

CAKRAWALA PENDIDIKAN

FORUM KOMUNIKASI ILMIAH DAN EKSPRESI KREATIF ILMU PENDIDIKAN

**An Analysis on Syntactic Structure of Sentences in the Editorial Opinion Column
of the Jakarta Post Edition 14 to 24 April 2021**

**An Analysis on Intrinsic Aspects and Moral Values of the Novel “Tiger’s Voyage”
by Colleen Houck**

**Analysis of Sentence and Phrase Types Found in Mortal Kombat 2021
Screenplay by Craig**

**Implementasi Metode Pembelajaran *Peer Teaching* untuk Meningkatkan Antusias
Belajar Mahasiswa dalam Mata Kuliah Komputer Terapan II**

**Analisis Kemampuan Pemahaman Konsep Matematika Mahasiswa Berdasarkan
Teori Apos pada Materi Anuitas dalam Mata Kuliah Matematika Keuangan**

Phrasal Verbs in the Songs of the Slipknot’s First Album “Slipknot”

Deskripsi Kesalahan Pembuktian Tidak Langsung Geometri Dasar

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**Penerapan Model Pembelajaran ROPE (*Relating, Organizing, Practising,
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pada Pokok Bahasan Prisma dan Limas Kelas VIII SMPN 2 Doko**

Analisis Kesalahan Mahasiswa dalam Menyelesaikan Soal Cerita

**An Analysis of Figurative Language in the Lyrics of Linkin Park Album “Minutes to
Midnight”**

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ERRORS IN ABSTRACT MADE BY ENGLISH STUDENTS OF STKIP PGRI BLITAR IN THE ACADEMIC YEAR 2018-2019

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Abstrak: Abstrak adalah ringkasan tesis. Tidak lebih dari 250 kata. Orang dapat memahami isi tesis dari abstrak, sehingga abstrak harus benar baik dari segi tata bahasa dan semantik. Sayangnya, sebagian besar siswa yang belajar bahasa Inggris sebagai bahasa asing membuat error dalam abstrak. Penelitian ini bertujuan untuk mengetahui error yang paling sering terjadi dalam abstrak. Data diambil dari mahasiswa STKIP PGRI Blitar tahun ajaran 2018-2019. Peneliti mengumpulkan data pada April 2022. Penelitian ini menggunakan penelitian deskriptif kuantitatif karena menghitung persentase kesalahan. Salah satu jenis error bernama surface structure taxonomy digunakan untuk menganalisis data. Hasil penelitian menunjukkan bahwa error yang paling sering dilakukan oleh mahasiswa Bahasa Inggris STKIP PGRI Blitar adalah omission. Total omission pada abstrak adalah 310 (37,1%). Hal ini menunjukkan bahwa kecerobohan siswa mempengaruhi pekerjaan mereka.

Kata Kunci: *error, analisis error, abstrak*

Abstract: Abstract is a summary of thesis. It is not more than 250 words. People can understand the content of thesis from abstract, so that it should be correct in terms of both grammar and semantics. Unfortunately, most students who learn English as a foreign language make errors in the abstracts. This study aimed to find out the most frequent error in abstract. The data was taken from the students of STKIP PGRI Blitar in the academic year 2018-2019. The researcher collected the data in April 2022. This study used descriptive quantitative research because it counted the percentage of error. One type of error named surface structure taxonomy was used to analyze the data. The result showed that the most frequent error made by English students of STKIP PGRI Blitar was omission error. The total of omission error in abstracts was 310 (37.1%). It indicates that students' carelessness affects their work.

Keywords: *error, error analysis, abstract*

INTRODUCTION

The use of English has increased quite rapidly. It is not only a medium for communicate, but also a tool for getting a large relation. M. Szmigiera has found that, in 2021, one point thirty five billion people worldwide who speak English either

natively or as a second language, slightly more than the one point twelve billion Mandarin Chinese speakers at the time of survey. People have spoken English in several sectors.

Parupalli Srinivas Rao (2019:66) stated:

“English language is spread all over the world into almost all the fields such as science, engineering and technology, medicine, trade and commerce, scientific research, education, tourism, internet, banking, business, advertising, film industry, transportation, pharmacy and to name a few.”

Consequently, many people tend to study English in globalization era.

English is one of the languages that should be learnt. Indonesia’s students learn it as foreign language from elementary school up to university. “In Indonesia, English is the first foreign language and it is as a compulsory subject that is learned in schools (Herlinawati, 2011:1).” Students learn the basics of English in elementary school, such as vocabulary of color, number, and animal. At junior high school, they will learn the structure of a sentence, such as simple present tense, simple past tense etc. In the end, they try to sharpen their skills which have obtained during elementary and junior high school at senior high school. Most of teacher will give assignments to listen, write, read or speak in front of the class.

Students will learn detailed material of English in college. The

study of language is linguistic. One of linguistic branches is syntax. “Larger linguistic units are the domain of morphology, the study of structure within words - and of syntax, the study of the structure of sentences (Ralph W. Fasold, 2006: 2).” Error analysis is one of syntax material. Based on H. Douglas Brown (2000: 218), “The fact that learners do make errors, and these errors can be analyzed, led to a surge of study of learners' errors, called error analysis.” Error and mistake are two words with different meanings. “An error cannot be self-corrected, while mistakes can be corrected if the deviation is pointed out to the speaker (James, 1998:83).”

Based on Dulay (1982:150), there are four types of errors. They are linguistics category taxonomy, surface structure taxonomy, comparative taxonomy, and communicative effect taxonomy. This study will focus to analyze errors using surface structure taxonomy which have four categories, those are addition, omission, misformation, and disorder.

In college, students make a thesis as the requirement of their graduation. It consists of many parts. Bailey (2003: 3) stated that it may include; abstract, content, introduction, main body, case study, discussion, finding, conclusion, acknowledgements, bibliography, and appendices. Abstract is one of the important parts. It is a summary of the thesis content. The writing of the abstract should be correct in terms of

both grammar and semantics. Instead, most students make errors in the abstract. That is the reason why abstract becomes an object in this research. This research will find what percentage error in the abstract.

This research data comes from library of UNIPA Kampus Blitar which was formerly STKIP PGRI Blitar. It changes name to UNIPA Kampus Blitar in 2020. Based on the statement above, the researcher is intended to carry out a study entitled "Errors in Abstract Made by English Students of STKIP PGRI Blitar in the Academic Year 2018-2019."

RELATED LITERATURE

Error

H. Douglas Brown (2000:217) defined errors as "a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner." While Corder (2015:1) said "errors is part of the systematic study of the learners' language which is itself necessary to an understanding of the process of second language acquisition." Error and mistake are two words with different meaning. An error cannot be self-corrected, according to James (1998:83), while mistakes can be corrected if the deviation is pointed out to the speaker.

Cause of Error

"Errors were therefore predicted to be the result of the persistence of existing mother tongue habits in the new language (S. P. Corder, 1981:1)." Students will

receive new vocabulary, grammar rules, and pronunciation which different from their native language. Therefore, it is possible for students to make error when they are learning foreign language.

Harmer (2004:99) decided the two distinct causes for the errors which most if not all students make at various stages in LI interference. Students who learn English as a second language already have a deep knowledge of at least one other language, where first language and English come into contact with each other there are often confusion which provokes errors in learners' use of English. While in developmental errors, for long time now researchers in child language development have been aware of the phenomenon of 'over-generalization'. It happens when the learners start to 'over-generalize' a new rule that has been learnt, as a result even make mistakes with things that they knew before. However, it will make the learner get a more sophisticated understanding. Hammer said that foreign language student will make the same kind of developmental errors as well. This kind of errors is part of natural acquisition process of language learning.

Different from Harmer, Brown (2000:223-227) divided the sources or causes of errors into four parts. They include the following points:

1. Interlingual transfer

Interlingual transfer is a significant source or cause of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. While it is not always clear that an error is the result of transfer from the native language, many such errors are detectable in learner speech.

2. Intralingual transfer

Intralingual transfer (within the target language itself) is a major factor in second language learning. Some researchers have found that the early stages of language learning are characterized by a predominance of interference (interlingual transfer), but once learners have begun to acquire parts of the new system, more and more intralingual transfer - generalization within the target language is manifested. This is of course follows logically from the tenets of learning theory. As learners progress in the second language, their previous experience and their existing subsumes begin to include structures within the target language itself.

Once again the teacher or researcher cannot always be certain of the source of an apparent intralingual error, but repeated systematic observations

of a learners' speech data will often remove the ambiguity of a single observation of an error.

3. Context of learning

This kind of source overlaps both types of transfer. Context refers to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context, the teacher or the textbook can lead the learner to make faulty hypotheses about the language. The students often make mistake because of misleading explanation from the teacher, faulty presentation of a structure or word in textbook, or even because of a pattern that was rotely memorized in a drill but improperly contextualized.

4. Communication strategies

Learners obviously use production strategies in order to enhance getting their message across, but at times these techniques can themselves become a source of error.

Type of Error

Based on the researcher's study in Dulay (1982), Dulay classifies the descriptive classification of errors into four types. They are linguistic category taxonomy, surface structure category taxonomy, comparative taxonomy, communicative effect taxonomy.

1. Linguistic Category Taxonomy

In this type, the error classification is according to either or both the language components (phonology or pronunciation, syntax, morphology or grammar, semantics, lexicon or meaning and vocabulary, and discourse or style) and the particular linguistic constituent the error affect (elements that comprise each language component).

2. Surface Structure Category Taxonomy

This type highlights the way surface structures are altered. The learners may omit necessary items, add unnecessary ones, misform items, or misorder items. So, there are 4 categories, those are:

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others.

Content morphemes carry the bulk of the referential meaning of a sentence: noun, verb, adjective, and adverb. The researcher adds one of the contents that may occur in omission errors, that is, mechanic, especially for punctuation such as full stop and comma.

b. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well formed utterance. There are three types of addition errors. First, double marking, many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic construction, but not in other. Second, regularization, a rule typically applies to a class of linguistic items, such as the class of main verb or the class of noun. In most languages, however, some members of class are exceptions to the rule. Third, simple addition, errors are the 'grab bag' subcategory of addition. The researcher also adds punctuation to this kind of errors.

c. Misformation

This kind of errors is characterized by the use of the wrong form of the morpheme or structure. The researcher concludes that misformation is also called as misselection and also called as substitution. There are three types of this error, such as, regularization form, that fall under the misformation category are these in which a regular marker is used in place of an irregular one, as in "runned" for run; Archi-form, the selection of one

member of class of forms to represent other in the class is a common characteristic of all stages of second language acquisition; Alternation-form, as the learners; vocabulary and grammar grow, the use of archi-form often gives way to the apparently fairly free alternation various members of a class with each other. The researcher also adds punctuation to this kind of errors.

d. Misorder

As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance. The researcher also adds mechanism to this kind of errors.

Beside those are the type of error above, the researcher adds one type that occur in the learner's error. It is a mechanic. It can be capitalization, small letter, punctuation, and spelling. Mechanics error is important to be analyzed because the mechanic error can yield the cause of error in syntax and semantic. This addition is supported by the previous study about error by Murad (2015).

3. Comparative Taxonomy

It is based on comparisons between the structure of L2 errors and certain other types of

construction. Here, errors are divided into developmental errors, interlingual errors, ambiguous error, and other errors.

4. Communicative Effect Taxonomy

It deals with errors from the perspective of the effect on the listener or reader. It focuses on distinguishing between errors that seen to cause miscommunication and those that do not. This kind of error is divided into two parts; those are global error and local error.

Error Analysis

H. Douglas Brown (2000:218) stated "the fact that learners do make errors, and these errors can be analyzed, led to a surge of study of learners' errors, called error analysis." Ellis and Barkhuizen (2005:51) stated that error analysis is the process of identifying, describing and explaining learner errors. The students make errors in their speech or writing. Based on that statement, the conclusion is error analysis is an activity to find out the errors by the learners. Then, the errors will be evaluated for improvement.

An activity sometimes should have some steps. Following Corder (1974), the steps of error analysis are:

1. Collection of a sample
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Evaluation of errors

Abstract

Abstract is a summary of a research paper or entire thesis. It is a well-developed single paragraph of approximately 250 words in length, which is indented and single spaced. The function of the abstract is to outline briefly all parts of the paper. It must have statement of the problem, the need for doing research-justification, objectives, methodology, key results and summary. It must end with a statement of the relevance of the research. According to Muhammad Ulul Azmi (2016), the readers can understand and know a main topic of thesis by reading the abstract.

Related Studies

The research of error analysis was carried out by some researchers such as Herlinawati and Siti Maharani. Their research entitled were "Error Analysis in the Students Writing Narrative Paragraph at MTsN Pajajaran Pamulang" and "An Error Analysis in Writing Skripsi Abstract of English Education Department Students at Tarbiya and Teachers Training Faculty State Islamic University of North Sumatera."

Herlinawati (2011) said that error which was commonly made in narrative paragraph using simple past tense. The errors were addition, omission, misordering, and misformation. The highest frequency was misformation and addition was the lowest frequency. More than half of samples made misformation error which has total 61.06 % while addition error has total 4.85 %.

Beside, Siti Maharani (2019) classified errors into eight types; those are word choices, addition word, omission word, capitalization, punctuation, spelling, word form and tenses. There were three top rank types of errors in students' abstract. The first rank was tenses errors, the second was word choices and the last was capitalization.

Based on previous research above, errors are commonly occurs in learning process. It can classify into some types of errors. It is depend on the researcher.

RESEARCH METHOD**Research Design**

Research design is needed to control the research way. Based on Donald Ary (2010:426), "The research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its context." This research uses descriptive quantitative research because the researcher will count the data using percentages at the end of the stages.

Source of Data

The researcher takes data from one part of the thesis, namely abstract. The source is abstracts made by students of STKIP PGRI Blitar in the academic year 2018-2019. The total of abstracts are 48.

Data Collection Procedure

The procedure of data collection was by searching the thesis in the library of UNIPA Kampus Blitar to find suitable data. The researcher decided to take the

students' abstracts in the academic year 2018-2019 from a large amount of data. Each abstract in each thesis was photographed and scanned to be used as data in this research. Those steps did the survey in April 2022.

Data Analysis Procedure

The research uses surface structure taxonomy to analyze the errors. The errors organize in some tables to classify the type of errors. First, the researcher read the abstract one by one. Then, the errors is marked and substituted in the table. There is a total error in the last table. The last, the total of data will change in percentage using this formula:

$$P = F \times \frac{100}{n} \%$$

Notes :

P : Percentage

F : Frequency

n : Number of sample

Coding and Table

Donald Ary (2014:234) stated, "Coding systems are used in observational studies to facilitate the categorizing and counting of specific predetermined behaviors as they occur." The reasearcher makes some code to make the data more effective, these are the list of the codes.

Table 1 List of Code

LIST OF CODE
Add → Addition
Adj → Adjective
Adv → Adverb
C → Capitalization
Conj → Conjunction
D A → Definite Article
I A → Indefinite Article
M → Mechanism
M A → Modal Auxiliary
Mf → Misformation
Mo → Misorder
N → Noun
O → Object
Om → Omission
P → Pronoun
Pr → Preposition
Pre → Prefix
Pu → Punctuation
S → Subject
S L → Small letter
Sp → Spelling
Su → Suffix
V → Verb

The research uses such a table to make classify and analyze the

errors. Table 3.2 below shows the example of analysis:

Table 2 Distribution table of errors

No.	Students' Name	Sentences	Types of Errors	Explanation
1.	H	Incorrect : I am <i>is</i> a student. Correction : I am a student.	Add V	Addition error of verb : is

Table 3 Total of Errors

No.	Error Type	Total	Percent (%)
1.	Addition	175	20.9%
2.	Omission	310	37.1%
3.	Misformation	200	23.9%
4.	Misorder	3	0.4%
5.	Mechanism	148	17.7%
TOTAL		836	100%

Based on the data above, each error type has a significant result. The explanation further is below:

The most frequent type of error in abstracts made by students of STKIP PGRI in the academic year 2018-2019 Blitar is omission error. The total of omission error is 310 (37.1%). It means that most of students has carelessness or confusion when finishing their abstract. The second sequence is misformation error which has total 200 (23.9%). The students do not know the suitable word in a sentence. For example, they use preposition 'in' after the word related, whereas they should use preposition 'to'. The third place is addition error. The total of addition error is 175 (20.9%). A sentence becomes ineffective when there is additional word or word repetition. The fourth is mechanism which has total 148 (17.7%). Mechanism is the use of capital or small letter. The

letter after full stop must be capital and small letter stands after comma. The last is misorder error, it has 3 errors (0.4%).

CONCLUSION

Students who are studying foreign languages usually make error. Error is part of misunderstanding from them when learning english. There are several factors that cause error. One of them is the influence of their mother tongue which dominates their daily life. Students will receive new vocabulary, grammar rules, and pronunciation which is different from their native language. It can cause confusion in themselves while doing the implementation of English.

Error can not be self-corrected. So, students must show their work to their teacher or others to find out the errors. Material which study about that problem is called error analysis. There are four type of

errors when doing error analysis. They are linguistic category taxonomy, surface structure category taxonomy, comparative taxonomy, communicative effect taxonomy. This research uses surface structure taxonomy. It consists of addition, omission, misformation, and disorder.

Based on the previous chapter, the most frequent type of error in abstracts made by students of STKIP PGRI Blitar in the academic year 2018-2019 is omission error. The total of omission error is 310 with percentage of 37.1%. The result indicates that students' carelessness affects their work, besides lack of understanding of the material.

SUGGESTION

Teachers play an important role in students' understanding. Therefore, teachers should make sure that their students understand the materials. Errors can be reduced if the teachers do that part. Apart from teachers, students also have to pay attention to their work. Students should recorrect their work to avoid error.

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