

CHAPTER I

INTRODUCTION

In this chapter, the writer presents an overview of this final report topic. The explanation is divided into background, problem of the study, purpose of the study, and benefit of the study.

1.1 Background

A language is a communication tool used by everyone in nearly every aspect of daily life. People need communication to share their idea and feeling with others. English is considered one of the most widespread languages used by all people around the world. English is the first foreign language in Indonesia. The students at every school learn it from elementary to university levels. English as the first foreign language consists of four primary skills. Language relies mainly on understanding the basic skills of listening, speaking, reading, and writing. Without these skills, the students will not be able to become an expert in that language. Therefore, all four skills of listening, speaking, reading, and writing are inevitable for effective communication and learning of any language. Writing is considered a very complex skill compared to other language skills since it requires comprehensive and systematic instructions. Writing skills are the most difficult because the students should master some components.

(Harris, 1969: 68-69) (as cited in (Astheri, 2013)) stated that five components can be used to evaluate writing ability. They are content, grammar, word choice, organization, and mechanics. To be able to write, people should master these five components. Regarding language components, grammar plays an essential role in producing good writing. Grammar is the central component of language. Grammar makes each component in writing become connected. Good writing should present correct grammar. Without a good comprehension of grammar, the students tend to make errors in all language skills, especially writing. Therefore, the students must understand the grammatical rules to avoid misunderstandings in written communication.

In academic writing especially, students are required to make grammatically correct sentences. It is because academic writing serves accurate information and data. One example of academic writing is abstract. The abstract summarizes the contents and consists of the essential parts of academic writing. Just by reading the abstract, the readers can easily find out the findings in academic writing without reading the entire content of it. Writing abstracts in English is an obligation for all students, no matter what their major is. At this point, English students are expected to be better at writing English abstracts than students in other majors, as they have learned grammar lessons in the previous semester. The students must apply grammar as a component in writing abstracts.

Unfortunately, in the writing process, some students as English language learners face problems in communicating their ideas due to a lack of grammatical knowledge. Making errors is common among English second language learners, especially grammatical errors. English students have learned grammar lessons in the previous semester, but grammar errors are still found in academic writing. Therefore, error analysis is an effective way to improve language skills in writing. Error analysis can describe and correct the errors. It can be helpful as a reference for the researcher so that the errors will not be repeated in the future. According to (Dulay, Burt, & Krashen, 1982), there are four categories of errors in analyzing grammatical errors. They are linguistic category, surface strategy, comparative analysis, and communicative.

The writer analyzes errors in writing abstracts using the theory of surface strategy taxonomy. The theory consists of errors of omission, errors of additions, errors of misformation, and errors of misordering. Moreover, many studies have been conducted on error analysis in writing abstracts. It means that some students are still not aware of these error problems. Based on the considerations above, the writer is interested in doing a study entitled “Error Analysis in Writing Abstracts of Final Report Written by the students of English Department at State Polytechnic of Sriwijaya.”

1.2 Purpose of The Study

The purpose of this study is to find out the errors according to omission, addition, misformation, and misordering and to know the source of errors done by the students of English Department.

1.3 Problem of The Study

The problem of this final report focuses on error analysis in writing abstracts of the final report. The abstracts are written by the students of English department who graduated in the last three years (2021, 2020, and 2019). This study is conducted because errors are found in students' abstracts. Based on the problem stated, the problem formulation is: "What kinds of errors and sources of errors do the students make in writing abstracts of final reports?".

1.4 Benefit of The Study

1. For the writer

The benefits of this study for the writer are to increase knowledge about errors in writing an abstract, to increase more knowledge about grammatical errors, and to fulfill one of the requirements of the final report subject at English Department of State Polytechnic of Sriwijaya.

2. For the readers

This final report is expected to give benefit to readers. It is hoped that the students can avoid errors in writing abstracts. Hopefully, future researchers can use this research result as a reference for further research.