

CHAPTER I

INTRODUCTION

This chapter describes some aspects underlying the topic of research. They are the Background of the study, Research problems, Objective of the research, Research hypothesis, Significance of the study, Scope and limitation of the research, and Definition of the key terms.

A. Background of The Study

The education of the English language is a learning process that encompasses mastering the skills of listening, speaking, reading, and writing in English. According to Mailani (2022) The primary goal of English language education is to provide practical communication abilities globally, facilitate access to information and knowledge conveyed in English, and enhance understanding of the culture and values embedded in the language. According to Pearson (2020), English language education aims to cultivate critical, analytical, and creative thinking skills by understanding language structure and function. This learning process involves using various methods and resources, including technology, literature, and social interaction, to create a learning environment that supports the comprehensive development of English language proficiency in individuals.

Education in the English language is rapidly evolving through technology integration, mainly using the Grammarly application in grammar learning. According to Refat (2020), this innovative tool in English language education provides various interactive features, exercises, and in-depth explanations to assist students in understanding grammar more effectively. With technological advancements, Grammarly can present grammar material visually, auditorily, and interactively, creating a more engaging learning experience that can be customised to individual needs. This Grammarly application is often equipped with trials, educational games, and instant feedback, enabling students to master grammar rules independently while staying connected with teachers or mentors. Additionally, using Grammarly in grammar learning allows for flexible, time- and location-based

learning, making it easier for students to access materials anytime and anywhere. Thus, integrating such applications in English language education enriches teaching methods and stimulates students' motivation and independence in enhancing their grammar skills.

In the current digital era, using Grammarly as a grammar aid has increasingly become a primary focus in English language learning. According to Huang (2020), English language education in various institutions has begun leveraging the artificial intelligence capabilities of Grammarly to enhance students' writing skills. This application provides automatic corrections for grammar mistakes and offers pedagogical feedback, helping students understand and avoid the same errors in the future. Grammarly's involvement in grammar learning is seen as a progressive step toward improving the overall quality of student's English language proficiency. However, some critics express concerns about students' dependence on this technology and emphasise the importance of maintaining a balance with conventional teaching methods to develop more holistic language skills. The debate regarding the positive and negative impacts of using Grammarly in English language education continues to evolve alongside the changing dynamics of learning in the digital era.

Using the Grammarly application to teach grammar to students reflects a significant transformation in English language education. Positively, leveraging artificial intelligence for automatic correction and grammar feedback can expedite student learning and enhance the quality of their writing. According to Qassemzadeh and Soleimani (2016), The application serves as a corrective tool and a learning instrument that guides students in comprehending grammar concepts deeply. Nevertheless, concerns arise regarding the potential dependence of students on this technology, which may need to be clarified manually to ensure their understanding of grammar principles. The ongoing debate about the extent to which Grammarly can support the development of holistic language skills raises questions about the necessity of maintaining a balance between technological approaches and traditional teaching methods in English language education. In conclusion, while this application provides convenience and efficiency, ensuring its use remains

consistent with the essence of teaching involving interaction and a deeper understanding of language is crucial.

The previous research entitled “Grammarly in Essay Writing as a Computer-Based Medium” was published by Asril & Muzdalifah (2023). This study aims to determine the role of Grammarly in essay writing learning and the implementation of Grammarly in essay writing instruction, as well as to discover the impacts of Grammarly's use. Meanwhile, the research titled “The Use of Grammarly Program and Noticing Activities to Evaluate Students’ Academic Writing Skills” was published by Aslamiyah and Setiawati (2022). This research aims to assess the effectiveness of using corrective feedback from Grammarly combined with noticing activities to evaluate students’ academic writing. A quantitative method with a quasi-experimental design is employed to analyse the scholarly writing of fourth-semester students majoring in English Education at a private university in Sidoarjo.

Another research titled “Analysis of Textual Errors in Descriptive Texts through Grammarly Application” by Setyaningsih and Nurjanah (2023) discusses the analysis of descriptive text errors through the Grammarly application among high school students. In this study, the authors analyse errors, which is one of the methods used to study second language acquisition (SLA). The research examines errors using Ellis’ analytic error theory in students’ descriptive text writing and the Grammarly application. Another study titled “Workshop: Introduction to Grammarly as a Tool for Writing in English” was published by Siti Suharsih (2023). This research aims to introduce and provide participants with an understanding of using Grammarly effectively as a writing aid. It discusses the benefits of Grammarly in improving grammar, spelling, and writing style and providing instant feedback and suggestions during the writing process. A related study is titled “Assistance in the Implementation of Technology in Writing Scientific Papers for SMPN 1 Taman Sidoarjo, East Java: Grammarly, Quillbot, Mendeley.”

This study investigates the impact of using the Grammarly application in enhancing students’ understanding of grammar at MA Sunan Kalijogo Kediri. While several previous studies have explored the effects of technology use in

language learning, a research gap needs to be addressed in this context. Firstly, most prior research has focused more on general applications for improving language skills, whereas this study specifically examines the impact of Grammarly on grammar comprehension. Secondly, limited research addresses using Grammarly in the secondary education environment, particularly in Madrasah Aliyah. Therefore, this study will fill this gap by evaluating the effectiveness of Grammarly in enhancing students' understanding of grammar at MA Sunan Kalijogo Kediri.

This research topic was chosen due to the significance of mastering grammar in English language education at the secondary level. A solid understanding of grammar is a fundamental foundation for practical English communication skills. In the context of MA Sunan Kalijogo Kediri, enhancing students' grasp of grammar becomes imperative for them to achieve higher proficiency in the English language. As a well-known writing application, Grammarly can provide interactive support in understanding and correcting grammar mistakes. The purpose of this research is to determine the effectiveness of using the Grammarly application in teaching grammar at MA Sunan Kalijogo Kediri..

This research is academically relevant as it contributes to developing innovative teaching methods and supportive technologies to enhance students' learning outcomes. This study can identify significant changes in students' understanding of grammar by employing Grammarly. Furthermore, it can offer valuable insights for English teachers at the secondary level, providing empirical foundations to strengthen the integration of technology in English language education. Thus, this research addresses the educational needs at the school level and positively contributes to academic literature in developing innovative English language teaching methods.

B. Formulation of Research Question

Based In the background of the study on the previous page, the research question will be :

1. Is there any significant different score student grammar competent. that is taught by implementing grammarly App. and those who are taught by conventional method at the of MA Sunan Kalijogo Kediri ?

C. Objective Research

Every research has its research objectives. This research aims to investigate the difference in learning using the Grammarly application compared to learning using conventional grammar learning methods at MA Sunan Kalijogo in Kediri.

D. Hypothesis Of Research

The hypothesis is not the final answer. The researcher first has to conduct the research empirically. The hypotheses in this research are

1. H0 (Null Hypothesis):

There is no significant different score between student taught using the grammarly application and those taught using conventional methods at MA sunan kalijogo kediri

2. H1 (Alternative Hypothesis):

There is has significant different score between student taught using the grammarly application and those taught using conventional methods at MA sunan kalijogo kediri

E. The significance of research

Researcher expects that the result of the study is useful for :

1. Students

For the students who were the subjects of this research, the Grammarly application can help them use grammar correctly and increase their motivation to learn English. By using the Grammarly application, students can find learning

grammar more interesting and engaging. This application provides an enjoyable and effective way for students to enhance their grammar mastery.

2. Teacher

For teacher using the Grammarly application in teaching can help improve students' writing quality by providing quick and accurate feedback on grammar, spelling, and writing style. This application enables teachers to focus more on the substantive aspects of students' tasks, such as ideas and arguments, as technical errors can be identified and corrected by Grammarly. Moreover, the use of this application can support students' self-directed learning by providing them with tools to recognize and correct their own mistakes, thereby enhancing overall writing skills.

3. Researcher

The finding result of this study will provide information that can be used as reference to study further about simple present tense using Grammarly application.

F. Scope and limitations of the study

This research focuses solely on assessing the impact of the Grammarly application on improving students' comprehension. The scope of the study is limited to only Class X IPS, utilising pre-test results before the use of Grammarly and post-test results after its use, presented as the average scores of all students. Another limitation of this research is the school environment within a boarding Islamic school setting, which imposes constraints on technology-related resources. However, the researcher was granted permission to use the computer laboratory as a medium for conducting this study.

G. Definition of key terms

“Definition of key terms” is a phrase used to refer to the explanation or definition given for a specific word or phrase in a particular context. It is a means of providing a clearer understanding of the meaning of that word or phrase so that people can use the term with a shared experience.

1. Grammarly Application

Grammarly is an application designed to help users improve the quality of their writing in English. This application uses artificial intelligence technology to detect and correct grammatical errors, spelling mistakes, and stylistic issues. In addition, Grammarly provides suggestions to enhance clarity, consistency, and word variety in the text. With these features, Grammarly can be a valuable tool for writers, students, professionals, and anyone looking to improve their English writing skills. In this research, the researcher uses the Grammarly application installed on Windows to ensure it is easy for students to use.

2. Grammar

In this research, the term "grammar" refers to a set of rules that govern the sentence structure in English, particularly in the use of the simple past tense. The simple past tense is used to indicate actions or events that occurred and were completed in the past. The researcher focuses on this type of grammar because students often struggle to understand and use it correctly. The simple past tense involves the changing of regular and irregular verb forms, as well as the use of specific time adverbs. Through this research, the researcher seeks to examine the extent to which the Grammarly application can assist students in mastering the use of the simple past tense, correcting their grammar mistakes, and enhancing their writing skills in English.