CHAPTER 1

INTRODUCTION

1.1 Background

Writing can not be called an effortless activity to do since it has many important aspects to be noticed that make it less easy. In addition, if it is written by using a foreign language, it is generally a challenging activity (Sadeghi & Khajepasha, 2016). Furthermore, the students' mindsets say that foreign language is difficult to learn because of its differences in many aspects than *Bahasa Indonesia* (Karyuatry, 2018).

Moreover, there are several difficulties faced by EFL students in writing in a foreign language. They faced difficulties in grammar such as lexical choice (the word <u>can</u> change <u>to is able to</u>), and tenses (students ability that should be students' ability). EFL students have to master how to make writing in the form of formal language according to the academic requirements. At this point, the other problems come up because most EFL students agree that writing is the most difficult skill and need long-term to master it (Karyuatry, 2018).

However, the development of technology nowadays can assist the writers to check the grammar of their text, as Nova (2018) argued that with the development of technology, any writer now can easily check their academic writing with the automatic writing evaluation program. One of the grammar checkers that can be used is Grammarly. Karyuatry (2018), on their research, has found that Grammarly can be used as an appropriate tool to minimize errors and improve students' writing quality. It is an online proofreading website that can be used to

scan documents and automatically detect potential grammar, spelling, punctuation, word choice, and style mistakes in writing. It is used by millions of users every day to make their messages, documents, and social media posts clear, mistake-free, and impactful (Grammarly, 2019).

Moreover, Nova (2018) has been doing a study to find out the strengths and weaknesses of utilizing Grammarly in evaluating academic writing to three Indonesian EFL postgraduate students Grammarly users. The result of the study found out that Grammarly can easily and helpfully use since it provides a high rate of evaluation speed, and free access in proofreading the academic writing text, the useful of colored-code feedback completed with brief explanations and simple examples can help the writers understanding the errors and make them learn better. Furthermore, Fadhilah et al (2019) in their study have found that Grammarly application can provide comprehensive feedback to students about grammatical errors, thus saving students and lecturers time in improving writing, while also training students to be able to learn independently. Moreover, Ghufron (2019) in his study has found that Grammarly is better in reducing errors in terms of vocabulary usages (diction), language use (grammar), and mechanics of writing (spelling and punctuation). On the other hand, students with low language proficiency may not be able to utilize Grammarly effectively as their lack of linguistic competence can prevent them from adequately under-standing AWCF. Therefore, the use of Grammarly is recommended for students with more advanced English proficiency (Koltovskaia, 2020).

In addition, there are former EFL undergraduate students at Siliwangi University in Tasikmalaya who have been using Grammarly as their assistance when writing a research paper. Reflecting on this issue, the researcher is interested to investigate this phenomenon.

1.2 Formulation of the problem

This research investigates about 1) What factors that make the former EFL students using Grammarly to edit grammatical errors in writing a thesis? and 2) How does Grammarly facilitate the former EFL students to edit grammatical errors in writing a thesis?

1.3 Operational Definition

To avoid misunderstanding, about the terms set out in this study, the author provides some definitions related to this study, as follows:

3.1 Grammarly: An online grammar checker that was used by a former EFL undergraduate student as a facilitative tool in writing his thesis. This research is using free version of Grammarly.

3.2 English Grammatical Errors: Several errors produced by a former EFL undergraduate student in form of mechanics and grammar in their research paper.

3.3 Former EFL Students: The students that have been graduated from the undergraduate level of college.

3.4 A Thesis: An academic written text made by a former EFL undergraduate student as a requirement to be graduated from the university.

1.4 Aims of the Research

This research aims to know about the factors that make the former EFL students using Grammarly to edit grammatical errors in writing a thesis and how Grammarly facilitate the former EFL students to edit grammatical errors in writing a thesis.

1.5 Uses of the Research

Practically, this study will give the EFL undergraduate students motivation to engage the development of technology as assistance in accomplishing a thesis, specifically in the process of editing the grammatical errors.

Theoretically, this study will give evidence of effectiveness in using Grammarly to assist academic writing in the process of editing grammatical errors by showing the empirical data of EFL undergraduate students' experience.