CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

Theories are significant in conducting research. A theory is a set of interrelated statements, rules and propositions that specify the relations among variable. The theoretical framework below is presented orderly which supposed to give clear concepts about the error analysis of writing thesis abstract.

1. Error Analysis

a. The Definition of Error

Error is a deviation which made systematically. It is occurred when a learner has not fully understood something and consistently gets it wrong (Norrish, 1987). The phrase 'systematic deviation' can be inferred that error is deviation which happened repeatedly. According to Lenon, an error is a linguistic or combination form that not be produced by the native speakers (Lennon, 1991). Brown stated that error is a distinct guilt from the adult grammar of native speaker, reflecting the learner's competencies in mastering interlanguage (Brown, 2003). Besides that, Corder explained that a learner's error shows the sign of the language system that he has learnt is not yet right (Corder, 1981).

Making errors is natural things that human do in the world. Human cannot be escaped from error. However, error and mistake are different. Brown distinguished between Mistake and Error.

Brown explained that a mistake is an error performance which means failure to properly utilize recognized system. Mistakes can be happened in both native and second language situations. Native speaker commonly can recognize, correct, and revise the mistakes and lapses. Those mistakes and lapses are not the result of insufficiency competencies but the result of momentary blemish or intermission when the speaker is in the   process of producing speech. Meanwhile an error is perceptible deviation from the adult grammar of native speaker which is reflecting the learner's competencies and ability.

Sometimes, it is difficult to distinguish between error and mistake. When a learner is able to detect and correct a fault in his speech, it is considered that it is unintentionally produced. This fault can be called mistake. In the other hand, when the learner produces improper form then he is unable or hesitate to correct and revise the deviation, it is assumed that it is an error.

A mistake is a deviation of the language norm but not systematic. The learner who makes mistakes use the norm of the language is sometimes true and sometimes wrong. Norrish explained that a mistake is inconsistent fault that the learner sometimes gets it right and sometimes gets it wrong (Norrish, 1987). Further, Richards stated that mistake that produced by the learner when writing and speaking which is influenced by lack of attention,

fatigue, carelessness, or other aspects of performance (Richards, 1973).

Mistake is made by the learner because he does not implement the rule that actually he knows. In making mistake, learner is capable to recognize and revise his own mistakes. Meanwhile, the error is occurred because a learner is lack of knowledge or in the other words the learner does not master the target language. In making error, students need explanation and practice to understand the second language briefly.

According to the explanation, the researcher concluded that error reveals the knowledge and ability of the learner in mastering the target language. Whereas, mistake is the learner's temporary insufficient in process of producing the speech.

b. Errors Vs Mistakes

According to Brown (2003) errors and mistakes are not same. Errors are irregularity of a language to the interlanguage of people's knowledge. It means that errors happen regularly and systematically. Then, mistakes are failure in producing a known system correctly. It means that mistakes happen in some condition only, not regularly and systematically.

However, Ellies (1994) argued that errors and mistakes are relating to indicate the identification in Error Analysis. Errors and mistakes reflect to the divergences in producing the second language. Therefore, it can be concluded that errors and mistakes are

in the same condition because they are in the same way to explain the failures in producing second language.

In this study, the researcher examines all the grammatical deviations both mistakes and errors that made by the students in writing thesis abstracts.

c. Classification of Error

Hengwichitkul explained that errors are analysed at the sentential level (Hengwichitkul, 2006). The errors are classified as subject-verb agreement, tenses, part of speech, relative clauses, participial phrases, passive voice, parallel structures, punctuation, run-ons, and fragments. Runkati (2013) classified the errors into two main categories which are errors at sentential level and errors in word level. Errors at sentential level includes fragments, run-ons, subject-verb agreement, word order, tenses, punctuation and capital letters. While, the errors at word level includes articles, prepositions, word choices, nouns and numbers.

Error is the deviation made by learner in producing speech in writing and speaking. According to Dulay, errors are classified into four, as follows: (Dulay, Heidi C. , et.al., 1982)

1. Linguistic Category Taxonomy

Linguistic category taxonomy is error classification according to either or both the language component include phonology, syntax and morphology, semantics and lexicon, and discourse.

2. Surface Strategy Taxonomy

Surface strategy taxonomy is the error classification system based on the deviation which made by the learner when the learner's erroneous version is distinct from the presumed target version. This taxonomy highlights the erroneous of surface structures. For instance, learners may neglect essential items of add unnecessary ones, he may don't form the items correctly. This taxonomy provides a clear description about cognitive process that underlies the learner's reconstruction of the new language or language being learned. It also makes us aware that learner's errors result from their active way in using interim principles to produce the target language. Under this category, errors can be classified into four types: omission, addition, misformation, and misordering.

a. Omission

Omission errors are characterized by the absence of an item (in the second language learner) which must not appear in a well-formed utterance. For example, *I bought θ in Korea, θ is very hard for me to learn English right.*

b. Addition

Addition errors are the opposite of omission. They are characterized by the presence of an item (in the second language learner) which must not be appear in the well-formed utterance. For example, *The fishes doesn't live in the*

water. According to the theory, Dulay distinguished addition into three subtypes of addition as the following:

1) Double marking

    Double marking is a subtype of addition errrors. It is defined as the failure to delete certain items which are required in some linguistic constructions but not in others. (e.g. she didn't went, that's the man who I saw him)

2) Regularization

    Regularization is the second subtype of addition errors that typically apply to the class of linguistic items, such as the class of main verbs or the class of noun. In this case a regular marker is used in place of an irregular one, as in *falled* for *fallen.* For example, *I falled,* where the regular past tense-*ed* has been extended to verb which in native English is an irregular verb.

3) Simple addition

    Simple addition error is another subtype of addition errors. If an addition error is not double marking of regularization, it is called simple addition error.

c. Misformation

    Misformation errors are characterized by the use of the wrong form of the morpheme or structure. For example,

I seen her yesterday. Dulay, Burt and Krashen also define two other subtypes in this category. They are:

1) Archi-Form

Archi-form, which they call "misselection", is the selection of one member of a class of forms to represent others in the class. For example, out of the set *this/that/these/those* the learner may use only one *that* as in *that dog* and *that dogs.*

2) Alternating Form

Another subtypes that Dulay and his friends a ssign to the category of misformation is what they call alternating forms, which they define as fairly free alternation of various members of class with each other. For example *I seen her yesterday.*

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in utterance.

3. Comparative Analysis Taxonomy

The comparative analysis taxonomy is classification according to the comparison between second language errors structures and certain other types of construction (Dulay, Heidi C. , et.al., 1982). Most of the second language errors have been

compared to the children's first comparisons have produced two major error categories:

a. Developmental Errors

The developmental errors are errors similar to those made by children learning the target language as their first language. For example: *dog eat it*. Here the errors are the omission of the article and the past tense marker. The errors are classified as the developmental errors because those are also found in the speech children learning English as their first language.

b. Interlingual Errors

The interlingual errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language. For example: *The man skinny.* It reflects to the word order of Spanish adjectival phrase (e.g. *el hombre fraco* in Indonesian *orang kurus*).

4. Communicative Effect Taxonomy

Communicative effect taxonomy is the classification of error based on the perspective of the listener or reader. It attends to differentiate between errors that impact to cause miscommunication and those that do not (Dulay, Heidi C. , et.al., 1982). In this taxonomy, errors are categorized into Global Error and Local Error.

d. The Cause of Error

Errors can be caused by several factors. Pit Corder (1981) stated that there are primary causes of errors. Those three causes are transfer of errors, analogical errors, and teaching induced errors. Transfer of errors is the influence of a language when learning another language. Analogical error is a comparison between two objects which highlight respects in which they are thought to be similar. Analogical reasoning is any type of thinking that relies upon an analogy that can lead to be errors.

According to Hubbard, the cause of errors is classified into three types which are Mother Tongue Interference, Overgeneralization, and Error urged by Teaching and Material Method. This classification is similar with Corder's explanation but it is stated in the other words (Hubbard, 1983). While, in the other research, Penny explained that there are two types of errors sources which are interlingual transfer and intralingual transfer (Penny, 2001). As Heydari and Baghery also stated that ESL and EFL learners committed errors through two sources which are interlingual interference and intralingual interference (Heydari,P. & Bagheri M.S., 2012).

As stated in the explanation about the errors' sources from the experts above, the researcher determines that there are two primary sources of errors in second language learning. The first source is influence from the native language. First language of the

learners has important role in acquiring second language. Errors which are influenced by the native language are called inter lingual errors. In the other terms, inter lingual errors can be called as interference errors or transfer errors. The second source is interlingual and developmental error. Interlingual and developmental error is occurred due to the difficulty of the target language. Intralingual and developmental errors consist the following:

1. Simplification

    This error is occurred when the students often prefer to choose the simple forms and constructions than the complex one. The example of simplification is the use of simple present instead of the present perfect continuous tense.

2. Overgeneralization

    Overgeneralization is applying one form or construction in one context and presenting its implementation to another context which are too broad and wide and it should not to be applied. The example of overgeneralization includes the use of eated and meeted as the past tense forms of eat and meet. Learners often do simplification and overgeneralization in order to relieve their linguistic burden.

3. Hypercorrection

    In order to correct the students' errors, the teachers are sometimes too industrious so that it can produce new errors

instead of make correct form. This error is called hypercorrection. By the definition of Stenson, it is also called induced errors (Stenson, 1978).

4. Faulty Teaching

The errors of the learners can be interference by the teacher's mistake in teaching. It can be from the orders of presentation or the teaching materials. This kind of error is closely related to hypercorrection which are caused by the teacher.

5. Fossilization

The errors that remain for long time and continuously becomes quite hard to be omitted.

6. Avoidance

Some learners have difficulty to produce some syntactic forms or structures so that they avoid these structures and choose to use simpler structures. For instance, Japanese ESL learners avoid relativization while Arab ESL learners avoid the passive voice in English.

7. Inadequate Learning

Inadequate learning is the error caused by incomplete learning. The example is the omission of the third person singular s as in: She go.

8. False Concepts Hypothesized

Wrong hypotheses can lead to produce errors. Many learners' errors can be indicated to false concepts in their mind.

For example, some students think that 'is' is the marker of the present tense so that they form: She is go to the library.

e. The Concept of Error Analysis

In teaching and learning second language especially English, errors are problems which are not easy to avoid. Knowing the learner's error is important. The information about the error that is often occurred in student's writing and speaking is useful to hold evaluation in teaching and learning in order to have better result from teaching and learning process. To get the information about the student's error, it needs an error analysis. According to Richards, error analysis is an activity to reveal the errors that are found in writing and speaking (Richards, 1973). He further explained that the error analysis is useful to find out how deep the capability of someone in mastering a language, find out how a person learns a language, and get information about the common problems or difficulties that faced by learners in acquiring second language, it can be a tool or material in teaching language as well.

Brown defined an error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then to reveal the systems operated by learner (Brown, 2003). Crystal i.e stated that error analysis is a way to identify, classify and systematically interpret the unacceptable forms which

is produced by foreign language learner, utilizing linguistic's principles and procedures (Crystal, 1987).

From the definitions has been stated, error analysis can be defined as an activity to identify, classify, and interpret or explain the error produced by someone in writing or speaking and it is useful to get information on common difficulties faced by learner in productive skills of English which are speaking and writing.

f.   Procedures of Error Analysis

Some linguists suggested the way to conduct an error analysis research. According to Corder (1981) there are some procedures in error analysis as follows:

1.   Error Collection

It is the first step of error analysis when the researcher reads all the document and collects the error.

2.   Error Identification

In analyzing error, the first step that the researcher has to do is identifying the error itself. The researcher can recognize the error from the student from the task given.

3.   Error Description

When the identification of error process has done, the next step is describing the deviations which are found. Describing the error involves classifying the sort of errors made by students.

4. Error Explanation

The third step is explaining how and why such deviations can be happened.

5. Error Evaluation

Evaluation is the process of error analysis where the the teacher gives tasks or tests to prove such errors as the incorrect ones.

2. **Grammatical Error**

a. **Definition of Grammar**

Purpura (2014) in his book states that grammar is defined as a systematic way of accounting for a predicting a speaker's knowledge of the language. It is done by a set of principles that can be used to construct all well-formed sentence in the language.

1. Grammatical Structures

It is related to the specific instance of grammar. Example of structure can be the past tense, noun phrase, passive voice, the comparison of adjectives, etc.

2. Grammatical Meaning

In understanding of grammar, it does not only understand on how some language are combined in order to look right, but also it affects the

b. **Types of Grammatical Error**

James (1998) proposes five categories of errors which include grammatical errors (adjectives, adverbs, articles, nouns,

possession, pronouns, prepositions and verbs), substance errors (capitalization, punctuation and spelling), lexical errors (word formation and word selection), syntactic errors (coordination/subordination, sentence structure and ordering), and semantic errors (ambiguous communication and miscommunication).

Azar (1989) classified grammatical errors into 14 categories in the table below:

Figure 2.1 – Azar's Grammatical Error Classification

No.	Category	Example	Correction
1.	Singular-plural	She *have* been there for five *month.*	She *has* been there for five *months.*
2.	Word form	I saw a *beauty* flower.	I saw a beautiful flower.
3.	Word Choice	He got *on* the bus.	He got *into* the bus.
4.	Verb Tense	He *is* here since May.	He *has been* here since May.
5.	Add a word	She entered *to*	
6.	Omit a word	He wants ^ go to the hospital.	He *wants* to go to the hospital.
7.	Word Order	I saw *six times* that movie.	I saw *that movie* six times.
8.	Incomplete sentence.	He went to bed. Because he was tired.	He *went to bed because he was tired.*
9.	Spelling	An accident *occurred.*	An accident *occurred.*

10.	Punctuation	What did she say.	What did she say*?*
11.	Capitalization	I am studying *english.*	I am studying *English.*
12	Article	I have *a* orange.	I have *an* orange.
13	Meaning not Clear	She borrowed some.	She borrowed some *books*.
14	Run-Ons sentence	It was already 7 p.m., we haven't arrived home yet.	-It was already 7 p.m. we haven't arrived home yet. - It was already 7 p.m.- we haven't arrived home yet.

The examples of the grammatical errors which are found in the students' writing:

1. Sentence pattern

Almost all English sentences contains a subject (S) and a verb (V). Azar (1989) states that subject is the word tells on who or what performed the action of the verb. The verb may be followed by an object (O). For examples:

- My mother cooks

    (S) (V)

- My pen is brought by Mary

    (S) (V)   (O)

Verb is a word or phrase that describes an action, condition or experience. Verbs that are not followed by an object are called "intransitive verbs." Common intransitive verbs: agree, arrive, come, cry, exist, go, happen, live, occur, rain, rise, sleep, stay, walk. Verbs that are followed by an object are called "transitive verb." Common transitive verbs: buikd, cut, find, like, make, need, send, use, want. Some verbs can be either intransitive or transitive. Transitive; *A student studied*. Intransitive; *A student studied books*. Subjects and objects of verbs are nouns (or pronouns). Examples of nouns: person, place, thing, John, pen, Asia information, appearance). (Azar, 1989)

2. Tense

Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began an ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over. For example:

"When I was twelve, I broke my leg. I slipped on the playground on a cold winter morning and fell. The bone near my ankle snapped with a loud "pop!" Even my friends heard it. The teachers called my parents, who came quickly. . . . "

3. Pronoun

A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used

once, a pronoun is used to avoid repetition of the same noun or noun phrase. Personal pronouns are words such as:

- First person pronouns, example words that represent or include the speaker or writer.

Singular: I, me, my, mine

Plural: we, us, our, ours

- Second person pronouns, example words that represent the person or people who is/are being addressed.

Singular: you, your, yours

Plural: you, your, yours

- Third person pronouns, example words that represent people or things other than the speaker/writer and the listener/reader.

Singular: he, him, his, she, her, it, its

Plural: they, them, their, theirs

4. Preposition

Preposition have been called the biggest little words in English. They are usually quite short and significant looking, but they have very important functions. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence elements: subject, verb, object, or compliment. They usually indicate relationships, such as position, place, direction time, manner, agent, possession, and condition, between their objects and other parts of the sentence. According to George

and Julia (1980) the following list illustrates the use of prepositional phrases to convey specific kinds of information.

a. Place, position: across, after, against, among, around, at, before, behind, below, between, by, in, in front of, inside, near, on, on top of, opposite, outside, over, to, under, underneath.

b. Direction: across, at, by way of, down, into, out of, to through, toward, up upon.

c. Time: about, after, around, at before, by, during, from ... to, from ... until, in.

d. Purpose, reason: for

e. Possession: of

f. Manner, instrument: by, in, like, with.

g. Identification: at, by, in, on, with.

h. Distance: for

i. Agent: by

j. Material: with

k. Quantity: by46

5. Punctuation

Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc. Punctuation is not something you impose upon a sentence after you have written it out. Commas, semicolons, and the other marks are an intimate part of grammar and style. Thomas (2000) stated that to write well, you must punctuate well; but to

punctuate well, you must also write well. Punctuation mark used in punctuation, for example: full stops/periods, commas, semicolon, question mark, apostrophe, capitalization, etc.

1) Full stops

The punctuation mark (.) is put at the end of a sentence, or at the end of a word that has been shortened.

2) Commas

A comma's basic purpose in life is to indicate to the reader that there should be a slight pause in the sentence. Sometimes commas separate items in a list. The last two items of a list should already be separated by the word 'and', so you don't need a comma there. E.g.: I took bread, milk, eggs and cheese.

3) Apostrophe

The punctuation mark (') that shows when a letter or a number has been left out, or is used before or after s to show possession, E.g.: *I'm (= I am), they're (= they are), '65 (= 1965), Helen's laugh, etc.* For example:

It's a fine day today. (short for 'it is')

The dog bit its tail. (showing ownership) (Grenville, 2001)

4) Capitalization

Capital is a letter of the alphabet in the form and larger size that is used at the beginning of sentences and names print in capitals. Capitalization is the use of capital letters. Using capital letter for the first letter of a word has a specific meaning for most

readers. Capitalization can be confusing unless it is done correctly, so use capital letters only when you are doing so. Here are some rules for capitalization.

a) Capitalize proper names of people (including titles and honorifics), ethnic groups, places, countries and states, holidays, institutions, and religions.

b) Capitalize the first word in a sentence or a quoted word, phrase, or sentence of dialogue. Do not capitalize the first word of an indirect quote in paraphrase.

c) Do not capitalize words to emphasize them in academic writing. (Nancy M. Kreml, 2004)

6. Spelling

Spelling words in English can be difficult for learners because sometimes a word is very similar to a word in their own language but is not spelled the same. For example, spell **success** with only one 's', or **colleague** without an 'a'. Another thing that makes spelling difficult is that some words in English do not sound exactly as they are spelled. In the word **definitely**, for example, the second 'i' sounds more like an 'a'. It is important that students of English learn these differences. The **bold letters** in these words show you which parts of the words learners most often get wrong. Correct spelling: A**cc**o**mm**odation, **wh**ich, gover**nm**ent, be**ginn**ing, defini**t**ely, su**cc**e**ss**ful, enviro**nm**ent, advertis**e**ment, bel**ie**ve, colle**a**gue.

3. Writing Thesis Abstract

a. Writing

One of the main important skills in learning is writing. Writing is a process which provide the writer to express their point of view, opinions, critics, and suggestions in a readable manner. In writing, notions are ordered in series of sentences that are related to each other so the information can be delivered and conceived well. It involves idea, thought, and feelings about what has ever been seen, read, or happened and conveys them into a paper or a computer screen utilizing knowledge of language conventions and needs writing process to form meaningful text (Ministry E. , 2005) . It is one of productive language skills which is about the convert of oral language to written language. By pursuing a constructive writing process, learners are able to express their idea carefully. In writing process, words are used to express idea, point of view, and emotions as the tool of communication in written form. It is pointed information or idea through arranging our thought into good arrangement of written text.

Writing text is utilized to communicate with other people who are not bound by space and time. In this case, it is permanent or semi-permanent record. Every writing has certain purpose to the writer or the reader. The students should consider the objective of their writing since this will lead, not only the text type but also involving the language that will be used and the information that they choose.

Halliday stated that writing is used for several purpose as follows:

1. Action (for instance: product labels, public signs, bills menus, ballot papers, computer manual, television and radio guides)

2. Information (for instance: current affairs, newspaper, magazines, advertisements, political pamphlets)

3. Entertainment (for instance: poetry, drama, fiction books, comic strips, film subtitle) (Nunan, 1999)

Thus, according to above explanation, it can be inferred that there are three main purpose of writing. First, writing purpose is for action which is for influence the reader to do something. Second, the objective of every writing is well known to inform and enlighten the readers or provide the readers with information about the topic. Last, writing can amuse the readers. It means the writing are able to make the reader entertained. It does not mean that the text must be funny or happy topic, the text could be tragedy, but the main purpose of writing is to entertain the reader.

b. Thesis Abstract

An abstract is a brief summary of research article, thesis, review, conference proceeding, or any in-depth analysis of a particular subject. It is often to make the reader quickly ascertain the paper's objective (Gary Blake and Robert W. Bly, 1993). Abstract always appears on the beginning of the paper. According to Graf, abstract is the most significant part of journal article. It includes all the main points of the paper. It is written within limited number of words thus however it may also be the most difficult to write (Graf, 2008). Then, Zoltan explained

that the term abstracts are from the Latin *abstracsum*, which means a concentrated form of a longer piece of writing (Zoltan, Patricia &Hipp, Helena, 2005). From the definition, it can be concluded that abstract is a brief comprehensive summary of the contents or paper that allows the reader to overlook the contents quickly.

Abstract is an important element of a thesis. It is presented at the beginning of the thesis as the first essential description of the study which read by an external examiner. It is an opportunity to put up precise expectations. It is a stand-alone text that often functions, together with the thesis title. It is the representation of the full-text of thesis. It may also be presented in announcements of the thesis examination.

Abstract must be capable to represent the whole thesis when there is no enough time and space for the full text. The functions of abstract can be seen as follows:

1. Overcoming language barriers because commonly abstract made in universal language.

2. Save the reader time in collecting and selecting information.

3. As the search tool for the full text information (bibliography in a computer)

4. The relevance of abstract as point of decision or the reader whether it is necessary to read the full text document.

5. As information publications.

6. Elude duplication in research.

7. As a tool to create index and review.

Based on the function, there are some types of abstract that are classified into two types. The first type of abstract is informative abstract. Informative abstract is the most important abstract document and very general. It contains quantitative and qualitative information. The characteristics of this abstract is presented completely. It explains the results of the content, principles of the study (goals, method), and the conclusions from the original article clearly. Informative abstract is made as perfect as possible and this do not change the meaning of the original documents. This abstract is longer than other types. Normally abstract for magazine or newspaper contains 100 to 250 words. In the other hand, abstract of reports or theses comprises of around 500 words.

The second abstract type is called Indicative Abstract. This kind of abstract presents the contents information in relation to the objective and quantitative data. Usually for document discussion, literature review, conference proceedings, and essays.

In the fact, abstract is presented in a short writing, but writing abstract is not as simple as that. There are several things that the writers have to be aware in writing abstract. In writing abstract, there are some steps to make a good abstract. The first step is reading the document to get comprehension of the content and scope of the paper. A trained extractor does not read all of the word but selects words from the document section or it can be called only take the keywords. The second step is making a note that contains the main points in the document. The third step is making a rough concept from the note that has been made

by not using many expressions from the original document. The next step is checking the rough concept and doing corrections. After repairs or corrections, it is necessary to edit the abstract concepts and make them in the presentation style. In this step, the writer should be aware because errors in abstract are possible to be occurred (errors in abstract usually give names, formulas, repeated use of words/repetition of words or sentences).

Thesis or in Indonesia is called as *Skripsi* is a long composition of writing based on university students' ideas. Thesis is a research that does very crucial and important role in university students' life. Thesis may imply decisiveness. Our thesis may begin as "working thesis" before we achieve our final convergence. In many disciplines, it is helpful to research our topic and become fully engaged in it before deciding upon a direction of our paper. As we write our essay, we may find that our thesis is either too general or too specific. At this point, it may be necessary to tweak our thesis to accurately reflect what you have discussed in the paper. Through this process, we will able to identify what our paper still needs to say and what information within our paper is not necessary.

From the explanation above, the author concluded that writing thesis abstract is a brief understanding summary of the whole content of the research which presented in the beginning of thesis.

B. Relevance Study

Errors that produces by learners can be utilized to improve learner to write better. Error Analysis (EA) that is the process to examine students' errors systematically has attracted many scholars and researchers to make a research about this topic. The study of Murad Hassan Mohammed (2013) from Sawalmeh University entitled "Error Analysis of Written English Essays: The Case of Students of the Preparatory Year Program in Saudi Arabia". The results of this study show that there are ten common errors which are verb tenses, word order, singular/plural form, subject-verb agreement, double negatives, spellings, capitalization, articles, sentence fragments, and prepositions.

Then, the research conducted by Mohammad Jasim (2018) entitled "Error Analysis of Written English Compositions: The Case of Learners of Prime University in Bangladesh" found fifteen errors which are capitalization, article, subject verb agreement, discontinuous constituents, noun, pronoun, word order, modals, degree of comparison, verb, tag - 0uestion, conditional, nouns in apposition, preposition, and punctuation.

The study of Siti Maharani (2019) entitled "An Error Analysis In Writing Skripsi's Abstract Of English Education Department Students At Tarbiya And Teacher Training Faculty State Islamic University of North Sumatera" shows that there were eight types of errors that committed by under graduated students: addition word, word choices, capitalization, omission word, spelling, punctuation, tenses and word form.