

# CHAPTER I

## INTRODUCTION

This chapter explains the research background, research problem, the limitation of the research, research problems, research objectives, and the significance of the study.

### 1.1. Research Background

In learning a language, four skills have to be mastered by the students. Listening, speaking, reading, and writing are the four skills in learning a language. Each of the skills is important for students, both for academic and non-academic matters. Writing is one of the most challenging skills in learning a language because Klimova (2013) mentions that writing acquires knowledge and practice from other language skills and metacognitive skills. In Indonesia, Students have been learning writing skills when students are in junior high school to university. Recount text is one type of text that tenth graders study at SMA Negeri 1 Kuta Selatan.

Writing problems can be found in almost every level of education. According to Hendriyani (2020), some problems may occur in the process of teaching and learning writing in the English language. The problems are low motivation, one of the problems in writing that can be caused by two factors, intern and extern. Furthermore, she explains that the intern factors are less confident in explaining their idea, opinion, imagination, and hope in the form of written text, lack of vocabulary, lack of comprehension in language features and tense, lack of comprehension on the theme of the text. Tense or grammar is one of the problems committed by students in writing. In

Indonesia, the English language is classified as a foreign language, not a second language. As mentioned by Nasr (1997), it is called a second language if the language is used outside the class and for communication in everyday life while, English learned as a foreign language is when English is used in English class and used outside the classroom sporadically or for a specific purpose.

Based on the regulation of the minister of national education number 22 of 2006. There are three majors in senior high school, namely science, social, and language major. There are only two public high school in Kuta Selatan, those are SMA Negeri 1 Kuta Selatan and SMA Negeri 2 Kuta Selatan. SMA Negeri 2 Kuta Selatan is a new school opened in 2020. SMA Negeri 1 Kuta Selatan is the oldest public high school in Kuta Selatan that offers language majors. Kuta Selatan is a tourism area, and this school is about 3 km from Pandawa beach. This language major offers some foreign languages to the students. Language major is good for students, especially for the students who want to work in the tourism sector that required foreign language skills.

Tenth-grade students of language major were chosen based on some consideration. Based on an interview conducted on one of the students of tenth-grade students of language major in SMA Negeri 1 Kuta Selatan, they were given a test to decide what major they should be in. Thus, the result of the test would determine their major, according to the regulation of the minister of national education number 36 of 2018. The class majors are determined based on junior high school report card scores, national exam scores, teachers' recommendations or counselors, and the placement test result. The Language major is expected to have better language skills than the other

major but based on the result of an interview with one of the English teachers in SMA Negeri 1 Kuta Selatan, and every major has its problem in English language learning. However, the language major still committed some errors in using the English language.

The tenth-grade students were the ones who have difficulties in writing, for example, in developing the main idea, capitalization, and punctuation in a sentence, but most of the students' problems were found in the grammar and also spelling. The example can be seen when the students were asked to make a descriptive text. Descriptive text was one of the texts that they learned before recount text. The example was when they were asked to write "Marry routine." The teacher found that one of the students committed several errors in grammar. For example, "Every morning Marry always wake up at 06.00 am" in that sentence, the student omitted the marker *-s* in the verb "wake." The spelling errors are also found in the text. The sentence was "She usually wath tv at 20.00 PM. In this sentence, he did not only omit the marker *-es* but the spelling was also wrong. The correct one was *watches*. Thus, the verb tense is not the only problem in the students' writing, but the students also omitted a marker and committed spelling errors. Thus, based on those reasons, this study decided to analyze the types of students' errors that the students committed during writing and then analyze the source of the errors.

There were several considerations why recount text was chosen in this study and not descriptive text. Descriptive text was the text learned in the first semester and it was almost over. Recount text was the type of text learned in the second semester. This type of text also required past tense, which harder than descriptive text. It is known

that in writing descriptive text, students committed some errors such as omitted the suffix *-s* and some spelling errors also found, therefore the recount text was chosen to get more information about the types of errors made by students and the source of the errors. Recount text was not the type of text that they firstly got in senior high school. Recount text and descriptive text commonly taught in junior high school but the difficulties were different compared to the learning they got when they were in junior high school.

Based on the syllabus used by SMA Negeri 1 Kuta Selatan, recount text is the first text that students learn in the second semester. There are three basic competencies on the topic. One of the basic competencies asks students to *“Compiling oral and written recount texts, short and simple, related to historical events, by paying attention to social functions, text structures, and linguistic elements, correctly and in context.”* To create a good recount text, writers have to know about the event and are interested in it because there will be less to talk about in the writing if the writers do not have any knowledge about it (Corbett & Strong, 2011). Furthermore, they also explain that one of the typical language features uses in recount text is past tense. Therefore, the tenth-grade students of language major in SMA Negeri 1 Kuta Selatan must understand the past tense in writing recount text.

Because of the spread of coronavirus, the learning method was changed from face-to-face to online learning. Since the emergence of the coronavirus in 2019, the students have been learning using online platforms. The students learned through online media because they could not come to the school. SMA Negeri 1 Kuta Selatan is one of the schools in Indonesia that conducted online learning. The students learned

through google classroom so, the learning activities mainly were done online, and students just stayed at home. The teacher gave the students material or the handbook in the google form, and the tasks were submitted on that platform. This sudden change forced every member of the school to adapt to the situation. This was a challenge, especially for the teacher who does not get used to using online platforms to teach the students. Online learning had its advantages and disadvantages. Information Resources Management Association (2020), Mentioned several disadvantages of online learning, those are lack of face-to-face interaction, slower and less efficient communication compared to the face-to-face classroom. Therefore, the change from face-to-face schools to online schools can affect the learning processes and can also be a source of student errors as mentioned by brown the context of learning is one of the sources of errors.

According to Hyland (2003), writing for foreign or second language learners mainly involves linguistic knowledge, vocabulary choice, syntactic pattern, and cohesive devices that consist of essential building blocks of text. Students who try to write will encounter several aspects of writing. Second language and foreign language learners have to be able to translate it to the target language. It will be hard for them to write if they lack the vocabulary and grammar of the target language. Thus, as mentioned before, lack of knowledge, especially in English grammar, will lead students to errors of grammatical and it may affect the quality of their writing. Thus, mistakes and errors during writing are considered common things that can be found in the process of learning.



Mistakes and errors in writing are considered common problems that occur during writing. The terms mistake and error are quite similar but they are completely different. Ellis (2003) mentions that errors occur because there is a gap in students' knowledge and students do not aware of it. Meanwhile, a mistake is a lapse in performance and this might be caused because the students are not able to perform what they know. Thus, Errors happen because of a lack of knowledge, so students will not be able to correct them but when students do a mistake in writing they will be able to correct it when they notice it. Omidipour (2014) states that usually, Students' first language will interfere with the second language acquisition, and they tend to transfer the features of their first language into their second language. There are sixteen tenses in the English language which depends on time such as past present tense and simple present tense meanwhile, this kind of things do not exist in the Indonesian language. Thus, errors and mistakes are commonly found in students of SMA Negeri 1 Kuta Selatan in writing and speaking English. Thus, errors are a common problem faced by students in learning a language.

Countless studies have been studied about the grammatical errors committed by the students in every level of education. One of the studies was conducted by Putri (2017). The study investigated the errors committed by students of English language education in Undiksha in their proposals by using the theory from Dulay, Burt, & Krashen (1982) and the theory from Zahraweh (2012). the results of this study were the eighth-semester students committed some errors in their proposals, and there are 1454 errors found in the students' proposals that consist of 44.9% of Omission errors, 17,9 % of Misformation, 34.7 % of Addition, and 2.6 % of misordering. This study

also found that the sources of the errors were from intralingual and interlingual. The intralingual factor was the highest factor that affects the errors committed by the students.

Based on the explanations above, Writing is one of the difficult skills for students, especially for EFL students. Investigating the errors committed by the students in producing a language especially, in writing, is important because it can affect the quality of their writing work and interfere with the language learning process. Analyzing the types of errors and the sources of errors committed by the students is important, not only to find the problems that the students faced in writing but also can give some benefits to the teacher. The teacher may improve their learning method based on the sources of errors committed by the students. Especially in this situation when the coronavirus still infected the world and the schools, teachers, and the students are still adapting to the situation. This study tried to find the grammatical errors committed by the tenth-grade students of SMA Negeri 1 Kuta Selatan by using error analysis.

## **1.2.Problem Identification**

Based on the research background above, the students in SMA Negeri 1 Kuta Selatan still commit some errors in using the English language. In the first semester, the students faced some problems in writing and most of their problems was the problems with grammar dan spelling. Thus, this study was conducted to find out the errors committed by the students in writing the text. Since the first semester was already over, this study chose recount text because it was one of the types of text they learned

in the second semester, and by using recount text, the researcher can gain more information about the students' errors that they committed during writing.

### **1.3. Research Scope and Limitation**

This study focused on finding out the types of grammatical errors and the sources of the errors committed by tenth-grade students of language major in SMA Negeri 1 Kuta Selatan in writing recount text with one topic that was chosen before. The types of grammatical errors are also limited by only using the theory from Dulay, Burt, & Krashen (1982), supported with spelling error theory from Sawalmeh (2013) and Bestgen & granger (2011), and for the source of the error, this study used the theory from Brown (2007).

### **1.4. Research Questions**

Based on the explanation above, two research questions are created as the research problems of this study.

1. What types of grammatical errors were committed by tenth-grade students of SMA Negeri 1 Kuta Selatan in writing recount text?
2. What are the sources of grammatical errors committed by tenth-grade students of SMA Negeri 1 Kuta Selatan in writing recount text?

### **1.5. Research Objectives**



This study was conducted for some considerations. The objectives of this study are divided into two, namely, general objectives and specific objectives. Based on the research problems above, the objective of this research are:

### **1. General Objective**

The general objective of this research is to find out the type of grammatical errors committed by tenth-grade students of SMA Negeri 1 Kuta Selatan and the sources of the errors that they committed when writing an essay.

### **2. Specific Objectives**

1. Analyzing and describing the types of grammatical errors committed by the students in their writing by collecting the students' writing.
2. Describing the sources of the errors gained from the questionnaire. The types of students' errors are according to the theories used in this research.

### **1.6 Research Significances**

#### **1. Theoretical Significance**

This research is expected to be able to contribute to the theory of grammatical errors proposed by Dulay, Burt, & Krashen (1982) and Sawalmeh and Bestgen & granger (2011). (2013) the sources of the errors proposed by Brown (2007).

#### **2. Practical Significance**

This study can give benefits to a lecturer, students, and future researcher who wants to study the same topic.

#### **1. For Teachers**

Teachers may choose the appropriate method or technique to teach writing in subject essay writing for tenth-grade students of SMA Negeri 1 Kuta Selatan based on the types of errors found in students' writing. Thus, the teacher can help the students to improve their writing ability by overcoming their problems, especially in their grammar.

## **2. For Students**

After finding the errors and the sources of errors committed by students, the students can improve their writing skills and also the quality of their writing by overcoming their problems in grammatical and gain more knowledge about it.

## **3. For Future Researcher**

The future researcher who wants to study the same subject can use this study as the source for their research. Researchers can also do the same research by improving this research.

