

CHAPTER I

INTRODUCTION

In this chapter, the researcher describes the background of the research, formulation of the problem, objective of the study, focus of the study, significance of the study and operational definition of the study.

A. Background of the Study

English is a modern language that everyone should learn because English has now become an international language and everyone must often communicate in English. As we know, in EFL we will learn four English skills, namely speaking, listening, reading, and writing. English language skills, especially writing skills, are becoming increasingly important as they are used to evaluate students' academic performance. However, they find it difficult to acquire such competence due to various reasons; conventional teaching methods, understanding sentence structures, difficulty translating texts, and conventional teaching methods are one of the causes, (Dastgeer & Afza, 2015). In addition, (Richard and Rendaya, 2002) argues that writing is the most difficult skill for second or foreign-language learners.

In this modern era, writing is an important part of daily life. As social creatures, humans need several types of writing as media to share their thoughts. (Meyers 2005) argues that writing is an action. There are several steps inside the writing system. The procedure of discovering and organizing thoughts, writing or placing them on paper, and rearranging and enhancing writing. Teaching EFL college students is considered one of the maximum difficult

teaching strategies. Developing students' ability in writing is one of the major challenges faced by ESL teachers in most schools nowadays, (Moses et al, 2019). Writing skills are difficult for some students. Nowadays there are a lot of platforms to support students' writing skills.

Grammarly has become one of the most popular automated writing evaluations (AWE) programs for learners in the 21st century. This is an online review site for grammatical errors in scanned documents (Ghufron & Rosyida, 2018). This tool helps students and teachers save time while improving their writing skills and independent learning (Fadhilah et al., 2019). Effective for a teacher and her students to write English correctly as a foreign language. Grammatically, it can automatically detect her errors in grammar, vocabulary, punctuation, spelling, and even plagiarism (Pritama, 2020). This includes corrections and spelling suggestions to make the text clearer, more accurate, more effective, easier to read, error-free, and more impressive with greater accuracy and speed of evaluation, (Nova, 2018).

The research intends to explore students' perceptions of using the Grammarly app to improve their writing skills. The reason researchers use the Grammarly application is because it makes it easier to write and helps correct incorrect grammar in writing English. The Grammarly application can be used anywhere and anytime. Therefore, with this research, the author wants to know how students perceive the Grammarly application to improve the writing skills of Ahmad Dahlan University English education students.

B. Formulation of The Problem

Based on the background of the study above, the researcher formulates a research problem as:

1. What are students' perception about Grammarly application to improve their writing skills?
2. How Grammarly can improve students' writing skills?

C. Objective of the Study

Based on the research problem above, the objective of the research was:

1. To find out students' perceptions of the use of the Grammarly application in improving writing skill.
2. To find out how Grammarly can contribute to improve students' writing skills

D. Focus of the Study

This study focuses on student perceptions of using the Grammarly application to improve writing skills at Universitas Ahmad Dahlan.

E. Significance of the Research

The researcher expects that there are some uses of the research as follows:

1. Theoretically

Through this research, it is hoped that it can provide insight for readers and become a reference for further research on the use of Grammarly applications to improve writing skills.

2. Practically

a. For Students

This research aims to increase students' knowledge and skills writing based on Grammarly as an online tool.

b. For Lecturers

Through this research, it is expected to be used as input and reference material for lecturers in implementing the Grammarly application at universities.

c. For Others Researcher

This research can be used as a reference or comparison for future researchers who want to conduct research with the same theme.

F. Operational Definition

1. Students' perception

Perception is the process by which a person observes another person or an object. Understanding the information conveyed by others allows people to communicate, relate, or collaborate so that no one is excluded from the perception process. Perception is referred to as the "core communication" because inaccurate perception leads to ineffective communication.

Perception will be especially beneficial to students who are new to higher-level study. Furthermore, Montague claims that students' perception is the students' feelings about something. For example, when we listen to rock music, we may become annoyed and turn off the music, or we may become entertained and continue to listen to the music.

2. Grammarly

Grammarly is an online grammar and spelling checker for Language Structure English to correct spelling mistakes. Grammarly provides word suggestions that apply when there are incorrect words in the structure of the English language.

3. Writing

Writing is an attempt to describe thoughts, ideas, and feelings in the form of symbols. The symbol referred to here is a symbol of the writing language system. This written language is predicted to be a medium of communication, (Hargrove dan Pottet,.1998).