

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This chapter will elaborate the findings and discussion of this research. Data of Grammarly use and grammar mastery of English Department students at Antasari State Islamic University presented here. Data were obtained from the research instruments which are questionnaire for Grammarly use and error analysis test for grammar mastery. Briefly, the questionnaire consists of 17 statements and the test was taken from structure and written expression section of TOEFL PBT by Longman. The instruments were shared to all of 2020 classes of English Department and several students from 2019 class. For both of instruments, there are 61 respondents who are appropriate with the criteria of research.

1. Grammarly Use by English Department Students

To be start with, Grammarly use means the use of Grammarly by the user of Grammarly either it is free-version or premium-version. In this research, it means the use of Grammarly as online grammar checker by students of 2020 classes. The research instrument for this variable is questionnaire and it has two steps that done in order to know if the instrument and its result are valid by doing validity test and reliability test. Both of the tests were done in SPSS 22 version.

a. Validity Test

The validity test was done in SPSS 22 version by using Pearson Product Moment Correlation with the significant level is 0.05. There are 61 respondents who fit in with the criteria of research and the r table for 61 respondents is 0.254.

The validity test result is shown below in table 4.1

Table 4.1

Validity Test of Questionnaire

Questionnaire Item	R count	R table	Conclusion
1	0,683	0,254	Valid
2	0,764	0,254	Valid
3	0,779	0,254	Valid
4	0,772	0,254	Valid
5	0,819	0,254	Valid
6	0,743	0,254	Valid
7	0,802	0,254	Valid
8	0,668	0,254	Valid
9	0,503	0,254	Valid
10	0,451	0,254	Valid
11	0,413	0,254	Valid
12	0,702	0,254	Valid
13	0,677	0,254	Valid
14	0,576	0,254	Valid
15	0,596	0,254	Valid

16	0,454	0,254	Valid
17	0,472	0,254	Valid

As it could be seen on the table 4.1 above, all of the questionnaire items are valid because the r-counts are higher than the r-table.

b. Reliability Test

The reliability test is also done in SPSS 22 version with the Cronbach Alpha analysis. The significant value for the reliability test is 0.6. The instrument could be said as a reliable one if it passes the significant value as it mentioned before. The result of reliability test is shown in the table 4.2 below.

Table 4.2

Reliability Test of Questionnaire

Cronbach's Alpha	N of Items
,900	17

As it could be seen on previous table, the result of reliability test is 0,900 which it means passed the significant value 0,6 ($0,900 > 0,6$). This means that this questionnaire is reliable and it could be used to be a research instrument.

Furthermore, there is the recapitulation of questionnaire of Grammarly use by English Department students. There are items that question how they use Grammarly in their study journey which is related to writing and grammatical problem also. It could be seen on the table 4.3 below.

Table 4.3*Recapitulation of Questionnaire of Grammarly Use*

No.	Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I use Grammarly in the drafting writing process	1.6%	6.6%	41%	44.3%	6.6%
2.	I use Grammarly in the editing writing process	1.6%	1.6%	27.9%	55.7%	13.1%
3.	I use Grammarly in the revising writing process	1.6%	0%	24.6%	50.8%	23%
4.	I use Grammarly to check my errors writing	1.6%	1.6%	13.1%	59%	24.6%
5.	I use Grammarly to fix my grammatical issues	1.6%	0%	19.7%	59%	19.7%
6.	I use Grammarly to get fast	3.3%	3.3%	29.5%	47.5%	16.4%

	feedback for my writing work					
7.	I think Grammarly helps the improvement of my writing work quality better than before	3.3%	3.3%	34.4%	34.4%	24.6%
8.	Grammarly features are easy to use by the users	3.3%	3.3%	29.5%	47.5%	16.4%
9.	After I use Grammarly, I can check the grammatical error in my writing manually	1.6%	9.8%	37.7%	36.1%	14.8%
10.	I use Grammarly in free-user version	6.6%	1.6%	23%	45.9%	23%
11.	I use Grammarly in premium-user version	13.1%	26.2%	29.5%	23%	8.2%
12.	I prefer to use Grammarly to other online	3.3%	1.6%	39.3%	36.1%	19.7%

	grammar checker					
13.	I recommend other students to use Grammarly in their writing process	3.3%	1.6%	36.1%	42.6%	16.4%
14.	Even though I have passed grammar classes, I keep make mistake in my writing process	1.6%	8.2%	29.5%	31.1%	29.5%
15.	After using Grammarly, I use grammar tenses more precisely	0%	8.2%	54.1%	36.1%	1.6%
16.	I use Grammarly once or twice a week	11.5%	31.1%	39.3%	13.1%	4.9%
17.	I use Grammarly almost every day	19.7%	50.8%	14.8%	8.2%	6.6%

2. Grammar Mastery of English Department Students

Grammar mastery is the ability to master grammar as one of sub-skill of English. To know how good the grammar mastery of English Department students here, test was used as the research instrument. The test was taken from error analysis in structure and written expression from TOEFL PBT by Longman. The validity and reliability tests could be seen on below explanation.

a. Validity Test

The validity test also taken for the test as research instrument with 0,05 as the significant value or r-count. With 61 respondents, the r-table is 0,254 and it supposed to pass the significant value if it could be said as a valid instrument. The validity test result is shown on the table 4.4 below.

Table 4.4

Validity Test of Error Analysis Test

Test Items	R-count	R-table	Conclusion
1	0,359	0,254	Valid
2	0,494	0,254	Valid
3	0,261	0,254	Valid
4	0,391	0,254	Valid
5	0,542	0,254	Valid
6	0,329	0,254	Valid
7	0,606	0,254	Valid
8	0,457	0,254	Valid
9	0,330	0,254	Valid

10	0,483	0,254	Valid
11	0,410	0,254	Valid
12	0,279	0,254	Valid
13	0,266	0,254	Valid
14	0,323	0,254	Valid
15	0,322	0,254	Valid
16	0,471	0,254	Valid
17	0,557	0,254	Valid
18	0,545	0,254	Valid
19	0,400	0,254	Valid
20	0,438	0,254	Valid
21	0,641	0,254	Valid
22	0,309	0,254	Valid
23	0,473	0,254	Valid
24	0,396	0,254	Valid
25	0,402	0,254	Valid

As it could be seen on the table 4.3, all of error analysis test questions are passed the r-table for 61 respondents which is 0,254 and it could be stated that the error analysis test is valid as research instrument on this research.

b. Reliability Test

The reliability test is done to this research instrument to know the reliability of error analysis test. A reliable instrument means that the instrument could be used as research instrument for a long time, regardless how long the

research time is. The Cronbach Alpha is used as analysis for the reliability test with 0,6 as the significant value and the instrument could be said as reliable instrument if passed the significant value. The result could be seen on the table 4.5 below.

Table 4.5

Reliability Test of Error Analysis Test

Reliability Statistics	
Cronbach's Alpha	N of Items
,722	26

In the table 4.4 above, the reliability score of error analysis test is 0,722 which means it passed the significant value that is 0,6 ($0,722 > 0,6$). It could be said that this test is reliable as the research instrument. The conclusion is both of the research instruments are valid and reliable to use with the proofs in those tables mentioned above as it passed the significant value of the analysis tests.

c. Statistical of Grammar Mastery Score

After getting the score in the test for the grammar mastery variable and due to the various scores of test as its result, it is important to know the statistical of result itself. The range of students score shows briefly their grammar mastery by doing the error analysis test in this research. The statistical analysis is also done by using SPSS 22 version with statistical frequency analysis to find out the description and distribution of English Department students toward the error

analysis test. Further explanation for the result of error analysis test could be found in the discussion session. The result could be seen in the table 4.6 below.

Table 4.6

Statistical of Grammar Mastery Score

Statistics		
VAR00001		
N	Valid	61
	Missing	0
Mean		53,57
Std. Error of Mean		2,598
Median		51,00
Mode		28 ^a
Std. Deviation		20,292
Variance		411,782
Range		84
Minimum		12
Maximum		96
Sum		3268

a. Multiple modes exist. The smallest value is shown

From table 4.6 above, it could be seen that there are 61 students as the respondents in this research with the lowest score is 12 and highest score is 96. The mean is 53,57 and median is 51,00. According to the classification score from (Arikunto, 2013), there are 11 students classified have very good category score, 5 students have good category score, 12 students have fair category score, 17 students have poor category score, and 16 students have very poor category score.

3. Correlation Analysis

In the correlation analysis, there are three tests that have to be done in order to know the normality and linearity data to correlate it between the variables.

a. Normality Test

The normality test is done with Kolmogorov Smirnov analysis in SPSS 22 version. The purpose of this test is to find out the data distribution whether it is normal or not normal. The result of normality test could affect to the next analysis test. The significant value of normality test is 0,05. The result is presented below in the table 4.7.

Table 4.7

Normality Test of Data

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		61
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	20,26215593
Most Extreme Differences	Absolute	,089
	Positive	,089
	Negative	-,076
Test Statistic		,089
Asymp. Sig. (2-tailed)		,200 ^{c,d}

From the table 4.7 above, it could be seen that the distribution data is normal with 0,200 as the result which means it passed 0,05 as the significant value ($0,200 > 0,05$).

b. Linearity Test

The linearity test is done with linear regression analysis in SPSS 22 version. The purpose of this test is to find out whether the test is linear toward each of variable which in this research means Grammarly use and grammar mastery of English Department students. The significant value of this test is 0,05. The result of linearity test could be seen on the table 4.8 below.

Table 4.8

Linearity Test of Data

I.

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
tes * kuesion er	Between (Combined) Groups		6885,585	28	245,914	,442	,985
	Linearity		73,620	1	73,620	,132	,719
	Deviation from Linearity		6811,964	27	252,295	,453	,981
	Within Groups		17821,333	32	556,917		
Total		24706,918	60				

Based on the table 4.8 above, it could be seen that there is linearity between two variable with the result is 0,981 as it passed the significant value of linearity test that is 0,05 ($0,981 > 0,05$).

c. Correlation Test

Due to the result of normality test and linearity test in advance that are normal and linear, the correlation test could be done through Pearson Correlation Product Moment analysis. This analysis is done by using SPSS 22 version. The result of correlation test could be seen on the table 4.9 below.

Table 4.9

Correlation Test

		Correlations	
		kuesioner	Tes
Kuesioner	Pearson Correlation	1	-,055
	Sig. (2-tailed)		,676
	N	61	61
Tes	Pearson Correlation	-,055	1
	Sig. (2-tailed)	,676	
	N	61	61

From the table 4.7, it shows that there is no positive correlation between Grammarly use and grammar mastery of English Department students with the score of correlation is -0,055 which is lower than significant value of correlation test that is 0,05. It means H_0 is accepted where there is no significant correlation between

Grammarly use and grammar mastery of English Department students.

Due to the negative sign in front of the correlation score, it means that it is a negative correlation between those variables. Negative correlation means the variables do not have any same relation toward each other. If a variable increases, then another variable decreases. In this research result, it means that Grammarly use does not affect any grammar mastery of English Department students.

B. Discussion

To be start with, the researcher would like to explain the field of research as the context. This research is conducted in English Department, Tarbiyah and Teacher Training Faculty, Antasari State Islamic University, Banjarmasin to 2020 classes with the total of 80 students. The purpose of this research is to find out whether there is correlation between Grammarly use and grammar mastery of English Department students. Due to the population is less than 100, the researcher has to take all of the English Department students as the sample of research. Contrast with the population rule as it explained before, the researcher used purposive sample by setting two criteria of respondents that are English Department students who have passed grammar class series and have known or used Grammarly. The research instruments are questionnaire for Grammarly use variable and error analysis test for grammar mastery variable.

The result of statistical analysis from questionnaire shows that the instruments are valid with all of items above of 0,05 as the significant value and

reliable with $0,900 > 0,6$ as the result. For error analysis test, it is valid with all of test items above 0,05 as the significant value and reliable with $0,722 > 0,6$ as the result. Moreover, on the next analysis steps which are normality test by using Kolmogorov-Smirnov analysis and linearity test by using Regression Linear analysis, the data is distributed normal with $0,200 > 0,05$ as the result and the data is linear toward each variable with $0,981 > 0,05$ as the result. The final analysis of correlation test is used Pearson Correlation Product Moment analysis with $-0,055 > 0,05$ as the result. From the correlation test, it could be concluded that there is no positive correlation or there is negative correlation only between Grammarly use and grammar mastery of English Department students. This form of correlation means if Grammarly use increases, the grammar mastery of English Department students decreased and vice versa.

1. **Grammarly Use by English Department Students**

Grammarly use is the use of Grammarly either it is using free-version or premium-version, which in this context is the use of it by English Department students. As questionnaire is the instrument of Grammarly use, it has been known the use of Grammarly and it could be described further.

English Department students agree to use Grammarly in the editing writing process with 55.7% as its result. Grammarly feature with instant feedback make easier the students to edit their writing work by submitting the work to Grammarly and wait within a minute before they finish the work and revise it after finish it.

In the purpose of using Grammarly, the respondents use it to several purposes such as to check the errors writing, to fix the grammatical issues, and to get the fast feedback for writing work. For those purposes, students are in the agree level of degree statements with to check the errors writing is 59%, to fix the grammatical issues is 59%, and to get the fast feedback for writing work is 47.5%. This result also supports the research by (Tarsan, 2021) and (Fahmi, 2021) about students' purposes to use Grammarly. The respondents also stated agree with the result 31.1% to the statement 14 that even though they have passed grammar classes, they keep make mistake in the writing process and this statement result's adds the reason to use Grammarly although they are English Department students.

As the impact of using Grammarly, the respondents have 2 opinions with different degree of agreement. In the statement 7 that stated about improvement to the writing work, they agree with 34.4% in neutral and agree degree. It means some of the respondents think Grammarly help them to improve their writing work while on the other hand, some of the respondents think they are neither agree nor disagree with this statement about improvement. On another statement that stated, students as the users are able to check the grammatical error in their writing work after using Grammarly, have same result as previous statements which are agree (36.1%) and neutral or neither agree nor disagree (37.7%). Regarding the statement about improvement of writing skills, it means it supports the research by (Fahmi, 2021).

In this questionnaire, it has been found that the respondents use Grammarly in free-version with the result 45.9% in agree degree of agreement.

Otherwise, the use of Grammarly in premium-version has result in disagree (26.2%) and neutral (29.5%). With the features and impact as mentioned before, the respondents prefer to use Grammarly to other online grammar checker with 36.1% in agree and still choose to be neutral with 39.3% and recommend other students to use Grammarly in the writing process with the result in agree is 42.6%.

The frequency of Grammarly use could be said as moderate to low according to the result on the statement 16 and 17 that stated the use of Grammarly for once or twice a week in neutral is 39.3% and in agree is 13.1% . The respondents also do not use Grammarly as often almost every day which has 50.8% as the result in disagree.

2. Grammar Mastery Result

Grammar mastery which means the ability to master grammar as one of English sub-skill in language skill is important for English Department students. Therefore, to know how far the grammar mastery of English Department students, the grammar test is conducted with error analysis test specifically. The error analysis test from structure and written expression section from TOEFL PBT has 25 questions, which means it has 4 grades for each question. According to classification score by (Arikunto, 2013), there are 5 categories score and the result of test could be seen in the table 4.10 below

Table 4.10

Summary of Error Analysis Test Score

No	Score	Classification	Students	Percentage
1	80-100	Very Good	11	18%

2	66-79	Good	5	8%
3	56-65	Fair	12	20%
4	40-55	Poor	17	28%
5	Less than 39	Very Poor	16	26%
Total			61	100%

As it could be seen from table 4.10 above, there are 18% students who have very good grammar mastery, 8% students who have good grammar mastery, 20% students who have fair grammar mastery, 28% students who have poor grammar mastery, and 26% students who have very poor grammar mastery.

In other words, it could be said that almost half of English Department students in this research has very poor – fair grammar mastery. It proves the research by (Komara, 2021) that grammar is considered as hard thing to be mastered because of several factors such as different background of L2 learners who are non-native speakers, many different tenses that has to be applied depends on the situation, change of verbs, different formulas from other languages, and part of speech. It also found by (Alhaysony, 2017) that grammar is hard for both of teacher and students who are non-native speaker because they have to learn from the start of grammar lesson due to the different background and language knowledge in L1.