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**AN ERROR ANALYSIS IN WRITING THESIS  
ABSTRACT OF ENGLISH DEPARTMENT**

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**Abstrak**

Tujuan dari penelitian ini adalah untuk mendeskripsikan jenis kesalahan apa saja yang ditemukan dalam penulisan abstrak skripsi, untuk mengetahui penyebab terjadinya kesalahan, dan untuk mengetahui bagaimana kesalahan yang terjadi dalam penulisan abstrak skripsi pada mahasiswa jurusan pendidikan bahasa Inggris Universitas KH. A. Wahab Hasbullah Jombang. Penelitian ini berfokus pada teks abstrak tesis mahasiswa S-1 Jurusan Pendidikan bahasa Inggris. Metode yang digunakan dalam penelitian ini adalah deskriptif kualitatif. Data dari penelitian ini adalah 30 teks abstrak skripsi mahasiswa S-1 yang diterbitkan pada tahun 2022. Langkah-langkah analisis kesalahan adalah pengumpulan, identifikasi, deskripsi, penjelasan, dan evaluasi kesalahan. Proses analisis data dijabarkan berdasarkan Corder yang dikutip dalam (Nurdin & Sri Hartati, 2019). Dari hasil tersebut terlihat bahwa kesalahan yang dilakukan mahasiswa S-1 adalah penambahan kata, pilihan kata, kapitalisasi, penghilangan kata, ejaan, tanda baca, tenses dan bentuk kata. Cara terjadinya kesalahan tersebut adalah berbagai proses berdasarkan jenis kesalahannya dan kesalahan tersebut dapat terjadi karena interferensi interlingual, interferensi intralingual, keterbatasan pengetahuan tata bahasa dan kosa kata bahasa Inggris, dan kecerobohan.

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**Abstract**

The goal of this study was to identify the different kinds of errors that were made by English Education Department students at KH. A. Wahab Hasbullah University of Jombang when they were writing their thesis abstracts. It also sought to understand why these errors could happen. This study concentrated on the thesis abstracts written by English education department undergrads. This study employed a descriptive qualitative methodology. Thirty undergraduate thesis abstract texts released in 2022 served as the research's source of data. Collection, identification, description, explanation, and evaluation of errors were the steps in the error analysis process. The method of data analysis was developed based on Corder's work, which was cited in (Nurdin & Sri Hartati, 2019). According to the results, undergrad students' mistakes included adding words, using the wrong terms, capitalizing, omitting words, spelling, punctuating, using the wrong tenses, and misusing word forms. These errors can be made in a variety of ways depending on their kind, and they can also result from carelessness, inadequate grasp of English grammar and vocabulary, and inter- and intra-lingual interference.

**Keywords:** Error Analysis, Writing, Thesis Abstract

## INTRODUCTION

As advanced or graduate students, they face research to complete their curriculum. Research is essentially a way to solve a problem or find answers to problems faced scientifically (Nurdin & Sri Hartati, 2019). Research is basically not carried out to improve a theory, but if the results of the research prove that the findings are no longer compatible with the theory, then this provides an opportunity to reformulate the theory or expand the existing theory (Priatna Tedi, 2017).

Knowingly or unknowingly, everyone has done the research, because everyone must have faced a problem or problem and looked for answers to the problems they faced. Research is not only carried out by scientists, but also by ordinary people (Priatna Tedi, 2017). We just limit it, to which level of research is carried out by laypeople and which level of research is carried out by scientists

This is accurate because when students can perform research and effectively communicate it in the form of research papers, they are viewed as having made academic contributions to their knowledge. Research papers are a collection of methodical writing exercises based on scientific research that applies scientific concepts (Arif et al., 2020). Students must be capable of conducting independent research as well as conducting research into the work of other researchers or subject-matter experts. When pupils succeed, it demonstrates their subject-matter proficiency and might be argued that they have finished and passed official exams.

Students encounter a variety of challenges when conducting research and converting it into scientific work, from identifying research topics, research locations, and research methodologies to producing research papers. It is difficult to write research findings in the form of scientific work; students need strong writing abilities. According to numerous surveys, writing is the hardest English ability to master. This is due to the fact that writing is a somewhat complex action or process, and all of the author's thoughts must be properly and accurately communicated. Students must

therefore make an effort to learn how to write well and practice frequently so that their scientific writing is well received. In writing research papers like theses, certain components, notably abstracts, are crucial. Articles are brief summaries of scientific essays that other persons or readers can utilize as quick summaries (Pratomo & Widodo, 2018).

What the author conducts in the research essay is described in the abstract. Articles play a crucial role in the thesis because they make it easier for the reader to identify and make judgments about whether or not to read research references by explaining the contents of the research and the outcomes of the research. Due to the significance of the abstract itself, students must be extremely thorough and fully comprehend the steps involved in creating an abstract to ensure that there are no errors that could cause the reader to draw an incorrect conclusion. Even though they are considered short pieces, papers are difficult to write, and errors are frequently unavoidable.

In writing, the term "error" refers to erroneous or insufficient learning regarding the use of grammatical constructions, linguistic concepts, punctuation marks, etc. Syakroni Abdul Azis claims that because of a lack of information, kids frequently get lost while being taught and learning to write (Syakroni Abdul Azis, 2021). In truth, errors are produced by a lack of knowledge, whereas student errors are brought on by inattention, exhaustion, carelessness, or other writing-related activities. This is significantly different from what is meant by an "error."

## **METHODS**

### **A. The Research Place**

The descriptive qualitative methodology used in this study yields descriptive data. A descriptive qualitative strategy to research is one that generates written or spoken descriptions of the research item under study (Ardianto, 2019; Murdiyanto,

2020). (Zuchri Abdussamad, 2021). According to other research, qualitative descriptive research is research that aims to describe and explain the human experience as it manifests in people's lives, and the authors use qualitative methods to collect data to support the descriptions they refine (Andi Ibrahim & Darmawati, 2018). That is, qualitative descriptive is research where the writer presents data through descriptions.

As a result, the written data for this descriptive qualitative study is an abstract thesis from the department of English education. It is gathered, examined, and then interpreted using descriptions and verbs.

### **B. The Analysis Unit**

According to Kawuryanti et al, they proposed five categories of errors which included grammatical errors (adjectives, adverbs, articles, nouns, possessives, pronouns, prepositions, and verbs), content errors (capitalization, punctuation, and spelling), vocabulary errors in words (vocabulary), word choice), syntax errors (coordination/subordination, sentence structure, and order) and semantic errors (unclear communication and communication errors) (Kawuryanti et al., 2017).

Based on the justification provided, the author specifies the following as the unit of analysis for this study: faults in grammar (verb tenses and other); problems in content (capitalization, punctuation, and spelling); Lexical mistakes (word formation, word addition, word omission, and word selection).

### **C. The Data and Data Source**

The researcher material is a graduate thesis summary of the Department of Education at KH. A. Wahab Hasbullah University. The data source is the content of the summary analyzed by the researcher. This research was conducted in January-June 2022 and was conducted at English Faculty Library at KH. A. Wahab Hasbullah University, after which the authors chose a thesis abstract. The sample is determined by choosing a homogeneous thesis, which is a thesis completed in the same year by students majoring in English education. The sample will consider the effectiveness of

the practical needs of the sample. Snowball sampling is the method used for sampling. The populace in this instance is the primary focus of English education. 30 thesis abstracts were processed and finished by the researchers. The researcher picked the 2022 published thesis abstracts.

#### **D. The Collecting Data Technique**

Given that obtaining information is the primary goal of the research, data collection techniques are the most strategically important research procedures. The data techniques are needed in research because with them the authors obtain data that is processed in such a way that conclusions can be drawn (Kusumarasyati, 2019). In general, various data collection techniques were used during the research. The next data collection technique that the authors used in this study were the library research technique using snowball sampling.

Literary research refers to research conducted in libraries. Researchers took and identified information from library books, documents, and periodicals (Machsun Rifauddin; Halida, 2020); (Machsun Rifauddin; Halida, 2020). Literary research can be divided into several techniques, including note-taking.

Recording techniques are data collection techniques that use books, literature, or library materials, after which expert opinions are recorded or quoted in the books to strengthen the theoretical basis of research (Hasanah, 2016). This method of taking notes involves using books, articles, and library resources that are pertinent to the study being done and are typically located in libraries or other locations where the author conducts research. The author then uses the thesis notes technique to research the literature to analyze and record deficiencies in the abstracts of English language institutions.

#### **E. The Technique Data Analysis Technique**

The process of data analysis begins when the researcher collects data. Scientists are gradually gathering data. The data analysis process is explained based on Corder

quoted in Nurdin & Sri Hartati, who said that the Error Analysis (EA) process has five steps, which consist (Nurdin & Sri Hartati, 2019): (1) Collecting errors: After reading the thesis abstract, the researcher collects notes by making errors (2) Error detection: Error detection is the next step after error collection, researcher identifies errors which are classified into error types. (3) Error description: The next step is the error description. After identifying the error, the researcher describes the error, giving the characteristics of the error. (4) Error explanation: The researcher goes over each error one at a time and explains why it can be recognized as an error in the following step. (5) Evaluation of errors (Nurdin and Sri Hartati, 2019). The final step is error evaluation. After receiving the list of errors, the researcher evaluates and corrects the summary of the thesis.

#### **F. The Trustworthiness of the Study**

In qualitative research methods, general methods are used to increase the validity of research data. This technique is called triangulation. According to Abdussamad Zuchri. The purpose of triangulation is to increase understanding of what is being studied (Zuchri Abdussamad, 2021). In this study, researchers used triangulation. According to Sapto Haryoko using triangulation to analyze data based on sources, methods, researchers, and theory (Sapto Haryoko, 2020).

The researcher assesses or consults with other subject-matter experts to obtain content validity (expert review validity). Discuss with coworkers and seek the advice of or read the work of specialists in pertinent subjects; in this case, Luluk Choirun Nisak Nur, a researcher at KH. A. Wahab Hasbullah University who graduated from the University of Islam Malang. This was done to ensure that the interpretation was accurate.

Interobserver reliability and interobserver agreement are other types of reliability that were used in this investigation. The adaptability of this knowledge is demonstrated in the periodic reviews of the thesis's findings in an effort to gather as much factual,

correct, and reasonable information as possible on the issue being investigated. The researcher reviews the same data repeatedly and discusses it with coworkers and superiors to ensure data dependability.

## **FINDING AND DISCUSSION**

### **A. Data Analysis**

The research data is the writing of thesis abstract texts that have been produced by undergraduate students of the Department of English Education at KH. A. Wahab Hasbullah University. There are eight categories of errors in abstract thesis writing, namely word addition, word choice, capitalization, omission, spelling, punctuation, tenses, and tenses. The thesis was an abstract text produced as a final project to graduate from the University. The thesis abstract manuscript was found in English Faculty Library. Following the discovery of 30 copies of this abstract material, each copy will be examined to see whether any errors were present. The first step is to recognize the problem by underlining the incorrect word or sentence, and then depending on the type of error put a remark beneath the word or sentence.

The content of the thesis abstract has several, intricate errors. As a result, the researcher restricts the analytical framework to concentrate on mistakes that happen frequently. As a result, researchers code the data. The researcher can more easily identify problems thanks to the data's coding.

#### **1. Error Types**

Numerous inaccuracies were found after 30 copies of the abstract text thesis' data were analyzed. The errors are then divided into categories that the researcher will explain, explain, and evaluate as follows:

##### **a. Addition Word**

Summing mistakes refer to words that are not intended to be presented or included in clauses or sentences to produce complete utterances. According to the data



the researchers uncovered, the term addition contained 4 mistakes. The following table will discuss and rate errors caused by additional words:

**Table 1. The Addition Word Errors Examples**

<b>Error Identification</b>	<b>Error Correction</b>	<b>Error Description</b>
This research of this study was conducted by using classroom action research	This research was conducted by using classroom action research	The word “research” and “study” has a similar meaning. So it would be redundant if it’s used at the same time.
The data showed that “ro” is 0,68 .	The data showed that “ro” is 0,68	There is no adjective or noun clause there, so it does not need the relative pronoun “that” to connect the adjective or noun clause.
The aim of this study are : (1) to know the students” ability in learning English grammar	The aim of this study is: (1) to know the students” ability in learning English grammar.	Using the word “of” at the same time means redundancy in wellformed utterances.
Based on statistical computation of the t-test formula, found that the tobserved was 4.427 whereas the value of the t-table was 1.990.	Based on statistical computation of the t-test formula, found the tobserved was 4.427 whereas the value of the t-table was 1.990.	Using the article “the” twice at the same time means redundancy in well-formed utterances.

These are some examples of adverbs that students in their final year have used in their thesis abstracts. By employing proofreading and getting peer comments on this prepared abstract, the error might be predicted. thus, such mistakes in the thesis abstract writing cannot occur.

**b. The Choice of the word**

Language learners occasionally overlook the word choices that make writings simple to understand. Since two words can occasionally have the same meaning but be used in different ways in a sentence. The data the researchers uncovered revealed 115-word selection mistakes. The following table will list and rate instances of word choice mistakes:

**Table 2. The Word Choice Errors Examples**

<b>Error Identification</b>	<b>Error Correction</b>	<b>Error Description</b>
the technique of analyzing data of this research was applied by quantitative and qualitative data	technique of analyzing data of this research applied by a quantitative and qualitative approach	The technique of analyzing should use an approach. An approach means a way of dealing with something.
The quantitative and qualitative data were taken from the students" scores, interview sheet, observation sheet, and documentation	The quantitative and qualitative data were obtained from the students" scores, interview sheet, observation sheet, and documentation.	The word "take" refers to picking up something / to move something to another place. So, the word "obtain" is a suitable word that refers to the data
The researchers experimented with two different classes with the Direct Method employed in the experimental class and another technique employed in a controlled class.	The researchers experimented with two different classes with the Direct Method applied in the experimental class and another technique applied in a controlled class.	The word "employed" refers to the job or activity that must be done by the employee. However, the word "applied" refers to the practical use as opposed to being theoretical
The result of the data analysis showed that there was an improvement in the students" improvement in reading comprehension from each cycle.	The result of the data analysis showed that there was an improvement in the students" achievement in reading comprehension from each cycle.	The word "improvement" means a thing that is better than something else. However, the word "achievement" refers to a thing done with effort, skill, or courage.

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The result of this research showed that the mean score in the pre-test was 57,6 and there were 15,4% (6 students) who got a score $\geq 75$	The result of this research showed that the mean score in the pre-test was 57,6 and there was 15,4% (6 students) who achieve a score $\geq 75$	The word "achieve" is a suitable word that refers to the score. Because "achieve" means reaching a desired objective or result by effort, skill, or courage.
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These are a few instances of word choice errors committed by students preparing thesis abstracts in their final year. By using proofreading and soliciting professional opinion to evaluate the prepared abstract, errors can be anticipated. thus, such mistakes in the thesis abstract writing cannot occur.

### c. Capitalization

Writing words with the first letter capitalized and the subsequent letters in lowercase is known as capitalization. Writing professionals are careful with capitalization. If there is any question, he should avoid using it. The primary purpose of capital letters is to draw emphasis to a specific component within a group of individuals, locations, or objects. The researchers discovered 70 capitalization issues in the data. The following table provides descriptions and evaluations of several capitalization errors:

**Table 3. The Capitalization errors Example**

Error Identification	Error Correction	Error Description
This research was aimed to improve the students" ability in writing announcements throughthe gallery walk technique of eight grade at MTs negeri 1 jombang	This research aimed to improve the students" ability in writing announcements throughthe gallery walk technique of eight grade at MTs Negeri 1 Jombang.	The capital letter is used for a specific place. So, MTs Negeri 1 Jombang is the name of the school/place.

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The objective of this research is to know the improvement of Collaborative Writing Strategy in Students' ability in Writing Descriptive Text.	The objective of this research is to know the improvement of collaborative writing strategy in students' ability in writing descriptive text.	The capital letter is used in major words in the title of books, articles, and songs. However, in this case, those words are not the title of the research or book but the objective of the research.
The researcher conducted classroom action research as the methodology of this research in the Eight grade of MTs Negeri 1 Jombang in Academic year 2021/2022.	The researcher conducted classroom action research as the methodology of this research in the Eighth grade of MTs Negeri 1 Jombang in academic year 2021/2022.	The capital letter is not used for both ordinal numbers and cardinal numbers. The uppercase letter at the beginning of "Academic" is not supposed to be used because the capital letter is used in writing days of the week, months of the year, and holidays.
to investigate how the implementation and how the result of the implementation of riddle game media increase students' ability in speaking for the Eleventh Grade Students in academic year 2021/2022.	to investigate how the implementation and how the result of the implementation of riddle game media increase students' ability in speaking for the eleventh grade students in academic year 2021/2022.	The capital letter is used in writing proper nouns. It means that the noun must be specific. So eleventh grade students are not a specific one; it's a group of students.
The result of the data analysis showed that the students' ability in using simple present tense improved after being taught by who am i game.	The result of the data analysis showed that the students' ability in using simple present tense improved after being taught who am I game	The capital letter is used in writing the single-letter word, and the first person of the pronoun „I“

These are a few instances of capitalization mistakes committed by college students when writing thesis abstracts. By using proofreading and soliciting professional opinion to evaluate the prepared abstract, errors can be anticipated. thus that such mistakes in the thesis abstract writing cannot occur.

#### d. The Word of Omission

Missing elements in a well-formed speech that should be present are an indication of omission errors. The data the researchers discovered revealed 32 omission mistakes. The following table will list and rate examples of omission errors:

**Table 4. The Example of Omission errors**

Error Identification	Error Correction	Error Description
The technique of analyzing the data of this research was applied ^ quantitative and qualitative approach.	The technique of analyzing the data of this research was applied by using a quantitative and qualitative approach.	The kind of this sentence is passive voice. So passive sentences use „by“ for completing a sentence that refers to an object. The word „using“ is added to the complete mean of the approach.
Based ^ interview sheet, observation sheet, diary notes, and documentation showed that the students“ response was very good.	Based on interview sheet, observation sheet, diary notes and documentation showed that the students“ response was very good	The preposition „on“ must be added because it describes the position of something and clarifies the relationship.
This research ^ is applied to classroom action research.	This research was applied to classroom action research.	This type of sentence is a passive voice. So, the pattern of passive voice uses to be „was“ plus the past participle verb
The research was applied by ^ classroom action research.	The research was applied by using classroom action research	The word „ using“ must be added because in this case, the object of the sentences is an

		approach or the way the research is done
It can be concluded that there was an improvement ^ in the students' ability in using the simple present tense.	It can be concluded that there was an improvement in the students' ability in using the simple present tense.	The preposition „of“ is used to clarify the possessive and the relationship of the words.

These are a few instances of omission errors committed by students writing their thesis abstracts in their final year. By using proofreading and consulting an expert's opinion to evaluate the written abstract, this error can be avoided. thus that such mistakes in the thesis abstract writing cannot occur.

#### e. Spelling

Spelling is a good and correct way of writing. It is the process or activity of writing the letters of words in the correct order. Spelling errors are marked by writing the word letters according to unacceptable usage. According to the data the researchers found, there were 11 spelling mistakes. The examples of misspellings will be described and evaluated in the following table.

**Table 5. The Example of Spelling Errors**

<b>Error Identification</b>	<b>Error Correction</b>	<b>Error Description</b>
The object of this research was to improve students' abiity in writing the announcement.	The object of this research was to improve students' ability in writing the announcement.	There is no word „abiity“ in the dictionaries. That must be „ability“
This research aimed to find out the effectiveness of writing diary activities in improving students' ability to taching recount text.	This research aimed to find out the effectiveness of writing diary activities in improving students' ability in teaching recount text	There is no word „taching“ in the dictionaries. That must be „teaching“.

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The total improvement of students' scores from the pretest and post-test of cycle II was 64.56%	The total improvement of students' scores from the pretest and post-test of cycle II was 64.56%	The word „improvement“ has no meaning. However, „improvement“ is the correct spelling and has meaning.
test question scores in smester 2 academic year 2021/2022	test question scores in semester 2 academic year 2021/2022	In this case, „smester“ has no meaning. We must add the letter „e“ to become „semester“ so that it has meaning.
The result of this reserach showed that there was an increase students in speaking skill.	The result of this research showed that there was an increase students in speaking skill.	The word „reserach“ has no meaning. However, „research“ is the correct spelling and has meaning.

These are only a few instances of spelling errors encountered by college students when writing thesis abstracts. Writing and proofreading exercises can be used to address spelling issues. Therefore, mistakes like those cannot be found in the thesis abstract.

#### **f. Punctuation**

Punctuation marks are a group of symbols that group and make clear the content of various texts. Punctuation marks are used to connect or divide words, phrases, or clauses in order to make the content of a document clearer. Punctuation errors are defined by writing marks that have an ambiguous meaning, such as those used to finish sentences or separate clauses. The researchers' data revealed that there were 14 punctuation mistakes. The following table will provide examples of punctuation errors and an evaluation of each one:

**Table 6. The Example of Punctuation Errors**

<b>Error Identification</b>	<b>Error Correction</b>	<b>Error Description</b>
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There were four meetings during the research, they were pre-test, post-test I, and post-test II.	There were four meetings during the research; they were pre-test, post-test I, and post-test II.	The semi-colon is an immensely useful punctuation mark for those who are looking to slam two slightly related clauses together into a single triumphant sentence. So, in this case, the semi-colon is used as a super-comma, to separate items in a long list
This research was conducted at MAN 1 Jombang academic year 2021- 2022	This research was conducted at MAN 1 Jombang academic year 2021/2022	In this case, academic year must use the forward slash to indicate „or“. So it means academic year 2021 and or 2022.
The students” score in the cycle I test was 68.22	The students’ score in the cycle I test was 68.22	Apostrophes are used to clarify the function of a noun by indicating possession and showing omission. So in this case, it uses the apostrophe to form a possessive noun (students).
It was shown from the mean of the orientation test was 47.82 there were 17,39% who got point 68 above.	It was shown from the mean of the orientation test was 47.82; there were 17,39% who got point 68 above.	In this case, the semicolon must be used to clarify in written language by joining independent clauses because there are two independent clauses here.
The objective of this research was to get empirical evidence about the effect of the Direct Method on students” vocabulary	The objective of this research was to get empirical evidence about the effect of the Direct Method on students” vocabulary	Apostrophes are used to clarify the function of a noun by indicating possession and showing omission. So in this case, it uses the



mastery and to identify the student's achievement in learning vocabulary	mastery and to identify the students' achievement in learning vocabulary	apostrophe to form possessive noun (students)
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Examples of punctuation mistakes committed by undergraduate students when writing their abstracts are provided below. Understanding how to utilize each punctuation mark and proofreading helps solve most punctuation issues. Therefore, these mistakes cannot be found when drafting an abstract thesis.

### **g. Tenses**

The English language places a great deal of importance on the usage of tense, which is the form of the verb that is employed to express the moment of occurrence. It denotes when something happened, whether it was recently, is currently happening, or will happen at some point in the future.

When the incorrect verb tense is used, a tense error occurs. The verb tense, which might be in the past, present, or future, informs the reader about our statement when the action is occurring. The result was that language learners frequently make this grammatical mistake. The data the researchers uncovered revealed 119 tense mistakes. The following table will list and assess tenses errors as examples:

**Table 7. The Example of Tenses Errors**

<b>Error Identification</b>	<b>Error Correction</b>	<b>Error Description</b>
It indicated that the score and the mean in the second cycle were better than in the first cycle.	It indicates that the score and the mean in the second cycle were better than in the first cycle.	In writing an abstract of research, the conclusion must be written in the present form.
The objective of this research is to know the improvement of collaborative writing strategy in students' ability in writing descriptive text.	The objective of this research was to know the improvement of collaborative writing strategy in students' ability in writing descriptive text.	In this case, it is the purpose of research, so it must be written in past form.

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The researcher concluded that the research improved students' skill in writing recount text by writing diary activities and getting a better score.	The researcher concludes that the research improved students' skill in writing recount text by writing diary activities and getting a better score.	This is a kind of conclusion from the abstract of the research. So, it must be written in a present form.
It was found that teaching writing narrative text by using the outline technique could improve the students' ability	It is found that teaching writing narrative text by using the outline technique can improve the students' ability.	In this case, it is a conclusion from the abstract of the research, so it must be written in a present form.
After analyzing the data, the writer found that the mean value of the experimental class is 80, while the mean value of the control class is 70	After analyzing the data, the writer found that the mean value of the experimental class was 80, while the mean value of the control class was 70	This kind of the result of research. So, in writing the result of the abstract, must be written in a past form.
The research method applied in this study is collaborative classroom action research the setting of this study is SMK N 1 Jombang and the subject of this study are the students of the tenth grade of SMK N 1 Jombang.	The research method applied in this study was collaborative classroom action research the setting of this study was SMK N 1 Jombang and the subject of this study was the students of the tenth grade of SMK N 1 Jombang.	In this case, this is a kind of method that has been used in the research. So, it must be written in a past form. The setting and the sample of the research that has been used must be written in a past form

These were a few instances of tense errors committed in thesis abstracts by students who had not yet graduated. Simply understanding the sixteen tenses and how they differed, would solve the tenses problem. Problematic changes in verb tenses could be easily detected and avoided if we knew how to use them. Therefore, these mistakes could not be found when drafting an abstract thesis.

### h. Word Form

The numerous tenses a word might have in a language context are known as word forms. The four different word forms are noun, verb, adjective, and adverb. Depending on the linguistic surroundings. Word tenses are created by the processes of compounding, derivation, inflection, clipping, acronyms, and other word construction techniques. Word form mistakes, on the other hand, show that while you choose the right base word, the word form does not correspond to its placement within the context of the phrase. There were 33 misspellings, the researchers' data revealed. The following table provides descriptions and evaluations of some tenses-related errors:

**Table 8. The Example of Word Form Errors**

<b>Error Identification</b>	<b>Error Correction</b>	<b>Error Description</b>
The objective of this research is to know the improvement of collaborative writing strategy in students' ability in writing descriptive text.	The objective of this research was to know the improvement of collaborative writing strategy in students' ability in writing descriptive text.	This kind of word formation is derivation. In the sentences, after the verb „know“, it cannot be followed by the word „improving“. it must be followed by the noun. So, the noun from that word must be „improvement“.
The students' response to writing teaching when they were bwing taught by using guided writing was very good.	The students' response to writing teaching when they were being taught by using guided writing was very good.	This kind of word formation is derivation. In this case, the word „respond“ means an action verb. However, in this sentence must be a noun. So, the noun from that word is „response“.
It suggests for the teacher who wants to teach simple present	It suggests for the teacher who wants to teach simple present	This kind of word form is inflection. It is the process of changing

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tense can use who am I game.	tense can use who am I game.	the word by adding the additions but it does not the class of a word. So, because it is a simple present tense form, the third singular person must use the verb plus „s“
The result of the data shows that the students are more interested and motivated in comprehending reading text	The result of the data shows that the students are more interested and motivated in comprehending reading text	This kind of word formation is derivation. In this sentence, the word „interest“ means an abstract noun, but it must use an adjective to clarify the meaning. The word “ motivate“ is an action verb, however, in this case, it needs an adjective to clarify and modify the noun.
The student was not difficult and felt confident to speak in front of the class	The student was not difficult and felt confident to speak in front of the class	This kind of word formation is derivation. In this sentence, the word „to“ must be followed by the simple form of a verb, and the simple form of „ speaking“ is „speak“. So, it is called the infinitive.

These are some instances of grammar mistakes committed by students writing their thesis abstracts in their final year. Writing exercises, utilizing a dictionary to search up words and their forms, and comprehending the grammar of some frequent endings and their applications can all help with tense issues. Like, the thesis abstract cannot contain these faults.

### **3. The Way of Errors Occurred**

#### **a. Addition Word**

Summing errors mean words that are not supposed to be presented or appear in sentences or clauses to make well-formed utterances. Based on the data that the researcher found, there are 4 additional word errors, how these errors can occur will be analyzed in the following example:

**Example:** The aim of this study is: to know the students' ability in learning English grammar. (The aim of this study is: to know the students' ability in learning English grammar). Based on the example above, it could be seen that an error occurred by using the double word "of" at the same time, which means redundancy in well-formed utterances. It could be concluded that the writer was careless about the writing of the thesis abstract.

#### **b. Word Choices**

The data the researchers gathered indicated that language learners occasionally forget to use terms to make their compositions simple to grasp. Since two words can occasionally have the same meaning but be used in different ways in a sentence. The example given below provides a clear explanation:

**Example:** The research was conducted experiment in two different classes with Direct Method was employed in the experimental class and another technique was employed in a controlled class. (The research was conducted an experiment in two different classes with the Direct Method was applied in the experimental class and another technique was applied in a controlled class). Based on the example above the error in word choice can be happened because of the differences in using words with similar meanings. The word "employed" refers to the job or activity that must be done by the employee. However, the word "applied" refers to practical use as opposed to theoretical.

#### **c. Capitalization**

**Example 1:** This research was aimed to improve the student's ability in writing announcements through the gallery walk technique of eight grade SMA negeri plosojombang. (This research was aimed to improve the student's ability in writing announcements through the gallery walk technique of eight grade SMA Negeri Plosojombang). Based on the example above the error occurred by using a noncapital letter for a name of a specific place.

**Example 2:** the result of the data analysis showed that the students' ability in using simple present tense were improved after being taught by who am i game. (the result of the data analysis showed that the students' ability in using simple present tense was improved after being taught by who am I game.). This error occurred by using a noncapital letter for writing the single-letter word of pronoun.

Because there are no rules governing the use of capital letters while writing the single-letter pronoun "I" in Indonesian, it can be said that the Indonesian language interfered and caused the error. Furthermore, while transcribing specific location names that needed to be capitalized, the authors lacked sufficient awareness of English language conventions. The error is caused by both of these factors.

#### **d. Omission Word**

The absence of a component that should be included in a well-formed utterance indicates an omission error. The following example will provide a clear description of how the omission occurs:

**Example:** The research was applied by ^ classroom action research. (The research was applied by using classroom action research.) based on the example above the error occurred because the word „ using“ must be added because in this case, the object of the sentences is an approach or the way the research is done. Without using the word “using” it couldn't be understood easily. It may lead to the conclusion that the writer got confused with, and misused the rule of by form which indicates the process or the compliment for the object of writing a passive voice sentence.

### e. Spelling

The majority of spelling mistakes made by undergraduate students occur by using the wrong letters, omitting letters, or adding letters when not necessary as shown in the example sentences below.

**Example 1 :** It indicated that was an improvement of students' ability in mastering present future tense.. (It indicated that was an improvement of students' ability in mastering present future tense.) The error occurred by using an incorrect letter.

**Example 2:** the total improvement of students' scores from the pre-test to the post-test of cycle II was 64.52%. (the total improvement of students' scores from the pre-test to the post-test of cycle II was 64.52%.) The above example contains the error which occurred by omitting a letter.

**Example 3:** to find out whether the improvement of students' ability in writing descriptive text through collaborative writing strategy. (to find out whether the improvement of students' ability in writing descriptive text through collaborative writing strategy). Adding an unnecessary letter caused the error in Example 3. Data analysis revealed that the cause of the above errors was the writer's limited knowledge of English vocabulary. Another possible cause derived from their carelessness.

### f. Punctuation Marks

Omissions and additions are two forms of errors that can be distinguished based on the data gathered and analysis. The comma (,) and the apostrophe (,) were the most problematic punctuation marks. Further investigation revealed that the issue is caused by the different usage of both punctuation marks in Indonesian and English. The example given below provides a clear explanation.

**Example :** the students' score in the cycle I test was 68.22. (the students' score in the cycle I test was 68.22) . Based on the example above can be seen that the writer misused apostrophes. Apostrophes are used to clarify the function of a noun by indicating possession. So, in this case, it must be used the apostrophe to form a possessive noun

(students). It can happen because of the difference between using apostrophes in Indonesia and English.

### **g. Tenses**

When the incorrect verb tense is used, a tense error occurs. The verb tense indicates to the reader where in our sentence the action is occurring—whether it's in the past, present, or future. These are typical grammar errors that people learning a language make. The following example provides a succinct and detailed explanation of tense mistakes.

**Example :** The research method applied in this study is collaborative classroom action research with the setting of this study at SMK negeri 1 jombang and the subject of this study are the students of the tenth grade of SMK Negeri 1 jombang. (Research method applied in this study was collaborative classroom action research with the setting of this study was at SMK Negeri 1 Jombang and the subject of this study was the students of the tenth grade of SMK Negeri 1 Jombang).

Based on the example above, the tenses error occurs because in this case, this is the type of method that has been used in research. So, it is written in the past tense. The settings and research samples that have been used must be written in the past tense as well. This kind of tense error can occur due to differences in the context of Indonesian and English writing sentences. In Indonesia, the term tenses are not used, but written English sentences or spoken English must use tenses grammar.

### **3. Cause of Errors Occurred**

A more thorough examination of the relevant literature yields the following four primary sources of error:

**First**, interlingual interference is the main source of the most errors, this is because students always think in their first language when they produce written English sentences. It can be concluded that showing both differences and similarities between students' first language and target language should be considered in writing classes.



**Second**, intralingual interference is the learner's confusion in using the target language. Their knowledge of the target language is incomplete, so they combine knowledge of the Indonesian context with the English context.

**Third**, limited knowledge of English grammar and vocabulary is another important source of participant errors. Very limited knowledge of English grammar and vocabulary causes the writer to make mistakes (Chahya Kusuma, 2017). The data shows that knowledge of English grammar and vocabulary needs to be improved. The study participants stated that their grammar and English vocabulary knowledge was inadequate to be good at abstracting thesis writing.

**Fourth**, Carelessness: although carelessness seems to be a source of little error, it cannot be ignored. Raising awareness of EFL writers about the downsides of sloppiness can help reduce errors in their writing. Previous studies have shown that interlingual interference and intralingual interference are two sources of errors found in the writing of EFL and ESL learners. The findings of this study also agree with the stated conclusions. The current study, in addition, wants to draw attention to other sources that can lead to serious errors.

Knowledge of grammar and English vocabulary is very limited and the carelessness of students is another source that cannot be underestimated. EFL learners' awareness of these two sources must be raised to reduce unexpected errors.

## **B. Discussion**

Based on the aforementioned facts, the researcher discovered that there are eight different categories of faults that undergraduate students commonly make in their abstract written theses: extra words, word choice, capitalization, omissions, spelling, punctuation, tenses, and tenses. Undergraduate students at the English Language Education University and department students at KH. A. Wahab Hasbullah University frequently make errors of that nature.

Researchers have examined 30 thesis abstract papers. To make it simpler for researchers to interpret data, the first step is to identify the error. This can be done by employing coding to detect researcher faults. Researchers categorize errors into categories and types of errors after discovering them. The researcher then assesses each inaccuracy and makes adjustments. Numerous writing faults were discovered by the researcher in the thesis' abstract paragraph. According to the data analysis, undergraduate students still frequently write their thesis abstracts incorrectly. Tenses, word choice, and capitalization were found to be the three sorts of errors that caused the greatest difficulty for students who passed, according to the errors. Undergraduate students frequently make tense errors, which are followed by word choices that are in the second rank, and capitalization errors that are in the third rank. These results lead to the conclusion that there are still many students who have not graduated and who do not carefully read over and edit their thesis abstracts.

## **CONCLUSION**

### **A. Conclusion**

Based on the findings and discussion in the previous chapter, the researcher has the following conclusions:

1. There are eight types of mistakes made by undergraduate students: addition words, word choice, capitalization, omissions, spelling, punctuation, tenses, and tenses.
2. The way the error occurs varies greatly depending on the type of error: additional word errors occur by adding words that have the same meaning and make them redundant, word choice errors occur by choosing unnecessary words, capitalization errors occur by misusing capital and non-capital letters, word omission errors occur because items that should not appear in good utterances do not appear, spelling errors occur by writing the word according to unacceptable usage, punctuation

errors occur by using unnecessary marks, and tenses errors occur by using the word wrong tenses.

3. Errors may occur due to interlanguage interference, intralingual interference, limited knowledge of English grammar and vocabulary, and carelessness.

### **B. Suggestion**

Based on the research results, the researcher has some suggestions for English lecturers, students, and subsequent researchers as follows:

1. For English lecturers

They should give students more practice to make them understand the material better and reduce errors in their sentences.

2. English lecturer should pay more attention when correcting and checking the text of the thesis abstract.

3. For Students

Students must learn to use the rules of tenses in writing thesis abstracts. students should take more care and pay more attention to the grammar of the material when they write texts and it is suggested to students make peer feedback and proof-reading before publishing their writings.

4. For the further researcher

Future researchers can use this research as a reference for conducting other research by researchers in the same field. They are also expected to be able to cover the boundaries of this; they can do research with taxonomy in this research but in a different grammatical aspect. The author hopes that future researchers can prepare everything as well as possible in conducting research and can follow up on this research.

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