

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

##### **2.1.1 Grammarly Overview**

Grammarly is one of the computer programs (automated online software) that may be used in writing classes. It is a website for online proofreading that may be used to check texts for grammatical errors. Grammarly is effective software for correcting writing. Grammarly is not only for correcting grammatical errors but also offers a list of synonyms, checks for spelling problems, and gives users feedback on their errors (Daniels & Leslie, 2013).

Grammarly is not only used for correcting Writing, but Grammarly gives a score for grammatical competence score. Japos (2013) said that It provides information on the overall grammatical competence score and the frequency of each discovered grammatical error. Another test is necessary to demonstrate an improvement in the grammar score and decrease the number of errors found after the changes were made.

Grammarly is an online writing assistant that checks grammar, spelling, punctuation, and style mistakes. It is a web tool that can be used to perform grammar checks starting from the spelling of words, sentence structure to standard grammar. Grammarly runs on an Artificial Intelligence (AI) system, which is built to analyze English sentences relying on a set of rules. Fitria (2021) also said that Grammarly's artificial intelligence (AI) system blends deep learning with various approaches to natural language analysis. It takes context when showing corrections or suggestions and informs the users quickly but still precisely. Grammarly has a free version and a paid version with more features. It is recommended for students who want to check various documents or articles in English. according Fitria, (2021) Grammarly is the most powerful tool available to users for detecting for errors in their writing. Grammarly can be a powerful tool

that teachers and students can explore in their writing classrooms, but it has some limitations that require further enhancements

### **2.1.2 The Benefits and The Drawbacks of Grammarly**

Grammarly has a number of benefits and drawbacks that need to be considered. One of Grammarly's main advantages is its ability to automatically detect and provide suggestions for grammatical errors in writing. As explained by Nova (2018), the benefits of Grammarly for Writing is:

- 1) Useful Suggestions for Learning, Using Grammarly makes it possible to write better and has a suitable impact. This tool can help users become aware of typos and improve their comprehension of editing errors since users can learn from their mistakes.
- 2) Easy access for downloading and using, the primary worry regarding its accessibility was the straightforward processes to register an account with email, submit Writing, and assess Writing. This is Grammarly for Academic Writing, which is second in strength.
- 3) High Evaluation Speed Rate, the fast evaluation rate can help users revise their academic Writing more quickly and save users time while evaluating their work.
- 4) There is no charge, and even though Grammarly provides premium access with unlimited access, Grammarly also offers free access with limited access and is quite helpful for evaluating academic Writing.

However, there are some drawbacks to consider. Grammarly may not always correctly understand the context or the writer's purpose, resulting in suggestions that are not always accurate. the drawbacks Grammarly in evaluating Writing, according to Nova (2018) is:

- 1) Inaccurate Feedback, Sometimes, the user's intended meaning and emphasis of the statement were modified by the feedback, which did not always follow the user's aim.

- 2) Excessive reference list checking, because this program has an automatic checker, everything stated in the article will be corrected, including the reference list.
- 3) Not being able to review the context and content of the Writing, The capability to recognize connections between sentences is still missing from this application. As a result, this software has trouble determining the context of Writing.

Grammarly, in evaluating Writing, has its benefits and drawbacks. The benefits are useful Suggestions for Learning, Easy access for downloading and using, High Evaluation Speed Rate, and no charge. However, Grammarly also has the drawbacks, such as Inaccurate Feedback, Excessive reference list checking, and not being able to review the context and content of the writing. Overall, Grammarly adds significant benefits to helping with improved writing. However, users must carefully assess both the benefits and drawbacks in considering their specific needs and preferences.

### **2.1.3 Grammarly in Educational Context**

Grammarly plays a crucial role in the educational context by offering useful assistance to students and educators. Grammarly helps students improve their writing abilities in an educational context by automatically detecting and suggesting grammatical problems in their writing. Grammarly is not only for correcting grammatical errors but also offers a list of synonyms, checks for spelling problems, and gives users feedback on their errors (Daniels & Leslie, 2013). This not only improves the quality of students writing but also gives opportunity for self-directed learning. O'Neil & Russell (2019) Furthermore, after using Grammarly, students' writing quality and performance improved. Grammarly can be used for academic projects, essays, and other tasks, allowing students to improve their writing correctness and clarity. (Perdana & Farida, 2019) demonstrated that the use of technology in academic writing classes is becoming more common.

Furthermore, Grammarly helps educators by offering tools for delivering useful feedback to their students. Grammarly can help teachers analyze and comment on students' written work more effectively. Huang, Li & Taylor (2020) In other words, when students receive instant writing feedback from Grammarly, their awareness of grammar rules and writing structure increases. In this way, Grammarly serves not only as a grammar correction tool but also as an instructional tool that helps enhance students' understanding of grammar aspects and proper writing styles. Grammarly is not just a grammar checker, but it is also a tool for instruction that helps students master grammar and appropriate writing styles. In essence, Grammarly's presence in the context of learning not only helps students improve their writing abilities but also increases teacher roles in offering appropriate assistance and feedback.

#### **2.1.4 Writing Definition**

The term "writing definition" can refer to the act of defining something in written form or the skill of clearly and accurately explaining the meaning of a concept or term. It can also be associated with academic activities aimed at improving students' ability to write clear and precise definitions. The term "writing" can be defined in various contexts. Rieger (2020) In the context of technical communication, "writing" may refer to the process of creating and conveying information effectively, especially in intercultural communication. Additionally, Turner (2018) "writing enrichment class" refers to a specific type of class aimed at enhancing writing skills. Therefore, the definition of "writing" varies depending on the specific field or context in which it is used. Salija (2011) In the context of composition, there is a study on the writing of definition and exemplification exposition, which explores the quality of composition with and without the use of an outline.

#### **2.1.5 Principles of Writing**

There are several principles of writing that can be applied to various genres, such as qualitative research, review articles, and research papers. Some key principles include:

1. Engaging the reader: Mitchell & Clark (2021) Writing should aim to not only communicate research results but also engage the reader and create a spark in their qualitative research paper-writing. This can be achieved by using active voice, clear language, and incorporating personal experiences or anecdotes to make the content more relatable and interesting.
2. Organization and structure: A well-organized and structured paper is essential for effective writing. Boojar & Dizavandi (2020) This includes using headings, subheadings, and lists to guide the reader through the content, making it easier for them to follow and understand the information presented.
3. Citation and referencing: Proper citation and referencing practices are crucial for giving credit to the sources of information and ideas used in the writing. Mitchell & Clark (2021) They also help readers verify the credibility of the content and navigate to the original sources if needed.
4. Critical analysis: When writing a review article or research paper, it is essential to provide a critical and useful analysis of the current literature in a particular topic. Boojar & Dizavandi (2020) This can be done by summarizing, classifying, and comparing related research papers, identifying gaps in the literature, and suggesting potential areas for future research.
5. Clarity and conciseness: Writing should be clear, concise, and free of grammatical errors. Rau (2019) This can be achieved by using simple language, avoiding jargon, and ensuring that each sentence is well-constructed and easy to understand.
6. Taking risks: Researchers should feel free to take risks in their writing, as this can lead to more creative and engaging content. Mitchell & Clark (2021) This can be achieved by exploring new ideas, challenging conventional wisdom, and being open to revising and refining the writing process.

By adhering to these principles, writers can create well-crafted, informative, and engaging pieces of writing that effectively communicate their ideas and findings to the reader.

#### **2.1.6 Writing as A Process**

Writing Process is the process of writing with several stages. According to Seow (2002), The four primary stages of the writing process as a personal activity are planning, drafting, revising, and editing. The first step is planning. It stimulates ideas for starting. It encourages students to start coming up with preliminary ideas and gather material for writing instead of forcing them to stare at a blank page. The second is drafting. At the drafting stage, the writers are more concerned with writing fluency than with grammar accuracy or the neatness of the text. The next is revising. Based on feedback during the responding phase, students change their writing to improve. The last is editing. Students revise their final drafts for teacher review, focusing on the accuracy of the supporting textual material, such as quotations and examples, in addition to grammar, spelling, punctuation, diction, and sentence structure.

However, according to another researcher, the writing process has slightly different steps but has the same core. Oshima and Hogue (2007) outlined the writing process's prewriting, organizing, Writing, and polishing stages. First, prewriting is when a writer selects an issue and collects information to describe the topic further. Maybe the student brainstormed subjects, ideas, or problems in this stage, then put words or phrases that came to her on a piece of paper or a word processor. The second step, organizing, involves condensing the previous step's concepts into a clear plan. It suggests that a writer draft an outline that includes relevant contextual terms or phrases she learns from the first step. The third step is writing, when students begin by creating drafts using the outlines as a guide. Students should write down their thoughts in this step and expand on the actions from the previous ones with more words or phrases. The fourth step, polishing, consists of the revision and editing steps. When revising, a writer should make significant changes to the

content and organization. The goal of editing is to correct little mistakes in grammar and mechanics.

### **2.1.7 Technology Acceptance Model**

TAM is a research model that can be used to predict the adoption of information technology introduced by (Davis et al., 1989). TAM aims to explain and predict user acceptance of an information system. TAM provides a theoretical basis for knowing the factors that influence the acceptance of technology in an organization. TAM describes a causal relationship between beliefs (the benefits of an information system and its ease of use) and the behavior, purpose, and actual use of an information system.

A popular theoretical framework for understanding and predicting consumer acceptance and adoption of technology is the Technology Acceptance Model (TAM). A comprehensive review of the TAM's literature was done, including its origins, development, and uses in various contexts. (Venkatesh et al., 2003). The TAM expands upon the Theory of Reasoned Action (TRA) by including perceived utility and perceived ease of use as essential factors in consumer approval. With the addition of perceived behavioral control, it has changed from a two-component model to a three-component one (Venkatesh & Davis, 2000). The Unified Theory of Acceptance and Use of Technology (UTAUT) and the TAM2 model were two expansions and adaptations of the TAM that were explored in the literature study (Venkatesh et al., 2003). Empirical research that evaluated the TAM and its additions in a range of settings, including healthcare (Holden & Karsh, 2010), education (Teo, 2011), e-commerce (Kuan et al., 2008), and mobile technologies (Lai et al., 2017), The review found that the TAM is useful in predicting user acceptance and adoption of technology, but also has limitations and challenges.

The TAM model is commonly criticized for offering practitioners little helpful guidance on designing effective interventions and processes that would motivate users to change their behavior in favor of adopting, accepting, and using the new technology. Venkatesh and Bala (2008) suggested the TAM3 model to solve these issues by synthesizing earlier research on the TAM model. TAM3 is a

brand-new advancement in the field of technology adoption. Without a doubt, the TAM3 theory has significantly advanced theory by revealing the factors influencing perceived utility and ease of use.

The TAM3 model covers a variety of significant factors that might influence how a new technology like m-commerce is adopted in the future. What is even more exciting is that the TAM3 model places a strong emphasis on a variety of fundamental issues (like individual differences, system characteristics, social influence, and facilitating conditions) that may help us better understand the variables influencing the individual-level adoption behavior of m-commerce (Faqih & Jaradat, 2015).



Table 2. 1Table of TAM

Determinants of perceived ease of use are:

<b>Determinants</b>	<b>Definitions</b>
Perceived Ease of Use	The degree to which a person predicts needing minimal effort to use an IT (Davis et al., 1989).
Subjective Norm	It can be described as a level at which a person has that the majority of individuals who are important to him believe he should or should not use the system (Venkatesh & Davis, 2000)
Image	The degree to which a person believes using new technology will raise their status within their social structure (Moore & Benbasat, 1991).
Job Relevance	The extent to which a person thinks the objective system relates to their line of work (Venkatesh & Davis, 2000).
Output Quality	The extent to which a person thinks the system does an excellent job of fulfilling their work activities (Venkatesh & Davis, 2000).
Result Demonstrability	The extent to which an individual believes the outcomes of utilizing a system to be palpable, discernible, and understandable (Moore & Benbasat, 1991).

The determinants of perceived ease of use are:

<b>Determinants</b>	<b>Definitions</b>
Computer Self-Efficacy	It relates to individual's perceptions regarding their own abilities to use a computer system (Venkatesh & Bala, 2008).
Perception of External Control	The extent to which a person thinks that there are appropriate technical and organizational resources to facilitate the usage of the system (Venkatesh et al., 2003).
Computer Anxiety	It relates to an individual's emotions of anxiety, or even fear, when faced with the possibility of utilizing computers (Venkatesh, 2000).
Computer Playfulness	"The extent of cognitive improvisation in human-microcomputer interactions" (Webster & Martocchio, 1992, p. 204).
Perceived Enjoyment	How much "the activity of using a specific system is perceived to be enjoyable in its own right, aside from any performance consequences resulting from system use" (Venkatesh, 2000).
Objective Usability	a system comparison based on "the actual level (rather than perception) of effort required to complete specific tasks" (Venkatesh, 2000).

## 2.2 Study of Relevant Research

Pratama (2021), in his study under the title "The Investigation of Using Grammarly As an Online Grammar Checker In The Process Of Writing", discussed that Grammarly is an online grammar checker in the process of Writing. During the study, the writer utilized Grammarly as an online grammar checker to verify grammar, punctuation, and word spelling. This study aimed to look at learners' perspectives on using Grammarly as an online grammar checker throughout the writing process. This is Qualitative Research with a survey research design. This study included 30 English Education Department students from the sixth and eighth semesters at a public institution in Karawang. The writer uses questionnaires and interviews as data-collecting techniques. The writer analyzed the obtained data using a triangulation data analysis approach. The result showed that the students had positive and negative perceptions about Grammarly as an online grammar checker.

Moreover, a study by Dewi (2022) aimed to describe EFL students' perceptions of the effectiveness of Grammarly as an Automated Writing Evaluation (AWE). Many EFL writing classrooms now use the Grammarly program to provide AWE. The study's participants were 75 students participating in an EFL writing class. The surveys and interviews were used to investigate the students' perspectives on using Grammarly to edit their papers. The questionnaire data was analyzed using percentages, while the interview data was analyzed using content analysis. According to the findings, students positively perceive using the Grammarly application as AWE.

Furthermore, Karyuatry (2018) found out whether using Grammarly could improve the students' writing quality related to descriptive Writing. The study is based on the lecturer's observation, which indicated that students had grammar and diction problems. The lecturer stated in the interview that the students were bored and uninterested in Writing. Furthermore, most students believed writing in English was very difficult. To solve the problems, the

researchers collaborated with the lecturer to conduct action research with 40 students. Three methods were used to collect research data: interviews, student writings, and questionnaires. The researchers concluded that Grammarly can be an appropriate tool to minimize errors and improve students' writing quality.

The relevance of this research to previous studies is that studies highlight the use of Grammarly as a tool to help improve writing quality. They provide insights into students' experiences, perceptions, and effectiveness, offering information for educators and institutions aiming to enhance writing skills.