



ANALYZING GRAMMATICAL ERRORS FOUND IN STUDENTS' ABSTRACT WRITING

Moh. Imam Subuhi¹

English Literature Department, Faculty of Humanities, Jenderal Soedirman University,
Purwokerto, Indonesia

moahamad.imam.subuhi@unsoed.ac.id

Tri Wahyu Setiawan Prasetyoningsih²

English Literature Department, Faculty of Humanities, Jenderal Soedirman University,
Purwokerto, Indonesia

tri.wahyu@unsoed.ac.id

Bivit Anggoro Prasetyo Nugroho³

Language Education Department, Faculty of Humanities, Jenderal Soedirman University,
Purwokerto, Indonesia

bivit.nugroho@unsoed.ac.id

Vera Krisnawati⁴

Language Education Department, Faculty of Humanities, Jenderal Soedirman University,
Purwokerto, Indonesia

vera.krisnawati@unsoed.ac.id

Abstract

The purpose of this study is to identify students' inaccuracies in writing English abstracts, specifically the frequency and types of errors that frequently occur. This study took a qualitative descriptive method. The data for this study were acquired from a thesis in the English Literature Study Program environment in the form of English abstract writing. The sample in this study was chosen at random. The collected data was subsequently analyzed using descriptive analytic techniques. The study results showed that there are various errors in writing abstract, which are classified into several types of errors, such as mis formation, omissions, additions, and disordering. According to the findings of this study, mis formation is a type of error that is frequently observed in student writing.

Keywords: error analysis, writing, abstract

Introduction

Writing, according to Nunan, is a complex language activity that occurs not only in foreign language learning but also in second and even first language learning (Nunan, 1989). As a result, writing skills are difficult for someone studying a foreign language. It is due to the fact that it does not only involve language elements such as lexical, syntactic, and semantic differences from the first language, but also other factors.

Writing academic papers is one of the graduation requirements for students. It is written in a systematic manner in accordance with certain rules. Academic papers are classified into several types, according to Jauhari, including research reports, papers, academic papers, theses, dissertations, and proposals (Jauhari, 2010). The abstract is a critical component of

any academic paper. This is due to the fact that the abstract contains the essence of the writing. The abstract also serves as a guideline for the academic paper's content. The abstract also determines whether or not readers will be interested in reading the paper.

An abstract is a brief summary of the contents of a document that includes key parts of a paper or scientific work and describes the content and scope of the paper or scientific work (Wulandari, 2014). Furthermore, an abstract is a type of information presented in scientific works such as reports and theses in order for the reader to quickly understand the contents written briefly. In other words, an abstract is a concise but accurate statement of the document that does not include any comments or criticism and does not specify for whom the abstract was created.

Writing an abstract in English requires accordance to the correct English writing rules, in this case in accordance with the correct structure. According to the survey results of ten randomly selected student abstracts, there were still numerous errors in writing in the abstract section.

According to Brown, an error is a clear deviation from the grammar of a native speaker, implying that language learners make mistakes due to their limited knowledge of the English language's rules (Brown, 2006). Moreover, Ellis states that errors reflect knowledge gaps because learners are unfamiliar with English grammar (Ellis, 1989). Furthermore, it described several methods for categorizing these errors into grammatical categories. These are omission errors, form errors, and placement errors. Writing in English is also regarded as the most difficult skill to master, according to Safraz (Safraz, 2011) and Ridha (Ridha, 2012). It is due to the fact that writing is a complex process that necessitates cognitive analysis and linguistic synthesis. Furthermore, Lyons states that grammar is one of the most difficult issues that students encounter when learning English (Lyons, 1981).

Method

In this study, a descriptive research method was used with a qualitative approach. According to Creswell, qualitative research is defined as methods for exploring and comprehending the meaning derived from social or humanitarian problems (Creswell, 2014). The process of conducting qualitative research entails a number of significant steps. They include asking questions and following procedures. Then, it is followed by data collection from participants, data analysis inductively, and data interpretation. The method of analysis used in this study was similar to Moleong's method and it is adapted to the study's objectives (Moleong, 2004). The objective is to analyze the errors in the English abstract in order to determine the causes of these errors. The study was carried out at Jenderal Sudirman University's Faculty of Humanities. This study was carried out to discover grammatical errors and the reasons that caused these errors to appear. The English abstract writing of students who graduated in 2018-2019 is the focus of this study.

Data analysis, according to Miles, is a series of three flows of activities that include data collection, data display, and conclusion (Miles et al., 2013). This is the process of data analysis used by researchers in conducting this research.

Findings and Discussion

Based on the data found, this section analyzes English grammatical errors. Using Ellis' theory, the researcher examined these errors (Ellis, 1989). The distribution of errors is as

follows: the most errors are in the formation error category 44%, followed by omission errors 33%, and the fewest are in the disordering error category 23%.

Formation error

The most common type of error discovered was formation errors, which occurred when students used Indonesian grammatical structures to write English abstracts. According to Ellis, the misuse of form is an error in the conversion of grammatical forms into other grammatical forms (Ellis, 1989). Formation error found can be seen in Table 1.

Table 1. The formation errors that were discovered.

| No. | Data | | Type |
|-----|------------|--|--------------------------------------|
| 1 | Error | ... it can be applied on all sectors | Incorrect use of prepositions. |
| | Correction | ... it can be applied for all sectors | |
| 2 | Error | This research carried out to know the factors that influence ... | Incorrect use of passive sentence. |
| | Correction | This research was carried out to know the factors that influence ... | |
| 3 | Error | After conducting this study, it was showed that ... | Incorrect use of ending <i>-ed</i> . |
| | Correction | After conducting this study, it was shown that ... | |
| 4 | Error | The second factor were ... | Incorrect use of <i>to be</i> . |
| | Correction | The second factor was ... | |

Based on the data collected, it was discovered that the most common English errors were formation problems connected to errors in the use of prepositions, passive verbs, changes in the form of the verb with the suffix *-ed*, and the use of *to be*. The preposition *on* is incorrectly used in the sentence ...it can be applied on all sectors... To make it a proper sentence, it should be replaced with *for* preposition. The phrase *apply for* is used to say the purpose of application. Since the author did not correctly build the verb *applied*, which is connected to the preposition *for*, the mistakes are categorized as formation errors.

A passive sentence is one in which the subject does not carry out the verb's action. In contrast, the verb's action is performed on the subject in a passive sentence. Errors in formation can also be observed in passive sentences. This research carried out to know the factors.... In the sentence, it appears that This research performed the action of carried. While it is well known that This research takes no action. As a result, the sentence is better suited for passive sentence formation. Because the author did not properly construct the sentence into a passive sentence, this error belongs to a formation error.

There are two kinds of verb modifications in the past participle form: irregular verbs and regular verbs. To make a regular verb into a past participle in English, add *-ed* to the base verb or infinitive verb. An irregular verb is one whose conjugation follows a distinct pattern. The past participle for irregular verbs typically ends in *-en* or *-t*. It was shown that... is an example of an English sentence formation error. The past participle of the verb *show*, become *shown*, is the infinitive. This mistake was committed by changing the verb *show* to the past participle *shown*.

The correspondent of the verb and subject in a sentence, whether singular or plural subject, is known as subject-verb agreement. Another type of formation error that is frequently seen is subject-verb agreement. The error is dominated by the use of *to be* that does not correspond to the subject of the sentence, as in the sentence the second factor were With the second factor as a singular subject, the sentence should use the singular *to be* rather than the plural *were*. As a result, it is possible to deduce that there is an error in the formulation of the use of *to be* plural when paired with the singular subject. The subject and verb of a sentence must match; if the subject is singular, the verb form must similarly be singular.

Omission error

The second most common type of error is omission, which occurs when students omit an element of a sentence that should be present in order for the sentence to be grammatically correct. According to Ellis, omission errors occur when students omit necessary parts of a sentence, causing the sentence to become ungrammatical (Ellis, 1989). There were several omission errors discovered, as shown in Table 2.

Table 2. The omission errors that were discovered.

| No. | Data | | Type |
|-----|------------|--|---|
| 1 | Error | The purpose of the research to find ... | Error caused by the omission of <i>to be</i> . |
| | Correction | The purpose of the research was to find ... | |
| 2 | Error | This research was survey research which was used for ... | Error caused by the omission of article. |
| | Correction | This research was survey research which was used for ... | |
| 3 | Error | ... that match with the consumer demand ... | Error caused by the omission of apostrophe s ('s) which express the meaning of possession |
| | Correction | ... that match with the consumer's demand ... | |

Based on the data collected, it was discovered that the most common English errors are omission errors. It was about errors in the usage of omissions *to be*, articles, and apostrophes.

The first example of an omission error is associated with *to be*. The term *to be* can be used to signify a location as well as something that exists, is happening, or has some other characteristic. It can also be used to express the subject's identity or quality. The sentence the goal of the research is to find... is an example of a *to be* error omission. That sentence is categorized as having an error omission since the verb *to be* is missing from that sentence. The author forgets to include *to be* in a sentence that has the subject of the purpose of the research. *Was* is an appropriate match for the subject. Additionally, it's also in the past tense and in the singular form. So, it can be determined that there is an error in that sentence due to the author's irresponsibility in using the singular form of *to be* in a sentence with the subject of the objective of the research.

The following error is the omission of an article. Articles are terms that specify whether a noun is specific or nonspecific. Furthermore, the indefinite article has two forms. When it comes before a word that starts with a consonant, it is the word a. When it comes before a word that starts with a vowel, it's the word an. The indefinite article suggests that a noun relates to a broad concept rather than a specific entity. The error in this article's omission can be observed in the following example sentence: This research was survey research. The indefinite article a or an is required for the noun survey research. Due to the fact that the noun phrase's first consonant is s- (survey), the article an is required to complete the noun phrase. As a result, the sentence would be better if it were changed to This was a survey research project. As a result, it is possible to deduce that the writer committed an error in the article omission in the noun phrase survey research.

Next, there is a mistake in the ownership information that is omitted. To signify ownership, the suffix -'s can be applied to nouns. It employs possessive -'s to indicate that something or someone belongs to a person. It is associated with a location, or demonstrates the link between individuals. The possessive -'s is always followed by a noun. In Table 2, the omission of the apostrophe -'s to denote ownership is an example of an inaccuracy in the phrase consumer demand. As a result, the sentence that should be written corresponds to the consumer's demand. As a result, in the sentence with the consumer demand, an apostrophe -'s is required to show that the consumer owns the desire.

Order error

The following error is a order error, which is characterized by incorrect placement of a morpheme or group of morphemes in the order process. According to Ellis, disordering is an error in which words are placed in the incorrect order (Ellis, 1989). Table 3 shows the placement errors that were discovered:

Table 3. The order errors that were discovered.

| No. | Data | | Type |
|-----|------------|---|--------------------------------|
| 1 | Error | This research was aimed to explore the quality of the program implementation of ... | Misplacement of a noun phrase. |
| | Correction | This research was aimed to explore the quality of the implementation program of ... | |
| 2 | Error | This research was a survey research which was used for explanatory purposes and confirmatory. | Error in parallel placement. |
| | Correction | This research was survey research which was used for explanatory and confirmatory purposes. | |

The noun phrase is associated with the first order error discovered in this study. A noun phrase is also known as a noun phrase. It is a phrase that has a noun or a pronoun as its head and serves the same grammatical function as a noun. The following sentences demonstrate the inaccuracy in the order of this noun phrase: ... to explore the quality of the program implementation of.... It is clear that there is a mistake in the order of the nouns in the noun phrase the program implementation of. The sentence must be corrected by the implementation program of.... As a result, there are some examples of phrases in which the noun phrase's grammatical order is error.

The final example of an order error can be found in this sentence: ... used for explanatory purpose and confirmatory. A parallel form error has been made in that sentence. This error focuses more on messing up the arrangement of parallel form. The conjunction and is also used in the phrase to show the parallel form. There are other descriptions of the two items: explanatory purpose and confirmatory purpose.

Because the two items have the same core (purpose) but different details (confirmatory and explanatory), they can be combined using the conjunction and. It is not necessary to write the combination of the two things by repeating the word purpose twice. It is sufficient to write the term purpose in parallel form, but the writing only relates to the second item mentioned. As a result, it is possible to conclude that the phrases of confirmatory purpose and explanatory have been altered into the correct form to be applicable to confirmatory and explanatory purposes.

In general, these three faults—formation, emission, and order—appear for a multiplicity of factors. These errors occur because English is not the students' first language. Their mother tongue is Indonesian or a local language. It is natural for a language learner to make mistakes when producing the language, particularly when writing. Tarigan believes that we must accept that we cannot learn a language without making systematic mistakes (Tarigan & Tarigan, 1988).

Conclusion

Based on the findings and discussions, the researcher concluded that the students' errors in writing English abstracts is further classified into four types of errors: misformation, omission, addition, and disordering. The most common errors were misformations, which accounted for 44.80 percent of the total number of student writing errors. Omission errors occurred 33.66 percent of the time, followed by disordering errors 21.54 percent of the time. Based on the study's findings, the researcher advises writers to improve their understanding of grammatical rules.

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