

THE USE OF GRAMMARLY (GENERATIVE AI) TO ENHANCE STUDENT'S WRITING SKILL OF ANALYTICAL EXPOSITION TEXT FOR 11TH GRADE STUDENTS AT SMA PGRI CIANJUR

Ria Dewi Hudayani Sugara^{1*}, Dewi Mutiara², Aris Setiawan Muhammad³, Sita Khodijah⁴

STKIP Bina Mutiara, Sukabumi ^{1,2,3,4}

Dewiria28@gmail.com

<p>Keywords: Grammarly (generative AI); Analytical Exposition Text; Writing Skill</p>	<p>Abstract: This research was conducted to enhance student's writing skill of analytical exposition text for 11th grade students of SMA PGRI Cianjur through the use of Grammarly (Generative AI). This research used quantitative research and examined using pre-experimental, pretest-posttest design with one group class, namely 11th IPS grade students to be precise. The result of the test indicates an improvement on student's writing skill based on the average pretest score shows (75) then the average posttest score shows (80) score, and based on paired sample t- test result where Sig = 0,02 < 0,05 which means the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted. The findings were supported by student's responses in implementing Grammarly Generative AI towards their writing skill with the percentage result shows 63,48% equals Agree category. So, it can be concluded that there is an impact and significant effect of using Grammarly (Generative AI) towards student's writing skill.</p>	
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INTRODUCTION

According to Brown (in Geminastiti, 2022), writing defined as a form of thinking that can be planned and able to be revise unlimitedly before being published. According to Tarigan stated in Sumarno (Khalik, 2021), writing is a process of elaborating and expressing people's mind into text. In addition, to make a good writing results one must read often because it affects on how they express their selves in writing result accompanied by constant practice in order to get used to it and becoming fluent and mastering the writing content.

To write a good piece of writing, there are some process should be followed by writer. According to Harmer (2007), the process of writing is the stages that should be overcome by a researcher to produce final written form as follows:

1. Planning

A good writer should discover what kind of written form they want to write considering these three main issues; purpose, audience, and content structure. After they state the purpose of the written text, writer should think about the audience they are writing for, whether the writer should use formal or informal tone due to the influence they will give to affect the



audience, and how it's structured. The last component, a good writer should consider the content structure of the written text.

2. Drafting

The first version of piece of writing can be referred as draft. It's the first done piece of writing with the assumption it will be revised later.

3. Revising/Editing

According to Irwan (2018), editing is typically a two-step process: review the paragraph as a whole (discovering whether the meaning is clear or not). Then check the paragraph for proper form, organization, grammar, punctuation, spelling, and so forth.

4. Final Draft

It defines as the writer's plan, draft, and edit often need to re- plan, re-draft, and re-edit.

Therefore, to produce a good piece of writing, writer should consider some aspects with the purpose of having a good quality piece of writing. J. B Heaton (1998:135) divided components of writing into 5 main areas including:

1. Content

The content of writing aspects refers to the substance or subject matter contained within a piece of writing. This includes the themes, ideas, arguments, and information presented in the text. It encompasses the depth and breadth of the material covered, as well as the quality and relevance of the content to the overall message or purpose of the writing.

2. Organization

Organization involves ability to develop relevant ideas and topics in united form. It refers to how writers organize their ideas and messages in writing.

3. Vocabulary

Vocabulary refers to the words and phrases that a writer uses to communicate ideas and information. A rich and varied vocabulary enhances the quality of writing by enabling the writer to express themselves more precisely and vividly.

4. Language Use

Heaton (1998) described language use is the ability to write correct and appropriate sentences. Writers must pay attention to prepositions, verbs, nouns, adjectives, conjunctions, and articles. It's an important component that decides readers to be able to understand the content of writing.

5. Mechanic

Mechanic refers to the accurate use of written language, including proper capitalization, punctuation, and spelling

To be able to assess the components of writing above, this research chose analytical exposition text that is also align with curriculum that is used in that school which is 13th curriculum. According to Irwan (2018), analytical exposition text defines as text that discuss about things that happen in society which will be commented, discussed, and given arguments about the phenomenon. The purpose of the text is to persuade readers or people that the topic is important and should be discussed. The structure divided into three; thesis, arguments, and reiteration.

Thesis defined as the first part of generic structure of analytical exposition text where the writer introduces the content (main idea) to be discussed which it's placed in the first paragraph. According to Budiman (in Yuningsih, 2020), the second component of the genetic structure of analytical exposition text is the writer offering seasons and opinions that support the writer's core notion, which frequently includes more than two arguments. As more reasons are



presented, the reader becomes progressively convinced that the things mentioned by the writer are extremely significant or require attention. Reiteration according to Budiman (Yuningsih, 2020), is the closing part or final section of an analytical exposition text, which is always found at the end of the paragraph. Reiteration involves rewriting or replacing the key point in the first paragraph. These writing then will be used by feature that appears in Grammarly.

Grammarly was a popular AI tools writing app and first made by Maz Lytvyn and Alex Shevchenko at 2009 (Sulistyowati, 2021). According to Ghufroon and Rosyida (in Sulistyowati, 2021), Grammarly is a web-based proofreading tool that may be used to improve writing skills in grammar, spelling, and mechanics. Automatically identifies an individual's learning difficulties, such as language, spelling, time, and reading difficulties.

As for Grammarly Generative AI is a new feature acknowledged for Gen AI use with the purpose to make their works becoming easier. This research only use 'ideas for school' feature including; brainstorm topics for my assignment, draft an outline, give me a research plan.

METHOD

According to John Creswell (2009), quantitative research purpose is for measuring objectives by examining the relationship among variables which can be tested which the numbered data can be examined using statistical procedures. To conduct the data pre-experimental design is chosen with one group pretest-posttest designs that will be applied to 11th grade IPS consist 11 students as sample.

However, in analyzing the data, it was analyzed by the help of Excel and SPSS 26 version. First, the test score will be measured by normality test, homogeneity test, and paired sample T-Test using SPSS-26. Then the validity and reliability questionnaires that will be measured with the help of excel application.

RESULT AND DISCUSSION

Result

The researcher conducted the result of student's pretest posttest results with the scoring rubric of writing analytical exposition text. The results of the tests could be seen as follows:

Table 1. Students' Pre-test and Post Test

Students	Pretest	Posttest
S1	82	90
S2	63	62
S3	62	74
S4	74	79
S5	80	85
S6	88	92
S7	76	79
S8	82	87
S9	74	77
S10	75	84
S11	66	76
Total	822	885



Table 2. Frequency and percentage of Student's

No	Score	Category	Criteria	Frequency	
				Absolute	Relative(%)
1	90 - 100	Excellent	A	2	18%
2	80 - 89	Good	B	3	27%
3	70 - 79	Fair	C	5	45%
4	60 - 69	Poor	D	1	9%
5	<60	Very Poor	E	0	0%
Total				11	100%

Based on the table, it shows the result of pretest and posttest student's writing skill of analytical exposition text with Kolmogorov – Smirnov's pretest score (KS) = 0,168 and Significant (Sig.) = 0,200 > 0,05 which can be concluded that data was distributed normal, and the posttest result of Kolmogorov – Smirnov Z (KS) = 0,132 and Significant (Sig.) = 0,200 > 0,05 can also be concluded that the data was distributed normal.

Discussion

1. Content

“Bullying causes people to be mentally affected and traumatized by something and tend to be alone.” Student 7 tried to write the thesis with the title “Stop Bullying”. From the sentence above, it can be analyzed that the text was somehow leaving a cliffhanger description. It is indeed relevant to the topic but its missing further explanation and doesn't really describe the paragraph well as a main idea.

2. Organization

Take a look at this example, “Teenage smoking habits are very dangerous both in terms of health, smoking habits will cause various diseases and result in many deaths among teenagers and parent.” The sentence was written by student 3, conducting the conclusion of the text. At first, it may look like there is no problem at all and the text was well described, but it actually missed the structure and the content of the text. The thesis which says, “Smoking causes disease, and death is caused by smoking too often” whether thesis or the argument of the text didn't mention a single thing about teenagers, and somehow a little out of the text. At the end of the structure, analytical exposition text' structure should add “In conclusion or in addition” which means the reiteration of the text, however, it misses the organization along with the content. Rather than conducting overall text, it seems more like describing the title as new paragraph due to there is no ‘teenagers’ or ‘parents’ that was described previously at thesis and the argument, even though indeed teenagers or parents are human but it didn't collide well with the text.

Then, after write the paragraph using Grammarly Generative AI using ‘outline or draft’ feature purposely made for making Z generation write easier for school work, the differences can be spotted on by looking at the result, “The conclusion of the dangers of staying up late is that people who always stay up late will feel weak, gain weight, become irregular and the immune system in the body becomes weak.”



Based on the text, it can be seen that the students use the structure 'in conclusion' and stated the content very clearly explained the previous paragraphs. Student 3 concluded the text is based on the content of the previous.

3. Vocabulary

Student 11 writes their argument as follow;”and tarnicotine leads to smoking addictiontar clogs the lung and inhibits the disease emphysemabronchitys....” At first glance it may look like medical words that are used by students with a broad knowledge about medical things, but then if the words were looking up closely and read it again slowly, there is no way student with depth understanding on that matter cannot even write the words precisely. It comes to the conclusion which actually means student 11 didn't understand what they are writing and only write it down from internet because researcher looked at the writing process directly at the place. After using Grammarly, the differences can be spotted on as follows, “firstly, staying up late has the side effect of fatigue, weight gain and a weakened system in the body”. From the previous sentence, it can be seen that the content and the vocabulary that student 11 use may not be as much academic as the previous one on their pretest score but it's much more understandable and fits the content of the text.

4. Language Use

There are students who already have good writing skills from the beginning. For example, student 6 writes, “.....them can consume 20 cigarettes a day in one day. Of course this is very bad for the world of heath in Indonesia.” From that sentence, the word 'in one day' is not that necessary due to the word 'a day' already explained that smokers consume 20 cigarettes a day.

5. Mechanics

Let's look at the sample written by student 11 who wrote,“.....candamage....”, it's missing space which makes it supposed to be two words 'can' and 'damage' becoming one word which shows that student 11 is less careful in its writing. Also,“.....andtarnicotine....” shows no space between 'and' and tarnicotine' which should be separated in the first place. Another example can be seen from this word which also does not use spaces, “..... addictiontar clogs the l ungs.....”The word 'addictiontar' should be written separated as 'addiction' and 'tar', and as for 'l ungs' the word should not be separated with space and just write it 'lungs'. Student also missing the difference then can be spotted from student's posttest result with a better writing mechanics.

Then, this research uses questionnaire to answer the second question. This data determined whether or not there was a significant effect by looking at the result statements from the questionnaires after treatment that can be seen from below:

Table 3. Questionnaire result's scale

No	Questionnaire Scale					Tot al
	5 (SA)	4 (A)	3 (N)	2 (D)	1 (SD)	
1	5	4	21	4	0	34
2	5	8	9	10	0	32
3	5	12	12	6	0	35
4	5	8	12	8	0	33



5	5	12	9	8	0	34
6	5	16	12	4	0	37
7	5	16	12	6	0	39
8	5	16	12	6	0	39
9	5	16	12	4	0	37
10	0	20	9	4	1	34
11	5	8	15	2	2	32
12	5	8	15	4	1	33
Total						419

The data above is the result of multiplying each answer with the value that has been determined by the table of value, with a total value of 419. Furthermore, to find out the interpretation of the Likert scale percentage, the highest (Y) and lowest (X) score values must be known by the formula:

$$Y = \text{highest score on the statement (5)} \times 11 \text{ (total respondent)} = 55$$

$$X = \text{lowest score on the statement (1)} \times 11 \text{ (total respondent)} = 11$$

$$\text{Index \%} = \text{total score} / Y \times 100$$

$$= (419/12) / 55 \times 100$$

$$= 34,91/55 \times 100$$

$$= 63,48 \%$$

CONCLUSION

The test results show that there is an improvement in their ability to write using technology according from the average pretest score which shows score of 75, then the average posttest score shows score of 80. Based on paired sample t-test result with Sig = 0,02 < 0,05 which means the H0 is rejected and H1 is accepted, it can be concluded that there is an impact on student's writing skill based on the result and also supported of improvement based on the numeric result using statistics. Therefore, the data was supported by the questionnaires of student's statements which shows positive result with Agree category, so it can be concluded that there is significant effect on student's writing skill in writing analytical exposition text using Grammarly Generative AI with the percentage 63,48%

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