CHAPTER II

LITERATURE REVIEW

2.1 Abstract

2.1.1 The Definition of Abstract

According to American National Standards Institute ([ANSI], 2010, p.1), " Abstract is a brief and objective representation of a documentor an oral presentation, according to ANSI/NISO Z39.18-1995 ([ANSI/NISO], 2010, p.10)"An abstract, a required element of front matter,presents a concise, informative statement (approximately200 words) of the purpose, scope,methods, and major findings of the report, includingresults, conclusions, and recommendations.".American Psychological Association ([APA], 2010, p.25). states,

"An abstract is a brief, comprehensive summary of the contents of the article; it allows readers to survey the contents of an article quickly and, like a title, it enables persons interested in the document to retrieve it from abstracting and indexing databases."

From the explantions above it can be concluded that an abstract is a brief summary of a documentor an oral presentation whichpresents a concise, informative statement of the purpose, scope,methods, and major findings of the report, includingresults, conclusions, and recommendations and written in approximately 200 words.

2.1.2 Types of abstract

According to American National Standards Institute (ANSI, 2010, p.4), there are two types of abstracts. They are informative abstract and indicative abstract.Informative abstracts are generally used for documents pertaining to experimental investigations,inquiries, or surveys. These abstracts state the

purpose, methodology, results, and conclusionspresented in the original document. Meanwhile indicative abstracts describe rather than paraphrases the original document and its content. It is best used for less-structured documents, such as editorials, essays, opinions, or descriptions; or for leghty documents, such as books, conference proceedings, directories, bibliographies, lists, and annual reports. They are usually written for documents that do not contain information relating to methodology or results. The abstract should, however, describe the purpose and scope of the discussion or descriptions in the document. It also may describe essential background material, the approaches used, and/or arguments presented in the text.

According to Wallwork.A (2011, p.179)., there are four main types of abstract. They are unstructured, structured, extended, and conference abstract. An unstructured abstract is an abstract which is written in a single paragraph of between 200 – 250 words containing a very brief summary of each of the main sections of the paper. A structured abstract is written same as unstructured abstract but divided into several short sections. While an extended abstract is a mini paper organized in the same way as a full paper (e.g. Introduction, Methods, Discussion, Conclusion, etc), but substantially shorter (two to four pages). An Conference abstract is normally a standalone abstract. Sometimes, It is written up to 500 words, designed to help conferenceorganizers to decide whether they would like the writer to make an oral presentation at their conference.

From those references, we can conclude that abstracts are classified is according to its content and its length. Based on content, there are informative abstract and indicative abstract. Based on length, abstract are divided are unstructured, structured, extended, and conference abstract.

2.1.3 Basic content of abstract

According to ANSI (2010, p.4-5) a complete abstract contains some specific elements. They are purpose, methodology, results, conclusions, and collateral and other information.The purposein abstract is written to state the primary objectives and scope of the study or the reasons the document waswritten.

The methodology is used to describe techniques or approaches only to the degree necessary for comprehension. Results are written in abstract to describe results as concisely and informatively as possible. The conclusionswill describe the implications of the results, especially how they relate to the purpose of the investigationor the reason for preparing the document. Conclusions can be associated with recommendationsevaluations, applications, suggestions, new relationships, and hypotheses accepted or rejected. Collateral and other Information can be added if needed.

According to Wallwork.A (2011, p.180) at least an abstract contains four contents : purpose, methodology, results, and conclusions. In purpose, the writer states why the research was carried out. The methodology describes about methods the writer used to conduct the research. The results describe what the research results are or what the writer found. The conclusion describes the implication of findings or recommendation.

In addition Bain, Taylor (2007, p.1) states a research paper typically contains purposes, methods, results, conclusions, and relevance. The purposes are used to answer the question about why you did or what the nature of your study or topic. The methods describe what and how you did the research. The results describe the findings you found. The conclusions show the implication of research analysis. Revelance contains of recommendation or suggestion.

From those references, generally the basic components of abstract are purpose, methodology, results, and conclusions. purpose describes the reason why the researcher did the research. Methodology gives the explaination about the methods the writer used to do research. Result describes the finding the wirter found after analysing the data. Conclusion can be implication of the result, recommendation, or suggestion.

2.1.4 Length

According to ANSI(2010,p.5) the length of an abstract differs according to the types of document being abstracted and the ways the abstract used. If the length is not specified, the following lengths are usually adequate :

Document	Maximum Length of Abstract
papers, articles, portions of monographs	250 words
notes, short communications	100 words
editorials, letters to the editor	30 words
long documents such as monographs and theses	single page, 300 words

Table 2.1 The abstract length (ANSI, 2010,p.5)

According to Glasman-Deal, Hilary (2010, p.204). ,"The Abstract usually has a strict word limit. Most are between 80–150 wordsand are written as a single paragraph. Even longer Abstracts (150–250words) are usually written as a single paragraph." In American Psychological Association (APA, 2010, p.27),"Word limits vary from journal to journal and typically range from 150 to250 words." In addition,Andrade,Chittaranjan (2011, p. 1). "Although some journals still publish abstracts that are written as free-flowing paragraphs, most journals require abstracts to conform to a formal structure within a word count of, usually, 200–250 words."

From the explanations above, it can be concluded that an abstract is usually written in single paragraph and has 150 -250 words.

2.1.5 Grammar and writing skills

The following are the verb tenses which are usually used in abstract provided by Glasman-Deal, Hilary (2010, p. 201-204) :

Content	Tenses	Example
Problem/ Gap	Simple Present	The main problem, however, is… We examine why these models have diffi culty with… However, this assumption is not valid when… This is complicated by…

		However, this assessment cannot be based solely on… Although it is known theoretically that…
Purpose	Simple present	The paper present a new methodology for.. In this paper we apply.. This study reports an improved design for.. This study aims at… New numerical results are presented for…
Methodology	Past tense	Two catalysts were examined in order to… Samples were prepared for electron microscopy using… A crystalliser was constructed using… The eff ect of pH was investigated by means of… The data obtained were evaluated using… A permeameter was used to investigate…
	SimplePresent tense (when you are referring to calculations orequations which can be found in the paper itself)	Numerical examples are analysed in detail… The calculated wavelengths are compared to… Several models are created using… The accuracy is evaluated by… A detailed comparison is made between… The method is illustrated on blends of homopolymers…
Results	Simple Present	We find that oxygen reduction may occur up to 20 microns from theinterface… The model consistently underpredicts… The ratio shift s towards… We show that this theory also applies to… The most accurate readings are obtained from… We find that this does not vary… These examples illustrate that overpotential is better described interms of…
	Simple Past tense *	The Y-type was found to produce The hydrocarbons showed a marked increase in No dilation was observed This was consistent with
Discussion/ Conlusion	Present Perfect tense	We have obtained accurate quantitative LIF measurements… This investigation has revealed that… We have devised a strategy which allows… We have demonstrated the feasibility of this approach by… A novel material has been produced which… Three-dimensional FE predictions have confi rmed that… Considerable insight has been gained concerning…

	Present Simple tense	This process can successfully be combined with… The framework described here is both simple and universal… The value of our approach lies in… This provides a powerful tool for… This novel film is mechanically robust and is able to… The algorithm presented here ensures that…

Tabel 2.3 Grammar in Abstract

Be aware that the sentence may use two different tenses. Even if thefirst part of the sentence is in the Past Simple tense (We found/It was foundetc.) you can decide to put the finding/result itself or the implication of theresult in the Present Simple tense if you believe it is strong enough to beconsidered as a fact or truth:

The experiments demonstrated there are two matrices…

It was found that proteins are produced from…

The results demonstrated that the morphology is diff erent…

This image suggested that there is a direct relationship between…

2.2 Concept Mistake and Error

According to Brown (2000, p. 226), "A mistake refers to a perfomance error that is either a random guess or a "slip", in that il is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations." He also state that " An error, a noticeable deviation form the adult grammar of a native speaker, reflects the compentence of learner."

According to corder (as cited in Susan and Larry, 2008, p. 102-103) state that mistakes are akin to slips of the tongue. It happens generally one-time-only events. The speaker who makes a mistake is able to recognize it as a mistake and correct it if necessary. While, an error, on the other hand, is systematic. It is likely occur repeatedly and is not recognized by the learner as an error. The learner in

this case has incorporated a particular erroneous from the perspective of target language into his or her system. Viewed in this way, errors are only errors a teacher's or researcher's perspective, not from the learner's.

In addition, Ellis (2003, p.17-18) states errors reflect a gap in learner's knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance. They occur because, in particular instance, the learner is unable to perform what he or she knows. To know about errors and mistakes is checking the consistency of learners' performance. If the consistenly substitute the deviations, it would indicate a lack of knowledge or an error. However, if they sometimes do the deviations, it would indicate as a mistake. Another way is asking the learner to try correct their own deviant utterances. Where they are unable to, the deviantions are errors; where they are succesful, they are mistakes.

2.2.1 Common Errors

In Dulay, Burt, and Krashen's Surface Structure Taxonomy (1982 in Ellis and Barkhuizen, 2005, p. 61), four categories were proposed to explain how sentences derivate from the correct forms because the learners change the surface structure. Those categories are:

a. Addition.

Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language.

Example: He didn't to come. (Correction: He didn't come) (p. 61).

b. Omission.

Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language

acquisition. Example: *My sisters very pretty. (Correction: My sister is very pretty) (p. 61).

c. Misformation.

Misformation is indicated by the use of wrong forms of certain morphemes or structures. Example: *Me don't like. (Correction: I don't like) (p. 61).

d. Misordering

Misordering is indicated by the incorrect placement of certain morphemes. Example: *She fights all the time her brother. (Correction: She fights her brother all the time) (p. 61).

2.3 Characteristic of Good Abstract

According to American Psychological Association (APA,2010,P.26), a good abstract is accurate, nonevaluative, coherent and readable,concise. Accurate means the abstract correclty reflects the purpose and content of the report, and doesn't show information that doesn't appear in the body of report. . If the study extends or replicates previous research, note this in the abstract and cite the author's last name and the year of the relevant report. Comparing an abstract with an outline of the manuscript's headings is a useful way to verify its accuracy. Nonevaluative means the abstract does not contain comment. It should report information in the report. Coherent and readable means that an abstract must write in clear and concise language. Use verbs rather than their noun equivalents and the active rather than the passive voice (e.g., investigated rather than an investigation on The authors presented the results instead of Results were presented). Use the present tense to describe conctusions drawn or results with continuing appticability; use the past tense to describe specific variables maniputated or outcomes measured. Concise means be brief, and make each sentence maximally informative, especially the lead sentence. An abstract is generally written in single paragraph contains 150 -250 words. Begin the abstract

with the most important points. Do not waste space byrepeating the title. Include in the abstract only the four or five most important concepts,findings, or implications. Use the specific words in your abstract that youthink your audience will use in their electronic searches.

2.4 Previous Research

Nindra, Ahmad (2011) did research on elements of abstracts in the students' final reports at English Department and the result shows that the abstracts' elements found in the abstracts are various. Thode elements are background, purpose, problem, scope, method, result, and conclusion. There were only one abstract which did not write purpose, 4 abstracts did not write result, 10 abtracts did not conclusion, and 1 abtract did not write result and conclusion.

In the same year, Merdekawaty, Aty (2011) did research on grammatical errors in 10 abstracts of final reports. The result showed that the most common errors occurred in the abstract is misformation. the second common errors occurred in the abstracts are addition error. The last common errors occurred are misordering and omission. Misformation occurred 13 times, Addition errors occurred 5 times, and omission errors occurred 4 times, and misordering occurred only one times.