

CHAPTER I

INTRODUCTION

This chapter is going to discuss the aspects of using online correction in writing, this study presents such as the background of the study, the scope of the study, research question, the purpose of the study, significance of study and definition of key terms. The aim of this chapter is to provide some cornerstones in composing this research.

1.1 Background of the Study

The rapid development of technology currently has an impact on changes in individual and social activity for human life (Qassemzadeh & Soleimani, 2016). Technology becomes maximally useful, having typically passed through a number of intermediate stages until it finds its proper role in our practice (Bax, 2011). One of the triggers of errors when students write is grammatical errors and this is the most happens in the writing course (Krishnasamy, 2015). That was caused by the student faced the difficulties in phrases, unfamiliar words, adverb, and passive words, and also dealing with the native language or mother tongue interference (Ghufroon & Rosyida, 2018; Karyuatry, Rizqan, & Darayani, 2018).

In the International context, Radecki & Swales (1988) conclude that students seem to need and expect corrections to all errors when they write. In a similar survey for error correction in writing, Leki (1991) found that students equated good writing in English with error-free writing and that they expected

and wanted all errors in their written work to be corrected. Abushihab (2014), points out that correction is essential in helping students become more accurate in using the foreign language. Therefore, it is important to investigate L2 students' preferences for teacher feedback on writing in order to ascertain whether these preferences and expectations match those of their teachers (Diab, 2005). Document analysis is a way that can help students to review written errors both printed and electronic material (computer-based and internet) so that students will get feedback that can make their writing good. (Bowen, 2017).

A related suggestion that commercial options of Automated Writing Evaluation (AWE) tools can be accessed independently by students, such as checking freely available or commercially available grammar in online form, the thing that are displayed can automatically recognize and provide suggestions about written grammatical errors (Cavaleri & Dianati, 2016). AWE has become program as a medium to enhance students writing performance in to help study aimed to examine the EFL undergraduate (Parra & Calero, 2019).

There are various feedback programs created to facilitate students in their writing course, one of them is Grammarly. Grammarly is an online checker website that can be used to identify for grammatical errors like spelling, punctuation, synonyms (vocabulary usages), and plagiarism detections (Schraudner, 2014). Grammarly as an online grammar checker is the potential feedback tool based on students ability to reconcile contrasting theories on written corrective feedback (O'Neill & Russell, 2019).

The researcher has discovered several kinds of research that regard with issues and errors interchangeably as it quantifies the errors in the students writing used Grammarly that can improve students writing (Daniels & Leslie, 2013; Ghufron & Rosyida, 2018; Karyuatry et al., 2018; Potter & Fuller, 2008). Another research also shows that many sources online tools such as Ms Word, Ginger, Grammark, and many more of grammar checker (Daniels & Laslie, 2013). As a grammar checker, using Grammarly not only helps teachers to assess learners' progress but also can open up students' awareness (Reis & Huijser, 2016; Schraudner, 2014; Qassemzadeh & Soleimani, 2016).

In Indonesian setting, several studies have approved the use of Grammarly by comparing the feedback given from teachers (Ghufron & Rosyida, 2018); Yulianti and Reni (2017) argue that using Grammarly through genre-based approach improves students' writing recount text it was helping them improve their ability to complete their written assignments successfully; when combining grammar instruction with grammar tools or grammar checker, students will increase their understanding of key grammar concepts (Potter & Fuller, 2016); and also what are the strengths and weaknesses of Grammarly as an online correction tool (Nova, 2018).

In discussing the use of Grammarly, most of the studies only focus on how the Grammarly application can help improving students in writing and help a teacher in assessment (Parra, & Calero, 2019; Schraudner, 2013; Qassemzadeh & Soleimani, 2016). Cavaleri and Dianati (2016) argue that students feel Grammarly is very helpful and easy to use, and students also feel that Grammarly can

improve their writing and understand grammar rules. Apart from the advantages of using Grammarly as the digital tools or online writing, grammar checker is online environment affordances that create or foster positive student in the writing assessment (Nobles & Paganucci, 2015), which is due to the conditions determined by the Grammarly arrangement. Related to research on the use of Grammarly which focuses on increasing student writing, and the lack of discussion about any weaknesses that cannot be accessed when using Grammarly makes the researcher interested to analysis that focus on the aspects of using Grammarly in identifying student writing that is only focus on the use of Free Grammarly. Therefore, this study will focus on whether Grammarly can detect all words or whether we still need our ability to analyze words in free Grammarly.

1.2 Scope of the Study

This study only focuses on the use of free Grammarly since for the premium Grammarly needs some payment. Free Grammarly can detect spelling, punctuation, and convention errors. Meanwhile, the premium Grammarly can provide errors of word choice, inappropriate colloquialism, wordy sentences, and many more. The premium Grammarly requires some payment using a credit card which is quite difficult to be owned by the college students in IAIN Kendari. Therefore, this study had explored the use of free Grammarly by the participants from the third semester in the English Education Department because they have gone through the process of using the Grammarly application to correct their writing and it is affordable to them.

In this study, the researcher also has been exploring how free Grammarly can detect all alerts that identified in the students writing because in the free Grammarly has some limited to identified such as a focus on correction of Indonesian words that cannot be translated into English which is possible in the student's writing.

1.3 Research Questions

In relation to the background of the study above, this study has one problem identified as in the following that is what aspects of grammatical errors are identified by Grammarly in EFL students writing?

1.3 Purposes of the Study

Based on the research question, this present study has one aiming to identify the aspects of grammatical errors are identified by Grammarly in EFL students writing.

1.4 Significance of the Study

This study offers important theoretical and practical insights. The finding of this study can be used as references for those who want to conduct research in analysing in student's writing. Moreover, in theory, this research offers pedagogical applications for teachers, students and also textbook developers.

Through grammar checker online as feedback directly, the student can learn about the mistakes of their writing wherever and whenever.

Hence, it can give positive impacts for academic society such as for institution to improve the quality of the students' writing. In another hand, the positive impact in practice, this study helps a teacher to integrate their teaching strategies in teaching and to increase students' motivation to learn English, and also to help students make their writing better and take responsibility for their learning. Therefore, this research will be helpful for a teacher to measure students' writing proficiency level.

1.6 Definition of Key Terms

For the objective of this study, this stage aimed to define some crucial terms in this study as in the following.

Grammatical errors: an error which is not suitable to the grammatical rules that may make writing become not good. Meanwhile, that grammar is traditionally concerned with the principles which determined the formation and interpretation of words, phrases and sentences. Therefore, the grammatical errors are kind of important to be considered by the learners because it does not match with the grammatical system of a language.

Online source tools: a technology permeates society with increasing accessibility to the internet via computers, laptops, mobile phones, tablets, and other devices. In this state, the innovation is of such 'normal' value to its users as

part of the teaching and learning process that we cease even to see it as a technology, as in the case of shoes and cutlery in everyday life, or the pen or textbook in classroom contexts.

Grammarly: software developers claim that the plug-in is able to check 250 grammar rules including subject-verb agreement, article usage and modifier placement, preposition use, and quantifiers (Daniels & Leslie, 2013). Grammarly integrates seamlessly with the Microsoft Office Suite, including Word and Outlook. The researcher only focuses on free Grammarly since the other version of Grammarly needs some payment. Grammarly has some versions such as free Grammarly, Grammarly Premium, Grammarly Business, and Grammarly @edu.

