

**GRAMMARLY AS A MEDIUM TO RAISE STUDENTS'
METALINGUISTIC AWARENESS IN L2 WRITING**

submitted as the fulfillment of part of the requirement



RESEARCH PAPER

Submitted in partial fulfillment of the requirements for the degree of
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by

MUTHIAH HIDAYATUN
NIM: 16010106035

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHING AND EDUCATION
INSTITUT AGAMA ISLAM NEGERI KENDARI
KENDARI**

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APPROVAL SHEET

This is to certify that Research Paper by Muthiah Hidayatun SID. 16010106035 entitled “Grammarly as A Medium to Raise Students’ Metalinguistic Awareness in L2 Writing” has been presented in Research Paper examination on May, 5th 2020 and approved by the Boards of Examiners.

Kendari, May 5th 2020

Ketua

:

**Dr. Sitti Nurfaidah S.
Pd, M. Ed,**

(.....)

Sekretaris

:

**Isna Humaera S.Ag,
S.pd, M.pd**

(.....)

Anggota1

:

**Suhartini Syukri
S.Pd.I, S.Pd, M.Pd.**

(.....)

Approved by,
Dean



**Dr. Masdin, M.Pd
NIP.198107102005011004**



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI KENDARI
TARBIYAH DAN ILMU KEGURUAN

Jalan Sultan Qaimuddin No. 17 Kelurahan Baruga, Kendari Sulawesi Tenggara
Telp/Fax. (0401) 3193710/ 3193710
email : iainkendari@yahoo.co.id website : http://iainkendari.ac.id

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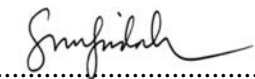
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Dosen Penguji Seminar Hasil

Ketua

:

**Dr. Sitti Nurfaidah S.
Pd, M. Ed,**

(.....)

Sekretaris

:

**Isna Humaera S.Ag,
S.pd, M.pd**

(.....)

Anggota1

:

**Suhartini Syukri
S.Pd.I, S.Pd, M.Pd.**

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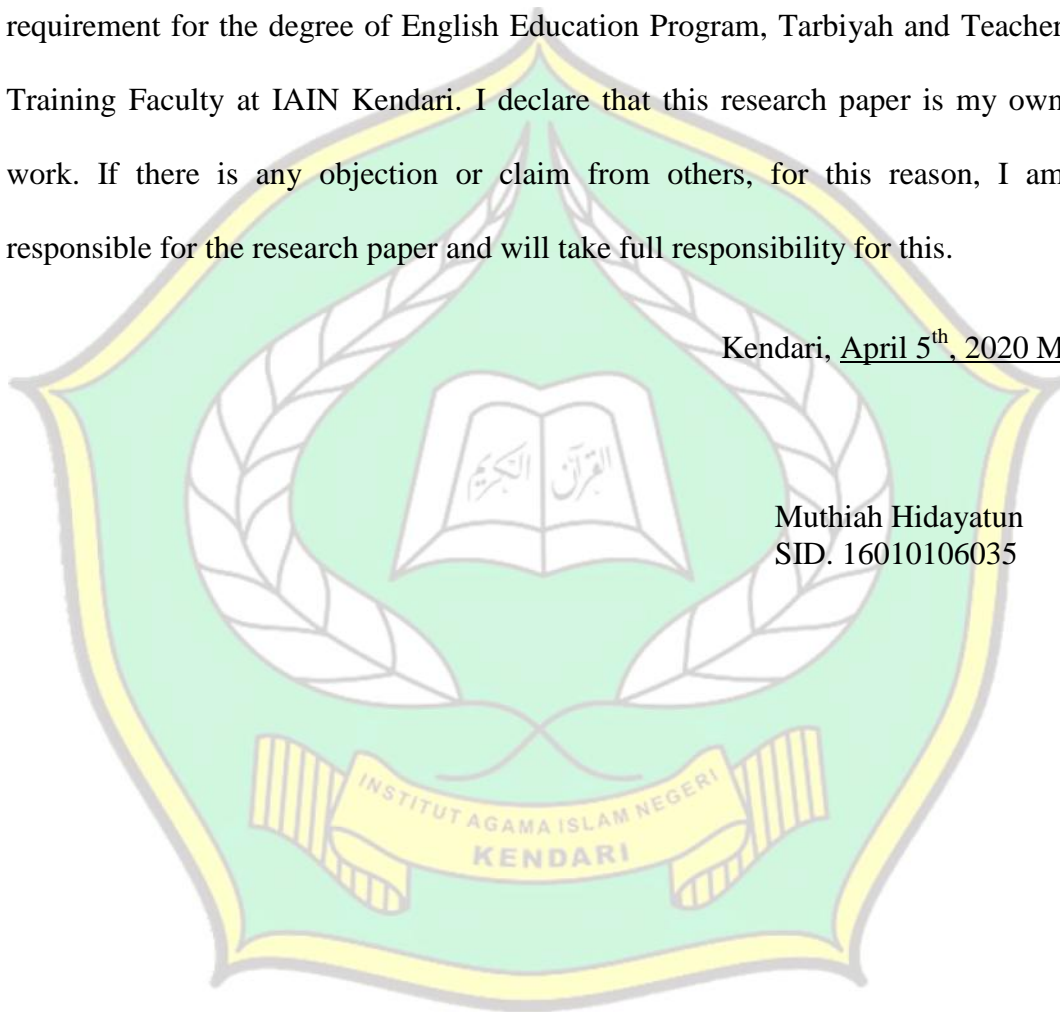
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NIP.198107102005011004**

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Muthiah Hidayatun
SID. 16010106035



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NIM : 16010106035
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
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Yang menyatakan

Muthiah Hidayatun

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The Writer

Muthiah Hidayatun
NIM. 16010106035

ABSTRACT

Muthiah Hidayatun/ 16010106035. Grammarly as a Medium to Raise Students' Metalinguistic Awareness in L2 Writing. Supervised by: Dr. Sitti Nurfaidah, M.Ed.,

This study aims to find out whether Grammarly could raise students' metalinguistic awareness in L2 writing and how it works. It is exploring students' perception of utilizing Grammarly based on their experiences. This study is conducted based on the researcher's observation which reveals that the students had a problem with Grammar in writing. As a result this study focuses on students' metalinguistic awareness in terms of Syntax/Grammar. To overcome the problem, the researcher conducted a case study involving 20 participants. Employing a qualitative design, this study gathered data from the students' reflection and questionnaire. The collected data was then highlighted, collated and analyzed through coding and categorization. The results of the research confirm that students were assisted in their drafting process and did some progress in terms of grammatical awareness upon Grammarly use. In other words, the online grammar checker could be help to raise their metalinguistic awareness in L2 writing. This study implies that language teacher and teacher educator could utilize this online tool in learning and teaching process in order to raise learners' metalinguistic awareness as well as learner autonomy.

Keywords: Grammarly;L2 writing;metalinguistic awareness

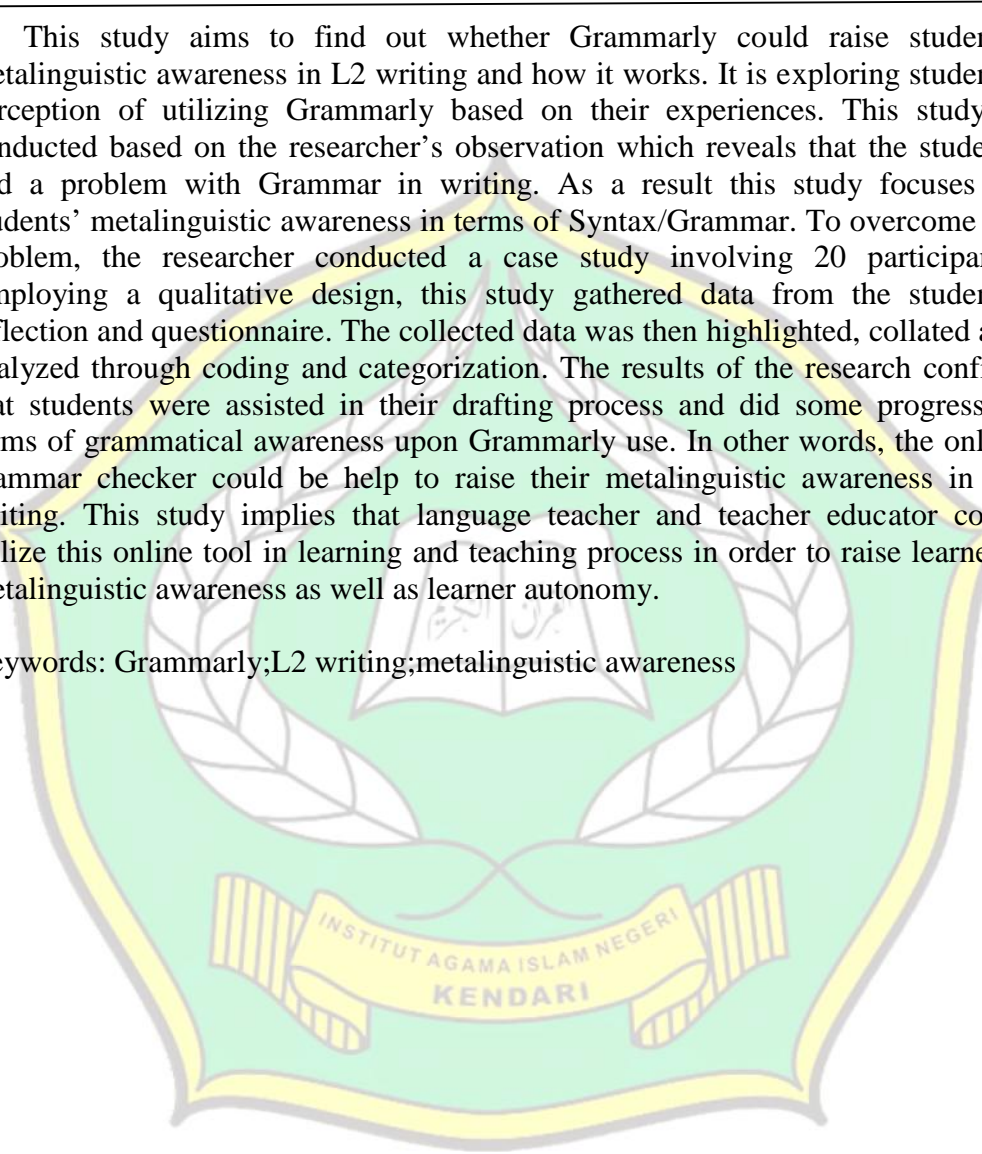
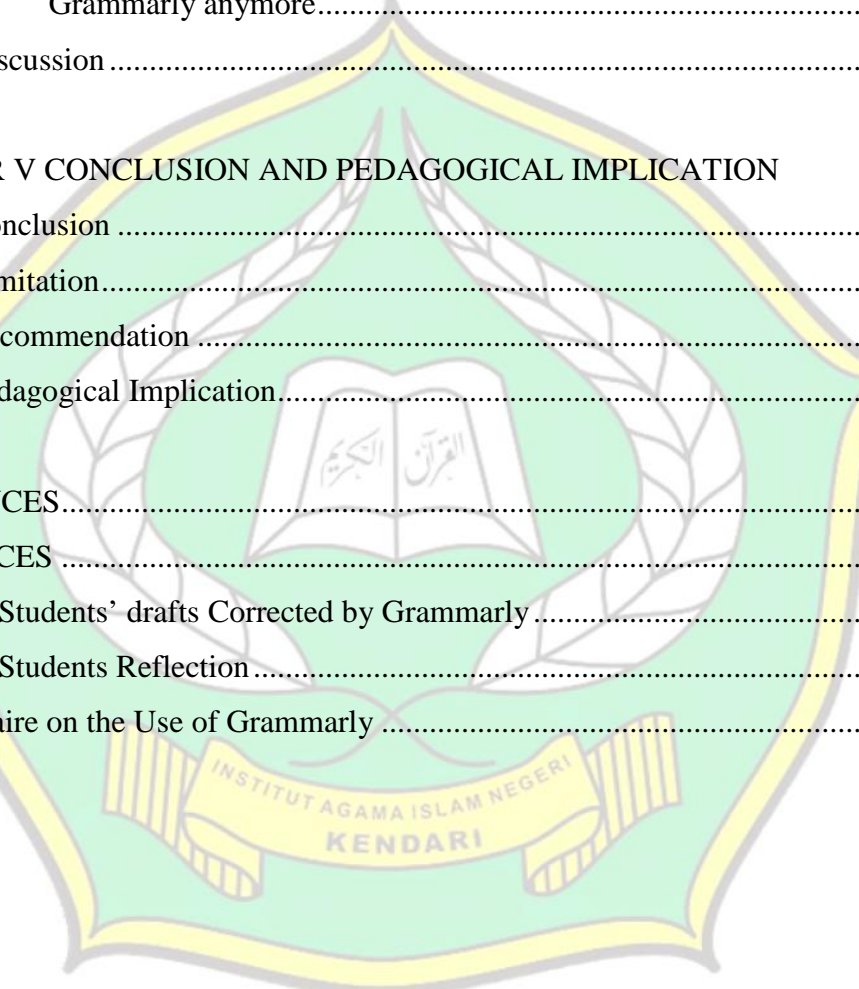


TABLE OF CONTENT

TITLE PAGE	i
APPROVAL SHEET	ii
DECLARATION OF AUTHORSHIP	iv
ACKNOWLEDGEMENT	vi
ABSTRACT	viii
TABLE OF CONTENTS	ix
LIST OF CHARTS	xi
CHAPTER I INTRODUCTION	
1.1 Background of the Study	1
1.2 Scope of the Study	5
1.3 Research Questions	6
1.4 Purposes of the Study	6
1.5 Significance of the Study	7
1.6 Definition of Key Terms	7
CHAPTER II REVIEW OF LITERATURE	
2.1 Theoretical Study	8
2.1.1 How Grammarly Works in L2 Writing	8
2.1.2 Grammarly Benefits in L2 Writing	12
2.1.3 Metalinguistic Development in L2 Learning	15
2.1.4 Grammatical Awareness in L2 Writing	22
2.1.5 Issues in L2 Writing	27
2.2 Previous Study	36
CHAPTER III METHODOLOGY	
3.1 Research Design	41
3.2 Setting	41
3.3 Population and Participant Selection	42
3.4 Data Collection	42
3.5 Instrumentation	43
3.6 Data Analysis	44
CHAPTER IV FINDING AND DISCUSSION	
4.1 Findings	46
4.1.1 The Result of Questionnaire and Students' Reflection	46

4.1.1.1 Grammarly help the students in drafting process	47
4.1.1.2 Grammarly could help develop students' writing skill	48
4.1.1.3 Grammarly raises students' metalinguistic awareness	49
4.1.1.4 Common errors in students' Writing.....	50
4.1.1.5 Students' progress after Grammarly use	51
4.1.1.6 Benefits of Grammarly; Students' reflection	52
4.1.1.7 Students' perceptions of their writing abilities without using Grammarly anymore.....	54
4.2 Discussion	55
 CHAPTER V CONCLUSION AND PEDAGOGICAL IMPLICATION	
5.1 Conclusion	58
5.2 Limitation.....	58
5.3 Recommendation	59
5.4 Pedagogical Implication.....	60
 REFERENCES.....	 35
APPENDICES	39
Sample of Students' drafts Corrected by Grammarly	39
Sample of Students Reflection	42
Questionnaire on the Use of Grammarly	44



LIST OF CHARTS

4.1.1.1 Grammarly help the students in drafting process.....	47
4.1.1.2 Grammarly could help develop students' writing skill.....	48
4.1.1.3 Grammarly raises students' metalinguistic awareness.....	49
4.1.1.4 Common errors in students' Writing.....	50
4.1.1.5 Students' progress after Grammarly use.....	51
4.1.1.6 Benefits of Grammarly; Students' reflection.....	52
4.1.1.7 Students' perceptions of their writing abilities without using Grammarly anymore.....	54



CHAPTER I

INTRODUCTION

This study is intended to explore the use of online writing correction, Grammarly, as a medium to help the students to raise their metalinguistic awareness in L2 writing at English Language Education Department at IAIN Kendari. This chapter provides some crucial aspects of this research such as background of the study, scope of the study, research question, purpose of the study, the significance of the study and the definition of key terms.

1. 1 Background of the Study

In the traditional view of learning, the whole teaching and learning activity, particularly L2 writing was done both by the teacher and the learners in the face to-face manner (Qassemdah & Soelaimani, 2016). When learning L2 writing, the learner is involved in the construction process, such as; planning, drafting, revising and editing (Vanderpyl, 2012). Nowadays, the traditional view of learning has been rivaled by many programs that have been built to support the language learners in achieving better language proficiency (Nova, 2018) such as blended learning that combining two ways of learning activities, online and face to-face activity (Sarré, Grosbois & Brudermann, 2019).

The focus of this study aims to raise students' metalinguistic awareness through an online platform. This awareness refers to the possession of explicit knowledge regarding the structural features of language (Gaux & Gombert, 1999). Regarding metalinguistic awareness, it was used as a construct in research

extensively in the last four decades which was filled by so many explorations of studies in terms of language second learning in global context.

Several recent studies have discovered that metalinguistic awareness plays a positive role in L2 proficiency (Alipour, 2014); (Roehr & Gánem-gutiérrez, 2009). It has been shown that metalinguistic awareness is strongly related to beginning reading skills (Bryant & Brandley, 1985) since reading has a metalinguistic component and hence time should be devoted to raising metalinguistic awareness when teaching and honing reading skills and strategies (Sinar, 2018). In line with Hawkins' (1987) notion of language apprenticeship which emphasizes the value of acquiring one language as a basis for acquiring another language, the acquisition of metalinguistic awareness is crucial for bilingual learners to succeed (Clyne, 2003).

Another study also explored the role of language dominance in the relationship between vocabulary size in both languages of bilingual children and metalinguistic awareness in the societal language. It evaluates the impact of two metalinguistic awareness abilities, morphological and lexical awareness, and on receptive and expressive vocabulary size (Altman, Goldstein, & Armon-lotem, 2018).

Metalinguistic awareness often juxtaposed with second language writing. Gombert (1992) shows the result of his investigation that the higher level of abstraction and elaboration required in the processing of written language requires a higher level of metalinguistic activity. Therefore, the acquisition of metalinguistic awareness is regarded as a central factor in writing development.

Another research on the application of blogs to English as second language writing (Chen, 2015) provided an analysis of learners' writing performance by using blogs. Chens's (2015) study examines two further dimensions of learners' metalinguistic awareness and affective performance. The results of comparison showed no significant differences between the two classes in regards to metalinguistic strategy use but there were significant differences in metalinguistic awareness.

Some of Indonesian researchers apparently found some aspects related to metalinguistic awareness. One of the studies comes from Misesani (2019) which is investigated English learners' metalinguistic awareness on detecting lexical ambiguity in a text. The result of the study reveals that most of the participants could retrieve their metalinguistic awareness and linguistic knowledge in analyzing the article. Specifically, half of them could detect ambiguity because of the influence of their interest in semantics. Also another study carried out by Sirajudin (2017) in which he addressed that everyone's metalinguistic competence starts from an early age to adulthood. In the process of acquiring this metalinguistic competence, everyone will experience a development that is not always the same as the others' developments. Despite all relevant studies above, the research concerning this term has been a trending topic that either teacher or researcher interested in, in the whole of teaching and learning but still slightly limited to this country.

In exploiting an online tool in written feedback, there has been collaborative learning such a project involving foreign language students and teacher trainees in three different countries (Dooly, 2007). The project involved

both online collaboration with international partners and face to-face classroom activities. In the contemporary L2 writing class, the provision of feedback via electronic files, chats, wikis, and blogs is no longer unusual (Elola & Oskoz, 2017; Hyland & Hyland, 2006). Both automatic, computer-generated feedback and human-generated, computer-mediated feedback can be provided electronically, synchronously as well as asynchronously. Today's learning will be accompanied by the most accurate online grammar checker named Grammarly that will play a role as a medium to raise students' metalinguistic awareness.

Grammarly will be the combination to balance face to-face activity. It is one of the powerful online feedback programs that can help the writers to check their writing for grammar errors, potential stylistic mistakes, and other features of interest (Saddler, 2004). This online writing feedback has been studied in the last nine years both in a global and national context. There are a lot of studies that have been done abroad but still limited in Indonesian context.

A previous study utilizing Grammarly conducted by Faller (2018) investigated the writing issues in two essays of Level 4 Foundation students of the English Language Centre at Ibra College of Technology during the mid-semester examination. The issues included spelling, grammar, punctuation, enhancement suggestion, sentence structure, and style check. The next study by Nova (2018) focuses on utilizing Grammarly in evaluating academic writing that detects the benefits and drawbacks of its online feedback application. This recent study used qualitative method using narrative inquiry as the approach in exploring three Indonesian postgraduate students' experiences by conducting interview and documentation. The last relevant study conducted by Ghufron and Rosyida

(2018), investigates the use of Grammarly and its effectiveness in reducing students' errors in EFL writing compared to the teachers' corrective feedback (indirect corrective feedback). In the field point of view raise up issues that are the lack of students in terms of metalinguistic awareness. There are some features of language such as phonology, morphology, syntax, semantic and pragmatic (Roehr & Gutierrez, 2009). Most students majoring in English Education at IAIN Kendari are susceptible to make mistakes terms of syntax, particularly grammatical rules. As previous studies revealed, Grammarly offers solution to overcome these issues because its presence as an online application that can give students direct feedback that able to hone students' metalinguistic awareness. Moreover, it could help the teacher to create an innovative method or use it as innovative method itself.

The afore mentioned relevant studies are focusing on Grammarly as the tool which could help the users to write better (Daniels & Leslie, 2013) without paying more attention to one of integral parts of writing component such as metalinguistic awareness. However, less has been explored relevant to its role played on the users' metalinguistic awareness. Therefore, considering the importance to investigate metalinguistic awareness role in L2 Writing and its interplay with Grammarly, this study if of paramount to be done.

1.2 Scope of the Study

This study focuses on the use of Grammarly in L2 writing. This study is limited to the free Grammarly used by the participants since premium Grammarly is not affordable and needs installment. Therefore, it only explores the use of free

Grammarly. This free online grammar or writing feedback tool can detect spelling, punctuation, and convention errors. Meanwhile, premium Grammarly can provide the errors of word choice, inappropriate colloquialism, wordy sentences. This study also only focused on 20 students of the third semester majoring in English Education at IAIN Kendari. They were selected as the participants of this study and were asked their participation to see whether their metalinguistic awareness on grammar could be triggered through the use of Grammarly in their writing drafts.

1.3 Research Questions

This study was conducted to discover the answer of this following question “How does Grammarly raise students’ metalinguistic awareness in their L2 writing drafting process?”

1.4 Purposes of the Study

Based on the research background, this present study aims to investigate how Grammarly raises students’ metalinguistic awareness in their L2 writing drafting process.

1.5 Significances of the Study

This study is expected to have both academic and practical contributions. Academically, this study is expected to help either researcher or teacher to find out the new idea of teaching writing such as integrating some technology in teaching writing and giving feedback. Practically, it can be used as a medium to

raise students' metalinguistic awareness and enrich the students' knowledge in utilizing online feedback tool well.

1.6 Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

Grammarly is an online tool that makes it easy to check user writing for grammar errors, potential stylistic mistakes, and other features of interest. This application works in which when the users are typing either words or sentences through Grammarly, it directly will detect the incorrect word and show the kind of mistake that students done.

Metalinguistic awareness is defined as one's ability to consciously, think about language and its nature. Specifically, it is an awareness of people concerning their language mistaken in L2 writing.

Second language writing is the study of writing performed by non-native speakers/writers of a language as a second or foreign language. Basically, second language writing is for those who are not using English for their daily activity and learning it is considered as L2 writing.