

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter presents and discusses the finding of the research. This study was conducted to investigate two research problems. Those are: what are the grammatical errors in thesis abstract made by English Department Students of UIN Antasari Banjarmasin and the second is what is the most errors in thesis abstract made by English Department students of UIN Antasari Banjarmasin. In order to answer those questions, this chapter is divided into two main sections: Type of grammatical errors and the most errors.

#### **A. Findings**

This chapter presented and described the result of this study. The data obtained from the study document will be analyzed and elaborated to answer the research problems mentioned in chapter I. The result is grammatical errors in thesis abstract made by English Department students of UIN Antasari Banjarmasin.

In this study, the researcher used surface strategy taxonomy which classified the errors into four types: omission, addition, misformation, and misordering. The research data are taken from the thesis abstracts of the English Department Students of UIN Antasari Banjarmasin from the year 2017/2018 from even and odd semester. The findings below showed clearly the grammatical

errors made by the English Department students in writing their thesis abstracts according to the theory about grammatical errors in the chapter II, they were: Article, Regular and Irregular Nouns, Verb Tense, and Subject-Verb Agreement. The most error will be explained in the last part of this chapter after analyzing errors in the student's thesis abstracts with the formula according to Anas Sudjono (2010, p. 4) as follows:

$$P = \frac{F}{N} \times 100\%$$

P= Percentage of error

F= Frequency of error occurred

N= Number of cases (total frequent / total individual)

## **1. The Grammatical Errors in Thesis Abstract Made by English**

### **Department Students of UIN Antasari Banjarmasin**

The researcher would like to divide the errors into four classifications based on the theory of error analysis, using surface strategy taxonomy. The researcher listed and classified the errors on a table of error classification and error category for each thesis abstract. Then make clarifications of each type and category of error found on each thesis abstract.

**Table 4.1 Recapitulation of Category of Error in Thesis Abstracts**

Number of Thesis Abstract	Category of Error				Total of Error
	Article	Regular and Irregular nouns	Verb Tense	Subject Verb Agreement	
1	-	-	14	-	14
2	1	-	-	-	1
3	7	1	8	-	16
4	2	-	11	-	13
5	-	-	9	-	9
6	-	-	3	-	3
7	1	-	11	-	12
8	-	-	16	-	16
9	-	-	10	-	10
10	-	-	10	-	10
11	-	1	12	-	13
12	1	-	5	-	6
13	-	-	6	-	6
14	-	-	5	-	5
15	1	-	7	-	8
16	3	-	7	-	10
17	7	-	15	-	22
18	1	2	14	-	17
19	10	-	5	-	15
20	4	-	10	-	14
Total of Errors	35	4	181	-	220

Based on the table 4.1 the total of grammatical error found in 20 thesis abstracts' were 220 errors. In the category article it was found 35 errors. Then in the category regular and irregular nouns it was found 4 errors, in the category

verb tense it was found 181 errors. In the category subject verb agreement it was no error found.

**Table 4.2 Recapitulation of Category of Error in Thesis Abstracts**

No.	Category of Errors	Total Errors	Percentage
1	Verb Tense	181	$\frac{181*100\%}{220} = 82.27\%$
2	Article	35	$\frac{35*100\%}{220} = 15.90\%$
3	Regular and Irregular Nouns	4	$\frac{4*100\%}{220} = 1.81\%$
4	Subject Verb Agreement	-	-
Total		220	100%

Based on the table 4.2 the researcher concluded from the highest to the lowest frequency and the percentage of the grammatical errors in thesis abstracts made by the English Education Department students at UIN Antasari Banjarmasin, they were from verb tense (181 errors from 220 total of errors or 82,27%), article (35 errors from 220 total of errors or 15,90%), regular and irregular nouns (4 errors from 220 total of errors or 1,81%), subject verb-agreement (0 errors from 220 total of errors or 0%).

To make clear about the findings, the researcher listed and classified the errors in tables of error classification and error category for each thesis abstract. Then make clarifications of each type and category of error found on each thesis

abstract. Here are the grammatical errors found in 20 thesis abstracts' made by English Education Department students of UIN Antasari Banjarmasin.

#### Abstract 1

Name : Trisnawati Arum

SRN : 1301240741

The Title of Thesis : The Effectiveness of Using Games in Teaching  
Vocabulary for Young Learners

The Year of Examined : 2017

**Table 4.3 Error Classification in Thesis Abstract 1**

No.	Grammatical Errors	Error Classification	Line	Sentence
1	Article	Misformation	Line 16	- In addition, there is a significant difference score between control class.....]
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 1	- Vocabulary <u>is</u> the first stage in any language learning.
		Misformation	Line 2	- Without vocabulary, people <u>cannot</u> communicate effectively.
		Misformation	Line 2	- Some student <u>have</u> difficulties to memorize new vocabulary.

		Misformation	Line 3	- Therefore, the researcher <u>is</u> interested to know the students' score.....]
		Misformation	Line 5	- The problem statements of this research <u>are</u> : (1) Is there any significant different in score between students mastery of English vocabulary in control class and experiment class?
		Misformation	Line 7	- the researcher <u>uses</u> quantitative method,
		Misformation	Line 10	- The population and sample of the research <u>are</u> students class V A and V B...]
		Misformation	Line 11	- [...the total number <u>is</u> 42 students.
		Misformation	Line 15	- The result of this research <u>state</u> that the students' vocabulary
		Misformation	Line 16	- [...achievement in control class <u>is</u> 70,62 and in experiment class <u>is</u> 88,098.
		Misformation	Line 16	- In addition, there <u>is</u> a significant difference score between control class.....]

		Misformation	Line 18	- Therefore, using games in teaching vocabulary at SDN Kebun Raya 1 Kintap <u>is</u> effective...]
		Misformation	Line 19	- [...effective and the hypothesis (Ha) <u>is</u> accepted because the students' t test (to) = 4,56 <u>is</u> higher than t table (tt) 5% = 2,02 and 1% = 2,71.
4	Subject Verb Agreement	-	-	-
Total				14

Based on the table above, it is found 14 grammatical errors. In the type of omission there is no error found. Then in type of addition there is no error found. In the type of misformation error in the category verb tense it is found 14 errors and in misordering there is no error found.

In the type of misformation in the category of article the first error found is on line sixteen "In addition, there is a significant difference score between control class...]." The sentence is categorized as article error. It can be seen the error from the sentence above is using article a not using article "the" for a specific thing. The correct sentence should be: "*In addition, there is the significant difference score between control class...]*."

The second in the type of misformation error in the category verb tense errors the researcher found 14 errors. The first error is on line one “Vocabulary is the first stage in any language learning.” The error in the sentence is using verb of present tense for past condition “*is*” past tense of “*is*” is “*was*”. So, the correct sentence would be “*Vocabulary was the first stage in any language learning*”.

The second error is on line two “Without vocabulary, people can not communicate effectively”. The error in the sentence is using verb of present tense for past condition “*cannot*” while past tense of “*cannot*” is “*could*”. So, the sentence would be “*Without vocabulary, people could not communicate effectively*”.

The third error is still on line two “Some students have difficulties to memorize new vocabulary.” The error in the sentence is using verb of present tense for past condition “*have*” while past tense of “*have*” is “*had*”. So, the sentence would be “*Some students had difficulties to memorize new vocabulary*”.

The fourth error is on line three “Therefore, the researcher is interested to know the students’ score.....]”. The error in the sentence is using verb of present tense for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be three “*Therefore, the researcher was interested to know the students’ score.....]*”.



The fifth error is on line five “The problem statements of this research are: (1) Is there any significant different in score between students mastery of English vocabulary in control class and experiment class?” .....]”. The error in the sentence is using verb of tense for past condition “are” while past tense of “are” is “were”. So, the correct sentence would be three “*The problem statements of this research were: (1) Is there any significant different in score between students mastery of English vocabulary in control class and experiment class?*” .....]”.

The sixth error is on line seven “the researcher uses quantitative method”. The error in the sentence is using verb of present tense for past condition “uses” while past tense of “uses” is “used”. So, the correct sentence would be three “*the researcher used quantitative method*”.

The seventh error is on line ten “The population and sample of the research are students class V A and V B...]”. The error in the sentence is using verb of tense for past condition “are” while past tense of “are” is “were”. So, the correct sentence would be three “*The population and sample of the research were students class V A and V B...]*”.

The eighth error is on line eleven “[...the total number is 42 students”. The error in the sentence is using verb of tense for past condition “is” while past tense of “is” is “was”. So, the correct sentence would be three “[...*the total number was 42 students*”.

The ninth error is on line fifteen “The result of this research state that the students’ vocabulary.” The error in the sentence is using verb of tense for past condition “*state*” while past tense of “state” is “*stated*”. So, the correct sentence would be “*The result of this research stated that the students’ vocabulary*”.

The tenth and eleven errors are on line sixteen, there are two errors “[...achievement in control class is 70,62 and in experiment class is 88,098.” The error in the sentence is using verb of tense for past condition “*is*” while past tense of “is” is “*was*”. So, the correct sentence would be “*achievement in control class was 70,62 and in experiment class was 88,098*”.

The twelfth error is on line sixteen “In addition, there is a significant difference score between control class...].” The error in the sentence is using verb of tense for past condition “*is*” while past tense of “is” is “*was*”. So, the correct sentence would be “*In addition, there was the significant difference score between control class...]*”.

The thirteenth error is on line eighteen “Therefore, using games in teaching vocabulary at SDN Kebun Raya 1 Kintap is effective...].” The error in the sentence is using verb of tense for past condition “*is*” while past tense of “is” is “*was*”. So, the correct sentence would be “*Therefore, using games in teaching vocabulary at SDN Kebun Raya 1 Kintap was effective...]*”.

The fourteenth error is on line nineteen “[...effective and the hypothesis (Ha) is accepted because the students t test (to) = 4,56 is higher than t table (tt) 5% = 2,02 and 1% = 2,71”. The error in the sentence is using verb of tense for past

condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*[...effective and the hypothesis (Ha) was accepted because the students t test (to) = 4,56 is higher than t table (tt) 5% = 2,02 and 1% = 2,71*”.

#### Abstract 2

Name : Rina Alfisah

SRN : 1201240691

The Title of Thesis : The Correlation Between Interest in English Songs and Students’ Listening Skill at Twelfth Grade of State Islamic Senior High School (Man) Pelaihari.

The Year of Examined : 2017

**Table 4.4 Error Classification in Thesis Abstract 2**

No.	Grammatical Errors	Error Classification	Line	Sentence
1	Article	Omission	Line 8	- While <u>object</u> this study is correlation between interest in English songs and students’ listening skill at Twelfth Grade of State Islamic

				Senior High School (MAN) Pelaihari.
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	-	-	-
4	Subject Verb Agreement	-	-	-
Total				1

Based on the table above, it is found one omission error with the error on line eight “While object this study is correlation between interest in English songs and students’ listening skill at Twelfth Grade Of State Islamic Senior High School (MAN) Pelaihari”.

This sentence is categorized as article error because the sentence omitted the article “the” before the object, while the object is the specific place. The correct sentence is supposed to be: *While the object this of study is correlation between interest in English songs and students’ listening skill at Twelfth Grade of State Islamic Senior High School (MAN) Pelaihari”.*

Abstract 3

Name : Rusmawardah

SRN : 1301240847

The Title of Thesis : The Effectiveness of using Piaget and Bruner Theories  
in Teaching English Vocabulary for Young Learners  
at the Third Grade of SD Negeri 1 Marabahan School  
Year 2017-2018

The Year of Examined : 2017

**Table 4.5 Error Classification in Thesis Abstract 3**

No.	Grammatical Errors	Error Classification	Line	Sentence
1	Article	Omission	Line 4	- The population of the research is all of the students at SD Negeri 1 Marabahan on third grade...]
		Omission	Line 15	- [...the mean score of the pretest of__experiment class as 54,625 and - 50,363__control class.
		Omission	Line 16	- And the mean score of the posttest of__experiment group was 87,91 and 81,545 for control class.
2	Regular and Irregular Nouns	Omission	Line 6	- In SD Negeri 1 Marabahan just have two <u>class</u> and the researcher took A 22 students as the control class...]

3	Verb Tense	Omission	Line 9	- The writer__using purposive sampling.
		Misformation	Line 11	- Then, the researcher <u>uses</u> some techniques such as test and documentation.
		Misformation	Line 13	- The result of this research <u>find</u> out the effective of using Piaget and Bruner theories...]
		Misformation	Line 14	- [...the effective of using Piaget and Bruner theories <u>is</u> in high score....]
		Misformation	Line 18	- [..., the researcher found t-test, t count <u>is</u> 2,303 bigger than t table <u>is</u> 2,015...]
		Omission	Line 18	- [...so H0__rejected, H1 accepted.
		Misformation	Line 19	- It means significant achievement difference between students who <u>are</u> - thought <u>use</u> Piaget and Bruner theories compared students...]
		Misformation	Line 20	- [...who <u>are</u> thought without - <u>use</u> Piaget and Bruner theories in III grade of SDN 1 Marabahan.
4	Subject Verb Agreement	-	-	-
Total				16

Based on the table, it is found 15 errors. In the type of omission it is found 7 errors. Then in type of addition it is no error found, in type of misformation it is found 9 errors and in misordering it is no error found.

In the type of omission the researcher found 7 errors. The first error is on line four in the category article “The population of the research is all of the students at SD Negeri 1 Marabahan on \_\_third grade...].” The writer missed the article “the” for a specific thing, name or place. The sentence needed an article to be a correct sentence. The correct sentence was “*The population of the research is all of the students at SD Negeri 1 Marabahan on the third grade...].*”

The second and the third errors are on line fifteen with the category article, there are two errors found “[...the mean score of the pretest of\_\_experiment class as 54,625 and 50,363\_\_control class,” The writer missed the article “*the*” for a specific thing, name or place. The sentence needed an article to be a correct sentence. So, the correct sentence would be “[...*the mean score of the pretest of the experiment class as 54,625 and 50,363 the control class*”.

The fourth error is on line sixteen with the category article “And the mean score of the posttest of\_\_experiment group was 87,91 and 81,545 for control class”. The writer missed the article “the” for a specific thing, name or place. The sentence needed an article to be correct sentence. So, the correct sentence

was “*And the mean score of the posttest of the experiment group was 87,91 and 81,545 for control class*”.

The fifth is on line six with the category regular and irregular nouns “In SD Negeri 1 Marabahan just have two class and the researcher took A 22 students as the control class...]” The writer made error whereas the writer missed *s/es* for showing plural of something. In the sentence the word class needed *es* to show plural of class which was the writer put *two* before *class*. So, the correct sentence was “*In SD Negeri 1 Marabahan just has two classes and the researcher took A 22 students as the control class...]*”.

The sixth error is on line nine with the category verb tense “The writer \_\_using purposive sampling”. The errors found in the sentence was missed an item of *to be* in verbal sentence, the sentence missed “*is*” in past tense form “*was*”. The sentence needed an item “*to be*” to be a correct sentence. So, the correct sentence “*The writer was using purposive sampling*”.

The seventh error is on line eighteen “[...so H0\_\_rejected, H1 accepted”. The errors found in the sentence was missed an item of “*to be*”, the sentence missed “*is*” in past tense form “*was*”. The sentence needed an item “*to be*” “*was*” to be a correct sentence. So, the correct sentence “[...so H0 was rejected, H1 accepted”.

In the type of misformation the researcher found some errors are on the category verb tense with 9 errors. The first error is on line eleven “Then, the researcher uses some techniques such as test and documentation”. The error in



the sentence is using verb of tense for past condition “uses” while past tense of “uses” is “used”. So, the correct sentence would be “*Then, the researcher used some techniques such as test and documentation.*”

The second error is on line thirteen “The result of this research find out the effective of using Piaget and Bruner theories...].”. The error in the sentence is using verb of tense for past condition “find” while past tense of “find” is “found”. So, the correct sentence would be “*The result of this research found out the effective of using Piaget and Bruner theories...]*”.

The third error is on line fourteen “[...the effective of using Piaget and Bruner theories is in high score....].”. The error in the sentence is using verb of tense for past condition “is” while past tense of “is” is “was”. So, the correct sentence would be “[...*the effective of using Piaget and Bruner theories was in high score....]*”.

The fourth and the fifth errors are on line eighteen “[..., the researcher found t-test, t count is 2,303 bigger than t table is 2,015...].”. The error in the sentence is using verb of tense for past condition “is” while past tense of “is” is “was”. So, the correct sentence would be “[..., *the researcher found t-test, t count was 2,303 bigger than t table was 2,015...]*”.

The sixth and the seventh errors are on line nineteen “It means significant achievement difference between students who are thought use Piaget and Bruner theories compared students...].”. The first error in the sentence is using *to be* for past condition “are” while past tense of “are” is “were”. And the second is

using verb of tense for past condition “*use*” while past tense of “*use*” is “*used*”. So, the correct sentence would be “*It means significant achievement difference between students who were thought used Piaget and Bruner theories compared students...J*”.

The eight and the ninth errors are on line twenty “[...who are thought without use Piaget and Bruner theories in III grade of SDN 1 Marabahan”. The error in the sentence is using *to be* for past condition “*are*” while past tense of “*are*” is “*were*”. And the second is using verb of tense for past condition “*use*” while past tense of “*use*” is “*used*”. So, the correct sentence would be “[...*who were thought without used Piaget and Bruner theories in III grade of SDN 1 Marabahan*”.

#### Abstract 4

Name : Eva Suzanna

SRN : 1301240756

The Title of Thesis : A Study of the Classroom Interaction Using Flander  
Interaction Analysis Categories System (FIACS)  
Technique at MAN 3 Banjar in Academic Year  
2017/2018

The Year of Examined : 2017

**Table 4.6 Error Classification in Thesis Abstract 4**

No.	Grammatical Errors	Error Classification	Line	Sentence
1	Article	Omission	Line 1	- The classroom interaction that happens in __ XI MIPA 1 grader MAN 3 Banjar has the different situation..]
		Omission	Line 2	- [...from other class especially in __eleven grader level.
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 4	- From that statement, the research questions raised in this study <u>are</u> : ....]
		Misformation	Line 9	- The goals of this study <u>are</u> ...]
		Misformation	Line 14	- This study <u>applies</u> qualitative research design <u>using</u> FIACS Technique to analyze the classroom interaction.
		Misformation	Line 15	- The writer also <u>uses</u> the simple statistic to get the result.

		Misformation	Line 20	- The result <u>shows</u> the <i>teacher talk</i> had the greatest percentage...].
		Misformation	Line 23	- It <u>can</u> be concluded from the...]
		Misformation	Line 24	- [...percentage that <u>shows</u> the teacher talk <u>is</u> the greatest dominant than the student talk.
		Misformation	Line 25	- <i>The Content Cross</i> <u>is</u> dominant activity...]
		Misformation	Line 26	- [... activity in which the teacher <u>is</u> more active in talking...]
4	Subject Verb Agreement	-	-	-
Total				13

Based on the table, it is found 13 errors. In the type of omission it is found 2 errors. Then in type of addition there is no error found, in type of misformation it is found 11 errors and in misordering there is no error found.

In the type of omission the researcher found 2 grammatical errors. The first error in the category article is on line one “The classroom interaction that happens in \_\_ XI MIPA 1 grader MAN 3 Banjar has the different situation...]”. The writer missed the article “the” for a specific thing, name or place. The sentence needed an article to be a correct sentence. The correct sentence was “*The classroom interaction that happens in the XI MIPA 1 grader MAN 3 Banjar has the different situation...]*”.

The second is on line two “[...from other class especially in \_\_eleven grader level]”. The writer missed the article “the” for a specific thing, name or place. The sentence needed an article to be a correct sentence. The correct sentence would be “[...from other class especially in the eleven grader level]”.

In the type of misformation the researcher found some errors are on the category verb tense with 11 errors. The first error is on line four “From that statement, the research questions raised in this study are: ....]”. The error in the sentence is using verb of tense for past condition “are” while past tense of “are” is “were”. So, the correct sentence would be “From that statement, the research questions raised in this study were: ....]”.

The second error is on line nine “The goals of this study are ...]”. The error in the sentence is using verb of tense for past condition “are” while past tense of “are” is “were”. So, the correct sentence would be “The goals of this study were: ...]”.

The third and the fourth errors are on line fourteen “This study applies qualitative research design using FIACS Technique to analyze the classroom interaction”. The first error in the sentence is using “applies” for past condition, while past tense form of “applies” is “applied”. And the second is using verb of tense for past condition “using” while past tense of “use” is “used”. So, the correct sentence would be “This study applied qualitative research design used FIACS Technique to analyze the classroom interaction”.

The fifth error is on line fifteen “The writer also uses the simple statistic to get the result”. The error in the sentence is using verb of tense for past condition “*uses*” while past tense of “*uses*” is “*used*”. So, the correct sentence would be “*The writer also used the simple statistic to get the result*”.

The sixth error is on line twenty “The result shows the *teacher talk* had the greatest percentage...]. The error in the sentence is using verb of tense for past condition “*shows*” while past tense of “*shows*” is “*showed*”. So, the correct sentence would be “*The result showed the teacher talk had the greatest percentage...]*”.

The seventh error is on line twenty three “It can be concluded from the...]”. The error in the sentence is using an auxiliary in past condition “*can*” while past tense of “*can*” is “*could*”. So, the correct sentence would be “*It could be concluded from the...]*”.

The eighth and the ninth errors are on line twenty four “[...percentage that shows the teacher talk is the greatest dominant than the student talk”. The first error in the sentence is using verb of tense for past condition “*shows*” while past tense of “*shows*” is “*showed*”. And the second error is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...percentage that showed the teacher talk was the greatest dominant than the student talk”.

The tenth error is on line twenty five “*The Content Cross* is dominant activity...]”. The error in the sentence is using *to be* for past condition “*is*” while

past tense of “*is*” is “*was*”. So, the correct sentence would be “*The Content Cross was dominant activity...]*”.

The eleventh error is on line twenty six “[...activity in which the teacher is more active in talking...]”. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...activity in which the teacher was more active in talking...]”.

#### Abstract 5

Name : Luthfia Rahman

SRN : 1301240791

The Title of Thesis : Technique of Delivering Speech at An-Najah Cindai  
Alus Boarding School for Girl Martapura Banjar  
Regency Academic Years 2017/2018.

The Year of Examined : 2017

**Table 4.7 Error Classification in Thesis Abstract 5**

No.	Grammatical Errors	Error Classification	Line	Sentence
1	Article	-	-	-
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 1	- The research <u>describes</u> about technique of teaching speech ...]
		Misformation	Line 3	- The problem of the

				research <u>is</u> what are the specific technique use in delivering speech at An-Najah Cindai Alus Boarding School...]
		Misformation	Line 6	- The subjects of the research <u>are</u> the student who followed the speech at An-Najah Cindai alus...]
		Misformation	Line 8	- The object of this research <u>is</u> the techniques that used to deliver speech...].
		Misformation	Line 11	- To collect the data the researcher <u>uses</u> observation and interview.
		Misformation	Line 12	- Data processing in this research <u>is</u> divided into four phase...]
		Misformation	Line 13	- Then, all data <u>are</u> analyzed descriptively and quantitatively.
		Misformation	Line 14	- The result of the research <u>shows</u> that there <u>are</u> two techniques...]
4	Subject Verb Agreement	-	-	-
Total				9

Based on the table, it is found 9 errors. In the type of omission it is no error found. Then in type of addition it is no error found, in type of misformation it is found 9 errors and in misordering it is no error found.



In the type of misformation the researcher found 9 grammatical errors. The first error in the category verb tense is on line one “The research describes about technique of teaching speech...]”. The error in the sentence is using verb of tense for past condition “*describes*” while past tense of “*describes*” is “*described*”. So, the correct sentence would be “*The research described about technique of teaching speech...]*”.

The second error is on line three “The problem of the research is what are the specific technique use in delivering speech at An-Najah Cindai Alus Boarding School...]”. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The problem of the research was what are the specific technique use in delivering speech at An-Najah Cindai Alus Boarding School...]*”.

The third error is on line six “The subjects of the research are the student who followed the speech at An-Najah Cindai alus...]”. The error in the sentence is using *to be* for past condition “*are*” while past tense of “*are*” is “*were*”. So, the correct sentence would be “*The subjects of the research were the student who followed the speech at An-Najah Cindai alus...]*”.

The fourth error is on line eight “The object of this research is the techniques that used to deliver speech...]”. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The object of this research was the techniques that used to deliver speech...]*”.

The fifth error is on line eleven “To collect the data the researcher uses observation and interview”. The error in the sentence is using verb of tense for past condition “*uses*” while past tense of “*uses*” is “*used*”. So, the correct sentence would be “*To collect the data the researcher used observation and interview*”.

The sixth error is on line twelve “Data processing in this research is divided into four phase...]. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*Data processing in this research was divided into four phase...]*”.

The seventh error is on line thirteen “Then, all data are analyzed descriptively and quantitatively”. The error in the sentence is using *to be* for past condition “*are*” while past tense of “*are*” is “*were*”. So, the correct sentence would be “*Then, all data were analyzed descriptively and quantitatively*”.

The eighth and the ninth errors are on line fourteen “The result of the research shows that there are two techniques...]. The first error in the sentence is using verb of tense for past condition “*shows*” while past tense of “*shows*” is “*showed*”. And the second error is using *to be* for past condition “*are*” while past tense of “*are*” is “*were*”. The correct sentence would be “*The result of the research showed that there were two techniques...]*”.

Abstract 6

Name : Lutfi arigita Reptiyadi

SRN : 1301240900

The Title of Thesis : One to One Basis in Teaching English Course.

The Year of Examined : 2017

**Table 4.8 Error Classification in Thesis Abstract 6**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	-	-	-
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 1	- The researcher <u>take</u> the point to analyse the teacher practice.
		Misformation	Line 3	- The aims for this research for all of teacher one to one <u>can</u> use others teacher experience...]
		Misformation	Line 5	- This research <u>describes</u> about learning process one to one basis in Anugerah Privat Course....]
4	Subject Verb Agreement	-	-	-
Total				3

Based on the table, it is found 3 errors. In the type of omission there is no error found. Then in type of addition there was no error found, in type of misformation there are 3 errors and in misordering there is no error found.

In the type of misformation the researcher found 3 grammatical errors. The first error in the category verb tense is on line one “The researcher take the point to analyse the teacher practice”. The error in the sentence is using verb of tense for past condition “take” while past tense of “take” is “took”. The correct sentence would be “*The researcher took the point to analyse the teacher practice*”.

The second error is on line three “The aims for this research for all of teacher one to one can use others teacher experience...]”. The error in the sentence is using auxiliary for past condition “can” while past tense of “can” is “could”. The correct sentence would be “*The aims for this research for all of teacher one to one could use others teacher experience...]*”.

The third error is on line five “This research describes about learning process one to one basis in Anugerah Privat Course...]”. The error in the sentence is using verb of tense for past condition “describes” while past tense of “describes” is “described”. So, the correct sentence would be “*This research described about learning process one to one basis in Anugerah Privat Course...]*”.

Abstract 7

Name : Rudiansah

SRN : 1301240924

The Title of Thesis : Corrective Feedback on Speaking Class at English

Department of UIN Antasari Banjarmasin

The Year of Examined : 2017

**Table 4.9 Error Classification in Thesis Abstract 7**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	Omission	Line 6	- [...corrective feedback in _ the third semester...]
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 1	- This research <u>is</u> intended to find out the kind of corrective...]
		Misformation	Line 1	- [...feedback that <u>are</u> used by teacher....]
		Misformation	Line 3	- [...the dominant types of corrective feedback that <u>is</u> used by teacher...]
		Misformation	Line 4	- The subject of this research <u>is</u> teacher of speaking class...]
		Misformation	Line 9	- To collect the data, the researcher <u>uses</u> some techniques...]

		Misformation	Line 10	- Data processing in this research <u>is</u> divided into three phases: ....]
		Misformation	Line 11	- Then, all the data <u>are</u> analyzed descriptively...]
		Misformation	Line 13	- This study found out that there <u>are</u> six types of corrective feedback used by teacher...]
		Misformation	Line 15	- They <u>are</u> explicit correction...]
		Misformation	Line 17	- The most dominant type of corrective feedback that <u>is</u> used by the teacher...]
		Misformation	Line 18	[...UIN Antasari Banjarmasin <u>is</u> explicit correction.
4	Subject Verb Agreement	-	-	-
Total				12

Based on the table, it is found 12 errors. In the type of omission it is found 1 error. Then in type of addition there is no error found, in type of misformation there are 11 errors found and in the type of misordering there is no error found.

In the type of omission the researcher found 1 grammatical error. The first error in the category article is on line six “[...corrective feedback in \_third semester...]. The writer missed the article “the” for a specific thing, name or

place. The sentence needed an article to be a correct sentence. The correct sentence was “[...corrective feedback in the third semester...]”.

In the type of misformation the researcher found 11 grammatical errors in the category verb tense. The first error in the category verb tense is on line one “This research is intended to find out the kind of corrective...].”. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*This research was intended to find out the kind of corrective...]*”.

The second error is on line one “[...the kind of corrective feedback that are used by teacher....]”. The error in the sentence is using *to be* for past condition “*are*” while past tense of “*are*” is “*were*”. So, the correct sentence would be “[...the kind of corrective feedback that *were* used by teacher....]”.

The third error is on line three “[...the dominant types of corrective feedback that is used by teacher...].”. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...the dominant types of corrective feedback that *was* used by teacher...].”.

The fourth error is on line four “The subject of this research is teacher of speaking class...].”. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The subject of this research was teacher of speaking class...]*”.

The fifth error is on line nine “To collect the data, the researcher uses some techniques...].” The error in the sentence is using verb tense for past condition “uses” while past tense of “uses” is “used”. So, the correct sentence would be “*To collect the data, the researcher used some techniques...]*”.

The sixth error is on line ten “Data processing in this research is divided into three phases: ....].” The error in the sentence is using *to be* for past condition “is” while past tense of “is” is “was”. So, the correct sentence would be “*Data processing in this research was divided into three phases: ....]*”.

The seventh error is on line eleven “Then, all the data are analyzed descriptively...].” The error in the sentence is using *to be* for past condition “are” while past tense of “are” is “were”. So, the correct sentence would be “*Then, all the data were analyzed descriptively...]*”.

The eighth error is on line thirteen “This study found out that there are six types of corrective feedback used by teacher...].” The error in the sentence is using *to be* for past condition “are” while past tense of “are” is “were”. So, the correct sentence would be “*This study found out that there were six types of corrective feedback used by teacher...]*”.

The ninth error is on line fifteen “They are explicit correction...].” The error in the sentence is using *to be* for “are” past condition while past tense of “are” is “were”. So, the correct sentence would be “*They were explicit correction...]*”.



The tenth error is on line seventeen “The most dominant type of corrective feedback that is used by the teacher...]. The error in the sentence is using *to be* “is” for past condition while past tense of “is” is “was”. So, the correct sentence would be “*The most dominant type of corrective feedback that was used by the teacher...]*”.

The eleventh error is on line on eighteen “[...UIN Antasari Banjarmasin is explicit correction”. The error in the sentence is using *to be* “is” for past condition while past tense of “is” is “was”. So, the correct sentence would be “[...UIN Antasari Banjarmasin *was explicit correction*”.

#### Abstract 8

Name : Murniati

SRN : 1301240809

The Title of Thesis : The Effectiveness of Using Whispering Game  
in Teaching Vocabulary

The Year of Examined : 2017

**Table 4.10 Error Classification in Thesis Abstract 8**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	-	-	-
2	Regular and Irregular	-	-	-

	Nouns			
3	Verb Tense	Misformation	Line 2	- The objective of this research <u>is</u> to find out the result of teaching-learning process...]
		Misformation	Line 6	- This research <u>is</u> an Experiment research which...]
		Misformation	Line 6	- [...data <u>is</u> analyzed quantitatively.
		Misformation	Line 7	- The population of this research <u>is</u> 32 students of the eight grade students of MTs Al-Istiqomah Pengembangan Banjarmasin.
		Misformation	Line 9	- Then 32 students <u>become</u> the sample.
		Misformation	Line 9	- The instrument of collecting data <u>is</u> objective test,...]
		Misformation	Line 11	- Furthermore, T formula <u>is</u> used in order to find the effectiveness...]
		Misformation	Line 14	- [...achievement on experiment class <u>is</u> significant.
		Misformation	Line 14	- The result of the pre-test in experiment class <u>is</u> 810 and...]
Misformation	Line 15	- [...post-test <u>is</u> 1290 with...]		

		Misformation	Line 15	- [...significant value <u>is</u> higher than significant level.
		Misformation	Line 17	- The result of the pre-test <u>is</u> 900...]
		Misformation	Line 17	- [...and post-test <u>is</u> 1110 with the value higher than significant level.
		Misformation	Line 20	- [...which <u>is</u> mean of experiment...]
		Misformation	Line 20	- [...experiment class <u>is</u> 78,75 and...]
		Misformation	Line 20	- [...mean score of control <u>is</u> 58,75.
4	Subject Verb Agreement	-	-	-
Total				16

Based on the table, it is found 16 errors. In the type of omission there is no error found. Then in type of addition there is no error found, in type of misformation there are found 16 errors and in the type of misordering there is no error found.

In the type of misformation the researcher found 16 grammatical errors in the category verb tense. The first error is on line two “The objective of this research is to find out the result of teaching-learning process...]”. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The objective of this research was to find out the result of teaching-learning process...]*”.

The second error is on line six “This research is an Experiment research which...].” The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*This research was an Experiment research which...].*”

The third errors is on line six “[...data is analyzed quantitatively”. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...data was analyzed quantitatively”.

The fourth error is on line seven “The population of this research is 32 students of the eight grade students of MTs Al-Istiqomah Pengembangan Banjarmasin”. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The population of this research was 32 students of the eight grade students of MTs Al-Istiqomah Pengembangan Banjarmasin*”.

The fifth error is on line nine “Then 32 students become the sample”. The error in the sentence is using verb tense for past condition “*become*” while past tense of “*become*” is “*became*”. So, the correct sentence would be “*Then 32 students became the sample*”.

The sixth error is on line nine “The instrument of collecting data is objective test...].” The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The instrument of collecting data was objective test...]*”

The seventh error is on line eleven “Furthermore, T formula is used in order to find the effectiveness...]. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*Furthermore, T formula was used in order to find the effectiveness...]*”.

The eighth error is on line fourteen “[...achievement on experiment class is significant”. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...achievement on experiment class *was* significant”.

The ninth error is on line fourteen “The result of the pre-test in experiment class is 810 and...]. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The result of the pre-test in experiment class was 810 and...]*”.

The tenth error is on line fifteen “[...post-test is 1290 with...]. The error in the sentence is using *to be* “*is*” for past condition while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...post-test *was* 1290 with...]”.

The eleventh error is on line fifteen [...significant value is higher than significant level”. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be [...significant value *was* higher than significant level”.

The twelfth error is on line seventeen “The result of the pre-test is 900...]. The error in the sentence is using *to be* for past condition “*is*” while

past tense of “*is*” is “*was*”. So, the correct sentence would be “*The result of the pre-test was 900...]*”.

The thirteenth error is on line seventeen “[...and post-test is 1110 with the value higher than significant level]”. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...and post-test was 1110 with the value higher than significant level]”.

The fourteenth “[...which is mean of experiment...]”. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...which was mean of experiment...]”.

The fifteenth error is on line twenty “[...experiment class is 78,75 and...]”. The error in the sentence is using *to be* “*is*” for past condition while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...experiment class was 78,75 and...]”.

The sixteenth error is on line twenty “[...mean score of control is 58,75]”. The error in the sentence is using *to be* “*is*” for past condition while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...mean score of control was 58,75]”.

Abstract 9

Name : Syaf'ul Mahbubah

SRN : 1301240863

The Title of Thesis : Semantic Analysis of Swear Words in Users'

Comments on 9gag

The Year of Examined : 2017

**Table 4.11 Error Classification in Thesis Abstract 9**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	-	-	-
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 1	- This research <u>is</u> conducted to analyse swear words in users comments on 9gag.
		Misformation	Line 7	- The focus of this research <u>is</u> users' comments on 9gag which contained swear word.
		Misformation	Line 9	- Data processing in this research <u>is</u> conducted into three processes: ...]
		Misformation	Line 10	- Then, the data <u>are</u> analysed by descriptive qualitative method.
		Misformation	Line 13	- The result of this research <u>shows</u> eight kinds of swear words types.
		Misformation	Line 13	- The most dominant primary function of swear word used <u>is</u> abusive swearing.

		Misformation	Line 14	- Meanwhile, habitual swearing <u>is</u> the most used swear word...]
		Misformation	Line 15	- The interpretation of the contextual meaning <u>shows</u> that most swear words in...]
		Misformation	Line 16	- [...the comments <u>give</u> negative predicate to someone...]
		Misformation	Line 17	- [...while the rest <u>are</u> just expressions of surprise.
4	Subject Verb Agreement	-	-	-
Total				10

Based on the table, it is found 10 errors. In the type of omission there is no error found. Then in type of addition there is no error found, in type of misformation there are 10 errors and in the type of misordering there is no error found.

In the type of misformation the researcher found 10 grammatical errors in the category verb tense. The first error is on line one “This research is conducted to analyse swear words in users comments on 9gag”. The error in the sentence is using *to be* “*is*” for past condition while past tense of “*is*” is “*was*”. So, the correct sentence would be “*This research was conducted to analyze swear words in users comments on 9gag*”.



The second error is on line seven “The focus of this research is users’ comments on 9gag which contained swear word”. The error in the sentence is using *to be* “is” for past condition while past tense of “is” is “was”. So, the correct sentence would be “*The focus of this research was users’ comments on 9gag which contained swear word*”.

The third error is on line nine “Data processing in this research is conducted into three processes: ...]”. The error in the sentence is using *to be* “is” for past condition while past tense of “is” is “was”. So, the correct sentence would be “*Data processing in this research was conducted into three processes: ...]*”.

The fourth error is on line ten “Then, the data are analysed by descriptive qualitative method”. The error in the sentence is using *to be* for past condition “are” while past tense of “are” is “were”. So, the correct sentence would be “*Then, the data were analyzed by descriptive qualitative method*”.

The fifth error is on line thirteen “The result of this research shows eight kinds of swear words types”. The error in the sentence is using verb tense for past condition “shows” while past tense of “shows” is “showed”. So, the correct sentence would be “*The result of this research showed eight kinds of swear words types*”.

The sixth error is on line thirteen “The most dominant primary function of swear word used is abusive swearing”. The error in the sentence is using *to be* for past condition “is” while past tense of “is” is “was”. So, the correct

sentence would be *“The most dominant primary function of swear word used was abusive swearing”*.

The seventh error is on line fourteen “Meanwhile, habitual swearing is the most used swear word...]. The error in the sentence is using *to be* “is” for past condition while past tense of “is” is “was”. So, the correct sentence would be *“Meanwhile, habitual swearing was the most used swear word...]”*.

The eighth error is on line “The interpretation of the contextual meaning shows that most swear words in...]. The error in the sentence is using verb tense for past condition “shows” while past tense of “shows” is “showed”. So, the correct sentence would be *“The interpretation of the contextual meaning showed that most swear words in...]”*.

The ninth error is on line sixteen “[...the comments give negative predicate to someone...]. The error in the sentence is using verb tense for past condition “give” while past tense of “give” is “gave”. So, the correct sentence would be *“[...the comments gave negative predicate to someone...]”*.

The tenth error is on line seventeen “[...while the rest are just expressions of surprise”. The error in the sentence is using *to be* for past condition “are” while past tense of “are” is “were”. So, the correct sentence would be *“[...while the rest were just expressions of surprise”*.

Abstract 10

Name : Helda Wati

SRN : 1301240768

The Title of Thesis : The Difficulties of Paraphrasing in Academic Writing  
for the Seventh Semester of English Department at  
UIN Antasari Banjarmasin Academic Year  
2017/2018

The Year of Examined : 2017

**Table 4.12 Error Classification in Thesis Abstract 10**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	-	-	-
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 7	- This research <u>is</u> conducted with two research questions.
		Misformation	Line 13	- [...the sample <u>is</u> 25 respondents or 20% from population.
		Misformation	Line 16	- After the data gathered, the data <u>are</u> analyzed descriptive qualitatively.
		Misformation	Line 18	- The result of this research <u>indicates</u> that the students...]
		Misformation	Line 19	- [...difficulties in paraphrasing <u>can be</u> concluded into three aspects: ....]
		Misformation	Line 19	- The way students <u>change</u> the words (synonym).

		Misformation	Line 21	- The reasons why the students <u>face</u> the difficulties...]
		Misformation	Line 22	- [...paraphrasing <u>are</u> : Lack of vocabulary, less practice...]
		Misformation	Line 23	- [...the lecturer <u>can</u> <u>not</u> explain clearly...]
		Addition	Line 24	- [...and the students did not <u>understanding</u> paraphrasing.
5	Subject Verb Agreement	-	-	-
Total				10

Based on the table, it is found 10 errors. In the type of omission there is no error found. Then in type of addition it is found 1 error, in type of misformation there are 9 errors and in the type of misordering there is no error found.

In the type of addition it is found 1 error in the category verb tense. The error is on line twenty four “[...and the students did not understanding paraphrasing”. The error is the writer added suffix *-ing* after a verb on that sentence, while the writer put auxiliary *did not* before “*understanding*” so it should use “*understand*” to be a correct sentence. So, the correct sentence would be “[...and the students did not *understand* paraphrasing”.

In the type of misformation the researcher found 10 errors in the category verb tense. The first error is on line seven “This research is conducted with two

research questions”. The error in the sentence is using *to be* “*is*” for past condition while past tense of “*is*” is “*was*”. So, the correct sentence would be “*This research was conducted with two research questions*”.

The second error is on line thirteen “[...the sample is 25 respondents or 20% from population”. The error in the sentence is using *to be* “*is*” for past condition while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...the sample was 25 respondents or 20% from population”.

The third error is on line sixteen “After the data gathered, the data are analyzed descriptive qualitatively”. The error in the sentence is using *to be* “*are*” for past condition, while past tense of “*are*” is “*were*”. So, the correct sentence would be “*After the data gathered, the data were analyzed descriptive qualitatively*”.

The fourth error is on line eighteen “The result of this research indicates that the students...]”. The error in the sentence is using verb in present tense form “*indicates*” for past condition, while past tense of “*indicates*” is “*indicated*”. So, the correct sentence would be “*The result of this research indicated that the students...]*”.

The fifth error is on line nineteen “[...difficulties in paraphrasing can be concluded into three aspects: ....]”. The error in the sentence is using *auxiliary* “*can*” for past condition while past tense of “*can*” is “*could*”. So, the correct sentence would be “[...difficulties in paraphrasing *could be concluded into three aspects: ....]*”.

The sixth error is on line nineteen “The way students change the words (synonym)”. The error in the sentence is using verb in present tense form “change” for past condition, while past tense of “change” is “changed”. So, the correct sentence would be “*The way students changed the words (synonym)*”.

The seventh error is on line twenty one “The reasons why the students face the difficulties...]. The error in the sentence is using verb in present tense form “face” for past condition while past tense of “face” is “faced”. So, the correct sentence would be “*The reasons why the students faced the difficulties...]*”.

The eighth error is on line twenty two “[...paraphrasing are: Lack of vocabulary, less practice...]. The error in the sentence is using *to be* for past condition “are” while past tense of “are” is “were”. So, the correct sentence would be “[...paraphrasing were: Lack of vocabulary, less practice...].”.

The ninth error is on line twenty three “[...the lecturer can not explain clearly...]. The error in the sentence is using *auxiliary* in present tense form for past condition, while past tense of “can” is “could”. So, the correct sentence would be “[...the lecturer could not explain clearly...].”.

Abstract 11

Name : Anisa

SRN : 1201240692

The Title of Thesis : The Effectiveness of Using Word Wall Media  
Toward Vocabulary Mastery of the seventh Grade  
Students.

The Year of Examined : 2018

**Table 4.13 Error Classification in Thesis Abstract 11**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	-	-	-
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 1	- This research <u>is</u> entitled “Effectiveness of Using Word Wall Media Toward Vocabulary Mastery of the Seventh Grade Students”.
		Misformation	Line 5	- This research <u>is</u> an experiment research...
		Misformation	Line 5	- [...which the data <u>is</u> analyzed quantitatively.
		Misformation	Line 6	- The population of this research <u>is</u> 56 students of the seventh grade students...]
		Misformation	Line 7	- Then, 36 students <u>become</u> the sample.
		Misformation	Line 8	- The instrument of collecting data <u>is</u> objective test...]
		Misformation	Line 10	- Furthermore, Gain Test formula <u>is</u> used in order to find the

				effectiveness...]
		Misformation	Line 12	- The result of this research <u>show</u> that...]
		Addition	Line 12	- [...show that <u>find out</u> the effectiveness...]
		Misformation	Line 13	- [...students vocabulary <u>is</u> in high category (gain test = 0,73474),
		Misformation	Line 14	- [...and the students not using word wall media <u>is</u> in
				<u>fairy</u> category.
		Misformation	Line 16	- [...Islamic Junior High School (MTs) Ahsanul Huda Bahalayung School Year 2016/2017 <u>is</u> effectiveness...]
4	Subject Verb Agreement	-	-	-
Total				12

Based on the table, it is found 12 errors. In the type of omission there is no error found. Then in type of addition there is 1 found error. In the type of misformation there found 12 errors and in the type of misordering there is no error found.

In the type of addition there is 1 error found in the category verb tense. The error is on line twelve “[...show that find out the effectiveness...]”. The writer added a verb tense “*find out*” after verb *show* to show the result of the research and the second verb is not needed if there was a verb *show* that used



before. So, the correct sentence would be “[...showed that the effectiveness...]”.

In the type of misformation there are 12 errors in the category of verb tense. The first error is on line one “This research is entitled “Effectiveness of Using Word Wall Media Toward Vocabulary Mastery of the Seventh Grade Students”. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*This research was entitled “Effectiveness of Using Word Wall Media Toward Vocabulary Mastery of the Seventh Grade Students”*”.

The second error is on line five “This research is an experiment research...]. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*This research was an experiment research...]*”.

The third error is on line five “[...which the data is analyzed quantitatively”. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...which the data was analyzed quantitatively”.

The fourth error is on line six “The population of this research is 56 students of the seventh grade students...]. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The population of this research was 56 students of the seventh grade students...]*”.

The fifth error is on line seven “Then, 36 students become the sample”. The error in the sentence is using *verb tense* for past condition “*become*” while past tense of “*become*” is “*became*”. So, the correct sentence would be “*Then, 36 students became the sample*”.

The sixth error is on line eight “The instrument of collecting data is objective test...]. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The instrument of collecting data was objective test...]*”.

The seventh error is on line ten “Furthermore, Gain Test formula is used in order to find the effectiveness...]. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*Furthermore, Gain Test formula was used in order to find the effectiveness...]*”.

The eighth error is on line twelve “The result of this research show that...]. The error in the sentence is using *verb tense* for past condition “*show*” while past tense of “*show*” is “*showed*”. So, the correct sentence would be “*The result of this research showed that...]*”.

The ninth error is on line thirteen “[...students vocabulary is in high category (gain test = 0.73474)”. The error in the sentence is using *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...students vocabulary was in high category (gain test = 0.73474)”.

The tenth and eleventh errors are on line fourteen [...and the students not using word wall media is in fairy category”. The error in the sentence is using *to be* “*is*” for past condition while past tense of “*is*” is “*was*”. And then, error in using *adjective* “*fairy*” to showed the result of the student not using the media while the correct adjective is “*fair*”. So, the correct sentence would be “[...and the students not using word wall media was in fair category”.

The twelfth error is on line sixteen “[...Islamic Junior High School (MTs) Ahsanul Huda Bahalayung School Year 2016/2017 is effectiveness...]”. The error in the sentence is using *to be* “*is*” for past condition while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...Islamic Junior High School (MTs) Ahsanul Huda Bahalayung School Year 2016/2017 was effectiveness...]”.

Abstract 12

Name : Nur Yeni Hayati

SRN : 130124082

The Title of Thesis : Students’ Problems in Translating English into  
Indonesian at English Department of UIN Antasari  
Banjarmasin

The Year of Examined : 2018

**Table 4.14 Error Classification in Thesis Abstract 12**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	Omission	Line 15	- So that_students do not find the problems...]
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 2	- This research <u>aim</u> at identifying and describing the students' problems...]
		Misformation	Line 5	- This <u>is</u> a descriptive with qualitative research.
		Misformation	Line 9	- The research found out that there <u>are</u> three problems...]
		Misformation	Line 15	- So that students <u>do</u> not find the problems...]
		Omission	Line 15	- [...the problems in <u>translation</u> .
4	Subject Verb Agreement	-	-	-
Total				6

Based on the table, it is found 6 errors. In the type of omission it is found 2 errors. Then in type of addition it is no error found. In the type of

misformation it is found 4 errors and in the type of misordering it is no error found.

In the type of omission it is found 2 errors. The first error is in the category of article. The error is on line fifteen “So that\_\_students do not find the problems...]”. This sentence is categorized as article error because the sentence omitted the article “the” before the object, while the object is the specific place. The correct sentence is supposed to be “*So that the students do not find the problems...]*”.

The second error is on line fifteen “[...the problems in translation”]. The writer made error whereas the writer missed *s/es* for showing plural of something. The writer missed *s* for “[...the problems in translation”. In this sentence, the writer needed *s* to show plural of translation which she put *problems* before *translation*. So, the correct sentence was “[...the problems in *translations*”].

In the type of misformation there are 4 errors in the category of verb tense. The first error is on line two “This research aim at identifying and describing the students’ problems...]”. The error in the sentence is using *verb tense* for past condition “*aim*” while past tense of “*aim*” is “*aimed*”. So, the correct sentence would be “*This research aimed at identifying and describing the students’ problems...]*”.

The second error is on line five “This is a descriptive with qualitative research”. The error in the sentence is using *to be* for past condition “*is*” while

past tense of “*is*” is “*was*”. So, the correct sentence would be “*This was a descriptive with qualitative research*”.

The third error is on line nine “The research found out that there are three problems...]”. The error in the sentence is using *to be* for past condition “*are*” while past tense of “*are*” is “*were*”. So, the correct sentence would be “*The research found out that there were three problems...]*”

The fourth error is on line fifteen “So that students do not find the problems...]”. The error in the sentence is using *verb of present tense* for past condition “*do*” while past tense of “*do*” is “*did*”. So, the correct sentence would be “*So that students did not find the problems...]*”.

#### Abstract 13

Name : Irwan Riswandi

SRN : 1301240897

The Title of Thesis : Exploring Students’ Perception toward English  
Pre-Service Teachers’ Teaching Competence

The Year of Examined : 2018

**Table 4.15 Error Classification in Thesis Abstract 13**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	-	-	-

2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 1	- This study <u>aims</u> to know English pre-service teachers' competence...]
		Misformation	Line 11	- [...Pre-service English teachers of UIN Antasari Banjarmasin <u>is</u> in good category;
		Misformation	Line 11	- [...in detail: pedagogic competence <u>is</u> 79.18%,
		Misformation	Line 12	- [...personality competence <u>is</u> (82.6%)...]
		Misformation	Line 12	- [...social competence <u>is</u> (79.85%)...]
		Misformation	Line 13	- [...professional competence <u>is</u> (79.6%).
4	Subject Verb Agreement	-	-	-
Total				6

Based on the table, it is found 6 errors. In the type of omission it is no found errors. Then in type of addition it is no error found. In the type of misformation it is found 6 errors and in the type of misordering it is no error found.

In the type of misformation there are 6 errors in the category of verb tense. The first error is on line one “This study aims to know English pre-service teachers' competence...]”. The error in the sentence is using *present tense* for past condition “*aims*” while past tense of “*aims*” is “*aimed*”. So, the

correct sentence would be “*This study aimed to know English pre-service teachers’ competence...*”.

The second error is on line eleven “[...Pre-service English teachers of UIN Antasari Banjarmasin is in good category;”. The error in the sentence is using *to be* in present tense form for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...*Pre-service English teachers of UIN Antasari Banjarmasin was in good category;*”.

The third error is on line eleven “[...in detail: pedagogic competence is 79.18%”. The error in the sentence is using *to be* in present tense form for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...*in detail: pedagogic competence was 79.18%*”.

The fourth error is on line twelve “[...personality competence is (82.6%)...]”. The error in the sentence is using *to be* in present tense form for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...*personality competence was (82.6%)...*”.

The fifth error is on line twelve “[...social competence is (79.85%)...]”. The error in the sentence is using *to be* in present tense form for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...*social competence was (79.85%)...*”.

The sixth error is on line thirteen “[...professional competence is (79.6%)”. The error in the sentence is using *to be* in present tense form for past



condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...*professional competence was (79.6%)*”.

#### Abstract 14

Name : Muhammad Syarif Ikramuddin

SRN : 1301240916

The Title of Thesis : Pre-Service Teachers’ beliefs and Actual Practices  
of Giving Feedback in PPL 1

The Year of Examined : 2018

**Table 4.16 Error Classification in Thesis Abstract 14**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	-	-	-
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 9	- Then the data <u>is</u> collected, processed, and analyzed by descriptive.
		Misformation	Line 12	- [...feedback <u>is</u> constructive criticism and advice/tips,
		Misformation	Line 14	- [...and feedback <u>is</u> effective.
		Misformation	Line 15	- [...provided feedback <u>is</u> 403 times.

		Misformation	Line 16	The most frequently used type of oral feedback <u>is</u> praise.
4	Subject Verb Agreement	-	-	-
Total				5

Based on the table, it is found 5 errors. In the type of omission it is no found errors. Then in type of addition it is no error found. In the type of misformation it is found 5 errors and in the type of misordering it is no error found.

In the type of misformation it is found 5 errors in the category of verb tense. The first error is on line nine “Then the data is collected, processed, and analyzed by descriptive”. The error in the sentence is using *present tense* form of *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*Then the data was collected, processed, and analyzed by descriptive*”.

The second is on line twelve “[...feedback is constructive criticism and advice/tips”. The error in the sentence is using *present tense* form of *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...feedback was constructive criticism and advice/tips”.

The third is on line fourteen “[...and feedback is effective”. The error in the sentence is using *present tense* form of *to be* for past condition “*is*” while

past tense of “*is*” is “*was*”. So, the correct sentence would be “[...*and feedback was effective*”.

The fourth is on line fifteen “[...provided feedback is 403 times”. The error in the sentence is using *present tense* form of *to be* “*is*” for a count of several times “*403 times*” it should use *to be* “*are*” in past tense form . So, the correct sentence would be “[...*provided feedback were 403 times*”.

The fifth is on line eleven “The most frequently used type of oral feedback is praise”. The error in the sentence is using *present tense* form of *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The most frequently used type of oral feedback was praise*”.

Abstract 15

Name : Novia Indri Yanti Yunitazami

SRN : 1301240821

The Title of Thesis : Translation Quality Assessment in Cultural  
Package’s Script of Voice of Indonesia on RRI Pro  
2 Banjarmasin

The Year of Examined : 2018

**Table 4.17 Error Classification in Thesis Abstract 15**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	Omission	Line 1	- This research aims to evaluate the translation quality in __cultural package script...]
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 1	- This research <u>aims</u> to evaluate the translation quality in cultural package script...]
		Misformation	Line 3	- This research <u>compare</u> the Source Text to the Target Text...]
		Misformation	Line 4	- [...then in the end <u>make</u> a statement of the quality.
		Misformation	Line 5	- The subject of this research <u>is</u> the cultural package script...]
		Misformation	Line 6	- The objects of this research <u>is</u> the translation of the script.
		Misformation	Line 10	- [...the cultural translation done by the translator <u>is</u> acceptable...]
		Misformation	Line 12	- [...the target audience who <u>may</u> not familiar to the terms related to the

				culture.
4	Subject Verb Agreement	-	-	-
Total				8

Based on the table, it is found 8 errors. In the type of omission it is found 1 error. Then in the type of addition it is no error found. In the type of misformation it is found 7 errors and in the type of misordering it is no error found.

In the type of omission it is found 1 error. The first error is in the category of article. The error is on line one “This research aims to evaluate the translation quality in \_\_cultural package script...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “*This research aims to evaluate the translation quality in the cultural package script...]*”.

In the type of misformation it is found 6 errors in the category verb tense. The error is on line one “This research aims to evaluate the translation quality in cultural package script...]”. The error in the sentence is using *present tense* form for past condition “*aims*” while past tense of “*aims*” is “*aimed*”. So, the correct sentence would be “*This research aimed to evaluate the translation quality in cultural package script...]*”.

The second error is on line three “This research compare the Source Text to the Target Text...].” The error in the sentence is using *present tense* form for past condition “*compare*” while past tense of “*compare*” is “*compared*”. So, the correct sentence would be “*This research compared the Source Text to the Target Text...]*”.

The third error is on line four “[...then in the end make a statement of the quality”. The error in the sentence is using *present tense* form for past condition “*make*” while past tense of “*make*” is “*made*”. So, the correct sentence would be “[...then in the end *made a statement of the quality*”.

The fourth error is on line five “The subject of this research is the cultural package script...].” The error in the sentence is using *present tense* form *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The subject of this research was the cultural package script...]*”.

The sixth error is on line six “The objects of this research is the translation of the script”. The error in the sentence is using *present tense* form *to be* “*is*” for past condition. The writer should change *is* to be “*were*” because “*were*” is to be/linking verb that used in past condition. So, the correct sentence would be “*The objects of this research were the translation of the script*”.

The seventh error is on line ten “[...the cultural translation done by the translator is acceptable...].” The error in the sentence is using *present tense* form *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the

correct sentence would be “[...the cultural translation done by the translator was acceptable...]”.

The eighth error is on line twelve “[...the target audience who may not familiar to the terms related to the culture”. The error in the sentence is using *present tense* form for past condition “*may*” while past tense of “*may*” is “*might*”. So, the correct sentence would be “[...the target audience who *might* not familiar to the terms related to the culture”.

#### Abstract 16

Name : Nurlela  
 SRN : 1401240771  
 The Title of Thesis : Student Strategies in Translating English Text into Indonesian at Fourth Semester of State Islamic University Antasari Banjarmasin Academic Year 2017/2018  
 The Year of Examined : 2018

**Table 4.18 Error Classification in Thesis Abstract 16**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	Omission	Line 1	- This research explains about translation strategies used of __fourth semester students...]

		Omission	Line 6	- The subjects of this study are students from ___fourth semester of UIN Antasari Banjarmasin Academic Year 2017/2018.
		Omission	Line 8	- [...translating English text into Indonesian at__fourth semester...]
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 1	- This research <u>explains</u> about translation strategies used of fourth semester students of UIN Antasari Banjarmasin...]
		Misformation	Line 3	- The formulation of this research problem <u>is</u> :...]
		Misformation	Line 6	- The subjects of this study <u>are</u> students from fourth semester...]
		Misformation	Line 7	- The object of research <u>is</u> the students strategies...]
		Misformation	Line 11	- The writer then analyzed the data <u>using</u> the theory of Vinay & Darbelnet in (Nini Li, 2009).
		Misformation	Line 12	- The results of this research <u>states</u> that translation strategies...]



		Misformation	Line 13	- [...translating English texts into Indonesian <u>are</u> borrowing, calque...]
4	Subject Verb Agreement	-	-	-
Total				10

Based on the table, it is found 10 errors. In the type of omission it is found 3 errors. Then in the type of addition it is no error found. In the type of misformation it is found 7 errors and in the type of misordering it is no error found.

In the type of omission it is found 3 errors in the category of article. The first error is on line one “This research explains about translation strategies used of \_\_fourth semester student...]. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “*This research explains about translation strategies used of the fourth semester students...]*”.

The second error is line six “The subjects of this study are students from - \_\_fourth semester of UIN Antasari Banjarmasin Academic Year 2017/2018”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “*The subjects of this study are students from the fourth semester of UIN Antasari Banjarmasin Academic Year 2017/2018*”.

The third error is on line eight “[...translating English text into Indonesian at\_\_fourth semester...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is the specific name or place. The correct sentence is supposed to be “[...*translating English text into Indonesian at the fourth semester...*]”.

In the type of misformation there is found 7 errors in the category verb tense. The first error is on line one “This research explains about translation strategies used of fourth semester students of UIN Antasari Banjarmasin...]”. The error in the sentence is using *present tense* form for past condition “*explains*” while past tense of “*explains*” is “*explained*”. So, the correct sentence would be “*This research explained about translation strategies used of fourth semester students of UIN Antasari Banjarmasin...*]”.

The second error is on line three “The formulation of this research problem is: ...]”. The error in the sentence is using *present tense* form to be “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The formulation of this research problem was: ...]*”.

The third error is on line six “The subjects of this study are students from fourth semester...]”. The error in the sentence is using *present tense* form to be for past condition “*are*” while past tense of “*are*” is “*were*”. So, the correct sentence would be “*The subjects of this study were students from fourth semester...*]”.

The fourth error is on line seven “The object of research is the students strategies...]. The error in the sentence is using *present tense* form *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The object of research was the students strategies...]*”.

The fifth error is on line eleven “The writer then analyzed the data using the theory of Vinay & Darbelnet in (Nini Li, 2009)”. The error in the sentence is using *present tense* form for past condition “*using*” while past tense of “*using*” is “*used*”. So, the correct sentence would be “*The writer then analyzed the data used the theory of Vinay & Darbelnet in (Nini Li, 2009)*”.

The sixth error is on line twelve “The results of this research states that translation strategies...]. The error in the sentence is using *present tense* form for past condition “*states*” while past tense of “*states*” is “*stated*”. So, the correct sentence would be “*The results of this research stated that translation strategies...]*”.

The seventh error is on line “[...translating English texts into Indonesian are borrowing, calque...]. The error in the sentence is using *present tense* form *to be* “*are*” for past condition, while past tense of “*are*” is “*were*”. So, the correct sentence would be “[...translating English texts into Indonesian *were* borrowing, calque...].”.

## Abstract 17

Name : Surianti Alfisyah

SRN : 1301240862

The Title of Thesis : The Effectiveness of Using Videotape in Reducing English Speaking Anxiety of the First Semester Students at the Language Development Center (PPB) of UIN Antasari Banjarmasin

The Year of Examined : 2018

**Table 4.19 Error Classification in Thesis Abstract 17**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	Omission	Line 3	- [...UIN Antasari Banjarmasin and also describes__first semester students' anxiety level.
		Omission	Line 6	- How is__first semester students...]
		Omission	Line 8	- [...English speaking anxiety level at __language Development Center (PPB)...]
		Omission	Line 9	- [...fourteenth group English class at__ Language Development Center in UIN Antasari Banjarmasin.

		Omission	Line 10	- [...the first semester students at___ Language Development Center (PPB)...]
		Omission	Line 26	- [...the anxiety level of__first semester students...]
		Omission	Line 26	- [...first semester students in__mildly anxious.
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 1	- This thesis <u>describes</u> the effectiveness of using videotape in reducing English speaking anxiety...]
		Misformation	Line 3	- [...the Language Development Center (PPB) of UIN Antasari Banjarmasin and also <u>describes</u> first semester students' anxiety level.
		Misformation	Line 4	- The research questions of this study <u>are</u> ...]
		Misformation	Line 9	- The subject of this research <u>is</u> 26 students of fourteenth group...]
		Misformation	Line 11	- The object of the research <u>are</u> the effectiveness of using videotape...]
		Misformation	Line 14	- To collect the data, the writer <u>uses</u> some techniques such as observation, test, and questionnaire.

		Misformation	Line 15	- The method of this study <u>is</u> pre-experimental design...]
		Misformation	Line 17	- [...this research <u>uses</u> FLCAS questionnaire.
		Misformation	Line 19	- The result of this study <u>state</u> that videotape technique...]
		Misformation	Line 19	- [...video technique <u>is</u> effective in reducing new students speaking anxiety...]
		Misformation	Line 21	- [...the calculating mean of pretest result <u>is</u> 79.97.
		Misformation	Line 22	- The calculating mean of students speaking ability after the treatment <u>is</u> 83.15.
		Misformation	Line 22	- [...the writer <u>uses</u> paired U test by SPSS 22.
		Misformation	Line 23	- The result <u>is</u> there <u>is</u> significance...]
4	Subject Verb Agreement	-	-	-
Total				22

Based on the table, it is found 22 errors. In the type of omission it is found 7 errors. Then in the type of addition it is no error found. In the type of misformation it is found 15 errors and in the type of misordering it is no error found.

In the type of omission it is found 7 errors in the category of article. The first error is on line three “[...UIN Antasari Banjarmasin and also describes\_\_first semester students’ anxiety level”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “[...UIN Antasari Banjarmasin and also describes *the first semester students’ anxiety level*”.

The second error is on line six “How is\_\_first semester students...]. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “*How is the first semester students...]*”.

The third error is on line eight “[...English speaking anxiety level at \_\_language Development Center (PPB)...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “[...*English speaking anxiety level at the language Development Center (PPB)...]*”.

The fourth error is on line nine “[...fourteenth group English class at\_\_\_\_ Language Development Center in UIN Antasari Banjarmasin”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “[...*fourteenth group English class at the Language Development Center in UIN Antasari Banjarmasin*”.

The fifth error is on line ten “[...the first semester students at\_\_ Language Development Center (PPB)...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “[...*the first semester students at the Language Development Center (PPB)...]*”.

The sixth error is on line twenty six “[...the anxiety level of\_\_first semester students...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “[...*the anxiety level of the first semester students...]*”.

The seventh error is on line twenty six “[...first semester students in\_\_mildly anxious]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “[...*first semester students in the mildly anxious*”.

In the type of misformation there is found 15 errors in the category verb tense. The first error is on line one “This thesis describes the effectiveness of using videotape in reducing English speaking anxiety...]. The error in the sentence is using *present tense* form “*describes*” for past condition, while past tense of “*describes*” is “*described*”. So, the correct sentence would be “*This thesis described the effectiveness of using videotape in reducing English speaking anxiety...]*”.



The second error is on line three “[...the Language Development Center (PPB) of UIN Antasari Banjarmasin and also describes first semester students’ anxiety level”. The error in the sentence is using *present tense* form “*describes*” for past condition, while past tense of “*describes*” is “*described*”. So, the correct sentence would be “[...*the Language Development Center (PPB) of UIN Antasari Banjarmasin and also described first semester students’ anxiety level*”.

The third error is on line four “The research questions of this study are...]. The error in the sentence is using *present tense* form *to be* “*are*” for past condition, while past tense of “*are*” is “*were*”. So, the correct sentence would be “*The research questions of this study were...]*”.

The fourth error is on line nine “The subject of this research is 26 students of fourteenth group...]. The error in the sentence is using *present tense* form *to be* “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The subject of this research was 26 students of fourteenth group...]*”.

The fifth error is on line eleven “The object of the research are the effectiveness of using videotape...]. The error in the sentence is using *present tense* form *to be* “*are*” for singular noun object in past condition. It should use *to be* “*is*”, while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The object of the research was the effectiveness of using videotape...]*”.

The sixth error is on line fourteen “To collect the data, the writer uses some techniques such as observation, test, and questionnaire”. The error in the sentence is using *present tense* form “uses” for past condition, while past tense of “uses” is “used”. So, the correct sentence would be “*To collect the data, the writer used some techniques such as observation, test, and questionnaire*”.

The seventh error is on line fifteen “The method of this study is pre-experimental design...]. The error in the sentence is using *present tense* form *to be* “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “*The method of this study was pre-experimental design...]*”.

The eighth error is on line seventeen “[...this research uses FLCAS questionnaire”. The error in the sentence is using *present tense* form “uses” for past condition, while past tense of “uses” is “used”. So, the correct sentence would be “[...this research used FLCAS questionnaire”.

The ninth error is line nineteen “The result of this study state that videotape technique...]. The error in the sentence is using *present tense* form “state” for past condition, while past tense of “state” is “stated”. So, the correct sentence would be “*The result of this study stated that videotape technique...]*”.

The tenth error is on line nineteen “[...video technique is effective in reducing new students speaking anxiety...]. The error in the sentence is using *present tense* form *to be* “is” for past condition, while past tense of “is” is

“was”. So, the correct sentence would be “[...*video technique was effective in reducing new students speaking anxiety...*]”.

The eleventh error is on line twenty one “[...the calculating mean of pretest result is 79.97”]. The error in the sentence is using *present tense* form *to be* “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “[...*the calculating mean of pretest result was 79.97*]”.

The twelfth error is on line twenty two “The calculating mean of students speaking ability after the treatment is 83.15”. The error in the sentence is using *present tense* form *to be* “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “*The calculating mean of students speaking ability after the treatment was 83.15*”.

The thirteenth error is on line twenty two “[...the writer uses paired U test by SPSS 22”]. The error in the sentence is using *present tense* form “uses” for past condition, while past tense of “uses” is “used”. So, the correct sentence would be “[...*the writer used paired U test by SPSS 22*]”.

The fourteenth and fifteenth errors are on line twenty three “The result is there is significance...]”. The errors in the sentence are using *present tense* form *to be* “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “*The result was there was significance...*]”.

Abstract 18

Name : Tri Haryanto Ali Wargito

SRN : 1301240926

The Title of Thesis : The Effectiveness of Direct Correct Feedback in  
Improving Tenth Graders' Descriptive Text  
Writing Ability at SMA Korpri Banjarmasin

The Year of Examined : 2018

**Table 4.20 Error Classification in Thesis Abstract 18**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	Omission	Line 10	- [...the researcher found the problem in__tenth grade...]
2	Regular and Irregular Nouns	Omission	Line 9	- However, the researcher took from the X-3 class which is <u>consist</u> of 24 students as the sample.
		Addition	Line 14	- The data in this study were collected through <u>tests</u> , questionnaire, and interview.

3	Verb Tense	Misformation	Line 1	- This study <u>describes</u> the effectiveness of direct corrective feedback...
		Misformation	Line 1	- [...direct corrective feedback which <u>is</u> one type of corrective feedback...]
		Misformation	Line 3	- The problem to be studied in this research <u>is</u> whether direct corrective feedback...]
		Misformation	Line 8	- [...tenth graders at SMA Korpri Banjarmasin which <u>are</u> as many as 94 students.
		Misformation	Line 9	- However, the researcher took from the X-3 class which <u>is</u> consist of 24 students as the sample.
		Misformation	Line 10	- The researcher <u>uses</u> purposive sampling...]
		Misformation	Line 11	- [...all the problem in tenth grade and <u>choose</u> class X-3...]
		Misformation	Line 12	- The objects of this research <u>are</u> the result of descriptive text writing...]
		Misformation	Line 19	- [...writing ability in descriptive text <u>is</u> in the fair category...]
		Misformation	Line 21	- [...improving writing ability in descriptive text <u>is</u> quite effective.
Misformation	Line 23	- [...the use of direct corrective feedback <u>is</u> very good...]		

		Misformation	Line 23	- [...the percentage of questionnaire which <u>is</u> 92.13%.
		Misformation	Line 24	- The results of interviews showed that they <u>feel</u> happy and very much helped...]
		Misformation	Line 25	- [...the use of direct corrective feedback which <u>raises</u> motivation...]
4	Subject Verb Agreement	-	-	-
Total				17

Based on the table, it is found 17 errors. In the type of omission it is found 2 errors. Then in the type of addition it is found 1 error. In the type of misformation it is found 14 errors and in the type of misordering it is no error found.

In the type of omission it is found 2 errors. The first error in the category of article is on line ten “[...the researcher found the problem in\_\_tenth grade...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific thing. The correct sentence is supposed to be “[...*the researcher found the problem in\_\_tenth grade...*]”.

The second error in the category regular and irregular nouns is on line nine “However, the researcher took from the X-3 class which is consist of 24 students as the sample”. The writer made error whereas he missed *s/es* for

showing plural of something. The writer missed *s* for “*consist*”. In this sentence, the writer needed *s* to show plural of 24 students as the number of students as the sample. So, the correct sentence “*However, the researcher took from the X-3 class which is consists of 24 students as the sample*”.

In the type of addition it is found 1 error in the category of regular and irregular nouns. The error is on line fourteen “The data in this study were collected through tests, questionnaire, and interview”. The students added –s/es on a plural noun. The word “*test*” did need to add s/es in the suffix. The writer should miss s/es. The correct sentence would be “*The data in this study were collected through test, questionnaire, and interview*”.

In the type of misformation it is found 16 errors in the category verb tense. The first error is on line one “This study describes the effectiveness of direct corrective feedback...].”. The error in the sentence is using *present tense* form “*describes*” for past condition, while past tense of “*describes*” is “*described*”. So, the correct sentence would be “*This study described the effectiveness of direct corrective feedback...]*”.

The second error is on line one “[...direct corrective feedback which is one type of corrective feedback...].”. The errors in the sentence are using *present tense* form *to be* “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...direct corrective feedback which *was* one type of corrective feedback...].”.

The third error is on line three “The problem to be studied in this research is whether direct corrective feedback...]. The errors in the sentence are using *present tense* form *to be* “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “*The problem to be studied in this research was whether direct corrective feedback...]*”.

The fourth error is on line eight [...all tenth graders at SMA Korpri Banjarmasin which are as many as 94 students”. The errors in the sentence are using *present tense* form *to be* “are” for past condition, while past tense of “are” is “were”. So, the correct sentence would be “[...all tenth graders at SMA Korpri Banjarmasin which were as many as 94 students”.

The fifth error is on line nine “However, the researcher took from the X-3 class which is consist of 24 students as the sample”. The errors in the sentence are using *present tense* form *to be* “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “*However, the researcher took from the X-3 class which was consists of 24 students as the sample*”.

The sixth error is on line ten “The researcher uses purposive sampling...]. The error in the sentence is using *present tense* form “uses” for past condition, while past tense of “uses” is “used”. So, the correct sentence would be “*The researcher used purposive sampling...]*”.

The seventh error is on line eleven “[...all the problem in tenth grade and choose class X-3...]. The error in the sentence is using *present tense* form “choose” for past condition, while past tense of “choose” is “chose”. So, the



correct sentence would be “[...all the problem in tenth grade and chose class X-3...]”.

The eighth error is on line twelve “The objects of this research are the result of descriptive text writing...]. The errors in the sentence are using *present tense* form *to be* “are” for past condition, while past tense of “are” is “were”. So, the correct sentence would be “*The objects of this research were the result of descriptive text writing...]*”.

The ninth error is on line nineteen “[...writing ability in descriptive text is in the fair category...]. The errors in the sentence are using *present tense* form *to be* “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “[...writing ability in descriptive text was in the fair category...].”.

The tenth error is on line twenty one “[...writing ability in descriptive text is quite effective”. The errors in the sentence are using *present tense* form *to be* “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “[...improving writing ability in descriptive text was quite effective”.

The eleventh error is on line twenty three “[...the use of direct corrective feedback is very good...]. The errors in the sentence are using *present tense* form *to be* “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “[...the use of direct corrective feedback was very good...].”.

The twelfth error is on line twenty three “[...the percentage of questionnaire which is 92.13%”. The errors in the sentence are using *present tense* form *to be* “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...*the percentage of questionnaire which was 92.13%*”.

The thirteenth error is on line twenty four “The results of interviews showed that they feel happy and very much helped...]. The error in the sentence is using *present tense* form “*feel*” for past condition, while past tense of “*feel*” is “*felt*”. So, the correct sentence would be “*The results of interviews showed that they felt happy and very much helped...]*”.

The fourteenth error is on line twenty five “[...the use of direct corrective feedback which raises motivation...]. The error in the sentence is using *present tense* form “*raises*” for past condition, while past tense of “*raises*” is “*raised*”. So, the correct sentence would be “[...*the use of direct corrective feedback which raised motivation...]*”.

Abstract 19

Name : Muhammad Yunizar Firdaus

SRN : 1301240920

The Title of Thesis : Microteaching and Pre-Service Teachers’ Sense of Self-Confidence in Teaching.

The Year of Examined : 2018

**Table 4.21 Error Classification in Thesis Abstract 19**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	Omission	Line 3	- [...the researchers choose descriptive qualitative research who need 3 meeting including ___first meeting...]
		Omission	Line 4	- [__second meeting as a middle test...]
		Omission	Line 4	- [...middle test and__third meeting as a final test.
		Omission	Line 11	- ___First meeting, they still have self-confidence...]
		Omission	Line 12	- ___Second meeting, their self-confidence...]
		Omission	Line 12	- [...better than__first meeting.
		Omission	Line 13	- ___Third meeting, they showed self-confidence has growing from them.
2	Regular and Irregular Nouns	Omission	Line 3	- [...descriptive qualitative research who needs 3 <u>meeting</u> including first meeting...]
		Omission	Line 7	- [...consist of 3 <u>male</u> pre-service teachers'...]
		Omission	Line7	- [...8 <u>female</u> pre-service teachers'.

3	Verb Tense	Misformation	Line 3	- Then, when get the data, the researchers <u>choose</u> descriptive qualitative research...]
		Misformation	Line 6	- Then, the researchers <u>join</u> to the class who have 11 pre-service teachers'...]
		Misformation	Line 8	- The instrument used to get the data <u>is</u> fill the teaching evaluation to every pre-service teachers'.
		Misformation	Line 10	- The finding <u>show</u> that every pre-service teachers' growing their self-confidence in every meeting.
		Misformation	Line 12	- First meeting, they still have self-confidence, from they <u>can</u> showed the material in front of their friends.
4	Subject Verb Agreement	-	-	-
Total				15

Based on the table, it is found 16 errors. In the type of omission it is found 10 errors. Then in the type of addition it is no error found. In the type of misformation it is found 5 errors and in the type of misordering it is no error found.

In the type of omission it is found 9 errors. The first error in the category of article is on line three “[...the researchers choose descriptive qualitative

research who need 3 meeting including \_\_\_first meeting...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the specific thing. The correct sentence is supposed to be “[...*the researchers choose descriptive qualitative research that need 3 meeting including the first meeting...]*”.

The second error in the category of article is on line four “[...\_\_\_second meeting as a middle test...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the specific thing. The correct sentence is supposed to be “[...*The second meeting as a middle test...]*”.

The third error in the category of article is on line four “[...middle test and\_\_third meeting as a final test]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the specific thing. The correct sentence is supposed to be “[...*middle test and the third meeting as a final test*]”.

The fourth error in the category of article is on line eleven “\_\_\_First meeting, they still have self-confidence...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the specific thing. The correct sentence is supposed to be “*The first meeting, they still have self-confidence...]*”.

The fifth error in the category of article is on line twelve “\_\_\_Second meeting, their self-confidence better than\_\_first meeting”. This sentence is

categorized as article error because the sentence omitted the article “*the*” before the specific thing. The correct sentence is supposed to be “*The second meeting, their self-confidence better than the first meeting*”.

The sixth error in the category of article is on line twelve “[...better than\_\_first meeting]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the specific thing. The correct sentence is supposed to be “[...*better than the first meeting*]”.

The seventh error in the category of article is on line thirteen “\_\_\_Third meeting, they showed self-confidence has growing from them”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the specific thing. The correct sentence is supposed to be “*The third meeting, they showed self-confidence has growing from them*”.

The eighth error in the category regular and irregular nouns is on line three “[...descriptive qualitative research who needs 3 meeting including first meeting...]”. The writer made error whereas he missed *s/es* for showing plural of something. The writer missed *s* for “*meeting*”. In this sentence, the writer needed *s* to show plural of *meeting* which was the writer put “3” before *meeting*. So, the correct sentence is “[...*descriptive qualitative research who needs 3 meetings including first meeting...*]”.

The ninth error in the category regular and irregular nouns is on line seven “[...consist of 3 male pre-service teachers’...]”. The writer made error whereas he missed *s/es* for showing plural of something. The writer missed *s*

for “*meeting*”. In this sentence, the writer needed *s* to show plural of “*male*” which was the writer put “3” before “*male*”. So, the correct sentence is “[...*consist of 3 males pre-service teachers’...*”].

The tenth error in the category regular and irregular nouns is on line seven “[...8 female pre-service teachers’]. The writer made error whereas he missed *s/es* for showing plural of something. The writer missed *s* for “*meeting*”. In this sentence, the writer needed *s* to show plural of “*male*” which was the writer put “8” before “*female*”. So, the correct sentence is “[...8 *females pre-service teachers’*”].

In the type of misformation it is found 6 errors in the category verb tense. The first error is on line three “Then, when get the data, the researchers choose descriptive qualitative research...]. The error in the sentence is using *present tense* form “*choose*” for past condition, while past tense of “*choose*” is “*chose*”. So, the correct sentence would be “*Then, when get the data, the researchers chose descriptive qualitative research...]*”.

The second error is on line six “Then, the researchers join to the class who has 11 pre-service teachers’...]. The error in the sentence is using *present tense* form “*join*” for past condition, while past tense of “*join*” is “*joined*”. So, the correct sentence would be “*Then, the researchers joined to the class who has 11 pre-service teachers’...]*”.

The third error is on line eight “The instrument used to get the data is fill the teaching evaluation to every pre-service teachers”. The error in the sentence

is using *present tense* form *to be "is"* for past condition, while past tense of *"is"* is *"was"*. So, the correct sentence would be *"The instrument used to get the data was filled the teaching evaluation to every pre-service teachers"*.

The fourth error is on line ten *"The finding show that every pre-service teachers' growing their self-confidence in every meeting"*. The error in the sentence is using *present tense* form *"show"* for past condition, while past tense of *"show"* is *"showed"*. So, the correct sentence would be *"The finding showed that every pre-service teachers' growing their self-confidence in every meeting"*.

The fifth error is on line twelve *"First meeting, they still have self-confidence, from they can showed the material in front of their friends"*. The error in the sentence is using *present tense* form *"show"* for past condition, while past tense of *"show"* is *"could"*. So, the correct sentence would be *"First meeting, they still have self-confidence, from they could showed the material in front of their friends"*.

Abstract 20

Name : Saidah

SRN : 1401240782



The Title of Thesis : Effectiveness of Inquiry Based Learning to  
 Increase the Writing Skills of the Tenth Graders at  
 MAN 3 Banjar

The Year of Examined : 2018

**Table 4.22 Error Classification in Thesis Abstract 20**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	Omission	Line 2	- [...the English writing skill of __tenth graders at MAN 3 Banjar.
		Omission	Line 4	- Subjects in this research are 35 __tenth graders from kelas Agama 1 (religion class) MAN 3 Banjar.
		Omission	Line 6	- In data collection,__ researchers used several techniques...]
		Omission	Line 6	- In data collection __researchers used several techniques...]
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 1	- The problem formulation of this research <u>is</u> how is the effectiveness of Inquiry Based Learning...]
		Misformation	Line 4	- Subjects in this research <u>are</u> 35 tenth graders from kelas Agama 1 (religion class) MAN 3 Banjar.

		Misformation	Line 5	- The object of the research <u>is</u> procedures the effectiveness of implementation of inquiry based learning.
		Misformation	Line 9	- The researcher <u>uses</u> paired sample T test to analyze the effectiveness of Inquiry-based learning...]
		Misformation	Line 11	- The result of this thesis <u>shows</u> that the scores...]
		Misformation	Line 12	- [...the tenth graders' writing skills by significant (2-tailed) <u>is</u> 0,000 and sig $\leq$ 0.05.
		Misformation	Line 13	- Thus, H0 (Null Hypothesis) <u>is</u> rejected...]
		Misformation	Line 14	- [...and Ha (Alternative Hypothesis) <u>is</u> accepted.
		Misformation	Line 14	- By this result, the researcher <u>concludes</u> that Ha <u>is</u> accepted.
4	Subject Verb Agreement	-	-	-
Total				14

Based on the table, it is found 14 errors. In the type of omission it is found 4 errors. Then in the type of addition it is no error found. In the type of misformation it is found 10 errors and in the type of misordering it is no error found.

In the type of omission it is found 4 errors in the category of article. The first error is on line two “[...the English writing skill of \_\_tenth graders at MAN 3 Banjar”. This sentence is categorized as article error because the sentence omitted *article “the”* before the specific thing. The correct sentence is supposed to be “[...*the English writing skill of the tenth graders at MAN 3 Banjar*”.

The second error is on line four “Subjects in this research are 35 \_\_tenth graders from kelas Agama 1 (religion class) MAN 3 Banjar”. This sentence is categorized as article error because the sentence omitted *article “the”* before the specific thing. The correct sentence is supposed to be “*Subjects in this research are 35 the tenth graders from kelas Agama 1 (religion class) MAN 3 Banjar*”.

The third error is on line six “In data collection,\_\_ researchers used several techniques...]”. This sentence is categorized as article error because the sentence omitted *article “the”* before the specific thing. The correct sentence is supposed to be “*In data collection, the researchers used several techniques...]*”.

The fourth error is on line six “In data collection,\_\_researchers used several techniques...]”. This sentence is categorized as article error because the sentence omitted *article “the”* before the specific thing. The correct sentence is supposed to be “*In data collection, the researchers used several techniques...]*”.

In the type of misformation it is found 6 errors in the category of verb tense. The first error is on line one “The problem formulation of this research is how is the effectiveness of Inquiry Based Learning...]”. The error in the sentence is using *present tense* form *to be* “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “*The problem formulation of this research was how is the effectiveness of Inquiry Based Learning...]*”.

The second error is on line four “Subjects in this research are 35 tenth graders from kelas Agama 1 (religion class) MAN 3 Banjar”. The error in the sentence is using *present tense* form *to be* “are” for past condition, while past tense of “are” is “were”. So, the correct sentence would be “*Subjects in this research were 35 tenth graders from kelas Agama 1 (religion class) MAN 3 Banjar*”.

The third error is on line five “The object of the research is procedures the effectiveness of implementation of inquiry based learning”. The error in the sentence is using *present tense* form *to be* “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “*The object of the research was procedures the effectiveness of implementation of inquiry based learning*”.

The fifth error is on line nine “The researcher uses paired sample T test to analyze the effectiveness of Inquiry-based learning...]”. The error in the sentence is using verb of present tense “uses” for past condition, while past tense of “uses” is “used”. So, the correct sentence would be “*The researcher*

*used paired sample T test to analyze the effectiveness of Inquiry-based learning...]*”.

The sixth error is on line eleven “The result of this thesis shows that the scores...]. The error in the sentence is using verb of present tense “*shows*” for past condition, while past tense of “*show*” is “*showed*”. So, the correct sentence would be “*The result of this thesis showed that the scores...]*”.

The seventh error is on line twelve “[...the tenth graders’ writing skills by significant (2-tailed) is 0,000 and sig  $\leq$  0.05”. The error in the sentence is using *present tense* form *to be* “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...the tenth graders’ writing skills by significant (2-tailed) *was* 0,000 and sig  $\leq$  0.05”.

The eighth error is on line thirteen “Thus, H0 (Null Hypothesis) is rejected...]. The error in the sentence is using *present tense* form *to be* “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “*Thus, H0 (Null Hypothesis) was rejected...]*”.

The ninth error is on line fourteen “[...and Ha (Alternative Hypothesis) is accepted”. The error in the sentence is using *present tense* form *to be* “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...and Ha (Alternative Hypothesis) *was* accepted”.

The tenth and eleventh errors are on line fourteen “By this result, the researcher concludes that Ha is accepted”. The first error in the sentence is using verb of present tense “*concludes*” for past condition, while past tense of

“concludes” is “concluded”. And the second error is using present tense form *to be “is”* for past condition, while past tense of “is” is “was”. The correct sentence would be *“By this result, the researcher concluded that Ha was accepted”*.

## 2. The most error in thesis abstract on English Departments of UIN

### Antasari Banjarmasin

Related to what the researcher found about classification of grammatical errors in thesis abstracts made English Department students of UIN Antasari Banjarmasin, The researcher tried to show the most error in thesis abstract made by English Department students by counting how many errors in thesis abstract and classify based on the types of errors which were shown in table 4.23 and table 4.24.

**Table 4.23 Recapitulation of Type of Error in Thesis Abstracts**

Number of Thesis Abstract	Type of Error				Total of Error
	Omission	Addition	Misformation	Misordering	
1	-	-	14	-	14
2	1	-	-	-	1
3	7	-	9	-	16
4	2	-	11	-	13
5	-	-	9	-	9
6	-	-	3	-	3
7	1	-	11	-	12
8	-	-	16	-	16
9	-	-	10	-	10

10	-	-	10	-	10
11	-	1	12	-	13
12	2	-	4	-	6
13	-	-	6	-	6
14	-	-	5	-	5
15	1	-	7	-	8
16	3	-	7	-	10
17	7	-	15	-	22
18	2	1	14	-	17
19	10	-	5	-	15
20	4	-	10	-	14
Total of Errors	40	2	178	-	220

**Table 4.24 Recapitulation of Type of Error in Thesis Abstracts**

No.	Type of Errors	Total Errors	Percentage
1	Misformation	178	$\frac{178 \times 100\%}{220} = 80.90\%$
2	Omission	40	$\frac{40 \times 100\%}{220} = 18.18\%$
3	Addition	2	$\frac{2 \times 100\%}{220} = 0.90\%$
4	Misordering	-	-
Total		220	100%

Based on the table 4.24, the researcher concluded the highest to the lowest frequency and the percentage of the grammatical errors in thesis abstract made by English Department students of UIN Antasari Banjarmasin, error of misformation was the most error in thesis abstract made by English Department students of UIN Antasari Banjarmasin with 178 errors from 220 total of errors or 80.90%. Moreover, it was followed by error of omission with 40 errors from

220 total of errors or 18.18%, error in addition with 2 errors from 220 total of errors or 0.90% and error of misordering with 0 error from 220 total of errors with 0%.

## **B. Discussion**

This section presents the discussion of the research findings. There are two problem statements proposed in this study and the discussion only focuses on them. As mentioned in the previous chapter, the aims of the study are to know the grammatical errors and the most dominant of error in thesis abstract made by English Department students of UIN Antasari Banjarmasin.

The researcher analyzed and classified the errors found in thesis abstract based on the Surface Taxonomy Categories to know whether these errors involve in omission, addition, misformation, or misordering which the students may omit necessary items or add unnecessary ones, they may misform items or misorder them.

### **1. The grammatical errors in thesis abstract made by English Department students of UIN Antasari Banjarmasin**



In this study, the following were identified as grammatical errors in four categories which were article, verb tense (past tense), regular and irregular nouns and subject-verb agreement.

As a summary of a research or thesis, abstract was a key point whether the reader wants to know the content. The language in an abstract usually used the simple past tense according to the usage of the correct grammar, because the research was done in the past time.

Based on the findings, the researcher found three error types from four error types based on surface strategy taxonomy they were omission, addition and misformation with three categories of grammatical errors from four categories of grammatical errors. They were article, regular and irregular nouns and verb tense. In the type of omission the kinds of errors were the student was omitted the article before a subject or an object, omitted verb and omitted suffix in the category regular and irregular nouns.

In the type of omission it is found 3 errors in the category of article. The first error is on line one “This research explains about translation strategies used of \_\_fourth semester student...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “*This research explains about translation strategies used of the fourth semester students...]*”.

The second error is line six “The subjects of this study are students from - \_\_\_\_fourth semester of UIN Antasari Banjarmasin Academic Year 2017/2018”.

This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “*The subjects of this study are students from the fourth semester of UIN Antasari Banjarmasin Academic Year 2017/2018*”.

The third error is on line eight “[...translating English text into Indonesian at\_\_fourth semester...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is the specific name or place. The correct sentence is supposed to be “[...*translating English text into Indonesian at the fourth semester...*]”.

In the type of misformation there is found 7 errors in the category verb tense. The first error is on line one “This research explains about translation strategies used of fourth semester students of UIN Antasari Banjarmasin...].”. The error in the sentence is using *present tense* form for past condition “*explains*” while past tense of “*explains*” is “*explained*”. So, the correct sentence would be “*This research explained about translation strategies used of fourth semester students of UIN Antasari Banjarmasin...*]”.

The second error is on line three “The formulation of this research problem is: ...].”. The error in the sentence is using *present tense* form to be “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The formulation of this research problem was: ...]*”.

The third error is on line six “The subjects of this study are students from fourth semester...].”. The error in the sentence is using *present tense* form to be

for past condition “*are*” while past tense of “*are*” is “*were*”. So, the correct sentence would be “*The subjects of this study were students from fourth semester...]*”.

The fourth error is on line seven “The object of research is the students strategies...]”. The error in the sentence is using *present tense* form *to be* for past condition “*is*” while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The object of research was the students strategies...]*”.

The fifth error is on line eleven “The writer then analyzed the data using the theory of Vinay & Darbelnet in (Nini Li, 2009)”. The error in the sentence is using *present tense* form for past condition “*using*” while past tense of “*using*” is “*used*”. So, the correct sentence would be “*The writer then analyzed the data used the theory of Vinay & Darbelnet in (Nini Li, 2009)*”.

The sixth error is on line twelve “The results of this research states that translation strategies...]”. The error in the sentence is using *present tense* form for past condition “*states*” while past tense of “*states*” is “*stated*”. So, the correct sentence would be “*The results of this research stated that translation strategies...]*”.

The seventh error is on line “[...translating English texts into Indonesian are borrowing, calque...]”. The error in the sentence is using *present tense* form *to be* “*are*” for past condition, while past tense of “*are*” is “*were*”. So, the correct sentence would be “[...translating English texts into Indonesian were borrowing, calque...]”.

## Abstract 17

Name : Surianti Alfisyah

SRN : 1301240862

The Title of Thesis : The Effectiveness of Using Videotape in Reducing English Speaking Anxiety of the First Semester Students at the Language Development Center (PPB) of UIN Antasari Banjarmasin

The Year of Examined : 2018

**Table 4.19 Error Classification in Thesis Abstract 17**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	Omission	Line 3	- [...UIN Antasari Banjarmasin and also describes__first semester students' anxiety level.
		Omission	Line 6	- How is__first semester students...]
		Omission	Line 8	- [...English speaking anxiety level at __language Development Center (PPB)...]

		Omission	Line 9	- [...fourteenth group English class at___ Language Development Center in UIN Antasari Banjarmasin.
		Omission	Line 10	- [...the first semester students at___ Language Development Center (PPB)...]
		Omission	Line 26	- [...the anxiety level of_ first semester students...]
		Omission	Line 26	- [...first semester students in_mildly anxious.
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 1	- This thesis <u>describes</u> the effectiveness of using videotape in reducing English speaking anxiety...]
		Misformation	Line 3	- [...the Language Development Center (PPB) of UIN Antasari Banjarmasin and also <u>describes</u> first semester students' anxiety level.
		Misformation	Line 4	- The research questions of this study <u>are...</u> ]
		Misformation	Line 9	- The subject of this research <u>is</u> 26 students of fourteenth group...]
		Misformation	Line 11	- The object of the research <u>are</u> ___the

				effectiveness of using videotape...]
		Misformation	Line 14	- To collect the data, the writer <u>uses</u> some techniques such as observation, test, and questionnaire.
		Misformation	Line 15	- The method of this study <u>is</u> pre-experimental design...]
		Misformation	Line 17	- [...this research <u>uses</u> FLCAS questionnaire.
		Misformation	Line 19	- The result of this study <u>state</u> that videotape technique...]
		Misformation	Line 19	- [...video technique <u>is</u> effective in reducing new students speaking anxiety...]
		Misformation	Line 21	- [...the calculating mean of pretest result <u>is</u> 79.97.
		Misformation	Line 22	- The calculating mean of students speaking ability after the treatment <u>is</u> 83.15.
		Misformation	Line 22	- [...the writer <u>uses</u> paired U test by SPSS 22.
		Misformation	Line 23	- The result <u>is</u> there <u>is</u> significance...]
4	Subject Verb Agreement	-	-	-
Total				22

Based on the table, it is found 22 errors. In the type of omission it is found 7 errors. Then in the type of addition it is no error found. In the type of misformation it is found 15 errors and in the type of misordering it is no error found.

In the type of omission it is found 7 errors in the category of article. The first error is on line three “[...UIN Antasari Banjarmasin and also describes\_\_first semester students’ anxiety level]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “[...*UIN Antasari Banjarmasin and also describes the first semester students’ anxiety level*]”.

The second error is on line six “How is\_\_first semester students...].”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “*How is the first semester students...]*”.

The third error is on line eight “[...English speaking anxiety level at \_\_language Development Center (PPB)...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “[...*English speaking anxiety level at the language Development Center (PPB)...]*”.

The fourth error is on line nine “[...fourteenth group English class at\_\_\_ Language Development Center in UIN Antasari Banjarmasin]”. This sentence is

categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “[...*fourteenth group English class at the Language Development Center in UIN Antasari Banjarmasin*]”.

The fifth error is on line ten “[...the first semester students at\_\_\_ Language Development Center (PPB)...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “[...*the first semester students at the Language Development Center (PPB)*...]”.

The sixth error is on line twenty six “[...the anxiety level of\_\_first semester students...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “[...*the anxiety level of the first semester students...*]”.

The seventh error is on line twenty six “[...first semester students in\_\_mildly anxious]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific. The correct sentence is supposed to be “[...*first semester students in the mildly anxious*]”.

In the type of misformation there is found 15 errors in the category verb tense. The first error is on line one “This thesis describes the effectiveness of using videotape in reducing English speaking anxiety...]. The error in the



sentence is using *present tense* form “*describes*” for past condition, while past tense of “*describes*” is “*described*”. So, the correct sentence would be “*This thesis described the effectiveness of using videotape in reducing English speaking anxiety...]*”.

The second error is on line three “[...the Language Development Center (PPB) of UIN Antasari Banjarmasin and also describes first semester students’ anxiety level”]. The error in the sentence is using *present tense* form “*describes*” for past condition, while past tense of “*describes*” is “*described*”. So, the correct sentence would be “[...the Language Development Center (PPB) of UIN Antasari Banjarmasin and also *described* first semester students’ anxiety level”].

The third error is on line four “The research questions of this study are...”]. The error in the sentence is using *present tense* form to be “*are*” for past condition, while past tense of “*are*” is “*were*”. So, the correct sentence would be “*The research questions of this study were...]*”.

The fourth error is on line nine “The subject of this research is 26 students of fourteenth group...”]. The error in the sentence is using *present tense* form to be “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The subject of this research was 26 students of fourteenth group...]*”.

The fifth error is on line eleven “The object of the research are the effectiveness of using videotape...”]. The error in the sentence is using *present*

*tense form to be “are” for singular noun object in past condition. It should use to be “is”, while past tense of “is” is “was”. So, the correct sentence would be “The object of the research was the effectiveness of using videotape...]”.*

The sixth error is on line fourteen “To collect the data, the writer uses some techniques such as observation, test, and questionnaire”. The error in the sentence is using *present tense* form “uses” for past condition, while past tense of “uses” is “used”. So, the correct sentence would be “*To collect the data, the writer used some techniques such as observation, test, and questionnaire*”.

The seventh error is on line fifteen “The method of this study is pre-experimental design...]”. The error in the sentence is using *present tense* form to be “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “*The method of this study was pre-experimental design...]*”.

The eighth error is on line seventeen “[...this research uses FLCAS questionnaire”. The error in the sentence is using *present tense* form “uses” for past condition, while past tense of “uses” is “used”. So, the correct sentence would be “[...this research used FLCAS questionnaire”.

The ninth error is line nineteen “The result of this study state that videotape technique...]”. The error in the sentence is using *present tense* form “state” for past condition, while past tense of “state” is “stated”. So, the correct sentence would be “*The result of this study stated that videotape technique...]*”.

The tenth error is on line nineteen “[...video technique is effective in reducing new students speaking anxiety...]”. The error in the sentence is using *present tense* form *to be* “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “[...video technique *was effective in reducing new students speaking anxiety...*]”.

The eleventh error is on line twenty one “[...the calculating mean of pretest result is 79.97]”. The error in the sentence is using *present tense* form *to be* “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “[...the calculating mean of pretest result *was 79.97*]”.

The twelfth error is on line twenty two “The calculating mean of students speaking ability after the treatment is 83.15”. The error in the sentence is using *present tense* form *to be* “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “*The calculating mean of students speaking ability after the treatment was 83.15*”.

The thirteenth error is on line twenty two “[...the writer uses paired U test by SPSS 22]”. The error in the sentence is using *present tense* form “uses” for past condition, while past tense of “uses” is “used”. So, the correct sentence would be “[...the writer *used* paired U test by SPSS 22]”.

The fourteenth and fifteenth errors are on line twenty three “The result is there is significance...]. The errors in the sentence are using *present tense* form *to be* “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “*The result was there was significance...*”.

Abstract 18

Name : Tri Haryanto Ali Wargito

SRN : 1301240926

The Title of Thesis : The Effectiveness of Direct Correct Feedback in  
Improving Tenth Graders' Descriptive Text  
Writing Ability at SMA Korpri Banjarmasin

The Year of Examined : 2018

**Table 4.20 Error Classification in Thesis Abstract 18**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	Omission	Line 10	- [...the researcher found the problem in__tenth grade...]
2	Regular and Irregular Nouns	Omission	Line 9	- However, the researcher took from the X-3 class which is <u>consist</u> of 24 students as the sample.

		Addition	Line 14	- The data in this study were collected through <u>tests</u> , questionnaire, and interview.
3	Verb Tense	Misformation	Line 1	- This study <u>describes</u> the effectiveness of direct corrective feedback...]
		Misformation	Line 1	- [...direct corrective feedback which <u>is</u> one type of corrective feedback...]
		Misformation	Line 3	- The problem to be studied in this research <u>is</u> whether direct corrective feedback...]
		Misformation	Line 8	- [...tenth graders at SMA Korpri Banjarmasin which <u>are</u> as many as 94 students.
		Misformation	Line 9	- However, the researcher took from the X-3 class which <u>is</u> consist of 24 students as the sample.
		Misformation	Line 10	- The researcher <u>uses</u> purposive sampling...]
		Misformation	Line 11	- [...all the problem in tenth grade and <u>choose</u> class X-3...]
		Misformation	Line 12	- The objects of this research <u>are</u> the result of descriptive text writing...]
		Misformation	Line 19	- [...writing ability in descriptive text <u>is</u> in the fair category...]

		Misformation	Line 21	- [...improving writing ability in descriptive text <u>is</u> quite effective.
		Misformation	Line 23	- [...the use of direct corrective feedback <u>is</u> very good...]
		Misformation	Line 23	- [...the percentage of questionnaire which <u>is</u> 92.13%.
		Misformation	Line 24	- The results of interviews showed that they <u>feel</u> happy and very much helped...]
		Misformation	Line 25	- [...the use of direct corrective feedback which <u>raises</u> motivation...]
4	Subject Verb Agreement	-	-	-
Total				17

Based on the table, it is found 17 errors. In the type of omission it is found 2 errors. Then in the type of addition it is found 1 error. In the type of misformation it is found 14 errors and in the type of misordering it is no error found.

In the type of omission it is found 2 errors. The first error in the category of article is on line ten “[...the researcher found the problem in\_\_tenth grade...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the object, while the object is specific thing. The correct sentence is supposed to be “[...*the* researcher found *the* problem in\_\_tenth grade...]”.

The second error in the category regular and irregular nouns is on line nine “However, the researcher took from the X-3 class which is consist of 24 students as the sample”. The writer made error whereas he missed *s/es* for showing plural of something. The writer missed *s* for “*consist*”. In this sentence, the writer needed *s* to show plural of 24 students as the number of students as the sample. So, the correct sentence “*However, the researcher took from the X-3 class which is consists of 24 students as the sample*”.

In the type of addition it is found 1 error in the category of regular and irregular nouns. The error is on line fourteen “The data in this study were collected through tests, questionnaire, and interview”. The students added *-s/es* on a plural noun. The word “*test*” did need to add *s/es* in the suffix. The writer should miss *s/es*. The correct sentence would be “*The data in this study were collected through test, questionnaire, and interview*”.

In the type of misformation it is found 16 errors in the category verb tense. The first error is on line one “This study describes the effectiveness of direct corrective feedback...]. The error in the sentence is using *present tense* form “*describes*” for past condition, while past tense of “*describes*” is “*described*”. So, the correct sentence would be “*This study described the effectiveness of direct corrective feedback...]*”.

The second error is on line one “[...direct corrective feedback which is one type of corrective feedback...]. The errors in the sentence are using *present tense* form *to be* “*is*” for past condition, while past tense of “*is*” is

“was”. So, the correct sentence would be “[...*direct corrective feedback which was one type of corrective feedback...*]”.

The third error is on line three “The problem to be studied in this research is whether direct corrective feedback...]. The errors in the sentence are using *present tense* form to be “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “*The problem to be studied in this research was whether direct corrective feedback...*”.

The fourth error is on line eight [...all tenth graders at SMA Korpri Banjarmasin which are as many as 94 students”. The errors in the sentence are using *present tense* form to be “are” for past condition, while past tense of “are” is “were”. So, the correct sentence would be “[...*all tenth graders at SMA Korpri Banjarmasin which were as many as 94 students*”.

The fifth error is on line nine “However, the researcher took from the X-3 class which is consist of 24 students as the sample”. The errors in the sentence are using *present tense* form to be “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be “*However, the researcher took from the X-3 class which was consists of 24 students as the sample*”.

The sixth error is on line ten “The researcher uses purposive sampling...]. The error in the sentence is using *present tense* form “uses” for past condition, while past tense of “uses” is “used”. So, the correct sentence would be “*The researcher used purposive sampling...*”.



The seventh error is on line eleven “[...all the problem in tenth grade and choose class X-3...]”. The error in the sentence is using *present tense* form “*choose*” for past condition, while past tense of “*choose*” is “*chose*”. So, the correct sentence would be “[...*all the problem in tenth grade and chose class X-3...]*”.

The eighth error is on line twelve “The objects of this research are the result of descriptive text writing...].”. The errors in the sentence are using *present tense* form *to be* “*are*” for past condition, while past tense of “*are*” is “*were*”. So, the correct sentence would be “*The objects of this research were the result of descriptive text writing...]*”.

The ninth error is on line nineteen “[...writing ability in descriptive text is in the fair category...].”. The errors in the sentence are using *present tense* form *to be* “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...*writing ability in descriptive text was in the fair category...]*”.

The tenth error is on line twenty one “[...writing ability in descriptive text is quite effective”. The errors in the sentence are using *present tense* form *to be* “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...*improving writing ability in descriptive text was quite effective*”.

The eleventh error is on line twenty three “[...the use of direct corrective feedback is very good...].”. The errors in the sentence are using *present tense*

form *to be* “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...*the use of direct corrective feedback was very good...*]”.

The twelfth error is on line twenty three “[...the percentage of questionnaire which is 92.13%”]. The errors in the sentence are using *present tense* form *to be* “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...*the percentage of questionnaire which was 92.13%*]”.

The thirteenth error is on line twenty four “The results of interviews showed that they feel happy and very much helped...]. The error in the sentence is using *present tense* form “*feel*” for past condition, while past tense of “*feel*” is “*felt*”. So, the correct sentence would be “*The results of interviews showed that they felt happy and very much helped...*”.

The fourteenth error is on line twenty five “[...the use of direct corrective feedback which raises motivation...]. The error in the sentence is using *present tense* form “*raises*” for past condition, while past tense of “*raises*” is “*raised*”. So, the correct sentence would be “[...*the use of direct corrective feedback which raised motivation...*]”.

Abstract 19

Name : Muhammad Yunizar Firdaus

SRN : 1301240920

The Title of Thesis : Microteaching and Pre-Service Teachers' Sense of Self-Confidence in Teaching.

The Year of Examined : 2018

**Table 4.21 Error Classification in Thesis Abstract 19**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	Omission	Line 3	- [...the researchers choose descriptive qualitative research who need 3 meeting including ___first meeting...]
		Omission	Line 4	- [__second meeting as a middle test...]
		Omission	Line 4	- [...middle test and__third meeting as a final test.
		Omission	Line 11	- ___First meeting, they still have self-confidence...]
		Omission	Line 12	- ___Second meeting, their self-confidence...]
		Omission	Line 12	- [...better than__first meeting.
		Omission	Line 13	- ___Third meeting, they showed self-confidence has growing from them.
2	Regular and Irregular Nouns	Omission	Line 3	- [...descriptive qualitative research who needs 3 <u>meeting</u> including first meeting...]

		Omission	Line 7	- [...consist of 3 <u>male</u> pre-service teachers'...]
		Omission	Line7	- [...8 <u>female</u> pre-service teachers'.
3	Verb Tense	Misformation	Line 3	- Then, when get the data, the researchers <u>choose</u> descriptive qualitative research...]
		Misformation	Line 6	- Then, the researchers <u>join</u> to the class who have 11 pre-service teachers'...]
		Misformation	Line 8	- The instrument used to get the data <u>is</u> fill the teaching evaluation to every pre-service teachers'.
		Misformation	Line 10	- The finding <u>show</u> that every pre-service teachers' growing their self-confidence in every meeting.
		Misformation	Line 12	- First meeting, they still have self-confidence, from they <u>can</u> showed the material in front of their friends.
4	Subject Verb Agreement	-	-	-
Total				15

Based on the table, it is found 16 errors. In the type of omission it is found 10 errors. Then in the type of addition it is no error found. In the type of misformation it is found 5 errors and in the type of misordering it is no error found.

In the type of omission it is found 9 errors. The first error in the category of article is on line three “[...the researchers choose descriptive qualitative research who need 3 meeting including \_\_\_first meeting...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the specific thing. The correct sentence is supposed to be “[...*the researchers choose descriptive qualitative research that need 3 meeting including the first meeting...*]”.

The second error in the category of article is on line four “[...\_\_\_second meeting as a middle test...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the specific thing. The correct sentence is supposed to be “[...*The second meeting as a middle test...*]”.

The third error in the category of article is on line four “[...middle test and\_\_\_third meeting as a final test]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the specific thing. The correct sentence is supposed to be “[...*middle test and the third meeting as a final test*]”.

The fourth error in the category of article is on line eleven “[...\_\_\_First meeting, they still have self-confidence...]”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the specific thing. The correct sentence is supposed to be “[...*The first meeting, they still have self-confidence...*]”.

The fifth error in the category of article is on line twelve “\_\_Second meeting, their self-confidence better than\_\_ first meeting”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the specific thing. The correct sentence is supposed to be “*The second meeting, their self-confidence better than the first meeting*”.

The sixth error in the category of article is on line twelve “[...better than\_\_ first meeting”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the specific thing. The correct sentence is supposed to be “[...*better than the first meeting*”.

The seventh error in the category of article is on line thirteen “\_\_Third meeting, they showed self-confidence has growing from them”. This sentence is categorized as article error because the sentence omitted the article “*the*” before the specific thing. The correct sentence is supposed to be “*The third meeting, they showed self-confidence has growing from them*”.

The eighth error in the category regular and irregular nouns is on line three “[...descriptive qualitative research who needs 3 meeting including first meeting...]”. The writer made error whereas he missed *s/es* for showing plural of something. The writer missed *s* for “*meeting*”. In this sentence, the writer needed *s* to show plural of *meeting* which was the writer put “3” before *meeting*. So, the correct sentence is “[...*descriptive qualitative research who needs 3 meetings including first meeting...*”.

The ninth error in the category regular and irregular nouns is on line seven “[...consist of 3 male pre-service teachers’...]”. The writer made error whereas he missed *s/es* for showing plural of something. The writer missed *s* for “*meeting*”. In this sentence, the writer needed *s* to show plural of “*male*” which was the writer put “3” before “*male*”. So, the correct sentence is “[...*consist of 3 males pre-service teachers’...*]”.

The tenth error in the category regular and irregular nouns is on line seven “[...8 female pre-service teachers’...]. The writer made error whereas he missed *s/es* for showing plural of something. The writer missed *s* for “*meeting*”. In this sentence, the writer needed *s* to show plural of “*male*” which was the writer put “8” before “*female*”. So, the correct sentence is “[...8 *females pre-service teachers’...*]”.

In the type of misformation it is found 6 errors in the category verb tense. The first error is on line three “Then, when get the data, the researchers choose descriptive qualitative research...]. The error in the sentence is using *present tense* form “*choose*” for past condition, while past tense of “*choose*” is “*chose*”. So, the correct sentence would be “*Then, when get the data, the researchers chose descriptive qualitative research...]*”.

The second error is on line six “Then, the researchers join to the class who has 11 pre-service teachers’...]. The error in the sentence is using *present tense* form “*join*” for past condition, while past tense of “*join*” is “*joined*”. So,

the correct sentence would be *“Then, the researchers joined to the class who has 11 pre-service teachers’ ...J”*.

The third error is on line eight “The instrument used to get the data is fill the teaching evaluation to every pre-service teachers”. The error in the sentence is using *present tense* form *to be* “is” for past condition, while past tense of “is” is “was”. So, the correct sentence would be *“The instrument used to get the data was filled the teaching evaluation to every pre-service teachers”*.

The fourth error is on line ten “The finding show that every pre-service teachers’ growing their self-confidence in every meeting”. The error in the sentence is using *present tense* form “show” for past condition, while past tense of “show” is “showed”. So, the correct sentence would be *“The finding showed that every pre-service teachers’ growing their self-confidence in every meeting”*.

The fifth error is on line twelve “First meeting, they still have self-confidence, from they can showed the material in front of their friends”. The error in the sentence is using *present tense* form “show” for past condition, while past tense of “show” is “could”. So, the correct sentence would be *“First meeting, they still have self-confidence, from they could showed the material in front of their friends”*.



Name : Saidah

SRN : 1401240782

The Title of Thesis : Effectiveness of Inquiry Based Learning to  
Increase the Writing Skills of the Tenth Graders at  
MAN 3 Banjar

The Year of Examined : 2018

**Table 4.22 Error Classification in Thesis Abstract 20**

No.	Grammatical Errors	Errors Classification	Line	Sentence
1	Article	Omission	Line 2	- [...the English writing skill of __tenth graders at MAN 3 Banjar.
		Omission	Line 4	- Subjects in this research are 35 __tenth graders from kelas Agama 1 (religion class) MAN 3 Banjar.
		Omission	Line 6	- In data collection, __ researchers used several techniques...]
		Omission	Line 6	- In data collection __researchers used several techniques...]
2	Regular and Irregular Nouns	-	-	-
3	Verb Tense	Misformation	Line 1	- The problem formulation of this research <u>is</u> how is the effectiveness of Inquiry Based Learning...]

		Misformation	Line 4	- Subjects in this research <u>are</u> 35 tenth graders from kelas Agama 1 (religion class) MAN 3 Banjar.
		Misformation	Line 5	- The object of the research <u>is</u> procedures the effectiveness of implementation of inquiry based learning.
		Misformation	Line 9	- The researcher <u>uses</u> paired sample T test to analyze the effectiveness of Inquiry-based learning...]
		Misformation	Line 11	- The result of this thesis <u>shows</u> that the scores...]
		Misformation	Line 12	- [...the tenth graders' writing skills by significant (2-tailed) <u>is</u> 0,000 and sig $\leq$ 0.05.
		Misformation	Line 13	- Thus, H0 (Null Hypothesis) <u>is</u> rejected...]
		Misformation	Line 14	- [...and Ha (Alternative Hypothesis) <u>is</u> accepted.
		Misformation	Line 14	- By this result, the researcher <u>concludes</u> that Ha <u>is</u> accepted.
4	Subject Verb Agreement	-	-	-
Total				14

Based on the table, it is found 14 errors. In the type of omission it is found 4 errors. Then in the type of addition it is no error found. In the type of

misformation it is found 10 errors and in the type of misordering it is no error found.

In the type of omission it is found 4 errors in the category of article. The first error is on line two “[...the English writing skill of \_\_tenth graders at MAN 3 Banjar”. This sentence is categorized as article error because the sentence omitted *article “the”* before the specific thing. The correct sentence is supposed to be “[...*the English writing skill of the tenth graders at MAN 3 Banjar*”.

The second error is on line four “Subjects in this research are 35 \_\_tenth graders from kelas Agama 1 (religion class) MAN 3 Banjar”. This sentence is categorized as article error because the sentence omitted *article “the”* before the specific thing. The correct sentence is supposed to be “*Subjects in this research are 35 the tenth graders from kelas Agama 1 (religion class) MAN 3 Banjar*”.

The third error is on line six “In data collection, \_\_ researchers used several techniques...]”. This sentence is categorized as article error because the sentence omitted *article “the”* before the specific thing. The correct sentence is supposed to be “*In data collection, the researchers used several techniques...]*”.

The fourth error is on line six “In data collection, \_\_ researchers used several techniques...]”. This sentence is categorized as article error because the sentence omitted *article “the”* before the specific thing. The correct sentence is

supposed to be “*In data collection, the researchers used several techniques...]*”.

In the type of misformation it is found 6 errors in the category of verb tense. The first error is on line one “The problem formulation of this research is how is the effectiveness of Inquiry Based Learning...]”. The error in the sentence is using *present tense* form to be “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The problem formulation of this research was how is the effectiveness of Inquiry Based Learning...]*”.

The second error is on line four “Subjects in this research are 35 tenth graders from kelas Agama 1 (religion class) MAN 3 Banjar”. The error in the sentence is using *present tense* form to be “*are*” for past condition, while past tense of “*are*” is “*were*”. So, the correct sentence would be “*Subjects in this research were 35 tenth graders from kelas Agama 1 (religion class) MAN 3 Banjar*”.

The third error is on line five “The object of the research is procedures the effectiveness of implementation of inquiry based learning”. The error in the sentence is using *present tense* form to be “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “*The object of the research was procedures the effectiveness of implementation of inquiry based learning*”.

The fifth error is on line nine “The researcher uses paired sample T test to analyze the effectiveness of Inquiry-based learning...]”. The error in the

sentence is using verb of present tense “*uses*” for past condition, while past tense of “*uses*” is “*used*”. So, the correct sentence would be “*The researcher used paired sample T test to analyze the effectiveness of Inquiry-based learning...]*”.

The sixth error is on line eleven “The result of this thesis shows that the scores...]”. The error in the sentence is using verb of present tense “*shows*” for past condition, while past tense of “*show*” is “*showed*”. So, the correct sentence would be “*The result of this thesis showed that the scores...]*”.

The seventh error is on line twelve “[...the tenth graders’ writing skills by significant (2-tailed) is 0,000 and sig  $\leq$  0.05”]. The error in the sentence is using *present tense* form *to be* “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...the tenth graders’ writing skills by significant (2-tailed) *was* 0,000 and sig  $\leq$  0.05”].

The eighth error is on line thirteen “Thus, H0 (Null Hypothesis) is rejected...]”. The error in the sentence is using *present tense* form *to be* “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “*Thus, H0 (Null Hypothesis) was rejected...]*”.

The ninth error is on line fourteen “[...and Ha (Alternative Hypothesis) is accepted”]. The error in the sentence is using *present tense* form *to be* “*is*” for past condition, while past tense of “*is*” is “*was*”. So, the correct sentence would be “[...and Ha (Alternative Hypothesis) *was* accepted”].

The tenth and eleventh errors are on line fourteen “By this result, the researcher concludes that Ha is accepted”. The first error in the sentence is using verb of present tense “concludes” for past condition, while past tense of “concludes” is “concluded”. And the second error is using present tense form *to be* “is” for past condition, while past tense of “is” is “was”. The correct sentence would be “By this result, the researcher concluded that Ha was accepted”.

## 2. The most error in thesis abstract on English Departments of UIN

### Antasari Banjarmasin

Related to what the researcher found about classification of grammatical errors in thesis abstracts made English Department students of UIN Antasari Banjarmasin, The researcher tried to show the most error in thesis abstract made by English Department students by counting how many errors in thesis abstract and classify based on the types of errors which were shown in table 4.23 and table 4.24.

**Table 4.23 Recapitulation of Type of Error in Thesis Abstracts**

Number of Thesis Abstract	Type of Error				Total of Error
	Omission	Addition	Misformation	Misordering	
1	-	-	14	-	14
2	1	-	-	-	1
3	7	-	9	-	16
4	2	-	11	-	13

5	-	-	9	-	9
6	-	-	3	-	3
7	1	-	11	-	12
8	-	-	16	-	16
9	-	-	10	-	10
10	-	-	10	-	10
11	-	1	12	-	13
12	2	-	4	-	6
13	-	-	6	-	6
14	-	-	5	-	5
15	1	-	7	-	8
16	3	-	7	-	10
17	7	-	15	-	22
18	2	1	14	-	17
19	10	-	5	-	15
20	4	-	10	-	14
Total of Errors	40	2	178	-	220

**Table 4.24 Recapitulation of Type of Error in Thesis Abstracts**

No.	Type of Errors	Total Errors	Percentage
1	Misformation	178	$\frac{178 \times 100\%}{220} = 80.90\%$
2	Omission	40	$\frac{40 \times 100\%}{220} = 18.18\%$
3	Addition	2	$\frac{2 \times 100\%}{220} = 0.90\%$
4	Misordering	-	-
Total		220	100%

Based on the table 4.24, the researcher concluded the highest to the lowest frequency and the percentage of the grammatical errors in thesis abstract made by English Department students of UIN Antasari Banjarmasin, error of

misformation was the most error in thesis abstract made by English Department students of UIN Antasari Banjarmasin with 178 errors from 220 total of errors or 80.90%. Moreover, it was followed by error of omission with 40 errors from 220 total of errors or 18.18%, error in addition with 2 errors from 220 total of errors or 0.90% and error of misordering with 0 error from 220 total of errors with 0%.

## **B. Discussion**

This section presents the discussion of the research findings. There are two problem statements proposed in this study and the discussion only focuses on them. As mentioned in the previous chapter, the aims of the study are to know the grammatical errors and the most dominant of error in thesis abstract made by English Department students of UIN Antasari Banjarmasin.

The researcher analyzed and classified the errors found in thesis abstract based on the Surface Taxonomy Categories to know whether these errors involve in omission, addition, misformation, or misordering which the students may omit necessary items or add unnecessary ones, they may misform items or misorder them.

### **1. The grammatical errors in thesis abstract made by English Department students of UIN Antasari Banjarmasin**



In this study, the following were identified as grammatical errors in four categories which were article, verb tense (past tense), regular and irregular nouns and subject-verb agreement.

As a summary of a research or thesis, abstract was a key point whether the reader wants to know the content. The language in an abstract usually used the simple past tense according to the usage of the correct grammar, because the research was done in the past time.

Based on the findings, the researcher found three error types from four error types based on surface strategy taxonomy they were omission, addition and misformation with three categories of grammatical errors from four categories of grammatical errors. They were article, regular and irregular nouns and verb tense. In the type of omission the kinds of errors were the student was omitted the article before a subject or an object, omitted verb and omitted suffix in the category regular and irregular nouns.

In the type of addition the error found was the student added two verbs in one sentence to show the result of the research and added suffix –ing after a verb in past tense form. In the type of misformation the dominant error was in the category verb tense, the students often used verb in present tense form for past condition. The second error was the student wrong in using the article for a specific object.

## **2. The Most Errors in Thesis Abstract Made by English Department Students of UIN Antasari Banjarmasin**

The second question of this research was about the most errors in thesis abstract on English Department students. Based on the findings the researcher concluded that the most frequent errors was on type of misformation with 178 or 80.90% errors from 220 of total errors with the category error of verb tense as the dominant grammatical error with 181 errors or 82.27% from 220 of total errors. The error happened might be because of wrong perception of the student about tenses that should use in a thesis abstract. So, the student usually used simple present tense for the verb (using verb 1) or to be in present form (is, am, are) while the tense that used to state something that happened in the pas time was simple past tense.