GRAMMATICAL ERRORS IN WRITING ABSTRACT OF *SKRIPSI* MADE BY ENGLISH DEPARTMENT STUDENTS AT UMSU

SKRIPSI

Submitted In partial fulfillment of the requirements
for degree of Sarjana Pendidikan (S.Pd)
English Education Program

By :

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2018

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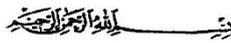
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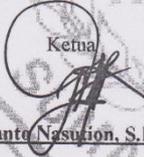
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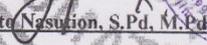
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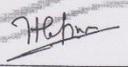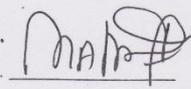
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Judul Skripsi	: Grammatical Errors in Writing Abstract of *Skripsi* Made by English Department Students at UMSU

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
09 - 03 - 2018	Data Analysis Background	
14 - 03 - 2018	Abstract & Data Analysis	
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27 - 03 - 2018	Data Analysis revision	
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Medan,   Maret 2018

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LEMBAR PENGESAHAN SKRIPSI

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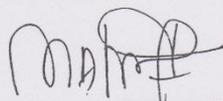
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ABSTRACT

Siregar, Pajriah. 1402050148. "Grammatical Errors in Writing Abstract of *Skripsi* Made by English Department Students at UMSU". Skripsi. English Education Program Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2018.

This study deals with Grammatical Errors in Writing Abstract of *Skripsi* Made by English Department Students at UMSU . The objectives of this study are to investigate the types of grammatical errors and to describe how the errors are occurred in writing abstract of *skripsi* made by English department students at UMSU. This study was conducted by applying descriptive qualitative design. The source of data were taken from students' abstract of skripsi made by English department students at UMSU. The data were analyzed by by using documentary technique of Miles Huberman and Saldana (2014). It was consisted of three steps were data collection, data condensation, data display, and conclusion drawing or verification.The findings of this study were found there were 50 sentences which having grammatical errors from the 15 *skripsi.* Those errors were word form, verb tense, word order, and run on sentence. From these type of errors, word form were 3, verb tense were 41, word order was 1 and run on sentence were 5. There were errors occurred in abstract, especially in arranged simple past tense ungrammatically and using singular and plural incorrectly. This researcher suggests the next researcher develop this study by using different object which are not in this study. It could be in writing each genre, writing applicaion letter or other wriing sructure.

Keywords *: Grammatical Errors, Abstract of Skripsi*

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بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

In the name of Allah SWT, the most Gracious and the most merciful, praise to Allah SWT the Lord of universe. First and above all, the researcher would like to express her thanks to Allah SWT, who has given her blessing and mercies, so that she could finish the study. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who has brought humans being from the darkness into the brightness era. Thirdly, she would like to thanks to her beloved parents, Mr. Adian Siregar and Mrs. Leli Asni Daulay for their sincere prayers, love, attentions, strengths, advices, motivations and supports in moral and material during her academic years in completing her study.

In writing this study entitled *"Grammatical Errors in Writing Abstract of Skripsi Made by English Department Students* at UMSU*"*, there were many difficulties and problem faced by her and without much help from the following people, it might be impossible for her to finish it. Therefore, she would like to thanks to the people mentioned below :

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Finally, the researcher hopes that this study will be useful for the reader, especially for the students of English Department who want to do the same research and may God bless all of us.

<div align="right">

Medan, March 2018
Researcher

<u>PAJRIAH SIREGAR</u>
1402050148

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CHAPTER I

INTRODUCTION

A. Background of the Study

Grammar is the set of structural rules which influences the composition of clauses, phrases, and words in any given language. It is the systematic study and description of a language, and it helps us to understand how words and their component parts combine to form sentences. Grammar is an explanation of how the form of words can be changeable and united into sentences in a language (Harmer 2001:12). Grammar organizes the language, so that the meaning of a sentence can be clear and easy to understand. Grammar is important in daily life especially in writing. When a message is relayed with the correct grammar, it is easier to understand the purpose and meaning of message.

English has been used to write scientific papers for international journals or to participate in international conference. This paper will describe some aspects of language used in scientific writing such as tense choice, clarity & conciseness, style, sentence variety, diction, etc. The language of science should be formal, straightforward, concise and brief. A scientist who uses complicated, metaphorical or ambiguous sentences may mislead the readers. Accordingly his message will not be properly understood by them. The writer should have a through knowledge of certain grammatical rules. Both written and spoken language always involve a set of grammatical rules. Those who do not master such rules properly will not be able

to write a good scientific paper or speak English correctly. The patterns and rules of English are, to some extent, different from their first language (e.g. Indonesian). The Indonesian language does not have any tenses; "time" is identified by introducing adverbs of time. Writing that is poorly punctuated and contains grammatical errors is difficult to read and sometimes impossible to understand. If the reader has to go back and re-read a sentence several times because they are not quite sure what it means, it spoils their reading experience and they are quite likely to misunderstand the point or even give up and not read any further.

An abstract is a one-paragraph summary of a research project by a professional, other than the author, of essential contents of a work, usually an article in a periodicaltogether with the specification of its original. An abstract is a self-contained, short, and powerful statement that describes a larger work. Components vary according to discipline. An abstract of a social science or scientific work may contain the scope, purpose, results, and contents of the work. An abstract of a humanities work may contain the thesis, background, and conclusion of the larger work. An abstract is not a review, nor does it evaluate the work being abstracted. While it contains key words found in the larger work, the abstract is an original document rather than an excerpted passage.

Students that entered English Study program are required to write their final project in English. By the time they are asked to do so, they had already learned English for 7 semesters. Looking at their experience, it is logical to assume that they are already capable of writing in perfect English. In actuality, many of them

are not exempt from making grammatical errors in their writing. They still confused arrange sentence grammatically.

For example, " ....The techniques of the data collection were quantitative data the write recount text and qualitative data observation sheet and diary noes.........", it's a piece of writing abstract by Evie Ernawati Harahap. There is the grammatical error in writing her abstract. "The write" is grammatical error in using word choice. We know that "the" is article as modifier to noun. "The write" should be written "in writing".

Writing task is a task which involves the students in manipulating words in grammatically correct sentences and in linking those sentences to form a piece of continuous writing which successfully communicate the writer's thoughts and ideas on certain topic. It means that, in writing task, they are aware of their goal to express their idea briefly and base on the correct grammar or the main purpose is to express ideas clearly with the correct grammar in the form of message written language and it must be understood by the readers so that it does not make them confused.

This research is expected to be able to find the types of grammatical errors in writing abstract of *Skripsi* made by English students at UMSU. The study will be focused on the error types based on the Betty Schrampfer Azar's error analysis which are classified into singular plural, word form, word choice, verb tense, add a word, omit a word,word order, splelling, article, capitalization, run-on sentence and punctuation, but the researcher only used word form, word choice, verb tense, word

order, article, and run-on sentence to support the study.The researcher chooses Betty Schrampfer Azar book in analyzing students' writing error because this book is almost used by not only students but also the lecturer in many universities. In addition, this book is easy to be understood.

B. The Identification of the Problem

The problem of this research is indentified as follows:

1. The types of grammatical errors in writing abstract of *skripsi* made by English department students at UMSU.

2. The student's grammatical errors occurred in writing abstract of *skripsi* made by English department students at UMSU.

C. Scope and Limitation

The scope of this study is focus in grammatical in writing abstract of *skripsi* made by English department students at UMSU. In addition, the researcher also limits the study on analyzing the types of grammatical error based on the Betty Schrampfer Azar's error analysis in writing abstract of *skripsi* made by English department students at UMSU and the error types are classified into word form, word choice, verb tense, word order, article, and run-on sentence.

D. The formulation of the Problem

This study examined the following questions :

1. What types of grammatical errors in writing abstract of *skripsi* are made by English department students at UMSU?

2. How is the student's grammatical errors occurred in writing abstract of *skripsi* made by English department students at UMSU?

E. The Objective of Study

In the relation of the problems of study, the objectives of studies are :

1. To investigate the types of grammatical errors in writing abstract of *skripsi* made by English department students at UMSU.

2. To describe how the errors are occurred in writing abstract of *skripsi* made by English department students at UMSU.

F. The Significances of Study

The findings of study are expect to be useful. The benefits of this study are:

a. Theoretically

The result of the research can be a reference for those who want to conduct a research in Grammatical Error especially in analyzing writing.

b. Practically

1. The students, to enrich their knowledge and understanding in identifying the types of errors and to avoid making the errors ove and over.

2. For the teacher is to help them to make the new strategies in teaching grammar.

3. The other researchers, to enrich their knowledge about errors. It will give clear understanding about them so they can study and analyze deeply.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting research, theories are needed to explain some concepts ore terms applied in the research concerned. Some terms are used in this study and they need to be the theoretically explained. This framework is certainly useful, and can handle the errors of relatively advanced learners. In following part, theoretical elaboration on terms used, will presented.

1. Grammar

Grammar is one of three main components of language that could be defined as the whole system and structure of a language which is usually taken by consisting of syntax and morphology. Grammar is regarded as an obligation or a set of rules accounting to conduct a sentence. To analyze people whom have good education with whom do not have education are from their spoken and written. If they use good grammar, it means that they have good education. Grammar is always used in the formal such as : in the government, in he company, in the school etc.

Grammar is the role in language for changing the form of words and combining them into sentences; a good understanding of grammar is the principles of English Grammar. Grammar is an explanation of how the form of words can be changeable and united into sentences in a language (Harmer 2001:12)

Grammar can be defined as a systemic way accounting for a predicting an ideal

speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the languageThe grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units. The rules that show how words are combined, arranged or changed to show certain kinds of meaning.

One of the most fundamental claims of modern linguistic analysis is that all languages have a **grammar** it could not be any other way. If a language is spoken, it must have a phonetic and phonological system; since it has words and sentences, it must also have a morphology and a syntax; and since these words and sentences have systematic meanings, there must obviously be semantic principles as well.

Grammar is concerned with how sentences and utterances are formed. In a typical English sentence, we can see the two most basic principles of grammar, the arrangement of items (syntax) and the structure of items (morphology).

Grammar is a set of rules by which people speak and write. These rules are not always understood consciously because the rules we refer to are those hardly anyone ever thinks about, but wish allow people to use their language easily and naturally most of the time.

Grammar is generally thought to be a set of rules specifiying the correct ordering of words at the sentence level. The Longman Dictionary of Applied Linguistictcs defines it as " a description of the structure of a language and the way in which units such as words and phrases are combined to produce sentences in the language" (Nunan :154)

Grammar is a systematic study o scientific method which provides us information and guidance necessary to learn a language. The science of grammar teaches us how a language is spoken and written correctly and effectively.

Based on the experts'definition grammar above, it can be conclude that the grammar is rules of how words and their component parts are combined to make sentences. Grammar has same rule in language usage and structure sentences that students have learned although it made difficult to students in learning English.

2. Error

In speech and writing, making errors is not an easy thing to be avoided. Chomsky calls those errors as competence errors. Brown (2000:217) defines an errors as noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Errors are ruled-governed, they are systematic and show the lack of knowledge of learners.

Errors cannot be self-corrected until further relevant (to that error) input (implicit or explicit) has been provided and converted into intake by the learner. In other words, errors required further relevant learning to take place before they can be self-corrected. In learning English as a second or foreign language, it commonly happens that most Indonesian students face problem and they often make errors when writing actions asked for. The erroneous sentence of them are familiar with learners and their first language. For the learner, they tell that such a structure is not yet mastered.

Errors means something done wrong by the learner because she/he does not know or cannot use the correct system. Errors are he use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning Erdogan (2005:261) it occurs because the learner does not know what is correct, and thus it cannot be self-corrected. According to Corder says that errors are the result of some failure of performance. It means that the students make language deviation then he/she gets wrong or fail. It reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.

From the explanation above error is a deviated conversation from the native speaker related to structural system. Errors cannot be avoided in language learning because it is natural when students learn a new language because learning is process where they make errors first to improve their ability. Although errors are bad, errors can bring some benefits for some aspects. And the error cannot be self-corrected as mistakes do, but it needs people's correction.

3. **Mistake**

A mistake refers to a performance error that is either a random guess or a slip. Mistakes may occur in writing of native speaker or during speech, such as slips of tongue, slips of pen and slips of ear. Mistakes happen because of memory limitation and less of concentration or tiredness. Everybody makes mistakes in both native

and second language situation. Mistakes, when attention is called to them can be self-corrected.

According to Brown, says that normally, native speakers are able to recognize and correct such "lapses" or "mistakes" which are not the result of a deficiency in competence, but the result of imperfection in the process of producing speech.

Based on explanation above, it can be concluded that mistakes refers to unsystematic error performance which could be causes by the slip of tongue, slip of pen and slip of ear. It can be self-corrected by the learner themselves. And mistakes made by learners because he/she does not follow the rule of writing that they are know. According to linguistics, mistakes have a rather low frequency while errors have higher frequency. In lerning English as a foreign language, students commonly have problem and make errors in their writing. Their erroneous sentences of their writings are familiar with their first language, because the students are still affected by the structure of their first language.the learners thought mastery of grammar and structure are their problem in writing. For example, the students often write, "What the conclusion the topic above?" instead of "What is the conclusion of the topic above?". However, it is an error in writing, the grammar is not well so the corrections of others are needed.

4. The Distinction between Error and Mistake

In order to analyze learner language, it is crucial to make distinction between error and mistake. A distinction is sometime made between an error which result from incomplete knowledge and a mistake made by a learner when writing or

speaking and which is caused by lack attention, fatigue, carelessness or other aspect of performance.

At the point, corder inroduces an important distinction between errors and mistakes. Mistakes are deviations due to performance factors such as memory limitations (eg mistakes in the squence of tenses and agreement in long sentences), spelling pronunciation, fatigue, emotional strain, ec. On the other hand, Errors are systematic, consistent deviances characteristics of the learner's linguistic system at given stage of learning.

Hourani (2008:11) makes a clear distinction between errors and mistakes. She states that errors are "systematic deviation when a learners not learn something and consistenly gets wrong". When a learner of english as a second or a foreign language makes an error systematically, it is because he/she has not learn the correct form.

From explanation above, it is clear that error and mistake are exactly different. When students make error, they do not know what is correct and accours repeatedly. Mistake refers to the performance of errors that is unsystematic, and it can be caused of the less concentration that is made by the learners themselves so the slips of tongue, pen, and ear can be happened. But mistakes can be self-corrected by the learner themselves. Mistake must be carefully distinguished from errors of a second language learner because sometimes the distinguishing between error and mistake is difficult, but according to linguistics, mistakes have a rather low frequency but errors have high frequency in occurring.

For examples of the errors, *My brother is more smarter than My sister, My brother is more smart than My sister.* It is called error because i occurs repeatedly when the students still do exercises. However, the teacher has taught the students. The student still do incorrect in heir exercise. In other side, for examples of the mistakes, *My brother is smartermy sister, My brother is smarter than My sister.* It is called mistake because the students only do incorrect sentence in he first statement. But in the next statement, the student have known to make correct sentence. From the explanation above it can be concluded that mistake is something natural, something that human or learners may correct and identif, while errors are systematic that can not be self corrected by learners because they have not learnt the correct form or do not know what is correct.

5. **Procedure of Error Analysis**

   a. Identifying Errors

The first step in the process of the error analysis is the identification of errors. Coder provided a model for identifying erroneous or idiosyncratic utterances in an L2. According to Coder's model, any sentence uttered by the learner and subsequently transcribed can be analyzed for idiosyncrasies. A major distinction is made between overt and covert errors. Overtly erroneous utterances are those that are unquestionably ungrammatical, covertly erroneous utterances are grammatically well formed but not interpretable within the normal context of communication.

b. Describing Errors

On a rather global level, errors can be described as errors of addition, ommission, substitution, and ordering, following the standard mathemaical categories. The second classification can be done according to the levels of language : phonology, lexicon, grammar, and discourse. Often, of course, it is difficult to distinguish different levels of errors. A word with a faulty pronunciation, for example, might hide a syntactic or lexical error. Nevertheless, the categories can help you to identify where the learner is in terms of his own system. The third classification can be considered from the systematicity of the errors : presystematic errors, systematic errors, and post systematic errors.

A presystematic error is a stage in which the learner is only vaguely aware that there is some systematic order to particular class of items. Partial consistency can mask a presystematic error. If a learner at some point said,"John can sing" and an other occasions has been heard to say "John cans sing" he may be in a presystematic stage with respect to the non-enflectional nature of modals. At this stage the learner is not able to correct this error nor to ëxplain" it.

6. The Cause of Error

Error is common thing occurred in the learning process of target language. No one can avoid themselves from making mistake in learninglanguage. The error or mistake may be caused by some factors that have been identified and described by the linguistics. There are two factors that cause the occurrence of error: Interlingua errors and intralingua errors.

a. Interlingua errors

Interlingua is a system that has structurally intermediate status between native language and target language. The errors, as cited by Wilkins that occur in learning foreign language are caused by the interference of mother tongue. Those errors occurred because of the features of two different languages.

The second or foreign language learners have already acquired their first language, therefore, when they learn their second or foreign language, they apply the rules of their first language into the target language. To identify interlingua errors, the researchers usually translate the grammatical forms of learners' tense – used in target language – into learners' tense of first language to see the similarities of pattern used by the learners, *for instance*, The girl beautiful → The beautiful girl.

b. Intralingua errors

Since intralingua errors are considered as the learners' errors come from transferring rules of their first language into the target language, "intralingua errors, as noted by McKeating, are considered as the learners' errors come from the faulty generalization of target language's rules. "Linguists have classified the possible causes of Intralingua errors into four. They are: "*overgeneralization, ignorance of rules restriction, incomplete application of rules,* and *false concept hypothesized.*"

1. Over-generalization

Over-generalization deals with the deviant structures produced by the learners using their previously acquired rules when they construct a new form of sentence. They generalize the rules of their previous knowledge to make other sentences, *for instance*, the sentence *she write a letter* is influenced by *I write a letter*.

Over learning of structure can also cause overgeneralization. Certain types of teaching techniques increase the frequency of overgeneralization, such as pattern drills a transform exercises. Those can interfere the sentence production of the learners. At other time, learners produce *he walks* which contrast with *he is walking; he sings* with *he can sing.* A week later, without any teaching of the forms, the learners may produce *he can sings; he is walks.*

2. Ignorance of rule restrictions

The second cause of errors is still related with overgeneralization. In this case, learners disobey the restrictions of existing structures, so that, the application of rules to contexts where they do not apply. According to Richards, ignorance of rules restriction is the learners' failure to observe the restriction of existing structures. For example: *Both Tika is beautiful and Adinda is beautiful girl.* The correct form is *Both Tika and Adinda are beautiful girls.* Some rule restriction errors may be caused by analogy. It occurs mostly in the use of preposition. The learners who find a particular preposition with certain types of verbs tend to use the same preposition with different verbs by analogy. For example: *he said to me* results *he asked to me.*

3. Incomplete application of rules

According to Richards, the occurrence of deviancy structure represents the degree of development of the rules required to produce acceptable utterances For example: the creation of a question *"how long it takes?"* Here the learners omit the auxiliary *does* to form a question. The correct form is *"how long does it take?"*

Therefore, the learners do not complete the rules in applying them to produce acceptable sentences.

4. False concept hypothesized

False concept hypothesized deal with errors that derives from faulty comprehension of the rule distinction in the target language. In this case, learners usually misinterpret the use of certain structures of the target language. In other word, it can be said as misconception of the difference in the target language. It may be caused by the incorrect teaching technique the teacher uses. They may not know the distinctive function of certain structures of the target language. For example, the teacher usually starts from is, am, are then verb. If the teacher present item in incorrect technique, learners may have incorrect conclusion too; is, am, are the sign of present activities. Therefore, the learners may produce She *is brings* my books instead of She *brings* my books.

7. **Betty Schrampfer Azar's Error Analysis Category**

Language components include phonology (pronunciation), syntax, and morphology (grammar), semantics and lexicon (meaning and vocabulary), discourse (style). Constituents include the elements that comprise each language component. For example, within the linguistic category of morphology one may ask whether the error is in the main or subordinate clause; and within a clause, which constituent is affected, e.g. indefinite article, possessive case, third person singular verb, past participle and comparative adjective / adverb. To conduct this study, the researcher would like to include some appropriate by reviewing and discussing

definitions of the errors analysis category based on the Betty Schrampfer Azar are classified into: word form, word choice, verb tense, word order, article, and run-on sentence.

a. Word Form

In this type's error, the researcher focuses on the derivational form. Based on Frank, Marcella there are nouns, verbs, adjectives and adverbs having derivational forms. It is used for all aspects of word-structure involving affixation that it is not inflectional. These forms may express some degree of lexical meaning, or they may be little more than part of speech indicators. The derivational forms consist of the following suffixes:

1. Suffixes changing verbs to nouns:

a) Suffixes indicating *the state of _____ -ing*:

For examples:

Commerce + al = commercial

Consist + ance = consistence

State + ment = statement

Add + tion = addition

b) Suffixes indicating *a person who _____ -s, or a person who is active in _____, or a person who comes from _____*

For examples:

Defend   +   ant   = defendant

Manage   +   er   = manager

Indonesia	+	an	= Indonesian
Type	+	est	= typist

c) The suffix –ing, which express some of the verbal force of the word to which it is attached. Nouns with –ing derivational suffixes often refer to field or endeavor or recreational activities.

 For examples:

Swim	+	ing	= swimming
Dance	+	ing	= dancing
Engineer	+	ing	= engineering

2. Endings distinguishing nouns from verbs:

 For examples:

Verb	Noun
Believe	Belie*f*
Advise	Advi*ce*
Receive	Receip*t*

3. Suffixes changing adjectives to nouns to indicate *the state of being*

 For examples:

 Active + ity = activity

 Happy + ness = happiness

 Warm + th = warmth

4. Suffixes distinguishing nouns froms adjectives:

For examples:

Intelligent - Intelligence

Brilliant   - Brilliance

5. Suffixes changing concrete nouns to abstract nouns, to

indicate *the state of being a _____:*

For examples: Brother + hood = brotherhood

Hero + ism = heroism

Friend + ship = friendship

b.   Word Choice

In this type error focused on verb-preposition combination, conjunction and adverb. Based on Marcella Frank, a preposition may combine with a verb to form a new vocabulary item. This verb-preposition combination goes by several names two part verbs, composite verbs and phrasal verbs. The prepositional form used with the verbs may be referred to as a adverb, a prepositional adverb or by the more general term "particle".

The verbs in such combination s are mostly one syllable word; the most common prepositions are those denoting place *in, out, on, off, over, up, down,* and *through.*

Some of these verb-preposition combinations may be separated by their objects.

For example: *Please, hand in your paper.*

Or

Please, hand your paper in.

c. Verb Tense

In Frank, Marcella stated that the grammatical form of verbs is usually discussed in connection with tense. The description of verb forms differs according to the way term tense is interpreted. The most common interpretation of tense is a semantic one. A verb is described as a word which is used to indicate an action, a state of being of existence or possession. The verb of a sentence must agree in number with its subject. Singular subjects take singular verbs and plural subjects take plural verbs.

The Difference of Verb Form in Tenses

Tenses		Progressive
Present	offer, offers	am/is/are+offering
Past	offered	was/were+offering
Future	will+offer	will+be+offering
Present Perfect	has/have+offered	has/have+been+offering
Past Perfect	had offered	had been offering
Future Perfect	will+have offered	will+have been+offering

Source : Understanding and Using English Grammar by Betty Schrampfer Azar

d. Word Order

A sentence is an expression of a thought or feeling by means of a word or words used in such form and manner as to convey the meaning intended. It is usually considered that there are two essential elements in every sentence subject and predicate. This definition is more satisfactory because it is actually possible to identify the structural functions of subject and predicate in a sentence. According

to George, the word-order has been a matter of constant attention throughout the syntax, so that the details have already been resented under the different grammatical categories.

In English there are three wordorders:

1. Verb in the second place

   Most common order is: subject in the first place, verb in the second:

   the boy loves his dog.

2. Verb in the third place

   It is used for the most part in exclamations, where inversion is very old but now little used: *how diligent you are!*

3. Verb in the first place

    It is used in expressions of will containing an imperative and often in those containing a votive subjunctive, also in *yes* or *no* questions: *were we had only here?, Did he go?* in older English *went he?*

**e.	Articles**

According to Geoffrey and Svartvik, articles are a subclass of determiner. There are two articles in English, the definite and the indefinite. The definite article can be used with all kinds of noun except most proper noun. Azar stated that the indefinite article is same with the generic noun. The most common use o the article *a* is to indicate a specific item, whereas the most common use o the article the is to indicate a specific item. It represents a whole class of things; it is not a specific,

real, concrete thing but rather a symbol of a whole group. A symbol of indefinite article is a or an. A/an is usually used with a singular generic count noun but both article are used in the different word. If the article *a* is used before words beginning with a consonant sound and the article *an* is used before words beginning with a vowel sound. Look at the article (a/an) in the examples below:

For examples: A banana is yellow

or

An egg is oval

f.   Run-On Sentence

Run-on sentence occurs when to sentences are incorrectly connected: the end of one sentences and the beginning of the next sentence are not properly marked by a period and a capital letter or by a semicolon.

 For example:

It was raining hard. There was a strong wind.   (Incorrect punctuation)

It was raining hard, and there was a strong wind.   (Correct punctuation)

In this study, the researcher limits the content of some categories because it is already involved into another category such *omit and add a word.* it is only omit and add in conjunction, preposition and possesive. Another word is involved into another caegory such *article* with *article category*, *to be* with *incomplete sentence category.*

8. Writing Abstract

Writing is to produce or reproduce written messages. It means that writing is one of language skill uses hand to transform what we think in our mind. In learning English, writing is the one of basic skill. Writing is the production of the written word in the form of text and it must be read and comprehended in order o communicate to take place. According to Harmer (2004:31) when writing, students frequently have more time to think than they do in oral acivities.

In planning stage, the writers have to think about the purpose of their writing, the audience they are writing for and the organization of the content. In drafting stage, the writers build the very first version of a piece of writing that will be amanded later. In editing stage, the writers check the first draft to see whether here are mistake or not and then review it. In final version, the writer is ready to deliver the written text to the readers. Writing involves more than just producing words and sentences. To be able to produce a piece of writing, we should be able to write a connected series of words and sentences which are grammatically and logically linked.

For many years, writing often used simply in order to create or develop a general understanding of language. Hyland (2002:31) stated that writing does not stand alone as the discrete act of a writer, but it emerges as a confluence of many streams of activities such as reading, speaking, observing, acting, thinking, and feeling and also transcribing words on a paper. The students need to know how to write letters well and structurally.

Nunan (2003:88) stated that writing is the mental work of infenting ideas, thinking about how to express them, and organizing them into statements and paragraph that will be clear. So the learners should know how to write well and what are they need to write a good sentence based on grammar to describing their ideas or opinion from their writing.

Knapp (2015:15) argues that writing takes language out of the contraints and immediacy of time and arranges it hierarchically. Based on the terms have mentioned previously, writing is the the process of thinking of ideas, and opinions. While the speech has a greater the writer giving the feedback sometimes making a sentences, sentence likes an expression for the wrriter.writing is mechanic process during all the technical aspects of writing can be acquired.

The conclusion of explanation above is writing is a language skill that is purposed to convey a message, ideas, feelings, opinions, and thoughts in written from that should be effectively organized and include aspects such as idea, word choice, grammar, content, and coherent.

Abstract is a concise summary of a research paper or entire thesis. An abstract is a brief, accurate, and comprehensive summary of the contents of the article

without added interpretation or criticism. An abstract must be fully self-contained and make sense by itself, without further reference to outside sources or to the actual paper. An abstract should be informative by presenting the quantitative and/or qualitative information contained in the document.

Abstract is highlights key content areas, your research purpose, the relevance or importance of your work, and the main outcomes. It is a well-developed single paragraph of approximately 250 words in length, which is indented and single spaced. The function of the abstract is to outline briefly all parts of the paper. Although it is placed at the beginning of your paper, immediately following the title page, the abstract should be the last thing that you write, once you are sure of the conclusions you will reach.

According to Gengshen dan Yunzhen (2013:122) an abstract is a stand-alone statement that briefly conveys the essential information of a paper, article, document or book. It presents the objective, methods, results, and conclussions of a study. The style of an abstract is concise and non-repetitive. A paper from Abstract Writing Workshop conducted in 2002 defines an abstract as a concise summary of a large document, thesis, essay, book, research, report, journal publication, etc. It is highlights major points covered in the work, concisely describes the content of the writing, identifies the methodology used and identifies the findings, conclusions or intended results.

An abstract is a one-paragraph summary of a research project. Abstract precede papers in research journals and appear in programs of scholarly conferences. In Skripsi, the abstract allows readers to quickly grasp the purpose and major ideas of

a paper and lets other researchers know whether reading the entire paper will be worthwhile. In conferences, the abstract is the advertisement that the paper deserves the audience's attention.

According to the handbook produced by the American psychological Association, abbreviated as APA, (12-13), an abstract, which is "a brief, comprehensive summary of the contents of the article," needs to be "accurate, . . . self-contained, . . . [and] concise and specific." This definition can be explained as follows.

1. **Accurate.** An abstract should represent the purpose and the content of the writing, excluding information not found in the body of the writing.

2. **Self-contained.** An abstract defines all abbreviations, acronyms, and unique terms so that the readers do not need to look for information from other sources to understand the language.

3. **Concise and specific.** An abstract should be as brief as possible (the length depends on the requirement).

According to Gengshen and Yunzhen, an abstract is stand-alone statement that briefly conveys the essential information of a paper, article, document or book; it presents the objective, methods, results, and conclusion of a study. The style of an abstract is concise and non-repetitive. A paper from abstract writing workshop conducted in 2002 defines an abstract as a concise summary of a larger document-thesis, essay, book, research report, journal publication, etc.-that highlights major points convered in the work, concisely descries the content of the writing, identifies the methodology used, and identifies the findings, conclusions, or intended results.

The following tense use in abstract :

Type of Information	Verb Form (Tense or Commonly Occurring Verbs)	Example
Giving background details	Present tense	*The industry is already well known for its efforts to improve the eco-efficiency of its processes*
Describing the research activity	Simple past tense, present perfect tense	*The study focused on 2 main areas* *The framework for life cycle analysis has been developed*
Describing the methods	Simple past tense (active or passive)	*We carried out a series of field tests* *A large number of samples were tested for fracturing*
Reporting results	Simple past tense	*Results indicated that the problem is even more serious than previously predicted* *The third model proved to be more durable than the other four*

| Stating conclusions | Present tense verbs indicating tentativeness : 1. is possible 2. is likely 3. appears 4. seems 5. might modal auxiliary verbs 1. can 2. may 3. could 4. might | *This indicates that there are, in fact, several factors contributing to the decrease* *It appears that the incidence of human error cannot be eliminated at any stage* *There might be a need for revising the list of criteria within the next 5-10 years* |

(Pages by Charles Darling at Capital Community College)

B. Relevant Studies

There are several studies that are related to the abstract of skripsi which the writer wants to take as data analysis of errors exactly. An abstract related does not have same form but those can give the contribution explaining about errors which are often occurred in writing abstract.

Abdul (2007) has also investigated the students' errors in building complex sentences. He investigated that students did the four errors in building complex sentences namely errors of omission, additional, selection, and ordering. In that

investigtion, the errors of selection was the most dominant errors. The four of errors causes which were made by students namely overgeneralization, ignorance of restriction, incomplete application of rules, and false concept hypothesized. However this research still has some weakness, the researcher found that there is limitation of wording choices in building complex sentences, this made students difficult to choose the suitable relative pronoun in complex sentence.

Madona (2007) also investigated about students'errors especially errors in squencing past tense. She investigated that the four types of errors occured towards students when they wrote the sequencing past tense namely omission, addition, selection, and ordering with the errors of selection were the dominant types of errors. She also investigated that the sources of the students' errors were caused of interlingual and intralingual. However his research has some weakness, there is limitation of tense mastering which deermine the verbs used in each tenses.

In summary, although some studies have proven that errors occurred either it is in speech or writing, the studies related to the error analysis especially in analyzing of grammatical error need to be conducted. Therefore this study would like to try o invesigate about the errors of students in writing. The researcher tries to concerntrate in investigating the graduate students'errors in writing Skripsi especially in abstract. The writer thought that analyzing of errors in absract of skripsi can be effective way that can help students to write abstract structurally or in other words, they can write a written form wih the appropriate grammar. Altougth the researcher figures out some weakness about the analyzing of errors, she thinks

taht she needs more allotment time in analyzing the errors with more comprehension.

C. Concepual Framework

```
              ┌───────────────────┐
              │      Writing      │
              └─────────┬─────────┘
              ┌─────────┴─────────┐
              │     Abstract      │
              └─────────┬─────────┘
                     Aspect
   ┌───────────┬─────────┼─────────────┬───────────┐
┌──────────┐ ┌──────────┐ ┌──────────┐ ┌──────────┐
│ Content  │ │Vocabulary│ │ Grammar  │ │ Coherent │
└──────────┘ └──────────┘ └────┬─────┘ └──────────┘
                          ┌─────┴─────┐
                          │   Error   │
                          └───────────┘
```

Type of Errors based on Betty Azar's Error Analysis

| Word form | Word Choice | Verb Tense | Word Order | Article | Run-On Sentence |

English Students at UMSU in academic year 2016/2017
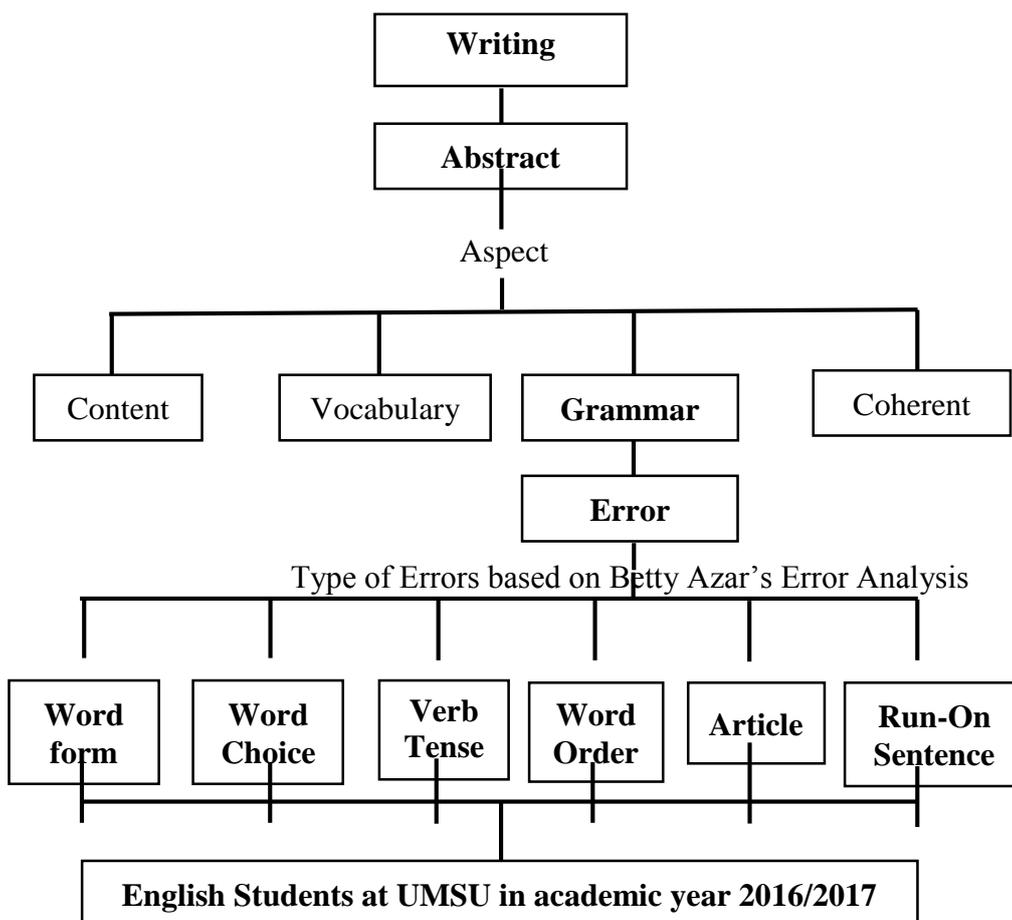
Errors are ruled-governed; they systematic and show the lack of knowledge of learners. Errors have become a most commonly occurred when writing and speaking English forms especially in writing. Writing is considered as the most difficult skill for language learner because they need to have a certain amount of background knowledge about the topic that is going to be written. In writing,

sentence by sentence joined together to get the purposes of that writing. Writing should be effectively organized and included aspect of writing such as content, word choice or vocabulary, grammar and coherent.

In writing, there will be some errors in structure of grammar and they will be known clearly and easily because they will be seen by the readers directly. Errors can be understood by reading the materials that learn error analysis and clearly classifying the errors whether they are the types or from what sources the errors themselves occurred.

In this case, the researcher will choose abstract of *skripsi* of graduated students in English Department at UMSU in academic year 2016/2017 as the data source for researcher searching the errors occurred. They are types of errors and source of errors. Therefore, by learning the errors occurred in writing, this research can be as guidance in analyzing the errors in various writing in English so that it is helpful to know structural or syntatical forms used when writing well and to avoid the occurrence of errors anymore.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research will be used descriptive qualitative design. In addition, the data are in the form of sentences which have grammatical errors. In this study, the researcher analyzes grammatical errors in writing abstract of *skripsi* are made by English department students at UMSU to get the data and the researcher analyze abstract of *skripsi* to investigate the student's grammatical errors occurred in writing abstract of *skripsi* and the types of error that they made. The data will be analyzed and interpreted on error types based on the Betty Schrampfer Azar's error analysis. The researcher will be used documentary technique.

B. The Source of Data

The source of data in this study will be taken from the abstracts of *skripsi* made by graduate students in English Department at UMSU in academic year 2016/2017. There will be taken 15 to be analyzed by using random sampling.

C. The Technique of Collecing Data

The researcher will be used documentary technique. The document is one of the most important source data in qualitative study. The study on grammatical error

writing can be used document as the strategy to get the real data. The researcher will be Collected 15 abstracts of *skripsi* from English Department and identified.

D. The Techniques of Analyzing Data

In this study, the data will be analyzed by using documentary technique of Miles, Huberman and Saldana (2013). They state that the documentary technique consist of three concurrent steps are   data collection, data condensation, data display, and conclusion drawing or verification.

1. Data Condensation

Data condensation aimed at the processing the raw that appear in the written-up field notes in order to be analyzed. The process could be in form of selecting, focusing, simplifying, abstracting and transforming. In this study, the first step of data condensation is the process of selecting data. In this process the abstract will be separated into sentences. Then after selecting data, it focus on grammatical error. The next step is simplifying. In this process, the grammatical error will underline in order to make the easier to classified into type of grammatical error based on Betty Schrampfer Azar. The researcher will be placed the data into table. And then abstracting, the researcher will be described the data analysis in the tabulation and together with researh finding in this research. The last step is transforming, the researcher will be displayed the data by making written summary of grammatical errors.

2. **Data Display**

   The data display refers to organizing data. Drawing conclusions from the mass of data, Miles and Huberman suggest that a good display of data in the forms of table, charts, networks and other graphical formats is essential. In this study the types of errors display in the form of table to classify the grammatical errors. The data will be transformed of the written summary into table.

3. **Conclusion Drawing or Verification**

   The analysis allows the researcher to begin developing conclusions regarding to the study, these conclusions can be verified. It is done be deciding what the data means of finding after reading display or table in this study.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

There were four types of errors found in the writing abstract of *Skripsi* in English Department students including word form, verb tense, word order, and run on sentence.

B. Data Analysis

The data were analyzed grammatical errors based on Betty Schrampfer Azar's Error Analysis Category. Betty Schrampfer Azar are classified into: word form, word choice, verb tense, word order, article, and run-on sentence.

After analyzing data collected, the researcher was found four types of grammatical errors. They were word form, verb tense, word order, and run-on sentence. The data could be seen in appendix.

1. Word form

Word form is a particular form of word; especially each of the possible forms taken by a given lexeme, typically distinguished by their grammatical inflections. Based on Frank, Marcella there are nouns, verbs, adjectives and adverbs having derivational forms. It is used for all aspects of word-structure involving affixation that it is not inflectional. The following some sentences were found in abstracts of skripsi which was error in word form.

"And the research used observation sheet of teacher performance (LPKG) and questionaire sheet of student response that contained of *some question.* (A_3S_6)" . The word *some* showed that noun was plural so, question must adding in suffix 's' become *some questions.*

The population of this research was the *first years* students' of MA Swasta PPM Ar-Rasyid Pinang Awan academic year 2016-2017. ($A_{14}S_2$)". The word *first* showed that noun was singular so, it should not adding suffix 's' in year. It should be *first year.*

2. Verb tense

In Frank, Marcella stated that the grammatical form of verbs is usually discussed in connection with tense. The description of verb forms differs according to the way term tense is interpreted. The following some sentences were found in abstracts of skripsi which was error in verb tense.

"In analyzing the types of euphemism in this study, the researcher *uses* the theory of Euphemism and Dysphemism by Allan and Burridge (2000) (A_1S_3)." The word *uses* showed that the sentence was present tense but it refers in describing the research activity and this research have been done so, it should be written in past tense. The word 'uses' change to become *used.*

"The result *shown* in the movie "To Kill A Mockingbird" used several types of euphemisms : 1 litotes, 1 cirlomcution, 5 hyperbole, 7 metaphor, 4 dysphemism, and 1 associative (A_1S_6)." The word *shown* is V_3. It refers in reporting result of research so, it should written in past tense (V_2). The word 'shown' change to become *showed.*

"In order to bring this study into its purpose, the research *identified* two research problem, those are the similarities of English and Melayu in diphthong sounds in the film "*hidupku, solatku,matiku*" and dissimilarities of English and Melayu in diphthong sounds in the film "*hidupku, solatku,matiku.*" (A_2S_2)." The word *identified* present the sentence was past tense however it refers to background of research so, it should be written in present tense (passive voice). It should be *is identified***.**

"This study was conducted by using descriptive qualitative method and was *taken* place in the library of UMSU.(A_2S_3)." The word *taken* is V_3 but it refers to describe the research activity and this research have been done. Therefore it should be written in past tense. Taken change to become *took***.**

"The data classified into it ways of classification based on the types *was* found the similarities and dissimilarities of English and Melayu in diphthong sounds in the film "*hidupku, solatku, matiku*" (A2S5)." The word *was* showed that noun was singular but types showed that noun was plural. Therefore it should be change to become *were*.

"This study *deal* with the effectiveness of Concept Sentence on students' writing skill at SMP Swasta Muhammadiyah 06 Medan (A_3S_1)." It refers to background of research. It should be written in present tense. Pattern in present tense "S+V1" but it should adding 's/es' if the subject is single person. The word 'deal' should be added 's'. Deal chane to become *deals*.

"The objective of the research *was* to find out the effect of applying group mentoring technique on students' achievement in writing recount text and to found

out the students' difficulties in writing recount text by using group mentoring technique (A_4S_1)." The word *was* showed that the sentence is past tense. It refers to background of research so, it should be written in present tense. The word 'was' should be *is.*

"It *meant* that alternative hypothesis was accepted or Podcast as media gave significant effect on the students' achievement in speaking (A_8S_9)." The word *meant* is V_3 but it refers to conclution so, it should be written in present tense. The word 'meant' should be *means.* Cause pattern in present tense "S+V1" but it should adding 's/es' if the subject is single person.

"This research, an experimental design *would divided* into two groups, the experimental and control group ($A_{13}S_6$)." The word *would* showed that the sentence is past future tense. It should not devided cause after would followed by V_1. It should be *would be devided.*

"The test was asked the students to give their answer about some question about agreeing and disagreeing and then make a dialogue about agreeing or disagreeing so they *can showed* that in front of the class ($A_{15}S_8$)." It refers in describing the research activity and this research have been done so, it should be written in past tense. Can showed should be change become *Could be showed.*

3. Word order

According to George, the word-order has been a matter of constant attention throughout the syntax, so that the details have already been resented under the different grammatical categories. The following one sentence was found in abstracts of skripsi which was error in word order.

"The two parts *maybe* single word or a clause ($A_{11}S_5$)." Maybe is adverb so, it should not use maybe but *were* cause after subject followed by predicate (tobe or verb).

4. Run-on sentence.

Run-on sentence occurs when to sentences are incorrectly connected: the end of one sentences and the beginning of the next sentence are not properly marked by a period and a capital letter or by a semicolon. The following some sentences was found in abstracts of skripsi which was error in Run-on sentence.

"Experimenal group pretest-posttest research design was applied in this study (A_6S_5). Descriptive quantitative method used to be describe the finding (A_6S_6)." From some sentences above, A_6S_5 and A_6S_6 were incorrectly connected. A_6S_5 talked about Experimenal group and A_6S_6 talked about Descriptive quantitative. It should be "Experimenal group pretes-posttest research design was applied in this study *and* Descriptive quantitative method used to be describe the finding."

"The dominant types of error in writing descriptive text was omission with 86 or 43% error, then misformation with 45 or 22.5% (A_9S_{11}). Next misordering error with 39 or 19.5% (A_9S_{12}). And the last addition error with 30 or 15% (A_9S_{13})." From some sentences above, A_9S_{11}, A_9S_{12}, and A_9S_{13} were not related cause A_9S_{12} talked about misordering and A_9S_{13} talked about addition. Its should be "The dominant types of error in writing descriptive text was omission with 86 or 43% error, then misformation with 45 or 22.5%, next misordering error with 39 or 19.5%, and the last addition error with 30 or 15%."

C.   Discussion

In this research was found four of grammatical errors in abstract of *Skripsi*. They were word form, verb tense, word order, an run on sentence. The research data were relevant with Betty Schrampfer Azar's Error Analysis Category. First is word form. Word form is a particular form of word; especially each of the possible forms taken by a given lexeme, typically distinguished by their grammatical inflections. Based on Frank, Marcella there are nouns, verbs, adjectives and adverbs having derivational forms. It is used for all aspects of word-structure involving affixation that it is not inflectional. For example, "And the research used observation sheet of teacher performance (LPKG) and questionaire sheet of stundent response that contained of *some question.* (A$_3$S$_6$)" . The word *some* showed that noun was plural so, question must adding in suffix 's' become *some questions.*

Second is verb tense. The grammatical form of verbs is usually discussed in connection with tense. The description of verb forms differs according to the way term tense is interpreted. For example, "In analyzing the types of euphemism in this study, the researcher *uses* the theory of Euphemism and Dysphemism by Allan and Burridge (2000) (A$_1$S$_3$)." The word *uses* showed that the sentence was present tense but it refers in describing the research activity and this research have been done so, it should be written in past tense. The word 'uses' change to become *used.*

The third is word order. the word-order has been a matter of constant attention throughout the syntax, so that the details have already been resented under the different grammatical categories. For example, "The two parts *maybe* single word

or a clause ($A_{11}S_5$).” Maybe is adverb so, it should not use maybe but *were* cause after subject followed by predicate (tobe or verb).

And the last is run on sentence. Run-on sentence occurs when to sentences are incorrectly connected: the end of one sentences and the beginning of the next sentence are not properly marked by a period and a capital letter or by a semicolon. For example, “Experimental group pretest-posttest research design was applied in this study (A_6S_5). Descriptive quantitative method used to be describe the finding (A_6S_6).” A_6S_5 and A_6S_6 were incorrectly connected. A_6S_5 talked about Experimental group and A_6S_6 talked about Descriptive quantitative. It should be “Experimenal group pretes-posttest research design was applied in this study *and* descriptive quantitative method used to be describe the finding.”

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

In this chapter, the writer presents the conclusions and suggestions dealing with the data analysis of research.

A. Conclusions

Based on the data analysis that has been presented in the previous chapter, the writer concludes his study based on the problem of the study. They can be seen as follows :

1. Based on the surface grammatical error, the result shown that the total number of sentences having errors were 50 and total errors of all types were 56 there are errors of word form were 3, verb tense were 41, word order was 1 and run on sentence were 5.

2. There were errors occurred in abstract, especially in arranged simple past tense ungrammatically and using singular and plural incorrectly.

B. Suggestions

Based on the significances of the study, this study aims to give benefit contribution as the following :

1. Students, this study will give new information that will be useful for their learning process of structure field. They also know what aspect in grammar which is difficult for them , so they can improve their studying.

2. For the teacher is to help them to make the new strategies in teaching grammar.

3. Researchers who are interested in the same research to study and analyze the grammatical field deeply. The writer hopes that the next researcher analyze the other aspects, which are not covered in this study yet, it could be in writing text with each genre, writing application ketter, or other writing's structures.

4. Proof readers, this study is useful so that they can help the other researcher to correct the writing's structure.

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APPENDIX 1

ABSTRACT

Agustina, Rini. 1302050050 "Euphemism in the movie *To Kill A Mockingbird*". Skripsi.English Education Program of Faculty of Teacher Training and Education, University of MuhammadiyahSumatera Utara. Medan. 2017.

The study deals with the study of"Euphemism in the movie To Kill A Mockingbird". This study attempts to answer the two formulation of the problems, namely: (1) what types of euphemism expressions used in the movie "To Kill A Mockingbird, and (2) what functions of euphemism expressions are used in the movie "To Kill A Mockingbird. In analyzing the types of euphemism in this study, the researcher uses the theory of Euphemism and Dysphemism by Allan and Burridge (2000). This study uses a descriptive qualitative method to analyze the data in form of transcript containing euphemistic expressions used in the movie "To Kill A Mockingbird".Later the analyzing of the data started from watching the movie "To Kill A Mockingbird" and also reading the script and then selecting and marking the utterances or any expressions that can be identified as euphemisms. The result shown in the movie "To Kill A Mockingbird" used several types of euphemisms : 1 litotes, 1 cirlomcution, 5 hyperbole, 7 metaphor, 4 dysphemism, and 1 associative. The researcher suggests the next researcher develop this research by using a diferrent object such as novel, speech, and also from daily activity or daily conversation.

Key words: Euphemism, Movie, To Kill A Mockingbird

ABSTRACT

Ramadhani, Hanipah. 1302050318, "Contrastive analysis in English and Melayu in diphthong sound". Skripsi , English Education Program of Faculty of Teachers' Training and Education, University of Muhammadiah Sumatera Utara, 2017.

This study deals with the Contrastive Analysis of English and Melayu in Diphthong sounds in the film *"hidupku, solatku, matiku"*. In order to bring this study into its purpose, the researcher identified two research problem, those are the similarities of English and Melayu in diphthong sounds in the film *"hidupku, solatku, matiku"* and the dissimilarities of English and Melayu in diphthong sounds in the film *"hidupku, solatku, matiku"*. This study was conducted by using descriptive qualitative method and was taken place in the library of UMSU. The data was collected by reading some English and Melayu grammar books, especially about diphthong and the data from internet to complete this research. The data classified into it ways of classification based on the types was found the similarities and dissimilarities of English and Melayu in diphthong sounds in the film *"hidupku, solatku, matiku"*. It was found that many the similarities and dissimilarities of English and Melayu In diphthong sounds in the film *"hidupku, solatku, matiku"*. Like article, contrastive analysis, glide in a diphthong, syllabicity of diphthongs, direction and nature of the glide, English diphthong and Melayu diphthong, the similarities and dissimilarities of English and Melayu in diphthong sounds in the film *"hidupku, solatku, matiku"*

ABSTRACT

Deli Juliani, 1302050074. "The Effectiveness Of Concept Sentence Technique By Using Short Audio Visual Video LARVA To Improve Students' Writing Skill". Skripsi. English Education Program of Faculty Teachers' Training and Education. UMSU. Medan. 2017.

This study deal with the effectiveness of Concept Sentence on students' writing skill at SMP Swasta Muhammadiyah 06 Medan. This research was conducted by using qualitative method. In the case, the researcher took 39 students of SMP Swasta Muhammadiyah 06 Medan as the sample. The instrument of this research was made the text paragraph based on video about Narrative Text. The test was take from handbook Erlangga grade VIII junior high school that was given as pre test and post test. And the research used observation sheet of teacher performance (LPKG) and questionnaire sheet of student response that contained of some question. The result showed that the mean of pre test was 57,5 and the mean score in post test was 76,8 achievement of student effectiveness activity, teacher performance and students' response was on good category. It means that there was an effectiveness of Concept Sentence Technique in Students' Writing skill.

Keywords: Effectiveness, Cocept Sentence, Video and Writing.

ABSTRACT

NURUL HIDAYANI KHAIRI S : 1302050338 "The effect of Applying Group Mentoring Technique on Students' Achievement in Writing Recount Text". Skripsi : English Education Program. Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara.

The objective of the research was to find out the effect of applying group mentoring technique on students' achievement in writing recount textand to found out the students' difficulties in writing recount text by using group mentoring technique. Group mentoring technique helps student to generate the idea and engage themselves more deeply in writing their expression dealing with their imagination or their own experience. The population of this research was eighth grade students' of SMP Muhammadiyah 58 Sukaramai, Medan. In Academic year 2016/2017, which the total of population was 46 students. They were devided in to two groups: 30 students as experimental group and 30 students as control group. The experimental group was given treatment by group mentoring technique and control group using direct method. The instrument of the research is written test, which used pre test and post test. The result of this research showed that t- observe value was higher than t- table in which tobs >ttable .The hypotesis was accepted. It means that there were a significant effect of applying group mentoring technique on students' achievement in writing recount text.

Keywrod: Group Mentoring Technique, Writing, Recount Text

ABSTRACT

Aisyah, "The Effect of Using Advance Organizer Strategy on the Students' Achievement in Reading Comprehension". Skripsi. English Department, Faculty of Teacher' Training and Education – University Muhammadiyah Sumatera Utara, Medan 2017.

The objective of this research was to find out the effect of using Advance Organizer Strategy on the students" achievement in reading comprehension to VIII grade students of SMP Nurul Hasanah Medan Tembung. This research used the experimental research method. the population of this research was all the VIII grade students of SMP Nurul Hasanah Medan 2016/2017 academic year at Jalan Amal Bakti No. 69 B Tembung Kec. Percut Sei Tuan Medan who consist 44 students. All of the population was taken as sample which consist 44 students. This research applied total sampling method. Because this was an experimental research so the sample then was divided into two groups, 22 students in experimental group taught by using Advance Organizer Strategy and 22 students in control group taught by using lecturing method. the instrument used in this research was multiple choices with 20 questions. The data were analyzed by using t-test formula. The result showed that t-test was > t-table (13,4 > 1,681) or Ha is accepted and H0 is rejected. The hypothesis was accepted. It proves that Advance Organizer Strategy significantly effect to the students" achievement in reading comprehension.

Keywords : Advance Organizer, Reading Comprehension

ABSTRACT

Dwi Friyanda, 1302050096 "The Effect of Using Listen Read Discuss (LRD) Strategy on The Students' Achievement in Listening Comprehension". Skripsi English Department of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. (UMSU). Medan. 2017.

The objective of this research was to find out the effect of using Listen Read Discuss Strategy on the Students" Achievement in Listening Comprehension. This research was conducted at SMP Swasta F.Tandean, Jalan Dr.Sutomo No.28-A, Tebing Tinggi. The population of this research was the VIIth grade students of the academic year 2017/2018. Purposive sampling technique was applied, and the VII-3 class was chosen as the sample. The sample taught by using Listen Read Discuss strategy. Experimenal group pretes-posttest research design was applied in this study. Descriptive quantitative method used to be describe the finding. In order to obtain the data, completing test consist of 25 items were administrated to the students. The result showed that applaying Listen Read Discuss (LRD) in mastering Listening Comprehension which was proven from the calculated of t-test. It was found that t-observed was higher than t-table (21.38 > 1.701) α 0.05, at df = 28. It means that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. The effect of Listen Read Discuss (LRD) ont the students" achievement in mastering Listening Comprehension was 94.00% and 6.00% from the other factors.

Keywords: Listen Read Discuss Strategy, Listening Comprehension

ABSTRACT

Kartika, Bella. 1302050284. Valency In *Joko Widodo's Speech* At International Event. Faculty of Teacher Training and Education. Muhammadiyah University North Sumatera, 2017.

This study deals with valency in *Joko Widodo's speech* at International Event. It was aimed to investigate the kinds of valency used in Joko Widodo's speech and to find out the dominant kind of valency in Joko Widodo's speech. This study was conducted by applying descriptive qualitative design. The sources of data was taken from Joko Widodo's speech at APEC CEO SUMMIT 2014. The data were analyzed by identifying the valency found in Joko Widodo's speech at international event, classifying the text and classifying to types valency theory based on valency zero, valency one, and valency two, tabulating the types of valency found in Joko Widodo's speech at international event, finding out the dominant type of valency .The result showed that there were 3 concepts of valency, namely valency zero, valency one, and valency two. There were 4 (10%) for valency zero, 10 (26%) for valency one, 25 (64%) for valency two. The most dominant type of valency in Joko Widodo's speech was valency two in the amount of 25 (64%). It means that Joko Widodo gave explanation clearly and completely with the aim invite to someone to give the investment.

Keyword: *Valency and Speech*

ABSTRACT

Muhammad Ihfal. 1202050330. "The Effect of Applying Podcast as Media on the Students' Achievement in Speaking". Skripsi. English Department, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU). Medan. 2016.

The objective of this research is to find out the effect of applying Podcast as media on the students' achievement in speaking. This research has been conducted at SMK Swasta Pelita Hamparan Perak Jl. Emplasmen Bulu Cina Kec. Hamparan Perak of academic year 2016/2017. The population were 66 students and the sample of this research were 32 students. This research was descriptive quantitative research and conducted by the experimental research design, so the students' score were experimented by applying Podcast as media in this research in order to know their speaking achievement. The instrument of this research was oral test. From this research, it was showed that the application of Podcast as media increase the students' achievement in speaking, which was proven by the result of the test $t_{counted} > t_{table}$ (18.53 > 2.04). So, the applying of Podcast as media had a significant effect on the students' speaking achievement. In other words, the students who were taught by applying Podcast as media got better achievement from pre test to post test. It meant that alternative hypothesis was accepted or Podcast as media gave significant effect on the students' achievement in speaking.

ABSTRACT

**Siti Masita, 1302050354 "The Students' Error in Writing Descriptive Text''
skripsi.English Education Program of Faculty of Teacher's Training and
Education, Muhammadyah University of North Sumatera. 2017.**

This study deals with an analysis on student" errors in writing Decsriptive text. The
objectives of this study were (1) to find out the kinds of error made by students in
writing descriptive text, (2) to find out the most dominant kinds of error made by
students in writing descriptive text. This study was conducted at SMP SWASTA
BUDI SETIA SUNGGAL with the number of population was 175 students of eight
grade students. They were into five classes. By using random sampling and the
number of sample was 35 students of eight grade students. Written test instrument
was used in this research. The method of the research was descriptive quantitative
method. The research of this study is only one week. The result of the test showed
that there were four types of error in writing. They were omission, addition,
misformation and misordering. The dominant types of error in writing descriptive
text was omission with 86 or 43% error, then misformation with 45 or 22.5%. Next
misordering error with 39 or 19.5%. And the last addition error with 30 or 15%.
The cause of error found in students" writing text, they were intralingual
interference, interlingual interference and carelessness.

Key Word : Error Analysis,*Writing,Descriptive Text,*

ABSTRACT

Utari, Sri. 1302050015 "Jargon Used by Judges in Stand Up Comedy Academy". Skripsi. English Education Program Faculty of Teachers Training and Education. University of Muhammadiyah Sumatera Utara. Medan. 2017.

This research was aimed to describe the jargon used by judges in stand up comedy academy. The objectives of this research were to find out what jargon used by judges in stand up comedy academy, to find out the meaning of jargons used by judges in stand up comedy academy, to describe the word-formation process of jargons used by judges in stand up comedy academy. This research applied descriptive qualitative method. The source of the data taken from *vidio.com* by using a recording of video "Stand Up Comedy Academy in Indosiar" especially in episode to sixteen which focused to judges, the form of jargons were words or phrases that published on 19 until 22 October 2015. The findings of this research were found 20 jargons used by judges in stand up comedy academy, such as act out, beat, bomb, callback, closing line, comedian, comic, joke, lpm, m.c, one liner, open mike, opening line, premise, punch, punchline, riffing, set, setup, and timming. Every jargon used by judges in stand up comedy academy were different meaning. The word-formation process of jargon used by judges in stand up comedy academy consists 4 types that were the occurances of compounding was 8, the occurances of acronyms was 2, the occurances of conversion was 2, and the occurances of borrowing was 8.

Keyword : Jargon, Judges, Stand Up Comedy Academy, Word-Formation Process

ABSTRAK

Mutiara Hafsari. 1202050154. "Analysis Sentences Connectors in the Lyrics of Songs of "X" Album by Ed Sheeran". undergradueted Thesis. English study program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatra Utara (UMSU), Medan. 2016.

This research belongs to qualitative design by applying documentary technique. the reaseach is aimed to analysis sentences connectors in the lyrics of songs of "X" album by Ed Sheeran. sentences connectors is a single word or combination of word used to connect psrts of sentences. sentances of connectors is used to join two parts of sentences that are grammatically equl. the two parts maybe single word or a clause. the data in this research was written source. some relevant information in supporting this study will be collected by reading all lyrics. the data consist of 13 lyrics overall. the percentage of data was calculated in order to find out the dominant one. this research found that there were 209 coordinating conjunction item. total percentage of for 37 (17.70%), and 109 (52.15%), nor 0 (0%), but 39 (18.66%), of 7 (3.34%), Yet 0 (0%), so 17 (8.13%). total percentage of and were 109 (17.70%) < it is dominat type was found.

keyword: connetors, coordinating, conjuntion, lyric.

ABSTRACT

Leli Lestari Parinduri, 1302050203: "An Error Analysis in Using Modal Auxiliary Verbs of the Eight Grade Students at SMP Muhammadiyah 05 Medan" English Education Program of Teacher Training and Education University of Muhammadiyah Sumatera Utara Medan 2017

This research was carried out to investigate An Error Analysis in Using Modal Auxiliary Verbs of the Eight Grade Students at SMP Muhammadiyah 05 Medan. The Objectives of the research were 1) to find out the types of errors is made by students in using modal auxiliary verbs, 2) to find out the dominant types of errors is made by students in the uses of modal auxiliary verbs. The population of this research were 8th grade students at SMP MUHAMMADIYAH 05 MEDAN, which consist of 35 students and distributed one class (VIII-A), and by using total sampling technique, 35 students were taken as sample. This was a class which applied the descriptive quantitative method. The instrument used to collect the data was a test consist of 20 multiple choice. The findings showed the occurences of error addition was 336 or 74.17%, the occurences of error omission was 40 or 8.83%, the occurences of error substituion was 2 or 0.44%, and the occurences of error reordering was 75 or 16.55%, occurences which totaled 453 occurences. The most dominant error made by the students were 336 addition error or about 74.17%.

ABSTRACT

Mawar Diana, 1302050173 "The Effect of Using Bloom's Taxonomy Strategy on Students' Achievement in Writing Descriptive Paragraph". Skripsi. English Education Program. Faculty of Teachers' Training and Education University of Muhammadiyah Sumatera Utara. Medan.

The objective of the research was to find out the effect of using Bloom's taxonomy strategy on students' achievement in writing descriptive paragraph. This research was conducted at SMP SWASTA BUDI SETIA**,** on Jl.Medan-Binjai Km.12 / Jl. Pembangunan, No.40 Desa Purwodadi, kec Sunggal, kab Deli Serdang.The research conducted during the academic year 2017/2018. The population of this research took from the eighth grade students', which the total was 150 students. The sample was 30 students, was taken 20% for each class.This research, an experimental design would divided into two groups, the experimental and control group.The experimental group use Bloom's taxonomy strategy, while The control group without use strategy. Control group oversee, don't get better class control of the class experimental in give treatment.The Instrument of the research is written test. The result of this research showed that tobservedvalue was higher than ttable in which tobserve> ttable (3,38 > 2,14). The hypothesis was accepted. It means that there was a significant effect of using Bloom's taxonomy strategy on students' achievement in writing descriptive paragraph.

Keyword: *Bloom's Taxonomy Strategy, Writing, Descriptive Paragraph*

ABSTRACT

Munthe, Efrida Yanti. 1302050228 : ''The Effect of Context Clues Strategy on Students' Reading Comprehension'', Skripsi English Department of Teachers' Training and Education, University of Muhammadiyah Sumatera Utara, Medan 2017.

The objectivesof this research were to find the significance effect of context clues strategy on students' achievement in reading comprehension. The population of this research was the first years students' of MA Swasta PPM Ar-Rasyid Pinang Awan academic year 2016-2017. The population of this research was 80 students of X1 and X2. The sample was taken two classes. The research is devided into two classes for Experimental class 40 students' and for the Control Class 40 students. The instrument in collecting data was collected by using multiple choice test about narrative text and analyzed the data from students' answer. After the data has been collected, they were analyzed by using t-test. tc was higher than tt (4.39 > 2.00) with the level significant 0.05 and the degree of freedom (df) = 78. The finding showed that the hypothesis of study is accepted. It means that by using context clues strategy given significant effect in increasing the students' in reading. The students difficulties in reading comprehension by using context clues strategy is the students lacking in reading because did not understand the meaning of texts. Therefore, the finding of the study indicated that students' achievement in teaching narrative text using Context Clues Strategy was more significant.

Keyword : *Context Clues Strategy, Reading Comprehension*

ABSTRACT

Lumban Tobing, Putri R. 1302050214 "*The Effect of Applying Three-Steps Interview Technique Towards The Students' Speaking Achievement .*" Skripsi, English Education Program of the Faculty of the Teachers Training and Education, University of Muhammadiyah Sumatera Utara. Medan. 2017

The objectives of this research were to find out the significance effect of applying three-steps interview technique towards the students' speaking achievement. The population of this study were the eleventh grade students which consist of eight classes and choose two classes as a sample (XI AP 2 and XI RPL 3) of SMK PAB 2 Helvetia, Jl. Veteran Pasar IV Helvetia, kecamatan Labuhan Deli, Deli Serdang which consist of 266 students. This research used Random Sampling Technique. The researcher used 60 students as Sample were divided in two groups, such as experimental group and control group. There are experimental group consist 30 students by applying *Three-Steps Interview Technique* and control group consist 30 students by using discussions method. Experimental and control group was given pre-test and post-test with the same test. The data were acquired by oral test and written test. The test was asked the students to give their answer about some question about agreeing and disagreeing and then make a dialogue about agreeing or disagreeing so they can showed that in front of the class. The finding of this research showed tobserved > ttabel or 11.13>1.29. So, H0 is rejected and Ha is accepted. It means that, there was significant effect of applying Three-Steps Interview Technique on the students' achievement in speaking. After seeing the mean score the mean score of post-test in experimental group was 80.27 and the mean score of control group was 59.33 it can be know that the students' achievement who taught by applying three-steps interview technique got higher score than the students who taught by using discussions method .

Keyword: *Three-Steps Interview Technique, Speaking, Expressing Agreeing and Disagreeing*

APPENDIX 2

No	Type of Errors	Sentences	Code	Meaning
1	Word Form	And the research used observation sheet of teacher performance (LPKG) and questionaire sheet of stundent response that contained of **some question**	A_3S_6	Some showed that noun was plural so, question must adding in suffix 's' become **some questions**
2		The population of this research was the **first years** students' of MA Swasta PPM Ar-Rasyid Pinang Awan academic year 2016-2017.	$A_{14}S_2$	First is a singular noun so, it should not add suffix 's' in year. It should be **first year**.
3		The test was asked the students to give their answer about **some question** about agreeing and disagreeing and then make a dialogue about agreeing or disagreeing so	$A_{15}S_9$	Same with A_3S_6. It should be **some questions**

		they can showed that in front of the class.		
4	Verb Tense	In analyzing the types of euphemism in this study, the researcher **uses** the theory of Euphemism and Dysphemism by Allan and Burridge (2000).	A_1S_3	It refers to the describing of research activity and this research have been done so, it should be written in past tense. The word 'uses' change to become **used**
5		This study **uses** a descriptive qualitative method to analyze the data in form of transcript 7containing euphemistic expressions used in the movie "To Kill A Mockingbird"	A_1S_4	Same with A_1S_3. It should be **Used**
6		The result **shown** in the movie "To Kill A	A_1S_6	It refers to the report of

		Mockingbird" used several types of euphemisms : 1 litotes, 1 cirlomcution, 5 hyperbole, 7 metaphor, 4 dysphemism, and 1 associative.		research result so, it should be written in past tense. The word 'shown' change to become **showed**
7		In order to bring this study into its purpose, the research **identified** two research problem, those are the similarities of English and Melayu in diphthong sounds in the film *"hidupku, solatku,matiku"* and dissimilarities of English and Melayu in diphthong sounds in the film *"hidupku, solatku,matiku"*	A_2S_2	It refers to background of research so, it should be present tense (passive voice). It should be **is identified** cause present tense (passive voice) has pattern 'S+is/am/are+V_3
8		This study was conducted by using descriptive	A_2S_3	Same with A_1S_3. It should be

		qualitative method and was **taken** place in the library of UMSU.		**took.** Cause in past tense (passive voice) after was/were followed by V_2
9		The data classified into it ways of classification based on the types **was** found the similarities and dissimilarities of English and Melayu in diphthong sounds in the film "*hidupku, solatku, matiku*".	A_2S_5	Types are plural noun so, it should be **were**.
10		This study **deal** with the effectiveness of Concept Sentence on students' writing skill at SMP Swasta Muhammadiyah 06 Medan.	A_3S_1	It refers to background of research so, it should be written in present tense. The pattern in present tense is "S+V_1" but it

				should adding 's/es' if the subject is single person so, the word 'deal' should adding 's'. Deal change to become **deals**
11		The test was **take** from handbook Erlangga grade VIII junior high school that was **given** as pre test and post test.	A_3S_5	Same with A_2S_3. It should **took** and **gave**.
12		The result showed that the mean of pre test was 57,5 and the mean score in post test was 76,8 achievement of student effectiveness activity, teacher performance and students' response **was** on good category.	A_3S_7	Same with A_2S_5. teacher performance and students' response are plural so it should be **were.**

13		The objective of the research **was** to find out the effect of applying group mentoring technique on students' achievement in writing recount text and to found out the students' difficulties in writing recount text by using group mentoring technique.	A_4S_1	Same with A_3S_1. It should be written in present tense. The word 'was' should be **is**
14		The experimental group was given treatment by group mentoring technique and control group using direct method	A_4S_6	Same with A_3S_5. It should be **gave**
15		The objective of this research **was** to find out the effect of using Advance Organizer Strategy on the students'	A_5S_1	Same with A_4S_1. It should be **is**

		achievement in reading comprehension to VIII grade students of SMP Nurul Hasanah Medan Tembung.		
16		This research **used** the Experimental research method.	A_5S_2	Same with A_5S_1. It should be **uses**
17		All of the population <u>**was taken**</u> as sample which consist 44 students.	A_5S_4	Same with A_2S_5. All showed that the population are plural so it should be **were.** And same with A_3S_5 so, the word 'taken' should be **took**
18		The objective of this research **was** to find out the effect of using Listen Read Discuss Strategy on the Students'	A_6S_1	Same with A_5S_1. It should be **is**

		Achievement in Listening Comprehension.		
19		Purposive sampling technique was applied, and the VII-3 class was **chosen** as the sample.	A_6S_4	Same with A_5S_4. It should be **chose**
20		It **was** aimed to investigate the kind of valency used in Joko Widodo's speech and to find out the dominant kind of valency in Joko Widodo's speech.	A_7S_2	Same with A_2S_2. It should be **is**
21		The sources of data **was taken** from Joko Widodo's speech at APEC CEO SUMMIT 2014.	A_7S_4	Same with A_2S_5. Sources showed that the data are plural so it should be **were** and same with A_5S_4 so, it should be **took**

22		From this research, it was showed that the application of Podcast as media increase the students' achievement in speaking, which was **proven** by result of thw test tcounted>ttable (18.53>2.04).	A_8S_6	Same with A_5S_4. It should be **proved**
23		It <u>**meant**</u> that alternative hypothesis was accepted or Podcast as media gave significant effect on the students' achievement in speaking.	A_8S_9	It refers to conclution so, it should be present tense. The word 'meant' should be **means**
24		The objectives of this study **were** (1) to fing out the kinds of error made by students in writing descriptive text, (2) to find out the most dominant kinds of error made by	A_9S_2	Same with A_5S_1. It should be **are**

		students in writing descriptive text.		
25		By using random sampling and the number of sample **was** 35 students of eight grade students.	A_9S_5	Same with A_2S_5. It should be used **were.**
26		The research of this study **is** only one week.	A_9S_8	It refers to the describing of research activity and this research have been done so, it should be writen in past tense. The word 'is' should be change to become **was**
27		The dominant types of error in writing descriptive text **was** omission with 86 or 43%	A_9S_{11}	Same with A_2S_5. It should be **were**

		error, then misformation with 45 or 22.5%.		
28		This research **<u>was</u>** aimed to describe the jargon used by judges in stand up comedy academy.	$A_{10}S1$	Same with A_7S_2. It should be **is** (passive voice)
29		The objectives of this research **were** to find out what jargon used by judges in stand up comedy academy, to find out the meaning of jargons used by judges in stand up comedy academy.	$A_{10}S_2$	Same with A_9S_2. It should be **are**
30		The source of the data **taken** from *vidio.com* by using a recording of video "Stand Up Comedy Academy in Indosiar" especially in episode to sixteen which focused to judges, the form of	$A_{10}S_4$	Same with A_7S_4. It should be **took**

		jargons were words or phrases that published on 19 until 22 October 2015.		
31		Sentances of connectors **is** a single word or combination of word used to connect psrts of sentences	A$_{11}$S$_3$	Same with A$_2$S$_5$. It should be **are**
32		Sentances of connectors **is** used to join two parts of sentences that are grammatically equl.	A$_{11}$S$_4$	Same with A$_{11}$S$_3$. It should be **are**
33		The two parts maybe single word or a clause. the data in this research was **written** source.	A$_{11}$S$_5$	Same with A$_5$S$_4$. It should be **wrote**
34		This research **was** carried out to investigate An Error Analysis in Using Modal Auxiliary Verbs of the Eight Grade Students at	A$_{12}$S$_1$	It refers to background of research so, it should be written in present tense. So the word

		SMP Muhammadiyah 05 Medan.		'was' should be **is** (passive voice)
35		The Objectives of the research **were** 1) to find out the types of errors **is** made by students in using modal auxiliary verbs, 2) to find out the dominant types of errors **is** made by students in the uses of modal auxiliary verbs.	$A_{12}S_2$	Same with $A_{10}S_2$. it should be are and Same with $A_{11}S_3$. Types shown that noun were plural so, it should be used **are** (passive voice).
36		The population of this research were 8th grade students at SMP MUHAMMADIYAH 05 MEDAN, which consist of 35 students and distributed one class (VIII-A), and by using total sampling technique, 35 students were **taken** as sample.	$A_{12}S_3$	Same with A_7S_4. It should be **took**

37		The objective of the research **was** to find out the effect of using Bloom's taxonomy strategy on students' achievement in writing descriptive paragraph.	$A_{13}S_1$	Same with $A_{12}S_1$. It should be **is**
38		This research, an experimental design **would divided** into two groups, the experimental and control group.	$A_{13}S_6$	It should not devided cause after would followed by verb 1. It should be **devide**.
39		The objectives of this research **were** to find the significance effect of context clues strategy on students' achievement in reading comprehension.	$A_{14}S_1$	Same with $A_{12}S_2$. It should be **are**
40		The sample was **taken** two classes.	$A_{14}S_4$	Same with $A_{12}S_3$. It should be **took**

41		The objectives of this research **were** to find out the significance effect of applying three-steps interview technique towards the students' speaking achievement.	$A_{15}S_1$	Same with $A_{13}S_1$. It should be **are**
42		There **are** experimental group consist 30 students by applying *Three-Steps Interview Technique* and control group consist 30 students by using discussions method.	$A_{15}S_6$	It refers to the describing of research activity and this research have been done so, it should be past tense. It should be **were**
43		Experimental and control group **was given** pre-test and post-test with the same test.	$A_{15}S_7$	Same with A_7S_4. It should be **were** cause the subject more than 1 and after were/was in past tense (passive voice) followed by V_2

				so, it should be **gave**
44		The test was asked the students to give their answer about some question about agreeing and disagreeing and then make a dialogue about agreeing or disagreeing so they **can showed** that in front of the class.	$A_{15}S_8$	Same with $A_{15}S_6$ It should not use can showed but **Could be showed** cause in writing abstract should be used past tense.
45	Word Order	The two parts **maybe** single word or a clause. the data in this research was written source.	$A_{11}S_5$	Maybe is adverb so, it should not be maybe but **were** cause after subject followed by predicate (tobe or verb).
46	Run On Sentence	Experimenal group pretes-posttest research design was applied in this study.	A_6S_5	A_6S_5 and A_6S_6 were incorrectly connected. A_6S_5 talked about

47		Descriptive quantitative method used to be describe the finding.	A_6S_6	Experimenal group and A_6S_6 talked about Descriptive quantitative. It should be "Experimenal group pretes-posttest research design was applied in this study and Descriptive quantitative method used to be describe the finding."
48		The dominant types of error in writing descriptive text was omission with 86 or 43% error, then misformation with 45 or 22.5%.	A_9S_{11}	A_9S_{11}, A_9S_{12}, and A_9S_{13} were not related cause A_9S_{12} talked about

49		Next misordering error with 39 or 19.5%.	A_9S_{12}	misordering and A_9S_{13} talked about addition. Its should be "The dominant types of error in writing descriptive text was omission with 86 or 43% error, then misformation with 45 or 22.5%, next misordering error with 39 or 19.5%, and the last addition error with 30 or 15%."
50		And the last addition error with 30 or 15%.	A_9S_{13}	

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa	: Pajriah Siregar
NPM	: 1402050148
Prog. Studi	: Pendidikan Bahasa Inggris
Kredit Kumulatif	: 131 SKS

IPK= 3,59

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
31/10/2017	Grammatical Errors in Writing Abstract of Skripsi Made by English Department Students at UMSU	
	An Analysis of Grammatical Errors in Writing Recount Text Made by 11st Grade Between Natural Science and Social Science at SMA Al-Fatah	
	The Effect of Investigation Group in Writing Descriptive Text at SMA Al-Fatah	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 31 Oktober 2017
Hormat Pemohon,

Pajriah Siregar

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr, Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa	: Pajriah Siregar
NPM	: 1402050148
Program Studi	: Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

Grammatical Errors in Writing Abstract of Skripsi Made by English Department Students at Umsu

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Pirman Ginting, S.Pd., M.Hum   Acc 19/11-2017

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 09 November 2017
Hormat Pemohon,

Pajriah Siregar

Keterangan
Dibuat rangkap 3 :   - Untuk Dekan / Fakultas
                               - Untuk Ketua / Sekretaris Prog. Studi
                               - Untuk Mahasiswa yang Bersangkutan

===

Nomor	: 5*8 L3*/II.3-AU /UMSU-02/F/2017
Lamp	: ---
H a l	: **Pengesahan Proyek Proposal**
	Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa	: PAJRIAH SIREGAR
N P M	: 1402050148
Program Studi	: Pend. Bahasa Inggris
Judul Skripsi	: GRAMMATICAL ERRORS IN WRITING ABSTRACT OF SKRIPSI MADE BY ENGLISH DEPARTMENT STUDENTS AT UMSU

Pembimbing	: Pirman Ginting .,S.Pd.,M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis
proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :
1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **15 Nopember 2018**

Medan, 25 Shafar   1439 H
15 Nopember   2017 M

Wassalam
Dekan

Dr. ELFRIANTO .,M.Pd.
NIDN 0115057302

Dibuat rangkap 4 (Empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :
   WAJIB MENGIKUTI SEMINAR
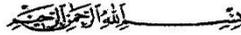
LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

|	
Nama Lengkap	: Pajriah Siregar
N.P.M	: 1402050148
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Grammatical Errors in Writing Abstract of Skripsi Made by English Department Students at UMSU

Sudah layak diseminarkan.

Medan,   Januari 2018
Dosen Pembimbing

Mandra Saragih, S.Pd, M.Hum.

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ
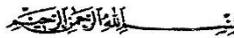
SURAT KETERANGAN

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap	:	Pajriah Siregar
N.P.M	:	1402050148
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Grammatical Errors in Writing Abstract of *Skripsi* Made by English Department Students at UMSU

benar telah melakukan seminar proposal skripsi pada hari Rabu, tanggal 24, Bulan Januari, Tahun 2018

Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Januari 2018

Ketua,

Mandra Saragih, S.Pd, M.Hum

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	:	Pajriah Siregar
N.P.M	:	1402050148
Program Studi	:	Pendidikan Bahasa Inggris
Judul Proposal	:	Grammatical Errors in Writing Abstract of *Skripsi* Made by English Department Students at UMSU

Pada hari Rabu tanggal 24 bulan Januari tahun 2018 sudah layak menjadi proposal skripsi.

Medan,   Januari 2018

Disetujui oleh:

Dosen Pembahas

Dosen Pembimbing

Habib Syukri Nst, S.Pd, M.Hum

Mandra Saragih, S.Pd, M.Hum

Diketahui oleh
Ketua Program Studi,

Mandra Saragih, S.Pd., M.Hum.

Kepada: Yth. Bapak Ketua/Skretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal   : **Permohonan Perubahan Judul Skripsi**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan di bawah ini:

Nama Lengkap   : Pajriah Siregar
N.P.M   : 1402050148
Program Studi   : Pendidikan Bahasa Inggris

Mengajukan permohonan perubahan judul Skripsi, sebagai mana tercantum di bawah ini:

Grammatical Errors in Writing Abstract of Skripsi Made by English Department Students at UMSU

Menjadi:

Grammatical Errors in Writing Abstract of *Skripsi* Made by English Department Students at UMSU

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Ketua Program Studi
Pendidikan Bahasa Inggris

Medan, Januari 2018

Hormat Pemohon

Mandra Saragih, S.Pd, M.Hum

Pajriah Siregar

Diketahui Oleh :

Dosen Pembahas
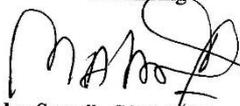
Dosen Pembimbing

Habib Syukri Nst, S.Pd, M.Hum

Mandra Saragih, S.Pd, M.Hum

Nomor	: 77¹ /II.3-AU/UMSU-02/F/2018	Medan, 07. Jum. Awwal 1439 H
Lamp	: ---	25 Januari 2018 M
H a l	: **Permohonan Izin Riset**	

Kepada   : Yth, Bapak / Ibu Kepala
PERPUSTAKAAN UMSU MEDAN
Di
Tempat

Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan KBK Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dan untuk melatih serta menambah wawasan mahasiswa dalam penyusunan Skripsi, maka dengan ini kami mohon bantuan Bapak untuk memberikan informasi /data kepada mahasiswa   tersebut dibawah ini :

Nama Mahasiswa	: Pajriah Siregar	
N P M	: 1402050148	
Program Studi	: Pend. Bahasa Inggris	
Judul Skripsi	: Grammatical Errors in Writing Abstract of Skripsi Made by English Department Students at UMSU	

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya, Amin.

Assalamu"alaikum Wr. Wb

Dekan

Dr. ELFRIANTO Nst . M.Pd
NIDN 0115057302

** Pertinggal** .

SURAT KETERANGAN

Nomor:.2420..... /KET/II.3-AU/UMSU-P/M/2018

Pelaksana Tugas Kepala Unit Pelaksana Teknis (UPT) Perpustakaan Universitas Muhammadiyah Sumatera Utara dengan ini menerangkan :

N a m a	:	**Pajriah Siregar**
N I M	:	1402050148
Univ./Fakultas	:	UMSU / Keguruan dan Ilmu Pendidikan
Jurusan/P.Studi	:	Pendidikan Bahasa Inggris / S1

adalah benar telah melakukan kunjungan/penelitian pustaka guna menyelesaikan tugas akhir / skripsi dengan judul :

"Grammatical Errors in Writing Abstact of *Skripsi* Made by English Department Students at UMSU"

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 02 Rajab   1439 H
19 Maret   2018 M

Plt. Kepala UPT Perpustakaan
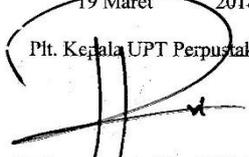
Muhammad Arifin, S.Pd, M.Pd

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Fakultas Keguruan dan Ilmu Pendidikan

SURAT PERNYATAAN
Bismillahirrahmanirrahim

Yang bertanda tangan dibawah ini, mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara.

Nama Lengkap	:	**PAJRIAH SIREGAR**
Tempat/ Tgl. Lahir	:	Lubuk Tukko, 30 Juli 1996
Agama	:	Islam
Status Perkawinan	:	Kawin/Belum Kawin/Duda/Janda*)
No. Pokok Mahasiswa	:	1402050148
Program Studi	:	Pendidikan Bahasa Inggris
Alamat Rumah	:	Jl. Sentosa Lama No. 15 Medan Perjuangan
Telp/Hp	:	0822-7277-3860
Pekerjaan/Instansi	:	-
Alamat Kantor	:	-

Melalui surat permohonan tertanggal   Maret 2018 telah mengajukan permohonan menempuh ujian skripsi. Untuk ujian skripsi yang akan saya tempuh, menyatakan dengan sesungguhnya, bahwa saya:

1. Dalam keadaan sehat jasmani dan rohani
2. Siap secara optimal dan berada dalam kondisi baik untuk memberikan jawaban atas pertanyaan penguji,
3. Bersedia menerima keputusan Panitia Ujian Skripsi dengan ikhlas tanpa mengadakan gugatan apapun,
4. Menyadari bahwa keputusan Panitia Ujian ini bersifat mutlak dan tidak dapat diganggu gugat.

Demikianlah surat pernyataan ini saya perbuat dengan kesadaran tanpa paksaan dan tekanan dalam bentuk apapun dan dari siapapun, untuk dipergunakan bilamana dipandang perlu. Semoga Allah SWT meridhoi saya. Amin.

SAYA YANG MENYATAKAN,

PAJRIAH SIREGAR

PERMOHONAN UJIAN SKRIPSI

Kepada Yth :   Medan,   Maret 2018
Bapak/Ibu Dekan *)
di
Medan

Assalammu'alaikum Wr. Wb

Dengan hormat, saya yang bertanda tangan di bawah ini :

Nama   : **PAJRIAH SIREGAR**
Npm   : 1402050148
Program Studi   : Pendidikan Bahasa Inggris
Alamat   : Jl. Sentosa Lama No. 15 Medan Perjuangan

Mengajukan permohonan mengikuti ujian skripsi, bersama ini saya lampirkan persyaratan:

1. Transkip/Daftar nilai kumulatif (membawa KHS asli Sem 1 s/d terakhir dan Nilai Semester Pendek (kalau ada sp). Apabila KHS asli hilang, maka KHS Foto Copy harus dileges di Biro FKIP UMSU).
2. Foto copy STTB/Ijazah terakhir dilegalisir 3 rangkap(Boleh yang baru dan boleh yang lama)
3. Pas foto ukuran 4x6, 15 lembar.
4. Bukti lunas SPP tahap berjalan (difotocopy rangkap 3).
5. Foto copy kompri 3 lembar.
6. Surat keterangan bebas perpustakaan.
7. Surat permohonan sidang yang sudah ditandatangani oleh pimpinan Fakultas.
8. Skripsi yang telah ACC Ketua dan Sekretaris Program Studi serta sudah ditandatangani oleh dekan fakultas.

Demikianlah permohonan saya untuk pengurusan selanjutnya. Terimakasih, wassalam.

Pemohon.
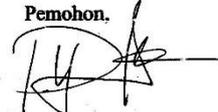
PAJRIAH SIREGAR

Medan,   Maret 2018   Medan,   Maret 2018
Disetujui oleh:
A.n. Rektor   Dekan
Wakil Rektor I

Dr. MUHAMMAD ARIFIN, S.H., M.Hum   **Dr. ELFRIANTO NASUTION, S.Pd., M.Pd**

CURRICULUM VITAE

Personal Identity

Name : Pajriah Siregar

NPM : 1402050148

Place/Date of Birth : Lubuk Tukko, July 30th 1996

Gender : Female

Religion : Islam

Address : Jalan Sentosa Lama No.15 Sei Kera Hulu Medan

Perjuangan

No.Hp : 0822-7277-3860

Parents

Father's Name : Adian Siregar

Mother's Name : Leli Asni Daulay

Religion : Islam

Address : Jalan Batu Mandi No.61 A Kel. Lubuk Tukko Baru Kec.

Pandan Kab.TapTeng

Education

Elementry School : SD Negeri 155684 Lubuk Tukko Baru (2002-2007)

Junior High School : SMP sw Al-Muslimin Pandan (2007-2011)

Senior High School : SMA Negeri 1 Tukka (2011-2014)

University : Universitas Muhammadiyah Sumatera Utara (2014-2018)