

# CHAPTER I

## INTRODUCTION

### A. Research Background

It is no surprise that writing is influential across civilization and that education places a heavy focus on it. Writing is required whether you want to continue your academic path or pursue a professional career. Furthermore, many professions need applicants to demonstrate their writing abilities as part of the application process. Much less the drafting personal essays while applying for a scholarship or enrolling in a college or university program. For this reason, writing skill is perceived as an active skill in which the writer interacts directly with the mind to express logical ideas, so that the results of the writing are easy to understand by the readers.

Writing is also a form of communication that uses written media. Writing activities are a way to make it easier for students to do good and correct writing activities according to writing procedures. Writing is a complex activity, especially writing in a foreign language or English, which would be more complicated. Burns & Siegel (2018: 50) suggested that this happens because writing requires the ability to organize and develop ideas logically to create a writing that is easily understood by the reader.

English writing skills are very important to support the skills of students in academic context. Burns & Siegel (2018: 155) defines three reasons that can help in building writing skills at an international level. The three reasons are 1) many international linguists promote writing as an area of specialization; 2) large capacity publication of articles and journals in English; and 3) students may study in a country where the population uses English as their everyday language. Similarly, in doing writing activities of course it is not as easy as imagined, especially in writing English. Aisyiyah (2019: 4) states writing is difficult to learn. This is caused by the writer's obligation to unify a process that includes planning, organizing and revising to present meaning in words or

sentences. Thus, good writing is achieved through various processes in advance in an indefinite period of time because writing skills require ability in integrating information.

Other than those difficulties, students may find writing difficult because they also still lack of knowledge related to grammar and there is also a possibility of mother tongue interference. Hence, it may be common for students to make grammatical errors when writing in another language. Grammatical errors, on the other hand, were described by James (2013: 7) as applying inaccurate utterances in communication based on the grammatical rules of the target language, which is caused by various factors (e.g., first language interference or lack of grammatical knowledge of the target language). These errors are then classified on a surface level as errors of omission, which happen when an element that should be present is omitted; errors of addition, which appear when an element that should not be present is present; errors of selection, which occur when the wrong item is chosen in place of the correct one; and errors of misordering, which occur when the elements presented are correct but are ordered incorrectly. Abrar *et al.* (2018: 4) also illustrates that Indonesian students' writing results in ambiguous written communication due to by their lack of knowledge in using English grammar so that there is an error in writing.

What inspires the researcher to come up with this issue of grammatical errors in English writing, especially recount text, is phenomenon during the third apprenticeship program conducted by the university where the researcher is studying. During the program, the researcher was assigned to teach a number of lesson units by the supervisor teacher at the school (the English teacher at SMK Negeri 1 Hulu Gurung). One of the lessons is the recount text that includes reading and writing. At the time, both the researcher and the English teacher focused the lessons on introducing recount text to the students as well as the generic structure of it. Then, they found frequent number of errors on the grammatical features used in writing recount text, such as errors in using appropriate verb forms of past tenses (including action verbs and TO BE),

singular/plural nouns, prepositions of time and place, articles, and phrasal verbs/collocations of verb. Afterwards both the researcher and the English teacher agreed to have a study conducted to explore this phenomenon further and the teacher also suggested to use recount texts as the type of writing genre since the errors mostly occurred on students' writing of recount text.

Therefore, the researcher conducted the study to analyze the grammatical errors in English writing done by the students. The findings of this research also reported the most frequent grammatical errors students make and the causes of errors occur in their English writing. Thus, the finding filled the gap of knowledge on the issue that was initially found in the previously mentioned third apprenticeship program. Hopefully through this research, the teacher can certainly apply teaching strategies that promote more exposure of English language to students and develop familiarity to grammatical features with most common errors in writing, especially recount texts. In addition to this, the teacher can also design lessons that focus on most common grammatical errors in English writing, such as past tenses, prepositions and sentence structure with subject and predicate. This is considered important because recount text is one of the lessons that must be mastered by students in the 2014 curriculum. Therefore, it is certain with the finding of this research the second-grade students would master the procedure or composition of writing correct recount texts in English.

## **B. Research Questions**

Based on the research background above, it can be concluded that the research questions are as follows:

1. What are the most frequent types of grammatical errors made by students in writing recount text?
2. What are the causes of grammatical errors made by students in writing recount text?

### **C. Research Purposes**

Based on the research problems above, it can be concluded that the research purposes are as follows:

1. To find out the most frequent types of grammatical errors made by students in writing recount text.
2. To describe the causes of errors made by students in writing recount text.

### **D. Research Significances**

The research would be considered successful if it has a positive and beneficial impact on the subject under study, the institutions participating in the information and for further researchers in this study, the researchers obtained significant results from the theoretical and practical point of view.

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

Research produces understanding towards a certain field by studying a community and/or a group of objects and examining their opinion, beliefs, perspectives, and behaviors. Therefore, the results of this research are expected that it is useful in developing knowledge of grammar in English writing (recount text) and for students to avoid the grammatical mistakes they make.

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

##### **a. For Teacher**

The results of this study are expected to help and can be a reference and provide more knowledge to students to reduce problems in writing English grammar. It can be achieved because this research would provide the most frequent types of grammatical errors and the causes of them in students' writing, especially recount text. This information can be used to help teachers find a suitable teaching method/strategy/media to develop the students' accuracy of grammar.

**b. For Students**

The results of this study are expected to provide more insight to students so that it can make it easier for them to improve their English writing skills with fewer grammatical errors. By providing the most frequent types of grammatical errors and the causes of them in students' writing, especially recount text, the students can focus their writing exercise to certain number of grammatical features and help them improve their writing with fewer or no grammatical errors.

**c. For Further Research**

For further research, the results of this study are expected to be the basis and assistance in conducting further research. The future researchers, who are interested in studying this phenomenon can get some insight from the finding and the methodology of this proposed study since this research offers some useful insights on those two elements of research. For example, an AI-powered proofreading tool would be used to produce an initial review of the grammatical errors before it is reviewed again by the researcher to make time for data analysis more efficient.

**E. Scope of Research**

The researcher hopes to provide information about grammatical errors in writing English. The researcher also hopes that this research can provide benefits for lecturers and teachers to be able to find out the causes that trigger grammatical errors in students' English writing.

**1. Research Variable**

Variable is a center that is the focus of research by researchers when conducting a study (Ary *et al.*, 2014). This focus can be a characteristic or attribute of an individual or an organization that the researcher can measure or observe. Specifically, the variable in this study is grammatical errors in English writing.

## **2. Research Terminology**

To avoid misunderstanding and misinterpretation, the researcher provides the following explanation.

### **a. Grammatical Errors**

Grammatical errors are terms used in prescriptive grammar as an illustration of examples of incorrect usage, the absence of conventional or controversial ones, such as changing and placing verbs or their arrangement in the wrong place and verbs being incorrect.

### **b. English Writing**

Writing in English is a combination in composition that has become the hallmark of writers in English writing which consists of genres, certain organizations, and various professions that are widely affiliated. In this study, the English writing refers to writing specifically for recount text.

### **c. Second Grade Students at SMK Negeri 1 Hulu Gurung**

Second grade students at SMK Negeri 1 Hulu Gurung. Located in Jl. Lintas Selatan, Mubung. Kec. Hulu Gurung, Kab. Kapuas Hulu, Prov. Kalimantan Barat (78764) in the Academic Year of 2021/2022.