

**THE ANALYSIS OF SYNTACTICAL ERRORS MADE BY STUDENTS'
OF TBI IAIN BENGKULU IN WRITING THESIS ABSTRACTS
(A Content Analysis on The Students' S1 Thesis Abstracts of TBI IAIN
Bengkulu Graduated at March 2018 Period)**

THESIS

**Submitted as a Partial Requirements for the Degree of *Sarjana* (S.Pd)
In Study Program of English Education**



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RATIFICATION

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Bengkulu, 2019

The Researcher,

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ABSTRACT

Lia Oktisa. (2019). *The Analysis of Syntactical Errors Made By Students' of TBI IAIN Bengkulu In Writing Thesis Abstract (A Content Analysis on The Students' S1 Thesis Abstracts of TBI IAIN Bengkulu Graduated at March 2018 Period)*.

Thesis. English Education Study Program. Tarbiyah and Tadris Faculty.

Advisors : I. Riswanto, Ph.D, II. Detti Lismayanti, M. Hum.

The aims of the research were to investigate the syntactical errors, the dominant syntactical errors, and the factors that influence the students' syntactical errors in writing thesis abstracts in TBI IAIN Bengkulu. This research used content analysis with descriptive qualitative approach. The source of data in this research were the students' thesis abstract of TBI IAIN Bengkulu graduated at March 2018 period. The data were collected through data sheet. The result showed that there were ten syntactical errors made by under graduate students in writing their thesis abstract. First syntactical errors was students' problem in noun. From 33 data of students' thesis abstract it had 20 syntactical errors in noun. Second, student's syntactical errors in noun phrase. From 33 data of students' thesis abstract it had 8 syntactical errors in noun phrase. Third, students' syntactical errors was in verb. From 33 data of students' thesis abstract it had 132 syntactical errors in verb. Fourth, students' syntactical errors was in determiner. From 33 data of students' thesis abstract it had 12 syntactical errors in determiners. Fifth, students' syntactical errors was in determiner phrase. From 33 data of students' thesis abstract, the researcher found 1 syntactical error in determiner phrase. Sixth, students' syntactical errors was in pronoun. From 33 data of students' thesis abstract, the researcher found 3 syntactical errors in pronoun. Seventh, students' syntactical errors was in tenses marker. From 33 data of students' thesis abstract it had 6 syntactical errors in tenses marker. Eight, students' syntactical errors was in auxiliary. From 33 data of students' thesis abstract, the researcher found 2 syntactical errors in auxiliary. Ninth, students' syntactical errors in complementizer. From 33 data of students' thesis abstract, it was found 3 syntactical errors in complementizer, and the last was students' syntactical errors in preposition. From 33 data of students' thesis abstract, it was found 7 syntactical errors in preposition. The dominant syntactical errors made by the students was syntactical errors in using verbs. Then, the factors that influence students' syntactical errors were mother tongue interference and ineffective traits of learning such as faulty application of rules and unawareness of the restrictions of rules that covers overgeneralization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized.

Key words : *Syntactical Errors, Abstract*

ABSTRAK

Lia Oktisa. (2019). Analisis Kesalahan-Kesalahan Sintaksis yang Dibuat oleh Siswa TBI IAIN Bengkulu dalam Menulis Abstrak Skripsi (Analisis Konten pada Abstrak Skripsi S1 Mahasiswa TBI IAIN Bengkulu Lulus Periode Maret 2018).

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Pembimbing : 1. Riswanto, Ph.D, II. Detti Lismayanti, M. Hum.

Tujuan penelitian ini adalah untuk menyelidiki kesalahan sintaksis, kesalahan dominan, dan faktor-faktor yang mempengaruhi ‘kesalahan sintaksis siswa dalam menulis abstrak skripsi di TBI IAIN Bengkulu. Penelitian ini menggunakan analisis isi dengan pendekatan deskriptif kualitatif. Sumber data dalam penelitian ini adalah abstrak tesis mahasiswa TBI IAIN Bengkulu yang lulus pada periode Maret 2018. Data dikumpulkan melalui lembar data. Hasil penelitian menunjukkan bahwa ada sepuluh kesalahan sintaksis yang dilakukan oleh mahasiswa dalam menulis abstrak tesis mereka. Kesalahan sintaksis pertama adalah masalah siswa dalam kata benda. Dari 33 data abstrak tesis siswa memiliki 20 kesalahan sintaksis dalam kata benda. Kedua, kesalahan sintaksis siswa dalam frasa kata benda. Dari 33 data abstrak tesis siswa memiliki 8 kesalahan sintaksis dalam frasa kata benda. Ketiga, kesalahan sintaksis siswa ada di kata kerja. Dari 33 data abstrak tesis siswa memiliki 132 kesalahan sintaksis dalam kata kerja. Keempat, kesalahan sintaksis siswa ada dalam penentuan. Dari 33 data abstrak tesis siswa memiliki 12 kesalahan sintaksis dalam penentuan. Kelima, kesalahan sintaksis siswa ada dalam frasa penentu. Dari 33 data abstrak tesis siswa, peneliti menemukan 1 kesalahan sintaksis dalam frasa penentu. Keenam, kesalahan sintaksis siswa dalam kata ganti. Dari 33 data abstrak tesis siswa, peneliti menemukan 3 kesalahan sintaksis dalam kata ganti. Ketujuh, kesalahan sintaksis siswa ada di tenses marker. Dari 33 data abstrak tesis siswa memiliki 6 kesalahan sintaksis dalam tenses marker. Delapan, kesalahan sintaksis siswa ada di bantu. Dari 33 data abstrak tesis siswa, peneliti menemukan 2 kesalahan sintaksis dalam pembantu. Kesembilan, kesalahan sintaksis siswa dalam komplemen. Dari 33 data abstrak tesis siswa, ditemukan 3 kesalahan sintaksis dalam komplemen, dan yang terakhir adalah kesalahan sintaksis siswa dalam preposisi. Dari 33 data abstrak tesis mahasiswa, ditemukan 7 kesalahan sintaksis pada preposisi. Kesalahan sintaksis dominan yang dilakukan oleh siswa adalah kesalahan sintaksis dalam menggunakan kata kerja. Kemudian, faktor-faktor yang mempengaruhi kesalahan sintaksis siswa adalah gangguan bahasa ibu dan sifat-sifat pembelajaran yang tidak efektif seperti penerapan aturan yang salah dan ketidaktahuan tentang pembatasan aturan yang mencakup generalisasi yang berlebihan, ketidaktahuan pembatasan peraturan, penerapan aturan yang tidak lengkap, dan konsep yang salah. dihipotesiskan.

Kata kunci: Kesalahan-Kesalahan Sintaksis, Abstrak

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CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of skill in learning English. Writing is included into an active or productive skill where the students who learn it must produce written text as product rather than only comprehend process. It makes this skill very complicated and difficult for students to master. In producing written text, it is known that the students should have good skill in building idea that covers understanding of text structure, idea, language elements, and practice in order to express readable discourse or idea. Lack competency of the writer causes serious problems for the readers, especially their writing text can not be understood by the readers. As the result, indirect communication can not run well.

Writing is really different from speaking skill although they are the same as production skill. Speaking activities include expressing feeling, opinion, and changing information by using utterances in the form of oral communication. Speaking is the ability to produce sounds articulation and to produce words, to express, and to deliver thought idea and feeling. Therefore, most students said that writing is more difficult because they should think correctly about what they want to write. The errors in written text can be seen by readers and will be a big problem. On the other hand, errors of linguistic

aspect in speaking are not a big problem because it is said orally without writing it.

Mastering writing skill is hard for students. The students should master complete aspects of language to master, especially writing text in English. The students dominantly finds problems in linguistics factors. EFL students usually make mistakes in their language factor, namely sentence grammar. The problems come from level of word phrase, phrases, and sentence. Therefore, linguistics competence can be a serious problems for students in writing English composition in their English class.¹

However, it is known that in graduate level education in Indonesia, students should write their final assessment by writing a scientific thesis, especially English program students should write it in English. They must conduct a research in the field of English education. The language must use academic English. Therefore, it is a big challenge for Indonesian students who speak Indonesia every day must write scientific writing of a certain topic in English. They must manage all the linguistic skills to produce good writings.

The average student who is writing a thesis complained about the difficulty of completing the final project. All parts of thesis difficult, but the part that have special attention for the readers and researcher are abstracts because it consisted of summary of research idea. Although in the process of writing abstract is only re-write in brief the idea that they have written in

¹ Students of English Education Study Program of IAIN Bengkulu. Interview on Monday, May 28th, 2018

body of the thesis, but the students still have found serious syntactic problems in writing abstract their under graduate thesis.

In writing thesis students are given two supervisors who always correct their errors in writing both syntactic problem and idea. During the their guidance in a certain length of time, most of supervisors found many errors in students writing, especially in the matters relating to linguistics and idea. Some experiences of some students who are in the process of writing thesis; they got some revisions from the supervisors which covers: sentence pattern, punctuation, and structure of idea. For the sentence pattern, the supervisor suggested the students to check and recheck their syntactic problems that cause misunderstanding the idea of thesis.

From the problems above, it is clear that the students still have serious syntactic problems in writing their under graduated abstracts. Therefore, the researcher is very interested to do deeper analysis into this case by doing research entitled *The Analysis of Syntactical Errors Made By Students' of TBI IAIN Bengkulu In Writing Thesis Abstract (A Content Analysis on The Students' S1 Thesis Abstracts of TBI IAIN Bengkulu Graduated at March 2018 Period)*.

B. Identification of the Problem

Based on the background above, the researcher identified several problems. Students still have problem in writing. In other words, writing as a productive skill asks students to explore their linguistics skills beside ideas. Then, in writing thesis, students of PBI IAIN Bengkulu made errors in their

thesis abstract, especially errors that related into syntactic problems or aspects. As the result, most of their revision on thesis guidance is related into syntactical problems.

C. Limitation of the Problem

Based on the identification above, this research limited on the area of students' syntactical errors in writing their thesis abstracts. The syntactic problems cover: word, phrase, and sentence level. The researcher analyzed the students' way in structuring words to be phrases; phrases to be complete sentence. The students' errors in structures those elements become the limitation of the problem in this research. Therefore, the researcher focused on analyzing students' syntactical errors on thesis abstracts of TBI IAIN Bengkulu who graduated at March 2018 period.

D. Research Questions

The researcher proposed three questions regarding with the research problem:

1. What are the syntactical errors made by students of TBI IAIN Bengkulu in writing thesis abstracts?
2. What is the dominant error made by students of TBI IAIN Bengkulu in writing thesis abstracts?
3. What are the factors that influence the students' syntactical errors in writing thesis abstracts in TBI IAIN Bengkulu?

E. Research Objectives

The objectives of the research are:

1. To investigate and analyzed the syntactical errors made by students of TBI IAIN Bengkulu in writing thesis abstracts.
2. To investigate the dominant error made by students of TBI IAIN Bengkulu in writing thesis abstracts.
3. To investigate and analyzed the factors that influence the students' syntactical errors in writing thesis abstracts in TBI IAIN Bengkulu.

F. Significance of the Research

The significance of the research can be from theoretical and practical perspectives. *First*, theoretically, this study is expected to inform students, especially who are preparing to write final thesis in English Education Program in order to learn more about linguistics aspects of English because they determine the quality of students' thesis writing. Then, it is expected that this research can enrich the students' literature about writing and syntactic problems in students' undergraduate theisis abstracts. *Second*, it is also expected to give practical information of how to analyze students' syntactic problems in writing undergraduate abstracts. In addition, it can also motivate lecturers who become supervisor for writing thesis to pay more attention to their students' thesis writing, especially in linguistics aspects besides the idea.

G. Operational Definition of Key Terms

1. *Writing* is one of productive skills in learning foreign language and a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs into convincing arguments, and to convey meaning through well-constructed text.
2. *Syntactic error* is a problem of linguistic processing which concerns the problem of how roles such as subject and object are allocated in sentences and how different meanings are bound together.
3. *Thesis Abstract* is a brief summary of a research in thesis of a particular subject and is often used to help the reader quickly ascertain the paper's purpose.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Study

1. The Definition of Writing

It is widely known that there are four basic skills of English language learning, namely: listening, speaking, reading, and writing. Those skills are divided into receptive skills and productive skills. The receptive skills are reading and listening, because learners do not need to produce language to do these. The students only prepare their strategy to comprehend the information in oral or written text that they listen or read. On the other hand, speaking and writing are included into productive skill where the students should produce language. In speaking, the students should produce oral production, and in writing, the students should produce written production of language. Therefore, in the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use. Learners usually learn to listen first, then to speak, then to read, and finally to write.

For this case, Richards and Renandy stated that writing is regarded as the most difficult skill for second language learners to master; The difficulty is not only in generating and organizing ideas, but also in

translating idea into readable text². It means that the difficulties of writing comes from the students' ability in thinking good ideas, then organize them into good structure of paragraf and delivere discourse for readers. Then, translating the ideas into correct dictions of English becomes the most important consideration for students as the writers. In short, writing becomes the most skill for most students because they have to produce text that can be readable for the readers that involve complicated elements of language.

Then, other experts, Axelrod and Coopers stated that writing is a complex process and as such contains element of mystery and surprise; but it is believed that writing is a skill that anyone can learn to manage³. It means that in producing text, the writers should pass complicated process of writing. It can be started from thinking idesa, structuring them, and writing all elemets into a good structure of ideas in order to be able to read by the readers. However, writing is something that can be learned by students. Therefore, the students should learn all language elements that support them to be a good writer. In conclusion, Although learning writing is difficult, the students can learn this skill by improving their langauge elements that support their writing skill.

Then, writing skill identically with the skill of expressing idea through written product. For this case, Murcia said that writing is the

²Jack C. Richards and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge University Press, 2002, P. 303.

³Rise B. Axelrod and Charles R. Chooper, *The St. Martin's Guide to Writing*, New York: St Martin's Press, Inc, 2005, P.3

ability to express one's ideas in written form is a second or foreign language⁴. It means that writing is an activity to express our ideas in written form. It means that writing is an ability that the students have to express their thought in form of written language. Therefore, a good understanding of text structure and developing idea skill are important for students to express their idea through written language in order that their idea can be understood easily by the readers.

It is also important to be noted that writing is involved the writer physically elements. As Barnet and Stubbs's said that writing as a physical act, it requires material and energy⁵. It means that in learning writing, the students should have an awareness to explore their potency to show fully performance and bring pleasure. For this case, serious practice of writing is needed to be success in producing text in good quality or readable text for the readers.

From some definitions above, it can be concluded that writing is one of language skills that need complicated process to learn it in order that the students can produce readable text that deliver certain discourse for the readers. To produce a good text of writing, students should be good at language grammarr, vocabularies, punctuation, and spelling knowledge which must be integrated to be a paragraph. Then, the most important thing that makes students very fluent in writing is practice.

⁴Marriane C. Murcia. *Teaching English as a Second or Foreign Language*, Boston: Heinle Publishers, 2001. P. 233.

⁵Barnet and Stubbs's. *Practical Guide to Writing*, Canada:Brown Company, 4th edition 2003, p.3

2. The Students' Difficulties in Writing

As one of difficult skills in English, of course, students find some difficulties in doing writing activities. The problems can come from some aspects. Bryne said that the difficulties of writing consist of three categories, namely: difficulties in Physiology (content aspect), Linguistics (language use and vocabulary), and Cognitive difficulty (organization and mechanics).⁶ In a real classroom, teachers usually found the students' difficulties varied as indicated by scores or criteria of their writing test. The most difficult aspect that were found in the students' writing is the language use and vocabulary aspects, and conversely they found no difficulties in organization, mechanic, and content. Most of the students have criteria of pair to poor and very poor. It makes sense if the students most difficulties in the language use. Bryne added that linguistic aspect like grammar, vocabulary, language use, and choice of sentences in writing must have fully monitoring, because English is a foreign language⁷. As students' of non native country, language use always becomes a problem. Not only for English language, even for Bahasa Indonesia, it known well that not all of Indonesian students have good skill in written Bahasa Indonesia.

From the explanation above, it is obvious that the most dominant difficulties of the students' writing iw related to linguistic difficulty (in language Use and Vocabulary Aspects), and then followed by writing

⁶ Bryne, Donn. *Teaching Writing Skill*. London: Longman Group Limited. 1988. P. 15

⁷ Ibid. P. 17

difficulties related to the Cognitive difficulty (in Organization and Mechanic Aspects), and Physiology difficulty (in Content Aspect).

3. Assessment in Writing Skill

Assessment is an important aspect in education. It can be defined as an ongoing process that encompasses a much wider domain⁸. After teaching reading, it is important for the teachers to assess their students writing text. From the ongoing assessment teachers carry out to find out what their students are able to do after the lesson. If the situation shows that the students' ability are not really satisfied, the teachers can plan for further treatment for students for improvement.

In assessing writing, the teacher should apply appropriate approach. In the field of education, there are two different approaches for assessing writing ability that can be adopted, namely: the *first* is writing can be divided into discrete levels e.g grammar, vocabulary, spelling and punctuation, and these can be tested separately by the use of objective tests; and the *second* is more direct extent of various types could be constructed⁹. These would have greater construct, content, but would require a more subjective assessment.

In conclusion, the teacher as an evaluator should have a right concept of writing assessment to assess the students' writing

⁸ H. Douglas Brown, *Language assesment principles and classroom practice*. longman. San Fransisco State University. 2004. P. 5

⁹ Ofelia Oracion Flojo. *Curriculum and Instruction: The Teaching of English*. Retrieved on July 23, 2018 from http://www.teachingenglish.fourskills.au/wpcontent/curriculumandinstructi_on.pdf, 2015, P. 95.

appropriately. The assessment on writing achievement aims to determine how good the writing process of the student is, and to measure the extent of students' writing. In this study, the researcher focuses on students' syntactic problems in writing their thesis abstract.

4. An Ideal Writing Text

To produce an ideal text, it needs complicated writing mastery. In writing, learners must concern at least five aspects of good writing, namely: content, organization, grammar, word choice, and mechanics¹⁰. The students will produce good English writing if they are good in mastering these components. In other words, the five aspects of good writing must correlate each other in a paragraph in order to create a good writing text and readable discourse.

The first aspect of good writing is content that must be good in content. It means that the writer has a clear topic to write. Therefore, a good paragraph must be unity and coherence. Unity means a writing text should have an excellent support so that it is attractive to be read. Moreover, it should have unity and coherence in order to make the readers exactly know about what the writers want to tell in their writings. As Oshima and Hongue's opinion that unity is very important element of a text¹¹. In short, if a text is about a thing or certain object, all the sentences

¹⁰*Ibid*

¹¹Oshima and Hongue, 1993, P.31

in the paragraph should talk about that object, so the paragraph expresses relevant meaning.

The second aspect of good writing is organization. In making a text, it must use three basic parts: introductory, body, and concluding paragraph. Oshima and Hongue state that “a text or essay has three main parts: an introductory paragraph, a body (at least one, but usually two or more paragraphs), and concluding paragraph¹². In this part, I concern with organization of hortatory exposition text which consists of thesis, arguments, and recommendation.

Grammar is the third important aspect in writing. Good writing must show correct basic grammar pattern. In this case, the researcher focuses on syntactic problems that is used in writing thesis abstract that is included in significant grammatical patterns. In short, those five aspects of good writing should be learnt, mastered, and practiced by the learners for arranging words into sentences and good sentences into good writings.

B. Abstract in a Thesis

The abstract is an important component of thesis. Abstract is a brief summary document of the whole scientific paper, namely expressing and linking statements problems, methods for solving problems and conclusions.¹³ Abstract is a brief presentation of the contents of the writing so that the writing it becomes a separate part. Presented at the beginning of the

¹² *Ibid*, P. 3

¹³ Mahyuddin K. M. Nasution. *Abstrak - Suatu Karya Ilmiah*. Retrieved on April 23, 2018. from https://www.researchgate.net/publication/321724209_Abstrak_-_Suatu_Karya_Ilmiah. P. 1

thesis. Abstract serves to briefly explain to the reader about what is contained in a writing. In general abstract placed in the beginning before the breakdown chapters.¹⁴

An abstract often functions, together with the thesis title, as a stand-alone text. Abstracts appear, absent the full text of the thesis, in bibliographic indexes such as PsycInfo. They may also be presented in announcements of the thesis examination. Most readers who encounter your abstract in a bibliographic database or receive an email announcing your research presentation will never retrieve the full text or attend the presentation. An abstract is not merely an introduction in the sense of a preface, preamble, or advance organizer that prepares the reader for the thesis. In addition to that function, it must be capable of substituting for the whole thesis when there is insufficient time and space for the full text.

C. Syntactical Errors in Writing

Syntactic is a familiar term that is used by people who learn language. According Matthews, syntax is from the Ancient Greek Syntax is, a verbal noun which literally means ‘arrangement’ or ‘setting’ out together; traditionally, it refers to the branch of grammar dealing with the ways in which words, with or without appropriate inflections, are arranged to show connections of meaning within the sentence¹⁵. In other words, syntax can be

¹⁴ Endah Setyowati & Umi Proboyekti. *Kesimpulan, Saran Dan Abstrak*. Retrieved on April 23, 2018. From <http://lecturer.ukdw.ac.id/othie/Abstrak-kesimp-saran.pdf> P. 2

¹⁵ Robert D. Van Valin Jr, *An Introduction to Syntax*, London, Cambridge University Press, 2004, P. 1

said as how a word, phrase, and sentence are structured that express certain idea.

In addition, Radford stated that syntax is the study of the way in which phrases and sentences are composed of words, so the nature of the grammatical operation in which the component words are combined together to form the whole sentence structure¹⁶. It means that syntax is included into a field of study that focus on the way of phrases and sentences are formed from certain words in order to create good structure for get meaning.

In linguistics, syntax is the set of rules, principles, and processes that govern the structure of sentences in a given language, specifically word order¹⁷. In other word syntax is the study about the arrangement of words in the sentence based on the rule that had been determined. The term syntax is also used to refer to the study of such principles and processes. The goal of many syntacticians is to discover the syntactic rules common to all languages.

From the explanation above, it is clear that syntax is related into how a word, phrase, and sentence are structured in order to create meaning. Therefore, syntactic problems are all problems that are faced by the writers in structuring sences, especially how they structure words to be phrase, then, complete sentence that create meaning in form of abstract in thesis.

¹⁶ Radford, A, *English Syntax: An Introduction*, London, Cambridge University Press, Cambridge, 2004. P. 1

¹⁷ Robert D. Van Valin Jr. *An Introduction to Syntax*, London, Cambridge University Press, 2004, P. 3

This thesis applied the theory of Andrew Radford who developed the theory of Chomsky. The concept can be explained as the following explanation:

1. Grammar

The syntax of a language is described in terms of taxonomy (i.e. classificatory list) of the range of different types of syntactic structures found in the language. The central assumption underpinning syntactic analysis in traditional grammar is that phrases and sentences are built up of a series of constituents, each of which belongs to a specific grammatical category and serves a specific grammatical function.¹⁸ Given this assumption, the task of the linguist analyzing the syntactic structure of any given type of sentence is to identify each of the constituents in the sentence, and (for each constituent) to say what category it belongs to and what function it serves. System in which the syntax of a language is essentially described in terms of a list of phrase, clause and sentence types found in the language.

Therefore, the analysis of language syntax often focuses on how the writer structured their sentences from phrase level into sentence level for the smallest unit of analysis. In this research, the researcher would analysis how the students write phrases, clauses, , and sentence structure in their thesis abstracts.

¹⁸Andrew Radford. *English Syntax: An Introduction*, Cambridge University Press, Cambridge. 2004. P. 1

2. Words

The grammatical properties of words, ultimately concluding that the grammatical properties of words must be characterized in terms of sets of grammatical features. Wekker and Haegeman suggested that words are grammatical units which a speaker of a language can intuitively recognize¹⁹. Word is a smallest constituent in a sentence. Then to identify it more, it is necessary to know the names of all the word classes. To determine the word class of a word, it is wrong to just look at its form or meaning, but look at its function in the phrase, clause, even in sentence in which it occurs.

Grammatically, the word has two statuses. As the largest unit in the level of morphology, and as the smallest unit in the level of syntactic.²⁰ It means that word is a smallest constituents in a sentence, then to identify it more, it necessary to know the names of all the word classes. To determine the word class of a word, it is wrong to just look at its form or meaning, but look at its function in the phrase, clause, even in sentence in which it occurs. For example, the word *talk* refer to an ‘action’ which is usually perform as verb, but in different sentence the same word (with a similar meaning) can be used in different ways.

¹⁹ Wekker and Haegeman. *A Modern Course in English Syntax*. London: Biddles Ltd. 1985. P 57

²⁰ Abdul Chaer. *Sintaksis Bahasa Indonesia*. Jakarta. Rineka Cipta. 2009. P. 37

a. Grammatical categories

Words are traditionally assigned to grammatical categories on the basis of their shared morphological and syntactic properties.²¹ The morphological criteria for categorising words concern their inflectional and derivational properties. Inflectional properties relate to different forms of the same word (e.g. the plural form of a noun like *cat* is formed by adding the plural inflection *-s* to give the form *cats*); derivational properties relate to the processes by which a word can be used to form a different kind of word by the addition of an affix of some kind (e.g. by adding the suffix *-ness* to the adjective *sad* we can form the noun *sadness*). Although English has a highly impoverished system of inflectional morphology, there are nonetheless two major categories of word which have distinctive inflectional properties – namely nouns and verbs. We can identify the class of nouns in terms of the fact that they generally inflect for number, and thus have distinct singular and plural forms – cf. pairs such as *dog/dogs*, *man/men*, *ox/oxen*, etc. Accordingly, we can differentiate a noun like *fool* from an adjective like *foolish* by virtue of the fact that only (regular) nouns like *fool* – not adjectives like *foolish* – can carry the noun plural inflection *-s*: cf.

²¹ Andrew Radford. *English Syntax: An Introduction*, Cambridge University Press, Cambridge. 2004. P.19

Table 1:**Table of Verb Forms**

BASE	PERFECT	PAST	PRESENT	PROGRESSIVE
show	shown	showed	shows	showing
go	gone	went	goes	going
speak	spoken	spoke	speaks	speaking
see	seen	saw	sees	seeing
	come	came	comes	coming
wait		waited	waits	waiting
meet		met	meets	meeting
	cut		cuts	cutting

b. Categorizing words

The categorial status of a word from is its morphological and syntactic properties, with substitution being used as a test in problematic cases. The morphological properties of a given word provide an initial rough guide to its categorial status: in order to determine the categorial status of an individual word, we can ask whether it has the inflectional and derivational properties of a particular category of word.²² For example, we can tell that *happy* is an adjective by virtue of the fact that it has the derivational properties of typical adjectives: it can take the negative prefix *un-* (giving rise to the negative adjective *unhappy*), the comparative/superlative suffixes *-er/-est* (giving rise to the forms *happier/happiest*), the adverbialising suffix *-ly* (giving rise to the adverb *happily*), and the nominalising suffix *-ness* (giving rise to the noun *happiness*).

²² Ibid. P. 22

c. Functional categories

There are five major grammatical categories of English (the five categories with the largest membership), namely: noun, verb, preposition, adjective and adverb. The words which belong to these five categories are traditionally said to be contentives (or content words), in that they have substantive descriptive content.²³ However, in addition to content words languages also contain functors (or function words) – i.e. words which serve primarily to carry information about the grammatical function of particular types of expression within the sentence (e.g. information about grammatical properties such as person, number, gender, case, etc.).

d. Noun

Noun is a word functioning as a subject, object, or subjective complement in a central core.²⁴ Nouns refer to things' name and persons. Besides naming things (*spoon, table*) or persons (*woman, girl, and boy*), nouns also as event's name (*a walk*) or situations seen as things (*a gathering*). Among nouns, several distinctions can be made, although it has overlapping dimensions. The same word in nouns may be used as three different types, those are:

²³ Ibid. P. 23

²⁴ Marcella Frank. *Modern English*. United States of America: Prentice-hall. 1972. P. 2

First, Proper nouns, are names for particular person which is usually capitalized in English: *Sam, Nancy, George, Great Britain, the Europe*, and so on. Most of proper names are singular but some of them also plural such as, *the United States* and *the Alps*. Then, common nouns refer to persons and things by their general name: *boy, country, idea*, and so on.

Second, Concrete nouns refer to things which are tangible, solid or real such as *mountain, sand, motorcycle*, and so on. While *abstract nouns* refer to things which are not tangible, solid or real and also referring to processes such as *opinion, hope, dream*, and also *transportation, move, walk*, and so on.

Third, Count nouns refer to things that are clearly seen as the separate things such as *book, bag, hat*, and so on. *Non-count nouns* also called as *mass nouns*, it refers to things that consist of a whole group of small items which is not seen as separate things but as a whole like *sugar, water, rice*. To determine the word in sentence whether it is noun or not, we can apply the grammatical tests:

- See, if you can put 'the' in front of it (it works in almost nouns, except *proper nouns*).
- See, if you can change it from singular to plural or vice versa (it just works for *count nouns*).
- See, if you can substitute it with a pronoun like 'it' or 'they'.

e. Noun Phrase

Noun phrase is a group words whose elements are head and modifier and it function as noun or pronoun. The constituents of noun phrases are *determiner*, *premodifier*, *head*, and *post-modifier*. Like said above that the central in the noun phrase is *head* which is in the form of noun. The word which come before head may called as *determiners* (abbreviated as *det*) and *premodifier* (abbreviated as *premod*) and word after *head* is called *post-modifier* (*post-mod*). *Premodifier* of noun are always in the form of *adjective*.

For Example:

1. The dark eyes
det *premod: adj* *head*
2. Sad dark eyes
premod *premod* *head*
3. City life
Premod: adj *noun*

There are four kinds of noun phrase that may appear like showed on the examples above. In the number one, it is an example for simple noun phrase which consist of ‘the’ as *determiner*, ‘dark’ as *premodifier: adjective*, and ‘eyes’ as *head* of noun phrase. Then for number two it consists of two *adjectives* because a noun phrase may have one or more adjective. Next for number three may seem strange

because *premod* is not in the form of *adjective* but *noun*, but here they are considered as *adjective*. Finally, for the number four *post-modifier* of nouns are either phrases or clauses, therefore it is not only in the form of word.

f. Verb

Verbs usually indicate processes, actions, or states such as: *talk, study, take, peel, sleep*, and so on which may take a place or occur over time. There are two kinds of verbs: *lexical verbs* or *main verb* and *auxiliary verbs* or *modal*. Wekker and Haegeman says that Lexical verbs are verbs which usually used as the *head* in verb phrase, be the only verb in a sentence, and can be followed by one or more *auxiliary verbs*.²⁵ Verspoor and Sauter add that, it has concrete meaning which visualize a clear action, such as *tell* and *open*. Whereas the auxiliary verbs are also called as helping verbs and it cannot normally occur on their own, such as *will, can, may, be*, and so on.²⁶

For example:

1. Will help

Aux lex. Verb

2. Will have helped

aux lex. Verb

²⁵ Wekker and Haegeman. *A Modern Course in English Syntax*. London: Biddles Ltd. 1985. P 59

²⁶ Verspoor and Sauter. *English Sentence Analysis*. Philadelphia: John 200 P. 91

Sometime in the sentence, we found the verb which has a role as a complement. Relate with that Pyle and Munoz (2002: 83) explains the other role of verb in the sentence below,

Verb as Complement

Pyle and Munoz mention seven different condition which make a verbs have a role as complement in the sentence,²⁷ they are:

First, Verbs that are always followed by the infinitive. Some verbs actually can put a verb as a complement rather than a noun. Sometimes the verb functioning as complement must be in the form of infinitive (*to + verb*). We can see the use of it in the example which underlined below:

David learned to speak English well

Lee wanted to watch the festival

Second, Verbs that always followed by the gerund. In this second section, some verbs must be followed by the gerund (*verb + ing*). Those verbs can be applied in the example which underlined below:

They enjoyed riding the motorcycle

He deny stealing the wallet

But some verbs can be followed by either the infinitive or the gerund with no change in the meaning. Like the underlined sentence below:

²⁷ Pyle and Munoz. *Toefl: Preparation Guide*. New Delhi: Wiley Dreamtech India Pvt. Ltd. 2002. P. 27.

Mr. Joko started to teach English **OR** Mr. joko started teaching English

She begin to talk the truth **OR** She begin talking the truth

Third, When a preposition (abbreviate with *prep*) are preceded by a verb *or* an adjective (abbreviate with *adj*) *or* a noun *even* nothing which are followed directly by a verb, the verb should be in the form of gerund. See in the example which underlined below:

1. Badrus think about selling his new mobile

Verb prep gerund

2. Fatimah is interested in listening the new song

Adj prep gerund

3. There is no method for doing the research

Noun prep gerund

Fourth, adjective followed by the infinitive. There are some adjectives which must be followed by the infinitive. This kind of rule can be applied in the example which underlined below:

It is difficult to do the task individually

This magazine is easy to read

Fifth, Pronouns before the gerund or infinitive. There are different rule between the use pronoun before gerund and infinitive. In the case of infinitive which is used as a complement, any noun or pronoun directly preceding it will include in the *complement form*.

g. Determiners and quantifiers

The first type of functional category which we shall deal with is the category of determiner (abbreviated to D, or sometimes DET). There are some categories that include as determiners, which precede the NP or used to specify the reference of noun, such as all, both, half, one, double, twice, a, an, the, that, these, my your, his, same, other, letter, last, and next, cardinal numeral, and etc.²⁸

(1) **The** *village store* is closed

(2) **This** *appalling behaviour* has got to stop

(3) **That** *dog of yours* is crazy

Determiners also project their properties to the phrases and so a plural indefinite determiner will head a plural indefinite DP²⁹. Radford also added again that, there is another related class with determiner which he called as *quantifier*.³⁰ In dictionary, this type of class often include in determiner category. Quantifier serve to quantify the noun which follows them, as the bold types below:

Most students tell **some** good experience

Many woman have **no** taste with sports

Each exercise contains **several** exams

²⁸ Mark newton, dkk, Basic English Syntax with exercise, Magyarorzag celbe er:2006, p. 137-138

²⁹ Ibid. P. 137.

³⁰ Andrew Radford. *English Syntax: An Introduction*, Cambridge University Press, Cambridge. 2004. P. 24

A related class of words is those which belong to the category quantifier (abbreviated to Q). Since determiners and quantifiers are positioned in front of nouns (cf. *the boys* and *many boys*), and adjectives can similarly be positioned in front of nouns (cf. *tall boys*), an obvious question to ask at this point is why we couldn't just say that the determiners/quantifiers in have the categorial status of adjectives. The answer is that any attempt to analysis determiners or quantifiers as adjectives in English runs up against a number of serious descriptive problems.

There are two kinds of article in English those are *a/an* and *the*. Articles are used dependently as determiners which is precede the noun. Frank added that, "They may be used with a singular or a plural noun; 'a' is generally used with a singular countable noun."³¹ Murphy explained that *a/an* and *the* have certain condition to used,

- Article 'a/an' is used when the speaker is not thinking of one particular thing, the speaker usually used it when it is the first time the speaker talk about it.

For example: he sat on *a* chair (perhaps one of many chairs in the room)

³¹ Marcella Frank. *Modern English*. United States of America: Prentice-hall. 1972. . P. 125.

- Article '*the*' is used when the speaker mentioning of one particular thing, the speaker has already know this 'thing' clearly.³²

For example: he sat on the chair nearest the door (a particular chair).

Radford also added again that, there is another related class with determiner which he called as *quantifier*. In dictionary, this type of class often include in determiner category.³³ Quantifier serve to quantify the noun which follows them, as the bold types below:

Most students tell **some** good experience

Many woman have **no** taste with sports

Each exercise contains **several** exams

Since determiner and article are precede the noun, adjective also occur in the same condition. Yet, they are have different class in words. Actually in syntactic, determiner and adjective different in a variety of ways.

h. Determiner Phrase

There are many words that offer themselves as determiner phrase. Typical determiner phrase appear to be constituted of nothing more than its head. In linguistics, a determiner phrase (DP) is a type of

³² Murphy, Raymond. *English Grammar in Use*. Cambridge University Press: Scotland. 1994. P. 142

³³ Andrew Radford. *English Syntax: An Introduction*, Cambridge University Press, Cambridge. 2004. P. 26

phrase posited by some theories of syntax where the head of a DP is a determiner, as opposed to a noun³⁴. It means that determiner phrase is a phrase that consisted of determiner and noun as the head. For more understanding, see the following example:

The car

The determiner phrase above consisted of *the* as a determiner and *car* is a noun; the two combine to form a phrase, and on the DP-analysis, the determiner *the* is head over the noun *car*. The existence of DPs is a controversial issue in the study of syntax. The traditional analysis of phrases such as *the car* is that the noun is the head, which means the phrase is a noun phrase (NP), not a determiner phrase.

i. Pronouns

Radford explain that, pronoun is a class of word which is called as ‘stand in place of’, prefix *pro* in pronoun has a meaning that it refer back to noun expression.³⁵ Pronouns is a word that takes the place of a noun, applicable to some types of pronouns but not to others.³⁶ Traditional grammars posit a category of pronoun (which we can abbreviate as PRN) to denote a class of words which are said to

³⁴Dawn MacLaughlin. *The Structure of Determiner Phrase: Evidence from Sign American Language*, Massachusetts Institute of Technology, Unpublished Dissertation, 1997, P. 209

³⁵ ³⁵ Andrew Radford. *English Syntax: An Introduction*, Cambridge University Press, Cambridge. 2004. P. 24

³⁶ Marcella Frank. *Modern English*. United States of America: Prentice-hall. 1972. P. 2

‘stand in place of’ (the meaning of the prefix *pro-*) or ‘refer back to’ noun expressions.

(1) John has a red car and Jim has a blue *one*

(2) I’ll take the green apples if you haven’t got any red *ones*

From a grammatical perspective, *one* behaves like a regular count noun here in that it has the *s*-plural form *ones* and occurs in a position (after an adjective like *blue/red*) in which a count noun could occur. However, it is a *pronoun* in the sense that it has no descriptive content of its own, but rather takes its descriptive content from its antecedent (e.g. *one* in (21a) refers back to the noun *car* and so *one* is interpreted as meaning ‘car’). Let’s refer to this kind of pronoun as an N-pronoun (or pronominal noun). Then Verspoor and Sauter mention nine different kinds of pronoun;³⁷

First, Personal pronoun, it is an independent adverb which refer to people or things: I/me, she/her, we/us, and so on like the bold types in the sentence; **I** saw **her** today.

Second, Possessive pronoun, it is related with personal pronoun and express ‘ownership’. It used as dependent and independent, the dependent ones are like my, your, his, its, etc. which function as determiner and tell ‘whom’ or ‘what’ something or somebody belong to, like the bold types in the sentence ‘borrow

³⁷ Verspoor and Sauter. *English Sentence Analysis*. Philadelphia: John . 2000. P. 97

me **your** book'. Next, the independent ones are such as mine, yours, hers, ours, and so on, we can see it in 'those bags are **mine**'.

Third, Relative pronouns, they are pronouns such as who, whom, whose, which, and that. Those pronouns refer to a person or thing that introduce a dependent clause at the same time, they function as a constituent (for example, a subject or object). Except for whose is a dependent one, almost same with possessive pronoun.

For Example (the bold types are relative pronoun):

You are the one **who help me**

RP lex. O

Whose shoes is that?

RP aux S

RP : Relative pronoun

Lex. : Lexical verbs

O : object

Aux : auxiliary verbs

S : subject

Fourth, Interrogative pronoun, is a pronoun which used to asking a question such as *who, whom, whose, which, and what*. Same interrogative pronoun also used as a subordinator to introduce dependent clause which function as subject, object, or attribute. They may be used independently or dependently.

Fifth, Demonstrative pronoun, is pronoun which point out someone or something like, *this* (plural ‘those’), and *that* (plural ‘these’). They can be used independently and dependently.

For example (the bold types are demonstrative pronoun):

What is **this/that**? This and that are used independently

Who is **this/that** man? This and that are used dependently

Sixth, Reflexive pronoun, is pronoun which consists of personal or possessive pronoun followed by *self* and *selves*, such as *myself*, *herself*, and so on. It used independently and may be used as object to refer back to another noun or pronoun in the sentence or emphasize part of subject or object.

Seventh, Reciprocal pronouns, are *each other* and *one another* that always stand independently, like the bold types in the sentence ‘we meet **each other** rarely’.

Eighth, Indefinite pronoun, is pronoun which refer to indefinite (unknown) persons or thing (begin with *some*, *every*, *no*, or *any*), or to indefinite quantities (like *no*, *every*, *all*, *any*, *both*, *enough*, *much*, *many*, *several*, and, so on). Most indefinite pronoun may be used dependently and independently. Those types of pronoun are almost same with personal pronoun. But these pronouns have vaguer meaning, especially for quantifier because they are not mention the quantity clearly.

Ninth, the unnamed type of pronoun, for the last pronoun Verspoor and Sauter mention the unnamed type of pronoun, that is 'so', which used independently and refer to a whole event.

j. Tense Marker

In grammar, tense is a category that expresses time reference with reference to the moment of speaking. Tense are usually manifested by the use of specific forms of verbs, particularly in their conjugation patterns. Main tenses found in many languages include the past, present, and future. Some languages have only two distinct tenses, such as past and nonpast, or future and nonfuture. There are also tenseless languages, like most of the Chinese languages, though it can possess a future and nonfuture system, which is typical of Sino-Tibetan languages. On the other hand, some languages make finer tense distinctions, such as remote vs recent past, or near vs remote future.

Tenses generally express time relative to the moment of speaking. In some contexts, however, their meaning may be relativized to a point in the past or future which is established in the discourse (the moment being spoken about). This is called *relative* (as opposed to *absolute*) tense. Some languages have different verb forms or constructions which manifest relative tense, such as pluperfect ("past-in-the-past") and "future-in-the-past".

Expressions of tense are often closely connected with expressions of the category of aspect; sometimes what are traditionally called tenses (in languages such as Latin) may in modern analysis be regarded as combinations of tense with aspect. Verbs are also often conjugated for mood, and since in many cases the four categories are not manifested separately, some languages may be described in terms of a combined tense–aspect–mood (TAM) system.

k. Auxiliaries

The auxiliaries can be written as a modal auxiliary (may, should, will) or one of the “Helping Verb” (be, do, have) of traditional grammar but it also includes tenses (present or past) as its first element. Tenses must be appeared under the auxiliary.

Traditional grammarians posit that there is a special class of items which once functioned simply as verbs, but in the course of the evolution of the English language have become sufficiently distinct from main verbs that they are now regarded as belonging to a different category of auxiliary (conventionally abbreviated to AUX).³⁸ Auxiliaries typically allow only a verb expression as their complement, and have the semantic function of marking grammatical properties associated with the relevant verb, such as tense, aspect, voice, or mood.

³⁸ Andrew Radford. *English Syntax: An Introduction*, Cambridge University Press, Cambridge. 2004. P. 26

- (1) He *has/had* [**gone**] (2) She *is/was* [**staying** at home]
 (3) They *are/were* [**taken** away for questioning] (4) He really *does/did*
 [**say** a lot]
 (5) You *can/could* [**help** us] (6) They *may/might* [**come** back]
 (7) He *will/would* [**get** upset] (8) I *shall/should* [**return**]
 (9) You *must* [**finish** your assignment] (10) You *ought* [to **apologise**]

l. Complementisers

Complementisers is a complement clause, in that it functions as the complement of the word immediately preceding it (*think/doubt/anxious*). Complementisers are functors in the sense that they encode particular sets of grammatical properties.³⁹ For example, complementisers encode (non)finiteness by virtue of the fact that they are intrinsically finite or nonfinite. More specifically, the complementisers *that* and *if* are inherently finite in the sense that they can only be used to introduce a finite clause.

m. Preposition

Referring to Cambridge, preposition is word which is precede a noun, a noun phrase, or a pronoun, and connect it to another word in the sentence like *in, on, at, about, with, of, to, by, beside, before,*

³⁹ Ibid. P. 30

down, and after, in spite of, because of, etc.⁴⁰ Then Verspoor and Sauter give an addition that, preposition don't really have a function within the phrase or clause which they introduce, it introduce dependent noun phrase and purely link and show a meaning relationship.⁴¹

3. Structure

As explained in previous point, Syntactic structure is how words are combined together to form phrases and sentences. The phrases and sentences are built up by a series of merger operations, each of which combines a pair of constituents together to form a larger constituent. We show how the resulting structure can be represented in terms of a tree diagram, and testing the structure of phrases and sentences.⁴²

a. Sentence

Verspoor and Sauter assumed that the word sentence is come from Latin *sententia*, which literally mean feeling or opinion.⁴³ In the field of grammar, this definition become focused to an utterance that expresses a feeling or opinion, but refer to technical definition it would become a grammatically self-contained speech unit consisting of a word, or syntactically related group that expresses an statement, a question, a command, a wish, or an exclamation, which in writing

⁴⁰ Referring to Cambridge (2008)

⁴¹ Verspoor and Sauter. *English Sentence Analysis*. Philadelphia: John. 2000. P. 98

⁴² Andrew Radford. *English Syntax: An Introduction*, Cambridge University Press, Cambridge. 2004. p. 38

⁴³ Verspoor and Sauter. *English Sentence Analysis*. Philadelphia: John. 2000. P.33

usually begins with a capital letter and ends with a period, question mark, or exclamation mark.

Wekker and Haegeman suggest that, “sentence can generally be used to give information, and they can be used to ask information.”⁴⁴ So although we find the word like “Hey, you!” which apparently incomplete, cause there is no subject or predicate, but it provide a complete thought or information by saying it, the speaker means something like ‘I want to get your attention’. In this condition, there is no need to worry about the exact definition, the sentence is always express a complete thought.

b. Phrases

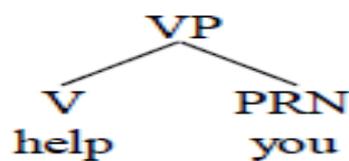
Phrases formed from two words or more and fill a syntactic function.⁴⁵ A phrase can consist of one or more words, if it contain of more words, it usually has one main word which is the most important one as far as the meaning is concerned. It known as the *head* of the phrase, and remain of it is called as *modifier*. If the main word in this phrase is noun, the whole phrase is called a *noun phrase*.

The simplest way of forming a phrase is by merging (a technical term meaning ‘combining’) two words together: for example, by merging the word *help* with the word *you* in we form the phrase *help*

⁴⁴ Wekker and Haegeman. *A Modern Course in English Syntax*. London: Biddles Ltd. 1985. P. 38

⁴⁵ Abdul Chaer. *Sintaksis Bahasa Indonesia*. Jakarta. Rineka Cipta. 2009. P. 39

you. The resulting phrase *help you* seems to have verb-like rather than noun-like properties, as we see from the fact that it can occupy the same range of positions as the simple verb *help*, and hence. An alternative (equivalent) way of representing the structure of phrases like *help you* is via a labelled tree diagram such as below:



c. Clauses

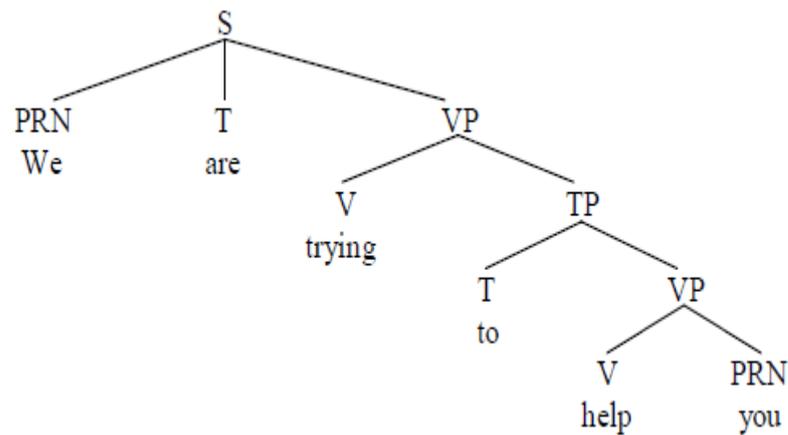
Verspoor and Sauter mention a clause as, “a group of words that express a whole event or situation, containing a subject and predicate.”⁴⁶ They suggest that there are two types of clause, they are independent and dependent clause. Clause which can stand by itself and form a grammatically complete sentence is called as main/independent clause (IC) and clause which always starts with a *subordinator* called as dependent clause (DC). Clause is a syntactic units are located above and below the unit phrase a sentence unit, in the form of runs constructing predictive words.⁴⁷ Clause is a syntactic unit consisting of two or more words that contain elements of prediction or composed of predicators and argument.⁴⁸ It means in the construction there are components in the form of words or phrases that function as predicates and others

⁴⁶ Verspoor and Sauter. *English Sentence Analysis*. Philadelphia: John. 2000. P. 151

⁴⁷ Ibid p. 41

⁴⁸ Miftahul Kairin dan Sakura Ridwan. *Sintaksis Memahami Satuan Kalimat Perspektif Fungsi*. Jakarta. Bumi Aksara. 2015. P. 88

function as objects and so on. Clauses were generally taken to belong to the category (*Sentence/Clause*), and the sentence.



D. Factors that Cause Syntactical Errors in Students' Writing

In order to analyze the error which is made by the learner, it is important to make clear explanation about error. In fact, errors are considered as the important mark of the language development in language learning. According to Corder, the errors made by the ESL/EFL learners are significant because they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language⁴⁹. It means that errors can be caused by the language acquisition of students, and how the students' process in learning English.

⁴⁹Corder, S.P. The significance of learner's errors. *International Review of Applied Linguistics in Language Teaching*, 2000, P.167

It is noted that the learners' errors are a register of their current perspective on the target language⁵⁰. In the early period, the native language interference was identified as the only source of errors committed by language learners. Later, two major sources of errors have been recognized:

1. Interlingual Error

Interlingual error or we usually called it as mother tongue interference. Language transfer is a major error which refers to the effect of the mother tongue toward learning of the target language⁵¹. Richards defined interlingual errors as the errors caused by the interference of the native language.⁵² These errors are the results of the learners' application of the native language elements in their spoken or written performances of the target language. When encountered with new language, people tend to consciously or unconsciously draw a connection between what they already know and what they do not. Learners carry over the existing knowledge of their native language to the performance of the target language.

In most cases, it is inevitable to learn a foreign language solely without depending on some linguistic features of the language which has already acquired. At any rate, the interference can occur in various areas of linguistics components including phonology, morphology, grammar,

⁵⁰ James, C. *Errors in language learning and use: Exploring error analysis*. Essex: Pearson. 1998 P. 7

⁵¹ Brown, H. Douglas. *Principles of Language Learning and Teaching*. New York: Pearson Education, Inc. 2007. P 264

⁵² Richard, Jack, C. 2000. *Error Analysis: Perspective on Second Language Acquisition*. P. 205

syntax, lexis and semantics.⁵³ Furthermore, the influence presents in a degree to which both native language and target language differ or similar to each other. The influence is stronger where there are greater appearances of differences. When the linguistic principles of native language are much differs from that of target language, the learners find it difficult to comprehend, and they begin to apply the rules and structures of native language in their learning process. Chelli defines that interlingual errors as being the result of language transfer, which is caused by learner's first language.⁵⁴ While Al- Khresheh suggested that interlingual errors committed by literal translation.⁵⁵

1. Transfer Error, error caused by interference from mother tongue. A student who has not known the rules of target language will use the same rules as he obtained in his native language.
2. Mother tongue Interference, errors are produced in the learners' attempt to discover the structure of the target language rather than transferring models of their first language.
3. Literal Translation, errors happens because a student translates his first language sentence or idiomatic expression in to the target language word by word.

⁵³Ellis, R. *The study of second language acquisition*. Oxford, UK: Oxford University Press.2008. P. 350

⁵⁴Chelli, Saliha. 2013. *Interlingual and Intralingual Errors in the Use of Preposition and Articles*. As retrieved <http://dspace.univbiskra.dz:8080/jspui/bitstream/123456789/3571/1/Interlingual%20or%20Intralingual%20Errors%20in%20the%20Use%20of%20Preposition.pdf>

⁵⁵Al- Khresheh, M. H. 2010. *Interlingual Interference in English Language Word Order structure of Jordanian EFL Learners*. Proceedings of the European Journal of Social Sciences-Volume 16, Number 1.

2. Intralingual Error

Intralingual transfer (error within the target language itself). This major of source has been recognized as the source of error which extend beyond interlingual errors in learning language. Learner may experience confusion from learning the pattern of the newly acquired language, rather than from language transfer.⁵⁶ These errors are referred to the errors that occur because of the ineffective traits of learning such as faulty application of rules and unawareness of the restrictions of rules. The intralingual errors, therefore, are irrelevant to the native language interference, but led by the target language itself. In the language learning process, these errors normally occur when the learners have acquired insufficient knowledge⁵⁷. The developmental errors are the errors occur when the learner attempting to build up hypotheses about the English language from his limited experience of it in the classroom or text-book. It can be noted that errors in writing produced by EFL learners are the results of learners' incomplete knowledge of the target language.

Richard classifies the intralingual errors into four categories including over generalization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized or semantic errors.⁵⁸

⁵⁶Brown, H. Douglas. 2007. *Principles of Language Learning and Teaching*. New York, Pearson Education, Inc. P 264

⁵⁷Kaweera, C. 2013. Writing error: A review of interlingual and intralingual interference in EFL context. *English Language Teaching*, P. 13

⁵⁸Richard, Jack, C. 2000. *Error Analysis: Perspective on Second Language Acquisition*. P. 120

1. Overgeneralization, it happens when a learner creates a deviant structure on the basis of his experience of other structure in the target language. The example of forming plural by adding “s” to even irregular plurals, also generalizing the “-ed” past form.
2. Ignorance of Rule Restrictions, is specific in the sense that one is normally said to be ignorant of structure; the learner of the second language does not obey the structure of the target language. In this type of error, the learner fails to observe the restrictions of existing structures. Some rule restriction errors may be accounted for in terms of analogy and may result from the rote learning of rules.
3. Incomplete Application of the Rules, this error may occur when learner fails to apply the rules completely due to the stimulus sentence.
4. False Concept Hypothesized, learners’ faulty understanding of distinctions of target language items leads to false conceptualization. Learners’ faulty understanding of distinctions of target language items leads to false concept hypothesized.

E. Some Related Previous Studies

There have been many researcher conducted research related into writing and syntactic problems. One of them is Fatmawati (2013) who had conducted her research entitled *The Covesive Devices of Skripsi Abstract Written by Students of English Education Department of Muria Kudus*

University in Academic Year 2012/2013. The result of this research shows that all the types of cohesive devices are found in the skripsi abstracts and the percentages of the cohesive devices found in the Skripsi Abstract written by students of English Education Department of Teacher Training and Education Faculty of Muria Kudus University in academic year 2012/2013 are repetition is the dominant type with repetition 61%, followed by anaphoric reference 63%, conjunction 22%, meronymy 14%, collocation 12%, hyponymy 9%, cataphoric reference 7%, synonymy, substitution and exophoric reference 3% of each and the last is ellipsis with 0.2 %. Finally, the writer concludes that there are six cohesive in the ten Skripsi abstract⁵⁹.

Another researcher is Haryati (2014) who conducted her research entitled *An Analysis of Sentence Fragments in the Students' Skripsi Abstracts of English Education Department of Muria Kudus University*. The result of the research shows that from the 98 sentences, there are 7 types of constructions found in the six skripsi abstracts of qualitative research of English Education Department of Muria Kudus University completed in 2012. The most dominant construction used by the students is construction contains structure of modification, structure of predication, structure of complementation and structure of coordination. Beside that, the writer found

⁵⁹Rafitasari. *The Cohesive Devices of Skripsi Abstract Written by Students of English Education Department of Muria Kudus University in Academic Year 2012/2013*. Skripsi. English Education Department Teacher Training and Education Faculty Muria Kudus University, 2013, P.9.

14 sentence fragments consists of 1 dependent clause, 11 fragments missing a verb or a part of verb that include a tense and 2 fragments missing a subject⁶⁰.

In addition, Anggraini (2016) conducted her research entitled *A Syntactical Analysis in the English Song Lyrics of "Thank You Allah" Album by Maher Zain*. The result of the research showed that there are 144 declarative sentences, 15 interrogative sentences, 1 exclamatory sentences, and 23 imperative sentences. Almost sentences used in the song lyrics are declarative sentences. So, the sentences used in the song lyrics state a statement and give the information to the listeners about the truth. The result of analysis of syntactical rules in the English song lyrics of Thank You Allah album are so many syntactical rules of the sentences in the English song lyrics. The most dominant rule is NP=N. There are 270 rules of NP=N in the declarative sentences, 36 rules of NP=N in the imperative sentences, 21 rules of NP=N in the interrogative sentences and 1 rule of NP=N in the exclamatory sentence. So, the English song lyrics have many single nouns that have function as subject, direct object or indirect object of the sentences⁶¹.

This research have similarities and differences to the three previous studies above. The similarity is the research above have focus on students' thesis abstract and syntactical issues. The differences are: the first, Fatmawati (2013) focuses her research to students' writing abstract, especially cohesive

⁶¹Devi Anggraini. *A Syntactical Analysis in the English Song Lyrics of "Thank You Allah" Album by Maher Zain*. Skripsi. English Education Department, Teacher Training and Education Faculty, Muria Kudus University, 2016, P. viii.

devices. However, this research focuses on students' syntactic problems. *The second*, Anggraini (2016) focused her research on syntactical analysis that use song lyric as the object. On the other hand, this research focused on syntactical problem analysis and used students' thesis writing as the object. The third, Haryati (2014) focused her research on sentence fragment in students thesis abstract. However, this research focused on whole students' syntactical problems in abstract writing. *Last but not least*, different population, sample, and research method will cause differences in the result of the research.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used content analysis with qualitative approach. Content analysis is a technique that enables researchers to study human behavior in an indirect way, through an analysis of their communications⁶². It is just what its name implies: the analysis of the usually, but not necessarily, written contents of a communication, such as Textbooks, essays, newspapers, novels, magazine articles, cookbooks, songs, political speeches, advertisements, pictures in fact, the contents of virtually any type of communication can be analyzed⁶³. In addition, Sugiyono stated that qualitative method is a method which is based on positivism philosophy that is used for investigating certain population or sample, the sample can be taken randomly, the data collecting uses research instrument, and data analysis is in form of qualitative. These methods used to describe the the students' thesis abstracts of PBI IAIN Bengkulu who graduated on March 2018 Period.

The researcher applied descriptive qualitative method because of some reasons. First, the data are words, phrases, clauses, sentences and paragraph coming from documents or key informants and respondents. The data which will be gather are described and suited with the aim of this study. The method

⁶²Jack R. Fraenkle, Norman E. Wallen, and Hellen A Hyun. *How to Design and Evaluate Research in Education*, New York, McGraw Hill, 2012, p. 478.

⁶³*Ibid*

used to give more space for the researcher to gain information for supporting the analysis. By using this method, the researcher expects to be able to find out, to identify, to define, and to explain the topic of the study. In short, With the existence of this descriptive quantitative research method will very appropriate can help researcher to know the syntactical errors by students in writing their thesis abstract.

B. Source of Data

Source of data is the subject of analysis where the data found. The primary data are all the words, phrase and clause in students' thesis abstract. The primary data use in this research were taken from the Thesis Abstracts of PBI IAIN Bengkulu Who Graduated at March 2018 Period. There are 33 people that graduated at March 2018 period. In order to avoid being subjective in the result, the researcher select informants base on particular criteria. The informants should read all thesis abstract of PBI IAIN Bengkulu who Graduate at March 2018 period.

C. Research Instrumen

In collecting the data, the researcher will use instrument in form of *Data Sheet*. The data sheets will use chart to find the syntactic problem face by undergraduate students in writing their thesis abstract on the students' thesis abstracts of PBI IAIN Bengkulu who graduated at March 2018 period. The data sheet can be as the following description:

Sheet 1:
Students' Syntactical Error in Noun

No.	Students Number	Syntactical Error of The Sentence	Suggested Syntactical	Line

Sheet 2
Students' Syntactical Error in Noun Phrase

No.	Students Number	Syntactical Error of The Sentence	Suggested Syntactical	Line

Sheet 3:
Students' Syntactical Error in Verb

No.	Students Number	Syntactical Error of The Sentence	Suggested Syntactical	Line

Sheet 4:
Students' Syntactical Error in Determiner

No.	Students Number	Syntactical Error of The Sentence	Suggested Syntactical	Line

Sheet 5:
Students' Syntactical Error in Determiner Phrase

No.	Students Number	Syntactical Error of The Sentence	Suggested Syntactical	Line

Sheet 6:
Students' Syntactical Error in Pronoun

No.	Students Number	Syntactical Error of The Sentence	Suggested Syntactical	Line

Sheet 7:
Students' Syntactical Error in Tense Marker

No.	Students Number	Syntactical Error of The Sentence	Suggested Syntactical	Line

Sheet 8:
Students' Syntactical Error in Auxiliaries

No.	Students Number	Syntactical Error of The Sentence	Suggested Syntactical	Line

Sheet 9:
Students' Syntactical Error in Complementizer

No.	Students Number	Syntactical Error of The Sentence	Suggested Syntactical	Line

Sheet 10:
Students' Syntactical Error in Preposition

No.	Students Number	Syntactical Error of The Sentence	Suggested Syntactical	Line

D. Technique of Collecting Data

The data will be collected by performing the following steps: (1) looking for information on the names of students who graduated at March 2018 period in the English study program of IAIN Bengkulu; (2) collecting their abstract; (3) analyze the level of word analyze the class and function of words in a sentence, phrase analyze how a phrases is formed in a sentences, and sentences how a sentences is structured into a correct syntactic pattern. This activities aim to know the students' syntactical errors; (4) classify the

data based on their errors; (5) analyze data; and (6) write a final research report.

E. Data Validity

Validity and reliability are reconsidered in descriptive term for establishing the authenticity and trustworthiness of a research⁶⁴. In this case, Lincoln and Guba use different terms for generalizability, internal validity, reliability, and objectivity in the trustworthiness of data. Having the similar meaning, they name those concepts as transferability, credibility, dependability, and conformability for the trustworthiness research⁶⁵. To deal with this trustworthiness, the researcher of this research applied the cross-validation analysis process⁶⁶. In this case, the researcher analyzed 20% of the data. Then, the result of the analysis was discussed with Andriadi, M.A, a lecturer of English literature in TBI IAIN Bengkulu, Detti Lismayanti, M.Hum, as Supervisor II; and Riswanto, Ph.D as Supervisor I. This technique is to make sure that the researcher's analysis is correct. After the analysis is judged correctly by raters, the analysis will be completed by the researcher.

F. Technique for Analysis the Data

The aim of this study is to analyze the syntactical errors made by Students of TBI IAIN Bengkulu in writing their thesis abstracts who

⁶⁴ S. B Merriam. *Qualitative Research: A Guide to Design and Implementation*. New Jersey: John Wiley & Sons Inc, 2009. P.211

⁶⁵ *Ibid.* P. 213

⁶⁶ S. G. Jurs Wiersma. *Research Methods in Education: An Introduction. (9th Ed.)*. New Jersey: Pearson Education Inc, 2009. P. 287

Graduated at March 2018 Period. In order to obtain the results, the data which been word, phrase, and sentence that as the following procedures was analyzed:

1. Read all abstracts.
2. Analyze how words, phrases, and sentences are structured in the students' abstract in order to know their syntactical errors and analyze what the factors that influence the students' syntactical errors in writing thesis abstracts in TBI IAIN Bengkulu.
3. Put the data into the sheet based on their classification.
4. Make generalization of the students' syntactic problems.
5. Write final reports.

CHAPTER IV

RESULT AND DISCUSSION

This chapter presents the result of the study and the discussion in detail. After completing the research and data collection based on the data analysis in chapter III, the result of the research covered some types of syntactical errors found in students' thesis abstract. The description could be seen as the following explanation:

A. Result

After collecting the data, the researcher found some syntactical errors in 33 thesis abstract of TBI IAIN Bengkulu. Such as students syntactical errors in Noun, Noun Phrase, Verb, Determiner, Determiner Phrase, Pronoun, Tenses Marker, Auxiliary, Complementizer, and Proposition. For detail explanation can be described as the following explanation

1. Students Syntactical Error in Noun

From 33 data of students' thesis abstract had 20 syntactical errors in Noun. Nouns refer to thing's name and persons among nouns, several distinctions can be made, although it has overlapping dimensions. The same word in nouns may be used as three different types. To determine the word in sentence whether it is noun or not, we can apply the grammatical tests:

- See, if you can put 'the' in front of it (it works in almost nouns, except *proper nouns*).

- See, if can change it from singular to plural or vice versa (it is just works for *count nouns*).

- See, if you can substitute it with a pronoun like ‘it’ or ‘they’.

a. *Error in using singular vs plural word*

This kind of syntactical error can be exemplified by the data in appendix 3 data no 1.

Syntactical Error of The Sentence	Suggested Syntactical
To infer speech function used by English teachers at MTs Pancasila Kota Bengkulu	To infer speech functions used by English teachers at MTs Pancasila Kota Bengkulu

Based on the data, the sentence above needs a plural noun. The following sentence showed that there was more than one speech function. Therefore, the writer should change it into a plural form of noun (*Function to be functions*)

b. *Misunderstanding of Noun vs Verb function*

This kind of syntactical error can be exemplified by the data in appendix 3 data no 12.

Syntactical Error of The Sentence	Suggested Syntactical
The main purposed of this research to illustrates the structural ambiguities in the headlines of Yahoo News by using x-bar theory of syntax and also to know structural ambiguities in news headline of Yahoo News	The main purpose of this research to illustrates the structural ambiguities in the headlines of Yahoo News by using x-bar theory of syntax and also to know structural ambiguities in news headline of Yahoo News

The sentence above Misunderstands between Noun and Verb function. The writer wrote “purposed” that indicated to the past form.

In this context, the researcher assumed that the word “purpose” as verb. In this context, the writer needed to use “noun”. Therefore, the writer should change the function from verb into verb (*purposed to be purpose*)

c. *Error in using Adjective vs Noun*

This kind of syntactical error can be exemplified by the data in appendix 3 data no 13.

Syntactical Error of The Sentence	Suggested Syntactical
The difficult encountered by the students in learning second language is caused by the different grammatical found between his language and the target language	The difficulty encountered by the students in learning second language is caused by the different grammatical found between his language and the target language

The data above showed an error in using Adjective vs Noun. The following sentence showed the writer could not differentiate the different function of “difficult” and “Difficulty”. In this context, the writer needed noun not adjective. Therefore, the writer should change from adjective to noun in this context (*difficult to be difficulty*).

From the detail explanation above, it was clear that students had problems in nouns, especially: *Error in using singular vs plural word, Misunderstanding of Noun vs Verb function, and Error in using Adjective vs Noun*

2. Students Syntactical Error in Noun Phrase

From 33 data of students' thesis abstract had 8 syntactical Error in Noun Phrase. The constituents of noun phrases are determiner, premodifier, head, and post-modifier. The central in the noun phrase is head in form of noun. The word which comes before head may called as determiners (abbreviated as det) and premodifier (abbreviated as premod) and word after head is called post-modifier (post-mod). Premodifier of noun are always in the form of adjective.

a. Error in using plural noun phrase

This kind of problems can be exemplified by the data in appendix 4 data no 1.

Syntactical Error of the Sentence	Suggested Syntactical
It was conducted to identify whether there was any significant effect on students who were though using Round Club technique and who were not	It was conducted to identify whether there was any significant effects on students who were though using Round Club technique and who were not

Based on the data above, the sentence needed a plural noun phrase because before the noun phrase, the writer used word "any". It showed that there was more than one speech function. Therefore, the writer should change it into a plural form of noun for the proper sentence (*any significant effect to be any significant effects*).

b. Omitting Noun in Noun Phrase

This kind of syntactical error found in some students abstract. One of them can be exemplified by the data in appendix 4 data no 6.

Syntactic Error of The Sentence	Suggested Syntactical
This study was conducted due to the difficulties of the students at eight grade of SMP Negeri 20 Kota Bengkulu on understanding recount text and transferring their idea into writing recount text	This study was conducted due to the difficulties of the students at eight grade student of SMP Negeri 20 Kota Bengkulu on understanding recount text and transferring their idea into writing recount text

The sentence above was Omitting Noun in Noun Phrase. The phrase “Eight grade” above needed “noun” to make it meaningful. By adding noun, the phrase became “Noun phrase”. Therefore, the writer should change it into a a noun phrase form (*eight grade of to be eight grade students of*)

3. Students Syntactical Error in Verb

From 33 data of students' thesis abstract had 132 syntactical error in verb. There are two kinds of verbs: *lexical verbs* or *main verb* and *auxiliary verbs* or *modal*. The Lexical verbs are verbs which usually used as the *head* in verb phrase, to be the only verb in a sentence, and can be followed by one or more *auxiliary verbs*. It has concrete meaning which visualize a clear action, such as *tell* and *open*. The auxiliary verbs are also called as helping verbs, and it cannot normally occur on their own, such as *will, can, may, be*, and so on.

a. Error in determining to be

This kind of syntactical error can be exemplified by the data in appendix 5 data no 1.

Syntactical Error of The Sentence	Suggested Syntactical
Round Club technique and students reading comprehension <u>was</u> 0.845	Round Club technique and students reading comprehension <u>were</u> 0.845

Based on the data above, the sentence above error in determining to be. The subject of the sentence “students” is plural nouns. It was not appropriate to use “was” in this context. Therefore, the writer should change it into a plural form of noun (*was to be were*).

b. Omitting to be

The researcher found this kinds of syntactical error in some parts of the students’ thesis abstract. It can be exemplified by the data in appendix 5 data no 2.

Syntactical Error of The Sentence	Suggested Syntactical
When F score was more than F table (45.051 > 4. 10) and <u>significant level less</u> than 0.05 (0.000 < 0.05)	When F score was more than F table (45.051 > 4. 10) and <u>significant level was less</u> than 0.05 (0.000 < 0.05)

The data above showed that the students use adjective “less” in his sentence. However, he forgot to used verb to complete the sentence structure. In other words, the sentence above was not complete because it omitted to be. Therefore, the writer should add to be to complete the sentence (*significant level less to be significant level was less*).

c. Error in using Tenses

In the process of analysis, the researcher also found some errors in using tenses. This kind of syntactical errorss can be exemplified by the data in appendix 5 data no 9.

Syntactical Error of The Sentence	Suggested Syntactical
This research shows that using literature circles strategy <u>has</u> successfully enhance the students' reading comprehension	This research shows that using literature circles strategy <u>had</u> successfully enhance the students' reading comprehension

The data above used “present past tense”. In writing it, the writer should used past form of verb. In this abstract, the writer still used “present form of verb”. In this context, the writer should changed it into past form of noun (*has to be had*).

d. Double verbs

In some parts of the abstract, the students also found the use of double verbs in sentences. This kind of syntactical can be exemplified by the data in appendix 5 data no 7.

Syntactical Error of The Sentence	Suggested Syntactical
Students <u>were discuss</u> in reading and felt easy to discuss	Students <u>discuss</u> in reading and felt easy to discuss

The sentence above had two predicates or verbs; they are: “were” and “discusse”. In this case, the students should only use one of them. In this context, ommiting tobe “were” was the most appropriate (*were discuss to be discuss*).

e. Error in determining Auxiliaries of negative sentence

In writing negative sentence, the students got error in determining auxiliaries. This kind of syntactic error can be exemplified by the data in appendix 5 data no 34.

Syntactical Error of the Sentence	Suggested Syntactical
In some of discourse in Jakarta post did not involved the application of macrostructure.	In some of discourse in Jakarta post was not involved the application of macrostructure.

The sentence above was a negative sentence that needed auxiliary to form negative statement. The sentence use negative passive. The use of “did not” was not appropriate in this sentence because it needed “to be” not “did not” negative auxiliary. Therefore, the writer should changed it into (*did not to be was not*).

From the detail explanation above, it is clear that the students had some problems in using auxiliaries in writing thesis abstract. They were: error in determining to be, omitting to be, problems in using tenses, double verbs, and error in determining auxiliaries of negative sentence.

4. Students’ Syntactical Error in Determiners

From 33 data of students' thesis abstract had 12 syntactical errors in determiners. There are some categories that include as determiners, which precede the NP or used to specify the reference of noun, such as all, both, half, one, double, twice, a, an, the, that, these, my your, his, same, other, letter, last, and next, cardinal numeral, and etc. The students’ problems in determiner could be classified as the following explanation:

a. Error in using article “A”

Article is one of component in forming noun phrase. In students’ thesis abstract, it found that there were some error in using article,

especially the use of article “A”. This kind of problem can be exemplified by the data in appendix 6 data no 1.

Syntactic Error of The Sentence	Suggested Syntactical
This research was a class room action research.	This research was class room action research.

The bold phrase above used word “research”. It is widely known that the word “research” is a “plural form”. Therefore, in the phrase above did not need to use article “A”. In this context, the writer should omitted the article (*a class room action research to be class room action research*).

b. *Error in using article “The”*

Another error is the use of article “the”. The writer did errors in using this article in writing their thesis abstract. This kind of problem can be exemplified by the data in appendix 6 data no 6.

Syntactic Problem of The Sentence	Suggested Syntactic
Using the mass media is one of the ways to get information	Using mass media is one of the ways to get information

Based on the data above, the sentence above has syntactical error in using article “The”. It is known that the article “the” was used for a specific noun. However, the subject above was a general idea. In this context, the researcher should not use article the in the sentence (*the mass media to be mass media*).

c. *Error in using Determiner “These”*

The researcher also found students’ syntactical error in using determiner “these” their thesis abstract. This kind of problem can be exemplified by the data in appendix 6 data no 10.

Syntactical Error of The Sentence	Suggested Syntactical
This poems is chosen because his poetry works and is built by various figurative languages than any other poetry	These poems are chosen because his poetries works and built by various figurative languages than any other poetries

The word “poems” above indicated to plural form. In this context, the students did not use singular determiner like “this”. For this case, the student should use “these” to follow plural nouns. Therefore, the writer should change it into (*This to be These*).

From the detail analysis above, it was clear that the students got error in determiners that covered: problem in using article “A”, problem in using article “the”, and error in using determiner “these”.

5. Students Syntactical Error in Determiner Phrase

From 33 data of students' thesis abstract, the researcher found 1 syntactical error in determiner phrase. This kind of error can be seen in the data in appendix 7 data no 1 as the following illustration:

Syntactical Error of The Sentence	Suggested Syntactical
Based on the findings of this research showed that applied sugestopedia with role play technique in teaching speaking could improve the teaching and learning process in the class.	The findings of this research showed that applied sugestopedia with role play technique in teaching speaking could improve the teaching and learning process in the class.

The sentence above used verb “showed”. It means that it was a sentence that only needed a subject not a determiner phrase. The writer used determiner “based on” in beginning the sentence. The meaning misled. In this context, the writer only needed Subject, predicate, and object not determiner phrase. Therefore, the writer should changed it into *(Based on to be The)*.

6. Students Syntactical Error in Pronoun

From 33 data of students' thesis abstract, the researcher found 3 syntactical error in Pronoun. Pronoun is a class of word which is called as ‘stand in place of’, prefix *pro* in pronoun has a meaning that it refers back to noun expression. Traditional grammars posit a category of pronoun to denote a class of words which are said to ‘stand in place of’ (the meaning of the prefix *pro-*) or ‘refer back to’ noun expressions. The problems can be explained as follows:

a. Error in using possessive pronoun

In their thesis abstract, the students also made an errors in using possessive pronoun. This kind of error can be exemplified by the data in appendix 8 data no 2.

Syntactical Error of The Sentence	Suggested Syntactical
The difficulty encountered by the students in learning second language is caused by the different grammatical found between his language and the target language	The difficulty encountered by the students in learning second language is caused by the different grammatical found between their language and the target language

The sentence above used subject “students”. It means that the subject was in form of “plural”. For this context, the use of possessive pronoun “his” was not appropriate. Instead, the writer should use possessive pronoun “their”. Therefore, the writer should change it (*his to be their*).

b. Repetition of Subject Pronoun

The students also found to have syntactical error in using subject pronoun. This kind of error can be exemplified by the data in appendix 8 data no 1.

Syntactical Error of The Sentence	Suggested Syntactical
This research belongs to descriptive qualitative method because this research focuses on analyzing the whole script of “The Death of a Salesman”	This research belongs to descriptive qualitative method because it focuses on analyzing the whole script of “The Death of a Salesman”

In the sentence above, the writer has mentioned the word “research”. In the next sentence, the researcher repeated the word. In the context of effectiveness, the sentence was not effective. The writer should change the repeated word into “subject pronoun”. Therefore, the writer should changed it into (*this research to be it*).

7. Students Syntactical Error in Tenses Marker

Tenses Marker became one of syntactical error in the students’ thesis abstract. From 33 data of students’ thesis abstract had 6 syntactical errors in tenses marker.

a. *Error in using to be based on Tenses*

Some of the students had errors in using to be based on the correct tenses. This kind of errors can be exemplified by the data in appendix 9 data no 3.

Syntactical Error of The Sentence	Suggested Syntactical
All of data that have classified <u>was</u> concern with description of situation	All of data that have classified <u>were</u> concern with description of situation

The sentence above used plural subject “All of the data. The writer used to be “was” in this sentence. It was not appropriate for this context. The writer should use plural to be “were” for this sentence. Therefore, the writer should changed it in to (*was to be were*).

8. Students Syntactical Error in Auxiliary

Auxiliaries were one of the syntactical errors that were found in the students’ thesis abstract. From 33 data of students’ thesis abstract, the researcher found 2 syntactical errors in auxiliary. It typically allowed only a verb expression as their complement, and have the semantic function of marking grammatical properties associated with the relevant verb, such as tense, aspect, voice, or mood.

a. *Error in over use of Auxiliaries in indirect sentence*

Some students over used auxiliaries in their sentences. It made imbalance the sentences. This kind of error can be exemplified by the data in appendix 10 data no 1.

Syntactical Error of The Sentence	Suggested Syntactical
It was aimed of this study is to find out how does suggestopedia with role play technique can improve students' speaking ability at seventh grade students of SMPN 20 Kota Bengkulu in academic year 2017/2018	It was aimed of this study is to find out how suggestopedia with role play technique can improve students' speaking ability at seventh grade students of SMPN 20 Kota Bengkulu in academic year 2017/2018

This kind of syntactical error happened in indirect positive sentence. It happened because the writer thought that it was a quation sentence. Therefore, they used it in interrogative structure. In the sentence above, the writer used auxiliary “does” in the sentence. It can be said as over used of auxiliaries because in the sentence there was an auxiliary “can”. In this context, the writer should ommit auxiliary “does”.

b. Error in determining appropriate Auxiliaries

The writer also had difficulty in determining appropriate auxilieries in their sentence. This kind of error can be exemplified by the data in appendix 10 data no 2. For this case, see the following table:

Syntactical Error of The Sentence	Suggested Syntactical
In addition, teacher does not use specific strategy in teaching to encourage students to speak up in their daily activities.	In addition, teacher did not use specific strategy in teaching to encourage students to speak up in their daily activities.

The sentence above indicated to past form. The writer in this sentence used auxilary “does” to complete the sentence. It was not

appropriate in this context. It should use auxiliary “did” instead. Based on the data above, the sentence above has problem in determining appropriate Auxiliaries.

Based on the detail explanation above, it was clear that the students’ had problems in using auxiliaries, especially: *Problem in over use of Auxiliaries in indirect sentence* and *Problem in determining appropriate Auxiliaries*.

9. Students Syntactical Error in Complementizer

In their thesis abstract, the researcher also found students’ errors in applying complementizer. From 33 data of students’ thesis abstract, it was found 3 syntactical errors in complementizer. It is important to review about complementizer. It is a complement clause, in that it functions as the complement of the word immediately preceding it (*think/doubt/anxious*). Complementisers are functors in the sense that they encode particular sets of grammatical properties.⁶⁷ For example, complementisers encode (non)finiteness by virtue of the fact that they are intrinsically finite or nonfinite. More specifically, the complementisers *that* and *if* are inherently finite in the sense that they can only be used to introduce a finite clause. In this research, the problems found can be explained as the following details:

a. *Omitting complementizer in complex sentence*

The students often omitted complementizer when they wrote complex sentence in their thesis abstract. This kind of error can be exemplified by the data in appendix 11 data no 1. The explanation is as the following table:

Syntactical Error of The Sentence	Suggested Syntactical
The study is limited only on <u>cohesion consist</u> of reference, substitution & ellipsis, and suggestion.	The study is limited only on <u>cohesion that consist</u> of reference, substitution & ellipsis, and suggestion.

In the complex sentence above, the students omitted used complementizer “that” to connect the sentence to the second verb. Based on the data above, the students had problem in using complementizer, especially omitting complementizer in complex sentence.

b. *Error in complementizer position*

The students also had difficulty in put the position of complementizer in the sentence of their thesis abstract. This kind of error can be exemplified by the data in appendix 11 data no 2. The explanation is as the following table:

Syntactical Error of The Sentence	Suggested Syntactical
And <u>also there are two</u> types of structural ambiguities that occur in the News Headline of Yahoo News, which are NP and PP.	And <u>there are also two</u> types of structural ambiguities that occur in the News Headline of Yahoo News, which are NP and PP.

The sentence above showed that the writer was not appropriate in putting the position of complementizer “also”. The writer should put it before subject “two types” in this context. Based on the data above, the sentence above had syntactical error in complementizer position. The writer misplaced of complementizer. Therefore, the writer should change it into form of the following complementizer (*also there are two to be there are also two*).

10. Students Syntactical Error in Preposition

The students also had difficulties in using preposition in writing their thesis abstract. From 33 data of students' thesis abstract, it was found 7 syntactical error in Preposition. It is widely known that preposition is word which precedes a noun, a noun phrase, or a pronoun, and connects it to another word in the sentence like *in, on, at, about, with, of, to, by, beside, before, down, and after, in spite of, because of, etc.* Preposition doesn't really have a function within the phrase or clause which they introduce, it introduces dependent noun phrase and purely links and shows a meaning relationship.

a. *Omitting Preposition*

The writer often omitted preposition in their sentence. This kind of error can be exemplified by the data in appendix 12 data no 1. The detail explanation is as follows:

Syntactical Error of The Sentence	Suggested Syntactical
They are taken from the fifth semester English Department Students of IAIN Bengkulu in the academic year 2017/2018	They are taken from the fifth semester of English Department Students of IAIN Bengkulu in the academic year 2017/2018

In the sentence above, the writer omitted using preposition “of” to separate two noun phrases. The correct sentence can be seen at the suggested syntactic in the table above.

b. Error in position of preposition

The writers had difficulty in determining position of preposition in their sentences in the thesis abstract. It made the sentence different in meaning. This kind of error can be exemplified by the data in appendix 12 data no 2. The detail explanation can be illustrated as the following table and explanation below:

Syntactical Error of The Sentence	Suggested Syntactical
This research is aimed to identify the types of maxim , flouting, and the strategies for maxim flouting performed by character in The Death of a Salesman drama script	This research is aimed at identifying the types of maxim , flouting, and the strategies for maxim flouting performed by character in The Death of a Salesman drama script

In the sentence above, the writer used aimed for achieving something. The writer used preposition “to” after the word “aimed”. They should use “at” for more appropriate preposition in this context. Therefore, the preposition “to” was changed by preposition “at”.

Based on the detail explanation above, it was clear that the students had problems in using preposition in writing their thesis abstract. The syntactical errors covered: Omitting preposition and Error in position of preposition

11. Factors that Cause Syntactical Errors in Students' Writing

Based on the detailed analysis above, the researcher could take some factors that cause syntactic problems happened to the students' essay writing, especially at the students' thesis abstract of TBI IAIN Bengkulu who graduated at March 2018 period. In general, the students' syntactic problems caused by *their current perspective on the target language*. The students had different perspective on giving meaning of foreign language that they learned.

The factors that influence this situation can be: *the first, mother tongue interference*. Language transfer is a major error which refers to the effect of the mother tongue toward learning of the target language. In writing the thesis abstract, the writes were still influence by the syntactic rules of their mother tongue. As the result, some of their sentence did not consintence to use target language. It can be seen from some cases:

- *Errors in using tenses*. These errors happened because the writers still thought about their mother tongue language. They applied their native language syntactic pattern to write the sentence in their thesis abstracts. It was widely known that Indonesian language did not used

specific tenses for a certain length of time like present tense, past tense, future, and others. Therefore, the writers did not consider the tenses in writing. As the result, they did errors in using tenses.

- *Errors in using plural noun.* These errors happened because the writers applied their native language that did not related to plural noun. In Indonesian language, there was no rules for adding –s for plural noun. Therefore, the writer forgot to add –s in the last part of plural noun.
- *Errors in using verbs.* These errors happened because in their native language, there was only a real verb. Indonesian language does not use “to be” as verb. Therefore, the writers made many mistakes in using verbs. They sometimes use double verbs or inappropriate verbs based on the tenses used.

From the explanation above, it was clear that one of factors that causes students’ errors in writing their thesis abstract was the interference of the native language. These errors are the results of the learners’ application of the native language elements in their written performances of the target language. When encountered with new language, people tend to consciously or unconsciously draw a connection between what they already know and what they do not. Learners carry over the existing knowledge of their native language to the performance of the target language where the problems happened like the students did in writing thesis abstract in this research.

The second, confusion from pattern of new language. In writing the thesis abstract, the writers were still influence by learner may experience confusion from learning the pattern of the newly acquired language, rather than from language transfer. As the result, they produced syntactical errors in sentences in their thesis abstract. It can be seen from some cases:

- Ineffective traits of learning such as faulty application of rules and unawareness of the restrictions of rules. This errors happened because there is an irrelevant to the native language interference, but led by the target language itself. These errors occured when the writers have acquired insufficient knowledge in writing the thesis abstract. The developmental errors are the errors occur when the learner attempting to build up hypotheses about the English language from their limited experience. It can be noted that errors in writing thesis abstract were the results of learners' incomplete knowledge of the target language.
- Overgeneralization, it happens when a learner creates a deviant structure on the basis of his experience of other structure in the target language. The example of forming plural by adding "s" to even irregular plurals, also generalizing the "-ed" past form.
- Ignorance of Rule Restrictions, is specific in the sense that one is normally said to be ignorant of structure; the learner of the second language does not obey the structure of the target language. In this type of error, the learner fails to observe the restrictions of existing

structures. Some rule restriction errors may be accounted for in terms of analogy and may result from the role learning of rules.

- Incomplete Application of the Rules, this error may occur when learner fails to apply the rules completely due to the stimulus sentence.
- False Concept Hypothesized, learners' faulty understanding of distinctions of target language items leads to false conceptualization. Learners' faulty understanding of distinctions of target language items leads to false concept hypothesized.

B. Discussion

This study discussed about the syntactical errors. The background of this research was students' thesis abstract of TBI IAIN Bengkulu who graduated at March 2018 period. When they should make thesis abstract, they find many difficulties such as most students said that writing is more difficult because they should think correctly about what they want to write, many students who feel difficulties in describing their ideas into their abstract thesis, and still doubtful about grammar. It is all caused by the rare use of English in everyday life. The researcher analyzed the syntactic problems face by undergraduate students in writing their thesis abstract by used syntactic theory. Syntax is related into how a word, phrase, and sentence are structured in order to create meaning. Therefore, syntactic problems are all problems that are faced by the writers in structuring sentences, especially how they

structure words to be phrase, then, complete sentence that create meaning in form of abstract in thesis.

The aim of this research was to analyze the syntactical errors made by students of TBI IAIN Bengkulu in writing thesis abstracts. Then, the researcher also explored in the dominant syntactical errors made by students of TBI IAIN Bengkulu in writing thesis abstracts. The researcher also analyze the factors that influence students' syntactical errors in writing thesis abstract.

After completing the research by doing data collection and data analysis based on the detail procedures in chapter III, the result of the research covered some types of syntactical error found in students' thesis abstract. The first syntactical error is students' error in noun. In this kind of syntactical error researcher found 19 errors from the students' thesis abstract. In this problem there are some errors made by students in using singular vs plural word, misunderstanding of noun vs verb function, and error in using adjective vs noun. It means that the students still had problems in using noun in their thesis abstract.

The second syntactical error is students' problem in noun phrase. There are 7 syntactical error that found in the thesis abstract, namely: Error in using plural noun phrase and omitting noun in noun phrase. In this part, the students forgot to added -s plural in noun and only stating adjective in their noun phrases. In other words, they forgot to use noun itself in the noun phrase.

The third syntactical error is students' problem in verb. In this data the writer found the most syntactical error in the verb with evidence that had found 133 students problems in verb from 33 data of students thesis abstract. Most students has problem in verb. Error in determining to be, omitting to be, problem in using tenses, double verbs, error in determining auxiliaries of negative sentence. In this section the most errors committed by students when writing the abstract. From the detail analysis above, it was clear that the students got problems in verb.

The fourth students' syntactical error is problem in determiners. In this data the writer found 12 problems in determiner from 33 data of students' thesis abstract. problem in using article "A", problem in using article "the", and problem in using determiner "these". The students still had problem in determining singular noun, how the use of article "the", and how to use determiner "these" in their sentence. The students frequently used "this" followed by noun. They did not pay attention to the kind of noun, singular or plural noun.

The fifth students syntactical error in determiner Phrase. From 33 data of students thesis abstract the writer just found 1 syntactical error in determiner phrase. So it can be stated that students have the least problem with the determiner phrase. In this context, the student's problem in the use of word "based on" that made the meaning misleded in their sentence. In this context, the writer should remember about the tradition structure of a

sentence, because a simple sentence only needed Subject, predicate, and object not determiner phrase.

The sixth is students syntactical error in pronoun. There are 3 syntactical error in pronoun that found in this data, namely problem in using possessive pronoun and repetition of subject pronoun. The students still had problem in differentiating between singular and plural noun and changed it into pronoun. Therefore, they changed the function of pronoun “their” and “his” in their abstract. Then, the students did not variative in using pronoun. They repeated the same words in their sentence that should be more effective if they changed it into pronoun.

The seventh syntactical error was students’ problem in tenses marker. There are 6 syntactical error that found in the data. The students’ problem was in using *to be* based on appropriate tenses. The students could not determine which part should be in form of “present tense” that use infinitive and which part should be use “Past Time” that used past form of verbs. It means that the students did not really focused on using tenses for the correct verb based on the tenses.

The eighth, students’ syntactical error in using auxiliary. The researcher found 2 problems from the data. Problem in over use of auxiliaries in indirect sentence and problem in determining appropriate auxiliaries. The students used double auxiliaries in their abstract. The students forget that two words have the same function in a sentence. Then, the students could not determine the correct auxiliaries in a certain context. This problem showed

that the students could not determine the appropriate auxiliaries in a sentence based on the correct context and tenses.

syntactical error from the data. Omitting complementizer in complex sentence and problem in complementizer position. The students omitted used complementizer “that” to connect the sentence to the second verb. Based on the data above, the students had problem in using complementizer, especially omitting complementizer in complex sentence. Then, the writer was not appropriate in putting the position of complementizer. The complex sentence made the students confused.

The tenth, the students’ syntactical error in using preposition in their abstract. There are 7 problems that found in the data. The problems of using preposition can be classified into omitting preposition and error in position of preposition. In writing thesis abstract, students seemed to be confused on using preposition. They were not sure in using prepositions. As the result, they omitted it, even they were wrong in stating the most appropriate place for the prepositions.

Based on the analysis above, it is obvious that the students made various kinds of error in syntactic. It can be concluded that there were 10 kinds of syntactical errors made by students of TBI IAIN Bengkulu in writing their thesis abstracts. The writer found that the dominant syntactical errors made by the students was using verb. It can be seen from the most common problems happened in the use of verb rather than in other problems from the

data. In short, in writing thesis abstract, there were still many students who made mistakes in using and placing verbs.

CHAPTER V

CONCLUSION AND SUGGESTION

After collecting and analyzing the data in this research, the researcher would like to draw some conclusions and give suggestion dealing with what has been discussed in chapter IV.

A. Conclusion

Based on the data analysis and the discussion in the previous chapter, it found that there were 10 kinds of syntactical errors in 33 students thesis abstracts. They were: students syntactical errors in noun (20), syntactical errors in noun phrase (8), syntactical errors in verb (132), syntactical errors in determiner (12), syntactical errors in determiner phrase (1), syntactical errors in pronoun (3), syntactical errors in tenses marker (6), syntactical errors in auxiliary (2), syntactical errors in complementizer (3), and syntactical errors in proposition (7). Then, the dominant syntactical errors that did by students was students' syntactical errors in using verbs (predicate of the sentence). Then, the factors that influence this situation were mother tongue interference and ineffective traits of learning such as faulty application of rules and unawareness of the restrictions of rules that covers overgeneralization, ignorance of rule restrictions, incomplete application of the rules, and false concept hypothesized.

B. Suggestion

From the result of the research, the writer wanted to give some suggestions. For students who are writing thesis, it is important to them to pay more attention to the language syntactic that they use in writing thesis. It is important to do cross check of syntactic language to other friends for better result, especially in abstract because it is the part that people often read. For the lecturers who guide the students' thesis, it is necessary to help the students to check their abstract seriously. For the next researchers, analyzing thesis is very interesting. It is crucial for them to do research in the area of syntax but in different or larger scope in order to give new insights for many readers. Finally, the researcher hopes that this thesis can be used as reference for those who are interested in studying syntactical study.

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APPENDIX 1**INTERVIEW SHEET**

SUMBER : MAHASISWA

Interviewer : Apakah anda merasa kesulitan dalam menyelesaikan skripsi stara 1?

Interviewee : Iya saya merasa kesulitan dalam menyelesaikan skripsi

Interviewer : Sebagai seorang mahasiswa program studi bahasa inggris apakah anda merasa kesulitan saat harus menulis skripsi menggunakan bahasa inggris?

Interviewee : Iya tentu saya merasa kesulitan karna bahasa inggris bukanlah bahasa ibu saya. Jadi karna jarangny bahasa inggris di gunakan dalam kehidupan sehari-hari membuat saya kesulitan dalam penerapan skill bahasa tersebut.

Interviewer : Apakah dalam penulisan skripsi ini masih ada kesalahan dalam penggunaan Grammar atau Linguistic walaupun anda sudah belajar grammar selama beberapa semester sebelum memulai menyelesaikan skripsi stara 1 anda?

Interviewee : Iya saya mengakui walaupun sudah mempelajari Grammar dan Linguistic selama beberapa semester tapi masih saja terdapat kesalahan grammatical ketika saya menulis

Interviewer : Apakah anda merasa kesulitan untuk menguraikan ide/pendapat anda dalam skripsi anda?

Interviewee : Selain kesulitan dalam struktur bahasa saya juga merasa kesulitan dalam penjabaran ide saya kedalam skripsi, sebenarnya saya mempunyai ide tapi saya susah untuk mengembangkanya

Interviewer : Apakah anda merasa kesulitan dalam membuat abstract skripsi anda dalam bahasa Inggris?

Interviewee : Iya saya merasa kesulitan dalam merangkum semua hasil skripsi saya dalam bentuk abstrak karna seperti yang kita ketahui abstrak harus terstrukture dengan baik mulai dari latar belakang sampai hasil penelitian harus di tuangkan dalam abstract dan tentunya juga harus benar dalam bentuk grammatical serta linguisticnya.

INTERVIEW SHEET

SUMBER : MAHASISWA

Interviewer : Apakah anda merasa kesulitan dalam menyelesaikan skripsi stara 1?

Interviewee : Iya saya merasa kesulitan dalam menyelesaikan tugas akhir ini

Interviewer : Sebagai seorang mahasiswa program studi bahasa inggris apakah anda merasa kesulitan saat harus menulis skripsi menggunakan bahasa inggris?

Interviewee : Iya saya masih merasa kesulitan ketika menulis skripsi dalam bentuk bahasa inggris meskipun saya kulianya jurusan bahasa inggris, saya rasa ini pengaruh karena bahasa inggris belum terbiasa saya terapkan dalam kehidupan sehari-hari.

Interviewer : Apakah dalam penulisan skripsi ini masih ada kesalahan dalam penggunaan Grammar atau Linguistic walaupun anda sudah belajar grammar selama beberapa semester sebelum memulai menyelesaikan skripsi stara 1 anda?

Interviewee : walaupun saya sudah belajar grammar selama beberapa semester tapi masih banyak sekali kesalahan grammar yang terjadi ketika saya menulis

Interviewer : Apakah anda merasa kesulitan untuk menguraikan ide/pendapat anda dalam skripsi anda?

Interviewee : Iya, saya tidak mempunyai pengembangan ide yang cukup luas untuk di uraikan dalam skripsi saya

Interviewer : Apakah anda merasa kesulitan dalam membuat abstract skripsi anda dalam bahasa Inggris?

Interviewee : Iya saya sangat merasa kesulitan karena ketika menulis abstrak saya harus membuatnya dengan baik agar pembaca mudah memahami skripsi saya sebelum membaca secara keseluruhan, tetapi ketika saya bimbingan skripsi pembimbing saya mengatakan kesalahan saya dalam menulis abstrak adalah pada grammatical dan linguistictnya

INTERVIEW SHEET

SUMBER: MAHASISWA

Interviewer : Apakah anda merasa kesulitan dalam menyelesaikan skripsi stara 1?

Interviewee : Iya saya merasa kesulitan

Interviewer : Sebagai seorang mahasiswa program studi bahasa inggris apakah anda merasa kesulitan saat harus menulis skripsi menggunakan bahasa inggris?

Interviewee : Iya saya sangat merasa kesulitan karna saya masih jarang sekali membiasakan menggunakan bahasa inggris saat saya berkomunikasi sehari-hari

Interviewer : Apakah dalam penulisan skripsi ini masih ada kesalahan dalam penggunaan Grammar atau Linguistic walaupun anda sudah belajar

grammar selama beberapa semester sebelum memulai menyelesaikan skripsi stara 1 anda?

Interviewee : Iya saya masih sangat banyak kesalahanya pada grammar ketika saya menulis menggunakan bahasa inggris

Interviewer : Apakah anda merasa kesulitan untuk menguraikan ide/pendapat anda dalam skripsi anda?

Interviewee : Saya sangat sulit mengembangkan ide yang saya miliki untuk dituangkan kedalam skripsi saya, karna masalah utama saya adalah bahasa inggris bukanlah bahasa ibu saya

Interviewer : Apakah anda merasa kesulitan dalam membuat abstract skripsi anda dalam bahasa Inggris?

Interviewee : Iya saya merasa kesulitan dalam membuat abstrak skripsi saya dalam bahasa inggris karna saya harus membuatnya dengan benar dalam bentuk linguistic dan grammar agar pembaca tidak salah assumsi sebelum membaca skripsi saya secara keseluruhan

Appendix 3

Students' Syntactical Errors in Noun

No.	Students Number	Syntactical Errors of The Sentence	Suggested Syntactical	Line
1.	1	To infer speech <u>function</u> used by English teachers at MTs Pancasila Kota Bengkulu	To infer speech <u>functions</u> used by English teachers at MTs Pancasila Kota Bengkulu	3
2.	1	Besides that, the <u>procedure</u> of data analysis are:	Besides that, the <u>procedures</u> of data analysis are:	7
3.	5	The research <u>problem</u> in this thesis is what are the flouting maxims used on the drama by Arthur Miller's in The Death of a Salesman and what strategies flouting maxims are used on the drama by Arthur Miller's in The Death of a Salesman.	The research <u>problems</u> in this thesis is what are the flouting maxims used on the drama by Arthur Miller's in The Death of a Salesman and what strategies flouting maxims are used on the drama by Arthur Miller's in The Death of a Salesman.	1
4.	5	In more specific terms, this research is aimed at identifying the types of maxim flouting, and the strategies for maxim flouting performed by <u>character</u> in The Death of a Salesman script.	In more specific terms, this research is aimed at identifying the types of maxim flouting, and the strategies for maxim flouting performed by <u>characters</u> in The Death of a Salesman script.	5
5.	7	In <u>some of discourse</u> in Jakarta post is not involved the application of macrostructure.	In <u>some of discourses</u> in Jakarta post is not involved the application of macrostructure.	4
6.	9	The <u>objectives</u> of this research to find out Translation Ideology of Culture Adjustment in Adrea Hirata's Laskar Pelangi (A Translation Analysis from Indonesia to English)	The <u>objective</u> of this research to find out Translation Ideology of Culture Adjustment in Adrea Hirata's Laskar Pelangi (A Translation Analysis from Indonesia to English)	1
7.	9	The researcher found 20 <u>datas</u> for foreignnization and 17 <u>datas</u> for	The researcher found 20 <u>data</u> for foreignnization and 17 <u>data</u> for	8

		domestication.	domestication.	
8.	13	The question with difficult category are 32 items (80%)	The questions with difficult category are 32 items (80%)	11
9.	15	Specially, it was conducted to identify whether there was any significant effect on students' Reading descriptive between those who were taught using Edmodo E-Learning Media and those who were not.	Specially, it was conducted to identify whether there was any significant effects on students' Reading descriptive between those who were taught using Edmodo E-Learning Media and those who were not.	7
10.	15	It means that there was any significant effect Edmodo E-Learning Media toward students reading descriptive.	It means that there was any significant effects Edmodo E-Learning Media toward students reading descriptive.	22
11.	16	The main objective of the research is to find poetic functions and moral values on the song lyric of forgive me albums by Maher Zain.	The main objectives of the research is to find poetic functions and moral values on the song lyric of forgive me albums by Maher Zain.	2
12.	18	The main purposed of this research to illustrates the structural ambiguities in the headlines of Yahoo News by using x-bar theory of syntax and also to know structural ambiguities in news headline of Yahoo News	The main purpose of this research to illustrates the structural ambiguities in the headlines of Yahoo News by using x-bar theory of syntax and also to know structural ambiguities in news headline of Yahoo News	5
13.	19	The difficult encountered by the students in learning second language is caused by the different grammatical found between his language and the target language	The difficulty encountered by the students in learning second language is caused by the different grammatical found between his language and the target language	1
14.	20	So it means that there was any significant effect of Estafet Word	So it means that there was any significant effects of Estafet Word Game to	23

		Game to Increase students' Vocabulary Mastery at the Eight Grade Students of SMP Negeri 19 Bengkulu	Increase students' Vocabulary Mastery at the Eight Grade Students of SMP Negeri 19 Bengkulu	
15.	22	Researchers focus on three poems love and question: Fire and Ice, and Stopping Woods in Snowy Evening.	Researcher focus on three poems love and question: Fire and Ice, and Stopping Woods in Snowy Evening.	2
16.	22	This poem is chosen because his poetry works and is built by various figurative languages than any other poetry	This poems is chosen because his poetry works and is built by various figurative languages than any other poetry	3
17.	22	This poem is chosen because his poetry works and is built by various figurative languages than any other poetry	This poem is chosen because his poetry works and is built by various figurative languages than any other poetries	4
18.	25	This study was carried out to investigate the improving young learners' vocabulary mastery through flash card strategy at fourth grade students of SDIT IQRA' 01 Kota Bengkulu	This study was carried out to investigate improvement young learners' vocabulary mastery through flash card strategy at fourth grade students of SDIT IQRA' 01 Kota Bengkulu	5
19.	25	It was conducted to identify whether there was any significant different on students who were taught using Flash Card Strategy and who were not	It was conducted to identify whether there was any significant differences on students who were taught using Flash Card Strategy and who were not	7
20.	33	The source of data was in form of all the words, phrase and clause of the dialogues and their translation in the form of TL subtitle that taken from <i>In Time</i> movie.	The source of data was in form of all the words, phrases and clauses of the dialogues and their translation in the form of TL subtitle that taken from <i>In Time</i> movie.	5

Appendix 4

Students' Syntactical Errors in Noun Phrase

No.	Students Number	Syntactical Errors of The Sentence	Suggested Syntactical	Line
1.	2	It was conducted to identify whether there was <u>any significant effect</u> on students who were though using Round Club technique and who were not	It was conducted to identify whether there was <u>any significant effects</u> on students who were though using Round Club technique and who were not	5
2.	2	It means that the effect of Round Club technique toward students' reading comprehension was 71.5% (0.715) and 28.5% (0.28.5%) influenced by <u>other variable.</u>	It means that the effect of Round Club technique toward students' reading comprehension was 71.5% (0.715) and 28.5% (0.28.5%) influenced by <u>other variables.</u>	15
3.	2	It means that there was <u>any significant effect</u> of using Round Club technique on students' reading comprehension.	It means that there was <u>any significant effects</u> of using Round Club technique on students' reading comprehension.	18
4.	11	This classroom action research aimed to improve the students' speaking ability at eight <u>grades</u> students of SMPN 34 Kaur in academic year 2016/2017	This classroom action research aimed to improve the students' speaking ability at eight <u>grade</u> students of SMPN 34 Kaur in academic year 2016/2017	2
5.	11	This research was conducted in <u>three action</u> which pre-cycle, cycle I, cycle II.	This research was conducted in <u>three actions</u> which pre-cycle, cycle I, cycle II.	4
6.	24	This study was conducted due to the difficulties of the students at <u>eight grade of</u> SMP Negeri 20 Kota Bengkulu on understanding recount text and transferring	This study was conducted due to the difficulties of the students at <u>eight grade student of</u> SMP Negeri 20 Kota Bengkulu on understanding recount text and transferring their idea into writing recount text	1

		their idea into writing recount text		
7.	28	The problem in this study is that almost all fourth graders at SDN 74 Kaur in the academic year 2017/2018 have no interested in learning English and they also <u>score low</u> on vocabulary assessment	The problem in this study is that almost all fourth graders at SDN 74 Kaur in the academic year 2017/2018 have no interested in learning English and they also <u>low score</u> on vocabulary assessment	2
8.	6	This study aims to describe what can character educational <u>values</u> be found in “The Ron Clark Story” movie directed by Randa Haines.	This study aims to describe what can character educational <u>value</u> be found in “The Ron Clark Story” movie directed by Randa Haines.	1

Appendix 5

Students' Syntactical Errors in Verb

No.	Students Number	Syntactical Errors of The Sentence	Suggested Syntactical	Line
1.	2	Round Club technique and students reading comprehension was 0.845	Round Club technique and students reading comprehension were 0.845	12
2.	2	When F score was more than F table ($45.051 > 4.10$) and significant level less than 0.05 ($0.000 < 0.05$)	When F score was more than F table ($45.051 > 4.10$) and significant level was less than 0.05 ($0.000 < 0.05$)	17
3.	2	It means that there was any significant effect of using Round Club technique on students' reading comprehension	It means that there were any significant effect of using Round Club technique on students' reading comprehension	17
4.	3	It was aimed to explain wheter using literature circles strategy can enhance students' reading comprehension at second grade students' of SMP Serunting 1 Kota Bengkulu in the academic year 2017/2018	It aimed to explain wheter using literature circles strategy can enhance students' reading comprehension at second grade students' of SMP Serunting 1 Kota Bengkulu in the academic year 2017/2018	1
5.	3	The subject of this research were 21 students, consisted of 10 male and 11 female.	The subject of this research was 21 students, consisted of 10 male and 11 female.	4
6.	3	Based on the findings of this research showed that applied literature circles strategy in teaching reading in class could improve the teaching and learning process in class	Based on the findings of this research showed that applying literature circles strategy in teaching reading in class could improve the teaching and learning process in class	9

7.	3	Students were discuss in reading and felt easy to discuss	Students discuss in reading and felt easy to discuss	10
8.	3	This research shows that using literature circles strategy has successfully enhance the students' reading comprehension	This research showed that using literature circles strategy has successfully enhance the students' reading comprehension	13
9.	3	This research shows that using literature circles strategy has successfully enhance the students' reading comprehension	This research shows that using literature circles strategy had successfully enhance the students' reading comprehension	13
10.	4	The objectiveness of this research is to find out the level of students textual equivalence reflected to translation of informative text from Indonesia into English	The objectiveness of this research are to find out the level of students textual equivalence reflected to translation of informative text from Indonesia into English	3
11.	4	The participants of this study are 12 students	The participants of this study were 12 students	5
12.	4	They are taken from the fifth semester English Department Students of IAIN Bengkulu in the academic year 2017/2018	They were taken from the fifth semester English Department Students of IAIN Bengkulu in the academic year 2017/2018	6
13.	4	The study is limited only on cohesion consist of reference, substitution & ellipsis, and suggestion.	The study was limited only on cohesion consist of reference, substitution & ellipsis, and suggestion.	8
14.	4	The instrument of this research is translation test of argumentative text from editorial Media Indonesia	The instrument of this research was translation test of argumentative text from editorial Media Indonesia	9
15.	4	The data is collected by giving test for 12 respondents and the data was	The data were collected by giving test for 12 respondents and	11

		analyzed by using descriptive qualitative method	the data was analyzed by using descriptive qualitative method	
16.	4	The data is collected by giving test for 12 respondents and the data was analyzed by using descriptive qualitative method	The data is collected by giving test for 12 respondents and the data were analyzed by using descriptive qualitative method	12
17.	4	The result of the study showed that there are 1 student got competent translation, 6 students got barely adequate translation, and 5 students got inadequate translation on textual equivalence ability.	The result of the study showed that there were 1 student got competent translation, 6 students got barely adequate translation, and 5 students got inadequate translation on textual equivalence ability.	13
18.	4	The most of students have low competence in translation	The most of students had low competence in translation	16
19.	4	However, in general, the result is barely adequate translation.	However, in general, the result was barely adequate translation.	16
20.	5	The research problem in this thesis is what re the flouting maxims used on the drama by Arthur Miller's in The Death of a Salesman and what strategies flouting maxims are used on the drama by Arthur Miller's in The Death of a Salesman	The research problem in this thesis was what re the flouting maxims used on the drama by Arthur Miller's in The Death of a Salesman and what strategies flouting maxims are used on the drama by Arthur Miller's in The Death of a Salesman	1
21.	5	This research is aimed at identifying the types of maxim , flouting, and the strategies for maxim flouting performed by character in The Death of a Salesman drama script	This research is aimed at identify the types of maxim , flouting, and the strategies for maxim flouting performed by character in The Death of a Salesman drama script	4
22.	5	This research belongs to descriptive qualitative	This research was descriptive qualitative	6

		method because this research focuses on analyzing the whole script of “The Death of a Salesman”	method because this research focuses on analyzing the whole script of “The Death of a Salesman”	
23.	5	This research belongs to descriptive qualitative method because this research focuses on analyzing the whole script of “The Death of a Salesman”	This research belongs to descriptive qualitative method because this research focused on analyzing the whole script of “The Death of a Salesman”	7
24.	5	The result of the research show that there are the first is four types of maxim flouting area performed by character in The Death of a Salesman drama	The result of the research showed that there are the first is four types of maxim flouting area performed by character in The Death of a Salesman drama	12
25.	5	The result of the research show that there are the first is four types of maxim flouting area performed by character in The Death of a Salesman drama	The result of the research show that there are the first was four types of maxim flouting area performed by character in The Death of a Salesman drama	12
26.	5	The second is five strategies that lead character to flout the maxims are Overstatement, Tautology, Metaphor, Rhetorical Question and Irony strategy	The second was five strategies that lead character to flout the maxims are Overstatement, Tautology, Metaphor, Rhetorical Question and Irony strategy	14
27.	5	In terms of types, quantity maxim flouting is in the highest rank and manner maxim flouting is in the lowest rank	In terms of types, quantity maxim flouting is in the highest rank and manner maxim flouting was in the lowest rank	17
28.	5	Finally, dealing with strategy for maxim flouting,	Finally, dealing with strategy for maxim	18

		metaphor strategy has the highest rank in its occurrence	flouting, metaphor strategy had the highest rank in its occurrence	
29.	6	This study aims to describe what can character educational values be found in “The Ron Clark Story” movie directed by Randa Haines.	This study aimed to describe what can character educational values be found in “The Ron Clark Story” movie directed by Randa Haines.	1
30.	6	This study is conducted by using library study that tends to be a qualitative research which is aimed to analyzed and to find character educational value of the actors’ utterances in “The Ron Clark Story” movie.	This study was conducted by using library study that tends to be a qualitative research which is aimed to analyzed and to find character educational value of the actors’ utterances in “The Ron Clark Story” movie.	2
31.	6	This study is conducted by using library study that tends to be a qualitative research which is aimed to analyzed and to find character educational value of the actors’ utterances in “The Ron Clark Story” movie.	This study is conducted by using library study that tended to be a qualitative research which is aimed to analyzed and to find character educational value of the actors’ utterances in “The Ron Clark Story” movie.	3
32.	6	This study is conducted by using library study that tends to be a qualitative research which is aimed to analyzed and to find character educational value of the actors’ utterances in “The Ron Clark Story” movie.	This study is conducted by using library study that tends to be a qualitative research which was aimed to analyzed and to find character educational value of the actors’ utterances in “The Ron Clark Story” movie.	3
33.	7	In some of discourse in Jakarta post is not involved	In some of discourse in Jakarta post did not	4

		the application of macrostructure.	involved the application of macrostructure.	
34.	7	The main objective of the research is to know the elements of critical discourse analysis which developed the text political news in The Jakarta Post article edition on August 2017.	The main objective of the research was to know the elements of critical discourse analysis which developed the text political news in The Jakarta Post article edition on August 2017.	5
35.	7	The technique of analysis the data in this research use the theory of Van Dijk by using three approaches	The technique of analysis the data in this research was the theory of Van Dijk by using three approaches	8
36.	7	The researcher concludes Discourse Analysis Texts which the writer analyze Critical Discourse Analysis some element was not involved in all the text on discourse analysis	The researcher concluded Discourse Analysis Texts which the writer analyze Critical Discourse Analysis some element was not involved in all the text on discourse analysis	12
37.	7	The researcher concludes Discourse Analysis Texts which the writer analyze Critical Discourse Analysis some element was not involved in all the text on discourse analysis	The researcher concludes Discourse Analysis Texts which the writer analyze Critical Discourse Analysis some element were not involved in all the text on discourse analysis	13
38.	7	The third political news was the stylistic aspect, the fourth political news were two elements.	The third political news was the stylistic aspect, the fourth political news was two elements.	15
39.	8	It was aimed of this study is to find out how does suggestopedia with role play technique can improve students' speaking ability at	It was aimed of this study was to find out how does suggestopedia with role play technique can	1

		seventh grade students of SMPN 20 Kota Bengkulu in academic year 2017/2018	improve students' speaking ability at seventh grade students of SMPN 20 Kota Bengkulu in academic year 2017/2018	
40.	8	Based on the result of the computation the research can conclude that it mean the implementation of suggestopedia with role play technique can improve students' speaking ability.	Based on the result of the computation the research can conclude that it means the implementation of suggestopedia with role play technique can improve students' speaking ability.	16
41.	9	The objectives of this research to find out Translation Ideology of Culture Adjustment in Adrea Hirata's Laskar Pelangi (A Translation Analysis from Indonesia to English)	The objectives of this research were to find out Translation Ideology of Culture Adjustment in Adrea Hirata's Laskar Pelangi (A Translation Analysis from Indonesia to English)	1
42.	9	The main instrument of this research is the researcher herself	The main instrument of this research was the researcher herself	6
43.	9	The result shows that the ideology of translation found in the novel The Rainbow Troops named after the original novel Laskar Pelangi by Aderea Hirata is foreignization and domestication.	The result showed that the ideology of translation found in the novel The Rainbow Troops named after the original novel Laskar Pelangi by Aderea Hirata is foreignization and domestication.	8
44.	9	Here, the category of cultural adjustment there are :	Here, the category of cultural adjustment there were :	10
45.	10	The problem of this research was most of the eight grade students of SMPN 12 Bengkulu were still low in speaking skill.	The problem of this research was most of the eight grade students of SMPN 12 Bengkulu were still low in speaking skill.	1
46.	10	The aim of this study was to	The aim of this study	3

		find out the significant different in speaking skill of students who are taught by using Fishbowl technique and students who are taught without Fishbowl technique.	was to find out the significant different in speaking skill of students who were taught by using Fishbowl technique and students who were taught without Fishbowl technique.	
47.	10	As the result, it meant that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.	As the result, it meant that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted.	14
48.	11	The subject of this research consists of 14 students	The subject of this research consisted of 14 students	3
49.	11	Each action consists of planning, implementation or acting, observing, and reflecting.	Each action consisted of planning, implementation or acting, observing, and reflecting.	4
50.	11	Second, the students have not motivation in speaking English.	Second, the students did not have motivation in speaking English.	11
51.	11	The researcher concluded that implementing bamboo dancing technique to improve students' speaking skill	The researcher concluded that implementing bamboo dancing technique could improve students' speaking skill	17
52.	12	Stylistics makes readers difficult to understand utterances/sentences of Palestine posters because the language tends to be concise	Stylistics made readers difficult to understand utterances/sentences of Palestine posters because the language tends to be concise	1
53.	12	Stylistics makes readers difficult to understand utterances/sentences of Palestine posters because the language tends to be concise	Stylistics makes readers difficult to understand utterances/sentences of Palestine posters	3

			because the language tended to be concise	
54.	12	The readers need to understand the language in implicit meaning	The readers needed to understand the language in implicit meaning	3
55.	12	The readers also need to interpret the meaning and relate them with pragmatics elements, context, culture, social, Ideology, and other elements of the text	The readers also needed to interpret the meaning and relate them with pragmatics elements, context, culture, social, Ideology, and other elements of the text	4
56.	12	From all of the utterances, there are six types of Directive Illocutionary Acts found in Palestine posters	From all of the utterances, there were six types of Directive Illocutionary Acts found in Palestine posters	21
57.	12	That is nineteen times because Palestinian do not have power to change the situation	That is nineteen times because Palestinian did not have power to change the situation	25
58.	12	The degree of strength of the Palestine protest posters are mostly showing that the writer seriousness to get respond from the reader	The degree of strength of the Palestine protest posters were mostly showing that the writer seriousness to get respond from the reader	41
59.	13	The purpose of this research is knowing the quality of the test item of 2 nd semester final test of English lesson in class VIII SMPN 14 Seluma acidic year of 2017/2018 made by teacher of English	The purpose of this research wass knowing the quality of the test item of 2 nd semester final test of English lesson in class VIII SMPN 14 Seluma acidic year of 2017/2018 made by teacher of English	1
60.	13	This research uses qualitative approach where explanation using descriptive methods and analysis by using program	This research used qualitative approach where explanation using descriptive methods and analysis	4

		Item and Test Program Analysis (ITAMAN) version MICROCAT 3.00.	by using program Item and Test Program Analysis (ITAMAN) version MICROCAT 3.00.	
61.	13	That are test items about 1 st Semester Final Test of the accounting theory for vocational education, answer key, lattice, syllabus, and worksheet final test of the testee.	That were test items about 1 st Semester Final Test of the accounting theory for vocational education, answer key, lattice, syllabus, and worksheet final test of the testee.	7
62.	13	The question with difficult category are 32 items (80%). and 8 items (20%) medium category	The question with difficult category were 32 items (80%). and 8 items (20%) medium category	11
63.	13	The level of difficulty discrimination index and distractor efficiency have good quality are 8 items (20%)	The level of difficulty discrimination index and distractor efficiency had good quality were 8 items (20%)	18
64.	13	Which is less good quality 8 items (20%) and not good quality were 24 items (60%)	Which was less good quality 8 items (20%) and not good quality were 24 items (60%)	18
65.	14	The result of the calculation from this research after analyzed is $t_0 > t$ table $0,897 > 0,468$ its mean that the Null Hypothesis (Ho) is rejected and alternative Hypothesis (Ha) is accepted	The result of the calculation from this research after analyzed is $t_0 > t$ table $0,897 > 0,468$ it means that the Null Hypothesis (Ho) was rejected and alternative Hypothesis (Ha) was accepted	9
66.	14	In conclusion there is a significant correlation between students' skimming skill and reading comprehension ability at second grade students of SMP Budy Mulya Bengkulu in academic year 2016/2017.	In conclusion there was a significant correlation between students' skimming skill and reading comprehension ability at second grade students of SMP Budy	10

			Mulya Bengkulu in academic year 2016/2017.	
67.	15	The problems in this study <u>is</u> most of students of SMA Negeri 09 Seluma in academic year 2016/2017 did not interested in long reading text, some of them also did not knowing and identifying the message what the author extends in the text	The problems in this study <u>were</u> most of students of SMA Negeri 09 Seluma in academic year 2016/2017 did not interested in long reading text, some of them also did not knowing and identifying the message what the author extends in the text	1
68.	15	The problems in this study is most of students of SMA Negeri 09 Seluma in academic year 2016/2017 did not interested in long reading text, some of them also <u>did not knowing and identifying</u> the message what the author extends in the text	The problems in this study is most of students of SMA Negeri 09 Seluma in academic year 2016/2017 did not interested in long reading text, some of them also <u>did not know and identify</u> the message what the author extends in the text	3
69.	15	This study <u>was</u> carried out to investigate the effect of Edmodo E-Learning Media toward reading descriptive at eleventh grade of SMAN 09 Seluma	This study <u>was</u> carried out to investigate the effect of Edmodo E-Learning Media toward reading descriptive at eleventh grade of SMAN 09 Seluma	4
70.	15	The output also <u>shown</u> that F score was 65.127 and significant level was 0.000.	The output also <u>showed</u> that F score was 65.127 and significant level was 0.000.	19
71.	15	So, it could conclude that Ho <u>is</u> rejected Ha <u>is</u> accepted.	So, it could conclude that Ho <u>was</u> rejected Ha <u>was</u> accepted.	23

72.	16	This research is to find out poetic functions and moral values on song lyric of forgive me album by Maher Zain.	This research was to find out poetic functions and moral values on song lyric of forgive me album by Maher Zain.	1
73.	16	The main objective of the research is to find poetic functions and moral values on the song lyric of forgive me albums by Maher Zain.	The main objective of the research were to find poetic functions and moral values on the song lyric of forgive me albums by Maher Zain.	2
74.	16	The researcher concludes that four types of poetic functions that used the singer in the song lyric of forgive me album by Maher Zain.	The researcher concluded that four types of poetic functions that used the singer in the song lyric of forgive me album by Maher Zain.	4
75.	16	They are : expressive function, referential function, fatic function, and metalingual function.	They were : expressive function, referential function, fatic function, and metalingual function.	6
76.	16	And has eleventh types of moral values they are : bravery, enthusiasm, honest, love and affection, loyalty, peach love, sacrificing for other, perseverance, self-confidence, strong belief and kindhearted	It had eleventh types of moral values they were : bravery, enthusiasm, honest, love and affection, loyalty, peach love, sacrificing for other, perseverance, self-confidence, strong belief and kindhearted	7
77.	17	This study was intended to discover the forms of sentences in command that were uttered by the two main character in ‘The importance of being Earnest’ play	This study was intended to discover the forms of sentences in command that were uttered by the two main characters in ‘The importance of being Earnest’ play	2
78.	17	And the types of command that were uttered by the two main character in ‘The	And the types of command that were uttered by the two	3

		importance of being Earnest” play	main characters in ‘The importance of being Earnest” play	
79.	17	The result of the research show that there are four types of illocutionary performed by The importance of being Earnest” play	The result of the research show that there were four types of illocutionary performed by The importance of being Earnest” play	8
80.	17	They are representative, expressives, directives, and commissives.	They were representative, expressives, directives, and commissives.	9
81.	17	The representatives are the most frequent acts (137 from 200 data), while the commissives are the fewest frequent acts (4 from 200 data)	The representatives were the most frequent acts (137 from 200 data), while the commissives were the fewest frequent acts (4 from 200 data)	10-11
82.	17	Next, there are 13 types of illocutionary functions used by “The importance of being Earnest” play	Next, there were 13 types of illocutionary functions used by “The importance of being Earnest” play	11
83.	17	They are Stating, Agreeing, Informing, Predicting, Asserting, Greeting, Apologizing, Regreting, Commanding, Suggesting, Questioning, Wishing and offering.	They were Stating, Agreeing, Informing, Predicting, Asserting, Greeting, Apologizing, Regreting, Commanding, Suggesting, Questioning, Wishing and offering.	12
84.	17	The stating is the most frequent function (58 data), while apologizing is the fewest frequent function (1 datum)	The stating was the most frequent function (58 data), while apologizing was the fewest frequent function (1 datum)	15
85.	18	The main purposed of this research to illustrates the structural ambiguities in the headlines of Yahoo News by using x-bar theory of syntax	The main purposed of this research to illustrate the structural ambiguities in the headlines of Yahoo	5

		and also to know structural ambiguities in news headline of Yahoo News	News by using x-bar theory of syntax and also to know structural ambiguities in news headline of Yahoo News	
86.	18	The data are collected from the headlines of Yahoo News published on February 2017	The data were collected from the headlines of Yahoo News published on February 2017	9
87.	18	There are 6 data found that possible be structural ambiguities	There were 6 data found that possible be structural ambiguities	11
88.	18	The main instrument of this research is the research use table and three diagram.	The main instrument of this research was the research use table and three diagram.	12
89.	18	The main instrument of this research is the research use table and three diagram.	The main instrument of this research is table and three diagram.	12
90.	18	And the cause on structural ambiguities that occurs in the headlines of Yahoo News, which caused by modifier placement,	And the cause on structural ambiguities that occurred in the headlines of Yahoo News, which caused by modifier placement,	16
91.	18	The first rank is Noun Phrase (NP) which occurs 20 times (74,1%)	The first rank was Noun Phrase (NP) which occurs 20 times (74,1%)	21
92.	18	Then, the second rank is Prepositional Phrase (PP) which occurs 7 times (25, 9%)	Then, the second rank was Prepositional Phrase (PP) which occurs 7 times (25, 9%)	22
93.	18	In conclusion the headlines of Yahoo News are vulnerable have structural ambiguity, which make the readers have (at least) more than one interpretation meaning in their mind.	In conclusion the headlines of Yahoo News are vulnerable have structural ambiguity, which made the readers have (at least) more than one interpretation meaning in their mind.	24
94.	19	The difficulty encountered	The difficulty	1

		by the students in learning second language is caused by the different grammatical found between his language and the target language	encountered by the students in learning second language was caused by the different grammatical found between his language and the target language	
95.	19	The purpose of this research is to find out the grammatical errors most frequently made The Sixth Semester Student's English Department of IAIN Bengkulu in academic year 2016/2017	The purpose of this research was to find out the grammatical errors most frequently made The Sixth Semester Student's English Department of IAIN Bengkulu in academic year 2016/2017	3
96.	20	This game can help the students learn vocabulary and they are able to increase the students vocabulary mastery especially in descriptive text	This game can help the students learn vocabulary and they were able to increase the students vocabulary mastery especially in descriptive text	7
97.	20	This study was carried out to find any significant effect of Estafet Word Game in descriptive texts to increase students' Vocabulary Mastery at the Eight Grade Students of SMP Negeri 19 Bengkulu in the Academic Year 2017/2018	This study carried out to find any significant effect of Estafet Word Game in descriptive texts to increase students' Vocabulary Mastery at the Eight Grade Students of SMP Negeri 19 Bengkulu in the Academic Year 2017/2018	8
98.	21	The purpose of this research are to find out the effectiveness of Two Stay Stray Technique to teach reading narrative text at second grade students of SMPN 3 Talang Empat Bengkulu Tengah	The purpose of this research was to find out the effectiveness of Two Stay Stray Technique to teach reading narrative text at second grade students of SMPN 3 Talang Empat	1

			Bengkulu Tengah	
99.	21	The researcher given the students treatment used Two Stay Stray Technique to teach reading narrative text as long as six meeting	The researcher give the students treatment used Two Stay Stray Technique to teach reading narrative text as long as six meeting	6
100.	21	The research data were collected through reading test where the test has been prove the validity and realibility	The research data were collected through reading test where the test has been proved the validity and realibility	10
101.	22	Researchers focus on three poems love and question: Fire and Ice, and Stopping Woods in Snowy Evening.	Researchers focused on three poems love and question: Fire and Ice, and Stopping Woods in Snowy Evening.	2
102.	22	This poem is chosen because his poetry works and is built by various figurative languages than any other poetry	This poem were chosen because his poetry worked and is built by various figurative languages than any other poetry	3
103.	22	In addition, the poem also gives advice an responsibility and respect	In addition, the poem also gave advice an responsibility and respect	5
104.	22	There are four research question in this study to discuss:	There were four research question in this study to discuss:	5
105.	22	The dominant figures of speech used in Robert Frost poem are selected? To conduct this research	The dominant figures of speech used in Robert Frostls poem were selected? To conduct this research	9
106.	22	The research finds the figurative language used in the selected Robert Frost poem	The research found the figurative language used in the selected Robert Frost poem	11
107.	22	The dominant figurative language that Robert Frost uses in poetry is symbol	The dominant figurative language that Robert Frost used in poetry was symbol	15
108.	22	The meaning contained in	The meaning	16

		the poetry of Robert esek has a certain meaning and purpose to be conveyed to the reader according to what is going on at that time	contained in the poetry of Robert esek had a certain meaning and purpose to be conveyed to the reader according to what is going on at that time	
109.	22	Robert Frost's poetries is Frost who stands at the intersection of 19 th century American poetry and modernism	Robert Frost's poetries were Frost who stands at the intersection of 19 th century American poetry and modernism	18
110.	23	The objective of the research is to identify the cooperative principle by the characters in <i>The Strange Case Dr. Jekyll and Mr. Hyde</i>	The objective of the research was to identify the cooperative principle by the characters in <i>The Strange Case Dr. Jekyll and Mr. Hyde</i>	4
111.	24	This study aimed to find out the significance different competence in writing recount text of students who are taught by using by using Gallery Walk technique and students taught without Gallery Walk technique	This study aimed to find out the significance different competence in writing recount text of students who were taught by using by using Gallery Walk technique and students taught without Gallery Walk technique	4
112.	24	The study was carried out in two class	The study carried out in two class	6
113.	24	As the result, it means that the null hypothesis (H0) is rejected and the alternative hypothesis (H1) is accepted	As the result, it means that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted	15
114.	24	In other word, Gallery Walk technique is effective in teaching writing of recount text at eight grade students of SMP Negeri 20 Kota Bengkulu	In other word, Gallery Walk technique was effective in teaching writing of recount text at eight grade students of SMP Negeri 20 Kota Bengkulu	16
115.	25	The problem in this study is	The problem in this	1-2

		students of SDIT IQRA' 01 Kota Bengkulu in Academic year 2017/2018 still have a problem with English vocabulary mastery	study was students of SDIT IQRA' 01 Kota Bengkulu in Academic year 2017/2018 still had a problem with English vocabulary mastery	
116.	25	To conclude, Ha is accepted and Ho is rejected	To conclude, Ha was accepted and Ho was rejected	16
117.	26	The result of the study showed that there are two pattern of Rejang dialect that can be analyze from the dialogue done by the students	The result of the study showed that there were two pattern of Rejang dialect that can be analyze from the dialogue done by the students	10
118.	27	This research shows that using Debate technique has successfully improved the students' speaking ability	This research showed that using Debate technique had successfully improved the students' speaking ability	11-12
119.	28	The problem in this study is that almost all fourth graders at SDN 74 Kaur in the academic year 2017/2018 have no interested in learning English and they also score low on vocabulary assessment	The problem in this study was that almost all fourth graders at SDN 74 Kaur in the academic year 2017/2018 had no interested in learning English and they also had low score on vocabulary assessment	1-2
120.	28	Because the material taught is too difficult to understand and must be memorized in every week	Because the material taught was too difficult to understand and must be memorized in every week	3
121.	28	This research is a classroom action research conducted at SDN 74 Kaur	This research was a classroom action research conducted at SDN 74 Kaur	4
122.	28	The purpose of this research is to know the use of word wall media strategy that can	The purpose of this research was to know the use of word wall	5

		improve students' vocabulary mastery by doing pretest (result before treatment)	media strategy that can improve students' vocabulary mastery by doing pretest (result before treatment)	
123.	28	In each cycle the increase in vocabulary of students seen from result conducted in cycle I and the increase in cycle II	In each cycle the increase in vocabulary of students were seen from result conducted in cycle I and the increase in cycle II	10
124.	28	Data collection methods used in this study includes observation vocabulary test interview and documentation	Data collection methods used in this study included observation vocabulary test interview and documentation	12
125.	28	The result of data analysis shows that there is an improvement on each cycle in the vocabulary mastery of students who previously all students did not reach the standard of completeness and after being treated than all students are able to achieve the standard of mastery	The result of data analysis showed that there was an improvement on each cycle in the vocabulary mastery of students who previously all students did not reach the standard of completeness and after being treated than all students were able to achieve the standard of mastery	13
126.	28	Thus, the researcher concludes that the use of effective word media strategy to improve students' vocabulary mastery	Thus, the researcher concluded that the use of effective word media strategy to improve students' vocabulary mastery	17
127.	29	Stylistics makes readers difficult to understand utterances/sentences because the language tends to be flowery	Stylistics made readers difficult to understand utterances/sentences because the language tends to be flowery	1
128.	29	the readers need to understand the language in	the readers needed to understand the	3

		implicit meaning	language in implicit meaning	
129.	29	the readers also need to interpret the meaning and relate them with linguistics elements, context, culture, social, ideology, and other extrinsic elements of the texts	the readers also need to interpret the meaning and relate them with linguistics elements, context, culture, social, ideology, and other extrinsic elements of the texts	3
130	29	The total meaning (discourse) were the poet critics toward the decreased of England social life especially working class to be worse	The total meaning (discourse) wes the poet critics toward the decreased of England social life especially working class to be worse	25
131.	31	They also lack participation and interaction among other students and teacher	They were also lack participation and interaction among other students and teacher	22
132.	32	The improvement was showed by the students' average score in pre-assessment test (59.83) that included into "Poor" category	The improvement was showed by the students' average score in pre-assessment test was (59.83) that included into "Poor" category	16

Appendix 6

Students' Syntactical Errors in Determiner

No.	Students Number	Syntactical Errors of The Sentence	Suggested Syntactical	Line
1.	3	This research was a class room action research.	This research was class room action research.	1
2.	4	Textual equivalence in translating the two languages is very important to achieve equivalency both information and cohesion	Textual equivalence in translating two languages is very important to achieve equivalency both information and cohesion	2
3.	4	They are taken from the fifth semester English Department Students of IAIN Bengkulu in the academic year 2017/2018	They are taken from the fifth semester English Department Students of IAIN Bengkulu in academic year 2017/2018	7
4.	5	The research problem in this thesis is what are the flouting maxims used on the drama by Arthur Miller's in The Death of a Salesman and what strategies flouting maxims are used on the drama by Arthur Miller's in The Death of a Salesman.	The research problem in this thesis is what are the flouting maxims used on drama by Arthur Miller's in The Death of a Salesman and what strategies flouting maxims are used on the drama by Arthur Miller's in The Death of a Salesman.	1
6.	7	Using the mass media is one of the ways to get information	Using mass media is one of the ways to get information	1
7.	7	As result of the research the researcher concludes discourse analysis	As the result of the research the researcher concludes discourse analysis	11
8.	8	This research was a classroom action research	This research was a classroom action research	1
9.	20	This game can help the students learn vocabulary and they are able to increase the students vocabulary mastery especially in	This game can help the students learn vocabulary and they are able to increase students vocabulary	7

		descriptive text	mastery especially in descriptive text	
10.	22	This poem is chosen because his poetry works and is built by various figurative languages than any other poetry	These poem is chosen because his poetry works and is built by various figurative languages than any other poetry	3
11.	27	This research was a <u>classroom action research</u>	This research was <u>classroom action research</u>	1
12.	30	data were collected by asking the students to do reading comprehension test, observation, interview, and documentation.	The data were collected by asking the students to do reading comprehension test, observation, interview, and documentation.	7

Appendix 7

Students' Syntactical Errors in Determiner Phrase

No.	Students Number	Syntactical Errors of The Sentence	Suggested Syntactical	Line
1.	8	<u>Based on</u> the findings of this research showed that applied sugestopedia with role play technique in teaching speaking could improve the teaching and learning process in the class.	<u>The</u> findings of this research showed that applied sugestopedia with role play technique in teaching speaking could improve the teaching and learning process in the class.	8

Appendix 8

Students' Syntactical Errors in Pronoun

No.	Students Number	Syntactical Errors of The Sentence	Suggested Syntactical	Line
1.	5	This research belongs to descriptive qualitative method because <u>this research</u> focuses on analyzing the whole script of "The Death of a Salesman"	This research belongs to descriptive qualitative method because <u>it</u> focuses on analyzing the whole script of "The Death of a Salesman"	7
2.	19	The difficulty encountered by the students in learning second language is caused by the different grammatical found between <u>his</u> language and the target language	The difficulty encountered by the students in learning second language is caused by the different grammatical found between <u>their</u> language and the target language	3
3.	27	Students were active in speaking and felt easy to express <u>the opinions</u>	Students were active in speaking and felt easy to express <u>their opinions</u>	11

Appendix 9

Students' Syntactical Errors in Tense Marker

No.	Students Number	Syntactical Errors of The Sentence	Suggested Syntactical	Line
1.	1	The aims of this research are :	The aims of this research were :	1
2.	1	The data was collected by using recording and observation	The data were collected by using recording and observation	6
3.	1	All of data that have classified was concern with description of situation	All of data that have classified were concern with description of situation	8
4.	1	The dominant function used by English teachers at MTs Pancasila Kota Bengkulu is function, by 61% utterance.	The dominant function used by English teachers at MTs Pancasila Kota Bengkulu was function, by 61% utterance.	13
5.	2	The problem in this study is most of students of SMPN 14 Bengkulu in Academic year 2016/2017 were not interested in English reading aspect.	The problem in this study was most of students of SMPN 14 Bengkulu in Academic year 2016/2017 were not interested in English reading aspect.	1
6.	2	This study was carried out to investigate the effect of Round Club technique toward students, reading comprehension at second grade students of SMPN 14 Bengkulu	This study carried out to investigate the effect of Round Club technique toward students, reading comprehension at second grade students of SMPN 14 Bengkulu	3

Appendix 10

Students' Syntactical Errors in Auxiliary

No.	Students Number	Syntactical Errors of The Sentence	Suggested Syntactical	Line
1.	8	It was aimed of this study is to find out how does suggestopedia with role play technique can improve students' speaking ability at seventh grade students of SMPN 20 Kota Bengkulu in academic year 2017/2018	It was aimed of this study is to find out how suggestopedia with role play technique can improve students' speaking ability at seventh grade students of SMPN 20 Kota Bengkulu in academic year 2017/2018	2
2.	31	In addition, teacher does not use specific strategy in teaching to encourage students to speak up in their daily activities.	In addition, teacher did not use specific strategy in teaching to encourage students to speak up in their daily activities.	3

Appendix 11

Students' Syntactical Errors in Complementizer

No.	Students Number	Syntactical Errors of The Sentence	Suggested Syntactical	Line
1.	4	The study is limited only on <u>cohesion consist</u> of reference, substitution & ellipsis, and suggestion.	The study is limited only on <u>cohesion that consist</u> of reference, substitution & ellipsis, and suggestion.	8
2.	8	And <u>also there are two</u> types of structural ambiguities that occur in the News Headline of Yahoo News, which are NP and PP.	And <u>there are also two</u> types of structural ambiguities that occur in the News Headline of Yahoo News, which are NP and PP.	19
3	19	The result of this study <u>showed</u> there were about 213 errors in student's translation	The result of this study <u>showed that</u> there were about 213 errors in student's translation	10

Appendix 12

Students' Syntactical Errors in Preposition

No.	Students Number	Syntactical Errors of The Sentence	Suggested Syntactical	Line
1.	4	They are taken from the fifth <u>semester English</u> Department Students of IAIN Bengkulu in the academic year 2017/2018	They are taken from the fifth <u>semester of English</u> Department Students of IAIN Bengkulu in the academic year 2017/2018	6
2.	5	This research is aimed <u>at</u> identifying the types of maxim , flouting, and the strategies for maxim flouting performed by character in The Death of a Salesman drama script	This research is aimed <u>to</u> identifying the types of maxim , flouting, and the strategies for maxim flouting performed by character in The Death of a Salesman drama script	4
3.	19	The purpose of this research is to find out the grammatical errors most frequently made <u>The Sixth Semester Student's English</u> Department of IAIN Bengkulu in academic year 2016/2017	The purpose of this research is to find out the grammatical errors most frequently made <u>The Sixth Semester Students' of English</u> Department of IAIN Bengkulu in academic year 2016/2017	4
4.	20	Based on this case, the researcher tried to used a game <u>in increasing</u> students' vocabulary mastery by using Estafet Word Game in descriptive text to eight grades of SMP Negeri 19 Bengkulu	Based on this case, the researcher tried to used a game <u>to increasing</u> students' vocabulary mastery by using Estafet Word Game in descriptive text to eight grades of SMP Negeri 19 Bengkulu	4
5.	20	Based on this case, the researcher tried to used a game in increasing students' vocabulary mastery by using Estafet Word Game in descriptive text <u>to</u> eight grades of SMP Negeri 19	Based on this case, the researcher tried to used a game in increasing students' vocabulary mastery by using Estafet Word Game in descriptive text <u>at</u> eight	5

		Bengkulu	grades of SMP Negeri 19 Bengkulu	
6.	24	This study was conducted due to the difficulties of the students at eight grade of SMP Negeri 20 Kota Bengkulu on understanding recount text and transferring their idea into writing recount text	This study was conducted due to the difficulties of the students at eight grade of SMP Negeri 20 Kota Bengkulu in understanding recount text and transferring their idea into writing recount text	2
7.	25	They did not give attention with teaching and learning English and they also still got low score in vocabulary achievement	They did not give attention at teaching and learning English and they also still got low score in vocabulary achievement	3

ABSTRACT

Liani. 2017. *An Analysis on Speech Function used by English Teachers' Instruction at MTs Pancasila Kota Bengkulu*. Thesis. English Education Study Program, Tarbiyah and Tadris Faculty of IAIN Bengkulu.

Advisors: 1. Riswanto, Ph.D., 2. Detti Lismayanti, M.Hum.

Keywords: Speech Function, Teachers' Instruction

The aims of this research are 1) to know the speech functions manifested in English teachers' instruction at MTs Pancasila Kota Bengkulu, and 2) to infer the dominant speech function used by English teachers at MTs Pancasila Kota Bengkulu. The design of this research is qualitative by applying descriptive method. The subjects of this research are two English teachers in MTs Pancasila Kota Bengkulu. The data was collected by using recording and observation techniques. Besides that, the procedure of data analysis are; data reduction, data display, drawing conclusion and verification. All of data that have classified was interest concern with description of situation.

The result of this research showed that: 1) the speech functions manifested in English teachers' instruction at MTs Pancasila Kota Bengkulu were about 102 of speech function that summarized into 48 utterances, and 2) the dominant speech function used by English teachers at MTs Pancasila Kota Bengkulu is imperative function, by 61% utterance. Finally, in great expectation by applying this research data analysis, English teacher can see the benefits and understand how to use the speech function in the learning process.

The aims of this research are → were → Tenses Ma
 to infer the dominant speech function → functions →
 The data was collected by using recording and ob
 data were → tense marker.
 Besides that, the procedure of data analysis are
 procedures → noun
 All of the data that have classified was later
 were → no

6. significant level ~~was~~ less than → was (verb)
7. There was → were (verb)
8. any significant effect
- ABSTRACT
- effects (noun phrase)

Lia Sugiarti. 2017 *The Effect of Round Club Technique toward Students' Reading Comprehension (Quasy Experimental Research at the Eight Grade Students of SMPN 14 Kota Bengkulu in the Academic Year Of 2016/2017)*

Thesis. English Education Study Program. Tarbiyah and Tadris Faculty.

Advisor : 1. Riswanto, Ph.D, 2. Dr. Ali Akbarjono, M. Pd

The problem in this study ~~is~~ most of students of SMPN 14 Bengkulu in Academic year 2016/2017 ~~were~~ not interested in English reading aspect. This study ~~was~~ carried out to investigate the effect of Round Club technique toward students' reading comprehension at second grade students of SMPN 14 Bengkulu. It was conducted to identify whether there was any significant effect on students who were taught using Round Club technique and who were not. This Research used Quasi-Experimental Research. The study was adopted pre-test and posttest in the experiment and control groups. Two classes were purposively selected to be experiment and control groups. The experimental group was taught by using Round Club technique and the control group was not. After giving treatment, the result of regression Coefficient correlation (R) between Round Club technique and students' reading comprehension ~~was~~ 0.845. While Coefficient determination (R square) was 0.715. It means that the effect of Round Club technique toward students' reading comprehension was 71.5% (0.715) and 28.5% (0.285) influenced by other variable. The output also shown that F_{score} was 45.051 and the significant level ~~was~~ 0.000. When F_{score} was more than F_{table} ($45.051 > 4.10$) and significant level ~~was~~ less than 0.05 ($0.000 < 0.05$). It means that there was any significant effect of using Round Club technique on students' reading comprehension. To conclude, H_a was accepted and H_0 was rejected.

Keywords: Reading Comprehension and Round Club Technique.

1. ~~is~~ ~~was~~ → double verb (Tense Marker)
2. This study ~~was~~ carried out. → tense marker
3. There was any significant effect on students. ...
4. ~~was~~ → were → verb
5. Other variable → other variables (noun phrase)

ABSTRACT

Fera Juliana, 2017

The Implementation of Literature Circles Strategy to Enhance Student's Reading Comprehension (A Classroom Action Research of Second Grade Students of SMP Serunting I Kota Bengkulu in Academic Year 2017/2018)

Thesis, Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris

Advisers: 1. Risnawati, M. Pd 2. Fera Zasrianita, M. Pd

Key Words: *Literature Circles Strategy, Reading Comprehension*

This research was a classroom action research. It was aimed to explain wheter using literature circles strategy can enhance students' reading comprehension at second grade students' of SMP Serunting I Kota Bengkulu in the academic year 2017/2018. The subject of this research were 21 students, consisted of 10 male and 11 female. The instruments of this research were reading test, students' observation checklist and field notes, teacher's observation checklist and field notes, and documentation. The research was conducted in two cycles which included planning, action, observation, and reflection. Based on the findings of this research showed that applied literature circles strategy in teaching reading in class could improve the teaching and learning process in class. Students were focus in reading and felt easy to discuss. All of them increased their reading score from pre-assessment test to cycle II was 19,05% toward students reading comprehension. This research shows that using literature circles strategy has successfully enhance the students' reading comprehension. The improvement was influenced by the used of interesting material chosen and teacher's participation toward the students.

1. a classroom action research → Classroom action research → Defenisi
2. it was aimed → it aimed → verb
3. The subject of this research were 21 students, → was =
Double verb
4. This research showed that applied . . .
applied → applying → verb
5. students were focus in . . .
→ double verb (verb)?
6. This research shows that . . .
shows → showed → verb



ABSTRACT

Antika. 2018. The Effectiveness of Fishbowl Technique to Improve the Students' Speaking Skill (A Quasi Experimental Study at The Eight Grade Students of SMPN 12 Bengkulu in the academic year of 2017/2018). Thesis. English Study Program. Tarbiyah and Tadris Faculty. IAIN Bengkulu.

Advisor: 1. Nadrah, M. Pd
2. Fera Zsrianita, M. Pd

The problem of this research was most of the the eight grade students of SMP Negeri 12 Bengkulu were still low in speaking skill. The aim of this study was to find out the significant different in speaking skill of students who are taught by using Fishbowl technique and students who are taught without Fishbowl technique. The method of this study was quasi experimental design. The samples of this study were VIII A as experimental class which was taught by Fishbowl technique and VIII B as control class which was taught without Fishbowl technique. Both classes consisted of 25 students. In collecting the data, the writer gave pre-test to both classes before giving treatment and gave post-test after giving treatment. The students were asked to describe their favourite animal in front of class for pre-test and post-test. The data obtained from pre-test and post-test were analyzed by using t-test. The result of this study showed that the value of t_{test} was 6.991. The value of t_{table} was 6.991. It indicated that t_{test} was higher than t_{table} $6.991 > 2.010$. As the result, it meant that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. In other word, there was significant difference in students' speaking skill at eight grade students of SMP Negeri 12 Kota Bengkulu between who were taught using fishbowl technique and those who were not.

Key words: *Fishbowl Technique, Students' Speaking Skill*

1. were → dihilangkan → verb.
↓
(double verb)
2. were → were → (verb)
3. was → was → (verb)

ABSTRACT

Khoirunnisa, Alfiana. 2017. *An Analysis of Dialect Pattern Used by Rejangnese Students in English Conversation (A study on the fourth semester students of English Education Program of IAIN Bengkulu)*

Advisor: 1. Riswanto, Ph.D., 2. Detti Lismayanti, M.Hum

Keywords: *Dialect Pattern, Rejangnese Students, English Conversation*

This study was carried out to analyze the dialect pattern used by Rejangnese students in English conversation. This study was conducted to the fourth semester students of English Education program of IAIN Bengkulu in Academic year 2017/2018. Specifically it was conducted to identify the pattern of Rejang Dialect in their English Conversation.

The method used in this study was descriptive method with qualitative approach. There are 9 Rejangnese students who were selected as the participants of this study. The data were gathered through a recording which was done when they had an English conversation.

The result of the study showed that there are two pattern of Rejang dialect that can be analyze from the dialogue done by the students. Phonological variation used by Rejangnese students was invested in putting the additional letter and letter change. In letter addition, students add the letter [e] almost in all words that is ended with sound vowel [i]. And in the letter change, the students change letter [s] with letter [h]. And the unique grammatical pattern of the dialect used by Rejangnese students lies on the subject omitting, to be omitting, auxiliary verb omitting, verb omitting, verb changing, auxiliary verb changing, adjective changing, and preposition changing.

The result of the study showed that there ^{are} two
↓
were → (are)