AN ANALYSIS OF GRAMMATICAL ERRORS IN WRITING ABSTRACT OF *SKRIPSI* MADE BY ENGLISH LANGUAGE EDUCATION STUDENTS AT UNIVERSITY OF ISLAM MALANG

SKRIPSI

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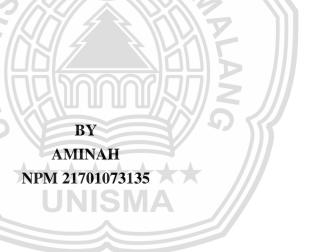
SKRIPSI
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ABSTRACT

Aminah. 2021. *An Analysis of Grammatical Errors in Writing Abstract of Skripsi Made by English Language Education Students at University of Islam Malang.* Skripsi, English Education Department Faculty of Teacher Training and Education Islamic University of Malang. Advisor I: Drs. Yahya Alaidrus, M.Pd, Advisor II: Ika Hidayanti, S.Pd., M.Pd.

Key words: Grammatical errors, abstract writing, *skripsi*

Grammar has an important role in all skills in the English language because grammar makes the four skills are meaningful, but many English language education students produced errors in their writing regarding grammatical aspects. The main purpose of this research was to analyze the types, the frequency, and the source of the grammatical errors in writing an abstract of the *skirpsi* made by English language education students at the University of Islam Malang.

This research was conducted in a descriptive qualitative method. The sample of this research was 30 writing abstracts made by English language education students 2017-2018 academic year that were collected by simple random sampling. The researcher collected the data by using observation and documentation techniques. The process of data analysis was organizing and preparing the data for analysis, reading all of the data, beginning detailed analysis with a coding process, using the coding process, making interpreting and meaning the data, and drawing a conclusion.

The errors were classified into linguistic category theory as proposed by Dulay et al, (1982). The findings showed students made some grammatical errors of omission of article 116 items (67.05%), substitution singular to plural 35 items (20.23%), disagreement of subject and tenses16 items (9.24%), substitution singular to plural 4 items (2.31%), omission of to be 1 item (0.67%), and omission of main verb 1 item (0.57%). The sources of the grammatical errors were interlingual transfer, limited knowledge of English grammar, and carelessness.

Based on the finding of this study, the researcher concluded that although students have learned English grammar for about four semesters in the University they still have possibility to make an error in their writing abstracts of *skirpsi*. Therefore, the researcher suggested to the lecturers of English language education to focus on teaching grammar and writing and give more grammatical exercises both spoken and written to the students. The students of English language education should pay more attention to using English grammar, do writing exercises and make peer feedback before publishing their writings. The researcher hopes this finding of the study can inspire the next researchers to conduct other researches related to the grammatical errors analysis to enrich the exiting studies.

ABSTRAK

Aminah. 2021. Analisis Kesalahan Tata Bahasa dalam Penulisan Abstrak Skripsi Karya Mahasiswa Pendidikan Bahasa Inggris Universitas Islam Malang. Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I : Drs. Yahya Alaidrus, M.Pd, Pembimbing II : Ika Hidayanti, S.Pd., M.Pd.

Kata kunci: Kesalahan tata bahasa, penulisan abstrak, skripsi

Grammar memiliki peranan penting dalam semua keterampilan dalam bahasa Inggris karena grammar membuat keempat keterampilan tersebut bermakna, namun banyak siswa pendidikan bahasa Inggris yang menghasilkan kesalahan dalam penulisan mereka mengenai aspek gramatikal. Tujuan utama dari penelitian ini adalah untuk menganalisis jenis, frekuensi, dan sumber kesalahan tata bahasa dalam penulisan abstrak skirpsi yang dibuat oleh mahasiswa pendidikan bahasa Inggris di Universitas Islam Malang.

Penelitian ini dilakukan dengan metode deskriptif kualitatif. Sampel penelitian ini adalah 30 abstrak tulisan yang dibuat oleh mahasiswa pendidikan bahasa Inggris tahun ajaran 2017-2018 yang dikumpulkan secara simple random sampling. Peneliti mengumpulkan data dengan menggunakan teknik observasi dan dokumentasi. Proses analisis data adalah mengorganisasikan dan menyiapkan data untuk dianalisis, membaca semua data, memulai analisis rinci dengan proses pengkodean, menggunakan proses pengkodean, membuat interpretasi dan makna data, dan menarik kesimpulan.

Kesalahan diklasifikasikan ke dalam teori kategori linguistik seperti yang diusulkan oleh Dulay et al, (1982). Temuan menunjukkan siswa membuat beberapa kesalahan tata bahasa dengan penghilangan pasal 116 item (67,05%), substitusi tunggal ke jamak 35 item (20,23%), ketidaksetujuan subjek dan tenses16 item (9,24%), substitusi tunggal ke jamak 4 item (2,31%), penghilangan menjadi 1 item (0,67%), dan penghilangan kata kerja utama 1 item (0,57%). Sumber kesalahan tata bahasa adalah transfer antarbahasa, pengetahuan tata bahasa Inggris yang terbatas, dan kecerobohan.

Berdasarkan temuan penelitian ini, peneliti menyimpulkan bahwa meskipun mahasiswa telah belajar tata bahasa Inggris selama sekitar empat semester di Universitas, mereka masih memiliki kemungkinan untuk membuat kesalahan dalam penulisan abstrak skirpsi mereka. Oleh karena itu, peneliti menyarankan kepada dosen pendidikan bahasa Inggris untuk fokus pada pengajaran tata bahasa dan menulis dan memberikan lebih banyak latihan tata bahasa baik lisan maupun tulisan kepada mahasiswa. Siswa pendidikan bahasa Inggris harus lebih memperhatikan penggunaan tata bahasa Inggris, melakukan latihan menulis dan membuat umpan balik rekan sebelum menerbitkan tulisan mereka. Peneliti berharap temuan penelitian ini dapat menginspirasi peneliti selanjutnya untuk melakukan penelitian lain yang berkaitan dengan analisis kesalahan tata bahasa untuk memperkaya penelitian yang sudah ada.

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, the statement of the research problem, the objectives of the study, the significance of the study, the scope and the limitation of the study, and the definition of key terms.

1.1 Background of the Study

Grammar rule is a theory of the use of language (Gerot &Wignel, 1995). When we use English, we cannot escape from grammar, because grammar is the study of how to organize words, phrases, and sentences. By using the correct grammar, the message that we will convey will be conveyed well, either through written or spoken.

Grammar has an important role in all skills in English because grammar makes the four skills are meaningful. We can say he or she is a master of English when they also master grammar. Unfortunately, learning grammar is not as easy as we think, because even though we have studied English for years, sometimes we still often encounter grammatical errors in the English that we learn both written and spoken.

Grammar is the set of structural rules which influence the composition of clauses, phrases, and words in a language. It is the systematic study and description of a language and it helps to understand how words and their parts combine to form sentences. According to Cowan (2003), grammar is the set of rules that describes how words and groups can be arranged to sentences in a

part of the use of language process both spoken and written language. Grammar organizes the language so that the meaning of a sentence can be clear and easy to be understood. Grammar is important in daily life especially in writing, when a message is relayed with correct grammar; it helps us to be easier to understand the purpose and also the meaning of the message.

Farisatma et al. (2017) stated that grammar is one of the English language elements that is very important to be mastered in all skills of language such as speaking, reading, writing, and listening. Andrews et al. (2006) say that Language capability growing incrementally through the interaction of reading, writing, speaking, and listening. These four skills have their difficulties and simplicity because not every student who likes English can master all of these four skills. In the process, students are not separated from language errors. Zaman et al. (2015) stated that grammar is one of the biggest errors found by students.

Grammatical Errors are terms that are commonly used in incorrect grammar usage. James (2013) states that grammatical errors are some languages that don't work. Singh et al. (2017) also stated that the reason students make an error in using grammar is because of interference from their first language. Grammatical errors not only can be made by people who are just learning English but also people who are already clever and master the knowledge of English.

According to Nancy (2004), grammatical errors are divided into five categories of sentence pattern, tense, pronoun, preposition, and punctuation. According to James (1998), grammatical errors are divided into two categories they are morphology error and syntax error, and Morphology error is divided into five

categories of noun, verb, adjective, adverb, and preposition. These two opinions do not have much difference, because the first opinion only provides more detail from the second opinion.

Grammatical errors are also happened in writing skill as the research that was conducted by Susanti (2017) she found that there are some types of grammatical errors were made by students in their narrative writing text.

Andrews et al. (2004) stated that writing is conveying ideas by arranging several sentences so that they become a perfect unity. By written composition, they meant extended pieces of writing (in handwriting, in type, or via word processing) in a variety of genres or text types in focusing on accuracy they meant to emphasize the appropriateness of grammatical form for particular purposes. In writing, we need to take of several aspects, both from grammar and accuracy in composing words to make paragraphs because the information that we deliver to a reader can easy to be understood.

Writing not only expresses an idea on the paper but also needs well knowledge and hard thinking. When students will produce words, sentences, paragraphs at the same time with well English grammar, for some Indonesian students, it is not easy to change the form and combine the words into sentences. The writing ability of students in Indonesia is not good enough even though they are already sitting at the University, because even if they courses, they are only more focused on speaking than on writing. (Hasan & Marzuki, 2017) However, when students write something they found difficulties. In academic writing

especially, students are required to make scientific writing, one of the types of scientific writing is an abstract.

According to Yang (1995), Abstract should contain objectives, materials and methods, results, and conclusions that provide maximum information with minimum words. An abstract is a one-paragraph summary of a research project that describes the essential contents of a work. An abstract is a self-contained, short, and powerful statement that describes a larger work (Lancaster, 2003). Students of English language education such as in the University of Islam Malang are required to write their final project in English one of the final projects is abstract writing. By the time they were asked to do this final project, they had already studied English for about 7 semesters. Looking at their experience, the Researcher thought it was logical to assume that they are already capable of writing in perfect English. In actuality, many of them are not exempt from making grammatical errors in their writing. Some of them are still confused to arrange sentences grammatically.

The researcher expects to be able to find the types of grammatical errors in writing the abstract of *skripsi* made by English language education students at the University of Islam Malang. This study was focused to analyze grammatical errors based on linguistic category according to Dulay et al. (1982).

Sari & Sinaga (2020) conducted their research as the research that was also conducted by Hasan & Munandar (2018). They analyzed what are the types of grammatical errors made by students in terms of linguistic category. Sari & Sinaga (2020) found that the most occurring error is past tense, while Hasan & Munandar

(2018) found that misformation of verbal became the error that dominantly made by students.

The distinctions between all of the previous studies and the current study were in the previous study, the researchers just focused on investigating what types of grammatical errors made by students in terms of linguistic category according to Dulay et al. (1982), but in the current study, the researcher also emphasized in calculating the frequencies of each type of the grammatical errors and describing the causes of the grammatical errors in abstract of *skripsi* made by the English language education students 2017/2018 academic year at University of Islam Malang.

1.2 Research Problems

Based on the background of the problem above, the researcher formulates the problems as follows:

1. What types of grammatical errors in writing the abstract of *skiripsi* were made by students of English language education at the University of Islam Malang?

2. What are the frequencies of each grammatical error in writing the abstract of *skripsi* made by students of English language education at the University of Islam Malang?

3. What are the causes of grammatical errors in writing the abstract of *skripsi* made by students of English language education at the University of Islam Malang?

1.3 Objectives of the Study

According to the identification of the problems above, the objectives of the study can be identified and describe as follows:

1. To know what are the types of errors in writing the abstract of *skripsi* made by students of English language education at the University of Islam Malang.

2. To analyze what is the frequency of each grammatical error in writing the abstract of *skripsi* made by students of English language education at the University of Islam Malang.

3. To describe the causes of grammatical errors in writing the abstract of *skripsi* made by students of English language education at the University of Islam Malang.

1.4 Significance of the Study

Theoretically, the result of this research hopefully could give the contribution of additional knowledge and awareness about how important of mastering the grammatical aspects in composing abstract of scientific writing.

Practically, the researcher stressed the practical benefit of the research as the reference of common grammatical errors for the students at the University of Islam Malang exactly, English education program who will compose a good abstract of scientific writing grammatically.

1.5 Scope and Limitation of the Study

The subject of the research was the students' grammatical errors in writing the abstract of *skripsi* of English education program at University of Islam Malang.

The research was conducted in abstract of *skirpsi* made by students of English language education 2017/2018 academic year at the University of Islam Malang.

The researcher intended to analyze the grammatical errors in writing the abstract of *skirpsi* made by the English language education students at the University of Islam Malang. The limitation of this study was on the types of grammatical errors based on linguistic category according to Dulay et al. (1982).

1.6   The Definition of Key Terms

The definition of key terms was provided to explain some words which were used in this research and to avoid misunderstanding about the description.

1. Grammatical error is using the wrong patterns that are used in grammar. Sometimes we are wrong in using the verb tense, singular plural, punctuation, etc. This will be a serious mistake even if there is only one grammar error in the sentence because grammar affects the meaning of the sentence. The researcher focused on analyzing grammatical errors of syntax exactly noun phrase and verb tense, the research took these two types of error because in noun phrases and verb tenses are still divided into several parts of error.

2. Abstract of *skripsi* of English language education is a paragraph summary containing the aim, method, subject, result, and conclusion of the research. An abstract allows the reader to survey the content of research quickly.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter presents the conclusion and some suggestions for the lecturers, the students, and future researchers.

5.1 Conclusion

The conclusion of this study were all based on the findings. There were six types of grammatical errors in writing the abstract of *skripsi* made by students of English language education those were omission of article, substitution singular to plural, substitution to plural to singular, disagreement of subject and tenses, omission of to be, and omission of main verb. The frequencies of each grammatical error in writing the abstract of *skirpsi* made by students of English language education were 116 items (67.05%) of omission of article, 35 items (20.23%) of substitution singular to plural, 16 items (9.24%) of disagreement of subject and tenses, 4 item (2.31%) of substitution singular to plural, 1 item (0.67%) of omission of to be, and 1 item (0.57%) of omission of main verb. The sources of the grammatical errors in writing the abstract of *skripsi* made by students of English language education were interlingual transfer, limited knowledge of English grammar, and carelessness. The findings of this study showed that although students have learned English grammar for about 4 years in the University they still have the possibility to make an error in terms of grammar because they still produced some of grammatical errors in their writings abstracts of *skirpsi*

5.2 Suggestions

The researcher gave some suggestions for the lecturers, the students, and future researchers.

5.2.1 The Lecturers of English Language Education

It is known that the students still have the problem in producing the English grammar in their abstract of *skripsi*. Thus, it is important for the lecturers to focus on teaching grammar and writing skill to the students in the university. In avoiding the difficulties in learning English, the lecturer should give more grammatical exercises both of spoken and written, so they will not face the problems in their learning process.

5.2.2 The Students of English Language Education

The researcher expects to the students that they will pay more attention in using English grammar. The students are expected to do writing exercises and make a peer feedback before publishing their writings.

5.2.3 Future Researchers

The researcher hopes to the future researchers that they can prepare everything as good as possible in doing the research and also can follow up this research. Besides, the researcher hopes this finding of the study can inspire the next researchers to conduct other researches related to the grammatical errors analysis to enrich the exiting studies.

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