CHAPTER V

CONCLUSION, PEDAGOGICAL IMPLICATION AND LIMITATION

This chapter is aimed to provide the point of this study including conclusion and pedagogical implication.

5.1 Conclusion

Based on the data results and discussions in the previous chapter revealed that the students' writing that identified by free Grammarly proportional between the first revision and the last revision that can be seen from the word count of each student. The use of free Grammarly can improve students 'writing especially for word count because the suggestion after identified. For example that student writing can improve because the Grammarly always given suggestion to add the determiner in every sentence if it needs.

The research finding shows that only two categories that can be identified by free Grammarly in detecting the students' writing that is correctness and clarity. The two types of topics written by students that had been analysed showed the most errors were grammar and spelling. The most mistakes in the students' writing because Grammarly uses British accent and students did not know about it. This study also found that the use of free Grammarly could not identify the type of writing as Indonesian culture terms. In using the Grammarly application, users still have to re-examine the identification results displayed by Grammarly since

based on the exposure listed on the finding, sometimes Grammarly is inconsistent when identifying the text error, so the user must still be careful.

5.2 Pedagogical Implication

This study implies that the common error displayed from the Grammarly identification can provide information to the teacher educator or the school teacher that if they ask in the guide students with the use of Grammarly in the classroom, then the teacher must be aware first that the use of Grammarly is limited specifically to the use of the free section Grammarly. Which free Grammarly only input two categories when detecting that is correctness and clarity which can be concluded also in the correctness section only input grammar errors, punctuation, spelling, consistency in spelling and punctuation, and fluency. Whereas in the clarity section, Grammarly only gives input to two types of errors namely conciseness and readability.

Apart from that, Grammarly only focused on the first is Grammarly used the British accent it can be seen by the information if the writing identified by Grammarly. The second is Grammarly cannot detect the word in Indonesian culture term, and the last is Grammarly need more check by self after the user identified their writing because sometimes Grammarly not consistent in detecting word.

5.3 Limitation

Finally, the researcher realizes that this research still has some weaknesses and mistakes. Since the study was limited to time and scope, the findings and analysis of the study were not completely done. This can be proven that the researcher does not explain the differences between teacher feedback and Grammarly feedback. Therefore, the researcher hope it can be done or approved by the researcher further.