

**SENTENTIAL CONCORDANCE AND ITS DEVIATIONS IN  
INTRODUCTORY CHAPTER SUBMITTED BY ENGLISH  
UNDERGRADUATE STUDENTS UNIVERSITAS NEGERI PADANG IN  
FINAL PROJECT OF THESIS WRITING COURSE**

**THESIS**



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a degree of Master of Education*

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## ABSTRAK

Putri, Meutia Eka. 2017. “Kesesuaian unsur Kalimat dan Penyimpangannya dalam Bab Pendahuluan yang Ditulis oleh Mahasiswa S1 Jurusan Bahasa Inggris Universitas Negeri Padang sebagai Tugas Akhir Mata Kuliah Thesis Writing”. *Tesis*. Pendidikan Bahasa Inggris Program Pasca Sarjana Universitas Negeri Padang.

Penelitian ini bertujuan untuk mendeskripsikan kesesuaian unsur kalimat di dalam bab pendahuluan yang ditulis oleh mahasiswa beserta penyimpangan dan penyebabnya. Jenis penelitian ini adalah deskriptif, dimana sumber datanya adalah tugas akhir mata kuliah Thesis Writing yang ditulis oleh mahasiswa S1 jurusan Bahasa Inggris Universitas Negeri Padang tahun akademik 2013/2014. 41 dokumen dipilih sebagai subjek penelitian, sementara 23 orang dari subjek dipilih secara acak untuk diwawancarai. Meskipun hasil penelitian menunjukkan bahwa tingkat kebenaran dalam kesesuaian unsur kalimat di dalam bab pendahuluan yang ditulis oleh mahasiswa cukup tinggi, terdapat beberapa masalah yaitu *error* dan *mistake*. Ada 1 dokumen yang memuat *error* dalam *Pronoun-Antecedent Concord*, sedangkan penyimpangan lainnya adalah *mistake*. *Mistake* banyak dijumpai dalam *Subject-Verb Concord* dan *Noun Phrase Concord*, dan sebagian besar dari *mistake* adalah *omission* dan *substitution*. Di samping itu, ditemukan tiga penyebab dari penyimpangan tersebut. Penyebab pertama adalah *Intralingual*, yang disebabkan oleh *Hypercorrection* dan *Overgeneralization*. Penyebab kedua adalah strategi yang digunakan mahasiswa dalam menulis. Lebih dari setengah sampel memiliki motivasi instrumental dalam menulis tugas akhir mereka, dan mereka menggunakan strategi *appeal to authority*, *avoidance* dan *translation* dalam menulis. Penyebab lainnya adalah kelelahan, kurang konsentrasi, bingung, malas, serta kekurangan waktu untuk menulis.

## ABSTRACT

Putri, Meutia Eka. 2017. "Sentential Concordance and Its Deviations in Introductory Chapter Submitted by English Undergraduate Students Universitas Negeri Padang in Final Project of Thesis Writing Course". *Thesis*. English Education Graduate Program of Universitas Negeri Padang.

The purposes of this study were to describe the sentential concordance in introductory chapter written by the students, its deviations and their causes. This study was a descriptive study, where the sources of data were documents and interview. The documents were final project of Thesis Writing Course written by English undergraduate students Universitas Negeri Padang in the academic year 2013/2014. 41 documents were selected as the subject of this research, while 23 students were randomly selected to be interviewed. Even though the findings of this study show that the sentential concordance in students' introductory chapter was in a high degree, there were some deviations in sentential concordance found in students' introductory chapter. They were grammatical deviations (both errors and mistakes). There was 1 document containing errors in Pronoun-Antecedent Concord, while the other deviations were mistakes. Mistakes mostly occurred in Subject-Verb and Noun Phrase Concord, and the majority of them were omission and substitution. Besides, there were three causes of these deviations. The first was Intralingual error, caused by Hypercorrection and Overgeneralization. The second was Language-Learning Strategies, in which more than half students had instrumental motivation. Moreover, the strategies they used when writing were appeal to authority, avoidance, and translation. The other causes were fatigue, lack of concentration, confusion, laziness, and running out of time.

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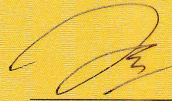
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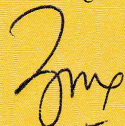
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## SURAT PERNYATAAN

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Saya yang Menyatakan



  
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Padang, April 2017

The writer

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Grammar is a set of rules that explain how words are arranged to construct a sentence. Without good grammar clear communication is impossible since it keeps us from being misunderstood while expressing both our thoughts and ideas. In other words, grammar is needed in communication, and it is important for students who learn a foreign language to know the grammar of the target language. The knowledge of the grammar itself can be evaluated by its correct use in communication, for example, through English skills: listening, speaking, reading and writing. Therefore, it can be noted that learning a language means learning the grammatical structure of that language, and learning grammar is essential because the students should know the structure of the target language to be able to use the language accurately to make a complete sentence and use the language fluently in communication.

Unfortunately, learning grammar is undoubtedly complicated and difficult for some English as a Foreign Language (EFL) students because there are numerous English grammar rules that must be learned and mastered. There are rules for using verb forms, tenses, articles, prepositions, adjectives, adverbs, pronouns, and many other rules. Another reason is probably because of the interference of the students' first language. Since English is a foreign language in Indonesia, it requires great efforts for the students to learn the elements of the

language, such as grammar, which differs from those in Indonesian. The differences between the two languages can cause problems to the students. English grammar is more complicated than Indonesian grammar. For example, Indonesian does not have tenses like those in English. In addition, in Indonesian, it does not distinguish gender in pronouns like English does (*he/him/his* for male; *she/her/her* for female). A study conducted by Syarif (2014:22647) indicated that the problem of the interference of students' first language to English occurred on the English Department students. They still faced problems dealing with linguistics aspects, especially in written communication, in which their writings showed the interference of their Indonesian into English.

The differences between English and the students' first language (Indonesian) could be problematic for the students in learning English. Some grammatical deviations are made when they do not understand English grammar well, or because of the students' confusion in applying the grammar rules. As a result, they commonly make grammatical deviations in their learning, especially in writing. In speaking, when they say "I fine", or "He don't want ice cream" the meaning of these sentences are perfectly clear. In written English, otherwise, it is necessary to express the ideas in clear and complete sentences. When someone uses English orally, he does not need to worry about the grammatical mistakes as long as his message is clear and the hearer can get the point he states. In addition, those who use English orally will not have to state their ideas in a complete sentence like the one used in the written form.

Therefore, it is important for the EFL students to master English grammar

so that they are able to write English in a good order. University students, for instance, need to understand and master English grammar because they are required to write academic writings. It is a kind of writing that they have to do in college or university, which differs from other kinds of writing, such as personal, literary, journalistic, or business writing. The differences can be seen from its particular audience and tone (Oshima and Hogue:2006:265). First, in academic writing, the audiences are primarily the professors or instructors. The other difference is the tone of writing. It is the style or manner of expression which is revealed by the choice of words and grammatical structures and even the length of the sentences. In this case, academic writing is more formal and serious.

Consequently, writing academic English needs well knowledge and hard thinking when the students produce sentences at the same time with good English grammar. The grammar rule for constructing words into a sentence is named concord. It is the agreement between words in number, person, gender and tense in a sentence. Therefore, it is the basic rule for constructing a sentence and must be learned and mastered by the students in order to be able to use English correctly in both speaking and writing, as communicative skills in English.

As EFL students, English undergraduate students are expected to master the rules of grammar and minimize such grammatical mistakes or errors because they have learned English grammar intensively. The English undergraduate students of Universitas Negeri Padang, for instance, take four grammar courses which are prerequisite. In other words, they must pass Grammar 1 course before taking Grammar 2 course, and to be able to take Grammar 4 course, they have to

pass Grammar 3 and Grammar 2 courses. Therefore, these students should have mastered English grammar rules including concord. There are several ways to evaluate the concordance in sentences produced by the students. One way is through their writings. Their writings will show how good they construct the sentences, whether the concordance between the words in sentences are grammatically well formed or not.

Moreover, the English undergraduate students of Universitas Negeri Padang are required to write a thesis as a partial fulfillment of the requirements to get bachelor's degree (S1). There is a course offered by English Department that will guide them to write it, namely Thesis Writing Course. The students usually take this course in the sixth semester, when they have passed four grammar courses. At the end of the course, each student has to write a research report as the final project, which consists of five chapters. The first chapter discusses the background of the problem that will be studied. The second chapter provides the theories that will support the study. The third chapter discusses the methodology that will be used in the study. The forth chapter contains research findings and discussion. The last chapter contains conclusion and suggestion based on the research findings.

The first chapter is introductory chapter. It contains a brief explanation about the research. It discusses the background and identification of the problems; the focus, formulation, purposes, and significance of the research; and also the definition of the key terms that will be used in the research. It is where the students propose their ideas the most. Therefore, the researcher was interested in

analyzing the sentential concordance written by the students in this chapter. The students were expected to write well and decrease the grammatical deviations in their writings.

As a matter of fact, from researcher's informal observation, English undergraduate students who were in the sixth semester still committed grammatical deviations in their final project of Thesis Writing Course, including the sentential concordance. Followings are the examples of grammatical deviations in Subject-Verb Concord:

*Fromkin and Rodman (1998) states that language is ....*  
*Theoretically, the findings of this research is expected to enrich and provide...*  
*Second, word formation is exists in areas of daily life.*

These sentences are lack of concordance between the subjects and their verbs in number, where singular subject must have singular verb and plural subject must have plural verbs. Further, the following sentence contains grammatical deviations in both Subject-Verb and Subject-Complement Concord.

*It is the morphological rules which determine how morpheme ...*

There is no concordance between the subject and both its verb and complement in number. Moreover, the grammatical deviations are also found in Subject-Complement Concord, as instance:

*Open word is words belonging to the major part of speech ...*  
*Noun, verb, and adjective are the basic word in making sentence.*  
*There are ten process of ...*

Another case of grammatical deviations in concordance found in students'

writings is the concordance between verbs as follows:

*... people often get trouble when they got something new, but they do not know what words will be used.*

*North Korean did the invasion to the South Korean because North Korean assumes that ...*

*He did not name the film mentioned, but clearly refers to the interview...*

The sentences above are lack of concordance between verbs in tense. They use the wrong sequence of tense, for instance, they use both simple past and simple present tense form in a sentence. The grammatical deviations in the concordance as noted above indicate that the students have difficulties in arranging words for constructing sentences. Their sentences are lack of concordance. It means that there is no agreement between words in their sentences.

Therefore, it is necessary for the students to master this rule in order to make the words agree each other in constructing a sentence. It explains how to make the subject of a sentence agrees with its verb (Subject-Verb Concord) and also its complement (Subject-Complement Concord), the pronoun agrees with its antecedent (Pronoun-Antecedent Concord), the agreement in tense between verbs in a sentence (Verb-Verb Concord), and the agreement between determiner and the head noun (Noun Phrase Concord). Hence, the researcher analyzed these five types of concord since they were the basic rules in grammar which explain how to arrange the elements of a sentence: Noun, Pronoun, Antecedent, Verb.

Based on the explanation above, it is clear that concord is a basic concept in constructing standard English sentences. In other words, a well-constructed sentence must obey the rules of concord. Consequently, the grammatical

deviations in concord will be highly noticeable and distracting. They will also make the students' writings appear less professional because in writing academic English the students are expected to be able to use the correct grammar. Therefore, the researcher was interested in analyzing sentential concordance in introductory chapter written by English undergraduate students in their final project of Thesis Writing Course: Is there any concordance between words in their sentences? Is there any deviation related to concordance in their sentences?

## **B. Identification of the Problem**

English undergraduate students of Universitas Negeri Padang in the sixth semester were expected to master English grammar rules since they have studied English grammar courses for more than two years. One rule is related to concord. It is the rule that deals with how the words are matched in order to make a sentence. This is the basic rule of grammar which explains the way a sentence is form. Definitely, the students should know this rule (concord) and be able to write in good order.

As a matter of fact, grammatical deviations related to the concordance between words in a sentence were still found in their writings. From this fact, it could be assumed that the students still produced these grammatical deviations due to their lack of ability in arranging a sentence, or to make the concordance in sentences. Hence, a study to analyze sentential concordance in English undergraduate students' writing should be done in order to describe the concordance in their sentences.

### **C. Focus of the Research**

As being stated previously, it seemed that English undergraduate students of Universitas Negeri Padang in the third year still committed grammatical deviations in making the concordance between words in a sentence even though they had studied English grammar intensively. Therefore, the focus of this study was limited to analyze the sentential concordance in introductory chapter written by English undergraduate students of Universitas Negeri Padang in their final project of Thesis Writing Course and the deviations related to sentential concordance which were found in their introductory chapter.

### **D. Formulation of the Problem**

The problem of this study was formulated in the following question: “What sentential concordance and its deviations are found in introductory chapter submitted by English undergraduate students Universitas Negeri Padang in final project of Thesis Writing Course?”

### **E. Research Question**

Based on the formulation of the problem mentioned above, the research questions for this study were as follows:

- a. What are the sentential concordance found in introductory chapter submitted by English undergraduate students Universitas Negeri Padang in final project of Thesis Writing Course?
- b. What are the deviations in sentential concordance found in introductory chapter submitted by English undergraduate students

Universitas Negeri Padang in final project of Thesis Writing Course?

- c. Why do the deviations occur?

## **F. Purpose of the Research**

From the research questions stated previously, the purposes of this study were to describe:

- a. The sentential concordance found in introductory chapter submitted by English undergraduate students Universitas Negeri Padang in final project of Thesis Writing Course
- b. The deviations in sentential concordance found in introductory chapter submitted by English undergraduate students Universitas Negeri Padang in final project of Thesis Writing Course
- c. The causes of deviations in sentential concordance found in introductory chapter submitted by English undergraduate students Universitas Negeri Padang in final project of Thesis Writing Course

## **G. Significance of the Research**

The significance of this research findings can be viewed from both theoretical and practical aspects. Theoretically, the findings of this research will give information regarding clear description of the concordance between words in sentences and its deviations written by English undergraduate students of Universitas Negeri Padang in their final project of Thesis Writing course. It is

expected that the findings will enrich the literature and become a source of information for English Department lecturers in understanding the deviations committed by their students in writing, especially in sentential concordance. Further, it is hoped that this research can be used as valuable information for the next researchers who want to conduct further researches about sentential concordance.

Besides, practically, for English undergraduate students of Universitas Negeri Padang, it is hoped that they can realize their lack of performance in English sentential concordance and will be motivated to learn about it more seriously to improve both their performance and grammatical ability in order to be able to produce grammatically correct sentences. Moreover, for English lecturers, it is hoped that they can find appropriate techniques to help students to improve their grammatical ability in order to minimize their performance errors in grammar, especially in sentential concordance.

## **H. Definitions of Key Terms**

For avoiding confusion of the readers in understanding the topic discussed, the researcher describes some key terms as follows:

1. Sentential Concordance : agreement between words in a sentence
2. Deviations : grammatical deviations related to  
sentential concordance
3. Introductory Chapter : the first chapter in thesis report which  
contains background information about the  
thesis

4. Final Project : a project that is submitted at the end of a course
5. Thesis Writing Course : a course offered by English Department of Universitas Negeri Padang to guide their students in writing a thesis

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the research findings, the researcher can conclude several things. The first one is English undergraduate students of Universitas Negeri Padang in the third year were able to construct good sentences since there was existence of the majority of correctness in sentential concordance in their introductory chapter of final project of Thesis Writing Course. The second one is minor deviations in sentential concordance were still found in students' introductory chapter even though the correctness in sentential concordance was in a high degree. The deviations were in the case of grammatical mistakes in sentential concordance, which were found in students' introductory chapter, and mainly occurred in Subject-Verb Concord and Noun Phrase Concord.

The third one is that these occurrences of mistakes indicated that the students actually knew the rules of concord, but unfortunately they did not apply them correctly due to several causes. The first cause was because of the instrumental motivation that the students had when writing their final project. They did not concern the grammar of their writing as long as they submitted their final project. The second cause was because of the inappropriate strategies that they used when they were writing, hence, these became the causes of their grammatical mistakes in writings.

Besides, the other causes that the students had when writing their final project of Thesis Writing Course were fatigue, lack of concentration, confusion, laziness, and running out of time. They were fatigue because of having *Randai* practice everyday and could not manage their time to do the other tasks. Therefore, they were lack of concentration and lazy when they wrote their final project. In addition, they did not write their final project seriously because they had limited time to do the final project. Consequently, they ran out of time and did not have time to revise their grammatical mistakes.

## **B. Implications**

Based on the conclusions as noted above, there are three implications that can be drawn as follows.

1. The third year English undergraduate students of Universitas Negeri Padang were able to construct sentences and use the rules of concord correctly. It implies that they were good in writing and they should enhance their ability and practice more to minimize mistakes in their writings.
2. The students still committed mistakes due to slip of pen. These mistakes occurred because of students' inability to manage their time. Therefore, it is important for English undergraduate students to be able to manage their time and have time for revising their writing in order to avoid committing such grammatical mistakes in writing.

3. The inappropriate communication strategies that the students used also led them to make the grammatical mistakes in writing, therefore, they should realize it and find the other appropriate strategies that will minimize their grammatical mistakes. It is better for them to have a lot of practices, moreover, peer-correction will better improve their writing.

### **C. Suggestions**

Based on the research findings, the researcher would like to offer some suggestions.

1. It is suggested that the students should regard their grammatical mistakes in writing as a device in order to learn and practice more, and have time to revise their writing to reduce performance errors.
2. English undergraduate students of Universitas Negeri Padang had instrumental motivation in both learning and doing their final project of Thesis Writing Course, therefore, it is suggested that they should improve their intrinsic motivation in learning English in order to be successful language learners.
3. It is also suggested to the next researchers to continue this research and propose practical solutions to solve the students' grammatical deviations in writing, especially in sentential concordance.

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