



**AN ERROR ANALYSIS IN WRITING *SKRIPSI* ABSTRACT OF
ENGLISH EDUCATION DEPARTMENT STUDENTS AT TARBIYA AND
TEACHERS TRAINING FACULTY STATE ISLAMIC UNIVERSITY OF
NORTH SUMATERA**

A SKRIPSI

*Submitted to the English Education Department of Tarbiya and Teachers
Training Faculty State Islamic University of North Sumatera as a Partial
Fulfillment of the Requirements for the Degree of Sarjana Pendidikan*

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2019



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Assalamual'aikum Wr. Wb

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Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqosah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara. Demikianlah kami sampaikan atas perhatian saudara kami ucapkan terimakasih.

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ABSTRACT

AN ERROR ANALYSIS IN WRITING *SKRIPSI* ABSTRACT OF ENGLISH EDUCATION DEPARTMENT STUDENTS AT TARBIYA AND TEACHERS TRAINING FACULTY STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

SITI MAHARANI
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The objectives of this research were to describe what the types of errors found in writing *skripsi* abstract, to know why the error can occurred and to find out how the errors occurred in writing *skripsi* abstract of English Education Department Studnets at State Islamic University of North Sumatera . This research focused on the *skripsi* abstract texts of under-graduated students of English Education Department. The method used in this study was descriptive qualitative. The data of this research was 30 *skripsi* abstract texts of under-graduated students published in 2017. The steps of error analysis were collection, identification, description, explanation, and evaluation of errors. The process of the data analysis was elaborated based on Corder cited in Mungungu (2010:78). From the result, it could be seen that errors which committed by under-graduated students were addition word ,word choices ,capitalization ,omission word ,spelling , punctuation, tenses and word form. The way of how these errors can be occurred were such a various processes based on its errors types and the errors can be occurred because of inter-lingual interference, intra-lingual interference, limited knowledge of English grammar and vocabulary and carelessness.

Keywords: Error Analysis, Writing, and *Skripsi* Abstract.

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Alhamdulillah rabbil‘alamin, all praise and thanks be to Allah SWT, because through His grace and guidance the writer can finish this *skripsi* entitled “An Error Analysis in Writing *Skripsi* Abstract of English Education Department Students at State Islamic University of North Sumatera”.

Greeting and blessing the writer says to the prophet Muhammad SAW, his family and his close friends who have brought Moslem from the realm of ignorance to the realm of science. Completion of this thesis is not easy. It needs so much time, energy and money. Without the help from many people, this thesis might not be complete on time. So that I would like to express my sincere gratitude to:

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2. **Dr. Amiruddin Siahhaan**, as the Dean of Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera.
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Although this *skripsi* has been structure in such a way, the writer recognizes that there are still many short comings in terms of content and how to write it. Therefore, suggestions and criticism from the readers is so expect to the development in the future. The writer's hope, this thesis may be useful for the writer and the readers as well as for the development of education in the future to be better. Amiin.

Medan, 13 May 2019

Siti Maharani

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

As top-level university student or prospective graduates, they will be faced with research assignments to complete their study programs. Conducting research is the main requirement imposed by the university to graduate from the university. This is applied because students as academics will be considered as contributing to their knowledge when they are able to conduct research and put it in the form of scientific work. Scientific work is a series of writing activities that are based on the study or scientific research that is written systematically and uses the language of scientific principles. Not only able to write scientific works, but also students must be responsible for the research in scientific examinations by a team of examiners or experts in their fields. If students succeed, this shows that they are competent in their field of study and can be said to be finished and formally tested.

In conducting research and reserving it into scientific work in the form of thesis, students university will face several difficulties starting from determining research problems, research sites, research method, up to writing research. Writing the results of research in the form of scientific work is not easy, students university require writing skills well. Many researches stated that among the four skills in English, writing skills were the most difficult to master. This happens because writing is a fairly complex activity or process, all ideas of the author must be delivered properly and correctly. So, students must strive to master the skills of writing and often practice so that the scientific writing that they do, can be easily accepted. In writing scientific papers in the form of thesis, there are certain parts that are very important, namely abstract. Abstracts are simple and short writing, summaries of scientific essays used by other people or readers as an overview.

Abstracts describe things done by the author in an essay from scientific research. The abstract is important in a thesis because abstracts help the reader understand the contents of the research and findings from the results of the research so that the reader easily determines and decides whether the reader needs to read references to the results of the scientific work or not. So, because of the importance of abstract itself, students must be very careful and understand well how the procedure of abstract writing so that no errors occur that lead to other interpretations by the reader. Writing abstract is not easy, although abstracts are classified as short writing but errors in writing are often unavoidable.

The word "error" in the writing is showing faulty or incomplete learning in the use of grammatical item, linguistic items, punctuation and others. Based on

Richards, in his study examined that students frequently make errors during learning-teaching in writing process because of lack of knowledge¹. It is totally different from the meaning of "mistake"; actually error is resulted from incomplete knowledge, while mistake is made by a learner when writing that is caused by lack of attention, fatigue, carelessness, or some other aspect of performance.

This issue leads the researcher to observe how the way of English Education Department students to write their *skripsi* abstract. The researcher had read many abstracts in library of Tarbiya Faculty and the result shows that only a few *skripsi* abstract indicated from errors free. This experience encourages the researcher to conduct an error analysis of *skripsi* abstract and find out the types and the most common errors of writing *skripsi* abstract. Therefore, the researcher chose the title "An Error Analysis In Writing *Skripsi* Abstract of English Education Department Students at Tarbiya and Teachers Training Faculty State Islamic University of North Sumatera".

B. The Formulation of the Problem

Based on the background of the problem above, the researcher formulates the problem as the following :

1. What the types of errors are found in writing a *skripsi* abstract of English Education Department students at State Islamic University of North Sumatra ?

¹Richards, J. C. &Renandya, W. A. (eds) (2002) *Methodology in Language Teaching: An Anthology of Current Practice*.Cambridge: Cambridge University Press,p.9

2. Why do the errors occur in writing a *skripsi* abstract of English Education Department students at State Islamic University of North Sumatra ?
3. How do the errors occur in writing a *skripsi* abstract of English Education Department students at State Islamic University of North Sumatra?

C. The Objectives of Study

According to the formulation of the problem above, objectives of the study can be identified and described as the following :

1. To know what are the types of errors in writing a *skripsi* abstract of English Education Department at State Islamic University of North Sumatra.
2. To find out why the errors occur in writing a *skripsi* abstract of English Education Department students at State Islamic University of North Sumatra.
3. To find out how the errors occur in writing a *skripsi* abstract of English Education Department students at State Islamic University of North Sumatra.

D. The Significance of the Study

1. Theoretically, this result if this study is expected to be useful to academic writing.

2. Practically, the findings of the study are expected to be useful for :

a. Students

The result of this study is useful for the students to increase their skills in writing *skripsi* abstract.

b. English Lecturer

The result of this study is expected to be useful to improve their quality in giving guidance for the university students in writing their *skripsi* abstract.

c. Further researchers

The result of this study can be used as references for the next researcher who are interested in conducting the similar study.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Frameworks

Theories are necessary in conducting research and will be a good source of problem for research. A theory may be defined as a set of interrelated statements, principles and propositions that specify the relations among variable². This theoretical framework, which is presented orderly, is supposed to give some clear concepts applied in this study about the error analysis of writing thesis' abstract. This concepts will lead to a much understanding and analysis of the variable chosen because they will help the researcher to limit the scope of the problem.

1. Error Analysis

a. The Definition of Error analysis

Error analysis is an essential source of information to teachers. It provides information on students' errors which in turn helps teachers to correct students' errors and also improves the effectiveness of their teaching. The study of errors by themselves would have been misleading, but in contrast to the number of correct responses gives a good picture of which items are being mastered and which are not. This study hopes to enlighten teachers on the grammatical errors that require remedial work so that time is not wasted on teaching grammar items or any other linguistic features which pose little or no problems to the majority of the students

²Ary, D. Jacobs,L.C. Sorence,(2010), *Introduction to Research in Educaion. Eight Edition*, Canada : Wadsworth, p. 45

in relation to writing compositions. In the late 1990s, James proposes five categories of errors which include grammatical errors (adjectives, adverbs, articles, nouns, possession, pronouns, prepositions and verbs), substance errors (capitalization, punctuation and spelling), lexical errors (word formation and word selection), syntactic errors (coordination/ subordination, sentence structure and ordering), and semantic errors (ambiguous communication and miscommunication).

Error analysis is the process to observe, analyze, and classify the deviations of the rules of the second language or foreign language and then to reveal the systems operated by learner. According to Khansir states that error analysis is a type of linguistic analysis that focuses on the errors learners made. It consist of a comparison between errors made in target language and that source language itself. Thus, the analysis of learner language has become an essential need to overcome some questions and propose solutions regarding different aspects.³

However, the definition of error analysis by Corder is very close to the Malaysian context: "What has come to be known as error analysis has to do with the investigation of the language of second language learners."⁴ In line with the emphasis on examinations in the Malaysian education system, Lim stated: "One of the main aims of error analysis is to help teachers assess more accurately what remedial work would be necessary for English as a Second Language (ESL)

³Khansir,A.a. (2002). *Error Analysis and second language*.Journal of theory and practice in language Studies.Vol.I, No.5, pp 363-370.

⁴Corder, S. P. (1987).*Error Analysis and Interlanguage*. Hong Kong : Oxford University Press. p.67

students preparing for an English Language test, so as to help these students avoid the most common errors."

Error analysis is a type of linguistic analysis that focuses on the errors learners make. It consists of a comparison between the errors made in the Target Language (TL) and that TL itself. Pit Corder is the "Father" of Error Analysis (the EA with the "new look"). It was with his article entitled "The significance of Learner Errors" that EA took a new turn. Errors used to be "flaws" that needed to be eradicated. Corder presented a completely different point of view. He contended that those errors are "important in and of themselves." For learners themselves, errors are 'indispensable,' since the making of errors can be regarded as a device the learner uses in order to learn. Hence, I have decided to conduct an error analysis, the best tool for describing and explaining errors made by speakers of other languages in order to know the sources of these errors and the reasons behind their continuous occurrence year after year with different groups of learners. We find studies such as Richards's "A non-contrastive approach to error analysis" , where he identifies sources of competence errors; L1 transfer results in interference errors; incorrect (incomplete or over-generalized) application of language rules results in intralingual errors; construction of faulty hypotheses in L2 results in developmental errors.

Not all researchers have agreed with the above distinction, such as Dulay and Burt who proposed the following three categories of errors: developmental, interference and unique. Stenson proposed another category, that of induced errors, which result from incorrect instruction of the language. In addition to

studies focusing on error categorization and analysis, various studies concentrated on these three different areas. In other words, research was conducted not only in order to understand errors, but also in order to use what is learned from error analysis and apply it to improve language competence. Such studies include Kroll and Schafer's "Error-Analysis and the Teaching of Composition", where the authors demonstrate how error analysis can be used to improve writing skills. They analyze possible sources of error in non-native-English writers, and attempt to provide a process approach to writing where the error analysis can help achieve better writing skills.

Based on those definition about error analysis above, the researcher concluded that the definition of error analysis is a branch of applied linguistics as a method used to documents the errors that appear in learner language and its concerned with the compilation, study and analysis error made by second language students at aims at investigating aspects of second language acquisition.

b. The Definition of Errors

Making errors is the most natural thing in the world and it is evidently attached to the human being. But, how do we define an error? There are different definitions of the word and as Ellis explains "learners make errors in both comprehension and production, the first being rather scantily investigated."⁵ According to Lennon, an error is "a linguistic form or combination of forms which in the same context and under similar conditions of production

⁵ Ellis, Rod. (1986). *Understanding Second Language Acquisition*, Oxford: Oxford University Press. p.133

would, in all likelihood, not be produced by the speakers' native speakers' counterparts". In the second language teaching learning process the error has always been regarded as something negative which must be avoided. However, according to Brown states that error is a noticeable deviation from the adult grammar of native speaker, reflecting the interlanguage competence of the learner⁶.

Meanwhile, Corder mentions that a learners' errors provide evidence of the system of the language that he has learnt at a particular point in the course, although is not yet the right system. However, errors is different with mistake. Further Brown distinguishes between *Mistake* and *Error*. He explains that a mistake refers to a performance error that is either a random guess or a slip in that it is a failure to utilize a known system correctly. ⁷All people make mistakes, in both native and second language situations. Native speakers are normally capable of recognizing and correcting such lapses or mistakes, which are not the result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. An error is noticeable deviation from the adult grammar of native speaker , reflecting the competence of the learner.

Based on the explanation above , the author concluded that Error reveals the learner's knowledge of the target language, while mistake is the learner's temporary impediment or imperfection in process of utilizing the language. Error

⁶Brown,H.D.(2000). *Principles of Language Learning and Teaching*, New York : Longman , p.70

⁷ Corder, S. P,(1987), *Error Analysis and Interlanguage*, Hong Kong : Oxford University Press, p.86

is students' deficiency competence, it means that students don't know about the knowledge of the language at all because they have not mastered it yet therefore it can't be self corrected.

c. Types of Errors

Errors are categorized according to their features by Dulay, Burt and Krashen into six different categories: omission of grammatical morphemes, double marking of semantic features, use of irregular rules, use of wrong word forms, alternating use of two or more forms, and miss ordering. In the late 1990s, James proposes five categories of errors which include grammatical errors (adjectives, adverbs, articles, nouns, possession, pronouns, prepositions and verbs), substance errors (capitalization, punctuation and spelling), lexical errors (word formation and word selection), syntactic errors (coordination/subordination, sentence structure and ordering), and semantic errors (ambiguous communication and miscommunication).⁸ In another study by Hengwichitkul errors were analyzed at the sentential level.

All of the errors were classified as subject-verb agreement, tenses, parts of speech, participial phrases, relative clauses, passive voice, parallel structure, punctuation, run-ons and fragments. Likewise, Runkati categorized the errors found in her study into two main types. The former type dealt with errors at the sentential level which were fragments, run-ons, subject-verb agreement, word

⁸White, R.V. (1988). *Academic writing: Process and Product*. In P. C. Robinson (Ed.) *Academic writing: Process and Product*. London: Modern English Publications: British Council.

order, tenses, capital letters and punctuation. The latter one was errors at the word level, such as articles, prepositions, word choices, nouns and numbers. As the present study focused on errors in English sentences, the analysis of errors found at the sentential level and the word level was adopted. The one regarding sentential level errors included fragments, subject-verb agreement, word orders, tenses, capitalization and punctuation. The other concerning errors at the word level were articles, prepositions, word choices, nouns, pronouns and verbs.

However, according to Ellis examined that “classifying errors in these ways can help us to diagnose learners’ learning problems at any stage of their development and to plot how changes in error patterns occur over time.” This categorization can be exemplified as follows:

- 1) Omission: Omission is something that has been left out or excluded.
Example of Morphological omission :A strange thing happen to me yesterday. Syntactical omission : Must say also the names?.
- 2) Addition: The action or process of adding something to something else example of morphology : The books is here ;In syntax : The London ; In lexicon : I stayed there during five years ago.
- 3) Selection: the act of choosing something from many choices of words.Example of morphology : My friend is oldest than me ; In syntax : I want that he comes here.
- 4) Ordering:the act of putting something in the order to make a sense.

example of pronunciation : fignisicant for 'significant'; prulal for 'plural' ; In morphology : get upping for 'getting up' ; In syntax : He is a dear to me friend.⁹

According to Corder, error can be divided into four categories, they are :

1) Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterances.

2) Addition

Addition errors are presence of an item which must not appear in a well-formed utterances.

3) Selection

Selection errors are the situation where the learners commit errors in pronunciation , morphology, syntax, and vocabulary due to the selection of the wrong phoneme, morpheme, structure or vocabulary item.

4) Ordering

Miss-ordering errors are characterized by incorrect placement of morpheme or group of morpheme in an utterance.¹⁰

⁹Ellis, Rod. (1986) *Understanding Second Language Acquisition*, Oxford: Oxford University Press. p. 97

¹⁰Corder, S. P. (1987).*Error Analysis and Interlanguage*. Hong Kong : Oxford University Press.p.277

d. The Cause of Errors

There are some factors can cause errors, according to Pit Corder stated that there are three major cause of error, that he labels as Transfer of Error, Analogical Errors and teaching induced errors. Transfer of Error is the effect of one language on the learning of another. Positive transfer occurs when both the native language and English have the same form or linguistic feature. It makes learning easier and does not result in errors. Analogical Errors is a comparison between two objects, or systems of objects, that highlights respects in which they are thought to be similar. Analogical reasoning is any type of thinking that relies upon an analogy that can lead to be errors.

While, according to Hubburd examined that cause of error divided into three kinds named Mother Tounge Interference, Overgeneralization and Error encouraged by Teaching material and method¹¹. These categories are just the same with Pit Corder but it is explained in different word. Based on other study, Penny stated that there are two major sources of errors: interlingual transfer and intralingual transfer¹². Likewise, according to Heydari and Bagheri also explained that interlingual interference and intralingual interference are the two sources of errors committed by EFL and ESL learners.¹³

¹¹Peter Hubbard. (1983). *A training Course for TEFL*. New York : Oxford University. p. 29

¹²Penny, W. K. (2001). *An analysis of student error patterns in written English: Suggested teaching procedure to help. (Unpublished master's thesis)*. University of Birmingham, Birmingham, England. p.172

¹³Heydari, P. &Bagheri, M. S. (2012). *Error analysis: Sources of L2 learners' errors. Theory and Practice in Language Studies*, 2(8), 1583-1589. <https://doi.org/10.4303/tpls.2.8.1583-1589>

Based on these explanation about the cause of errors from the experts, the researcher concludes that There are mainly two major sources of errors in second language learning. The first source is interference from the native language while the second source can be attributed to intralingual and developmental factors. The native language of learners plays a significant role in learning a second language. Errors due to the influence of the native language are called inter lingual errors. Interlingual errors are also called transfer or interference errors. The view that the native language plays a mostly negative role was emphasized as early as the forties and tile fifties by Fries and Lado¹⁴. Intralingual and developmental errors are due to the difficulty of the second/target language. Intralingual and developmental factors include the following:

- 1) Simplification: Learners often choose simple forms and constructions instead of more complex ones. An example of simplification might involve the use of simple present instead of the present perfect continuous.
- 2) Overgeneralization: This is the use of one form or construction in one context and extending its application to other contexts where it should not apply. Examples of overgeneralization include the use of corned and goed as the past tense forms of corne and go and the omission of the third person singular s under the heavy pressure of all other endless forms as in I,e go. It should be noted that simplification and

¹⁴Lado, R. (1957). *Linguistics across cultures*. Ann Arbor: University of Michigan Press.p.47

overgeneralization are used by learners in order to reduce their linguistic burden.

- 3) Hypercorrection: Sometimes the zealous efforts of teachers in correcting their students' errors induce the students to make errors in otherwise correct forms. Stenson calls this type of error "induced errors"¹⁵. For example, the teacher's insistence that Arab ESL learners produce the phoneme /p/ correctly prompts them to always produce /p/ where the phoneme /b/ is required. Thus Arab ESL learners say /pɪt/ and /pætɪ/ instead of /bɪd/ and /bætəl/.
- 4) Faulty teaching: Sometimes it happens that learners' errors are teacher-induced ones, i.e., caused by the teacher, teaching materials, or the order of presentation. This factor is closely related to hypercorrection above. Also, it is interesting to note that some teachers are even influenced by their pupils' errors in the course of long teaching.
- 5) Fossilization: Some errors, specially errors in pronunciation, persist for long periods and become quite difficult to get rid of. Examples of fossilized errors in Arab ESL learners are the lack of distinction between /p/ and /b/ in English and the insertion of the resumptive pronoun in English relative clauses produced by these learners.

¹⁵Stenson, N. (1978). *Induced Errors*. In J. Schumann & N. Stenson, (Eds.), *New frontiers in second language learning*. Rowley, Massachusetts: Newbury House Publishing, Inc.p.87

- 6) **Avoidance:** Some syntactic structures are difficult to produce by some learners. Consequently, these learners avoid these structures and use instead simpler structures. Arab ESL learners avoid the passive voice while Japanese learners avoid relativization in English.
- 7) **Inadequate learning:** is mainly caused by ignorance of rule restrictions or underdifferentiation and incomplete learning. An example is omission of the third person singular s as in: He want.
- 8) **False concepts hypothesized:** Many learners' errors can be attributed to wrong hypotheses formed by these learners about the target language. For example, some learners think that is is the marker of the present tense. So, they produce: He is talk to the teacher. Similarly, they think that was is the past tense marker. Hence they say: It was happened last night.

e. The Treatment of Errors

Teachers cannot and should not correct all errors committed by their students. Besides, the frequent correction of oral errors disrupts the process of language learning and discourages shy students from communicating in the target language. The following are general guidelines in correcting language learning errors:

- 1) Teachers should correct errors affecting intelligibility, i.e., errors that interfere with the general meaning and understandability of utterances. In this connection, teachers should concentrate on correcting global errors more than local errors.

- 2) High frequency and generality errors should be corrected more often than less frequent errors. For example, the omission of the third person Singular s is an error of high frequency and generality.
- 3) Teachers should put more emphasis on correcting errors affecting a large percentage of their students. This factor is clearly related to the second factor above.
- 4) Stigmatizing or irritating errors should be paid more attention to. This factor is related to the sociolinguistic aspect of language learning. Pupils who come from lower socioeconomic classes are conscious of and very sensitive to ridicule about their informal variety of language from students from higher socioeconomic classes who speak a more formal and prestigious variety of the language.
- 5) Finally, errors relevant to a pedagogical focus should receive more attention from the teacher than other errors. For example, if the focus of the lesson is the use of the present perfect tense, the correction of errors involving prepositions, articles, and demonstratives in this lesson should not be emphasized by the teacher because if he/she did, the attention of the students would be distracted from the focus of the lesson which, in this instance, is the use of the present perfect tense.

2. Writing

a. The Definition of Writing

Writing is one of the main important skills in learning English. In writing, ideas are arranged in series of sentences that are related to each other so the information can be comprehended. It takes ideas, thought, and emotions about what has ever been read, seen, or experienced and transfer them into a paper or a computer screen using knowledge of language conventions and the writing process to create meaningful text. ¹⁶Writing is a process which guides writers to express their opinions, views, suggestions in a readable manner. It is the language skill which is about the change of oral language to written language¹⁷. By following a constructive writing process, students can express their points of views carefully. In a process of writing, people use the words to express their feelings, idea, or intention into written form to communicate each other. It is expressing the ideas or information through organizing our thought into good arrangement of written text. This statement is supported by Al-Qur'an. Allah SWT states in his glorious Al-Quran (Al-Qalam : 1) :

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun, By the pen and by the (record) which (men) writes.” ¹⁸

¹⁶ Ministry, E.O.(2005). *A Guide to effective Instruction in Writing*. Ontario : Queen's Printer.p.3

¹⁷Syarifah,(2015), *Error Analysis of Affixation on Eleventh Grade Students in Writing Analytical Exposition Text*. Unpublished Thesis, Medan : State University of Medan, p.29

¹⁸Yusuf, Ali.(1968). *The Holy Qur'an Text, Translation and Commentary*, Jeddah : Dar Al- Arabia. P. 1585.

The verse above contains an order to write by using *qalam*(pen). Writing is a great gift coming from Almighty Allah SWT. There must be many advantages that we can get from writing. The nature of human is forgetful so writing is one of the effective ways to prevent the loss of knowledge. If there is no writing, the knowledge will be lost, religion track will not exist, and life will not be comfortable.

1) Process of Writing

Good writing is appreciated in each sector. In schools, students need to write letters, paragraphs, articles, essays, short stories, etc. There are specific format for each kind of write up. However, a general process of writing a document or content is referred as the writing process. Writing something on a paper by using own words is not as simple as it seems. Students get perplexed for the first time, but gradually, improve their writing skill and consequently, they overcome their obstacles. They must read different kinds of books to improve their writing skill. On the other hand, good vocabulary is a skill that is needed to write different kinds of documents. However, the writing process is structured by including some essential steps. According to academicians, by following these common steps, students can successfully develop ideal pieces of writing. There are 5 stages of process in writing.

a. Prewriting

Prewriting is a process of collecting ideas on any of the topic you choose, before you are ready to go and write about something interesting first research on that topic thoroughly. Introduce your ideas write it down when it struck your

mind, it will help you writing and inspire you in exploring more ideas. Note down your ideas which comes into mind every time and now the other part is brainstorming, where you can explore, elaborate and analyse which means getting in depth of topic. And now we move to planning, where how you write a story using the ideas noted and form beautiful story. Structure is also important with flow from start of the story to end of the story with conclusion.

b. Rough Drafting and Drafting

After accumulating the information, students arrange the entire content in some points by maintaining a sequence. This part of the work is known as rough drafting. Drafting is the process of summarizing ideas or thoughts on paper without focusing on the grammar correction. The most important thing here is to get words onto paper.¹⁹After you have finished in planning, you can continue to the next step(drafting). The first draft on your paragraph, the students have to use the ideas from planning as a guide as you write, remember to:

- a) Begin with a topic sentence that states the main ideas, include several sentences that support the main idea.
- b) Stick the topic does not include information that does not directly support the main idea.
- c) Arrange the sentences so that the other ideas make sense
- d) Use signal words to help the reader understand how the ideas in your paragraph connected.

c. Editing

¹⁹Cristine Brown and Susan Hood, *Writing Matters Writing Skills and Strategies For Students Of English*, (USA: Cambridge University Press, 1993),p. 14.

After finishing the drafting, students must do editing to make each sentence with appropriate punctuation, avoid grammatical mistakes, spelling check and considerate. Editing is an essential process to evaluate each content efficiently. Students can give the write up to their friends or teachers for editing.

d. Revising

Revising is rechecking the content, has it reached the limit whether the idea or thought is suitably explained or not. Consider only the interesting part of the story avoiding information which is over expressed. It is better to ask someone who have experience in reading and analyzing the best part and the worst. Feedback is the better way to know the quality of the script, so best way you can approach to your friends or teacher and get there view.

e. Publishing

Publishing is the last step when the articles, stories or essays are given to the concerned person for publishing. You can publish your book and find the audience having interest in your stories.²⁰

b. The Purpose of Writing

Written language is used to communicate with others who are not bound by space and time, or for events they are permanent or semi-permanent record is required as a proof. Every writing has a purpose to the writer or the reader. He students have to consider the purpose of their writing since this will influence, not

²⁰Flower, Linda and; Hayes, John R. (December 1981). "A *Cognitive Process Theory of Writing*". College Composition and Communication. National Council of Teachers of English

only the type of the text they wish but also including the language that they use and the information that they choose.

According to Halliday explains that writing is used for the following purpose :

(1) For action (for example : public signs, product labels, television and radio guides, bills menus, telephone directories, ballot papers, computer manual) ;(2) for information (for example : newspaper, current affairs, magazines, advertisements, political pamphlets) ; (3) for entertaining (for example : comic strips, fiction books, poetry, drama, newspaper features, film subtitles).²¹

Based on the explanation above concludes that there are three main purpose of writing. The first is for action, that purpose of writing influences the reader to do something. The second is information, it is well known that every written language is used to inform the readers. the texts that is written to inform the readers and enlighten the reader or provide the reader with information about the topic. The last is entertaining, it could be said that the purpose of writing is entertaining if the texts amuse the readers. it does not mean that the text must be happy or funny topic, the text could be tragedy, but the main reason for writing the text is to amuse the readers.

3. Skripsi Abstract

An abstract is a brief summary of a research article, thesis, review, conference proceeding, or any in-depth analysis of a particular subject and is often used to help the reader quickly ascertain the paper's purpose²². When used, an

²¹David Nunan,(1999). *Second Language Teaching & Learning*, Boston : Heinle Publisher. P. 275

²²Gary Blake and Robert W. Bly.(1993). *The Elements of Technical Writing*, pg. 117. New York: Macmillan Publishers.

abstract always appears at the beginning of a manuscript or typescript, acting as the point-of-entry for any given academic paper or patent application. Abstracting and indexing services for various academic disciplines are aimed at compiling a body of literature for that particular subject . According to Graf states that abstract is the most important part of journal article. It is the most widely read, and it includes all the main points. However, it may also be the most difficult to write. So much must be included within a limited number of words.²³ While, Zoltan defines; the word abstracts comes from the Latin *abstractum*, which means a condensed form of a longer piece of writing.²⁴ It can be concluded that abstracts is a brief comprehensive summary of the contents of an article or project that allows reader to survey the contents quickly.

Abstract is an important component of your thesis. Presented at the beginning of the thesis, it is likely the first substantive description of your work read by an external examiner. You should view it as an opportunity to set accurate expectations. An abstract often functions, together with the thesis title, as a stand-alone text. Abstracts appear, absent the full text of the thesis, in bibliographic indexes such as PsycInfo. They may also be presented in announcements of the thesis examination. Most readers who encounter your abstract in a bibliographic database or receive an email announcing your research presentation will never retrieve the full text or attend the presentation. In addition to that function, it must be capable of substituting for the whole thesis when there is insufficient time and

²³ Graf, Jocelyn, (2008), *Handbook of Biomedical Research Writing: The Journal Article Abstract*, Hanyang University : Center for Teaching and Learning English Writing Lab, p.2

²⁴Zoltan, Patricia & Hipp, Helena.(2005). *Writing an Abstract*. Writing Center Learning Guide.The University of ADELAIDE.p.1

space for the full text. In the following the researcher will explain briefly about the use of abstract :

- 1) Save readers time in gathering and choosing information.
- 2) Overcoming language barriers. Usually abstracts are made in universal language (English) and the original language of the document / article.
- 3) Full text search / bibliography in a computer (search tool).
- 4) The relevance of the abstract as a matter of decision for the reader whether it is necessary to not read the original document.
- 5) Avoid duplication in research and as information publications.
- 6) As a tool to create an index, review.

There are several types of abstracts that are classified in the function and orientation of the reader. But in practice there are more known / used two types of abstracts, the first is Informative Abstract. Informative abstract is the most important abstract document, very general, quantitative and qualitative information. The characteristics of this abstract are presenting the results of the content and principles of work (goals, methods), conclusions from the original article clearly, for the orientation of readers who cannot access the original documents. Informative abstracts are made as perfect as possible but do not change the meaning / contents of the original documents / articles. So this abstract is longer than other abstract types. Usually magazine papers / articles produce 100 to 250 words, while reports and theses are around 500 words.

The second is Indicative Abstract, this kind of abstract shows the contents of an article and contains general statements about a document, without detailed

information regarding the results of the objectives and quantitative data. Usually for document discussion, literature review, commerce proceedings, and essays.

Abstract is presented in a short writing, however writing abstract is not as simple as that. There are so many points that we have to be aware while writing abstract. There will be explained by the researcher how the steps to make a good abstract. The first step is reading the document at a glance to get an understanding of the content and scope of the document. A trained extractor does not read every word but chooses words from the document section or in other words takes keywords / keywords. And then, make a note that contains the main points in the document. After making a note, make a rough concept of the note made in step 2 by not using too many expressions from the original document. The last, Check the rough concept. After repairs / corrections it is necessary to edit abstract concepts and make them in the presentation style. (errors in abstracts usually give names, formulas, repeated use of words / repetition of words or sentences).

However thesis is called *Skripsi* in Indonesia. It is is a long piece of writing based on student university's ideas and research that thesis does as part of a university degree, especially a higher degree such as a undergraduated students. thesis" may imply finality, our thesis may begin as a "working thesis" before we achieve our final focus. In many disciplines, it is helpful to research our topic and become fully immersed in it before deciding upon a direction for our paper. our thesis can always be reworked as we delve further into writing our paper. Think of our "working thesis" in the same way we would the rough draft of our paper. As we write our essay, we may find that our thesis is either too general or

too specific; at this point, it may be necessary to tweak our thesis to accurately reflect what you have discussed in the paper. Through this process, we will be able to identify what our paper still needs to say and what information within our paper is not necessary.

Based on the explanation above, the author concluded that writing *skripsi* abstract is a brief comprehensive summary of the contents of the research which appear in the beginning of the *skripsi*.

B. The Previous Study

As mentioned above that errors made by learners can be used to assist learners to write better, Error Analysis (EA) which is the process to analyze learners' errors systematically has gained a great deal of interest from many scholars and researchers. There are a few of previous study the first is study that conducted by Sri Wahyuni (2012) entitled "Error Analysis of Students' Free Writing (A Descriptive Study at the English Department of STKIP B inaBangsa) ". the result of this study shows that the type of error that the students often made many errors in tenses. These errors occurred due to their lack of understanding about tenses and their usage. The other minor errors are considered mistakes because they know the rules, especially in using capital, punctuation, and determiners.

The second study is conducted by Murad Hassan Mohammed(2013) from Sawalmeh University of Ha'il, Saudi Arabia, entitled "Error Analysis of Written English Essays: The case of Students of the Preparatory Year Program in Saudi Arabia". The results show that the Arabic speakers in this study committed ten

common errors. These errors are: (1) verb tense, (2) word order, (3) singular/plural form, (4) subject-verb agreement, (5) double negatives, (6) spellings, (7) capitalization, (8) articles (9) sentence fragments and (10) prepositions. On the basis of these results, a group of recommendations to further research are suggested and some pedagogical implications which might assist ESL/EFL teachers with some helpful suggestions and teaching strategies that will reduce future problems regarding writing English essays among Arab learners.

The last previous study is conducted by Mohammad Jasim (2018), entitled "Error Analysis of Written English Compositions: The Case of Learners of Prime University in Bangladesh" the result of this study shows that Errors were found and categories according to various grammatical classifications and the students committed 15 errors: Capitalization, Article, Subject Verb agreement, Discontinuous constituents, Noun, Pronoun, Word of order, Modals, Degree or Adjective, Verb, Tag question, Conditional, Nouns in Apposition, Preposition and Punctuation.

CHAPTER III

RESEARCH METHOD

A. The Research Setting

This research used a descriptive qualitative approach which produced descriptive data. Based on Bogdan and Biklen say that a descriptive qualitative approach is a research bringing about the descriptive data in the form of written or oral form of the subjects of the research being investigated²⁵. According to Polkinghorne explains that descriptive qualitative research is inquiry aimed at describing and clarifying human experience as it appear in people's life and writers using qualitative methods gather data that serve as evidence for their distilled description²⁶. It means that descriptive qualitative is a research design where the writer presenting the data with using description. So, this descriptive qualitative research is taken in a form of written data that is *skripsi* abstract of English Education Department to be collected, analyzed, and interpreted in the form of verbal description/words.

B. The Unit of Analysis

According to James proposes five categories of errors which include grammatical errors (adjectives, adverbs, articles, nouns, possession, pronouns, prepositions and verbs), substance errors (capitalization, punctuation and spelling), lexical errors (word formation and word selection), syntactic errors

²⁵Bogdan,R&Biklen.(1982). *Qualitative Research for Education*.Boston : Allyn and Bacon. p.63

²⁶Polkinghorne,D.E.(2005),*Language and Meaning : Data Collection in qualitative research*. Journal of Conseling Psychology, 52(2), p.137-145

(coordination/ subordination, sentence structure and ordering), and semantic errors (ambiguous communication and miscommunication).²⁷

Based on the explanation above the author limit the unit of analysis of this study as the following :

Grammatical error (verbs and tenses) ; Substance Errors (capitalization, punctuation and spelling) ; Lexical Errors (word formation, additional word, omission word and word selection).

C. The Data and the Data Source

The data of this research are *skripsi's* abstracts of graduated student of English Education Department . While, the Data source are contents of the abstract that will be analyzed by the researcher . This research conducted on April- May 2019 and took place at State Islamic University of North Sumatera in the library of Tarbiyah Faculty and then the writer selected the *skripsi* abstract . Determination of sampling was used by selecting a homogeneous thesis that were *skripsi* of Students English Education Department in the same year. Determination of samples was done by considering the efficiency of practical needs sampling. The technique of sampling was snowball sampling, in this case the populations were the *skripsis* of English Education department. The researcher considered and decided 30 of *skripsi* abstract texts. the researcher chose the *skripsi* abstracts that published in the year 2017.

²⁷ James, C. (1998). Errors in language learning and use: Exploring error analysis. New York: Routledge.

D. The Technique of Collecting Data

The technique of collecting data is the most strategic step in research, because the main purpose of research is to get data. Data collection techniques are needed in a study because it is used by the author to get the data to be processed so conclusions can be drawn.²⁸ There are various data collection techniques commonly used in conducting research. The following is the data collection technique used by the author in this study was Library Study Techniques by using snowball sampling .

Library studies refers to research that is implemented in the library . The researcher takes the data and identify the data from the books , document and magazine in library.²⁹ Literature study can be divided into several techniques, including notes. Note-taking technique is a technique of collecting data by using books, literature or library materials, then recording or quoting the opinions of experts in the book to strengthen the theoretical foundation in research. This note-taking technique uses books, literature, and library materials that are relevant to the research carried out, usually can be found in the library or where the author conducts research. So the author will use the note taking literature study technique to analyze and record errors in the *skripsi* abstract of English Education Department.

²⁸Sugiyono.(2005). *Metode Penelitian Bisnis*. Bandung :Alfabeta. p.34

²⁹ Syafaruddin, dkk, (2013), *Panduan Penulisan Skripsi*, Medan : Fakultas Tarbiyah dan Keguruan IAIN, p. 12

E. The Technique of the Data Analysis

The process of data analysis was started when the researcher collected the data. The researcher collected the data step by step. The process of the data analysis was elaborated based on Corder cited in Mungungu, states that there are five-stage process of Error Analysis (EA) which consists of :

(1) The collection of errors :

After reading the whole *skripsi* abstract text and the researcher will be collect the errors by taking a note.

(2) The identification of errors :

Identification of error is the next step after doing collection of error, the researcher will identify the errors to be classified into the types of errors.

(3) The description of errors :

The next step is description of errors. After making identification of errors, the researcher will describe the error by giving the characteristic of the error.

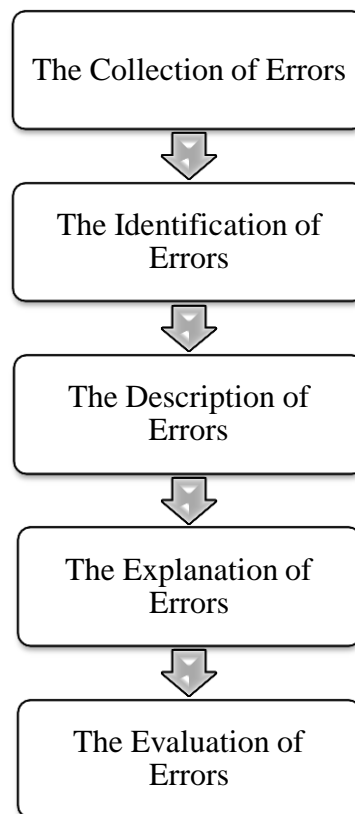
(4) The explanation of errors :

The next step is explanation of the errors, the researcher will explain the errors one by one and giving argument why it can be detected as errors.

(5) The evaluation of errors ³⁰ :

The last step is evaluation of error. After getting the list of errors, the researcher will evaluate and give a correction to the abstract thesis.

It shows as follows :



F. The Trustworthiness of the Study

There is a common technique which is usually used to increase the research data validity on qualitative research method. The technique is called Triangulation. According to Moleong, Triangulation is explained as a technique of

³⁰Mungungu, S. S. (2010). *Error analysis: Investigating the writing of ESL Namibian learners. (Unpublished master's thesis)*. University of South Africa, Pretoria, South Africa.p.78

collecting data by combination of some different data sources³¹. The aim of triangulation is to increase one understands of what ever being investigated. In this research, the researcher use a triangulation.. According to Denzin in Moleong, triangulation is used to analyze data based on sources, method, investigator and theory.³²

To achieve the validity of the contents of the data, researcher consult or evaluate to other people who are experts in the field concerned (expert judgment validity). Discussing with colleagues and consulting or evaluating to experts in the relevant field in this case is the researcher's lecturer in State Islamic University of North Sumatra that has the same field of study, his name is Idris Sadri who graduated from The University of Sydney . This will be done to check the truth of the interpretations that has been made.

Another type of reliability used in this study is inter-observer reliability and consensus among observers. It is carried out to get the data elasticity by examining the results of student thesis repeatedly to find as much data as possible and relevant aspects to the problem under study so as to obtain correct, accurate and normal data. To achieve data reliability researchers will read the same data over and over again, discuss with colleagues, and do counseling with the advisor.

³¹Moleong, j, Lexy. (2006). *Metodologi Penelitian Kualitatif dan Kualitatif*, Bandung : PT. Remaja Rosdakarya pg.330

³²*Ibid.*, p.303

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Data Analysis

The data of this research was the *skripsi* abstract text writing that was produced by under-graduated English Education Department students at State Islamic University of North Sumatra. There were eight categories of errors in writing *skripsi* abstract, they were addition word, word choices, capitalization, omission word, spelling, punctuation, tenses, and word form. Those *skripsi* abstract texts were produced as final assignment to be graduated from the university. Those *skripsi* abstract texts were found in the Library of Tarbiya Faculty. After finding 30 copies of *skripsi* abstract texts, those copies then would be identified whether it contained error or not. The first step of identifying errors was underlined the error word or sentence and added the note below the word or sentence by the types of error.

Errors found in the *skripsi* abstract text were very huge and complicated. That's why the researcher limited the frame works of analysis to be focused on the errors that often occurred. Thus, the researcher used coding for those data. The coding of those data made the researcher easier to analyze the errors. The coding used by researcher could be seen in Apppendix 1.

1. Types of Error

After analyzing the data that was obtained from copies of 30 *skripsi* abstract texts, there were many of errors that was identified. Then, those errors were classified into types of errors that would be described, explained and evaluated by the researcher as the following :

a. Addition Word

Errors of addition means as the words that should not be presented or appeared in a sentence or clause to make an well-formed utterances. According to the data that researcher found, there were 4 addition word errors. The errors of addition words would be described an evaluated in the following table :

Table 4.1
The Example of Addition Word Errors

Error Identification	Error Correction	Error Description
This research of this study was conducted by using class room action research	This research was conducted by using class room action research	The word “research” and “study” has the similar meaning. So that it would be redundancy if it’s using in the same time.
The data that showed that “r _o ” is 0,68 .	The data showed that “r _o ” is 0,68	There is no adjective or noun clause there, so it does not need the relative pronoun “that” to connect adjective or noun clause.

The aim of of this study are : (1) to know the students' ability in learning English grammar.	The aim of this study are : (1) to know the students' ability in learning English grammar.	Using the word “ of” in the same time means redundancy in well-formed utterances.
Based on statistical computation of t-test formula, found the the t-observed were 4.427 whereas the value of the t-table were 1.990.	Based on statistical computation of t-test formula, found the t-observed were 4.427 whereas the value of the t-table were 1.990.	Using the article “ the” twice in the same time means redundancy in well-formed utterances.

Those are the examples of addition word that committed by under-graduated students in their *skripsi* abstract writing. Those errors could be anticipated by using proof-reading and asking for peer feedback to analyze this abstract writing. So that, those kinds of errors could not appeared in the writing of *skripsi* abstract.

b. Word Choice

Sometimes the language learner miss use the words to make their composition easily to be understood. Because sometimes two words have the same meaning but have a different usage in the sentence. According to the data that researcher found, there were 115 word choices errors. The errors example of word choices would be described an evaluated in the following table :

Table 4.2
The Example of Word Choice Errors

Error Identification	Error Correction	Error Description
the technique of analyzing the data of this research was applied by quantitative and qualitative data	the technique of analyzing the data of this research was applied by quantitative and qualitative approach	The technique of analyzing should use approach. An approach means a way of dealing with something.
The quantitative and qualitative data were taken from the students' score, interview sheet, observation sheet and documentation.	The quantitative and qualitative data were obtained from the students' score, interview sheet, observation sheet and documentation.	The word "take" refers to pick up something / to move something to other place. So the word "obtain" is the suitable word that refers to the data.
The research was conducted experiment in two different classes with Direct Method was employed in experimental class and other technique was employed in a controlled class.	The research was conducted experiment in two different classes with Direct Method was applied in experimental class and other technique was applied in a controlled class.	The word "employed" refers to the job or activity that must be done by the employee. However the word "applied" refers to the practical use as opposed to being theoretical.
The result of data analysis showed that there was an improvement on the students' improvement	The result of data analysis showed that there was an improvement on the students' achievement in	The word "improvement" means a thing that is better than something else. However the word "achievement"

in reading comprehension from each cycle.	reading comprehension from each cycle.	refers to a thing done with effort, skill or courage.
The result of this research showed that the mean score in pre-test was 57,6 and there was 15,4% (6 students) who got the score ≥ 75	The result of this research showed that the mean score in pre-test was 57,6 and there was 15,4% (6 students) who achieve the score ≥ 75	The word “achieve” is the suitable word refers to the score. Because “achieve” means reach a desired objective or result by effort, skill or courage.

Those are the examples of word choices errors that committed by under-graduated students in their *skripsi* abstract writing. Those errors could be anticipated by using proof-reading and asking for expert judgment to analyze this abstract writing. So that, those kinds of errors could not appeared in the writing of *skripsi* abstract.

c. Capitalization

Capitalization is the writing of a word with its first letter in uppercase and the remaining letters in lowercase. Experienced writers are stingy with capitals. It is best not to use them if there is any doubt. The main function of capitals is to focus attention on particular elements within any group of people, places, or things. According to the data that researcher found, there were 70 capitalization errors. The errors example of capitalization would be described an evaluated in the following table :

Table 4.3**The Example of Capitalization errors**

Error Identification	Error Correction	Error Description
This research was aimed to improve the students' ability in writing announcement through gallery walk technique of eight grade at MTs jam' iyatul Alwashliyah tambung	This research was aimed to improve the students' ability in writing announcement through gallery walk technique of eight grade at MTs Jam'iyatul Alwashliyah Tambung .	The capital letter is used for a specific place. So, MTs Jam'iyatul Alwashliyah is a name of school/place.
The objective of this research is to know the improvement of Collaborative Writing Strategy in Students' ability in Writing Descriptive Text .	The objective of this research is to know the improvement of collaborative writing strategy in students' ability in writing descriptive text.	The capital letter is used in major words in title of books, article and songs. However, in this case, those words is not a title of a research or book but the objective of the research.
The researcher conducted a classroom action research as the methodology of this research in the Eight grade of MTs Al-Jam'iyatul Washliyah Medan in Academic year 2016/2017.	The researcher conducted a classroom action research as the methodology of this research in the eight grade of MTs Al-Jam'iyatul Washliyah Medan in academic year 2016/2017.	The capital letter is not used for both ordinal numbers and cardinal numbers. The uppercase letter in the beginning of "Academic" is not supposed to be used because capital letter is used in writing days of

		week, months of the year and holidays.
to investigate how the implementation and how the result of implementation of riddle game media to increase students' ability in speaking for the Eleventh Grade Students in academic year 2016/2017.	to investigate how the implementation and how the result of implementation of riddle game media to increase students' ability in speaking for the eleventh grade students in academic year 2016/2017.	The capital letter is used in writing proper nouns. It means that the noun must be specific. So eleventh grade students is not a specific one; it's a group of students.
The result of the data analysis showed that the students' ability in using simple present tense improved after being taught by who am i game.	The result of the data analysis showed that the students' ability in using simple present tense improved after being taught by who am I game	The capital letter is used in writing the single-letter word, and first person of pronoun 'I'

Those are the examples of capitalization errors that committed by under-graduated students in their *skripsi* abstract writing. Those errors could be anticipated by using proof-reading and asking for expert judgment to analyze this abstract writing. So that, those kinds of errors could not appeared in the writing of *skripsi* abstract.

d. Omission Word

Omission errors are characteristic by absence of item that should appear in a well-formed utterance. According to the data that researcher found, there were 32 errors of omission. The errors example of omission would be described and evaluated in the following table :

Table 4.4

The Example of Omission errors

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

The research was applied by ^ classroom action research.	The research was applied by using classroom action research.	The word ‘ using’ must be added because in this case, the object of the sentences is an approach or the way of the research is done.
It can be concluded that there was an improvement ^ the students’ ability in using simple present tense.	It can be concluded that there was an improvement of the students’ ability in using simple present tense.	Preposition ‘of’ is used to clarify the possessive and the relationship of the words.

Those are the examples of omission errors that committed by under-graduated students in their *skripsi* abstract writing. Those errors could be anticipated by using proof-reading and asking for expert judgment to analyze this abstract writing. So that, those kinds of errors could not appeared in the writing of *skripsi* abstract.

e. Spelling

Spelling is how to write well and correctly. It is the process or activity of writing the letters of words in correct sequence. The errors of spelling is characterized by writing the letters of word according to unaccepted usage. According to the data that researcher found, there were 11 spelling errors. The errors example of spelling would be described an evaluated in the following table

:

Table 4.5
The Example of Spelling Errors

Error Identification	Error Correction	Error Description
The object of this research was to improve students' abiity in writing announcement.	The object of this research was to improve students' ability in writing announcement.	There is no word 'abiity' in the dictionaries. That must be 'ability'
This research was aimed to find out the effectiveness of writing diary activities in improving students' ability in taching recount text.	This research was aimed to find out the effectiveness of writing diary activities in improving students' ability in teaching recount text.	There is no word 'taching' in the dictionaries. That must be 'teaching'.
The total improvment of students' score from pre-test and post-test of cycle II was 64.56%	The total improvement of students' score from pre-test and post-test of cycle II was 64.56%	The word 'improvment' has no meaning. However, 'improvement' is the correct spelling and has meaning.
test question scores in smester 2 academic year 2017/2018	test question scores in semester 2 academic year 2017/2018	In this case, 'smester' has no meaning. We must add letter 'e' become 'semester' so that it has meaning.
The result of this reserach showed that there was an increase of students in speaking skill.	The result of this research showed that there was an increase of students in speaking skill.	The word 'reserach' has no meaning. However, 'research' is the correct spelling and has meaning.

Those are the examples of spelling errors that committed by under-graduated students in their *skripsi* abstract writing. Spelling problems can be covered only through practice to write and proof-reading. So that, those kinds of errors could not appeared in the writing of *skripsi* abstract.

f. Punctuation

Punctuation is a set of marks that regulates and clarifies the meanings of different texts. The purpose of punctuation is to clarify the meanings of texts by linking or separating words, phrases, or clauses. The errors of punctuation is characterized by the unclear meaning of writing marks as in ending a sentences or separating clauses. According to the data that researcher found, there were 14 punctuation errors. The errors example of puctuation would be described an evaluated in the following table :

Table 4.6

The Example of Punctuation Errors

Error Identification	Error Correction	Error Description
There were four meetings during the research, they were pre-test, post-test I, and post-test II.	There were four meetings during the research; they were pre-test, post-test I, and post-test II.	Semi-colon is an immensely useful punctuation mark for those who are looking to slam two slightly related clauses together into a single triumphant sentence. So, in this case the semi-colon is used as

		super-comma, to separate items in a long list.
This research was conducted at MTs Muhammadiyah 01 Medan academic year 2017- 2018	This research was conducted at MTs Muhammadiyah 01 Medan academic year 2017/2018	In this case, academic year must use forward slash to indicate 'or'. So it means academic year 2017 and or 2018.
The students'' score in the cycle I test was 68.22	The students' score in the cycle I test was 68.22	Apostrophes is used to clarify the function of noun by indicating possession and showing omission. So in this case, it uses the apostrophe to form possessive noun (students).
It was showed from the mean of orientation test was 47.82 there was 17,39% who got point 68 above.	It was showed from the mean of orientation test was 47.82; there was 17,39% who got point 68 above.	In this case, the semicolon must be used to clarify in written language by joining independent clauses because there are two independent clauses here.
The objective of this research was to get empirical evidence about the effect of Direct Method on students' vocabulary mastery and to identify the students achievement in learning	The objective of this research was to get empirical evidence about the effect of Direct Method on students' vocabulary mastery and to identify the students' achievement in learning	Apostrophes is used to clarify the function of noun by indicating possession and showing omission. So in this case, it uses the apostrophe to form possessive noun (students).

vocabulary	vocabulary	
------------	------------	--

Those are the examples of punctuation errors that committed by under-graduated students in their *skripsi* abstract writing. Punctuation problems can be covered only through understanding the use of each punctuation and doing proof-reading. So that, those kinds of errors could not appeared in the writing of *skripsi* abstract.

g. Tenses

Tense is the form of a verb that takes to show the time it happened so it plays a crucial role in English language. It denotes the time an action takes place, whether sometime in the past, in the present or will take sometime in the future. The errors of tense occur when someone use the wrong verb tense. Verb tense tells the reader of our sentences when the action is taking place; it could be in the past, present or in the future. So, it is a common grammar mistake that committed by language learner. According to the data that researcher found, there were 119 tenses errors .The errors example of tenses would be described an evaluated in the following table :

Table 4.7
The Example of Tenses Errors

Error Identification	Error Correction	Error Description
It indicated that the score and the mean in the second cycle were better than the first cycle.	It indicates that the score and the mean in the second cycle were better than the first cycle.	In writing abstract of research, the conclusion must be written in present form.
The objective of this research is to know the improving of collaborative writing strategy in students' ability in writing descriptive text.	The objective of this research was to know the improvement of collaborative writing strategy in students' ability in writing descriptive text.	In this case, it is a purpose of a research, so it must be written in past form.
The researcher concluded that the research improved students' skill in writing recount text by writing diary activities and get better score.	The researcher concludes that the research improved students' skill in writing recount text by writing diary activities and get better score.	This is a kind of conclusion from the abstract of research. So it must be written in a present form.
It was found that teaching writing narrative text by using outline technique could improve the students' ability.	It is found that teaching writing narrative text by using outline technique can improve the students' ability.	In this case, it is a conclusion from the abstract of research, so it must be written in a present form.
After analyzing the data, the writer found that the mean value of the	After analyzing the data, the writer found that the mean value of the	This kind of the result of research. So in writing result of abstract, must be

experimental class is 80, while the mean value of the control class is 70.	experimental class was 80, while the mean value of the control class was 70.	written in a past form.
Research method applied in this study is collaborative classroom action research with setting of this study is at MA Al-Washliyah Kedaisianam Batu Bara and the subject of this study are the students of the tenth grade of MA Al-Washliyah Kedaisianam Batu Bara.	Research method applied in this study was collaborative classroom action research with setting of this study was at MA Al-Washliyah Kedaisianam Batu Bara and the subject of this study was the students of the tenth grade of MA Al-Washliyah Kedaisianam Batu Bara.	In this case, this is a kind of method that have been used in the research. So it must be written in a past form. The setting and the sample of the research that have been used, must be written in a past form.

Those are the examples of tenses errors that committed by under-graduated students in their *skripsi* abstract writing. tenses problems can be covered only through learning sixteen tenses and how they differ. Once we know how to use them, problematic shifts in verb tenses can be spotted and avoided easily. So that, those kinds of errors could not appeared in the writing of *skripsi* abstract.

h. Word Form

Words forms are the different ways a word can exist in the context of a language. A word can exist as a noun, verb, adjective or adverb. It depends on the context of language. The word forms is the process of forming words by compounding, derivation, inflection, clipping, acronym and etc. However, word form error indicates that you have chosen the correct basic word, but the form of the word does not suit its position in the context of a sentence. According to the data that researcher found, there were 33 word form errors. The errors example of word form would be described and evaluated in the following table :

Table 4.8

The Example of Word Form Errors

Error Identification	Error Correction	Error Description
The objective of this research is to know the improving of collaborative writing strategy in students' ability in writing descriptive text.	The objective of this research was to know the improvement of collaborative writing strategy in students' ability in writing descriptive text.	This kind of the word form is derivation. In the sentences, after the verb 'know' , it can not be followed by the word 'improving' . it must be followed by the noun. So the noun from that word must be ' improvement' .
The students' respond in writing teaching when they were being taught by using guided writing was very good.	The students' response in writing teaching when they were being taught by using guided writing was very good.	This kind of the word form is derivation. In this case, the word 'respond' means a an action verb. However, in this sentences must be a noun.

		So the noun from that word is ‘response’.
It suggests for the teacher who want to teach simple present tense can use who am I game.	It suggests for the teacher who wants to teach simple present tense can use who am I game.	This kind of the word form is inflection. It is the process of changing the word by adding the additions but it does not the class of a word. So, because it is a simple present tense form, the third singular person must use the verb plus ‘s’
The result of the data shows that the students are more interest and motivate in comprehending reading text	The result of the data shows that the students are more interested and motivated in comprehending reading text	This kind of the word form is derivation. In this sentence, the word ‘interest’ means an abstract noun, but it must use an adjective to clarify the meaning. The word ‘motivate’ is an action verb, however in this case, it needs an adjective to clarify and modify the noun.
The student were not difficult and felt confident to speaking in front of the class	The student were not difficult and felt confident to speak in front of the class	This kind of the word form is derivation. In this sentence, the word ‘to’ must be followed by simple form of a verb and the simple form of ‘

		speaking' is 'speak'. So it is called infinitive.
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Those are the examples of word form errors that committed by under-graduated students in their *skripsi* abstract writing. word form problems can be covered through practice to write, use the dictionary to look up the words and its forms and understand the grammar of some common endings and its use. So that, those kinds of errors could not appeared in the writing of *skripsi* abstract.

3. The Way of Errors Occurred

a. Addition Word

Errors of addition means as the words that should not be presented or appeared in a sentence or clause to make an well-formed utterances. According to the data that researcher found, there were 4 addition word errors, how this error can occurred would be analyzed in the following example .

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

b. Word Choices

According to the data that researcher found that sometimes the language learner miss use the words to make their composition easily to be understood. Because sometimes two words have the same meaning but have a different usage in the sentence. A clear explanation can be seen from the following examples.

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

c. Capitalization

Example 1: This research was aimed to improve the students ability in writing announcement through gallery walk technique of eight grade MTs **jamiyatul al-washliyah tembung**. (This research was aimed to improve the students ability in writing announcement through gallery walk technique of eight grade MTs Jamiyatul Al-washliyah Tembung). Based on example above the error occurred by using non capital letter for a name of specific place.

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

It can be explained that the cause of the errors is the interference of the Indonesia language since there is no rule of capitalization for writing sigle-letter word of pronoun "I" in Indonesia context. The writers, moreover, had inadequate knowledge of the English rule in writing a name of specific place must be capitalized. These two causes led to the occurrence of the errors.

d. Ommision Word

Omission errors are characteristic by absence of item that should appear in a well-formed utterance, the clear explanation of how the omission word can occurred woud be described in the following example.

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

e. Spelling

The majority of the spelling errors committed by the under-graduated students were occurred by using an incorrect letter, omitting a letter, or adding a letter when unnecessary as shown in the sample sentences below.

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

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

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

f. Punctuation Marks

Based on the collected data and the analysis the errors can be divided into two categories according to their features: omission and addition. Punctuation marks which were found to be the most problematic were comma (,) and apostrophes ('). A deeper analysis revealed that the different uses of these two punctuation marks between Indonesia and English were the causes of the errors. A clear explanation can be seen from the following examples.

Example : the students” score in the cycle I test was 68.22. (the students” score in the cycle I test was 68.22) . Based on the example above can be seen that the writer misused apostrophes. Apostrophes is used to clarify the function of noun by indicating possession. So in this case it must used the apostrophe to form possessive noun (students). In can be happen because the difference of using apostrophes in Indonesia an English.

g. Tenses

The errors of tense occur when someone use the wrong verb tense. Verb tense tells the reader of our sentences when the action is taking place; it could be in the past, present or in the future. So, it is a common grammar mistake that committed by language learner. The brief and clear explanation of the tenses error could be seen in the following example .

Example : Research method applied in this study **is** collaborative classroom action research with setting of this study **is** at MA Al-Washliyah

Kedaisianam Batu Bara and the subject of this study **are** the students of the tenth grade of MA Al-Washliyah Kedaisianam Batu Bara. (Research method applied in this study was collaborative classroom action research with setting of this study was at MA Al-Washliyah Kedaisianam Batu Bara and the subject of this study was the students of the tenth grade of MA Al-Washliyah Kedaisianam Batu Bara.).

Based on the example above the error of tenses occurred because in this case, this is a kind of method that have been used in the research. So it must be written in a past form. The setting and the sample of the research that have been used, must be written in a past form too. This kind of the error of tenses could occurred because the differences between Indonesia and English context in writing the sentence. In Indonesia is not used the term of tenses however writing English sentence or speaking English must used grammar of tenses.

3. Cause of Errors Occured

The information gained from the deeper analysis related literature revealed the four major sources of the errors as follows:

First, interlingual interference is the major source causing the most errors, This is because the students always thought in their first language when they produced written English sentences. It can be concluded that pointing out both differences and similarities between the students' first language and the target language should be considered in the writing classes.

Second, intralingual interference is the learners' confusion of using the target language. Their knowledge of the target language is incomplete, so they combined the knowledge of Indonesia context with that of English context.

Third, limited knowledge of English grammar and vocabulary is another crucial source of the participants' errors. Very limited knowledge of English grammar and vocabulary leads the writers to commit errors (Silva, 1993; Olsen, 1999; Weigle, 2002). The data showed that knowledge of English grammar and vocabulary need to be improved. The participants of the study expressed that their grammar and vocabulary knowledge of English was inadequate to make a good piece of writing *skripsi* abstract.

Fourth, Carelessness: though carelessness seemed to be the source of the least errors, it cannot be overlooked. Raising EFL writers' awareness of the disadvantage of carelessness may help reduce errors in their writing. Previous studies indicate that interlingual interference and intralingual interference are the two sources of errors found in EFL and ESL learners' pieces of writing. The findings of this study also agree with the mentioned conclusion. The present study, in addition, would like to draw attention to other sources that may lead to serious errors. Very limited knowledge of English grammar and vocabulary as well as learners' carelessness is other sources that cannot be underestimated. EFL learners' awareness of the two mentioned sources should be raised in order to reduce any unexpected errors.

B. Discussion

Based on the finding above, the researcher found the error types in *skripsi* abstract writing which made by the under-graduated students divided into eight types; those are addition word, word choices, capitalization, omission word, spelling, punctuation, tenses and word form. Those are the types of error were often committed by under-graduated students university of English Education Department Students at Islamic University of North Sumatra.

There were 30 of *skripsi* abstract texts that had been analyzed by the researcher. The first step is identifying the errors; while identifying the errors the researcher used coding to make the researcher easier to analyze the data. after identifying the errors, the researcher classified the errors into a types and kinds of the errors. Then, the researcher evaluated each of errors and made corrections. From those *skripsi* abstract texts, the researcher found a huge of errors in their writing. Those data analysis showed that there were many errors which were committed by under-graduated students in writing their *skripsi* abstract. The errors revealed that the 3 types of errors found to be the greatest difficulties of the under-graduated students were tenses, word choices and capitalization. Tenses errors was in the first rank that frequently made by under-graduated students, then followed by word choices was in the second rank and the third rank was capitalization. From this findings, it could be concluded that many under-graduated students did not pay attention and deep correction on their *skripsi* abstract writing.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and the discussion in the previous chapter, the researcher had a conclusion as follows:

1. There were eight types of errors that committed by under graduated students: addition word, word choices, capitalization, omission word, spelling, punctuation, tenses and word form.
2. The way of how these errors can be occurred were such a various processes based on its errors type : addition word error occurred by adding the similar meaning word and made it to be redundancy, word choices error occurred by the choosing of unnecessary word, capitalization error occurred by misusing the capital and non capital letters, omission word error occurred by un-appearing of item that should be appeared in well-form utterances, spelling error occurred by writing the letter of word according to unaccepted usage, punctuation error occurred by using unnecessary marks, and tenses error occurred by using the wrong verb of tenses.
3. The errors can be occurred because of inter-lingual interference, intra-lingual interference, limited knowledge of English grammar and vocabulary and carelessness.

B. Suggestion

Based on the result of the study, the writer had some suggestions for English lecturers, students and next researcher as follows:

1. For the English lecturer

They should give more practices to the students in order to make them understand the materials better and reduce the error in their sentences. The english lecturer should pay more attention while correcting and checking *skripsi* abstract texts.

2. For the Students

.The students should learn to use the rules of tenses in writing of *skripsi* abstract. the students should be more careful and pay more attention to the grammar material when they write a text and it is suggested to the student to make peer feedback and proof-reading before publishing their writing.

3. For the next Researcher

The next researchers can make this study as their reference to conduct other researcher on the same field. They are also expected to be able to cover the limitation about this; they can conduct a research with the taxonomy in this study but in different aspect of grammar. The writer hopes that the next researchers can prepare everything as good as possible in doing research and can follow up this research.

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APPENDIX I**CODE OF ERRORS**

No.	Code	Types Of Errors
1	AW	Addition Word
2	WC	Word Choices
3	C	Capitalization
4	OW	Omission Word
5	S	Spelling
6	P	Punctuation
7	T	Tenses
8	WF	Word Form

APPENDIX II

Errors of Word Choices

No.	Errors	Correction
1	The technique of analyzing the data of this research was applied by quantitative and qualitative data	The technique of analyzing the data of this research was applied by quantitative and qualitative approach
2	The qualitative data were taken from the students' score, interview sheet, observation sheet and documentation	The qualitative data were obtained from the students' score, interview sheet, observation sheet and documentation
3	It was found that teaching writing narrative text by using outline technique could improve the students' ability	It indicates that teaching writing narrative text by using outline technique could improve the students' ability
4	The mean score in the cycle II test was 80, and there was 92.3% (36 students) who got score ≥ 75 .	The mean score in the cycle II test was 80, and there was 92.3% (36 students) who achieved ≥ 75 .
5	The research was conducted with classroom action research.	The research was conducted by using classroom action research.
6	In order to solve this problem, the teacher should have creative activity	In order to approaches this problem, the teacher should have creative activity
7	In doing this research, the technique of analyzing the data was applied by using qualitative and quantitative approach.	In conducting this research, the technique of analyzing the data was applied by using qualitative and quantitative approach.
8	The population of tis research was	The population of this research

	second grade of MTs S Daarul Muhsinin, Janjimanahan Kawat, Labuhanbatu, where consist of four parallel class	was second grade of MTs S Daarul Muhsinin, Janjimanahan Kawat, Labuhanbatu, which consist of four parallel class
9	The students' ability at constructing conditional sentences improved and became well in the first meeting to the next meeting.	The students' ability at constructing conditional sentences improved and became better in the first meeting to the next meeting.
10	The researcher gave writing test to collect the data	The researcher gave writing test to obtain the data
11	The researcher used random sampling to apply the research	The researcher used random sampling to conduct the research
12	The data was collected by observation sheet, questionnaire, documentations and speaking test.	The data was obtained from observation sheet, questionnaire, documentations and speaking test.
13	Based on the result of the research show that there is increasing students score after using Audio Visual media, the score raise to 85.	Based on the result of the research show that there is increasing students score after using Audio Visual media, the score was increased up to 85.
14	In collecting the data, I used three instruments, they are a set of questionnaire that consist of 15 questions,	In collecting the data, the researcher used three instruments, they are a set of questionnaire that consist of 15 questions,
15	This research used quantitative method	This research used quantitative approach
16	The researcher took conclusions as follows	The researcher concluded as follows

17	The result of the data analysis showed that there was an improvement on the students' improvement in reading comprehension from each cycle	The result of the data analysis showed that there was an improvement on the students' achievement in reading comprehension from each cycle
18	and the second is how to speak the sentence well and said the words well,	and the second is how to speak the sentence well and pronunciate the words well,
19	The data were gathered through quantitative and qualitative data	The data were obtained by using quantitative and qualitative approach

APPENDIX III

Errors of Capitalization

No.	Errors	Correction
1	This research was aimed to improve the students' ability in writing announcement through gallery walk technique of eight grade at MTs jam;iyatul Alwashliyah tembung in academic year 2016/2017.	This research was aimed to improve the students' ability in writing announcement through gallery walk technique of eight grade at MTs Jam;iyatul Alwashliyah Tembung in academic year 2016/2017.
2	The objective of this research is to know the improving of Collaborative Writing Strategy in Students' ability in writing Descriptive Text and to find out whether the improvement Students' Ability in Writing Descriptive Text through Collaborative Writing Strategy.	The objective of this research is to know the improving of Collaborative Writing Strategy in Students' ability in writing descriptive text and to find out whether the improvement students' ability in writing descriptive text through Collaborative Writing Strategy.
3	The research was conducted with Classroom Action Research	The research was conducted with classroom action research
4	The researcher conducted a classroom action research as the methodology of this research in the Eight grade of MTs Al-Jam'iyatul Washliyah Medan in Academic year 2016/2017	The researcher conducted a classroom action research as the methodology of this research in the eight grade of MTs Al-Jam'iyatul Washliyah Medan in academic year 2016/2017
5	The subject of this research were 18 students of eight grade of SMP AL Washliyah 1 Ismailiyah Medan in	The subject of this research were 18 students of eight grade of SMP AL Washliyah 1 Ismailiyah Medan in

	2016/2017 Academic Year.	2016/2017 academic year.
6	This research was conducted to know The Effect of Physical Self Assessment Strategy to Ability Students in Using Question Words.	This research was conducted to know the effect of Physical Self Assessment Strategy to ability students in using question words.
7	the result of implementation of riddle game media to increase students ability in speaking for the Eleventh Grade Students in Academic Year 2016/2017	the result of implementation of riddle game media to increase students ability in speaking for the eleventh grade students in academic year 2016/2017
8	it suggests to the teacher who want to teach simple present tense can use who i am game	it suggests to the teacher who want to teach simple present tense can use who I am game
9	I used three instruments, they are a set of questionnaire that consist of 15 questions, Test question scores in semester 2 academic year 2017/2018,	I used three instruments, they are a set of questionnaire that consist of 15 questions, test question scores in semester 2 academic year 2017/2018,
10	There is a significant effect on applying berlitz method in the class on the students' conjunction mastery At Islamic Boarding School Darul Hikmah TPI Medan	There is a significant effect on applying berlitz method in the class on the students' conjunction mastery at Islamic Boarding School Darul Hikmah TPI Medan
11	It was indicated that There is a significant Effect of Concept-Oriented Reading Instruction (CORI) on Students' Reading Comprehension in Narrative Text	It was indicated that there is a significant effect of Concept-Oriented Reading Instruction (CORI) on students' reading comprehension in narrative text
12	This study was conducted to find out the comparative between problem	This study was conducted to find out the comparative between

	based learning and direct instruction in teaching english grammar	problem based learning and direct instruction in teaching English grammar
13	The R esearcher C onclude that teaching speaking by using Guided Conversation Strategy could increase the students' ability	The r esearcher c onclude that teaching speaking by using Guided Conversation Strategy could increase the students' ability

APPENDIX IV

Errors of Omission Word

No.	Errors	Correction
1	It can help the students ^ improve their ability in listening comprehension.	It can help the students to improve their ability in listening comprehension.
2	The technique of analyzing the data of this research was applied ^ quantitative and qualitative approach	The technique of analyzing the data of this research was applied by using quantitative and qualitative approach
3	And based ^ interviewed, observation sheet, diary notes, and documentation showed that the students' response at writing by using guided technique was good.	And based on interviewed, observation sheet, diary notes, and documentation showed that the students' response at writing by using guided technique was good.
4	This research ^ applied by ^ classroom action research.	This research was applied by using classroom action research.
5	The number of students was 60 students ^ consist of two classes	The number of students was 60 students which consisted of two classes
6	The experimental class (X-1) was 30 students and control class(X-2) ^ 30 students as sample.	The experimental class (X-1) was 30 students and control class(X-2) was 30 students as sample.
7	There were 29 students as the sample and this research ^ applied by^ classroom action research	There were 29 students as the sample and this research was applied by using classroom action research
8	It means that there was ^ improvement about 32.26%.	It means that there was an improvement about 32.26%.

9	It can be concluded that there was an improvement ^ the students' ability in using simple present tense at MA Al-Washliyah Kedaisianam Batu Bara	It can be concluded that there was an improvement of the students' ability in using simple present tense at MA Al-Washliyah Kedaisianam Batu Bara
10	The objectives of this study is ^ find out whether Audio Visual attracts students' attention in improving their listening comprehension skill	The objectives of this study is to find out whether Audio Visual attracts students' attention in improving their listening comprehension skill
11	Learning English ^ very important because according to Encyclopedia International that there are 3000 languages spoken in the world noted that English is the language spoken most often used.	Learning English is very important because according to Encyclopedia International that there are 3000 languages spoken in the world noted that English is the language spoken most often used.
12	The data showed that "r _o " is 0.68 and "r _o " ^ 0.36 in significant standard of 5%	The data showed that "r _o " is 0.68 and "r _o " is 0.36 in significant standard of 5%
13	The result of this research showed ^ the mean score in the pre test was 57.6	The result of this research showed that the mean score in the pre test was 57.6
14	The result of the data analysis showed that the score of students ^ increased from the first meeting namely cycle I until the last meeting namely cycle II.	The result of the data analysis showed that the score of students was increased from the first meeting namely cycle I until the last meeting namely cycle II.
15	There are 20 students ^ get successful criteria score	There are 20 students who get successful criteria score
16	The research ^ conducted experiment	The research was conducted

	in two different classes	experiment in two different classes
17	The technique of analyzing the data was applied in this research were qualitative and quantitative ^	The technique of analyzing the data was applied in this research were qualitative and quantitative approach
18	The result of the data analysis showed that there was ^ improvement ^ students' ability in speaking from each cycle.	The result of the data analysis showed that there was an improvement of the students' ability in speaking from each cycle.
19	In other words, the students' ability in speaking ^ improved and became well in the first meeting to the next meeting.	In other words, the students' ability in speaking was improved and became well in the first meeting to the next meeting.

APPENDIX V

Errors of Spelling

No.	Errors	Correction
1	The object of this research was to improve students' abiity in writing announcement through gallery walk technique	The object of this research was to improve students' ability in writing announcement through gallery walk technique
2	To find out whether the improvement of students' acbility in writing descriptive text through collaborative writing strategy	To find out whether the improvement of students' ability in writing descriptive text through collaborative writing strategy
3	This research was aimed to find out the effectiveness of writing diary activities in improving the students' ability in taching recount text	This research was aimed to find out the effectiveness of writing diary activities in improving the students' ability in teaching recount text
4	The total improvmnt of students' score from pre-test to the post-test of cycle II was 64.52%	The total improvement of students' score from pre-test to the post-test of cycle II was 64.52%
5	test question scores in smester 2 academic year 2017/2018	test question scores in semester 2 academic year 2017/2018
6	It menas that there is a significant effect of applying berlitz method in the class on the students' conjunction masrtery at Islamic Boarding School Darul Hikmah TPI Medan	It means that there is a significant effect of applying berlitz method in the class on the students' conjunction mastery at Islamic Boarding School Darul Hikmah TPI Medan

7	It indicated that was improvement of students' anility in mastering present future tense through mix freeze group strategy	It indicated that was improvement of students' ability in mastering present future tense through mix freeze group strategy
8	The result of this reserach showed that there was an increase of students in speaking skill	The result of this research showed that there was an increase of students in speaking skill

APPENDIX VI

Errors of Punctuation

No.	Errors	Correction
1	The mean score in the cycle II test was 80, and there was 92.3% (36 students) who got score ≥ 75 , , it indicated that the score and the mean in the second cycle were better than the first cycle.	The mean score in the cycle II test was 80, and there was 92.3% (36 students) who got score ≥ 75 ; it indicated that the score and the mean in the second cycle were better than the first cycle.
2	There were three meetings during the research , they were pre test, post test I and post test II	There were three meetings during the research ; they were pre test, post test I and post test II
3	18 students who got successful score criteria above 70 or it was 86% and 3 students who got unsuccessful score criteria above 70 or it was 14% . . In other words, the students' achievement at writing descriptive test was improved.	18 students who got successful score criteria above 70 or it was 86% and 3 students who got unsuccessful score criteria above 70 or it was 14% . In other words, the students' achievement at writing descriptive test was improved.
4	This research was conducted at MTs Muhammadiyah 01 Medan academic year 2017-2018	This research was conducted at MTs Muhammadiyah 01 Medan academic year 2017/2018
5	The students'' score in the cycle I test was 68.22	The students' score in the cycle I test was 68.22
6	This research was conducted by using classroom action research, which carried out through four steps , they were planning, action, observation, and reflection.	This research was conducted by using classroom action research which carried out through four steps ; they were planning, action, observation, and reflection.

7	The result of the data analyzing showed that there was an improvement on the students ability in writing narrative text	The result of the data analyzing showed that there was an improvement on the students' ability in writing narrative text
8	It was showed from the mean of orientation test was 47.82 there was 17.39% (4 students) who got point 68 above.	It was showed from the mean of orientation test was 47.82 ; there was 17.39% (4 students) who got point 68 above.
9	In the post test of cycle I, the mean of the post test of cycle I was 65.43%, it was higher than orientation test.	In the post test of cycle I, the mean of the post test of cycle I was 65.43% ; it was higher than orientation test.
10	In the post testof cycle II the mean of the post test of cycle II was 80.21	In the post testof cycle II , the mean of the post test of cycle II was 80.21
11	how the result of implementation of riddle game media to increase students ability in speaking.	how the result of implementation of riddle game media to increase students' ability in speaking.
12	In collecting data, I used three instruments they are a set of questionnaire that consist of 15 questions, test question score; and observation at the location of research.	In collecting data, I used three instruments; they are a set of questionnaire that consist of 15 questions, test question score, and observation at the location of research.

APPENDIX VII

Errors of Tenses

No.	Errors	Correction
1	It indicated that the scores and the mean in the second cycle were better than the first cycle.	It indicates that the scores and the mean in the second cycle were better than the first cycle.
2	It was found that teaching writing announcement text through gallery walk technique could improve the students' ability in writing announcement text.	It is found that teaching writing announcement text through gallery walk technique can improve the students' ability in writing announcement text.
3	The objective of this research is to know the improvement of Collaborative Writing strategy in students' ability in writing descriptive text.	The objective of this research was to know the improvement of Collaborative Writing strategy in students' ability in writing descriptive text.
4	The researcher concluded that the research was improved the students' skill in writing recount text by writing diary activities and get better score.	The researcher concludes that the research was improved the students' skill in writing recount text by writing diary activities and got better score.
5	The researcher concluded that the students' ability at writing descriptive text had been improved by using guided writing.	The researcher concludes that the students' ability at writing descriptive text had been improved by using guided writing.
6	After analyzing the data, the writer found that the mean value of the experimental class is 80, while mean value of the control class is 70	After analyzing the data, the writer found that the mean value of the experimental class was 80, while mean value of the control class was

		70
7	Then the data was analyzed by using t-test formula. The result showed that t_{count} is higher than t_{table} .	Then the data was analyzed by using t-test formula. The result showed that t_{count} was higher than t_{table} .
8	It means that the alternative hypothesis which is proposed by the researcher that there was the significant effect of team assisted individualization technique in improving students' ability in writing descriptive text is accepted.	It means that the alternative hypothesis which was proposed by the researcher that there was the significant effect of team assisted individualization technique in improving students' ability in writing descriptive text was accepted.
9	This research has a purpose to improve the students' ability in writing descriptive paragraph by using task-based learning approach	This research had a purpose to improve the students' ability in writing descriptive paragraph by using task-based learning approach
10	The aim of this research is to improve the students' vocabulary mastery after being taught using sketch and label at SMP Muhammadiyah 02 Medan	The aim of this research was to improve the students' vocabulary mastery after being taught using sketch and label at SMP Muhammadiyah 02 Medan
11	The data is collect by using qualitative and quantitative data	The data was collected by using qualitative and quantitative approach
12	The result of the data analysis showed that the score of students increased from the first meeting namely cycle I until the last meeting namely cycle II.	The result of the data analysis showed that the score of students was increased from the first meeting namely cycle I until the last meeting namely cycle II.
13	It was concluded that the implementation of riddle game	It is concluded that the implementation of riddle game

	media is strongly increase students' ability in speaking	media is strongly increased students' ability in speaking
14	The instruments of qualitative data are observation sheet, interview, diary notes. And quantitative data is test for the students.	The instruments of qualitative data were observation sheet, interview, diary notes. And quantitative data was test for the students.
15	Research method applied in this study is collaborative classroom action research with the setting of the study is at MA Alwahliyah Kedaisianam BatuBara	Research method applied in this study was collaborative classroom action research with the setting of the study was at MA Alwahliyah Kedaisianam BatuBara
16	The students were more understanding and felt free to show their understanding about the using of simple present tense.	The students understood more and felt free to show their understanding about the using of simple present tense.
17	The subject of this study is the second grade students IPS of MAS Manba'ul Hidayah	The subject of this study was the second grade students IPS of MAS Manba'ul Hidayah
18	The instrument of quantitative data is a test for the students that evaluates by using speaking rubrics reference	The instrument of quantitative data was a test for the students that evaluated by using speaking rubrics reference
19	This research also use a formula to calculate the students' mean score	This research also used a formula to calculate the students' mean score
20	The finding of the research showed that the students' ability in speaking English is improved after being taught by using talking chips strategy	The finding of the research showed that the students' ability in speaking English was improved after being taught by using talking chips strategy
21	Based on the result of the research	Based on the result of the research

	show that there is increasing students' score after being taught by using audio visual media	showed that there was an increase of students' score after being taught by using audio visual media
22	In collecting data, I used three instruments they are a set of questionnaire that consist of 15 questions, test question scores , and observation.	In collecting data, I used three instruments; they were a set of questionnaire that consisted of 15 questions, test question scores , and observation.
23	The result of the analysis showed that there is a significant effect of applying berlitiz method	The result of the analysis showed that there was a significant effect of applying berlitiz method
24	The alternative hypothesis is accepted and the nil hypothesis is rejected.	The alternative hypothesis was accepted and the nil hypothesis was rejected.
25	The aim of this research is to improve the students' vocabulary achievement after being taught by using acronym technique	The aim of this research was to improve the students' vocabulary achievement after being taught by using acronym technique
26	The technique of analyzing the data of this research apply qualitative and quantitative data	The technique of analyzing the data of this research was applied by using qualitative and quantitative approach
27	The students are active and they seem enjoy working in the class	The students were active and they seemed enjoy working in the class
28	The result of the data shows that the students are more interest	The result of the data showed that the students were more interested

APPENDIX VIII

Errors of Word Form

No.	Errors	Correction
1	The objective of this research is to know the improving of collaborative writing strategy	The objective of this research is to know the improvement of collaborative writing strategy
2	The subject of this study were the tenth grade student of MAS PAB 2	The subject of this study were the tenth grade students of MAS PAB 2
3	The result of the data analysis showed that there was improving students' ability in writing descriptive text from each cycle	The result of the data analysis showed that there was an improvement of students' ability in writing descriptive text from each cycle
4	The students' respond in writing teaching when they were being taught by using guided writing was very good	The students' responce in writing teaching when they were being taught by using guided writing was very good
5	The result of this research showed that there was increasing of students' ability at constructing conditional sentence	The result of this research showed that there was an increase of students' ability at constructing conditional sentence
6	The data is collect by using qualitative and quantitative approach	The data is collected by using qualitative and quantitative approach
7	The improvement of the students' score from the post test cycle I to the post test cycle II was improvement 62.17%	The improvement of the students' score from the post test cycle I to the post test cycle II was improved 62.17%

8	There were two test ,	There were two tests
9	There was 74.19% who got point 70 above , the improving was about 32.26%	There was 74.19% who got point 70 above , the improvement was about 32.26%
10	It suggests for the teacher who want to teach simple present tense ca use who am I game	It suggests for the teacher who wants to teach simple present tense ca use who am I game
11	and also to investigate the significant of who am I game in improving students' ability in using simple present tense	and also to investigate the significance of who am I game in improving students' ability in using simple present tense
12	The improvement of the students' score from the post test cycle I to the post test cycle II was improvement 30%	The improvement of the students' score from the post test cycle I to the post test cycle II was improved 30%
13	The result of this research showed that there was improving of students' vocabulary mastery.	The result of this research showed that there was an improvement of students' vocabulary mastery.
14	The result of the data showed that the students are more interest and motivate in comprehending reading text	The result of the data showed that the students were more interested and motivated in comprehending reading text
15	The result of the data can be describe as below :	The result of the data can be described as below :
16	This research aimed to improved the students' speaking skill in English lesson by using action learning strategy.	This research aimed to improve the students' speaking skill in English lesson by using action learning strategy.

ABSTRACT

This research was aimed to know the students' ability at writing narrative text by using outline technique. The research was conducted by using classroom action research. The subjects of this study were 36 of the tenth grade students of MAL UIN SU Medan in academic year 2016/2017. In doing this research, the technique of analyzing data was applied by using qualitative and quantitative approach. The qualitative data was taken from interview, observation, diary notes and documentation. The quantitative data was taken from the test. The result of the data analyzing showed that there was an improving on the students writing narrative text by using outline technique from each cycle. It was showed from mean of pre test was 51.41 and the mean of the students' score for the post test I was 71.86, and the mean of the students' score for post test II was 75.33. And based on interview, observation sheet, diary notes result and documentation showed that the students' response at writing narrative text by using outline technique was good. It was found that teaching writing narrative text by using outline technique could improve the students' ability.

Keywords: Writing Ability, Narrative Text, Outline Technique.

ABSTRACT

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Thesis Title : Improving Students` Ability in Writing through Collaborative Writing Strategy at the Islamic Junior High School Muhammadiyah 01 Medan.

The objective of this research is to know the improving of Collaborative Writing Strategy in Students' ability in writing Descriptive Text and to find out whether the improvement Students' Ability in Writing Descriptive Text through Collaborative Writing Strategy. This research was conducted at MTs Muhammadiyah 01 Medan academic year 2017-2018 as the subject of researcher. The subject of this research were consisted of 21 students of the eighth grade in class VIII.

The research was conducted with Classroom Action Research. In conducting this classroom action research, the writer divided the action into two cycles. The instrument of collecting data were qualitative data from observation, interview, diary notes, and documentation. Quantitative data were taken from tests, which was carried out in the end of every cycle.

Based on the result of the data analysis showed that there was an improvement of the result of the students' achievement in writing descriptive text from each cycle. After doing Post-Test cycle I, there was an improvement of the result of the students' mean was 65,7. Where, 11 students who got successful score criteria above 70 or it was only 50 % and 10 students who got unsuccessful score criteria above 70 or it was 50 %. Then, doing an improvement in second cycle after reflection in the first cycle, there was an improvement of students' mean was 80,5. Where, 18 students who got successful score criteria above 70 or it was 86 % and 3 students who got unsuccessful score criteria above 70 or it was 14 % . . In other words, the students' achievement at writing descriptive text was improved. And based on interview sheet, observation sheet, diary notes and documentation, it showed that the expression and excitement of the students were also improved.

ABSTRACT

IMPROVING STUDENTS' ABILITY IN WRITING OF ANNOUNCEMENT THROUGH GALLERY WALK TECHNIQUE OF EIGHT GRADE AT MTs JAM'IYATUL ALWASHLIYAH TEMBUNG IN ACADEMIC YEAR 2016/2017

FAHMI AULIA BATUBARA

34.13.1.112

Keywords: Writing Skill, Announcement Text, Gallery Walk Technique, Classroom Action Research Students'

This research was aimed to improve the students' ability in writing announcement through gallery walk technique of eight grade at MTs jam'iyatul Alwashliyah tembung in academic year 2016/2017.

The subject of this research was conducted at VIII-1 class of MTs Jam'iyatul Alwashliyah Tembung in Academic year 2016/2017. The class consisted of 39 students. The object of this research was to improve students' ability in writing announcement through gallery walk technique.

This research of this study was conducted by using classroom action research as the methodology of this research. The technique of analyzing the data of this research was applied by quantitative and qualitative data. The quantitative data were taken from the students' test. The qualitative data were taken from the students' score, interview sheet, observation sheet and documentation. There were four meetings during the research, they were pre test, post test I, and post test II

The result of this research showed the mean score in the pre test was 57,6 and there was 15.4 % (6 students) who got the score ≥ 75 , the mean score in the cycle I test was 73.8, and there was 53.8 % (21 students) who got score ≥ 75 , the mean score in the cycle II test was 80, and there was 92.3 % (36 students) who got score ≥ 75 , , it indicated that the scores and the mean in second cycle were better than the first cycle. Based on observation sheet, interview sheet, and documentation, the improvement showed that the students could be active, enthusiastic, diligent, brave, spirit, and the students could write announcement text easily through gallery walk technique. It was found that teaching writing announcement text through gallery walk technique could improve the students' ability in writing announcement text

ABSTRACT

Irmawati. 2017. Improving The Students' Ability In Speaking English By Using Talking Chips Strategy At The Second Grade Students of MAS Manba'ul Hidayah Kisaran In 2016/2017 Academic Year. UINSU. Medan

The aim of the research is to find out improving of the students' ability in speaking English by using talking chips strategy conducted in group discussion. When the students conduct the talking chips strategy, every student will have an equal opportunity to deliver his or her speaking during discussion. So, there is no student dominate.

The subject of this study is the second grade students IPS of MAS Manba'ul Hidayah Kisaran in academic year of 2016/2017 that consisted of 25 students.

This research is conducted by using classroom action research which done in two cycles created by Kemmis and McTaggart (2000). Each cycle consisted of one meeting contained of teaching material and conducting post-test. The research procedure included plan, action, observation and reflection. Meanwhile, the researcher used quantitative and qualitative data to support this research. The instrument of quantitative data is a test for the students that evaluates by using speaking rubrics reference (J. Michael O'Malley and Pierce L.Vendez:1996) and the instruments of qualitative data are interview sheet, observation checklist, diary notes, and documentation. The researcher worked collaboratively with the collaborator (researchers' friend) and the students as the subject. In addition, this research also use a formula to calculate the students' mean score ($\bar{X} = \frac{\sum X}{N}$) and the percentage of students who get success and unsuccess in speaking test ($P = \frac{R}{T} \times 100\%$) by Anas Sudjono (2014).

The finding of the research showed that the students' ability in speaking English is improved after being taught by using talking chips strategy. It can be seen from the result of the students' mean score in post-test I is 61.4 rises up in post-test II is 73.6. Then, the percentage of students who get success in post-test I is about 40% rises up in post-test II is about 68%. So, the students' mean scores from post-test I to post-test II has showed the improvements in all aspects in speaking skill after implementing the talking chips strategy in both actions of cycle I and cycle II. The aspects being assessed were pronunciation, fluency, vocabulary, accuracy/grammar and interaction. In other words, the improvement of students' speaking ability by using talking chips strategy can be improved successfully because the researcher and the collaborator did some reflections in the next action that is found from the collaborators' note. Based on this research, it suggests for the teacher who want to teach the students' speaking ability in group discussion can use talking chips strategy.

Key Words: Improving Speaking Ability, Talking Chips Strategy, Grade IX Students

ABSTRACT**IMPROVING STUDENTS' SPEAKING SKILL IN ENGLISH LESSON BY
USING ACTION LEARNING STRATEGY AT VIII-A GRADE OF
MTs PAB 1 HELVETIA**

ARMASITA
34.13.3.009

Keyword: Action Learning Strategy, Students' Speaking Skill

This research aimed to improved the students' speaking skill in English lesson by using action learning strategy. This research was conducted by using Classroom Action Research (CAR). The subject of this research was VIII-A grade of MTs PAB 1 Helvetia 2016/2017 academic year which consisted of 48 students. The objective of this research was to improve students' speaking skill in English Lesson by using Action Learning strategy at Eight Grade of MTs PAB 1 Helvetia. This research was conducted in two cycles which each consists' of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data.

The result of this reserach showed that there was increasing of students in speaking skill. The mean of pre-test was 59. The mean of post-test 1 was 75.04. the mean of post-test 2 was 82.11. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 up were 4 students (9.09%). In the post-test of cycle 1 students who got point >70 up were 30 students (68.18%). The post-test of cycle 2, students who got point >75 were 38 students (86.36%). In other words, the students' ability in speaking improved and became well in the first meeting to the next meeting.

ABSTRACT

Nurafni Sitepu.2017.Improving The Sudents' Speaking Ability by Applying Guided Conversation Strategy at Eleventh Year Students of SMA Muhammadiyah-2 Tanjung Sari Medan in 2016/2017 Academic Year.

Key word: Speaking, Ability, and Guided Conversation.

This research aimed to improve the students' ability at speaking skill by applying guided conversation strategy at eleventh grade students of Senior High School Muhammadiyah-2 Medan. The research was conducted by using classroom action research, which carried out through four step, they are planning, action, observation, and reflection. The subject of this study was students class XI of Senior High School Muhammadiyah-2 Medan in academic year 2016/2017. Consist of 37 students. The technique of analyzing the data of this research was applied quantitative and qualitative approach. The quantitative data were taken from a speaking Test. The qualitative data were taken from observation sheet, interview, diary note, and documentation. The result of data analysis showed that there was improving students' ability in speaking from each cycle. It showed from mean of pre-test was 60,27 the mean of the post-test I was 72,43 and the mean of post-test II was 80. From the data, the researcher can conclude that the students' ability at speaking has been improved by applying Guided Conversation Strategy. Based on the qualitative data that taken from interview, observation sheet, and diary note. It was found that the students' difficulties in speaking; the first is environment that not support to speak English in daily conversation, and the second is how to speak the sentence well and said the words well, they also still lack of confidence but by applying guided conversation strategy, that problems were solved. The students' response was good after using of guided conversation strategy. It could be seen of the students' response while learning process. The students were not difficult and felt confident to speaking in front of the class based on the key word, they also felt enjoy during practice speaking in their group. The Researcher Conclude that teaching speaking by using Guided Conversation Strategy could increase the students' ability. It is suggested that English teacher apply this strategy as one of alternative in teaching speaking.

ABSTRACT

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 Title : Improving Students' Ability in Writing Sentence in Present Future Tense Through Mix Freeze Group Strategy at First Grade of MA Pondok Pesantren Darussalam Parmeraan Padang Lawas Utara

Skripsi, Medan: Department of English Education Faculty of Tarbiyah Science and Teacher' English Training State Islamic University of North Sumatra Medan, 2017.

This research was conducted to find out the implementation of Mix Freeze Group Strategy in improving students' ability in mastering Present Future Tense. The population of this research was the first grade of MA Podok pesantren Darusslam Parmeraan Padang Lawas Utara 2017/2018 academic years, which consisted of 32 students. This research was applied by classroom action research. The technique of analyzing data of this research was applied by using quantitative and qualitative data. The qualitative data were taken from interview, observation, and document. The quantitative data were taken from the test which was carried out in two cycles. Each cycle consisted of two meetings. The test was given in forms pre-test and post-test in the cycle 1 and cycle 2. In the first cycle, the mean of the pre-test was 41.87 and the mean of the post-test was 65.31. The mean of second cycle was 90.62. The percentage of students who got point up 65 also grew up. In the pre-test students who got up 65 there were only 0 of 32 students (0%). In the post-test of cycle 1, students who got up 65 there were 16 of 32 students (50%). It means that there was improvement about 50%. In the post-test of cycle 2, students who got up 65 there were 32 of 32 (100%). The improvement was about 50%. It indicated that was improvement of students' anility in mastering Present Future Tense through Mix Freeze Group Strategy.

ABSTRACT

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Thesis, Medan: Department of English Education Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera, Medan 2017.

Keyword: *Reading Comprehension, Classroom Action Research, Directed Reading Thinking Activity (DRTA) Strategy.*

This research was aimed to find out the improvement of the students' reading comprehension through Directed Reading Thinking Activity Strategy. The subject of this research was eight grade students of SMP Negeri 17 Medan in the academic years of 2016/2017. It consisted of one class with 36 students as respondents. This research was conducted by using classroom action research. The technique of analyzing data was applied in this research were qualitative and quantitative. The qualitative data were taken from observation sheet, interview, and documentation. The quantitative data were taken from tests. The tests were given to the students in the form of pre-test, post-test I and post-test II. The result of data analysis showed that there was an improvement on the students' improvement in reading comprehension from each cycle. It was showed from the mean of pre-test which was 46.60, after Directed Reading Thinking Activity (DRTA) strategy was applied in the first cycle, there was an improvement of the result of the students' mean which was 64.12 and for the second cycle after reflection on the first cycle there was an improvement of students' mean which was 77.29. Moreover In the pre-test, there were 16.67% (6 of 36 students) who got score ≥ 75 . In the post-test I, there were 27.77% (10 of 36 students) who got score ≥ 75 . In the post-test II, there were 55.55% (20 of 36 students) who got score ≥ 75 . So, the total percentage of the improvement from the pre-test to post-test II was about 55.55%.

Acknowledge by:
Advisor I

ABSTRACT

ERNI YUNITA. A COMPARATIVE STUDY BETWEEN PROBLEM BASED LEARNING AND DIRECT INSTRUCTION IN TEACHING ENGLISH GRAMMAR AT PRIVATE ISLAMIC JUNIOR HIGH SCHOOL PERGURUAN ISLAM AL-ULUM TERPADU MEDAN.

Skripsi, Medan: Department of English Education Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera, Medan 2017.

Keyword: Problem Based Learning, Direct Instruction, English Grammar.

This study was conducted to find out the comparative between problem based learning and direct instruction in teaching English grammar. The aim of this study are: (1) To know the students' ability in learning English grammar that was taught by using problem based learning, (2) To know the students' ability in learning English grammar that was taught by using direct instruction, (3) To know there is any significant different of the student's ability in learning English grammar that were taught by using problem based learning and direct instruction. The population of this study was the eight grade of students at Perguruan Islam Al-ulum Terpadu Medan that consists of 72 students. The instrument of collecting data used test. The analyzing data used t test. At the end of this study, the researcher took conclusion as follows: After analyzing data, (1) the mean of the students score in learning English grammar that was taught by using problem based learning was 72,083. (2) The mean of students score in learning English grammar that was taught by using direct instruction was 60,208. (3) The comparative between problem based learning and direct instruction in teaching English grammar was 4,9 by degree of t_{table} 1,99. So the alternative hypothesis of this result was accepted and null was higher than t_{table} . It means that there was the comparative study between problem based learning and direct instruction in teaching English grammar on the students of Private Islamic Junior High School at Perguruan Islam Al-Ulum Terpadu Medan.

Title : Improving Student's achievement in reading comprehension by using KWL (Know-Want-Learned) Strategy At SMP Muhammadiyah 2 Medan.

Skripsi, Medan: Department of English Education Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera, Medan 2017.

Keyword: *Reading Comprehension, Classroom Action Research, KWL Strategy, Descriptive Text.*

This study is aimed at finding out the impacts of the use of Know-Want Learn strategy in improving the reading comprehension among eight grade students of SMP Muhammadiyah 2 Medan in the academic year of 2016/2017. The subject of this research was eight grade students of SMP Muhammadiyah 2 Medan in the academic years of 2016/2017. It consisted of one class with 30 students as respondents.

This research was conducted by using classroom action research. The technique of analyzing data was applied in this research were qualitative and quantitative. The qualitative data were taken from observation sheet, interview, and documentation. The quantitative data were taken from tests. The tests were given to the students in the form of pre-test, post-test I and post-test II.

The result of data analysis showed that there was an improvement on the students' improvement in reading comprehension from each cycle. It was showed from the mean of pre-test which was 42,5, after KWL Strategy was applied in the first cycle, there was an improvement of the result of the students' mean which was 66,8 and for the second cycle after reflection on the first cycle there was an improvement of students' mean which was 76,76. Moreover In the pre-test, there were 13,33 % (4 of 30 students) who got score ≥ 68 . In the post-test I, there were 43.33%% (13 of 30 students) who got score ≥ 68 . In the post-test II, there were 90% (25 of 30 students) who got score ≥ 68 .

Therefore, the total percentage of the improvement from the pre-test to post-test II was about 90%.

ABSTRACT**THE EFFECT OF DIRECT METHOD ON THE STUDENT'S ABILITY IN
LEARNING VOCABULARY AT MAS PAB 1 SAMPALI****MAYIDA WAE-USENG****34.13.4.133****Key words:** Direct Method, and Vocabulary

The objective of this research was to get empirical evidence about the effect of Direct Method on Student's Vocabulary Mastery and to identify the students achievement in learning vocabulary through Direct Method. This research used quantitative method. The sample of this research was the first grade of SMA MAS PAB 1 SAMPALI. With the total number 25 students from each class. The research conducted experiment in two different classes with Direct Method was employed in an experimental class and other technique was employed in a controlled class. The data were collected through the achievement of pre-test and post-test from two classes. The result showed that teaching vocabularies by using Direct Method was more effective than using Grammar Translation Method. The result of post-test in direct method, students mean score is 72 with 25 students and The result of post-test in Grammar Translation Method, students mean score is 58.6 with 25 students Direct Method has served a positive influence. It can be concluded that the using of direct method on the student of SMA in learning vocabulary.

ABSTRACT

YOWANDA SUSTIKA. THE EFFECT OF CONCEPT-ORIENTED READING INSTRUCTION (CORI) ON STUDENTS' READING COMPREHENSION AT THE EIGHT GRADE OF MADRASAH TSANAWIYAH NEGERI BINJAI IN 2016/2017 ACADEMIC YEAR.

Skripsi, Medan: Departement of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2017.

Keyword: Students' Reading Comprehension, Narrative Text, CORI

This research aimed to find out The Effect of Concept-Oriented Reading Instruction (CORI) on Students' Reading Comprehension in Narrative Text at the Eight Grade of Madrasah Tsanawiyah Negeri Binjai in 2016/2017 Academic Year. The population of this research was the first year of MTs Negeri Binjai in 2016/2017 academic year. That consist of six classes and the total number of the population were 240 students. The researcher used Random Sampling to get the sample. The sample consist of 80 students, which consist of 40 students of the class VIII-2 and 40 students of the class VIII-4. This research applied by using quantitative data, were the technique of collecting data with using t-test formula. The result of the research shown that The Effect of Concept-Oriented Reading Instruction (CORI) on Students' Reading Comprehension in Narrative Text at the Eight Grade of Madrasah Tsanawiyah Negeri Binjai in 2016/2017 Academic Year can be describe as below: the average of the score 92,8 with the highest score is 100 and the lowest score is 87 (by using Concept-Oriented Reading Instruction) and the average of the score is 64, 75 with the highest score is 87 and the lowest score is 47 (by using Lecturing Technique). Based on the statistical computation of t-test formula, found the the t-observed were 4,427 whereas the value of the t-table were 1,990. It was indicated that There is a significant Effect of Concept-Oriented Reading Instruction (CORI) on Students' Reading Comprehension in Narrative Text at the Eight Grade of Madrasah Tsanawiyah Negeri Binjai in 2016/2017 Academic Year.

ABSTRACT

Desrayanti Sullama: The Implementation of THIEVES Strategy to improve students' ability in reading comprehension at MTs Islamiyah Hutagodan. A Thesis Faculty of Tarbiyah and Techers Training, State Islamic University of North Sumatera, Medan 2017.

Keyword: Ability, Reading, THIEVES strategy

This research aims to find out the improvement of students' ability in comprehending reading text by using THIEVES strategy. The subject of this study are the students grade VIII-A of MTs Islamiyah Hutagodang. They are consist of 23 students. The research of this study is conducted by using Classroom Action Research. The techniques of analyzing the data of this research apply qualitative and quantitative data. The qualitative data are taken from observation sheet, interview and documentation. The quantitative data are taken from reading test. The data are taken from the result which is carry out in two cycles. The tests are given to the students in form of pre-test, post -test I in the first cycle, and the post-test II in the second cycle. Based on the data, there is an improvement on the students' ability in comprehending reading text from each cycle. It is showed from mean of pre-test was 56,08. There are 3 students who get succesful criteria score or it is only 13,04%. After doing cycle I by using THIEVES strategy, there is improvement of the result of the students' mean is 69,13. There are 7 students get successful criteria score or it is only 30,43%. Then doing cycle II, there is improvement of students' mean is 77,82. There are 20 students get successful criteria score or it is only 86,95%. The result of the data shows that the students are more interest and motivate in comprehending reading text and they are enthusiastic during teaching and learning process by THIEVES strategy. The students are active and they seem enjoy working in the class. The result of the research shows that THIEVES strategy significantly improve students' ability in comprehending text.

ABSTRACT

RATIH SUJAYANTI, IMPROVING GRADE VIII STUDENTS' VOCABULARY MASTERY THROUGH THE CONCEPT ATTAINMENT MODEL AT MTs. AL – WASHLIYAH TEMBUNG IN THE ACADEMIC YEAR 2016/2017.

Skripsi, Medan : Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2017.

Keyword: The Students' Vocabulary mastery , The Concept Attainment Model

This research has a purpose to improve the students' vocabulary mastery at the eight grade of MTs. Al – Washliyah Tembung in academic year 2016/2017. The subject of this research consists of 30 students of VIII (eight). This research applied by classroom action research. The technique of analyzing data of this study was applied by using qualitative and quantitative data. The qualitative data were taken from observation sheet, diary note, interview, and documentation. The quantitative data were taken from the writing test.

The result of this research showed that there was improving of students' vocabulary mastery. Most of the students achieved a good score at the end of every cycle. The passing grade of English lesson was 75. The result of the data analysis that The means of students' score in pre – test was (44.66). The means of students' score in post – test of cycle I was (57.13). The means of students' score in post – test of cycle II was (79.93). It indicated that the application of Concept Attainment Model was effective as it could improve students' vocabulary mastery. The students' mastery in vocabulary can be improved by using Concept Attainment Model” is accepted.

ABSTRACT

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Title : Improving The Students' Achievement in Vocabulary

Through Acronym in
 Mnemonic Technique In The
 First Year Senior High School At MAS
 Al- Jam'iyatul Washliyah

Thesis, Medan : Department of English Education Faculty of Tarbiyah and Teacher Training State Islamic University North Sumatera, Medan 2017

Keyword : *Achievement in Vocabulary , Classroom Action Research, Acronym in Mnemonic Technique*

The aim of this research is to improve students' vocabulary achievement after being taught using acronym technique at MAS Al-Jam'iyatul Washliyah.

This researcher was conducted with Classroom Action Research. The subject of study was students of class X-A at MAS. Al-Jam'iyatul Washliyah which consisted of 40 students in the academic year 2016/2017. The qualitative data were taken from observation, interview, diary notes, and document. The quantitative data were taken from tests, which was carried out in the end of every cycle. The test was given to the students in form of pre-test, post test in the first cycle and the post test in the second cycle.

The result of the data analysis showed that the score of students increased from the first meeting namely cycle I until the last meeting namely cycle II. It was showed from the mean of orientation test was 57.87 there was 22.5% (9 students) who got point 65 above. In the post test of cycle I, the mean of the post test of cycle I was 65.25, it was higher than orientation test. There was 47.5% (19 students) who got point 65 above. The percentage of the students' score in the post test of cycle I to the orientation test was improvement 25%. In the post test of cycle II the mean of the post test of cycle II was 76.12, and the percentage was 77.5% (31 students) who got point 65 above. The improvement of the students score from the post test of cycle I to the post test of cycle II was improvement 30%. In other words, the students achievement in vocabulary was improved. Based on the observation , it showed that the excitement of the students were also improved.

ABSTRACT

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Title :The Effect Of Applying Berlitz Method On Students' Conjunction Mastery At Islamic Boarding School Darul Hikmah TPI Medan

This research aimed to find out whether there is an effect of applying berlitz method on students' conjunction mastery in learning at Islamic Boarding School Darul Hikmah TPI Medan.

The population was all of the fifth class of islamic boarding school Darul Hikmah TPI Medan, academic year 2016/2017 they were 40 students. I took 30 students as the sample.

In collecting data, I used three instruments they are a set of questionnaire that consist of 15 questions, Test question scores in smester 2 academic year 2017/2018; and observation at the location of research.

The result of the analysis showed that there is a significance effect of applying berlitz method on students' conjunction mastery at Islamic Boarding School Darul Hikmah TPI Medan. The data that showed that " r_o " is 0,68 and " r_t " 0,36 in significant standard of 5%. It means $r_o \geq r_t$. So, the alternative hypothesis is accepted and nil hypothesis is rejected. It means that there is a significant effect of applying berlitz method in the class on the students' conjunction mastery At Islamic Boarding School Darul Hikmah TPI Medan.

ABSTRACT

THE USE OF PICTURES TO IMPROVE STUDENTS' VOCABULARY OF SEVENTH GRADE STUDENTS AT MTS TPI SAWIT SEBERANG.

Skripsi, Medan : Department of English Education Faculty of Tarbiyah Science and Teachers Training State Islamic University of North Sumatera, Medan 2017.

Keyword: Vocabulary, Classroom Action Research, Animation Pictures.

This Research was aimed to find out the use of pictures to improve student vocabulary. This study was conducted by using classroom action research.

The subject of the research was seventh grade students of MTS TPI SAWIT SEBERANG in the academic years of 2016/2017. There were 39 students taken as subject, consisting of 21 males and 18 females. This research was done in two cycles.

The instrument for collecting data was multiple choice test as quantitative data and observation sheet, interview sheet, and diary notes as qualitative data. Based on the result of data analysis showed from pre-test, post test I and post test II.

It was showed from the mean of pre-test which was 46.3, after directed pictures was applied in the first cycle, there was an improvement of the result of the students mean which was 65.3 and for the second cycle after reflection on the first cycle there was an improvement of students mean which was 83.1. Moreover in the pre-test, there were 2.6% (1 of 39 students) who got score ≥ 75 . In the post test I, there were 33.3% (13 of 39 students) who got score ≥ 75 . In the post test II, there were 84.6% (33 of 39 students) who got score ≥ 75 . So, the total percentage of improvement from the pre-test to post test I to post test II was about 84.6%. It can be concluded that teaching English vocabulary through picture can improve the students vocabulary mastery.