

GRAMMATICAL ERRORS FOUND IN ARTICLES' ABSTRACTS OF INDONESIAN SCHOLARLY JOURNALS

Indra Wulandari

State Elementary School of Jagung - Pagu Kediri, Indonesia

indrawulandari0506@gmail.com

Abstract: This study is aimed to know the grammatical errors found in the articles' abstracts of scholarly journals published by one of Indonesian Islamic State Colleges in 2008-2010. The theory used to analyze the data in this case study is Burt and Kiparsky's theory, namely *Surface Strategy Taxonomy*. This theory divides errors into errors of omission, errors of addition, errors of misformation and errors of misordering. This results of the study show that there are 172 items of grammatical errors. The most frequent type of grammatical error is omission with the total number is 72 items or 41.9%. The second is errors of misformation which consist of 57 items or 33.1%. The next is errors of addition (27 items or 15.7%) and finally is errors of misordering as the least number of errors with 16 items or 9.3%.

Keywords: *grammatical errors, surface strategy taxonomy, journals abstract*

INTRODUCTION

Language is a system of arbitrary vocal symbols used for human communication. It is a systematic means of ideas or feeling by the use of conventionalized sign, sound, gestures or marks having understood meaning (Fromkin, et.al., 1999:3). Every social institution is maintained by language. Law, religion, government, education, the family all are carried on with language (Chaika, 1982:2). Therefore, language holds on the important aspect in our society. Without language, there will be misunderstanding on our life. People cannot live without a language.

English is an international language. It is the language that is used as a tool of world communication and it has been widely used in many aspects such as politics, economics, science, arts, education, etc. It plays a very important role that gives us an access to the global communication that supported by the advancement of science and technology.

The use of English is not only in speaking but also in writing. Many articles, journals, researches use English as a part of them. Journal is periodical publication intended to further the progress of science usually by reporting new research. Such articles in journals begin with an abstract. It is a brief summary of a research article, thesis, review and it is often used to help the reader quickly ascertain the paper's purpose. An abstract may act as a stand-alone entity instead of a full paper. Typical length of abstract ranges from 100 to 500 words, but rarely more than a page.

Most of the journal's abstracts are presented to the combination of two languages for example the Indonesian language combined with English or Arabic. Furthermore, one of the components of language that must be mastered is grammar. Not only an abstract but also many kinds of writing have to consider with grammatical structure because it is partly the study of what forms (or structure) are possible in a language. Grammar is a description of the rules that govern how a language's sentences are formed (Tornbury, 1999:1). It can be said that the grammatical order determines the correction of sentences on the journal's abstracts. Without good grammar in writing, either the reader or the writer will get misunderstanding.

In Indonesian context, most of the universities also published some scientific articles into journals which are not only written in Indonesian but also in English. The articles' writers in one journal are usually from different universities from different geographic background; Economic, Islamic Law, Psychology, etc. Generally, the journal organizers ask the writers to translate their research abstract into English whenever their articles are written in Indonesian and viceversa. This study examines the grammatical error of English translation of some research abstracts in three scientific journals published by one Islamic

institution, i.d., one of State Colleges of Islamic Studies in East Java Indonesia.

The institution has implemented foreign language role in writing of journal. Hence, the journal's writing has certain rules to be presented. The English seems that mainly used in some abstracts of Journals. The different structure between Indonesian and English could make the journal's writers make some grammatical errors. Brown stated that an error is noticeable grammar from the adult grammar of native speaker, reflecting the interlanguage competence of the learners (Haryanto, 2007:3).

After reading some research abstracts of the journals, the researcher found some grammatical errors made by the journal's writers. Because of that, she thinks that this problem must be solved immediately. The researcher gives support to the publisher to make the journals better. Hence, the correction about grammatical errors should have much attention. Based on the consideration above, the researcher tries to analyze some grammatical errors found in the articles' abstracts of the journals.

RESEARCH METHOD

Research Design

The research design of the study is case study. It is a form of qualitative research that is focused on providing a detailed account of one or more cases (Johnson & Christensen, 2000:46). In this research, the writer wants to focus on the grammatical errors found in abstract of the journals.

Data Source

The data source of this study is the English abstracts of the journals of one State College of Islamic Studies in Indonesia published from 2008-2010. There are 16 journals volumes and there are 32 abstracts of them. In this research, the writer takes the third period (2008-2010) of the journals by using stratified random sampling. These are 16 journals which were researched in this study. Actually, there are 18 journals but there are 32 journals which do not contain of English abstracts. They are

Universum journal 2009 on first and second period. In 16 journals, there are 32 English abstracts. To take the sample in this research, the writer uses random sampling. She takes 2 English abstracts for each period in a year. From table 1, there are 32 English abstract from journals which were analyzed.

Table 1 Data Source of the Study

No	Title of journal	Year	Period	The Title of English Abstracts
1	Empirisma	2008	1	Inkar Al-Sunnah Filsafat manusia Friedrich Nietzsche
2	Empirisma	2008	2	Sumbangan Teori Falsifikasi Karl R. Popper untuk Pengembangan Studi Keislaman Kontribusi Islam terhadap bangunan Sosiologi
3	Empirisma	2009	1	Kritik Tekstualitas al-Qur'an Negara dalam Dekapan Kapitalisme
4	Empirisma	2009	2	Konsep Filsafat Ketuhanan dalam Perspektif Fazlur Rahman Hukum Perikatan dalam Kajian Hukum Islam
5	Empirisma	2010	1	UU No.7 thn1989: Peradilan Agama dalam Perspektif Hubungan Agama Negara di Indonesia Klasifikasi dan Peranan Kiai dan Ulama
6	Empirisma	2010	2	Pemikiran Pendidikan Islam Muhammad Qutb dan Implementasinya bagi Pengembangan Pendidikan Islam. Fikih Hadis Sebuah Model dalam Kajian Fikih
7	Realita	2008	1	Makna Mutu dan arti Penting Lembaga Penjaminan Mutu di Kalangan Dosen STAIN Kediri Antrian pada Fasilitas Internet Perpustakaan STAIN Kediri
8	Realita	2008	2	Analisis teknikal pada Return Saham Telkom Pemodelan dan Peramalan dengan AR(2) Internet untuk pendidikan: Studi Kasus di

				STAIN Kediri
9	Realita	2009	1	Masa Depan Liberalisme Islam dan Problematika Kekinian Bangsa Indonesia
				Kepemimpinan dalam Al-Qur'an
10	Realita	2009	2	Pembentukan Identitas Ego Agama Remaja Ditinjau dari Pola Asuh
				Pemberdayaan Masyarakat miskin di Indonesia
11	Realita	2010	1	Penerapan Sistem bagi hasil di BPRS Sumatra Barat
				Penerapan Manajemen Islam di Masa Nabi dan Khulafaur Rasyidin
12	Realita	2010	2	Habitus, Kapital dan Ranah Akademisi STAIN Kediri: Sebuah Pergumulan Identitas Intelektual
				Sistem Pendidikan di Pondok Pesantren Lirboyo Kediri Jawa Timur
13	Universum	2008	1	Alternatif Konsep Pendidikan Islam Era Globalisasi
				Pengaruh Perilaku Konsumen terhadap Keputusan Pembelian Suatu Produk
14	Universum	2008	2	Pengaruh Inflasi pada Hutang Ekonoi Islam
				Kepemimpinan Wanita dalam Perspektif Fiqih
	Universum	2009	1&2	(No English abstract)
15	Universum	2010	1	Literasi Media dan Kuasa Media
				Elit Kekuasaan dan Badan Hukum Besi Oligarki Robert Michel
16	Universum	2010	2	الألعاب اللغوية وفعالية استخدامها
				Belajar Melalui Dinamika Kelompok

Data Analysis

The process of analyzing data is effort to organize data that is continued to be discussion of the data. The analysis steps of this study are described as follows:

1. Identifying the grammatical errors found in the articles' abstracts of the journals
2. Classifying the grammatical errors found in the articles' abstracts of the journals based on surface strategy taxonomy proposed by Dulay, et al. (1982:154-163) into omission, addition, misformation, and misordering
3. Calculating the grammatical errors using simple percentage:

$$P = \frac{n1}{N} \times 100\%$$

P = percentage of each error

n1 = total of a given error

$\sum N$ = total of the whole errors

4. Making the table for the percentage of errors
5. Making conclusion

RESEARCH FINDINGS

In this point, the writer describes the result of grammatical errors found in the articles' abstracts of the journals. The result is described by counting the categories of errors in each journal and its percentage by numbers. The writer shows the frequency of grammatical errors and the percentage of grammatical errors.

Grammatical Errors Found in the Articles' Abstracts of the Journals

There are 16 journals taken as the sample. The writer takes two articles in each journal. So, there are 32 articles which have been analyzed. The first step, she identifies the grammatical errors. Then they are classified into the category of errors. Next, the writer counts the errors to get the frequency of errors. Finally the writer counts the frequency of errors by using the chosen formula to get the percentage of them (see table 2).

Table 2 Frequency of Errors

No	Name	Year	Categories of Error			
			Omission	Misformation	Addition	Misordering
1	Empirisma	2008	8	6	1	1
2	Empirisma	2009	3	8	5	1
3	Empirisma	2010	8	9	2	4
4	Realita	2008	6	7	1	4
5	Realita	2009	6	10	5	3
6	Realita	2010	7	2	2	0
7	Universum	2008	28	13	5	3
8	Universum	2010	6	2	6	0
Total of Errors			72	57	27	16

From table 2, we can see that the greatest error is error of omission. It is for about 72 errors. Then the second error is error of *misformation* for about 57 errors. Error of addition is in the third stages. It is for about 27 errors. And the last is error of *misordering* for about 16 errors. So, the total of grammatical errors is 172 errors. Some sentences have one or more than one error. From the table above, the writer will make the percentage of grammatical errors that happen in the articles' abstracts of the journals. To get the percentage of grammatical errors the writer uses the following formula:

$$P = \frac{n1}{\sum N} \times 100\%$$

P = percentage of each error

n1 = total of a given error

$\sum N$ = total of the whole errors

Table 3 The Percentage of Grammatical Errors

No	The Categories of Errors	Frequency	Percentage (%)
1	Error of Omission	72	41.9
2	Errors of Misformation	57	33.1
3	Error of Addition	27	15.7
4	Error of Misordering	16	9.3
Total of Errors		172	100

From the table above, the writer concludes that the first grade of the grammatical errors is error of omission. The percentage of it is 41.9%. The second is error of *misformation* which is 33.1%. Error of addition is on the third grade. Its percentage is 15.7 %. And the last grade is error of *misordering* which is 9.3%.

Errors of Omission

Error of omission becomes the greatest errors found in the articles' abstracts of the journals. The writer found 72 errors of omission. The percentage of it is 41.9%. The writer gives **italic and bold** for the errors. Here are some of the examples:

1. Unfortunately, **some moslem** do not realize about that.
2. **Nietzsche** ^...^ **conscious** that to be a superman, suffering is totally needed.
3. An example: falsification will step down a big theory which is established by **other theorist**
4. **Islam society** ^...^ **formed** from three elements, first is family, second is theology and third is environment.
5. For **these reason**, it is needed to have discussion about Islamic Bound Law.
6. Islamic education , according to Muhammad Qutb, is educating human beings thoroughly which includes thought and heart, physical and psychological, behavior and skills, **all their personal**
7. **One of the background** of JIL is a worry about developing fundamentalism and militantism in religion.
8. The result of this study indicate that the sharing system implemented by the BPRS is divided into the system of profit sharing and the system of revenue sharing **either** for the depositor ^...^ the financing customer.
9. We hope to solve the negative aspect of the problem **in order**^...^ we can create a good life in the world.
10. Cooperative learning is **one of the strategy** that offers many interactions besides that, spirit of mutualism in cooperative learning brings good atmosphere in the classroom today.

In sentence (a.1) there is omission of -s for the word "moslem". It must be "moslems" because the quantifier "some" must be followed by plural count noun. Sentence (a.2) is a nominal sentence. The form of it is Subject + to be (is/am/are/was/were/been) + adjective/adverb/noun. Sentence (a.2) omits to be (is) because the subject is third singular person/ the name of the person (one person). Sentence (a.3) has different form. It is about the using of "other". Forms of other are used as either adjective or pronouns (Azar, 1989:232). Other as an adjective must be followed by plural noun. Hence, the correctness is *other theorists*. Sentence (a.4) is a passive sentence. It omits the auxiliary verb which is the main requirement. The auxiliary verb which is omitted is "is" because the subject is singular and the tense is present tense. There is omission of -s in the word *reason* in sentence (a.5). The word "These" is demonstrative adjective. The word "These" is followed by plural noun. In sentence (a.6), there is omission of -es in the word *personal* because there is "all" so the noun must be plural noun. In sentence (a.7), there is omission of -s in the word *background*. The quantifier "one of the" is followed by plural count noun and it takes singular verb. Thus, the correctness is "one of the backgrounds". In sentence (a.8) has two kinds of errors. It is about the omission of -s in the verb for the singular subject. But in the sentence (a.8) there is an error about the using of the conjunction "either...or". The words "either for the depositor ^...^ the financing customer" omit the conjunction "or". Next, for the sentence (a.9), the error is in using of "in order that" as subordinate conjunction beginning with prepositional phrase. The sentence omits the word "that" for "in order ^...^we can create a good life. "in order that" is used to show a purpose (Hewings, 1999:97). The last sentence (a.10) is about the omission of -es in the word *strategy*. It must be "strategies" because there is quantifier "one of the" which must be followed by plural noun. The following is the suggested sentences of the errors:

1. Unfortunately, **some moslems** do not realize about that.
2. **Nietzsche is consciousthat** to be a superman, suffering is totally needed.
3. **Islam society is formed** from three elements, first is family, second is theology and third is environment.

4. An example: falsification will step down a big theory which is established by *other theorists*.
5. For *these reasons*, it is needed to have discussion about Islamic Bound Law.
6. Islamic education, according to Muhammad Qutb, is educating human beings thoroughly which includes thought and heart, physical and psychological, behavior and skills, *all their personalities*
7. One of the *backgrounds* of JIL is a worry about developing fundamentalism and militantism in religion.
8. The result of this study *indicates* that the sharing system implemented by the BPRS is divided into the system of profit sharing and the system of revenue sharing *either* for the depositor *or* the financing customer.
9. We hope to solve the negative aspect of the problem *in order that we can* create a good life in the world.
10. Cooperative learning is *one of the strategies* that offers many interactions besides that, spirit of mutualism in cooperative learning brings good atmosphere in the classroom today.

From the sentences above, the writer analyzes that the errors occur in *the using of quantifier for the noun, the agreement of subject and verb in present tense, the using of "to be" in a nominal sentence and passive sentence, the using of subordinate conjunction.*

Errors of misformation

Error of misformation becomes the second grade of errors found in the articles' abstracts of the journals. The writer found 57 errors of misformation. The percentage of it is 33.1%. The writer gives the words **italic and bold** for **misformation** and gives underline for other errors. The writer only gives the explanation about error of misformation. Here are some of the examples:

1. This research is not purposed to accept all thing thought by Nietzsche, but *for persuade* everyone to be critically analyze problems related to human philosophy.

2. In religion discourses, the matters of "God" are expressed through the revelation and then becomes *the logical coherent*.
3. There is some reason as its background; they are sociological, juridical, and practical ones.
4. *Because of* a lot of differences in clustering between the Islamic law and the western law had caused the discussion of Islamic bound Law still cannot be found yet.
5. *An* long history *have* come into Indonesian moslem with some character reliable.
6. But both of them *is* struggling now to be winner, *isn't it?*
7. The result of this research is that the using of internet as media of teaching in State College for Islamic Studies has been *rising* as well as the lecturers and students are aware of the function of technology for education.
8. The movement of JIL thought gets *many attentions* from many people
9. Without any exception is intellectual identity that develops into one orientation chosen by the writers in order to develop their capability as intellectuals on the one hand, and to fulfill the demands of developing institutions on *the other*.

Sentence (b.1) is about the use of gerund after preposition. The words "for persuade" must be "for persuading". The word "for" is a preposition, it needs object of preposition which is noun or gerund. The noun phrase needs an adjective. In sentence (b.2), "coherent" is an adjective. The correct form is "coherence" because it must be a noun of the phrase. In sentence (b.3) is about the using of *expletive there*. In sentence with expletive there, the verb agrees with the actual subject that follows it (Frank, 1972:38). If the subject consists of two or more parts, the verb is plural as like *there are some books on the table*. Thus, in sentence (b.3) the verb "is" must be "are". The next in sentence (b.4), the error occurs in the using "because and because of". Because is a conjunction so it followed by Subject + Verb. And "because of" is a preposition so it followed by object of preposition (Noun, NP, or Gerund). In this sentence, the words because of must be changed into "because" because it followed by Subject + Verb. Sentence (b.5) has two errors. The first

error is about the using article **a** for **an** occurs in sentence (b.5). The form **a** is used before a word beginning with a consonant sound whereas “**an**” for word beginning with a vowel sound (Thomson, 1986:15). Therefore, the phrase must be “*a long history*”. The second error is about the subject verb agreement. Singular subject is followed by singular verb and plural subject is followed by plural verb too. Sentence (b.6) is about the use of question tag related to the subject verb agreement of a sentence. The subject “both of them” needs the plural verb. Here the sentence is present continuous tense so the verb for the plural subject is “are”. A tag relates to the subject and auxiliary of the main clause. The structure of a negative tag is auxiliary + n't + pronoun (Eastwood, 1994:38). Sentence (b.7) shows problem verbs. It is about the using of the verb “rise and raise”. “Rise” means to get up, move under one’s own power whereas “raise” means to leave or elevate an object or to increase something (Pyle, 1995:192). In sentence (b.8) the errors are about the using of tense and quantifier “much and many”. The tense should be a present perfect not present tense. “Much” is used with non-count nouns, and “many” is used with the plural forms of count nouns (Krohn, 1990:60). “Attention” is non-count noun, so it uses “much” for the quantifier. The last is sentence (b.9) is about the use of the words “the other and the others”. “The other” is an adjective and it is followed by plural countable noun whereas “the others” is pronoun. The sentence needs pronoun for correct construction. The following is the suggested sentences of the errors:

1. This research is not purposed to accept all things thought by Nietzsche, but *for persuading* everyone to be critically analyze problems related to human philosophy.
2. In religion discourses, the matters of “God” are expressed through the revelation and then become *the logical coherence*.
3. There are some reasons as its background; they are sociological, juridical, and practical ones.
4. *Because* a lot of differences in clustering between the Islamic law and the western law had caused the discussion of Islamic bound Law still cannot be found yet.
5. A long history *has* come into Indonesian moslems with some reliable characters.

6. But both of them *are* struggling now to be winner, *aren't they*?
7. The result of this research is that the using of internet as media of teaching in State College for Islamic Studies has been *raising* as well as the lecturers and students are aware of the function of technology for education.
8. The movement of JIL thought gets *much attention* from many people
9. Without any exception is intellectual identity that develops into one orientation chosen by the writers in order to develop their capability as intellectuals on the one hand, and to fulfill the demands of developing institutions on the *others*.

From the errors above, the writer concludes that the errors occur in *the use of gerund, the use of adjective and noun in forming a noun phrase, the use of indefinite article, question tag, the problem verbs, the use of much and many, and the use of other's form.*

Error of Addition

The third rank of error is error of addition. It occurs for about 27 errors. The percentage is 15.7%. The writer gives the words **italic and bold** for the error of addition. The examples of it are:

1. Islam places human being as the best creature than *the others creatures*, because the human has mind and sense that completed with religion.
2. He categorizes interestingly and he *can limits* this topic.
3. He *could synthesized* all of them.
4. The subject of this study was students of junior high school *students*.
5. Caliphate is not *as the same as* "theokrasi" in Western term as alleged by orientalist since both have their different characteristics.
6. The fact that the teachers are very smart, but if *student's interested* in learning Arabic language is low, it can conclude that they will be difficult in succeeding learning language.

The error of using *the other* occurs in sentence (c.1). There is an addition -s in the word *other*. The other is functioned as adjective and

pronoun. The adjective form is the other + Noun. The form is "the others" there is an addition -s in its words. Sentence (c.2) adds -s for the word limit. It is not needed because before the word limit there is a modal "can". A modal is followed by bare infinitive/ verb 1. Sentence (c.3) is about the error in using a modal too. Modal "could" must be followed by verb 1 but this sentence adds suffix -ed for the verb. Next for sentence (a.4) the error is about the redundancy of the word "student" in a NP (students of junior high school *student*). In sentence (a.5) there is an addition the word "as". Comparing something with the phrase "the same as" is enough without giving as in front of "the same as". In sentence (a.6), there is an addition of -ed in the word "interested", interested is an adjective and this sentence needs a noun to form a noun phrase. The following is the suggested sentences of these errors:

1. Islam places human being as the best creature than *the other creatures*, because the human has mind and sense that completed with religion.
2. He categorizes interestingly and he *can limit* this topic.
3. He *could synthesize* all of them.
4. The subject of this study was students of junior high school.
5. Caliphate is not *the same as* "theokrasi" in Western term as alleged by orientalist since both have their different characteristics.
6. The fact that the teachers are very smart, but if *student's interest* in learning Arabic language is low, it can conclude that they will be difficult in succeeding learning language.

From the sentences above, the writer concludes that the errors happen *in the use of the other, the use of a modal, and the use of the same as, and the use of noun.*

Error of Misordering

These errors are characterized by incorrect placement of a morpheme in an utterance. These errors are for about 16 errors found in the articles' abstracts of the journals. The percentage of the errors is 9.3%. The writer gives the words **italic and bold** for the **error of misordering** and underline for other errors. The examples of these errors are:

1. *Not merely state fail* to assure to capitalism that exist in human being civilization, more than that state is oppositely, also trusted in hegemonic of capitalism.
2. Gross National Product (GNP) is believed to indicate *growth national* and regional product.
3. So, marketer can produce product and service like *withneed customer*.

The error in sentence (d.1) is about the inversion. After expression with "not", the subject and the verb are inverted. The error in sentence (d.2) is about the ordering of a Noun Phrase (NP). The form of NP is Adjective + Noun. There is a noun phrase "growth national". The word "growth" is a noun and the word "national" is an adjective. Thus, there is misordering for the NP. Next for the sentence (d.3) there is incorrect placement in the NP "need customer". The meaning of this NP is *kebutuhan pengguna*. Therefore, it must be customer's need. We also have to put (apostrophe/'s) for giving possessive marker. In this sentence, there is also another errors (error of addition), the using of the word "with". The following is the suggested sentences of these errors:

1. *Not merely fails state* to assure to capitalism that exist in human being civilization, more than that state is oppositely, also trusted in hegemonic of capitalism.
2. Gross National Product (GNP) is believed to indicate *national growth* and regional product.
3. So, marketer can produce product and service like with *customer's need*.

From these errors, the writer concludes that the errors occur in *and the incorrect inversion of subject and verb in negative statement incorrect placement of parts of speech in forming NP*.

DISCUSSION

In this point, the writer discusses about the grammatical errors found in the articles' abstracts of the journals. Here, the grammatical errors are categorized into four categories, they are misformation, omission, misordering and addition.

The first rank of grammatical error is error of omission. It is for about 72 errors and the percentage of it is 41,9%. There are many kinds of omissions such as omission of -s for the plural noun, omission of s/es on verbs showing present tense, omission of verb auxiliaries, omission of article. The greatest omission is omission of -s for the plural noun. The writer takes an example: "One of the *background* of JIL is a worry about developing fundamentalism and militantism in religion."

The second rank of grammatical error is error of misformation. There are 57 errors of omission. The percentage error of misformation is 33.1%. According to Dulay et al. (1982:158), there are three kinds of misformation, they are regularization errors, archi-form, alternating form. The writer found archi-form and alternating form (chapter 2) when she analyzed the articles' abstracts of the journals. She did not find regularization error for misformation category. Some examples of archi form are:

1. Hence, the gallant appearance from a state *do not* more only drama plunging into social imagination of nation.
2. But both of them *is* struggling now to be winner, *isn't it?*

Then some examples of alternating forms are:

1. This study was aimed to see the *difference formation* of ego identity of adolescent between those who have been threaten in authoritative style and dominated style.
2. Without any exception is intellectual identity that develops into one orientation chosen by the writers in order to develop their capability as intellectuals on the one hand, and to fulfill the demands of developing institutions on *the other*.

The third error is error of addition. The total number of the errors is 27 or 15.7%. the kind of addition which appears is simple addition. There is no double marking and regularization. The simple addition consists of third person singular -s , addition of -s/es in verb showing present tense, addition of preposition and article, addition of -ed in modal form.

The last rank of error is error of misordering. The total number of errors is 16 errors or 9.3%. misordering is the misplacement of a morpheme in an utterance. Many of these errors happen in forming of noun phrase such as: "Gross National Product (GNP) is believed to indicate *growth national* and regional product." The correct one is *national growth*. There is also misordering subject and verb.

The writer tries to discuss the grammatical errors found in the articles' abstracts of the journals with some studies which analyze the grammatical errors too. She takes the studies which analyze the grammatical errors based on surface taxonomy theory. Based on this theory the errors classified into four parts, they are omission, addition, misformation, and misordering.

As the statement above the writer found that the first rank of the grammatical errors occurred in errors of omission (41,9%), the second error is error of misformation (33.1%), the third error is addition (15.7%) and the last is misordering (9.3%). The writer will compare her study with other studies which have been accomplished.

Indriani's thesis (2004) classified the errors into four parts namely error of omission, error of addition, error of misformation, and error of ordering. She has found the percentage of grammatical errors; they are Omission (43.397%), addition (29.560%), misformation (20.754%), ordering (6.290%). Hariati's study (2005) also classified errors using surface taxonomy theory. The result of the study show that error of omission is 35%, error of addition is 20%, error of misformation is 39%, and error of misordering is 6%. Agustina's study (2006) classified errors using surface taxonomy theory. The result of her study stated that the percentage error of misformation occurred 57.28%, omission occurred 21.35%, addition occurred 20%, and misordering occurred 2%.

Based on some previous study results, mostly the error of omission becomes the first rank of error analysis. The same as this study, the writer also found that the error of omission became the greatest error. In this study the writer assumes that all these errors are caused by intralingual error and context of learning and interligual errors. The errors occur because there are faulty or partial learning of the target language (L2), "false concepts" in context of learning and the language

transfer which is caused by the learner's native language. The users of the target language do not have deep knowledge about the language itself.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, the articles' abstracts of the journals consist of 159 grammatical errors. The first rank is error of omission. It is 72 errors which the writer found. The percentage of it is 41.9%. The second error is error of misformation for about 57 errors. The percentage of it is 33.1%. The third rank is error of addition for about 27 errors. Its percentage is 15.7%. The last rank of error is error of misordering. The errors are 16 errors. Its percentage is 9.3%.

Based on the findings, analysis, interpretations, and conclusions presented earlier, some suggestions can be recommended to the writers of the journal, the publisher and for the next researcher. For the writers of the journal, they should write more accurately. They have to know about the grammatical structure of the target language (English) because the grammar is different from their native language. They can consult to someone who is expert on grammar to recheck their grammar in writing an abstract. For the readers, they should be careful in understanding the text. The grammatical errors may disorder the original meaning and messages. For the publishers, they have to reread the articles' abstracts of the journals when they will be published. The publisher should make the abstracts better especially on grammar by giving confirmation to the journal's writers, so there will be no misunderstanding in the meaning of words. Lastly, for the next researchers who want to investigate the same field as this study can fill the gap and the weakness of this study especially on grammar.

REFERENCES

Agustina, I. (2006). *A Study on The Errors in The Sentence Structure of Writing Narrative Composition Made by The Second Year Students of SMA Negeri 8 Kediri Academic Year 2005-2006*. Unpublished Thesis. Kediri: IKIP PGRI Kediri.

Wulandari, Grammatical Errors Found in the Articles' Abstracts

- Azar, B.S. (1989). *Understanding and Using English Grammar*. New Jersey: Prentice-Hall.
- Dulay, H. et. al. (1982). *Language Two*. New York: Oxford University Press.
- Eastwood, J. (1994). *Oxford Guide to English Grammar*. New York: Oxford University Press.
- Frank, M. (1972). *Modern English: A Practical Reference Guide*. NJ, Englewood: Prentice Hall.
- Hariati, A. (2005). *An Error Analysis in The Composition Made by The Third Year Students of SMA Negeri 3 Kediri Academic Year 2005-2006*. Unpublished Thesis. Kediri: IKIP PGRI Kediri.
- Haryanto, T. (2007). *Grammatical Error Analysis in Student's Recount Texts*. Unpublished Thesis: Semarang: Universitas Negeri Semarang.
- Hewings, M. (1999). *Advanced Grammar in Use*. Jakarta: Erlangga.
- Indriani, V. B. (2004). *A Study of the Second-Year Students' Grammatical Errors on Writing at IKIP PGRI Kediri*. Unpublished Thesis. Kediri: IKIP PGRI Kediri.
- Johnson, & Christensen. (2000). *Educational Research Quantitative, Qualitative, and Mixed Approaches*. New York: Pearson Education
- Krohn, R. (1990). *English Sentence Structure*. Jakarta: Binarupa Aksara.
- Pyle, M.A. (1995). *Cliff Test of Language as a Foreign Language: Preparation Guide*. Singapore: John Wiley & Sons (SEA) Pte. Ltd.
- Thomson, A.J. (1986). *A Practical English Grammar*. New York: Oxford University Press.