

**GRAMMATICAL ERRORS ANALYSIS IN WRITING ENGLISH  
ABSTRACT OF FINAL REPORT AT AIR CONDITIONING AND  
REFRIGERATION PROGRAMME STUDY OF POLITEKNIK SEKAYU**

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**Abstract** : This research aimed to give clear description and concrete about the students' ability in writing English abstract of final report at Air Conditioning and Refrigeration Programme Study of Politeknik Sekayu. The ability to write a clear and concise abstract of final report was indispensable skill to writers; thus it was essential for students to be aware of linguistic aspects of writing. This research used secondary data which English abstract of final report written by students' of at Air Conditioning and Refrigeration Programme Study at Politeknik Sekayu. Thus, the sample of this research was taken with Simple random sampling, it was a descriptive qualitative research which aimed to analyze grammatical errors. The source of data in this research were documents taken from students' final report. The data were collected by using coding sheets. The findings of this research showed that the most common grammatical errors found in writing English abstracts of final report were word order with 24%. The possible solutions to overcome students' grammatical errors were using indirect method in teaching grammar and prioritizing grammar structures to teach.

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**Keywords:** *grammatical errors, writing English abstract*

## **INTRODUCTION**

Writing is one of the important skills to be mastered by the students. It uses to communicate with each other, as means of ideas and emotional expression when the students write their ideas and emotion creatively, they are

communicating on paper in their very best way and purposes. Brown (2001) claims that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In this writing activity students are required

to master grammar, vocabulary and punctuation. Besides that Harmer (2001) states that the students are expected to be able to present their ideas and feeling in the written form.

Writing English abstract can be difficult and troublesome for the students who unusual use English as the habitual, especially for non-native speaker. It happens because they do not have a good skill in writing process. The skill can be gotten by learning and exercise activity. The ideas proposed in abstract have to be clear and concise to help the readers understand why this topic is important to investigate. If it is not stated in an understandable way, the readers will have no interest to read the rest of the sections.

The different structure between first and target language is considered as a source of the students' difficulties. Krishnasamy (2015) states that understanding the target language structure incompletely can lead to grammatical errors. Grammatical accuracy is needed in writing academic papers, especially in writing English abstract of final

report. As stated by Paltridge and Starfield (2007), level of grammatical accuracy is required in writing English abstract of final report.

Writing English abstract of final report is one of the requirements that have to be fulfilled by the students of Air Conditioning and Refrigeration Programme Study at Politeknik Sekayu. Before finishing their final report, they are asked to write English abstract related to linguistic and literature. Their final report will be examined by some lecturers as the examiners to decide whether it is met the standard of a good final report or not. Based on the preliminary observation, many grammatical errors were found in the writing English abstract of the students' final report, such as "The purpose of this study is to conduct a coefficient of performance analysis of a dehumidifier and provide recommendations on the length of an efficient capillary pipe to use". Moreover, the tenses in this sentence were incorrectly used to state purpose of the study. The students tend to change the tenses into past

tense since they assume that the research has already been done and they need to report it by using past tense. This grammatical error can be found in some students' English abstract. For this reason, this research analyzed more deeply about the grammatical errors in writing English abstract written by Air Conditioning and Refrigeration programme study students at Politeknik Sekayu. This research was intended to investigate how the errors occurred in the English abstract of their final report and suggested some possible solution to overcome students' error in using grammar.

### **RESEARCH PROBLEMS**

Based on the background above, the researcher formulated the problems of the research as the following question :

1. How many errors were in English abstract of final report written by Air Conditioning and Refrigeration Programme Study Students of Politeknik Sekayu?
2. How did possible solutions to overcome

students grammatical errors and improve their ability in writing English abstract of final report written by Air Conditioning and Refrigeration Programme Study Students of Politeknik Sekayu?

### **LITERATURE REVIEW**

#### **1. ERRORS ANALYSIS**

Researcher began to suggest that students' errors were very important providing insight into how far a student has progressed in acquiring a language , and showed how much more the students needed to learn (Ringbom, 1987). Simply, "*it is the examination of those errors committed by students in both the spoken and written medium*"(Ali,1996). Then after that, researcher started to deal with errors as a key containing valuable information to be used in the process of acquiring a language. Another concept of error analysis is given by Brown (1980). He defined error analysis as "*the process to observe , analyze , and classify the deviations of the rules of the*

*second languages and then to reveal the systems operated by learner".*

## **2. GRAMMATICAL ERRORS IN ENGLISH ABSTRACT OF FINAL REPORT**

The issue of grammar errors is unavoidable for students' especially in writing abstract. This problem occurs because the students' understanding in using correct grammar is limited. Swales and Feak (2012) state that the grammatical errors is a complicated one since many instructors do not appreciate how difficult it is to master some aspects of English such as articles (*a, an, and the*), verb tenses, subject-verb agreements and prepositions. Hollister (2014) adds that grammatical errors equate to poor writing, and it is one of the primary reasons for manuscript rejections when publishing an article. Thus, grammar cannot be neglected by the students since it is equally important as the flow of ideas and also can influence the quality of writing.

Regarding this research, the researcher limits the grammatical errors usually faced by the students in

writing English abstract of final report into seven errors with verbs, adverbs, pronouns, conjunctions, word order, plurals, and spelling. These errors are commonly found in students' writing as explained in Hollister (2014) and Lane and Lange (1999). The errors are:

1. Verbs
  - a. Tense confusion (when writers unwittingly or unnecessarily shift tenses in a sentence or passage or from paragraph to paragraph)
  - b. Dangling modifier (when any of the modifiers above lack the necessary syntactical connection to the nearest subject in a given sentence)
  - c. Lack of subject-verb agreement (when writers incorrectly use a singular verb in a plural subject or vice versa)
  - d. Modal verb (writers use the wrong form of any part of a modal verb phrase)
2. Adverbs (writers unnecessarily use adverbs in a sentence)
3. Pronouns (mismatching of relative pronoun in a sentence)

4. Conjunctions (beginning sentences with conjunctions that is considered informal in the context of academic writing and overusing conjunctions by repeating the same conjunction in the same sentence)

5. Word order (ordering the words in a sentence incorrectly)

6. Plurals (using regular and irregular noun incorrectly)

7. Spelling (lack of conformity and incorrectness when writing the words)

Thus, these seven categories were used to analyze students' grammatical errors found in English abstract of final report

#### **RESEARCH METHODOLOGY**

The type of this study was a descriptive. In this research, the researcher analyzed and interpreted the data in order to find out some issues related to grammatical errors in writing English abstract. The source of the data for this research was students' final report of Air Conditioning and Refrigeration Study Programme. There were 22

English abstract final report taken as the source of data in this research. The data were grammatical errors in writing English abstract written by students Air Conditioning and Refrigeration Study Programme of who were graduated in academic year 2018/2019. Coding sheet was used to find out the grammatical errors, frequency and percentage of problems occurrences.

The data were collected through several steps: 1) asking officially to the administration staff at the Air Conditioning and Refrigeration Study Programme the necessary documents, which were students' final report; 2) collecting the final report and it were coded as F followed by number (For example, F1, F2, and so on); 3) attaching the coding sheets to the documents; 4) reading, identifying and coding the data to find out grammatical errors. To make data identification more easily, the researcher marked every type of grammatical errors by circling the words and giving code; 5) tabulating the identified data. Having coded the identified words,

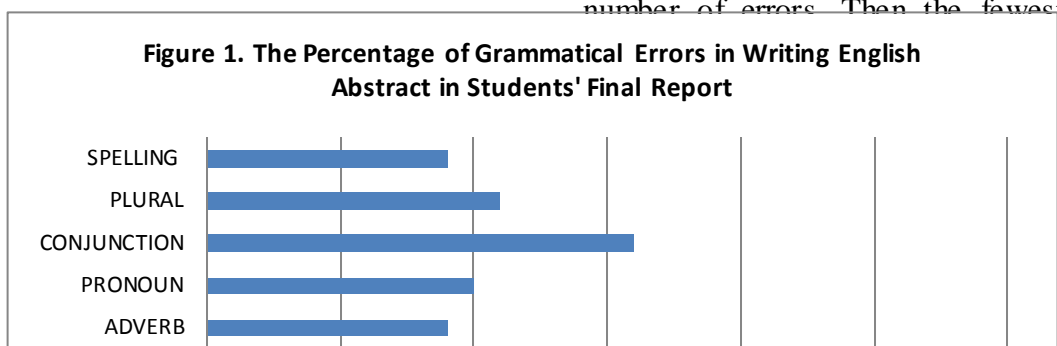
the data from each document was tabulated into the coding sheet.

The data were analyzed based on the following steps: first, *quantitative data* were used to reveal the grammatical errors by classifying the problems into its classification and counted the total number of all types and percentage. Second, *qualitative data* were used to propose the possible solutions to overcome students' grammatical error in writing English abstract of final report.

#### **FINDINGS AND DISCUSSION**

The findings revealed that some students had problems in using grammar accurately. The problems can be occurred due to the carelessness of the students when writing a thesis. It is also caused by limited knowledge of students in using correct grammar. Based on the data, some students tend to write using spoken language that is not recommended for academic writing. The grammatical problems in students' abstract of final report were described in the figure:

Figure 1 shows that word order are the grammatical errors mostly found in writing English abstract of the students' final report. Most students are likely to shift the suitable word that can lead the readers to confusion and also lack the necessary meaning between word to word. Then, the fewest grammatical errors found in students' final report are adverb and spelling which mean that almost no mistakes are found in students' final report related to adverb and spelling. The total number of grammatical errors in students' English abstract of final report is 266 mistakes. These mistakes are dominated by word order with 63 errors of the total number of errors. Then the fewest



adverb and spelling with 23 errors of the total number of errors. Furthermore, the data of this<sup>5</sup> Conjunction research were analyzed by taking the samples of the students' writing English abstract of final report. The researcher focused on<sup>6</sup> the seven<sup>7</sup> Plural problems related to the use of grammar in the academic writing<sup>7</sup> Spelling. The examples of grammatical errors can be seen as follow:

of a dehumidifier.

length performance dehumidifier.

The conclusion of this study is from the calculation of cooling load in the multi-purpose building I Sekayu **with** the service temperature in the room ...

The conclusion of research was cooling score at Lumpata Sekayu Building Cer room atmosphere....

The replacement of capasitor components **is** carried out....

The replacement capasitor component carried out..

The device not be operated as usual as for the problems on the **engine**.

The device could not operated as usual because of the problem the **engine**.

**Table 1. The Examples of Grammatical Errors in Writing English**

**Abstract of Final Report**

Based on the data showed in figure 1, word order is the most frequent errors made by the students. They get confuse to arrange the word. For instance, in this sentence, "The method of data collection used in cooling tower Planning in the Multi-purpose Building I Sekayu .. (datum 13)". They do not understand to select appropriate words and

Corrected words structure.

No	Indicators	Sentences	Corrected
1	Work Order	The <b>method of data collection</b> used in cooling tower Palnning in the Multi-purpose Building I Sekayu ....	The <b>collecting data method</b> used in the cooling tower at Lumpatan Sekayu Building center....
2	Verb	Troubleshooting <b>is</b> very important for the repair process to minimize the cost of buying a new machine.	Troubleshooting <b>was</b> very impotant on the repairing process in order to minimize the cost of buying a new machine. determining the correct agreement
3	Adverb	Troubleshooting is a <b>systematic source search</b> so that the problem can be solved.	Troubleshooting <b>was</b> searching <b>source systematically</b> so that the problem could be solved.
4	Pronoun	<b>Changes</b> in the capillary length affect the cooling capacity and the coefficient of performance	The <b>change</b> on the capillary pipe affected to the cooling capacity and minimize the cost of buying a new

machine.” the verb does not agree with the suitable tense. The verb **is** should be changed into past form. The correct verb of this sentence is **was**. The problems in using appropriate verb tense is also found in several studies. These errors occurred when the students are asked to write a narrative essay. In their essay, they produced many errors by using inappropriate tenses, such as present tense and present perfect tense. It happened because the language aspects (tenses and subject- verb agreement) differ from those they have in their L1 - (Indonesia). In addition, Fengjie, Jia & Hongyi (2016) found that using correct tense is one of the most common errors encountered by the college students in writing. The students are careless when writing in English. The attributive after subject may be too long and it confuses the students to use the wrong verbs. Therefore, the previous studies show that tenses and subject-verb agreement still the most common errors found in students writing. Regarding to the present study, it is revealed that the grammatical

problems in using tenses and subject-verb agreement occurred due to the differences between language components of students’ L1 and target language. Meanwhile, English uses several types of tenses to express the time when an action happened. This differences can lead students to make an error in using appropriate tenses.

Moreover, the fewest common grammatical errors found in students’ writing English abstract are adverb and spelling. Both of these language components had the same number of mistakes (i.e. 23 mistakes). The findings show that the students lack of vocabulary and miss letter in a word and forget to add adverb in the sentence. For instance, in this sentence, “*Troubleshooting is a **systematic source search** so that the problem can be solved.*”, the word **systematic** is misplaced in the sentence that make unclear meaning. Next, other grammatical errors is spelling. For instance, in this sentence, “*The device not be operated as usual as for the problems on the **engine***”, the word **engine** is miss a letter on the word.



To avoid unclear meaning and target word, it suggested to the student to put *e* in the end of the word. The correct spelling is *enginee*.

Some previous studies recognized that constructing a sentence in correct structure is one of the problems encountered by the students in writing. Hamzah (2012) reported that four errors were identified on the ordering of the words in sentences in students' essay. Misordering of the words may produce distraction on communication and it can be identified as global error.

It is clear from the analysis presented that many grammatical errors can be found in students' writing English abstract of final report. It can happen because the influence of students' L1 (negative transfer), limited knowledge of target language grammar, and the carelessness of students when writing English abstract of final report. To minimize the occurrences of grammatical mistake in students' writing, the possible solutions need to be identified in order to help students improving their writing

ability and writing quality. Some possible solutions have been proposed by many researchers and experts which can be followed by the lecturer and students to improve the quality of writing. Firstly, the students and lecturer should keep in mind that grammar is a complex system that cannot be mastered in short period of time. Merely teaching the names and definitions of the word classes by rote is unlikely to have any benefit for writing. The students need to use their background knowledge of grammar as they write. In other words, for better quality of writing, the students not only know about the use of grammar but also can implement their knowledge when writing. Thus, using grammar in real situation or in context will help students improve their writing since they directly implement what they have learned.

The possible solutions to overcome students' grammatical error and improve their ability in writing are:

*1. Using indirect method in teaching grammar*

Chin (2015) suggests the teachers or lecturers to integrate grammar instruction with writing instruction by using the grammar terms that make sense to the students. Strategies, such as writing conferences, collaborative writing, grammar mini- lessons, and peer revising and editing groups, are all valuable methods for integrating grammar into writing instruction. Every student has different ability in writing. Lecturers can assign different proof reading tasks to specific individuals in each group to help them become better proof readers.

The students are drilled to find out the errors, such as spelling errors, agreement errors, fragments and punctuation errors, in their peer's or group's writing. Collaborating with classmates in peer editing groups will help the students improve their own grammar skills besides understand the importance of grammar as a tool for effective communication. By integrating grammar terms naturally into the processes of revising, editing, and proof reading, the students easily

understand and apply grammar purposefully to their own writing.

## *2. Prioritizing grammar structures to teach*

Grammar teaching even at the intermediate levels of student proficiency can begin with an examination and analysis of structures in formal academic writing. Early on, the objective of instruction is to develop students' awareness and noticing of common grammatical features, and then building on this foundation, the regularities in grammar structures can be explicitly addressed and practiced in the production of academic writing (Celce-Murcia, 2002; Ur, 2011). Then, Hinkel (2013) suggests some constructions have a low priority, particularly when the teacher and learners have a limited amount of time to make maximum gains in improving the quality of students' writing skills.

Therefore, by prioritizing the grammar structure to teach, it is expected that the students can meet their needs in using grammar to produce good writing. Grammar

teaching that has the goal of preparing students for academic studies and professional activities needs to be designed to develop students' practical and useful skills, directly relevant to producing written and academic text (Hinkel, 2013). Then, Chin (2015) emphasizes that rather than strive to teach all grammatical concepts to all students, lecturers should prioritize and provide instruction on the grammatical elements that most affect their students' ability to write effectively. In other words, teaching grammar is not only to focus more on structure but also to implement the knowledge into writing English abstract of final report.

### **CONCLUSION**

The data analysis and findings show that grammatical

errors are the major problem encountered by the students in writing English abstract of final report. Based on this research findings, it can be concluded that the most common grammatical errors found in writing English abstract are word order and verb. Then, the fewest common grammatical errors found in writing English abstract of final report are adverb and spelling. In order to deal with this problem, the researcher suggests two possible solutions that can help lecturer to overcome the grammatical errors that are by using indirect method in teaching grammar and prioritizing grammar structures to teach. This research is expected the lecturer on solve the problem faced by the students in writing English abstract of final report.

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**ESTEEM: JOURNAL OF ENGLISH STUDY PROGRAMME**  
**P-ISSN 2622-9323**  
**E-ISSN 2622-2213**