

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Writing is still crucial in modern times. As sociable creatures, humans require a variety of writing products as a means of idea sharing. According to Meyers (2005), writing is an action. The stages involved in writing are discovering and organizing an idea, writing it down, and then reshaping and revising it. In education, especially in learning English, writing is becoming one of the crucial English skills.

In mastering writing skills, students experience several challenges. Nurfiryalianti et al. (2014) state that while all students can convey their thoughts, ideas, and experiences in written form to readers, some students may be unable to achieve them correctly. This occurs because students may not have writing confidence due to a lack of grammar or vocabulary. According to Lazic et al. (2020), undergraduate L2 students frequently struggle with paraphrasing, summarizing, synthesizing, appropriate attribution, and citing. This may lower their interest in L2 writing classes. However, writing is one of the language skills that may be promoted by using technology. Technology that can evaluate Writing automatically using an online system is Grammarly.

"Grammarly" is one of the computer programs that can be used in the writing process. It is a website for online proofreading that may be used to check texts for grammar errors. Grammarly assists students in identifying and correcting minor mistakes in their written work and avoiding plagiarism. Fitria (2021) stated that Grammarly is one of the best English grammar checkers available and the most commonly used. Requiring students to check their work in Grammarly before turning it in allows instructors to focus more on higher-level issues such as critical thinking, creativity, and demonstration of learning. Perdana and Farida (2019) demonstrated that the use of technology in academic writing classes is becoming more common.

Undergraduate students in one of University in Indonesia is inevitably very interested in taking advantage of this. Based on the results of the pre-survey with several of them, three undergraduate students use Grammarly to evaluate their Writing to make it more perfect. They got to know Grammarly in a course related to the writing process. The features used are not only to evaluate the grammar but also to check plagiarism, punctuation, and sentence structure. Ambarwati (2021) said that due to its widespread availability and easy accessibility, Grammarly has become popular among university students in Indonesia. So Grammarly can be used as a valuable tool in Indonesian universities to enhance student's writing skills, improve grammar, and boost confidence in their writing skills.

Moreover, Pratama's (2021) research focused on exploring students' perception of using Grammarly as an online grammar checker in the process of writing. The research found that students perceive positive and negative perceptions about Grammarly as an online grammar checker. Furthermore, Dewi (2022) focused on identifying Grammarly as an automated writing evaluation. The research found that this tool helps to identify errors in grammar, punctuation, spelling, and word choices in Writing; helps to minimize the mistakes in writing products; enhances paraphrasing skills; corrects the errors in writing anytime and anywhere; helps to improve students' vocabulary; and Grammarly is easier to find the mistakes in writing. Moreover, Karyuatry (2018) research focused on Grammarly as a tool to improve students' writing quality (free online proofreader across boundaries). The researchers in his study found that Grammarly can be used as an appropriate tool to minimize errors and improve students' writing quality.

From several previous research studies related to Grammarly's research, there is a gap with this study, specifically in the research context. The previous research only focused on using Grammarly in the free version. This research will investigate students' experience using Grammarly in the premium version. To fill this gap, this research aims to explore students' experience using Grammarly in the premium version at a university in Tasikmalaya using semi-

structured interviews to gain more profound information about their experience using it in the premium version. This study is expected can be complementary to information in the previous research on investigating undergraduate students' experiences with the utilization of Grammarly in the writing process.

1.2 Research Question

The research investigates “what are the students’ experiences of using Grammarly in the writing process”.

1.3 Operational Definitions

1.3.1 Grammarly

An undergraduate student used an online grammar checker as a facilitative tool in writing process. This research uses a premium version of Grammarly.

1.3.2 Undergraduate Student

Undergraduate students are students studying for a Bachelor's degree (or equivalent) at a university. She is Undergraduate students in one of University in Indonesia majoring in Engling Edication

1.3.3 Writing Process

The writing process is a process in writing activities that involve planning, drafting, revising, and editing. And academic reading and writing is one of the courses conducted as part of writing activities

1.4 Aim of the Research

The research aims to know students' experience of using Grammarly in the writing process.

1.5 Significance of the Study

- 1.5.1 Theoretical** : Theoretically, this research will prove the effectiveness of using Grammarly to assist the writing process in the editing process by providing empirical data on the experiences of undergraduate students.
- 1.5.2. Practical** : Practically, this research will motivate undergraduate students to engage in developmental technologies to perfect their writing.
- 1.5.3 Empirical** : Empirically, this research can be complementary to information in the previous research on investigating undergraduate student experiences with the utilization of Grammarly in the writing process.