

**GRAMMATICAL ERRORS IN THESIS ABSTRACT OF INDUSTRIAL ENGINEERING
DEPARTMENT STUDENTS OF UNIVERSITAS SUMATERA UTARA**

**KESALAHAN TATA BAHASA DALAM ABSTRAK SKRIPSI MAHASISWA JURUSAN
TEKNIK INDUSTRI UNIVERSITAS SUMATERA UTARA**

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Abstract

This research focused on the grammatical errors found in the undergraduate thesis abstracts of Industrial Engineering Department Students of Universitas Sumatera Utara. There are three problems and objectives formulated in this study that focused on finding out the types, process of analyzing, and the most dominant type of grammatical error occurred in the thesis abstract. This research is a descriptive qualitative study that examined the thesis abstracts using the steps of error analysis proposed by Ellis and Barkhuizen (2005). The grammatical errors are classified into the 4 types of grammatical errors proposed by Dulay, Burt, and Krashen (1982), which are addition, omission, misformation, and misordering. The results showed that there were 143 errors found from the 24 thesis abstracts that being sampled. Omission is the most dominant type of grammatical error with 67 errors (47%), followed by misformation with 35 errors (25%), addition with 29 errors (20%), and misordering with 12 errors (8%).

Keywords: *grammar, types, error, error analysis, abstract*

Abstrak

Penelitian ini berfokus pada kesalahan tata bahasa yang terdapat pada abstrak skripsi mahasiswa Jurusan Teknik Industri Universitas Sumatera Utara. Terdapat tiga masalah dan tujuan yang dirumuskan dalam penelitian ini yang berfokus pada pencarian jenis, proses analisis, dan jenis kesalahan tata bahasa yang paling dominan yang terdapat pada abstrak skripsi. Penelitian ini merupakan penelitian kualitatif deskriptif yang mengkaji abstrak skripsi menggunakan tahapan analisis kesalahan yang dikemukakan oleh Ellis dan Barkhuizen (2005). Kesalahan tata bahasa diklasifikasikan ke dalam 4 jenis kesalahan tata bahasa yang dikemukakan oleh Dulay, Burt, dan Krashen (1982), yaitu addition, omission, misformation, dan misordering. Hasil penelitian menunjukkan terdapat 143 kesalahan yang ditemukan dari 24 abstrak skripsi yang dijadikan sampel. Omission merupakan jenis kesalahan tata bahasa yang paling dominan dengan 67 kesalahan (47%), diikuti oleh misformation dengan 35 kesalahan (25%), addition dengan 29 kesalahan (20%), dan misordering dengan 12 kesalahan (8%).

Kata kunci: *tata bahasa, jenis, kesalahan, analisis kesalahan, abstrak*

Introduction

Language is the main tool for communication in everyday life both for the benefit of the individual and the social environment. As an international language, English is one of a media interaction and communication among people from different parts of the world. Language is not only in oral form, but also used in the form of writing. Writing in English is difficult for non-English speakers especially the students because there are so many sorts of grammar which are actually very complicated to apply in. However, it would be impossible to write the language effectively without knowing the grammar. So, grammar is one of the basic components of language which must be learnt by students.

An abstract is a concise summary of a research paper or entire thesis. According to Bhatia (1993 as cited in Al-Shujairi, 2016:380) describe the abstract as a description or factual summary of the much longer report, and is meant to give the reader an exact and concise knowledge of the full article. Gambescia (2013:122) said that abstract is a concise summary of an article's subject matter, purpose, results, and implications communicated to the reader. Based on those definitions from the experts above we can conclude that abstract is a brief summary from document, article, writing, or research content that consists of the important parts of the writing, such as the purpose, matter results and the implications, and describes the content and scope of the writing.

According to Hirai, et. al., (2010:104) grammar is the set of rules we use to determine the endings we put on words. Crystal (2008:218) said that grammar is the study of the way words, and their component parts, combine to form sentences. Moreover, Purpura (2004:6) defines grammar as a systematic way accounting for predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language. From description above, it can be concluded that grammar is related to the form of words and sentences. It also shows the process of language can create the structural meaning.

According to Berkenkotter & Huckin (1995 as cited in Kosasih, 2018:9) there are four reasons that make abstract plays an important role in research articles. First, it provides important information or statements that are easy to be accessed. Second, it functions as the screening device that can help readers to decide whether they will finish reading the whole content. Third, it gives a framework for readers to read the article. Fourth, it provides summaries of primary points of a research article.

For the most undergraduate students in Indonesia, writing thesis abstract become a duty when they have to finish their thesis, and usually their thesis abstract divided into two languages, those are in Bahasa Indonesia and in English Languages. Many of the students that do not really understand writing in English just use the Google translate or any other translation applications to finish their abstract writing. As the result, the abstract might not always follow the right structure of grammar and usually there are many grammatical errors in the abstract.

In this research, the researcher would like to analyze the undergraduate students' grammatical error on their thesis abstract in the Universitas Sumatera Utara, the focus sample would be on undergraduate students thesis abstract in Department of Industrial Engineering, with the newest thesis from the class of 2015 that have finished their study in 2019 or 2020 and their thesis have been uploaded to the repository of Universitas Sumatera Utara, and can be accessed via online network by anyone.

The researcher wants to know what grammatical errors are mostly made by the undergraduate students in their thesis abstract under the title "Grammatical Errors in Thesis Abstract of Industrial Engineering Department Students of Universitas Sumatera Utara". It is very important to know how many types of grammatical errors happened in their thesis abstract writing to help them understand the writing skill better. The result of this analysis hopefully gives the types of grammatical errors usually occurred in the writing of thesis abstract and found out the most dominant type of the grammatical errors, so the student will not make the same mistakes and avoid the same grammatical error for their future writings.

This research applied five steps in conducting error analysis based on Corder in Ellis & Barkhuizen (2005:57), those five steps are (1) collection of a sample of learner language, (2) identification of errors, (3) description of errors, and (4) explanation of errors (5) error evaluations. The first step that is collection of a sample of learner language has been explained in the section Data Collection above.

Method

This research will be conducted by using the descriptive qualitative method to describe the grammatical errors found in the thesis abstract of undergraduate student. Moreover, as the data are collected from various source in form of words and documents, so the data analyzed qualitatively and with a slightly more quantitative point of view. The approach of this study is heuristic based on the terms of its objectives, heuristics is a guide that can lead to problem solvers to find a solution to the problem (Tambunan, 2014:321). The data were collected and then later categorized, analyzed and written up descriptively. This study is descriptive for it refers to analyze the already existing data, which are the thesis abstracts from undergraduate students as the instrument.

For the data collection, the abstracts thesis of Industrial Engineering Department students of Universitas Sumatera Utara are the target samples of this research and are collected from the repository website of Universitas Sumatera Utara. The abstracts are retrieved from Repository of Universitas Sumatera Utara, which linked in <http://repositori.usu.ac.id/>, it is an open-access repository website, which the abstract can be found directly in the main page of every thesis that have been uploaded.

This research applied five steps in conducting error analysis based on Corder in Ellis & Barkhuizen (2005:57), those five steps are (1) collection of a sample of learner language, (2) identification of errors, (3) description of errors, and (4) explanation of errors (5) error evaluations. The first step that is collection of a sample of learner language has been explained in the section Data Collection above.

Result and Discussion

The first step of result is identification with the description of the error, followed by the explanation of each errors, and then the evaluation of error will be in the discussion section. There are 24 abstracts to be examined in this study, where each of the sentence retrieved from the abstracts will be marked with the hash tag (#) from the first abstract #1 until the last abstract #24.

Identification and Description of Error

In the identification step, each of the error from the abstract is identified with the mark of symbols. The types of error will be marked with symbols as follows: addition (+...+), omission (*...*), misformation (/.../) with the correct form will be marked with (\...), and misordering ([...]) with the correct order will be marked with ({...}). After all the errors are marked, then the type of error will be described at the end of the sentence with brackets (...). There are sentences that consist of more than one error, that's why the description of error will be added sequentially from the error that occurred first. For examples, Here are some sentences that consist of more than one error, the following description in brackets describe the types of error that occurred first.

Addition

The term of addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. The term of addition will be marked with the symbol of (+...+).

#3 The company should pay attention +to+ and consider the variables... (addition)

- #5 ...and employees who have the lowest assessment points +of employees+ are 24 with 649.52 points. (addition)
- #10 ...driving behavior towards the risk of motorcycle accident +accidents. (addition)
- #14 The mental burden +that+ can arise +is+ because workers must pursue the company's production targets. (addition)
- #17 ...,two work system variables +were+ found +that+ had the highest severity level,... (addition)
- #18 Rendeman which can be processed still has wood parts which are disposed of +at+ each stage of the process... (addition)

Omission

The term of omission is indicated by the absence of certain item that must appear in sentences. The term of omission will be marked with the symbol of (*...*).

- #2 Productivity *is* 0 kg / ha, palm oil price *is* Rp. 600/kg, the cost of replanting with mechanization *is* Rp.50.000.000/ha,... (omission)
- #4 This results *in* losses because of the large expiration costs,... (omission)
- #5 ...Point System Method based on *the* degree of standardization set. (omission)
- #7 One *of the* way *is* to manage green supply chain management. (omission)
- #8 ...involved in the palm oil industry *of* FFB supply chain. (omission)
- #8 ...,which is *the* software based on the programming language. (omission)

Misformation

The term of misformation is indicated by the use of wrong forms of certain morphemes or structures. The term of misformation will be marked with the symbol of (/.../) and the correct form will be followed with the symbol of (\...\).

- #1 The conclusion/s/ obtained from this study /is/ \are\ the identification of... (misformation)
- #1 ...so that the broilers /is/ \are\ maintained halal. (misformation)
- #2 The number of respondents who obtained it /as many as/ \is\ 192 farmers... (misformation)
- #2 ..., it can be predicted that the number of farmers who will do the fertilization /of/ \is\ 111.668 people. (misformation)
- #2 ..., it can be predicted that the number of farmers who will do the replanting /of/ \is\ 128.968. (misformation)
- #4 ..., therefore this problem need/s/ to be solved to reduce... (misformation)

Misordering

The term of misordering is indicated by the incorrect placement of certain morphemes. The term of misordering will be marked with the symbol of ([...]) and the correct order will be placed and marked with the symbol of ({...}).

- #7 So the company does not [yet] know {yet} the improvements that must be made. (misordering)
- #19 ..., offering affordable prices and {interesting} promos [interesting],... (misordering)
- #7 So the company does not [yet] know {yet} the improvements that must be made. (misordering)
- #19 ..., offering affordable prices and {interesting} promos [interesting],... (misordering)

Sentences with More Than One Type of Errors

There are several sentences that come up with two or more errors, some errors consist of omission and addition, while the others consist of omission and misformation, or addition with misordering, and some come up with three up to four different types of error. Here are some sentences that consist of addition, omission, misformation and misordering and sentences with more than one error, the following description in brackets describe the types of error that occurred first.

- #2 ..., the kind of [certified] quality seeds *is* {certified},... (misordering) (omission)
- #5 +While+ the employee/s/ performance appraisal at PT. ACI only has one rating criterion,... (addition) (misformation)
- #8 The results of *the* scenarios +that+ show the amount of FFB supplies before replanting... (omission) (addition)
- #2 The probability of oil palm farmers to replant\ing\ {experiment} [the] [experiment] + to+ /is/ 31 with a value of 0.738... (misordering) (addition) (misformation)
- #5 This assessment method is considered *by* *the* [to be] +an+ employee/s/ of PT. ACI {to be} +is+ unfair,... (omission) (addition) (misformation) (misordering)
- #18 PT. Sumber Karindo Sakti +in+ \running\ /runs/ its company {quality} controls +the+ [quality] of wood products /with/ *by using* the Quality Control (QC) section. (addition) (misformation) (misordering) (omission)

Explanation of Error

This step was done after the findings were all collected, identified and described as above. Each of the error found will be presented to be discussed further.

Addition

The term of addition errors consist of the unneeded items that occurred in the sentences of the thesis abstracts, here are some explanations about addition error in the writing for having unneeded items such as *articles, nouns, prepositions, repetitions, auxiliaries, and conjunctions*.

Unneeded Articles

This category includes the presence of articles which are not needed in the sentences. Articles are used to specify or generalize noun. For examples the articles of *an* or *the* below are not quite required because they are not used to specify or generalize noun.

- #5 This assessment method is considered *by* *the* [to be] +an+ employee/s/ of PT. ACI {to be} +is+ unfair,... (omission) (addition) (misformation) (misordering)
- #18 PT. Sumber Karindo Sakti +in+ \running\ /runs/ its company {quality} controls +the+ [quality] of wood products /with/ *by using* the Quality Control (QC) section. (addition) (misformation) (misordering) (omission)

Unneeded Nouns

This category includes the presence of nouns that are not required in sentence. Noun is a word used to identify any of a class of people, places, or things, or to name a particular one of these. For example the word *employees* and *work procedures* below are not needed for the sentences.

- #5 ...and employees who have the lowest assessment points +of employees+ are 24 with 649.52 points. (addition)
- #17 *The* Work system is a serie\s\ of work procedures +and work procedures+ which +then+ form a certain pattern +in order+ to carry out a field of work. (omission) (addition)

Unneeded Prepositions

This category includes the presence of prepositions which are not needed in the sentences. A preposition is a word used to link nouns, pronouns, or phrases to other words within a sentence. For examples the prepositions of *to* and *at* below are not needed to link any words.

- #2 The probability of oil palm farmers to *do* {the} replanting {experiment} [the] [experiment] +to+ /is/ 31 with a value of 0.738... (omission) (misordering) (addition) (misformation)
- #3 The company should pay attention +to+ and consider the variables... (addition)

#18 Rendeman which can be processed still has wood parts which are disposed of +at+ each stage of the process... (addition)

Unneeded Repetitions

This category includes the presence of repetition words which are not needed in the sentences. One of the most common types of unnecessary repetition involves modifiers that repeat information given in the word modified. For example the words *employees* and *accidents* below are repetitions that are not needed in the sentences because it repeat the same information and make the sentence become unclear and ineffective.

#5 ...and employees who have the lowest assessment points +of employees+ are 24 with 649.52 points. (addition)

#10 ...driving behavior towards the risk of motorcycle accident +accidents+. (addition)

Unneeded Auxiliaries

This category includes the presence of auxiliaries which are not needed in the sentences. Auxiliary in grammar is a helping element, typically a verb, that adds meaning to the basic meaning of the main verb in a clause. Here are the examples of unneeded auxiliary that occurred in the writing of thesis abstract, usually there are misused of passive voice sentences or unneeded auxiliary as the connection between clause.

#5 This assessment method is considered *by* *the* [to be] +an+ employee/s/ of PT. ACI {to be} +is+ unfair. (omission) (addition) (misformation) (misordering)

#11 Not only +are+ delay\s\ in shipping *of* CaCO₃,... (addition) (omission)

#14 The mental burden +that+ can arise +is+ because workers must pursue the company's production targets. (addition)

Unneeded Conjunctions

This category includes the presence of conjunctions which are not needed in the sentences. Conjunction is a word used to connect clauses or sentences or to coordinate words in the same clause. The unneeded conjunctions occurred a lot in the sentences, especially for conjunction '*that*' that occurred in a lot of sentences in the writing of thesis abstract.

#14 The mental burden +that+ can arise +is+ because workers must pursue the company's production targets. (addition)

#17 ...,two work system variables +were+ found +that+ had the highest severity level,... (addition)

Omission

The term of omission errors consist of the absence of items that occurred in the sentences in the writing of thesis abstract, here are some explanations about omission error for having the absence of items such as *articles*, *prepositions*, *auxiliaries*, *verbs*, *conjunctions*, and *incomplete sentences*.

Absence of Articles

This category includes the absence of articles which required to complete the sentences. For examples the articles of *the* below were required because they are used to specify or generalize noun.

#5 ...Point System Method based on *the* degree of standardization set. (omission)

#8 ..., which is *the* software based on the programming language. (omission)

#13 ..., *the* first alternative layout was obtained with... (omission)

Absence of Prepositions

This category includes the absence of prepositions which required to complete the sentences. For examples the prepositions of *in* and *of* below are required to link the words.

- #4 This results *in* losses because of the large expiration costs,... (omission)
- #8 ...involved in the palm oil industry *of* FFB supply chain. (omission)

Absence of Auxiliaries

This category includes the absence of auxiliaries which required to complete the sentences. Here are some examples of the absence of auxiliary that occurred in the writing of thesis abstract, the absence of auxiliaries for passive voice and non-verb words become the most often occurred in the writing.

- #2 Productivity *is* 0 kg/ha, palm oil price *is* Rp. 600/kg, the cost of replanting with mechanization *is* Rp.50.000.000/ha,... (omission)
- #14 **The** Proposals *are* given to **the** stations that have a dangerous physical burden and moderate mental burden,... (omission)

Absence of Verbs

This category includes the absence of verbs which required to complete the sentences and to make a better understanding for the sentence. For example the words *done* below are missing so the sentence become unclear, so with the addition of this word the sentences become clearer and can make a better understanding for the readers.

- #18 Quality improvement *is done* by translating consumer desires into product technical characteristics. (omission)

Absence of Conjunctions

This category includes the absence of conjunctions which required to complete the sentences. For example the sentences below required *and* and *that* as the conjunction to connect the clauses.

- #4 UKM Kue Nasywa is a small and medium industry engaged in food manufacturing+,+ *and* cakes products,... (addition) (omission)
- #9 ...that exist in the work system components *and* need/ed/ to get a solution in improving the work system. (omission) (misformation)
- #21 One of product\s\ from this company *that* will be the object of *this* {research} **is** pillow [research]. (misformation) (omission) (misordering)

Incomplete Sentences

This category includes the absence of some words which required to complete the sentences and to make a better understanding for the sentences, usually it is a clause for verbs or nouns. For example the words *by using* and *strategies* below are missing so the sentence become unclear, so with the addition of these words the sentences become clearer and can make a better understanding for the readers.

- #18 PT. Sumber Karindo Sakti +in+ \running\ /runs/ its company {quality} controls +the+ [quality] of wood products /with/ *by using* the Quality Control (QC) section. (addition) (misformation) (misordering) (omission)
- #19 Zalacca Ice Cream in **the** marketing *strategies* by participating in events, large party orders and small parties. (omission)

Misformation

The term of misformation errors indicated by the use of the wrong forms or misused of certain morphemes or structures that occurred in the sentences in the writing of thesis abstract, here are some

explanations about misformation error for having the misused of certain morphemes or structures such as *nouns, prepositions, verbs, auxiliaries, and singular or plural objects*.

Misused Nouns

This category includes the misused of nouns which required to create a better forms and structures for the sentences. For example the exchange of the words *competency companies* and *evaluations* below can make a better structure for understanding the point of the sentences.

#21 ...the switching of consumers of this company to /competency companies/ \competitors\. (misformation)

#23 Evaluation of /evaluations/ \assessments\ using the VIKOR method also showed... (misformation)

Misused Prepositions

This category includes the misused of prepositions which required to create a better forms and structures for the sentences. For example the exchange of the prepositions *of, is, by, with* and *at* below would correct the structure of the sentences.

#2 ..., it can be predicted that the number of farmers who will do the fertilization /of/ \is\ 111.668 people. (misformation)

#19 ..., expanding the opportunities for promotion /of/ \by\ social media, events, etc. (misformation)

#22 Traffic accident happens in various places /with/ \at\ different times,... (misformation)

Misused Verbs

This category includes the misused of verbs which required to create the correct forms and structures for the sentences. For example the correction for the verbs *laminating* and *affect* below would correct the form of the sentences.

#18 ...Phase II shows *that* the highest part *of* critical priority is the ability /of laminating/ \to laminate\ machines. (omission) (misformation)

#20 ..., infrastructure and work environment /is affect/ \affected\ the performance of employees... (misformation)

Misused Auxiliaries

This category includes the misused of auxiliaries which required to create a better forms and structures for the sentences. For example the exchange of the auxiliary *is* become *are* below happened because the incorrect forms of plural and singular object in the clauses of the sentences.

#1 The conclusions obtained from this study /is/ \are\ the identification of... (misformation)

#1 ...so that the broilers /is/ \are\ maintained halal. (misformation)

#22 Very vulnerable segments /is/ \are\ given red signs, quite vulnerable segments /is/ \are\ given yellow signs and safe segments /is/ \are\ given green signs. (misformation)

Misused Singular or Plural Objects

This category includes the misused of singular or plural objects which required to create the correct forms for the sentences. For example the added of */s/* below means that the object is plural based on the information of words that placed before or after the words.

#20 This research produced some finding\s\... (misformation)

#20 Sample units are 120 organic employee\s\ of Belawan International Container Terminal. (misformation)

#21 The method\s\ used to improve the quality of pillow products /spreads/ \are\ the Quality Function, Failure Mode and Effect Analysis and Error Tree Analysis. (misformation)

Misordering

The term of misordering is indicated by the incorrect placement of certain morphemes. Unlike other types of errors above, the errors belong to misordering are not classified into certain categories. For examples the misplacement of *should*, *always*, *yet*, and *interesting* showed in the sentences below.

#1 ...and [should] the number of workers {should} be adjusted to the burden work,... (misordering)

#1 ...; slaughterers should [always] be motivated to [always] implement the slaughtering training that they follow;... (misordering)

#7 So the company does not [yet] know {yet} the improvements that must be made. (misordering)

#19 ..., offering affordable prices and {interesting} promos [interesting],... (misordering)

Mostly misordering is followed by the correcting of omission, addition, or misformation so the sentences will be in a better order and make a correct structure, for examples below.

#2 ..., the kind of [certified] quality seeds *is* {certified},... (misordering) (omission)

#2 ..., *the* price *of* {seeds/seedlings} is Rp.60.000 [seeds/seedlings]... (omission) (misordering)

#2 The probability of oil palm farmers to replant\ing\ {experiment} [the] [experiment] + to+ /is/ 31 with a value of 0.738... (omission) (misordering) (addition) (misformation)

#18 PT. Sumber Karindo Sakti +in+ \running\ /runs/ its company {quality} controls +the+ [quality] of wood products /with/ *by using* the Quality Control (QC) section. (addition) (misformation) (misordering) (omission)

#21 One of product\s\ from this company *that* will be the object of *this* {research} *is* pillow [research]. (misformation) (omission) (misordering)

From the sentences above, there are a lot of errors occurred so do the misordering, and with the help of some *article*, *preposition*, *conjunction*, etc from omission, addition, or misformation correction, the sentences can form a better structures and correct placement.

Findings

This section provide the findings of the total number and percentage of grammatical error occurred in the thesis abstract. The aim is to find out the most dominant type of the error. Error evaluation is the section where each of the error type that found from the analysis section counted, totalled, and evaluated.

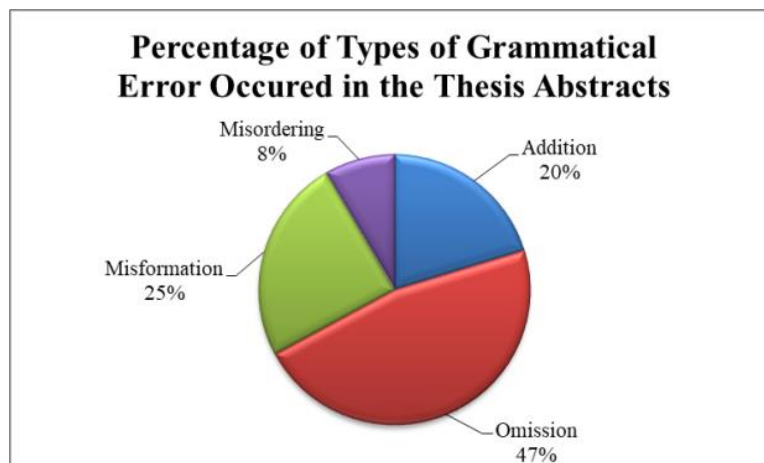
After all the errors have been collected, identify, describe, and explained from the previous section, the last step is the error evaluation. In the error evaluation, the error of each abstract counted and totalled with a table to present the errors based on those categorization of the types of errors that found in the thesis abstract. Here is the number of error in each abstract can be found in Table 1.

Table 1. The Number of Error in Each Abstract

NA	Types of Grammatical Error				Total
	A	O	MF	MO	
#1	-	-	2	2	4
#2	1	6	4	3	14
#3	1	-	-	-	1
#4	1	2	-	-	3
#5	6	5	2	1	14
#6	-	-	-	-	-
#7	-	2	-	1	3
#8	1	3	-	-	4
#9	-	10	1	-	11
#10	3	1	1	1	6
#11	1	1	1	-	3
#12	-	2	-	-	2

#13	-	3	-	-	3
#14	2	5	1	-	8
#15	-	-	-	-	-
#16	2	4	2	1	9
#17	5	1	1	-	7
#18	3	4	2	1	10
#19	1	6	1	1	9
#20	-	5	3	-	8
#21	-	4	5	1	10
#22	-	2	7	-	9
#23	-	1	1	-	2
#24	2	-	1	-	3
Total	29	67	35	12	143

Based on the table above, there are 143 total errors from the 24 abstracts that collected. The most dominant type from the four grammatical errors is *omission* with the total error found is 67, second is *misformation* with 35 errors, third is *addition* with 29 errors, and the last that has the least number is *misordering* with 12 errors found. Here is the graphic that shows the percentage of each types of grammatical error occurred in the thesis abstract can be seen in Picture 1.



Picture 1. Percentage of Types of Grammatical Error Occurred in the Thesis Abstracts

Omission is the most dominant type of error and occurred more frequently compared to the other types (47%). It is because there are a lot of missing article in the writing, the absence of article '*the*' become the most error that frequently appeared in most of the abstracts, and missing preposition or conjunction such as '*of*' and '*that*' become the second most error that frequently appeared for the omission.

Misformation is the second most dominant type of error with 25%, the misused of prepositions and auxiliaries become the most error that often appeared for the misformation. Addition with 20% number of error become the third most dominant type occurred, the misused of prepositions and auxiliaries become the most error that often appeared for addition.

Misordering becomes the least frequent type of errors that occurred in the abstract. There are only 12 (8%) errors of misrodering that found from the 24 abstracts. Mostly the misordering error is followed by other corrections of error (addition, omission, or misformation) by adding, reducing, or exchanging

the words in the sentence so that the misordering replacement can form the correct order for the sentence.

Conclusion/Simpulan

Based on the discussion, data analysis, and findings, a number of important conclusions were made. As in the problems and objectives of the study, here are the some conclusions that can be concluded.

The types of grammatical errors studied in this research are addition, omission, misformation and misordering.

The process of analyzing grammatical error occurred in this research are by using the steps of error analysis that consist of data collection, identification of error, description of error, explanation of error, and error evaluation.

The most dominant type of grammatical error found from this research is omission with 67 errors (47%), misformation with 35 errors (25%), addition with 29 errors (20%), and misordering with 12 errors (8%). The total error found is 143 that retrieved from 24 abstracts.

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