

CHAPTER I

INTRODUCTION

This chapter explains about the background of the research, identification of the problem, limitations of the problem, formulations of the problem, objectives of the reserach, and significances of the research.

A. Background of the Research

Along with the times, the language used in an effort to communicate and interact is not only in the mother tongue, but is also required to master a foreign language. A foreign language is a language that is learned with the aim of interacting and communicating between countries in the world. Therefore, one's foreign language mastery needs to be supported by foreign language learning at school. At the current high school and vocational high school level, foreign language learning has become mandatory. These foreign languages include English, German, Mandarin, and Arabic. English is one of the preferred foreign languages taught at the high school and vocational high school level

In this era of globalization, English plays a role as a communication tool in universal society which helps to communicate with people from other countries. This is undeniable because English is an international language. As an international language, English has been studied all over the world as a second or foreign language. Indonesia as non-English speaking country, makes English a mandatory subject in schools to produce students who are

able and proficient in English. The reason for this policy is to prepare them to be able to adapt and live in a global society and can provide great opportunities in obtaining various information that will add insight.

Therefore, to prepare themselves, the scope of learning English as a compulsory subject at the Senior High School and Vocational High School levels includes four aspects of English language competence, including listening, speaking, reading, and writing. As stated by Morrow in Demirbas (2013: 108), that there are four skills in English, namely listening, speaking, reading, and writing skills. Darancik, (2018) also mentions that there are four basic and interrelated language skills referred to as “macro skills” namely, listening, reading, writing, and speaking as an inseparable part of foreign language teaching. Of the four competencies, one of the most important English competencies to develop is writing skills.

In this modern life, writing skills are needed. According to Silaban (2017), basically writing is not only in the form of generating thoughts or feelings, but also expressing ideas, knowledge, and life experiences of a person in written form. Therefore, writing is not a simple activity and does not need to be learned, but must be mastered. Indot (2018) argues that writing ability is the ability to be able to express new ideas that are outlined in written form clearly and completely. So that these ideas are easy to understand and understand by others. In addition, Virdyna (2016) defines that writing is an interesting activity, it can provide many benefits for students even though basically there are difficulties in writing but it is still

a useful, essential, integral, and fun part. Based on some of the definitions above, it can be concluded that writing is a whole series of activities of a person in conveying ideas or ideas through written form to the reader to be understood.

Writing is one of the important skills in English subjects. In accordance with the 2006 KTSP curriculum as Rahmadhani and Kumala, (2014) that students must have knowledge of the elements of writing to create good writing. Sari and Fitrawati, (2018) stated that students are expected to be able to write and understand the meaning of sentences in functional texts and short essays to be interacted with in students' daily lives. In English subjects at the Senior High School or Vocational High School level, writing is a complex activity to convey information, and ideas, one of which is writing in the form of an essay.

According to Davies (2017: 3) state an essay as a prose essay that discusses a problem from the author's perspective. An essay is a piece of writing that describes the opinion of the author on a particular subject that he is trying to assess (Dalman, 2011). From the two definitions above, it can be concluded that an essay is a short essay that looks at the problem and formulates an opinion in passing from the author's point of view. Essays are writings that consist of several paragraphs that form a single unit in one topic of discussion. Basically, an essay has three main parts, namely: an introductory paragraph, a body paragraph, and a closing paragraph. The

three parts of the paragraph form a unity that is interrelated in explaining a topic.

There are various kinds of writing in the form of essays in English, one of which is the cause and effect essay. The cause and effect essay is an essay consisting of several paragraphs containing the author's analyzes of the causes and effects of an event. When writing a cause and effect essay, the author needs to provide an explanation of how specific the cause can give rise to a certain effect. In other words, the writer's job is to show how one thing can lead to another logically. Cause and effect essays have language styles including using tenses that depend on the context of time in a sentence, using a lot of verbs in the sentence, and also using conjunctions to connect cause and effect clauses.

In writing cause and effect essays, it is not uncommon for students to still experience some difficulties. The difficulty stems from many factors, such as difficulty in building ideas, organizing ideas, developing sentences into paragraphs, and correct grammar. From several factors, these difficulties can cause errors, especially errors in grammar. Grammar is the most important aspect of writing. This reflects the meaning, genre, and results of the discourse of an article (Wahyuningsih, 2015). Faisal and Suwandita (2013) state that grammar contains the rules that make up a language. This means that grammar is a description of the ways in which words can be transformed into sentences and grammar is also a theory of language, of how language is put together and how it works. Therefore,

grammar is very important for students to understand and master in their English skills.

In terms of understanding the grammar it still makes most students make errors. There are still many students who make grammatical errors in writing English essays and have difficulty in applying tenses, structure, syntax, semantics, lexical meaning, and phonology into sentences. Dulay in Fara (2020) states that errors are deviations from the grammar of native speakers of adults. Grammatical errors mean as a real deviation from the written grammar and it reflects the skills or abilities of the students. However, grammatical errors in learning English are normal because of the structural differences between their mother tongue and the foreign language they are fluent in.

In addition to the reasons above, the use of media in terms of writing can also affect students' learning motivation. Currently, there are many digital media that can be used for learning. This is so that learning to write does not seem monotonous and does not only use books or sheets of paper in general. Digital media is internet-based media with a computer or smartphone. The Internet and the use of computers are the beginning of the power of change. According to McQuail (2011) the key to the power of computers is how the process of digitizing information allows all information to be processed efficiently and mutually assimilated.

The use of media in writing, one of which is Media Writer, Presentation and Spreadsheets Office or abbreviated as WPS Office is an

office software package that can run on Microsoft Windows, Linux, Ios, and Android OS operating systems launched by Kingsoft, software from China developed based in Zhuhai. In WPS Office there are three components, including: WPS Writer, WPS Presentation and WPS Spreadsheet (Harianja, 2019). The use of the WPS Office application in learning to write was chosen based on several factors, namely, introducing new technology that had never previously used this media to learn English, as the use of new technology to learn English, especially in writing essays because previously it only used paper, WPS Office applications are easy accessed via android, the WPS Office application contains interesting features that can be used as learning media, especially in learning to write, the process of using the WPS Office application is not difficult for beginners, by using this application writing activities do not seem monotonous and become more interesting.

There are several previous studies that discuss some grammatical error problems such as that conducted by Alfayed (2017) entitled "An Analysis of Students' Grammatical Errors in Writing Recount Texts" in this study aims to identify and determine grammatical errors and the most dominant errors source in recount texts regarding students' personal experiences which were written independently. The results of this study indicate that the most grammatical errors made are in the verb tense, which is 117 errors and the most common source of errors is intralingual errors. There are other previous studies that discuss grammatical errors made by mother tongue, use of Indonesian grammar, spelling errors, and lack of

understanding of grammar (Bustomi, 2009; Purwanti, 2013; Puspitasari, 2013). The research shows that grammatical rules are still a problem of difficulties faced by students in learning English, especially in writing skills. The research also concluded that there are still many students who have difficulty in applying grammar in English. Grammar in English is more complicated than grammar in Indonesian. Most of the students make grammatical errors in learning English, especially in writing skills. While, in this study, the researcher will ask students to write a cause and effect essay in which the researcher will first provide a clue about a cause that can have an effect. It is intended that students have no difficulty in building ideas when writing essay. After that, the researcher asked the students to write it down in the form of a simple essay. Here the researcher uses the WPS Office digital media to construct cause and effect essay. This is a fundamental difference from previous studies.

Looking at the previous problems and based on the results of observation made by the author during PPL (Practice Field Experience) when teaching cause and effect material in class XII at SMKN Ngadirojo, it can be concluded that there are several problems, such as is that there are grammatical errors made by students in making essays. On average, students still have difficulty using grammar rules, and making wrong sentences over and over again. The next problem is that there is no use of digital media in learning at SMKN Ngadirojo, especially in writing. Based on these problems, research on the analysis of grammatical errors is

important because it uncovers the types of errors and their causes. In this case, it will use digital media as a media for writing essays.

Based on the reasons above, the researcher wants to conduct research on the analysis of grammatical errors made by students in writing essays, especially cause and effect essays. The researcher argues that there are still grammatical errors made by students which must be revealed in the types of errors and their causes in order to learn from the grammatical errors they made and to produce cause and effect essays with good and correct grammatical structures. In addition, here researchers will also use digital media, namely WPS Office as a media for writing cause and effect essays which in the end researchers want to know student responses toward the using of WPS Office media, especially in writing essays. In addition, the researcher also believes that this study will have a positive indication especially in writing skills.

This research will be conducted at SMKN Ngadirojo for class XII Accounting II students. The focus of this research is the analysis of grammatical errors made by students in constructing cause and effect essays and students' responses toward the using of digital media used, namely WPS Office. The title of this research is: "An Analysis of Students' Grammatical Errors in Constructing Cause and Effect Essays by Using WPS Office Media at the Third Grade Students of SMKN Ngadirojo in Academic Year of 2021/2022".

B. Identification of the Problem

Based on the background of the research above, the problems that can be identified are as follows, the first problem relates to students who do not understand the structure of essay writing, especially cause and effect essays so that they have difficulty when they start writing.

The second problem relates to the teacher who is lacking in explaining how to write essays with good and correct grammatical structures, especially in cause and effect essays so that it is not uncommon for students to make errors in constructing cause and effect essays. This is due to a lack of understanding of grammatical structures and etc.

The third problem is related to the lack of use of digital media in learning, especially writing. Learning to write at SMKN Ngadirojo still often uses media on sheets of paper without using more interesting media. This problem causes students to get bored quickly and seem monotonous. Especially in writing skills which basically require more motivation.

C. Limitation of the problem

Based on these problems, the researcher limits the scope of the research to clarify the problem systematically. This study only focuses on analyzing grammatical errors made by students in constructing cause and effect essays and to find out student responses toward the using of WPS Office media in constructing cause and effect essays for third grade students of SMKN Ngadirojo in academic year of 2021/2022.

D. Formulation of the problem

Based on the limitation of the problem above, then the problem of this research can be formulated as follows:

1. What are the grammatical errors made by students in constructing cause and effect essay by using WPS Office media at the third grade students of SMKN Ngadirojo in academic year of 2021/2022?
2. What is the most dominant grammatical errors made by students in constructing cause and effect essay by using WPS Office media at the third grade students of SMKN Ngadirojo in academic year of 2021/2022?
3. How are the students' response toward the using of WPS Office media in constructing cause and effect essay at the third grade students of SMKN Ngadirojo in academic year of 2021/2022?

E. Objectives of the research

This research aims as follows:

1. To find out the grammatical errors made by students in constructing cause and effect essay by using WPS Office media at the third grade students of SMKN Ngadirojo in academic year of 2021/2022.
2. To know the most dominant grammatical errors made by students in constructing cause and effect essay by using WPS Office media at the third grade students of SMKN Ngadirojo in academic year of 2021/2022.

3. To know how the students' response toward the using of WPS Office media in constructing cause and effect essay at the third grade students of SMKN Ngadirojo in academic year of 2021/2022.

F. Significances of the research

Based on the research objectives, it is hoped that the research conducted can produce useful findings, including the following:

1. Theoretical benefits

The research conducted is expected to increase the theoretical perception of grammatical errors and how to analyze grammatical errors made by students in constructing cause and effect essay using WPS Office media.

2. Practical benefits

- a. For students

This research is expected to help students find out about their weaknesses in terms of grammar when writing. Once they know their weaknesses, they can learn better about grammar in good and correct writing especially in constructing cause and effect essay.

- b. For teachers

The results of this study are expected to support English teachers to find out about grammatical errors made by students in constructing cause and effect essay and use this research as a reference to minimize similar errors made by students in the future.

- c. For English majors

This study examines errors analysis. The author examines the analysis of grammatical errors made by students in constructing cause and effect essay by using WPS Office supporting media. This is because there are still many grammatical errors made by students, especially in constructing cause and effect essay properly and correctly.

d. For the next researcher

The results of this study can be used as a guide for further research related to the subject in particular, namely the analysis of grammatical errors in constructing cause and effect essay

