# CHAPTER I
# INTRODUCTION

In this chapter, the researcher presents the research background, problem statement, research objective, and significance of the study, which is divided into two sections theoretical significance and practical significance, as well as the research scope and the operational definition.

## 1.1 Background of the Research

In teaching and learning English for foreign learners, English covers four main skills: writing, listening, speaking, and reading. All of these elements are crucial in English instruction. Maulidina and Wibowo (as cited by Souriyavongsa et al., 2013) state that learning English presents several challenges owing to a range of factors such as different conditions, educational systems, people's skills, and other factors (p. 179). Writing is one of the essential skills required to learn English. To construct good writing, factors such as spelling, punctuation, as well as the grammatical must be considered. One of the most essential components of writing proficiency is having good grammar because it will increase reader comprehension of the written word. This statement is supported by Fernando and Suryaman (as cited in Lailika, 2019) that grammar can help us better understand the information in their writing more clearly. Daroina et al., (2022) also state that mastering grammar allows learners to have stronger language forms while yet retaining significant meaning (p. 277).

In this case, handwriting becomes challenging to master because many students struggle to come up with the basic ideas required, especially given how common writing errors are. This skill necessitates the ability to produce varied phrases, and ideas, and explain thoughts so that the writing is easily understood by readers. Fitria (as cited by Prater, 2016) states that writing is a challenging cognitive process that necessitates the capacity to select what and how to convey it, as well as proficient sensory and text production capabilities, such as handwriting or typing, grammar, spelling, capitalization, and punctuation (p. 170). The reason why researchers want to conduct research on errors is that grammatical errors are still one of the main causes of early semester students in mastering writing skills. The

types of errors and the causes of writing skills need to be analyzed. Errors in essay handwriting are important to correct so that essay writing can be even better in the future. Furthermore, technology in this era has a major influence on developing learning. One of them is the use of grammar-checking software in written work.

*Grammarly* is one of the famous online checkers used to correct typos and errors. This statement about *Grammarly* is supported by Agustin and Wulandari (2022) who give their opinion as follows:

> The researcher picks *Grammarly* as a medium since it has been extensively utilized as a research medium in previous studies, and the results can correctly fix grammar in a text, so it may have a positive influence on students' writing (p. 40).

*Grammarly* can recognize errors in word writing in *Grammarly* also provides features that can correct text writing properly. Armanda et al., (2022) state that *Grammarly* Software may detect spelling error in grammar, punctuation, style, words, spelling, and even plagiarism (p. 129). Students who use *Grammarly* can use it as a useful and efficient tool to fix their writing errors, especially for essay writing.

Essay writing is one of the subjects that English Department instructors must educate students. This course teaches students how to arrange and compose fundamental essays, as well as how to write them effectively and appropriately. According to the researcher's observation, there were various inaccuracies in the third-semester students' essay writing.

Based on the researcher, third-semester Muria Kudus University students struggle with essay handwriting and make several errors. The grammatical errors they made in their essays included preposition errors, tenses error, sentence fragments, irregular verbs, articles errors, and singular/plural errors. Many of them also do not realize where the error in their writing lies. Fitriana and Nurazni (2022) state that they cannot rectify what they got wrong if they do not know where it grammar in their work went wrong (p. 16). Meanwhile, in this era of technology, learners can use technological tools to check for grammatical errors such as *Grammarly*. Some lecturers suggested students utilize *Grammarly* software to improve their writing skills over time. Students may utilize *Grammarly* software to

check the grammar in their work. Even so, many of them are still unaware of the types of errors they make in their writing. Therefore, the purpose of this study is to find out the writing errors and their causes made by students in writing a third-semester essay at Muria Kudus University by using *Grammarly*. The use of *Grammarly* here can help the researcher in identifying grammatical errors, moreover, the identification results will be more accurate. Students can use the results of the grammatical analysis to learn and improve their knowledge, as well as better understand the writing errors they made.

The researcher believes that this research is crucial since it can assist pupils identify the majority of grammatical errors. This research can also assist instructors in determining how far early semester students' abilities in writing essays have progressed. Furthermore, the usage of *Grammarly Software* has been suggested by numerous lecturers, and several types of research have been conducted utilizing this software.

One of the previous studies on the analysis of grammatical errors using grammar is from Maolida and Hidayat (2021) with the title *Writing Errors Based on Surface Structure Taxonomy*. According to the findings of their study, the researcher found out of a total of 68 error data, 25 data belong to addition which is the most dominant error type, 20 data belong to omission, 19 data belong to misformation error, and only 4 data belong to misordering error.

This previous study employed a qualitative design. There were 22 EFL students from one of the high schools as participants. In contrast to the research that the researcher conducted, the researcher not only focused on analyzing errors but also the causes of these errors. This study was conducted by taking five participants from third semester English Education Department (EED) students at Muria Kudus University (UMK) in the 2022 academic year with a total of twenty-five essay samples taken. This research uses a qualitative case design. In addition, this study uses two theories to analyze the data taken.

This research will be very beneficial in providing a visual reference for knowledge as well as information on grammatical errors in students' essays. Furthermore, this research will be valuable for EED UMK students and lecturers in

identifying the most common errors committed by students. As a result, it help individuals improve their writing by correcting their errors.

Based on the preceding explanation, the researcher is interested in utilizing *Grammarly* to analyze grammatical errors in written essays by third-semester students at EED UMK with the title *"Analysis of Grammatical Error on the Third Students Essay Writing at Universitas Muria Kudus By Using Grammarly"*.

## 1.2 Statements of the Problem

Following the research background, the research problem is formulated as follows:

1.  What are the types of grammatical errors made by the students in the analysis using *Grammarly*?
2.  What causes grammatical errors in students' essay writing?

## 1.3 Objectives of the Research

Following the research statements, the research objectives are formulated as follows:

1.  To find out what types of grammatical errors are made by students using *Grammarly*.
2.  To discover the causes of grammatical errors made by students.

## 1.4 Significance of the Research

There are two types of significance in this study. They are the theoretical significance and the practical significance. The two kinds of research significance are stated as follows:

### 1.4.1 Theoretical Significance

This research is expected to be used as a reference for knowledge related to error analysis, as well as useful in providing new insights and information about grammatical errors that occur in students' essays.

### 1.4.2 Practical Significance

The results of this study are practically expected to be useful for:

1)  English teachers/lecturers, as a reference to help them improve the quality of teaching and learning in essay writing,

2) Students, the researcher is expected to help the students to be aware of the errors they made. So, they can improve their understanding of writing errors in essay writing so that they can be corrected for the better in the future,

3) Other researchers who are interested in conducting similar research. The findings of this study are expected to provide them with valuable information about students' writing errors in their essay writing.

## 1.5 Scope of the Research

Based on the research questions above, the researcher focused on analyzing grammatical errors in essay writing for third-semester students using Grammarly. This was done because the researcher felt that researching students' grammatical errors still needed to be done so that related parties knew what the causes and models of essay errors were made.

## 1.6 The Operational Definition

1. Error analysis is the process of discovering faults in a piece of writing and categorizing them into portions of the writing errors made.

2. An essay is a piece of writing that combines facts and views. Essay writing is an act that contains the expressions, views, and personal opinions of the author describing a certain subject about an ongoing and currently happening thing.

3. Grammarly is a digital proofreading service that checks written documents for grammatical problems.

4. EED Students of Muria Kudus University are college students who are studying in the English Education Department at the Universitas Muria Kudus and have enrolled in the essay writing class in the academic year 2022-2023.