CHAPTER I

INTRODUCTION

A. Background of the Study

English is the most important language to be mastered because most people in this world use it as a tool to absorb knowledge. In learning English, learners are expected to be able to master four language skills. They are speaking, listening, reading, and writing. However, language components such as vocabulary, pronunciation, and grammar are also important to learn.

Writing is one of the four language skills besides reading, speaking, and listening. Tiwari has stated that writing can be defined as a process of transforming thought into written language.[1] In another word, writing is process of expressing an idea, thinking or feeling in word on the piece in paper or essay. Nunan has stated that writing is the mental work of inventing ideas, thinking how to express them, and organizing them into statements and paragraphs that will be clear to a reader.[2] Harmer has stated that writing is a process that what we write is often heavily influenced by the constraints of genres and then these elements have to be present in learning activities.[3] From the statement above, it can be concluded that writing is

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[1]Tiwari Depaak, *Encyclopedia Of Modern Methods Of Teaching 7* (New Delhi: Crescent, 2005), 120.

[2]David Nunan, *Practical English Language Teaching (1ˢᵗ Ed)* (New York: Mcgrawhill, 2003), 88.

[3]Jeremy Harmer, *How To Teach Writing : Effective Sentence, Paragraph, And Essay* (New York: Longman, 2004), 86.

a person able to express the mind and feeling which is expressed in a writing language, in the graphic symbol so that the readers are able to understand the message inside.

Writing is the most difficult of language skills, especially in academic writing. In academic writing, students should know how to good writer. Hartley has stated that academic writing is the writing that researchers use to define the intellectual boundaries of their disciplines and their specific areas of expertise.[4] In academic writing include a formal tone, use of the third-person rather than first-person perspective, a clear focus on the research problem under investigation, and precise word choice. Like specialist languages adopted in other professions, such as, law or medicine, academic writing is designed to convey agreed meaning about complex ideas or concepts for a group of scholarly experts. Especially in academic writing, the students are required to make the correct sentences. It is because academic writing serves accurate information and data that can be verified. One of the types of academic writing is abstract. Brown has stated that academic writing has several types as follows: thesis, journal, essay, abstract, etc.[5]

Abstracts play an important in academic writings. The abstract can convey the main results and conclusions of a scientific article or another. The abstract is a summary from document content that consists of the important parts of the writing

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[4]James Hartley, *Academic Writing And Publishing: A Practical Handbook*. (New York: Routledge, 2008), 15.
[5]H. Douglas Brown, *Language Assessment*, (New York: Longman, 2004), 219.

and describes the content and scope of the writing. Derntl has states that everything of relevance to potential readers should be in the abstract.[6] Therefore, they are assumed that the abstract to be the first element of a paper that people will read to discover the overview of the rest of the research. Thus, the abstract is an interesting topic in this research because the abstract is one of the most important elements in academic writing. They can determine whether the reader wants to continue to read this research or not.

There are three reasons why abstracts are very important in academic writing. *The first* is the call for papers to selects and accepts papers based on the abstract. Gambescia has states that the abstracts for academic journals are needed to be accepted at a professional or scientific conference.[7] *The second* is those who search for academic papers or journals will read the abstracts first before downloading or deciding to go on for the whole papers. *The last* is the abstracts are included in a thesis and dissertation as partial fulfillment of the requirements to obtain an academic degree.

Therefore, abstracts must be well-written and well-organized since they can explicitly show the writer's linguistic competence and writing skills. Consequently, writers should write abstracts precisely and accurately, as well as minimize the errors since it is important to avoid errors in writing abstracts for academic writing.

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[6]Dentl, "Basics Of Research Paper Writing And Publishing*" International Journal Of Technology Enhanced Learning* (2014), 109.

[7]Stephen F. Gambescia, "A Brief On Writing A Successful Abstract" *Education For Healthy* (2013), 123.

Besides the writers are also required to check the language conventions. They include grammar, spelling, and punctuation. Thus, writers need to avoid language convention errors.

The error can occur because some students still make errors. The error that is often made by students is spelling; spelling is the process of writing and naming the letters. For example "tobservasion" the correct is "observation". In this sentence the error of spelling is extra letters in the sentence. The researcher found the other error that is often made by students is that they are the absence of an item that must appear in a well-formed utterance (Omissions), etc. For example: "She Sleeping" the Correct is "She is Sleeping".

Errors commonly occur in academic writing, especially in an abstract. There have been error analysis researches conducted on the abstract. However, making the error in learning English is the natural process. It looks normal because of the differences in structure between mother tongue and foreign language, it involves making an error. But, it could not be ignored. One of the strategies to prevent the students from making the same error is by analyzing grammatical error itself.

Based on that explanation above, the researcher is interested in doing error analysis on grammatical errors. She chooses the Abstract papers to be an object of the research, she chooses 10 abstracts from the best graduates in 2018/2019 of English Department students at UIN Sultan Maulana Hasanuddin Banten. She

wants to know what are the types of an error made by the best graduates students in 2018/2019 at UIN Sultan Maulana Hasanuddin Banten with the tittle **"GRAMMATICAL ERROR IN THE ABSTRACT OF THE ENGLISH DEPARTMENT STUDENTS' PAPER OF UIN SULTAN MAULANA HASANUDDIN BANTEN".s**

B. The Focus of the Study.

Based on the background above, the researcher finds the focus of this research as follow:

1. The spelling and punctuation errors found in 10 best's abstract of English Department students' papers at State Islamic University Sultan Maulana Hasanuddin Banten.

2. The grammatical error found in 10 best's abstract of English Education Department students' papers at State Islamic University Sultan Maulana Hasanuddin Banten.

C. The Research Questions.

Based on the background above, the researcher finds the problems in this research as follow;

1. What are the spelling and punctuation errors found in 10 best's abstract of English department students' papers at State Islamic University Sultan Maulana Hasanuddin Banten?

2. What are the types of grammatical errors found in 10 best's abstract of English department students' papers at State Islamic University Sultan Maulana Hasanuddin Banten?

D. The Objective of The Study

1. To describe the spelling and punctuation errors found in 10 best's abstract of English Department students' papers at State Islamic University Sultan Maulana Hasanuddin Banten.

2. To describe the grammatical error found in 10 best's abstract of English Education Department students' papers at State Islamic University Sultan Maulana Hasanuddin Banten.

E. The Significant of The Study

This research aims to identify, describe, and explain spelling, punctuation and grammatical errors in the abstract of English department students' papers of UIN Sultan Maulana Hasanuddin Banten. Therefore, this research will be beneficial for English students', grammar teachers, and the research future.

1. For English Learners

The research aims is to investigate the grammatical errors made by students in their abstract. The researcher hope, this research will make other students more aware of the grammatical errors in their abstract. The

students can also explain the theories of grammar, spelling, and punctuation proposed by various experts provided in this research as a reference.

2. For The Teachers

This research focuses on analyzing the grammatical errors found in the abstract of English department students' paper such as grammatical errors, spelling, and punctuation. Therefore, it can be concluded that there are still errors committed in students' writings. Some students still need a better understanding of English grammar rules and the mechanics of writing. This research provides a report on the kinds of errors that students make, therefore, teachers can use it as a reference to review the errors.

3. For The Researchers Future

The findings in this research will show the kinds of errors made by the abstract of English department students' papers. The researcher can use this research as a reference to review the errors made in the abstract. Thus, they can prevent the same kind of errors from occurring in their abstract and the rest of the research.

F. Previous of the Study

In this research, three related types of research are similar to this present research. *First* research titled The Grammatical Errors Of Writing In EFL Class: A Case In Indonesia by David Samuel Latupeirissa and Anastasia Imelda Sayd. This method is a descriptive qualitative method that aims to

describe the grammatical errors of students' writing in English as a Foreign Language (EFL) Class. This study obtained data from documents written by State Polytechnic students in Kupang City, East Nusa Tenggara - Indonesia. The results of this study are there (65.0%) students make errors in the use of verb groups, then there (12.8%) students make errors in using prepositions, (9.8%) students make errors in the use of pronouns after that students make errors in pluralization (5.1%), students make errors in making articles of the whole text (4.3%). After that, (1.7%) errors occur in students making errors in using conjunctions. The final error made by students is an error in using the subject-verb agreement. An error occurred only (1.3%). It can be concluded that there are still many students who have not mastered the verb groups and other grammar.[8]

Second, research by Nurpita Sari, Fatchul Mu'in, and Moh. Yamin tittled An Analysis Of Intralingual Grammatical Errors Made Efl Students. This study uses qualitative methods and descriptive design to conduct research. while the selected population was EFL students at Lambung Mangkurat University English Department class of 2015 who took structure classes I and II, which consisted of 83 students. As for the sample, this study chose 74 EFL students to participate. The instrument used was a written test. The results

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[8]David Samuel Latupeirissa and Anastasia Imelda Sayd, "Grammatical Errors of Writing in EFL Class: A Case in Indonesia" *in International Journal of Linguistics, Literature, and Culture*, vol. 5, no. 2, (March 2019), 1

showed that ignorance of restriction rules was the most intralingual error produced with a frequency of 32.7%. In addition, it is also known that the main problem of EFL learners is due to the differences between LFL and L2 learners they are currently studying, namely English. It can be concluded that although they have learned structure lessons, there are still students who have not yet mastered grammar.[9]

Last, research by Nurmala Hendrawaty tittled An Analysis On Students 'Errors In Writing Sentence Patterns. This study uses descriptive qualitative research methods. The purpose of this research is to classify each type of error and find the most frequent sentence patterns made by students and then identify the frequency of occurrence of these errors. This is a qualitative descriptive used by 30 students from the third semester taking the Basic Writing, academic year 2017-2018, at Indraprasta University PGRI. This study involves a taxonomy of surface strategies that analyzes four errors. The results show errors from the highest percentage to the lowest: misformation (57.6%), neglect (27.47%), addition (8.8%), and misordering (6.13%). Related to sentence patterns, compound sentences become the most difficult writing pattern sentences because the most frequent mistakes made by students are 44.54%. The second is compound sentences with an error of 23.2%. Then followed by complex sentences with the number of errors is 22.13%. The most

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[9]Nurpita Sari, Fatchul Mu'in, Moh. Yamin, "An Analysis of Intralingual Grammatical Errors Made by EFL Students" in *Lingua Education Journal*, vol. 1, no. 2 (December 2019), 138

frequent sentence pattern mistakes made by students are simple sentences with an error of 10.13%. It can be concluded that regularization in misformation is the most common mistake made by students due to lack of understanding of grammatical structure.[10]

From the statement above, it can be see that the study above different with this research. The differences are as follow. *The first* previous study is describing grammatical errors of students' writing in English as a Foreign Language (EFL) Class. Data were gained from documents written by students of State Polytechnic in Kupang City, East Nusa Tenggara- Indonesia. *The second* previous study is discover the intralingual errors that occurred from EFL learners at Lambung Mangkurat University English Department batch 2015. Qualitative method and Descriptive design were implemented for this study, while the chosen population was EFL learners in Lambung Mangkurat University English Department batch 2015 who have taken structure I and II class, which consisted of 83 students. The sample of this researcher is 74 EFL learners to participate. *The third* previous study is classify each type of errors and find out the most and least frequently errors of sentence patterns made by students then identify the occurrence frequency of the errors. This is a descriptive qualitative employed by 30 students from the third semester taking

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[10]Nurmala Hendrawaty, "An Analysis On Students 'Errors In Writing Sentence Patterns" in *Loquen: English Studies Journal,* vol. 11, no. 1 (June 2018), 63

Basic Writing, academic year 2017-2018, at Indraprasta PGRI University. This research concerns on surface strategy taxonomy that analyzes four errors.

This research is Grammatical Error in The Abstract of The English Department Students' Paper of Uin Sultan Maulana Hasanuddin Banten where, spelling, punctuation, and grammar errors are found. Thus, since there were spelling, punctuation, and grammar errors found in 10 best's abtracts of English department students' paper of UIN Sultan Maulana Hasanuddin Banten, it is thought to be necessary to investigate those the errrors.

G. The Organization of Writing

In this part the researcher will explain about the Chapter of this research. This research has five Chapters. They are:

Chapter I : Introduction of this research which consists of the background of the study, the focus of study, the research question of the study, the significance of the study, and the organization of writing.

Chapter II : A theoretical framework. It consists of grammatical errors (addition, omission, miss-formation, and miss-ordering), previous study, spelling, and punctuation.

Chapter III : The research methodology. It consists of research methodology, method of research, unit of analysis, instrument of research, and the approach of analyze the data.

Chapter IV : The research findings, result and analysis.

Chaptesr V : The conclusion and suggestions.