

CHAPTER I

INTRODUCTION

This chapter discusses about the introduction of the research that consist of the reason of why the researcher took this title, the setting of the research, limitations of the research, formulation of the research, purpose of the research, the significant of the research and the key terms definition.

A. Background of the Research

Grammar is the harmony of language that makes language meaningful. The sentences made without grammar, they would be like a song without music. The role of grammar itself is in vital category on communication. As Gourrmont (1921:122) states that language is function and grammar is the analysis of this function, it is as useless to know grammar in order to speak one's native tongue, as to know physiology in order to breathe with one's lungs, or to walk with one's legs.

Someone's successful in learning a language is when the students are able to communicate in oral and written form. The other hand, understandable and well structure sentences are the key of a good grammatical competence. Sentences are made up of patterns of arrangement of words group, words, stress, etc. It means grammatical analysis needed to know word or sentence in a text arrangement or not.

According to Singh (2010:7), there are four great divisions of Grammar; “Orthography, Etymology, Syntax, and Prosody. Orthography treats of letters and the mode of combining them into words. Etymology treats of the various classes of words and the changes the students undergo. Syntax treats of the connection and arrangement of words and sentences. Prosody treats of the manner of speaking and reading and the different kinds of the verse”. It means there are five divisions of grammar. Each of them explained their own part. In this research, the researcher focused on syntax.

A thesis is a writing at the bachelor level base on investigation of reading materials or field observation (Suryadi: 1980). It consists of five chapters which each chapter explains their own part. The first chapter explains about introduction why the researcher chooses their title on their thesis. The second chapter is about reviewing of related literature which talking about the specific discussion about the thesis variables. The third chapter is research methodology which explains what researcher will do on developing their thesis. The fourth is finding and discussion which explains about what the researcher got after done the research, and the last chapter is conclusion and suggestion which explain the concluding of research that has been done by a researcher.

Based on *KBBI*, conclusions are decisions obtained based on inductive or deductive thinking methods of a discussion or idea. Conclusion that we often use in chapter five of a written idea or a scientific paper is the final result that describes the overall results of the

research has been done. Not only that, the conclusion can also be a final discussion a paper of scientific work.

Although the students of English Study Program had learned grammar lesson since the fourth semester, many weaknesses of grammar still found in most of their language activities, in this case, is writing. It might seem small, but in fact, it had big influences on the writing competence quality. It was strengthened by the statement from the lectures of English study program. The lectures said that the students writings, especially in writing thesis were not really good. The lectures found incorrect grammar in their students thesis. This was one of students thesis conclusion example, “ *In short, the researcher concluded that the tenth grade students of SMA Muhammadiyah Rambah often made error in their recount text writing. The errors are caused by many causes. Such us: mother tongue inference, translation, overgeneralization and carelessness. The explanation bout these causes was explained in the second chapter*”. The researcher analyzed that thesis conclusion based on grammar, that thesis conclusion paragraph is wrong. To make it plural, add s/es and add article a/ an if it is singular. Also it changed bout with about cause it had a different meaning. The last on that thesis conclusion, it must used a comma after overgeneralization.

An the end, certainly it had the conclusion of all matters related to the research has been done. However, there were still many of students who do not know how to make a good conclusion. Thus, there were still

many of students presenting a paper seminar, thesis, and research, the question that exists was how the conclusion which researcher got from their research. However, there were still many of writers who ignored one of the final chapters of scientific papers composition. So, the students focused more on the main ideas, the introduction, and the other parts. When the students had finished the other chapter, it made them confused what the students wanted to write in chapter five. In the end, the students wrote the limited information without regarding to elements in the writing conclusions.

Based on the explanation above, the researcher conducted her research in order to do in depth analysis entitled “**Grammatical Analysis of Students’ Skill in Writing Thesis Conclusion at English Study Program University of *Pasir Pengaraian* ”.**

B. Setting of the Research

Based on the explanation described in the background of the research, the researcher analyzed grammatical of students’ skill in writing thesis conclusion by using one of grammar division; syntax (tenses usage, preposition, and punctuation).

C. Limitation of the Research

Based on the setting of the research above, the researcher focused her research on the grammatical analysis in part of syntax (tenses usage, preposition, and punctuation) in students’ skill in writing thesis conclusion that made by the students’ of English study program of Pasir Pengaraian University.

D. Formulation of the Research

Based on the limitation of the research, the formulation of the research could be formulated as follow with a question, “ How are students’ skill in writing thesis conclusion grammatically?”

E. Purpose of the Research

Based on the formulation of the research, the purpose of the research was to find out the students’ skill in writing thesis conclusion grammatically.

F. Significant of the Research

Significant of the research was to find out students’ skill in writing thesis conclusion grammatically at English study program of Pasir Pengaraian University.

1. For Students

To give some information to students at English study program in University of Pasir Pengaraian about students skill in writing thesis conclusion grammatically.

2. For Lecturer

To give some information about their students’ skill in writing.

Theoretically, this research was to give information to readers and to increase the researcher’s knowledge in doing this research.

G. The Definition of Key Term.

To understand this research comprehensively, following terms used in this research:

1. Grammar

Grammar is a term used in prescriptive grammar to describe an instance of faulty, unconventional or controversial usage. According to Gourmont (1921:122) states that language is function and grammar is the analysis of this function, it is as useless to know grammar in order to speak one's native tongue, as to know physiology in order to breathe with one's lungs, or to walk with one's legs. So grammar is a rule that shows how words are combined, compiled, and changed to produce many kinds of meaning.

2. Conclusion

Based on *KBBI*, conclusions are decisions obtained based on inductive or deductive thinking methods of a discussion or idea. Conclusions that we often use in chapter five of a written idea or a scientific paper is the final result that describes the overall results of the research has been done. Not only that, the conclusion can also be a final discussion a paper of scientific work. It means writing conclusion is an important part of any piece of writing.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this part the review of related literature present about the theoretical framework of this research. It also discusses about the review of related theories, review of related finding and conceptual framework. In the review of related theories, it discusses about the grammar, thesis conclusion, and thesis.

A. Review of Related Theories

1. Grammar

a. Definition of Grammar

According to Dykes (2007: 5) grammar is a language to discuss language or grammar is a language to learn a language. By studying grammar, someone learn how to communicate well by using language.

Leech (1982: 3) stated that grammar refers to the mechanism according to which is to the language works used to communicate. He adds that grammar shows how the human use the language in communication. In addition, he states that, grammar is a piece of knowledge that learn how a language can use as a tool of communication.

In addition Swan (2005) states that grammar is the rule of a language that shows the how words are combined, arranged, changed in producing certain kinds of meaning.”

Based on these definitions, grammar is a rule that shows how words are combined, compiled, and changed to produce many kinds of meaning.

b. Division of Grammar

According to Singh (2010:7) grammar is divided into four divisions namely “Orthography, Etymology, Syntax, and Prosody. Orthography treats of letters and the mode of combining them into words while etymology treats of the various classes of words and the changes they undergo. He adds that syntax treats of the connection and arrangement of words and sentences. In addition, he adds that prosody treats of the manner of speaking and reading and the different kinds of verse”.

Based on the explanation about the division of grammar above an orthography is a set of conventions for writing a language, etymology is the study of the history of words, their origins, and how their form and meaning have changed over time. Syntax is the set of rules, principles, and processes that govern the structure of sentences in a given language, specifically word order, preposition, tenses, and punctuation. Prosody is concerned with those elements of speech that are not individual phonetic segments (vowels and consonants) but are properties of syllables and larger units of speech.

2. Tenses

English has many kinds of tenses. Tense is needed support to students’ language skill. According to Singh (2010:33), “In tenses verbs follow the divisions of time. They have present tense, past tense, and future tense with their variations to express the exact time of action as to an event happening or yet to happen”. According to Grain (2006) tense is a tool that English speaker use to express time in their language so you

learn to think like a native speaker. Furthermore, (Riyanto,2006:15) states that tense is used to show the relation between the actions or state described by the verb and the time, which is reflected in the form of the verb, and used to locate an event or state to a point of time. In English there are commonly sixteen tenses, but four tenses the just explained in this paper.

1. Simple Past Tense

a. The Definition

Simple Past Tense is a tense, which shows the event, or the action, activity or work, which is done in the past, in the simple form and known the time when the event or the work happened. (Riyanto,2006:165). Simple Past Tense is used to talk about many kinds of past events, short, quick, finished, actions and happening, longer situation, and repeated events. And it is used to discuss activity or situation began and ended in the past, for example: yesterday, last night, two days ago, in 1990. Grain (2006). From the definition above, the researcher may conclude that Simple Past Tense is used to talk about activities or situations that are began and ended at a particular time in the past.

b. Form

Formula of simple past tense

1. Positive : S+ V2

Examples:

- I went to Jakarta two days ago
- He played in the school yard

- She stayed at home last night

2. Negative : S + Did not + V1

Examples:

- I did not go to Jakarta two days ago
- He did not play in the school yard yesterday morning
- She did not stay at home last night

3. Interrogative: Did + S + V1

Examples:

- Did you go to Jakarta two days ago?
- Did he play in the school yard yesterday morning?
- Did she stay at home last night?

According to Grain (2006) the forms of Simple past tense are I/She/He/It + Was + O and They/We/You + Were + O .

Examples:

1. Positive : S+ was + O

- She was the top student in her class
- We were in the Singapore last week
- She was happy last night

2. Negative : S+ was/were + not + O

Examples:

- You were not funny last night
- He was not happy about failing the test
- I was not tall as a child

3. Interrogative: was/were + S + O

Examples

- Were you the tallest in your class?
- Was she a good runner in high school?
- Was she a lot of fun as a child?

c. Function

According to Riyanto (2006:166) there are two functions of Simple Past. They are:

1. Simple Past Tense is a verb form that is used to express one action which happened or took place at a particular time in the past.

Examples:

- He was in Japan last month
- They went to China last night
- You were there yesterday

2. Simple Past Tense is a verb form that is used to express repeated, habitual actions in the past.

Examples:

- He used to have five goats and two cows
- She always went to Mosque at night

2. Past Continuous Tense

a. The Definition

Past Continuous Tense is a tense that is used for actions in progress at a certain time in the past, and for actions in progress when another past action begins. (Riyanto,2006 : 169).

b. Form