

**COMMON MISTAKES IN COLLEGE STUDENTS'
WRITING RESEARCH PROPOSAL BY EIGHT
SEMESTER STUDENTS OF ENGLISH EDUCATION
DEPARTMENT UIN K.H. ABDURRAHMAN WAHID
PEKALONGAN**

A THESIS

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By :

Halda Shania Sigfrieda
SN. 2517028

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERAITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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Dengan ini mohon agar skripsi saudara tersebut dapat segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

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Last but not least, I would like to extend my gratitude to **every single person** who contributed to my thesis. I apologize for not mentioning it one by one, but I am very grateful for your help and support

MOTTO & DEDICATION

*-Life must go on-
-myself-*

Karya ini kupersembahkan untuk

Diri Saya Sendiri

Atas segala pengorbanan dan dukungan yang tak terhingga

ABSTRAK

Penelitian ini akan dilakukan untuk mengidentifikasi jenis kesalahan yang dilakukan oleh mahasiswa semester delapan Jurusan Bahasa Inggris dalam proposal penelitian mereka, dan untuk menganalisis beberapa faktor yang menyebabkan mereka melakukan kesalahan tersebut. Penelitian ini akan menggunakan pendekatan kualitatif dengan fokus pada desain penelitian studi kasus. Ada lima mahasiswa S1 yang akan terlibat sebagai peserta. Pengumpulan data dilakukan melalui wawancara dan dokumentasi. Data tersebut akan dianalisis dengan menggunakan konsep teori Widodo. Hasil penelitian kesalahan-kesalahan tersebut diklasifikasi menjadi 4 kategori, yaitu: tata bahasa, kosakata, ejaan, dan tanda baca. Dari jenis kesalahan tersebut, sebagian besar termasuk dalam kesalahan tata bahasa sebanyak 10 kesalahan, ejaan sebanyak 2 kesalahan, kosa kata sebanyak 2 kesalahan, dan tanda baca sebanyak 5 kesalahan. Penulis juga menemukan: keterbatasan penyimpanan, stres emosional, kelelahan, dan kecerobohan merupakan faktor yang menyebabkan mahasiswa melakukan kesalahan dalam menulis proposal penelitiannya.

Kata Kunci: Kesalahan, Penulisan, Proposal Penelitian

ABSTRACT

This study will be conducted to identify the types of mistakes made by the eight-semester students of English Department in their research proposal, and to analyze some factors causing them make the mistakes. It will use qualitative approach focusing on case study Research design. There are five undergraduate students that will be involved as the participants. The data will be collected through interview and documentation. The data will be analyzed by using the concept of Widodo's theory. The result of this research these mistakes have been classified into 4 categories, namely: grammatical, vocabulary, spelling and punctuation. From the types of mistakes, most of them are included into grammatical mistakes with 10 mistakes, spelling with 2 mistakes, vocabulary with 2 mistakes and punctuation with 5 mistakes. The writer also found: storage limitations, emotional stress, fatigue, and carelessness are factors that cause students making mistakes in writing their research proposal.

Keyword: Mistakes, Writing, Research Proposal

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research proposal research entitled “Common Mistakes in College Students’ Writing Research Proposal by Eight Semester Students of English Education Department UIN K.H. Abdurrahman Wahid Pekalongan” can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan to fulfil one of the requirements for the Degree of Sarjana Pendidikan. This proposed study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

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Finally, Allah SWT will repay the kindness of all those who have helped. I hope this thesis will benefit the development of science.

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The Writer



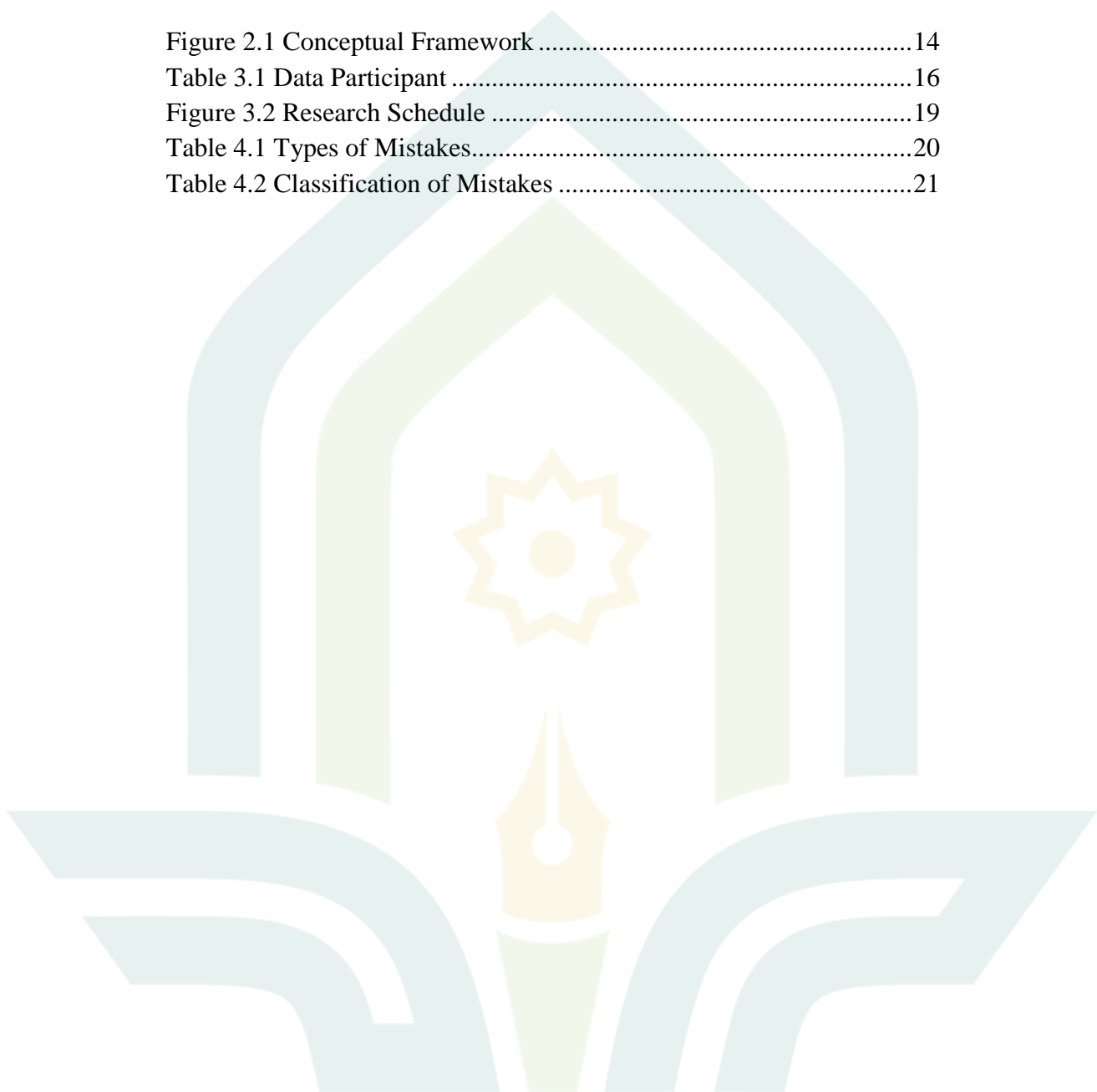
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ENCLOSURE LIST

Enclosure 1 Participant Consent & Release Form

Enclosure 2 Transcription of the interview



CHAPTER 1

INTRODUCTION

1.1 Background

Writing is a process of how words produce into a written structure that can be seen, read and understood by readers. Writing can be supposed to be a process of thinking and pouring out thoughts in the form of essays. According to Hernowo (2002), writing is feelings or thoughts written on papers. Thus writing is a series of activities to express opinions or ideas in written so that they can be read by others.

In university, writing is one of part academic subject that must learn especially in English students. There are many kinds of writing such as, articles, essays, journals, research proposals and so on. In writing there are some aspects like vocabulary, grammar, organization, and mechanic. Javed, Juan and Nazli (2013), stated that writing becomes one of significant parts to increase students' understanding and capacities in the case of interaction and communication. According to Brown (2001), writing is a written process of sharing thoughts, drafting, and revising, requiring students' ability in connecting and organizing ideas by applying appropriate grammar into a text. Writing is one of productive skills, and it is different to speaking. Writing is less spontaneous but it is long-lasting, because writing takes a lot of times and practice (Alfiyani, 2013).

In learning writing, English language learners often make mistakes. According to Littlejohn and Hicks (1996), mistakes can be part of someone's language acquisition experienced by students. By making mistakes, students can build up their comprehension about English guidelines and furthermore they can be mindful to write carefully. It means that students make mistakes because they have some specific circumstances in their performance.

Unfortunately, there are some university students who still make mistakes in their writing, including in writing Research proposal. Klimova (2013) conducted a research entitled “Common mistakes in writing abstracts in English”. This article focuses on discussing mistakes, both formal (maximum number of words) and linguistic stylistic (word order or formality and informality). It reveals that most of the mistakes were caused by the interference since students wrote their Bachelor paper or usually called BP predominantly in Czech (only two students wrote their Bachelor paper in English) and then translated their Czech abstract into English. The word order errors in English are considered serious, and they are obviously caused by interference of the Czech language since English word order is fixed while Czech word order is flexible.

Based on the preliminary research conducted by the researcher in attending several proposal seminars, some students encountered some difficulties in English writing. The type of mistakes that the students often made is about capitalization, punctuation, determiners, the use of various tenses, organization of ideas and writing content. Referring to the above problem, the researcher would like to conduct a study to investigate the common mistakes in writing their research proposal made by students of English Department. The mistakes will be classified according to Ellis’ theory which relates to mistakes on students language acquisition.

1.2 Formulation of the Problem

This study provides two research questions the researcher will explore:

1. What are the common mistakes made by the college students’ in their research proposal?
2. What are the factors that cause students making mistakes in writing their research proposal?

1.3 Operational Definitions

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows.

1. **Mistake:** According to Brown (2000), mistake is accidental and random such as typographical writing and pronunciation due to fatigue or inaccuracies.
2. **Writing:** According to Hernowo (2002), writing is feelings or thoughts written on papers. Thus writing is a series of activities to express opinions or ideas in written so that they can be read by others.
3. **Research proposal:** According to Sugiyono (2013), research proposal is a guideline containing various activities and systematic steps that a researcher will follow in conducting a research.

1.4 Aims of the Study

Concerning to the problems, the aims of this study are described as follow;

1. To identify the types of mistakes made by the eight-semester students of English Department in their research proposal.
2. To analyze some factors causing them make the mistakes.

1.5 Significances of the Study

1. **Theoretical significance:** This study explores about common mistakes on writing that perceived by English education students in eight-semester, and contribute to Edge' theory which relates to mistakes on students language acquisition.
2. **Empirical Significance:** This study is expected to give the empirical insights about the common mistakes on students writing, especially in writing research proposal.
3. **Practical Significance:** This study present information for the readers about common mistakes on students writing, especially in writing research proposal.

CHAPTER 5

CONCLUSION

5.1 Conclusion

Based on the research result, the common mistakes found in students' writing products that have been analyzed by the writer, it was found 19 mistakes made by students. These mistakes have been classified into 4 categories, namely: grammatical, vocabulary, spelling and punctuation. From the types of mistakes, most of them are included into grammatical mistakes with 10 mistakes, followed by spelling mistakes with 2 mistakes, then 2 mistakes was found in vocabulary mistakes and the last is punctuation mistakes with 5 mistakes. In grammatical category, the mistakes are in the case of pronoun, preposition, subject-verb agreement and singular or plural. In the case of spelling category, the mistakes are about letter mistakes. In vocabulary category, the mistakes are about misuse of the word. While in the case of punctuation category, the mistakes are about abbreviations, hyphens, parenthesis, full stop and commas.

The writer also found the factors that cause students made some mistakes using interviews. From the interview, the data show that storage limitations, emotional stress, fatigue, and carelessness are Factors that cause students making mistakes in writing their research proposal.

5.2 Suggestion

Based on the findings of this study, the author would like to give some recommendations. First, the students are suggested to understand, master and apply, and students still often make grammatical mistakes in their writing, this should be considered more carefully so that these mistakes are not made repeatedly. Lecturers should pay attention to mistakes made by students and look for teaching strategies that are suitable for overcoming these mistakes. Students should also be able to study well by increasing their understanding of grammatical so that mistakes do not happen

again. For researchers who might examine the same aspect with different perspectives, the next researcher are supposed to focus on analyzing the research report consisting of chapter one until chapter five.



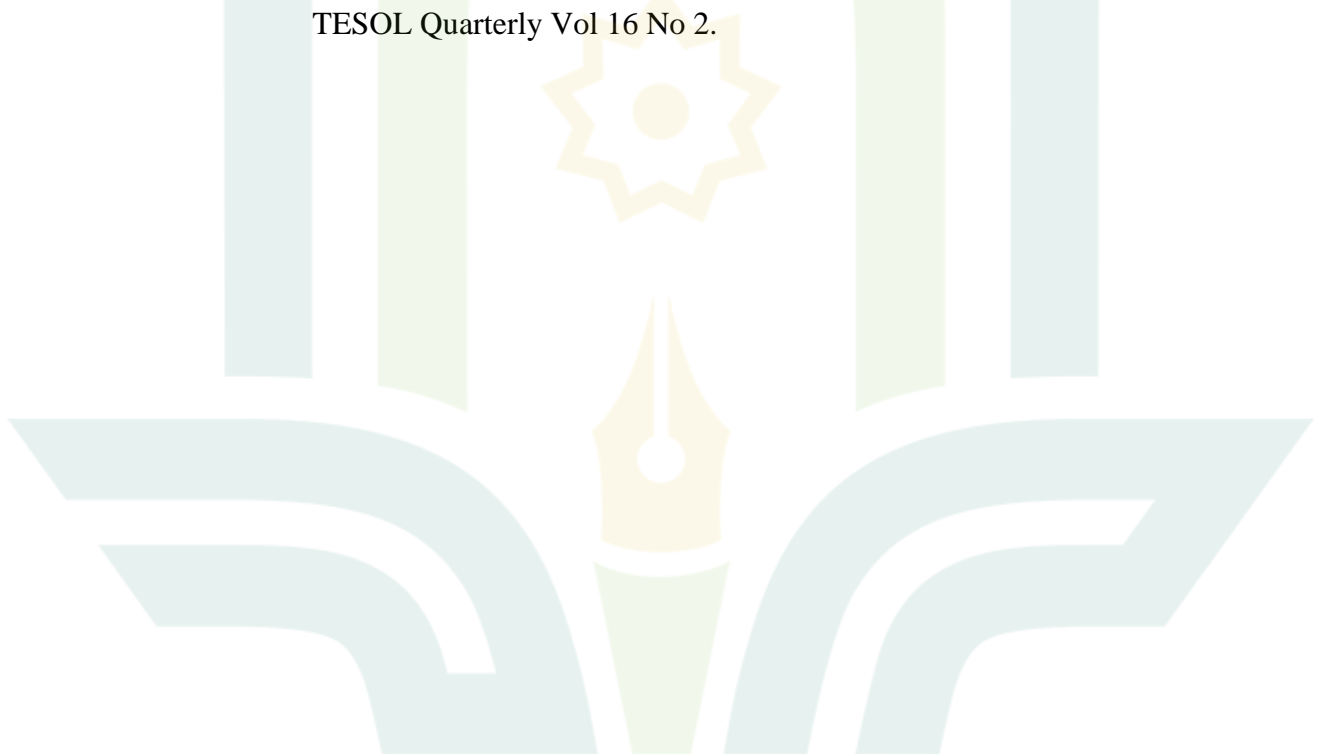
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As a result, I am providing this information honestly, and if it turns out that it has been falsified, I stand to be held accountable in accordance with the relevant rules and legislation.

Pekalongan, June 24th 2024

The Writer