

CHAPTER I

INTRODUCTION

This chapter discusses about the problem of Non English students in writing an abstract. This chapter consists of the background of the problem, setting of the problem, limitation of the problem, formulation of the problem, importance of the research and definition of the key term. This chapter gives the general reason why the researcher choose this topic.

A. Background of the problem

There are four skills that should be mastered by the students in learning process like speaking, writing, reading and listening. Writing is a represent of human mind that make in a written. According to Hammer (2008: 86) writing is a process and often heavily influenced by contains of genres, than these elements have to be present in learning activities.

Writing is a skill for the students to express their ideas in written form that involves the mastery of all elements in the target language: as grammar, content, organization, vocabulary, punctuation, spelling and mechanics. It needs a complex process. Consequently, the students may have difficulties to do the writing. It is also one of language skills that has taught from Primary school to university.

Writing is a product of language that is arranged by a system. Writing is a complex cognitive activity that is done by the students. It might be began from sentence, paragraph, text, essay, etc. ,writingisnot

as easy as the students think, because they should use correct diction, chronologies, and spelling of words. Students express their feelings, thinking, share opinion or ideas and state willingness by writing. Writing refers to the students' activities in classroom. One student's activities in classroom writing is writing text.

Writing text is the ability of the student to arrange the idea from one paragraph to others and make efforts to connect the idea cohesively and coherently so that it is meaningful. Sometimes, students write text, but not many of them are able to write the text based on the correct structures and features of the text itself. Therefore, the teachers are expected to be able to guide the students when they study to write. It is a void of making some mistake.

One example of result of writing is abstract. According Goud (2011:1) abstract is a concise summary of a body of information should as a report, dissertation, thesis or article. Its purpose is to make it possible for potential readers to quickly find out if the work is relevant to their needs and worth reading. Now that the use of on-line publication databases is prevalent, writing a really good abstract has become even more important than it was a decade ago. Abstracts have always served the written. But now, instead of merely convincing the reader to keep reading the rest of the attached paper, an abstract must convince the reader to leave the comfort of an office and go hunt down a copy of the article from a library.

Despite the fact that an abstract is quite brief, it must do almost as much work as the multi-page paper that follows it. In a computer architecture paper, this means that it should in most cases include the following sections. Each section is typically a single sentence, although there is room for creativity. In particular, the parts may be merged or spread among a set of sentences. As the name implies, informative abstracts should inform the reader: they should make clear what the research is about and give the key information from each section of the report; indicate how it was carried out; and summarise what the main findings and conclusion.

When make an abstract, check what length of abstract was expected; normally they was short and concise, with the result that the sentences was fairly dense and clear information. It did not include any secondary information, and took out any unnecessary words, obviously keeping everything grammatical. It did not include any references in the abstract, but it covered relevant numerical data.

Based on researcher preliminary observation and interview at graduation of Non English student, the researcher found the following case: firstly, the students didn't have much time to learn English. Secondly, they got difficulties to express their idea to put in abstract. Thirdly, They got difficulties to transalate their abstract into English. Fourthly, they got difficulties to check their grammar. Finally, they confused to make their abstract especially about its organization.

Based on the problem above, It was needed to do the research entitled "analyzing students' writing skill in making abtract at Non English Student of Pasir pengaraian university".

B. Setting of the Problem

There were several problems that were found in writing abstract. Firstly, the students didn't have much time to learn English. Secondly they got difficulties to express their idea to put in abstract. Thirdly, They got difficulties to translate their abstract into English. Fourthly, they got difficulties to check their grammar. Finally, they confused to make their abstract especially about its organization. Dealing with the problem stated in the description above, the researcher conducted this research in order to do a deep analysis in students' writing skill in making abstract at Non English student of Pasir Pengaraian University.

C. The Limitation of the Problems

Based on the setting of the problem described above, the subject matter of the study is only focusing on students' writing in making abstract at Non English Department student.

D. The Formulation of the Problems

Based on the limitation above, the researcher formulated the problem on the following question : How is the students' ability in writing abstract at Non English Department Students of FKIP UPP ?

E. The Purpose of the Research

The purpose of this research was to analyze the students' writing skill in making abstract at Non English Department Students of FKIP UPP.

F. The Significance of the Research

The significance of this research was to give some contributions to writing skill improvement, especially in making abstract. They were some the significance of this research:

1. Student; this research gave some knowledge how to make a good abstract. hopefully, this research can be used a reference in making abstract.
2. Lecturer; this research gave some evaluation in teaching english, especially how to make a good abstract.
3. Researcher; this reserach could enlarge the knowledge and used a reference of research.
4. Reader; this research could give some information how to make a good abstract.

G. Definition of the Key Terms

1. Writing

According to Homby (1998:15), writing is making letters or other symbols (ideograph) on a surface. It concluded that writing is the process of producing the words in a form that can be read and understood.

Students express their feelings, thinking, share opinion or ideas and state willingness by writing.

2. Abstract

According Goud (2011:1) abstract is a concise summary of a body of information should as a report, dissertation, thesis or article. Its purpose is to make it possible for potential readers to quickly find out if the work is relevant to their needs and worth reading.

3. Non-English Department Students

Non English Students Department are the whole student who do not take english department such as mathematic, biology and phisic. It means that this research will be done to all graduation of Non-English Department Students.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

The review of related literature is very important to discuss because the researcher is interested in giving more explanation and making clear in understanding the concept of writing and abstract. This chapter discusses about the definition of writing, the theory of writing and rubric score of writing. This chapter also describes of review of related theories, review of the related findings and conceptual framework.

A. Review of Related Theories

1. The Nature of Writing

Writing is expressing the ideas in a written that can be an essay or other works. According to Nation (2009: 113) says that writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. It explains that there is a close relation among them. Writing can not be separated with speaking, listening and reading.

Hornby (1987: 996) stated that writing is to make letters or other symbols (ideograph) on a surface. It means that writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and the recording of

language via a non-textual medium such as magnetic tape audio. Writing is a complex process that allows the writer express, create, organize and elaborate the ideas.

2. Writing Process

According to Grenville (1998: 26) there are six steps in writing process. They are Getting ideas (in no particular order), choosing (selecting the ideas you think will be most useful), outlining (putting these ideas into the best order-making a plan), Drafting (doing a first draft from beginning to end, without going back), revising (cutting, adding or moving parts of this draft where necessary) and editing (proof reading for grammar, spelling and paragraphs. There are many aspects that should be considered in writing; organization of writing, grammar, punctuation, capitalization, and diction (Donal, 2015: 100)

Moreover, According to Hammer (2004: 5) there are four principles of writing, they are as following:

1. Planning

This process is called pre writing process. Pre writing is thinking, talking, reading and writing that writer does about the topic before writing draft. Pre writing can be defined as away of warning u brain before writing.

2. Drafting

The writer make a draft of writing. A draft will be begun a planning that cover the content of writing. This process needs drafting and editing before a full writing.

3. Revising

The idea or information that have been made by the writer is not correct directly. It is needed revising or seeing it repeatedly. The improvement of writing is very important for good writing.

4. A Good writing

The writing that has been checking, editing and revising will get the good written. Automaticly, the writer gets the product of writing is perfect or the correct one.

According to Antoni (2016: 60) The first is prewriting. This step includes students' activities in thinking, taking note, talking to others, brainstorming, outlining, and gathering the information before they write the earliest draft document. The second is drafting. Writing the rough draft comes when learners get their ideas on paper by organizing them into sentences and paragraphs. The third is revising. This is the process of reviewing the paper on the ideal level. This process may involve changes such as clarification of the thesis, the reorganization of paragraph and the admission of extra information. The fourth is editing. After improving the quality in revising the stages, students need to check the

mechanics including the correction of spelling, grammar, transition signals and the use of punctuations.

3. The Nature of Abstract

According to Pierson (2004:1206) abstract is condensed version of a scientific paper. It describes about a study or its result. In other hand, it is a short summary of the research. An abstract will give short explanation about the research. Abstract is Often when asked to write a report or article you will be required to include an abstract. This is usually a very concise summary of what the article or report is about and is usually placed before the body of your writing. The abstract can be read to get a quick overview: it tells the reader what to expect in your report or article and it should be based on what you have written. An abstract has a particular format that will be outlined in this learning guide.

4. Theory of Writing Abstract

According to Pierson (2004: 1206) An abstract is a greatly condensed version of a longer piece of writing that highlights the major points covered, and concisely describes the content and scope of the writing. It means a condensed form of a longer piece of writing. The type of abstract you write depends on the discipline area and whether you are reporting on experimental research.

According to Andrade (2011:1-5) abstract is the important point to interest the reader to read the result of paper or to continue the research. Writing abstract have certain key parts in common. They are:

1. Background; This section describes and appropriately connects the subject and context or background of the research to the purpose of the investigation
2. Purpose; this scope discusses about the purpose of the reserach.
3. Method;Particular interest / focus of paper; this term describes about the particular research.
4. Result;Overview of contents (not always included); this term covers the general description about the content of research or research result. This type of abstract is usually very short (50-100 words).
5. Conclusion;section should contain the most important take-home message of the study, expressed in a fewprecisely worded sentences. Usually, the finding highl ighted here relates to the primary outcomemeasur.

However, abstract should be written systematic and relevan with content of the research. According to Ezzela (2012: 2) a good abstract has the following qualities:

- a. Usesoneormorewelldevelopedparagraphs:theseareunified,coherent,concise
- b. Usesanintroduction/body/conclusion structurewhichpresentshepurpose,results, conclusions,andrecommendations
- c. Followsthechronologyofthethesis
- d. Provideslogicalconnectionsbetweentheinformationincluded
- e. Addsnonewinformation,butsimplysummarizes
- f. Oftenusespassiveverbstodownplaytheauthorandemphasizeinformation

5. Indicator of Writing Abstract

According to Pierson (2004: 1206-1211) the component of writing abstract should be arranged by:

- a. title; it is containing the title of abstract. It should be in English or Bahasa
- b. Authors; it means that there is a writers or the author of abstract.
- c. Introduction or Background; there is a genral description about the research or the purposes of the research.
- d. Method; how the research was done, the procedure of the research or research design
- e. Result; result is the result data of the research. It consists of a short explanation about the research result.
- f. Conclusion; there is the conclusion or the final statement from the researcher or author.

From the statement above, it is clear that a good abstract have all the component above. They will give the clear information about the result of the research or study. In other hand, the researcher concludes that an abstract have to be conducted by title, name of the author, date, background, purpose, method, finding and conclusion. Research abstracts

are used throughout the research community to provide a concise description about a research project. It is typically a short summary of your completed research. If done well, it makes the reader want to learn more about your research. Some students present their research findings at local and national conferences. Research abstracts are usually requested as part of the application process for conference presenter.

Introductions should be the shortest part of the abstract and should very briefly outline the following information:

1. What is already known about the subject, related to the paper in question

2. What is not

known about the subject and hence what the study intended to examine (or what the paper seeks to present)

In most cases, the background can be framed in just 2–3 sentences, with each sentence describing a different aspect of the information referred to above; sometimes, even a single sentence may suffice. The purpose of the background, as the word itself indicates, is to provide the reader with a background to the study, and hence to smoothly lead into a description of the methods employed in the investigation.

Some authors publish papers the abstracts of which contain a lengthy background section. There are some situations, perhaps, where this may be justified. In most cases, however, a longer background

section means that less space remains for the presentation of the results. This is unfortunate because the reader is interested in the paper because of its findings, and not because of its background.

The methods section is usually the second-longest section in the abstract. It should contain enough information to enable the reader to understand what was done, and how. The results section is the most important part of the abstract and nothing should compromise its range and quality. This is because readers who peruse an abstract do so to learn about the findings of the study. The results section should therefore be the longest part of the abstract and should contain as much detail about the findings as the journal word count permits.

Conclusions should contain the most important take-home message of the study, expressed in a few precisely worded sentences. Usually, the finding highlighted here relates to the primary outcome measure; however, other important or unexpected findings should also be mentioned. It is also customary, but not essential, for the authors to express an opinion about the theoretical or practical implications of the findings, or the importance of their findings for the field. Despite its necessary brevity, this section has the most impact on the average reader because readers generally trust authors and take their assertions at face value. For this reason, the conclusions should also be scrupulously honest; and authors should not claim more than their data demonstrate.

6. Related Findings

The first researcher by Sependi Napitulu (2017) ,entitled“Analyzing indonesia-English abstracts translation in view of Translation error by Google Translate”. This study investigated the frequency of error in the translation of abstracts produced by google translate with reference to Keshavaraz (199) model error analisis. There were five type of error classification is used as the parameters, namaely lexicosemantic error, tense error, preposition error, word order error, distribution and use of verb error, and active and passive voice error.

The secondthesisby Yudi Setiawan (2008)Entitled“English translation error in Abstract of Educational Administration Students of Post Graduate School of State University Medan”. This research investigated the types of translation error in Abstract, ascertaining dominant type and contexttualizing the use of dominant type. The result of this study were found the gramatical error type, the content error type and the dominant type of grammatical errors was caused by the confusion of verb group in dealing with the english grammar system.

Thridlyisthesis by Suwandi(2015)entitled“Coherence and cohesion: An analisis of the final project abstracts of the undergraduate students of PGRI Semarang.Inthisresearch, the study aimed to analyze the common coherence and cohesion the fianal project abstractin the English writingsofteachereducationstudents.Thisresearchspecifically soughtto identify anddescribetheprevailingcoherence and cohesion intheEnglishabstractof thestudents.Moreover,itinvestigatedthepossiblecausesofthese errorsand drew

on implications to language learning and teaching. The result of the research found some grammatical mistakes such as plural form, active passive voice.

The next research was done by Ornella on Title "Genre analysis and translation - an investigation of abstracts of research articles in two languages. This study presents an analysis of abstracts from research articles found in Linguistics and Translation Studies journals. It first presents some theoretical background on discourse community and genre analysis, then it shows the analysis carried out on 18 abstracts, 6 written in English, 6 in Portuguese and 6 in their translation. The analysis aims at verifying whether the rhetorical patterns of organizations and the moves found in abstracts coincide with those proposed by Swales (1993) in his study of research articles and introductions. The analysis reveals that the rhetorical patterns and some moves proposed by Swales are found in abstracts, though not in the same order. It argues that the absence of the writer is a distinctive feature of scientific discourse and it is obtained by means of passive voice and typical statements used as resources to avoid the use of personal pronouns.

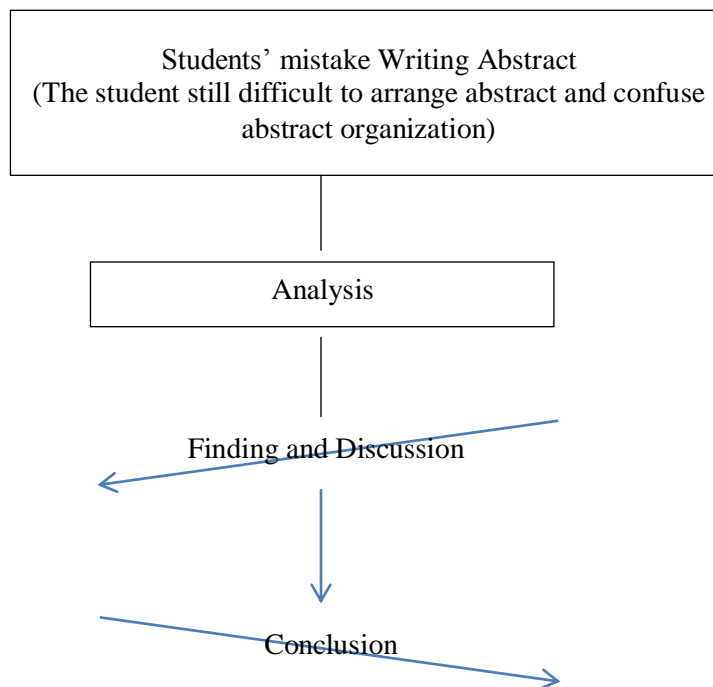
The last research was done by Harison M. Sidek on title "An Analysis Of Rhetorical Moves In Abstracts For Conference Proceedings" An abstract plays a pivotal role because it represents the summary of the entire article. Therefore, it is the first thing that readers evaluate to determine if they should read the entire article. Hence, it is imperative for academics to provide an abstract that includes all essential rhetorical moves when writing an academic article. In lieu of this, the current study attempted to examine whether the abstracts provided in conference proceedings include the essential

rhetorical moves and whether the moves are presented in the sequence according to the selected classification. The data for this study were collected using purposive sampling from 23 abstracts of empirical-based studies in nature from the selected conference. The abstracts were written in the English language and authored by academics in the field of language and education from higher institutions in various countries. Hyland's (2000) five-moves classification of rhetorical moves was used as the coding in identifying the moves structure of the selected abstracts in this study. Other moves that emerged from the selected abstracts were added to Hyland's (2000) classification. The moves structure data were analyzed using manifest content analysis while the sequence of moves data were analyzed using latent content analysis. The findings show that the majority of the abstract only partially contains the rhetorical moves as suggested by Hyland (2000) with a variety of moves sequence. Apart from Hyland's (2000) five - moves, some authors included the theoretical aspect of their study in their abstracts. The implications of the findings were discussed within the context of professional development among higher institutions academics, particularly in academic abstract writing.

Even though, the previous research investigated about students abstracts but they focused on grammatical error in translating abstract whether discusses about coherence and cohesion, but especially in this research, the researcher investigated about the student's ability in writing abstract. The researcher also used the different population and sample.

C. Conceptual Framework

Conceptual framework is the concept that writer use to plan the research. A conceptual framework is an analytical tool with several variations in context. It is used to make conceptual distinction and organized ideas. The researcher conducted the research based on this conceptual framework. The following figure described the conceptual framework:



From the conceptual framework above the researcher got the students' skill in writing abstract. The researcher chosen the students as sample of the research to measure their skill about recount text writing. Then the researcher analyzed the data, from analyzing the research got the research finding and researcher made a conclusion about this research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research methodology of the research. It consists of research design. The researcher uses the descriptive qualitative method. This research also discusses about setting of the research, instrument of the research, and discusses about technique of collecting data and technique of analyzing data.

A. Research Design

The researcher used the descriptive qualitative research. According to Creswell (2012:211) “In qualitative research, we often need to seek and obtain permissions from individuals and sites at many levels, because of the in-depth nature of extensive and multiple interviews with participants”. By using this method, the researcher was able to describe and find out the students’ skill in making abstract.

B. Setting of the Research

1. Place and Time of the Research

The research was conducted in Faculty of Teacher Training and Education. Especially, the researcher took the data from Non English Department students. The researcher took abstract from the graduation from 2016 to 2017.

2. Population

According to Arikunto (2010: 173) population is a set or collection of all elements possessing one or more attributes of interest. In this research, the

researcher took the population of the research from the graduation students of Faculty of teacher, training and education who has been graduated from 2016-2017. The population of the research were the graduation student from mathematic, physics and biology. On 2016, totally of graduation (mathematic, phisic and biology) was 126 students. On 2017, totally of graduation 51 students. Total of population was 177 abstracts.

3. Sample

According to Arikunto (2010:174) states that “sample is partially or represent the populations are going to be researched”. Sample was gotten by random sampling with formula such as If the research subject more than 100, the researcher could take 10-15 % or 20-55 % from the population (Arikunto, 2008: 116). Because of the population of the research were more than 100, the researcher took 50 % from the population (Rahayu, 2004: 64). The sample of the research was 88 abstracts.

C. Instrumentation

Arikunto (2002 :136) states that the instrument is a tool or a research facility used by researchers to collect data in order to work more easily processed. It means that the instrument is the media used by the researcher to collect the data from the respondence. And also the instrument must have some controls to make sure the test was understood by the respondence. The instrument of this research was rubric score of writing abstract indicators such as title, introduction/background, purposes, method, result and conclusion.

D. Technique of Collecting the Data

According to Wijoyoko (2012:3) collecting data of this research is intended to get data, explanation, fact and accurate information. It means that the purpose of collecting data was to find the data and gather the information about the research. To collect the data, the researcher found out the students' abstract.

There were some steps in collecting data. First, the researcher found out the students' abstract in journal online of University Pasir Pengaraian. Second, the researcher classified writing abstracts of non-English students. Finally, the researcher analyzed the students' ability in writing abstract.

E. Technique of Analyzing the Data

After collecting the data, the researcher analyzed the data by using writing rubric score. Students' writing test was analyzed by three raters with reference to the theory. The data was explained in description analysis. Then the finding was discussed with the related theories of rubric score.

In analyzing data, the researcher did some steps. Firstly, the researcher did identification of student's abstract. Secondly, choose two raters in order to help the researcher in analyzing the data. Thirdly, the researcher gave students' abstract to raters. Fourthly, the researcher gave to the rater the indicators of writing abstract. Fifthly, the raters and researcher analyzed the students' abstract based on the indicator. Sixthly, the researcher collected the raters' result and presented in result finding.

In this research, the researcher found out the students' ability in writing abstract based on 6 indicators. According to Pierson (2004) there are 10 aspects to be evaluated

in writing abstract: a title identical to the title of the thesis, the name of the author, the date of the thesis, where the thesis was submitted or published, the main topic of the thesis, the purpose of the thesis, the methods used to research information, further subsections within the thesis, results and conclusions, or recommendations. To conversation from percentage to writing abstracts, one common method of assigning abstract was based on the following table:

Table. Scoring in Students' Writing

Score	Letter Case	Criterion
85-100	A	Excelent
70-84	B	Good
55-69	C	Fair
50-54	D	Poor
0-49	E	Very Poor

Arikunto (2002)

