CHAPTER I

INTRODUCTION

This chapter contains several aspects of this research, such as background, research questions, research purposes, research significances, research scope, conceptual framework, and previous study.

A. Background

Writing is one of the fundamental skills to be learned, especially in the practice of teaching and learning English (Rachmawati, 2013). Moreover, Karyuatry (2018) explains that writing is a medium for sharing ideas and plays an important role in life. However, addressing the challenge of students' writing skills has become a problem that urgently needs attention in academic writing. One crucial factor in overcoming this challenge is ensuring students have a solid understanding of grammar, as grammar serves as the foundation upon which effective communication is achieved (Habiburrahman, 2025).

Many studies have shown that students often find grammar challenging, particularly in writing (Nawira, 2019). Consequently, this problem impacts students' writing performance, often leading to unclear or incoherent arguments and a lack of clarity in their ideas. Writing good academic work means more than just building sentences without grammatical mistakes or misspellings. It involves clearly conveying complex ideas and arguments in a structured and logical manner. However, no matter how complex the structure may be, grammar remains the first step in ensuring that the writing is clear, accurate, and comprehensible. Without a solid understanding of grammar, students may struggle to express their ideas properly, making it difficult for readers to follow their reasoning or conclusions.

In the context of academic writing, the main grammatical problems faced by students are not only related to basic errors, but also to the use of tenses, subject–verb agreement, article usage, sentence structure, and the construction of complex sentences as identified in previous error analysis studies on students' writing (Nanning, Saepuddin, & Munawir, 2020). Many students struggle to form grammatically correct and academically appropriate sentences when expressing arguments, explaining ideas, or connecting paragraphs logically. These

grammatical difficulties often lead to awkward sentence construction, unclear meaning, and reduced coherence in academic texts. As a result, students find it challenging to present their ideas in a clear, formal, and academically acceptable manner.

There are many ways students can overcome these obstacles, such as asking for peer correction or teacher correction. However, with the development of technology, the internet helps the writing learning process, for instance, through online grammar checker programs. One of the most popular applications is Grammarly. This application can help users check their grammatical and mechanical errors in writing (Tarsan et al., 2021).

The Grammarly application is an online tool used to detect errors in writing. Karyuatry (2018) points out that Grammarly application is an online proofreading website that scans documents for grammatical errors. Grammarly has many useful features, existing features will continue to be updated following current technological developments. Based on Ismawati et al. (2021), there are five main features of the Grammarly application: correctness, clarity, engagement, delivery, and style guide.

Moreover, Based on Barrot (2022) the user-friendly nature of Grammarly application and its real-time feedback features offer a valuable resource for students, especially in the context of language learning. Its ability to offer immediate corrections and explanations allows students to address grammatical issues as they arise, helping them grasp grammar rules more effectively. This real-time feedback allows students to reflect on their mistakes, deepening their understanding of the language and supporting their ability to apply this knowledge to future writing tasks. Ultimately, the use of this tool help students in their language development, supporting their academic outcomes and increasing their self-confidence in writing.

Several previous studies have explored students' perceptions of the Grammarly application and its role in supporting grammar and academic writing. Most of these studies found that Grammarly application helps reduce grammatical

errors and supports students' writing process, although some limitations were also reported.

Building upon these previous studies, the present research specifically focuses on how the Grammarly application helps students understand aspects of academic writing. It aims to explore how Grammarly application supports students in the editing process of their academic writing and identify the challenges students face when using Grammarly application to identify and correct errors in their writing.

B. Research Question

Based on the background that has been explained, the identified problems are organized into research questions below:

1. How does the Grammarly application help students in the editing process of their research proposal writing?
2. What are the challenges students face in using the Grammarly application during their writing research proposals?

C. Research Purposes

Based on the background and the formulation of the problem mentioned above, this research aims to achieve the following purposes:

1. To explore how the Grammarly application helps students in the editing process of their research proposal writing.
2. To investigate the challenges students' face when using Grammarly application during their writing research proposal.

D. Research Significances

This research is expected to provide valuable contributions both theoretically and practically. This study provides detailed information regarding the use of the Grammarly application and its role in helping students during the editing process of their academic writing. Additionally, it explores the challenges students face when using Grammarly to identify and correct errors throughout the academic writing process. This study is expected to provide additional information for the educational field in finding ways to help students improve their writing skills.

Moreover, the results also provide insights into Grammarly's role in helping students identify and correct errors during the academic writing process. It is expected that the findings will offer valuable information for readers and serve as a useful reference for other researchers exploring similar topics related to the use of Grammarly application in the editing stages of academic writing.

E. Scope of the Research

This research focuses on the use of the Grammarly application in facilitating academic writing among students who have completed their research proposals in the English Education Department at UIN Sunan Gunung Djati Bandung, with a specific focus on their research proposals as a form of academic writing at the university level. Specifically, this study examines how Grammarly is used by these students throughout the proposal writing process and how the tool assists them in editing aspects of their academic writing, such as correcting grammar and spelling errors, improving sentence clarity, refining word choice, and ensuring proper punctuation.

F. Conceptual Framework

This research defines academic writing as a writing product or assignment in certain majors. In academic writing, it is important to produce structured ideas with well-organized, verified points and to consider different thoughts (Gillett, 2009). It consists of various types, such as theses, articles, papers, projects, and posters. These types usually use a process of reporting research as a composition. Systematically, the most common type of academic writing is academic articles, because scientists publish their research reports by writing various articles throughout their careers (Denis, 2017). Given its structured and detailed nature, academic writing presents unique challenges, particularly when it comes to developing strong writing skills.

Mastering writing skills, especially in an academic context, is often more challenging than other language skills. According to Dewi (2014), writing involves a high level of complexity, as it requires not only the ability to generate ideas but also to organize and develop them coherently within a grammatical framework.

This process demands extra time and effort, as students must construct clear and structured paragraphs that adhere to proper language rules.

To address these challenges, technology particularly Artificial Intelligence (AI) is increasingly being used in academic environments to help students in boosting their writing skills. De La Vall and Araya (2023) explain that AI algorithms are integrated into software and computer programs to assist individuals in learning and supporting their fluency in foreign languages. One of the most popular AI tools for writing assistance today is Grammarly. According to Grammarly (Smith et al., 2023), the tool is designed to help users improve their writing by providing suggestions on grammar, punctuation, clarity, and style based on the text input provided.

Grammarly's ability to detect context-specific errors and provide tailored suggestions is particularly beneficial for academic writing. According to Ghufron & Rosyida (2018), Unlike generic spell checkers, Grammarly application identifies advanced grammatical mistakes, such as subject-verb agreement, and offers explanations that help users learn from their errors. This interactive feature supports the development of long-term writing skills, especially in an academic setting where precision and clarity are paramount.

Grammarly application is a straightforward tool that assists students with editing their writing by checking for grammar, spelling, and punctuation mistakes, while offering thorough and helpful suggestions to improve efficiency, accuracy, and clarity (Dewi, 2023). In addition to facilitating their writing skills, Grammarly application provides users with greater motivation and confidence when using the online learning platform. Moreover, Grammarly application allows users to choose the language style that fits their writing needs, such as formal, academic, or informal.

By providing real-time grammar corrections, Grammarly application helps students produce more accurate and polished writing, which is essential for achieving higher academic standards (Mubarok & Syafi'i, 2020).

G. Previous Study

There are several previous studies regarding this topic. The first previous research was conducted by Pangestu (2024). This study seeks to explore how students perceive the use of Grammarly's AI in improving their English grammar skills. This study used a qualitative method with a case study approach. Thirty-seven students in class A of the sixth semester of the English Education Department were chosen for this study. Based on the findings, the students' perceptions have received positive results regarding using Grammarly's AI for their English grammar skills mastery. However, students get advantages and challenges when using Grammarly's AI.

The second is Research by Rejeki (2023) titled Students' Perceived Knowledge of Using Grammarly application in Academic Writing investigates students' understanding of Grammarly and its features in improving academic writing. Using a qualitative case study design, the research involved 106 sixth-semester English Education students at UIN Syarif Hidayatullah Jakarta, focusing on those in the Writing IV course who use Grammarly application, especially the premium version. Data were collected through closed-ended questionnaires and semi-structured interviews. The findings show that most students agree Grammarly helps them correct their writing independently, with the most-used feature being grammar and spelling correction. However, some features like punctuation, passive voice, and plagiarism detection were found to be less accurate.

Additionally, the research by Thao (2024), this study aimed to investigate the effectiveness of using Grammarly application in enhancing learners' grammatical accuracy in writing. The study utilized a case study design with qualitative and quantitative data collected from thirty-two second-year college students. The results of this study demonstrated a clear impact of Grammarly application on students' writing. A consistent pattern emerged through various forms of data collection, including assignment analysis, questionnaires, and group discussions. Grammarly application helped reduce grammatical errors and garnered 6 positive feedback from students, who recognized the tool's strengths and limitations.

However, this research differs from previous studies. While earlier research generally focused on mastery of grammar, this study specifically explores how Grammarly application facilitates students' writing in academic contexts with a focus on the development of research proposals in the Independent Research Project course. It aims to investigate how the Grammarly application helps students in the editing process of their academic writing and the challenges they face when following up on grammatical corrections during the writing process. Other than that, this research differs from previous research regarding participants, location, research methodologies, and research instruments.

Furthermore, this study focuses on thesis writing which is considered one of the most complex and demanding forms of academic work that students undertake in their final year. By focusing on the experiences and perceptions of final-year students who use Grammarly while working on their undergraduate theses, this research seeks to provide deeper insights into how Grammarly supports both the writing process and the overall quality of academic writing.