## CHAPTER II

## REVIEW OF THE LITERATURE

This chapter points out the explanation and studies related to Grammarly identified grammatical errors in English foreign language. It is divided into two main parts that present a discussion about theoretical framework and previous related study. The theoretical framework consists of related theorists in this study while a previous related study explains the implementation of related theorists in the previous studies.

### 2.1 Theoretical Framework

### 2.1.1 How Does Grammatical Errors Appear in EFL Writing?

Teaching EFL students are considered as one of the most challenges in teaching practices. In the education background, writing plays an important role in real life (Karyuatry, Rizqan, Darayani, 2018). This is because writing has always been regarded as an important skill in teaching and learning English as a Foreign Language (EFL) (Rao, 2007). Writing also becomes one of the requirements before the students graduate from their institutions (Ghufron, Saleh, Sofwan, & Java, 2016). Fageeh (2011) states that the fact that writing skills come late on the ladder of acquisition, it still forms an important component of second/foreign language learning.

Many students complain that they have lack ideas and cannot think of anything interesting or significant enough to write. Therefore, most EFL teachers are often perplexed by these problems in their writing classes, they cannot find an

efficient way to awaken students' imagination and set their minds working (Rao, 2007). Writing is a skill that difficult for both native and non-native speakers (Nuruzzaman, Islam, & Shuchi 2018), because many researchers found that the major faced the difficulties in grammar such as phrases, unfamiliar words, adverb, and passive words, and also dealing with the native language or mother tongue interference (Gufron & Rosyida, 2018; Karyuatry, et al., 2018; Kepner, 2013).

Grammar instruction remains a controversial issue in language education, only the writing skill and also as valuable in learning to write better compositions (Manley & Calk, 1997). Predictably, most students who could not make the effort to transfer audiolingual training to communicative use soon forgot the dialogue lines, the pattern drills, and the grammatical generalizations that they had studied or practised in school (Hendrickson, 2015). Hence, they rarely use English outside the language class, which results in weak writing, reading, speaking and listening abilities and the results in student assignments that cannot achieve grades according to the standards applied by the teacher. (Maros, Hua & Salehuddin, 2007).

Grammatical errors are inevitable features in second language learning. Grammatical errors often appears in each student's writing, which is due to many aspects that affect it starting from the terms of writing an essay that is difficult because it must comply with the provisions linguistic features which related (syntax complexity, lexical diversity, and word frequency) and sophisticated language (McNamara, Crossley, & McCarthy 2010); and students may not have the time to provide comprehensive grammatical feedback to students during the

limited time of a student consultation session, particularly when other writing issues need attention (Cavaleri & Dianati, 2016).

Apart from the problems mentioned above, there are still more things that make students difficult in overcoming grammatical errors in their writing. Consequently, many students, both native and non-native English speakers, are often in dire need of greater grammatical editing and proofreading support than what the institution is willing or able to offer (Putri & Dewanti, 2014). Therefore, the things that to resolved this problem is to rely more on self-access materials, such as online grammar checkers, which are freely or commercially available, can automatically recognise and provide advice about grammatical errors in writing (Cavaleri & Dianati, 2016; Reis & Huijser, 2016; Karyuatry et. al. 2018).

**2.1.2 Contribution of Online Source Tools in EFL Learning**

The 21st century confronts its citizenship with the choice of modern tools very rapid development and can create opportunities, and new technological challenges that permeate all areas of life, one of which can help the learning system in the classroom become more varied with online learning programs (Tapscott & Williams, 2010). Modern society, with its rapid scientific and technological advances, has seen an exponential rise inaccessible knowledge and continuously changing and emerging technologies (Bax, 2011).

Technology has played a major role in helping to address many challenges facing EFL learners (Yen, Hou Chang, 2015). The advantages of online tools can help the teacher in teaching process, so the challenges in the digital era, EFL

teachers have to integrate technology in EFL classrooms because nowadays, language teaching needs formal instruction like supporting activities or the methods in teaching the material (Karyuatry, 2018). With technology, it is now possible to embrace new collaboration models that change the paradigm in more fundamental ways.

Therefore, English teachers used many tools in their learning process in the classroom setting (Qassemzadeh & Soleimani, 2016). The emergence of the internet has provided access to the views and opinions of a wide range of individuals opening up opportunities for new forms of communication and knowledge formation inside and outside of formal educational institutions (Goldie, 2016).

The development of technological tools in education can change the thinking abilities of EFL students, especially in writing skills (Ghufron & Rosyida, 2018). The ability to access relevant information and harness the resources offered by the views and opinions of others have become important skills particularly as the need for lifelong learning, both formal and informal is increasingly recognised by individuals, organisations and institutions (Cheston, Flickinger, & Chisolm 2013; Flynn, Jalali, & Moreau 2015). In this era, the educational institutions cannot remain mere venues for the transmission of a prescribed set of information from teacher to student over a fixed period of time rather the educational institutions must promote (Bouck, Mayer, Satsangi, Savage & Hunley 2015). Traditional teaching and learning paradigms have been shaken

by the impact of the integration of e-learning tools into educational practices (Tapscott & Williams, 2010).

Open source tools are sources where the application or the software available to the language learners at free of cost. Technological community is germinated with open source tools, free android applications and software. Various software is available free of charge to the general public who wish to learn English (Manoharan & Srinivasan, 2018). The use of technology has become an important part of the learning process in and out of the class (Ahmadi, 2018). Using educational technology in English language classrooms is still a major concern to enhance language teaching and learning processes (Ventayen & Orlanda-Ventayen, 2011).

The schools and educators have the option to use a free computer or smartphone-based technologies to support students in the writing process (Bouck, et. al, 2015). One of the innovative approaches to delivering feedback to EFL learners is individualized feedback using screencast technology (Kim, 2018). The grammar checker is the one solution to give feedback for student's writing. There are various feedback programs created to facilitate students in their writing, one of them is Grammarly (Ghufron & Rosyida, 2018; Parra & Calero, 2019). Grammarly has become an online proofreading website that can be used to scan documents for grammar mistakes like spelling, punctuation, synonyms (vocabulary usages), and plagiarism detection (Parra & Calero, 2019; Schraudner, 2014).

### 2.1.3 Grammarly Benefits in EFL Writing

Automated Writing Evaluation (AWE), which is about providing feedback to students, has been the subject of some research in recent years, including a focus on how it can be used to provide formative writing feedback (Li, Link, & Hegelheimer 2015; Wang, Shang, & Briody 2014). One of the example from AWE is online grammar checker that can identify and correct students mistakes in the writing (Japos, 2013). Methods and systems may provide for a grammar checking facility to improve the quality of computer-based grammar checking to a user of a personal computing device, such as through a text processing engine.

Writing learning is often a difficulty for students, to overcome the students' problem should make their writing clearer and easier to understand, without creating ambiguous meaning and misunderstanding information (Nova, 2018). The initial test of Grammarly was simple-submit my own papers through the program, evaluate its accuracy, read its comment cards, and see what it had to offer (Dembsey, 2017). Grammarly is called as the most accurate English grammar checker in the world. It claims to be able to correct up to ten times more errors than popular word processors by providing more than 250 grammatical checks and a contextual spell checker (Grammarly & Rosyida, 2018). It is found in 2009 by Maz Lytvyn and Alex Shevchenko. In 2014, Grammarly was ranked 55th in the index of the fastest-growing companies by Deloitte and currently has more than four million registered users.

Grammarly has become a writing correction for spelling, punctuation, synonyms (vocabulary usages), and plagiarism detection (Parra & Calero, 2019;

Schraudner, 2014). Neill & Russell (2019) point out that Grammarly is chosen by Central Queensland University in Australia as a potential grammar feedback tool based on its ability to adjust theories that conflict with written corrective feedback. Grammarly can help students to reflect and learn from each other, enabling students to receive feedback, providing a good editing environment for students, and providing a good learning environment (Japos, 2013).

Grammarly also the software is dealt with throughout this study and used as a tool in class not only helps teachers to assess learners' progress but also raises their awareness and make progress in a course (Qassemzadeh & Soleimani, 2016). In fact, using Grammarly not only helps teachers to assess learners' progress but also can open up students' awareness (Schraudner, 2014; Qassemzadeh & Soleimani, 2016; Karyuatry, et. al. 2018). From the data, it can be seen that Grammarly is such a famous online grammar checker.

**2.1.4 Grammar Aspects Covert in Grammarly**

**2.1.4.1 Free Grammrly and Premium Grammarly**

Grammarly are a few of the most common writing issues can help eliminate: spelling, readability, and wordiness in the free Grammarly section. The use of free Grammarly only includes two aspects, namely correctness and clarity. Part of correctness includes grammar, spelling, punctuation, consistency in spelling and punctuation, and fluency, while clarity includes conciseness and readability (Grammarly, 2019).

The Grammarly Premium section contains plagiarism, hedging language, and vocabulary. Grammarly Premium is divided into two aspects, namely engagement and delivery. Engagement cuts compelling vocabulary and lively sentence variety, while delivery includes tone detection, confident language, politeness, formality level, and inclusive language (Grammarly, 2019).

## 2.2 Previous Studies

In this study the researcher focus on the aspect grammatical errors identified by Grammarly. Related the commercial options of Automated Writing Evaluation (AWE) tools are to rely more on self-access materials, such as online grammar checkers, which are freely or commercially available, can automatically recognise and provide advice about grammatical errors in writing (Cavaleri & Dianati, 2016).

In the Indonesian context, the study from 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; Karyuatry et al. (2018) focus on the use of Grammarly Nova (2018) stated that utilizing Grammarly in evaluating students writing several strengths and weaknesses used Grammarly were revealed, and also Gufron (2018) related to Grammarly, who revealed that using electronic feedback such as Grammarly software creates a less intimidating environment for students and its responsibility for their own learning as well as their strengths and weaknesses in language skills.

In the international field, several kinds of research study about Grammarly; one of them is a study from Cavaleri and Dianati (2016) that study about students' perception toward Grammarly. Another research is from Daniels and Leslie (2013) who explore to what extent Grammarly helps students in the writing process. Meanwhile, from the results of any statement that Grammarly has a contribution to giving feedback in students writing. The similarity of this research with previous research related to Grammarly both analyzes the development of students' writing before and after using Grammarly, but the difference is that this research also focuses on the discussion of the aspects that Grammarly identified the writing that only focus on the use of free Grammarly. Besides that, in this study explain the comparison between feedbacks from teacher and free Grammarly.