

AN UNDERGRADUATE THESIS

**AN ERROR ANALYSIS ON THE ABSTRACT OF
STUDENTS' UNDERGRADUATE THESIS**



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1437 H/2016 M**

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STUDENTS' UNDERGRADUATE THESIS**

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ABSTRACT

By:

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Scientific writing is one of English for Specific Purposes which is believed as a difficult thing. It needs some important elements scientifically influencing its quality. Abstract is one of important elements which should be given more attention. Abstract is a piece of writing which gives summary and information to the readers about scientific writing's content. However, some scientific writers consider that writing an abstract is not an easy thing.

Based on pre-survey data, the writer found that some of the students had less attention to use good grammatical aspects in writing abstract. While, grammatical aspects were required in writing the abstract. Then, the problem which the writer had outlined in this research largely dealt with the study of grammatical error. Accordingly, the main purpose of this research was to figure out the grammatical errors which appeared in the abstract of students' undergraduate thesis of English Education Study Program of State Islamic College of Jurai Siwo Metro in the year of 2014.

The primary data of this research were taken from thirty abstracts of students' undergraduate thesis of English Education Study Program in State Islamic College of Jurai Siwo Metro in the year of 2014. The data were collected by observation and documentation. Moreover, they were categorized, decoded, analyzed deeply and represented by qualitative descriptive. In addition, Creswell model was used to analyze the data which had been collected.

The analysis presented here showed that the students' knowledge of grammatical aspects was still needed to be improved. After analyzing this phenomenon, there were 31 items (10%) of addition errors, 76 items (23%) of omission errors, 213 items (65%) of misformation errors, and 5 items (2%) of misordering errors in the abstract of students' undergraduate thesis. From this result, it can be concluded that there are still many grammatical errors appearing in the abstracts, in which the errors of misformation are the most errors made by the students.

Keywords: *Scientific writing, abstract, grammatical errors.*

ANALISA KESALAHAN YANG MUNCUL PADA ABSTRACT DARI SKRIPSI MAHASISWA

ABSTRACT

By:

MUHAMMAD ULUL AZMI

Karya ilmiah merupakan salah satu bentuk Bahasa Inggris untuk Tujuan Khusus yang diyakini sebagai bentuk karya tulis yang sulit. Karya ilmiah membutuhkan beberapa elemen penting yang secara ilmiah mempengaruhi kualitasnya. Abstrak merupakan salah satu elemen penting yang harus diperhatikan secara serius karena memberikan informasi dan ringkasan kepada pembaca tentang gambaran isi dari suatu karya ilmiah. Meskipun demikian, beberapa penulis menganggap bahwa menulis abstrak bukanlah suatu hal yang mudah.

Berdasarkan data pra survei, permasalahan yang diangkat oleh penulis dalam penelitian ini erat kaitannya dengan kesalahan gramatika. Beberapa mahasiswa memiliki perhatian yang kurang terhadap penggunaan aspek-aspek gramatika dalam menulis abstrak, padahal penggunaan aspek-aspek gramatika yang baik sangatlah diperlukan dalam menulis abstrak. Oleh sebab itu, tujuan utama dari penelitian ini adalah untuk menemukan kesalahan-kesalahan gramatika yang terdapat dalam dari skripsi mahasiswa Program Studi Bahasa Inggris STAIN Jurai Siwo Metro tahun 2014.

Data utama dari penelitian ini merupakan tiga puluh abstrak yang diambil dari skripsi mahasiswa Program Studi Bahasa Inggris STAIN Jurai Siwo Metro tahun 2014. Data tersebut dikumpulkan melalui observasi dan dokumentasi; serta dikategorikan, diuraikan, dianalisis secara mendalam, dan disajikan menggunakan kualitatif deskriptif. Selanjutnya, penulis mengaplikasikan metode analisis yang dikemukakan oleh Creswell untuk menganalisa data yang telah diperoleh.

Analisis yang telah dilakukan menunjukkan bahwa pengetahuan mahasiswa tentang gramatika masih perlu dikembangkan. Setelah menganalisis fenomena tersebut, terdapat beberapa kesalahan, yakni: 31 (10%) kesalahan *addition*, 76 (23%) kesalahan *omission*, 213 (65%) kesalahan *misformation*, 5 (2%) kesalahan *misordering*. Dari hasil ini, dapat disimpulkan bahwa masih banyak kesalahan gramatika yang terdapat dalam abstrak. Selain itu, kesalahan *misformation* merupakan kesalahan yang paling sering muncul dalam abstrak mahasiswa.

Keywords: *Karya ilmiah, abstrak, kesalahan gramatika.*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

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States that this undergraduate thesis is originally the result of the writer's research, unless the certain parts are the paraphrases which refer to the bibliography mentioned.

Metro, March, 04th, 2016

The writer

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LEMBAR PERNYATAAN KEASLIAN

Saya yang bertanda tangan dibawah ini :

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Judul Skripsi : AN ERROR ANALYSIS ON THE ABSTRACT OF
STUDENTS' UNDERGRADUATE THESIS

Menyatakan dengan sebenarnya bahwa penulisan Skripsi ini merupakan hasil karya saya sendiri yang belum pernah dipublikasikan baik secara keseluruhan maupun sebagian dalam bentuk jurnal, *working paper* atau bentuk lain yang dapat dipublikasikan secara umum. Karya ilmiah ini sepenuhnya merupakan karya intelektual saya dan seluruh sumber yang menjadi rujukan dalam karya ilmiah ini telah saya sebutkan sesuai kaidah akademik yang berlaku, termasuk para pihak yang telah memberikan kontribusi pemikiran pada isi, kecuali yang menyangkut ekspresi kalimat dan desain penulisan.

Demikian pernyataan ini saya nyatakan secara benar dengan penuh tanggung jawab dan integritas tanpa ada paksaan dari pihak manapun.

Metro, 04 Maret 2016
Yang membuat pernyataan,

MUHAMMAD ULUL AZMI
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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun. By the pen and that which they write (therewith).”

(Q.S. Al-Qolam: 1)

“You do not understand anything until you learn it more than one way.”

(Marvin Minsky)

DEDICATION PAGE

I highly dedicate this undergraduate thesis to:

My parents, Bapak Fathoní and Ibu Siti Mutmainah,

All of my family,

All of EUREKA's family

My Almamater STAIN Jurai Siwo Metro,

And my friends: Haryati Oktavera, Dinar Anggraini,

Faizal Fajri, Maulana Yusuf, Fenti Erviana, and Bagus Pambudi.

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Glory is to Allah SWT, the Most Gracious, and the Most Merciful, who always gives all what we need and has taught human beings of what they don't know. Allah has given His gift to the writer that he could accomplish this research proposal. Peace and salutation will not stop to be upon our prophet Muhammad SAW, his family and his companions.

This research proposal entitles "An Error Analysis on the Abstract of Students' Undergraduate Thesis". The research will be conducted to the students' scientific writing of English Education Department of State Islamic College Jurai Siwo Metro. In this research, the writer will focus on analyzing grammatical structure of students' undergraduate thesis.

There were many helpful individuals involved in accomplishing this research proposal that the writer could not mention one by one. His big thank goes to both of his advisor, Drs. Kuryani Utih, M.Pd. and Syahreni Siregar, M.Hum who played prominent role in conducting this research proposal. May Allah SWT gives them reward for supporting and guiding during the research proposal. His deepest gratitude goes to his parents and all family who strongly inspire.

Furthermore, the writer also would like to express his inner thanks to the lecturers of English Education Study Program, the students of English Education Study Program, and also all friends of him. In addition, the writer will not let himself forget to appreciate his beloved brothers and sisters in EUREKA English

Center and UKM Jurai Siwo English Club (JSEC) who always accompany and empower him to finish his research proposal.

Last but not least, a wise-man said "take what happen as a lesson". As human being, the writer completely realizes that his research proposal still quite needs many corrections. The writer apologizes for all mistakes he has made in writing and presentation items. All constructive comments and suggestions are welcomed to straighten up the quality of this research proposal. Hopefully, this research proposal can be a benefit for the writer and English language teaching.

Metro, March 03th, 2016

The Writer,

MUHAMMAD ULUL AZMI

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ABBREVIATION

ABS	: Abstract
AHS	: Ahwalus Syakhsiyyah
BSA	: Bahasa dan Sastra Arab
ESy	: Ekonomi Syariah
HEsy	: Hukum Ekonomi Syariah
IAIN	: Institut Agama Islam Negeri
KPI	: Komunikasi dan Penyiaran Islam
PAI	: Pendidikan Agama Islam
PBA	: Pendidikan Bahasa Arab
PBI	: Pendidikan Bahasa Inggris
PBS	: Perbankan Syariah
PGMI	: Pendidikan Guru Madrasah Ibtidaiyah
PGRA	: Pendidikan Guru Raudlotul Atfal
STAIN	: Sekolah Tinggi Agama Islam Negeri
UKM	: Unit Kegiatan Mahasiswa
YKIL	: Yayasan Kesejahteraan Islam Lampung

GLOSSARY

Abstract	:	A summary of the scientific writing written after the research has been conducted.
Addition Errors	:	The presence of an element which must not appear in a well-performed sentence.
Communicative Effect Taxonomy	:	The classification of taxonomy relating to the errors from the perspective of both the listener and the reader.
Comparative Taxonomy	:	Type of taxonomy classifying the errors on the basis of comparing the structure of second language errors to other types of construction.
Error	:	A lacking of knowledge of language concept so that the learners will consistently perform the mistake.
Error Analysis	:	The study and evaluation of uncertainty which occurs in linguistic.
Linguistic Category Taxonomy	:	Part of taxonomy which classifies the errors according to both the language component and the particular constituent which influence the errors.
Misformation Errors	:	The use of the wrong form of the word or structure.
Misordering Errors	:	The incorrect placement of a word or group of words in a sentence.
Mistake	:	A performance error which randomly occurs while an error is a deviation from the adult learners who learn grammar of a native speaker which reflects the competence of learner.

- Omission Errors : The absence of a component that has to appear in a well-formed sentence.
- Scientific Writing : A piece of writing that provides information about the topic which the writer has researched.
- Surface Strategy Taxonomy : Part of taxonomy which highlights the ways that surface structures are altered.
- Undergraduate Thesis : A long piece of writing completed by every student as part of a university degree, based on their own research.
- Writing : The activity by using a pen or pencil to make a letter or number on the surface which is contrast to reading, speaking, and listening.

CHAPTER I

INTRODUCTION

A. Background of Study

Language is one of the most important things in communication. It is used as a tool of communication among nations in all over the world. One of the international languages is English. It is no longer as a tool of international communication but it becomes a need. Most people in the world use English to make good relationship one another. As an international language, English plays an extremely significant role in communication and has many interrelationships with various aspects owned by human being.

In Indonesia, English is not a first or second language as in other countries, but it is still as a foreign language which is taught from elementary level up to university level. Most of students are expected to learn and understand about English. In case, English is always taught both formally and informally in every educational institution.

In English, four basic skills are available, namely: listening, speaking, reading, and writing. The writing skill becomes a crucial aspect in educations field because writing completely needs many aspects such as grammar, unity, coherence, organization, punctuation, and so on. By writing, students can explore information and ideas in the written text. They can discover and express what they really think and feel about people, ideas, issues, and events only in a process of writing.

On the other hand, writing as a four basic skills in English is considered as the most challenging activity for students to convey their ideas compared to other skills. This happens because not only is writing as a representation of speech, but writing is also a productive skill which can display how skillful the students are in using language to share their ideas in structured way. In addition, writing is a way in order students to accomplish their ideas on the paper.

Writing as a process of expressing ideas should be done in our leisure. Everyone has a same occasion to express everything in his or her mind on the paper. Writing can be an enjoyable activity as long as we have ideas and cognizance to actualize it. Therefore, many students show up their life experience in writing. But, in fact, writing is not an easy activity even we have many ideas especially in composing a scientific writing.

Writing a scientific writing is more than picking up a pen and scratching words on a paper. It requires a well-done thinking and good planning to be understood the reader. Furthermore, a good scientific writing cannot be created without noticing good grammatical aspects although the writers have prepared their ideas. Consequently, many students are difficult to compose their scientific writing. Moreover, not all students can do it well in organizing scientific writing.

Based on the explanations above, it can be concluded that writing is one of the most difficult aspects in English. Moreover, if it is a scientific writing which has a complex format and style, it will need our alertness in

several aspects to compose it well. Among those aspects that must be noticed is grammatical structure.

To make a good scientific writing, students have to master in composing scientific writing because it need a good understanding of scientific writing aspects. Before starting to write, a writer needs to read some scientific papers that have been written in a good format so that the writer can comprehend it. In scientific writing, the ideas and resources must be applied and presented in a right format and good style.

Writing the scientific paper in State Islamic College (STAIN) of Jurai Siwo Metro, chiefly in the students of English Education Study Program (*PBI-Pendidikan Bahasa Inggris*), is a necessity in acquiring writing skill. In order to create a precious-writing product, the competences of writing aspects are required. One of them is grammatical structure. Most writing products should be presented in a good grammatical structure in order to make the readers understand what the writer writes.

In emphasizing this research, the writer had taken several abstracts of students' undergraduate thesis of the *PBI* students of Stain Jurai Siwo Metro to be pre-survey data. The writer had analyzed there were several errors in writing of the abstracts which consisted of tenses errors, sentence structure errors, subject-verb agreement errors, reference errors, punctuation errors, and many others. In line with, it was shown that most students still required more knowledge and punctuality about grammatical structure because there were many students inattentive of grammatical structure in

writing their abstracts. The result of pre-survey can be seen on the table below:

No	Participants	Types of Error	Percents
1.	Abstract 1	1. Omission error : 1 item 2. Misordering error : 1 item 3. Misformation error : 1 item	(0.3%) (0.3%) (0.3%)
2.	Abstract 2	1. Omission error : 7 items 2. Misordering error : 5 items 3. Misformation error : 2 items	(0.5%) (0.4%) (0.14%)
3.	Abstract 3	1. Omission error : 5 items 2. Misordering error : 6 items	(0.45 %) (0.54%)
4.	Abstract 4	1. Omission error : 4 items 2. Misformation error : 3 items	(0.57%) (0.42%)
5.	Abstract 5	1. Addition error : 3 items 2. Misformation error : 5 items	(0.37%) (0.62%)

Table 1. *Pre-survey result*

In this case after analyzing pre-survey data, the conclusion which was covered was the students in *PBI* ignore the important of grammatical structure to convey their abstracts in scientific writing. It should be highlighted that abstract is a crucial part of scientific writing so that the students should decrease the common grammatical mistakes. Accordingly, the writer briefly proposed to analyze the grammatical errors in the abstract of the students in their scientific writing.

B. Focus of Study

In order to get a good product of the students' writing, the students is required to rich their ascertaining about grammatical aspects in writing process. So, the students can compose and comprehend a good writing.

In line with the explanations above, the writer focused the research in analyzing the abstract of students' undergraduate thesis of English Education Study Program in STAIN Jurai Siwo Metro in the year of 2014.

C. Objectives and Benefits of the Study

1. Objectives of the Study

The primary goal of this research was to discover how many kinds of the common grammatical errors appearing in the abstracts of students' scientific writing of English Education Study Program in State Islamic College of Jurai Siwo Metro in the year of 2014. Then after conducting the research, the writer gave the solution and suggestion to the students who will compose their abstract.

2. The Benefits of the Study

Overall, this research was expected to be useful and helpful to give good information to the students of English Education Study Program (*PBI*) in increasing the quality of abstract in scientific writing. Specifically, it was expected to give benefits as follows:

a. Theoretically

This research hopefully could give the contribution of an additional knowledge and awareness about how importance the mastering of grammatical aspects is in composing abstract of scientific writing.

b. Practically

The writer stressed practical benefit of this research as the reference of the common errors for the students in order to compose a good abstract of scientific writing using the best grammatical aspect.

CHAPTER II

REVIEW OF THE LITERATURE

A. Prior Research

An error analysis is a remarkable topic, especially in education field, because it significantly helps in teaching and learning progress. Studies about error analysis have been researched by Haryo Laksono (2011) and Iriani Lanteng (2014).

The research by Haryo Laksono, which is entitled “Grammatical Error Analysis in Thesis Abstract Writings of Unimus Nursing Undergraduate Program Students for Graduation Period of 2009-2010, describes the grammatical errors in the abstract made by graduate students in period 2009-2010. The result of this research shows that in the abstract of period 2009 there are some grammatical errors which consist of 62 or 40% of omission error, 15 or 10% of addition error, 75 or 48 % of selection error, and 4 or 2 % of ordering error. Furthermore, in the period 2010 there are 38 or 27% of omission error, 12 or 9% of addition error, 86 or 61% of selection error, and 4 or 3% of ordering error.¹

Iriani Lanteng in her research, which is entitled “Grammatical Error in the Abstract of Undergraduate Thesis of the Letter Faculty Graduates”, analyzes kinds of errors found in the abstracts made by graduates of the Faculty of Letter. Her research result shows that there are three kinds of

¹ Haryo Laksono, “Grammatical Error in Thesis Abstract Writings of Unimus Nursing Undergraduate Program Students for Graduation Period of 2009-2010”, *JTPTUNIMUS*, (Semarang: Universitas Muhammadiyah Semarang), September 2011 p. 1.

errors which consist of 7 omission errors, 5 misinformation errors, and 2 disordering errors².

Referring to the prior research, the researcher desires to know the quality of the students' abstract in their scientific writing. The researcher wants to investigate the common errors of students' abstract in their scientific writing at English Educational Study Program of STAIN Jurai Siwo Metro. Abstract becomes an important writing in a scientific writing because it shows the summary of the research. The readers will not able to get the information of the research if the abstract consists of many errors of structures. Based on pra-survey result, the researcher finds out the errors of written structure. Therefore, the researcher thinks that those are needed to be investigated.

B. General Description

Once choosing the topic of study, a researcher should not miss to review the literature in that topic area. The main purpose of literature review is to help the researcher becomes familiar with the study that has already been conducted in his selected area.³ Literature review is a highly meaningful part for the researcher. Because, it can be used to guide the researcher in appropriate direction by answering the question related to the topic area.

² Iriani Lanteng, "Grammatical Error in the Abstract of Undergraduate Thesis of the Letter Faculty Graduates", *EJOURNAL*, (Manado: Universitas Sam Ratulangi), vol. 1 2014, p. 1.

³ Geoffrey Marczyk, *Essentials of Research Design and Methodology*, (USA: John Wiley and Sons Inc., 2005), p.33.

To be acceptable, a good scientific writing must contain assigned theories to prove that the writing is generated well and based on science. Alternatively, a theory is increasingly used by qualitative researchers to guide their study and raise the questions of gender.⁴ The use of theory is extremely important to bring the readers in understanding what topic the researchers convey through their scientific writings. Also, the theory will empower the ideas that are conveyed by the researchers to ensure the readers. Furthermore, by using the theory, the readers can assess whether this writing is scientific.

This research is aimed in discussing grammatical analysis in written abstracts of students' undergraduate thesis. Therefore, the researcher gives some supporting theories related to the topic to simplify understanding the content of this research. As a result, the discussion of this research became clear and acceptable.

C. The Nature of Writing

1. Definition of Writing

Terminologically, writing is the activity by using a pen or pencil to make a letter or number on the surface. Moreover, it is an activity which is in contrast to reading, speaking, and listening.⁵ Writing is one of the essential ways to give information through a language mastered by

⁴ John W. Creswell, *Research Design*, (California: Sage Publication, Inc.2003), the second edition. p.131.

⁵AS Hornby, *Oxford Advanced Learners' Dictionary*, (New York: Oxford University Press, 2000), Sixth Edition, p.1499.

the writer and the reader.⁶ Therefore, writing is one of communication forms by making a letter or number on the surface to deliver the information from the writer to the reader.

Writing, as one of the four language skills, has conventionally occupied a place in most English syllabuses. Nowadays, in a higher education, writing is the most dedicated although it is considered as problematic skill for all the writers. This skill entails exploring students' ideas presented in well written products. These written products are often the result of thinking, drafting, and revising procedures that require specialized skills which every writer doesn't develop naturally.⁷

In addition, writing is the most extremely important skill encountered by the students because the students will be challenged in searching and exploring an idea by their style of writing. Furthermore, every language and culture brings their own style of writing. Therefore, every writer has different type and style in their written product even they have similar topic.

To get a good written product we must consider several aspects. One of the basic aspects is organizational competence. This part is quite complex because it consists of grammatical structure and discourse. In this case, grammar plays a prominent role in every writing activity by which our language is structured. Without the organizational aspects, our

⁶Fika Megawati, "Comic Strips: A Study on the Teaching of Writing Narrative Texts to Indonesian EFL Students", dalam *TEFLIN*, (Malang: Universitas Negeri Malang), Volume 23/ Juli 2012, p. 183.

⁷H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco: Longman, 2000), Second Edition, p. 335.

language especially in written language will be messed up.⁸ Consequently, every writer must use grammatical structure correctly. If a writer makes a mistake, it will be easily seen even though a small mistake.

Furthermore, writing is a progressive activity. It means that when you first write, you have already thought about what and how you are going to say it. Then after you have finished writing, you must read over your written product and make changes and corrections. This activity is needed if you want to get a good written product.⁹

Accordingly, writing is kind of communication which delivers ideas or information into written form through several phases. These could be prewriting, drafting, and revising. Because there will be no perfect written product, these phases are being essential steps to produce at least closer to perfection of writing. Every writer must write their own ideas in progressive activity.

2. Process of Writing

Writing is a never one-step action, but it is a process that has several steps. It starts from the beginning of what the topic is going to write until the publication of the writing. There are at least three steps of writing process, they are:

⁸H. Douglas Brown, *Teaching by Principles.*, p. 362.

⁹Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 1997), Second Edition, p. 2.

a. Prewriting (Planning)

Prewriting is the first step in the writing process.¹⁰ Before we start to compose a writing a, some ideas should be thought as a topic of product writing. In this step, writers are challenged to think and gather the topic will be written. In deciding the subject of writing, the writers should consider who will be the reader of the writing.

Every writer should read appropriate references as their warming up to get an adequate topic. Unfortunately, the information which is invented from reading is imperfectly remembered. Therefore, it is extremely important that writers make note-taking from what they have read. Taking a few sentences might be done to set them aside for a later draft. These sentences will be literal ideas of possible topics to be composed¹¹.

In addition, reading commonplace book can make the writers get easy to find idea for their writing. Commonplace book provides new perceptions and more quotations which will make writing product become strong and more alive¹². The other reference to enrich the subject of writing is journal. Many outstanding writers use journal to create an interesting writing because it contains of

¹⁰*Ibid.*

¹¹ Alastair Fowler, *How to write*, (New York: Oxford University Press, 2006), p.12.

¹² Thomas. S. Kane, *The Oxford Essential Guide to Writing*, (New York: Oxford University Press, 1988), p.21.

good perceptions, ideas, emotions, and actions¹³. It can make writers interest in writing even they don't have any ideas.

b. Drafting

Before the writers begin to write well, they should make a format of the writing and put the words down on paper.¹⁴ This step is often called drafting. Kristine argued that drafting is the step that the writers really begin to write. In this step, the writers put their words into the paper without worrying about spelling, grammar punctuation, or the best wording.¹⁵

Actually, drafting is tentative and imperfect writing. Drafting product can be refined to develop by putting down all the term related to the topic in the margin to make the writers easily to check an appropriate word in elaborating the topic. Moreover, in drafting phase, rereading and correcting are required to improve the product of writing¹⁶.

As a result, the earlier steps to create perfect product writing are elaborating the topic using the appropriate terms which have been listed and correcting to make perfection. In this section the writers compose their writing in a good process and structure.

¹³*Ibid.*

¹⁴ Beverly Ann Chin, *How to Write Great Research Paper*, (USA: John Wiley & Sons, Inc., 2014), p. 57.

¹⁵ Kristine Brown and Susan Hood, *Writing Matters*, (New York: Cambridge University Press, 1989), p. 14.

¹⁶ Thomas S. Kane, *Essential Writing.*, p. 37.

c. Revising

Revising is the next step of writing process. Revising makes the writers correct the product of writing in the reader side that looks forward to a perfect writing¹⁷. When the writers examine the product writing in side of their own place, revising is demanded the writers to read and equalize the product by expecting themselves what will be expecting the reader. They should consider the questions which are likely to appear when the readers read their product.

Revising includes checking that the content and purpose are clear. The checking can be in spelling, punctuation, and grammar. It is important that the writers ask their friends to reread their writing to get good checking.¹⁸ Harmer also argued that revising is often helped by the readers who comment and make suggestions of the writing¹⁹.

Furthermore, revising fundamental aspect is a right way to make intelligibility of the writing. Moreover, it can be carried out by strengthening the main points by using brief statements, omitting the similar words in the writing product, and being alert for grammatical error.

To revise effectively, the writers should be forced to read slowly in order to notice the clumsiness in sentence structure or a trembling repetition in a sentence which can make the reader confuse

¹⁷ *Ibid*, p. 36

¹⁸ Kristine Brown and Susan Hood, *Writing Matters*, p. 20.

¹⁹ Jeremy Harmer, *How to Teach Writing*, (England: Longman, 2004), p.5.

to read the writing product. Then, striking out imprecise words and inserting more fixed terms of the previous drafting are being the next step in this phase. In addition, in revising, punctuation and grammar usage are carefully considered in arranging the sentences because they will make the sentences be fixed in a product of the writing²⁰.

In other words, revising is the final step of writing process which is expecting the perfectness. In addition, this step challenges writers to see the product writing not only from their side as a writer but also from the side as a reader which is always expecting the perfectness of the writing.

3. Types of Writing

a. Description

Description is used to not only to create a visual image of people, places, even of units of time, or thing, but also to describe more than the outward appearance of those parts.²¹ It means that description writing describes the whole of the objects deeply to the readers so that they behave as if they can feel, imagine, look, hear, and touch the object.

²⁰Thomas S. Kane, *Essential Writing*, p.37-38

²¹George E. Wishon and Julia M.Burks, *Let's Write English*, Van Reinhold Ltd., Canada,1980,p.379

b. Argumentation

Argument is designed to convince or persuade somebody that something is true or should be done.²² In other words, it can be said that argumentation writing attempts to convince the reader to accept a particular point of view or to take a specific action.

c. Narration

Narration is the form of writing which tells a personal or fictional experience or tells a story based on a natural time sequence.²³ It illustrates that narration writing has a purpose to amuse the readers with actual or imaginary experiences in difference way. The types of narration can be a short story, novel, and news story.

d. Exposition

Expository writing is writing that is designed to convey information, explanations, and interpretations of what is difficult to be understood.²⁴ It means that exposition writing is used to explain a process or procedure or to give directions or instructions.

Those are the types of writing which are usually used. Those types must be known and learnt by students who are learning English. The students have to know what is the purpose and tense of the writing text.

²² *Ibid*, p. 383.

²³ *Ibid*, p. 378.

²⁴ *Ibid*, p. 382.

4. Characteristic of Good Writing

It has been widely known that writing should be well-written. A good academic paper should have several aspects to give a better sense of writing product. There are three characteristics of good writing:

1. Coherence

A paragraph should consist of coherent sentences that are ordered according to principle. The sentences are made readers understand the paragraph easily. The sentence is put in order so that the reader can understand the writers' idea easily.

In addition, in order to make coherence in writing, the sentences must hold together. It means that the movements of a sentence to another should be logical and smooth. To make writing more coherence, Oshima and Hogue declared that there are four ways: repeating key nouns, using pronoun, using transition signals, and using logical orders.²⁵

2. Cohesion

Cohesion is another characteristic of the good paragraph. The supporting sentences connect to each other in their support of the topic sentence. Cohesive device is the method to connect sentence which has four important devices in order to make writing

²⁵Alice Oshima & Ann Hogue, *Introduction to Academic Writing*, (New York: Longman, 1999), Third Edition p. 40.

more coherent. They are connectors, definite articles, personal pronouns, demonstrative pronouns.²⁶

3. Unity

The last characteristic of a well-written paragraph is unity. Every good writing product should have unity which means that only a main idea is discussed in every supporting sentence. The writers must consider that they should not put other information which doesn't directly have relation with the topic sentence. In addition, the writer may write other information which is contrast with the topic sentence as long as it supports the topic sentence. However, if the writers write too many contrast sentences, their writing will not have unity.²⁷

D. The Concept of Scientific Writing

1. Definition of Scientific Writing

English is no longer as a tool of international communication but English becomes a need. Most writers in the world use English to make good relationships one another. As an international language, English plays an extremely significant role in communication and has many interrelationships with various aspects owned by human being. It is also used in many fields based on the purpose of the writers. One of them is a scientific writing.

²⁶ Cynthia A boardman, *Writing to Communicate*, (London: Longman, 2008), p:23

²⁷ Alice Oshima & Ann Hogue, *Academic Writing*, p. 30-31.

Scientific writing is a piece of writing that provides information about the topic which the writer has researched.²⁸ Furthermore, scientific writing can be defined as experts communicating through the written word with other expert. Then, scientific writing is an activity of exploring and investigating knowledge or information of open problems in scientific field.²⁹

In line with the explanation above, it can be concluded that a scientific paper or scientific writing is used to investigate and explore a particular topic broadly and deeply. It provides the information about a topic to the readers. In writing, there are several kinds of scientific writing such as: scientific articles, research reports, scientific essay, and so forth.

It will be better if scientific writing is clarified as a technique than a creative art. It will make the writing product be effectively scientific. There are at least three basic aspects in elaborating scientific knowledge to be an effective scientific writing, namely:

- 1) *Thought* is a difficulty of having some meaningful results and ideas to publish. In this case the writer must be able to interpret them correctly.
- 2) *Structure* is simply a matter of getting the right things in the right places.

²⁸Beverly Ann Chin, *How to Write*, p. 1.

²⁹A Yavuz Oruc, *Handbook of Scientific Proposal Writing*, (New York: CRC Press, 2012), p. 7.

3) *Style* is a difficulty of indicating the fewest and most appropriate words and using the rules of good grammar.³⁰

In line with, a good scientific writing should be based on the ideas that the readers can easily understand. Moreover, the writers should be capable in composing the scientific writing in the right format and guidance.

2. Element of Scientific Writing

As clearly defined above, a good scientific writing should be written in a good format. Then, it should totally include the elements which bring the writing more understandable and meaningful. The elements are: title, summary or abstract, introduction, methodology, result (including tables and figures), discussion, citation, acknowledgement, and bibliography.³¹ The brief explanations of those elements are as follow:

1) Title

The title is the primary point of the scientific writing which has to be read. Title defines the content of the paper. It will attract the readers to read the writers' paper and provide the greatest information for the readers to find the point of our writing.

³⁰ Jennifer Peat, *Scientific Writing Easy When You Know How*, (London: BMJ Books, 2002), p. 8-9.

³¹ David Lindsay, *Scientific Writing: Thinking in Words*, (Australia: CSIRO Publishing, 2011), p. 16

2) Abstract

Abstract is kind of simple paper that encloses the writers' full paper into a fraction of its original space. It gives the readers a preview of what the writers' write.

3) Introduction

This part consist the demonstration of the issue reasonably and logically which convinces the reader that the writing has been well thought out. It gives the readers summaries the relevant literature so that they will comprehend why the writers interest in composing their research.

4) Method

It is the way used by the writers in conducting their scientific writing in order to make the research exists in good procedure. The methods include collecting data, validating ways, analyzing and interpreting data, and so on.

5) Result

Result reports outcomes of the research after it is conducted. Generally result is presented in a table or a figure. In this part, the writers should present result clearly and clinically.

6) Discussion

This element includes elaboration of the issues which are researched. It contains a wide elaboration of the study. Discussion highlights a significant result and doesn't carry out repetition of result data or

findings that has been presented in result section. In this part, writer should give clearly interpretation of the data.

7) Citation

This part includes theories or opinions of some experts that writers cite to empower the truth of the research.

8) Bibliography

This is the essential support for logical scientific writing and reporting. In this way, the writer should present every reference used in conducting the research. In addition, bibliography will help the readers in finding their reference related to what the writer research.

E. The Concept of Abstract

It is generally believed that abstract is a crucial part of scientific writing, such as journal, scientific article, thesis, and so forth. Abstract is a short piece of writing or short brief summary of the scientific writing which gives the information about what the researcher writes. Because abstract takes an essential role of scientific writing, it should be written in a good structure. The brief explanation of abstract will be elaborated below.

1. Definition of Abstract

An abstract is a quite crucial part of scientific writing, such as scientific article, thesis, journal, and so forth. Terminologically, abstract is a short piece of writing which contains the main ideas in a document.³² Moreover, abstract is the key content of every scientific writings

³²A S Hornby, *Oxford Dictionary.*, p. 5.

containing the main ideas that has been discussed. In addition, abstract is a summary of the scientific writing written after the research has been conducted. It informs the readers of what can be found in the whole of every scientific writings.³³ Briefly, the readers can know and understand about what the writers write on their scientific writing by comprehending the abstract.

In addition, abstract is what most writers who interest in your title will read next to reach more information. Meanwhile, not all writers read the whole of the scientific writing but they only read the abstract. So, it must not only be concise, but it also must be complete and clear. Moreover, because abstract is a brief summary, it should be composed in limited length. Most journal editors limit the length of abstract by setting the number of words, usually between 150 and 250 words.³⁴

In other words, abstract, the brief summary of entire paper, should elaborate the question of why, how, and what which are contained in the paper. Those questions should be described clearly in the body of abstract using good format. Abstracts should contain of objectives, materials and methods, results, and conclusions which provide maximum information with minimum words.³⁵

In conclusion, a good abstract should be written in a good structure containing aim, method, result, and conclusion of the research.

³³Brian Paltridge, *Thesis and Dissertation Writing*, (USA: Routledge, 2007), p. 155

³⁴David Lindsay, *Scientific Writing*., p. 49.

³⁵Jen Tsi Yang, *An Outline of Scientific Writing*, (Singapore: World Scientific Publishing, 1995), P. 53

Then, abstract is also written in a brief and specific elaboration which presents the maximum information for the readers.

2. The Typical Structure of Abstract

It is widely known that abstract is an important part in scientific writing which carries out the information of the whole writing. Consequently, abstract should be written in good structure not only in sentence structure (grammar), but also in typical structure. There are several typical structures of abstract, namely:³⁶

1) Overview of the Study

This part describes the general purpose of the research conducted by the researcher.

2) Reason for the Study

Every scientific research should have reason why the research is conducted. In this site, a researcher must elaborate the reason of his/her research.

3) Methodology of the Study

In this part, a researcher also must explore the methods used in conducting the research.

³⁶ Brian Paltridge, *Thesis and Dissertation*, p. 155

4) Result

Every scientific research must have the result or finding. Because of it, a researcher should write down the result of the research in the abstract.

F. The Concept of Error Analysis

1. Definition of Error Analysis

Making errors are a natural behavior in every learning process because errors are the flawed side of learner speech or writing. Writers cannot learn and master the language without systematically doing errors.³⁷ Thus, it is a natural thing if there are errors appear in language learning and we cannot convict anyone. We cannot say that errors seem as an indication of students' failure but they are the real sign that students are learning. Moreover, the errors are the systematic divergences of the learners who still develop their knowledge. They make several errors because they are lack of view about the language they learn.

In addition, incorrectness, mistakenness, wrongness, and erroneousness assumptions construct a crucial part of learning in knowing and acquiring knowledge.³⁸ Furthermore, Harmer assumed that errors are mistakes which they cannot correct themselves and they need

³⁷Heidi Dulay, *Language Two*, (New York: Oxford University Press, 1982), p. 138.

³⁸H. Douglass Brown, *Principles of Language Learning and Teaching*, (New York: Longman, 2000), Fourth Edition, p. 216.

an explanation.³⁹ According to explanations above, errors are component of language learning which is to know the learners' proficiency. The errors cannot be corrected easily by learners and they need a more elaboration.

In language learning, the errors cannot be desperate by all of the language learners. Hence, the treatment is quite crucial in reducing and avoiding the errors which commonly appear in practicing language. To deliver an appropriate treatment for the learners, the crucial point that must be clear is we should know specific errors of the writing that they have created. In this way, the critical analysis and deep investigation should be held. In the fact, the errors of the learners created during they learn language can be detected, evaluated, and classified to reveal something of the system operating through error analysis. Above all, in scientific research, the way used to study of errors is called error analysis.

Error analysis is the study and evaluation of uncertainty which occurs in linguistic.⁴⁰ Also, error analysis can be categorized as an effort to calculate and evaluate the learners' errors that could not be elaborated or presented by contrastive analysis or behaviorist theory.⁴¹ Meaning to say, evaluation and correction of the errors he or she makes can be conducted through this way.

³⁹Jeremy Harmer, *The Practice of English Language Teaching.*, (England: Longman, 2007), Fourth Edition, p. 137.

⁴⁰John R. Taylor, *An Introduction to Error Analysis*, (USA: University Science Books, 1997), Second Edition, p. 3.

⁴¹Heidi Dulay, *Language Two*, p. 141.

In doing error analysis, there are several activities that have to be undertaken to make the analysis easier. They are describing what the errors are about, classifying what kind of the errors are, and correcting and evaluating the errors to be corrected.

The progress and the use of language learning can be easily identified by defining the success level of the error analysis result. It can show how far the language can be applied in academic or non-academic activities. Above all, learning and comprehending academic writing need many analysis and evaluations before it can be published to the readers.

2. The Differences between Error and Mistake

It is very essential that error and mistake must be distinguished. Technically both of them are quite different affairs.⁴² No one expects the students learning their language to produce only incorrect product both in speaking and writing. Furthermore, Corder stated that sentences are erroneous products if they are unacceptable or inappropriate.⁴³

To differ between error and mistake is a difficult activity. Ellis advised two ways to distinguish between error and mistake.⁴⁴ One way can be to look into the consistency of learners' competence. If they consistently perform the language in incorrect form, it would be indicated that they do the error. However, if they perform the language sometimes

⁴² H. Douglass Brown, *Principles of Language*, p. 217.

⁴³ S. P. Corder, *Error Analysis and Inter-language*, (London: Oxford University Press, 1982), p. 41.

⁴⁴ Rod Ellis, *Second Language Acquisition*, (New York: Oxford University Press, 2003), p. 17.

in correct way and sometimes in incorrect form, it can be called a mistake. Another way is to ask the learners to try correcting their own deviant utterance. Where they are unable to change it into correct form, the deviations are error. However, if they are successful to correct it, the deviations are mistake.

In addition, Brown stated that mistake refers to a performance error which randomly occurs while an error is a deviation from the adult learners who learn grammar of a native speaker which reflects the competence of learner.⁴⁵ In this case, mistake is lacking of alertness in composing language both in speaking and writing even though the learner know the concept. In other hand, error is lacking of knowledge of language concept so that the learners will consistently perform the mistake. Furthermore, mistake can be self-corrected when the deviation is pointed out to the speaker or writer but error cannot be self-corrected.

According to explanations above, it can be concluded that error is a mistake that learners are unable to correct the deviation when they perform their speaking or writing so that they need more explanations from the teachers or other experts. Meanwhile, a mistake is a deviation of the learners when they perform an exercise or speak about something. They can correct their deviation and improve it to be right.

⁴⁵H. Douglass Brown, *Principles of Language*, p. 217.

3. Classification of Error

It is widely highlighted that error analysis is divided into four big parts, such as: linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.⁴⁶ Moreover, they are elaborated below:

a. Linguistic Category Taxonomy

This is to classify the errors according to both the language component and the particular constituent which influence the errors. Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). Particular linguistic constituents include the elements that consist of every language component. For example in syntax, we may regard whether the error is in the main clause which constituents are affected, such as: noun phrase, preposition, auxiliary, adjective, adverb, and so on.

b. Surface Strategy Taxonomy

This part highlights the ways that surface structures are altered. The elements of surface strategy are often altered in specific and systematic ways. Some of the altered structures are omitting necessary items and adding unnecessary ones in a sentence. Among the common errors are:

⁴⁶Heidi Dulay, *Language Two*, p. 146.

1) Omission Errors

Omission errors are illustrated by the absence of a component that has to appear in a well-formed sentence. Most language learners, not all, often omit the grammatical morpheme much more frequently than content morphemes.

e.g. *English considered as an international language.* It should be *English is considered as an international language.*

2) Addition Errors

These errors are the opposite of omission errors. Those errors are illustrated by the presence of an element which must not appear in a well-performed sentence. There are three kinds of addition errors, namely:

- a) Double Making : *He doesn't **writes** this letter.*
- b) Regularization : ***Readed** for read, **wolfs** for wolves.*
- c) Simple Addition : *There is **an** unique book in the box.*

3) Misformation Errors

Misinformation errors can be characterized by the use of the wrong form of the word or structure. While in omission errors the element isn't delivered, in misinformation the learners deliver something although it is incorrect.

e.g. *He shows his **angriness** because of the mistake.*

4) Misordering Errors

This part is illustrated by the incorrect placement of a word or group of words in a sentence.

e.g. *She is a **girl** beautiful.*

c. Comparative Taxonomy

The comparative taxonomy classifies the errors on the basis of comparing the structure of second language errors to other types of construction.

e.g. *Yohana is beautiful than her sister.*

The sentence above should be:

Yohana is more beautiful than her sister.

d. Communicative Effect Taxonomy

Different with the three types of errors above, this classification relates to the errors from the perspective of both the listener and the reader. This section deals with the misunderstanding of the listeners and the readers taken from what speakers say or what writers write. For instance:

X : *What is your father?*

Y : *My father is John.*

Actually, the X asks about the occupation of Y's father.

Then, the answer should be:

Y : *My father is a doctor (or other).*

In this research, the researcher will apply the surface category taxonomy to analyze the abstract of students' scientific writing of *PBI* students in State Islamic College Jurai Siwo Metro. All of the aspects that the writer will analyze include the grammatical analysis. Therefore, the writer will analyze the common grammatical errors found in the abstract such which are included in omission errors, addition errors, misformation errors, and misordering errors.

CHAPTER III

RESEARCH METHODOLOGY

A. Background Description and Role of the Researcher

1. Background Description

It is generally known that there are several research methods can be used in conducting the research, particularly in researching into the issues in writing paragraph there are at least two kinds of research method such as quantitative and qualitative. It is in line with the purpose of the writer.

This research is qualitative which explores the phenomenon by describing it through non-numeric language in context and scientific paradigm.⁴⁷ It is quite different from quantitative which basically uses numeric language in describing the phenomenon. Furthermore, qualitative is essentially interpretive. It means that the researcher constructs the interpretation of the data in order to be understood by people.⁴⁸

The type of this research is case study. It has been widely accepted that case study is an activity in which the researcher inquires in depth a phenomenon, an event, an activity, a program, or one or more

⁴⁷Pusat Penelitian dan Pengabdian Kepada Masyarakat (P3M), *Pedoman Penulisan Karya Ilmiah*, (Metro:STAIN Jurai Siwo Metro,2011), p. 21.

⁴⁸John W. Creswell, *Research Design qualitative, quantitative, and mixed methods approaches*, (California:Sage Publication, 2003), second edition p. 182.

individuals.⁴⁹ Furthermore, case study is a clear and specific analysis of a case with a bounded system. A bound system means that the case would be limited by place and time.

2. Role of the Researcher

On the whole of qualitative research, the role of researchers is as the primary data collection instrument. It means that the researchers act as the main instrument who can wholly work on their research. They can change their research or their data when they find the difficulties in working on their research. Concerning in these statements, the researcher clearly identify their biases, values, and personal interests about his research topic and process.⁵⁰

In this occasion, the writer had experience during his study. He ever had joined with his friend composed their abstract in their scientific writing. He found his friends were confused in composing their abstract. They were puzzled how to summarize their research in an abstract. Eventually, they composed their abstract as well as they could which was less of coherences and grammatical structure.

Due to previous experiences, the writer brought certain biases to this research. In writer's perception, an abstract was quite important to describe the whole of research. Not only should it be coherence among the sentences or paragraph in describing the research, but it also should

⁴⁹*Ibid*, p.15.

⁵⁰*Ibid*, p. 184.

be in a good grammatical structure. The writer questioned how the readers can understand the content of the research if the abstract was less of grammatical aspects. In conducting the research, although the writer's effort would be made to ensure objectivity, the biases were expected to shape and sharpen the writer's research in understanding and interpreting the data which has been collected.

B. Data Source

Anderson pointed out that the data source can be primary and secondary data. The primary data is the data gathered directly by researcher. Most primary data comes from artifacts, documents, and observations. The secondary data, in other hand, is the data coming from ones who is not present and provides the research as a supporting data.⁵¹

In line with, the writer's primary data source were thirty abstracts of students' undergraduate thesis of English Education Study Program of STAIN Jurai Siwo Metro in the year 2014, whereas the secondary data resources were books, English dictionary, encyclopedias, internet, and documents related to the research.

C. Data Collection Technique

In conducting the research, the writer selected several abstracts of scientific writing in State Islamic College of Jurai Siwo Metro in the year

⁵¹ Gary Anderson, *Fundamentals of Educational Research*, (USA: Falmer Press, 2005), second edition p. 12.

2014. Because the scientific writings which had been made were in the undergraduate thesis, the abstracts were taken from students' undergraduate thesis.

In many qualitative researches, the researchers collect the data and expend the substantial time in the natural setting gathering information.⁵² In this occasion, the writer gathered the data by using the steps which are applied in the research techniques. The following steps were:

1. Observation

In this procedure, the researcher takes field notes on the behaviors or activities of individuals at the research site in unstructured or semi-structured way. In addition, the researcher may engage in roles varying from non-participant to a complete participant.⁵³ In this research, the writer directly conducted the observation in the library and examined several abstracts of students' undergraduate thesis.

2. Documentation

During the process of the research, every researcher collects several documents to be the data source. The data can be public documents such as newspaper or official report or private documents such as private journals, e-mails, or letters.⁵⁴ Due to those explanations, the writer directly collected thirty abstracts of students' undergraduate thesis of English Education Study Program of State Islamic College (STAIN) Jurai Siwo Metro in the year 2014.

⁵²*Ibid.* p. 185.

⁵³*Ibid.* p. 187.

⁵⁴*Ibid.* p. 188.

D. Data Validity Procedures

In quantitative, researchers have statistics media that is often used to gain the validity aspect of the data. In qualitative research, there is also method usually used to approve that what the researcher found is real and suitable with the fact. The method usually used is triangulation.

According to Sabina, triangulation is a step of authentication to increase the validity of the data by using several viewpoints and method.⁵⁵ The use of triangulation is to enrich data and make a more accurate conclusion. Triangulation is also used when the researcher is doubt of the data he has got. There are some kinds of triangulation offered by Denzin (1970), namely:⁵⁶

1. Data Triangulation

This triangulation is to retrieve the data from a number of different sources to form one body of the data.

2. Investigator Triangulation

To gather the same data, the researcher can use multiple observers instead of a single observer. By involving multiple observers, the research will have high value in the result.

3. Theoretical Triangulation

Gathering and analyzing data of this research, the researcher uses some theories that are relevant. So, the result of this research can be tasted by theory.

⁵⁵ Sabina Yeasmin, "Triangulation Research Method as the Tool of Social Science Research", *BUP JOURNAL*, vol. 1/ September 2012, p. 156.

⁵⁶ *Ibid.* p. 157.

4. Methodological Triangulation

This kind of triangulation is used to gather the data by using different approach so that researcher can get more accurate data.

In this research, the writer applied theoretical and methodological triangulation to gather and enrich the data.

E. Research Procedures

In conducting the research, most researchers implement their procedures based on what the kind of the research is. In this case, the writer applied case study method in this research. The writer was going to explore the grammatical errors in the abstracts of students' undergraduate thesis.

The case(s) are bounded by time and activity, and the researcher collects detail information using a variety of data collection procedures over a sustained period of time.⁵⁷ This research was considered as research methodology to describe a phenomenon totally. It could be known that using various data to gain the data based on different sources could make the aspect of validity and reliability of the research more describing the reality of daily activities.

In this research, the writer applied the procedures which had been explained by Creswell to finish the research. Then, the writer adopted the procedures generally as follows:

⁵⁷John W. Creswell, *Research Design*, p. 15.

1. Identifying a Research Problem

This step consist of specifying an issue to study, developing a justification for studying the issue, and suggesting the importance of the study for select the audiences that will read the report of the study. In this case, the writer had identified the research problem and specified it in the error of using grammatical aspects in composing the abstract of undergraduate thesis.

2. Reviewing the Literature

In this step, the writer gained the summaries, books, journals, and indexed publications on a topic. The writer chose which literature included in the research and summarized the literature in written report.

3. Specifying a Purpose for Research

This procedure requires every researcher to explore their objectives of the research. In this case, the main purpose of the writer in this research was to discover how many kinds of the common grammatical errors appearing in the abstracts of students' undergraduate thesis of English Education Study Program of STAIN Jurai Siwo Metro in the year of 2014.

4. Collecting the data

In this part, the writer collected the data systematically. The data were the accurate and acknowledged data so that it could be analyzed well. The data that the writer used were thirty abstracts of students'

undergraduate thesis of English Education Study Program of STAIN Jurai Siwo Metro in the year of 2014.

5. Evaluating and analyzing the data

Before the writer analyzed and interpreted the data, the writer evaluated the data. It was to ensure that all of the data was complete so that the researcher could analyze and interpret the data. Afterwards, the writer analyzed and interpreted the data by using the accurate technique.

6. Making report

The writer created the report to simply the data. The report can be a narrative summary and formal report.⁵⁸

F. Data Analysis Technique

There are several components in analyzing the data. One of these components is the process of data analysis. The process can make sense out text and image the data. The process involves preparing the data for analyzing, organizing different analyses, understanding the data deeply, representing the data, and interpreting the large meaning of the data.⁵⁹

In this case, the writer used the steps which were stated by Creswell to be data analysis technique. Those generic steps of specific research consisted of six steps. The six-generic steps were as follow:⁶⁰

⁵⁸John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (New York: Pearson, 2012), fourth edition p. 7.

⁵⁹John W. Creswell, *Research Design*, p. 190.

⁶⁰*Ibid*, p. 191- 195.

1. Organizing and preparing the data for analysis.

For this step, the writer prepared transcribing interview as source information for analyzing process.

2. Read all of the data.

After having the entire data, the writer read them to get information about the main point as much as possible.

3. Beginning detailed analysis with a coding process.

The writer took students' error in grammatical aspect into categories and labeled those categories.

4. Using the coding process

It was used to generate a description of the setting or people as well as categories or themes for analysis. The writer described about grammatical errors in students' abstract to be analyzed.

5. Advance

It was about how the description and theme would be represented in the qualitative descriptive. The writer also used figures or example of the interference to the discussion.

6. Making interpretation or meaning of the data

The final step of data analysis, writer interpreted the result of the research after finishing all of the steps.

CHAPTER IV

DATA PRESENTATION

A. Description of Research Setting

1. The Historical Background of STAIN Jurai Siwo Metro

a. The Brief History of STAIN Jurai Siwo Metro

State Islamic College (STAIN) of Jurai Siwo Metro is located in Metro city, Lampung province. It is the only one state Islamic college in this city. As an Islamic college which is one of favorite universities, STAIN Jurai Siwo Metro has vision and missions. Its vision is to create a qualified and competitive Islamic Institution. Then, to accomplish the vision, it composes some missions, namely: developing three pillars of university (education, research and development, and service society), developing and spreading technology in Islamic culture, and creating academic persons academic person who are smart, competent, and have good moral.

Moreover, as a higher Islamic education, STAIN prepares the academic culture not only in developing Islamic religious science but also developing general science. In addition, Islamic culture is a special characteristic in academic culture of this college as compared to general universities. Meaning to say, STAIN Jurai Siwo Metro as

higher Islamic college has an education system which is based on the Islamic values.

STAIN Jurai Siwo Metro was built on April 23 to 25, 1997 based on the Decree of President RI No. 11, 1997 on March 21, 1997. The establishment of STAIN cannot be separable with the history of IAIN Raden Intan Bandar Lampung which was begun from the effort of elite and religion figures from Lampung Islamic Welfare Foundation (YKIL). In the discussion of YKIL, it was dealt to accomplish two faculties, Education faculty and Islamic Law faculty, which were domiciled in Tanjung Karang.

Referring to the decision of Indonesian President No. 27, 1963, in order to accomplish Al-Jami'ah, YKIL should at least have three faculties. In line with, YKIL opened Ushuludin faculty that was domiciled in Tanjung Karang. Finally, it realized the dream of Lampung society to find IAIN Al-Jami'ah based on the Minister of Religious Affairs Decree No. 187/68 which was named "State Islamic Institute Raden Intan Tanjung Karang". In the year of 1993, IAIN Raden Intan Tanjung Karang was changed to IAIN Raden Intan Bandar Lampung.

Moreover, in 1967, the Education and Islamic Law Faculty were established in Metro City based on the request of Metro society. Furthermore, based on the handbill of Director General of Bimas Islam No. E.III/OT.00/AZ/1804/1996, the settlement of

Institutional Faculties IAIN outside the central Institute should be changed to State Islamic College (STAIN). Finally, based on the Decree of President RI No. 11, 1997, STAIN was legalized. That was the history of establishment of STAIN Jurai Siwo Metro.

Now, STAIN Jurai Siwo Metro has three faculties namely Syari'a Faculty, Tarbiya Faculty, and Islamic Announcement and Communication Faculty. Firstly, Syari'a Faculty covers D3 Syari'a Banking (D3 PBS), Bachelor's Degree of Syari'a Banking (S1 PBS), Islamic Economy Study Program (ESy), Islamic Law Department (AHS), and Islamic Economy Law (HEsy). Secondly, Tarbiya Faculty includes Islamic Elementary School Education Study Program (PGMI), Arabic Education Study Program (PBA), English Education Study Program (PBI), Islamic Education Study Program (PAI), and Islamic Kindergarten Education Study Program (PGRA). Finally, Islamic Announcement and Communication Faculty covers Islamic Communication and Broadcasting Program (KPI) and Language and Arabic Literature (BSA).

b. Organization Structure of STAIN Jurai Siwo Metro

The organization structure of STAIN Jurai Siwo Metro in academic year 2015/2016 as follows:

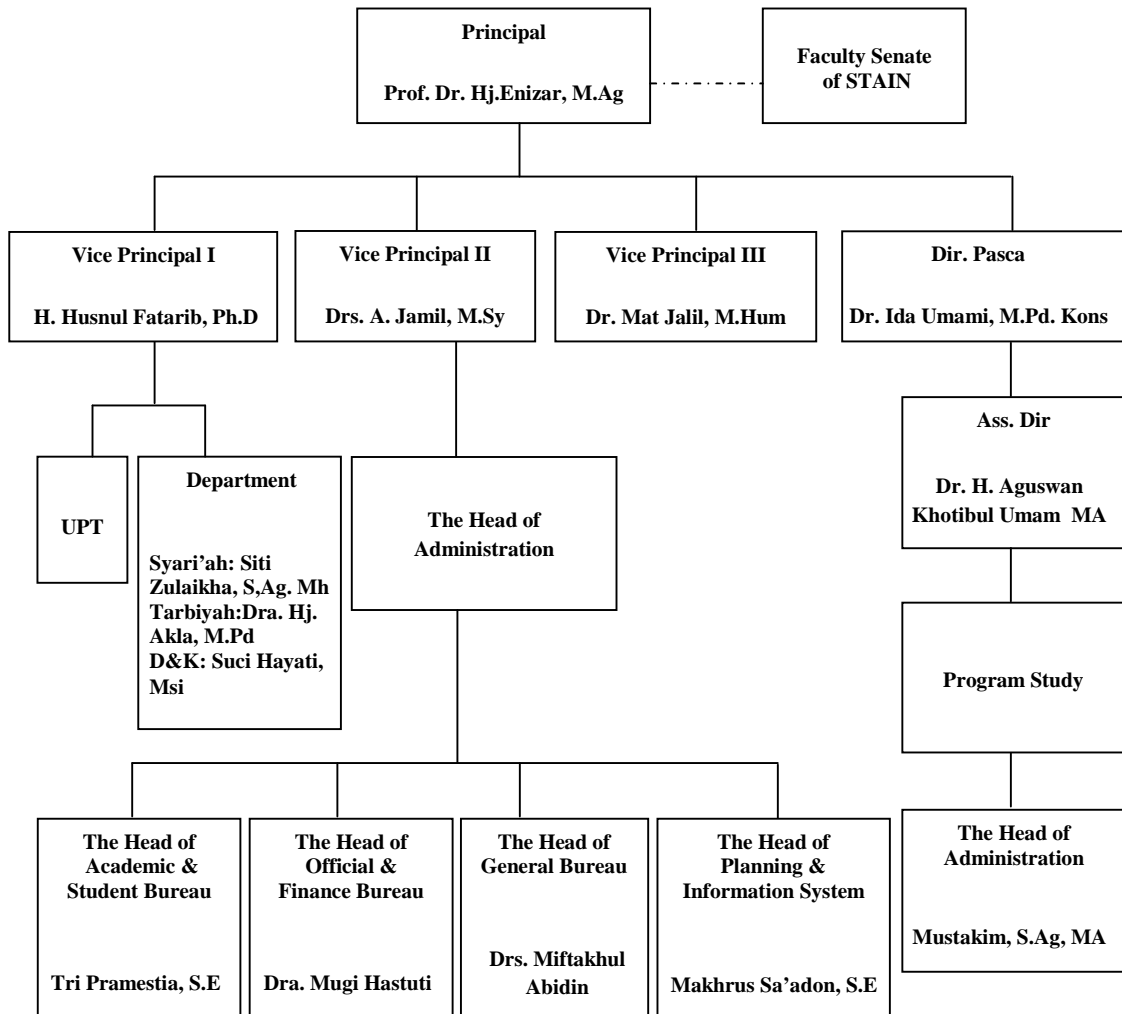


Figure 1. *The organization structure of STAIN Jurai Siwo Metro*

c. The Facilities in STAIN Jurai Siwo Metro

In order to support lecturers and students, there are some facilities in STAIN Jurai Siwo Metro, namely: lecturer's room, Computer Laboratory Unit & Baitul Mal wa Tamwil, Library Unit, Language Laboratory Unit, Micro-Teaching Laboratory, Islamic Development Unit, classroom, mosque, futsal field, basketball field, wall climbing field, volley field, tennis field, auditorium, Students Activities Unit (UKM) room, Students Committee Office. For getting the details of facilities, it can be shown in the table below:

No	Facilities	Total of unit	Large (m ²)
1	Lecturers' room	1	556
2	Computer Laboratory Unit & BMT	1	1000
3	Library Unit	1	1000
4	Language Laboratory Unit	1	180
5	Micro-Teaching Laboratory	1	106,8
6	Islamic Development Unit	1	30
7	Classroom	16	1248
8	Mosque	1	1000
9	Futsal Field	1	510
10	Basketball Field	1	-
11	Wall Climbing Field	1	92
12	Volley Field	1	-
13	Tennis Field	1	650
14	Auditorium	1	-
15	Students Activities Unit	1	-
16	Students Committee Office	1	-

Table 2. *Facilities in STAIN Jurai Siwo Metro*

Source: Observation of STAIN Jurai Siwo Metro in academic year 2014/2015.

d. Location Sketch of STAIN Jurai Siwo Metro

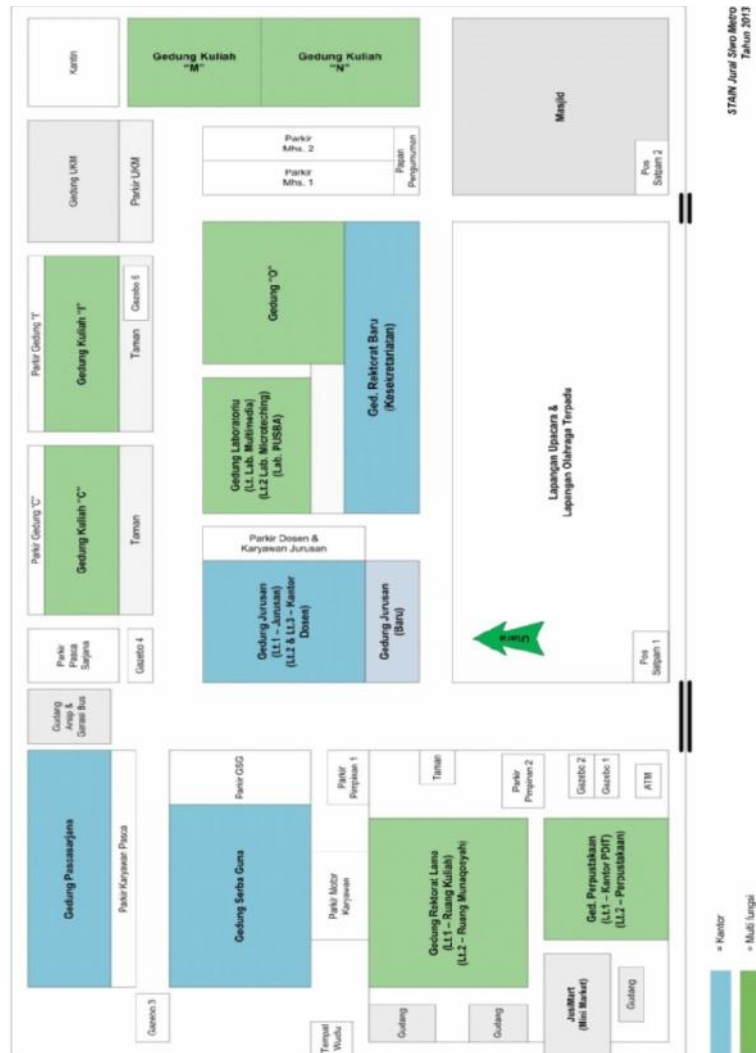


Figure 2. The Location Sketch of STAIN Jurai Siwo Metro

e. The Condition of Lecturer and Official Employees

The whole staff of STAIN Jurai Siwo Metro in academic year 2015/2016 is 203.

No	STAIN'S OFFICIALS	Total
1	Employee	152
2	Lecturer	32
3	Honorary worker	19
Total		302

Table 3. Total of lecturers and official employees in STAIN Jurai Siwo Metro

f. Students in STAIN Jurai Siwo Metro

The total of the students in STAIN Jurai Siwo Metro is 6002 students.

No	Academic year	Students
1	2011	1205
2	2012	1509
3	2013	1146
4	2014	1143
5	2015	999
Total of students		6002

Table 4. *Total of students in STAIN Jurai Siwo Metro*

Source: Observation of STAIN Jurai Siwo Metro in academic year 2014/2015

2. The English Education Study Program (PBI)

English Education Program (PBI) is one of Strata 1 (S1) majors of Tarbiya Faculty in State Islamic College (STAIN) Jurai Siwo Metro which was established in 2007. Historically, S1 PBI STAIN Jurai Siwo Metro came from Diploma 3 (D3) English Education that was opened in 2002.

The legal and operational license of PBI based on the explanation letter of Islamic Education General Director No. Dj.I/220.C/2007 in Jakarta on May 28th, 2007. According the Implementation License of Study Program from the General Director, PBI is located in STAIN Jurai Siwo Metro in Jl. Ki Hajar Dewantara 15A Metro City.

English Education Study Program (PBI) has a vision in implementing education, namely: creating professional students in

English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some missions, namely:

- a. Developing the students' privacy through knowledge, reinforcement, and actualization toward religious, national and civil life in Islamic culture.
- b. Building and developing humanist, democratic, and modern academic atmosphere.
- c. Growing the professionalism ethic through theoretical knowledge basic mastery.
- d. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.
- e. Applying integrated education system which is able to give a significant input for education development.

In line with the above statement, PBI always tries to develop the quality in teaching and learning process. Indeed, it will be a dynamic, opened, and polite relationship among the stakeholders in PBI STAIN. Then the total students from 2011-2015 of PBI are 1059 students.

Semester	Total
I	226
III	171
V	250
VII	276
IX	136
Total	1059

Table 5. *Total students of PBI 2011-2015*

Source: Observation of STAIN Jurai Siwo Metro in academic year 2014/2015.

Lecturer	Total
PNS Lecturer	12
Non PNS Lecturer	14
Total	26

Table 6. *Total lecturer of PBI 2011-2015*

Source: Observation of STAIN Jurai Siwo Metro in academic year 2014/2015.

B. General Description of Research Data

Scientific writing is a piece of writing that provides information about the topic which the writer has researched. Furthermore, scientific writing can be defined as experts communicating through the written word with other expert. Then, scientific writing is an activity of exploring and investigating knowledge or information of open problems in scientific field.

In line with the explanation above, it can be concluded that a scientific paper or scientific writing is used to investigate and explore a particular topic broadly and deeply. It provides the information about a topic to the readers. In writing, there are several kinds of scientific writing such as: scientific articles, research reports, scientific essays, theses, and undergraduate theses.

In STAIN Jurai Siwo Metro, similar to the other colleges, the students who take a Bachelor's Degree are required to compose undergraduate thesis. Before composing an undergraduate thesis, the students ought to conduct a scientific research. While they finish doing the research, they will report the result through the scientific writing in undergraduate thesis.

In addition, the students' undergraduate thesis should be written in well-structured because the scientific writing needs a good writing. The undergraduate thesis which is included in scientific writing requires the important elements that students must write. In line with, Lindsay suggested the elements of scientific writing, namely: title, summary or abstract, introduction, methodology, result (including tables and figures), discussion, citation, acknowledgement, and bibliography.

Regarding to the object of the research, the writer specified the main object of the research on the abstracts of students' undergraduate thesis of English Education Study Program. An abstract is a quite crucial part of scientific writing, such as journals, scientific articles, research reports, scientific essays, theses, and undergraduate theses. As one of the important parts of scientific writing, abstract must fulfill some requirements.

In STAIN Jurai Siwo Metro, the abstract of the students' undergraduate thesis should complete the following requirements, namely:

1. Abstract must be written in limited length.

Abstract generally describes the whole of the contents of the research. However, the writers should comprehend that abstract is not written in many paragraphs. It should be written in limited words, usually between 150 and 250 words.

2. Abstract should be written in good structure.

In composing the abstract, the element that the writer should pay attention is grammatical aspects. It is because every writing product should contain

the well-structured sentences especially in scientific writing. Hence, the abstracts should have good structure.

3. Abstract should completely deliver a brief summary of the research.

In composing the abstract, the writers must describe briefly their research. They should summarize the most important points in their scientific writing such as objectives, materials and methods, discussions, results, and conclusions.

4. Abstract should include the keywords.

In abstract, there are some most important words such as technical terms representing the content of the abstract. Some most important words are included in the keywords. Generally, keywords are placed under the abstract.

In this case, the writer specifically analyzed the phenomena of error in the students' abstract of their undergraduate thesis. As the primary data research, the data was taken from the students' undergraduate thesis of English Education Study program of STAIN Jurai Siwo Metro in the year of 2014.

C. Data Analysis

In conducting the research, the writer analyzed 30 abstracts of students' undergraduate thesis of English Education Study Program. Based on the analysis, the writer found the errors in abstracts which were categorized

into four kinds of errors. The following table illustrated the errors which were gotten from those abstracts.

Participants	Types of Errors				
	Addition	Omission	Misformation	Misordering	Total
ABS. 1	1	3	11	-	15
ABS. 2	1	7	5	-	13
ABS. 3	2	6	6	-	14
ABS. 4	4	3	18	-	25
ABS. 5	2	2	11	-	15
ABS. 6	4	4	16	-	24
ABS. 7	-	3	7	1	11
ABS. 8	-	5	7	-	12
ABS. 9	2	3	8	-	13
ABS. 10	1	2	1	1	5
ABS. 11	1	1	6	-	8
ABS. 12	2	5	14	-	21
ABS. 13	-	3	11	1	15
ABS. 14	-	1	3	-	4
ABS. 15	1	1	5	-	7
ABS. 16	2	-	8	-	10
ABS. 17	1	1	8	-	10
ABS. 18		2	6	-	8

ABS. 19	3	1	-	-	4
ABS. 20	-	-	5	-	5
ABS. 21	-	1	6	1	8
ABS. 22	1	2	21	-	24
ABS. 23	-	3	5	-	8
ABS. 24	1	1	3	-	5
ABS. 25	-	1	3	-	4
ABS. 26	-	3	4	-	7
ABS. 27	2	3	3	-	8
ABS. 28	-	1	3	-	4
ABS. 29	-	5	2	-	7
ABS. 30	-	3	7	1	11
Total	31	76	213	5	325
Percentage	10%	23%	65%	2%	

Table 7: *Table of the errors existing in the abstracts*

Based on the result of the data analysis above, it could be described that there were some grammatical errors commonly found in the abstracts. The writer, furthermore, classified those errors into four types, namely addition errors, omission errors, misinformation errors, and misordering errors.

Furthermore, the writer gave the brief descriptions of data analysis as followed:

1. Addition Errors

Addition is any use of unnecessary items in the sentences. There were 31 errors showing addition in the students' abstract, and some of them were errors on determiners, conjunctions, prepositions, pronouns, auxiliary verbs, verbs, and nouns. The examples were as followed:

..... *Inflection is the word formations which **does not** change*
(#16 paragraph 1, line 3)
..... *there is **any a** positive and significant influence*..... (#15
paragraph 3, line 18)
..... *A good translation should be readable and **sounds** natural*.....
(#11 paragraph 1, line 1)

The data above contained several grammatical errors. In the first example, there was a simple addition of auxiliary verb that was used in the plural subject (*does not*). Then, in the second example, there was an error of the use of preposition (*any a positive*). In the last example, the writer found the error in the use of verb (*sounds*) that should not be appeared. Then the writer suggested the following corrections of the sentences:

..... *Inflection is the word formations which **do not** change*
..... *there is **a** positive and significant influence*.....
..... *A good translation should be **readable and natural***.....

2. Omission Errors

Omission is any deletion of certain necessary items in sentences. The writer found 76 errors in total showing omission, and those errors are omissions in determiners, verbs, conjunctions, subjects,

punctuations, auxiliary verbs, and prepositions. In this case, the writer noticed the flaw of the student's grammar which omits certain parts of the sentence. The examples were as followed:

..... *because there are many students **have** difficult to comprehend.....* (#22 paragraph 1, line 2)

..... *Inductive logic, furthermore, **used by** the writer for gathering, grouping, selecting.....* (#19 paragraph 2, line 16)

..... ***The characteristic this research** is quantitative research.....* (#30 paragraph 3, line 13)

In this case, the writer found some errors of omission. There were clause marker omission in the first example, verb be omission in the second example, and preposition omission in the last example. Next, the writer suggested that the sentences must be corrected to be as followed:

..... *because there are many students **which have** difficult to comprehend.....*

..... *Inductive logic, furthermore, **was used by** the writer for gathering, grouping, selecting.....*

..... ***The characteristic of this research** is quantitative research.....*

3. Misformation Errors

Misformation is any wrong form of certain morphemes or structures. There were 213 errors in total showing misformation, and the errors of the misformation were on verbs, prepositions, conjunctions, adjectives, pronouns, determiners, adverbs, auxiliary verbs, and nouns. In this case, the majorities of misformation error were in verbs and nouns. Therefore, the writer could see the weakness of some students in constructing errorless verbs and nouns. On one hand, the errors of verbs are usually in the form of inter-language which is a combination of two

tenses, violated number agreement, or misemployed active-passive voice. On the other hand, the errors of nouns are usually in the form of singular-plural confusion and wrong usage of the word families. The following were the examples and explanations of misformation errors found in the students' abstract.

..... *Make a Match Technique is one of **technique** in cooperative learning.... (#3 paragraph 1, line 5)*

..... *Video **can stimulates** the student's **to makes** them easier to find the ideas..... (#25 paragraph 1, line 8)*

..... *Between one cycle **with** the other has relationship..... (#6 paragraph 1, line 5)*

The data above contained several grammatical errors. In the first example, there was a singular-plural noun error (*one of technique*). Then, in the second example, there were two errors of the use of verb (*can stimulates* and *to found*). In the last example, the writer found the error in the use of conjunction (*with*). Then the writer suggested the following corrections of the sentences:

..... *Make a Match Technique is one of **techniques** in cooperative learning....*

..... *Video **can stimulate** the student's **to make** them easier to find the ideas.....*

..... *Between one cycle **and** the other has relationship*

4. Misordering Errors

Misordering is any incorrect placement of certain morphemes in sentences. There were 5 errors showing misordering in students' abstract. Those errors are misordering errors in singular-plural form and sentence structures. The examples were as followed:

..... to communicate with **one another** in daily activities..... (#7 paragraph 1, line 2)

..... this method **has been not used** before.... (#30 paragraph 2, line 9)

..... the students **also were** in the difficulty.... (21 paragraph 1, line 3)

In this case, the writer found some errors of misordering. They were misordering of noun form in the first example, misordering of basic word order in the second example, and misordering of adverb form in the last example. Next, the writer suggested that the sentences must be corrected to be as followed:

..... to communicate with **another one** in daily activities.....

..... this method **has not been used** before.....

..... the students **were also** in the difficulty.....

From the data analysis above, the writer got the frequency of the errors commonly found in the abstracts. The writer, in addition, described the result of the research in a chart as followed:

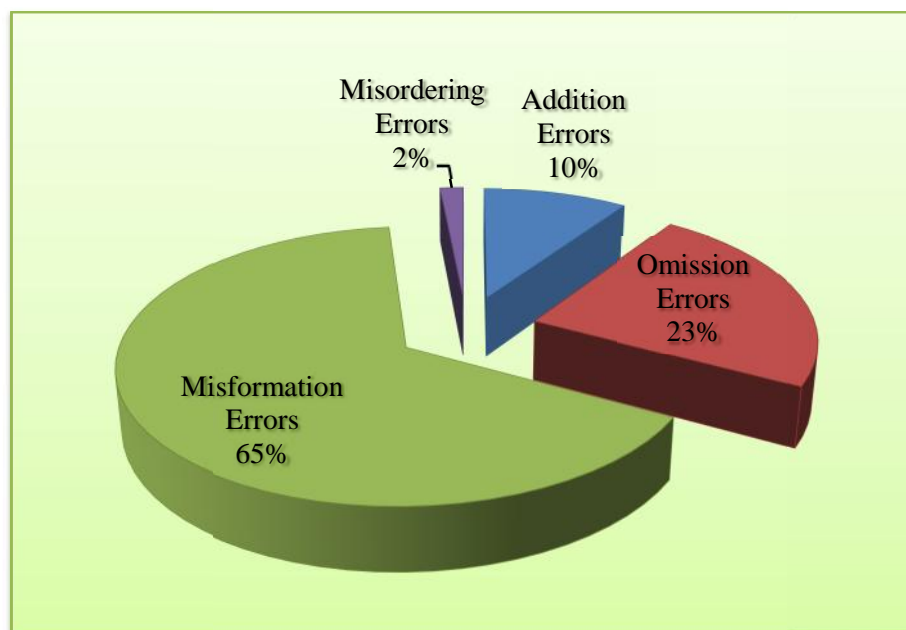


Figure 3. The frequency of grammatical error existing in the abstract

The chart above showed that there were several errors in the students' abstract. The errors were 31 items (10%) of addition errors, 76 items (23%) of omission errors, 213 items (65%) of misformation errors, and 5 items (2%) of misordering errors. Moreover, the most grammatical errors found in the abstracts of students' undergraduate thesis of English Education Study Program in State Islamic College (STAIN) of Jurai Siwo Metro were misformation errors with 213 items or 65%.

D. Interpretation

The conclusion of the data analysis describes that most abstracts of the students still have several errors. The students are still careless of using grammatical aspects in composing their abstract of the undergraduate thesis. Whereas, the abstract of the scientific writing, especially in undergraduate thesis, should be written in a good writing including both good sentences structures and abstract structures.

It is revealed that there were some errors which were found in the students' abstract. Those errors were divided into four kinds, namely: addition errors, omission errors, misformation errors, and misordering errors. Furthermore, it was showed that there were 31 items (10%) of addition errors, 76 items (23%) of omission errors, 213 items (65%) of misformation errors, 5 items (2%) of misordering errors.

By conducting this research, we could know what the common grammatical errors were which appeared in composing the abstracts. Then, it can be said that the abstracts of students' undergraduate thesis need to be

given the improvement. Also, the students should deeply enhance their knowledge about grammatical aspects.

Based on the result of this research, the writer realized that his research was affirmatively agreeable to the previous research from Semarang conducted by Haryo Laksono. He conducted the research in the Nursing and Medical Science Faculty. Nevertheless, the writer's research was conducted in English Education Study Program.

In one hand, the writer assumed that the result of Haryo's research was quiet proper in case he found the errors in the abstract of nursing students. It was because the students didn't get the English material intensively. In the other hand, the writer greatly assumed that he should not find many errors in the students' abstract in their undergraduate thesis. Properly, the abstracts of the students of English Education Study Program should not have any grammatical errors because the students had got English material intensively, especially in grammatical aspects.

E. Limitation

It should be comprehended that this research was limited only for administrating the analysis of grammatical errors in the abstracts of students' undergraduate thesis of English Education Study Program based the four types of errors. In addition, the writer was not accountable in another analysis for the other times. In line with, the writer focused his research in analyzing the grammatical errors and the types of errors commonly found in the

abstracts. Accordingly, the limitation of this analysis focused on the types of grammatical errors which included addition errors, omission errors, misformation errors, and misordering errors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the writer eagerly would like to conclude this research as follows:

1. Some grammatical errors are still found in the abstracts of the students' undergraduate thesis of English Education Study Program in State Islamic College (STAIN) of Jurai Siwo Metro in the year of 2014. The errors which repeatedly appear are addition errors, omission errors, misformation errors, and misformation errors.
2. Most graduate students of English Education Study Program in the year 2015 have lack of English grammar. This is confirmed by the number of grammatical errors found in their abstract.
3. The frequency of grammatical errors found the abstracts shows that there are 31 errors of addition, 76 errors of omission, 213 errors of misformation, 5 errors of misordering. As a result, misformation errors have the biggest number of grammatical errors.
4. The quality of scientific writing especially undergraduate thesis in State Islamic College of Jurai Siwo Metro deeply needs to be enhanced.

B. Suggestion

Through this research, the writer would like to constructively give suggestions as follow:

1. The students have to improve their grammatical mastery so that they can avoid the grammatical errors in their writing.
2. The institution should provide some programs to improve the ability of the students not only in comprehending grammatical aspects but also in composing scientific writing.
3. The lecturer should give a clear elaboration about grammatical aspects in lecturing activity because there will be many of grammatical aspects used in writing.
4. The students may take additional class to improve their ability in scientific writing.
5. The writer hopes that there are the students who want to do the research about grammatical analysis in the abstract in the next chance

CURRICULUM VITAE



The writer, Muhammad Ulul Azmi, was born in Wates on November 06th, 1992. He is the first child of 3 children. He was raised by his lovely parents, Fathoni and Siti Mutmainah.

He firstly studied in State Elementary School 1 Wates in 1998-2004. After finishing his study at Elementary School, he continued to study in State Junior High School 4 Gunung Sugih in 2004-2007. In the period of 2007-2010, he studied in State Senior High School 1 Natar, South Lampung. Having graduated his study in Senior High School, then he was enrolled to be a Bachelor student of English Education Study Program (PBI) of State Islamic College (STAIN) of Jurai Siwo Metro. He also was a student who liked organization. He thought that he could get much knowledge and experience which couldn't be got in the class. Consequently, he joined some organizations in STAIN, such as BEM and Jurai Siwo English Club (JSEC). He also was the chief of UKM JSEC in 2012-2013.

He is now an English instructor of EUREKA English course in Metro.