

# CHAPTER I

## INTRODUCTION

This study is intended to explore the use of online writing correction, Grammarly, in helping the students to raise their self-directed learning in L2 writing at the English Language Education Study Program in IAIN Kendari. This chapter will provide crucial aspects of this research such as the background of the study, the scope of the study, the research question, purpose of the study, the significance of the study, and the definition of key terms.

### 1.1. Background of the Study

Technology has developed rapidly in many aspects and brings a lot of changes in human life (Qassemzadeh & Soleimani 2016). These days, people are faced with all of the things that require skill in operating the technology as well as in teaching and learning activities. As a result, many online correction tools exist to help students in improving their writing (Ghufron & Rosyida, 2018), one of them is Grammarly. Grammarly is one of the online grammar checkers that can help students or academies in their writing by checking the spelling, grammar, and punctuation errors and providing comprehensive and useful feedback (Daniels & Leslie, 2013; Ghufron & Rosyida, 2018; Grammarly, 2019; Nova, 2018).

The researcher has discovered several kinds of research that regard the use of Grammarly in improving student's writing (Cavaleri & Dianati, 2016; Daniels & Laslie, 2013; Ghufron & Rosyida, 2018; Karyuatry, Rizqan, & Darayani, 2018; Qassemzadeh & Soleimani, 2016; Nova, 2018). Furthermore, the other study is focusing on writing correction tools (Parra & Calero, 2019; Reis & Huijser, 2016)

or another online grammar checker like Ginger, Ms. Word, and many more (Daniels & Laslie, 2013). As a grammar checker, it can help students in their writing by checking the spelling, grammar, and punctuation errors and providing comprehensive and useful feedback (Daniels & Leslie, 2013; Ghufron & Rosyida, 2018; Nova, 2018). Grammarly also can check the subject-verb agreement, article usage, modifier placement, preposition use, and quantifiers (Daniels & Leslie, 2013). Besides, Grammarly also can help the lecturer/adviser's time in giving feedback for the students' writing because they only have to check the cohesiveness and coherence of the students' writing (Cavalieri & Dianati, 2016).

In the Indonesian setting, some researchers have investigated the use of Grammarly by comparing between the students who write with the help of Grammarly and with the help from teacher feedback (Ghufron & Rosyida, 2018); how Grammarly can improve students' writing quality (Karyuatry et al., 2018); also what are the strengths and weakness of Grammarly as an online correction tool (Nova, 2018). While for the international context there is research from Daniels and Leslie (2013) who explores to what extent Grammarly helps students in the writing process; and also Cavalieri and Dianati (2016) that study students' perception toward Grammarly.

Most of the studies only focus on improving students writing but less has been done to explore the effect of Grammarly on students' self-directed learning. Even though the students already know the benefit of using the online grammar checker (Grammarly), they tend to use it only when the lecturer asks them to use it. Whereas writing in an online environment can improve people's writing, encourage people self-directed learning (Godwin-Jones, 2011), and make people

responsible for their learning (Qassemzadeh & Soleimani, 2016). Therefore, this study will focus on the use of Grammarly to help raise students' self-directed learning in L2 writing at the English Language Education Study Program in IAIN Kendari. It is conducted to see whether the student's self-directed learning would increase or not with the help of Grammarly.

### **1.2. Scope of the Study**

This present study is limited on the 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. Because 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, it only explores the use of free Grammarly. This study also includes the participant from the English Department students in the third semester because they are already know how to use Grammarly to help them do self-correction or self-revision before submitting their draft in writing class.

### **1.3. Research Question**

In line with the background of the study that has been described before, this study will only focus on how Grammarly as a medium can help raise students' self-directed learning in L2 writing.

### **1.4. Purpose of the Study**

Based on the research question, this present study is aiming to explore how Grammarly as a medium can help raise students' self-directed learning in L2 writing.

### 1.5. Significance of the Study

Directed from the purpose of the study, this study offers important insight into theoretical and practical aspects. For the theoretical aspect, it is expected that this study able to enrich the literature for the other researcher if they want to explore similar studies in a different setting or different study in the same place. As for the practical aspect, it is hoped that the finding of this study can make the other lecturer or teacher everywhere involve the use of online writing correction tools in their class to help students writing be better and help them to be responsible for their learning.

### 1.6. Definition of Key Terms

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

*Grammarly*: an online grammar checker that can proofread people's writing by checking the spelling, grammar, and punctuation errors and providing comprehensive and useful feedback. In this study, 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. Here, the researcher attempts to see the effect of using free Grammarly for students' self-directed learning.

*Self-directed learning*: an initiative of the second language learner in acquiring the language by choosing how to proceed and obtain language education outside the classroom learning process. On the other hand, it can be defined as people who have self-motivation, initiative, clear ideas about what they want to learn, and people who have their plans to pursue and achieve their goals. In this

study, self-directed learning refers to the students' awareness in self-correction to their writing using an online grammar checker, Grammarly, without any compulsion and demand from the lecturer. Students' willingness to use the grammar correction, Grammarly, as they know the aspects within the Grammarly that can help improve their writing even though there is no compulsion and demand from the lecturer.

*L2 writing*: an activity of writing that is performed by non-native speakers or writers that learn English as a second or foreign language. Here, L2 writing is conducted by the third-semester students of the English Language Education Study Program in their writing class which allows them to write a descriptive text about their Ramadhan experience.

