IMPROVING STUDENTS' SIMPLE PRESENT TENSE IN WRITING

DESCRIPTIVE TEXT USING GRAMMAR CHECKER APPLICATION IN

THE TENTH GRADE STUDENTS OF SMK IPT KARANGPANAS IN

THE ACADEMIC YEAR OF 2015/2016

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

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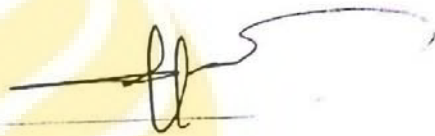
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APPROVAL

This final project entitled *Improving Students' Simple Present Tense in Writing Descriptive Text Using Grammar Checker Application in the Tenth Grade Students of SMK IPT Karangpanas in the Academic Year Of 2015/2016* has been approved by a board of examination and officially verified by the Dean of Faculty of Languages and Arts of Semarang State University on September, 2016.
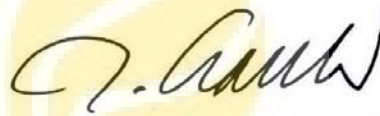
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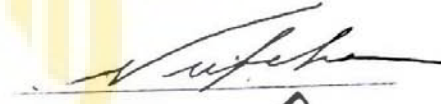Drs. Syahrul Syah Sinaga, M. Hum.
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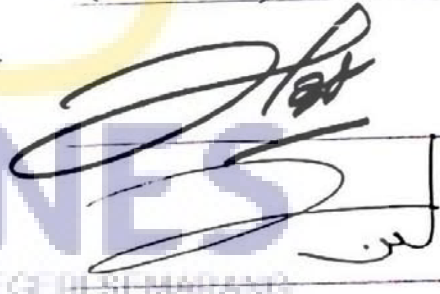NIP. 196909072002121001

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DECLARATION OF ORIGINALITY

I Novela Amrina Rosyada hereby declare that this final project entitled *Improving Students' Simple Present Tense in Writing Descriptive Text Using Grammar Checker Application in the Tenth Grade Students of SMK IPT Karangpanas in the Academic Year of 2015/2016* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the references.
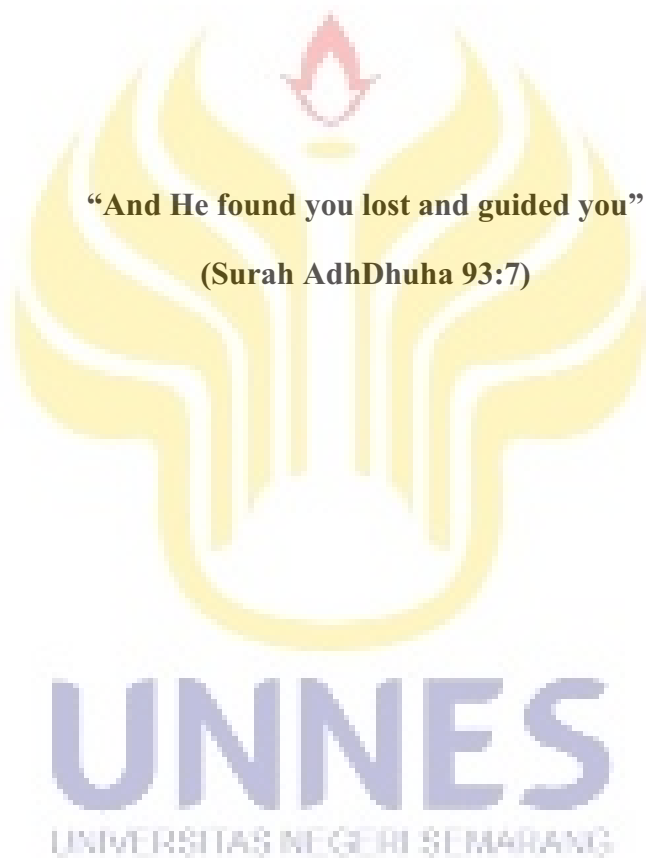
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MOTTO AND DEDICATION

"And He found you lost and guided you"

(Surah AdhDhuha 93:7)

Dedicated to:

My beloved father and mother

My lovely brother and sisters

All my best friends

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ABSTRACT

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Key words: Simple Present Tense, descriptie text, grammar checker application

This final project is a quasi-experimental research that aims to find out whether there is any differences before and after the students are taught by using Grammar Checker Application.

The subjects of this study were the tenth grade students of SMK IPT Karangpanas in the academic year of 2015/2016. The design used was Non-Equivalent Control Group Design that involved two groups, an experimental group and a control group. There were 60 students who involved in this study. There were five meetings for each class. One meeting was for pre-test. Three meetings were for treatments and one meeting was for post-test. First, the pre-test was given for both groups, the experimental and the control groups. In the treatments, the students of the experimental group were taught using Grammar Checker Application. On the other hand, the students of the control group were taught using conventional technique in which the teacher explained the materials orally and asked the students to work individually. The post-test was given after the treatments.

Based on the result of this research, the mean score of the experimental group improved higher (from 64,6 to 80,27) than the control group (from 64,73 to 77,67). By using t-test formula, the t-value was 3,375 and the t-table for $\sigma = 5\%$ was 2,0017. It can clearly be seen that t-value was higher than the critical value (3,375>2,0017). Then, Sig. (2-tailed) value was 0,001 and it was more lower than 0,05. It means that the hypothesis of H_1 is accepted and H_0 is rejected. Based on the proven hypotheses, the writer can conclude that there is a significant difference of teaching Simple Present Tense in writing descriptive text between students who were taught using Grammarly Grammar Checker Application and students who were taught using conventional teaching.

Lastly, the writer suggests the teacher to consider using Grammar Checker Application as a media in teaching Simple Present Tense in writing descriptive text and applying this application in his/her next classroom activities because it has been proven that this application can improve the students' Simple Present Tense.

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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, reasons for choosing the topic, research problem, purposes of the study, hypothesis, significance of the study, and definition of key terms.

1.1 Background of The Study

One of the language teacher's roles is to facilitate students to be proficient in language they learn. Pratama and Yuliati (2016:719) mention that teaching English "is aimed at facilitating students to effectively and actively acquire certain languages they learn along with enriching them with knowledge, understanding, and commitment".

One of the most important aspect in language learning is grammar. Grammar is central to the teaching and learning of English. It is also considered one of the most difficult language aspects to be taught. It is a process for making a speaker's or writer's meaning to be clear.

Grammar is an important aspect for forming words and building English sentences. Radford (1988:3) in Ristibintari (2009:1) states that grammar is a model (systemic description) of those linguistic abilities of native speakers of a language which enables them to speak. Apriliani and Priyatmojo (2016:2) also states that grammar is very important for English learners when they want to build a communication in English in order to exchange meaning. From this explanation,

grammar is the most important aspect to communicate with other people because grammar can show our meaning in communication so that other people can understand our message. As Hall (1993:3) in Ristibintari (2009:1), grammar includes phonology, morphology, and syntax.

In fact, learning grammar is relatively not easy for students. Most students find difficulties in learning grammar. Many people, especially students, hear the word 'grammar' and think of it as a fixed set of word forms and rules of usage. Experts associate a 'good' grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and 'bad' or 'no' grammar with the language used in everyday conversation or used by speakers of nonprestige forms.

As we know, grammar is the important element in writing. Grammar helps learnersunderstand how to produce texts clearly. One of the important elements in grammar is tenses. Comprehending tenses help learners construct a text. However, students often make errors in structure because they do not comprehend the grammatical rule of English well. They do not use an appropriate structure of tense. If they do not know and understand English tenses, it may be impossible thateveryone can communicate in English in written or oral text.

There are many types of text in English such as narrative, report, recount, descriptive, and procedure texts and each type of text has its own purposes and grammatical structures. From those types of text, the writer will conduct a research about descriptive text. As Harsyaf (2009:13) in Pratiwi (2014:2) states that description is a text type to tell how something looks, smells, feels, acts,

tastes, sounds, etc. Descriptive is one of genres that is included in Indonesian National Curriculum 2013. When people want to tell about something that exists around them, they tend to describe it to make others understand what they mean. For making a good descriptive text, grammar is needed to make the text understood.

However, students have many problems about how to make a good text grammatically because lot of teachers only focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them directly. As a result, students get bored and they consistently make errors when they try to use the language in context because they do not understand the use in the sentences.

Some teachers avoid teaching grammar. The trouble with teaching grammar is that the teachers are never quite sure whether it works or not. If teachers teach rules of grammar, sometimes the students manage to apply them and sometimes they do not.

Based on the problems above, the writer decides to conduct an experimental research by employing an application called a grammar checker for teaching grammar. A grammar checker is one of widely available tools in this modern era that links between grammar and writing. It is most oftenimplemented as a feature of a larger program, such as a word processor. It is also available as a self-supporting application that can be activated within programs that attempts to verify written text for grammatical correctness. The implementation of a grammar checker makes use of natural language processing. Thus, students can use the

aplication to help them increase their grammar in writing a text. Besides, they also can know their error or mistakes and revise their text.

At least, the writer wants to conduct a research about the effort to improve students' grammar in writing descriptive text by using this application.

1.2 Reasons for Choosing The Topic

The topic the writer would like to propose in this research is "IMPROVING STUDENTS' SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXT USING GRAMMAR CHECKER APPLICATION IN THE TENTH GRADE STUDENTS OF SMK IPT KARANGPANAS IN THE ACADEMIC YEAR OF 2015/2016."

The reasons in choosing the topic of this study can be stated as follows:

1. Simple Present Tense is a tense that is used to express present event and habitual activities or activities that is done repeteadly. Simple present tense is very frequent in written and spoken text.

2. Descriptive text is one of the most common text types that is useful in daily activities.

3. Grammar checker is a part of most word processing programs that flags what it perceives as stylistic, grammatical, or mechanical problems in a document by highlighting or underlining them, and upon request comment on, explains, and sometimes suggests corrections for each problem.

1.3 Research Problem

The problems to be solved are :

1. Is there any difference before and after the students are taught by using *Grammarly* Grammar Checker Application?

1.4 Purposesof The Study

The objectives of the study are:

1. To find out whether there is any differences before and after the students are taught by using *Grammarly* Grammar Checker Application or not.

1.5Hypotheses

This hypothesis is formulated for the research:

H_a: There will be a significant difference before and after the students are taught by using Grammar Checker Application.

H_0: There will be no difference before and after the students are taught by using Grammar Checker Application.

1.6 Significancesof The Study

After conducting the research, the writer hopes the result will be useful for the followings:

1. Theoretical Significance

The finding of this research can be used to deepen the existing theory of the use of grammar checker application to improve students' grammar in writing descriptive text.

2. Practical Significance

    (a) For English Learners.

    The learners will know how to get the maximum result for their grammar in writing descriptive text by using grammar checker application.

    (b) For English Teachers.

    Teachers can improve students simple present tensein writing a text using grammar checker application and reach their goal to improve students grammar.

3. Further Research and Development

    It is hoped that this study may answer the writer's curiosity about how useful grammar checker application to help students improve their simple present tense in writing descriptive text. It is also hoped that this study may help other researchers who want to conduct the same or similar research about improving students' simple present tense in writing descriptive text using grammar checker application.

1.7 Definition of Key Terms

The following of key terms that are used in this study are:

1. Simple Present Tense is a tense that expresses events or situations that exist, always, usually, habitually, have existed in the past and probably will exist in the future (Azar, 1989:2)

2. Descriptive Text is a kind of text that describes a particular person, place or things (Gerot and Wignell, 1994:208).

3. Grammar checkers are applications which are now a part of most word processing programs, flag what they perceive as stylistic, grammatical, or mechanical problems in a document by highlighting or underlining them, and upon request comment on, explain, and sometimes suggest corrections for each problem (Patricia, 2000:124).
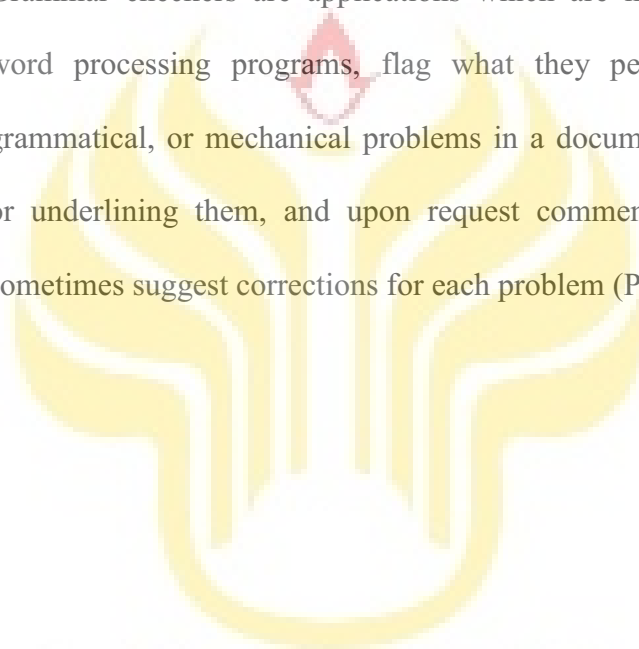
CHAPTER II

REVIEW OF THE RELATED LITERATURE

Three important points are discussed here: review of the previous study, review of the theoretical study, and theoretical framework. Review of the previous studies gives the studies that have been conducted in the past related to the topic. Review of the theoretical studies contains the definition of the background knowledge of this study. The last is the discussion of theoretical framework.

2.1. Review of the Previous Study

Several studies with similar themes have been conductedpreviously. One of them is the study of Arba'in. In 2010, he conducted a classroom action research entitled "IMPROVING STUDENTS' SIMPLE PRESENT TENSE MASTERY THROUGH TASK-BASED APPROACH". The objectives of his research are the researcher want to get information about the students' improvement of simple present tense mastery by using task-based approach and the satisfying teaching-learning situation when task-based approach is implemented in the class. This research used qualitative-quantitative classroom action research. The researcher took two ways of collecting data in classroom action that were test and observation.

The population of this research was the first year students of Tarbiyatul Muballighin Islamic Boarding English Course Reksosari, Suruh, Semarang 2010/2011. The researcher took 16 students, 8 are girls and 8 are boys, as the samples. He concluded that students felt happy and satisfied when teaching-

learning process occured. After doing research with Task-Based Approach, the researcher noted that most of them felt happy in the grammar class. 50% of the students got a good score category and 12, 5% or two students reached very good score category. The other students or 37, 5% were in fairly good score category and there was no one who had fairly score category, so he said that task-based approach is one of the appropriate methods in teaching grammar.

Other researchers is Natria. In 2007, she conducted a descriptive research in the eighth year students of SMPN 2 Brebes entitled "STUDENTS' ERRORS IN USING SIMPLE PRESENT TENSE IN WRITING DESCRIPTIVE TEXTS". The purposes of this study are to find out the dominant errors on simple present tense in descriptive texts made by the eighth year students of SMP N 2 Brebes and to find out the possible causes of those errors. The population of this study was the eighth year students of SMP N 2 Brebes in the academic year of 2006/2007 which consisted of 7 classes; they were 8A, 8B, 8C, 8D, 8E, 8F, and 8G. The total number of the population was 294 students. The researcher took 42 students that were chosen as the samples.

Cluster proportional random sampling was used to collect the data proportionally to represent each of the group, so that they were all well represented. The samples were taken 15% from every class to collect the data. The instrument that was used is a written test consisting of an outline in writing a descriptive text. In analyzing the data, error analysis is used in which there are five steps; they are identifying the errors, classifying the errors, calculating the errors, putting the result in tables and the last step is drawing conclusion.

The result of the analysis shows that there were 10 types of errors. They are omission of be, wrong form of be, double be, wrong use of singular and plural form, addition of be (before and after verb), omission of suffix -s/-es, wrong use of verb, wrong form of modal auxiliary, omission of verb, and wrong form of negative sentence. The researcher concluded that the dominant errors lies on the omission of suffix –s/-es from the verb of third person singular subjects in the students' descriptive texts whose proportion of the errors is 24.65%.

Before they conducted their research about how to improve students' simple present tense, in 2000 McAlexander conducted a research using grammar checker application entitled "CHECKING THE GRAMMAR CHECKER: INTEGRATING GRAMMAR INSTRUCTION WITH WRITING."

The researcher checked the use of grammar checker that integrated grammar instruction with writing instruction. The population of this research was students of the English Division of Academic Assistance at the University of Georgia in academic year 1999/2000 and the researcher took her academic assistance composition classes as the samples. She did a research without simply advising students only use this application, but she gave her students instruction in using the application efficiently. The researcher gave a short course in grammar followed by a grammar checker project. The project provided a review of the grammar lessons, applied many grammar rules specifically to the students' writing, and taught students the effective use of the grammar checker. This research consisted of Grammar Checker Project Part 1 and Grammar Checker Project Part II.

For Part I, the researcher gave each student four to seven sentences that illustrated a specific type of error taught earlier in the semester. The students were to "quiz" the grammar checker by typing the sentences on a word processor and seeing what its checker flagged and corrected. Then they were to report to the class on the grammar checker's "scores" in catching the error and giving advice. The "quiz" results indicated fairly accurately the nature of the grammar checker: they showed that the checkers are strong in identifying many formulaic errors but cannot deal with errors involving meaning and content.

For Part II of the assignment, students analyzed the advice the grammar checker gave, each student was asked to write out three examples of the checker's advice and describe his or her reaction to/use of the advice. Finally, they were to write a brief paragraph on the helpfulness of the grammar checker and how the tool might best be used. Most of the checker's responses as described by the students fell into three main categories: 1) incorrectly flagged errors and (of course) incorrect advice; 2) correctly flagged errors but "vague" advice; and 3) correctly flagged errors and specific, correct advice.

The researcher concluded that the grammar checker project increased the students' understanding not only of the grammar checker but also grammar in general. The project embodied the instructional technique for using the checker after a brief course of grammar instruction linked many aspects of that instruction directly to the writing process.

Based on the explanation above, a research by Arba'in (2010) has a similar objective with the writer's research that is improving students' simple present tense. On the other hand, the type of research is different between the writer's

research and other previous researches because the research by Arba'in is an action research and the research by Natria (2007) is a descriptive research, while the writer's research is an experimental research. It is as same as with the type of research by McAlexander.

In relation to the use Grammar Checker Application as the medium improving students' grammar, there was also a research held by McAlexander (2000). On the other hand, the use of the medium in teaching grammar is different with the research by Arba'in in 2010 that used Task Bask Approach as the medium improving student's simple present tense. A research by Natria (2007) is also similiar with the writer's research that focused on using simple present tense in writing descriptive text, but the research by Natria is only to find out the dominant errors on simple present tense in descriptive text, otherwise the writer's research is to find the differences before and after the students' simple present tense are taught by Grammar Checker Application.

2.2 Review of the Theoretical Study

Review of the theoretical study presents theories underlying issues or reference of this study to guide and keep the study on the right track.

2.2.1. Simple Present Tense

Among English tenses, the simple present tense is a tense that is frequently used. Azar (1989:2) states that in general, the simple present tense expresses event or situation that exists *always, usually, habitually*; they exist now, have existed in the past, and probably will exist in the future. Based on Chalker (1994:395), simple present tense is identical to the base of verb (except in the case of "be")

and add –s for the third person singular (also called present (tense) simply). The simple present tense expresses the factual statements and generalizations and describes predictable future events or actions (Lester, 2010:6).

Davidson (2004: 201-206) explains several functions of simple present tense:

a. The simple present tense is used to talk about facts or things that are generally true.

E.g. John works in a bank.

b. The simple present tense is also used to talk about repeated action.

E.g. Bob plays football on Saturday.

c. In certain special case, the simple present tense is used rather than the present continuous tense to describe actions that are happening at the time.

E.g. Mary plays piano. (: a general fact; Mary knows how to play the piano, or she often plays the piano)

d. Both simple present tense and present continuous tense can be used to refer to future events or actions.

E.g. The concert begins at 7.30.

Simple present tense has difference verb form between verbs used in the third singular subject (e.g. he, she, it, Jean, etc.) and verbs with other subject (e.g. I, you, we, they, etc). The pattern of affirmative statement of this tense is:

S (He/She/It) + V –s or –es + ...
and
S (I, You, We, They) + V + ...
or
S + be (am, is, are) + adjective/adverb of place/noun

For example:

a. He/She/Jean plays badminton every morning.
b. I/You/We/They play badminton every morning.
c. She is a teacher.

Table 2.1: Spelling Of Third Person Singular Forms

Most verbs: Add –s to infinitive	Work → works Sit → sits Stay → stays
Verb ending in consonant +y change y to i and add –es	Cry → cries Hurry → hurries Reply → replies
Verbs ending –s, -z, -ch, -sh, or –x Add –es to infintive	Miss → misses Buzz → buzzes Watch → watches Push → pushes Fix → fixes
Exceptions:	Have → has Go → goes Do → does

In simple present tense, there is also negative statement. The pattern of

negative statement of this tense is:

S (He/She/It) + does not + V (simple form of verb) + ...
and
S (I, You, They, We) + do not + V (simple form of verb) + ...
or
S + be (am, is ,are) + not + adjective/adverb of place/noun

For example:

(1) He does not teach math well.
(2) We do not know about you.
(3) She is not a teacher.

Then, in simple present tense there is interrogative sentence. The formula of

interrogative is:

Do + S (I, You, We, They) + V (simple form of verb) +... + ?
and
Does + S (He/She/It) + V (simple form of verb) + ... + ?

The formula of negative question is:

Do + S (I, You, We, They) + not + V (simple form of verb) + ... + ?
and
Does + S (He/She/It) + not + V (simple form of verb) + ... + ?

The formula of interrogative sentence with be is:

Be (is, am, are) + S + adjective/adverb of place/noun

For example:

(1) Does Charles like milk?
(2) Do Charles not like milk?
(3) Are you a teacher?

According to Azar (1989:11), simple present tense is divided into:

1) The simple present says that something was true in the past, is true in the present, and will be true in the future. It is used for general statements of fact.

For example:

1. Water **consists** of hydrogen and oxygen.
2. Most animals **kill** only for food.
3. The word **is** round.

2) The simple present is used to express habitual or everyday activity.\

For example:

8. I **study** for two hours every night.
9. My classes **begin** at nine.
10. He always **eats** a sandwich for lunch.

3) The simple present may indicate a situation that exists right now, at the moment of speaking.

For example:

a. I **have** only a dollar right now.
b. I **don't recognize** that man.
c. He **needs** a pen right now.

In the other hand, Hornby (1975:82-85) in Dewifartina (2011:12) said that the usage of simple present tense is divided into five kinds:

a. To describe an activity that is actually in progress at the moment of speaking, e.g. in demonstration, explanation, step by step the way to cook something.

    Example: I sift the flour, salt, and baking powder into a bowl. I mix them.

b. To use in commentaries, e.g. as broadcast during a sporting event such as a football match.

    Example: Green passes the ball to Brown. Brown passes it to Black who heads it past the goalkeeper and scores!

c. To use in exclamatory sentences beginning with here and there.

    Example: Here he comes!

d. In the general statement of what was true in the past time, is true now, is likely to be true in future time.

    Example: The sun shines during the day.

e. To use for references to what was communicated in the past.

    Example: The newspapers say it is going to be cold today.

Nesfield (1948) in Mas'ud (1996:27) adds the simple present tense is used with adverbial of time, adverbial of place, adverbial of frequently and etc as like always, usually, often, at night, on Sunday, everyday, twice a week, sometimes, seldom, never, every week, here and there.

According to Frank (1972: 69) in Natria (2007: 30-31), the simple present tense is also used to express non-action states or condition. It may indicate an action that exists right now or at the moment of speaking. The verbs involve:

(a) Mental states: know, understand, believe, think, agree, etc.

Example: She knows you very well.

> I think you are right.
> I agree with you.

(b) Emotional states: like, love, hate, appreciate, etc.

Example: Tono loves Dewi very much.
He likes pop music.

(c) Sense perception: see, hear, taste, smell, feel, etc.

Example: Do you hear me now?
I feel cold today.

(d) Possession: have, own, belong, and posses.

Example: Anton has a new car.
This house belongs to Mr. Rahman.

(e) Other existing states: costs, weight, contain, appear, etc.

Example: This dictionary costs Rp. 50.000,-
This package contains books and shoes.

Based on the explanation above, the writer concludes that simple present tense is a kind of tense that is used to state general truth, habitual actions, and other universal statement. It consists of affirmative statement, negative statement, and interrogative.

2.2.2. Descriptive Text

According to Zumakhsin (2005:21) in Monalisa (2014:165), descriptive text is to describe the things that we see. As Harsyaf (2009:13) in Pratiwi (2014:2) states that description is a text type to tell how something looks, smells, feels, acts, tastes, sounds, etc. It is also the same as Gerot and Wignell (1994:208) that descriptive text is a text that is used to describe a particular person, place or thing.

According to Kane (2000:352) in Monalisa (2014:164), the generic structure of descriptive text is identification and description. Meanwhile Pardiyono (2007:34) states that in descriptive text there are generic structures such as:

(1) Identification: identify phenomenon to be described (person, thing, object or place). The function is as introduction that introduces/classifies something or someone, introduces the topc. It also gives some general identifying information e.g. a general category and show what aspects of thing wil be described.

(2) Description: describe parts, qualities characteristics, etc. The function is giving a detail description about something or someone.

Moreover, Gerot and Wignell (1994:208) also give the generic structure of descriptive text. They are:

(1) Identification : identifies phenomenon to be described.

(2) Description : describes parts, qualities, characteristics.

Then, the significant lexicogrammatical features of descriptive text are focused on specific Participants, use of attributive and identifying processes, frequent use of Epithets and classifiers in nominal groups, and use of simple present tense. (Gerot and Wignell, 1994:208)

Furthermore, Jolly (1984:470) in Afridah and Ginting (2011:7) asserts there are five types of descriptive text. They are:

1. Describing Process

Describing a process not only explains how something is done, but also explains why it is done and what is needed to complete the process.

2. Describing and event

To describe an event, a writer should be able to memorize and remember what happened in the event. As the example, the writer will write about Tsunami that is happened in Japan. In this case, he / she has to explain all details related to the event, so that the readers can imagine the real situation and condition.

3. Describing a personality

In describing a person, the first thing that we do is recognizing his/her individual characteristics. We describe people in their physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception)

4. Describing a place

Presenting something concrete is the way to describe place, for example: a home, a hospital, and school.

5. Describing an object

To describe an object accurately is done by providing the physical characteristics of the object such as the color, form, shape, and so on.

Based on the definition above, the writer concludes that descriptive text is used to describe something. It tells about something in specific. Teacher has to teach about the purpose, the language features, and the generic structure of the descriptive. Students have to use present tense and describe something in order.

2.2.3. Grammar Checker

According to Noguchi (1991) in *Grammar and the Teaching of Writing* stated that grammar checkers, now a part of most word processing programs, flag what they perceive as stylistic, grammatical, or mechanical problems in a

document by highlighting or underlining them, and upon request comment on, explain, and sometimes suggest corrections for each problem. According to Kaur et all (2014:62) stated:

> "Grammar checker is an application or an element of application that recognizes written text for grammatical errors and then corrects those errors. Almost all the grammar checkers are executed as an element of a bigger application, such as word document, email but they are also accessible as an application which may be standalone that can be prompted from within different types of programs that work with edible text. Natural language processing is mainly used for developing a grammar checker. An example of a software program that includes its own grammar checker is Microsoft Word."

Several studies argue that, because grammar checkers have a low rate of identifying errors and because they erroneously flag and "correct" a number of already correct constructions, using them is, in fact, detrimental, especially for inexperienced or weak writers. Ross (1991: 98-99) in Vernon (2000: 329) described that:

> "A proper style-checking program should begin a text analysis by highlighting all the phrases or words in its repertoire....The menu could also include (successively) a possible revision of each error and an explanation. With this approach, the passive handbook would be replaced with an active look-up procedure sensitive to context, written in nontechnical language, and backed up with examples and tutorials. (pp. 98–99)

According to Wresch (1989:46) in Vernon (2000:329), grammar checkers are called the most "teachable moment": the moment of direct application to student writing.

On the other hand, Lowe (1997:36) in McAlexander (2000: 126) said that grammar checkers were improving-finally becoming, "worth using". According to McAlexander (2000:126), there are a number of insights of grammar checkers, they are:

"Grammar checkers are fundamentally pattern matchers; hence they are most reliably helpful on formulaic problems, such as subject-verb agreement, active versus passive voice, excessively long sentences, fragments, comma splices, apostrophes. Sometimes they can also recognize such errors as pronoun agreement, semi-colon use, and parallelism. Second, checkers cannot catch errors that relate to content or meaning, because, of course, they cannot read for meaning. Thus they can do nothing with pronoun reference or modifier errors, and little with commas other than with formulaic "which-that" clauses and omitted commas after introductory transitional words and phrases.

Based on the explanation above, the writer concludes that grammar checker is an useful application that can recognize grammatical errors in the written text by highlighting or enderlining the words then correct and suggest corrections those errors.

2.2.4. *Grammarly* Grammar Checker

According to Japos (2013:102):

"*Grammarly* is known as the world's most accurate American English grammar checker. It has the power to detect 250 grammatical errors and provides superscript numbers to guide the reader in finding the error annotations after the paragraph. It provides suggestion. It gives data on the overall grammatical competence score and counts of occurences of each of the grammatical errors detected."

Japos (2013:101) in Majhi et al. (2013) also said that grammarly software has been used as indispensable tool in cleansing scientific manuscripts. Panter (2014) said that grammarly is a "writing enhancement app" that performs checks for contextual spelling (including commonly confused words), grammar, punctuation, and style and word choice (including vocabulary use).

A journalist from Atlanta, Winterberg (2014) said that the service goes beyond the basic spell check and grammar check built into the word processor, as Grammarly can identify correctly spelled words that are used in the wrong context. There are the characteristics of *Grammarly* grammar checker:

a. Eliminates most writing mistakes

Grammarly corrects over 250 types of grammatical mistakes while also catching contextual spelling errors and poor vocabulary usage.

b. Works wherever writing online

Grammarly helps people write mistake-free on G-mail, Facebook, Twitter, Tumblr, LinkedIn and nearly anywhere else people write on the web.

c. Built by the world's leading linguists

Grammarly's powerful algorithms are developed by the world's leading authorities on linguistic technology.
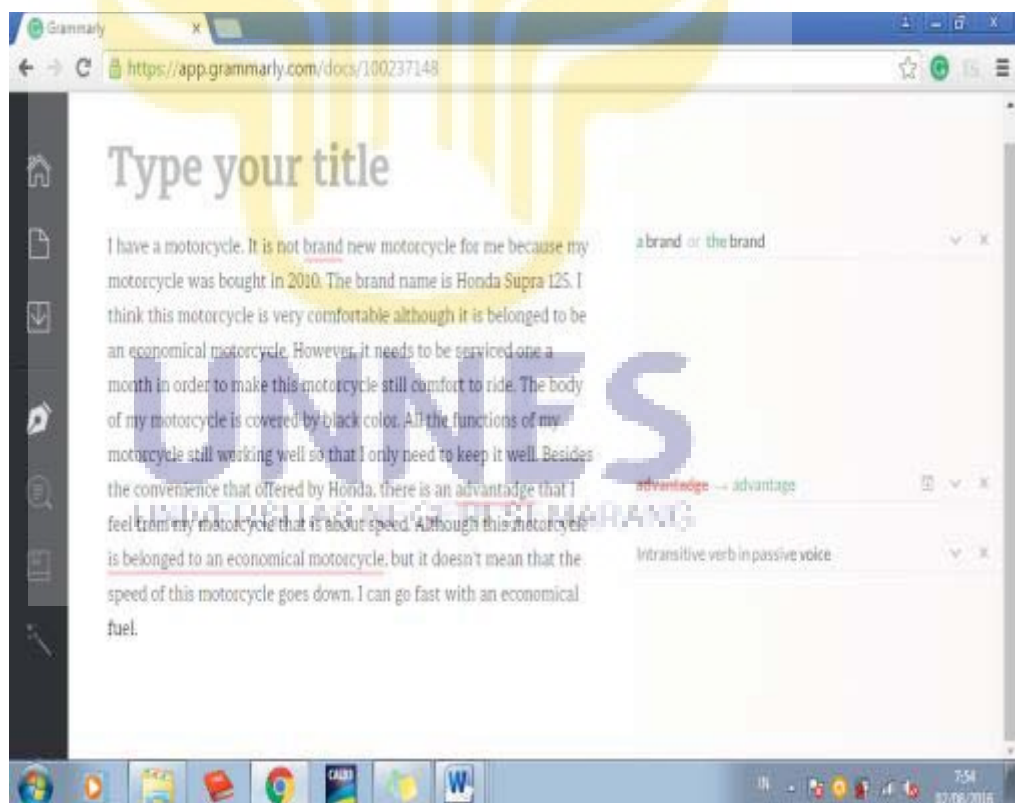
Figure 2.1 *Grammarly* Grammar Checker

Grammarly also has differences with other grammar checker applications, such as:

a. 250 points of grammar

Grammarly scans text for proper use of more than 250 advanced grammar rules, spaning everything from subject-verb agreement to article use to modifier placement.

b. Contextual spelling checker

Correctly spelled words used in the wrong context mean embarrassing mistakes. Grammarly spots erroneous use of lose/loose, affect/effect, lie/lay, there/their/they are, and many other commonly confused words.

c. Vocabulary enhancement

Words can make an impact, or they can fall flat. People can enhance their sentences with Grammarly's context-optimized word choice suggestions to instantly improve the readability of their document.

2.3. Theoretical Framework

In conducting this research, the writer will use nonequivalent control group design of quasi experimental study. Two classes are treated as the experimental and control group.

Before the writer will give the treatment, the writer will conduct the pre-test for both of groups at the same time. At the end of experiment, the two groups

are given the post test at the same time. Both groups are asked to describe about pictures that are given by the teacher.

When conducting experiment, the students are explained about the generic structure and tenses that is used in the descriptive text. Then, the experimental group will be asked to type their text in the pre-test to the Microsoft Word that is installed grammar checker application. They will see what its checker flagged and corrected. They have to write the error that is catched by its checker and also rewrite the repaired text.

After that, the students will submit their repaired text and teacher will give command to exchange their work with their friends. The studenst have to check their friends' work not only about grammar but also the content and meaning of the text. After finished, they have to give backthe work to their friends and each students are asked to check their work again with grammar checker application.

After the experiment is conducted, the writer will conduct the post test. The writer will conduct the test for both groups. The writer will administer the experimental group and the control group. Then, the writer will check their students' work using grammar checker application to distinguish whether the students' grammar in writing descriptive text will improve or not using grammar checker application, the writer will use t-test formula.

```
                          ┌──────────┐
                          │ Pretest  │
                          └──────────┘
                   ┌─────────────┴─────────────┐
                   ▼                           ▼
          ┌──────────────┐            ┌──────────────┐
          │ Experimental │            │ Control Group│
          └──────────────┘            └──────────────┘
                   │                           │
                   ▼                           ▼
             ┌──────────┐               ┌──────────┐
             │  Result  │◄────────────►│  Result  │
             └──────────┘               └──────────┘

       ┌──────────────┐        ┌──────────────────────────┐
       │  Using GCA   │        │ Using Conventional Method │
       └──────────────┘        └──────────────────────────┘
                    ╲                        ╱
                     ╲                      ╱
                      ▼                    ▼
                       ┌──────────────┐
                       │  Post-test   │
                       └──────────────┘
               ┌──────────────┴──────────────┐
               ▼                             ▼
         ┌──────────┐                  ┌──────────┐
         │  Result  │◄───────────────►│  Result  │
         └──────────┘                  └──────────┘
```
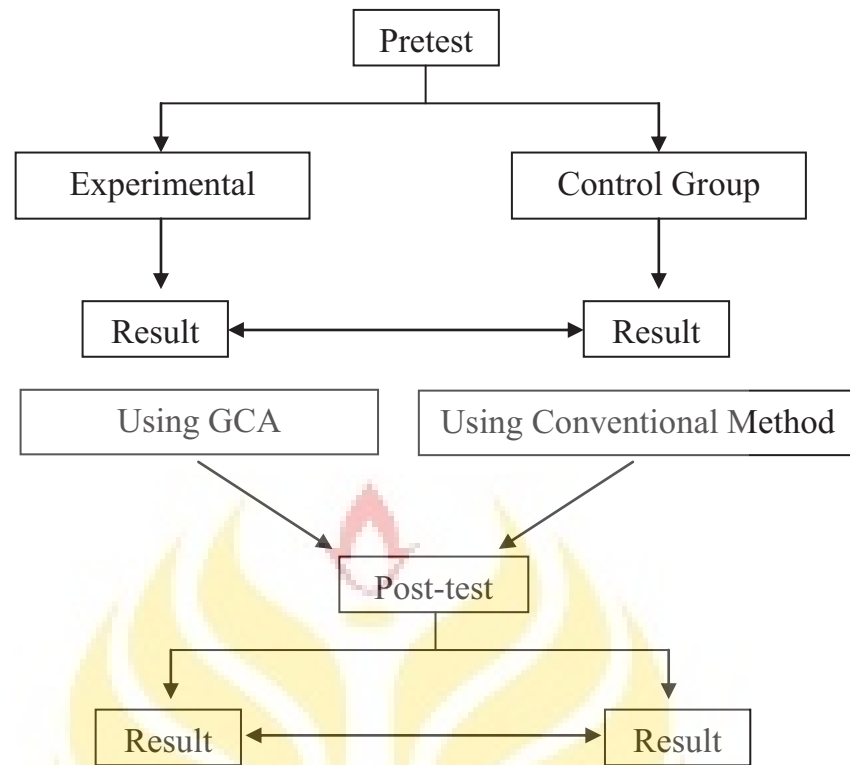
Figure 2.2 Theoretical Framework

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter covers with the conclusions derived from the previous discussion and analysis conducted in the study. This chapter also covers some suggestions for the students, English teachers, and othe researchers.

a. Conclusion

Based on the result of the data analysis in the previous chapter, it can be concluded that there is a significant difference between the experimental group and the control group in the case of teaching Simple Present Tense in descriptive text using Grammar Checker Application *'Grammarly'*. The result can be seen from the final score of the experimental and the control groups. From the data analysis, the mean score of the experimental group improved higher (from 64,6 to 80,27) than the control group (from 64,73 to 77,67). By using *t*-test formula, we could see that the *t*-value was 3,375 and the *t*-table was 2,0017. Since the *t*-value >*t*-table (3,375>2,0017), it means there was a significant difference of teaching result betweenstudents who were taught using*Grammarly* Grammar Checker Application and students who were taught using conventional teaching.

b. **Suggestion**

From the further discussion and result of the study, the writer would like to recommend some suggestions that can be some consideration to the readers. Some suggestions proposed are as follows:

i. **For Teachers**

Teachers should be good models and facilitators for the students in learning Simple Present Tense. They should be creative in choosing strategy and technique used in the teaching learning process and make the teaching learning process more interesting and educative. They have to be able to select a good material for the students so that the students can improve students' Simple Present Tense or another grammatical items.

The teachers are to be able to use alternative strategy or application to improve students' Simple Present Tense,sinceGrammar Checker Application 'Grammarly'is provento improve the students' Simple Present Tense in writing descriptive text. They will be successful if they have persistence and good effort to improve students' Simple Present Tense.

ii. **For Students**

The students are expected to improve their English especially their Simple Present Tense in writing a text. It is very useful for every student to improve their structure of tense, grammar and punctuation, so their writing result will be better by using *Grammarly* Grammar Checker Application.The students were enthusiasm in improving their Simple Present Tense because they learnt using a

new application. Expectedly,*Grammarly*Grammar Checker Application could be an interesting application for obtaining higher achievement.

iii.   For Other Researchers

This study is expected to be used as reference for other researchers to conduct studies in the same field. Other researcherscan apply another effective way when doing the same study or use this application for teaching other tenses type including Simple Past Tense in other text samples.

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