

CHAPTER III

METHODOLOGY

This chapter presents the methodology employed in this study. It covers research design, setting and context, participant, data collection within a procedure and data analysis.

3.1 Research Design

The study had employed a case study approach to analysed the use of free Grammarly identified students writing and answering the research questions stated in chapter I since the researcher have analyzed a phenomenon, generate hypotheses and validate the method for the study. The research design approached to qualitative research that encompasses formulating research questions and procedures for collecting, analyzing, and reporting findings (Creswell et al., 2007). Based on the statement, the researcher then reporteds the findings and discussion. The researcher explored the aspects of using Grammarly in students' writing especially in third-semester students in the English education department at IAIN Kendari.

3.2 Settings and Context

The study was conducted in the Writing class in the English Language Education Study Program of the third semester in IAIN Kendari. The researcher focused on writing class A. In this class, writing learning activities have been

carried out based on the provisions that the lecturer has taught. This course has ended and students have collected their writings so that researchers can directly meet with the lecturer to obtain data.

In context, Grammarly has been used in student learning. The lecturer asked students to write two topics of writing and submit it. Students were asked to write two topics of writing, including descriptive text consisting of two topics, namely opinion and what if. There were three drafts that they must gather in one document. In the first draft of their writing. They must submit printed outs their writing then consultation to writing lecturer to get feedback, after the feedback was given, students were asked to write a second draft, and then the third draft is the result of their writing in the last draft identified by Grammarly.

The mechanism of gathering the assignments of the lecturer students asked that all drafts be putted together into folders and collected through Schoology. Related to the rules, in the first draft students include their writing, and then in the second draft attach a photo of the feedback from the lecturer and its justification. While in the third draft, students were asked to attach screenshots results identified by Grammarly. Related to the process that the researcher has explained, with permission from the research lecturer, the data can be retrieved through Schoology by downloading all documents and then when the data has been collected, the researcher analysed the students' data.

3.3 Population and Participant Selection

In this study the researcher focused on writing III class A with the 24 students participants in the writing class, out of 24 students, five are not students in the class of 2018. They are from the 2015 and 2016 classes so that they were excluded from this study. The researchers focused on student's documentation, so the researcher only saw in general results of student writing and not focus on an individual student's ability. Five of the students who were in the class of 2015 and 2016 did not participate in this study because the researcher focused on one generation who had the same background knowledge capacity. Even though the previous generation did not have a good ability in writing, but they were meant in a category that had gone through previous writing courses so that it seemed repetitive to them.

Therefore, the participant of this study focused on 16 students from the 18 students in the third semester majoring in English Language Education Study Program in IAIN Kendari. The researcher only focused on 16 students because the data from the other two students did not meet the requirements and conditions to be analysed so that the researcher chosen 16 students as participants in this study. Five students are males while 11 are females. The researcher also includes the participant for the study because they have gone through the process of using the Grammarly application to correct their writing throughout semester three and it is affordable to them.

3.4 Data Collection

The major source of data used to find answers to the research questions was the written essays of the 16 participants. The topics given in the essays include opinions and what if. All of the participants were required to write two types of writing that have been determined by the lecturer: descriptive text including two types such as opinion and what if an. From the data, the researcher analysed the grammatical errors as identified by Grammarly.

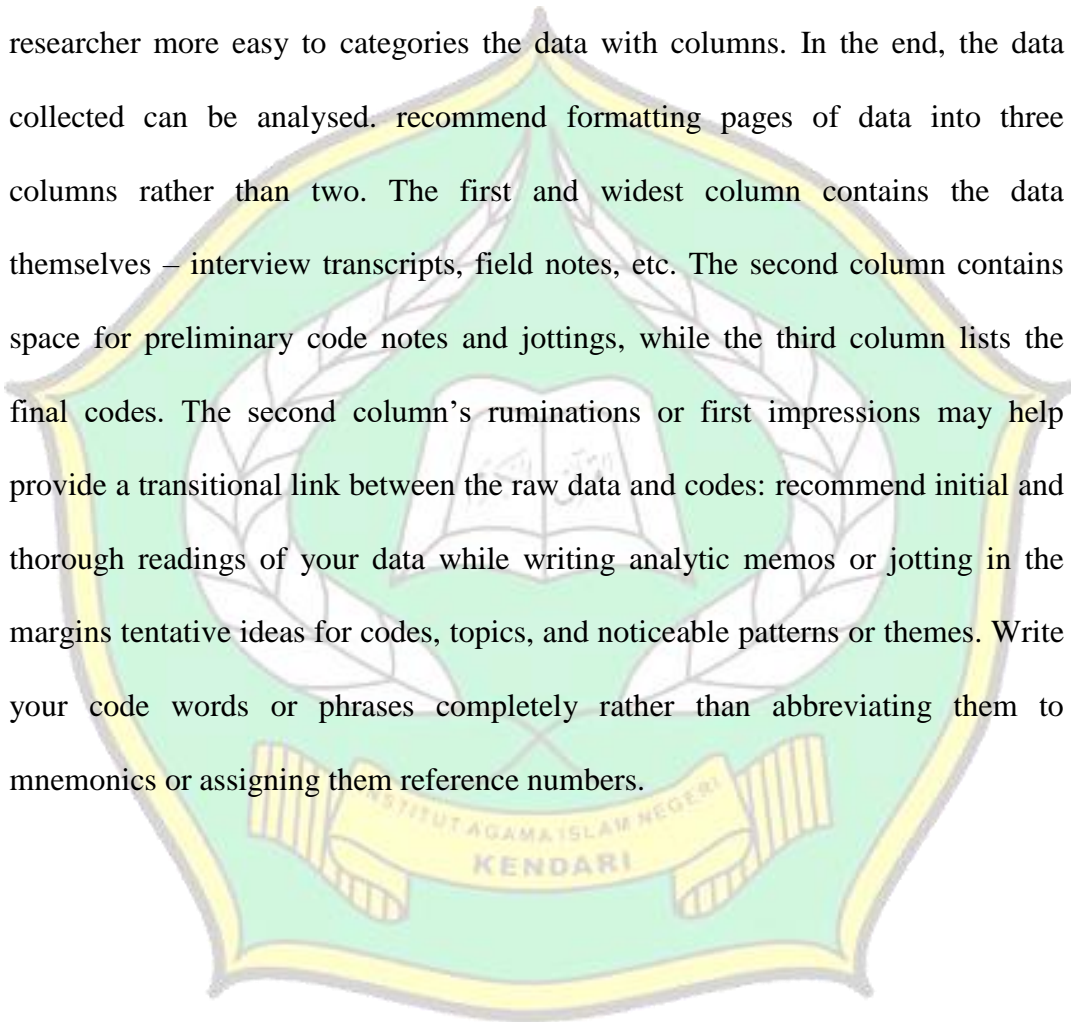
3.5 Instrumentation

The instrumentation used in this study is students' written documents that consist of several drafts related to two topics from students' writing corrected by Grammarly. The reason the researcher took this data was because in Writing III class A class had been through learning about the use of Grammarly and the researchers felt the data could be analysed. The document is an essay writing test about descriptive text which is guided by lecturer. So, the students need to make a paragraph based on the instruction given. At the end the researcher grow accessed to the Schoology documents from the lecturer in the writing class.

3.6 Data Analysis

From students' written documents, the researcher looked for all alerts identified by Grammarly in the students writing. The researcher have been

categorize through coding, representing the interpretation of several types of errors identified by Grammarly from student writing. In the data coding procedure, student writing identified by Grammarly being made a column and categorized based on the number of all alerts from 16 students'. The method used in this research is preliminary jottings by Saldana (2013), because its' help the researcher more easy to categories the data with columns. In the end, the data collected can be analysed. recommend formatting pages of data into three columns rather than two. The first and widest column contains the data themselves – interview transcripts, field notes, etc. The second column contains space for preliminary code notes and jottings, while the third column lists the final codes. The second column's ruminations or first impressions may help provide a transitional link between the raw data and codes: recommend initial and thorough readings of your data while writing analytic memos or jotting in the margins tentative ideas for codes, topics, and noticeable patterns or themes. Write your code words or phrases completely rather than abbreviating them to mnemonics or assigning them reference numbers.



The following is one example of student data that identified by Grammarly.

The screenshot shows the Grammarly web application interface. The main text area contains the following text:

Type your title

The teacher is the determinant of the destiny of the nation and the State even throughout the World. The role of the teacher as an important educator, the teacher has a very strategic role and position in national development in the field of education. Teachers are educators who will produce quality students by providing knowledge to students. In addition, the teacher is the second educator after parents and the teacher is the giver of knowledge, the teacher's direction and the teacher's quality determine the quality of students, and are responsible for the quality of the nation that supports it. There are two important teachers all over the world who are in dire need of future teachers and teachers for the nation and state. First, teachers are very important throughout the world because the State really needs a Teacher. Without teachers, all children will lose their future. And a teacher provides educators who will

The Clarity alert indicates: "The phrase **In addition** may be wordy. Consider changing the wording." Suggested alternatives are "Also" and "Besides".

Other alerts include: "There are two important teachers a..." (Change the wording), "really" (Remove the phrase), and "In addition" (Change the wording).

The right sidebar shows an Overall score of 74 and various performance metrics: Correctness (Looking good), Clarity (A bit unclear), Engagement (A bit bland), Delivery (Just right), and Plagiarism.

The screenshot shows the Grammarly web application interface with a different piece of text:

UNTITLED

First, teachers are very important throughout the world because the State really needs a Teacher. Without teachers, all children will lose their future. And a teacher provides educators who will produce quality students by providing knowledge to students. In addition, teachers have tasks such as educating, teaching, guiding, directing, gathering and gathering students to produce quality Human Resources in the future. So, teachers need meetings all over the world. Second, the presence of a teacher throughout the world is very important for the future of the nation and state. If there is no teacher then what is the fate of children around the world without having knowledge, it is necessary for the State to need teachers to determine what must be done in teaching and educating. The teacher is also a determinant of the fate of the nation and state. For example, ignorant people are smart because with teachers all over the world children will be smart so children will be the future successors of the nation and state.

The Clarity alert indicates: "The phrase **having knowledge** may be unnecessarily wordy. Consider replacing the noun with a corresponding verb." The suggested alternative is "knowing".

Other alerts include: "In addition" (Change the wording), "There are two important teachers a..." (Change the wording), "really" (Remove the phrase), and "it is necessary for the State to need" (Rewrite the phrase).

The right sidebar shows an Overall score of 74 and various performance metrics: Correctness (Looking good), Clarity (A bit unclear), Engagement (A bit bland), Delivery (Just right), and Plagiarism.

In the screenshot of the student writing, on the left is the original writing of the student copy and paste in Grammarly, and the blue lines that appear in some of the student's writing are incorrect or incorrect words based on the results of identification from Grammarly. Whereas for the right is a display of student writing errors and the justification suggested by Grammarly. To see the parts of common errors in student writing the researcher will categorize the writing errors of students that have been identified by Grammarly, for further clarity can be seen in the following table:

3.1. Table Matrix Common Error Identified by Free Grammarly

No.	Correctness	Example
1	Grammar	
	Change the word	...anything what I have done.
	Add an article	...have goal or hope to become...
	Add the preposition	... According in my opinion, there...
	Change the verb form	...those are respect the students,...
	Change the article	...teachers are the one of many...
	Choose an article	
	Remove the article	...produce the great leaders in...
	Change the form of verb	...me to printed my article.
	Verify preposition usage	...the world by power, integrity,...
	Correct the article_noun agreement	...after you read a books. ”
	Add a verb	...their intention extremely lofty,...
	Choose an article	...even though as a the second winner.
	Change the pronoun	...she gives me her motivate.
	Change the adjective	

	Remove the s	By the teachers's hands can...
	Add the particle	...the teachers want invite students...
	Add the word (s)	...Mr. Halim, my another...
	Change the determiner	...my another teachers also give...
	Remove the determiner	
	Add a hyphen	intellectual and spiritual moral .
2	Conventions	
	Remove a space	...great people in the world ,...
	Add space	...but he said,"Fika...
No.	Correctness	Example
3	Spelling	
	Change the spelling	Character is a behavior which...
	Correct your spelling	...for everone or every student.
	Replace the word	...teachers have the most strategy position...
4	Punctuation	
	Add the comma(s)	...just several people not all of.
	Add a comma	Actually I was never join in...
	Remove the comma	...with other teachers, ...
	Change the punctuation	... Mr. Halim.
No.	Clarity	Example
1.	Change the wording	Why I choice this word...
2.	Tautology	...on their own way.
3.	Remove the phrase	Every student definitely has...

In the table only shows all part of the examples of common errors that are displayed from the writing of students who have identified Grammarly, where the first table is categories from the correctness part, and the table two show the clarity categories. The next stage, after the data of all students analysed in the common error section the researcher made a table containing the following:

3.2 Table of score grammatical errors identified by Grammarly

Opinions

No.	Name	Matrix Common Error								Indonesian word	Tautology	Total
		Determiner	Preposition	Conjunction	Plural	Phrase	Punctuation	Space	Spelling			
1	Student 1		1				1		2		2	6
2	Student 2	12	2		7		2		2	1		27
3	Student 3		1		1			1				4
4	Student 4	4			1		1		1			7
5	Student 5	6	3		8	2	4		2	1		26
6	Student 6			1	2							3
7	Student 7	12	2	4	6	1		2	14	1		42
8	Student 8	13			2		6	2	15	3		41
9	Student 9								1			1
10	Student 10											
11	Student 11					1			1	1		3
12	Student 12	3	2							1		7
13	Student 13								1			1
14	Student 14	3	2		2			2		1		12
15	Student 15				1						1	2

NOTE:
 Yellow: Grammar
 Red: Punctuation
 Purple: Spelling
 Blue: Clarity
 Gray: Conventions

In the table above the researcher entered the entire names of the students in writing class A and entered the number of errors by the categories of common errors, each student gets from their writing that has been identified by Grammarly.