



Errors analysis on abstracts of the students' final writing projects

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ABSTRACT

Background: Writing final project is one of the requirements for graduation from the college and abstract is one of the elements that students need to write too. Students' errors in writing abstracts need to be analyzed.

Purpose: This research was conducted to find out errors made by the students.

Design and methods: . In this qualitative research, the data were collected from students' abstracts of their final writings. There were six abstracts from six students collected and investigated. The data were analyzed by using theory from Dulay, Burt and Krashen (1982). The errors were classified as omission, addition, misformation and misordering.

Results: Based on the research, it was found that the students had 34 errors in their abstracts. The students made 10 errors of omission, 2 errors of addition, 20 errors of misformation and 2 errors for misordering. The result of this research is expected to help the lecturers find out the solutions to overcome the errors in students' writing. For the students themselves, it is expected that the research shows them the common errors and difficulties in academic writing, especially abstract.

Keywords: Abstract, error analysis, omission, addition, misformation and misordering

Introduction

Writing is an important skill for university students especially English students. English students are required to complete final writing project as the graduation requirement. The students need to conduct research and write final writing and journal. The final project itself is usually compulsory subject that every student must take and pass. The students actually have learned writing since the first semester where the students learn how to write sentences, paragraph, articles and paper. In a private university in Depok where this research was conducted, the students have already learned how to write scientific paper through Scientific Research Subject in fifth or sixth semester. So, it is assumed that the students also understand the process of writing abstract.

Abstract is actually a short paragraph contained the summary of a research paper which can be around 150-250 words. As stated by Creswell & Creswell (2018:160), "abstract is a brief summary of the contents of a study, and it allows readers to quickly survey the essential elements of a project. It is placed at the beginning of studies, and it is useful to have both for proposals for studies and for the final thesis or dissertation." It can be said that abstract has significant role in a writing because it covers the contents of a study and readers can find out what the study is about just by reading the abstract. Then, Creswell & Creswell (2018: 160) inform that abstract should be accurate, non-evaluative, coherent, readable, and concise.

Therefore, Emilia (2012: 119) informs that Paltridge and Stairfield (2007) state that an abstract has the general structures like overview of the study, aim of the study, reason for the study, methodology used in the study, and findings of the study. Additionally, Creswell

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& Creswell (2018: 160) state that abstract contains some components like issue or problem to start and lead to a need for the research, purpose of the study, data collection, findings and practical implications of the study to close abstract. It can be said that abstract consist of some elements that represent the whole journal, article or thesis in the form of short paragraph.

Abstract is important in scientific writing. Pearce (2005) and Paltridge and Stairfield (2007: 155) in Emilia (2012: 118-119) clearly state that abstract is the first part read and seen by the examiners of paper or thesis. Abstract has significant role in urging the readers to read the paper. So, it is clear that the students that are going to write paper and thesis understand this important aspect related to abstract. The success of their examination can be seen when the examiners read and react to their abstracts.

This research was aimed at finding out errors made by the English students in writing abstract of their final writing projects. The research was conducted in a private university in West Java. In this university, students write scientific research report or final writing project as the requirement to graduate from the university. There are two kinds of writing projects; scientific research report in the sixth semester and thesis in the last semester. But the researcher only used the scientific research report in the sixth semester as the data. Based on the observation, the writer found that many students still had problems in writing abstract. The problems were in structure and grammar. For that reason, the writer decided to conduct this research so the errors made by the students can be found and the result of this study was expected can be guidance in teaching writing especially writing abstract.

Errors is defined as students' faulty part in speech and writing (Dulay, Burt & Krashen, 1982). Then, Ellis (1994) also state that error is “a deviation from the norms of the target language.” It can be said that error is caused by the students themselves. As quoted from Dulay, Burt & Krashen (1982), Chomsky (1965) claims that errors can be caused by two factors: (1) fatigue and inattention (performance factors) and (2) errors caused by lack of knowledge of the language regulation (competence factors). So, it can be said that competence and performance factors has role in determining errors made by the students. Dulay, Burt & Krashen (1982) also argue that language cannot be learned without making errors firstly. It is clear that error is part of student's learning process.

Error Analysis is actually not a new thing in language pedagogy (Ellis, 1994: 48). He adds that Lee (1957) found that 2000 errors in Czechoslovakian learners' written work which can be categorized into wrong punctuation, misuse, or omission of articles, misspellings, non-English constructions, and wrong use of tenses. This research gave insight to the teachers how teaching should be done. Dulay, Burt & Krashen (1982:138) state that error analysis gives comprehension to L2 acquisition process that have encouraged big modification in teaching process.

Therefore, study about error analysis in students' abstracts have been actually done before, like what was done by Wulandari (2014), Hidayati (2015), and Arifin & Farida (2020). The research was about grammatical errors, cohesion and coherence in students' abstract. Research about abstract is important to do because abstract is one of the important parts in academic writings. Students, especially who are going to finish their study and graduate from college, need to write academic and scientific writing which means that there is abstract in their writings.

The previous research was conducted in Civil Engineering research and scholars' journals. The one which discussed English students' abstract just focused of cohesion and coherence. This current research talked about grammatical errors in English students' abstracts. The errors found in this research implied the students' ability and problems in writing abstract. It was expected that the lecturer would find a way to overcome the errors

after reading the results of the research. For that reason, it is very necessary to conduct research about error analysis in students' abstract.

Corder (1974) in Ellis (1994) states that there are some steps in EA research: collection of a sample of learner language, identification of errors, description of errors, explanation of errors, and evaluation of errors. Dulay, Burt & Krashen (1982) categorize errors by using the following taxonomy: omissions, additions, misformation and misorderings. Therefore, this research used theory from Dulay et al (1982) to classify data.

Methods

Qualitative method was used to analyze the students' errors in writing abstracts. As informed by Fraenkel, Wallen and Hyun (2012: 426), qualitative research is the process of studying and analyzing relationships, activities, conditions, or materials. This research emphasizes on discussing particular situation in detail. So, the students' errors in writing abstract were analyzed and discussed. Document analysis was used as the data and the data were documents taken from students' final writing abstracts. There were six abstracts used in this research as the source of data.

The participants were six students of English Department. They were chosen as participants by using purposive sampling. As informed by Maxwell (1996) and Alwasilah (2011), the participants were expected to provide the information that researcher needs that the other people could not do. This research used theory from Corder (1974) in Ellis (1994) to analyze the data. The steps were collecting, identifying, describing, explaining an evaluating the data. To analyze the grammatical errors, taxonomy of errors from Dulay, Burt & Krashen (1982) was used. The errors were categorized to be omission, addition, Misformation and misordering.

Findings & Discussion

To analyze the data, the researcher followed the steps by Corder (1974) in Ellis (1994). The errors in students' abstracts were grouped into four aspects as proposed by Dulay, Burt & Krashen (1982).

Table 1. Classifications and numbers of errors

Classifications of errors	Number of errors
Omission	10
Addition	2
Misformation	20
Misorder	2

Based on the table above, it can be seen that there were 34 errors. The errors found were 10 for omission, 2 for addition, 20 or Misformation and 2 for misorder. The most errors found were Misformation (20 errors) and the least errors were addition and misorder (2 errors for each category).

The students' errors are described below.

1. Omission

The table below shows the errors in Omission.

Table 2. Omission

No	Identification of errors	Classification of Errors	Correction of Errors
1.	... found meaning of the song lyrics by <u>Barthes' theory</u>	Omission of <i>s</i> to noun to show possession found meaning of the song lyrics by <u>Barthes's theory</u>
2.	The first <u>is find</u> denotative meaning, ...	Omission of <i>to</i>	The first <u>is to find</u> denotative meaning, ...
3.	The second <u>is find</u> connotative meaning,	Omission of <i>to</i>	The second <u>is to find</u> connotative meaning,
4.	connotative meaning is ideological place that has relation with <u>the third</u> that is myth.	Omission of <i>noun</i>	connotative meaning is ideological place that has relation with <u>the third</u> ...
5.	they are 2 data similes...	Omission of <i>of</i>	they are <u>2 data of simile</u> ,...
6.	To analyze the figurative language, the writer used Knickerbocker & Reninger theory.	Omission of <i>s</i> to noun to show possession	To analyze the figurative language, the writer used <u>Knickerbocker & Reninger's theory</u> .
7.	The result showed that <u>there 8 types</u> of figurative language	Omission of <i>be</i>	The result showed that <u>there were 8 types</u> of figurative language
8.	Lexical meaning is the meaning of a word that <u>contained or exist</u> in the lexicon	Omission of <i>s</i> for verb agreement between singular noun in subject and verb in predicate	Lexical meaning is the meaning of a word that <u>contains ... or exists</u> in the lexicon
9.	the aims of this research is to find out kind of antisocial personality disorder characteristics <u>that reflected on</u> Anson Bishop's character.	Omission of <i>be</i>	the aims of this research is to find out kind of antisocial personality disorder characteristics <u>that was reflected</u> on Anson Bishop's character.
10.	The writer found that Anson Bishop has an antisocial personality disorder based on the diary when his child and his behavior	Omission of <i>his and was</i>	The writer found that Anson Bishop had an antisocial personality disorder based on <u>his diary</u> when he was a child

Based on the table above, it can be seen that the students made some errors in omission category. The students omitted the use of *s* in excerpt 1 (*found meaning of the song lyrics by Barthes' theory*) and excerpt 8 (*Lexical meaning is the meaning of a word that contained or exist in the lexicon*). The data imply that the students had problems in understanding the use of *s* in showing possession. Therefore, the students also missed the use of *to* in some sentences like, *The first is find denotative meaning, ...*, *The second is find connotative meaning,* These data show that the students still did not understand the concept of using *to* in writing nominal and verbal sentences.

The excerpt 8 shows that the student missed the use of *s* for verb in verb agreement where singular noun in subject meets verb in predicate. The student was supposed to write *Lexical*

meaning is the meaning of a word that contains ... or exists in the lexicon. Another error was the omission of *be*. The students in data 7 and 9 did not write the auxiliary in their sentences. As stated by Dulay, Burt & Krashen (1982: 154), omission errors are "the absence of an item that must appear in a well-formed utterance". From the data above, it is clear that the students omitted the use of some items related to grammar that was important to build the sentences in their abstracts.

2. Addition

The table below shows the errors in addition.

Table 3. Addition

No	Identification of errors	Classification of Errors	Correction of Errors
1.	This research <u>studies about</u> semiotics in the lyrics of "I Wanna Be Yours" by Arctic Monkeys (the study of semiotics Roland Barthes).	Addition <i>about</i>	This research <u>studies semiotics</u> in the lyrics of "I Wanna Be Yours" by Arctic Monkeys
2.	The objective of the research is to find out kinds of figurative language <u>are used</u> in new album by Elephant Kind "The Greatest Ever".	Addition <i>are</i>	The objective of the research is to find out kinds of figurative language <u>used</u> in new album by Elephant Kind "The Greatest Ever".

The table above shows the data about students' errors in addition category. There were only two data in this research about addition. The first excerpt shows that the student added *about* after word *studies* in the sentence. Grammatically, there is no word "about" after verb of *study/studies/studied/studying*. The correct form of the student's error in the first excerpt is *This research studies semiotics in the lyrics of "I Wanna Be Yours" by Arctic Monkeys* The second data show that the student put *are* in the complete sentence. Actually, the sentence itself is already correct without *are* before word *used*. As informed by Dulay, Burt & Krashen (1982: 156), addition is the existence of an item that must not be used in a sentence or utterance. The data above show that the students used some items that caused error in their sentences of their abstracts.

3. Misinformation

Table 4. Misformation

No	Identification of errors	Classification of Errors	Correction of Errors
1.	<u>The objectives of this research is</u> to find out the meanings contained in the song lyrics "I Wanna Be Yours"	Misformation	<u>The objectives of this research are to find</u> out the meanings contained in the song lyrics "I Wanna Be Yours"
2.	The data used in this research <u>are</u> the lyrics of songs by Arctic Monkeys.	Misformation	The data used in this research <u>were</u> the lyrics of songs by Arctic Monkeys.

No	Identification of errors	Classification of Errors	Correction of Errors
3.	The data collection technique that <u>is used is</u> document analysis.	Misformation	The data collection technique that <u>was used was</u> document analysis.
4.	The sampling technique that <u>is used is</u> purposive sampling.	Misformation	The sampling technique that <u>was used was</u> purposive sampling.
5.	The results of this research <u>are</u> from the lyrics of songs,	Misformation	The results of this research <u>were</u> from the lyrics of songs,
6.	Figurative language <u>is one of style of language or figure of speech</u> a way of saying something	Misformation	Figurative language <u>is one of language styles or figures of speech</u>
7.	that <u>there are 6 kinds</u> of figurative languages <u>that are found</u> in the song lyrics	Misformation	that <u>there were 6 kinds</u> of figurative languages that <u>were found</u> in the song lyrics
8.	<u>they are 2</u> data simile,		<u>they were 2</u> data of similes,
9.	<u>The aims of this research are to find out the types of figurative language used in Mama's Boy album by LANY</u>	Misformation	<u>The aims of this research were to find out the types of figurative language used in Mama's Boy album by LANY</u>
10.	There are simile (10% or 4 data of 38 data), personification (8% or 3 data of 40 data),	Misformation	There were simile (10% or 4 data of 38 data), personification (8% or 3 data of 40 data),
11.	Semantic is a way to elaborate the meaning of words <u>includes</u> understanding, development, types, benefits and elements.	Misformation	Semantic is a way to elaborate the meaning of words <u>including</u> understanding, development, types, benefits and elements.
12.	the data which <u>are going to be analyzed</u> are explained descriptively.	Misformation	the data which <u>were going to be analyzed</u> were explained descriptively.
13.	Lexical meaning is the meaning of a word that <u>contained or exist</u> in the lexicon	Misformation	Lexical meaning is the meaning of a word that <u>contains ... or exists</u> in the lexicon
14.	Contextual meaning is the meaning of a word <u>which can be conclude</u> outside the meaning	Misformation	Contextual meaning is the meaning of a word <u>which can be concluded</u> outside the meaning
15.	the writer <u>uses</u> qualitative method.	Misformation	the writer <u>used</u> qualitative method.
16.	and <u>the aims of this research is to find out kind of antisocial personality disorder characteristics</u>	Misformation	and <u>the aims of this research were to find out kind of antisocial personality disorder characteristics</u>
17.	This research <u>uses</u> a descriptive qualitative method and <u>using</u>	Misformation	This research <u>used</u> a descriptive qualitative

No	Identification of errors	Classification of Errors	Correction of Errors
	theory by Theodore Millon to answer the problem.		method and <u>used</u> theory by Theodore Millon to answer the problem.
18.	The writer found that Anson Bishop <u>has</u> an antisocial personality disorder	Misformation	The writer found that Anson Bishop <u>had</u> an antisocial personality disorder
19.	The writer found that Anson Bishop <u>has</u> an antisocial personality disorder based on <u>the diary when his child and his behavior.</u>	Misformation	The writer found that Anson Bishop <u>had</u> an antisocial personality disorder based on <u>his diary when he was a child</u>
20.	The antisocial personality disorder characteristics that <u>shows on</u> Anson Bishop's character	Misformation	The antisocial personality disorder characteristics that <u>show</u> Anson Bishop's character

Misformation were the most error found in this research. The data above show that there were 20 data of misinformation. Most of the Misformation errors were related to the use of tenses. Some students used present tense when they were supposed to use past tense. For example, in data *The sampling technique that is used is purposive sampling*, the student used present tense. As stated by Cooley and Lewkowicz (2003) in Emilia (2012: 130), abstract can be written in present or past tense. But it depends on the purpose of abstract, if the writer writes abstract as the summary of their thesis or writing, it can be in present. If the abstract is summary of their research, it is written in past tense. However, in this research, the students' problems in using tenses cannot be seen from their purpose in writing abstract. The students were not consistent in using tenses. If they were said to write abstract as the part of summary of their writing, they still did not employ all present tenses in their sentence. They were still not consistent in applying the use of tense.

Misformation is caused by the use of the wrong form of the morpheme or structure (Dulay, Burt & Krashen, 1982: 158). It is clear in the data above that the students used the wrong forms and structures in some sentences of their abstracts. The data clearly show that the students had misformation in writing their abstracts.

4. Misordering

Table 5. Misordering

No	Identification of errors	Classification of Errors	Correction of Errors
1.	The qualitative approach of the method used is the case study method	Misordering	The approach of the research is qualitative case study The approach used is case study
2.	Figurative language is <u>one of style of language or figure of speech</u> a way of saying something	Misordering	Figurative language is <u>one of language styles or figures of speech.</u>

The table above shows that there were two data of students making errors in misordering category. Data 1 show that the sentence was not well arranged. It should be *The approach*

of the research is qualitative case study or The approach used is case study. Then, the second data show that the sentence was not well ordered too. It should be *Figurative language is one of language styles or figures of speech*. As stated by Dulay, Burt & Krashen (1982: 162), misordering is "incorrect placement of a morpheme or group of morphemes in an utterance". It can be seen from the data that the sentences had misordering error.

From all the data above, it can be said that the students still had problems in writing abstract for academic writing. The students still had omission, addition, misformation and misordering errors. Grammarly, most of the students still made a lot of errors in writing and arranging the sentences.

Conclusion

This research was conducted in a private university in Depok, West Java. The participants were English Department students who took scientific research subject in the sixth semester. Document analysis was used as data collection and in this research, it was the students' abstracts of their scientific research project reports. In this university, every student must pass the scientific research subject in order to graduate from the university. So, it can be said that this subject is a compulsory course and one of requirements to graduate from college. The research focused on finding errors on students' abstracts. Based on the error classifications, it was found that the students made 34 errors: 10 for omission; 2 for addition; 20 for misformation and 2 for misordering. Most of the errors were related to tenses and sentences structures. Students made errors in verb agreement which caused the students' sentences in abstracts were incorrect grammatically. Viewed from the least errors made, it can be assumed that the students actually already understand how to arrange the sentences. They only committed two errors in misordering. The students made a lot of errors in omission and misformation. It means that the students still need to learn more to write academic writing. The result of this research is expected to help the lecturers find out the students' problems and errors in academic writing. The lecturers are expected to find the solution to overcome the students' errors and increase the students' ability in academic writing.

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