

CHAPTER I

INTRODUCTION

This chapter presents the section of the introduction of this research. This chapter elaborates on the background of the research, statement of the problems, objectives, significance of the research, scope of the research, and operational definition.

1.1 Background of the Research

Students of university must write the final project before finishing their studies. The final project is a scientific paper that independently done by the student with the guidance from advisors to complete the requirements of undergraduate program. Writing the final project or bachelor's degree final project is an obligatory subject student needs to do before graduating from a bachelor's degree. Students usually do the final project at the end of the year of their studies.

At English Education Department (EED) Muria Kudus University (UMK) students mostly write the final project at eight semesters and needs to fulfill 114 SKS. The topic of the final project is mostly about teaching and learning English.

Writing the final project is not as simple as expressing ideas through some words into sentences, but it needs several steps to produce good writing. According to Murcia and Olshtain (2000) writing ability is the capability of students to produce unity and coherent written word to express their ideas. Connected with the statement Suwardi (2015) also said that students have to write a text with the correct organization, appropriate vocabulary, grammar, and good mechanics of writing, punctuation, spelling, and capitalization. It means in writing final project students are able to produce good writing in expressing their ideas by mastering some issues like word choices, punctuation, sentence structure, etc.

Based on researcher's personal interview with six students, confess if they faced difficulties on the use of grammar in final project writing, but two students said if they just delivered idea without thinking about grammar, it because of they felt bad on the use of grammar. Ummah (2018) stated grammar is one of the most difficult English capabilities that will effect on the other skill such as reading, listening, speaking and writing.

A study conducted by Utami (2018) entitled Grammatical Problems in Introduction Section of Thesis Written by English Literature Students revealed that the most common grammatical problems found in introduction section of thesis was incorrect verb, dominated by tenses confusion and lack of subject and verb agreement. Susanto and Widyaningsih (2018) entitled grammatical errors in writing final paper written by the eight semester students of English Department of State Institute of Islamic Studies Walisongo Semarang showed that students produced error in production of verb, agreement between subject and verb, in the use of article, preposition, plural, pronoun and conjunction. The researcher concluded that students' grammar mastery has been being low.

According to Yusob (2018) applying grammar rules also helps the learners to organize their ideas into comprehensible sentences so that successful communication can achieve through a written form. Grammar has an importance rules in final project writing, because it not only helps the writer to deliver their ideas but also helps the reader to understand the information from the writer. Walpole (1984:15) states, "If you understand the grammar of a sentence and consciously manipulate that grammar, your writing will gain in style, precision, and effectiveness."

While others, Metom (2013) said learning English grammar is even more daunting due to the complexity of grammar rules. For English Foreign Language (EFL) students, grammar tends to make confused this could occur because they should know the sentence patterns and the use of words into a grammatical sentence. The researcher's opinion as to the English Foreign Language (EFL) students'- grammar is challenging, because English and Bahasa sentence structures are dissimilar. Most Indonesian students have problems in grammar mastery, and changing verb form can be very complicated (Suryanto: 2007). That statement also supported with Handayani and Johan (2018) "English Foreign Language (EFL) students get confused in use different kinds of tenses in writing, most of them use wrong verbs in each tense when they write a sentence in English". Based on the cases that researcher explains before, several students prefer to write final project without thinking the grammar rules. Anyhow it is complex for them.

Based on the explanation above, the researcher concludes that grammar has important roles in writing the final project to produce students' good writing skills. According to researcher's experience as a college student of the 8th semester at English Education Department (EED) Muria Kudus University (UMK), grammar mastery becomes one of the problems faced by the students in writing the final project. It is proven by every section researcher consultation. Most of the students got a correction on grammar. Lack of the use grammar leads misunderstanding the idea of the final project between students and teacher. Ramadhaniarty, Azhar, and Masyur (2019) stated lack of knowledge of grammar will impact in the correctness of the sentence and made misunderstanding of what the sentences or the text tell about.

One of the studies about perception is from Nur and Hikmah (2019) believes perception is an interpreting process and recognizing sensory stimulation that include way to respond meaningful information. This research focuses on students' perceptions toward grammar in the English classroom at ten grades and perceptions students' grammar at SMK TI Pembangunan Cimahi. This is a qualitative descriptive research with the procedure for collecting data uses close-ended questionnaire analysis in Google forms free online questionnaire. The result showed students strongly agree that grammar in the English classroom important. In addition students also admit that their need to increase English grammar.

Another study is from Fithriani (2018) the aim of this study is to investigate students' perception of the implementation of communicative game-based grammar learning. Perception in this research is a felling of the students in learning grammar. An open-ended questionnaire and follow-up interview was use to get more in-depth explanation on students' perceptions. This study is use traditional grammar, because this teaching method is a common practice in Indonesian EFL classrooms as many English teachers still use the grammar translation method. Three types of game-based grammar activity in this study, namely; Guessing the Word, Board & Dice Game, and Run & Guess. The analysis of the data revealed that there was a big difference of students' perception of grammar learning before and after the game-based activities applied in grammar class. While the researcher' research is analyze the Grammatical Problems of

Final Project Writing, used the theory by Kreitner and Kinicki (in Fauzi, 2009) that perceptions are about interpreting our surroundings by using cognitive process. By close-ended questionnaire as the data, this research focuses are tenses (simple present and simple past), active/passive, and sentence structure. For that reason, the researcher briefly intends to research “Students’ Perceptions on the Grammatical Problems of Final Project Writing at English Education Department (EED) Muria Kudus University (UMK).”

1.2 Statement of the Problem

This study breakdown about students’ perceptions on grammatical problems, thus here perceptions are about interpreting our surroundings by using cognitive process. Based on the background of the study above, this study seeks to find answers about “What are students’ perceptions on the grammatical problems of final project writing at English Education Department (EED) Muria Kudus University (UMK)?”

1.3 Objectives of the Research

The objective of this research is to describe the students’ perceptions on the grammatical problems of final project writing at English Education Department (EED) Muria Kudus University (UMK).

1.4 Significance of the Research

The finding out the result of students’ perceptions on the grammatical problems of final project writing at English Education Department (EED) Muria Kudus University (UMK), this research hopefully will give benefits for the following people:

1. Students hopefully will be motivated by this research to master the grammar, so they can learn grammar seriously before doing the final project and will not get difficulties in writing it.
2. Lecturer hopefully will understand the students' needs and problems in writing the final project and can help the students to solve the problem.
3. For the next researchers, hopefully this researcher will strengthen the next research.

1.5 Scope of the Research

The scopes of the research are to know the students' perceptions on the grammatical problems of final project writing at English Education Department (EED) Muria Kudus University (UMK). Students' perceptions on the grammatical problems in this research are including tenses, active/passive sentence, and sentence structure. Tenses that are usually used in final project writing are Present tenses and Past tenses. Active/passive sentence that will be discussed in this research is the students' problems in making a sentence, deciding Subject/ Object/ Verb, changing sentences from Active to Passive, and using of Pronoun. On the sentence structure, researcher will investigate the students' perceptions on the grammatical problems in using simple sentence, compound sentence, complex sentence, and compound-complex sentence. The researcher limits this research only for students who write the final project at English Education Department (EED) Muria Kudus University (UMK) mostly students final project at eight semesters and needs to fulfill 114 SKS.

1.6 Operational Definition

To avoid misinterpretation, the researcher needs to explain some important term in this research, they are as follow:

1. Students' perceptions are the way students think or belief on grammatical problems of final project writing.
2. Grammatical problems are the problems in the use of tense, active/passive sentence and sentence structure faced by students in using appropriate rules of English language in final project writing.
3. Final project is a skripsi as the result of research written by the student before graduate from English Education Department (EED) Muria Kudus University (UMK).