

CHAPTER I

INTRODUCTION

1.1 Background of the study

In this era of globalization, English has emerged as dominant language across numerous countries and is widely considered as a global language. The rapid development of technology and science has made English progressively more dominant. Proficiency in English is highly valuable since the language is widely used across various fields, including business, technology, science, and many others. As a result of this, every individual is increasingly required to master English actively, not just passively, so that it can become an effective medium of communication and verbal interaction. According to Putri & Sya (2022) with the development of science and technology, English has been used as a means of spoken and written communication in all environments around the world.

Within in Indonesian context, English is categorized as a foreign language. A foreign language refers to a language that is not used as a common means of communication in the country where it is taught. The status of English as a foreign language is one factor contributing to the relatively low English proficiency level among Indonesians. As reported by the 2023 EF English Proficiency Index (EF EPI), Indonesia holds the 79th position among 113 countries, indicating that the population's English proficiency is still relatively low. Johann Wolfgang von Goethe, a renowned German philosopher, once asserted that "those who don't know anything about a foreign language, they don't know anything about their own language". This statement emphasizes that learning English is very important in

modern society. English should be taught from an early age, not only to adults or teenagers but also to young children.

The Indonesian government began implementing early English instruction at the Elementary level Schools (SD) or Islamic school/Madrasah Ibtidaiyah (MI) through the 1994 Basic Education Curriculum. There are essential components within language skills that individuals must master to achieve language proficiency. Brown (2007) In his book "Teaching by Principles: An Interactive Approach to Language Pedagogy", states language learning involves the integration of four skills: listening, speaking, reading, and writing, which should not be taught separately. Writing plays a significant role and is widely used in academic situations. According to Abbas (2006), writing skills are the ability to express ideas, opinions and feelings to other parties through written language. The accuracy of expressing ideas must be supported by the accuracy of the language used, vocabulary and grammar and the use of spelling. Richards & Renandya (2002) stated that writing is not just a communication to convey a message, but a process of discovering meaning. Even though writing skills are considered important, interest in writing in Indonesia is still low. According to PISA report 2019, Indonesia ranked 62nd out of 70 countries in literacy, showing that the nation's reading and writing culture still requires serious attention and improvement. Considering that English is known as a foreign language, obstacles in writing English are still often found in elementary school students. One of them is limited vocabulary, students are not used to using English as a daily language so they don't have much vocabulary, writing errors also often occur where students often omit or

reduce letters in the word, for example: fren (*friend*), becus (*because*), swimming (*swimming*). The incorrect use of capital letters, punctuation and grammar is a common issue in English writing. For example, students may write “*im live in jakarta*” instead of “*I live in Jakarta*”.

Based on this issue, the author aims to analyse sentence writing errors among 3rd grade elementary school students, specifically through sentence writing, with a focus on writing mechanics, which include spelling, punctuation, capitalization, and grammar. Tompkins (2008) emphasizes that instruction in these mechanical aspects is essential in early writing development, as they form the foundation for producing accurate and readable written language.

1.2 Reasons for Choosing the Topic

An important component in English that is often used is writing skills. Especially for elementary school students who are at the stage of mastering the language, writing skills are often used in academics. However, as a foreign language, students often experience difficulties in writing English, such as in the use of capital letters, punctuation, language structure, and misspelled words often occur.

The author chose the topic of analyzing writing errors in sentences at the 3rd grade elementary school level to identify common errors that occur such as errors in the use of punctuation marks, spelling errors, capitalization, and incorrect sentence structures.

1.3 Research Question

What types of errors are most commonly found in the sentence writing of 3rd-grade students?

1.4 Objective of the study

The objective of this study is to identify and analyse the types of errors made by third-grade elementary school students in sentence writing, focusing on writing mechanics, which include capitalization, punctuation, spelling, and basic grammar.

1.5 Significance of the study

This research contributes to the English subject regarding writing error analysis, so that this research can provide an understanding of the various types of writing errors that often occur in elementary school students, in the aspects of spelling, punctuation, capitalization, and basic grammar.

1. Pedagogically

Pedagogically, this study provides benefits for teachers in identifying students' writing errors, particularly in the aspect of writing mechanics. In line with this, Brown (2000) states that errors are not merely problems to be avoided, but rather evidence that the learning process is taking place. These errors themselves offer teachers valuable insights into how students process language.

2. Theoretically

Theoretically, this study refers to Tompkins (2008), who emphasizes the importance of teaching mechanical aspects in writing instruction for young learners, this research strengthens the theoretical understanding that mastery of these elements enables students to produce clear, accurate, and

meaningful sentences. Through the analysis of sentence-writing errors, this research provides an overview of how writing mechanics are applied by elementary-level learners. Additionally, by applying Error Analysis (Corder, 1967; Ellis, 1997), the study offers insight into how learners acquire and internalize writing conventions through real writing tasks, which can further inform writing pedagogy at the elementary level.

3. Practically

Practically, this research has the potential to provide benefits for teachers, students, and elementary schools. The findings regarding common sentence-writing errors made by 3rd grade students can serve as valuable information for teachers in developing or designing more effective learning strategies. For students, this study encourages greater awareness to be more careful and skilled in writing correct and readable simple sentences.