

CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) problem of research, (3) research purpose, and (4) benefit of research.

1.1 Background

Nowadays, the ability to write is one of the most crucial language skills. People can communicate their thoughts, feelings, and views to others by using written language. Writing is regarded as one of the most challenging language abilities. It is the hardest language talent to learn compared to others. This ability requires a great deal of habituation and practice (Munawwaroh, 2016). Writing involves more than just forming sentences; it also requires an understanding of prepositions, grammar, context, and other essential elements. Enhancing grammar proficiency is one effective way to improve writing ability. Writing is considered the most challenging language skill, and the difficulties students face during writing activities often lead to a lack of motivation in learning to write (Vitalis, 2021). Writing is considered a challenging skill because it requires the writer to know how to spell words accurately and structure them into coherent sentences that follow grammatical conventions (Disky, 2023). To ensure that the message in a piece of writing is conveyed effectively and is easy to understand, a good piece of writing must be supported by the ability to write well.

Grammar is essential for clear and effective communication in English writing. It not only helps authors construct correct sentences but also enhances readers' comprehension of the content. In academic writing, proper grammar is crucial for professional communication and boosts the writer's credibility, especially in research and teaching contexts. Nordquist (2019) notes that "Good grammar helps to ensure that your writing is clear and understandable," emphasizing that it

prevents misunderstandings from unclear statements. Proficient grammar allows writers to express their ideas clearly and reduces the risk of misinterpretation.

Moreover, proper grammar influences the design and structure of writing, making it easier for readers to follow the flow of ideas. Adhering to grammatical rules enables authors to organize sentences and paragraphs logically. Additionally, grammatical mistakes can undermine a writer's credibility and affect the evaluation of their work in academic settings. Therefore, mastering grammar is essential for anyone aiming to write effectively and professionally (Harmer, 2007, p. 12).

In English, grammar encompasses three main types of tenses: present tense, past tense, and future tense. The present tense is typically used to describe actions occurring now or habitual actions. The simple present tense, in particular, is frequently employed in various types of English texts, including procedural texts, due to its ability to provide clarity and precision in delivering instructions (Azar, 2002, p. 26). By utilizing this tense, writers can present the necessary steps directly and without confusion.

Procedural text is a specific type of writing that outlines instructions or steps for completing an activity or process. Its primary goal is to assist readers in understanding how to perform a task in a clear and systematic manner. These texts are commonly found in contexts such as cooking recipes, user manuals, assembly instructions, and activity guides. Typically, a procedural text consists of a title, a purpose, a list of materials or tools required, and the steps to be followed (Derewianka & Jones, 2012, p. 21).

According to Gerot and Wignell (1994, p. 206), procedural texts are structured to enable readers to achieve specific outcomes through sequenced actions. The language features often include action verbs, temporal conjunctions, and the use of the simple present tense to ensure

consistency and directness. These characteristics are essential in helping readers comprehend and carry out instructions efficiently.

These days, technology plays a significant role in our everyday life. Developments in technology have permeated many fields, including education. The advancement of education itself benefits greatly from the presence of technology. The teaching and learning process has grown easier and more engaging because of technological advancements (Nuro, 2019). Tools and media are necessary for students learning English as a foreign language in order to support their language learning. If utilized properly, technology can be a useful tool to help language learning become successful and constructive. This is also true for using technology for writing (Nuro, 2019). To spot typos and other linguistic faults in their work, students require technology as a tool. An application to check grammar is one piece of technology that can support students' learning activities, particularly those who are learning a language. As a result, having a grammar checker on hand greatly aids writers in spotting typos and other linguistic issues in their work. The creation of online grammar checker is now thought to be the answer to this issue (Perdana, 2019).

One instrument to improve grammar is a grammar checker. Because it automatically detects and indicates the mistakes, a grammar checker can assist students in identifying grammatical errors in texts. It can quickly correct punctuation errors, such as commas and apostrophes, as well as spelling and grammar errors (Vitalis, 2021). Therefore, students are strongly encouraged to use this tool to assist with their writing. Using a grammar checker encourages pupils to reflect on their work. Grammar checker can also identify misspellings of words. to assess if statements are currently grammatically correct. Online grammar checker like Grammarly could be used by the students (Razali, 2018). Because this application can identify grammar mistakes in students' writing, allowing them to identify and fix incorrect sentences, its

implementation in writing instruction offers an alternative method to increase students' knowledge while minimising their accuracy and learning challenges (Umu & Hotmaria, 2018). After completing their writing, the students check their work on Grammarly. This programme was selected due to its ease of use and compatibility with computers and cellphones. Because of this study, students can learn how to use Grammarly an online grammar checker.

Grammarly is an application that offers comprehensive features to support the English learning process, particularly in developing writing skills. In this context, the use of the Grammarly application as a writing aid plays a crucial role in increasing students' motivation and engagement in learning. Grammarly assists students by identifying and correcting grammatical, spelling, and punctuation errors, thereby helping them improve the accuracy and clarity of their writing (Karyawati, Artini, & Suarnajaya, 2018, p. 3).

Moreover, Grammarly provides instant feedback that enables students to recognize their mistakes and learn from them immediately, fostering self-directed learning and confidence. This immediate correction mechanism contributes to increased enthusiasm among learners, as they can track their progress and feel a sense of accomplishment with every improvement (Pertiwi & Marlina, 2021, p. 96). Therefore, the integration of Grammarly in writing instruction is not only beneficial for linguistic accuracy but also serves as a motivational tool for students to write more actively and independently.

SMK Muhammadiyah 2 Palembang is one of the educational institutions that uses the Merdeka curriculum. Based on the results of an interview with one of the teachers, the students need help to improve their English writing skills. The learning carried out by the teacher there still uses traditional methods without involving technology as a variation of learning. Interviews were also conducted with the teacher of SMK Muhammadiyah 2 Palembang who stated that English

lessons were not emphasized enough so their knowledge of English especially writing skill was less than optimal because vocational high school often only focus on existing vocational learning. The learning methods used still use traditional methods without involving applications as technology to facilitate learning.

The researcher is motivated to conduct a study related to the use of Grammarly as a technological tool to facilitate and enhance students' understanding of writing skills. Based on the explanation above, the researcher carried out a study entitled “The Effect of Using Grammarly on the Eleventh-Grade Students’ Writing Ability at SMK Muhammadiyah 2 Palembang” to identify and help address the various challenges faced by teachers in teaching English writing skills.

1.2 Problem of the Research

1.2.1 Problem Scope Limitation

Based on the background, the writer focused on the effect of using Grammarly, particularly in the use of the simple present tense in writing procedural texts, specifically on the topic “How to Record Simple Financial Transactions.” To support the teaching and learning process, the lecture method (*ceramah method*) was applied to explain the concept and structure of procedural texts. In addition, the demonstration method was used to show students how to use Grammarly in revising their writing, while the practice method allowed students to apply their knowledge by writing and editing texts using Grammarly. These combined methods were chosen to improve students’ understanding, provide clear examples, and encourage active participation in enhancing their writing skills.

1.2.2 Formulation of the Problem

From the limitation above, the writer formulated the problem as follows: “Is there any effect of using Grammarly on students' writing ability?”

1.3 Research Purpose

This research aimed to know whether there was any significant difference in writing scores between students who used the Grammarly application and those who did not use the Grammarly application.

1.4 Benefit of Research

The benefits of this research are:

1. For the writer herself: This research provided benefits for the writer to improve her writing skills. In addition, the study deepened the theoretical understanding of language learning and the use of technology in education.
2. For students: This research aimed to help students correct grammar and spelling mistakes, learn from their mistakes, and increase their confidence in communicating in written English. The Grammarly application helped students develop better writing skills and improve their overall English communication skills.
3. For teachers: The results of this study helped teachers provide an innovative and effective learning method to improve students' English writing skills. With Grammarly, teachers were able to more efficiently monitor and evaluate students' progress in writing and correct specific grammar and spelling errors, helping to create a more productive learning environment and support students' development in English.

4. For the school: This research provided helpful information to the English program at SMK Muhammadiyah 2 Palembang. The findings helped the school create better teaching methods that students enjoyed, leading to a better learning experience.
5. For future researchers: This study provided a strong basis and reference for further research on the use of technology in English learning. It inspired researchers to explore innovative learning strategies involving technology such as Grammarly and encouraged further research on the development of effective learning methods for improving students' English writing skills.