

CHAPTER I

INTRODUCTION

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

1.1 Background of the Study

English significantly contributes a massive role in interacting within the society and international communities that have different native languages. As English becomes a lingua franca, the government has reformed Indonesian education by adding English as a compulsory subject which students learn in school. By learning English, students are expected to be qualified in using English and possess the ability to use this language as a communication tool in the form of written or spoken English. According to Harmer (2004), spoken language is learned inadvertently because it is acquired naturally through contact and exposure, meanwhile written language is learned on purpose.

English is used in many fields and it is dominantly used in the world. Some countries considered English as their second language and foreign language. The existence of English in Indonesia is used as foreign language because English is used for communicating with foreigners who have different native languages. This situation makes English become one of the important subjects to be learned in a school. The four major language skills, namely *listening, speaking, reading, and writing*, need to be learned by students to master English. Widari, Udayana, & Artawa (2018) stated that words and their

uses in a sentence become the students' focus in learning language. In learning a language, the teacher teach the students from the smallest units of language, which are words, which contain meaningful meanings that are used to express thoughts or ideas by composing words with correct grammar. Expressing thought or ideas can be done orally and in writing. Both of that language skills have their own difficulty of mastery, and one of the most complicated skill to be mastered for students is writing. In writing, they do not merely have to think the ideas and talk about it, but they have to deliver their ideas or thought through their written language. So they have to think about how they will deliver them in a well compose writing product. According to Mammeri (2015), in learning a foreign or second language, students face challenges in writing. It is in line with Choudhury (2013), who stated that the students of foreign language and second language found English as the most complicated skill to be acquired as a second language and foreign language. In writing activity, the learners are not only concerned with letters, symbols, and development of ideas in a sentence or a paragraph, but there are also the other aspects of writing that need to be concerned with, such as grammar and syntax. The students' skills in writing activities are measured based on several categories such as *content*, *organization*, *discourse*, *syntax*, *vocabulary*, and *mechanics* (Brown, 2001).

In learning English, especially in Indonesia, the students are expected to master several writing competencies which are stated in PERMENDIKBUD RI No. 37. Tahun 2018, such as competencies of writing kinds of text, such as *descriptive text*, *narrative text*, *procedure text*, and *recount text*. The entire

English topics taught in the school is listed in curriculum 2013. One of the topics in the syllabus is recount text, which is a topic in the second semester of tenth grade students. Recount text mainly discuss about past activities that should be retold sequentially (Anderson & Anderson, 2003 in Husna & Multazim, 2019). It aims to tell a story or event in the past in order.

Nowadays, as the impact of the worldwide outbreak, the entire teaching and learning instruction is conducted from home by using social platform. Due to the changes, the students were difficult to learn about writing skills because they did not receive the correction and feedback directly, as in oral speech, and clearly which was accompanied by an explanation from the teacher about their writing errors. They only knew that there were some errors on their texts instead of knowing which sentences were wrong and why they were wrong. Byrne (1988) states that one of the problems that make writing difficult is that the learners learn without interaction and feedback. In writing, students write independently without interacting or presenting someone directly to provide feedback. It is the opposite of spoken speech, which is in speaking the learners have interaction and presenting someone in the same time to get feedback. So from that statement, it is important to give feedback to students' writing products. Therefore, learners will know and learn from their errors that they have committed.

Furthermore, EFL students, particularly in Indonesia, feel it difficult to master writing skill because there are differences in terms of structure, grammar, and style between Indonesian language and English (Ariyanti, 2016). They have different syntactic structures and morphological rules, which are

essential to be mastered in order to write a good writing product. Even though EFL learners have studied English for years, most of them still experience many difficulties in revealing their thoughts in English as well as in writing texts because of the different grammatical rules. The complexity of English grammar becomes a serious problem for EFL learners because it is very different from their language, for example how the verb is formed when referring to different time period, how a word should be changed if it is in plural form, and how the verb is formed if the subject is a singular pronoun. Additionally, EFL learners usually adapt the Indonesian structure to their English writing which causes a grammatical error.

Grammatical rules were one of the difficulties for students in writing, as evidenced by previous studies. As what had been conducted by Zahra, Sutiono, Mu'in, & Febriyanti (2020), in which they investigated the students' grammatical errors that appeared in their written descriptive texts and narrative texts. It was found four kinds of errors, they were *addition*, *omission*, *misordering*, and *misformation*, in which the major error was obtained from omission errors. Furthermore, Erlangga, Suarnajaya, & Juniarta (2019) also conducted the same research, in which they identified five types of errors in students' descriptive texts, namely *omission*, *addition*, *misformation*, *misordering*, and *spelling*. The most frequent errors was *omission*. Furthermore, Qamariah, Wahyuni, & Meliana (2020) in their research found many errors in students' writing products, so they concluded the learners had difficulties in writing well-structured sentences with grammatically correct. Based on the research conducted previously, it showed that the majority of

students tend to make various grammatical errors while writing some texts. Besides, it showed that they had less knowledge of English grammar, so they had difficulties in writing texts with correct grammatical rules.

Based on the phenomena which are stated previously, the students committed grammatical errors in writing several kinds of texts. Then, on the phenomena found at SMA Negeri 1 Tegallalang, one of the English teacher stated that in fact many students considered making a good writing product was challenging due to the grammatical rules, such as *syntax* and *morphology*, which are much different than their native language. Therefore, during the online learning that was implemented in this pandemic situation, some students in SMA Negeri 1 Tegallalang made grammatical errors in their writing tasks. Meanwhile, the teacher could not provide clear explanations of the errors, as happened in face-to-face learning, due to platform limitations. The teacher only wrote general feedback and grade students' texts without marking the sentences that contain errors followed by giving explanations. Without the explanations, students might make the same errors continuously because they were confused about using the correct grammar. Since the teaching and learning process was carried out from home, there was less interaction between students and teacher at SMA Negeri 1 Tegallalang as well as feedback on learning outcomes.

Through this observed-phenomenon, conducting a study that focused on describing the grammatical errors made by the students in their writing, such as writing recount texts, will be beneficial to assist them in understanding their needs. It is important to identify their errors in writing in order to decide which

strategies that can reduce the probability of errors as well as supporting their writing skill. Therefore, the focus of this study sat on finding out types of grammatical errors made by the students and identified the sources of errors committed. Through the identification of this current research, the students were able to aware and acknowledge their mistakes in writing and the teacher would be assisted by the identification in this research. Based on this research purposes, the learners can get explanation and learn from the errors committed in their recount texts through the explanation given. Moreover, the teacher can determine which parts of the learning material need to be emphasized, and determine appropriate learning strategy to reduce the possibility of grammatical errors.

1.2 Identification of Problem

Based on the result of the pre-observation and interview conducted on February 8th, 2021 with an English teacher at SMA Negeri 1 Tegallalang, it was evident that some students continue to make writing errors throughout online learning, particularly grammatical problems. However, the teacher could not give feedback with a clear explanation due to the limitations of the learning platform used, in which they only used *WhatsApp group* and *Google Classroom*. In order to help students have better writing skills, the students need to know their errors in writing because this help them improve and master English grammar in writing. Regarding this issue, describing the errors is crucial for both the learners and the educators. Therefore, this study examined the grammatical errors in students' written recount texts and the sources of the errors made during online learning.

1.3 Limitation of the Study

To make an obvious focus on this study, the limitation should be examined. This current study emphasized on the grammatical errors contained in recount texts written by the tenth grade students of SMA Negeri 1 Tegallalang. Besides, the sources of the errors were also investigated. The subjects of this study were students of the tenth grade and conducted at SMA Negeri 1 Tegallalang.

1.4 Research Problems

Based on the background of the study, two research problems were formulated. The problems are presented as follows:

1. What types of grammatical errors are found in the recount texts written by the students of tenth grade at SMA Negeri 1 Tegallalang?
2. What are the sources of grammatical errors that cause the tenth grade students of SMA Negeri 1 Tegallalang to make errors in writing recount texts?

1.5 Objectives of the Study

In line with the statement of the research problems above, the objectives of this study are formulated as follows:

1. To describe the types of grammatical errors found in the recount texts written by the students of tenth grade at SMA Negeri 1 Tegallalang.
2. To describe the sources of grammatical errors that cause the tenth grade students of SMA Negeri 1 Tegallalang to make errors in writing recount texts.

1.6 Significances of the Study

The result of the current study is expected to be significant both theoretically and practically for some parties related to this current research. They are students who learn about recount text and willing to master their grammar in writing, English teachers who teach recount text, and other researchers who conducted the same topic.

1. Theoretical Significance

Theoretically, the result of this study is expected to give deep understanding and enriches the knowledge regarding English teaching, especially in grammar teaching, so it helps the teacher and students to prevent grammatical errors in writing recount texts.

2. Practical Significances

Regarding to the theoretical significance above, the result of this current study also provide practical significances, especially to make a positive contribution to students, teachers, and other researchers.

a. To Students

It is able to facilitate the learners in learning English and help them to deal with grammar in order to have a good writing product, and to know how to construct a correct sentence with a correct grammar in writing recount texts.

b. To Teachers

English teacher can use this study as a reference in deciding a suitable strategy to minimize the grammatical errors committed by the students.

c. To other Researchers

The future research who wants to examine the relevant topic can use the result of this study as a reference in conducting other related researches having similar concern about students' grammatical errors and supporting the result of their researches.

