# GRAMMATICAL ANALYSIS ON THE ABSTRACT
# OF SCIENTIFIC WRITING

**Ahmad Madkur**

Universitas Islam Negeri Jakarta

E-mail: madzkurahmad@gmail.com

**Abstract:** This paper was aimed to investigate grammatical errors made in writing abstract for journals in State Islamic College (STAIN) Jurai Siwo Metro. It involved 30 abstracts taken from 5 journals published by the college. This research was qualitative in nature. The data were collected by observation and documentation, and then analyzed by Miles and Huberman model. The result showed that the frequency of grammatical errors in *concord* was 40%, *word order* was 25%, *spelling* was17%, *parallel structure* was 12 %, and *learner language* was 6%. To sum up, there were still some grammatical errors in the abstracts of scientific writing in the journals.

**Keywords**: Scientific writing, Abstract, Grammatical Errors, Journal

## INTRODUCTION

English has been expansively beneficial for many specific purposes (ESP). English for academic purposes (EAP) is one of the most widespread forms of ESP (Jordan 1997, p.1; Xiuyan: 2012, p. 53). Of many academic purposes, writing scientific journal has been generally implemented to perform academic atmosphere in colleges or universities (Hinkel: 2004; Bailey: 2006; Zemach & Islam: 2005). Regarding to this issue, O'Sullivan (2012) maintains that academic writing has been broadly discussed as one of the indicators of enhancing the quality of the student experience in higher education.

Scientific writing requires some compulsory elements and one of them is abstract. It is noticeable that abstract is a greatly important part of scientific writing (Peat: 2003, p. 49), because it can grasp the content of the writing in general. Even, many scientific readers only read the scientific writing from its abstract. It means that an abstract should be accurate, brief and specific.

As it has been previously stated that abstract plays an important position in academic writing and it is not simple to write (Suzuki, 2007); hence, the academic writers must pay close attention and then be able to create a good abstract for the sake of journal quality. Unfortunately, many abstracts were still found lack of the obliged elements.

Although academic writing production, which certainly entails writing abstract, has been accomplished for about several years in STAIN Jurai Siwo Metro, some common grammatical errors were still made. If the errors cannot be lessened, they will cause bad effect, especially for the lecturers, as the writers, and all students who are also required to write academic paper. This kind of condition, no doubt, will bring about negative consequence for STAIN Jurai Siwo Metro as one of the higher institutions concerning on education development.

In this research-based paper, the writer attempted to carry out grammatical analysis on the abstract of scientific articles presented in the college journals. These research findings were expected to obviously describe the mistakes which afterward can be a standpoint to compile the next institutional policy on the betterment of scientific writing in STAIN Jurai Siwo Metro.

## English for Academic Purposes (EAP)

EAP generally discusses grammar and English basic skills; furthermore it is concerned with supplying the good and right techniques to fulfill what the students need in their studies. This is in line with what Jordan (1997: 1) states that "EAP is concerned with those communication skills in English required for study purposes in formal education system".

Academic writing is an advanced skill of English. It also represents someone's intellectual (Al Fadda: 2011). Additionally, Dressen-Hammouda (2008), argue that writing can mirror (at least partially) the degree of a writer's discourse community membership. Meanwhile, Irvin (2010: 2) draws that the students' success with academic writing depends upon how well the students understand what they are doing as they write and then how they approach the writing task.

Academic writing has its own style which is more formal than other kinds of writing. To write academically, Leo (2008:4) elaborates that there are three basic principles to experience journey of process of writing namely content, register, and offences. Academic writing also necessiates such skills as outlining, paraphrasing, and summarizing (Al-Khasawneh and Maher: 2005).

## The Nature of Abstract

Abstract is an inseparable part of scientific writings, like thesis, article, journals etc. Abstract may be defined differently, depending on what kind of academic writing the abstracts is written for. Hipp and Zoltan (2005) define that abstract comes from the Latin *abstractum*, which means a reduced form of a longer piece of writing. In Oxford Advanced Learner's Dictionary, abstract is short account of the chief points of writing, a book, speech, etc.

Meanwhile, Gengshen and Yungzhen (n.d.) in Peat (2002, p. 100) state that an abstract is a stand-alone statement that briefly delivers the essential information of a paper, article, book, or document; it presents the objectives, methods, results, and conclusions. Hartley (2008: 31) also involves background of study into an abstract. Related with the function of abstract, Peat (2002: 1) shows that abstract can make the readers easy to determine the major points of a paper by reading the abstract.

## *Formalized Structure of abstract*

A comparatively complete abstract usually consists of the three major parts:

a. Topic sentence
Some sentences frequently used as topic sentence:

1) The purpose of this paper is…
2) The primary goal of this paper is…
3) In this paper, we aim to…
4) The chief aim of this work is to investigate the features of…

b. Supporting sentence
   Useful sentence patterns used in supporting sentence include:

1) The method used in our study is known as…
2) The technique we applied is referred to as…
3) The theory is characterized by…
4) Detailed information has been required by the authors using…

c. Concluding sentence
   Some useful sentence patterns to conclude the abstract are:

1) In conclusion, we state that…
2) In summing up it may be stated that…
3) It is concluded that…
4) The author has satisfactorily come to the conclusion that…

### Error Analysis

Making errors is an inevitable part of learning. Heidy (1982:138) argues that people cannot learn language without first systematically doing errors. The errors should not seem as an indication of the students' failure. In contrast, the errors are the systematic deviations for the learners that are still developing knowledge of the language.

Brown (2001: 25) summed up that mistake refers to performance error that is either a random guess or a slip in that is failure to utilize a known system correctly. It means that mistake has a more general meaning than error itself. Error is something more specific than mistake. In fact, the errors actually can be observed, analyzed and classified to reveal something of the system operating within the learners called error analysis. *Longman Dictionary of Language Teaching and applied Linguistics* (Richards et al., 2005) defines error analysis as "the study and analysis of the errors made by second and foreign language learners". According to Corder (1981), error analysis is a type of bilingual comparison, between the learners' language and the target language. To put it more simply, error analysis is a procedure which involves study the observable errors by description, classification and evaluation of errors.

In this research, the writer applied the linguistics category taxonomy, which includes phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (vocabulary) and discourse (style) to analyze the abstract of scientific writing in STAINJuraiSiwo Metro. The aspect that would be basic on this analysis was grammatical analysis.

### METHOD

### Approach

This research is qualitative. Qualitative research is fundamentally interpretive. This, as Creswell (2003: 182) draws, includes developing a description of an individual or setting, analyzing the data for themes or categories, and finally making an interpretation or drawing conclusion about its meaning personally and theoretically, stating the lesson learned, and offering further questions to be asked. The type of this research is descriptive qualitative. Terminologically, descriptive means describing to the fact or interpreting and describing clearly circumstantiated.

### Population and Sample

The population was the abstract written in the scientific articles in the five journals published by STAIN Jurai Siwo Metro. They were*Tarbawiyah, Akademika, Istinbath, Tapis*, and *An-Nabighoh*. Each journal has specific contents. *Tarbawiyah*contains creation and inovation of education. *Akademika*, provides social-culture and Islamic thoughts. *Istinbath* collects many writings about law. *Tapis*serves the readers a plenty of scientific articles based on the result research. Lastly, *An Nabighoh* presents many issues about Arabic language.For the research sample, the writer took 30 abstracts from those journals. The writer put all articles in table I with their codes, name of journal, title and page.

Table 1. Name of Journal Title and Page

| NO | CODE | JOURNAL | TITLE | PAGE |
|---|---|---|---|---|
| 1 | 1 | TAPIS | PembelajaranAkidahAkhlakMelalui Model | 13 |
| | | (Volume 10 | *Jigsaw Learning* | |
| 2 | | No 1 January- | InteraksiKonselorDengan Guru | 43 |
| | | | BidangStudiDalamBimbin | |
| | | June 2010) | ganBelajar di SMA | |
| | | | Negeri Kota Metro | |
| 3 | | | PerubahanMakna Kata SerapanBahasa Arab | 55 |
| | | | keDalamBahasa Indonesia | |
| 4 | | | PengaruhMetodePembelaj aranKooperatifTipe | 87 |
| | | | *Teams Games Tournament* | |
| | | | (*TGT*) | |
| 5 | 2 | AKADEMIKA | AsasTeologisdanFilosofis Pendidikan Islam | 1 |
| | | (Volume 15 | MenujuMasyarakatMadani | |
| 6 | | No 01 January- | Preposisi *'An* dalam Al- | 17 |

| No |  | Journal | Title |  |
|---|---|---|---|---|
|  |  |  | Qur'an |  |
|  |  |  | VariasiMaknadanTerjema |  |
|  |  | June 2010) | hannyadalamBahasa |  |
|  |  |  | Indonesia |  |
|  |  |  | MasukdanBerkembangnya |  |
| 7 |  |  | Islam di Lampung | 29 |
|  |  |  | Bahasa Arab |  |
| 8 |  |  | SebagaiBahasaResmi Di | 59 |
|  |  |  | Indonesia: |  |
|  |  |  | PeluangdanTantangan |  |
|  |  |  | KebijakanFiskaldalamPem |  |
| 9 |  |  | ikiranEkonomiIsla | 72 |
|  |  |  | m |  |
|  |  |  | Nadhirotul |  |
|  |  |  | 'AmilFitturotsAl'arabWats |  |
| 10 | 3 | AN | aruha Fi | 1 |
|  |  | NABIGHOH | TadrisAnnahwi |  |
|  |  |  | DirosatulInmath Al |  |
| 11 |  |  | Asasiyah Fi | 17 |
|  |  |  | Ta'limilQiroah Al Jahriyah |  |
|  |  |  | MadhohirulLuhjatulArabiy |  |
| 12 |  |  | ah | 54 |
|  |  |  | RuhutTarbiyahFilQur'anul |  |
| 13 |  |  | Karim | 106 |
|  |  |  | StudiKritisTerhadapKritik |  |
| 14 | 4 | ISTINBATH | Nalar Arab | 1 |
|  |  |  | Muhammad Abed Al |  |
|  |  | (Volume 7 Mei | Jabiri |  |
|  |  |  | KonstruksiPemikiran |  |
| 15 |  | 2010) | Islam M. Arkoun; | 25 |
|  |  |  | KritikTerhadapNalar Islam |  |
|  |  |  | IslamdanNalar |  |
|  |  |  | Modern |  |
|  |  |  | MengungkapPemikiranMa |  |
| 16 |  |  | slahatsebagaiDalilH | 38 |
|  |  |  | ukum Islam |  |
| 17 |  |  | MaqasidAsy- | 65 |
|  |  |  | Syar'iyahdalamBingkaiPe |  |
|  |  |  | mikiranAsy-Syatibi |  |
|  |  |  | 'IddahdanTantanganMode |  |
| 18 |  |  | rnitas | 84 |
|  |  |  | MetodePembaruanHukum |  |
| 19 |  |  | Wakaf Di Indonesia | 115 |
|  |  |  | (Kajianatas UU Nomor 41 |  |
|  |  |  | Tahun 2004 |  |
|  |  |  | TentangWakaf) |  |
|  |  |  | PendayagunaanMediadala |  |
| 20 | 5 | TARBAWIYA | mPembelajaran | 1 |
|  |  |  | StrategiPembelajarandala |  |
| 21 |  | H (Volume 7 | mSebuahKonsep | 11 |
|  |  |  | StrategiPembelajaranAfekt |  |
| 22 |  | No 1 January | if | 33 |
|  |  |  | AplikasiImandanTaqwaDa |  |
| 23 |  | 2010) | lamPembelajaran di | 81 |
|  |  |  | PerguruanTinggi Agama |  |
|  |  |  | Islam |  |
| 24 | 6 | TARBAWIYA | KonstruksiFilsafatPendidi | 10 |
|  |  |  | kansebagaiKontribu | 3 |
|  |  | H (Volume 7. | sidalamPendidikan Islam |  |
|  |  |  | (SebuahParadigmatikKons |  |
|  |  | No 2, July | eppendidikan |  |
|  |  | 2010) | Islam) |  |
|  |  |  | ReorientasiPendidikan | 11 |
| 25 |  |  | Islam | 5 |
|  |  |  | PenyesuaianKaraktristikSi | 12 |
| 26 |  |  | swaTerhadapLingku | 9 |
|  |  |  | nganBelajar |  |
|  |  |  | PeranPragmatikdalamPene | 14 |
| 27 |  |  | rjemahan | 7 |
|  |  |  | Pemanfaatan Media | 15 |
| 28 |  |  | Pembelajaran Di | 8 |
|  |  |  | SekolahDasar |  |
|  |  |  | Inovasi Media dalam | 17 |
| 29 |  |  | Proses Pembelajaran | 0 |
|  |  |  | PembaharuanPendidikan | 18 |
| 30 |  |  | Islam di Indonesia | 5 |

## Data Collection Technique

In many qualitative studies, according to Creswell (2003: 185), inquirers collect multiple forms of data and spend a considerable time in the natural setting gathering information. Therefore, the writer offered following techniques:

a. Observation

   In this case the writer directly organized observation in the library, and took the English written abstracts.

b. Documentation

   During the process of creating the research, the writer may collect documents. Based on the statement above, the writer gathered the data from journal documents in STAINJuraiSiwo Metro academic year 2010/2011.

## Study Procedures

The cases are bounded by time and activity, and the writer collects detail information using a variety of data collection procedures over a sustained period of time (Stake, 1995). Because the writer used case study, the writer applied step by step procedures in

gaining the result of the research as follows:

1. Determining focus of the research and formulating the questions.

   The writer focused to collect the data from scientific journals. After finishing gaining data, the writer determined the case that would be analyzed.

2. Evaluating and analyzing the data

   The writer evaluated the data, before he analyzed and interpreted the data. It was to ensure that data was complete.

3. Making report

   The writer created the report to simply the data. The report can be summary and formal.

**Data Analysis**

The process of data analysis can make sense out text and image data. The writer employed Miles and Huberman Model to analyze his data. The components of this analysis model, namely data collection, data reduction, data display and conclusion, are pictured by figure I.

Figure 1. Analysis Model of Miles and Huberman
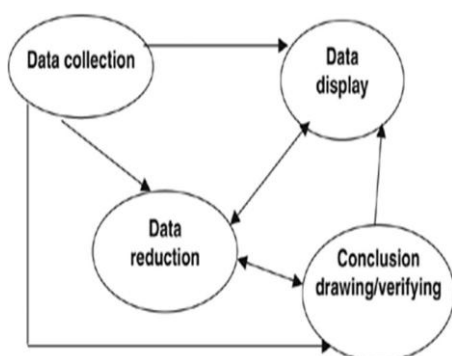


**FINDINGS**

The data were analyzed based on the framework proposed by Miles and Huberman Model. According to Miles and Huberman, as cited in Ismawati (2003), qualitative data is more likely to be described by words than numbers. Meaning to say, qualitative research differs from quantitative on the way to

describe the data. This model consists of some steps to qualitatively analyze the data findings. The steps are:

1. *Data collection*

   This is the first step before the data are analyzed. The writer collected many data which are greatly needed for this research. The writer got abstracts as a sample by visiting library and consulting with some lectures. 30 abstracts were observed.

2. *Data reduction*

   The writer selected the most important parts or the main points of all data by summarizing and choosing specific things. The writer, here, specified the abstracts of journals which are written in English. Also, the writer focused on finding the only mistakes that grammatically appeared in the abstracts.

3. *Data display*

   Data display is classifying the data according to certain types or groups. Using graphics or charts to display the data can be very good to make the data easy to be read. The following chart I describes the analysis data result:
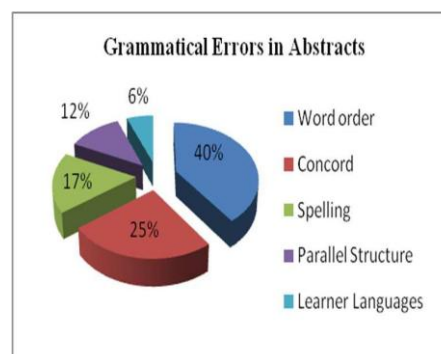


The following description explains some examples of grammatical errors:

a. Word Order

   The grammatical mistakes related to word order are:

   *...taken either by Rasul *and also by Khalifah (# 2, p.72)*

   *after they *entering school age... (# 5 p. 11)*

*when a teacher *teaching...*
*(#3, p.17)*
*...*nor as a law book nor a political book (# 3, p.106)*
*...hajjiyat is *become...*
*(# 4, p. 64)*

Some writers repeatedly used incorrect term to differ the verb after plural or singular subject. This was very probably influenced by the writers' interference from Indonesian language to English. Word order is part of speech which is used to create a complete and good sentence. A sentence must consist of at least *subject* and *verb*. For example: *The teachers are the models for their students.*

b. Concord

In grammar, concord is an agreement between a word and the other word in a sentence, subject, predicate, object, or adverb. The agreement in a sentence can be obviously seen in subject and verb. Gucker (1966: 99) highlights that a verb should agree in number (singular or plural) with its subject.

*....the answers.. *was 30 items... (# 1 p. 42)*
*A factor which *influence a word... (# 3 p.1)*
*This writing, then, *invite... (# 5 p.170)*
*Activities that they do* is very diverse... (# 3 p. 106)*
*Three fundamental *element... (# 6 p.158)*

The above data show us that there are many mistakes in applying *subject and verb agreement*. For instance, in the sentence *....the answers *was 30 items,* the writer had plural subject buthe used singular *verb be.* The correct form is *the answers *were 30 items.*

c. Parallel structure

Parallel structure, as Azar (2009: 25) defines, is use of conjunction to connect words or phrases that have the same grammatical function in a sentence. Meaning to say, *verb* and *adjective* for example, cannot be connected. For instance, *I **write** a letter and **careful** in writing it. write* is a verb, while *careful* is an adjective. There are some parallel structures which appeared wrongly. Here are some examples:

*Technology grow and *shared...(#2, p. 58)*
*By educationist for breaking... and *compile... (#6, p.103)*
*Apply in social instruction, *religious *activities, . (#6, p.115)*
*To be diverse and* varied... (# 3, p.66)*
*Students can easily, quickly, *effecctive and *efficient... (# 5 p. 11)*

In the data above, some writers frequently did not use the parallel structure. For example,
*Students can easily, quickly, precise, effective, and efficient....* In the sentence, there are adjective and adverb standing together. To create the correct sentence, the adjective should be changed in adverb.

d. Learner languages

English is obviously different from Indonesian. Some writers make grammatical errors called learner language because of their Indonesian influence.

*Opinion somebody... (# 5, p.32) Outputs Islamic educational institution... (#6, p.115)*
*Condition Islamic of education... (# 5, p.80)*
*Attitude learning... (# 5, p.32)*
*...reason students... (# 5, p.32)*

From the above data, the learner language errors are mostly influenced by interference. According to Lott (1997: 10) interference is errors in the learner's foreign language that can be traced back to the mother tongue. In Indonesian language, for example, adjective comes after noun. in English,

on the contrary , adjective precedes noun. For instance, *outputs Islamic educational institution* and *reason students.* These should be *Islamic educational institution outputs* and *students' reason.*

e. Spelling

Warda (2005: 2) elaborates that incorrect spelling is known to affect both our writing and reading capabilities. Nevertheless, there are some mistakes related to spelling, such as:

> ...*obyek... (#2, p.72)
> ...*problematika... (#6, p.103)
> ...*nepotisme... (#6, p.115)
> ...high *relevansi... (#6, p.158)
> ...*kronoleg (#3, p.66)

Based on the data above, we can see that *lexical errors* frequently happen in spelling were repeatedly influenced by Indonesian words such as *obyek, problematika, nepotisme, kronoleg, relevansi, and so on.* This is caused by many Indonesian words which are derived from English.

*4. Drawing/Verifying*

From the above display, the writer verified five common errors, namely *concord* has 40% error items, *word order* has 25%, *spelling* has 17%, *parallel structure* has 12%, and *learner language* has 10%. Accordingly, the errors that repeatedly happened most were *concord*. And the smallest errors were *learner languages*. The grammatical mistakes weregenerally caused by the writers' interference from Indonesian language to English.

## DISCUSSION

### English Writing at University Level

At university, students are expected to learn to write specific types of technical texts that are pertinent to the fields they are studying (Graefen, 1996). It cannot be separated from academician's discourse on a plenty of issues. Canagarajah (2000), for example, examines the traditionally vibrant intellectual lives of university professors in Sri Lanka, lives that revolve around oral discussions, where English writing has played a negligible role.

English writing has been spread and familiar with university students around the world. To give an example, Liu and You (2008: 153) found that English writing was emphasized for first-year students in Taiwanese and American universities where he conducted his research. In Europe, as stated by Kruse (2013: 40), academic cultures have their common roots in medieval university structures and teaching practices which were built on Latin as a lingua franca. In addition, Leki (2001: 198) reveals that the role of English writing in the lives of students, teachers, and various professionals has increased substantially in the last ten years. This shows that academic writing has a big position in language proficiency.

### The Challenges

Writing is an imperative and, at the same time, challenging activity, predominantly in a foreign language context (Huwari and Aziz, 2011; Locke and Biddle, 2007) in which learners learn the language just for few hours a week (Kim & Kim, 2005). In addition, Bahrebar and Darabad (2013: 4) argue that writing in a different language is not only the matter of trying to master a different medium and learning how to handle it; it is also a matter of learning how use appropriate expression in a different language culture.

Among numerous subjects provided at university, writing academic paper or thesis is considered the hardest one. To illustrate this, Watcharapunyawong and Husada (2012) states that of the four English

skills, writing has been found to be the most difficult for EFL learners to master. This is in line with what Rozyjumayeva et.al (2010: 145) describes that writing even in native languages is challenging, let alone writing in a foreign language. Consequently, learners' language errors in English writing are common and even inevitable (Wang: 2013).

Also, in a study conducted at two major German universities, Foster and Russell (2002: 217) found that: "Students identify the writing required in seminar papers as the single most difficult learning/writing challenge at university". Even, many students are failed or very late to graduate because of this compulsory step. Sun and Feng (2009: 2) draw that how to achieve better results in English teaching and how to develop students' writing competence remain an demanding task for English teachers.
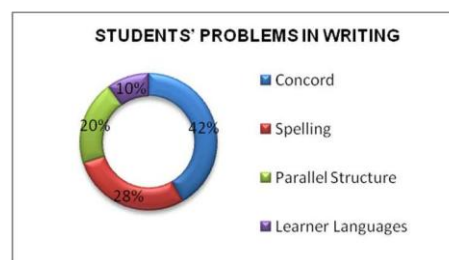
**Grammar**
Grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar" (Beverly, 2007, p.1). According to Azar (2007, p. 3), grammar plays a role to "help students discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear, and write understandable".

The opinions on the relation between grammar and writing are varied. Many teachers of writing, not the students, think that the teaching of grammar in turn takes away time from real writing practice. For examples, Truscott (1999: 116) maintains that the refusal or elimination of the downfall of some writing, grammar correction, has been well accepted in some contexts.

They, therefore, think that the best pedagogical approach to writing is to concentrate on methods, principles and practice of writing, not grammar.

On the other hand, there are those who consistently believe that any

teaching of writing that is empty of grammar is futile. A study by OlukayodeOmole (2008) examines the relationship between the teaching of composition and grammar, which any writing pedagogy cannot succeed without the teaching of grammar. Shaari (1987) through his research on the uses of tenses in written English among secondary students in Malaysia, found that the major difficulty faced by many of the students is learning the English grammar. Moreover, a small scale survey shows that students' problems in writing are as follows:



From the chart 2, it is illustrated: limited vocabulary (8%), difficulty in organizing ideas (16%), no ideas to write about (20%), no motivation to write (20%), and lack of confidence of grammar (36%). In brief, the students' biggest obstacle in writing is grammar.

Particularly in writing, grammatical aspect is called cohesion. Cohesion, as stated by Stephen Bailey (2003), is connecting phrases together so that the whole text is clear and readable.
It is achieved by several methods, such as the use of conjunction. Meanwhile, Michael Halliday and RuqaiyaHasan (1976), cohesion refers to the ways in which texts are 'stuck together, the ways in which sentences are linked or connected by various linguistic and semantic ties. If the cohesion of writing is not correct, the cohesion which conveys meaning will not be achieved. Hence, it can be undoubtedly seen that grammar is an inseparable component of writing.

## Language Interference

Another common problem which challenges learners of English is tendency to apply every rule of their mother tongue and/or their first language (L1) into English (L2). This is like what Bram (1995: 60) states that many Indonesian beginning students, even lecturers, are repeatedly trapped in this bad habit. They write in English but use other dialects or language rules. As a consequence, the final product will contain "interference". L1 interference occurs when L2 learners transfer their own syntactic knowledge into the use of the target language. In the table II, are some examples:

| Incorrect | Correct |
|---|---|
| music rock | rock music |
| women police | disciplined |
| disciplined | police women |
| a book guide | a small guide |
| small | book |
| activities extra | extra school |
| school | activities |
| eggs chicken | fresh chicken |
| fresh | eggs |

Many researchers had conducted study on language interference. Bhela (1999), to make an example, describes that this phenomenon is caused by the learner's assumption of language equality. Furthermore, Hashim (1999) defines the term L1 interference as a cross-linguistic and language transfer, which is referred to the interference of the students' mother tongue when they perform their language competence and performance either in spoken or written forms. Jie (2008) also supportively explains that the influence of the mother tongue affects L2 learning as "language is taken as a set of habits and learning as the establishment of new habits, a view sprung from behaviorism, under which language is essentially a system of habits."

To cope with inter-language interference, firstly Bram (1995: 61) suggests that the writers must consider English not to be the same as their mother tongue or first language.

Otherwise, the English writing will be in wrong order. Secondly, they have to familiarize themselves with English usage as much as possible because the more they listen and read English, the better they write.

## CONCLUSION

The scientific writing at STAIN JuraiSiwo Metro has been undertaken for several years. Nevertheless, the abstracts, which inseparably take an essential part of academic writing, are still in need of improvement. The findings of this research illustrate that the grammatical errors repeatedly appeared. The grammatical errors were *concord* (63; 40%), *word order*

(40; 25%), *spelling* (27; 17%), *parallel structure* (18; 12%), and *learner language* (10; 6%). It was also obviously shown that the biggest challenges faced by the academic writers were inter-language interference and lack ability of English grammar. These obstacles are experienced by most Indonesian writers.

Because of the different grammatical features of each language, errors made are evidently different. Hyland and Anan (2006) state that for both teachers and students who need to produce a perfect piece of writing with accurate grammatical structures, the attentiveness of syntactic differences of the two languages is absolute. It is, therefore, fair to say that the results of this study can be beneficial to the teaching of English writing in the Indonesian context as writing teachers as well as Indonesian EFL students will be aware of what types of errors should be emphasized when practicing writing English paragraphs in different text types. However, in order to make this area of research more applicable, further studies on correlations of L1 interference and grammar performance to L2 writing in various genres and with different topics could be conducted.

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