

CHAPTER I

INTRODUCTION

A. Background of Study

As an international language that used in the whole world for many purposes, English has spread and developed as a language that people need to be mastered in. People are acquired to master English by learning with the language skills that are listening, reading, speaking, and writing. Language skills itself are tool of language to ease the speaker to communicate with other people. By acquiring the language with learning the language skills, not only as communication way, language could also be a soft skill for the speaker. Moreover, as a language, English has three sub-skills that are vocabulary, grammar, and pronunciation which are unique and different from other languages. Along with the language skills, those sub-skills are important things to master, so that the language skills can be mastered properly without left one another thing among them (Simon, 2011).

As mentioned in advance, there is grammar as part of sub-skills. Grammar is a system of sentence arrangement and relationship words inside it. The importance of the use of grammar is to avoid the chaotic in communicative meaning. This sentence arrangement also includes time detail such as past, now, and future. Part of speech such as suffixes, affixes, roots, words, noun, etc. are also include as part of grammar. It has well-

known that there are sixteen tenses or grammar varieties to state things in many different situations, from simple present tense, simple past tense, simple future tense, present continuous tense, and more. The varieties of grammar tenses and its use could be confusing if the detail of part of speech is not used well, such as verb and adverb. As per that reason, learners also needed to master grammar besides of the language skills as mentioned.

The importance of mastering grammar is not being questioned anymore as it is part of English which use to express statement with time detail and others and it consists of expressions of many situations in an arrangement. It tells us to construct a sentence in order to express our idea well because of language's purpose is a way to communicate with other people (Brown, 2007).

The correlation between four language skills and three sub-skills as mentioned is inseparated since to have proficiency native-like, learners have to be able to acquire each of sub-skills to reach some level of language skills like beginner, intermediate, and advance. For example, vocabulary is needed to be master because the more words mastered, the better language skills are either actively or passively. In grammar context, because of the detailed thing, it could be seen as ability in effective use or being organized in words use for learners, more than as sentence arrangement. Then for pronunciation, it helps students to improve their speaking skills to talk native-like and to avoid misunderstanding in

speaking by mispronounce the words (Simon, 2011). Those three sub-skills help learners to read, to listen, to speak, and to write better if learners have better input regarding it. In conclusion, the sub-skills are related indirectly with the language skills to learn, and because of the use of English itself is also to communicate and express our idea to other people.

English learners are people who learn English as a language, either they are native speaker (L1 or first language) or non-native speaker (L2 or second language). For non-native speaker, they are called as English as Foreign Language Learners or mentioned as EFL learners further. EFL learners learn to master English as their second language which means English is not their mother tongue or first language (Saville-Troike, 2012). They learn English from scratch with different background with L1 learners. This means EFL learners should take English as course from beginner stage by learning, developing, and improving their ability with language skills and sub-skills as mentioned in advance.

For EFL learners, not only four language skills are hard to master in learning process, but three sub-skills are following with it. One of the struggles of EFL learners in learning English is about grammar since grammar has its own feature and rules to use. According to (Alhaysony, 2017), it considered as a difficulty since EFL learners as L2 learners have to acquire English from the fresh start, who differ from L1 learners that have English as their mother tongue. Many sentence arrangements and conditions in grammar use are the difficulty because learners should think

which one and how to use it. The difficulties are also comes from the teachers, not only from the learners. (Komara, 2021) found that grammar is considered as a hard thing to master due to the difference background and language knowledge from L1 to L2. Students thought that grammar is hard but important to be mastered. Many tenses depend on situations, different formulas, part of speech, and how verbs changed are the reason why grammar is hard to EFL learners. While (Listia, 2020) stated that grammar is hard in EFL learners' point of view because of some tenses that different from L1 knowledge which in this context is Indonesia. Tenses that rarely used also become the difficulty since learners are confused on how and when to apply it to the context such as past perfect tense, past perfect continuous tense, and future perfect continuous tense. Come to think of it, it could be concluded that EFL learners' struggle regarding grammar due to the difference background and language knowledge between L1 and L2 and several tenses that rarely used are need special way to apply.

As time goes by to this era where everything could be helped by technology, education sector also get the impact. Digitalization is the outline of what happened in this sector where things related to education like materials, class, references, workshop, learning process, tools in internet that help, and many more are available now in the internet. The presence of digitalization things is not only to help and support learning process, but also overcome the difficulty or obstacle in learning process.

By clicking and typing the keywords on Google, people could get the search result easily within a second. It was getting advanced since COVID-19 where every learning process were changed into online from offline. Classroom are online-based through learning website and application such as Classroom, Canvas, and else. References in learning could be found in many sources like Google Scholar, Science Direct, Elsevier, and more. With the learning tools in internet that could support learning process such as Grammarly, Edmodo, Flipgrid, and etc., both teachers and students could develop their learning quality and learning result.

As it mentioned about digitalization, there is tool related to grammar which could support and overcome the struggles of grammar in classroom called Grammarly. Grammarly is a computer-based tool that exists to help the users to fix their writing work to be better. The advantages that offered by this tool are checking and correcting tenses in writing work with instant feedback on writing work for grammatical issues, punctuations error, vocabulary spelling, and other corrections. It is an AWE (Automatic Writing Evaluation), a computer-based program that is able to check and evaluate the writing work automatically by an online checking system. It uses artificial intelligence or AI to do it. AWE will analyze the writing's linguistic side, such as lexical, syntactic, grammar level of English, and discourse. People who use AWE will submit their writing work, and as soon as they submit it, they will get feedback on the

writing work. It saves their time because of the feedback and revises ahead of submitting the work (Nova, 2018). When it checks the writing error including grammar, it underlines the errors with red underlined, but when it is not good enough yet acceptable, it would underlines the sentences with blue one. Instant feedback toward grammatical issues is provided as it is an AWE.

Even though there are other tools in internet like Grammarly to help students in grammar things, many English students tend to prefer to use Grammarly over other online grammar checkers. One of its strengths is easy to access and helpful tool. Students stated that Grammarly is useful because it is easy to use and saves their time. This statement could be considered the users' satisfaction and other strengths, which made them feel more confident in writing work (Ventayen, 2018). Besides the strengths, Grammarly also has weaknesses: the inability to detect the context and content writing work and over-checking of a reference list on paper documents (Nova, 2018). However, with those strengths and weaknesses, many students use Grammarly as their tool to help with grammar checking in order to serve the best writing work. In (Novianti, 2020), English Department students agreed that it is recommended as an online grammar checker to support writing work for the thesis.

In academic class, the researcher found that the students' problem about grammar in writing is the accuracy of grammar using in their paper, and the students use Grammarly as the tool to fix the accuracy problem to

help them to improve. Checking grammar using Grammarly is a usual activity since they do many assignments that require good writing work and need to improve their work quality (Darayani, 2018). English Department students, in this research, are students who are in their 6th semester who already familiar to the Grammarly use and finished grammar class series. Students are expected to have good grammar mastery because they were finished the grammar class series. But in fact, they still use Grammarly to check the grammatical issue in the writing process of their assignment.

Due to that problem as it explained in advance, the researcher is interested to find out the correlation between grammar mastery and Grammarly use. The participants in this research, the researcher will focus on English Department correlation between grammar mastery to Grammarly use for writing work in Antasari State Islamic University, Banjarmasin. Students who have taken writing and grammar classes and have used Grammarly will be the participants of this research. The researcher will figure out the correlation between grammar mastery to Grammarly since English university students are accustomed to English as their language.

On the other hand, Islam also teaches the followers to learn language whether it is Arabic or other languages as long as it brings goodness to the learner and its implementation. English as foreign

language is included in this context. It also mentioned in Quran verse ar-

Rum number 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

The verse is related to the learning foreign language which is English in this field, and it is related to English Department students' learning process who learn about English along with the process inside it of language skills and sub-skills.

By this explanation, the researcher would like to conduct a thesis research titled The Correlation between Grammarly Use and Grammar Mastery of English Department Students, due to the grammar is a sub-skill is a language skill that require by checking the writing work to revise it in AWE such as Grammarly is needed.

B. Definition of Key Terms

Definitions of key terms related to this research will be explained here. There are correlation, Grammarly, and grammar mastery.

1. Correlation

Correlation is the relation between two different variables to see how each of variable influences each other with hypothesis as prediction of its result. In this context, correlation is how strong or weak the relation between Grammarly use and grammar mastery of English Department students.

2. Grammarly

Grammarly is one of the online grammar checkers used to check grammatical issues, punctuation, errors, context, and else in the text. It provides two services, free and premium.

3. Grammar mastery

Grammar mastery is the proficiency or quality of grammar knowledge in students. It covers the ability to use grammar as it should be, depends on the purposes of tenses.

C. Research Questions

Based on the research background above, the problem that will figure out and discussed in this research is:

- Is there any correlation between Grammarly use and grammar mastery of English Department students?

D. Objective of Study

The purpose of this research is:

1. To figure out the correlation between Grammarly use and grammar mastery of English Department students in Antasari State Islamic University when using Grammarly.
2. To figure out how strong the correlation between Grammarly use and grammar mastery in English Department students.

E. Hypotheses

This research has 2 hypotheses regarding the correlation between the variables as mentioned below:

1. *H₀* where there is no significant correlation between Grammarly use and grammar mastery of English Department students.
2. *H₁* where there is significant correlation between Grammarly use and grammar mastery of English Department students.

F. Significance of Study

This study will be useful for:

1. For English Department students

This research is expected to help the English Department students know the relation the use of Grammarly to their grammar mastery in using Grammarly as the online grammar checker that many English Department students in Indonesia commonly use. This research is not only limited to English Department in Antasari State Islamic University, but also will be beneficial to English Department of other universities.

2. For English Department lecturers

It is expected to help lecturers to know the impact of Grammarly use to students with the correlation between both of the variable. The grammar mastery of English Department students also could be known by this finding research while they are the user of Grammarly.

3. For future researchers

This research is expected to help future researchers, whether students or lecturers who want to research Grammarly, so find more findings of correlation that English Department students have when using Grammarly.