

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Language is a means of communication between humans around the world. One of the languages that are often used to communicate in the world community is English. According to Fang, (2017); Ngatu & Basikin, (2019); Seidlhofer, (2005) English is an international language that is used as a medium of communication for people around the world. English is a language that is used all over the world, but people have different mother tongues in every region. This is one of the reasons that English can be used as a means of communication for people around the world. Learning English in the world must be maintained, in Indonesia English is learned by students from elementary school to university.

In learning English, every learner must be able to master basic skills in English. The four basic skills must be mastered because the skills are interrelated with each other. One of the skills that must be learned is writing skill. In EFL (English Foreign Language), writing is crucial to learn (Maysuroh et al, 2017). By writing, students can express themselves and their ideas. This is in line with Aydogan (2014)'s statement that, in English, four basic skills must be mastered, one of which is writing skills. Kiuvara et al., 2009 state that in the United States writing skills are very important, in terms of education, social interaction, and work. From this research, it can be concluded that writing skills are important for survival in a country.

To develop foreign language skills, English learners must be able to master writing skills. According to Perdana & Farida (2019), writing skills are not as easy as one might think. Writing skills are considered difficult because, in the writing process, there is a lack of understanding of the grammar used. In writing, there are mistakes and errors. This mistake occurs when a learner realizes an error has been made and immediately makes a correction, while an error occurs due to an error made that is included in an error that does not understand the rules. For this reason, an understanding of writing is needed so that errors can be minimized.

In writing, several components must be considered, for example, paying attention to sentence structure, writing ideas, punctuation marks, and also the grammar used (Seow, 2008). In writing ideas, several things must be considered and also considered, such as the appropriateness of the scope. Specificity, as well as how to develop the idea. In addition, things that need to be considered are rhetoric, this is because rhetoric requires special attention because of the differences between the mother tongue and English. Apart from that, what needs to be considered is the grammatical structure of sentences, punctuation, and spelling. Without these three elements, the text or writing will be difficult to understand so the application of the ideas made cannot be carried out.

The grammatical elements of the sentence, spelling, and punctuation are the most important things that must be considered because without them the legibility of an idea will be difficult to realize. This illustrates that writing skills are indeed difficult to master, so in writing, one must know several phases, namely planning, drafting, writing, revising, and editing (Durga & Rao, 2018; Sun & Feng, 2009). This phase in writing will help students to understand the writing that is made,

writing that is meaningful and not just writing. For that, students need to pay attention to this so as not to make writing a one-time thing. According to Ramendra et al. (2021) in student writing, many students think that writing is like answering a question, after completing the answer, it is considered complete.

Writing should be studied seriously and by prioritizing the process (Durga & Rao, 2018). Many students are serious about learning to write, but it is not uncommon for many students to fail in achieving their writing goals. Not only that but learning to write is also rarely taken seriously. Fareed et al. (2016) note that writing skills are rarely taken seriously because writing skills are not considered as important as other basic skills, such as speaking, reading, or listening. Many students do not like writing skills because students do not want to use these writing skills to encourage their critical thinking. Concerning this, the researcher sees that the student's shortcomings are not laziness in themselves, but the inability of students to seek or follow up writing skills as an activity that proceeds not only to produce a product. This writing activity needs to be handled gradually according to the phases and sequences, it takes a lot of time and special energy.

One of the most important phases or issues in the writing process that needs to be considered is the grammatical component (Crossley et al., 2014). Grammar compatibility with writing is one of the requirements for writing because having good grammar will make writing easy to read. The grammar referred to in this case is the syntactic structure of the sequence of words (phrases) that are arranged into a sentence. The rules in question can indicate that a sentence has several slots that can only be filled with phrases in certain categories. In addition, it is also important to pay attention to the punctuation and spelling used. When writing, if the rules are

understood, then the writing will be correct. However, if these rules are violated, the sentence structure will be wrong so that the sentence or reading is read moreover to be understood. If already understand the sentence or the pattern of a sentence, then grammar errors will be avoided.

In connection with the explanation above, some studies specifically support the statement, so it examining grammatical errors needs to be done. Ramendra et al. (2022) examined paragraph writing in English Education students in the academic year 2020/2021. This study found that there were grammatical errors found in 187 sentences. The grammatical errors in writing the paragraph are run-on 29.12%, fragments errors 20.06%, S-V agreement errors 16.18%, word form errors 12.94%, number agreement errors 10.68%, subordinate conjunction errors 3.88%, parallelism errors 3.56%, diction errors 3.24%, and passive errors 0.32%.

Another research conducted by Putri (2020), in the research, analyzed grammatical errors committed by the students and the most frequently found in the expository text, as well as the function influencing the grammatical errors made by the students. Rod Ellis' theory was used in the research. The sample was 21 students of the English Education Department of IAIN Ponorogo. Documentation and interview were conducted to gain data. The finding revealed that misinformation, omission, misordering, overgeneralization, and transfer were committed. The highest frequent error committed was misinformation with a 66% percentage. The factors influencing the error are classified into interlingual transfer, intralingual transfer, context of learning, and communication strategies. Additionally, Özkayran & Yılmaz (2020) conducted a study aiming to find out errors in English writing tasks in Turkey. The data was gained from 57 exam papers of preparatory

class study. The data were then analyzed with the Surface Strategy Taxonomy. The finding revealed that there were 381 errors made by the students; misformation was 192 errors, the omission was 113 errors, the addition was 65 errors misordering only found 11 errors. Misformation was the highest frequent error. The research underlines that teachers must focus more on the verb, spelling, singular/plural forms of nouns, word formation, subject-verb agreement, articles, and word choice, is the field of language the problem enters the main category in developing effective teaching techniques and materials. Besides that, the teacher also needs to understand and appreciate the mistakes made by students and provide positive feedback that can foster students' self-confidence.

As the statement explained, there are still many grammatical errors found in a writing carried out by students, from that there is still an urgency to conduct studies in the field of language error analysis, especially at the university education level. An example is grammar errors in a student thesis, especially in punctuation and unstructured sentences. Therefore, the researcher is interested in conducting research on the results of thesis writing of student in the English Language Education Study Program. The thesis made by students should use good and correct language because it will be read by many academics in the future. For this reason, an analysis of errors in student thesis is needed to reflect on the use of grammar in the thesis so that in the future no similar errors are found, at least minimized. Therefore, research on grammar errors in students' theses is needed.

This study will examine grammatical errors in the thesis of education committed by undergraduate students of the English Education Study Program at Ganesha University of Education. This research is an effort to develop students'

English in writing, especially from the perspective of grammatical errors. In this case, these grammatical errors need to be observed and a description of the error made. After that, the description can be good information or reference in the writing process, either further understanding the language mastery status specifically or for other purposes such as pedagogic interests.

1.2 Research Problem Identification

In education, having writing skills is very important. However, writing is one of the difficult skills to learn because writing requires processes and conditions that must be possessed (Jurianto et al., 2016). One thing to note is the use of grammar. The purpose of paying attention or mastering grammar is for students to know how the words are arranged. For example, words are arranged into phrases, clauses, and sentences. Grammar is an aspect of language (Utari, 2019). In writing, grammar is the most important thing. The problem that most often arises when writing is grammatical and sentence errors. Many writing skills must prioritize grammar, even every writer should pay attention to this one component. Examples are writing paragraphs and sentences, and even writing a student thesis or final project.

Other researchers have conducted research in the field of writing about grammatical errors made by students. The errors made are in the writing of the text, the thesis abstract, and the paragraph. These studies were conducted by Ramendra et al., 2022; Putri, 2020; Latupeirissa & Sayd, 2019; Sadiyah & Royani, 2019; Ramendra et al., 2021; Sinaga & Ramadhani, 2020; Dinamika, 2019; Shofiroh, 2021; Agustin & Wulandari, 2022. Certain studies say that there are still many students who have grammar errors in their writing. Is still being investigated the

cause and effect are. For this reason, it is necessary to study more deeply students writing, especially in student theses which this research will be useful for students, teachers, and other researchers regarding grammatical errors.

1.3 Research Limitation

This research is limited to types the grammatical error made by undergraduate students of Ganesha University of Education on the thesis in English Language Education. This research also attempts to analyze the source of the errors. The object of this research is the student's thesis on education.

1.4 Research Questions

- 1.4.1 What are the types of grammatical errors committed by students of the English Education Study Program in the thesis of Education?
- 1.4.2 What are the sources of grammatical errors committed by students of the English Education Study Program in the thesis of Education?

1.5 Research Objectives

- 1.5.1 To know the types and the number of grammatical errors committed by students of the English Education Study Program.
- 1.5.2 To analyze the source of grammatical error committed by student of the English Language Education.

1.6 Research Significance

The results of this research are expected to provide benefits both theoretically and practically.

1.6.1 Theoretical Significance

The results of this study are expected to provide information in the form of types and causes of grammatical errors that often occur. It is hoped that this will

give something positive to the writing of the next thesis. Based on this research, grammatical errors in student theses will be investigated.

1.6.2 Practical Significance

This research is expected to provide benefits for teachers, students, and other researchers.

1. For Teacher

The results of this study are expected to be able to help teachers to teach writing skills using the right method according to what is being taught. Because to minimize errors in the thesis language. More innovative methods, techniques, and to make students better understand the basics of writing, especially in grammar as capital to make good and correct sentences.

2. For Students

The results of this research are expected to help students find out the writing errors contained in the thesis made. Students can reflect on common/specific mistakes in writing a thesis so that they will not do the same thing in the future. Thus, the thesis produced will be of much higher quality in terms of language and writing.

3. For Other Researcher

The research is expected to be a reference for other researchers in future research who are interested in the same topic.