

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

Theories are necessary in conducting research and will be a good source of problem for research. A theory may be defined as a set of interrelated statements, principles and propositions that specify the relations among variable (Ary, 2010). This theoretical framework, which is presented orderly, is intended to include some clear concepts that will be applied in this study about the grammatical error analysis of thesis abstract writing. This concept will lead to a much understanding and analysis of the variable chosen because they will help the researcher to limit the scope of the problem.

B. The Concept of Thesis Abstract

1. Definition of Abstract

Abstract is a short piece of writing which contains the main ideas in a document (Oxford Dictionary, 2010). Moreover, abstract is the most important part of any research paper since it summarizes the main points that have been explored. In addition, abstract is a summary of the scientific writing written after the research has been conducted. It informs the readers of what can be found in the whole of every scientific writings (Brian, 2007). Briefly, the readers can

know and understand about what the writers write on their scientific writing by comprehending the abstract.

In addition, most writers who are interested in your title would read the abstract first to learn more about it. In the meantime, not all researchers read the whole science paper; instead, they just read the abstract. As a result, it must not only be brief, but also complete and transparent. Furthermore, since an abstract is a brief outline, it should be written in a precise form. Most journal editors limit the length of abstract by setting the number of words, usually between 150 and 250 words (David, 2011).

In other words, the abstract, which is a brief description of the entire article, should expand on the why, how, and what questions raised in the paper. Those questions should be described clearly in the body of abstract using good format. Abstracts should contain objectives, materials and methods, results, and conclusions which provide maximum information with minimum words (Yang, 1995).

In conclusion, a good abstract should be written in a good structure that includes the research's aim, method, result, and conclusion. The abstract is then written in a concise and precise manner, presenting the full amount of detail to the readers.

2. The Typical Structure of Abstract

It is widely known that the abstract is an important part of scientific writing which carries out the information of the whole writing. As a result, the abstract should be well-structured, not just in terms of sentence structure (grammar), but also in terms of typical structure. As stated by D. Williamson (2007) that a good and complete abstract text should consist of: introductions, aims, methods, results, and conclusions.

C. The Concept of Error Analysis

1. Definition of Error Analysis

Making errors are a natural behavior in every learning process because errors are the flawed side of learner speech or writing. Writers cannot learn and master the language without systematically doing errors (Dulay, 1982). Thus, it is a common thing if there are errors appear in language learning and we cannot convict anyone. Errors may appear to be a sign of student failure, but they are actually a sign that students are learning. Furthermore, errors are systemic divergences of learners who are still developing their skills. They make numbers of errors as a result of their lack of understanding of the language they are learn.

In addition, incorrectness, mistakenness, wrongness, and erroneousness assumptions construct a crucial part of learning in knowing and acquiring knowledge (Brown, 2000). Furthermore,

Harmer assumed that errors are mistakes which they cannot correct themselves and they need an explanation. According to the previous explanations, errors are a necessary part of language learning in order to determine the level of proficiency of the learners. Learners cannot quickly correct the errors, which necessitates further elaboration.

Errors in language learning cannot be made by all language learners. Therefore, the treatment is critical in minimizing and eliminating the common errors that occur while learning a language. To provide adequate care for the students, it is critical that we understand the particular errors in the writing that they have created. Important research and thorough investigation should be carried out in this manner. In reality, through error analysis, students' errors generated while learning a language can be detected, evaluated, and classified to reveal information about the system's operation. Above all, the method for studying errors in scientific research is called error analysis.

Taylor stated that error analysis is the study and evaluation of uncertainty which occurs in linguistic. Also, error analysis can be categorized as an effort to calculate and evaluate the learners' errors that could not be elaborated or presented by contrastive analysis or behaviorist theory (Dulay, 1982). In other words, this

method may be used to evaluate and correct the mistakes he or she produces.

There are a number of tasks that must be completed in order to make error detection simpler. They're defining the errors, classifying the types of errors, and correcting and evaluating the errors that need to be corrected.

By defining the performance level of the error analysis result, the progress and use of language learning can be easily detected. It will demonstrate how well the language can be used in academic and non-academic settings. Above all, learning and comprehending academic writing necessitates extensive research and assessment prior to publication to the general public.

2. The Differences between Error and Mistake

It is very essential that error and mistake must be distinguished. Technically both of them are quite different affairs (Brown, 2000). Nobody expects students studying a language to create nothing but errors in both speaking and writing. Furthermore, Corder stated that sentences are erroneous products if they are unacceptable or inappropriate.

To differ between error and mistake is a difficult activity. Ellis advised two ways to distinguish between error and mistake. One way can be to look into the consistency of learners' competence. If they consistently perform the language in incorrect

form, it would be indicated that they do the error. However, if they perform the language sometimes in correct way and sometimes in incorrect form, it can be called a mistake. Another option is to have the students try correcting their own errant speech. Errors occur because they are unable to change it into the correct form. If they are successful in correcting it, however, the deviations are mistakes.

In addition, Brown stated that mistake refers to a performance error which randomly occurs while an error is a deviation from the adult learners who learn grammar of a native speaker which reflects the competence of learner. In this case, mistake is lacking of awareness in composing language both in speaking and writing even though the learner knows the concept. On the other hand, error is lack of knowledge of language concept so that the learners will consistently repeat the mistake. Furthermore, a mistake may be self-corrected when the speaker or writer is alerted to the deviation, but an error cannot.

Based on the above explanations, it can be inferred that an error is a mistake that learners are unable to correct while speaking or writing, necessitating additional explanations from teachers or other experts. A mistake, on the other hand, is a deviation made by students while performing an activity or speaking about

something. They can fix their deviation and improve it until it is correct.

D. Classification of Error

Dulay stated that error analysis is divided into four big parts, such as: linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Those are:

1. Linguistic Category Taxonomy

This is to classify the errors according to both the language component and the particular constituent which influence the errors. Phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style) are all components of language. Particular linguistic constituents include the elements that consist of every language component. In syntax, for example, we might consider whether the error is in the main clause and which constituents are affected, such as noun phrase, preposition, auxiliary, adjective, adverb, and so on.

2. Surface Strategy Taxonomy

This part highlights the ways that surface structures are altered. The elements of surface strategy are often altered in specific and systematic ways. Some of the altered structures are omitting necessary items and adding unnecessary ones in a sentence. Among the common errors are:

a. Omission Errors

Omission errors are illustrated by the absence of a component that has to appear in a well-formed sentence. The grammatical morpheme is omitted much more often than material morphemes by most language learners, but not all.

e.g. *English considered as an international language.* It should be *English is considered as an international language.*

b. Addition Error

Addition These errors are the opposite of omission errors. Those errors are illustrated by the presence of an element which must not appear in a well-performed sentence. There are three kinds of addition errors, namely:

- 1) Double Making: *He doesn't **writes** this letter.*
- 2) Regularization: ***Readed** for read, **wolfs** for wolves.*
- 3) Simple Addition: *There is **an** unique book in the box.*

c. Misformation Error

Misinformation errors can be characterized by the use of the wrong form of the word or structure. While in omission errors the element isn't delivered, in

misinformation the learners deliver something although it is incorrect.

e.g. *He shows his **angriness** because of the mistake.*

d. Misordering Error

This part is illustrated by the incorrect placement of a word or group of words in a sentence.

e.g. *She is a **girl** beautiful.*

3. Comparative Taxonomy

The comparative taxonomy classifies the errors on the basis of comparing the structure of second language errors to other types of construction.

e.g. *Yohana is beautiful than her sister.*

The sentence above should be:

Yohana is more beautiful than her sister.

4. Communicative Effect Taxonomy

Unlike the three types of errors mentioned above, this classification considers errors from the standpoints of both the listener and the reader. This segment addresses listeners' and readers' misunderstandings based on what speakers say or what authors write.

X : *What is your father?*

Y : *My father is John.*

Actually, the X asks about the occupation of Y's father.

Then, the answer should be:

Y : *My father is a doctor (or other).*

E. Grammatical Structure

1. Definition of Grammar

Every language has its own set of rules for grammar. People who speak the same language will communicate because they are familiar with the grammar structure. Since the use of a language to communicate necessitates the awareness of its grammar, all speakers and authors of that language must be conversant in it. (Thornbury, 2004) states that 'grammar is partly the study of what forms (or structures) are possible in a language'. Grammar is concerned with analysis of the sentence which is describe the rules how language sentences are formed.

(Harmer 2002) states that 'grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language'. It is the structure and meaning system of language.

From the statement above, we know that grammar are explicit. It not only explains how utterances are created, but also offers a method for generating previously unknown structures, which may be useful for people who prefer to use the language in a creative way to

communicate more easily. It facilitates the development of new types of sentences that are more effective and convincing.

Grammar is the most important aspects in writing. In order to make a well structured writing, one should be mattered in grammar. It consists of rules to change the meaning (morphology), arrangement of words (syntax), clause and phrase structure and the classification of part of speech (noun, verb, etc), and issues regarding cohesion and coherence of whole text. If grammar rules are too violated, communication may suffer, although creating good grammar rule is extremely difficult.

Lyons in Soetikno classifies grammatical category into three types:

- a. The primary categories, which consist of the word classes such as the Noun, Verb, Adjective, Adverb, Pronoun, Preposition, Conjunction, Determiner.
- b. The secondary categories, which includes the notions of Number, Gender, Case, Person, Tense, Mode, Voice.
- c. Functional categories, which discuss the notion of Subject, Predicat, Object, etc.

Even though there are three mentioned category, the researcher will be focusing on The primary categories because the first type will be used as subject research.

2. English Grammatical Aspects

a. Primary categories (Word classes)

All words belong to categories called word classes (or parts of speech) according to the part they play in a sentence. The main word classes in English are:

1) Noun

The most significant word class is noun. It is a person's, place's, thing's, or idea's term. It is the headword of a noun phrase, which means that a noun phrase must have one main noun in which all the other words in the phrase revolve. The classification of noun are:

a) Common Noun

A common noun is a noun that refers to people or things in general. Common noun are subdivided into count nouns (chair) and non-count nouns (butter).

e.g., boy, country, city, birth, day, happiness

b) Proper Noun

A proper noun is a name that identifies a particular person, place, or thing. In written English, proper noun begin with capital letters. Nouns that refer uniquely to individually salient items lack many of the properties of prototypical nouns in their normal usage.

e.g., Steven, Brooklyn, Bridge, Toronto, Monday.

c) Concrete Noun

A concrete noun is a noun that refers to people and to things that exist physically and can be seen, touched, smelled, heard, or tasted. There are count and non-count concrete nouns (apple, milk).

e.g., *dog, building, coffee, tree, rain, beach, tune, Brooklyn Bridge.*

d) Abstract Noun

An abstract noun is a noun that refers to ideas, qualities, and conditions. It is thing that cannot be seen or touched and things that have no physically reality.

e.g., *truth, danger, happiness, time, friendship*

e) Collectives Noun

Collective nouns refer to groups of people or things.

e.g., *audience, family, government, team, jury*

f) Compound Noun

Compound noun is a noun existing of more than a single word. It could be separate words or two words joined by a hyphen or a combined word.

e.g., *social studies, sister-in-law, headmaster*

2) Verbs

A group of words cannot be described as a sentence or a clause unless at least one of the words is a verb. It has

morphological properties;(1) They appear in either a ‘past tense’ or ‘non-past tense’, and (2) the non-past tense form takes a suffix-s when the subject is third person singular. Other forms of verbs do exist (e.g., participle and infinitives) but these can be considered to be deverbalizations. There are several types of verb in English:

a) Action Verbs

An action verb tells what action (often a physical action) a subject is performing, has performed, or will perform.

e.g., *My father delivers packages to department stores each day.*

b) Linking Verbs

A linking verb connects (or links) a subject to a noun or an adjective in the predicate. The most common linking verbs are the forms of the verb “to be” (*is, are, was, were, been, being, am*) and *appear, become, feel, grow, look, remain, seem, smell, sound, stay, taste, and turn.*

e.g., *He **appeared** tired.* (The linking verb, appeared, links the subject, He, with the predicate adjective, tired)

c) Helping Verbs

In a sentence, a helping verb assists the main verb in a sentence. There can be more than one helping verb in each

sentence. In a questioning (interrogative) sentence, the helping verb is usually separated from the main verb.

The common helping verbs are am, is, are, was, were, be, been, being, has, had, have, do, does, did, may, might, must, can, could, shall, should, will, and would.

e.g., *Has the joke been heard around the office?*

3) Adjective

An adjective modifies (qualifies or limits the meaning of) a noun or a pronoun. It gives the reader or speaker extra information about a noun or delimits it in some way.

e.g., *Carrie read an **interesting** story.*

There are several types of adjectives:

a) Proper Adjective

It is formed from a proper noun.

e.g., *Italian bread, Herculean Strength, Canadian sunset*

b) Compound Adjective

It is a word composed of two or more words. Sometimes these words are hyphenated.

e.g., *landmark decision, black-and-blue mark*

4) Adverb

An adverb is a word that modifies (qualifies or limits) a verb, an adjective, or another adverb.

The traditional approach to adverbs has been to assign mainly those words which are made from adjectives by the addition of the ending *-ly* (*quickly, hopelessly*), plus certain other words which are difficult to classify, like *not, just* and *soon*. Their main function is to qualify the action of the verb in the clause in some way, but they can also be used to add more information to an adjective or other adverb.

e.g., *Rex is **very** happy.*

(Very modifies the adjective happy and answers the question, To what extent)

5) Pronoun

A pronoun is a word used in place of one or more nouns. It is used to refer a noun (called its antecedent) that usually comes before the pronoun or make writing clearer, smoother, and less awkward. There are several types of pronoun:

a) Personal Pronoun

It refers to people and things. They are divided into three categories called *first person* (referring to the person who is speaking; *I went to the mall*), *second person* (referring to the person spoken to; Joy, can *you* see the bus?), and *third person* (referring to anyone or anything else; Bob saw *us* do this assignment).

Table 2.1 Personal Pronoun

	Singular	Plural
First Person	I, my, mine, me	We, our, ours, us
Second Person	You, your, yours	You, your, yours
Third Person	He, his, him, she, her, hers, it, its	They, their, theirs, them

b) Reflexive Pronoun

It is formed by adding –self or –selves to certain personal pronouns. Example of reflexive pronoun are *myself, himself, herself, itself, ourselves, themselves, yourselves.*

e.g., *I found it **myself***

c) Interrogative Pronoun

It is used to ask a question. These pronouns are *who, which, whom, and whose.*

e.g., **Who** is the person with her?

d) Demonstrative Pronoun

It is used to point out a specific person or thing. These pronouns include *this, that, these, and those.*

e.g., *Theresa, is this **yours**?*

e) Indefinite Pronoun

It is often does not refer to a specific or definite person or thing. It is usually does not have a definite or specific antecedent as a personal pronoun does. These pronouns

include *all, another, any, everybody, much, neither, several, etc.*

e.g., *Everybody will select **another** to help with everything.*

6) Preposition

Preposition is used in which two parts of a sentence are related to each other. It is always followed by a phrase containing a noun and need more than just themselves to answer the same questions. Preposition is classified into two categories:

a) Common Preposition

It is a word that shows the relationship between a noun or a pronoun and another word in the sentence.

e.g., *The man swam **under** the bridge.* (*Under* connects the idea of *swam* and *bridge*).

b) Compound Preposition

It is composed of two or more words.

e.g., *He **fell down** the stairs.* (*Down* is a preposition because it takes more than a single word to tell where he fell).

7) Conjunction

Conjunction serves to connect two or more clauses, phrases or words together to make longer constructions. There are two types of conjunction:

a) Coordinating Conjunction

This type is always used to connect elements that share the same grammatical status, that is, main clause to main clause, verb to verb, noun to noun, adjective to adjective and so on. These seven words are *for, and, nor, but, or, yet, and so*.

e.g., *The coffee was strong, **but** sweet.*

b) Subordinating Conjunction

This type is often joins two or more unequal clauses to one another. Typically a main clause will be connected to a subordinate clause.

e.g., ***When** I arrived home, they had already eaten.*

8) Determiner

Determiner consists of a small group of structure words without characteristic form:

a) Article: *a, an, the*

b) Demonstrative adjectives: *this, these, that, those*

c) Possessive adjective

(1) From pronouns: *my, yours, one's*

(2) From nouns: *amir's, the girl's*

d) Numeral Adjective

(1) Cardinal: *four, twentyfive, one hundred*

(2) Numerical: *fourth, twentyfifth, one hundredth*

- e) Adjectives of indefinite quantity: *some, view, all, more*
- f) Relative and interrogative adjectives: *whose, what, which*

F. Review of Previous Study

There are some research related to this research that conducted before, the first is written by Voni Novita (2018) Entitled *An Error Analysis On Undergraduate Thesis Abstracts Of English Language Education Students Of Sanata Dharma University*. Based on the research results, 114 mechanical errors were discovered. Punctuation error had a higher frequency of errors (11.9% or 64 errors) compared to spelling (9.3% or 50 errors). In other words, 21.2% of the errors were related to the mechanics in writing. It can be concluded that the students had not yet fully mastered spelling and punctuation rules. There was a lack of precision and accuracy, in terms of the mechanics of writings, as reflected in their abstracts. This study has a depth analysis about the abstract, but the research is limited to The English education department in the respective university.

Research by Voni Novita is a descriptive study that examined undergraduate thesis abstracts year 2014-2017 in English Language Education Study Program at Sanata Dharma University, using an error analysis technique proposed by Ellis and Barkhuizen (2005). Researchers listed three types of errors in this research, but the subject is still on English education students, who receive more English courses than students who are not focused on English. As a result, researchers looked

into the Non - English department to see what errors non-English students made while writing their thesis abstracts, as well as what types of errors were most common.

The second research related to this research is written by Qhusnul Qhatimah (2018) Entitled *An Analysis Of Grammatical Mistakes In Students' Writing*. As the result, researcher found some grammatical mistakes in students writing. From the three aspects of grammar, the researcher found that 88 mistakes in tense, 30 mistakes in subject verb agreement, and 6 mistakes in personal pronoun. The most mistakes made by students were tenses, which is 70.97%.

This study focused on grammatical mistakes that appear in students' writing results. Data and subjects taken by researchers are purposive sampling in which classes are determined and the level at which research subjects will be taken.

The third research is written by Hidayati, 2015 entitled *English Grammatical Errors In The Abstract Section Of Civil Engineering Students' Thesis, Diponegoro University*. According to the explanation above, the writer conclude that the grammar error is made by civil engineering students. There are 4 errors or 14.28% in the category of Omission, 3 errors or 10.71% in the category of Addition, 20 errors or 71.42% in the category of Misformation, and 1 error or 3.57% in the category of Misordering. The most errors are in Misformation category

because it is related to the tenses that most of students are having difficulties.

Hidayati's research was conducted to describe the grammatical errors made by Civil Engineering students at Diponegoro University in writing abstracts for their final project. In addition, this study also explains the factors that cause these errors. This study still focuses on grammatical error finding with the subject of the research being abstract documents from students who have graduated from various years. Even so, this research only focuses on one majoring program, namely civil engineering.

According to the previous study above, the researcher will apply the research that has not been discovered from the previous study above. The researcher will use the surface category taxonomy to analyze the abstract of students' thesis writing of non – English department in Faculty Tarbiyah and Teacher Training at IAIN Tulungagung. All of the aspects that the writer will classified into grammatical analysis to the primary categories of grammar that are stated by Lyons.