CHAPTER I

INTRODUCTION

This chapter discusses six subtopics of the study, which are background of the study, identification of problems, limitation of the study, research questions, objectives of the study, significances of the study, and definition of key terms.

1.1 Background of the Study

There are four essential skills that English learners must master in learning English. These abilities are the ability to write, read, listen, and speak. Four types of skills in English are classified into two. Writing and speaking skills are classified as productive skills. It is called productive skills because they produce something at the end of the process. e.g., speaking skills that create an utterance. Listening and reading skills are classified as receptive abilities because these skills involve the process of absorbing, capturing, or receiving information (Harmer, 2007). Of the four capacities, writing skills are complex and basic skills. In writing something, there need to be rules that must be obeyed. According to Larsen-Freeman & DeCarrico (2019), The rules that govern the correct and incorrect use of language in English are called grammar. Grammar suitability can be seen starting from the sentence level, where a phrase is shaped and meaningful,

beginning from the basic level of language representation to create significant results (O'Donnell, 2013). In addition to paying attention to grammar, the author must also pay attention to the suitability of the main ideas developed so that the ideas, content, or messages the author wants to convey in his writing can be appropriately conveyed to the reader.

Students' writing activities closely related to grammar will often face errors. Grammatical Errors in writing can occur because students do not understand the use of suitable tenses as in research conducted by Agustam et al. (2022), The use of wrong tenses or grammar causes the reader not to understand the meaning conveyed by the author. Students' Lack of understanding of tenses and grammar causes common writing errors, so it is feared that these mistakes will continue repeatedly. Therefore, the teacher plays a significant role in correcting the writings made by students. The first language still influences students who study foreign languages in structure and grammar, that case called interference of interlingual. This interference can be one of the factors for grammatical errors in students' writing.

Grammatical errors caused by language deviations when using a second language but are still influenced by the student's mother tongue are one of the problems caused by interlanguage errors. According to Kaweera (2013), in research on grammatical errors from the first language (Thai language) to the target language (English), the negative transference of Thai to English is the most important factor causing interlingual errors.

Previously studies have reported that intralingual and interlingual errors are often faced by students, Students struggle to master the target language, which causes them to make errors when producing recount texts. Interlingual patterns are as common in student writing errors as they are. (Agustam et al., 2022; Kaweera, 2013; Kumala et al., 2018; Manik and Suwastini, 2020; Agustina and Nazri, 2022; Maharani, Ramendra, & Swandana, 2018). Therefore, in this study the researcher analyzed grammatical errors in students' writings that have not been checked using grammarly to investigate intralingual and interlingual errors. The influence of Grammarly in students' writing made this research different from the previous studies that have been mentioned. This novelty raised possibilities such as whether students' writing will be better or still because students' writing decisions are good or not, the most important thing is students' knowledge of grammar itself.

Grammarly is a website that serves to correct students' grammar errors. Besides that, Grammarly can also be used to check written plagiarism. Grammarly website will help students learn English to improve their grammar skills. The setting in Grammarly can also be adjusted to the style of language, ranging from formal, casual to academic language. In a study conducted by Thi & Nikolov (2021), the teacher used Grammarly as an automatic feedback tool on students' writings, either essays or argumentative texts and a recount text. The study proves that Grammarly can be used to make students' writings better both in terms of grammar and language style. Based on the previous research above, the researcher interested in researching students in junior high school who use Grammarly to find out the effect of using Grammarly on their writing. In this study, the

researcher analyzed the source of errors in student writing in the form of a recount text. The recount text is chosen as the text to be studied because the recount text contains words or verbs in the past tense so that students are likely to make interlingual and intralingual errors.

The class VIII2 student at SMP Laboratorium UNDIKSHA was the researcher's subject. The researcher analyzed students' recount texts that have been grammar-checked. The researcher chose SMP Laboratorium UNDIKSHA because the school has easy access for writers to collect research data. In addition, most of the class VIII2 pupils, the researcher noted during the observation, write the text in English with a wide vocabulary. However, they consistently employ incorrect grammar and do it repeatedly. This piqued the researcher's interest in studying the class and examining the students' work to identify the grammatical errors they made and why they occurred. In this instance, grammarly edits are equally beneficial to their work. Grammarly gives students the choice to select the language they use in their writing, so depending on the students' level of understanding of grammar, their writing may be correct or remain incorrect.

1.2. Identification of Problems

As for the identification of the problem of this study, it is as follows:

1. The students in eighth grades at SMP Laboratorium Universitas Pendidikan Ganesha still make grammatical errors in writing recount texts. Most of the class VIII2 pupils, the researcher noted during the observation, the researcher noted during the observation, write the text in English with

a wide vocabulary. However, they consistently employed incorrect grammar and did it repeatedly. Moreover, there was not a related study about an analysis of grammatical error on Grammarly checked writing made by student of eighth grades at SMP Laboratorium Universitas Pendidikan Ganesha.

1.3 Limitation of The Study

This research is limited to students in class VIII2 at SMP Laboratorium Universitas Pendidikan Ganesha were the only ones included in this study. The choice of the class is given some thought because the writer saw that although the kids in the class understand a lot of vocabulary, the researcher noted during the observation, write the text in English with a wide vocabulary, but they frequently made grammatical errors. Additionally, this study was concentrated on the analysis of grammatical errors in writing that has undergone grammar checking in texts that retell an unforgettable experience.

1.4 Research Problem

Based on the research background above, the research problems proposed in this study are as follows:

1. What types of grammatical errors do the students' class VIII2 at SMP Laboratorium Universitas Pendidikan Ganesha make in writing recount texts **before** checking by Grammarly?

2. What types of grammatical errors do students' class VIII2 at SMP Laboratorium Universitas Pendidikan Ganesha make in writing recount texts **after** checking by Grammarly?

3. How the types of errors on students' class VIII2 at SMP Laboratorium Universitas Pendidikan Ganesha writing different between before and after checking by Grammarly?

4. What are the factors influence students' class VIII2 at SMP Laboratorium Universitas Pendidikan Ganesha in making grammatical errors in writing the recount text **before** checking by Grammarly?

1.5 Objectives of The Study

Based on the research questions above, the objectives of this study are as follows:

1. To find out the types of grammatical errors students make in writing recount texts before and after checking by using Grammarly.

2. To investigate the factors that influence students' grammatical errors in writing recount texts before checking by using Grammarly.

1.6 Significance of the Study

The results of this study are expected to be significant theoretically and practically.

1. Theoretical Significance

Theoretically, in most cases, grammatical errors are found in students'

writing, so it is essential to study grammatical errors. This study refers to the

errors classified by Dulay, Burt, and Krashen (1982) and the use of error

factors in Richard (1974) made by students in writing recount texts.

2. Practical Significance

This research is expected to provide positive input for English teachers. The

results of this study can be used as a reference or consideration for teachers

in developing students' writing recount texts. This study provides

information to English teachers about grammatical errors made by students.

In addition, the findings of this study provide essential feedback for using

appropriate strategies in teaching writing.