

CHAPTER I

INTRODUCTION

A. Background of the Study

In this age of modern, the use of technology not only as a communication tool, but also as a media in learning and other educational activities. Technology has a significant influence on the development of education itself, and it gives new ways in teaching and learning process. Technology helps students or learners choose their way of learning. Besides, they can get more information by using technology.¹

Furthermore, in study English, technology is needed as tools and media to help students learn more effectively. In study English, there are four skills which have to be mastered by the students, such as speaking, reading, listening, and writing. According to Heaton, writing becomes the most complex and difficult skill to learn among the four skills.² The basic aspects that make students often feel difficult in writing are punctuation, spelling, grammatical, vocabulary, and so on.

¹ Abbas Pourhosein Gilakjani, "A Review of the Literature on the Integration of Technology into the Learning and Teaching of English Language Skills", *International Journal of English Linguistics*, Vol. 7, No. 5, 2017, 95.

² John Brian Heaton, *Writing English Language Tests*, (New York: Longman Group, 1990), 135.

One aspect that is closely related and very important in writing is grammar. In general, grammar is considered a set of rules that define the correct sentence-level command of words.³ Besides, Thornburry said that grammar is a part of the inquiry of what pattern are possible in a language.⁴ The relation between grammar and writing is that grammar rules govern how writing occurs and ensures that it can be easily understood by the people who read it.

In learning a language, mastery of grammar for writing is very important. If the sentences are written in incorrect grammar, people would not recognize the meaning of the sentences and words. Seeing this, we need to be able to use grammar correctly. Especially for English students, they must be able to write in appropriate grammar to make the reader understand what they have written.

Even though understanding and mastery grammar are important in learning English, but students of the English Education Department commonly face errors in their writing, such as grammatical errors, wrong punctuation, wrong spelling, and so on. This phenomenon supported by some research that found that many students have a problem in learning grammar and they can not use grammar properly. Puspitasari found that the students made grammar

³ David Nunan, *Practical English Language Teaching: Grammar* (New York: McGrawHill Companies, 2003), 154.

⁴ Scott Thornburry, *How to Teach Grammar*, (Malaysia: Longman, 2002), 1.

mistakes, for example, while using the articles.⁵ Some students, for example, did not place the articles in the proper order. This shows that students are still unsure about how to use grammar in their writing.

Therefore, the use of technology in writing is needed. Recently, we can utilize a grammar checker to identify the mistakes in our writing. Grammar checker works by correcting our grammar on the text so that it is very useful for our writing. There are a lot of grammar checkers such as Grammarly, White Smoke, Ginger, Reverso, and many more. One of the most popular online grammar checker is Grammarly. Grammarly is known as the most accurate grammar checker in the world.⁶

The researcher found that some students of English Department at State Islamic University of Sultan Maulana Hasanuddin Banten are using Grammarly as a tool to check their grammatical mistakes in writing. Therefore, the researcher is interested in knowing their perceptions when using Grammarly application in their writing process.

B. Research Questions

According to the background of the study above, the researcher formulated the research questions of this research as follows:

⁵ Dewi Puspitasari, "Grammatical Errors Made by the Second Semester Students in Writing", (Undergraduate Thesis, Undergraduate Program, Yogyakarta State University, Yogyakarta, 2013), p. 63.

⁶ Michelle Cavaleri and Saib Dianati, "You Want Me to Check Your Grammar Again ? The Usefulness of an Online Grammar Checker as Perceived by Students", *Journal of Academic Language & Learning*, Vol. 10, No. 1, (January 2016), 226.

1. How do students perceive the usefulness of Grammarly application in helping them in writing process?
2. How to improve the use of Grammarly application in the process of writing in the future?

C. Objectives of the Study

Based on the research questions above, the objectives of this study are listed below:

1. To identify the usefulness of Grammarly as Grammar checker in the process of writing perceived by the students
2. To find out how to improve the use of Grammarly application in the process of writing

D. Scope and Limitation of the Study

The scope of this research is the perceptions of students using Grammarly, which focuses on the free version of Grammarly. The limitation of this research is the English Education students of State Islamic University Sultan Maulana Hasanuddin Banten class of 2017 who have ever used Grammarly application to check their grammatical errors in writing.

E. Significance of the Study

It is expected that this research will bring benefits to students, lecturers, and further researchers. The advantages are as follows:

For students in the English Education Department, this research provides information about new ways to check grammar online. So that the students can understand how to use Grammarly to check their grammatical mistakes in writing.

For the lecturers, this research provides information about using Grammarly application as online grammar checkers. By understanding this, the lecturers can use it to help them check the students' assignments in structure or writing courses.

This research is also gives benefits for further researchers who are interested in a related topic. This research can be used as a starting point for further investigation.

F. Previous Study

The use of grammar checker has been investigated in a number of studies, as follows:

First, Ruth O'Neill and Alex M.T Russel conducted research entitled *Stop! Grammar Time: University Students Perceptions of the Automated Feedback Program Grammarly*. The researcher looked into how students felt about Grammarly. By comparing the students' response to Grammarly and traditional non-automated feedback, the researcher used a mix methods sequential explanatory design. Students who received traditional grammar

advice from ALAs were mostly satisfied, but students who received feedback from Grammarly were more satisfied.

Second, Yulianti and Reni conducted the research entitled *Utilizing Grammarly in Teaching Writing Recount Text Through Genre-Based Approach*. The purpose of this study was to see how using Grammarly improved students' writing recount text and what students thought about using Grammarly in writing recount text using a Genre-Based Approach. The information was gathered through a questionnaire and pre test-post test. Grammarly improved students' writing, and students had positive views toward the use of Grammarly to learn how to write recount texts.

Third, research entitled *Students' Responses on the Use of Grammarly Application in an EFL Writing Class* done by Asep Saepuloh. The aim of this research is to look into the advantages and disadvantages of using Grammarly in an EFL writing class. This research took place in an EFL writing class with second-semester English Education Study Program students who took Speaking for General Communication at one of Cianjur's universities. The findings show that the majority most of students believe that using Grammarly in writing is beneficial, and that Grammarly is simple and practical. Meanwhile, the internet connection poses a challenge, and students must be able to use it.

From those previous studies above, the researcher formulates this research focusesp on the students' perception on the use of Grammarly application as a grammar checker in the process of writing. At the same time, the subject of this research is the English Education Students class of 2017 at State Islamic University Sultan Maulana Hasanuddin Banten. It includes identifying the usefulness of Grammarly application and find out how to improve the use of Grammarly application in the process of writing in the future.

G. Organization of Writing

To make this research easy to understand, the researcher organizes this paper as follow:

Chapter I is a part of introduction of this research, which consists of the background of the study, the research questions, the objectives of the study, the scope and limitation of the study, the significance of the study, the previous study, and the organization of writing.

Chapter II is theoretical review which consists of the definition of perception, the process of perception, the factors affecting perception, the importance of perception, the definition of grammar, students' difficulties in grammar, online grammar checker, Grammarly, the definition of writing, and the writing process

Chapter III is a part of research method, it consists of the research design, place and time of the research, population and sample, research instrument, technique of data collecting, and technique of data analyzing.

Chapter IV is the result of the research which consists of finding and discussion of the research.

Chapter V is closing which consists of conclusion and suggestion of the research.