analyzed the results of interview and observation, then make it into several categories. Namely learning process, and the reason choosing the application.

a. Learning Process in the Class

The teaching and learning process can be interpreted as a process of transforming knowledge from teachers to students. This is referred to as a combination of various elements in the process where an educator identifies and sets learning objectives and develops teaching resources and implements teaching and learning strategies ⁴⁰

In previous meeting, the teacher asked students to bring phone in the next meeting. In the class, after

⁴⁰ Afzal Sayed Munna and Md Abul Kalam, 'Teaching and Learning Process to Enhance Teaching Effectiveness: Literature Review', *International Journal of Humanities and Innovation (IJHI)*, 4.1 (2021), 1–4 <<https://doi.org/10.33750/ijhi.v4i1.102>>.

opening the class the teacher gives explanation how to use the application. Then give them time to try the application. After that, students are made in several group. The students are asked to write recount text about funny experience. The students copy and correct their writing in the application. Students get correction from the Grammarly. Then presents their work in front of class. Then teacher gives more explanation about the correction. Generally, those are the main activities in class.

Step 1, teacher explain how to use Grammarly and give students time to try understand the application.

“Okay, let's go straight to the main activity. So, we explain first how to use the application. After they understand, we ask one of the students to try it in front of the class as example.”

By giving time for students try the Grammarly individually they will understand more about the website/application.

Step 2, students are divided into several groups. It could be 4 groups. And each group consists of 5

students. Step 3, teacher asks students to write a recount text about funny or memorable experience.

"Then our class is divided into several groups. Say 4 groups, each group consists of 5 students. We asked students to write about their experiences. It can be a funny or memorable experience for example. They type in notes first, not in the Grammarly app. This is quite time consuming (writing a text). They type first, don't know the flow yet, it just takes a lot of time"

Step 4, teacher asks students to enter (copy-paste) their writing into Grammarly. They correct their writing in the website.

"After they write or type in the notes. They proofread their writing in the Grammarly app. We use the website, after entering the text in apps. Students will get corrections. One click, the writing is correct. It also depends on how many corrections there are."

This class focus use website not the application, because it tends easier and considering students' internal phone. Some students maybe do not have enough storage to install new application. To overcome this, teacher chooses the website so all students can use it without more trouble

Step 5, teacher asks students to discuss the result from correction with friends in groups. Teacher guides students in group. This is more effective than individual. Teacher also can monitor the class efficient and effectively.

“In groups, of course, sir. It has been divided into several groups. So, when students are confused, they can ask their friends or directly to the teacher. Here, as students learn independently, the teacher only acts as a facilitator. And the goal is that students know how to correct their own writing.”

Sometimes, some students feel more comfortable to discuss with their friends rather with the teacher. That's why this group facilitate them to have discussion together. And when they can not get solution, they can directly ask the teacher.

Step 6, students presented their works in front of class. They show the mistake and which one is right. Teacher also give more explanation about the correction. By doing this, students will know the reason of the mistake and the correction.

The purpose of studying is to make students competence, or they understand what they learn in

class. They understand what they do. That's called as competence. Cambridge dictionary defines Competence is the ability to integrate and apply contextually-appropriate knowledge, skills and psychosocial factors (e.g., beliefs, attitudes, values and motivations) to consistently perform successfully within a specified domain. In simple statement, competence means you can do something well.

b. Reason for Choosing Grammarly

The main reason described by the teacher to choose Grammarly as an AWCF to promote students' writing accuracy is easy to use. Grammarly can provide correction immediately after we enter our text. It could be seen from the interview.

"The main reason is of course easy to use, and today's children use gadgets very often. So hopefully they can know that mobile phones can be used to help the learning process in the classroom."

Grammarly is easy to use application. Teacher and students can get assist from Grammarly just by one click. Then Grammarly give the correct answer.

Related to the statement from Pratama in his research *The Investigation of Using Grammarly as Online Checker in Process of Writing*, he states that Grammarly is easy to use application. It provides correction for spelling, grammar rules, and punctuation error⁴¹. It's also in line with Michael, the reason to choose Grammarly because it can provide correction instantly. It's also easy to use, despite of those reason, Grammarly is also free⁴².

2. How Far the Pedagogical Affordance of the AWC to Promote Students' Accuracy in Teaching Writing?

In order to address the second question of this study. The researcher analyzed the results of interview and observation, then make it into several categories. This part presents discussion about affordance analysis of Grammarly, AWCF help for grammar, punctuation

⁴¹ Yoga Dwi Pratama, 'The Investigation of Using Grammarly As Online Grammar Checker in the Process of Writing', *English Ideas: Journal of English Language Education*, 1.1 (2020), 46–54.

⁴² Michael Stefanus Soegiyarto, Radya Ayufa Putri, and Samiaji Dwi Saputra, 'The Importance of Getting Automated Grammar Feedback via Grammarly, for Increasing Students ' English Language Proficiency', 2020 <<https://osf.io/749a2/>>.

and capitalization, AWCF as sustainable learning media and the writing results after using AWCF.

a. Affordance Analysis of Grammarly

Donald Norman describes affordance as the design aspect of an object that indicates how the object should be used. Grammarly is potential tool to make teach L2 in the class. Some abilities are provided to support the user utilize the platform easily.

Here is the affordance analysis of Grammarly as an AWCF to promote writing accuracy:

No	Affordance Ability	Description	Grammarly
1.	Media affordances	the type of input and output forms, such as text (“read-ability”, “write-ability”), images (“view-ability”, “draw-ability”), audio (“listen-ability”, “speak-ability”), video (“watch-	<i>“We use the website, after entering the text in apps. Students will get corrections. One click, the writing is correct.” (MSA)</i>

		ability”, “video-produce-ability”).	<p>Read ability (✓)</p> <p>Write ability (✓)</p> <p>It’s able to read and write text in Grammarly. But Grammarly does not provide listen, speak, watch and video produce abilities</p>
2.	Spatial affordances	the ability to resize elements within an interface (“resize-ability”), move and place elements within an interface (“move-ability”).	Grammarly has ability to move and place text from other platform to this apps/website
3.	Temporal affordances	access anytime anywhere (accessibility), ability to be recorded (“record-ability”) and played back (“playback-ability”), synchronous versus asynchronous (“synchronicity”).	Grammarly is accessible from smarthphone and PC. It has record ability to save the work and can be synchronous with the account made by the user. The user can open in other PC by the same account

4.	Navigation affordances	capacity to browse to other sections of a resource and move back/forward (“browse-ability”), capacity to link to other sections within the resource or other resources (“link-ability”), ability to search (“search-ability”) and sort and sequence (“data-manipulation-ability”).	Grammarly has ability to browse the wrong answer and give correction, it also can be linked with other apps such Ms.word to correct the writing there.
5.	Emphasis affordances	capacity to highlight aspects of a resources (“highlight- ability”), explicitly direct attention to particular components (“focus-ability”).	<p><i>“After entering the text in apps. Students will get corrections. One click, the writing is correct.” (MSA)</i></p> <p>Grammarly highlight the wrong writing, and give correction for that. It has focus ability to correct the wrong writing.</p>

6.	Synthesis affordances	capacity to combined multiple tools together to create a mixed media learning environment (“combine-ability”), the extent to which the functions of tools and the content of resources can be integrated (“integrate-ability”)	Grammarly can be integrated with Ms. Word, Excel, power point, and also accessible from smartphone and PC. Grammarly also have application form that ease the smarthphone user to correct the writing.
7.	Access-control affordances	capacity to allow or deny who can read/edit/upload/download/broadcast/view/administer (“permission-ability”), capacity to support one-one/one-many/many-many contributions and collaborations (“share-ability”).	Grammarly can be called as private platform to correct the writing. Not focus on big meeting for collaboration.
8.	Technical affordances	capacity to be used on various platforms with minimal/ubiquitous underlying technologies, ability	Grammarly development and advancement making it accessible via iOS,

		to adapt to bandwidth of connection, speed & efficiency of tool/s.	Android, and Mac devices.
9.	Usability	intuitiveness of tool, ease with which user can manipulate tool to execute its various functions, relates to efficiency.	Grammarly ease the user to correct the writing. The user can also know the highlight and reason why the writing incorrect

b. AWCF help for Grammar, Vocabulary, Punctuation, and Capitalization

Affordance is the design aspect of an object that indicates how the object should be used. For this case, Grammarly as an AWCF be used as media to teach writing in class. Based on the interview is found that AWCF is potential tool to help students' writing accuracy. It really helps in grammatical rules, punctuation, capitalization. By using the application, the students can correct their own writing.

“From the Grammarly which really helped us of course in terms of grammar, sir. It's like past

verbs, punctuation, capitalization too. So that's what we often use in using Grammarly”

It is in line with a research conducted by Yoga (2020), from the research the students get significance correction for spelling, check grammar, and punctuation⁴³. From the Grammarly app, the free version for the free version only provides general features like grammar, punctuation, word spelling. Apart from that, Grammarly has a premium and more complete version but you have to pay before using the premium version. The premium version of Grammarly provides plagiarism detection, vocabulary suggestions, and contextual spelling⁴⁴.

c. AWCF as Sustainable Learning Media

Based on the data from observation and interview can be concluded that Grammarly is potential media for sustainable learning. Students can get assist from this application anywhere and anytime.

⁴³ Pratama.

⁴⁴ Michelle Cavaleri and Saib Dianati, 'You Want Me to Check Your Grammar Again? The Usefulness of an Online Grammar Checker as Perceived by Students', *Journal of Academic Language & Learning*, 10.1 (2016), 223.

There are many advantages got from this application. The main advantages for teacher by using this application is the teacher can do collective correction easily and effectively. Based on the correction provided by this application, students can do self-learning.

"Of course, the benefits are extraordinary, sir. I haven't used Grammarly for a long time. In the past, students' works were read and corrected one by one. Now, with Grammarly, we are also very helpful (correcting)"

It means students get the media to guide their writing in the future. Sustainability of learning, as long the students diligent to write and check in Grammarly, they can study as long time as they want. The first is to help students become independent learners by making them aware of the advantages of using Grammarly in their writing which can motivate them to use it in correcting and improving their writing⁴⁵.

⁴⁵ Abdul Halim, Sharina Sharina, and Sarjaniah Zur, 'Grammarly as a Tool to Enhance Students' Self-Directed Learning', *KnE Social Sciences*, 2022 (2022), 5–13
<<https://doi.org/10.18502/kss.v7i8.10719>>.

And it also can increase students' motivation in writing, they feel more motivated to know the correct answer from their writing. It can be an innovation in writing class

“And the children are also very enthusiastic in the learning process. Learning doesn't have to be just whiteboards and writing, it's necessary to use existing technology once in a while. Oh, it turns out that my cellphone can be used for studying. So learning is also more innovative”

“...After Grammarly was introduced, according to what we found, the students knew better, and were more interested in how to write correctly.”

Innovative learning is really needed to make the class more fun. The students feel motivated. Motivation is one factor of success in learning process. Learning process is interaction between students and teacher. Both must have good participation for the success of learning process.

The motivation comes from their awareness to apply the advantages of Grammarly in their writing. This motivation then moves people to act, think, and

develop. In this case, the students' motivation then made them use Grammarly to help them in writing. This movement makes students identified as independent learners because of a willingness to come from themselves or their motivation⁴⁶.

d. Students' Writing Accuracy

The accuracy of students' writing is increasing significance. The basic mistake can be minimized in students' writing. This application support on students' writing accuracy.

"Of course, when we talk about the quality of students' writing, it's very different, sir. Why? Because there is treatment. If students write without correction, they will not know what they did wrong."

"..So, writing that still contains many errors can be minimized, even though it is not perfect. But God willing, we are always committed to improving children's competence. One of them is through this technology. So, the conclusion of the writing is certainly good, after that, sir."

It's also in line with study of Barrot (2021), he states that Grammarly is potential tool to promote

⁴⁶ Halim, Sharina, and Zur.

students writing accuracy. Grammarly notice error even in punctuation level and give correction in easy way⁴⁷. In line with research by Ranalli in 2018, the students after getting treatment from AWCf have better writing accuracy in writing. The writing quality significantly increased⁴⁸

3. What are Challenges and Solutions in Utilizing AWC to Promote Students' Writing Accuracy in Classroom?

To address the third question of this study. The researcher analyzed the results of interview and observation, then presents the challenges faced by teacher and students during the learning process.

There are some challenges faced by students and teacher. Those are not all students have phone, internet connection, and basic grammar to understand the correction.

a. Not all students have phone

⁴⁷ Barrot.

⁴⁸ Ranalli.

However, the students who want to use the application must use the phone or computer. But in this school the students who live in boarding school they are not allowed to bring phone in school. This becomes one challenge teacher faced here.

“In our school, not all students can carry smartphones. Because in our school 20 percent are boarding school children and they are not allowed to bring smartphones”

This kind of challenge faced in this school. Based on the boarding school rules. All of the students in boarding school are not allowed to bring smartphone. This vocational school has connection with the boarding school. So, the rules in boarding school somehow effect the students in vocational school.

To overcome it, the teacher makes some groups in the class. And make sure they all have sufficient smartphone in the group.

“Our class is divided into several groups. Say 4 groups, each group consists of 5 students.”

By making group, students who don't bring phone can join with friends in the group. This is also creative problem solving by the teacher. Making group is also

advantages for the process of learning. Such as discussion, and presentation in front of class

b. Grammarly requires internet connection

One of the requirements of the application must use the internet. The internet connection must be challenge for the students. Not all internet providers are good in the room. So, they can't access the internet. When they can not access the internet, of course they can't get the correction from the application.

"Internet connection is also problematic, sir. But it can be solved with school wi-fi. But because many people use it, students have to be a little patient."

In Grammarly one of the requirements to get the correction is by using internet connection. It is not offline application. That is why, internet connection is really crucial and the basic needed here.

The internet connection is not always stable. It depends on the place and what provider used. To solve this problem the students can use school internet connection.

c. Proper basic skill needed for understanding the correction

The students have different basic English skill. Not all of them are great in English. The next challenges faced by the students, they don't understand well what the correction mean. They know the right answer and but sometimes ignored the reason of the correction

"Students are definitely different, right? Some already understand grammar, some don't. If they already understand, that's fine. They know the reason of the correction. Some of them do not know the reason. It's natural, they are 10th grade high school students, they are still new. They wrote a text and corrected it. But they don't know the real reason, how come this is, why?"

Grammar is the most important thing in academic writing. By proper grammar, the writing will easily to understand. Vocabulary is also important. At least, both grammar and vocabulary are the basic English skill. By having proper basic skill will make students better in using the application. Grammarly is just a tool, and the main point is the user.

"There are also those who write and continue to receive corrections from Grammarly but they don't understand yet, why is this wrong? So that's

still a homework for us. Therefore, for students who do not understand, they can discuss with friends or with the facilitator like us (teacher) ”

To overcome this problem, the teacher give solution. They can discuss with their friends in group and ask the teacher as the facilitator. In the case in learning process, some students feel more comfortable to ask their friend rather than teacher. They can have discussion together. After that, when they can't solve the problem. They can ask the teacher.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher presents conclusion, suggestion, and closing statement.

A. Conclusion

The aim of this study was to investigate the pedagogical affordance of automated written corrective feedback to promote students writing accuracy based on teacher's experience. This study shows that the teacher use Grammarly to promote students' writing accuracy. The main reason to choose the application is easy to use. Despite that it's also have free version. Some challenges faced by teacher and students. Such as lack of phone, no internet connection, and some students don't have basic English skill to understand correction from Grammarly. To overcome it, students are divided into several groups. So, the students who don't bring smartphone can join with their friends. For the internet connection, the teacher asked students to use wi-fi school. And the last challenge, some students don't have sufficient grammar skill to understand the correction. To overcome this, students can discuss with other friends in group or directly ask the teacher as facilitator. From the

study, the researcher concludes some advantages for the teacher. First, students can do self-correction. It's kind a self-learning for them. Grammarly is sustainable correction, so students can study in future and get correction easily. Students do not depend on class and teacher. Grammarly is potential sustainable learning media for students. Grammarly is also alternative for innovative learning. Students get motivated to write the correct text, because they can get the correction directly from the application. About the pedagogical affordance of Grammarly as an automated written corrective feedback in promoting students' writing accuracy, mostly it helps correct grammatical error, punctuation, capitalization, and word choice. In the end, it can be concluded that students writing accuracy increase significance after using Grammarly.

B. Suggestion

There are some suggestions given by the researcher related to the research and hopefully, these are useful for:

1) English teachers

The result of the study indicates that Grammarly as AWCF is potential tool to promote students writing accuracy. Grammarly also available for sustainable

learning media. Students can get auto-correction anywhere and anytime. Hopefully this can reference for teacher to take innovative learning media in classroom

2) For the next researchers

The result of this study shows Grammarly can increase students' writing accuracy. This research focus on pedagogical affordance of AWCF to promote students' writing accuracy: based on an EFL teacher's experience, the researcher would like to suggest the next researcher to different the focus of study, which observe deeper on students' motivation in writing class by using an AWCF.

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APPENDICES

APPENDIX 1: Transcript of Interview

A : Researcher

B : Participant

Interview Script

A: "Assalamualaikum, sir"

B: "Wa'alaikumussalam"

A : "Permission, sir, I'm Adie Wahyu, can I do interview right away, sir?"

B: "yes, please"

A : "This is about automated written corrective feedback or online correction, sir, have you ever used it?"

B: "Yes, sir, coincidentally in grade 10 in semester 2 yesterday we used the Grammarly "

A : "Grammarly, sir, how about other applications?"

B: "For the other applications, when it was still online. I used to use google forms, classroom, and so on."

A : "For online correction, it's just Grammarly, sir. Hey, what's the reason, sir? why do you use Grammarly in class?"

B: "The main reason is of course easy to use, and today's children use gadgets very often. So hopefully they can know that mobile phones can be used to help the learning process in the classroom."

A : "How is the implementation process, sir?"

B: "We apply it to SMK, so actually they are Engineering students, right. We have basic competence material on recount text, and the highest skill is writing skill. They write personal experiences or funny experiences for example. So when we apply Grammarly in class they can find out their mistakes, grammar mistake for example."

A : "What about the process in class, sir? Starting from preparation, and what are the core activities in class?"

B: "So the preparation for today's English lesson, the day before I had conveyed to the students to bring smarthphone to class. They can directly learn to use the Grammarly application. In our

school, not all children can carry cell phones. Because in our school 20 percent of them are cottage children and they are not allowed to bring smarthphone”

A : "That is also one of the obstacles, right, sir, how about the main activity, sir? ”

B: “When writing, if you learn about basic competence point 4. So writing is the last skill. So there are some stages. So, it's impossible for students to write like that right away. There must be a stimulus first. Previously, I had taught the students about recount text. How to write, giving examples of what the text looks like, if you were a intern program, you were also taught to prepare the right lesson plan, until finally the writing skills could appear at the end. Well, when students are just learning to write a text. Then the Grammarly application can be entered in learning process.”

A: "right in the end, sir?"

B: “Yes, because if we put in the beginning, I don't think it's right. For example, recount text is in grade 10. So the children cannot be asked to write directly at the first meeting. There must be a stage first. Based on my experience, Grammarly can be

used when they understand what the writing is like. Then they can check their writing on Grammarly.”

A : “Oh sir, what are the details of the core activities, sir? It focuses on the operational process of teaching in the class sir”

B: “Okay, let's go straight to the main activity. So we explain first how to use the application. After they understand, we ask one of the students to try it in front of the class as example.”

A: "So that they know whether they understand or not, sir?"

B: “Yes, Then our class is divided into several groups. Say 4 groups, each group consists of 5 students. We asked students to write about their experiences. It can be a funny or memorable experience for example. They type in notes first, not in the Grammarly app. This is quite time consuming (writing a text). They type first, don't know the flow yet, it just takes a lot of time"

A: “we don’t have long time in class, right, sir?”

B: “Yes, based on our experience. Students are better have writing about experiences first. So that at this meeting the use of Grammarly can be more effective and time efficient. They already have writing, they just need to correct it.”

A : "Oiya sir, after they write how sir??"

B: "Yes, after they write or type in the notes. They proofread their writing in the Grammarly app. We use the website, after entering the text in apps. Students will get corrections. One click, the writing is correct. It also depends on how many corrections there are."

A: "What about the help you did? Is it an individual or a group?"

B: "In groups, of course, sir. It has been divided into several groups. So when students are confused, they can ask their friends or directly to the teacher. Here, as students learn independently, the teacher only acts as a facilitator. And the goal is that students know how to correct their own writing. "

A : "Are there any student qualifications for the use of Grammarly?"

B: "When it comes to student qualifications, there are definitely those who are quick to teach and those who need more time to use Grammarly. If all of them can use the Grammarly application, mas"

A : "What about their basic understanding of grammar, sir?"

B: "Oh, man, children are definitely different, right? Some already understand grammar, some don't. If students already understand, that's fine. If I write this, it turns out to be wrong. They know the reason. There are also those who do not know the reason. It's natural, sir, they are 10th grade high school students, they are still new. They wrote text and corrected it. But they don't know the real reason, how come this is why."

A: "Oh, that's a problem too, sir"

B: "Yes, because the basics were originally there, they didn't understand the grammar either"

A : "That's one of the obstacles, maybe there are other obstacles or challenges, sir?"

B: "For children who have basic knowledge (grammar etc.) and they can correct it, they know how it is right and the reason why, it's not a problem, sir. There are also those who write and continue to receive corrections from Grammarly but they don't or don't understand, why is this wrong? So that's still a PR. Therefore, for children who do not understand, it can be discussed with colleagues or with a facilitator like us"

A: "Yes sir. The challenge is that there are those who do not understand and the solution is by discussing with colleagues or with the teacher"

B: "Yes, sir, because in fact we teach children in class, the most important thing is that children understand the knowledge they are learning. We're not aiming for good grades. The important thing is that children understand what they are learning. And competent, competent is the goal of learning, understand that. Oiya, Internet connection is also problematic, sir. But it can be solved with school wifi. But because many people use it, you have to be a little patient."

A : "Oi, sir, what is the most helpful feature in the learning process?"

B: "Yesterday from the Grammarly application, which really helped us, of course in terms of grammar, sir. It's like past verbs. Punctuation, capitalization too. So that's what we often use in using grammarly"

A : "How is the quality of students' writing before and after using the Grammarly application?"

B : "Of course, when we talk about the quality of students' writing, it's very different, sir. Why? Because there is treatment.

If children write without correction, they will not know what they did wrong. Even if we write, we don't know, if we don't read it again. After Grammarly was introduced, according to what we found, the children knew better, and were more interested in how to write correctly. So writing that still contains many errors can be minimized, even though it is not perfect. Yes, the name is written by a high school child, yes, sir. But God willing, we are always committed to improving children's competence. One of them is through this technology. So, the conclusion of the writing is certainly good, after that, sir. ”

A: "If it's for you, do you find it helpful, sir?"

B: "Of course the benefits are extraordinary, sir. I haven't used Grammarly for a long time either. If in the past the corrections were read, the children's work was corrected one by one. Now with Grammarly we are also very helpful (correcting), and the children are also very enthusiastic in the learning process. Learning doesn't have to be just a whiteboard writing, once in a while it is necessary to use existing technology. Oh, it turns out that my cellphone can be used for studying. So learning is also more innovative”

A: “What are some suggestions for other English teachers who want to use Grammarly in class?”

B: "The point is we can't be complacent. If there is new knowledge, we must spread it to others. For the process, the teacher must understand before going to class. There must be preparation in advance. So that the learning process can be easy."

A: "Okay, thanks for your time."

B: "yes sir"

A: "assalamualaikum"

B: "Walaikumussalam"

Appendix 2: Documentation





Appendix 3: Letter of Appointment of Advisor



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
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3 Oktober 2022

Lamp : -

Hal : Permohonan Izin Riset

a.n. : Adie Wahyu N.

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Yth.

Kepala SMK An Nur Banjarejo

Di tempat

Assalamu'alaikum Wr. Wb.,

Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

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Alamat : Seren, Sendangwungu, Blora.

Judul Skripsi : Pedagogical Affordance in Utilizing Awcf to Promote Students' Accuracy in Writing: An Efl Teacher's Experience

Pembimbing : Lulut Widyaningrum, M.Pd

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama satu bulan.

Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

Wassalamu' alikum Wr. Wb.

a.n. Dekan,

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