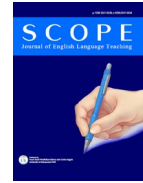




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Research Article

## An Analysis of Grammatical Error on Students' Thesis Abstract: Frequency and Percentage

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### KEYWORDS

error analysis;  
 grammatical;  
 proportions

### A B S T R A C T

The goal of this study is to discover proportion of grammatical error on students' thesis abstract. This study used descriptive qualitative research as research design. It identified, classified, and analyzed the students' error in writing abstract based on types of errors, namely omission, addition, mis-formation, and mis-ordering. This research data consisted of 10 thesis abstracts written by the students of English education department, Universitas Islam Negeri Raden Intan Lampung. This abstract was chosen at random from 133 theses written by students who completed their studies in 2024. The results show that this study identified 136 items of errors from ten students' abstracts that consisted of omission (53 items), addition (37 items), mis-formation (41 items), and mis-ordering (5 items). Furthermore, it is known that the majority of students' errors in writing abstract is omission (39%). The findings indicate that the students need to comprehend grammatical rules. Furthermore, this study expects that academic supervisors will not disregard errors committed by students when they write a thesis as part of the college requirement for graduation.

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### INTRODUCTION

Writing as one of the skills that all university students must grasp and understand since it allows them to communicate their thoughts in written form, giving them meaning and purpose. Writing is not a skill that comes easily. It is often learnt and performed via experience. Myles (2002) states that the abilities in writing are not an inherent talent; they are often learned and culturally transmitted as a collection of techniques used in formal educational settings or other scenarios. The ability of writing should be developed and also gained through experience. Furthermore, Brown (2001:335) provides that there are various significant

components of writing that should be examined to measure the final output, such as content (C), organization (O), vocabulary usage (V), grammatical use (G), and Mechanical considerations (M), including spelling and punctuation. Writing is unique and distinct from other skills. As a student at university level, writing is essential for students to learn since it is required to complete papers, tasks, and even theses as part of the S1 Degree requirements.

To be able write a good thesis as a partial fulfilment to get bachelor's degree, students should master various skills in writing such as developing ideas in paragraph, understanding cohesive and coherent, appropriate diction,

punctuation, spelling, and comprehending grammar rules. Moreover, Harmer (2003) states that writing requires grammatical abilities, as well as the capacity to express ideas effectively. However, developing writing abilities is not a simple task. Furthermore, writing in English is a foreign language for Indonesian students. It takes a process and enough time to form and produce a good final product from writing itself. As a result, students frequently make errors in their writing. In Langan (2001), it is stated that "A paper with numerous errors in grammar, mechanics, punctuation, or usage will not make a favorable impression on a reader". However, they frequently committed errors in their writing.

Many types of errors occur when students do write because they do not fully comprehend the English structure, making it difficult to produce sufficient and productive of writing' results. According to Dulay et al. (1982:138), humans cannot learn a language without first methodically making errors. It indicates that making errors is an unavoidable aspect of learning. There are some definitions of error provided by experts. Dulay et al. (1982:138) state that errors represent a fault in learner speech and writing. Meanwhile, Brown (1980) defines error as a noteworthy variation from adult grammar or a native speaker, demonstrating the learner's interlanguage ability. Furthermore, Fauziati (2009) defines errors as systematic, consistent deviances that reflect the learner's linguistic system at a given level of learning. There are various types of errors, such as omission (OM), addition (AD), misformation (MF), and misordering (MO).

Many people have studied errors in English as a foreign language (EFL). They researched error analysis of various four skills in English language (Vika & Esti, 2015; Gadis & Kammer, 2018; Puteri and Don Narius, 2019; Rina, Nine, & Lilis, 2019; Umar Fauzan, Sapna, and Widya, 2020; Sudarkam and erniwati, 2023; Karim et al, 2018). From several writing errors studies conducted by researchers mentioned show that research on grammatical errors in EFL writing has progressed and covered a wide range of topics and aspects of students' writing skills at the high school and university levels. The challenges in EFL writing are nearly the same, with the errors concentrating on grammatical errors.

Applied linguistics has long focused on analysing grammatical errors in academic writing, especially when it comes to non-native English speakers and second-language learners. Research has repeatedly demonstrated that academic writing, including thesis abstracts, is a significant genre where precise grammar is necessary for professional and understandable communication. Grammatical errors in a variety of academic writing formats, such as research articles, dissertations, and thesis abstracts, have been the subject of numerous studies in

recent years. Therefore, the writer investigated students' abstract in writing a thesis because it was found that there are a lot of errors in their writing. It was caused some students only focused on content of their thesis, so they forget on abstract. While abstract is one of essential parts of theses that should be given. Additionally, abstracts should be simple and concise. In addition, it consisted of 150-250 words. Moreover, abstracts consist of purpose, research design, and result. Moreover, research on the incidence and percentage of grammatical errors in thesis abstracts is lacking, especially within a single institution or field of study, notwithstanding these advancements. The prevalence of grammatical errors in abstracts as a stand-alone piece, which is frequently the most visible portion of a student's research, has not been quantitatively examined in many studies.

Therefore, it is a crucial to answer the following questions: (1) What are the proportions (the quantity and percentage form) of different types of errors committed by learners while writing thesis abstracts? and (2) What is the most dominant from the types of errors made by learners while they write thesis abstracts?

## METHOD

In this study, the writer applied descriptive qualitative research as research design. According to Koh & Owen (2000) that a descriptive qualitative is study of status and is widely used in education, nutrition, epidemiology, and the behavioral sciences. It means it through observation, analysis, and description. Van Maanen et.al. (1983) state qualitative research focuses on time, place, and other analytical variables. The procedure of doing qualitative research will result in a pattern that may be used for a long time. The place and item dimensions can be summarized. It means that the writer would like to describe, analyse, and calculate the students' errors in writing abstract of their thesis. Furthermore, the writer saw the students' errors, then identified, and calculated them based on types of errors (omission, addition, misformation, and misordering).

The research subject was for students who graduated from the English Education Department in 2024. The research data consisted of ten thesis abstracts written by students from the English education department at Universitas Islam Negeri Raden Intan Lampung through stratified random sampling. These abstracts were chosen at random from 133 theses submitted by students who finished their studies in 2024.

The writer followed some steps to analyse students' errors in writing abstract. *First*, identifying student errors by emphasizing the incorrect elements. To identify the error, each abstract was read. Then utilize codes (numerical numbers and underline marks). Errors were identified

when students missed or added extraneous items, mis-formed or mis-ordered them. *Second*, classifying the students' errors into four types of errors. In this step, after identifying and splitting the data, the researcher used the types of errors. The students' errors were then recorded in a table to determine the total number of errors made by each student.

The *third* step involves calculating the percentage of student errors. After categorizing the data, the researcher calculated the percentages of each error type. To calculate the percentage of each type, the formula below was used. The formula is (Sudjiono, 2008: 43). In this case, **S** represents of error percentage, **R** represents of the total of amount of error, **N** represents of the overall number of errors, and **SM** represents 100%.

$$S = \frac{R}{N} \times SM$$

In addition, last step that the writer did was making and reporting the research's conclusions. The writer concluded about the results of his investigation.

## RESULTS AND DISCUSSION

The purpose of the study was to determine the types and frequency of grammatical errors that were present in students' thesis abstracts and to examine these errors in light of the students' academic writing ability levels. According to the analysis, omission type was one of the most frequent errors. In analysing students' errors, the writer followed all steps in conducting research. The writer also collected the 10 abstracts from ten students' thesis that graduated from English education in 2024. All the incorrect form in students' abstracts related tenses were regarded as an error. Here the recapitulations of students' errors that found on abstracts.

**Table 1.** the recapitulation of students' errors in abstracts

Subjek	OM	AD	MF	MO	Total
A1	5	4	5	0	14
A2	6	3	3	0	12
A3	7	4	2	2	15
A4	4	2	2	0	8
A5	6	3	4	0	13
A6	4	4	6	0	14
A7	7	3	3	1	14
A8	6	3	5	0	14
A9	5	4	6	0	15
A10	3	7	5	2	17
<b>Total</b>	<b>53</b>	<b>37</b>	<b>41</b>	<b>5</b>	<b>136</b>

**Table 2.** frequency and percentage of students' errors in abstracts.

Types of Errors	Proportions	
	Frequency	Percentage
Omission	53	38.97%
Addition	37	27.21%
Mis-formation	41	30.15%
Mis-ordering	5	3.67%
<b>Total</b>	<b>136</b>	<b>100%</b>

The tables above explained that there were some error types found in students' abstract. The total number of students' errors in students' abstracts was 136 items that consisted of omission 53 items, addition 37 items, mis-formation 41 items, and mis-ordering 5 items. Furthermore, the proportion of students' errors were presented in table 2. Below the explanations of students' errors that found in their abstracts.

### 1. Omission

Omission is omitted of an item that is so crucial that its absence will cause a difficulty and is referred to as an error in learning English as a foreign language (EFL). This case, the writer discovered 53 items (39%) of student errors in abstract. It has the largest number of errors of all sorts. The data presented below are examples of errors made by students when writing abstracts.

a. **It frequently used** to portray the apologies strategies in movies. (Incorrect)

It **is** frequently used to portray apology strategies in movies. (Correct)

b. **The data collected** from three English course Instagram account.

The data **were** collected from three English course Instagram account

c. All the data chosen from advertisement in **Instagram described linguistically**. (Incorrect)

All the data chosen from advertisement in Instagram **were** described linguistically. (Correct)

From examples above, the students did errors in omission. They omitted auxiliary verb such as to be. The items in bold above are incorrect form and should be supplemented with some items to make it properly formatted.

### 2. Addition

When studying English as a foreign language, addition means including anything that is not required in a statement. It is based on the definition of addition proposed by Dulay et al. in 1980. Addition is the opposite of omission. In this case, the number of errors in this category is 37 items with percentage 27%. The

items in bold below are incorrect form and should be removed from the sentences to ensure proper form. They should not appear to be constructing proper sentence buildings. Here are examples of errors made by students in addition form.

a. The writer **can** took data through observation. (Incorrect)

The writer took data through observation. (Correct)

b. The researcher can concluded that there is no significant correlation ... (Incorrect)

The researcher can conclude that there is no significant correlation ... (Correct)

c. The research sample **which** consisted of 28 students. (Incorrect)

The research sample consisted of 28 students. (Correct)

### 3. Mis-formation

It is described as the inappropriate use of a morpheme or structure. While in addition error, the item given is not necessarily essential; in mis-formation error, the learner gives an item that remains incorrect. It happens when the structure and morpheme are wrongly constructed. In this case, the number of errors in this category is 41 items (30%). Mis-formation error differs from addition error in that it occurs when an erroneous item is supplied. The bold elements in the preceding examples are incorrectly created.

a. This research **focus** on the analysis of speech act .... (Incorrect)

This research Focused on the analysis of speech act. (Correct)

b. This instrument of this research **is** the researcher herself. (Incorrect)

This instrument of this research was the researcher herself. (Correct)

c. The data **was** collected by questionnaire and interview. (Incorrect)

The data were collected by questionnaire and interview. (Correct)

### 4. Mis-ordering

Mis-ordering is the incorrect organization of a morpheme or set of morphemes in an utterance. In this study, the students attempt to use the incorrect word order, which will undoubtedly cause problems in terms of meaning and grammatical patterns. In this case, the number of errors in this category is 5 items with percentage 4%.

a. The objective of this research was to find whether **was there** the effectiveness of .... (Incorrect)

The objective of this research was to find whether **there was** the effectiveness of .... (Correct)

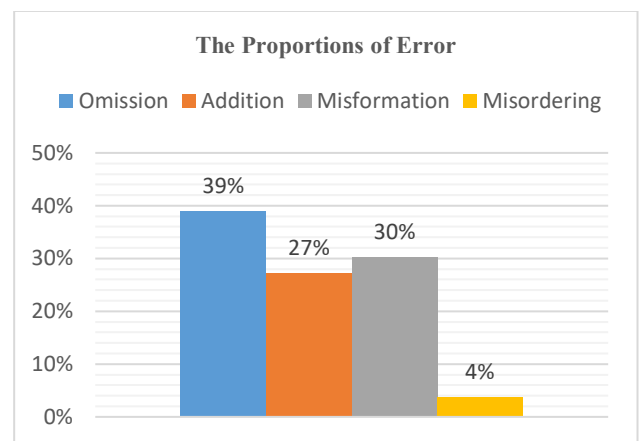
b. The students **also were** difficulty in writing. (Incorrect)

The students **were also** difficulty in writing. (Correct)

Following collection of data, errors were found and classified according to their category. The most common errors committed by students when writing abstracts were omission, addition, misformation, and mis-ordering with a total of 136 items from ten abstracts. It is also known that, among the various sorts of errors identified on students' abstracts, omission error has the highest frequency (53 items). Here is a discussion to answer questions related to research.

### *The proportions (frequency and percentage) of types of errors committed by students while writing thesis abstracts.*

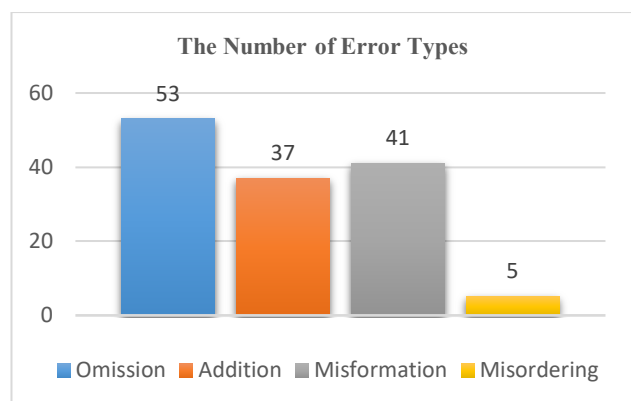
Based on identifying students' errors in writing abstract in their theses based on kinds of errors (omission, addition, mis-formation, and mis-ordering). The result shows that there are 136 items of students' errors that classified into omission, addition, misformation, and misordering. After checking the students' abstracts. It was discovered that there were 53 items (38.97%) of omission error, then addition error stands for 37 items (27.21%), misformation error stands for 41 items (30.15%), and the total number of misordering error is 5 item (3.67%). These proportion of students' errors in writing abstracts can depicted as below.



**Figure 1.** the proportion of students' errors in writing error types.

From explanations above, the writer took efforts to collect data, such as recognizing student errors by underlining them, categorizing errors using kinds of errors, and calculating the proportion. In order to achieve the needed outcomes, the writer can use a predetermined technique to do error analysis. As a result, the writer discovered that the high common sort of error did by students in writing abstracts is omission errors (53 items, 39%), followed by mis-formation errors (41 items, 30%), addition errors (37 items, 27%), and mis-ordering errors (5 items, 4%). As a

result, students committed a total of 136 errors. Figure 2 provides detailed information.



**Figure 2.** The number of error types in writing abstract

## CONCLUSION

This study identified 136 items of errors from ten students' abstracts that consisted of omission (53 items), addition (37 items), misformation (41 items), and misordering (5 items). From proportion of students' errors above, it concluded that the highest types of errors are omission, misformation, addition, and misordering. Furthermore, the study found that students' comprehension of English grammatical rules is insufficient for writing correct thesis abstracts. The abstract has a significant number of grammatical errors, supporting this argument. Furthermore, it expects that academic supervisors will not disregard errors committed by students when writing a thesis as part of the college requirement for graduation.

Therefore, the students are recommended to learn and comprehend on writing and structure course so that it can minimize errors in scientific writing. Thus, academic supervisors are also expected not to ignore student errors, no matter how minor they are, when performing thesis guidance or during thesis exams, since this would greatly aid in eliminating student errors. Additionally, given the high prevalence of sentence structure errors, academic writing curriculum would benefit from including additional practice with complicated sentence construction and the use of the passive voice. Targeted activities and comments that motivate students to concentrate on

accuracy and clarity—two crucial elements of successful academic writing—can help achieve this.

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