

**THE ROLE OF BACKGROUND KNOWLEDGE AND LANGUAGE
PROFICIENCY IN DEVELOPING IDEAS IN WRITING CHAPTER 1 of
UNDERGRADUATE THESIS**

THESIS

*Submitted As Partial Fulfillment of the Requirements for Obtaining Bachelor Degree
of Education (B.Ed) in English Language Education Program*



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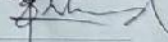
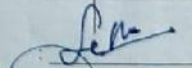

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ABSTRACT

Intan Husniah (NIM: 18018063). The Role of Background knowledge and Language Proficiency in Developing Ideas in Writing Chapter 1 of Undergraduate Thesis. Makalah Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Knowledge possessed by someone who will write a thesis greatly influences what will be written. The difficulty of developing writing is one of the problems experienced by the final year students when writing a thesis. This study explores the extent to which background and language skills play a role in the development of ideas in the background of Chapter 1. This research uses a qualitative method with purposive sampling technique involving 10 fourth year students who were writing a thesis proposal. The research setting is English Education Study Program, Padang State University. Research results were collected through interview where questions were developed based on Neuman's theory (2014) and Brown's theory (2004). The results of the study show that background knowledge and language skills greatly influence the students development writing ideas in the background of Chapter 1 of undergraduate thesis.

Keywords: Undergraduate thesis, Background Knowledge, Language Proficiency and Writing Skills.

ABSTRAK

Intan Husniah (NIM: 18018063). The Role of Background knowledge and Language Proficiency in Developing Ideas in Writing Chapter 1 of Undergraduate Thesis. Makalah Jurusan Pendidikan Bahasa Inggris Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Pengetahuan yang dimiliki oleh seseorang yang akan menulis skripsi sangat mempengaruhi apa yang akan ditulis. Sulitnya mengembangkan tulisan merupakan salah satu kendala yang dialami mahasiswa tingkat akhir saat menulis skripsi. Penelitian ini menggali sejauh mana latar belakang dan kemampuan bahasa berperan dalam pengembangan gagasan di latar belakang Bab 1. Penelitian ini menggunakan metode kualitatif dengan teknik purposive sampling yang melibatkan 10 mahasiswa tahun keempat yang sedang menulis proposal skripsi. Setting penelitian adalah Program Studi Pendidikan Bahasa Inggris, Universitas Negeri Padang. Hasil penelitian dikumpulkan melalui wawancara dimana pertanyaan dikembangkan berdasarkan teori Neuman (2014) dan teori Brown (2004). Hasil penelitian menunjukkan bahwa latar belakang pengetahuan dan keterampilan berbahasa sangat berpengaruh terhadap perkembangan ide menulis mahasiswa pada latar belakang Bab 1 Skripsi.

Kata Kunci: Skripsi, Latar Belakang Pengetahuan, Kemahiran Berbahasa dan Keterampilan Menulis.

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I realizes that this thesis is still far from being perfect. All criticism and suggestions will be accepted to make it better.

Padang, 5 February 2023

The writer

TABLE OF CONTENTS

ABSTRAK	i
ABSTRACT	ii
ACKNOWLEDGEMENT	iii
TABLE OF CONTENT	iv
CHAPTER I INTRODUCTION	
A. Background of the problem.....	1
B. Identification of the Problems	5
C. Limitation of the Research	5
D. Formulation of The Problem	5
E. Research Questions	6
F. Purpose of the Research	6
G. Significance of The Research.....	6
H. Definition of the Key term	7
BAB II REVIEW OF RELATED LITERATURE	
A. Review of Related Theories	9
1. Undergraduate Thesis	9
2. Background of the problem	12
3. Background Knowledge	14
4. Common Problem the Difficulties in Writing Undergraduate Thesis	16
5. Lack of Proficiency in Thesis Writing	19
6. Problems in Developing Writing.....	20
B. Previous Study	21
C. Conceptual Framework	24
BAB III RESEARCH METHOD	
A. Research Design.....	25
B. Source of Data.....	25
C. Instrumentation	26

D. Techniques for Data Collection	26
E. Data Validation Techniques	27
F. Technique of Data Analysis	27
BAB IV FINDINGS AND DISCUSSION	
A. Data Description.....	27
B. Proficiency affects the development of ideas.....	39
C. Discussion	46
BAB V CONCLUSION AND SUGGESTIONS	
A. Conclusion.....	50
B. Suggestion	50
REFERENCES.....	52
APPENDIX	55

LIST OF FIGURES

Figure 1. Elements of Quantitative and Qualitative Research	11
Figure 2. Conceptual Framework.....	24

CHAPTER I

INTRODUCTION

A. Background of the problem

Writing is one of the English language skills taught in Indonesian secondary schools. Students can gain several advantages from writing assignments, including increased information, knowledge, and scientific understanding. According to Harmer, n.d.(2001) writing is a form of communication to deliver through or to express feeling through written form. People can find and express their ideas, problems and events only in the process of writing. In addition, writing is very helpful for students to realize their ideas on paper. Writing will be a fun activity as long as someone has the ideas and knowledge to actualize them.

Hogue, A. (1999) say that writing, especially academic writing is not an easy thing. Moreover, they explain that writing an academic writing need a lot of study and practice in order to develop learners' writing skill. Writing skills is very necessary in the process of working on a thesis. However, a thesis is difficult for many students. Murray, R. (2018) says that a thesis is a much bigger project than most students have done before, requiring more independent study and more self-motivation. Writing a thesis is the last step in a student's education to partially fulfill the requirements for completing undergraduate studies at a university. In the process of making a thesis, students must be able to combine their knowledge and skills in understanding, analyzing, describing, and explaining problems related to the scientific field they are taking.

As a final level scientific work, the writer must pay attention to aspects of writing which sometimes make it difficult for the writer. The role of background and language proficiency is one aspect that must be considered. because these two aspects will affect when writing a thesis. In particular, the background and language skills of expressing ideas in the form of this paper are one of the main factors faced by the writer in preparing this thesis. The demand to be able to express these ideas must be a major concern considering that the output of this thesis is in the form of an academic script or writing that can be accounted for.

According to Fisher et al. (2012) background knowledge is widely discussed as a critical factor in learning, but in practice it is rarely addressed outside of assessment. Background knowledge has a major influence on students' ability to understand what they read and write. The effect can be defined directly, as in knowledge of the topic, or indirectly, especially in the ability to solve problems when meaning is lost. Evidence of someone's background knowledge can also be seen in the vocabulary used in spoken and written language. Importantly, the ability to acquire new vocabulary is related to background knowledge.

In addition, Al-Sawalha & Chow (2012) said that the writing process is rarely used among students and English language proficiency affects the writing process used among students. The respondents, who were Jordanian students, usually failed to express complex ideas in their writing because they did not have the proper vocabulary, both in general and technical terms. The lack of proper vocabulary on the part of the respondents in turn affected their own writing process as the findings indicated that these low ability respondents did not plan,

edit or revise their written essays. Graham et al., n.d. (2008) said that one of the causes of difficulties in writing is that students are less proficient or less accustomed to writing thesis.

According to Ogunrombi (1995) the inhibiting factor for writing is the lack of reading habits that can be started at home and depend heavily on the texts obtained in class and do not show a desire to read more widely. Swales & Feak (1996) argue that the length of a text can affect a writer's ability to write a well-written introduction. In addition, they believe that the reader's needs regarding the organization or structure of the introduction may burden the writer to think about what to write first and what to write next. Accuracy signifies the competence of the learner to use the language correctly. This is indicated by the use of proper grammar and vocabulary when writing. English proficiency is important because it is one of the key components that make up one's knowledge of the language. If someone is proficient in English, they will be able to use English to create and communicate orally and in writing. Because writing skills are very important skills when loading a thesis. With skills, writers will be able to develop their writing easily.

There have been a great number of research reveals the role of background and language skills influencing thesis writing (for example Tawalbeh (2013); Nimehchisalem & R Monsefi (2017); Neuman (2014); Adytia (2020); S Rahmah - (2020); Noori (2020)); Monica 2020). From Tawalbeh (2013) said the influence of Students' Prior Knowledge of English on Their Research Writing. The results revealed that students with prior knowledge of English performed better in

research writing than those without knowledge. Noori (2018) conducted research on difficulties in writing thesis. The research findings reveal that students face several challenges in Academic Writing in terms of language, structure, and content. In addition, Adytia (2020) conducted research "The Importance of English Proficiency" based on research, Proficiency in English will have many benefits and make you a person who has better overall skills and has the benefit of being able to communicate with people from other countries others and learn more from outside sources.

Another study entitled "Lack of Proficiency in English Language: Understanding the Circumstances among the Military Cadets in 2020" from the findings have shown that there are three main circumstances that they think have made quite of an impact towards their lack of proficiency in English language namely; the struggle of learning English, lack of confidence and low self-esteem and environmental factors. According to Oktavianti et al., (2021) there are several problems in developing their ideas in writing essays. The main problem for students is the writer's lack of motivation, and awkward structure or grammatical problems.

In fact, completing a thesis naturally by an English student at Padang State University is very difficult. Based on initial field observations, it was found that 8 out of 10 students did not understand their own research, making it difficult to express ideas in writing in Chapter 1 of the thesis. The problem faced by the writer is the lack of initial knowledge so that it has an impact on thesis writing. It is difficult to develop writing because of the limited knowledge they have. There

are many studies on thesis writing, but this research only focuses on the extent to which language background and skills influence students in completing the thesis in Chapter 1 of the English Department.

B. Identification of the Problems

After observing the fourth year students of the English Department at UNP, it was seen that there were several obstacles in writing thesis proposals. Students identified as having difficulties in writing chapter 1 which causes students to be slow in completing their thesis. Some students have difficulty in making introduction. Thus, it is difficult to develop ideas in making undergraduate thesis. Therefore, it can be assumed that students of the English Language and Literature Department of UNP have difficulty in writing.

C. Limitation of the Research

Based on the identification of the problems above, the researcher limits this research by focusing on the problems experienced by fourth grade students of Padang State University when working on the thesis chapter 1, namely the extent to which knowledge and writing skills affect the development of background writing ideas.

D. Formulation of The Problem

The research problem can be formulated into: “ What are the causes that affect students' difficulties in expressing their ideas in writing the thesis in the English Study Program at the Padang State University?

E. Research Questions

From the formulation of the problem above, this study aims to:

1. To what extent does students' background knowledge influence the development of ideas?
2. To what extent do proficiency factors affect the development of ideas?

F. Purpose of the Research

From the formulation of the problem above, this study aims to:

1. To find out to what extent the background affect the development of writing ideas
2. To Find out to what extent language proficiency factors affect the development of writing ides

G. Significance of The Research

The results of this study are expected to provide information for:

1. For lecturers.

The results of this study can be one of the considerations for english teachers to encourage their students to read more journals and practice writing more often. This research can provide information about the role of background knowledge and skills in thesis writing so that it is hoped that solutions can be found in the thesis work.

2. For other researchers

The results of this study can provide information about the role of background knowledge and language proficiency of students majoring in English in preparing their thesis. Theoretically, the results of this study are expected to provide significant information about the role of background knowledge and

language proficiency when writing thesis. Researchers hope that the results of this study can be used as material for consideration for lecturers and students in guiding and writing thesis. Hopefully this research can be a reference for other researchers who are interested in the same theme.

H. Definition of the Key term

Some key terminologies used in this research can be defined as follow:

1. Developing Idea

Developing an idea is the process of adding informative and illustrative details to support the main idea in a paragraph or essay. Requires students to think deeply about a topic and analyze various aspects that generate ideas and trigger creativity is very important before finishing writing.

2. Undergraduate Thesis

Undergraduate Thesis is a scientific study based on the results of research on various problems or problems that are not yet known or known to be formulated and can be used as the basis for formulating hypotheses for further research.

3. Background knowledge

Background knowledge is information or knowledge someone has on a particular topic. Background knowledge is acquired by the number of experiences someone has in life or the amount of knowledge they have retained from reading or listening.

4. Language Proficiency

Language proficiency is a measurement of how well an individual has mastered a language. Proficiency is measured in terms of receptive and expressive language skills, syntax, vocabulary, semantics, and other areas that demonstrate language abilities. There are four domains to language proficiency: reading, writing, speaking, and listening.