CHAPTER I

INTRODUCTION

In this chapter the researcher presents some points. Those are the background of the study, the research problems, the objectives of the study, and the significance of the study.

1.1 Background of the Study

In this increasingly advanced time, we know that English is an important language to learn, which is used by all people in the world. According to Rohmah (2019), English is an international language used as means of communication between countries. Therefore, English language skills are very necessary to learn in this modern era.

Considering the importance of English, the Indonesian government has chosen English as the first foreign language and formally used in education. English is taught as one of the main compulsory subjects in junior and senior high school up to university level. The teaching English in Indonesia is important to increase the student's communicative ability. Besides that, another goal of learning English itself is to prepare Indonesia's young generation to be able to compete globally. Therefore, Dauyah & Yulinar (2018) stated that as a foreign language, English is important whether for work or for other things that can facilitate our future.

Talking about English, we know there are four skill competencies in learning English, namely reading, speaking, writing and listening. All the skills are equally important in a language but writing becomes more important in academic disciplines because it is one of the most important means to examine the performance of students in their respective fields of study.

Writing skill is one type of language skills that must be mastered by students, including in English. Many experts have put forward the meaning of the writing. One of them, according to Saleh Abbas (2006: 125), writing skills are the ability to express ideas, opinions and feelings to other people through written language. The ability to write well is not a skill that is acquired naturally but it is

usually learned through practice through multiple experiences such as reading, listening or speaking.

But undoubtedly, the act of writing can cause problems for students, especially for those who write in a second language (L2) in an academic context. Formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complex than writing as telling. For this reason, writing among students is one of the most difficult parts of learning English as EFL students. Moreover, according to Ariayanti (2016, cited in Atayeva et al 2019), there are also some reasons why EFL students have a problem with writing skills, especially for Indonesian college students. Among the reasons there are structural, grammatical, and style differences between Bahasa (Indonesian language) and English language. Students try to translate directly from Bahasa Indonesia into English. In this case, students frequently produce a statement which some time has no sense or difficult for readers to understand.

As an example that is even college students still feel it difficult in writing English grammatically. Even though they have studied English in many years from junior high schools to senior high schools and even at the university level, there are still errors or mistakes according to the English rules such as grammar or structure. Chodorow & Han (2007) stated that the most difficult aspect of English is grammar for non-native speakers to master. It means grammatical knowledge is needed for writing like in the Recount text. According to Gunn and McCallum (2005:41 cited in Ma'mun, 2016) Grammar is an important and necessary skill that a student must-have. It becomes unimportant if the student cannot use it accurately in communication. But after all, making errors is part of the learning process since students and even teachers can make errors. Therefore, English teachers learn through the mistakes they make. In learning also that students need to pay attention to the rules in language, especially in writing. So, we have to think about how the readers can understand and comprehend what we write.

Based on the explanation above, the writer would like to conduct and focus on a research entitled "**Writing Recount Text by English Education Study**

Program: An Error Analysis" which then will be analyzed using linguistic category taxonomy.

1.2 Research Problems

Based on the background, the study was conducted to answer the following questions:

1. What are types of the grammatical error committed by the students of English education study program?
2. What is the most common type of grammatical error committed by the students of English education study program?

1.3 Objectives of the Study

From the research problems above, the study had two objectives. The objectives of this study are as follow:

1. To find out the types of grammatical errors committed by the students of English education study program.
2. To find out the most common error committed by the students of English education study program.

1.4 Significance of the Study

The significance of the study was the benefit for people. The details are as follow:

1. Theoretical Contribution

   The results of this study are expected to enrich the studies related to writing especially on grammar aspect. And this study might be one of the references to other researchers who would like to conduct the similar studies.

2. Practical Contribution

a) For the researcher

This study can be an alternative to enrich the knowledge of the researcher in exploring error analysis study and how to do the procedures in thesis writing.

b) For the students

This research is expected to help the students to be aware of the errors they make. It is also expected that they will find the correct construction in the language rules correctly, especially in writing, so that they will not make the same errors in the future.

3. Pedagogical Contribution

The result of the study will give information for the English education study program about the types of error made by the students in writing that can become consideration for teaching writing or grammar.