

# CHAPTER I

## INTRODUCTION

This chapter presents the background of the study, the identification of the problem, the problem limitations, the problem statements, objectives of the study, and the significances of the study.

### 1.1 Research Background

In acquiring a language, there are four skills that should be mastered, namely listening, reading, speaking, and writing. Supina (2018) states that listening and reading are receptive skills. Meanwhile, speaking and writing are productive skills. These mentioned skills contribute to the language mastery. Among those skills, Supina (2018) states that writing skill becomes more complex skill since it does not deal with the idea in structured form. It also deals with the component of writing (e.g. vocabulary, grammar, and punctuation).

Writing is different from speaking skill or other receptive skills. Writing is assumed to be the most difficult skill because of its complexity. The complexity means writing requires vocabulary to compose a good paragraph and grammar to create meaningful sentences or messages. Harmer (2007) states that, “In contrast to speaking, writing is frequently not time-bound. Students often have more time to consider when writing than they do when participating in speaking

activities. They can go over what they know in their heads and seek assistance from dictionaries, grammar books, and other reference materials."

Students need to learn certain kinds of texts in Secondary School. Based on Curriculum 2013 standard competency and basic competency, five kinds of writing texts need to be learnt. They are narrative, recount, procedure, descriptive, and report text. Recount text is one of the texts that is close to the student's life since it is a text that retells past occurrences in which the place and occurring events flow smoothly based on the sequence of time, as opposed to narrative text, which requires the creation of a climax and a resolution of problem. As a result, students might use recount text to investigate their intriguing or unforgettable events or the people around them (Wipradnyana, 2019). Because the events ran easily, they didn't have to strain to figure out how to make it happen, and it may have inspired them to write. In fact, majority of them regarded writing as a chore due to difficulties in applying basic lexical and grammatical norms (Asriati & Maharida, 2013). As a result, the author chose recount text as the writing assignment for the students in this study.

Fareed et al., (2016) find three main problems found in writing, namely grammar, vocabulary, and syntax. These problems cover the tense, verbs, preposition, and meaning. They find that the students have problems in arranging well-formed sentences. In addition, Alisha et al., (2019) also argue that the writing problems are vocabulary and grammar. The students cannot share their thoughts because they are still lack in arranging the sentences. They

need to consult the words from their dictionary. In Indonesia, English is foreign language (Lauder, 2008). This condition also possibly contributes to the lack skill in writing. The students might have limited time to elaborate and develop their abilities. As the result, students face difficulties in acquiring a language.

This condition becomes more difficult since the design of learning has been changed into online learning. Nowadays, the learning process is done from home due to Covid-19 pandemic. One of the schools conducted online learning is SMPN 1 Tejakula. All students do not go to school to conduct teaching and learning activity. However, this situation adds a problem to teaching and learning process especially in writing class. It is because the teacher cannot give correction directly to the students. The direct feedback cannot be received by the students. The result of the interview with the English teacher. It was found that the eighth-grade students in SMPN 1 Tejakula faced difficulty in their writing. The teacher said that the students made mistakes and errors in terms of vocabulary and grammar. These mistakes and errors mostly were found in recount text.

Some previous researchers had conducted studies about mistakes and errors in writing activity. Sermsook et al., (2017) investigated an error in written English sentences by Thai EFL students. The results of their study showed that the students committed some errors in their writing such as *punctuations, word order, capitalizations, tenses, subject-verb agreements, and fragments*. In addition, Kumala et al., (2018) also found some errors in students' writings,

namely *omission*, *addition*, *misformation*, and *misordering*. The errors were caused by the students' incomprehensive grammar and teacher's explanation. In line with Kumala et al., (2018) study, Nawir and Nappu (2019) also found similar errors in students' writing. The errors were *omission*, *addition*, *misformation*, and *misordering*.

Based on the explanation above, the researcher was interested in finding out some errors committed by the students in SMPN 1 Tejakula during online in their writing. The observation conducted in July 2021 found that students were learning about recount text. Thus, the present study intends to analyze the error in recount text. This text was chosen based on the result of interview with the English teacher. Therefore, this present study aims at analyzing some errors made by students in their writing at SMPN 1 Tejakula.

## **1.2 Problem Identifications**

Based on the result of the online interview with the English teacher of SMPN 1 Tejakula, it could be seen that the students at SMPN 1 Tejakula still committed some errors in their writings. It can be seen from two aspects as follows.

1. Students face difficulty in using English due to the lack of their skill in writing. It is because the students do not understand the components in their writing such as grammar, vocabulary, etc.

2. Students encountered difficulties due to limited guidance and feedback from their teacher during teaching and learning process.

### **1.3 Problem Limitations**

This present study was conducted at SMPN 1 Tejakula. It analyzed the students' writing errors. Therefore, the present study was limited on the types and sources of errors committed by the eighth-grade students in SMPN 1 Tejakula.

### **1.4 Problem Statements**

Based on the background of the study mentioned previously, the research questions of this study can be formulated as follows.

1. What are the types of grammatical errors committed by the eighth-grade students at SMPN 1 Tejakula in writing recount texts?
2. What are the sources of grammatical errors committed by the eighth-grade students at SMPN 1 Tejakula in writing recount texts?

### **1.5 Research Objectives**

Based on the statement of the problems above, the objectives of this study can be stated as follows.

1. To analyze the types of grammatical errors committed by eighth-grade students at SMPN 1 Tejakula in writing recount texts.

2. To describe the sources of grammatical errors committed by the eighth-grade students at SMPN 1 Tejakula in writing recount texts.

### **1.6 Research Significances**

The results of this study are expected to be beneficial for the students, lecturers and other researchers.

1. For students

The result of this study can be used as an additional information for students in learning grammar. From the examples provided in the result of the study, the students can use them as reference in improving students' writing. In addition, the students can also notice some errors in their writing.

2. For lecturers and teacher

The result of the present study can be as the examples of the grammatical errors committed by the students in writing, especially in writing recount text. Both lecturer and teacher can use it to demonstrate the students about some common errors committed by the students. As the result, lecturer and teacher can help the students to improve their writing. The lecturer and teacher can also consider to choose an appropriate technique in order to develop students' writing skill.

3. For other researchers

The result of this study can be used as a reference for other researchers who are interested to conduct a similar study about writing error for the next study.

