

CHAPTER I

INTRODUCTION

This chapter is going to discuss the background of the study, research question, objectives of the study, significance of the study, scope of the study, and definition of the term.

1.1 Background of the Study

English as a Foreign Language (EFL) instruction plays a crucial role in equipping non-native English speakers with the necessary language skills for effective communication in the globalized world. Writing, being an essential aspect of language proficiency, requires careful attention to grammar, vocabulary, syntax, and discourse organization. However, EFL students often face numerous challenges and encounter common errors when attempting to produce written texts in their second language (L2).

English contains four skills, reading, speaking, listening, and writing. From these skills, writing is considered the most complex skill, especially for non-native speakers (Ananda, Gani, & Sahardin, 2014; Ariyanti, 2016; Muhsin, 2016; Wahyuni, 2017). Norrish (1983) as cited in Sattayatham & Ratanapinyowong (2008) claimed that writing is not easy and more complex than speaking in some ways.

Writing is one of the language skills that English language learners should master. It is defined as a communication process using a symbol to represent the sounds, syllables, or words of a language with different mechanisms - capitalization, spelling, punctuation, word form, and function. It is a productive

skill that not only involves graphic representation of the expressions but also develops and presents thoughts in a structured way. To develop writing skills, the writer needs to study and practice (Durga & Rao, 2018; Erniwati et al., 2022). This is to say that writing is a means of communication used to deliver messages and to communicate ideas, feelings, and opinions of the writer in written form through well-structured sentences and systematic ways.

Research conducted by Floranti and Adiantika (2019) has shown that writing receives the least amount of attention and priority from teachers and students. This negative attitude arises because of several possible problems. Besides, writing well is not a skill that is acquired naturally (Andrian, 2015). Writing is also not an innate ability but is obtained through years of learning and training. It involves a socio-cognitive process with mastery of specific competencies to produce understandable and reasonable texts such as vocabulary, grammar, syntax, style, and knowledge writing system (Floranti & Adiantika, 2019). EFL students' writing is influenced by their first language (L1) and the educational context in which they learn to write. This culturally and socially marked context gives knowledge about writing (i.e. audience views and writing goals) and textual knowledge and linguistic, which influences the way students produce and process writing (Rinnert & Kobayashi, 2009). Likewise, Ariyanti (2016) discovered several differences between English and Indonesian such as structural and grammatical terms and styles.

Raimes (1983) also argued a close relationship between writing and thinking; punctuation, logical content, and correct language are considered necessary in writing. As a result, a student needs to write not only coherently but also correctly. Besides, writing also requires more skills and time, especially when writing in a second/foreign language (Liu & Braine, 2005).

When it comes to the instruction and acquisition of the English language, the development of writing proficiency proves to be the most arduous and intricate linguistic aptitude for students across all educational levels. Consequently, the focus of this paper is solely devoted to scrutinizing the comprehension of students, particularly concerning their writing abilities. Undoubtedly, the act of writing necessitates extensive knowledge and substantial cognitive effort on the part of students as they endeavor to generate coherent words, sentences, and paragraphs in proficient English. Therefore, the present research is dedicated to the analysis of the comprehension of writing among students studying English as a foreign language.

It is widely recognized that the subjects under examination possess knowledge of English as a foreign language, rendering it their second language (L2) in addition to their native tongue. Consequently, English grammar exhibits greater complexity when compared to Indonesian grammar. Inadequate comprehension of English grammar often leads to the occurrence of errors among students. A prevalent occurrence of grammatical errors is particularly observed in written assignments. Regrettably, on certain occasions, teachers fail to identify their students' mistakes, thereby causing these errors to persist. Consequently, the

repetition of mistakes due to the absence of corrective feedback is referred to as "error" in this context.

Within the sphere of second and foreign language acquisition, the difficulty of writing does not only lie in creating and organizing the idea but also in translating the idea into readable writing. The difference elements found between the two languages are considered as the main problem. This leads EFL students to make grammatical errors in the process of writing because most students tend to translate their ideas from their first language (L1) to their second language (L2).

Errors in foreign language teaching especially in English are cases that are difficult enough to avoid. Many aspects can cause the learners of English as a foreign language to make errors and sometimes mother tongue interference also became one of the caused.

The common errors in language learning are natural. Therefore, when teachers teach English in school, they will find many phenomena; they will find many students who have good writing in English, many students who have middle writing comprehend, and may be they will find many students who have poor ability. Although errors are bad things in learning English, error analysis is advantageous for both students and teachers. For students, error analysis is needed to show them what aspect of grammar is difficult for them, to show the errors made by the students, to know the source or the cause of the error, and how the students can learn from their mistakes so that they will not make some errors repeatedly. And for teachers, it is required to evaluate whether they are successful or not in teaching English.

The writer's focus in this paper lies in the examination of EFL students' comprehension of writing, with particular emphasis on their grammatical errors. The intention is to conduct a research study titled "EFL Students' Common Error in L2 Writing" to scrutinize and document prevalent mistakes made by EFL students in their second language writing skills.

1.2 Scope of the Study

This study focused on describing and further analysis of EFL students' common errors in their writing skills. Specifically, this paper only focuses on writing assignments about recounting paragraphs.

1.3 Research Question

In an attempt to contribute to the body of this paper describe EFL students' writing. This study focuses on the following question: *what are the common types of errors in terms of grammatical that are found in EFL students' recount writing of eight grade at one of the senior high schools, in Southeast Sulawesi, Indonesia?*

1.4 Purpose of the Study

Based on the above research questions, the objectives of this study were: to know the students' common types of errors made by students at one of the senior high schools, in Southeast Sulawesi, Indonesia in English on their recount text writing assignment to know the causes of their errors in writing recount text.

1.5 Significance of the Study

In this study, the results of this study are expected to give contributions to evaluating the students' errors in L2 writing. And the writer has significance in some areas as follows:

Theoretically, to give significant detailed descriptions for English Teachers about students' errors in putting capitalization tenses punctuation within students' written work. Then, the teacher can provide punctuation materials when he/she teach their students about writing English skill.

Practically, by this study, the students will recognize their capitalization and punctuation errors and then do the self-correction in writing. Then they will avoid capitalization and punctuation errors in their writing. In addition, as a reference for another writer who is going to discuss a similar topic in the future, it can be a source of information to show the capitalization and punctuation errors by giving the right forms of the errors found in this study.

1.6 Definition of Key Terms

To clarify what the meaning of key terms involves in this study, some definitions are put as presented below:

A common error in English Usage: it was the most cheerfully useful book I have read. It involved errors in capitalization tenses, punctuation, unnecessary word in sentences, and word choice (Cowan, 2008). This study refers to grammatical, capitalization, punctuation, and word choice errors.

Grammatical Error: the term grammatical errors in this study is related to the grammatical mistakes that are produced by the students in their descriptive

writing. Errors according to Mammeri (2015) refer to utterances that are either superficially deviant or inappropriate in terms of the target language's grammar. Error is likely to occur repeatedly and is not recognized by the students as an error (Gass, Susan, Selinker, & Larry 2008).

L2 Writing: writing is a process that requires the author to be aware of and combine various components of a language successfully. In this paper writing refers to recount text writing that has to be complete with grammatical, capitalization, and punctuation appropriately.

