

CHAPTER I

INTRODUCTION

This chapter presents background of the study, research problem, objective of the study, the significant of the study, scope and limitation, and definition of key terms.

A. Background of The Study

Writing for Indonesian students' English Education Departments is one of the most challenging aspects of advancing English skills in college life. Due to the fact that English is not a native language in Indonesia. As such, writing an English scholarly review serves as a demonstration of their writing ability. One of the types of writing product is a summary. A summary is a condensed version of a piece of work that condenses the basic facts and elements. At some points during classes in college, students would almost certainly be assigned to summarize a single letter to be a task for the primary purpose of summarizing. In addition, a summary is the product of summarizing. The students run summarizing holistically and thoughtfully, then they integrate the product (called a summary) into more nuanced writing pieces alongside the quote, paraphrase, and their words to articulate the views. They almost certainly summarize a variety of factors, both in their personal lives outside of school and throughout their time as a student.

Additionally, they can find summarizing advantageous to create a summary of materials, such as book, journals, papers, articles, or presentations,

based on the lecturer's recommendation. The most succinct explanation suits on a single page. In essence, the review is used to illustrate students' understanding of the main points covered in an assigned reading or analyzing some sources. As a result, their instructor, who is their lecturer in this case, often asks them to recap in order to ensure that they comprehend the content. Furthermore, they outline parts or the whole source where the source's insights are vital to the assignment on which they are operating and they believe they should use. By the comparison, they will take up an inordinate amount of room in their original configuration. They often do so where the general concepts contained in a source are critical to incorporate into their work. On the other hand, the elements contained in the same section as those central ideas are not essential to prove the case. From the exposure, it can be said that a summary is an effective writing product to ensure that students comprehend a text by assessing their ability to outline their thoughts. They most likely have a firm grip on the facts presented. For these purposes, it is vital to examine the difficulties of the student encounter while composing an English academic summary writing. It will serve as a reference for teachers, lecturers, researchers, and the English academic sector in terms of broadening English learning and study.

Summary writing has been recognized as a highly essential skill both in language learning and in most areas of a student's academic performance. It is extremely sophisticated skill associated with both reading and writing (Johns, 1985), contributes to academic success (Kirkland & Saunders, Maximizing Student performance in summary writing: managing cognitive load, 1991), and

promotes dialectic thinking by forcing students to articulate ideas not their own (Bean, 1986). However, as pointed out by Messer (1997), a summary writing is a skill which is difficult to teach, learn and evaluate. Some other factors also affect the successful writing performance, particularly in summary writing, such as content schemata, affect, formal schemata, cognitive skills, and meta-cognitive skills. Past research also indicates that when asked to summarize a lengthy academic text, L2 learners tend to copy from source texts, which is an act considered as plagiarism (Chen & Su, 2011).

To avoid plagiarism in students' summary, the researcher use the tool called Turnitin in turnitin.com as a form of anti-plagiarism treatment, demonstrating some of the ways the service maps identity and manages transgression in accordance with traditional values pertaining to researcher and intellectual property that addresses the many historical, institutional, economic, cultural, and pedagogical factors informing current debates about plagiarism and plagiarism detection. In particular, the researcher argues, first, that Turnitin.com reifies identity categories via plagiarism discourse disguised as educational content. Secondly, Turnitin.com socializes students' writings toward traditional notions of textual normality and docility. And third, Turnitin.com represents a new phase in the bureaucratization of composition instruction consistent with past administrative practices and reflective of emerging corporate management alliances in higher education. After conducting the selection, the researcher chose the original documents the investigating the linguistic problems in writing an english academic summary.

In the summary writing results, there are some errors made by the students as English foreign language students. In addition, based on Oxford Dictionary “Problem” means a matter or situation regarded as unwelcome or harmful and needing to be dealt with and overcome. Due to the definition, linguistic problems in writing English academic summary should be overcome through analyzing the errors in writing that the students made the most. Furthermore, related parties, such as the lecturers, the students themselves, the institution, and the researcher can solve the problems. The situation connected to the issue above, the researcher aims to conduct a study about linguistic problems in writing English academic summary by students. The object is 5th semester English Education Department students of IAIN Kediri in academic year 2020-2021.

Table. 1.1 The Types of Linguistic Problems

Sentence	Error	Type of Problem	Correction
The actual research poses a question, which has a function as the core of investigation	The noun word <i>investigation</i> misses the determiner <i>the</i> that refers to <i>the actual research</i>	Sentential problem by function	The actual research poses a question, which has a function as the core of <i>the</i> investigation
Researchers will also have difficulty	The sentence is unclear to follow. Some words	Sentential Problem by meaning	The sentence is unclear to follow. Some words

pursuing plans for data collection and analysis if they do not know which type of data that they are search.	should be rephrasing, “Researcher will also have difficulty pursuing plans for data collection <i>data collection plans</i> and analysis if they do not know which type of data that they are search <i>they are searching.</i>		should be rephrasing, “Researcher will also have difficulty pursuing <i>data collection plans</i> and analysis if they do not know which type of data <i>they are searching.</i>
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Error analysis based on problem based on 5th semester English Education

Department students of IAIN Kediri in writing English academic summary on Quantitative Research Methodology course.

By investigating the errors made by the students, there are actual linguistic problems in writing English academic summary by the students shown by their writing errors. In the teaching of writing, the sequence of activities typically involves: (1) familiarization: learners study grammar and vocabulary, usually through a text; (2) controlled writing: learners imitate given patterns, often from substitution tables; (3) guided writing: learners manipulate model texts; and (4) free writing: learners employ the patterns they

have developed to write a letter, a paragraph errors summary, and the like (Richards, 2002 as cited in Widodo, 2007). Widodo (2008) concluded writing is not only a tool for communication, but also it serves as a means of learning, thinking, and organizing knowledge or ideas. In addition, writing is a complex activity involving some stages of composition task completion (Chen, 2002; Watskins, 2004).

Considering the above problems, it was important for the research to investigate the mistakes committed by students when applying sentencial problem to diagnose the difficulties students encounter when writing an English academic summary. The research followed some students from IAIN Kediri's 5th semester English Education Department through the lecture of the Quantitative Research Methodology course for the academic year 202-2021. The research focused on examining errors made by students while writing English academic summaries. There are some facts to sentencial problem, including sentencial problem by meaning, sentencial problem by function, and sentencial problem by both meaning and function. By the background of the study, the researcher considered to have a tittle “**Sentencial Problem in Writing English Academic Summary by Students**”

The aim of this analysis is to analyze students' mistakes as a reflection of their linguistic difficulties while writing an English academic description for the Quantitative Research Methodology course in the English Education Department's 5th semester.

B. Research Question

Based on the background of study above, it has found some questions answered in this research:

1. What are sentencial problems in writing English academic summary by students commonly found on Quantitative Research Methodology course in the 5th semester of English Education Department?

C. Objective of The Study

Every research is expected to be helpful for the party involved and others likewise this research. There are some objectives and benefits of it, they are:

1. Objectives of The Study
 - a. To comprehend sentencial problems in writing English academic summary by students commonly found on Quantitative Research Methodology course in the 5th semester of English Education Department.

D. Significance of The Study

The Significance of The Study consicts of:

- a. For students in English Education Department of IAIN Kediri as an additional reference to develop a good summary writing based on proper English linguistic features.
- b. For lecturers in English Education Department of IAIN Kediri as an additional reference to upcoming teaching method and strategy in writing English academic summary.
- c. For other researchers as a prior investigation for further research that will be conducted in future.

E. Scope of Limitation

The research focused on the investigation of sentencial problems in student's English academic summary writings. In addition, the sentencial problems covers three types: sentencial problem by meaning dealing with semantic errors; sentencial problem by function dealing with grammatical errors; sentencial problem by both meaning and function.

Several prior studies were undertaken concurrently with this one, which focused on exploring students' difficulties with writing English academic summaries. As a result, the study uses five previous forms of research as a baseline for comparison.

The first is the prior research which is an English academic journal titled "Error Analysis of Students' Writing Descriptive Text Based on Surface Strategy Taxonomy" conducted by Nur Choironi, Muhammad Sukirlan, and Ujang Suparman from English Department of Lampung University. The subjects are 32 11th grade science pupils. The aim of this study is to examine

the various types of errors as a reflection of the problems encountered by students when writing descriptive texts, using the surface strategy taxonomy and the most frequently committed errors by students. The results indicated that students classified surface strategies into four categories: inclusion, exclusion, misformation, and misordering. Additionally, the misformation was the most commonly performed type of mistake by the students.

The second is the prior research which is which is an English academic journal titled “Students’ Error In Using Simple Present Tense Mastery” conducted by Siswoyo from STKIP Muhammadiyah Pringsewu Lampung in English online journal available on ejournal.radenintan.ac.id/index.php/ENGEDU, volume 9 and issue 2 in year 2016 on page 461-479. The data consisted of the structure of the first final written test response for second semester students. There were some mistakes that showed the students' difficulty with writing. Omission, substitution, misordering, and misformation were all mistakes. Apart from those four mistakes, the study revealed that the majority of students perpetrated misinformation. In conclusion, the aim of this paper is to demonstrate the students' misuse of the simple present tense.

The third is the prior research which is an English academic journal titled “An Analysis Of Grammatical Errors in Students’ Proposals” conducted by Pratiwi Bahar from English Department of Hasanuddin University, Makassar, Indonesia in Indonesian EFL Journal: Journal of ELT, Linguistics, and Literature on volume 3 and issue 2 on page 64-81 in the year 2017. The aim of this paper is to describe the types of grammatical errors that students

make as a reflection of their problems and to discuss the reasons that lead students to make certain types of grammatical errors. The data came from ten proposals submitted by students in the seventh semester of the English Department at Hasanuddin University's Faculty of Letters. The data analysis reveals a variety of grammatical errors that each student records on their proposal, most notably in Subject-Verb Agreement, Number Agreement, Reference, Word Order, and Omitted Subject and Omitted Verb. Number Agreement is the most often made grammatical mistake by students when writing proposals. Additionally, the reasons that contribute to students making these types of grammatical errors while writing proposals include overgeneralization, misunderstanding of law limitations, insufficient implementation of laws, and hypothesized false definition.

The fourth is the prior research which is an English academic journal titled “An Analysis of Grammatical Errors in Students’ Writing Descriptive Text” conducted by Sari Sadiyah, Seli Ade Royani from IKIP Siliwangi in PROJECT (Professional Journal of English Education) on volume 2 and issue 6 in 2019. The purpose of this assignment is to examine students' grammatical errors in writing, especially in descriptive text. According to the findings, it is important for students to increase their knowledge of English grammar, and it is suggested for teachers to re-teach about verb agreement and pronouns, as these are the most common errors students make in their writing.

The fifth is the prior research which is an English academic journal titled “The Current Issues of Indonesian EFL Students’ Writing Skills: Ability, Problem, and Reason in Writing Comparison and Contrast English academic

summary” conducted by Rostanti Toba, Widya Noviana Noor, La Ode Sanu from IAIN Samarinda, Indonesia in Journal DINAMIKA ILMU on volume 19 and issue 1 in the year 2019. The aim of this study is to look into the writing abilities of Indonesian EFL students, specifically their capacity, problem, and explanation for having difficulty writing compare and contrast English academic summaries. The results indicated that the writing capacity of Indonesian EFL students was very high, with a mean score of 77.83. Nevertheless, some of them struggle with various facets of literature, including text, organization, language, grammar, and mechanics. Their difficulties stem not just from a lack of knowledge about writing and the comparison and contrast English academic summary itself, but also from personal factors such as a lack of writing practice, a dislike for writing, writing anxiety, a negative writing perception, low writing motivation, insufficient time allotted for writing tests, and also an insufficient teaching writing process taught by their lecturer. Indeed, the teaching of writing improvement should be well incorporated with EFL students and lecturers in order to mitigate students' English academic summary writing difficulties linked to their causes and to enhance their writing capacity. The factors that contributed to the writing problems will be addressed in greater detail, and several recommendations will be made based on this report.

F. Definition of The Keyterms

Related to the prior researches above, the research decided to conduct a new research instead of continuing the researches before. The **first** term to be

defined is sentential problem by meaning dealing with semantic errors. Semantics is an important area of word meaning, references, senses, logic. That is, the study of Semantics increases students' understanding and awareness of word meaning, sentence relationships, and discourse and context. It also enables students to create and improve their semantics maps which are webs of words visually display the meaning-based connections between a word or phrase and a set of related words or concepts. Therefore, the semantic errors in students' writing is categorized as sentential problem by meaning. The **second** term to be defined is sentential problem by function dealing with grammatical errors. Grammar is a set of rules in a language that allow a person to combine several words into larger unit. It means that grammar in a language should be known well if a person wants to create understandable sentences. Therefore, grammatical errors in students' writing is categorized as sentential problem by function. The research is the forwarding from the 5 prior researches already conducted in the past.

This research is different with those 5 prior researches above. The differences among others and this research is the objective of the research. The research takes the 5th semester students of English Education Department at IAIN Kediri. Related to the problems found in the background, there were some linguistic problems in writing English academic summary by students. The researcher collected the data based on originality of students' English academic summary writing. To check the originality, the researcher uploaded each student's summary writing manuscript to Turnitin. After selecting the original writing, the researcher analyzed the summary writing manuscript

based on proper linguistic features to examine the problems. The sentential problems in this study is separated into 3 categories: sentential problem by meaning, sentential problem by function, and sentential problem by meaning and sentential problem by function.