

CHAPTER I

INTRODUCTION

This chapter provides an overview of the background of the study, The formulation of the research problem, the study's purpose, the study's significance, and the writing system.

A. Background of Study

Writing is part of the essential abilities that students must master, particularly in the context of English language learning. Writing skills are necessary for effective communication and academic success. Writing enables students to express their thoughts, ideas, and arguments clearly and persuasively in written and spoken forms. Writing skills are highly valued in various fields, including education, business, and the arts.¹ Despite its importance, mastering written language can be complex. Even though students understand the concepts they want to convey, arranging their ideas into grammatically correct and well-structured sentences can be challenging.

Sang et al. (2022) state that among listening, speaking, and reading, writing requires a higher level of skill and often presents more hurdles for learners.² It is because writing demands a complex interplay of grammar, vocabulary, and critical thinking skills. Students must effectively organize their thoughts, formulate clear and cohesive sentences, and express themselves in a grammatically accurate way and appropriate for the intended audience.

¹ Hyland, Ken. *Disciplinary discourses, Michigan Classics ed.: Social interactions in academic writing*. University of Michigan Press, 2004.

² Nguyen Thai Hoai Sang et al., "An Analysis of Sentence Structure Errors in Essay Writings Committed by Sophomores at Can Tho University, Vietnam," *European Journal of Applied Linguistics Studies* 5, no. 2 (2022): 84–98.

Proficient writing skills are a valuable asset, not only in academic settings but also in professional life and personal communication. As Brown points out that mastering written language can be challenging, yet it empowers it help individuals to express themselves clearly, persuasively, and confidently.³ The difficulties associated with writing in English arise from various factors, including the significant grammatical and structural differences between English and Indonesian. These linguistic discrepancies often lead students to struggle with crafting grammatically sound and well-structured sentences.

Due to the inherent complexity of mastering this skill, it is common to find writing errors in students' works. Errors in student's writing can mean that students do not understand the correct user structure in writing using English. Rika, Dewi, and Sri Argued students may unintentionally disregard certain grammatical elements they perceive as unimportant in their native tongue, leading to mistakes in English sentence construction.⁴ Consequently, their writing may contain errors in sentence structure. The errors make the readers difficult to understand, even if the student has profound ideas and specific thoughts they are trying to convey.⁵

Building on the earlier point about the challenges students face in mastering written English, numerous studies have documented the prevalence of sentence structure errors among English language learners. A study by Brown analyzed the written work of over 1,000 English learners from various language backgrounds and found that sentence structure errors were among the most common types of grammatical mistakes.⁶ Similarly, a study by Ellis and

³ Brown H.D, "*Language Assessment Principle and Classroom Practice*, Pearson Education, (2014): 218.

⁴ Arista et al. - 2015 - *Error Analysis of Students*, Anglo-Saxon Vol.7 No 2, (2019): 65-94.

⁵ Nunung Anugrawati and Wildhan Burhanuddin, "*An Error Analysis of Student's Structure in Paragraf Writing Baed on Taxonomi at the Second Year of SMA Nasional Makassar*" 8, no. 2 (2021): 45-44.

⁶ Brown, H. D. *Teaching by principles: An interactive approach to language pedagogy*. Pearson Prentice Hall. (2007): 12.

Beaton investigated Writing in English for second-language learners and concluded that sentence structure errors were a significant source of communication breakdowns.⁷

These findings underlined the significance of developing effective strategies to address sentence structure errors and enhance student writing. Errors analysis serves as a valuable tool for researchers and educators in this endeavor. Brown (1980), stated in Herlina (2017) that error analysis involves systematically examining and explaining the mistakes students make in their target language.⁸ This analysis allows us to categorize and understand the underlying system guiding student errors. By identifying these patterns, not only improve student sentence structure and grammar but also identifies areas where teaching materials or methods might need improvement.⁹ Ultimately, a good foundation in grammar and sentence structure helps students to avoid errors in their written work.

The importance of analyzing sentence structure errors in students' writing is well-established. Previous studies showed that the researchers have investigated the types of errors high school students make, providing valuable insights into their grammatical accuracy and sentence structure challenges. The first research was conducted by Wahyuni Kencana Wati (2023) examines students at SMK PGRI Pekanbaru, using a descriptive quantitative method and Surface Strategy Taxonomy for error classification, the researcher found that high school students frequently committed errors in Written paragraphs 371 errors, 45 errors in Ommision (312,13%), then Addition there were 21 errors

⁷ Ellis, Nick C., and Alan Beaton. "Psycholinguistic determinants of foreign language vocabulary learning." *Language learning* 43.4 (1993): 559-617.

⁸ Herlina, "The Analysis of Grammatical Errors in Speaking Activities Produced by Students at English Class Vocational High School of Yadika Lubuklinggau," *Channing: English Language Education and Literature* 2, no. 2 (2017): 65–68.

⁹ Evi Agustinasari, Tiur Simanjuntak, and Muhammad Bambang Purwanto, "A Review on Error Analysis Stages in Teaching English Structure," *Pioneer: Journal of Language and Literature* 14, no. 1 (2022): 253, <https://doi.org/10.36841/pioneer.v14i1.1702>.

(35,66%), Misformation found 303 errors (81,67%) and the last is Misordering 2 errors (0,54%). These findings highlight the challenges students face in constructing grammatically correct and well-structured in writing sentences.

The second research by Lailatu Munawwaroh regarding “Error Analysis on Students’ Writing of Descriptive Text”.¹⁰ Was applied a mixed method. Her study was carried out To determine the types of errors committed by second-grade students of MTs Khazanah Kebajikan academic year 2020/2021. Her study had thirteen Error types. Students' highest error is as follows: omitting a word (25.57%), lowest is word form (0.68%), word order (0.68%), and article (0.68%). She also found the cause of the error by the MT student. the most cause of error is carelessness (64.19%) and the lowest of error is the way students translate (9.56%).

Finally, the research was conducted by Nguyen Thai Hoai Sang at. al on “An Error Analysis Sentence Structure Error in Essay Writings Committed by Sophomores at Can Tho University, Vietnam. The purpose of this study is to identify and analyze common errors in sentence structure. The data for this study was gathered from 80 essays written by second-year RFL students. The analysis revealed seven common types of sentence structure errors: dangling modifiers, squinting modifiers, illogical sentences, sentence fragments, run-on sentences, inappropriate coordinating conjunctions, and subject-verb inversion. These errors were often attributed to a lack of grammatical knowledge, among other factors..

Building upon these findings, it is imperative to delve deeper into the root causes of these sentence structure errors. However, a preliminary study revealed that some third-semester English language learners (EFL students)

¹⁰ Aisyah Ririn Perwikasih Utari, “Students’ Grammar and Sentence Structure of the Texts Written in Paragraph Writing Class,” *Prominent* 2, no. 1 (2019): 117–23, <https://doi.org/10.24176/pro.v2i1.2968>.

struggle with constructing grammatically correct and well-structured sentences in their essays. This is despite prior instruction on grammar and paragraph writing. Interestingly, even some students with a KMI background (presumably exposed to English daily life and subjects like composition, English lessons, and grammar from third to sixth grade) also use bilingualism in everyday conversation but still show confusion regarding structure.

While preliminary findings indicate that third-semester EFL students at Universitas Darussalam Gontor encounter challenges in constructing accurate sentences, a significant gap exists in comprehending the specific factors contributing to these difficulties within the unique context of Islamic educational institutions. Previous research, primarily focused on general EFL populations, may not fully capture the nuances of writing challenges faced by students in environments like Gontor. A more in-depth analysis is necessary to identify the specific reasons behind these errors within this specific context, considering factors such as carelessness factors, language interference factors, and literalism translation factors.

Identifying the factors behind these difficulties, it can develop targeted interventions to improve sentence structure construction. This will not only enhance their writing skills but also contribute to their overall academic performance across various disciplines. Therefore, these research findings underscore the imperative need to develop targeted interventions that enhance students' writing abilities and overall academic success. Educators can tailor instructional strategies to address these difficulties effectively by pinpointing the specific challenges EFL learner's encounter.

Based on the statements above, the researcher was attracted to finding student errors in writing essays. Problems are often found in students' writing of sentence structure. the research would like to most common typical errors found in the work of these students and explore the underlying factors that contribute to students. Therefore, the researcher would like to research the title

“An Analysis of Sentence Structure Errors in the Writing of Third-Semester Students at University of Darussalam Gontor.”

B. The Formulation of the Problems

Based on the background of the study above, the formulation of the problem of this research, they are:

1. What types of errors are committed by third-semester of English students at UNIDA Gontor?
2. What are the underlying factors contributing to sentence structure errors in writing achieved by third-semester of English students at UNIDA Gontor?

C. Purpose of the Study

Based on the question that has been defined above, the purposes of the study appear the question, as follows:

1. To identify what types of errors are committed by third-semester of English students at UNIDA Gontor
2. To describe What are the underlying factors contribute to sentence structure errors in writing achieved by third-semester of English students at UNIDA Gontor

D. Significance of the study

This research is estimated to give information on the theoretical aspects: This research not only provides information on students' sentence structure in Writing and factors that underlie the student's error but also contributes to the development of linguistics and language education. This research is estimated to give information for practical aspects:

1. Students

The researcher hopes this study will equip students with a deeper understanding of the intricacies of English sentence structure. This enhanced comprehension will empower students to effectively avoid common sentence structure errors in their writing.

2. Lecturer

The researcher expects that this study will inspire lecturers to actively support students' writing development by providing constructive feedback and guidance on sentence structure and grammar.

3. Institution

Hope this research can make a worthy contribution to the University of Darussalam Gontor. Especially, for the English department at UNIDA Gontor.

4. Future Researches

The researcher anticipates that this study will contribute to the understanding of other researchers in the field of EFL by providing insights into the patterns and causes of sentence structure errors among students, as well as effective strategies for addressing these errors.

E. Systematic Writing

The writing system of this research is explained as follows:

CHAPTER I

INTRODUCTION

The introduction of this paper explains the background of the study, the formulation of the problem, the purpose of the study, the significance of the study, problem's limitations.

CHAPTER II

LITERATURE RIVIEW

This second chapter is theoretical framework, which consist about writing: definition of writing, error and mistake and definition of sentence structure, the explanation of micro and macro skill of writing.

CHAPTER III

RESEACH DESIGN

This chapter is about research methodology, it consists of research design, place of the data, technique of data collecting and technique of data analysis

CHAPTER IV

FINDINGS ANF DISCUSSIONS

The chapter is talking about researching finding that consist of two items, they are data analysis and data description

CHAPTER V

CONCLUSION AND SUGGESTION

Closing content of the conclusion and suggestion. The researcher draws conclusions briefly by describing the result of Analysis of Sentence Structure Errors on Students' Writing at Universitas Darussalam Gontor, the Third Semester