

# CHAPTER I

## INTRODUCTION

### 1.0 Overview

This chapter presents the background of the study, the problems of the study, the objectives of the study, the scope of the study, the significance of the study, and the definition of the key terms.

### 1.1 Research Background

An early exposure to English is very important for student as English language being widely spoken and taught in over 118 countries. It is commonly used as a trade language or diplomatic language and more importantly it is the language of international communication, the media and the internet (ETS Global , 2021). Furthermore, being able to understand English gives more opportunities to grow and help to make a real connection with people and to know more about diverse cultures, places and lifestyles (ETS Global , 2021).

Learning English is not only being able to understand the language but also deliver the idea and convey the message in an effective and communicative ways. There are many ways to deliver message and ideas and one of them are through writing. According to Iftanti (2016), writing is one of four skill that being used daily to deliver a message and as media to formulate ideas into words, sentence and even paragraph. In professional world, writing also important to write good letter (e.g application letter), resume and even report (Iftanti, 2016).

Sapkota through *Developing Students' Writing Skill through Peer and Teacher Correction: An Action Research*, underlined that writing is an act where the writer

try to combine some letters or symbols to produce a meaningful language so that the readers able to understand the ideas and the information that writers want to convey (Sapkota, 2012). When the writers write a letter, they will put all of their mind to organize ideas and translating the idea to a readable writing in form of letters or symbols (Qamariah, Wahyuni, & Meliana, 2020).

However, delivering ideas trough writing and learning English as a Second Language (ESL or TESL) student has been very challenging skill to cope with. It needs a complex process since it requires not only good vocabularies but also grammars. Understanding grammar is vital to construct a good sentence (Qamariah, Wahyuni, & Meliana, 2020).

As the most difficult and complicated subject in learning English to be mastered by the students, grammar comes to a big problem that faced by the students, especially for the EFL (English as Foreign Language). Grammar is a system that can guide the people to construct the English sentence to communicate with the other people (Muhsin, 2015). Grammar helps people to understand each other's thought and enable people to have effective conversation in English. By using the grammar system, the people will easily understand what they are talking about in their conversation. If the students want to make an understandable sentence in English, they should know the grammar rules to be apply in their sentence.

Grammar is a must to be learnt by the students if they want to make a writing paper. According to Feng (2013) in case of language teaching, the fuction of grammar has more applications to writing and speaking. Because of the writing and speaking skills is the productive skills, the people will have the chance to

recognize the linguistic features of the language when they speak about something or write a letter. Besides that, grammar is known as a term that can make people possible to talk about language.

The better knowledge about grammar help the learners to make or produce better sentence in speaking or writing (Mart, 2013). When the learners have more knowledge about grammar as the teacher taught to the students, the learners will know how to build a better sentence or when they create a message, besides that, the listeners or readers will understand about the information that contain in the message.

When we use English language, only the teacher or the researcher know about the language that use while it is correct or not. The students can not recognize the errors that they made repeatedly (Abushihab, 2014). Abushihab (2014) also adds about the errors and the mistakes is a different thing, while the mistakes can be occur by the slips of the pen or the slips of the tongue. So that, by the mistakes that made by the students, they can recognize what the mistakes and can correct into a good language.

When the students create a writing paper, sometimes they make grammatical errors. According to Dulay, Burt, and Krashen (1982) errors are a flawed of learning language in speaking or writing. They are parts of conversation that deviate from the maturity of the language performance. However, errors in the process of learning are very possible can be happen. Therefore, it is very possible if the students make errors in unconsciously when they creating a writing paper. By analyzing the errors that the students make, the teacher and the researcher can

evaluate and elaborate the learning material and develop it as the future material in teaching and learning process.

Writing essay make the students have the opportunities to developing their critical thinking, they will be able to make the judgement and decide their own writing styles (Ariyanti & Fitriana, 2017). By writing an essay, the students will have the critical thinking and develop them to determine what they will create in the form of essay. Creating the topic of the essay is the most important thing that they should understand before they move into the next steps. The students have to explore the major and supporting ideas to make the essay in line, and also using a good grammar.

There were some researchers conducted the similiar research, one of them conducted by Nurikawati, Eliwarti and Ras (2017) that entitle “An Analysis on Grammatical Errors in Writing Paragraph by the Second Semester Students at English Study Program Universitas Riau”. The purposes of this study are to analyze the types of error based on types of errors as suggested by Corder and Dulay, Burt, and Krashen. The novelty of the current research is more specific in writing especially in essay text.

When the researcher did the preliminary observation, the researcher found that many students have a problem with the grammar in writing essay especially in omitting element “-s” or “-es”. The researcher conducted the preliminary observation at Undiksha.

## 1.2 Research Question

Based on the background of the study above, the research questions of this study can be stated as follows:

- a. What the types of errors are committed by sixth semester students of ELE?
- b. What are the sources of errors committed by sixth semester students of ELE?

## 1.3 Research Objective

Based on the research questions mentioned above, the objectives of the study can be formulated as follows:

- a. This study analyzed the types of errors committed by the sixth semester students in writing essay at ELE in Undiksha.
- b. To analyze the source of errors committed by the sixth semester students in writing essay at ELE in Undiksha.

## 1.4 Research Significant

- a. Theoretical Significant

This study is expected to give more information about the grammatical errors committed by sixth semester students in writing essay at ELE in Undiksha.

- b. Practical Significant

- 1) For Students

The result of this study is expected to increase the skills of the students in writing essay.

2) For Lecturers

This study is expected to give more information for lecturers by the students' result so they can improve the lack of the students in writing essay.

3) For the Other Researcher

This study is expected as reference for the other researcher who want conducting similar research, especially grammatical errors.

### 1.5 Scope

This research focused on analyzing the grammatical errors committed by the sixth semester students in writing essay. This research was conducted at ELE (English Language Education) in Undiksha. There were 30 students that were selected as the subjects of this research.

### 1.6 Key Terms

#### 1.6.1 English Skill

English skill consists of two receptive skills, namely; reading and listening, and also two productive skills namely writing and speaking (Zoubi & Al-Khasawneh, 2016).

#### 1.6.2 Writing

Writing is a complex skill that consist of contents, rhetoric, vocabularies, grammatical structures, and writing mechanics such as punctuation and capitalization (Cahyono, 1997)

#### 1.6.3 Grammar

Grammar is a term the way structures and patterns determined by particular pragmatic constraints (Mart, 2013).

#### 1.6.4 Essay

Essay is a writing form that consists of several paragraphs. Essay is an exploration of a topic intellectually and argumentatively (Oshima & Hogue, 2006).

