CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, research question, objective of the study, scope, and limitation, the significance of the study, and definition of key terms.

1.1 Background of Study

Today, writing is really important. It can be a useful tool to the point of being excessive since it can help us reflect on our thoughts and ideas more effectively than if they were still forming in our minds. Additionally, writing is a great way for us to learn how to construct language, spell, assemble a storyline, and construct logical arguments or persuasions [1]. So writing skills are skills that must be possessed by every student in this era of abundant information.

According to the junior high school curriculum's core competency standards, "The students are expected to be able to write some kind of text such as descriptive, narrative, recount or greeting cards"[2]. According to [3], Texts that recall someone's prior experiences in the chronological order they occurred are called recount texts. Since recount texts make up a large portion of junior high school English textbooks, it is hoped that they can be made appropriately and accurately. During the Field Experience Practice conducted by the researcher, only a few students had ideas for writing and did not understand the correct tenses for writing recount text and its generic format. In other words, they tend to be confused when asked to write recount text.

The problems faced by the students and the teacher are caused by some factors that may come from the students, the teacher, media, or technique used in teaching learning process. The students are not so interested in learning English especially writing because English is just considered as a foreign language and not used in daily conversations. Method and approach are important thing to attract the students' attention and motivation that can help them develop their creativity and imagination in expressing their idea. It means that teachers must have a good preparation before teaching that make the students easy to study and understand all of the material that is given by the teacher.(Sarinten., 2010)

Under the conditions above, the researchert tends to use ganre based approach to reveal the problems. The genre-based approach (GBA) is the recommended approach to be applied in the latest Indonesian curriculum [5]. Therefore, the focus of the curriculum targets emphasizes genre as the basic material of language teaching. GBA is known as an approach consisting of four

steps., namely building field knowledge, modeling, joint construction, and independent construction stages [6]. Of the four stages, this study aims to determine students' knowledge in learning to write Recount Text.

Grammarly is an online proofreading site that can be used to transfer documents or sentences to reduce writing errors in terms of vocabulary, grammar, and mechanics. And automatically identifies writing errors, such as grammatical errors, word choice, spelling errors, and punctuation errors [7]. From this grammarly application the teacher can find out and correct errors in student work.

Knowing how Grammarly and Genre-based Approach are used when teaching English at SMPN 1 PURI will help students write recount texts more effectively, increase their interest in the subject matter, and allow teachers to learn what the students think about using Grammarly and Genre-based Approach when writing recount texts.

In light of the above background, the researcher would want to conduct a study on reading with the following title: " THE EFFECTIVENESS of GRAMMARLY IN ENHANCING STUDENTS RECOUNT TEXT WRITING SKILL THROUGH GENRE-BASED APPROACH".

1.2 Reseach Question
According to the background of the study, the research questions are :

1. Is there any effect of using Grammarly toward student' writing recount text through Genre Based Approach?

2. What is students perception toward Grammarly in learning writing recount text at SMPN 1 PURI?

1.3 The Objective of Study
The researcher draws two conclusions from the research questions, which are as follows:

1. To prove the effect of using Grammarly toward student' writing recount text through Genre Based Approach

2. To know students' perception toward Grammarly on their writing using Genre Based Approach

1.4 Significances of The Study
1. Theoretical Significance

The result of this research is expected to be utilized as an

information or a reference for those interested in a related topic.

2. Practically Significance

The result of this study is expected to be beneficial information for English teachers and students. This research will give information for the teacher about using Grammarly help them to check the student's work or their work in writing and the effectiveness of using Genre Based Approach. Hopefully, it

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will become a reflection to the teachers in the process of teaching and learning activities, for the researcher who is also an English teacher, she will have a direct experience and understanding of the use or the implementation of GBA in the teaching of English.

1.5 Definition of Key Terms

The variables of this study are specified as follows to prevent confusion and misinterpretation:

1. The genre-based approach (GBA) is the recommended approach to be applied in the latest Indonesian curriculum [5]. And this reseach the genre-based approach can be applied to recount text material.

2. Grammarly not only provides the ability to identify punctuation and incorrect words, but also the ability to identify fragments and provide suggestions on word forms[8]. And grammarly application as a means of learning media in recount text material

3. Writing is a skill that gives a written message to the writer to express one's thoughts and ideas in meaningful words and communication [9]. So, in this reseach is writing cohesion of the recount text which is to find out students' grammatical errors for that researchers used the grammarly application as the media.