GRAMMATICAL PROBLEM IN THE RESULT SECTION OF MASTER THESES

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ABSTRACT

The aim of this research was to investigate the grammatical problems in the result section of master theses and to know the possible causes of grammatical problems in the theses written by the English education postgraduate program students of the Faculty of Teacher Training and Education of the University of Bengkulu. This study used a mixed method. Documentation, a checklist, and an interview were the instruments utilized in this mixed-method research. Most of the grammatical problems were investigated quantitatively, and the causes of grammatical problems were studied qualitatively. The corpus of this study was 20 master theses written by English education postgraduate program students who graduated in 2021. The findings showed that the most frequent grammatical problems found in the result section of the master thesis were incorrect verbs, with 39.8% or 51 times, which were dominated by subject-verb agreement and tense confusion, which confused the reader. The cause of the grammatical problems found in the result section of the thesis was carelessness, with 39.16% or 94 times. The conclusion of this study provides information about the most frequent grammatical problems and possible causes in the master thesis result section to increase the writer's awareness of the importance of grammatical writing in the result section.
Keywords: *Grammatical Problems, Result Section, Theses*

INTRODUCTION

Writing the result section is the part of the thesis that expresses opinions and explains the research results. It is also the most challenging part of the thesis. Michel (2017) argued that the result should be raw, quantifiable data rather than general observations and should relate directly to the research question and hypothesis.

Mourad (2017) argued that the result section is a presentation of data that needs to be presented in sufficient detail for someone to understand it. As a result, it is critical to pay attention to grammar when writing the thesis's result section, as the thesis is an academic paper that requires clarity in communicating the study's findings. Despite the fact that this section is considered important, some grammatical problems occur in the student's thesis writing.

In writing a thesis, there are five components: the introduction, the literature review, the methodology, the result, and the conclusion. The result section is one of the important components of writing a thesis. Jogiyanto (2015) mentions that the result section is important for three reasons. First, the result section in a research is the main of a scientific work. Second, the results section explains the results of data analysis. The last section, the result section, is important because the result will be discussed to find the focus of the research problem. There have been several researchers who have discussed this research, but the update that distinguishes the current research topic from previous research lies in the concept, namely, the discussion of this thesis focuses on the part writing result section in the thesis because previously, no one had discussed writing result section in the thesis. If the grammar in the writing is wrong, then the reader will be confused and will not understand the reader's writing; the result will be confused with the explanation written in the thesis. This research has investigated the most frequent grammatical problems found in the result section of the thesis written by the English education postgraduate study program students of the Faculty Teacher Training and Education of the University of Bengkulu and the possible causes of the grammatical problems in the thesis result section written by the English education postgraduate study program students.

LITERATURE REVIEW
The Nature of Thesis Writing

A thesis is a piece of academic writing that takes the form of a written description that contains the findings of a discussion of a phenomenon or problem studied in a field of science based on certain principles. It means that writing a thesis is a piece of research that students must study as part of their graduation requirements or as the final step toward receiving a master's degree. According to Syamsuri et al. (2018), a thesis is a research work that is well-structured and produced through a logical method of thinking. Some students may be able to complete their thesis smoothly, without difficulty, so that they can finish writing and be responsible when confronted by the examiner.

The result section is the part of the thesis that expresses opinions and explains the research results. It is also the most challenging part of the thesis. Mourad (2017) argued that the result section is a presentation of data that needs to be presented in

sufficient detail for someone to understand it. In writing the result section, it is essential to pay attention to many aspects. This is related to Michel (2017), who argued that the result should be raw, quantifiable data rather than general observations and should relate directly to the research question and hypothesis. In the discussion, how they relate to the result and the implications they might have for future use will be described. Indeed, in the result section, it is obvious to explain the results of the researchers' research. It will explain why the results section is the way it is.

The Nature of Grammatical Problems

In writing a thesis, the issue of grammatical problems is unavoidable, especially for students. This problem occurs because the students' understanding of using correct grammar is limited. Grammar is an important part of writing, especially in writing a thesis. Achmad et al. (2018) argued that one aspect that is difficult for students to learn is grammar. The students often make mistakes in using good grammar when writing paragraphs or text. Besides, Eastwood (2002) mentions that grammar is not only discussed about words and sentences. However, there are also some grammatical units that need to be studied, such as words, phrases, clauses, and sentences. It means that the learners are required to master grammar. When writing a thesis, the words will be combined and formed into a sentence. In order to become a sentence that has meaning, the learners must understand the function and how to use grammar. There is a need for a learning process to correct language errors or mistakes in order to improve their language skills. Grammatical problems often occur in writing, so there needs to be an analysis of errors. Hollister (2014) proposed classifying grammatical problems in language learning. They have classified grammatical problems into four categories: verbs, pronouns, prepositions, and conjunctions.

The Causes of Grammatical Problems

This causes grammatical problems that make many experts argue about it. One of them, Norrish (1983), classified three sources of problems: Carelessness, which is not just related to the student but to the teacher directly. When a teacher teaches, they convey the material in a less interesting or boring way. This makes the students less interested and lose their motivation to learn. First Language Interference: This often happens. When a person learns a new habit, he often uses old habits by using his mother tongue. This will interfere with a person's errors in writing and translation; this occurs because students often translate sentences with word-for-word strategies. It usually happens when the students translate their first-language sentences into the target language.

METHOD

The design of this research is a mixed-method design. In this research, the

most frequent grammatical problems were investigated using the quantitative method, while the causes of grammatical problems were analyzed using qualitative in the result section of the thesis. The corpora of the research were 20 theses written by English Education postgraduate Program students at the University of Bengkulu who graduated in 2021, especially for students with thesis grades "A."

The data was collected by filling out an observation checklist and conducting interviews. Several steps in collecting data were: 1) Formally ask the administrative staff at the University of Bengkulu Library for the required documents, namely a postgraduate thesis majoring in English education who has graduated in 2021; 2) Received a postgraduate thesis; 3) Identified problems found in each word, phrase, or sentence; 4) Classified the data into subcategories of grammatical problems based on Hollister theory; 5) Interpreted and describe data that has been classified systematically; 6) Conducted observation checklist and interviews to collect data on the causes of grammatical problems; 7) Finally, the researcher described the results.

This research used the formula by Sudijono (2017) to calculate the data of the most frequent grammatical problems, and the researcher used the theory of Miles et al. (2014) to analyze the data. Those four types of data analysis can be explained: first, data reduction. The co-rater was also used in this research to validate the data. Data refers to selecting, focusing, observing, abstracting, and changing the data that appears in field notes or written transcriptions. Second, the next point of data analysis is the data display. Third, the next step is drawing the conclusion and verification. At this stage, the researcher describes and interprets the data, intending to conclude possible causes and solutions to overcome grammatical problems based on the theories. The data from the co-rater and researcher were analyzed using Cohen Kappa's principle. The result of the Kappa value in terms of the indicators of grammatical problems is 0.75. It means that the analysis results between the researcher and co-rater were excellent or valid.

FINDING

The results of this research indicated grammatical problems in the thesis results section of students who graduated in 2021 from the Postgraduate Program of English Education of the University of Bengkulu. It can be shown by the results obtained from 128 data on the four indicators of grammatical problems in academic writing by Hollister (2014). There are verbs: tense confusion and subject-verb agreement, prepositions: prepositions overuse and unnecessary prepositions, pronouns: relative pronouns and possessive pronouns, and conjunctions: overusing conjunctions and misusing subordinates.

The Most Frequent Grammatical Problems Found in the Discussion Section of Master Theses

The researcher found grammatical problems in the postgraduate students' results section of the master thesis, which is 128 data. The researcher focused on the four problems related to using grammar in academic writing by Hollister (2014). They were Verbs, Pronouns, Prepositions, and Conjunctions.

Table 1. The Result Data of Postgraduate Students' Grammatical Problems in Master Theses

No.	Types of Grammatical Problems	Indicators	Frequency	Percentage
1.	Verbs	Tense Confusion	18	14.06%
		Subject-Verb Agreement	33	25.78%
2.	Pronouns	Relative Pronouns	12	9.37%
		Personal Pronouns	9	7.03%
3.	Prepositions	Preposition Overuse	21	16.40%
		Unnecessary Preposition	28	21.87%
4.	Conjunctions	Conjunctions Oversuse	6	4.68%
		Misusing Subordinate	1	0.78%

The table above shows that verbs are the most common grammatical problems found in the result section of the master thesis written by English postgraduate students, with 39.8% or 51 times. The prepositions follow it with 38.2% or 49 times. Pronouns follow it in the third place with 16.4% or 21 times, while conjuction becomes the lowest type of grammatical problem made by the English postgraduate students with 5.4% or seven times. Furthermore, below is the table that shows the percentage of each grammatical problem made by English postgraduate students. It can be seen that verbs have the highest percentage while conjunctions have the lowest percentage.

The Causes of Grammatical Problems in the Result Section of Master Theses

Based on the result of the interview, the cause of the grammatical problems found in the result section is carelessness. Carelessness is the main cause of grammatical problems. It happens because of the carelessness committed by students in writing sentences. In accordance with the characteristic of the cause of this category, misreading often occurs when words are spelled similarly, and students are too hasty and do not pay attention.

All of the writers revealed their reason why the grammatical problems can occur because the writer said: *"Iya saya mengoreksinya kembali agar yakin bahwa tulisan yang saya buat sudah benar-benar betul dalam penulisannya. Namun, saya yakin masih terdapat banyak kesalahan pada tatabahasanya. Saya rasa, saya kurang teliti dalam hal mengoreksi tulisan saya tersebut. Saya juga tidak tau, kenapa bisa seperti itu." {Yes, I corrected my writing again so that I was sure that the writing I made was correct. However, I am sure there are still many errors in writing, especially in grammar. I do not think I carefully proofread my writing. I also do not know why it is like that},* and the writer also said *"Saya mengandalkan pengetahuan dan beberapa referensi materi grammar sebagai panduan, jika sudah sesuai makan saya yakin bahwa kalimat saya benar. Namun, saya juga tidak menutup kemungkinan bahwa thesis saya masih banyak kesalahan, khususnya pada bagian tatabahasa. Hal ini kemungkinan terjadi karena kurangnya perhatian saya dalam menulis" {I rely on the knowledge and some grammar material references as guide; if appropriate, I am sure my sentence is correct. However, I also do not rule out the possibility that my thesis certainly still has many errors, especially in grammar. This is likeky due to my lack of attention in writing}.*

The second cause of the grammatical problems found in the result section of the master thesis is first language interference. This happens because the students are still influenced by their mother tongue when making sentences when writing. The students think the words they write are correct sentences. English and Indonesian grammar rules are the same. Based on the analysis, there was a sentence that can be categorized as caused by first language interference. One of the writers revealed their reason why the grammatical problems can occur because the writer said, *"Kadang-kadang saya mengikuti aturan bahasa dari bahasa ibu ke bahasa Inggris. Ketika ingin cepat menulis agar idenya tidak hilang. Saya tahu aturan tersebut, namun terkadang belum sepenuhnya diterapkan"{Sometimes I follow the language rules from first langKuage (Indonesia) into second language (English) because I know the rules, so my ideas do not get lost. But sometimes, I have not been fully implemented}.*

The third cause of the grammatical problems found in the result section of the master thesis is translation. The cause of this problem occurs when students translate their first language sentences into foreign language sentences word by word. This happens when students think the formation between first-language and second-language sentences has the same rules or writing structure. The problem was caused by a translation because the writer translated the sentence word by word from the first language into the target language. This was in line with the results of interviews from One of the writers revealed their reason why the grammatical problems can occur because the writer said, *"Iya, saya*

sering menggunakan Google translate karena grammar penting dalam penulisan kalimat Grammar berfungsi untuk memberikan makna yang jelas dari kata-kata, grammar menjadikan kalimat atau paragraf jelas. Dengan demikian, grammar berpengaruh dalam membuat satu sama lain paham dalam berkomunikasi" {I often use Google Translate because grammar is important in writing sentences. Grammar gives a clear meaning to words and makes sentences or paragraphs clear. Thus, grammar is influential in making each other understand in communicating}.

Therefore, the observation checklist and interview results show that the author creates grammatical problems by allowing carelessness. Carelessness is a cause of grammatical problems because they still tend to make faults in writing despite having checked more than once. This includes the second reason, first language; the writer responded to the question that the first language also affected grammar because accidentally using the structure of the Indonesian language in writing differs from using the structure of the English language. However, they can avoid that by paying attention to the grammatical structure of their writing by the understanding they already have, even though they occasionally stumble over their grammar. The last reason for grammatical problems is translation because they rarely use tools for translation in writing, even though they use tools. They continue to verify to the best of their abilities.

DISCUSSION

The most frequent grammatical problems found in the result section of the thesis written by the English education postgraduate study program students of the Faculty Teacher Training and Education of the University of Bengkulu are verbs. This happens because the structure of the tenses is not to the grammatical rules of the English language. After all, in English, a change in the time in the sentence will result in a difference in the verb. In accordance with the findings, students still struggled with using singular and plural forms, as well as employing unsuitable tenses in phrases that confused the reader. Several studies have shown issues with using appropriate subject-verb agreement and tense confusion. As stated by Utami (2018), the most prevalent problems faced by students are tense confusion and a lack of subject-verb agreement. This is due to the use of tenses that are not appropriate according to the rules, as well as the use of inappropriate subjects and verbs or singular and plural forms, which causes difficulty for students. Based on the present study, it can be found that grammatical problems in using tenses and subject-verb agreement occurred due to the differences between language components of students' first language and target language. Plural forms of verbs and irregular forms of nouns are not utilized in Indonesian. Otherwise, in contrast to English, which has a requirement that a plural subject should be followed by a

plural verb, the student's first language does not require agreement on a number between the subject and the verb.

The causes of the grammatical problems are found in the result section of the thesis written by the English education postgraduate study program students. The result implies that carelessness is the main cause of grammatical problems. Carelessness was the main cause due to the lack of motivation to learn English in students. The students become less careful about their writing, so they make grammatical mistakes. Rinata (2018) showed that carelessness occurs due to a lack of interest in learning in students. However, this cannot be stated entirely as their fault. Sometimes, this may be due to the material given to the students by the teacher, not only on the material but also the teaching style that does not suit the students. In addition, Kumala (2018) showed that carelessness was the main cause of problems in student writing. Lack of sufficient motivation to learn more English makes students make many mistakes, especially in double-checking their writing. The second was first language interference. The students become accustomed to making sentences using their first language (Indonesia) to English because the first language influences it. The students think that the sentences they write are correct, but in reality, English and Indonesian grammar rules are very different. Mostly, the students had problems with their writing because of the translation method of using Google Translate or an online dictionary. The students think that the sentences they write are correct, but in reality, English and Indonesian grammar rules are very different. Mostly, the students had problems with their writing because of the translation method of using Google Translate or an online dictionary. However, this was in contrast with Sari's (2019) research that the dominant cause was translation. Other causes of grammatical problems were lack of vocabulary and lack of grammar. Therefore, it might make the students' errors in writing an essay. It can be concluded that several factors cause students to commit grammatical problems. The researcher found three causes: carelessness, first language interference, and translation.

CONCLUSION

This research aimed to identify the grammatical problems and possible causes of the grammatical problems found in the result section of the master thesis written by English education postgraduate study program students. There are some types of grammatical problems found in students' master theses, such as verbs (tense confusion and subject-verb agreement), pronouns (personal pronoun and relative pronoun), prepositions (overusing prepositions and unnecessary prepositions), and conjunctions (overusing conjunctions and unnecessary conjunctions). From those types, it was found that verbs were the first highest percentage of grammatical problems primarily found in the result

section of the students' theses. Then, followed by prepositions and pronouns, then conjunctions as the lowest grammatical problems found in students thesis. In addition, there were possible causes of the grammatical problems in the result section of the master thesis made by the English education postgraduate study program, such as carelessness, first language interference, and translation. Carelessness was the highest cause of grammatical problems in students' theses. Then, first language interference was the second highest, and translation was the lowest cause of grammatical problems committed by students.

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