Analysis of Grammar Errors in Abstract Writing in the Sinta IV Al Athfal Journal: Scientific Journal of Early Childhood Education

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ABSTRAK

Analisis kesalahan atau *error analysis* digunakan untuk mengetahui kesalahan-kesalahan penggunaan *grammar*. Penelitian ini bertujuan untuk mengetahui berapa banyak bentuk kesalahan *grammar* dan mendeskripsikan bentuk kesalahan *grammar* dalam penulisan abstrak pada Sinta IV Jurnal Al-Athfal: Jurnal Ilmiah Pendidikan Anak Usia Dini dengan menggunakan *Surface Strategy Taxonomy* milik *Dulay, Burt dan Keashen (1982)* (Meta Keumala & Zahratul Idami, 2022) dan menggunakan alat bantu Google Doc. Terdapat 15 sampel yang diambil melalui teknik *Simple Random Sampling*. Deskriptif kualitatif adalah pendekatan yang peneliti gunakan dengan metode Studi Literatur. Teknik pengambilan data yang digunakan adalah Studi Dokumen karena data penelitian ini bersifat sekunder dan berasal dari jurnal milik Al-Athfal: Jurnal Pendidikan Anak Usia Dini. Hasil dari penelitian ini menunjukkan bahwa terdapat kesalahan pada *Omission, Addition, Misordering* and *Misformation* dengan total keseluruhan sebanyak 45 kesalahan pada *grammar*. Kesalahan yang paling banyak adalah pada *misformation* yaitu sebanyak 35 dengan persentase 69%, *omission* sebanyak 14 dengan persentase 27%, *addition* sebanyak 1 dengan persentase 2% dan *misordering* sebanyak 1 dengan persentase 2%.
Kata Kunci*: Abstrak; Error Analysis; Surface Strategy Taxonomy.*

ABSTRACT

Error analysis is used to find out errors in using grammar. This research aims to find out how many forms of grammatical errors there are and to describe the forms of grammatical errors in writing abstracts in Sinta IV Al-Althfaal Journal: Scientific Journal of Early Childhood Education by using Dulay, Burt and Keashen's (1982)) (Meta Keumala & Zahratul Idami, 2022) Surface Strategy Taxonomy and using tools.(Rusmiati, 2019) Google Doc. There were 15 samples taken using the Simple Random Sampling technique. Qualitative descriptive is an approach that researchers use with the Literature Study method. The data collection technique used is Document Study because this research data is secondary and comes from Al-Athfaal's journal: Journal of Early Childhood Education. The results of this research show that there are errors in Omission, Addition, Misordering and Misformation with a total of 45 errors in grammar. The most common errors were in misformation, namely 35 with a percentage of 69%, 14 omissions with a percentage of 27%, addition of 1 with a percentage of 2% and misordering of 1 with a percentage of 2%.
Keywords*: Abstract, Error Analysis, Surface Strategy Taxonomy.*

INTRODUCTION

Grammar is part of the English language. (John W., n.d.) Quoted from page 123dok, The first stage of the development of English grammar began in the early 16th century. William Bullokar wrote and published a book entitled "Pamphlet for Grammar" in 1586. Bullokar wrote the book to deliberately deal with the development of English in Latin America. The book contains Bullokar's traditional grammar which was vigilantly renovated

by William Lily's "Latin Grammar" approach in his book entitled "Rudimenta Grammatices" published in 1534. King Henry VIII prescribed the use of Lily's grammar in teaching English in 1542. Bullokar's grammar in many of his writings which are said to be adapted from the traditional 16th century English "Reformed Spelling System". In 1685, Christopher Cooper wrote the first grammar book of the English language in Latin entitled "Linguae Grammatica Angelicance".

During the late 19th century, a well-known grammarian named Lindley Murray cited the role of "grammatical authority" in developing the use of English in many Western European countries and beyond. According to Murray's study, the use of Latin in interpreting English grammar was distinguished from the Ancient Greek approach of English. During the early 17th century, the development of grammar was primarily focused on tradition. The importance of using English grammar plays a huge role in the commercialization of western society. It was also during the early 17th century that the use of "Writing Grammar" was introduced. A series of techniques for improving grammatical skills through speaking and writing were introduced in many European countries during the mid-17th century. In 1711, two books on the role of grammar in Latin countries were published.

Discussions about grammar cannot be separated from mistakes in its use that are often made by many people. In general, the grammar structure, spelling and vocabulary are very different from Indonesian, this is what causes many people to experience grammatical errors in their written work. Writing research results is the final part carried out by a researcher, starting from the abstract to the conclusion. The abstract can be found on the first sheet before entering the first chapter and contains important information related to the research results so that readers can quickly obtain information and understand the content in a short time. The aim of an abstract is to describe the entire conceptual content of an idea in a piece of writing. Therefore, the abstract is the main part that a researcher as a writer must pay attention to so that it can help readers. For many people grammar is something that is difficult to learn, and they are of the view that communication can be done without using grammar. However, every piece of writing in scientific work or conversation will indirectly contain grammatical elements even though its use is not perfect and there are still many shortcomings.

According to researchers, errors in the use of grammar need to be researched in order to straighten out and adapt to applicable rules, because every abstract writing uses English for the reason that English is the dominant language and has a wide reach so that it can be read

and recognized by many people. When the grammar is used correctly and in accordance with its position, the reader will easily understand it, but on the other hand, when the grammar is inappropriate or even misplaced, it will make the reader confused and can interpret it with another meaning.

This needs to be paid attention to, especially for researchers who must pay careful attention and be careful when using grammar. To find out errors in using grammar, it is necessary to carry out error analysis or what is usually called Error Analysis. When someone learns to use a foreign language, they will make many mistakes in using the foreign language; these are called grammatical errors or grammatical errors. This is very natural in the process of mastering a language, and does not involve the possibility of an error occurring. Mistakes are part of the language learning process, whether mother tongue or foreign language, which are accidentally made by language users due to a lack of ability to understand the rules contained in language use, especially foreign languages. The rules that exist in each provision for using foreign languages, especially English, must be followed and implemented properly.

Analysis of grammatical errors has also been carried out by previous researchers to find out errors that occur in a written work, they describe using approaches that are appropriate to the phenomena experienced, such as qualitative and quantitative approaches. The results of the research they have carried out produce many errors in the use of grammar. These errors are very varied, ranging from inaccuracies in constructing sentences to incorrect positions in to be, conjunctions and others. Therefore, a researcher must be able to really understand writing in English. However, it's not just about writing because when learning English you have to understand four complex skills such as: listening, speaking, reading and writing, these four skills are interrelated to each other.

Research conducted by (Kusumawati & Sugirsi, 2020) with the title Analysis of English Abstract Writing in the Scientific Writing of D3 RMIL STIKes Husada Karanganyar Students. This research aims to identify the use of sentence types (tense), while the type of research used is descriptive with a document study approach. This research resulted in many inappropriate uses of tenses.

(Latif, 2016) with the title Analysis of Student Mistakes in the Second Semester of the English Education Study Program in Using Auxiliary Verbs in Writing at Khairun University. This research aims to analyze errors in the use of auxiliary verbs, the type of research is

descriptive qualitative. In this research, students showed three types of errors, namely omission, addition and misformation.

The next research belongs to s (Hamida & Pandiya, 2019)with the title Grammar Errors in Writing Abstracts for Final Assignments and Theses for Accounting Department Students, Polines. The purpose of this research is to find out the types of errors that exist, this type of research is quantitative. From this research, errors were found in the use of articles and verb form. (Fitria, 2021) latest research in 2021 is entitled Grammatical Error Analysis of English Abstracts Translation in the Scientific Journal of Islamic Economics (JIEI) Journal. This type of research is descriptive qualitative with the aim of finding types of grammatical errors in English abstracts. And the results have found errors such as misformation, omission, addition.

Based on the previous research described above, almost all of the research was found to be similar to the research that the researchers would carry out. The definite difference is the subject and object in research. The subject of this research is the Al - Athfaal Journal while the object is the types of grammatical errors contained in the journal abstract

RESEARCH METHOD

The researcher chose a qualitative descriptive approach to guide the analysis and description of several grammatical errors contained in the Abstract Writing in Sinta IV Al - Athfaal Journal: Scientific Journal of Early Childhood Education. This research will describe the form of grammatical errors in the Part of Speech section used in Abstract Writing in Sinta IV Al - Athfaal Journal: Scientific Journal of Early Childhood Education. This research uses the Literature Study method to collect information related to the problem topic that has been determined to be the object of the current research. The reason literature study method was used, because the data that the researcher took came from a site that was open to the public so that many people could access it and the data was in the form of finished writing. The characteristics of the literature study method are: it is in the form of text, it is ready to use (ready mode) where the source comes from second hand and the condition of the data is not limited by space and time because the data is static in the form of stored dead data.

1. Population and Sample

    a. Population

    The population in this study came from the Sinta IV Al – Athfaal Journal: Scientific Journal of Early Childhood Education with a total of seventy-three articles contained in the Al - Athfaal Journal: Scientific Journal of Early Childhood Education, starting from 2018 to 2022.

    b. Sample

    Fifteen samples will be taken in this research, of which three samples will be taken from each volume of the journal. The data source in this research is a secondary source originating from the Sinta IV Al - Athfaal Journal: Scientific Journal of Early Childhood Education.

2. Data Collection Techniques and Research Instruments

    a. Data collection technique

    The technique that will be used to collect data for this research is Document Study or Literature Study. The data that will be obtained in this research is secondary data in the form of written abstracts from scientific works contained in the al-Athfaal journal, which starts from:

    1) Go to Google search then type "Jurnal Sinta IV Al – Athfaal: Scientific Journal of Early Childhood Education".

    2) Select the Archives menu to see the beginning of the year the journal was published. Al – Athfaal Journal: Scientific Journal of Early Childhood Education has been published five times.

    3) Then download the journal starting from the beginning of 2018 to the end of 2022.

    4) Next, create a special file with the name of the year of publication and the order of publication.

    5) And finally, print the selected journals periodically to make the analysis process easier.

    b. Research Instrument

    The research instruments used by researchers are still manual, namely searching for information using tools in the form of writing tools such as pens, notebooks, then using a laptop/computer and an adequate internet network so that

the data search process can be carried out well. Apart from that, researchers also use tools such as Google Docs because it has spelling and grammar features. In this research, the author also acts as a research instrument because he is the planner, implementer of data collection, analysis, data interpreter and finally the reporter of the research results.

3. Data analysis technique

   a. Analysis Before research

   Researchers will carry out data analysis before going to the research location, where the research location is at Sinta IV Al – Athfaal Journal: Scientific Journal of Early Childhood Education. The analysis was carried out from reading the results of previous studies conducted by researchers related to the analysis of grammatical errors in abstracts, and the data was in the form of secondary data. And many grammatical errors were found in previous research, this is used as a reference researcher to examine errors in grammar or syntax in abstracts in Sinta IV Al – Athfaal Journal: Scientific Journal of Early Childhood Education.

   The focus in this research is also temporary, because in qualitative research the problems faced will arise as expected or even not according to the researcher's expectations, which is why the focus in research can change according to the realities in the field.

   b. Data Analysis

   Researchers will use (Bialystok et al., 1982) theory regarding surface strategy taxonomy to analyze articles obtained through the literature study method and the data has been compiled into sheets of paper. The type of data analysis technique that researchers will use is Content Analysis. Content analysis is used to examine the meaning and appropriateness of the use of grammar in abstract writing. The data analysis technique was carried out manually according to the grammar rules explained in (Bialystok et al., 1982).

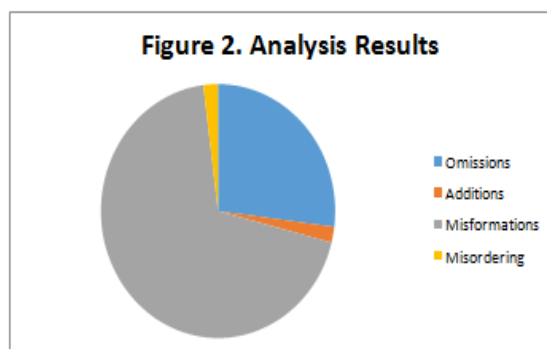   c. Data Analysis After research

   After the researcher carries out the analysis, the percentage of errors found in each sample will be calculated. Following is the formula that will be used to calculate the total error percentage- errors in the Al-Athfaal Journal: Scientific Journal of Early Childhood Education

RESULTS & DISCUSSION

Researchers have identified all the data that will be the sample in this study which has been explained above. Next, the researcher analyzed the types of grammatical errors in accordance with the researcher's initial guidelines, namely surface strategy taxonomy, and used the Google Doc tool. This tool only helped the researcher and was used at the end. The overall analysis results obtained by researchers will then be presented in the form of tables and charts below:

Table 1. Analysis Results

No.	Error Category	Frequency	Percentage (%)
1.	*Omissions*	14	27%
2.	*Additions*	1	2%
3.	*Misformations*	35	69%
4.	*Misordering*	1	2%
Total		**51**	**100%**

Figure 2. Analysis Results

The results of the overall analysis of the data have been explained above, then the researcher will also explain in detail the results of the analysis that has been carried out, namely in Volume 1 there were 8 errors found in omissions, 11 misformations and 1 additions. Furthermore, in Volume 2 errors were found in omissions as many as 2 and misformations as many as 6. In Volume errors Volume 3 errors were found in omissions as many as 3, misformations as many as 10, and misordering as many as 1. Furthermore, in Volume 4 it was found there were 6 errors in misformations. And finally in Volume 5, 1 type of error was found in omissions and 1 misformatin.

Explanation

1. Error Analysis (error analysis)

In linguistics, error analysis is a study carried out on a language to examine errors in the structure of the language in depth. Many error taxonomies are based on error-influenced linguistics. This taxonymy classifies errors according to the specific language components or linguistic constituents affected by the error. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary) and discourse (style). Error analysis examines all aspects of the error. Errors are defects in students' speech or writing, (Akhmad, 2017) Analysis is an activity to explain the origin or structure of complex problems by selecting them one by one (Williianti, 2020) According to researchers, error analysis is an approach model that analyzes language learners verbally or in writing, which is carried out with the aim of finding out how far someone knows about language, how someone learns language and knowing the difficulties they face. The role of error analysis is to find out the forms of errors that occur in language learning and can also increase experience and increase knowledge.There are several concepts of error that often occur, (Azevedo & Corder, 1983) suggests three definitions of error, namely:

a) *Lapses*is a language error resulting from the speaker switching ways to express something before the entire utterance (sentence) has been completely expressed. For spoken language, this type of error is termed "slip of the tongue" while for written language, this type of error is termed "slip of the pen". This error occurred accidentally and was not realized by the speaker.

b) Error is a language error resulting from the speaker breaking rules or grammatical rules (breaks of code). This error occurs because the speaker already has grammatical rules (rules) that are different from the grammar of other languages, so that it has an impact on the speaker's imperfection or incompetence. This has implications for language use, language errors occur due to speakers using the wrong language rules. In terms of etymology, the word error comes from the Latin word "errorem" or "errare" which means to wander or deviate. Error is a term that is suitable for a more formal context.

c) Mistakecomes from the old Norse words, "mistaka" which means wrong "wrong" and "taka" to take. Overall it means "wrong take". Mistake is a language error resulting

from the speaker not choosing the right words or expressions for a particular situation. This error refers to an error resulting from the speaker not correctly using rules that are known to be correct, not due to a lack of mastery of the second language (L2). Errors occur in incorrect speech products.

2. Write

According to (Wicaksana & Rachman, 2018) Writing is a communication activity in the form of conveying messages (information) in writing to other parties using written language as a tool or medium. Writing activities involve several elements, namely: the writer as the conveyor of the message, the content of the writing, the channel or media, and the reader. Writing can also be said to be an activity of arranging letters into words or sentences to convey to other people, so that other people can understand them. In this case, good communication between writers and readers can occur.

Meanwhile, according to (Siddik, 2018), writing means giving birth or expressing thoughts and/or feelings through a symbol (writing). Of course, all the symbols (writing) used must be the result of an agreement between language users who understand each other. As for the general purpose of writing, the author with his writing attempts to provide or convey all forms and kinds of information to the reader. Of course, the author with his work hopes that readers will accept everything he says as valuable input. Here there is an element of influence from the author to the reader. If the author's goal is achieved, then the reader will automatically feel like they have gotten something from the author. Researchers also believe that writing is a means of expressing thoughts and ideas from one person to another by using symbols or writing that can be understood by both of them.

3. Abstract

Abstract is an inseparable part of a research. This is one of the most important elements in the structure of writing a research work. Undergraduate students, when writing a thesis research need to be able to write an abstract. Therefore, understanding and understanding how to write an abstract is one of the most important things when writing a thesis. In the world of research, an abstract can be said to be a short piece of writing which contains a comprehensive problem regarding an activity or activities to be able to overcome or deal with problems and provide solutions according to the problems being studied in the research. In thesis research, the abstract can be written in two languages, namely Indonesian and English.

In the KBBI the definition of an abstract is "Overview (an essay, report, etc.) : summary; core". "A summary of a statement, report, essay and so on that is prepared systematically and comprehensively (abstract). According to researchers, an abstract is a summary of the entire contents of a document that is presented briefly and accurately, which contains the essence of the discussion in the document. There are two types of abstracts, namely informative abstracts which are a mini summary of all the information in a scientific work, while indicative abstracts present the essence of the discussion of the problem in the article. This abstract is written for the benefit of the reader in looking for information in the article. The function of an abstract is as a core component of a scientific work, as a general description of the essence of a scientific work and as a consideration for readers when readin Entire article. A good abstract is prepared systematically and thoroughly according to the facts, starting from the background, continuing with the strategy or solution method used, then finally including the results and conclusions that can be drawn from the entire process that has been carried out. The number of words in the abstract itself ranges from 150-250 words, described in just one paragraph and usually written in two languages, namely the original language and English.

a. Open Journal System (OJS)

Quoted from (Handoko & Arief, 2016)with the title Complete Review of the Open Journal System Version 3 pages 2-3 which explains that the Open Journal System is a Content Management System (CMS) based application which allows users with various levels of expertise to use and adapt their needs to the application (customization). OJS was first released in the 1990s at the University of British Columbia, Canada. Initially, OJS was part of the research program at the Public Knowledge Project (PKP) led by John Willinsky at the Faculty of Education. In 2005, PKP collaborated with the Canadian Center for Studies in Publishing and the Simon Fraser University Library to support the ongoing development of PKP applications; (1) Open Journal System, (2) Open Conference System, (3) PKP Harvester. Simon Fraser University is responsible for hosting and publication support, while the Canadian Center for Studies in Publishing is responsible for providing editor training for users of the OJS system. The OJS application is distributed using the open source GNU General Public License and the documentation uses the Creative Commons-BY license.

b. Science and Technology Index (SINTA)

Reporting from the Medan Area University Student Registration and Information Administration Bureau page (January 25 2022) explains that Sinta is an online scientific portal managed by Ristekdikti of the Republic of Indonesia, which was initiated in 2016 by the Director General of Strengthening Research and Development of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia . However, it was officially launched on December 30 2017 (https://sinta.kemdikbud.go.id/authors/profile/74762, n.d.) by the Ministry of Research, Technology and Higher Education. The main features of Sinta are:

a. *Citations* is an index of the year for Google Scholar and *Scopus*

b. *Networking* is knowing who you have worked with

c. *Research Output* are journals, articles, books that have been published

d. *Score* is to look at the index in Scopus, Google Scholar and Inasti

Sinta's advantage is that Sinta can automatically index works that have been indexed in Scopus, Google Scholar and InaSTI, IPI.

Meanwhile, reports from Onwardono.com Science and Bloging (31 August 2018) stated that on the Sinta page, visitors usually look for accredited national journal titles and look for journals that have the best reputation according to the assessment of the Sinta team. Sinta has a grade or level or qualification for a national accreditation journal which is divided into 6 categories, namely S1, S2, S3, S4, S5 and S6. Sinta currently has 2172 journals that have been assessed and categorized based on the 6 categories mentioned above.

a. Sinta-1 Journal is accredited A with a score of 85-100 or indexed in Scopus

b. Sinta-2 Journal is accredited B with a score of 70-85

c. Sinta-3 Journal that has carried out a self-evaluation at Arjuna and verified with a score of 60-70

d. Sinta-4 Journal has carried out a self-evaluation on Arjuna and verified with a score of 50-60

e. Sinta-5 Journal has carried out a self-evaluation on Arjuna and verified it with a score of 40-50

f. Sinta-6 Journal has carried out a self-evaluation on Arjuna and verified it with a score of 30-40

CONCLUSION

There are two conclusions that have been found by researchers based on the questions written in this research. The first conclusion, to answer the question "How many forms of grammatical errors occur in writing abstracts in Sinta IV Al - Athfaal Journal: Scientific Journal of Early Childhood Education?", a total of 51 errors are found in the abstract of Al-Athfaal journal. The second conclusion is to answer the question "What are the forms of grammatical errors in Abstract Writing in the Sinta IV Al - Athfaal Journal: Scientific Journal of Early Childhood Education?, the researchers grouped the forms of grammatical errors using Dulay et al's surface strategy taxonomy with four forms of error, namely; Omissions, Additions, Misordering and Misformations. Omission was found as much as 14 or 27% with the apostrophe 's', article and past tense types. Additions were found in 1 error or 2% with the double marking type. The most common misformations were found with a total of 35 or 69%. And finally Misordering with the fewest total errors, namely only 1 error or 2% was found. From this explanation it can also be concluded that errors in each data per volume have decreased, where grammatical errors have decreased. This indicates that the data is getting better.

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