

CHAPTER I

INTRODUCTION

A. Background of The Research

Many countries all over world, including Indonesia regard English as the first obligatory foreign language. As an international language, English is used in many international events and it is used as a medium for information on education, science, technology, culture, etc. Realizing the importance of language, Indonesian government considers English as the first foreign language and it is one of the compulsory subjects to be taught especially in education. This is way the Indonesian government chooses English as the first foreign language to be taught at the formal schools.

As a part of English skill, writing should be mastered by the learners of English language. It is important for person especially adult level in making communication or giving approach to other person. Richards stated “writing form for adult level needs not only institutional writing but also personal one”.¹ The importance of writing can be seen from the fact that scientific books, novels, reports, letter, newspaper, magazines, brochures, commercial advertisements are products of writing. Most of those products are very important for human being in their daily activities.

¹ Jack C Richard, *The Language Teaching Matrix*, (New York: Cambridge University Press, 1990), p.100.

Writing ability is becoming increasingly important in our global community. The ability to write in English as a second language is becoming widely recognized as an important skill for educational, business, and personal reasons. In the university level, writing is to expand one's own knowledge reflection rather than simply to communicate information.²

The importance of writing is also introduced in Islam. Gabriel had taught the prophet Muhammad SAW to read and write when he got the first revelation from Allah. Allah states in the Holy Qur'an surah Al-alaaq verse 1-5:

أَقْرَأْ بِأَسْمِ رَبِّكَ الَّذِي خَلَقَ ① خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ② أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ③
الَّذِي عَلَّمَ بِالْقَلَمِ ④ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ⑤

1. Read! In the Name of your Lord, Who has created (all that exists), 2. Has created man from a clot (a piece of thick coagulated blood).3. Read! And your Lord is the Most Generous, 4. Who has taught (the writing) by the pen [the first person to write was Prophet Idrees (Enoch). 5. Has taught man that which he knew not.³

Based on those facts, English learners, especially learners at University level must master writing skill besides speaking, and listening skills. As a basic skill in English language, writing skill could not be separated from education sector. The main reason,

² Cushing Weigle, *Assessing Writing*, (New York: Cambridge University Press), p.5

³ Mahmud Yazid, *The Quran, An English Translation of the Meaning of the Quran* (Beirut: Der Al Choura, 1980)

University students must be able to express their ideas of feeling in spoken or written forms effectively.

Writing is considered as the hardest skill for second- and foreign-language learners who are in the process of learning a language because in writing skill, students should not only master the diction and grammar but also other aspect like structure of the paper. As Halliday and Hassan(1989) have shown, “what appears in a book is not simply oral language written down. Written language contains of a different kind of vocabulary and different grammatical structure than other language”.⁴

One of the last projects of university student is also in writing skill that is writing a research paper or thesis. Writing and publishing a research paper is the best way to get the career of the ground. If we can turn our research paper or thesis into a useful paper, our CV will immediately look more profesional and will be more competitive internationally.

In writing thesis, the students should write an abstract as a brief summary of research thesis. “An abstract is often used to help readers quickly ascertain the paper’s purpose and it always appears in the beginning of the typescript”.⁵ To write an abstract is not easy because we have to pay attention to the grammar and vocabulary clues. We have to know what the tense of main verb,

⁴David E., Yvonne S. Freeman, *Essential Linguistics*, (United state: Heinemann,2004),p.23

⁵Hillary Glasman-Deal, *Science Research Writing*, (London:Imperial College Press, 2009), p.vi

what the tense is normally used, whether it is the same tense as in the previous sentence or not and what words the writer will choose to use.

Abstracts are important, because they give a first impression of the document that follows. It also lets readers decide whether to continue reading or not. The most useful abstract tells the readers more. An abstract should represent as much as possible of the quantitative or qualitative information in the document, and also reflects its reasoning. So that, the abstract should be written clearly and correctly. If there are lots of mistakes or errors found in abstract, that is going to be questionable how the credibility of the writer is.

Based on the statements above, and the researcher ever read some abstracts and found several errors so that the researcher wants to find out how the students' *interlanguages are*, what kinds of *interlanguage* errors generally students make and what factors cause the errors.

B. Reasons for Choosing The Topic

Based on the statements above, and the researcher ever read an abstract and found several errors so that the researcher wants to find out what kinds of *interlanguage* errors generally students make and what factors cause the errors.

C. Research Questions

These are the following question related to the research:

1. What kinds of *interlanguage* errors do generally students make in writing abstracts?
2. What are the causes of errors which students make in writing abstracts?

D. Objectives of The Research

Based on the problem formulation above, the objective of this study are as follow:

1. To identify and describe kinds of *interlanguage* errors generally students make in writing abstracts.
2. To identify the causes of errors in writing abstracts.

E. Significances of The Study

The significance of the study can be started as follows;

1. For the writer

By conducting this research, hopefully the writer will get some experiences and knowledge directly how to write abstract correctly.

2. For the readers

The writer hopes that the readers can be motivated to recheck their writing project before they publish it.

3. For the next researchers

The writer hopes the next researcher can be more carefully to write their abstracts and ask their advisors some suggestions clearly in the process of writing thesis.

4. For the advisors

The writer hopes that the advisors can recheck over the students' abstracts to make sure that the abstract is clear of errors.