

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Grammarly**

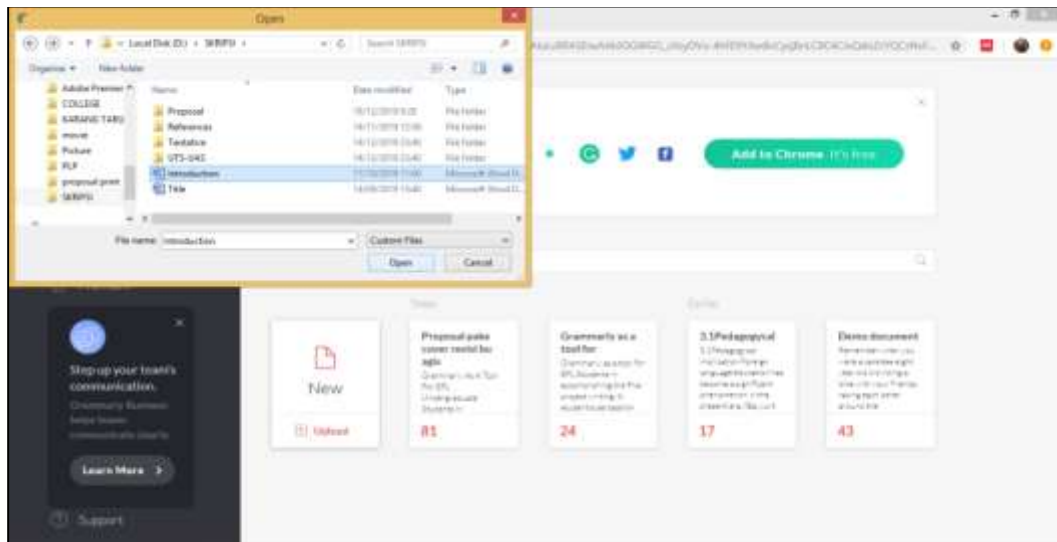
In this digital era, students have to be familiar with computer software whether it is internet-based software or even offline tools to help them in the learning process (M. A. Ghufroon & Rosyida, 2018). There are lots of useful features created by the development of technology that can assist the students. One of them is the use of technology as an automated writing evaluation that can automatically facilitate students as feedback on their writing (Li et al. 2019). In this case, the researcher will discuss one of the computer software that can be implemented in an EFL writing class as an automated written corrective feedback named Grammarly.

Grammarly is an online proofreading website that can be used to scan documents and automatically detects potential grammar, spelling, punctuation, word choice, and style mistakes in writing that claim used by millions of users every day to make their messages, documents, and social media posts clear, mistake-free, and impactful (Grammarly, 2019).

This kind of software will not decrease students' creativity in writing since it will check all sorts of grammar and style errors. It then flags them and offers suggestions for rewrites. Hence, the students can realize the possible mistakes of their work and changes on their own.

The software developers claim that the plug-in is able to check 250 grammar rules including subject-verb agreement, article usage, and modifier placement, preposition use, and quantifiers. Furthermore, the software offers plagiarism checking and provides suggestions on how to fix instances of plagiarism (Daniels & Leslie, 2013).

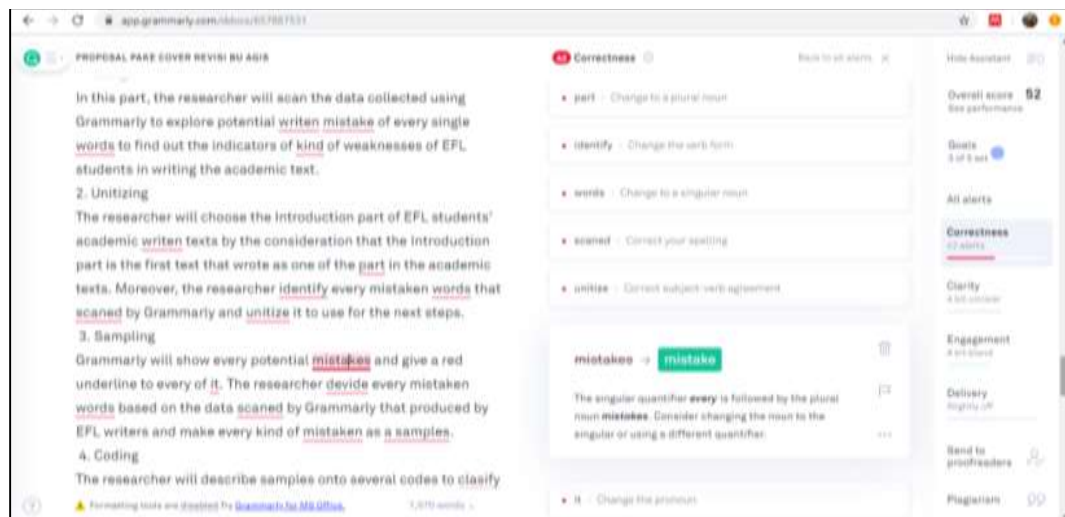
Picture 1 shows the process of uploading the written document to the website of Grammarly through the computer.



**Picture 1. Step to Upload**

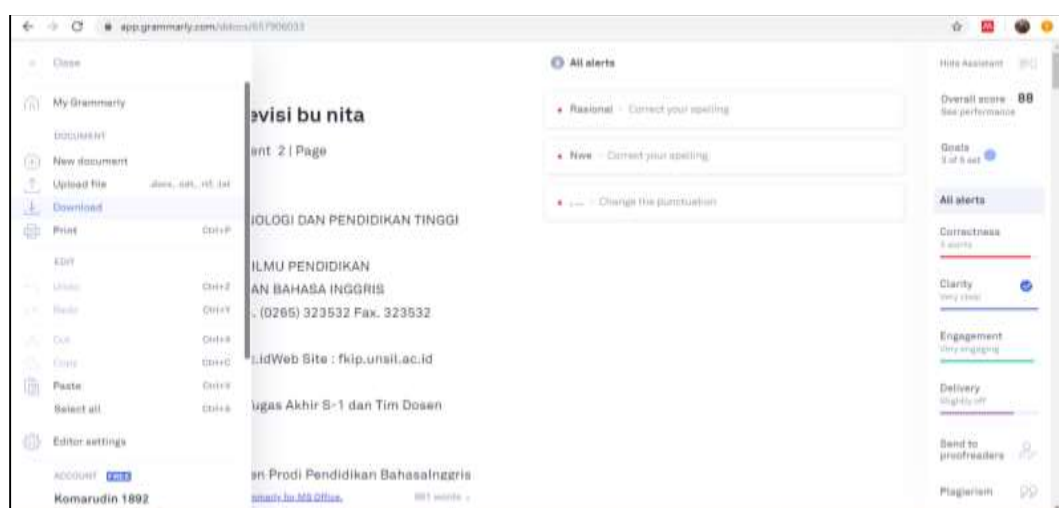
Subsequently, the website will automatically scan and shows the result of every possible mistake in the document as shown in picture 2. In this section, the website serves suggestions for every underlined word thus the writers are able to correct every mistake on their own in just one click on the green suggestion button. Since the participants in this research are using the free version of

Grammarly, this research only focuses to investigate the experiences of participants in correcting mechanics and grammar in their thesis.



**Picture 2. Step of Correction**

Picture 3 shows the last step of operating Grammarly. After finishing the correction section, the writer can easily download the document from the website without changing everything except every word that has been corrected.



**Picture 3. Step to Download**

In addition, Svetlana Koltovskaia in 2020 has been doing a study about Grammarly. This study explained the use of Grammarly as automated written corrective feedback, it is found that to make it effective, the use of Grammarly should be accompanied by users' cognitive and affective aspects. At least, the users should have English language proficiency basic (Koltovskaia, 2020).

## **2.2 Grammar for Academic Writing**

According to Gerot (1994), grammar is a theory of language, of how language is put together and how it works. In addition, Murphy (2011) explained the elements of grammar such as present and past, present perfect and past, future, modals, if and wish, passive, reported speech, questions and auxiliary verbs, -ing and to, articles and noun, pronouns and determiners, relative clauses, adjective and adverbs, conjunctions and prepositions, and phrasal verbs. Grammar often defined as the rule system of language, but it is also useful to think of it as a resource for expressing meaning (Lynch & Anderson, 2013). For this reason, academic writing should always follow rules of grammatical accuracy since the end-user or consumer of the writing is likely to be an expert in particular fields (Baleghizadeh & Gordani, 2012). (Lynch & Anderson, 2013) stated that there are areas of grammar in academic writing that need to be mastered by writers such as the basic distinctions of meaning in the verb tense system, the use of modal verbs to express degrees of certainty and commitment, and alternative ways of grouping and ordering written information to highlight the flow of writer's argument. To write an academic writing using English, the writers have to be aware of managing the grammatical structures in their paper in order to avoid

misunderstanding meanings, especially for L2 learners. Many researchers have reasonably argued that for academically oriented and advanced L2 learners, grammar instruction is essential if they are to achieve their educational and professional goals (Baleghizadeh & Gordani, 2012).

On the other hand, the EFL undergraduate students still struggle in writing grammatically, since they are writing using their non-native language (Rana et al, 2019) yet they produced grammatical errors. Grammatical error is the phrases, clauses, or sentences that break the rules of grammar (Öğrenen et al, 2018). There are a lot of studies explained the types of grammatical errors produced by EFL students with different categories as Fatemi (2008) explained 18 types of errors (preposition, verb form, articles, plural, singular, auxiliary, subject, object, tense, relative pronoun, voice, possessive adjective, comparative adjective, -ed, adverb, conjunction, and demonstrative adjective) while Darus & Ching (2009) described errors in mechanics (I am studing in SMK), tenses (I study in SMK), prepositions (He works at Kuala Lumpur), and subject-verb agreement (I goes to school by bus). Furthermore, Ghufon (2018) simplified the types of errors into two categories, terms of language and vocabulary use explained as “grammar” and spelling and punctuation as “mechanics”.

In addition, high frequency of grammatical errors in nonnative speaker's academic writing (an average of 7.2 errors per 100 words) most probably makes their writings unacceptable to the University faculties (Celce-Murcia, 1991). The errors happen since the students' mindsets say that a foreign language is difficult to learn because it has differences in many aspects than their native language

(Karyuatry, 2018). Moreover, students' limited knowledge also caused them to produced errors, there are previous study stated that the students produced errors in writing caused by limited knowledge about the errors themself. Isa et al. (2017) in their study found that students' made errors on verb tenses and word choice while Laia (2020) argues that the knowledge of morphology and syntax plays important role in writing since limited knowledge of morphology and syntax caused students to make grammatical errors on that terms.

### **2.3 Academic Writing**

As undergraduate students, it is an obligation to do research as a requirement to be graduated from the university. Moreover, the research is provided by a scientific written text with certain guidelines based on its academic background, in Siliwangi University it is called a thesis. According to Oxford Learner's Dictionaries, thesis is a long piece of writing completed by a student as part of a university degree, based on their own research. Thesis is a kind of research paper, as Whitaker (2009) defines kinds of academic writing such as essay paper, research paper, term paper, argumentative paper, analysis paper, an informative essay, and position paper. It is supposed to be the writers' opportunity to explore something that interests the writers from their course (Whitaker, 2009). Furthermore, academic writing plays a critical role in socializing students into the discourse of subjects and disciplines in university (Pineteh, 2013).

Principally, Whitaker in 2009 explained 10 aspects of academic writing. The first is clear purpose, most common purposes in academic writing are to persuade, analyze, and inform. The next aspect is audience engagement, the writer

has to engage the audience and catch their interest. The third is clear point of view the goals of the paper is to shows the writers' ideas supported by facts and summaries of sources. The fifth is single focus, avoid the unimportant words or information that not related to the research. The next is logical organization, follows standards organizational pattern. Sixth is strong support, each body paragraph must be supported by facts, examples, descriptions, or expert opinions. The next is clear and complete explanations, explain the ideas and information clearly and completely to make it easy to understand. Number eight is effective use of research, use the supporting idea from the expert effectively. The next is correct APA style, all academic papers should follow the guidelines of the American Psychological Association regarding the text-citations, references list, and format. The last is writing style, the writer has to use their own words whenever possible, and have to avoid grammatical mistakes in academic writing. It proves how important academic writing is to be aware of.

Additionally, the are some purposes of academic writing, those are (1) to report on a piece of research the writer has conducted (2) to answer a question the writer has been given or chosen (3) to discuss a subject of common interest and give the writer's view (4) to synthesize research done by others on a topic (Langhorne et al., 2017).

## **2.4 EFL Students' Motivation**

English as Foreign Languages (EFL) is used often in several situations and places. It is taught in schools, often widely, but it does not play an essential role in national or social life (Broughton, Brumfit, Flavell, & Pincas, 1980). It happens in

Indonesia because the students of EFL often used English in English course only while they are using *Bahasa Indonesia* in social activity. It makes the lack of knowledge about English will be less than the students of English as a Second Language. The characteristics of Indonesian EFL students are mostly passive, shy, and quiet (Exley, 2005).

In this research, the EFL students are assigned to write a thesis as a requirement for earning a bachelor's degree. As mentioned before, there are so many difficulties faced by EFL students in writing an academic text, it also happened to the participants of this research, they are found it difficult to write grammatically correct. Psychologically, those difficulties caused the EFL students doubting their self ability (Zhao et al. 2019) it makes writing activity even harder. On the other hand, those difficulties in writing academic text using a foreign language psychologically can be handled by motivation. There are two types of motivation. The first is Intrinsic Motivation, it happens when the students get intrinsic rewards (e.g., the joy of doing a particular activity or satisfying one's curiosity) and the second is Extrinsic Motivation, it happens when the students perform to receive some extrinsic rewards such as good grades (Dörnyei, 2016).

In connection, motivation developed the EFL undergraduate students' awareness to solved the grammatical problems by using Grammarly to edit their grammatical errors in their thesis.