

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous of Related Research finding

Several researcher have conducted related result referred to this reseach. Their findings are as follows:

Yusuf Hairul Iman in his research” Analaysis of Grammatical Errors in Thesis Writing: A Case Study at Department Students Faculty of Teacher Training Mataram University in Academic Year 2015/2016” concluded that the most common type grammatical erros in the tesis writing was in subject-verb agreement(51.587%). The second position is about tenses (34.126%). The use of clauses is last with the lowest percentage of errors in this research (14.285%)¹

Dewi Kusniatus Solihah in her research “Grammatical Error Analysis in the Students’ Essay Writing made by the Fourth Semester Students of English Education Study Program at Universitas Muhammadiyah Sidoarjo in Academic Year 2016/2017 A Thesis” showed that the most common errors in essay writing made by the fourth-semester students of English Education Study Program based on surface strategy taxonomy. In conclusion, the students committed misformation, omission, addition, and misordering. misformation was the most commonly committed error found in their essays.²

¹Yusuf Hairul Iman,” Analaysis of Grammatical Errorsss in Thesis Writing: A Case Study at English Department Students Faculty of Teacher Training Mataram University in Academic Year 2015/2016”2, No 3

²Dewi Kusniatus Solihah, “Grammatical Error Analysis in the Students’ Essay Writing made by the Fourth Semester Students of English Education Study Program at Universitas Muhammadiyah Sidoarjo in Academic Year 2016/2017 A Thesis”. *Thesis of English Education Study Program at Universitas Muhammadiyah Sidoarjo*, 2017.

Adri Jernih Miko in his research “Analysis of Students Grammatical Errors in Writing” founded that the common error that exists in the students’ writings is in the category of selection. Students committed the error in selection was 114 times or 42.72%. The second highest error made by student was omission which committed the 107 errors or 31.75 %. The third highest was addition with 68 times or 20.17% error occurred. The lowest was ordering with 18 times or 5.74% errors occurred.³

2.2 Some Pertinent Ideas

2.2.1 The concept of Grammar

2.2.1.1 The Definition of Grammar

According to some references, grammar is explained difference explanation. There are some definitions of grammar as follow:

Grammar is description of the structure of a language and the ways of language and the ways of arranging linguistic units, words and phrases to form sentences in the language. It usually concerns also the meaning and function of the sentence.⁴

Grammar is the systematic analysis of the classes and structure of words (morphology) and of their arrangement and interrelationship on large constructions (syntax).⁵ Grammar is the rules of as a language for changing the form of words and joining them into sentences.⁶

³Adri Jernih Miko “Analysis of Students Grammatical Errors in Writing” (Thesis of Faculty of Education and Teacher Training Ar-Raniry State Islamic University, 2018)

⁴David Nunan, *Practical English Language Teaching Grammar* (Singapore: Mc. Graw Hill, 2005), p.2.

⁵Deluxe encyclopedic Edition, *the New International Webster’s Comprehensive Dictionary of the English Language* (Columbia: Trident Press International, 2003), p.549.

⁶ A S Hornby, *Oxford Advanced Learner’s Dictionary of Current English* (New York: Oxford University Press, 2000), p. 596.

Based on the definition of grammar above, the researcher is conclude that grammar is study of patterns of sentence, word classes and the meaning or function of language. It is impossible speak without followed by well grammar. Therefore it is emphasized that learn grammar well especially for the students in the school because they cannot practicing English without supported by enough grammar comprehension well.

2.2.1.2 The Importance of Grammar

When teaching a language, teacher actually have to purpose, the firts is teacher want to insecure fluency and the second is the teacher want to know how the student accuracy in all language skills.

Fluency is the ability to speak fluently while accuracy is abilityto speak with correct grammar structures, such as the using verv, form correctly, pharasa and prposition. To communicate intelligibly, to make sense with each sentence, a learner should know the grammar of the target language. According to Penny Ur "Grammar does not only affect how units of language are combined in order to 'look right'; it also affects their meaning".⁷Supporting his opinion, Knapp and Watkins state that "Grammar is a name for the resources available to users of a language system for producing texts. A knowledge of grammar by a speaker or writer shifts language use from the implicit and unconscious to a conscious manipulation of language and choice of appropriate text"⁸From that statement, it is clear that grammar is one of the important things in English because it is not just to make the sentence good but also it will refers to its meaning.

⁷Penny Ur, *A Course in Language Teaching; practice and Theory*, (Cambridge: Cambridge University Press, 1991), p.76.

⁸ Peter Knapp and Megan Watkins, *Genre, TEXT, grammar; Technologies for teaching and assessing writing*, p. 32

2.2.1.3 Types of Grammar

Some linguists have their own perspective about different varieties of grammar - that is, different ways of describing and analyzing the structures and functions of language. According to George Yule, there are three types of grammar.⁹

They are:

1. Mental Grammar

Mental grammar is a form of internal linguistic knowledge which operates in the production and recognition of appropriately structured expressions. And this is not the result of any teaching (purely skill).

2. Linguistic Etiquette

Linguistic etiquette is the identification of the proper or best structures to be used in a language. Linguistic etiquette refers to the practice in any speech community of organizing linguistic action so that, it is seen as appropriate to the current communicative event. The scope of phenomena assembled under this label is thus much broader than what is suggested by the dictionary definition of etiquette, which restricts the term to denote, the formal rules of proper behavior.¹⁰

3. Traditional Grammar

Traditional grammar involves the analysis study of the structures found in a language. The collection of prescriptive rules and concepts about the structure of the language.” We say that traditional grammar is prescriptive because it focuses on the distinction between what some people do with language and what he ought to do with it, according to a pre-established standard. The chief goals of traditional

⁹ George Yule, *The Study of Language*, (Cambridge: Cambridge University Press, 1985), p. 69.

¹⁰ Gabriele Kasper, *Logman Dictionary of Contemporary English*, 1978, p. 373.

grammar, therefore, is perpetuating a historical model of what supposedly constitutes proper language.¹¹

On the other reference, Kolln and Funk divided the types of grammar into two, namely; Structural and Transformational Grammar.¹²

1. Structural Grammar

The structuralists recognize the importance of describing language on its own terms. Instead of assuming that English words could fit into the traditional eight word groups of Latin, the structuralists examined sentences objectively, paying particular attention to how words change in sound and spelling (their form) and how they are used in sentences (their function). Another important feature of structuralism, which came to be called "new grammar", is its emphasis on the systematic nature of English.

2. Transformational Grammar

Unlike the structuralists, whose goal was to examine the sentences we actually speak and to describe their systematic nature, the transformationalists wanted to unlock the secrets of language; to build a model of our internal rules, a model that would produce all of the grammatical - and no ungrammatical - sentences. It might be useful to think of our built-in language system as a computer program. The transformation lists are trying to describe that program. The several important concepts of transformational grammar are: first, the recognition that a basic sentence can be transformed into variety of forms, depending on intent or emphasis, while retaining its essential meaning; for example, questions and exclamations and passive

¹¹Marhana *The Infulence of Students GrammarMastery Toward Students Speaking Ability of The Second Grade at MAN 1 Parepare, 2016.p.15*

¹²Martha Kolln and Robert Funk, *op. cit.*, p .6-7.

sentences. Another major adoption from transformational grammar is the description of our system for expanding the verb.

Grammar is still an important component in English no matter how many experts classified it into several types. In conclusion, the most important thing in learning language is the learners have to know the language structure as well as possible in order to increase their ability in using the target language it self.

2.2.1.4 Grammar Test

The testing of grammar is one of the mainstays of language testing.

A basic knowledge of grammar underlies the ability to use language to express meaning, and so grammar tests have an important part in language program. This is in line with Madsen's opinion that "Grammar tests are designed to measure student proficiency in matters ranging from inflections in syntax. Syntax involves the relationship of words in a sentence, including matters such a word order, use of the negative, question forms and connectives".¹³

Madsen presents two basic ways to measure the grammar skills of the beginning-level students:

1. Individual Testing

Individual testing is a test that designed for testing students individually by using oral test. These requests can ask for easy spoken replies or simply for nonverbal actions. This tests should use the familiar vocabulary in the test question as well as structures those students have been taught.

2. Group Testing

In group testing, the teacher gives the students test by using directed

¹³Harold S. Madsen, *Techniques in Testing*, (New York: Oxford University Press, 1983),p. 34.

physical responses. First, the teacher explains and illustrates any new vocabulary words. Then, he or she asks the students to make a drawing according to teacher's spoken instruction.

Moreover, in testing grammar, there are also some types that could be used by the teacher to measure students' achievement in grammar subject. And according to Heaton, there are some of the most common types that used to test of the grammatical features of the language. The types of the test such as.¹⁴

a. Multiple-choice

Probably the most common way of testing grammatical knowledge is the multiple choice test. These tests have the advantage of being easy to grade and being able to cover a lot of grammatical points quickly.

b. Error correction

Error correction items are also useful for testing grammar. An error correction item is one in which the student is given a sentence with an error. Four words or phrase in the sentence marked by letters, and the students need to decide which of the words or phrases has the error.

c. Completion items

Completion items are items in which the test are asked to fill in blanks in sentences. The advantage of completion items is that they test production, not just recognition. The disadvantage is that they need to be marked by hand and there will be some cases where the marker needs to make judgments about whether a response is correct.

¹⁴ J. B. Heaton, *Writing English Language Test*, (New York: Longman Group, 1988), p.34.

d. Transformation items

The transformation type of item is extremely useful for testing ability to produce structures in the target language and helps to provide a balance when included in tests containing multiple-choice items.

e. Items involving the changing of words

Another type of item is one in which test are given a sentence and a word which they need to fit into the sentence by changing the form of the word. This type of grammar test item tests students' knowledge of different word forms and how they are used in sentences.

f. Broken sentence item

This type of item tests the student's ability to write full sentence from series of words and phrases, and thus does not allow the test writer to concentrate exclusively on testing those particular grammatical features which may have just been practiced in class. When setting this item, make sure that the instructions are very clear indeed and provide one or two examples.

g. Pairing and matching items

This type of item usually consists of a short conversation; a stimulus in the form of a statement or question followed by a response often in the form of statement. The item is more useful for testing students sensitivity and their awareness of the functions of language rather than their knowledge of grammar. Students are simply required to write the letter of the correct response in the space provided.

h. Combination items and Addition items

These objective-type items have long been used in past tests. They should used, sparingly, however, as they involve largely mechanical responses on the part of students. Note that although the separate sentences are linked to one another by

theme, the items can hardly be described as being contextualized in any real way.

2.2.1.5 Common grammar mistake

There are some mistakes in the academic writing process that are often made by students. According to Schnelbach, S. D. and Wyatt, C. S. in their book *Tameri For Guide Writers*, the following mistakes are among the most common:¹⁵

a. Subject Verb Agreement Errors

The subject and verb of a sentence must agree with one another in number whether they are singular or plural. If the subject of the sentence is singular, its verb must also be singular and if the subject is plural the verb must also be plural. The subject is the agent of the sentence in the active voice; it is the person or thing that performs or is responsible for the action of the sentence, and it normally precedes the verb, and the verb follows the subject in a declarative sentence; it generally shows the action of the sentence.¹⁶ According to Kessler and McDonald in their book “When words collide”, stated that agreement ensures that the number of the verb (singular or plural) is consistent with the number of the subject.¹⁷ This means that if a sentence's subject is singular, the verb must be singular; if the sentence's subject is plural, the verb must be plural. In addition, the agreement or agreement is stated in the Longman Dictionary.

Example:

Incorrect: The two best things about the party was the food and the music

Correct: The two best things about the party were the food and the music

¹⁵Schnelbach, S. D., & Wyatt, C. S. *Tameri Guide for Writers*. Retrieved [date accessed], from <https://www.tameri.com>. (18 April, 2020).

¹⁶ Michael A Pyle, Mary Ellen Munoz Page, *Cliffs TOEFL: Preparation Guide Test of EFL*, (New Delhi: Wiley Dream tech, 2002), 40-41

¹⁷ Lauren Kessler, Duncan Mc Donald, *When Words Collide: Media Writer's Guide to Grammar and Style*, (Boston : Thomson Wadsworth, 2008), 23.

b. Missing Comma After Introductory Element

Use a comma after introductory element whether word, phrase or clause to clarify where it ends and the rest of the sentence begins. When the introductory element is very short, you can skip the comma, but including it is never wrong.¹⁸ A comma should be used after an introductory word, phrase, or clause. This gives the reader a slight pause after an introductory element and often can help avoid confusion.

Example:

Incorrect: Before she had time to think about it Sharon jumped into the icy pool.

Correct : Before she had time to think about it, Sharon jumped into the icy pool.

c. Misplaced or Dangling Modifier

A modifier that opens a sentence must be followed immediately by the word it is meant to describe. Otherwise the modifier is said dangling, and the sentence takes on an unintended meaning. A dangling modifier is a word or phrase that modifies a word not clearly stated in sentence.¹⁹ A misplaced modifier is a word, phrase, or clause that is improperly separated from the word it modifies or describes. Sentences with this error can sound awkward, ridiculous, or confusing. A dangling modifier is a word or phrase that modifies a word not clearly stated in the sentence.

Example :

Incorrect: While walking on the sidewalk, Mary found a sparkly girl's bracelet.

Correct: While walking on the sidewalk, Mary found a girl's sparkly bracelet.

¹⁸Lunsford, Andrea A. And Karen J, *Mistakes are a Fact of Life*, (A National Comparative Study,2008),p.781-806

¹⁹Langan, John, *Sentence Skill From A* ,(New York: MC.Graw Hill,2003),p.234

d. Vague Pronouns Reference

A pronoun should refer clearly the noun it replaces (called the antecedent). If more than one word could be the antecedent, or if no specific antecedent is present, edit to make the meaning clear.²⁰ A pronoun can replace a noun, and its antecedent should be the person, place, or thing to which the pronoun refers. A vague pronoun reference (including words such as it, that, this, and which) can leave the reader confused about what or to whom the pronoun refers.

Example :

Incorrect: When Jonathan finally found his dog, he was so happy.

Correct : Jonathan was so happy when he finally found his dog.

e. Wrong Word Usage

Wrong word errors take a number of forms. They may convey a slightly different meaning than you intend (compose instead of comprise) or completely wrong meaning (prevaricate instead of procrastinate). They may also be as simple as a wrong preposition or other type of wrong word in an idiom.²¹ There are a variety of words and phrases that are commonly confused and missused in sentence. Using the incorrect one can change the meaning of the sentence or simply reflect carelessness on the writer's part. There are hundreds of these commonly confused words, so when in doubt, always check the definition and correct spelling of the word.

Example :

Incorrect : She **expected** his offer to drive her home.

Correct : She **accepted** his offer to drive her home

²⁰Lunsford, Andrea A. And Karen J, Mistakes are a Fact of Life, (A National Comparative Study, 2008), p.781-806

²¹Lunsford, Andrea A. And Karen J, Mistakes are a Fact of Life, (A National Comparative Study, 2008), p.781-806

f. Lack of Pararel Structure

Pararelism in English,learners must use the language balanced. This balance is called the”pararel structure”. This pararels can achieved by using as closely as possible the tenses. If the sentence is use “to infitive” then the other parts must adjust to use “to infitive”. The are several situations where one should be careful about pararels this structure. Pararel structure is required, if thereis a conjunction(and, or, but, also) and comparison.²²Faculty pararelism occurs when two or more parts of a sentence are similiar in meaning but not pararell (gramatically similar) in form. In often occurs with paired constructions and items in a series.

Example:

Incorrect: He can not only drive a carbut also a helicopter.

Correct : He can drive not only a car but also a helicopter.

g.Split Infinitives

A split infitive is an infitive with one more words inserted between thr element and the verb element. Inserting a word or word or pharase between to and verb creates split infitive.²³An infitive is the word “to” with a verb. A split infitive separates the word “to” and the verb with another word (often an adverb). There are no grammar rules that prohibit split infinitives, but many experts disapprove of them. If the sentence sounds awkward by correcting the split, our rule of thumb is to go with what makes the most sense in the context of your writing and for the ease of reading. (For example, “To boldly go where no man has gone before”

²²Anida Aji Siwi,”*Kesalahan Tata Bahasa Yang Sering Dijumpai Dalam Kelas Writing*”.Vol.19 No.1 Thn 2018,.p 44

²³George Stern, *Learnesr’ Comparison Series Writing English*,(Singapore: Learners Publishing Pte Ltd,2003),p,31.

would sound awkward and less powerful as, “To go boldly where no man has gone before.”)

Example 1:

Incorrect: She tried to quickly finish the book before she had to leave.

Correct: She tried to finish the book quickly before she had to leave.

2.2.2 The Concept of Writing

2.2.2.1 Definition of Writing

Writing is an method of representing language in visual tactile form. Writing system use sets of symbols represent the sound of speech, and may also have symbols for such thing as punctutuaton and numerals. “The writing skills are complex and rhetorical devices but also of conceptual judgemental elements, because of the difficulties of writing some efforts have been done to solve the problem. The main objective is to make the writing become easier to learn for students.²⁴ Before a producing a good writing we should know what is writing first. There some definitionof writing as follows:

Hornby mention that” writing is the activity to make letters or other symbols on a surface”²⁵ It’s mean that writing is the sense of the verb ‘write’ because to make letters or ideograps, especially with a pen or pencil on a paper.

Pincas mention thatwriting is a way of communicatting a message to a reader for a purpose. The purpose of writing are express one’s self, to provide information for one reader, to persuade one’s reader, and to create a literary work.²⁶

²⁴ S. Pil, Corder, *Errors Analaysis and Inter Language*. (Hongkog: Oxford University Press,1981), p.18

²⁵Hornby, *Oxford Advance Learners’ Dictionary, Seventh Edition*, (New York: Oxford University Press, 2005), p. 83

²⁶Pincas. *Teaching English Writing Essential Language Teaching Series*, (London: The Macmilan Publiser, 1998) Ltd

Based the definition above, the researcher formulates that writing is begin from our consideration to express idea, opinion, ideas, events, issues into written form. It's a complex activity with the control language both of a sentence level (grammatical, structure, vocabulary, punctuation, spelling and information). When student want to write something students need a lot of information, ideas, and thought in students mind so they will write into sentences, paragraph, and essays.

2.2.2.2 The importance of Writng

Writing has become a prominent part in people's everyday life. In almost all aspects of life, writing in whatever form it be, is proved to be an effective way of communication. For example, people should understand about written works in their life such as simple notices at shopping centers, printed media such as newspaper and magazine; educational and scientific sources like books, journals, and encyclopedia, and literary works such as poem and novel. They show us that writing serves in any different forms and gives essential function in day-to-day activities. We can imagine how hard people carry out their duties without writing. Surely, there will be too much information untold and lots of knowledge will be left.

Moreover, as the societies grew larger and more industrialized, people need to be able to write and read well because it is very important for bureaucratic organizations to be successful. In other words, writing skill can be a ticket to better college grades and greater academic achievement since good writing skill is so much needed in the academic context. Besides, most jobs nowadays as well as future jobs will require writing skill; even to apply for a job, good writing skill is demanded.

2.2.2.3 Aspect of Writing

Writing is a written process of thinking, drafting and revising that need a special skill on how to create ideas, how to organize that idea coherently in to a

written text, how to make clear meaning and how to make written text for appropriate grammar that can be a writing product. Some aspect are used writing ability. According to Jacob there are five aspect of writing. They are content, organization, vocabulary, language use, and mechanics²⁷

a. Content

There are at least three things that can be measured in connection with content, the point of information to be brought, the sequence in which the point are presented and formal signals given the reader to the guide in understanding the topic fully. The content of writing is about the ability creatively and develop thoughts, excluding all irrelevant information from it. Also, the content of writing should be well unity and complete because the characteristic of writing should be well unity and complete because the characteristic of writing has unity and completeness.²⁸

b. Organization

The purpose of organisation material in writing involves coherence order of important, general to specific, specific to general, chronological order and spatial order of pattern.

c. Vocabulary

In order to convey though a feeling is possible, we do several things, we arrange our ideas in sentence, we construct whole essay, story etc. We use special words, phras, sentence and paragraph actually relate to each other. The result is a stretch of language that we have composed of writing.

²⁷Holly L Jacob, at al. *Testing ESL Composition: A Practical Approach*. Rowley, Massachusest, London: Newbury House Publisher, inc. 1981

²⁸Marhana *The Infulence of Students GrammarMastery Toward Students Speaking Ability of The Second Grade at MAN 1 Parepare, 2016.p.16*

d. Language use

Language use in writing description and the other forms of writing involves correct usage and point of grammar or structure. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, use modifier or adjective, adverb, and participle in the writing, a modifier may other be a phrase. A single, well-chosen-modifier- is often more effective than several used together. If it is difficult to describe with over used or worn-out modifier, find more interesting synonyms, in the dictionary.²⁹

e. Mechanic

Mechanic of writing deals with capitalization, spelling, and punctuation. This aspect is very important since it leads readers to understand recognize immediately what the writer means to express definitely. The use of favorable mechanics in writing skill makes reader easy to group conveying ideas or message to written materials.

2.2.2.4 Process of Writing

The various processes of writing need various skills to meet the aims in a writing activity. The prewriting stage encourages the writers to generate ideas, which can happen in various ways, such as, reading a passage, conducting some research, brainstorming, listing, clustering, discussing a topic and free writing. Meanwhile, organizing and drafting stages are the core process of writing in which the actual writing activity happens. And the last step is polishing. Polishing is most successful if the writer do it in two steps are by editing and revising. Revision is needed to improve writing work, especially for improving books.

²⁹Marhana *The Infulence of Students GrammarMastery Toward Students Speaking Ability of The Second Grade at MAN 1 Parepare, 2016.p.16*

On the other side, editing is needed to check on the smaller issues of grammar, punctuation, and mechanics. Frodesen write some techniques for editing:

- a) **Read-Aloud Technique:** many students find that slowly reading their drafts aloud to listen for errors can help them in making corrections. For shorter papers, some students who are of their error patterns read through the paper several times, listening for different kinds of errors each time.
- b) **Pointing to Words:** some writers use a pencil, pen, or finger to point to words one by one.
- c) **"Slow-Down" Techniques:** This involves reading a draft in some way that is in contrast to the normal linear process, such as starting with the last sentence in each paragraph and reading in reverse. Such a technique may help writers detect certain kinds of morphological errors such as missing plural endings, but would not work well for others, such as reference words or subject-verb agreement.
- d) **Word Processing Grammar Checkers:** Grammar checkers in word processors can flag certain kind of errors. As long as writers do not blindly follow the suggestions (since grammar checkers can often create errors rather than correct them if suggestion are taken indiscriminately), checkers can be helpful in getting writers to pay attention to potential errors. If students do not understand the suggested corrections, they should make the change.
- e) In addition, Kane states that writing which is an activity that put something on a paper has three steps. First is "thinking" that involves choosing a subject, second is "doing" as known as drafting and the last is "doing again" that

means revising.³⁰

From the explanation above, the writer concludes that writing is a process that involves at least four distinct steps: prewriting, drafting, revising and editing. Prewriting is anything the writers do before write a draft of their document. Drafting occurs when the writers put their ideas into sentences and paragraph. Revising is the key to effective writing because here the writers think more deeply about their readers' need and expectation. And the last is editing which means the process of checking for such things as grammar, mechanics and spelling. The last thing the writers should do before printing their work.

2.2.2.5 Writing Assessment

Evaluating students' performance is a crucial aspect of teaching. A formative process related to the planning, design, and teaching strategies. Assessment is not simply a matter of setting exams and giving grades. Scores and evaluative feedback contribute enormously to the learning of individual students and to the development of an effective and responsive writing course. As a result, an understanding of assessment procedure is necessary to ensure that teaching is having the desired impact and that students are being judged fairly.

There are many kinds of writing tests. The reason for this is fairly simple: A wide variety of writing tests is needed to test the many kinds of writing task that we engage in. For one thing, there are usually distinct stages of instruction of writing, such as pre-writing, guided writing, and free writing. Another reason for the variety of writing tests in use is the great number of factors that can be evaluated; mechanics (including spelling and punctuation), vocabulary, grammar appropriate content,

³⁰Thomas S. Kane, *The Oxford Essential Guide to Writing*, (New York: Berekley Books, 1988), p.17.

diction (or word selection), rhetorical matters of various kinds (organization, cohesion, unity; appropriateness to the audience, topic and occasion); as well as sophisticated concerns such as logic and style.³¹

According to Hyland there are some methods that used in scoring writing test and each of them has its own advantages and disadvantages. Scoring guides, called "rubrics", are used to aid raters by providing bands of descriptions corresponding to particular proficiency or rhetorical criteria. Rubrics are designed to suit different contexts and seek to reflect the goals of the course and what its teachers value as "good writing". Rubrics need to be carefully written to avoid over reliance on ambiguously subjective terms, but tend to fall back on such description as "fairly", "quite", and "reasonably" to describe writing features in intermediate bands.³² The most familiar rubrics that used by teacher to assess students writing are holistic scoring and analytic scoring methods.

2.2.2.6 Definition of Abstract

Abstract is a form of a speech, article, book and giving only the most important fact or ideas: There is a section at the end of the magazine that includes abstract, of recent article/book.³³

An abstract is brief or condensed statement by the writer of the essential ideas, of the writer's work. The abstract need to included as a part of the thesis. However, it may be submitted as separate as sheet along with the thesis. Normally abstract, must not exceed 600 words in length and should included statement of the

³¹ Harold S. Madsen, *op.cit.*, p. 101.

³² Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003), p. 227-230.

³³ The Cambridge Advanced Learner's Dictionary Thesaurus (*Cambridge University Definition of Abstract*) Accessed on 16th 2016.

problem, an explanation of the methods and procedure use in the gathering data, and summary of the findings. It should not be just a summary statement of each chapter. An abstract in objectives; the personal thoughts and feeling of the outhors are not given.³⁴

An abstract is a brief summary of a research article, thesis, review, conference proceeding, or any in-depth analysis of a particular subject and is often used to help the reader quickly ascertain the paper's purpose³⁵. According to Graf states that abstract is the most important part of journal article. It is the most widely read, and it includes all the main points. However, it may also be the most difficult to write. So much must be included within a limited number of words.³⁶ While, Zoltan defines; the word abstracts comes from the Latin abstractum, which means a condensed form of a longer piece of writing.³⁷ It is to be conclude that abstracts are

A brief, detailed summary of the content of an article or project that makes it possible to

The reader quickly surveys the contents.

2.2.2.7 Types of Abstract

Structurally, the abstracts are divided into structured and unstructured types:

2.2.2.7.1 The structured abstract

³⁴Rahim f Abdul Thesis Writing A Manual For Researcher . India New Age Internasional p(Ldt)

³⁵ Gary Blake and Robert W. Bly.(1993). The Elements of Technical Writing, pg. 117. New York: Macmillan Publishers.

³⁶Graf, Jocelyn, (2008), Handbook of Biomedical Research Writing: The Journal Article Abstrac, Hanyang University : Center for Teaching and Learning English Writing Lab, p.2

³⁷ While, Zoltan defines; the word abstracts comes from the Latin abstractum, which means a condensed form of a longer piece of writing.

All good abstract have a good structure. However, “structured abstract” are those with a particular structured required by the jurnal editor. Structured abstract is divided into section with headings, in italic or bold type. Abstract are typically sectioned logically as an overview what appears in the paper with any the following subheadings; background, introduction, objectives ,methods, result and, conclusion.

Example taken from the *Journal of Biology, volume ,Issue 2.*³⁸

The hydronamics of dolphin drafting (by Daniel Weish, faculty of aerospace Engineerin, Technion, Israel Institusi of Technology, Haifa 3200, Israel,)

Background drafting in cetaceans is defined as the transfer of forces between individuals without actual physical contact between them. This behaviour has long has been sumrised to explain how young dolphin calves keep up with their rapidly moving mother. It has recently been observed that a significant number of calves became permanently separated from their mothers during chases by tuna vessels. A study of the hydrodynamics of drafting, initiated in mechanism causing separation of mother and calves during fishing-related activies is report here.

Result quantitave results are shown for the forces and moments arround a pair of unequally sized dolphin-like slender bodies. These include two major effects. First, the so-called Benoulli suction which stem from the fact that the local pressure drops in areas of high speed, result in an attractiveforce between mother and calf. Second is the displacement effect in which the motion of the mother causes the water in front of to move forwards and radially outwards, and water behind the body to move forward to replace the animal’s mass. Thus, the calf can a gain “free ride” in forward-moving areas. Utilizing these effects, the neonate can gain up to 90% of the

³⁸Mann, J:Smuts, B 2016 *The Hydronamics of Dolphin Drafting* Animal Behaviour . p.5

trust needed to move along side the at speeds of up to 2,4 m/s. A comparison with observations of eastern spinner dolphin (*Stenella Longirostris*) is presented, showing shavings up to 60% in the trust that calves require if they are to keep up with their mothers.

Conclusions A theoretical analysis, backed by observations of free swimming dolphin school, indicate the hydrodynamics interactions with mothers play an important role enabling dolphin calves to keep up with rapidly moving dult school members.

2.2.2.7.2 The unstructured abstract

Unstructured abstracts are the traditional abstract, written as a continuous paragraph, though they still cover the same information. Examples of unstructured abstracts ; *Prediction of Dimensional Changes in Circular Knitted Cotton Fabrics*

Background of the research cotton fiber continues to be the most important textile fiber in the world.

Problem, however in contrast to its excellent attributes of comfort, knit fabrics produced in cotton have a high degree of dimensional instability.

Study design in this study, a knowledge a database of the relaxation process of cotton knit fabrics, during all phases of the production up to the finished textile, has been developed.

Solution to obtain cotton knit fabrics to dimensional stability, apart of controlling the manufacturing process, a development system is required which simulates all of the process variables. That can be used to select characteristics of the raw material machines and process which best attend to the quality needs of the client.

Implications the procedures allows the final quality of the product to be

determined in advanced without the need to generate cost and wastages with experimental lost.



2.3 Conceptual Framework

The conceptual framework underlying in this research was given in the following diagram.

