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**GRAMMATICAL ERROR ANALYSIS: A STUDY ON STUDENTS' SCIENTIFIC ABSTRACTS**

**Natasya Putri Irnanda**

**UIN Sayyid Ali Rahmatullah Tulungagung, Tulungagung, East Java, Indonesia**

***Abstract***

This study examines grammatical errors in the abstracts of scientific papers of third semester students of the English language education study program, Faculty of Tarbiyah and Teacher Science, Islamic University of Sayyid Ali Rahmatullah Tulungagung. Error analysis is an established method for studying challenges in language learning. Four categories of errors, based on Corder's classification, are omission, addition, improper selection, and incorrect order of elements. Reading and note-taking techniques were used to collect data on grammatical errors made by students in their scientific work, especially abstracts which were then presented descriptively. The study shows that these errors mainly stem from limited knowledge of English grammar, interference from the students' first language, and lack of understanding or mastery of English grammar by the students. The findings emphasize the need for targeted grammar instruction to improve students' academic writing ability, especially in scientific contexts, and offer practical insights for educators in improving writing instruction.

***Keywords:*** Grammatical Errors, Scientific Abstracts

Korespondensi :

*E-mail:* [natasyairnanda@gmail.com](mailto:natasyairnanda@gmail.com)

## **INTRODUCTION**

Scientific writing, particularly abstracts, is essential for conveying research findings within academic societies. The abstract is the first point of contact for readers, offering a description of the study aims, methodology, and results. For English students, creating an abstract that follows to basic grammar standards can be difficult, sometimes resulting to mistakes that impair the clarity and impact of the work (Saputra, 2023)

Error analysis in academic writing has been extensively researched to better understand the challenges students experience while generating grammatically correct writings (Gildore et al., 2023). Grammatical mistakes can be caused by a variety of circumstances, including a lack of English grammar understanding, interference from students' home languages, and insufficient academic writing experience (Mubarok & Budiono, 2022). Identifying and understanding these faults are critical steps toward fixing these issues and enhancing the overall quality of students' writing.

Although various studies have looked at grammatical faults in student writing, few have focused on scientific abstracts, which are an important part of research articles (Khansir, 2022). Given the significance of abstracts in simply describing research findings, identifying the typical grammatical mistakes that students make in their abstracts is critical for improving both writing education and student success in academic writing.

This research will look at grammatical faults in scientific abstracts submitted by university students. This study aims to give insights into teaching tactics by identifying the most common mistakes and their potential causes, therefore assisting students in improving their writing abilities. The findings are likely to contribute to the wider research on mistake analysis in academic writing, as well as provide educators with practical tips to help students succeed in scientific communication.

There have been many studies on the analysis of grammatical errors, such as by (Dewa et al., 2021) who examined the analysis of grammatical errors in translation by fourth semester students of the foreign language faculty of the Mahasaraswati Denpasar University. They found that there were still many grammatical errors in their translations. These errors were influenced by their first language, that is Bahasa (interlanguage errors), the application of target language rules, and making hypotheses with limited knowledge. The next is from (Nanning et al., 2020) who analyzed grammatical errors in writing skills. the results they found eight writing errors in the introduction structure. What distinguishes this study from previous studies is that this study analyzes grammatical errors in the abstracts of scientific papers of third semester students.

## **MATERIALS AND METHODS**

### **Materials**

Richards et. al state that error analysis is an activity to reveal errors found in writing and speaking. Error analysis is also the study of errors made by second and foreign language learners. There are several factors that contribute to sentence errors (Norrish, 1983:21), including: (1) carelessness, which is caused by students' lack of inspiration when learning a second language or uninteresting materials that make students less eager to learn the language; and (2) First Language Interference, which is caused by the mother tongue interfering when students use a foreign language. Errors caused by first language interference are primarily in the areas of incorrect verb usage, incorrect preposition usage and excessive prepositions, omission and incorrect article usage, incorrect use of plural/singular agreement, adjectives, and conjunctions, and (3) translation, which occurs when students blindly translate sentences, phrases, or idiomatic expressions from their first language into the language they are learning. According to Corder, errors fall into four categories: (1) omission of some necessary elements, (2) addition of some necessary or inappropriate elements, (3) improper selection of elements, and (4) incorrect ordering of elements.

### **Methods**

The researcher uses descriptive qualitative research methods, especially content analysis research. In the context of grammatical error investigation, content analysis is a methodical approach to study that looks at and interprets language problems in academic writing, especially

in scientific abstracts. This analytical method gives scholars a systematic framework for recognizing, classifying, and comprehending grammatical errors in scholarly speech (Creswell John W. & Creswell J. David, 2018). The approach provides insights into the linguistic competencies and difficulties of language learners, making it especially useful in linguistic research, applied linguistics, and educational assessment. Also, describing the data obtained from existing documentation in the form of articles.

The data from this study are abstracts from the article-making assignments of 3rd semester students in class A. The total number of students is 30 people. There are 2 randomly selected articles with the title are *The Strategies of Bargaining Between Parents and Their Children and Rejection Responses Based on Level of Interpersonal Closeness in Javanese Culture* to analyze their grammatical errors. Reading and note taking methods are used to collect data. The grammatical errors were then categorized based on Corder's classification, which includes four types of errors: omission, addition, improper selection, and incorrect ordering of elements. This categorization served as the instrument for identifying and classifying the grammatical errors. The analysis will be presented descriptively.

## **FINDING AND DISCUSSION**

### **Finding**

From the analysis of the abstracts of student-made articles that have been carried out, 4 categories of errors according to Corder were found with different types and patterns of errors. In this analysis, several grammatical errors were identified according to these categories. The most common grammatical errors include omission of necessary elements, improper selection of elements, and incorrect ordering of elements. Less frequent errors include the addition of unnecessary elements as well as errors in choosing the right vocabulary and sentence structure according to the academic context.

#### *Abstract 1*

##### **Abstract:**

*This study examines the complex dynamics of negotiation and bargaining between parents and their teenage children. The research aims to provide insights into the strategies employed by both parties in their attempts to reach mutually acceptable agreements on various issues that arise during adolescence. Using a qualitative approach, the study conducts in-depth interviews with five informants, including mothers and their teenage children. The research methodology employs semi-structured interviews and thematic analysis to explore bargaining strategies across different age groups and family stages. The study introduces a model inspired by game theory and behavioral economics, adapting concepts from bargaining models to the unique context of parent-teenager interactions. The findings highlight the importance of open communication, the evolution of parenting strategies as children mature, and the increasing negotiation skills of teenagers. The research contributes to a better understanding of parent-teenager dynamics and offers practical insights for improving communication and negotiation within families during the challenging adolescent years.*

**Key words:** *parent-teenager negotiation, bargaining strategies, family communication, adolescent development*

### ***Omission of necessary elements***

These errors are errors due to the omission of important elements in the sentence that should be present to form a complete and clear sentence. These omissions can make the sentence difficult to understand or cause a loss of meaning.

#### Data 1

*"Using a qualitative approach, the study conducts in-depth interviews with five informants, including mothers and their teenage children."*

The phrase *using a qualitative approach* could be clearer *if the researcher* or *this study* was added as the subject to clarify who is using the qualitative research approach. Example: *"The researcher, using a qualitative approach, conducted in depth interviews..."*

### ***Addition of Unnecessary or Inappropriate Elements***

This category refers to the addition of unnecessary or redundant elements in a sentence that do not add value or meaning. These additions can make the sentence complicated and difficult to understand.

Data 2

*“to explore bargaining strategies across different age groups and family stages.”*

The phrase *family stages* might not be essential and could potentially confuse readers if it isn't elaborated on. A simpler phrasing could enhance clarity, like *“to explore bargaining strategies across various age groups.”*

### **Improper Selection of Elements**

This category includes errors in choosing the right word or phrase for the intended context. This error can occur when the writer uses an inappropriate or inappropriate word in the context of the sentence.

Data 3

*“The research aims to provide insights into the strategies employed by both parties in their attempts to reach mutually acceptable agreements on various issues that arise during adolescence.”*

The phrase *both parties* is used, but *parents* and *teenage children* could be explicitly mentioned to reinforce clarity for readers who may not remember the specific groups being studied from the beginning of the sentence.

Data 4

*“The study introduces a model inspired by game theory and behavioral economics, adapting concepts from bargaining models to the unique context of parent-teenager interactions.”*

The term *introduces a model* could be clearer if rephrased to specify the model's purpose or application, for example: *“the study proposes a model inspired by game theory...”*

### **Incorrect Ordering of Elements**

This category deals with improper word order or sentence structure, which disrupts flow and comprehension. When elements in a sentence are not organized logically, readers can have difficulty in understanding the author's intent. For example, a sentence that contains a poorly ordered list of information can leave the reader confused about which point is more important.

Data 5

*“The research methodology employs semi-structured interviews and thematic analysis to explore bargaining strategies across different age groups and family stages.”*

The sentence could flow better by placing *to explore bargaining strategies* closer to the verb. Reordering to *“the research methodology employs thematic analysis and semi-structured interviews to explore bargaining strategies across different age groups...”* may improve readability.

Data 6

*“The findings highlight the importance of open communication, the evolution of parenting strategies as children mature, and the increasing negotiation skills of teenagers.”*

This list could be ordered from general to specific for a smoother flow: *“the findings highlight the evolution of parenting strategies, the importance of open communication, and teenagers' increasing negotiation skills.”*

Abstract 2

### **Abstract**

*This study explores the forms of rejection responses in everyday social interactions in Javanese culture, focusing on how the level of interpersonal closeness affects these responses. The research was conducted using a descriptive qualitative method, with interview techniques. Based on data collected through interviews, two main forms of rejection were identified, namely direct and indirect rejection. Direct rejection is characterized by the use of explicit language such as “gak” or “gah”, which clearly expresses disagreement or rejection. Indirect rejection, on the other hand, involves giving reasons or delaying a response without explicitly stating rejection. This research suggests that interpersonal closeness plays an important role in shaping the type of rejection used. Individuals with close interpersonal relationships tend to use direct rejection due to a stronger sense of comfort and understanding, allowing them to be more open without fear of hurting the other person's feelings. In contrast, those with less interpersonal closeness often use indirect rejection to maintain social harmony.*

**Keywords:** *Rejection Response, Interpersonal Closeness, Javanese Culture*  
**Omission of necessary elements**

Data 7

*"The research was conducted using a descriptive qualitative method, with interview techniques."*

The phrase *with interview techniques* could be clearer with additional detail, such as "using interview techniques as the primary data collection method," to specify the role of interviews in the methodology.

**Addition of Unnecessary or Inappropriate Elements**

Data 8

*"two main forms of rejection were identified, namely direct and indirect rejection."*

The word *namely* is slightly redundant after saying *two main forms* which already implies specific examples will follow. A simpler version could read, "two main forms of rejection were identified: direct and indirect."

**Improper Selection of Elements**

Data 9

*"Direct rejection is characterized by the use of explicit language such as "gak" or "gah..."*

Using *explicit language* might be better replaced by a phrase like "explicit terms," making it clear that specific words are used to convey direct rejection. Example: "Direct rejection is characterized by the use of explicit terms like 'gak' or 'gah'..."

Data 10

*"without explicitly stating rejection."*

*stating rejection* might be clearer if rephrased as "stating a rejection," which sounds more natural in English.

**Incorrect Ordering of Elements**

Data 11

*"This research suggests that interpersonal closeness plays an important role in shaping the type of rejection used."*

This sentence could improve with a slightly different order, placing emphasis on *interpersonal closeness* first: "interpersonal closeness, this research suggests, play an important role in shaping the type of rejection used."

Data 12

*"individuals with close interpersonal relationships tend to use direct rejection due to a stronger sense of comfort and understanding, allowing them to be more open without fear of hurting the other person's feelings."*

This sentence could benefit from restructuring to clarify cause and effect, such as: "because of stronger sense of comfort and understanding, individuals with close interpersonal relationships tend to use direct rejection, feeling more open without fear of hurting the other person's feelings."

## **Discussion**

The grammatical mistakes discovered in the abstracts were examined in this section along with their implications for academic writing. The most frequent mistakes, such as leaving out essential components, choosing the wrong materials, and arranging the elements incorrectly, are typical difficulties students encounter when writing formal academic documents.

Sentences' clarity and completeness, which are critical in academic writing, are frequently impacted, when necessary, components are left out. For instance, the subject line "Using a qualitative approach..." in Abstract 1 is omitted, which may cause readers to wonder who is doing the research. A clear and accurate presentation of study findings depends on successful communication, which can be diminished by this absence.

Extraneous words, like "namely direct and indirect rejection" or "family stages," can make sentences less clear and succinct. Being brief and accurate is crucial when writing for academic purposes because superfluous words might take away from the main point, particularly if the reader is looking for straightforward information.

Using "both parties" without explicitly specifying the groups involved or using "explicit language" instead of "explicit terms" are examples of poor term choice that can confuse readers and make it more difficult for them to grasp. To ensure that concepts are conveyed clearly in academic writing, especially in cross-cultural contexts like the study of Javanese rejection responses, exact terminology is necessary.

Errors in the order of elements can lead to a loss of logical flow, which can confuse the reader and impair comprehension. For example, rearranging the elements in a sentence, as seen in Abstract 1 and Abstract 2, can improve clarity and readability. Academic writing relies on a logical flow, and proper sequencing helps readers to follow complex ideas and analysis more easily.

Overall, these findings highlight the importance of attention to grammar in academic writing. The errors identified in both abstracts provide insight into the common difficulties students face in constructing clear, coherent and academically appropriate sentences. Addressing these issues through more targeted writing instruction and practice could help students develop more effective writing skills, which could ultimately improve their academic performance and communication.

## CONCLUSION

This study on the analysis of grammatical errors in students' scientific abstracts reveals the types and causes of grammatical errors based on Corder's classification, which includes omission, addition, improper selection, and improper sequencing of elements. The most frequent errors in students' abstracts are omission of necessary elements, improper selection of elements, and improper sequencing, which often disrupt the clarity and flow of academic writing. Less frequent but quite prominent errors were those involving unnecessary additions and inappropriate vocabulary or academic language choices. The findings suggest that such grammatical errors mainly stem from a lack of understanding of English grammar, interference from students' mother tongue, and limited exposure to academic writing standards. Addressing these challenges can improve the quality of students' academic writing and provide valuable insights for educators to develop targeted grammar instruction that can foster students' skills in scientific writing.

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