

CHAPTER 1

INTRODUCTION

This chapter is an introduction to the study. It contains background, research questions, research purposes, research significance, conceptual framework, and previous studies.

A. Background

In the field of academic writing, students who want to complete their studies in Indonesia and graduate from a higher education institution at the graduate level must write a thesis as one of the requirements. The former idea is supported by Turmudi (2020). He clarified that at the university level, particularly in Indonesia, students must conduct scientific research in order to complete their studies. Abstract is one of the elements of scientific research or *skripsi*. The abstract is a relatively short composition that collects and summarizes the whole topic (Aprilina, 2009). In accordance with Nurhasanah (2018), the abstract of a research is written at the beginning of the paper, before Chapter I, since this part is a summary of a result or substance of research that contains the title of research, the name of the researcher, and a brief explanation of the research's contents. Therefore, when writing a *skripsi*, the abstract is considered an important part of the content for readers to read (Emilia, 2009). The abstract is the first part that the examiner should read (Paltridge & Starfield, 2007). Readers or reviewers of research articles or papers are busy people and have a lot of work to do. Therefore, “most readers limit their preliminary reading on the title and abstract before choosing which research article parts to see and read” (Alhuqbani, 2013).

There are four reasons why abstracts play a significant role in research papers, according to Berkenkotter & Huckin (1995). First, it offers relevant, easy-to-access data or sentences. Second, it serves as a filtering mechanism that will help readers decide if the whole material will be done reading. Third, it gives a framework for the essay to be read by users. Fourth, it gives a rundown of the

research article's key points.

Nevertheless, beside structure and grammar, writing the abstract also needs much attention in mechanics so that the information can be transferred well. Knowing that mechanics are essential part to write an abstract, so every university gives guidance process of completing thesis or *skripsi* and provides writing subject in the classroom. However, in fact there are a lot of English Education students, like researchers' friends who still find difficulties in avoiding mechanics errors in writing abstracts. It is probably caused by some factors: guidance process by advisors, lesson in classroom by lecturers, and learning style by students itself.

Several studies on the mechanics of errors have been conducted. First, Yang Wenfen (2010) conducted research on a preliminary analysis of errors in language learning and use. Second, Wirada's (2020) study delves into an error analysis of research project abstracts written by Thai undergraduate students. Lastly, Puspitasari (2019) performed research on mechanical errors in academic writing. There is still a gap from the previous study described, where no research about analysis of students' *skripsi* abstracts mechanics. Therefore, by considering the gap, this research focuses on the error analysis of students' mechanics in their abstract. The papers that are analyzed were made by English Education Department students at UIN Sunan Gunung Djati Bandung academic year 2019/2020.

The purposes of this research are to identify the types of errors on mechanics of writing and to identify the types of an errors on mechanics of writing frequently found in abstract of papers written by English Education Department students at UIN Sunan Gunung Djati Bandung academic year 2019/2020.

B. Research Questions

Based on the background explained above, some questions arise that the researcher tries to identify as follows:

1. What are the types of an errors on mechanics of writing found in abstract of *skripsi* written by English Education Department students at UIN Sunan Gunung Djati Bandung academic year 2019/2020?

2. What are reasons of making mechanic errors by English Education Department students at UIN Sunan Gunung Djati Bandung academic year 2019/2020?

C. Research Proposes

Regarding the research problem above, this research aims are to:

1. To identify the types of errors on mechanics of writing found in abstract of papers written by English Education Department students at UIN Sunan Gunung Djati Bandung academic year 2019/2020.
2. To determine reasons of making mechanic errors by English Education Department students at UIN Sunan Gunung Djati Bandung academic year 2019/2020.

D. Research Significances

This research has theoretical and practical significances. Those are as follows:

1. Theoretically, it is expected that the results of this study can contribute to literature enrichment about mechanics of English thesis abstract.
2. Practically, it is expected that the results of this study can contribute to university principals of the study site in identifying their students' academic writing skill especially in writing an English thesis abstract.

E. Conceptual Framework

Since this study analyzes mechanics errors of English Education Department students' thesis abstracts, this study is based on the theory of academic writing, mechanics and error analysis.

1. Academic Writing

Brown (2001: 335) defines writing as the written product of thought, drafting and revision. It requires specialized skills to think about how to generate thoughts, how to recognize thoughts coherently, and how to use discourse makers and traditional

rhetoric techniques to condense them into words. How to modify the text to get a clear meaning and how to make the final product. In addition, another important point in academic writing is to write correctly. There are some points in order to write correctly, for instance: grammar, spelling, punctuation, capitalization and etc. Calanoga (2019) declared that indentation, punctuation, syllabication, and spelling are parts of “mechanic”. Furthermore, Students are becoming so careless in their writing that they create mechanical errors, which are also required to satisfy criteria in this field.

2. Mechanics

Mechanics refers to a system in which various parts of living beings perform specific functions together. As Kumaravadivelu (2006: 4) said, the structure of language is a unity. That is, all the basic components of language work together in a coherent and systematic way.

According to Biss et al. (1994:162), "writing skills include the rules of capitalization and punctuation." On the other hand, Hammer (2004: 44) pointed out that "writing, like any other skill, has a 'mechanical' component. This includes spelling, punctuation, and the construction of correctly formatted sentences, paragraphs, and texts." Those statements are combined to have a result that the mechanics of writing are included capitalization, punctuation, and spelling.

a. Capitalization

Capitalization is a prime feature of English orthography which enhances readability of the text by separating the inner elements of the text to punctuate sentences and to distinguish proper nouns from other words (Ritter, 2002).

b. Punctuation

Punctuation is often crucial to convey meaning. Poor punctuation It causes unorganized writing and makes readers feel confused. Continuity the structure of any text is affected by punctuation (Gamaroff, 2000; Shaughnessy, 1977)

c. Spelling

Spelling knowledge can be expressed as rules, statistical models or procedures, and these different types of knowledge have different meanings to teaching (Dixon & Englemann, 2011)

Haryono (2011: 6) quoted Dulay, Burt, and Krashen (1982: 155), there are four types of errors based on the surface strategy taxonomy: omission, addition, malformation and misordering.

1) Omission

The characteristic of missing errors is the lack of content that must be expressed in good form.

2) Addition

Addition errors are the opposite of omission errors. They are characterized by items that must not be vocalized in the correct form.

3) Misformation

The characteristic of distortion errors is the use of unacceptable morphemes or structural forms. In the case of omission of the error, the item is not provided at all, in the deformation error, the learner provides something even though it is wrong.

4) Misordering

Mistakes Incorrect placement of a morpheme or a group of morphemes in a utterance that describes a misordering error. For learners of the first language and the second language, the system makes mistakes by mistake.

3. Error Analysis

Error analysis refers to the process of recognizing the mistakes made by students in language learning in order to improve the students' ability or proficiency of second language learners. Error analysis provides an in- depth analysis of the L2 acquisition process, which simulates major changes in teaching practice. Similarly, McDonald (2002: 65) writes that error analysis can assist instructions on another level. By letting students share the process of investigating and explaining writing

error patterns, instructors can help them begin to see those errors as evidence of the hypothesis strategy they formed, so that they can change, try, and imagine other strategies

F. Previous Study

This section presents some previous research regarding an error analysis of mechanics in EFL students' *skripsi* abstracts of English department students at UIN Sunan Gunung Djati Bandung academic year 2019/2020. These previous researches are beneficial since they give reasons for the researcher to seek information as much as possible regarding the topic of the study.

There are several research results deal with the error analysis of mechanics in EFL students' *skripsi* from Indonesia and other countries that are elaborated below.

The first study was conducted by Yang Wenfen (2010) who discussed about a tentative analysis of errors in language learning and use. The analysis used a qualitative approach to descriptive design. Three language levels were explored by Wenfen: the substance, text, and discourse levels. Wenfen recognized that the first is punctuation errors in the level of substance, among which the most frequent is overuse of the exclamation (!) by some authors; misordering of closing inverted comas; under or overuse of capitals; On the use of a comma between a precedent and a restrictive relative clause; and on the mismatch of a colon instead of a comma after the letter salutation. Typographic errors are the second one. Bad typists may be people who are usually successful spellers. Their problem is to automate the necessary temporal and spatial mechanisms underlying the typewriter's professional fingering, or keystrokes on a word processor. In fact, Wenfen deals with errors instead of errors here, which may explain why psychologists interested in skill learning pay more attention to typing errors than applied linguists. Furthermore, the error analysis claims that the learner's errors are largely not caused by their L1 influence. Instead, their mistakes reflect some common learning strategies. EA tries to find out the regular content in the foreign language teaching process: teachers should be sensitive, and then modify the teaching materials to meet the needs of

students. Therefore, research is needed to check students' understanding of writing skills. In addition, the teacher can check whether the teaching process is running well.

Wirada (2020) elaborates about an error analysis of research project abstracts written by Thai undergraduate students. She believes that identifying students' written tasks is an effective tool to explore the difficulties involved in learning language. This helps teachers' awareness of the serious problems which occur in students' writing and allows them to pay closer attention to their errors. The aim of the present research study is to pinpoint writing errors in English abstracts written by Thai undergraduate students. Forty abstracts of research projects were collected and analyzed. The error analysis was conducted at the sentence level, word level, and mechanics aspect. The five most frequent error types ranking from the most frequent to least frequent were word choice, preposition, sentence construction, singular or plural forms and quotation marks. Also, the errors found in the abstracts that they have pedagogical implications concerning English language learning, particularly with writing courses.

Last, Puspitasari (2019) who discussed about mechanical errors in academic writing. The research was focused on mechanics of writing; punctuation, capitalization, and spelling from which. The readers can get the meaning of the text. Therefore, this qualitative research aimed to identify the mechanical errors in English academic writing and the causes that influence the students in placing mechanics in English academic writing. Subjects of this research are five students at D1 English Written class of English Language Education Department, academic year 2018/2019. Data were collected from five students' final essay in English Language Education Department, academic year 2018/2019 and semi-structured interview to the 5 students. The qualitative method is used to explain and describe the data deeply based on the theory, the result of document analysis, also from the semi- structured interview. The findings showed that all of the participants commit the errors in some categories of mechanics. The most errors are in capitalization and spelling category with the same number in total of five participants, it is 33

errors. The lowest error is in the use of period (punctuation) with 10 errors. The most errors are not capitalizing the first word in beginning paragraph and after period. For spelling, the homonym and misspelled the words are the most errors sources. The main causes are students' less knowledge and attention in class and less explanation and details of examples from teachers were influenced them to replace the mechanics.

