

CHAPTER 1

INTRODUCTION

1.1 Research Background

Grammar is one of the main components that need to be mastered especially for students who learn the English language or commonly called English as Foreign Language (EFL) students. Grammar is related to the rules in forming words, phrases, and language clauses that the function is to make correct sentences both verbally and non-verbally (Thornburry, 2004). Mastering grammar helps people to have an understandable communication between speaker and hearer. (Schleppegrell, 2014). According to Thompson (1996), grammar helps people to communicate with other people who come from all over the world. Unfortunately, in Indonesia grammar has been taught for a long time at any level of the school but the result of grammar learning gave unsatisfied category (Ramelan, 1991). Thus, grammar is one of the important components in the English language that need to be mastered by all people especially EFL students.

Grammar is used in four skills namely listening, speaking, reading, and writing. According to Lailika (2019), grammar supports four skills in language. Those skills can be divided into two types such as receptive skills and productive skills. Receptive skills consist of listening and reading skills while productive skills consist of speaking and writing skills (Hidayti, 2018). Productive skills are challenging because the learners need to do action on it. It means that writing becomes challenging skill especially for EFL students. According to Blanchard and Root (2003), writing is a

difficult activity for a learner who learn new language and write in academic field. It is because writing has many things that need to be considered and one of them is the implementation of correct grammar.

In an educational field, writing thesis is a compulsory. It is required at the end of the semester for EFL students who want to get their degree. The lecturers make sure that the students can write their thesis by giving some lessons at the beginning until they are ready to write a thesis. EFL students are expected to implement a good logic sentences, idea flow, coherence, cohesion, and grammar in thesis. In additional, they are expected to focus largely on grammatical perfection in thesis (Leki, 1992). It is because the use of correct grammar influences the understandable of the reader. Unfortunately, many EFL students experienced serious problems in authorship including the use of correct grammar (Ghufron & Rosyida, 2018). It also supports by Bitchener, John, and Denise (2005) stated that grammatical errors that occurred very frequently in EFL students' writing especially in dealing with the use of the preposition.

Considering the obstacles in the grammar aspect, it is very necessary to have feedback to improve the quality of writing. Qosayere (2015) point outs, grammar feedback gives positive impact to students' writing. It stated that the researcher used focus group and interview to get the data then revealed it into three major categories such as students and teachers attitude of grammar feedback, students' view of grammar correction strategy, and the type of feedback that has emphases. The grammar feedback in thesis is usually done by the teacher but it requires quite a long time if the feedback is conducted as a whole and manually (Cavaleri & Dianati, 2016). If a teacher has 20 students, it can be predicted that the teacher will give

feedback about the constraints on the grammar aspect, which are not only 10 sheets per person but more than that. It will take a long time to revise the grammar only. Therefore, they need a digital tool to help them correcting error grammar.

In this digital era, the development of technology has significantly developed. Many manual activities can be done easily through using the development of technology. Based on the problem of grammar feedback that has been stated above, the teacher and students can benefit from some kinds of tools named online grammar checker. Well, to make it time-efficient, an online grammar checker can be considered as a solution to the grammar constraints on the authorship of the thesis. There are many kinds of online grammar checker tools such as Grammarly, ProWritingAid, Reverso, Ginger, comprising grammar, and so on. However, the most popular online grammar checker is Grammarly (Lailika, 2019). Grammarly is a tool that can help teachers and EFL students to give online feedback on students' grammar in writing text. Supported by O'Neill and Russell (2019), Grammarly is categorized as a tool that very easy to use. Therefore, this tool commonly used by people in the academic field.

Grammarly is an online checker that was developed by Alex Shevchenko, Max Lytvyn, and Dmytro Lider in the year of 2009, and this application is owned by Grammer, Inc., that located in California (Krasnikov, 2018). Since 2018, Grammarly can be accessed through browsers like Google Chrome, Edge, Safari, and Firefox therefore Grammarly is categorized as the easiest online grammar checker website to use. Grammarly has two versions as the free version and the premium version as a prepaid upgrade. The Grammarly of free version offers to check about 25 common and advanced grammatical rules and this version also

corrects spelling, word choice, and punctuation, tone, and style mistakes. While premium version offers a complex component checking about more than 400 types and some are about grammatical errors, vocabulary enhancement, citation, and also plagiarism detection (Perdana, 2019). Thus, through those help of online grammar checker results many people have commonly used this tool and many studies are conducted to investigate the use of Grammarly.

There are some previous studies about the use of Grammarly. Yulianti and Reni (2018), investigate utilizing Grammarly in teaching writing recount text through a genre-based approach. O'Neill and Russell (2019) investigated students' perceptions of the automated feedback program Grammarly. Qassemzadeh and Soleimani (2016) researched about the impact of feedback provision by Grammarly software and teachers on learning passive structures by Iranian efl learners. Perdana (2019) conducted research about online grammar checkers and their use for EFL writing and one of the tools is Grammarly. Karyuatry L, Rizqan, M. D, and Darayani, N. A (2018), researched Grammarly as a tool to improve students' writing quality (free online proofreader across the boundaries). The role of grammarly in assessing English as a foreign language (EFL) writing is the research has conducted by Muhammad Ali Ghufroon and Fathia Rosyida (2018). Those studies have been conducted about Grammarly. However, no studies have researched students' perception towards the use of Grammarly especially for EFL graduate students that have finished their thesis.

Based on the preliminary study, the researcher found that some graduate EFL students at Undiksha used Premium Grammarly on the process of checking their grammar in thesis writing. Then, the interview section with the librarian at

Undiksha resulted there were none of studies about Premium Grammarly. Therefore, this research investigated about Premium Grammarly. In addition, it is necessary to know about students' perception towards the use of Premium Grammarly. Perception is important to investigate because the result shows about the representation of sample opinion. In general, the investigation of perception consists of three category namely positive perception, neutral perception, and negative perception. There are two novelties in this research such as this research becomes limited study because other studies are mostly about free Grammarly and there is none study about Premium Grammarly at Undiksha. Therefore, this result can be used as a reference for the reader. Thus, this study aimed to investigate about the perceptions of graduate EFL students towards the use of Premium Grammarly on thesis writing at Undiksha. This research is expected to have a sustainable positive impact about the use of Premium Grammarly. At least, the reader uses this research as a reference when the reader considering to use Premium Grammarly.

1.2 Problem Identification

Writing a good thesis has many things to consider and some of them are idea flow, cohesion, coherence, and grammar. This research emphasized about the use of correct grammar because some data showed that many EFL students were lack of mastering grammar. In this digital era, many EFL students use online grammar checker to avoid grammar error in writing. Grammarly is one of the tools that is used by students. Sometimes. The students also use Premium Grammarly because it has addition services than Free Grammarly. Some of EFL students at Undiksha use Premium Grammarly to fix their grammar in thesis writing. In this case, knowing about students' perception towards the use of Premium Grammarly

is important because analyzing perception provides the three category of perceptions namely positive perception, neutral perception, and negative perception. Therefore, the result of analyzing perception gave insight to the reader as a consideration to use Premium Grammarly or not. Thus, this research investigated about graduate EFL students' perception towards the use of Premium Grammarly on thesis writing.

1.3 Limitation of the problem

The identification problem above showed that this research focused on graduate EFL students' perception about the use of Premium Grammarly. Then, this research found many graduate EFL who have finished their study, the researcher only found thirty-eight respondents who have used Premium Grammarly in thesis. In addition, the pandemic situation made the researcher collected the data in online; spread the questionnaire and interview.

1.4 Research Questions

There were two research questions based on the aforementioned problem identification.

1. How did the graduate students perceive premium Grammarly as grammar online checker in thesis writing?
2. What were the factors that influence students' perception to use premium Grammarly as grammar online checker in the process of thesis writing?

1.5 Research Objectives

There are two research objectives in this research.

1. To investigate EFL graduate EFL students' perception towards the use of premium Grammarly online on their thesis writing at the Ganesha University of Education.
2. To investigate about the factors that influence students' perception to use premium Grammarly as grammar online checker in the process of thesis writing at the Ganesha University of Education.

1.6 Research Significances

This research is expected to give an advantage in theoretical and practical significance for the students, lecturers, and further researchers. The advantages are mention below:

1. Theoretical Significance

This research gave a contribution to the knowledge development especially about the use of Premium Grammarly to help correcting error grammar in writing.

2. Practical Significance

- a) For students

The students can use this research paper as a reference when considering about the use of Premium Grammarly.

- b) For lecturers

The lecturers can use this research paper as a reference. Besides, the lecturer can give this information to the students.

- c) For further researchers

The future researchers can use this research as a reference to conduct further research.

1.7 Scope of the Study

This research conducted at English Language Education, Undiksha especially for graduate EFL students. This research investigated students' perceptions towards the use of premium Grammarly on students' thesis writing as well as to investigate about the factors that influence students' perception to use Premium Grammarly.

