

COMMON ERROR MADE BY ENGLISH STUDENTS' IN WRITING INTRODUCTION

SECTION

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Abstract.

The objective of the research was to find out common error made by English student in writing introduction section. The design of this research was descriptive qualitative method. The instrument of the research was table analysis of the students' error in writing introduction section in thesis based on Caulfield (2020). The results of this research was the error made by students in writing introduction section found in 20 thesis were: first step 2 (not explain the previous study), second step 3 (not discuss the previous studies), third step 4 (not state the research problem), and the last one step 5 (did not describe the structure of the study). There were three common error in writing introduction of this research because have the similar total of the error, they are: 3 (not discuss the previous studies), third step 4 (not state the research problem), and the last one step 5 (did not describe the structure of the study). From the result, the researcher will give suggestion for the students who write the thesis in the future, the researcher suggest to add their knowledge about how to write good introduction section and use all of the steps of writing introduction section. it is important because introduction section is first section to be read by readers after reading the abstract and if readers are not impressed in reading this section, they will unlikely continue reading the research.

Key Words: Thesis, Introduction section, Error

A. INTRODUCTION

Writing thesis is one of the scientific works that is used as a requirement for English students to graduate at the Muhammadiyah University of Bengkulu. According to Qassem (2017) the term thesis is defined as a format for reporting research written by graduate students as part of fulfilling the requirements for an advanced academic degree. Writing a thesis based on the Faculty of Teacher Training and Education (FKIP) guidebook at the Muhammadiyah University of Bengkulu should have five chapters: Chapter I is Introduction; students explains about the background information of the research. Chapter II is literature review; students explain the theory are adapted to the problems in research topic. Chapter III is research methods; explains research design, object of the research, Instrument, data collection technique, and technique for analyzing data. Chapter IV is research results and discussion; explains about finding and discussion of the thesis result. Chapter V explains about conclusion and suggestion about the research.

Writing introduction section in a research paper is the most important for the topic under study and explains why the research is important to be researched. The introduction section also provides information to the reader to understand the purpose of what we are writing, besides that the introduction section also serves to attract the reader's attention to read the entire contents of the study. Chapter 1 as introduction section contains

argumentative writing that the writer should give argumentation to the importance of ideas in a research topic based on factual data. According to Layly (2019) the arguments in the introduction section provide information about the problems and phenomena studied in the research paper. The purpose of the introduction section is provide sufficient information to the reader or context in the research paper. The introduction section should be short and get the reader's attention, without using rambling language that can make it unattractive.

Referring to the results of previous study in this study, the researcher was also supported by several other studies. First, an Analysis of Students' Error in Writing Introduction of Thesis of English Department Students of IAIN Raden Intan Lampung by Hidayat (2016), the results of this study indicate that students still often make the error of writing introduction section. Students do not explain the identification of research problems and discussion of research that has been done previous study. Second, The Student's Ability and Problems in Writing Introduction of Research Proposal by Kheryadi (2018), the result of this research is that there are many errors in writing the introduction section, because most of the students have some difficulties in presenting the argument in the research problem. Third, Identifying Problems in Writing Thesis Introductions in Research Methodology Class by Stapa et al (2013) The results of this study the students didn't state difference from previous study and not describe the research that students want to conduct or students do not describe briefly describe what of the structure of research.

Based on the importance of writing introduction section and after seeing the description of the previous study, the researcher concluded that in writing introduction section the students are still not good. The researcher tries to examine what common error made by English students in writing introduction section, because the researcher wants to continue this research on a different object. From the previous study above, there has been no previous study that has examined this object so the researcher wants to add new information about this research and wants to develop information about this research. From the previous study, the researcher will conduct in depth research on the writing of the introduction section whit the tittle "Common Error Made by English Students' in Writing Introduction Section".

In writing this thesis, preliminary in 4 English student's thesis has been read, the researcher found some error in the writing of the introduction section. The error was mostly the same, it was found that English students write the introduction section only explaining the research topic and explaining from previous studies or summarize existing research. Based on the above phenomenon, students still make an error in writing the introduction section.

To see error in writing introduction section, the researcher will use the theoretical basis of Caulfield (2020) which states that in writing the introduction there are 5 steps they are: present of topic and get the reader interested, provide background or summarize existing research, position own approach, detail specific research problem, the last give an overview of the paper's structure. The researcher conducted by examining the introduction section of English students at Muhammadiyah University of Bengkulu and find out the common error in writing the introduction section and what error are often made by English students.

B. RESEARCH METHOD

This chapter presents information about the design of the research, the subject of the study and the instruments.

Research Design

The writer used descriptive qualitative as method in doing this research. Qualitative descriptive method is a method that described everything through descriptions related to the research topic. The qualitative research design focus on specific situations or people and it is emphasis on words rather than number. According to Maxwell (1996) qualitative research focuses on a specific situation or group of people, with an emphasis on words rather than numbers. The descriptive research seeks to provide an image or confirmation of a concept or symptom while also asking questions about the research subject.

The Object of The Research

The object of research was an error in an introduction section thesis written by students that graduated in May 2021. Particularly, there ware 24 thesis from students graduated in May 2021.

Instrument

The instrument this research is was sheet of observation English students thesis in error writing introduction section based on Caulfield (2020).

Finding and Discussion

This chapter was presented the result of data that has been analyzed about detail of Common Error Made By English Students' In Writing Introduction Section

Finding

The introduction section is one of the important components in a research paper or thesis, because in addition to support by the data and evidences, a good introduction can provide sufficient information or context to the reader in a research paper. Moreover, the introduction should be short and catch the reader's attention, without using rambling language that can make it unattractive. According to Caulfield (2020) which states that in writing the introduction there are 5 steps, to get the readers' attention. First, present the topic and get the reader interested. Second, provide background or summarize existing research. Third, position own of approach. Fourth, detail your specific research problem. And finally, give an overview of the paper's structure.

Data collection was carried out on December 27, 2021. There were 24 English students thesis graduated in May 2021, but only 20 people collected their thesis and there were 4 of students did not collect their thesis. After the researcher analyzed 20 students' introduction section it was found that, the students had errors in writing the introduction section it the results can be seen in the explanation below:

Error Made by English Students in Writing Introduction Section

In this section described the result of the error in introduction section written by English students, it found that there were 4 kinds of error in introduction section of 20 students thesis. The data can be seen in the table below:

Result of the Data

No.	Step of Writing Introduction Section	Error
1.	Present your topic and get the reader interested.	-
2.	Provide background or summarize existing research.	8
3.	Position own approach.	20
4.	Detail specific research problem.	20
5.	Give an overview of the paper's structure	20

In the table 4.1 above showed the error made by students in writing introduction section of the thesis. First, it found that there were 4 kinds error they are: 8 students error in step 2 (Provide background or summarize existing research), 20 students error in step 3 (Position own approach), 20 students error in step 4 (Detail specific research problem), and 20 students error in step 5 (give an overview of the papers structure). Second, it found that no students made error in step 1 (Present the topic and get the reader interested), it means that the students tell the reader about the topic and why it is interesting and important, with providing clear, concise and precise information.

Discussion

The introduction section is a very important section in a research because here writers must argue for the importance of their research topic and project in order to attract reader's attention to read the whole article. One of the most important sections in a research is the introduction section because it is the first section to be read by readers after reading the abstract and if readers are not impressed in reading this section, they will unlikely continue reading the research. In other words, introduction section of the research functions to motivate readers in order to read the whole part of the article and therefore, this section must be written as interesting and convincing as possible. According by Swales and Feak (1994) in which they suggest that the main purposes of introduction section of research are two folds: to give a logical reason for the article and to provoke readers to read it. However, the ways writers rhetorically present the argument in their research introduction will determine whether or not readers are impressed and convinced and whether or not they will continue reading the article.

In discussion section the researcher will discuss about common error of the students in writing introduction section of the research. Write introduction section is not easy, the introduction section must be interesting, easy to understand, and have correct structured. To write good introduction section the students have to follow some steps of writing introduction section. According to Caulfield (2020) there are 5 steps in writing the introduction, step 1: Present your topic and get the reader interested. Step 2: Provide background or summarize existing research. Step 3: Position your own approach. Step 4: Detail your specific research problem. Step 5: Give an overview of the paper's structure.

In this research, the researcher found 20 students made error in writing introduction section. The result showed there were 4 steps of writing introduction section not wrote by students, they were: 8 students error in step 2 (Provide background or summarize existing research), 20 students error in step 3(Position your own approach), 20 students error in step 4 (Detail your specific research problem), and 20 students error in step 5 (give an overview

of the papers structure). From total of the data above, there were 3 common error of students writing in introduction section, they were : step 3 (Position your own approach), step 4 (Detail your specific research problem), and step 5 (give an overview of the papers structure).

The result above also in line with some research, first by Kheryadi (2018) he found that most of the error made by students in writing introduction section in research was the lack understanding of stating the arguments about research problem. Second, Stapa et al (2013) also stated that in writing the introduction section there were 6 mandatory steps. However, for steps 4, 5 and 6 most students did not use all the steps. Namely step 4 (stating differences in previous research), step 5 (showing possible expansion in previous research) and step 6 (Describing briefly the work carried out). So, it can be concluded still many students not only in English Study Program of Muhammadiyah University of Bengkulu lack knowledge about how to write good introduction section in the research

First, step 3 is very important to write because the students have to discuss and make conclusion about their topic with compare it with previous study, give argument the previous study, give critic with the previous study finding and etc. It can make the reader easy to understand the introduction section. Contrast with the result of this research, it found that no one of the students write this step in their introduction section. The statement also support by Swales (1990) theories about move. Move almost similar with the steps of writing introduction section. Epecially in move 2 also discuss about previous studies, he stated that in Move 2: Establishing a Niche [the problem] This action refers to making a clear and cogent argument that your particular piece of research is important and possesses value. This can be done by indicating a specific gap in previous research, by challenging a broadly accepted assumption, by raising a question, a hypothesis, or need, or by extending previous knowledge in some way.

Second, no one students used step 4 about write research problem in writing introduction section. It means that the students only write research question but not write research problem in their introduction section. According to Caulfield (2020) stating the problem in introduction section of research specifically that they need as the subject of a statement that states to help readers see the results of research that focus on the problem being studied.

The last is step 5, give an overview structure of the research. It also found that no one students used this step in their introduction section. It very important because the reader can be able to know what the problem is, how to collect the data, and the instrument that used by writer without read until chapter 3 of the research. They only read in introduction section and can find out more easily all of content in research proposal. According to Caulfield (2020) the last step in writing introduction sections that was describing the structure of the research that students want to conduct or the students describe in general how the research would be conducted.

From the explanation above, it can be concluded that first, there were only a few steps used by English students in writing the introduction section of the thesis, especially in making step 2 (Provide background or summarize existing research), step 3 (Position own approach), that is step (3) not explain the differences between the research with previous study, step 4 (Detail specific research problem), that is not explain about research problem and step 5, that is not describe about structure of research.

Conclusion

Based on the discussion in previous chapter above, it can be concluded that the error made by students in writing introduction section found in 20 thesis were: first step 2 (not explain the previous study), second step 3 (not discuss the previous studies), third step 4 (not state the research problem), and the last one step 5 (did not describe the structure of the study). There were three common error in writing introduction of this research because have the similar total of the error, they are: 3 (not discuss the previous studies), third step 4 (not state the research problem), and the last one step 5 (did not describe the structure of the study).

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