

## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Research Background**

Language is a tool for human communication from various places in the world and makes it easier for people to communicate with other people from different cities or countries. In fact, people from different countries use different languages. This allows people to learn a language that can be used to communicate globally, one of which is learning English. Many countries use English and make English as a second language. Even other countries also introduce English to be studied as a foreign language. In this case, we can deny people study English to fulfill their desires and achieve their goals (Rao, 2019). Thus, to learn English well, every language learners must learn the four basic skills in English; speaking, writing, reading, and listening. These four skills are very important and related to each other.

Writing skill is one of the aspects that must be possessed by every language learner. This skill is trained from simple to complex sentence levels (Nisa, 2017). The ability to write a text is not only available for students. However, in daily life, everyone needs to apply writing skills that are useful as a communication tool to convey messages or information to others in written form. In some ways, writing is very useful to express thoughts, feelings, and ideas that we have that can be conveyed well. According to Al-zu'bi & Kayed (2019), writing skill is important because writing is used to translate our

thoughts, ideas, information, opinions, and all the things we want to convey into documents or papers that are certainly accessible and useful for others so that the message conveyed through writing is effective and meaningful.

Despite the importance of writing skills, EFL students in Indonesia found that writing skills are one of the most difficult skills among the four basic skills in learning English. As mentioned by Kumala et al. (2018), that writing requires broad knowledge and deep thought processes to produce words, sentences, and paragraphs as well as English grammar. Moreover, in the writing process, to write a sentence or paragraph, students must understand grammar well. Students need to understand grammar because grammar is important, especially if they want to improve their writing skills and understand more complex language structures. But often in the writing process students cannot avoid mistakes and errors or often the sentences they make are grammatically incorrect (Erlangga et al., 2019)

Previous research has shown the grammatical errors committed by students in writing. One of the research was conducted by Putu et al. (2020) study was conducted to analyze the types and sources of grammatical errors in students' recount text writing. The result of the study found that the grammatical errors committed by students in writing recount text which is sorted from the highest to the lowest percentage were as follows: omission (37.33%), misformation (36.90%), addition (15.72%), misordering (10.04%). The major type of grammatical error found in this research was an omission and the lowest type of grammatical error was misordering (Putu et al., 2020).

Another study of grammatical errors was conducted by Ryan et al. (2019). They conducted a study to investigate the grammatical errors made by the seventh-semester students of the English Language Education Study Program of Sanata Dharma University. Ryan et al. (2019) conducted the study to analyze the grammatical errors made by students when writing the undergraduate research proposal. In this research, the study was focused only on grammatical errors identified in the first chapter of the undergraduate proposal. The result of this study showed that the grammatical errors were regarding content and grammatical morpheme (*omission*). Second, continued by double marking, regularization, and simple addition (*addition*). Third, the errors consist of; regularization errors, archi-forms, and alternating forms, parallelism, misordering, and diction. This study showed that the most of student grammatical errors in writing first chapter undergraduate proposals were successively omission (38.15 %), addition (21.97 %), and parallelism (18.5 %).

According to the explanation above, it is shown that analysis of grammatical errors in the student's writings is significant to be conducted. Even though several previous studies on grammatical errors had been conducted, research on the grammatical errors in paragraph writing especially at the university level is rarely found. Thus, this research aims at obtaining a clear explanation regarding the types and sources of grammatical errors committed by students. In addition, this research is important to be conducted in order to describe the types of grammatical errors and to analyze the sources

of the errors committed by the students of the English Language Education department in writing cause and effect paragraphs.

## **1.2 Research Problem Identification**

English is one of the basic courses at universities in Indonesia, but students who speak and learn English as a foreign language remain to write the wrong form of English language (Dinamika, 2021). The reason behind this case, according to Al-zu'bi and Kayed (2019), is that most EFL students have difficulties and problems in the writing process. The problems are mainly due to the difficulty of arranging ideas and grammar. Meanwhile, the main problem found by EFL students is related to the crucial problem of grammar which is can cause grammatical errors. In the English Language Education Department, grammatical competence is a significant issue. There are still some questions, especially in paragraph writing, that still need to be studied.

## **1.3 Research Questions**

Based on the research background mentioned previously, there are two focuses needed to be answered by this current study as follows:

1. What are the types of grammatical errors committed by the students of the English Language Education department in writing cause and effect paragraphs?
2. What are the sources of grammatical errors committed by the students of the English Language Education department in writing cause and effect paragraphs?

#### **1.4 Research Objectives**

In fulfillment of the problems statements, there are two objectives of the proposed study, they are:

1. To describe the types of grammatical errors committed by the students of the English Language Education department in writing cause and effect paragraphs.
2. To analyze the sources of grammatical errors committed by the students of the English Language Education department in writing cause-and-effect paragraphs.

#### **1.5 Research Scope**

This research is limited to the grammatical errors of the students' paragraph writing, especially cause and effect paragraphs. The cause and effect paragraph will be analyzed in order to investigate the types and the sources of the grammatical errors. The subject of the study is the students of the English Language Education department who take the Paragraph Writing course and the object of the study is the cause and effect paragraph writing written by students of the English Language Education department who take the Paragraph Writing course.

#### **1.6 Research Significances**

##### **1. Theoretical Significances**

The theoretical significance of the research is to: 1) enrich scientific development, especially in learning and teaching English, 2) add



substance to the study of the types and sources of grammatical errors so that the study can be a reference to anticipate the occurrence of the same problem in the learning process, and 3) enriching theoretical studies on how teachers teach by paying attention to aspects in term of grammatical errors.

## **2. Practical Significances**

### **a) For Students.**

This study is expected to be useful for the EFL students, in their competence and development of writing. In addition, from this study, the lack of language competency the students have, particularly in the terms of grammar, will be identified. Therefore, this study will be beneficial for students to improve their language competency.

### **b) For Teachers.**

This study is expected to give valuable input for the English teachers in order to consider and design appropriate and effective teaching methods in language development.

### **c) For Other Researchers.**

This study is expected to give users additional information for future researchers regarding the investigation in writing paragraphs and in the terms of grammatical errors.

## **1.7 Definition of Key Terms**

### **1.1.1 Writing.**

Writing is an activity in which people try to organize and transfer their ideas into written form (Budiarta et al, 2018). Writing in this research is defined as an activity in composing a paragraph in English taught to students of the English Language Education department who take a Paragraph Writing course.

### **1.1.2 Grammar.**

Grammar is the language rules related to how language is arranged and how language works both orally and in writing (Martiarini et al., 2019). In this research, grammar is defined as rules of language in writing paragraphs committed by students of the English Language Education department who take a Paragraph Writing course.

### **1.1.3 Errors.**

Error is considered as an error committed by students in learning a language because it relates to students' abilities to understand the rules of the language being studied (Puspita, 2021). In this research grammatical errors are defined as errors in applying grammar as the rules of language in writing paragraphs committed by students of the English Language Education department who take a Paragraph Writing course.

### 1.7.3 Cause and Effect

Cause and effect writing explain why an event occurs or the consequences of the event. In this research cause and effect are defined as a genre of the topic in writing paragraph text committed by students of the English Language Education department who take a Paragraph Writing course

