CHAPTER I

INTRODUCTION

This chapter presents the background of the Research, the statements of the problem, the objective of the Research, the significance of the Research, the scope of the Research, and the operational definition.

1.1 Background of the Research

University students must conduct Research and then write the research report in the form of a bachelor thesis. A bachelor thesis, usually known as *skripsi,* is a research assignment to complete the study program of university students. Each bachelor thesis must contain an abstract. According to Fitria (2020), an abstract is a detailed overview that summarizes all of a scientific article's contents. It is usually placed at the beginning of the scientific article.

Abstracts provide information on the author's actions in an essay based on scientific study. The importance of the abstract in a thesis can be attributed to the fact that it makes it easier for the reader to decide whether or not they should read the references to the scientific work's findings by assisting them in comprehending the Research's contents and conclusions. Abstracts save the reader's time and help them decide whether to go on reading the entire text (Suryani & Rismiyanto, 2019). Therefore, students must exercise and be careful and deeply understand the abstract writing process to avoid making mistakes that could cause the reader to draw different conclusions.

The term error is different from a mistake. According to Kaezhavarz (2012) as cited in Telaumbanua (2020), an error shows faulty or incomplete learning in using grammatical items, linguistic items, punctuation, and others. It is different from the meaning of "mistake". An error is considered to be systematic and is the result of incomplete knowledge. At the same time, mistakes are made by a learner when writing that are caused by lack of attention, fatigue, carelessness, or some other aspect of performance.

Although abstracts are short literature, abstracts are challenging to write and frequently contain errors. Some students still make errors in writing their bachelor thesis abstract, especially the students of EED UMK. They still make errors in writing their bachelor thesis abstracts, as the researcher found in the digital library of UMK.

Some previous studies show various students' errors in writing abstracts. Kusumawardhani (2017), in her research, found out that English Language foreign learners still make the error of omission in their writing because of a lack of knowledge about language grammar. Another research was also done by Fitria (2020). She analyzed the types of errors and the most dominant type of errors in the International Journal of Economics, Business, and Accounting Research (IJEBAR) STIE AAS Surakarta, published in 2018. The most dominant type of error found in IJEBAR is the aspect of grammar, with 36 data or 50.70%. Similar research was also done by Amnuai (2020), which analyzed the error in the Research Project abstract written by Thai undergraduate students. He found the five most frequent error types ranging from the most frequent to least frequent: word choice, preposition, sentence construction, singular or plural forms, and quotation marks.

However, most previous research only focused on grammatical or substance errors. None of the studies focused on both types of errors. Since the researcher wanted a deep analysis of students' errors in writing bachelor thesis abstracts, the researcher analyzed the grammatical and substance errors. This problem prompts the researcher to study the errors analysis in the bachelor thesis abstracts written by students of the English Education Department of UMK.

1.2 Statements of the Problem

Based on the background of the Research, the statements of the problem can be formulated as follows:

1. What errors are found in the abstracts of the bachelor thesis written by EED UMK Students?

2. Why does the error occur in the abstracts of the bachelor thesis written by EED UMK Students?

1.3 Objectives of the Research

Based on the statement of the problem, the aims of this Research are written below:

1. To find out the types of error found in the abstracts of bachelor thesis written by EED UMK Students.

2. To find out why the error occurs in the abstracts of the bachelor thesis written by EED UMK Students.

1.4 Significance of the Research

By conducting this research, the researcher hopes that this Research will be beneficial theoretically and practically.

Theoretically, the outcome of this research is expected to be helpful for academic writing.

Practically, In real life, the study's results should help the students improve their bachelor thesis abstract writing abilities. Besides, the research results will help the lecturer to improve the quality of the advice given to university students while writing their bachelor thesis abstracts. Also, for the next researcher, the findings of this study can serve as a guide for those interested in carrying out similar Research.

1.5 Scope of the Research

This research focused on the grammatical and substance errors found in the abstract of the bachelor thesis written by EED UMK Students and why the errors occur. The data of this research was the abstract of a bachelor thesis written by EED UMK Students who graduated in 2022 in the 8th semester. The criteria of the abstracts used as the data are 1). Written by EED UMK students who have graduated in 2022, 2). The students in point number (1) graduated in the 8th semester 3). Contains some errors in grammar or substance.

1.6 Operational Definition

Based on the research title, three terms can be defined in the operational definition as follows:

1. Error analysis concludes the occurrence, nature, reasons, and effect of unsuccessful language. The error identified and analyzed is aimed at making the second language learners aware of not making the same errors.

2. The abstract of a bachelor thesis, or *skripsi* abstract, is the description or representation of the entire content of a bachelor thesis.

3. EED Students of UMK are the undergraduate students of EED who graduated in 2022 in the 8th semester.