

## The Effect of Grammatical Understanding on the Ability of Writing Thesis Students

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### ABSTRACT

The purpose of this research is to decrypt and analyze whether grammatical understanding affects the writing ability of Semarang University's students thesis and how it affects. This type of research is quantitative research with the type of research is inference used to test hypotheses to determine the influence of grammatical understanding on the ability to write thesis. The sample of this study was students who were preparing the thesis of four courses that were taken randomly. Sampling techniques using probability sampling. Data collection techniques are carried out by direct observation using structured questionnaires. Quantitative data of questionnaire results tested with F-test. While qualitative data from thesis text analysis is analyzed descriptively. The result is that between right and wrong in 10 criteria of grammatically, that is 57.43% true and 42.57% wrong. Based on the F-test results obtained results that the regression coefficient of 0.672 with a significance value of  $0.000 < 0.05$ . This means that the effectiveness of sentences has a positive and significant influence on grammatical understanding in writing thesis. This influence supports the analysis of thesis documents with the findings of 636 sentences from the thesis author. Of the 636 sentences found 429 sentences were grammatical and 207 sentences were not grammatical. The ungrammatically of the sentence is caused by several things, namely sentences without a subject, without predicates, without predicates and predicates, double-substitutes, double predicates, objects preceded by forejectives, substitutes and double-predicates, repeating subjects, without objects, not using the conjunction "bahwa", and inaccuracies in the use of hyphens "then".

**Keywords:** ability to write thesis, effectiveness of sentences, grammatically.

## INTRODUCTION

Mastery of syntax and logical reasoning are two skills that writers must possess when producing scientific articles. The ability to think logically is linked to good grammatical knowledge. Similarly, mastery of grammar is required while writing a thesis so that students may explain their views using correct and logical grammar that is easily understood by readers. "Grammar is a branch of linguistics that explores the principles that control how people communicate. This science belongs to the field of linguistics, which examines language" (Alwi, 2008).

Because of the students' inadequate command of grammar, the *Tata Bahasa Baku Bahasa Indonesia* (Edisi Ketiga) language in the thesis will be misunderstood by the audience. As a result, pupils must be fluent in the language or understand the grammatical structure. The thesis is made up of a series of sentences with a subject, predicate, and object as the highest grammatical unit. Students must understand the capacity to comprehend grammar and syntactic patterns, as well as other components such as vocabulary mastery, syntactic norms, and reasoning/logic level.

Thesis is a scientific paper that presents a problem whose discussion is based on the grammatically data of sentences that are empirical-objective. "Thesis is a scientific paper that expresses the opinion of the author based on the opinions of others. The opinions presented must be supported by empirical-objective data and facts, both based on direct and indirect research. The language used also uses a standard language or scientific language" (E. . Arifin, 2003).

In general, the language used in scientific works has characteristics that can be summarized as follows. Scientific language has specific characteristics.

" These characteristics, among others (1) clear sentence structure and meaning, (2) brief, containing analysis and proof, present the concept in full, (3) carefully in choosing the term / word, spelling, word form, sentence, paragraph, and reasoning, (4) reproduce existing concepts or findings and develop them with new findings or concepts that have never existed, (5) objective, can be measured openly by the public, avoid persona, and subjective expressions, (6) use standard elements, vocabulary / terms, word forms, sentences, scientific reasoning, and (7) consistent in using reasoning, point of view, control of topic variables, problems, use of theoretical foundations, discussions, to conclusions and suggestions" (Widjono, 2005).

However, in reality, it is still found that the thesis author does not fully understand the standard Indonesian language rules. Students have not applied the Indonesian spelling rules correctly, still often found the use of incorrect word choices, as well as ineffective sentences. "The linguistic aspect of scientific work is important to know and understand. Errors in the linguistic aspect can cause errors in reporting the results of their research." (Damayanti, 2016).

Research related to grammatically has been conducted by other researchers. (Rachman et al., 2019) examines grammatical errors in the thesis of the Sam Ratulangi Faculty of Culture students. The results obtained that there are student errors in writing in English caused by interlingual and intralingual factors. Another research conducted by Fahmi, namely grammatical error analysis of translated text (Indonesian-Arabic). The result is as follows. "Found errors include word and verb state morphology, and errors in the syntax of phrases, clauses, sentences, and preposition errors. The error occurred due to the influence of Indonesian language into Arabic" (Fahmi, 2015). Similar research has also been conducted by the author (2013), namely examining the regularity and irregularity of sentence arrangement in the thesis of students who got and did not get Indonesian Language courses at the Faculty of Economics, University of Semarang and Faculty of Animal Husbandry, Diponegoro University. The results obtained show that there are still many sentences not grammatical on the thesis.

This research focuses on the analysis of thematics in the thesis. The results of this study are expected to contribute to students and lecturers to pay attention to aspects of language in the thesis, so that the ideas presented are appropriately understood by the reader.

In this study, the analysis was done on respondents, namely the author of the thesis related to grammatical understanding of sentences in writing the thesis. Analysis of this sentence is done based on language rules to know whether the sentence is grammatical or not. The problem examined is whether grammatical understanding affects the writing ability the thesis of Semarang University's students and how it affects them.

One type of scientific work is the thesis that is the result of pouring out the author's idea. The means of pouring the idea are interconnected sentences that become discourse. "Good discourse must have a topic or subject matter. The topic is a proposition in the form of a phrase or sentence that is at the core of the conversation"(Alwi, H., Soenjono D., Hans L., 2003). In line with this opinion, the thesis is also a discourse that has a topic of conversation whose description is in the form of a sequence of sentences that make up the text or essay.

"Thesis as a whole essay is included in the scope of discourse, in which there is a harmonious meaning among the sentences, as a means of forming elements of discourse. Thesis is a scientific paper that expresses the opinion of the author based on the opinions of others. The opinions presented must be supported by empirical-objective data and facts, both based on direct and indirect research"(E. . Arifin, 2003)

The writing of scientific works including academic writing must be based on the rules of the Indonesian language.

... writing is viewed from the standpoint that by following the rules of Bahasa Indonesia in accordance with the rules of the language, and attending to the context of use of the language, students can produce an academic text. This emphasis is implemented in the following topics covered by the subject Bahasa Indonesia: improved Indonesian spelling, diction, sentence structure, sentences that can effectively express the argument, logic in academic writing, paragraph development, topic and title, objectives and topic sentence, outline, quotation, footnoting and bibliography (Jubhari, 2009)

According to (Efendi S, 2015) that in language is known as grammatical units of sentences, clauses, phrases, words, and morphine. Sentences are generally considered the largest grammatical unit, while morphine as the smallest grammatical unit.

Grammatically is related to conformity with grammar. "Grammatically as a degree of acceptance, we use language models built over shallow features such as parts-of-speech (POS) and chunk tags to estimate the acceptability of a sentence to be part of the summary.... Grammatically, in general, can be defined as the quality of sentence to be well-formed or ill-formed"(Vadlapudi, 2010)

In order for clarity of sentences can be guaranteed needed effective information. This can be realized if the sentences are arranged in accordance with the rules of language regulation, so that grammatical sentences are realized. "An effective sentence has distinctive characteristics, namely the alignment of structure, paralysed form, firmness of meaning, word frugality, cohesion of ideas (cohesion and coherence), variety, and logic of language" (E. Z. & S. A. T. Arifin, 2000). (Chaer, 2009) explained that free sentences have the freedom to stand alone and have independent meaning, but their acceptableness still depends on various factors. These factors are grammatical, semantic, and reasoning. "Each sentence always contains two parts that fill each other. The passage must be able to provide an acceptable and logical understanding" (Putrayasa, 2014). "A statement can be said to be a sentence if it contains at least a predicate and a subject, even though it will be accompanied by a predicate, object, complement, explanation, or does not contains any of those components" (Busri & Badrih, 2018 in Elu & Rahardi, 2020).

Based on some of these definitions it is concluded that grammatical, namely sentences are regularly arranged and manifested when the intertwining of sentences is arranged regularly in accordance with the rules. Meanwhile, the effectiveness of sentences, in addition to their orderly arrangement, is also complemented by cohesion and coherence, structural alignment, shapeal alignment, word frugality, assertiveness of meaning, variety, and language logic.

"The balance between the mind (idea) and the structure of the language used. The coma of this sentence is shown by the unity of a compact

idea and the integration of a good mind. The equivalent of this sentence has several characteristics, namely (a) it has a subject and predicate, (b) there is no double subject, (c) the intra-word conjunction is not used in a single sentence, and (d) the predicate of the sentence is not preceded by the word" (E. Z. & S. A. T. Arifin, 2000)

Meanwhile, according to (E. Z. & S. A. T. Arifin, 2000) the paralytic form is the similarity of the word form used consistently in that sentence. "The firmness of meaning is a treatment of protrusion on the main idea of the sentence" (E. Z. & S. A. T. Arifin, 2000). Another requirement for such sentences to be effective is to do the saving or economical language. The savings in effective sentences according to (E. Z. & S. A. T. Arifin, 2000) are sparingly using words, phrases, or other forms that are considered unnecessary.

The logic is that the idea of sentences is acceptable to reason and the writing is in accordance with the spelling (E. Z. & S. A. T. Arifin, 2000) Language logic is closely related to adequate grammar mastery.

One's language skills, for one, manifest in the skill of choosing the word to be used in a sentence. (Rosyid, 2004) says that the benchmark of word choice concerns (1) the accuracy of expressing ideas by using words carefully, (2) truth (conformity) with the use of language rules, (3) the regularity of word use, and (4) the use of effective words (words that are not mubazir). Harmony in choosing words must also be considered so that essays are of standard language value. "The author should pay attention to (1) the use of general dictionary and good synonymous dictionary, (2) new word entry, (3) effort to read as many types of writing as possible. In addition, choose words that mean denominations or connotations, choosing concrete and abstract words" (Aleks A dan Achmad HP, 2010)

Diction is used to express the right word and suitable for pouring ideas. "The accuracy of a word choice questions the ability of a word to give rise to the right ideas in the imagination of the reader or listener, such as what the author or speaker thinks or feels" (Keraf, 2000). This opinion is also affirmed by other opinions. "The use of a single word instead of an expression that is two or more years old can sometimes strengthen and reflect the diction in the writing, but a concise expression makes diction more information-laden. Excessive use of *pewatas* can reduce the strength and carefulness of diction" (Aleks A dan Achmad HP, 2010)

In writing scientific papers, the author must also pay attention to the suitability of diction that the diction used is adjusted to the situation. This is in accordance with the following opinions.

"The suitability or suitability of word choices makes it question whether we can express our thoughts in the same way in all the opportunities and environments we enter. There is an atmosphere that demands the language wearer to act more formally, there is also an atmosphere that does not require formal action. The formal atmosphere requires a formal language,

while the non-formal atmosphere requires no formal language" (Keraf, 2000)

Keraf's opinion was also supported by Rosyid. "The issue of conformity, i.e. the suitability of the situation or the atmosphere of its size is counterproductive to the situation and conditions" (Rosyid, 2004)

Sentence builder in scientific paper writing (thesis) requires the author's carefulness in putting the element of sentence forming so that there is no confusion of the sentence. "In composing a sentence it takes carefulness to put the word or if the word in question is mis-placed, the reader or listener is disturbed by the process of understanding. In order for the idea or idea of a sentence to be easy to understand, each function of the sentence section, namely subject, predicate, object, and description must support one idea" (Riana, 2013). The term *Badudu* (in Riana, 2013) is a ambiguous or contamination sentence, which is a sentence that is chaotic in order, but shows distinctive features. If you are in error, then know that You are erring in this world and in the Heresy.

In writing the thesis should also pay attention to the spelling rules. "Spelling is the rules of how to describe sounds (words, sentences, etc.) in the form of writing (letters) and the use of punctuation" (Latief, 2001). In the *Pedoman Umum Ejaan Bahasa Indonesia yang Disempurnakan dan Pedoman Umum Pembentukan Istilah* (2014:14-54) it is explained that spelling includes the use of italics and capital letters, word writing, absorption element writing, and the use of punctuation.

## METHOD

This type of research is quantitative research with the type of research is inferential to test the hypothesis to know the influence of grammatically (accuracy of spelling mastery, accuracy of word selection, and effectiveness of sentences) on the ability to write thesis students of the University of Semarang, namely in the Bachelor of Law Majors, Bachelor of Accounting Majors, Bachelor of Management Majors, and Bachelor of Information System Majors. The research in this thesis is based on prior studies that show that many thesis's languages do not use proper syntax and that many phrases are ineffective. It is intended that by conducting this research, it will help to ensure that the sentences in the thesis follow the laws of grammar. The selection of the 4 majors can represent the population of this study. The population in this study is the student of 4 majors graduated in April 2020. Based on the graduation in October 2019, the number of students of the 4 majors graduated as many as 566 people (198 student of Bachelor of Management, 234 student of Bachelor of Accounting, 59 student of Bachelor of Communication Science, and 79 student of Bachelor of Law), so that the population in this study used the data.

The sample of this study is the 4th student of the research object study program who is preparing the thesis. Sampling techniques use probability sampling that provides equal opportunities for each element of the population to be selected as a member of the sample.

The number of samples in this study used the Slovin method. Based on Slovin formula, obtained a sample of 85 people from the 4 Majors, namely 30 students from Bachelor of Management, 35 students from Bachelor of Accounting, 8 students from Bachelor of Communication Science, and 12 students from Bachelor of Law.

### Hypothesis Testing

This research was conducted during the Covid-19 pandemic, so that data collection techniques were conducted by distributing questionnaires to students through an online system to students. As a result, 75 students filled out questionnaires. After being evaluated, the number of eligible questionnaires is 70 pieces, so the next data analysis uses 70 questionnaires.

Research data collection techniques through direct observation to the field using structured questionnaires. Primary data consists of the accuracy of spelling implementation; accuracy of word selection; effectiveness of sentences. The accuracy of spelling, accuracy of word selection, and the effectiveness of sentences are measured based on the opinion of students (currently compiling a thesis on the indicators obtained by several definitions. The accuracy of spelling application, accuracy of word selection, and effectiveness of sentences with modified Likert scale with even answers (rating scale), are as follows:

Very Understand	: 4	Don't Understand	: 2
Understand	: 3	Really Don't Understand	: 1

Secondary data in the form of literature studies, namely data collection techniques through written materials from books related to the problem studied (research results) as well as research similar thesis documents. Meanwhile, the data sources used are theories that reveal aspects of the accuracy of spelling, accuracy of word selection, and effectiveness of sentences.

Testing this hypothesis uses F-tests to test the effect of free variables (X1, X2, X3) on non-free variables (Y) through equations:

$$Y = a_1 + b_1X_1 + b_2X_2 + b_3X_3 + e$$

Descriptions:

X<sub>1</sub>: accuracy of spelling implementation

X<sub>2</sub>: accuracy or word choice

X<sub>3</sub>: effectiveness of sentences

Y: student ability on writing thesis

a: constant

e : error rate

$b_1$ ,  $b_2$ , and  $b_3$  is the coefficient value of each independent or free variable.

The hypothetical formulation of the equation is:

$H_0$ :  $b_1, b_2, b_3 = 0$ , there is no significant influence between the variables X1, X2, and X3 on the variable Y

$H_1$ :  $b_1, b_2, b_3 \neq 0$ , there is significant influence between the variables X1, X2, and X3 on the variable Y

The decision-making criteria is if the  $F_{count} < F_{table}$  or  $sig > \text{Significance } 0,05$  (5%),  $H_0$  accepted dan  $H_1$  rejected, means there is no significant influence on each X variable with the Y variable together or  $sig < \text{significance of } 0.05$  (5%),  $H_0$  is rejected and  $H_1$  is accepted, meaning there is a significant influence of each variable X with variable Y together.

In addition to the F test, in this study also used t test the significance of each independent variable against dependent variables, with the following hypothesis formulation.

$H_0$ :  $\beta_1, \beta_2, \beta_3 = 0$ , means independent variables do not significantly affect dependent variables.

$H_1$ :  $\beta_1, \beta_2, \beta_3 \neq 0$ , means independent variables significantly affect dependent variables.

The test criteria is if  $t_{count} < t_{table}$  or  $Sig > 0,05$ ,  $H_0$  accepted and  $H_1$  rejected, independent variables do not significantly affect dependent variables; jika  $t_{count} > t_{table}$  or  $Sig < 0,05$ ,  $H_0$  rejected and  $H_1$  accepted, independent variables do not significantly affect dependent variables.

## FINDINGS AND DISCUSSION

### Student Response to Accuracy of Spelling Implementation, Word Choice, and Effectiveness of Sentences

Based on data, the average student understands (43.90%) and very understanding (51.77%), or almost all students (95.67%) understand the accuracy of spelling implementation in the thesis. Word selection data shows that (89.53%) students understand the accuracy of word choice in the thesis.

Furthermore the student's response to understanding the effectiveness of sentences, that 59.84% of students understand and even 20.91% strongly understand the 19 criteria of effectiveness of sentences, only 1.34% strongly do not understand and 16.6% do not understand. However, there are still criteria for the effectiveness of elusive sentences, namely avoiding the use of superordinate in word hypnotheism (32.9% do not understand), form equality (31.4% do not understand), and intra-word hyphens are not used in single sentences (28.6% do not understand).



## Analysis of Thesis Writing Ability

From the results of the data process, obtained the answer data is really wrong student ability in writing the thesis as presented in table 1.

Table 1:  
Results of Analysis of Thesis Writing Ability

No	Criteria of Thesis Writing Ability	Percentage (%)	
		Correct	Wrong
1.	Use of letters	52,9	47,1
2.	Use of punctuation	48,6	51,4
3.	Accuracy of word meaning	67,1	32,9
4.	Unambiguous	68,6	31,4
5.	Structural coma	52,9	47,1
6.	Parallels of form	68,6	31,4
7.	Word frugality	61,4	38,6
8.	Precision	65,7	34,3
9.	Logic	41,4	58,6
10.	Accuracy of spelling	47,1	52,9
	Average	57,43	42,57

In table 1, it appears that between correct and wrong in 10 criteria of thesis writing ability, the correct average is 57.43% and the wrong one is 42.57%. This data supports the three X variables as described earlier, namely 95.67% understand/very understand the accuracy of spelling implementation, 89.53% understand/strongly understand the choice of words (diction), and 80.75% understand/strongly understand the effectiveness of sentences.

## The Effect of Spelling Accuracy, Word Choice, and Effectiveness of Sentences in Thesis Writing

### 1. Reliability Test Instrument

This test aims to measure the level of capability of an instrument, so that data is obtained consistently and without errors. The measuring technique used in the study was the Alpha Cronbach technique whose reliability index was declared reliable if the price of  $r$  obtained was at least 0.60. The existing values are entered into the formula and return the value of the reliability coefficient as presented in table 2.

Table 2:  
 Instrument of Reliability Testing

No	Variable	Alpha	Standard Alpha	Description
1.	Spelling accuracy implementation (X <sub>1</sub> )	0,830	0,60	Reliable
2.	Word choice accuracy (X <sub>2</sub> )	0,772	0,60	Reliable
3.	Effectiveness of sentences (X <sub>3</sub> )	0,929	0,60	Reliable

From the calculation of the instrument reliability index tested it can be interpreted that the value or price of *r* obtained above 0.60. This means that the scale structured is reliable.

## 2. Multiple Regression

Multiple linear regression analysis is performed to determine the effect of independent variables on the accuracy of spelling implementation (X<sub>1</sub>), accuracy of word selection (X<sub>2</sub>), and effectiveness of sentences (X<sub>3</sub>) on thesis writing ability dependent variables (Y) presented in the following table. The following tables 3, 4 and 5 present multiple regression tests.

Table 3:  
 Summary of Model Parameter Estimation Results

Model	R	R squares	Adjustable R squares	Standard estimation of errors
1	0,648 <sup>a</sup>	0,601	0,664	2,105

<sup>a</sup>Predictors: contant, X<sub>3</sub>, X<sub>2</sub>, X<sub>1</sub>

Table 4:  
 Variant Analysis Results (Anova)<sup>a</sup>

Model	Sum of squares	db	Average of squares	F	Signification	
1	Regression	73,408	3	24,469	5,521	,002 <sup>b</sup>
	Residual	292,534	66	4,432		
	Total	365,943	69			

<sup>a</sup>Dependent variable: Y

<sup>b</sup>Predictors: constant, X<sub>3</sub>, X<sub>2</sub>, X<sub>1</sub>

Table 5:  
 Regression Coefficient<sup>a</sup>

Model		Unstandardized coefficients		Standardized coefficients	t	Signification
		b	Standard error	beta		
1	Constant	26,342	2,076		12,688	,000
	X <sub>1</sub>	0,511	0,180	,410	2,841	,001
	X <sub>2</sub>	0,503	0,591	,527	0,700	,002
	X <sub>3</sub>	0,620	0,652	,672	0,386	,000

<sup>a</sup>Dependen variable: Y

Based on table 4, 5, and 6 above, the regression equation obtained is:

$$Y = \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$$

$$Y = 0,410 X_1 + 0,527 X_2 + 0,672 X_3$$

Descriptions:

Y = thesis writing ability

X<sub>1</sub> = spelling implementation accuracy

X<sub>2</sub> = word choice accuracy

X<sub>3</sub> = effectiveness of sentences

$\beta_1, \beta_2, \beta_3$  = coefficient of regression

The multiple linear equation can be concluded as follows.

- 1) The regression coefficient indicates that the accuracy of spelling application has a coefficient value of positive 0.410 ( $\beta_1$ ). This indicates that the better the accuracy of the spelling application received will further improve the ability to write thesis.
- 2) The regression coefficient indicates that the accuracy of word selection has a positive coefficient value of 0,527 ( $\beta_2$ ). This indicates that the more precise in the accuracy of word selection done will further improve the ability to write thesis.

The regression coefficient indicates that the effectiveness of the sentence has a positive coefficient value of 0,672 ( $\beta_3$ ). This indicates that the higher the effectiveness of the sentence performed will further improve the ability to write the thesis

### 3. Model Test

#### a. Anova Test (F-Test)

Anova test or F-test is a statistical test whose function is to find out if the accuracy of spelling application, accuracy of word selection, effectiveness of sentences together affect the ability to write thesis. The results showed that

F-count was 5,521 with a significance value of  $0.002 < 0.05$ . This means that the variable accuracy of spelling implementation, accuracy of word selection, effectiveness of sentences together affect the ability to write thesis.

#### **b. Coefficient of Determination ( $R^2$ Test)**

The adjusted R square (R square) coefficient is used to determine how much the free variable affects bound variables. The result of calculation of regression estimation obtained the result that the value of the determinant coefficient (Adjusted R square) of 0.664. This means that 66.4% of changes to thesis writing ability (Y) dependent variables can be explained by changes in independent variables of spelling implementation accuracy, word selection accuracy, and sentence effectiveness. While the remaining 33.6% is explained by other variables not proposed or described in this research model.

### **4. Hypothesis testing**

#### **a. T Test (partial influence)**

Partial tests were used to test the hypothesis of the effect of the accuracy of spelling, accuracy of word selection, and the effectiveness of sentences on the randomness of sentences in the thesis individually with a degree of significance  $\alpha = 0,05$ .

##### **i. First hypothesis testing**

The first hypothesis tested the effect of spelling accuracy on thesis writing ability. A positive coefficient of 0.410 with a significance of  $0.001 < 0.05$  was obtained. This implies that the first hypothesis is accepted. This means that the accuracy of spelling implementation has a positive and significant effect on the ability to write thesis.

##### **ii. Second hypothesis testing**

The second hypothesis tests the effect of word selection accuracy on the ability to write thesis. A positive coefficient of 0.527 with a significance of  $0.002 < 0.05$ . This implies that the second hypothesis is accepted. This means that the accuracy of word selection has a positive and significant influence on the ability to write thesis.

##### **iii. Third hypothesis testing**

The third hypothesis tests the effect of sentence effectiveness on thesis writing ability. A positive coefficient of 0.672 with a significance of  $0.000 < 0.05$  was obtained. This implies that a third hypothesis is accepted.

This means that the effectiveness of sentences has a positive and significant influence on the ability to write thesis

### **Forms of Influence of Grammatical Understanding on Thesis Text**

Based on the analysis of four documents, found 730 sentences consisting of 636 sentences from the author of the thesis and 94 sentences in the form of quotations of other people's opinions. Of the 636 sentences found 429 grammatical sentences and 207 sentences that are not grammatical.

Grammatical sentences or sentences that are organized because of the location of sentence-forming elements, namely subjects, predicates, objects, descriptions, and complements in accordance with the rules of grammar. Meanwhile, the findings of sentences that are not grammatical are caused by several things, namely sentences without subjects, without predicates, without predicates, 2 subjects, 2 predicates, forward-speech objects, 2 subjects and 2 predicates, repeating subjects, use of hyphens then, sentences too long, wrong sentence patterns. Discover the other is the inaccuracy of choice (29 pieces), the incompatibility of diction mismatch (12 pieces), the use of synonyms (12 pieces), the influence of foreign terms in which, do not use that word (16 pieces) as a conjunction, and the mis-application of spelling.

Here's an exposure to examples of ungrammatical sentences found in the study.

#### **1. Structural Inequality**

##### **a. Sentence without Subject**

Based on the results of the study found sentences that are not grammatical because it is not subjected as examples of the following sentences.

- (1) After being explained at length about the purpose and purpose of the researcher, then the source has understood and is willing to provide the data completely in accordance with what the source knows.

The subject of the sentence (1) is preceded by a hyphen *then* and there are some words that are unuseful. Here's an overhaul of the sentence.

- (1a) After explaining the purpose and purpose of the researcher, the source already understands and is willing to provide complete data in accordance with what the source knows.

The subject of the sentence (1a) is *the source*, the predicate is *already understands and is willing to provide complete data in accordance with what the source knows*, and after explaining the purpose and purpose of the researcher as a description. Sentence (1a) patterned A-S-P. So, the sentence is grammatical.

## b. Sentence without Predicate

The findings of sentences without predicates as examples of the following sentences.

- (2) According to the information Shafa, one of the people who is suitable for the source place because it matches the criteria that the source.

In the sentence (2) it is necessary to add the predicate *is*. Correction of the sentence is as follows.

- (2a) According to the information, Shafa is one of the people who is suitable to be a source because it meets the criteria sought by researchers.

The subject of the sentence (2a) is *Shafa*, the predicate is “*is*”, and *one of the people who is suitable to be a source because it meets the criteria sought by researchers* serves as a complement. Sentence (2a) patterned S-P-C and grammatical.

## c. Sentence without Subject and Predicate

The following are examples of research findings of sentences without subjects and without predicates.

- (3) While the dependent variable used in this study is the customer's interest in using savings products.

Error sentences (3) are caused by the use of the word *while* in a single sentence, so the subject is unclear. The following is an improvement of the sentence.

- (3a) Dependent variables used in this study are customers' interest in using savings products. (Faculty of Economics)

The subject of the sentence (3a), is *Dependent variables used in this study*, the predicate is “*are*”, and the complementary is *customers' interest in using savings products*. Sentence (3a) patterned S-P-C and grammatical.

## d. Sentence with 2 Subjects and 2 Predicates

The findings of sentences that have 2 Subject and 2 Predicate are described in the following sentences.

- (4) The first source explained his opinion on the communication between him and his coach, he admitted at the time of the game he only heard words or suggestions from his coach while at training he and his coach exchanged ideas and the coach gave input to his athletes.

In sentence (4) there are two subjects, namely *The first source* and “*he*”, and two predicates, namely *explained* and *admitted*. The correction of the sentence is as follows.

- (4a) The first source explained his opinion on the communication he and his coach.
- (4b) He claimed at the time of the game to only hear words or suggestions from his coach while at training he and his coach exchanged ideas and the coach gave input to his athletes.

The subject of the sentence (4a) is *The first source*, the predicate is *explained*, and the complementary adalah *The first source explained his opinion on the communication he and his coach*. Sentence (4a) patterned S-P-C. In the sentence (4b), the subject is *He*, the predicate is *only hear*, the adverb is *the time of the game*, and the complementary is *words or suggestions from his coach while at training he and his coach exchanged ideas and the coach gave input to his athletes*. Sentence (4a) patterned S-P-K-C and grammatical.

#### e. Subject with Prepositions

The findings of the study with the subject with prepositions are exemplified in the following sentence.

- (5) Regarding the rights and obligations of employers and workers are not only regulated in the employment agreement, but also regulated in the Company's Regulations.

The improvement of the sentence is the preposition *regarding* eliminated. Here's the fix.

- (5a) The rights and obligations of employers and workers are not only stipulated in the employment agreement, but also regulated in the Company's Regulations.

The subject of the sentence is *The rights and obligations of employers and workers* and the predicate is *not only stipulated in the employment agreement, but also regulated in the Company's Regulations*. Sentence (5a) patterned S-P. So, the sentence is grammatical.

#### f. Sentence with 2 Predicates

Here's an example of the sentence in question.

- (6) This research is a replica of the research (Randhoni & Ratnasari, 2018) researching the influence of knowledge, Quality of Service, Products and Religiosity on Customer Interest to Use Savings Products in Sharia Micro Finance Institutions.

Sentence (6) has two predicates, namely *is* and *researching*. In order for the sentence to be grammatical *researching* as the second predicate must be eliminated. Here's an overhaul of the sentence.

- (6a) This research is a replica of the research (Randhoni & Ratnasari, 2018) the influence of knowledge, Quality of Service, Products and Religiosity on Customer Interests To Use Savings Products In Sharia Micro Finance Institutions.

The subject of sentence (6a) is *this research*, the predicate is “*is*”, the complementary is *a replica of the research (Randhoni & Ratnasari, 2018) the influence of knowledge, Quality of Service, Products and Religiosity on Customer Interests To Use Savings Products In Sharia Micro Finance Institutions*. Sentence (6a) patterned S-P-C. Thus, the sentence is grammatical.

### g. Plural Wording

Plural wording is also found in the thesis.

- (7) Until finally forget the generations under these champions.

The sentence is not grammatical because the subject begins with a hyphen *until* and wording a word that already has plural meanings, namely *these champions*. To correct the sentence, that is, eliminate the hyphen *until* and eliminate the repetition of the word *these champions*. Here's the correction of the sentence (7).

- (7a) Finally forget the generations under those champions.

### h. Word Synonymity

The use of synonyms used simultaneously to represent the same idea is exemplified as follows.

- (8) Cooperatives save loans are non-bank financial institutions that provide loans only to their members only.

The use of synonyms in sentences (8), i.e. *only to* and *only* is ineffective sentences. The correction of the sentence is as follows.

- (8a) Cooperatives save loans are nonbank financial institutions that provide loans only to their members.

### Analysis of Diction Inaccuracies

“Inappropriate choice of words causes different meanings, as well as does not conveying the message correctly” (Wijayanti, *et.all.*, 2014).

The diction inaccuracies found in this study were word pairing errors, hyphenation errors, word misreacts, pronouns, pronouns, and synonym usage errors.



### a. Word pair inaccuracies

Here are the findings of sentences with word pair inaccuracies.

- (9) Regarding the rights and obligations of employers and workers are not only regulated in the employment agreement, yet regulated in the Company's Regulations.

Hyphen *yet* used for two stand-alone sentences, but opposite each other, while the hyphen *but also* used for a sentence consisting of a conflicting two clauses (Nuryriana, 2017). Therefore, the correct hyphen for a sentence (9) is *but also*. In addition, the word *about* which means *about it*, i.e. *parikel* (Ministry of National Education, 2016:666) is not placed in front of the subject because it causes the subject of the sentence to be unclear. Thus, the improvement of the sentence is as follows.

- (9a) The rights and obligations of employers and workers are not only regulated in the employment agreement, but also regulated in the Company's Regulations.

In addition, sentences are also found using hyphens *then* that innaccurate. Hyphen *then* is a conjunction to express the consequences or implications of (Departemen Pendidikan Nasional, 2016). Hyphen *then* in the following sentence is an example that is not appropriate in its use because it results in the sentence is not subjected.

- (10) When there is a risk to the customer, he will get a claim for compensation in the form of funds that vary depending on the amount of premium.

Correcting the sentence is to remove the hyphen *then* so that the sentence is subjected..

- (10a) When there is a risk to the customer, he will get a claim for compensation in the form of funds that vary depending on the amount of premium.

### a. Diction Mismatch

The findings of the diction mismatch study are described in the following sentence examples.

- (11) One of the badminton union that is on the rise besides Djarum is Jaya Raya Jakarta.

Diction incompatibility in sentences (11) is the use of the term *on the rise* which is a word meaning connotation. Suitable diction is *famous*. Based on this argument, the improvement of the sentence is as follows.

- (11a) One of the most famous badminton union, besides Djarum, is Jaya Raya Jakarta.

## b. Use of the word *saat* to indicate the time

Here's an example of a sentence that uses the word *saat* incorrectly.  
(12) This association was born on the idea of the Governor of DKI Jakarta at that time, Ali Sadikin, who was followed up by property entrepreneur Ir. Ciputra.

In *Great Dictionary of Indonesian* (2016:1196) that the word *when* (meaning is a short time) is a type of noun. To designate *time* must be equipped with a preposition of *where it is located*, i.e. prepositions *on*. To point the time must be equipped prepositions of where it is located, i.e. prepositions *on*. "For the preposition "place to be" states the occurrence of events, actions, or circumstances occurring. Included prepositions are words in, on, in, and between" (Chaer, 2009). In the sentence there is also a joint writing error of the word, namely followed up and the writing of the word property. Based on this argument, the improvement of the sentence (12) is as follows.  
(12a) This association was born on the idea of the Governor of DKI Jakarta at the time, namely Ali Sadikin, who was followed up by a property entrepreneur, Ir. Ciputra.

## Analysis of Indonesian Language Spelling Errors

The findings of misspellings of spelling are as follows.  
(13) The most widely used communication by coaches and athletes is verbal communication in during training, matches and at times outside of training time  
Analysis of sentences (13) is as follows. Preposition *in* according to the improvement of the sentence (19) is as follows.  
(13a) The most widely used communication by coaches and athletes is verbal communication during training, matches, and at times outside training time.

## CONCLUSION

Based on the analysis of the influence of grammatical understanding on student thesis, Semarang University concluded that the accuracy of spelling application, accuracy of word selection, and effectiveness of sentences have a positive and significant influence and jointly affect the generality of sentences in the thesis. Based on the analysis of sentence data grammatically, overall that between right and wrong in 10 grammatically criteria, the correct average 57.43% and the wrong 42.57%. 80.75% understand/strongly understand the effectiveness of sentences. In addition, from the analysis of documents also corroborates that grammatical understanding affects the writing ability of students of Semarang University.

Ungrammatically is also found in the thesis caused by several things, namely without the subject, without predicates, without subjects and predicates, 2 subjects, 2 predicates, preposition objects, 2 subjects and 2 predicates, repeating the subject, the use of hyphens *then*, sentences too long, wrong sentence patterns. In addition, errors were also found due to diction selection inaccuracies, diction mismatch, use of synonyms, influence of foreign terms where, not using that word as a conjunction, and misspellings of spelling.

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