

**ERROR ANALYSIS OF MECHANICS ON *SKRIPSI* ABSTRACT
WRITTEN BY STUDENTS OF ENGLISH EDUCATION DEPARTMENT
AT UNIVERSITY OF NUSANTARA PGRI KEDIRI**

SKRIPSI

**Submitted as One of the Requirements to Obtain Bachelor of Education
Degree (S.Pd) at the English Language Education Department Study
Program, University of Nusantara PGRI Kediri**



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UN PGRI KEDIRI**

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It has been approved to be submitted to English Language Education Department
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Kediri, July 26, 2023

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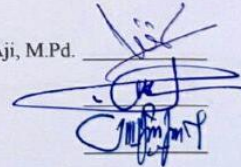
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1. The "Skripsi" is never collected to any institute of higher education for any academic degree.
2. The "Skripsi" is totally independent of my work and not the result of plagiarism of others' works.

Kediri, July 26, 2023

Signed by,

A handwritten signature in black ink is written over a 1000 Rupiah postage stamp. The stamp features the Garuda Pancasila emblem and the text '1000', 'REPUBLIK INDONESIA', and 'METERAI TEMPEL'. The serial number '7BE6AKX436602594' is visible at the bottom of the stamp.

ARIK RAHMA EKA PUTERI

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MOTTO AND DEDICATION

MOTTO:

“A jack of all trades is a master of none, but oftentimes better than a master of one.”

—William Shakespeare

DEDICATION:

This *skripsi* is dedicated to:

1. Myself, for not quitting not matter how tough the process is to reach this point.
2. My parents, the reason I can be where and who I am today.
3. My friends, for the never ending support they have given me.

ABSTRACT

Arik Rahma Eka Puteri Error Analysis of Mechanics on Skripsi Abstract
Written by Students of English Education Department at University of Nusantara
PGRI Kediri, Skripsi, English Education Department, FKIP UN PGRI Kediri,
2023.

Key words: Error analysis, skripsi abstract, mechanics of writing

Abstract is a crucial part in writing *skripsi*. It is equivalent as the summary of the whole *skripsi*. Readers can decide whether or not it is the correct topic they intend to read. Therefore, it should be written correctly as well as clearly. Writing in itself is a difficult skill, writing an abstract in their second language is definitely challenging which most likely will cause errors in the process of writing.

This research is aimed to find and describe the errors in writing *skripsi* abstract, especially in using the mechanics of writing which include: capitalization, punctuation, and spelling. This research applied qualitative descriptive method in analyzing the data which is taken from 22 *skripsi* abstracts written by English Education Department students and published in 2022.

The result showed that the numbers of errors found was quite high. The total number of errors found is 253 errors. The most frequent error committed is punctuation while the less frequent error committed is spelling. Furthermore, the errors found were classified based on surface taxonomy strategy, such as: omission, addition, misinformation, and misordering. Error of addition represents the highest group of error (35.97%) followed by error of misinformation (32.81%), error of omission (30.83%), and lastly error of misordering (0.40%).

From the result, it can be seen that students do not completely master the knowledge in using mechanics of writing which the teachers most likely taught the materials implicitly. It suggests that teachers should be more detailed in giving the explanation about it so the students can get a better understanding.

ACKNOWLEDGEMENT

Praise to Allah SWT, the Lord of the universe, upon the blessings He gives to the writer, so this Skripsi, entitled “Error Analysis of Mechanics on *Skripsi* Abstract Written by Students of English Education Department at University of Nusantara PGRI Kediri” which is written as partial fulfilment of the requirements to obtain the Sarjana Degree of Education in English Department of University of Nusantara PGRI Kediri, can be finished regardless of how many obstacles and struggles.

The writer realizes that this Skripsi cannot be finished without the help from others. Therefore, the writer would like to deeply express her gratitude and appreciation to:

1. Dr. Zainal Affandi, M.Pd. as the Rector of University of Nusantara PGRI Kediri.
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3. Khoiriyah, M.Pd. as the Head of English Education Department.
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5. Khoiriyah, M.Pd. as the first advisor who has many valuable hours to give guidance, suggestions, and corrections.
6. All lecturers of English Education Department for their great help, valuable advices, and knowledge they have given to the writer during her research in University of Nusantara PGRI Kediri.

7. Beloved family and friends who have been nothing but supportive.

Finally, the writer is completely aware that this *skripsi* is far from perfect. Therefore, criticisms and suggestions are very welcome in order to make an improvement of this *skripsi*. Lastly, the writer hopes that this *skripsi* would be useful for the readers.

Kediri, July 26, 2023

Arik Rahma Eka Puteri
NPM. 19.1.01.08.0008

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CHAPTER I

INTRODUCTION

This chapter contains the background of the research, statement of the research, limitation of the research, formulation of the research, the objectives of the research, the significance of the research, and definition of key terms.

A. Background of the Research

In the field of language learning, it is known there are four basic skills, namely listening, speaking, reading, and writing. Based on the outcomes, they are divided into two groups, such as receptive performance which includes listening and reading, and productive performance which includes speaking and reading (Brown, 2001: 232). These skills are not the only skills that the learners are required to master, because at the end of the day, a language is meant for communication and communication in itself has so many different forms. However, focusing on those four skills will be more helpful for the learners' improvement as they can figure out the interrelation of each skill (Brown, 2001: 232).

Moreover, while both types of performance are not easy, productive performance is the most challenging since it requires not only the knowledge and understanding of the learners toward the language, but also their ability to put their knowledge into practice. In this case, speaking skill will most likely be the main focus. As Parmawati (2013) stated, even though writing skill is important, it does not get enough attention and proper time allocation in the teaching and

learning process. It is because the idea of speaking to other people using a completely different language seems difficult. Although it is not wrong, it is not completely true. Writing is proven to be the most difficult skill to master in language learning. As Alwasilah (2004) mentioned, compared to the other three skills is regarded as the most difficult language skill to achieve by the students and to teach by the teachers. While communicating through spoken language can be supported by non-verbal languages, written language depends only on the form of words chosen. As Nunan (1991: 271) explains, producing a coherent, fluent, extended writing piece is likely the most difficult thing since the reader has to comprehend what has been written without asking for clarification or relying on the writer's tone of voice or expression.

A number of studies concerning learners' difficulties in writing have been done by previous researchers. From the level of junior to senior high school, the findings indicate that the problems related to writing remain an issue. Megaiab (2014) in her study entitled "*The English Writing Competence of the Students of Indonesian Senior High School*" encountered various problems in English writing which includes grammatical structures and mechanics. Another study that has been done at senior high school level is "Assessing Students' Ability in Writing Argumentative Essay at an Indonesian Senior High School" by Liunokas (2020). The result shows that the students have difficulties in terms of the use of mechanics which is related to the use of capital letters and punctuation. Meanwhile, Mustafa, et. al. (2017) through their study entitled "Errors in EFL writing by junior high students in Indonesia" which focuses on the errors in

surface strategy and linguistic category taxonomies; the percentage of errors in each category was quite high.

Furthermore, the study does not stop at the level of senior high school. Some researchers found that even university level students majoring in English have difficulties in terms of writing. Napitulu (2017) in the study entitled “Analyzing Linguistic Errors in Writing an English Letter: A Case Study of Indonesian Undergraduate Students” found that the highest number of errors the students committed is in grammatical use. In addition, Ratnawati et. al. (2018) in “Exploring Academic Writing Needs of Indonesian EFL Undergraduate Students” found that more than 50% of the participants have difficulties in general skills as well as in academic writing skills.

At the university level, especially in English, to be able to overcome difficulties in writing is crucial. It is because as they are in higher education level, the students will be dealing with academic writing throughout their education. In addition, by the end of their education, they are required to write a research paper or *skripsi* as the final project. Therefore, the skill is highly needed in order for them to graduate.

Skripsi is divided into several sections and the abstract is the most important part to be written carefully. Generally speaking, the abstract is the most important part of scientific writing. It contains general information related to the study including the purpose, method applied, and a brief explanation of the result. In other words, it highlights the whole content of the research which will help the readers whether or not the topic is related to their interest. Thus, they can decide if

they will or will not continue reading. Therefore, it is crucial for the abstract to be perfectly organized and well-written. Writing abstract itself is a challenge, not to mention writing in English. In this case, there is no doubt that the students will typically make errors in writing the English version of the abstract. These errors can raise confusion or misunderstanding for the readers. In addition, errors that are unidentified will typically be underestimated (Al-Khresheh, 2016).

In the previous studies on the subject of error in writing abstract done by Novita (2018), Maharani (2019), Dinamika and Hanafiah (2019), and Burhanuddin (2020), it was found that the errors are mostly in the use of grammatical structure and mechanics. Thus, the researcher is encouraged to conduct this study which is aimed to analyze the errors in mechanics use. Therefore, the researcher decided to conduct a research entitled “Error Analysis of Mechanics on *Skripsi* Abstract Written by Students of English Education Department at University of Nusantara PGRI Kediri”.

B. Scope of the Research

This research focuses on finding the most common errors in the use of mechanics in writing *skripsi* abstracts. This research is carried out in the University of Nusantara PGRI Kediri where the data is taken through library study by involving 22 *skripsi* abstracts of academic year 2022/2023.

C. Formulation of the Problem

For the purpose of focusing on the main topic of the research, the researcher formulates the research problems as listed below:

1. What are the types of errors on mechanics found in *skripsi* abstracts of University of Nusantara PGRI Kediri?
2. What are the most common errors on mechanics found in *skripsi* abstracts of University of Nusantara PGRI Kediri?

D. Objective of the Research

In agreement with the research problems listed above, the objectives of this research are:

1. To describe the types of errors on mechanics found in *skripsi* abstracts of University of Nusantara PGRI Kediri.
2. To describe the most common errors on mechanics found in *skripsi* abstracts of University of Nusantara PGRI Kediri.

E. Significance of the Research

The researcher hopes that this research will give some benefits as listed below:

1. For Students

This research is aimed to investigate the common errors occurring in undergraduate thesis abstracts and the causes that made it happen. Hopefully, the result of this research can help students to be more aware and able to avoid the errors.

2. For Lecturers

The researcher hopes that the result of this research can be used for lecturers to know and understand the errors that commonly occur in students'

abstract so that they can give more guidance to overcome the issue in the future. Thus, the quality of the undergraduate thesis abstracts will be improved.

3. For Future Researcher

The researcher hopes that the findings of this research can be used as a reference for further research related to this topic.

F. Definition of Key Terms

There are several key terms involved in this study that may cause confusion. Thus, in order to avoid misunderstanding, a short definition of each term will be given as listed below:

1. Error

Error is defined “as being an instance of language that is unintentionally deviant and is not self-correctable by its author” (James, 2013: 78). Referring to James’s definition, the term of error in this research means the deviance of language use made by the undergraduate students of University of Nusantara PGRI Kediri in writing thesis abstract.

2. Abstract

Abstract is the part of research paper that contains the summary of the whole content (Novita, 2018). Referring to this definition, abstract in this research is the abstract taken from *skripsi*, specifically *skripsi* written by students of English Education Department.

3. Mechanics

The term of mechanics used in this research refers to the technical aspect in writing. It is the aspect that contributes in organizing the written text and helps

the readers to easily get the main points of the text. There are several examples of writing mechanics, such as: punctuation, spelling, capitalization, and so on.

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