

CHAPTER I

INTRODUCTION

1.1. Background of The Study

Writing has become increasingly important in today's society. As social beings, humans require a variety of writing products as a means of exchanging ideas. Writing is a physical act. The writing process consists of several steps, including gathering and organizing ideas, writing or putting them on paper, and reshaping and revising the writing. Teaching in English Education Department students is regarded as one of the most difficult teaching tasks, because it needs significant thought to produce ideas, words, sentences, paragraphs, and compositions. Writing difficulties were classified as capitalization, punctuation, poor organization or illogical sequence, grammatical error, ideas and discontent and uncertainty on supporting arguments, and spelling error. Writing is currently considered a tough skill to master. Because many students still difficulties to put their grammar knowledge into practice, this is a practice that leads pupils to be concerned. Students receive feedback from instructors who are frustrated by their inability to grasp student work when they collect their writing scores. Despite the fact that understanding grammar is critical and has been taught for a long time in many levels of schools, the results, especially student achievement in learning grammar, are still considered disappointing.

Grammar is one of the aspects of language that supports other abilities such as speaking, writing, and reading. In a nutshell, it refers to a set of guidelines for correctly arranging words, phrases, and clauses to construct sentences. Grammar is the way words and phrases are joined into sentences in a language system. Grammar is a thing or a system that aids in the learning of English by establishing explicit rules for articulating what one understands in a sentence. It's a collection of rules for putting words, phrases, and clauses in the right order to form a complete sentence. If the sentences are written incorrectly, people will be unable to

understand what they mean. In light of this, pupils should be able to correctly employ grammar.

The readers can clearly transform the information in the pupils' work when they are able to compose sentences with proper grammar. For students to thrive writing, they must be able to write with proper grammar.

In the context of L2 writing delivering corrective feedback to learners is an important component of the learning process. Teachers can provide constructive feedback to students to assist them eliminate grammatical errors, enhance their writing skills, and make composition writing easier. Students can now receive criticism not just from their lecturers, but also from a variety of free grammar tools.

Grammar tool are online tools that offer grammatical checking for writing. Grammar tools claim to be able to repair grammar mistakes, misspellings, wrong punctuation, sentence structure issues, and more, which seems extremely promising. Students can now use grammar tools such as Grammarly, WhiteSmoke, ProWritingAid, LanguageTool, Ginger, and Reverso to see if their sentences are grammatically correct. In addition to basic correction, mistakes, word choice, and plagiarism are all addressed.

The most popular grammar tools are Grammarly that can be used in the writing class. Grammarly is touted as a simple grammar tool that may assist students and educational institutions with their writing by checking for spelling, grammar, and punctuation mistakes. With a high rate of accuracy and evaluation speed, it also delivers complete and valuable feedback, including correction and suggestions, to make the writing clearer, more exact, more effective, more readable, mistake-free, and impactful. Grammarly as a grammar tool to uncover student faults because students at State Islamic University of North Sumatera Medan frequently use this grammar checker. This grammar tool is used by many students in schools and universities to check for faults.

Studies on students' perceptions of Grammarly as a grammar tool have been carried out by several researchers. The first study was a study conducted by Neill

and Russell (2019) which focused on how students feel about Grammarly at Australian University. This study compares student responses to Grammarly versus traditional non-automatic feedback using a mixed method sequential explanation design. Another research is Fahmi and Cahyono (2021) this study looks at how students feel about using Grammarly and gets comments from their teachers about their work.

Students in the English Education Study Program at State Islamic University of North Sumatera Medan regularly use Grammarly as grammar tool to repair their faults, notably grammatical issues in their writing. It piques the researcher's interest in the subject.

Grammarly's as grammar tool in writing by students enrolled in writing classes is being investigated. Knowing it, according to the study, will help pupils recognize and get feedback on their mistakes. After that, the pupils can work on honing their writing talents. Students can also use it at any time and from any location. As a result, they shouldn't meet with the lecturer to correct their errors because Grammarly has already done so. As a result, the researcher seeks to determine how students feel about utilizing Grammarly in their writing.

Aside from using Grammarly as grammar tool, the teacher must also consider the students' viewpoints. Students' perceptions are critical because they are expected to improve and assess learning in order to make it more relevant to them.

Reflecting on this issue, researcher interested in exploring students' perceptions on the use of the Grammarly as grammar tool on their writing. Based on the description above the researcher prefer to write a thesis with the title **“Perceptions of English Education Department Students’ on Use of Grammar Tool in Writing”**.

1.2. Identification of Problem

Based on the above background, identify the problems that researchers found in English Education Department Students; in this study are:

1. Writing is one of the most difficult activities for students.
2. Students often use grammar that is not in accordance with their writing.
3. Students need feedback on their writing.
4. The feedback of grammar tools is not always correct.

1.3. Scope of Problem

The scope of this research is the perceptions of students who use Grammarly, which focuses on the free version of Grammarly. The limitation of this research is that the students of English Education Department at the State Islamic University of North Sumatra Medan class 2018 have used the Grammarly application to check for grammatical errors in their writing.

1.4. Research Questions

Based on the research background above, there is a problem can be formulated as review stage following:

1. How are the perceptions of English Education Department Students on the use of Grammarly as a grammar tool in their writing?
2. How are the strength and weakness of Grammarly as grammar tool in writing at the English Education Department at State Islamic University of North Sumatera Medan?

1.5. The Purpose of the Study

Based on the problem examined. This research aims to determine and to describe:

1. To describe the perceptions of English Education Department Students on the use of Grammarly as a grammar tool in their writing.

2. To describe the strength and the weakness of Grammarly as grammar tool in writing at the English Education Department at State Islamic University of North Sumatera Medan.

1.6. Significance of The Study

This research is expected to give an advantage to the researcher, English teacher, the lecturers, students, and the further researcher. The advantages are mentioned below:

1. For researcher themselves, this research is very useful for researchers as teaching materials for future teaching, and can use Grammarly as a tool to improve the writing quality of researchers.
2. For the English Teacher, this research gives information on new ways of checking grammar with online. With this research, the students can understand how to use Grammarly as a grammar Tool to check grammar mistakes, especially in writing.
3. For the lecturers, this research is beneficial. This research gives lectures about using Grammarly as a grammar Tool. By knowing this, the lectures can help them check the students' work or their work in writing.
4. For students, this research is very useful to improve their grammar with Grammarly as grammar tool.
5. For further research, this research is also helpful for those interested in a similar topic. This research can be a reference in conducting further research.