

CHAPTER I

INTRODUCTION

1.1 Research Background

Language is a communication tool used by humans for exchanging information to each other, thus language is being an essential thing for people. In order to be able to communicate with people from different mother tongues, English is present for this matter. In today's globalized era, English has become an important language to be learned by people. According to Murdliyana (2019), English acts as a global language in which this language is used by society in almost all of the countries in the world. In Indonesia's education system, English itself is learned by the students as foreign language from primary school to university (Maduwu, 2016). As a result, language teaching for English becomes important to be done.

In English language teaching, the students will be taught language skills which are the skills to listen, speak, read, and write (Erlangga, Suarnajaya & Juniarta, 2019). Students are required to master the skills for accomplishing the purpose of learning, as a result the students are able to perform good communication either spoken or written (Kumala, Aimah & Ifadah, 2018). Those four language skills are parted into two categories where the ability to listen and read are belong to receptive skills, meanwhile the ability to speak and write are productive skills in which the students are needed to produce something after comprehending the material through listening and reading (Kumala, et al.,2018). All of the skills are important, yet productive skills, especially writing is seen as

something essential to the educational field and in the workplace (Walsh, 2010 cited in Klimova, 2013).

Writing is one of the language skills in which students have to be good at. Writing skill is necessary to be mastered by the students to assist them in preparing their future (Romadhon, Qurohman, & Sungkar, 2020). For instance, students will need this skill in accomplishing final project reports or doing assignments which most of them will be in the written form and this also can help them in making application letters when they apply for jobs later on (Romadhon, et al., 2020). In addition, according to Rao (2019), students who have good ability in writing skills will help them in making excellent performance both as researchers and professionals. To sum up, writing skill is needed to be acquired by the students due to its importance for their academic success and future preparatory.

Compared to the other three language skills which are listening, speaking, and reading; writing is considered as a tough skill for the students. It is because of its complexity, besides writing also involves aspects of English which are phonology, morphology, semantic, and syntax (Rao, 2019). Other than that, in producing words, sentences, and paragraphs, students are required to think deeply and have good knowledge as well as grammar in order to make the writing is logical and comprehensible (Kumala, et al., 2018). In line with previous statement, Sadiah and Royani (2019) state that writing involves deep thinking to draw up the thoughts into a word to sentence and proceed to paragraph along with proper grammar. Therefore, students discover it is so hard to perform good

writing because of the involvement of various elements such as vocabulary, spelling, meaning, structure of the sentence, and grammar (Rao, 2019).

Regarding to the statements above, grammar plays an important role in producing good writing. Grammar is known as the rules of language and it is the essential component. Having a good comprehension of grammar will be necessary for the students. According to Sadiah and Royani (2019), good grammar mastery will assist the students in creating well-produced sentences. Further, grammar is a base to compose writing in English language at the level of sentence (Alufohai, 2016). In other words, grammar is used as a basic component to create writing. This is because the use of appropriate grammar will make the writing is readable and understandable. In addition, according to Ratminingsih (2017) having lack of knowledge in grammar will lead the students to the ineffective language used because the language is messed up and people are not able to receive the information delivered by the language. To conclude, grammar mastery needs to be acquired by the students in order to assist them to create excellent writing.

However, as a matter of fact students still find it hard to write without making mistakes and errors. According to Kumala et al. (2018), in producing writing, grammar mistakes and errors are unavoidable. Further, students are often having difficulties to implement grammar in writing as result errors are emerged (Erlangga, et al., 2019). Those statements supported by results from several previous studies conducted such as Wulandari and Harida (2021), the study was about analyzing errors in the aspect of grammatical errors in essay writing. The result of the study found that 23.5% errors in determiner, 19.8% errors in noun, errors in preposition about 13.6%, errors in tenses and aspect about 12.3%, errors

in adjective and conjunction with the same amount respectively 9.9%, and errors in pronoun also verb 4.9% each of them, the last is errors in adverb with 1.2%. Another study was also conducted by Dardjito (2020) where the result found 56.3% errors in tenses, 12.6% for errors in the use of preposition, 11.8% errors in article, 8.6% errors in using singular/plural, 4.5% errors in irregular verbs, 2.9% errors in adjectives, 2.5% errors in the rules of concord, and the last errors in possessive case about 0.8%. Conclusively, grammatical errors in writing are still often made by students.

From the statements before, there is still urgency to conduct a study in the field of grammatical errors analysis in students' writing especially at the level of university. Therefore, the researcher is interested to carry out a study in paragraph writing from students of English Language Education academic year 2020/2021. Considering the fact that, grammatical errors can occur to every student, not merely from high school students, yet university students as well. Further, argumentative paragraph is chosen to be analyzed because at university level students are learning this genre of writing.

This current research will be focused on investigating paragraph writing made by students of English Language Education academic year 2020/2021 in Paragraph Writing class. The objective of this study is to map and acquire information regarding the types and sources of grammatical errors made by the students. Furthermore, the mapping will be used to comprehend the development of students' knowledge in grammar. In conclusion, it will be beneficial for selecting suitable materials and methods to create effective learning and teaching writing.

1.2 Problem Identification

English has become a means to communicate used by people widely in many countries. As a global language, nowadays English is being a must to be learned in order to be able to communicate with people from different mother tongues. Therefore, English teaching is important to be carried out. In learning the language, as the other language learning English also requires students to be skilled at the four language skills. As the receptive skill, writing becomes essential for the students to master the skill, yet students find it difficult to acquire the skill and produce good writing because of the involvement of grammar. According to Romadhon et al. (2020), students are facing difficulties in writing due to the vocabulary issue and lack of comprehension in grammar. Further, the errors committed by the students also related to the ability to organize ideas (Kumala et al., 2018). Other than that, grammatical errors are also committed because of the translation of ideas from mother tongue to the target language done by the students which make the pattern and the sentence structure become inappropriate (Qamariah, Wahyuni, & Meliana, 2020). These make the students keep on making errors on the writing not only high school students, but university students as well.

1.3 Research Questions

According to the explanation above, there are two main points in this study that will be discussed namely:

1. What are the types of grammatical errors committed by the students of English Language Education department academic year 2020/2021 in their argumentative paragraph writing?

2. What are the sources of the errors committed by the students of English Language Education department academic year 2020/2021 in their argumentative paragraph writing?

1.4 Research Objectives

1. To describe the types of grammatical errors committed by the students of English Language Education department academic year 2020/2021 in argumentative paragraph writing.
2. To analyze the sources of errors committed by the students of English Language Education department academic year 2020/2021 in argumentative paragraph writing.

1.5 Research Scope

This current study is restricted to the analysis of errors in grammatical aspect in argumentative paragraph writing produced by the second semester students of English Language Education department academic year 2020/2021 who take paragraph writing class. The paragraph will be analyzed to investigate the types and sources of grammatical errors committed by the students.

1.6 Research Significances

1.6.1 Theoretical Significance

The theoretical significance of this study is hoped to be evidence for the students' language competence development, specifically grammar in writing competency. Furthermore, the outcome of this study is expected to be a reflection of anticipation for the emergence of the same issue in the learning process.

1.6.2 Practical Significance

a. For Teachers

This study is hoped to be beneficial for teachers as reflection to make consideration for designing effective learning design and strategy especially in grammar.

b. For Students

This study is hoped to provide students information about their weaknesses in grammar and it will help them to focus on the improvement based on their language competence.

c. For Other Researchers

This study is hoped to be reference for future researchers who are interested in conducting similar study.

