

**THE USE OF ENGLISH SPELLING AND GRAMMAR CHECKER  
WEBSITE IN IMPROVING JUNIOR HIGH SCHOOL STUDENTS' IN  
WRITING NARRATIVE TEXT**

**(A Descriptive Study)**



*Submitted to the Faculty of Teacher Training and Education  
Muhammadiyah University of Makassar in Partial Fulfillment of  
the Requirement for the Degree of Education in English Education  
Department*

**RISKI AMRAWATI**

**10535658015**

08/02/2022

1 exp  
Sub. Alumnus

R/0036/BIG/2240  
AMR  
47

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUHAMMADIYAH UNIVERSITY OF MAKASSAR  
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UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan/Sidhan Alauddin No. 259 Makassar  
Telp : (081) 1782101 (Secretary)  
Email : prodiibg@unismuh.ac.id  
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN

Skripsi atas nama **RISKI AMRAWATI**, NIM **10535 658015** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **290 TAHUN 1442 H / 2021 M**, tanggal 19 Dzulqad'ah 1442 H/30 Juni 2021 M. Sebagai salah satu syarat guna memperoleh Gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu 17 Juli 2021.

17 Juli 2021 M  
Makassar,

7 Dzulhijjah 1442 H

PANITIA UJIAN

Pengawas Umum : Prof. Dr. H. Ambo Asse, M.Ag.

Ketua : Erwin Akib, M.Pd., Ph.D.

Sekretaris : Dr. Baharullah, M.Pd.

Penguji

1. Prof. Dr. Hj. Andi Tenri Ampa, M. Hum

2. Farisha Andi Baso, S.Pd., M.Pd.

3. Junaid, S.Pd., M.Pd.

4. Dr. Eny Satriana, S.Pd., M.Pd.

Disahkan Oleh :  
Dekan FKIP Universitas Muhammadiyah Makassar

Erwin Akib, M.Pd., Ph.D.

NBM: 860 934



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PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alauddin No. 259 Makassar  
Telp : 0811 1782101 (Secretary)  
Email : prodiibg@umamuh.ac.id  
Web : bp.kapamstmb.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

APPROVAL SHEET

Title : The Use of English Spelling and Grammar Checker Website  
in Improving Junior High School Students' in Writing  
Narrative text  
Name : RISKI AMRAWATI  
Reg. Number : 10535 658015  
Program : English Education Department Strata 1 (S1)  
Faculty : Teacher Training and Education

Makassar, July 2021

Approved by:

Consultant I

Consultant II

Hj.Sulfasyah M.A., Ph.d

Farisha Andi Baso S.Pd.,M.Pd

Dean of FKIP  
Makassar Muhammadiyah University

Head of English  
Education Department

Erwin Akib M.Pd., Ph.D.  
NBM: 860 934

Dr. Ummi Khaerati Syam, S.Pd.,M.Pd.  
NBM: 977 807



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FAKULTAS KEGURUAN DAN ILMU  
PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Jalan Sultan Alassidin No. 25 Makassar  
Telp : 0411-860037/860132 (Fax)  
Email : fkip@unismuh.ac.id  
Web : www.fkip.unismuh.ac.id

**SURAT PERNYATAAN**

Saya yang bertandatangan di bawah ini:

Nama : **RISKI AMRAWATI**

NIM : **10535658015**

Jurusan : **Pendidikan Bahasa Inggris**

Judul Skripsi : **The Use of English Spelling and Grammar Checker Website in Improving Junior High School Students' in Writing Narrative Text**

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Makassar, 2021

Yang Membuat Pernyataan

**RISKI AMRAWATI**



### SURAT PERJANJIAN

Saya yang bertandatangan di bawah ini:

Nama : **RISKI AMRAWATI**

NIM : 10535658015

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Keguruan dan Ilmu Pendidikan

Dengan ini menyatakan perjanjian sebagai berikut:

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Makassar,

2021

Yang Membuat Perjanjian

**RISKI AMRAWATI**

## MOTTO AND DEDICATION

### MOTTO

"Don't just get involved. Fight for your seat at the table. Better et, fight for a seat at the head of the table."

### DEDICATION

"I dedicated to my beloved father Basir and my beloved mother Hatija who always love me and support to me, pray to me until getting success and finished my thesis."



## ABSTRACT

**RISKI AMRAWATI, 2021.** "The Use of English Spelling and Grammar Checker Website in Improving Junior High School Students' in Writing Narrative Text". A thesis of English Education faculty of Teacher Training and Education Muhammadiyah University of Makassar (Supervised by **Sulfasyah**, and **Farisha Andi Baso**).

The main objective of this research was to find out the students' difficulties in speaking at SMP PGRI BAREMBENG and the students' strategies in overcoming their difficulties in writing narrative text

This research used descriptive quantitative method. The participants of this research were the students' at SMP PGRI BAREMBENG. The sample of this research were 44 students taken by purposive sampling technique. The researcher used the writing test as the instrument of this research.

Based on the research findings, there were two students' difficulties those were; lack of vocabulary, lack of confidence and lack of grammar. The researcher also found four strategies in overcoming writing difficulties at SMP PGRI BAREMBENG, those were; memory strategy, cognitive strategy, affective strategy and social strategy.

**Keywords :** *writing, difficulties and strategies.*

## ABSTRAK

**RISKI AMRAWATI, 2021. Penggunaan Website Pemeriksaan Ejaan dan Tata Bahasa Inggris dalam Meningkatkan Kemampuan Siswa Sekolah Menengah Pertama dalam Menulis Teks Naratif.** Skripsi jurusan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar (dibimbing oleh Sulfasyah dan Farisha Andi Baso )

Penelitian ini bertujuan untuk kesulitan siswa dalam menulis bahasa Inggris di SMP PGRI BAREMBENG dan strategi siswa dalam mengatasi kesulitan mereka dalam menulis teks narative.

Penelitian ini adalah penelitian deskriptif kualitatif. Subjek dari penelitian ini adalah siswa di SMP PGRI BAREMBENG. Sampel dalam penelitian ini 44 siswa di ambil melaui tehnik purposive sampling. Data dalam penelitian ini diambil dengan menggunakan test tertulis sebagai instrument penelitian.

Temuan dalam penelitian ini menunjukan bahwa, hanya ada dua kesulitan yang dihadapi siswa yaitu: kurangnya kosa kata, kurangnya pengetahuan dalam tatabahasa. Peneliti juga menemukan empat strategi yang digunakan siswa mengatasi kesulitan siswa dalam menulis di SMP PGRI BAREMBENG, yaitu: strategi memori, strategi kognitif, strategi afektif dan strategi sosial.

***Kata Kunci: Menulis, Kesulitan dan Strategi***

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Alhamdulillahirabbil'aalamiin, in the name of Allah, the most Gracious, the most Merciful and the Almighty who never stop blessing me so that I could finish this proposal. Shalawat is also deliver to our prophet Muhammad SAW who has brought us from the darkness to the brightness and delivered the truth to human being.

In accomplishing the study, I realized that I never finish this thesis without the help from the other people around me. Therefore, I would like to express my gratitude and appreciation to:

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## CHAPTER I

### INTRODUCTION

#### A. Background

English is an international language that is widely used in many countries around the world. Students need to master English in all skills. The skills are listening, speaking, reading, and writing. In this case, the researcher focused on writing skill.

The first sign of writing is that writing is the top level of a language. It is the last macro skill that has to be mastered by people who want to be able to communicate perfectly. The second significance is that writing is a productive skill. It involves producing language rather than receiving it. In writing, people will produce written language. The third significance of writing is that writing is the most complex macro skill in language mastery. In writing, people apply everything that they have got in the three stages before. The fourth or the last significance of writing is that writing is the stage of language mastery where people can generate ideas. In writing, people should construct the idea perfectly to make it understandable that other people can catch the meaning or the purpose of the message (idea) in writing.

Students in junior high school should be able to write or produce narrative text. It is not something attractive and fun for them to write narrative text although the narrative text has a purpose to entertain the reader. They know many stories related to narrative text but when they have to produce their own narrative text, they face many difficulties. Many students cannot get and generate their own idea. Some students have an idea but cannot express it in their own sentences. They also have difficulties in arranging the idea into good order to form a good narrative text. They also lack of vocabularies related to the idea that they want to write.

The teacher usually asks the students to write a sentence as many as they can but they do need to know how to make their students write as many

as they can. This fact encourages the research to focus on helping the students developing their writing ability. Writing narrative text requires more attention in detail. *There are complex rules in writing that cannot be ignored.* When students write something, they have to pay more attention to word spelling, punctuation marks, dictions, grammar, the purpose of their writing, and the idea of their writing itself. However, researchers find it difficult for students to make good and correct narrative texts, according to the guidelines taught. Often researchers find many errors that occur in writing narrative text due to errors in grammar and lack of vocabulary. The problem may be caused by some aspects: The first is rare opportunity to use English because the status of English as a foreign language, not as main daily communication. The second is the students do not have enough practice in writing text. So the students may make mistake like, determining the main idea, using the suitable word, and arranging the sentences. Therefore, the students need to master the structure of the English language, should have enough vocabulary, and also know the spelling of the words in order to be able to write correct sentences and arrange them into a good paragraph. The last, the technique that used by teacher do not support the students motivation to write the paragraph.

Regardless of the obstructions found by students, writing is a very important competence. It is because nowadays people, who take technology as their means of communication, seem to be impossible to be separated from the activity of writing, from the simplest like sending short messages through mobile phones and to the more complex like making business letters via e-mail. The importance of writing is also seen from the fact that the skill has become a need for people to compete in the global era. Students need to prepare themselves for their future. They need to be able to write an application letter when applying for a job and many other kinds of written texts when doing their job later. Besides, writing is a means of expressing ideas or communicating with others. There are situations in which the ability of writing is crucial or written language is a need, as it is said by Nunan (1993) that writing is needed to communicate with others who are removed in time

and space, or is used for those occasions on which a permanent or semi-permanent record is required. Such situations can be easily found in real-life every day, for instance, when someone was visiting a friend but he could not meet and he left a note.

With the development of technological advances, all our daily needs are met starting household needs, transportation, to communication needs. Difficulties in communicating between nations have now been eliminated with the help of online translator technology, as well as in writing. Now our needs in writing good and correct English have been met with the creation of a grammar website. Even so, it has not been systematically tested whether the helper website has been proven to help the accuracy of the language in writing good and correct narrative texts.

Based on the explanation above, the researcher would conduct a research entitle **"The Use of English Spelling and Grammar Checker Website in Improving Junior High School Students' in Writing Narrative Text"**.

## **B. Problem Statement**

Based on the background above, the problem statement of this research is "how is the improvement of students' ability to write narrative text viewed from its language use and content through English spelling and grammatical checker website?"

## **C. Objective of the Study**

Based on the problem statement, the researcher formulates the objective study of the research is "To find out improvement of the student ability to write narrative text viewed language use and content using English spelling and grammatical checker".

## **D. The Significance of the Study**

### **1. For Students**

The findings of this study will make some contributions to students to solve problems related to accuracy in English spelling and grammar related to writing skills.

### **3. For Teacher**

This research will contribute to help the teachers so that teachers can check the accuracy in writing narrative text of the students.

### **2. For Next Researchers**

The research findings will contribute in finding solutions to improve English Spelling and grammar checking in writing text. The results of this research can be basis for the next researcher

## **E. The Scope of the Research**

This research focused to compare the result of the student who used tools and the student who didn't use that tools. This research is use to find out ability of student's and evaluated students' english spelling and grammar checker website. The researcher wants to conduct an experimental teaching on students' writing abilities accuracy element such as language use and content, , these items are choose because those are very important to be make a good writing by using application spelling and grammar checker website based on junior high school.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter deals with some previous related findings, some pertinent ideas, conceptual framework, and hypothesis.

#### A. Previous Related Finding

Some researchers have done researches that focus on the Application grammar checker. At least there are already several journals that discuss the benefits of grammar checkers to improve grammar in senior high school students.

1. Pujiawati (2018) the title is "Mengintegrasikan Automatic Grammar Checker dalam pembelajaran Menulis". The conclusion of this journal is integrating spelling and grammar students can find out what their mistake because spelling and grammar checker automatically notifies student's mistake.
2. Brihud (2017) he publishes his thesis with "Grammar Checkers for Natural Languages: A Review" as a title of thesis. The conclusion of this journal is the spelling and grammar checker be set a normal mode and a formal mode so the application make your text natural.
3. Valan, et all (2005) publish a international thesis with "Effectiveness of Online Grammar Checker to Improve Secondary Students' English Narrative Essay Writing" as a title. The conclusion of this journal is spelling and grammar checker tool can improve the skill of students because the student can learn their mistake when they write text narrative at the same time.
4. Soniet all (2014) publish a thesis with "A Systematic Review of Automated Grammar Checking in English Language" as a title. The conclusion of this journal is the tools can check the spelling and grammar

correctly because the tools interpreting the text with using sentences; not word by word.

5. Gain et al (2019) publish a thesis with " Usage of grammarly – online grammar and spelling checker tool at the health sciences library, Manipal academy of Higher education , Manipal : A Study " as a title. The conclusion of this journal is the world's leading writing support tool for researcher. Grammarly was able to identify the missing space after the prepositions and the spelling mistakes, including the proper noun and provide several alternative possibilities for the misspelled words.
6. Radi (2015) publish a thesis with "Studies Relating to Computer Use of Spelling and Grammar Checkers and Educational Achievement" as a title. The conclusion of this journal about spelling checkers is to review individual words with incorrect spelling by instantaneously underlining the words with a squiggly red line while they are writing. And about grammar checker is to check for grammar, writing style, and sentence structure errors, but not all identified groups of words necessarily 'wrong'.

Based on the previous related findings, the researcher then concludes that the similarity of this research and previous finding is focusing on application grammar checker. The differences among findings above and the current research can be seen on the research design detected word by word and others detected sentences by sentences.

The conclusion is the student can improve their ability in writing narrative text, because English spelling and grammar checker tool help them know where their mistake is

## B. Some Pertinent Ideas

### 1. Concept of Writing

#### a. Definition of Writing

Lindbolm in Fatmawaty et.al(2013: 13) gives definition as studying to focus our mind on important matters, and learning about them. By this activity, a person can find solution of difficult problem, master the fact even by writing, person can also communicate their mind that cannot be do through other way. We can say that writing is the act of expressing something through the application of language system. So, when we write, there are two problematic areas namely "what to write and how to write". It is then understandable that language skills are mean as the ability to manipulate the rules of language conventionally, while extra linguistic system or knowledge of the world refers to what the writer know about the subject to write.

The definitions of writing are variously stated by some experts. According to Byrne(2008). in yuharniatywriting is conveying information or expression of original ideas consecutively in the new language. Or state that writing is clearly more than the prediction of the sounds. The symbols is arrange according to certain in convention. As rule, how ever the students do not write just one sentence or a number of sentence as arrange in particular order and link together in certain ways. Writing involves the encoding of message of some kinds that translate through out into language.

Another definition by Harmer (1991:31) expressed this concept eloquently in his essay of two decades ago. The common sense of conventional understanding of writing is as follows. Writing is a two-step process. First, you figure out your meaning then you put it into language, figure out what you want to say don't start writing until you do make a plan, use an outline, began writing only afterward. Writing is a way to end up thinking something you couldn't start thinking.

Based on the definitions above, writing is a productive process done through some stages. Writing skill is a complex activity in producing qualified writing. The writing productions are in the forms of readable texts which should be meaningful to everyone who reads the writing.

## **b. Components of Writing**

Jacobs (1981:31) in Anita state that point out the five significant components in writing. There are content, organization, language use, and mechanics or eligibility form.

### **1) Content**

The content of writing will be clear for the readers so that readers can understand the message convey and gain information from it. In order to have a good content of writing, its content will be well unify and complete. This term is usually known as unity and completeness, which become characteristic of good writing.

The good paragraph is unity after being able to understand the topic sentence which consists of TOPIC + LIMITING STATEMENT. another thing we must understand is the Unity Paragraph. By knowing the Unity Paragraph, it means that we can at least assess whether the paragraphs of the writings that we read or the writings that we write are related (connected) or not according to Arnaudet 1981 "Remember that besides the topic sentence, a paragraph includes several other sentences which in some way contribute to or support the idea in the topic sentence. In other words, all these sentences must be related to the topic and must therefore refer back to the topic sentence" It is possible, of course, that some sentences may be directly related to the preceding supporting sentence which means that in each paragraph; only one main idea is discuss. If we start to discuss a new idea, will begin a new paragraph. Futher more, every supporting sentence in the paragraph must be directly relating to the main idea. Do not

include any information that does not directly support the topic sentences.

*The completeness paragraph means that the main idea must be explain and develop fully completeness as comments out that controlling idea which is develop throughly by these of particular information. It is relative to know how complete writing. It is expect that the content of writing will be clear and understand able for the readers.*

Complete or not a paragraph is very relative. Depending on how many readers need an explanation of a topic. Paragraphs can be said to be incomplete if the reader still needs an explanation of the topic of a paragraph. Usually sentences that describe something clearly are preferred over abstract ones.

## 2) Organization

Organization of the writing is the writer focuses on how to arrange and organize the ideas chronologically. The writer will present their ideas base on the order which flow from the beginning to the end. There are many way use to organize or arrange the writing. This organization is mainly recognize as order.

Coherence in writing means that sticking together. A coherence paragraph that all of the idea is put in right order and never confuse. This makes the writer's thought is essay to follow sentence and paragraph.

## 3) Language use

Language use in writing involves correct usage of the rules of language or grammar. It focuses on verbs, noun, and agreement. Specific noun and strong verbs give a reader a mental image description. This specific noun can be characterize by using modifier of adjective, adverbs, and participle form. A modifier can be phrase, arrangement are veery common. Mistake in write work and however, are much serious, and science we have an

opportunity to re-read and to correct what we are write. We will avoid errors in verbal forms, subject-verb agreement, and pronoun antecedent agreement in a casae of noun and pronoun.

In this part also the writer will care about vocabulary. Vocabulary is one of the language aspects dealing with process of writing study. In the process of writing, the writer always thinks about putting words into sentences and then putting sentences into paragraphs until they can create a piece of writing. So, mastering word choice can help us to develop our writing.

#### 4) Vocabulary

Vocabulary is one of language aspect dealing the process of writing. The writer always think about putting words into the sentences and putting a sentences into the paragraph until they can create a piece of writing.

It is clear now that we cannot write or express if we do not have vocabulary therefor, we cannot understand the writing passage without haying a lot of vocabulary

#### 5) Mechanic

Mechanics in writing deal with capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads reader to understand orrecognize immediately what the writer means to express definetly. The use of favorable mechanis in writing will make reader esay to understand the conveying ideas other messages state in the writing.

##### a) Capitalization

The use of capitalization in the writing can clarify the ideas. If the sentences are capitalizecorrectly, ambiguous meaning and misunderstanding will be appear. Besides, correct capitalization also help the reader to differentiate one sentence to order.

b) Punctuation

It can be use a unit of meaning and suggest how the units of *its relation to each other.*

c) Spelling

There are three important rules follow in using spelling appropriate. They are suffix addition, plural addition, and handling error with in the words

**c. Kind of Writing**

According to Melly (2006:1) there are fourth kinds of, namely: expository, persuasive, narrative, and descriptive, creative writing :

1) Expository

Expository writing is one of the most common types of writing. When an author writes in an expository style, all they are trying to do is explain a concept, imparting information from themselves to a wider audience. Expository writing does not include the author's opinions, but focuses on accepted facts about a topic, including statistics or other evidence.

Examples : text book, how to articles, and business, technical, and scientic writing.

2) Descriptive

Descriptive writing is often found in fiction, though it can make an appearance in nonfiction as well (for example, memoirs, first-hand accounts of events, or travel guides). When an author writes in a descriptive style, they are painting a picture in words of a person, place, or thing for their audience. The author might employ metaphor or other literary devices in order to describe the author's impressions via their five senses (what they hear, see, smell, taste, or touch). But the author is not trying to convince the audience of anything or explain the scene – merely describe things as they are. Examples: poetry, journal/diary, writing of nature, fiction novel or plays

### 3) Persuasive

Persuasive writing is the main style of writing you will use in academic papers. When an author writes in a persuasive style, they are trying to convince the audience of a position or belief. Persuasive writing contains the author's opinions and biases, as well as justifications and reasons given by the author as evidence of the correctness of their position. Any "argumentative" essay you write in school should be in the persuasive style of writing. Examples: cover letters, reviews of items, letters of complaint, letters of recommendation.

### 4) Narrative

Narrative writing is used in almost every longer piece of writing, whether fiction or nonfiction. When an author writes in a narrative style, they are not just trying to impart information, they are trying to construct and communicate a story, complete with characters, conflict, and settings. Examples : oral histories, short stories, or anecdotes. But in this case the researcher took the narrative text as the object of research for students because the narrative according to the researcher would be very easily understood by students and the content could be chosen easily based on students' abilities.

### d. Grammar

Grammar There are several definitions of grammar. First, according to Richards and Schmidt (2010: 251-252) grammar is a description of the structure of a language and how language units such as words and phrases are formed into sentences. The next definition, grammar is a set of rules or principles of the working of a language, its system or structure (Brinton, 2000: 8). While Yule stated that grammar is the process of describing the structure of

phrases and sentences by considering its order in a language (2006: 74).

In addition to these definitions of grammar, Weaver divides grammar into two definitions. First, grammar is a description of the syntax of a language, and the second is a set of rules or prescription of how to use language (1996: 1-2).

Grammar is a set of rules that explores the forms and structures of sentences that can be used in a language (Gleason and Ratner, 2009: 231–269; Thornbury, 1999). There are two important concepts related to grammar: morphology that studies the formation of words, their structure and relationships between them, and syntax that studies the structure of sentences, relations between sentence units, the internal structure of phrases and relations between them that gives meaning to sentences (Saxton, 2010: 51–66; Thornbury, 1999).

According to *Teaching Assistants in Foreign Language* teaching and learning of languages, language to teach well, work in a language use. Means that without grammar, the language learner will not master the language skills such as.

Meanwhile, teaching grammar for junior high of students getting difficulties in learning grammar, make the junior high school students think that english is a difficult subject because they have low motivation in teaching english especially in teaching grammar. Secondly, Most of the confusing. It has many rules that result, a teacher gets difficulties to Thirdly, junior high

long time. Nedomová attention for more than 10 tired. Therefore, the teacher should find the suitable strategies in teaching especially to teach grammar. teacher in teaching English not appropriate for them, material in front of class without paying attention to the students need in learning. As it is known, the students cannot which can attract their interest; something that can make them enthusiastic.

One of the appropriate technique can be used is by using game activities the students will be more interested, about the materials. Game is one of the ways that can be used in learning grammar. Gunn and McCallum (2005) express that game are another way to help the students to learn, to review, and to internalize various grammar structures. (1998:4) who explains that of fun." However the game in education must be more than just fun; learners have to learn through playing games too.

They can be u skills and be used to practice many types of communication, emphasized to encourage students' solidarity in teamwork in which they have to try their best to do the games for their team spirit. Competition, relaxation, and learning. The main only to help students to learn more effectively but also to have fun. Based on the explanation above, the writer decides to use game in teaching grammar to Junior high school students. The game is game can engage the teaching grammar through Patricia in

*Modules for the Professional Preparation of* (1998). It is also one of the more difficult aspects of Raymond (2001:115) states that grammar is a frame of listening, speaking, reading school is not an easy thing.

## 2. Concept of English Spelling and Grammar Checker

### a. Definition of English spelling

Spelling or also called orthograph According Mind the Gaffe!, 2006 "in written language, spelling is the choice and arrangement of letters that make up words The spelling of English," said RL Trask, "is known to be complicated, irregular, and eccentric, more than in almost all other written languages

According Simon Horobin (2013) is so unpredictable that the vocabulary consists of many words from other languages, which have been adopted with their original spelling as a whole. Understanding the origins of these words and the language they originate will help help by spelling them. "

Spelling is not a reliable index of intelligence ... Many intelligent people struggle with English spelling, while others will find it relatively easy to master. Learning to spell correctly requires remembering various unusual and strange forms of spelling. Some people are only better at memorizing than others. Therefore spelling is an important part of writing so that we can arrange words in

accordance with applicable English spelling and to make it easier for readers to understand the writings of the author.

**b. Grammatical checker understanding and function**

Students in their writings, giving feedback is considered to be something that is not easy. Based on the results of interviews conducted with several lecturers who have taught writing courses, students often do not choose the correct verbs to express ideas or do not use them in the correct form. They also fail to use articles and prepositions correctly, use adjectives instead of adverbs, shift from one person to another, or place words in the wrong order in a sentence.

This fact is supported by the results of research conducted by Wigati, at Unsika in June 2013, which showed that students were faced primarily with a lack of vocabulary and lack of ability to operate English grammar, use of wrong verbs, formation of wrong verbs, sentence structure wrong, wrong and awkward word order, wrong formation or passive use, unclear messages, incorrect use of subject-verb or even missing articles, plural / noun problems, and wrong choice of words, including prepositions.

With these conditions, the lecturer's understanding of the message or meaning conveyed by students in his writing becomes difficult, and of course this takes more time so that in the end it makes the lecturer feel tired and even frustrated when they correct or provide feedback to students.

Responding to the difficulties of the lecturers above, in this digital era there have been many applications that facilitate lecturers in providing feedback to their students. One application is the automatic grammar checker: Grammarly. This web application that can check grammar and the context of writing in English was developed by Scevchenko and Lytvyn in 2008.

Grammarly has a variety of advantages including Grammar Checker, Proofreading, and Plagiarism. As quoted from Lubi (2014), this application checks the text to determine the correct use of words with more than 250 recent grammar rules, which cover everything from subject verbs to the need for making articles in order to provide proper

placement. In addition, this application can provide input on the use of correct spelling, so that the context of the sentence becomes correct, correcting errors in word usage, and with Grammarly's recommendations the user vocabulary will increase. Based on the description above, this study aims to determine the development of students towards providing feedback through the automatic grammar checker Grammarly application given by the teacher in the writing class.

### c. Advantage and disadvantages of grammatical checker

The advantages of grammatical checker according to Shevchenko and Lytvyn:

#### 1. 250 Points of Grammar

Grammarly checks the text you write to determine the use of the right words with more than 250 current grammar rules, which cover everything from subject verbs to the need for making articles in order to provide proper placement.

#### 2. Contextual Spelling Checker

Remarkably Grammarly, this application can provide input using the correct spelling, so that the context of the sentence becomes correct, correcting embarrassing errors in the use of words such as the example: "worthed" to "worth it" - many people misspell the word, thus confusing people who read.

#### 3. Vocabulary Enhancement

The words used in each of your writing, can make an impact for people who read. But you don't always have to use too many figures of speech, or even technical words that are only known by certain circles. With the recommendation from Grammarly, your vocabulary will increase and there will look like a great writer too.

#### 4. Plagiarism Checker

When writing, especially if you are a blogger, author of a book, usually requires inspiration and increase vocabulary by reading the writings of others. Without realizing it, what you read, penetrates the mind. So that the writing you write is actually exactly the same as what you read. Grammarly helps to make your writing legally difficult for you and makes it easier for you to give credit to the original author.

Grammarly detects through your writing with eight billion web pages in the world furthermore, the disadvantages of grammatical checker as follows: the database is not large enough; it still relies on the website. Access to subscribed scientific journals seems not yet.

### C. Conceptual Framework

In this research, researchers focus on using Application Grammarly based on WEB. The conceptual framework of this research follows this figure:



Based on the conceptual framework, the researcher is focus to the students' strategies in writing narrative text while use English Spelling and grammar checker website. In doing this researcher, the researcher will observe the students' writing material in the English class to find out the students with a good grammar and spelling in English. The researcher will focus to the students accuracy in writing. Accuracy in writing there are two will the researcher focus, they are unity and language use.

### C. Hypothesis

The hypothesis of the research is formulated as follows:

1. H0: There is no significant difference of the students' vocabulary and grammar before and after using Application Grammarly.
2. H1: There is a significant difference of the students' vocabulary and grammar before and after using Application Grammarly.



## CHAPTER III

### RESEARCH METHOD

This chapter present about research design, population and sample, research instruments, procedure of data collecting, and data analysis tehnicque.

#### A. Research Design

Type of research using in this research is experiment. This experimental research can be interpreted as a method of research used to find the effect of certain treatment against others in control condition. In this study, the researcher asserts a pre-experimental method with singleclass: the researcher gives pre-test, a treatment and posttest design.

Table 3.1 Research Design

T1	X	T2
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Where :

T1 : The pre-test

T2 : The post test

X : Treatment

(Gay : 2012)

**B. Population and Sample**

**1. Population**

The population of this research is the whole grade VIII students of SMP PGRI BAREMBENG in the academic year 2019/2020. The population consisted of three classes. The total of the population of this research is 45 students.

**Table 3.2 Number of Population**

Class	Number of Students
VIII.a	22
VIII.b	22
TOTAL	44

**2. Sample**

The researcher will choose class VIII.a and VIII.b students as sample of this research by using purposive sampling technique. The reason for choosing the VIII class is because it is based on the observation of the research in the class there are still many obstacles faced by students in writing or grammar learning, from the results of the previous author's interview with the subject teacher English class VIII B is always the method of lecture during this is used feels very boring so learning activities become passive and students are less enthusiastic about participating in

learning activities class. The sample consists of 44 students which is 19 female and 25 male students.

## **B. Research Instruments**

The researcher gives a writing test of narrative text. The test is a set of standardized questions administrated and individuals to measure their attitude or achievement. There are some instruments used in collecting the data in a study. Every instrument should be designed and conducted as relatively as possible to the objective of the research, and the instrument for collecting the data is designed to gain the result of the study.

The test will be applied on both pre-test, a treatment and post-test. Classes will be given pre-test before the treatment. Pre-test is used to find out the student's spelling and grammar skill. While post-test is used to know whether there is an improvement of student's spelling and grammar skill after being treated by using Grammar Checker Tools or not.

Another recognized technique used in language teaching is to guide students in the manner that they find their own mistakes. If the children have an interest in, and proficiency for, writing it is possible to teach them to find and analyze grammar mistakes (Uusen and Mütirsepp, 2010). A teacher does not correct the mistake but draws a students' attention to it and gives them the opportunity to correct it (Allahyar and Ramezanpour, 2011).

## **C. Procedure of Data Collecting**

The technique of collecting data in this research is used test instrument by pre-test, treatment and post-test.

### **1. Pre-Test**

The test will give to know how far the students' ability in writing narrative text before give the treatment. It determine the readiness for insructional programs, and to diagnose individual's specific strenghts and weaknassin writing narrative text.

### **2. Treatment**

After giving a pre-test, the students' are giving the treatment by using guided queation technique. The treatment would be given in four meeting after pre-test is conducted. The procedures of treatment from the first meeting until the fourth meeting as follow :

#### **a. Pre-writing activity**

- 1) The teacher explain what narrative text is and also explain parts or generic structures that the students must write in a paragraph.
- 2) The teacher or students choose the topic to write by themselfe
- 3) The teacher give some question that related whit to the topic
- 4) The teacher explain how students use english spelling and grammatical checker to help them during writing process

#### **b. Writing activity**

- 1) The teacher ask the students' to write the narrative their own narrative text

- 2) While the students were writing, the teacher move among them, and give assistance and guidance as required about how using english spelling and grammatical checker to help them in writing process.

#### c. Re – writing activity

- 1) The teacher collect the students' work, monitoring and marking their work one by one right away; writing his comment and suggestion undernith
- 2) The teacher ask the students to do their final revision and collect their work.

#### 3. Post-Test

The researcher conduct post – test to measure the increase of the students' ability in narrative text after being taught by using english spelling and grammatical checker website. The students were assigned to write a narrative text consisting of orientation, complication, and resolution. To find out the ability of students to improve or not after using the grammatically checker students are given the same test at the time of the pre test.

#### D. Data Analysis Technique

To analysis the data, the researcher employed the formula as follows:

1. Scoring the students' correct answer pre-test and post-test.

$$\text{Students' Score} = \frac{\text{The number of student's correct answer}}{\text{Total Score}} \times 100$$

(Gay, 2012)

2. Scoring the students based on the following criteria, they are :

(West Virginia, 2008)

**Table 3.3 Students' Scoring of content Criteria**

Classification	Criteria	Score
Excellent	Shows the smooth relationship between ideas	90-100
Very good	Shows the transition of relationships between ideas	80-89
Good	The relationship between ideas is unclear	70-79
Fair	The relationship between ideas is chaotic	60-69
Poor	Failed to realize the idea	50-59

(West Virginia, 2008)

**Table 3.4 Students' Scoring of Language Use Criteria**

Classification	Criteria	Score
Excellent	Effective complex construction, few errors of argreement, tense, number, word/order function,	90-100

	article, pronoun and preposition	
Good	Effective but simple construction. Minor problems in complex construction. Several errors of agreement, tense, number, word/order, function, article, pronoun, preposition but meaning seldom obscured.	70-89
Fair	Major problems in simplex/complex construction. frequent errors of negation, agreement, tense, number, or fragments. Run-on sentence. Meaning confused or obscured.	50-69
Poor	Virtually no mastery of sentence construction rule. Dominated by errors of tense, 8 number, articles, pronouns, and preposition. Does not communicate. Or not enough to evaluate.	30-49

(West virginia, 2008)

3. Computing the frequency and the rule percentage of the students' score:

$$P = \frac{f}{n} \times 100$$

Where:

P= Percentage

f= Frequency

n = The total number of students

(Gay, 2012)

4. To find the students' improvement the formula as follows:

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

Where:

% = the students' improving

X1 = the mean score of pre-test

X2 = the mean score of post-test

(Gay, 2012)

3. Finding out the significant difference between the score of the pre-test and post-test by using the formula:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t= test of significance

$\bar{D}$  = the mean of the difference score

- D = the sum of all score
- $(\sum D)^2$  = the square of the sum the different score
- N = the total number of score
- 1 = constant number

(Gay,2012)

4. The criteria for the hypothesis testing is as follows:

Table 3.7 Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above meant (1) the t-test value is smaller than t-table value, the null hypothesis is accepted, while the alternative hypothesis is rejected, and (2) the t-test value is equal to greater than t-table value, the null hypothesis is rejected while the alternative is accepted.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter presents the answer of the research question which was “How was the improvement of students’ ability to write narrative text viewed from its language use and content through English spelling and grammatical checker website?” The result and discussion of the research were explained the relation between the data which has been gotten from the research and the expert argumentation in literature review.

#### A. Research Findings

The research was conducted in Class VIII SMP PGRI BAREMBENG in 2019/2020. The classification of class VIII in SMP PGRI BAREMBENG was 3 classes. Class VIII a, VIII b, and VIII c. The researcher conducted in Class VIII a as the experimental group and class VIII b as the control group. The number of students and classes studied can be seen in the table as follows:

**Table 4 1. The number of control and experimental classes**

No	Classes	Genre	Total
1	VIII a (the experimental group)	Male	11
		Female	11
2	VIII b(the control group)	Male	14
		Female	8

This study was to analyze the use of spelling and grammar checkers website to improve Junior High School Students' Accuracy in Writing Narrative Text in 2019/2020. This study compared the use of spelling and grammar checker websites with conventional learning in improving students' ability to write narrative text in experimental class and Control class.

The variables in the study consisted of two variables with one independent variable, namely the variable that affected x (learning writing narrative text with spelling and grammar checker website) and one dependent variable, namely the variable given by influence of the variable with Y. Variable description this research would be explained as follows:

1. The independent variable (x) independent variable in this study was writing narrative text learning by using Spelling and Grammar Checker Website, this learning was used to improve students' accuracy in writing narrative text.
2. The dependent variable (Y) The dependent variable of this study was the Y variable. The dependent variable was the ability in writing narrative text of the students of SMP Barembeng in 2019/2020.

## 1. Testing Hypotheses

Hypothesis. This research used independent sample test to check the data. Field (2009) argued that independent sample test was used to check the tests if two groups of experimental conditions and different

participants were assigned to each condition. It means this t-test was suitable to be checked because quasiexperimental had two groups that have different participants.

The researcher did a pretest which contained ten problem descriptions which included indicators of students' ability to write narrative text by using spelling and grammar checker website. The purpose of this pretest was to determine students' accuracy about writing narrative texts between the experimental class and the control class. The value of the pretest results in the experimental class and control class to measure students' creative abilities. The results showed that the average of the experimental class was 63, 7, and the average of control class was 63, 6. Those were not enough value in reach the criteria of the school that was 75% of value.

## **2. Learning Writing Narrative Text by Using Spelling And Grammar Checker Website**

### **1. Learning in Experimental Class VIII a SMP Barembeng**

From the evaluation of the pre-test in this experimental class, the researchers obtained the results' value of student learning scores. Based on the minimum completeness score of school achievement was 71. The students who complete learning outcomes were 12 students. The students do not complete learning outcomes were 10 students. The average student scores were 67.5 %. The students got the very good score was 27, 3 % or 6 students. The students got the very good score was 36, 4 % or 8 students.

The students got the very fair score was 9, 1 % or 2 students. The last, the students got the very poor score was 22, 7 or 5 students

## 2. Experimental Class Learning at the Second Meeting (post-test)

Learning in the experimental class at the second meeting (post-test) In this posttest classroom learning, researchers as teacher used spelling and grammar checker website in learning writing narrative texts by adding activities elaboration, confirmation, and question-answer, finally the last was closing. In general, the process and steps in the classroom were the same as the procedures in the learning class at meeting 1 in the pre-test.

From the evaluation of the pre-test in this experimental class, the researchers obtained the results' value of student learning scores. Based on the minimum completeness score of school achievement was 71. The students who complete learning outcomes were 17 students. The students do not complete learning outcomes were 5 students. The average student scores were 73, 9 %. The students got the very good score was 31, 8 % or 7 students. The students got the very good score was 40, 9 % or 9 students. The students got the very fair score was 4, 5 % or 1 students. The last, the students got the very poor score was 18, 2 or 4 students.

From the results of research that had been conducted by researchers, it was known that the average value of student learning outcomes increased which in the pre-test was 67.5 increased by 73.9.

Students who did not complete the achievement of learning outcomes decreased from 10 down to 5 students who did not complete. Meanwhile, students who completed the learning achievement increase from 12 to 17 students who got learning outcomes above 71 according to the maximum provisions of the school. The students score in pretest to post test also raised in some present. In the percentage of very good was raised 4, 5 %. The percentage of good was raised 4, 5 %. The percentage of fair was down%, the percentage of poor was down 4,5 %.

### 3. Learning to Write Narrative Text In Control Class VIII b SMP BAREMBENG

#### a. Learning to Write Narrative Text IN Control Class 1st Meeting (pre-test)

From the evaluation of the pre-test in this control class, the researchers obtained the results' value of student learning scores. Based on the minimum completeness score of school achievement was 71. The students who complete learning outcomes were 12 students. The students do not complete learning outcomes were 10 students. The average student scores were 65, 5 %. There is no the students got the very good score. The students got the very good score was 54, 5 % or 12 students. The students got the very fair score was 18, 2 % or 4 students. The last, the students got the very poor score was 22, 7 % or 5 students

b. Learning to Write Text Narrates in The Second Meeting VIIIb Control Class (post-test)

In this posttest classroom learning, researchers as teacher used conventional learning in the classroom. In general, the process and steps in the classroom were the same as the procedures in the learning class at the control 1 class meeting in the pre-test.

From the evaluation of the post-test in this control class, the researchers obtained the results' value of student learning scores. Based on the minimum completeness score of school achievement was 71. The students who complete learning outcomes were 12 students. The students do not complete learning outcomes were 10 students. The average student scores were 65, 6 %. The students got the very good score was 4, 5% or 1 student. The students got the good score was 54, 5 % or 12 students. The students got the very fair score was 18, 2 % or 4 students. The last, the students got the very poor score was 22, 7 % or 5 students

From the research conducted by researchers at the 1st and 2nd meetings in the control class and control class, it can be described that the average score of students at the first meeting of the control class was 67.5 and at the second meeting the control class was 67. 6, an increase of 2

points of student learning outcomes seen from the results of posttest evaluation.

Whereas in the control class the first meeting got an average of 65.6 and at the second meeting it was 67.6. So it can be concluded that at the control class meeting there was an increase of 2 points of student learning outcomes as seen in the post test. the presentase of score in very good, good, fair, and poor score was un increased or the same prosentase.

The achievement of these learning outcomes included the results of student activity as well as in developing the material being taught. The learning outcomes increased in the experimental class by 8.2 points while the control class was 2 points. It was seen from the meeting data of the experimental class and the control class, it can be concluded that learning to write narrative text using spelling and grammar checker better be able to improve students accuracy in class learning.

#### 1. Normality Test

The normality test was carried out to analyze the data used for the evaluation questions. In the experimental class and the control class, the distribution was normal or not. This normality test used the SPSS version 23.0 program with the Kolmogorov Sminov Test, the results of which were attached. Based on the normality test with the Kolmogorov Sminof Test, the results of the normality test for the experimental class and control class values will be explained in the table and SPSS 23.0 below.

Table 4.2. Results of Normality Test of Evaluation Questions

ANOVA					
Kelas A					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	426.568	1	426.568	1.494	0.228
Within Groups	11995.318	42	285.603		
Total	12421.886	43			

Based on the output above, it was known that the significant value (sig.) For all data both in the Kolmogotov-Sminov test and the Shapiro-Wilk test  $\geq 0.05$  was 0.228, it can be concluded that the research data was normally distributed..

## 2. Homogeneity Test

This sample homogeneity test aimed to analyze whether or not the sample variations were taken from the same population. Based on the Test of Homogeneity of Variance, the results of the homogeneity test of the evaluation results obtained from the second meeting in the experimental class and the control class using the SPSS 23.0 computer program.

The results of the experimental class homogeneity trial using literacy strategies and the control class using conventional learning were as follows:

**Table 4.3 Test of Homogeneity of Variances**

Levene			
Statistic	df1	df2	Sig.
1.704	1	42	0.199

The results of the homogeneity test above indicate that the significance value was  $\geq 0.05$ , so the data distribution was homogeneous. Because the data was normally distributed and homogeneous, there was an increase in students' thinking skills.

### 3. Hypothesis Testing

After checking the normality, and homogeneity of variances of the data, the researcher checked the hypothesis test. According to Sugiyono (2015), if  $t\text{-value} > t\text{-table}$ , it could be calculated that Alternative Hypothesis ( $H_a$ ) was accepted and Null Hypothesis ( $H_0$ ) was rejected or if the Sig. (2-tailed) were under or same with 0.05, then ( $H_a$ ) was also accepted. Moreover, the table 4.4 below showed the table statistic of the data and the table 9 showed the result of the hypothesis test of the data

Hypothesis testing in this study aimed to analyze learning by using spelling and grammar checking website to improve students' accuracy in writing narrative texts. This data collection was from the results of the evaluation at the second meeting in the experimental class and the control class. This hypothesis test uses the SPSS version 23 program with the Mann Whitney test as part of non-parametric statistics. The Mann Whitney test was used to determine whether there was a difference in the mean of the two unpaired samples. The improvement of students' thinking skills in the experimental class by using learning to write narrative text by using spelling and grammar checkers on the website and the control class used conventional learning. To find out the results of hypothesis testing, it will be explained in the following table.

**Table 4. 4 The Result of Hypothesis Data Statistic in Experimental Class**

Residuals Statistics<sup>a</sup>

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	46.78	89.19	73.95	12.828	22
Residual	-11.986	24.223	.000	7.416	22
Std. Predicted Value	-2.119	1.188	.000	1.000	22
Std. Residual	-1.577	3.188	.000	.976	22

a. Dependent Variable: Kelas A

Table 4. 5 The Result of Hypothesis Data Statistic in Control Class

Residuals Statistics<sup>a</sup>

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	63.38	74.55	67.64	3.308	22
Residual	-36.064	16.615	.000	14.611	22
Std. Predicted Value	-1.285	2.089	.000	1.000	22
Std. Residual	-2.409	1.110	.000	.976	22

a. Dependent Variable: Kelas B

Table 4. 6. The Recapitulation Result of Hypothesis Data Statistic in both experimental class and Control Class

Teaching		N	Mean	Std. Deviation	Std. Error
Narrative Writing Text					
Gain Scores	The Use of English Spelling and Grammar Checker Website	22	73.95	12.828	16.616

	The used of conventional teaching	22	67.64	3.308	6.205
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The table 11 indicated that the output "Test Statistic" above that the value. Sig. (2-tailed) 0.000 < 0.05, then *H<sub>0</sub>* as rejected and *H<sub>a</sub>* was accepted, which means that there was a difference in the average ability of students in writing narrative text using spelling and grammar checker websites between the experimental class and the control class. The data showed the experimental class had mean score 73.95 and control group 67.64 with the participant of each groups was 22. It means that the mean score in experimental class was higher than control class which was only 6.205. Then, the standard deviation of experimental group was 12.828 and control group 3.308. The conclusion, the data had significant difference between the use of spelling and grammar checker website and the use of conventional teaching as could be seen from the mean scores of two groups in table 11. From the mean scores, the research question can only be answered was by using the significant difference that there was the significant difference between the use of spelling and grammar checker website and the use of conventional teaching method that was 9.52.

## B. Discussion

This section presented the discussion based on the findings of the study. The result of this research dealt with answer of the problem statement which aimed to know how is the improvement of students' ability to write narrative text viewed from its language use and content through english spelling and grammatical checker website.

The results of the reaserch showed that the students of SMP Barembang were discussed some difficulties in writing skill. Based on the observation of the data from the pretest, the problems students asked were vocabulary, grammar, structure, and spelling.

Based on the result, the students' scores in the first meeting both in experimental class and control class were low. Then the resercher conducted the second meeting in learning writing bu using spelling and grammar checker website in experimental class, and using the conventional learning in control class. In the second meeting the students' score got rise in the percentage.

From the results of research that had been conducted by researchers, it was known that the average value of student learning outcomes increased which in the pre-test was 67.5 increased by 73.9. Students who did not complete the achievement of learning outcomes decreased from 10 down to 5 students who did not complete. Meanwhile, students who completed the learning achievement increase from 12 to 17 students who

got learning outcomes above 71 according to the maximum provisions of the school

From the research conducted by researchers at the 1st and 2nd meetings in the experimental class and control class, it can be described that the average score of students at the first meeting of the experimental class was 67.5 and at the second meeting the experimental class was 73.9, an increase of 8.2 points of student learning outcomes seen from the results of posttest evaluation.

Whereas in the control class the first meeting got an average of 65.6 and at the second meeting it was 67.6. So it can be concluded that at the control class meeting there was an increase of 2 points of student learning outcomes as seen in the post test.

The achievement of these learning outcomes included the results of student activity as well as in developing the material being taught. The learning outcomes increased in the experimental class by 8.2 points while the control class was 2 points. It was seen from the meeting data of the experimental class and the control class, it can be concluded that learning to write narrative text using spelling and grammar checker better be able to improve students' accuracy in class learning.

It is in line with the research from Valan, et all (2005) "Effectiveness of Online Grammar Checker to Improve Secondary Students' English Narrative Essay Writing" which find out the conclusion that spelling and grammar

checker tool can improve the skill of students because the student can learn their mistake when they write text narrative at the same time.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. CONCLUSION

After analyzing the data, it could be concluded that:

1. Grammar checker tool could improve the students' writing narrative texts mastery at SMP PGRI BAREMBENG in academic year 2019/2020.
2. The students' ability at writing narrative texts before using grammar checker tool was low, the mean score of the pre-test ( 67.7). The percentage of the students who got point up 75 grew up in pre-test, students who got up 80 were only 6 of 44 students or 15.4%.
3. The observation and interviews conducted by the writer during the action showed that the students were motivated and interest to participate and actively in writing narrative textsactivity.
4. The teacher's response about the implementation of grammar checkertool was positive and it would be an alternative tool in teaching writing. Therefore, grammar checker technique could improve the students' ability in writing of narrative texts.

## B.Suggestion

Based on the result of this research which positively indicates that the use of grammar checker technique could improve the students' ability at writing announcement. Some suggestion for the teaching learning English are proposed as follows:

1. For the English teacher, it is useful to apply grammar checker technique as one of alternative teaching and do the variation of teaching-learning process so the students' will feel spirit.
2. For the students, the using of grammar checker technique can improve ability of students in writing narrative texts. It is suggested for other researchers to use grammar checker technique as one the references in teaching writing

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## APPENDIX A

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Nama Sekolah** : SMP PGRI BAREMBENG  
**Mata Pelajaran** : Bahasa Inggris  
**Kelas/ Semester** : XI/2  
**Alokasi Waktu** : 2x 45 Menit (6x pertemuan)  
**Topik Pembelajaran** : Narrative Text

**A. Standar Kompetensi****Membaca**

- 11 Memahami makna teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

**Menulis**

- 12 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk *narrative*, *spoof* dan *hortatory exposition* dalam konteks kehidupan sehari-hari

**B. Kompetensi Dasar**

11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative*, *spoof*, dan *hortatory exposition*

12.2 Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *narrative*, *spoof*, dan *hortatory exposition*

**C. Indikator**

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
Merespon wacana monolog text : Narrative Mengidentifikasi makna yang ada dalam teks narative yang dibaca Mengidentifikasi langkah-langkah retorika dari teks Menggunakan kalimat past	Senang membaca, Komunikatif, Teliti, Kreative, Kerja keras, Mandiri.

**D. Tujuan Pembelajaran**

- Siswa mampu mengidentifikasi berbagai aspek dari teks seperti isi, struktur teks.

- Siswa dapat mengidentifikasi makna yang ada dalam teks yang dibaca
- Siswa dapat mengidentifikasi langkah-langkah retorika dari teks

### E. Materi Pokok

#### 1. Narrative Text

Narrative text is a kind of text to retell the story that past tense. The purpose of the text is to entertain or to amuse the readers or listeners about the story

#### The generic structure of Narrative text:

1. Orientation: It set the scene and introduce the participants (it answers the question: who, when, what, and where).
2. Complication: Tells the problems of the story and how the main characters solve them.
3. Resolution: The crisis is resolved, for better or worse.
4. Re-orientation: The ending of the story.

### The Legend of the Kesodo Ceremony

Once upon a time on Mount Bromo, East Java, there was a couple living there. The new couple wanted to have a child. They had married for a long time

but they hadn't got a baby. Every time they prayed to the Gods, asking for a child.

One day, there was a loud voice in the sky when they were praying.

"You are going to born a baby, and later you will birth too many children. But I have a requirement for you to obey, if you really want to have children", said the voice.

"Whatever you ask, my Lord", the couple answered, "We will do it",

"You must sacrifice your first son for the gods".

The couple agreed to sacrifice their first son in the time that was asked by the voice. Then, the wife got pregnant and gave birth to a son. The baby grew up into a handsome, taught man. He was named Kesuma. The couple loved Kesuma very much. The wife gave birth to eleven more children after Kesuma. And, they forget their promise to sacrifice their first son to the god.

One day, the volcano erupted. Before that, there were series of earthquakes followed by thunders in the sky. The sky was very dark, as if it was going to fall down. On the next occasion, there was a voice in the sky, reminding the couple about their promise. The couple was very afraid, but they just couldn't sacrifice their beloved son, Kesuma. However, because the earthquakes and the thunders were becoming more and more horrifying, Kesuma couldn't let his family and all the people in the village die.

Kesuma knew the situation. Then he said to his parents. "I would sacrifice myself in order that our family and all the people in our village will live in peace. For the next times, you all have to sacrifice animals and crops to the gods." Then he jumped onto the crater of the volcano. Amazingly, the earthquakes and the eruption stopped at once.

1. What does the first paragraph talk about?

- a. The earthquakes and thunders in the sky
- b. The voice in the sky
- c. The couple's promise
- d. The condition of the volcano on one day sky

**e. The condition** of Kesuma's family

2. How is Kesuma's personal characteristic?

- a. Melancholic
- b. **Heroic**
- c. tragic
- d. fearful
- e. shameful

3. What problem was faced by Kesuma's parents?

- a. They had to give sacrifices for the Gods
- b. They** couldn't get a baby after getting married for a long time
- c. They couldn't bring all of their children to the Gods to be sacrificed
- d. The villagers would force them to sacrifice themselves
- e. They couldn't save all their children from the earthquake

4. What lesson can we get from the story?

- a. Kesuma is very brave
- b. Kesuma's parents loved him very much
- c. Every **one must** keep his promise
- d. A promise must be said clearly
- e. Gods want sacrifices from the people.

5. "The baby grew up into a handsome, tough man." What is the synonym of the underlined word?

- a. **strong**
- b. handsome
- c. hard
- d. very firm
- e. easily offended

#### F. Metode Pembelajaran / teknik:

Cooperative Teaching and Learning

#### G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> <li>Siswa mampu mengidentifikasi arti makna yang ada dalam text narrative yang dibaca</li> <li>Membahas</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mampu menganalisa berbagai aspek dari teks seperti isi, struktur teks, dalam kelompok.</li> <li>Siswa membaca sebuah teks</li> </ul>	<ul style="list-style-type: none"> <li>Siswa mencari teks-teks narrative pendek (<i>how to make, how to use, dan how to do something</i>) berbahasa</li> </ul>

unsur dan langkah retorika dalam teks narrative • Membahas ciri-ciri leksikogramatika dalam teks.	narrative yang diberikan oleh guru dan menjawab pertanyaan-pertanyaan yang berhubungan dengan teks tersebut, dalam kelompok.	Inggris tertulis yang lain dari surat kabar, majalah dan dari internet, serta mempelajarinya dari segi tujuan komunikatif, <i>generic structure</i> , dan <i>language features</i> , serta <i>content-nya</i>
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### Langkah langkah Kegiatan Pembelajaran

#### Kegiatan Pendahuluan (5 menit)

1. Mengucapkan salam dengan ramah ketika masuk ruang kelas
2. Mengecek kehadiran siswa
3. Apersepsi
4. Memotivasi siswa
5. Menyampaikan tujuan pembelajaran
6. Menyampaikan cakupan materi dan uraian kegiatan

#### Kegiatan Inti (80 menit)

##### Eksplorasi (15 menit)

- Siswa membaca contoh teks narrative yang ditampilkan, dibagi, atau dari buku.

- Siswa dan guru mendiskusikan materi mengenai teks narative
- Guru menjelaskan unsur dan langkah retorika dan ciri lexico grammatica dalam teks narrative
- Guru menjelaskan langkah pembuatan teks narrative.

#### Elaborasi (50 menit)

- Guru membuat kelompok dan membagi teks narrative sejumlah kelompok
- Siswa bekerja dalam kelompok untuk membahas generic structure dan isi teks berupa topik teks, gagasan utama suatu paragraf dalam teks tersebut, informasi rinci, informasi tertentu, dan makna kata-kata tertentu.
- Menjawab soal-soal tentang text yang dibahas

#### Konfirmasi (15 menit)

- Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
- Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan penggunaan struktur text narrative serta menggunakan Simple Past tense dalam text narrative.
- Guru meminta siswa untuk membuat teks narrative sebagai tugas diluar kelas.
- Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

#### **Kegiatan Penutup (5 menit)**

1. Membuat kesimpulan tentang materi yang sudah dipelajari hari itu.

2. Guru meminta siswa untuk membuat teks narrative sebagai tugas rumah
3. Melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu.
4. Guru menyampaikan rencana pembelajaran yang akan datang.

#### H. Sumber/Bahan/Alat

- Kamus
- Bahan Internet
- Buku Interlanguage

#### I. Penilaian

##### I. Indikator

- Merespon wacana text
- Mempraktikkan pembuatan teks narrative

Teknik : Tes tertulis

Bentuk : Pertanyaan pilihan ganda, tugas essay pembuatan narrative text.

##### II. Instrument:

### The Lion and the Mouse

Once when a Lion was asleep a little Mouse began running up and down on his face; this soon wakened the Lion, who placed his huge paw upon him, and opened his big jaws to swallow him. "Pardon, O King," cried the little Mouse;

"forgive me this time, I shall never forget it: who knows but I may be able to do you a turn someday?" The Lion was so tickled at the idea of the Mouse being able to help him that he lifted up his paw and let him go.

Some time after the Lion was caught in a net, and the hunters who desired to carry him alive to the King, tied him to a tree while they went in search of a waggon to carry him on. Just then the little Mouse happened to pass by, and seeing the Lion in the net she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right?"

1. What problem did the little mouse have?

- a. She was trapped in a net
- b. The lion caught her**
- c. She gnawed the ropes
- d. She was caught by hunters
- e. She didn't have food

2. What problem did the lion have?

- a. The mouse awakened him
- b. He was killed by some hunters'
- c. He couldn't get the mouse
- d. He was** caught in a net
- e. The mouse gnawed the ropes

3. What did the mouse mean when he said, "who knows but what I may be able to do you a turn some of these days?"

- a. The mouse would give the lion some food
- b. The mouse would help the lion some day**
- c. The mouse release the lion from a danger
- d. The mouse would not run over the lion's face
- e. The mouse would turn to the left direction

4. What did the mouse do to help the lion?

- a. She ran up and down on his face
- b. She cried and begged the lion
- c. She cut the ropes with a knife
- d. She asked the hunters to help her
- e. She gnawed the ropes**

5. "...she went up to him and soon gnawed away the ropes that bound the King of the Beasts, and then she said, "Was I not right ..." (last line). What does the underlined word refer to?

- a. The lion**
- b. The mouse
- c. The King
- d. The hunters
- e. The monster

## APPENDIX B

### PRE-TEST

Narrative text is a kind of text to retell the story that past tense.

#### Promise to be a proud daughter

Yesterday was school sport Day. Maya (1)... part in the 400 meters hurdles. She had been training for their full months because she represented her class. She hoped to win a gold(2)...

Maya was very nervous at the (3)...point. As soon as the gun went off, everyone started running. Maya ran as fast as she could and jumped over the hurdles well. She was leading. However, just before she reached the finish line, she suddenly twisted her ankle. Kneeling on the tracks, Maya cried out. Many of her friends and teacher who saw what had happened quickly came to help her. Mr. Imam, her teacher, quickly bandaged her ankle and sat her down on a bench. Everyone was (4)...and asked her how she was.

Though Maya did not win the race, she was pleased to know that she had so many (5)...who cared about her.

- |           |              |
|-----------|--------------|
| 1. A. had | 4. A. happy  |
| B. took   | B. worried   |
| C. put    | C. Excited   |
| D. got    | D. Surprised |

- |                |            |
|----------------|------------|
| 2. A. coin     | 5. A. foes |
| B. money       | B. enemies |
| C. medal       | C. friends |
| D. certificate | D. Rivals  |

3. A. Finish  
B. starting

#### Answer key

1. B
2. C
3. B
4. B
5. C

C. middle

D. last

### APPENDIX C

#### POST-TEST

Complete the text below by selecting key words:

1. Sangkuriang
2. Turn
3. Cursed
4. One day
5. Father
6. Male
7. Weaving
8. Whenever
9. Tool
10. Married
11. Son
12. Woods
13. Beautiful
14. Sometimes
15. Man

DayangSumbi was a \_\_\_ and kind hearted princess, but \_\_\_ she was very lazy. Her hobby was \_\_\_ cloth. \_\_\_ her weaving tool fell. Tumang, a \_\_\_ dog, came to bring her \_\_\_ back to her. As she had promised, she \_\_\_ him. Tuman was actually a \_\_\_ who had been cursed by a \_\_\_ to become a dog. But sometimes he could \_\_\_ back to a normal man. DayangSumbi and Tumang got one \_\_\_. His name was Sangkuriang. He did not know that Tumang was his \_\_\_ because he

was a dog \_\_\_\_ he was with him. Tumang always accompanied \_\_\_\_ whenever he went hunting in the \_\_\_\_.

**Answer key :**

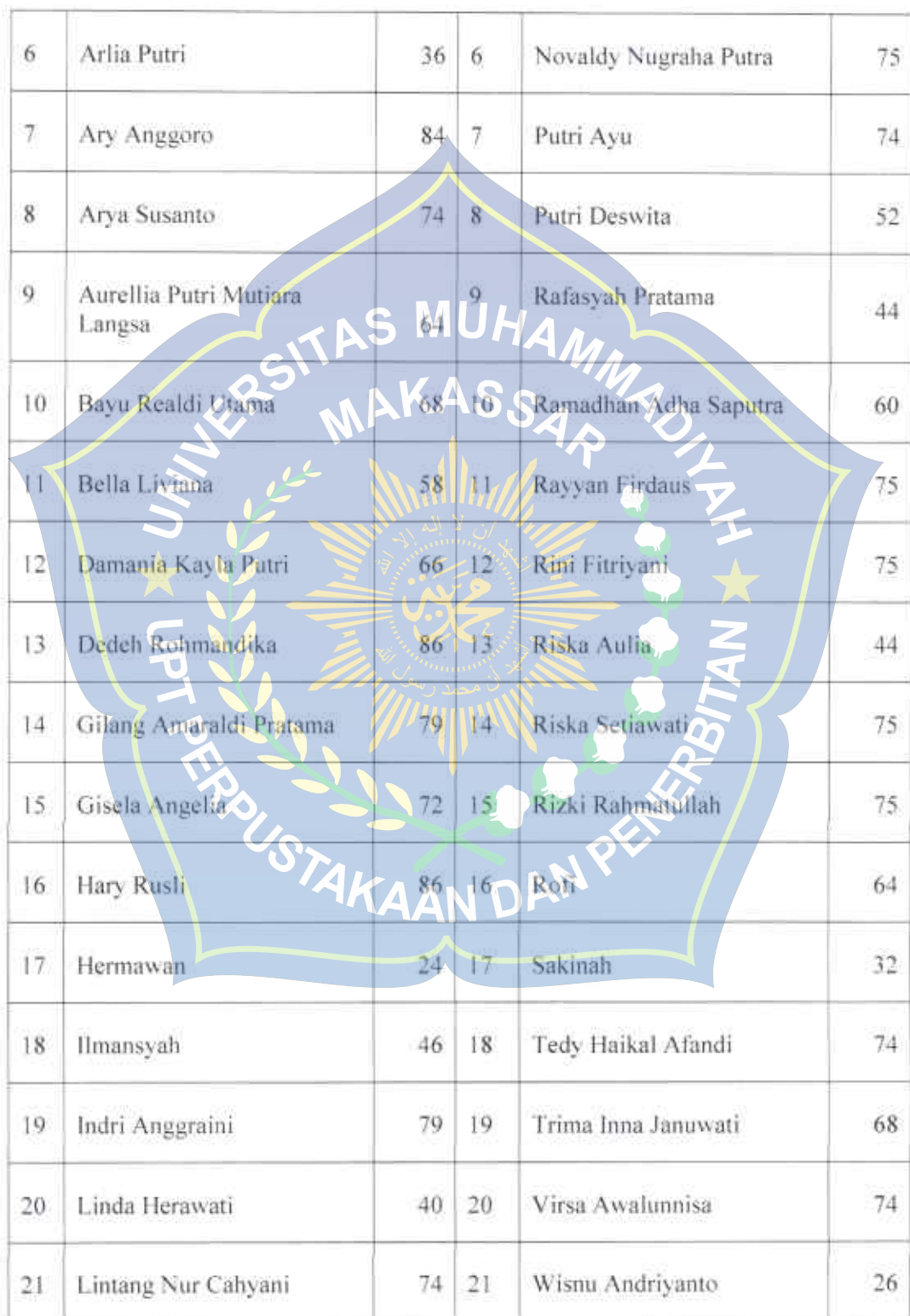
DayangSumbi was a beautiful and kind hearted princess, but sometimes she was very lazy. Her hobby was weaving cloth. One day her weaving tool fell. Tumang, a cursed dog, came to bring her tool back to her. As she had promised, she married him. Tuman was actually a man who had been cursed by a male to become a dog. But sometimes he could turn back to a normal man. DayangSumbi and Tumang got one son. His name was Sangkuriang. He did not know that Tumang was his father because he was a dog whenever he was with him. Tumang always accompanied Sangkuriang whenever he went hunting in the woods.

## APPENDIX C

### TABLE

**Tabel 4.2. The Results Score of the Students Pretest in Smp  
Barembeng**

No	Name class)VIII a (experimental	Score	No	Name (the control class) VIII b	Score
1	Adinda Rahayu	86	1	Keptvin Lahengke	76
2	Agil Dwi Putra	70	2	Muhammad Adil Assya'ban	58
3	Ahmad Sobari	44	3	Muhammad Azhril Fadila	75
4	Andika Wardoyo	32	4	Muhammad Fauzan Ikhsani	68
5	Anisya Auliya Pratiwi	68	5	Najib Mubarak	65




6	Arlia Putri	36	6	Novaldy Nugraha Putra	75
7	Ary Anggoro	84	7	Putri Ayu	74
8	Arya Susanto	74	8	Putri Deswita	52
9	Aurellia Putri Mutiara Langsa	64	9	Rafasyah Pratama	44
10	Bayu Realdi Utama	68	10	Ramadhan Adha Saputra	60
11	Bella Liviana	58	11	Rayyan Firdaus	75
12	Damania Kayla Putri	66	12	Rini Fitriyani	75
13	Dedeh Rohmandika	86	13	Riska Aulia	44
14	Gilang Amaraldi Pratama	79	14	Riska Setiawati	75
15	Gisela Angelia	72	15	Rizki Rahmatullah	75
16	Hary Rusli	86	16	Roni	64
17	Hermawan	24	17	Sakinah	32
18	Ilmansyah	46	18	Tedy Haikal Afandi	74
19	Indri Anggraini	79	19	Trima Inna Januwati	68
20	Linda Herawati	40	20	Virsa Awalumnisa	74
21	Lintang Nur Cahyani	74	21	Wisnu Andriyanto	26

22	Mega Pelangi	66	22	Wisnu Nur Hidayatullah	71
	Average	63.7	23	Average	63.6

Tabel 4.3. Results of Class VIII a Class Student Pretest at SMP  
Barembeng

No	Name	Score	Criteria
1	Adinda Rahayu	90	Excellent
2	Agil Dwi Putra	74	Good
3	Ahmad Sobari	48	Poor
4	Andika Wardoyo	36	Poor
5	Anisya Auliya Pratiwi	72	Good
6	Arlia Putri	40	Poor



7	Ary Anggoro	88	Good
8	Arya Susanto	78	Good
9	Aurellia Putri Mutiara Langsa	68	Fair
10	Bayu Realdi Utama	72	Good
11	Bella Liviana	62	Fair
12	Darnania Kayla Putri	70	Good
13	Dedeh Rohmandika	90	Excellent
14	Gilang Amaraldi Pratama	83	Good
15	Gisela Angella	76	Good
16	Hary Rusli	90	Excellent
17	Hermawan	28	Poor
18	Ilmansyah	50	Poor
19	Indri Anggraini	83	Good
20	Linda Herawati	44	Poor
21	Lintang Nur Cahyani	78	Good

22	Mega Pelangi	70	Good
	Average	67.7	



**Tabel 4.4. Results of Post-Test Score Students of Class VIII a at SMP Barembeng**

No	Name	Score	Criteria
1	Adinda Rahayu	93	Excellent
2	Agil Dwi Putra	77	Good
3	Ahmad Sobari	71	Good



4	Andika Wardoyo	50	Poor
5	Anisya Auliya Pratiwi	75	Good
6	Arlia Putri	43	Poor
7	Ary Anggoro	91	Excellent
8	Arya Susanto	81	Good
9	Aurelia Putri Mutiara Langsa	71	Good
10	Bayu Realdi Utama	75	Good
11	Bella Liviana	65	fair
12	Damania Kayla Putri	73	Good
13	Dedeh Rohmandika	93	Excellent
14	Gilang Amaraldi Pratama	86	Good
15	Gisela Angelia	79	Good
16	Hary Rusli	93	Excellent
17	Hermawan	71	Good
18	Ilmansyah	53	Poor
19	Indri Anggraini	86	Good

20	Linda Herawati	47	Poor
21	Lintang Nur Cahyani	81	Good
22	Mega Pelangi	73	Good
Average		73,9	



**Table 4.5. Results of Class VIII b Student Pretest scores at SMP Barembeng**

No	Name	Score	Criteria
----	------	-------	----------

1	Keptvin Lahengke	78	Good
2	Muhammad Adil Assya'ban	60	Fair
3	Muhammad Azhril Fadila	77	Good
4	Muhammad Fauzan Ikhsani	70	Good
5	Najib Mubarak	67	Fair
6	Novaldy Nugraha Putra	77	Good
7	Putri Ayu	76	Good
8	Putri Deswita	54	Poor
9	Rafasyah Pratama	46	Poor
10	Ramadhan Adha Saputra	62	Fair
11	Rayyan Firdaus	77	Good
12	Rini Fitriyani	77	Good
13	Riska Aulia	46	Poor
14	Riska Setiawati	77	Good
15	Rizki Rahmatullah	77	Good
16	Rofi	66	Fair

17	Sakinah	34	Poor
18	Tedy Haikal Afandi	76	Good
19	Trima Inna Januwati	70	Good
20	Virsa Awalunnisa	76	Good
21	Wisnu Andriyanto	28	Poor
22	Wisnu Nur Hidayatullah	73	Good
Average		65,6	



Tabel 4.6.Results of Post-Test Score Students in Class VIII b at SMP

## Barembeng

No	Name	Score	Criteria
1	Keptvin Lahengke	80	Good
2	Muhammad Adil Assya'ban	62	Fair
3	Muhammad Azhriil Fadila	79	Good
4	Muhammad Fauzan Ikhsani	72	Good
5	Najib Mubarak	69	Fair
6	Novaldy Nugraha Putra	79	Good
7	Putri Ayu	78	Good
8	Putri Deswita	56	Fair
9	Rafasyah Pratama	48	Fair
10	Ramadhan Adha Saputra	64	Poor
11	Rayyan Firdaus	79	Good
12	Rini Fitriyani	79	Good
13	Riska Aulia	48	Fair

14	Riska Setiawati	79	Good
15	Rizki Rahmatullah	79	Good
16	Rofi	68	Poor
17	Sakinah	36	Fair
18	Tedy Haikal Alandi	78	Good
19	Trima Inna Januwati	72	Good
20	Virsa Awalunnisa	78	Good
21	Wisnu Andriyanto	30	Fair
22	Wisnu Nur Hidayatullah	75	Good
		67.6	





The researcher, **RISKI AMRAWATI** was born on Bontomanai 24<sup>th</sup>, 1997 in Gowa, South Sulawesi. She was the first child from the marriage of Basir and Hatija. She began her study at SD INP Bontomanai and graduated in 2009. Then, she continued her

education at SMP PGRI BAREMBENG and graduated in 2012. Afterwards, she continued her study at SMAN 1 BONTONOMPO (SMAN 3 Gowa) and graduated in 2015. In year 2015, she was registered as a student of English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. At the end of her study, she could finish

her thesis by the title *The Use of English Spelling and Grammar Checker Website in Improving Junior High School Students' in Writing Narrative Text.*

**Email:** [riskiamrawati@bg.unismuhmakassar.ac.id](mailto:riskiamrawati@bg.unismuhmakassar.ac.id)



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From author/researcher

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Head of

English Education Department,



**Ummu Khaerati Syam, S.Pd., M.Pd**

NBM. 977.807

MAJELIS PENDIDIKAN TINGGI PIMFINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jember: Jember 18-20 Muharram  
Tgl: 18 Muharram 1442 H  
Tgl: 05 September 2020 M  
Wab: Wab. Muhammadiyah

Nomor: 2435/PKIP/DAK/ITX/14-2/2020  
Lampiran: 1 (satu) Lembar  
Perihal: Pengantar Penelitian

Kepada Yang Terhormat  
Ketua LP3M Unismuh Makassar  
Di:  
Makassar

Assalamu Alaikum Warrahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah  
Makassar menerangkan bahwa saya sebagai dosen telah melaksanakan

Nama: Erwin Akib, M.Pd., Ph.D.  
Stempel: NBM 560 934  
Program Studi: Pendidikan Bahasa Inggris  
Tempat: Tanggal Lahir: 24-08-1970  
Alamat: KANTONAN, DESA KALEBATE, BEOCK K,  
BANTONAMPO

Adapun yang bersangkutan telah menghasilkan penelitian dan makalah yang dapat  
dengan judul: The Use of Storytelling and Grammar in Teaching English in  
improving junior high school students' English proficiency in text

Demikian pengantar ini kami buat atas kerjasamanya diucapkan Jazakallahu  
Khalidul Khatib

Wassalamu Alaikum  
Wabarakatullahi  
Wabarakatullahi

Makassar: 18 Muharram 1442 H  
05 September 2020 M



Dekan  
Erwin Akib, M.Pd., Ph.D.  
NBM 560 934



1 2 0 2 0 1 9 3 0 0 8 8 2 5

PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU  
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 8314/S.01/PTSP/2020  
Lampiran :  
Perihal : Izin Penelitian

KepadaYth.  
Bupati Gowa

di-  
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 1578/05/C.4-VIII/IX/42/2020 tanggal 22 September 2020 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **RISKI AMRAWATI**  
Nomor Pokok : 10535658015  
Program Studi : Pendidikan Bahasa Inggris  
Pekerjaan/Lembaga : Mahasiswa(S1)  
Alamat : Jl. Sit Alauddin No. 259, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

**" THE USE OF ENGLISH SPELLING AND GRAMMAR CHECKER WEBSITE IN IMPROVING JUNIOR HIGH SCHOOL STUDENTS' ACCURACY IN WRITING NARRATIVE TEXT " "**

Yang akan dilaksanakan dari : Tgl. **11 November s/d 11 Desember 2020**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan **barcode**.

Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
Pada tanggal : 11 November 2020

**A.n. GUBERNUR SULAWESI SELATAN**  
**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU**  
**SATU PINTU PROVINSI SULAWESI SELATAN**  
Selaku Administrator Pelayanan Perizinan Terpadu

**Dr. JAYADI NAS, S.Sos., M.Si**  
Pangkat : Pembina Tk.I  
Nip : 19710501 199803 1 004

Tembusan Yth  
1. Ketua LP3M UNISMUH Makassar di Makassar;  
2. Peringgal

SIMAP PTSP 11-11-2020



Jl.Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936  
Website : <http://simap.sulselprov.go.id> Email : [ptsp@sulselprov.go.id](mailto:ptsp@sulselprov.go.id)  
Makassar 90231



**KETENTUAN PEMEGANG IZIN PENELITIAN :**

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Bupati/Walikota C q. Kepala Bappelitbangda Prov. Sulsel, apabila kegiatan dilaksanakan di Kab/Kota
2. Penelitian tidak menyimpang dari izin yang diberikan
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat
4. Menyerahkan 1 (satu) eksampulard hardcopy dan softcopy kepada Gubernur Sulsel. Cq. Kepala Badan Perencanaan Pembangunan Penelitian dan Pengembangan Daerah Prov. Sulsel
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut diatas.

REGISTRASI ONLINE IZIN PENELITIAN DI WEBSITE :

<https://izin-penelitian.sulselprov.go.id>





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : RISKI AMRAWATI  
NIM : 10535658015  
Judul Penelitian : "THE USE OF ENGLISH SPELLING and GRAMMAR CHECKER  
WEBSITE In IMPROVING JUNIOR HIGH SCHOOL STUDENTS  
ACCURACY in WRITING NARRATIVE TEXT"  
Tanggal Ujian Proposal : 11/03/2020  
Tempat/Lokasi Penelitian : SMP PGRI BAREMBENG

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru	Paraf Guru
1	9/11/2020	Perkenalan untuk menevib	Hamsinah S.pd	(Paraf)
2	12/11/2020	EXplanation Narrative text	Hamsinah S.pd	(Paraf)
3	16/11/2020	Give the test about M-text	Hamsinah S.pd	(Paraf)
4	19/11/2020	Result of <del>test</del> test	Hamsinah S.pd	(Paraf)
5	23/11/2020	Mendis tupsikan Narrative text	Hamsinah S.pd	(Paraf)
6	26/11/2020	Menjel(s)kan fungsi Grammar checker	Hamsinah S.pd	(Paraf)
7	03/12/2020	How to use Grammar checker	Hamsinah S.pd	(Paraf)
8	07/12/2020	Practice and Give post test	Hamsinah S.pd	(Paraf)
9				
10				

..... 2020

Mengetahui,

Ketua Jurusan,

Pimpinan/Kepala sekolah,

Umni Khaerati Syam, S.Pd., M.Pd  
NBM. 977 807



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Nama : Riski Amrawati  
Stambuk : 10535658015  
Jurusan : Pendidikan Bahasa Inggris  
Dengan Judul : The use of English spelling and grammar checker website  
in improving Junior high school students' in writing  
narrative text.  
Consultant I : Sulfasyah, M.A., Ph.D

Day / Date	Chapter	Note	Sign
09/02/2021	15	<ul style="list-style-type: none"><li>- Selain fungsi grammar checker dengan yang akan di-teliti.</li><li>- Rumusan masalah jadi kan 2</li><li>- Data mentch ke bsb</li><li>- Lampiran.</li><li>- Berapa x dapat very good dot.</li><li>- Accuracy dengan ti.</li></ul>	
22/02/2021		- Ace -	

Approved by:  
Head of English Education  
Department

Umni Khaerati Svam, S.Pd., M.Pd  
NBM. 977 807



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

COUNSELLING SHEET

Nama : RISKI AMRAWATI  
Stambuk : 10535658015  
Jurusan : Pendidikan Bahasa Inggris  
Dengan Judul : The Use Of English Spelling, And Grammar Checker website In Improving Junior High School Students' Accuracy In Writing Narrative Text  
Consultant II : Farisha Andi Baso S. Pd M. Pd

Day / Date	Chapter	Note	Sign
17/11/2020	1-5	- Chapter 3 (Data analysis) - Conceptual Framework - Findings (Chapter 4) - CAR / Experiment - Lesson Plan	FA
24/11/2020	1-5	- Findings (analysis) - Score Pre/Post (Output lang. use) - Teaching Materials (Treatment) - 4X - Biblito.	FA
18/02/2021	1-5	- Acc (lihat Buku panduan penulisan abstract.)	FA

Approved by:  
Head of English Education  
Department

Umami Khaerati Syam, S.Pd., M.Pd  
NBM. 977 807



P

**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN DAN KEBUDAYAAN  
SMP PGRI BAREMBENG**

Barembeng, Kec. Bontonompo, Kab. Gowa, Provinsi Sulawesi Selatan, Kode Pos 92153  
Telp.081242068090, Email : [smpgribarembeng@yahoo.co.id](mailto:smpgribarembeng@yahoo.co.id)

NPSN 40361021

AKREDITASI B

NSS 20190307025

**SURAT KETERANGAN**

Yang bertanda tangan dibawah ini :

Nama : HAMSINAH S Pd  
NUPTK : 4335747649300003  
Jabatan : Guru Mata Pelajaran Bahasa Inggris

Yang ini menerangkan bahwa :

Nama : RISKA AMRAWATI  
NIM : 10535658015  
Jurusan : Pendidikan Bahasa Inggris  
Fakultas : Keguruan dan Ilmu Pendidikan (FKIP)  
Universitas Muhammadiyah Makassar  
Judul Penelitian : The Use of English Spelling and Grammar Checker Website  
in Improving Junior High School Students' in Writing  
Narrative Text

Yang tercantum diatas telah selesai melaksanakan penelitian pada tanggal 11 november s.d  
Desember 2020 di SMP PGRI BAREMBENG.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Barembeng, Desember 2020

Kepala Sekolah

MURSALIM, A.R.S. Pd

NIP : 197810122006041004