ERROR ANALYSIS IN THESIS ABSTRACT: ENGLISH EDUCATION GRADUATE STUDENTS OF UIN SUSKA RIAU

Hafni Hafsah
Amik Tri Dharma Pekanbaru
Email: hafniedu@gmail.com

Abstract

Keywords: *Error Analysis, Grammatical, Thesis Abstract, Writing*	An abstract is an entire picture of writing in terms of the information it contains. The use of English for the abstract is due to the reason that the language itself is known internationally, thus making it recognized and read by lots of people. However, writing in English has never been easy for some people- particularly for English language students- who are demanding to write perfectly in terms of grammar. It is even more complicated due to fulfilling all the formalities; composing, developing logical ideas for the reader to comprehend its content. In this study, the writer aims to find out the errors in the thesis abstract of the graduate students of English Concentration of Post Graduate Program of State Islamic University of Sultan Syarif Qasim II (UIN SUSKA) Riau. This research uses a qualitative approach with a descriptive analysis technique. Samples of this research were collected purposely from the Post Graduate Program Library of the University in 2018, and the number is 17 (seventeen) abstracts from 2015 to 2017. The result of the data analysis shows that the types of error produced in a row are punctuation at the first place by 76.47% and then singular-plural by 47.06%, preposition and subject-verb agreement each by 29.41%, verb form and conciseness (long words) by 23.53%, and the last is Capitalizing by 5.88%. In addition, the omission of the article, especially article 'the', also occurred many times in the writing.
Kata Kunci: *Analisis kesalahan, Tata Bahasa, Abstrak tesis, Menulis*	**Abstrak** Abstrak merupakan suatu gambaran menyeluruh dari informasi yang terkandung di dalamnya. Dalam penulisan abstrak, penggunaan Bahasa Inggris disebabkan karena bahasa ini dikenal secara luas atau secara internasional sehingga mudah dikenali dan dapat dibaca oleh banyak orang. Namun demikian, menulis dalam Bahasa Inggris tidaklah mudah bagi sebahagian orang, khususnya Mahasiswa Jurusan Bahasa Inggris yang dituntut untuk menulis secara sempurna dalam hal tata bahasa, dan bahkan lebih rumit untuk memenuhi semua formalitas yang dibutuhkan, seperti; mengarang, membangun ide yang logis agar pembaca dapat memahami isi dari tulisan. Dalam studi ini, penulis bermaksud untuk mengetahui kesalahan atau error dalam abstrak tesis yang ditulis oleh mahasiswa S2, Program Studi Konsentrasi Bahasa Inggris, Program Pasca Sarjana Universitas Sultan Syarif Qasim II (UIN Suska) Riau.

Penelitian ini adalah penelitian kualitatif dengan pendekatan deskriptif. Penelitian ini menggunakan sampel purposive yang diperoleh dari Perpustakaan Pasca Sarjana UIN Suska pada tahun 2018, dan jumlahnya sebanyak 17 (tujuh belas) abstrak dari tahun 2015 sampai dengan 2017. Hasil dari analisa data menunjukkan bahwa jenis kesalahan yang dibuat secara berurutan adalah Tanda Baca (*punctuation*) menempati urutan pertama sebanyak 76.47% , kemudian Tunggal-Jamak *(singular-plural)* sebanyak 47.06%, Kata Depan *(preposition)* dan Kesesuain Subjek-Kata. Kerja) subject-verb agreement masing-masing 29.41%, Bentuk Kata (*verb form)* dan Ringkas Padat atau *conciseness* (*long words*) sebanyak 23.53%, dan Huruf Kapital sebanyak 5.88%. Sebagai informasi tambahan, penghilangan artikel pada tulisan juga ditemukan dalam jumlah yang besar, terutama penghilangan artikel-the.

INTRODUCTION

Producing a final assignment in the form of thesis writing is duty-bound to all students in college or university, either as a requirement for completion of their education or in an attempt at pursuing degree by gaining knowledge and skill through analyzing and explaining their field of study at the same time

In thesis writing, as in every other academic writing such as articles, research reports, and journals; there is an abstract that has to be written. It is normally written later, after all of the chapters of study are completed in a thesis. It seems to be short and simple information. However, it is the whole picture of the writing. It is placed at the front page of the thesis and provides significant information to readers on whether it deserves their attention to read the rest of the content or not.

When a thesis is written in the Indonesian language, somehow the abstract still has to be created in both Indonesian and English. Using English for the abstract is due to a reason for the language itself which is prominent as an International language and known globally. As Ingale (2013) stated that English is a dominant and global language; thus makes it being recognized and read by lots of people.

Regardless of using English, writing, even in our native language, is not an easy work-to-do especially when it relates to academic writing that requires deep thought, concise writing, appropriate words in a set of sentences or paragraph arrangements, correct grammar, and so forth. This is in line with Sarfraz (2011) that writing is a very

complex task and to write in English even as a second language makes it even more complicated due to fulfilling all the formalities; composing, developing logical ideas for the reader to comprehend its content.

Nonetheless, as for the graduate students of the English Study Program, it is required to write a thesis including its abstract fully in English. They are at higher-level education of postgraduate program who are considered to have the capability to write in English with logical thought and correct grammar. However, normally, some students whose languages are not originally English would find it very difficult to write without making any errors in grammar.

This goes with the error's definition as visible proof that learning is taking place, so a learner must make errors as an unavoidable and necessary part of the learning process Broughton (2013).

Safnil (2014) mentioned that writing an abstract for Research Article is not only difficult for university students; it is also hard for lecturer and novice writers. It might be different problems for different group of writers (i.e. Postgraduate Students, national and international authors)..

Thus, the research is intended to:

1. Find out the errors types in the theses abstract of the graduate students of the English study program

2. Find out the highest number of errors type made by the graduate students of English study program

3. Provide information and improve one's knowledge in term of the errors in writing English.

Types of Errors

Related to the type or errors based on the sources, there are two types of errors; they are language transfer (interlingual interference) or errors caused by the interference of the mother tongues and Intralingual Interference where learners have not acquired the knowledge yet. While Darus and Subramaniam (2009) in Amara (2015) using Corder's (1967) model on error analysis, examined errors in a corpus of 72 essays written by 72 Malay students. They found that students' errors were of six types, viz., in

singular/plural form, verb tense, word choice, preposition, subject-verb agreement, and word order. In addition, Ridha (2012) examined English writing samples of 80 EFL college students and then categorized the errors according to the following taxonomy: grammatical, lexical/ semantic, mechanics, and word order types of errors. The results showed that most of the students' errors were grammatical errors and mechanical errors were the most serious and frequent ones.

Sutanto et al. (2013), states that there are some hindrances dealing with this issue of writing which is commonly faced by students in academic writing, which causes worries and confusion. Through a small scale survey conducted in the research, the result showed that 8% of the students with limited vocabulary, 16% difficulty in organizing ideas, 20% no ideas to write about, and no motivation to write 20%, and lack of confidence in grammar 36%.

As a rough guide, recently it has been suggested that the error-types considered most serious are: transformations, tense, concord, case, negation, articles, order, lexical errors (Geoffray Brouton et.al, 2003).

While Emi Emilia (2010:130) based on her observation and experience in guiding students on abstract writing that frequently asked questions by students is how to use linguistic features in the abstract that some of them found it hard to use the appropriate tenses . Swales (1990) mentioned that the use of tenses (i.e. present and past tense) are clear characteristics of abstract written in English. Present Tense is used to refer to the information available in the article and Past Tense is used to stress the importance of the research results of findings.

Error Analysis

Writing skill is not automatically and naturally gifted to someone but it comes through learning and practicing. As Blanchard and Root (1997) state that no one was born a writer because writing skills must be learned and drilled through an experiential process. In the process of learning, errors are inevitable. Therefore, to find out errors in language use, it is required an error analysis.

In line with Brown (2000) defined error analysis as "the process to observe, analyze, and classify the deviations of the rules of the second languages and then to

reveal the systems operated by learner". While (Crystal, 2003, p. 165) defines Error Analysis as a "technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics".

Further Richards et.al (1985:96) state that error analysis is the study of errors made by the second and foreign language learners. Error analysis may be carried out to (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or the preparation of teaching materials. Therefore, we may conclude that error analysis is an activity to identify, classify and interpret the errors in writing made by someone. It is intended to obtain information on difficulties faced by someone in writing English sentences, which is the case of this thesis abstract.

METHOD

This research uses a qualitative approach with a descriptive analysis technique. As the sample of the research, there were 17 (seventeen) thesis abstracts collected purposively from the Post Graduate Program library of State Islamic University of Sultan Syarif Qasim II (UIN SUSKA). It is located in Jl. Ahmad Dahlan, No.94, Pekanbaru, Riau.

The samples were collected from the period of 2015 to 2017. All of them were written in the thesis of graduate students of English Concentration of Post Graduate Program of State Islamic University of Sultan Syarif Qasim II (UIN SUSKA) Riau.

To analyze the data the writer uses the Descriptive Analysis Technique by the following formula:

$$P = \frac{F}{N} \times 100\%,$$

where P = Percentage F =Frequency of errors, and N = Number of Sample

FINDINGS AND DISCUSSION

The findings of the error analysis of the data from 17 (seventeen) thesis abstracts shows types of errors produced by the graduate students of State Islamic University of Sultan Syarif Qasim II (UIN SUSKA) Riau, in a row are Punctuation by 76.47%, Singular/ Plural by 47.06%, Spelling (miswritten) by 35.29%, Preposition and subject-verb agreement each by 29.41%, wordy (conciseness) and verb form each by 23.53%, and the last place is Capitalizing by 5.88%.

The result of the errors is explained in the following table:

Table 1. Types of Errors in the thesis abstract of the Students

No	Types of Errors	Number of Errors	Percentage
1.	Verb form	4	23.53%
2.	Singular/plural	8	47.06%
3.	Punctuation	13	76.47%
	a. Hyphen (-)	7	
	b Apostrophe s'	1	
	c. Comma (,)	5	
4.	Spelling (Miswritten)	6	35.29%
5.	Capitalizing	1	5.88%
6.	Preposition	5	29.41%
7.	Subject-Verb Agreement	5	29.41%
8.	Conciseness (long words)	4	23.53%
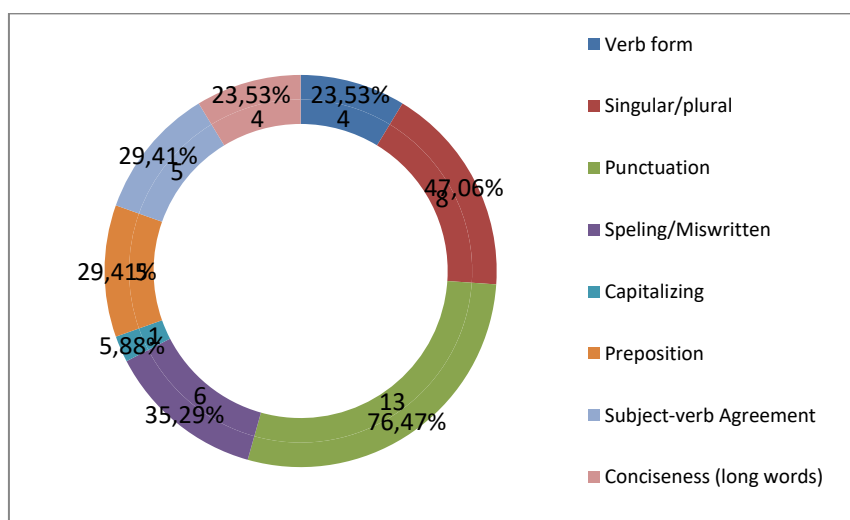
Graph 1. **Types of Errors in the thesis abstract of the Students**

Further description of the errors produced in the thesis abstract writing of the graduate students based on the aforementioned table, explained as follows:

1. **Verb Form**

    There are 2 (two) kinds of errors in terms of verb form, namely the use of gerund and adjective. The error made by the students is 23.53% of 17 samples. It means that out of 17 respondents, there are 4 (four) students who made this kind of error.

    The following sentence is an example of the error description.

    Incorrect : They got difficulty <u>to comprehend</u> the meaning of the text, to find main idea, and <u>to analyze</u> the content of the text..

    Correct: They got difficulty <u>comprehending</u> the meaning of the text, <u>finding</u> the main idea, and <u>analyzing</u> the content of the text.

2. **Singular/Plural**

    The percentage of error of the Singular/Plural thesis abstract is 47.06%. It means out of 17 (seventeen) respondents, there are 8 (eight) students who made this kind of error.

    The following sentence is an example of the error description.

    Incorrect: Besides, the result of the students' <u>attitude</u> showed that $p > \alpha = 0.276 > 0.05$. It indicated that there was no significant influences between the students' <u>attitude</u> and their reading comprehension.

    Correct: Besides, the result of the students' <u>attitudes</u> showed that $p > \alpha = 0.276 > 0.05$. It indicated that there was no significant influence between the students' <u>attitudes</u> and their reading comprehension.

3. **Punctuation**

    There are three kinds of errors found in the punctuation they are hyphen, apostrophe s', and comma. The total percentage is 76.47%. It means that out of 17 (seventeen) respondents, 13 students made this kind of error.

    The following sentence is an example of the error description.

    a. Hyphen (-)

    Incorrect: Respondents of the study was the second year students of State Islamic Senior High School (MAN) in Bengkalis Sub District.

Correct: Respondents of the study were the <u>second-year students</u> of State Islamic Senior High School (MAN) in Bengkalis Sub District.

b. Apostrophe s'

Incorrect: ……..,the findings of the research were: there was a significant correlation between male and female <u>students</u> intensity in using internet to their reading comprehension

Correct: …….., the findings of the research were: there was a significant correlation between male and female <u>students'</u> intensity in using internet to their reading comprehension

c. Comma (,)

Incorrect: Because the p-value was 0.000 < 0.05, thus <u>Ha was accepted and H0</u> was rejected.

Correct: Because the p-value was 0.000 < 0.05, thus <u>Ha was accepted</u>**,** <u>and H0</u> was rejected.

4. **Spelling/Miswritten**

   The percentage of the error in spelling/miswritten is 35.29%. It means that out of 17 (seventeen) respondents, there are 6 (six) students who produced this kind of error. The following sentence is an example of the error description.

   Incorrect: The design of this research was a <u>correlational</u> research.

   Correct: The design of this research was <u>correlational</u> research.

   Incorrect: <u>Key words</u>

   Correct: <u>Keywords</u>

5. **Capitalization**

   The percentage of the error in capitalization made by the students is 5.88%. It means that out of 17 (seventeen) respondents, there is 1 (one) student who made this kind of error.

The following sentence is an example of the error description.

Incorrect: The influence of students' intensity in using the internet on reading comprehension of <u>english</u> news item at State Islamic Senior High School (MAN) Pekanbaru.

Correct: The influence of students' intensity in using the internet on reading comprehension of <u>English</u> news items at State Islamic Senior High School (MAN) Pekanbaru.

6. Preposition

The percentage of error in a preposition is 29.41%. It means that out of 17(seventeen) respondents, 5 (five) students made this kind of error.
The following sentence is an example of the error description.

Incorrect: The main goal of the research was to investigate the influence of male and female students' intensity in using internet <u>to</u> their reading comprehension on English news….

Correct: The main goal of the research was to investigate the influence of male and female students' intensity in using the internet <u>on</u> their reading comprehension on English news….

7. Subject-Verb Agreement

The percentage of error in the subject-verb agreement is 29.41%. It means that out of 17 (seventeen) respondents, there are 5 (five) students who produced this kind of error.
The following sentence is an example of the error description.

Incorrect : <u>Respondents of the study was</u> the second year students of State Islamic Senior High School (MAN) in Bengkalis Sub District.

Correct: <u>Respondents of the study were</u> the second year students of State Islamic Senior High School (MAN) in Bengkalis Sub District.

8. **Conciseness (Long words)**

The percentage of error in conciseness (long words) is 23.53%. It means that out of 17 (seventeen) respondents, there are 4 (four) who made this kind of error.

The following sentence is an example of the error description .

Incorrect: Four research questions and four hypotheses are posed in this study <u>in order to</u> find out the significant difference between SMART and QAR strategy on students' reading comprehension.

Correct: Four research questions and four hypotheses are posed in this study <u>to</u> find out the significant difference between SMART and QAR strategy on students' reading comprehension.

Article

After doing analyzes of the data, the writer also found that errors in terms of omission and addition of articles 'the' and 'a' made by the graduate students in their thesis abstract. Precisely, there are 14 (fourteen) students in the omission and 2 (two) in the addition of the article. The total error is 51 which were counted manually. Nevertheless, the number of the error made by each student is different.

Further description of the errors made by the students about the article is as follows:

- Omission of article 'the'

The article 'the' is one of the most frequently used in the English language. The example of the sentences as follows:

Incorrect: The REAP strategy contributed to the effect of students writing improvement of 94%, while RAFT contributed 91%, and control class contributed 84%.

Correct: The REAP strategy contributed to the effect of students' writing improvement of 94%, while <u>the</u> RAFT contributed 91%, and <u>the</u> control class contributed 84%.

-Omission of article 'a/an'

Incorrect: In this case, random sampling technique was used in determining the sample.

Correct: In this case, a random sampling technique was used in determining the sample.

- Addition of article 'the'

Incorrect: The data analysis provided the evidence that the t-test result was 1.79, its df was 60, the standard deviation of the experimental group 1 was 6.27 and the experimental group 2 was 7.31.

Correct: The data analysis provided evidence that the t-test result was 1.79, its *df* was 60, the standard deviation of the experimental group 1 was 6.27 and the experimental group 2 was 7.31.

Discussion

In term of grammatical, the most frequent error made by the graduate students is singular- plural of noun. The omission of s/es in a noun may not agree with the number in the sentence or phrase. As we all know that countable nouns have two forms singular and plural. Harris (1992) explains singular-plural nouns by stating that a singular noun refers to one person, place, or thing and is the form you would look up in the dictionary. A plural noun is the form that refers to more than one person,

place, or thing.

Errors in Preposition and Subject verb-agreement hold the same percentage. Preposition is one of a complicated rules to understand. This statement in line with the study made by Muhammad Soebair et.al (2015) stated that post graduate students argued that English propositions have different functions that are not easy for Arab learners to learn correctly.

While in Subject-verb Agreement, Benner (2000) stated that a subject and a verb must agree with each other. A verb of a sentence must be singular if the subject is singular, and if the subject is plural, then the verb must also be plural.

In term of verb form, some verbs should be followed by a to-infinitive while others require a gerund. Gerunds are derived from verbs. They end in- ing and act as nouns.

In conciseness, using a long phrase when a shorter one (or even a single word) will suffice can contribute to wordiness or vagueness. Though a sentence may be grammatically correct, writing more concisely is more often a better choice.

At the beginning this research was to focus only on the grammatical aspects but the finding also showed the mechanical aspect. Even that the most frequent error occurred is punctuation (e.g. hyphen, apostrophe s' and comma). This kind of error is categorized as mechanical *error. While others are spelling and capitalization.*

Punctuation's basic purpose is to clarify the written word. By having these two components (grammar and mechanical aspects) would result in good writing.

This research was not intended to find out the cause of the errors, however, according to the research conducted by Izadi Agha (2007) in Amiri and Puteh (2017) assumed that students' errors are found to be caused by complexity of the English language, the interference of conversational English into written English, students' incomplete knowledge or ignorance of certain structures, the transfer of training, unfamiliarity with the requirements of written English, lack of sufficient practice informed writing, lapses of memory, and pressure of communication were among the major causes of errors.

.CONCLUSION

After conducting data analysis, the result shows that the types of errors in the graduate student's thesis abstract writing are mainly in terms of mechanical errors, they are punctuation (hyphen, apostrophe s', and comma), spelling/miswriting, and capitalization. Then, the grammatical error comes at second (subject-verb agreement, preposition, and verb word). In addition, errors in the omission of the article 'the' and 'a', particularly the, occur many times in the students' abstract writing, thus apparently making it the highest number errors, which is 51 (fifty-one).

The master's study program is a higher level of education in a university, which makes sense for the students in this program to have a comprehensive understanding of

English grammar. It is also expected for every related person to be attentive when it comes to writing. Finally, the writer expects that this research contributes to a better understanding of English writing.

REFERENCES

Amara, N. (2015). Errors Correction in Foreign Language Teaching. The Online Journal of New Horizons in Education – July 2015 . 5 (3). P.61. Retrieved: 5 May 2021. (1) (PDF) Errors Correction in Foreign Language Teaching | Naimi AMARA - Academia.edu

Amiri, F. and Puteh, M. (2017). Error Analysis in Academic Writing: A Case of International Postgraduate Students in Malaysia. Advancies in Languange and Literary Studies. 8(4). . DOI: http://dx.doi.org/10.7575/aiac.alls.v.8n.4p.141

Benner, M. L. (2000). Self-teaching unit: Subject – verb agreement. Retrieved December 11, 2021, http://www.towson.edu/ows/mo duleSVAGR.htm

Blanchard, K & Root, C. 1997. Ready to Write more: from Paragraph to Essay. New York: Addison- Wesley Publishing Company: Longman Publisher Group.

Broughton G., Brumfit C., Flavel, R., Hill, P., Pincas, A. (2003). Teaching English As a Foreign Language., New York. Routledge

Budi, A.S. (2015). Analisis Kesalahan Gramatikal Penulisan Abstrak Berbahasa Inggris Pada Beberapa Jurnal di Lingkungan Politeknik Negeri Jember. Journal Ilmiah Inovasi. 15 (2).1-7 DOI:10.25047/jii.v15i2.48

Corder, S. P. (1981).The significance of learner's errors. Oxford: Oxford University Press.

Crystal, D. (2003). A dictionary of linguistics and phonetics (5th ed.). London: Blackwell. http://doi.wiley.com/10.1002/9781444302776

Emilia, E. (2010). Teaching writing: Developing critical learners. Bandung: Rizqi Press

Harris, Muriel. (1992). Prentice Hall Reference Guide to Grammar and Usage. New Jersey: Prentice Hall

Ingale, G.D. (2013). Experimentation with Language in Indian Writing in English. Reviews of Literature. 1(2). 1-5. Retrieved 24 June 2021. http://oldrol.lbp.world/UploadArticle/10.pdf

Kotsyuk, L.M. (2015). English language Error Analysis of The Written Texts Produces By Ukrainian Learners: Data Collection. Cognitive Studies| ÉTUDES COGNITIVE, 15: 389–395 Warsaw 2015 DOI: 10.11649/cs.2015.027. Retrieved May 4, from: https://core.ac.uk/download/pdf/192801442.pdf

Mohammed, S.M., & Abdalhusein, F.H. (2014) Grammatical Error Analysis Of Iraqi Postgraduate Students' Academic Writing: The Case of Iraqi Students in UKM. 3(6). International Journal of Education and Reserach. From .https://www.ijern.co m/journal/2015/June- 2015 / 23 .pdf

Ridha, N.S.A. (2012). The Effect of EFL Learners' Mother Tongue on their Writings in English: An Error Analysis Study. Journal of the College of Arts. University of Basrah No. (60). Richards et.al (1985:96) .richards et al 1985 error analysis - Bing

Safnil. (2014). The Discourse Structure and Linguistic Features of Research Article Abstracts in English by Indonesian Academic. Bengkulu: Asian ESP Journal 10 (2) (pp:191-224).

Safraz, S. (2011). Error Analysis of the Written English Essays of Pakistani. Asian Transactions on Basic & Applied Sciences (ATBAS ISSN: 2221-4291) 1 (3). P: Retrieved : 4 Mei 2021. https://www.academia.edu/10192252/Error_Analysis_of _the_Written_English_ Essays_of_Pakistani_Undergraduate_Students_A_Case_Study

Sutanto, L. et. all. (2019). English for Academic Purposes: Essay Writing. Ed.1. Yogyakarta: Andi.