

## CHAPTER V

### CONCLUSION, LIMITATION, RECOMMENDATION, AND PEDAGOGICAL IMPLICATION

This chapter will provide the conclusion that has been displayed in the result and discussion of the study, limitation of the study that still appear in this study, the recommendation that might be useful for further research, and the pedagogical implication that might be applied in the teaching field relate to the result of this present study.

#### 5.1 Conclusion

The conclusion of the study is drawn by the result and discussion from gathered data. The result shows there are two obtained ways to help raise students' self-directed learning by using help from Grammarly. The first is it helps students to be self-directed learners by making them aware of the advantage of using Grammarly in their writing which can motivate them to use it in correcting and make their writing better. The second one is it makes them do the self-revision despite using help from Grammarly since they realize that there might be a little error in their writing or they just want to see the improvement in their writing after corrected by Grammarly. The factor that affects students from not becoming a self-directed learner is the lack of confidence where they perceive that they had no potential and have low proficiency to be responsible in their learning which leads them to have no motivation in the learning process and then discourage them from being self-directed learners. Overall, the result shows that students seem to have an improvement in their writing after continuously getting feedback from

Grammarly. The improvement is in the field of grammatical and sentence structure which is marked by the consciousness and readiness of their writing.

### **5.2 Limitation of the Study**

Despite all of the result obtained in this study, it still has a lot of shortcomings which was not realized before by researchers. In terms of methodology, the questionnaire used in this study did not have a negative statement. Whereas, in outlining the questionnaire of the Likert scale there should be a positive and negative statement related to the research question to obtain more accurate data from the respondents. This study is also limited only on Free Grammarly since the other version of Grammarly such as premium Grammarly and Grammarly Edu needs some payment which makes the college students have to consider whether to use them or not.

### **5.3 Recommendation**

The scope of this study is limited in Free Grammarly and only on the students of the third semesters in the English Education Program of IAIN Kendari. The further researcher might be able to explore on a bigger scale of students or in the other version of paid Grammarly such as Premium Grammarly or Grammarly Edu because it also gives another bigger scale of correction than the Free Grammarly.

### **5.4 Pedagogical Implication**

The result gives by this study might be a contribution to the campus especially the prospective teacher in English Education Study Program. As the result shows, using Grammarly can help raise students' self-directed learning, also, their quality of writing. From this result, it is expected that the prospective

teacher aware of the advantages of the online Grammar checker, Grammarly, in their scope of the study. They can use Grammarly for themselves or either offer their students later to use this very helpful technology in the classroom settings since engaging technology in the learning process both can encourage students' self-directed learning and motivation that can bring a positive income to the students themselves. Grammarly can check the grammatical error occur in writing so that, it will certainly save the teacher's time because they don't need to check a minimal grammatical error such as punctuation or spelling on students writing and just check the structure of writing. If it can be applied in this department, hopefully, it can produce qualified teacher candidates who can utilize the technology well for the better progress of the learning and teaching process.

