

Writing Challenges on Students' Thesis Abstract at English Language Education Study Program Faculty of Letters and Culture Universitas Negeri Gorontalo



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ABSTRACT: The study deals with Writing Challenges in ELESP Students thesis Abstracts at English Language Education Study Program Faculty of Letters and Culture Universitas Negeri Gorontalo. The objectives of the study are to investigate the types of grammatical errors and to find out the most grammatical errors are occurred in writing abstract made by English Language Education Study Program. This research used a qualitative research approach and case study research method. The data of this research were 15 thesis abstracts of under-graduated students published from 2020, 2021 and 2022. The steps of error analysis were collection of errors, the error detection and the error description. The process of the data analysis was elaborated based on Dulay, Burt, & Krashen (1982). The research findings indicated that grammatical errors which committed by under-graduated students were omission, addition, misformation, and misordering. From the types of error, abstracts in academic year 2020 have : 6 omission, 1 addition, 2 misformation, 6 misordering, academic year 2021: 3 omission, 3 misformation and 13 misordering, and abstract 2022 have error : 3 omission, 6 misformation and 6 misordering. Therefore, there were 25 misordering errors that were the most common grammatical errors made by the students in writing abstracts.

KEYWORDS: Grammatical Errors, Writing and Abstract of thesis

INTRODUCTION

The English Education Study Program curriculum consists of 44 subjects or 150 credits. These subjects are classified as compulsory and optional. These mandatory subjects are further divided into three: national, university, and department-level subjects, consisting of 44 regular courses and 24 elective courses. There are four skills in teaching and learning English; listening, speaking, reading and writing. Those skill are related to each other and cannot be independent; therefore, learners need to master all of the four skills. This supported by Uma and Ponnambala (2001) who state that mastering language skill will determine the student's communicative competence in the target language. One of productive skill which is very important to be mastered by English learners is writing skills. Richard and Renandya (2002) state that writing is the most difficult skill for second language and foreign language learners.

Writing is an important skill for college students, especially English students. English majors must complete a final writing assignment as a graduation requirement. Students must research and write a final essay or skripsi. Students study writing from the first semester when students learn to write sentences, paragraphs, articles, and papers. Learning writing skills in the English curriculum is an important topic that students must follow. Students must complete Intensive Writing, Writing in a Professional Context, and Writing for Academic Purposes. We assume that students also understand how to write abstracts, Hasanuddin, (2011)

English education study program Faculty of Letters and The Culture State University of Gorontalo has three courses in writing; IC Writing, writing for academic purposes, and writing for professional context. The English Language Education Study Program offers prerequisite subjects that reinforce a particular subject's basic theoretical and practical aspects. For example, Intensive Course subjects are a prerequisite for Writing in a Professional Context, while Writing in a Professional Context is a prerequisite for Writing for Academic Purposes.

A Thesis is one of the final papers submitted by a student in the form of academic papers as one of the requirements for graduating from college at the undergraduate level (S1) to obtain a bachelor's degree. When writing a thesis, attention should be paid to the main parts of the academic writing, such as research background, research question, literature review, research methodology, information analysis, findings, conclusions, and suggestions. But one of the most important things is the abstract. Abstracts are brief short texts that are summaries of scientific papers to be used as summaries by other people and readers. Porte (2002) states that the main purpose of the abstract for the author is to summarize the main points of the paper. The abstract helps

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the reader understand the content of the study and the insights gained from the research results, and enables the reader to quickly evaluate and decide whether to read or not the reference to the results of the scientific study.

Writing abstracts is very challenging (Papanas et al, 2012). As stated in a study conducted by Supatranont Pisamai (2012), the results of the research findings revealed that many Thai students failed to write good abstracts due to a lack of understanding of the content and structure of the abstract itself. An example of a good format or framework for writing abstracts can be copied from APA because the format has been recognized internationally as a reference for writing good abstracts. A good abstract uses the present tense to describe research findings, and when writing an abstract, quotations are not included.

Errors are defined as deficiencies in a student's speaking or writing (Dulat, Burt, & Krashen, 1982). As quoted from Dulay, Burt & Krashen (1982), Chomsky (1955) argues that errors can be caused by two factors: fatigue and intention (performance factor) and errors due to lack of knowledge of language rules (competency factor). Competencies and achievement factors thus play a role in determining student failure.

A study conducted by Sri Wahyuni (2012) entitled "Error Analysis of Students Often made many errors in tenses. These errors occurred due to their lack of understanding about tenses and their usage. The other minor errors are considered mistakes because they know the rules, especially in using capital, punctuation, and determiners.

The second study was conducted by Mohammad (2013) from Sawalmeh University of Ha'il, Saudi Arabia, entitled "Error Analysis of Written English Essays: The Case of Students of the Preparatory Year Program in Saudi Arabia". The results show that the Arabic Speakers in this study committed ten common errors. These errors are verb tense, word order, singular/plural form, subject-verb agreement, double negatives, spellings, capitalization, articles, sentence fragments, and prepositions. Based on these results, a group of recommendations for further research is suggested, and some pedagogical implications might assist ESL/EFL teachers with some helpful suggestions and teaching strategies that will reduce future problems regarding writing English essays among Arab learners.

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

The purpose of this study is to find out (1) what types of grammatical errors and (2) what the most common grammatical errors are found in the thesis abstracts written by students of the English Language Education Study Programme at Faculty of Letters and Culture Universitas Negeri Gorontalo.

THE LITERATURE REVIEW

According to the literary definition, an abstract is defined as a paragraph containing 100 to 250 words which functions to help readers understand the essence of the research being written. Slade & Perrin (2010) also stated that the abstract of an article is a cumulation of a summary of the research as a whole. Therefore, the function of an abstract is to describe research, not to evaluate or defend the sentences contained in the articles we write. The Abstract is an important component of our thesis. Presented at the beginning of the thesis, it is likely the first substantive description of your work read by an external examiner. It should be viewed as an opportunity to set accurate expectations. An abstract often functions, together with the thesis title, as a stand-alone text. Abstract appears, absent the full text of the thesis, in a bibliographic database or receives the full text or attends the presentation. 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, Wulandari Agustin (2022).

Academic writing is a productive skill that has to be taken and followed by every student. Every student needs to develop his/her ability to write academic writing. Students who wish to develop their writing ability need two important factors. First, they can use language components that are appropriate to their writing. Language components like structure and vocabulary and how vocabularies and structure are arranged with well-form grammatical structures. Second, they can develop their language skills especially how to write English well. Writing is one of the language productive skills that has to be mastered by students. It is defined as a communication process using a symbol to represent the sounds, syllables, or words of a language with different mechanisms, capitalization, spelling, punctuation, word form, and function. Writing is also defined as a process involving four different steps: prewriting, text writing, revising, and editing.

Errors analysis is the most interesting issue, errors analysis is important for both learners and teachers. Both learners and teachers get benefits, teachers get the information about errors that learners make. Error analysis is the study of the kind and quantity of error that occurs, particularly in the field of applied linguistics. Error analysis is used to (1) characterize the tactics employed by learners in language education, (2) identify the cause of errors, and (3) gather information on frequent language learning challenges to produce resources and tactics to help learners avoid their mistakes) Longman Dictionary of Language Teaching & Applied Linguistics, 2010). Error analysis aims to tell us something about the psycholinguistic processes of language learning. In this sense,

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error analysis is part of the methodology of the psycholinguistic investigation of language learning (Corder, 1971). Gass dan Selinker (2008) defines Error Analysis as a type of linguistic analysis that focuses on the errors learners make.

RESEARCH METHODS

Approach and Method

This research uses a descriptive qualitative method. It aims to analyze learners' errors in their writing and to describe and explain the data. Based on McMillan and Schumacher (2006), as well as Cohen, Manion, and Marrison (2017), affirm that qualitative research is a methodological inquiry that examines people's problems, actions, beliefs, thoughts, and perceptions. Polkinghorne explains that descriptive qualitative research is an inquiry aimed at describing and clarifying human experience as it appears in people's lives and writers using qualitative methods gather data that serve as evidence for their distilled descriptions.

The data are classified, identified, described, and corrected which are the steps proposed by Corder as quoted in Ellis (1994). Meanwhile, Dulay et al. (1982) say that The data are described according to the surface strategy taxonomy of errors. As said by Ellis (1994), classifying errors are omission and addition. Misformation and Misordering. Omission is the absence of an item that must appear in a well-formed utterance. Addition is the presence of an item that must not appear in a well-formed utterance. Misformation is the use of the wrong form of the morpheme or structure. Misordering is the incorrect placement of a morpheme or group of morphemes in an utterance. This descriptive qualitative research is taken in the form of written data that is skripsi abstract of the English Language Education Study Programme to be collected, analyzed, and interpreted in the form of verbal description/words.

The Data and the Data Source

The data of this research are thesis abstracts of graduated students of the English Language Education Study Programme. The data sources were contents of the abstracts that were analyzed by the researchers. This research was conducted in January-February 2024 and was conducted in the Library at the State University of Gorontalo, after which the authors chose thesis abstracts. Quota sampling is a sampling technique that is carried out by first briefly determining the number of samples that will be used later. The sample considered the effectiveness the practical need of the sample. Snowball sampling is the method used for sampling. Part of the population usually called samples and used simple random sampling method. (Hadi, 2001, Koentjaraningrat, 1993), conveys that sample refers to the strategy that enables us to pick up sub group from the large group and then use the subgroup as the basis for making a judgemental about the large group. The researchers considered and decided on 15 of the thesis abstract texts. The researcher chose the skripsi abstract that was published in the three academic years 2020, 2021, and 2022. The researcher selected 5 student abstracts from three classes, namely the 2020, 2021, and 2022 classes to find out whether each student from the three classes made grammatical errors.

The Technique of Collecting Data and Unit Analysis

The data collection techniques are the most strategically important research procedures because the main purpose of research is to get data. The data techniques are needed in research because with them the authors obtain data that is processed in such a way that a conclusion can be drawn (Kusumaradyati, 2019). The following is the data collection technique used by the author in this study the library research technique using snowball sampling.

The reserachers took the data offline in the library by looking directly at the thesis abstracts of the English education study program for the 2020, 2021, and 2022 academic years, then analyzed errors using the surface strategy taxonomy theory by Dulay, Burt, and Krashen in 1982. The reason the researcher chose the last three classes, namely the 2020, 2021, and 2022 classes, was to see a comparison of the last three years of how students write an abstract, with the knowledge they gained while learning to write well and correctly according to the abstract writing format. Another reason is that the researcher is a student from the class of 2020, where the first and second-year students studied online because of the Covid-19 pandemic. This has led to differences in teaching methods and what the researchers themselves and students from the three classes have learned. The researcher carried out the analysis directly, namely Analyzing yourself using previous research as a benchmark and consulting with linguistics lecturers and online, namely analyzing using Turnitin/Grammarly. In carrying out the analysis, the researcher first randomly selected thesis abstracts in three classes, namely 2020, 2021, and 2022. After randomly getting five thesis abstracts for each class, the researcher only focused on the abstract section and then scanned the abstracts in PDF form. After scanning, the researcher prints the document and then begins the analysis directly. For online analysis, researchers only enter the soft file into the Turnitin/Grammarly application to see what errors there are in the abstract thesis. After getting the desired results, researchers classified the error results according to the theory of Dulay, Burt, and Krashen in 1982. Library research refers to research conducted in libraries. The researchers took and identified information from library books, documents, and magazines in library (Machsun Rifauddin; Halida, 2020). Literature study can be divided into several techniques, including notes. Note-taking techniques a techniques of collecting data by using books, literature, or library materials, then recording or quoting the opinions of experts in the book or strengthening the theoretical foundation of research that related to grammatical errors in English academic writing (Kawuryanti et al 2017).

The Technique of Data Analysis

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The researchers used Error Analysis to analyze the data that consist of four steps. First, *the Collecting errors*: after reading the thesis abstracts, the researcher had been collecting the errors by making a note. The researcher collected 15 student thesis abstracts first and then carried out an error analysis. Researchers collected abstracts from the UNG central library from 15 English language education students from three classes, namely 2020, 2021, and 2022, with 5 abstracts each from the three classes. After the researcher received 15 abstracts, the researcher scanned or took the form of photo documentation on the abstracts, then copied them via scan and converted them into hard copy form. After copying the student's abstract, the next step is error analysis.

Second, *Error detection*: the researcher identifies the errors which are classified into error types. Each error is classified based on surface strategy taxonomy. Based on surface strategy taxonomy, the errors were classified into omission, addition, misformation, and misordering. Third, *the Error description*: after identifying the error, the researcher describes the error, giving the characteristics of the error. After receiving the list of errors, the researcher evaluates and corrects the summary of the skripsi and the most common errors made by the English language education study program. The researcher identified errors by using the grammar/Turnitin application, and the help of a linguistics expert lecturer. Apart from that, researchers also took sources from previous research on the same topic. These four writing errors have their characteristics, researchers describe these errors according to their characteristics. Finally, *interpreting errors*: After analyzing the errors, the researcher explained why the writing was said to be an error with the help of a linguistic expert lecturer and also the grammar mistakes that were most often made by English students. Researchers take sources from previous research to strengthen the description of errors.

RESULT AND DISCUSSION

Result

The data of this research was the thesis abstract text writing that was produced by undergraduate English Language Education Study Program students at Faculty of Letters and Culture Universitas Negeri Gorontalo. Those skripsi abstract texts were found in the library of Universitas Negeri Gorontalo campus four. After finding fifteen copies of thesis abstract texts, those copies then would be identified whether they contained errors or not. The first step of identifying errors was to underline the error word or sentence and add a note below the word or sentence, by the type of error. The researchers analyzed the errors based on Surface Strategy Taxonomy theory by Dulay et.al. (1982), namely omission, addition, misformation, and misordering.

The sample data of this research were fifteen abstracts from Students in the English Language Education Study Program academic years 2020, 2021, and 2022. Every academic year the researcher chooses five skripsi abstracts. The researchers chose three academic years and five abstracts to see the differences in how students write abstracts every year.

Table 1 Sample data 1

1. Abstract by Wahyu Saputra Humonggio "Ecranisation of Setting of Place in Breaking Dawn Novel Into Movie"

Error Identification	Error Correction	Error Description	Types of Errors
This research studied about Ecranisation of the setting of lace in Breaking Dawn Novel into Movie.	This research studied about Ecranisation of the setting of lace in Breaking Dawn Novel into a Movie.	. "A" is used before singular nouns that begin with a consonant	Omission
addition, and modification of setting of place in Breaking Dawn Novel into a movie	addition, and modification of the setting of place in Breaking Dawn Novel into a movie	"The" is used to refer to nouns that are specific or special. "The" can be used before singular and plural nouns, as well as uncountable nouns	Omission
addition, and modification of setting of place in Breaking Dawn Novel into a movie	addition, and modification of setting of place in the Breaking Dawn Novel into a movie	"The" is used to refer to nouns that are specific or special. "The" can be used before singular and plural nouns, as well as uncountable nouns	Omission

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the story of the novel adapted into a movie it will experience some changes	the story of the novel is adapted into a movie it will experience some changes	Omission of To Be. To be consist of <i>am, is, are, am, was, were, be, being, been</i> etc. In this case, the student omit to be in the sentences.	Omission
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2. Abstract by Rukmana R.Suku "Exploring EFL Students' Strategy in Speaking English"

Table 2 Sample data 2

Error identification	Error correction	Error description	Types of error
The aims of this research was	The research aimed to find	misordering which is an error in sequencing that is characterized by incorrect placement of a morpheme or group of morphemes,	Misordering

3. Abstract by Neli Cahyanti "Metaphor in the Novel "The Notebook" by Nicholas Sparks"

Table 3 Sample data 3

Error identification	Error correction	Error description	Types of error
Metaphor is a part of the figurative language that compares two different things directly.	A metaphor is a part of the figurative language that compares two different things directly.	"A" is used before singular nouns that begin with a consonant	Omission
This study uses structural approach is used to analyze the element	This study uses a structural approach is used to analyze the element	"A" is used before singular nouns that begin with a consonant	Omission
This study uses structural approach is used to analyze the element	This study uses structural approach to analyze the element	misordering which is an error in sequencing that is characterized by incorrect placement of a morpheme or group of morphemes,	Misordering
the element of literary like setting, plot, character, conflict	the element of literature like setting, plot, character, conflict	There is no word 'literary' in the dictionaries. That must be 'different'	Misordering

4. Abstract Nurdiana Teni "Discrimination Against Women in Hidden Figures"

Table 4 Sample data 4

Error identification	Error correction	Error description	Types of error
The purposes of this study are to reveal and explain the types discrimination that happened to these three African-American women	The purposes of this study is to reveal and explain the types discrimination that happened to these three African-American women.	Misformation, especially the use of the wrong form of the morpheme or structure, is a characteristic of making error.	Misformation

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Feminist literary criticm	Feminist literary criticism	There is no word 'criticm' in the dictionaries. That must be 'criticism'	Misordering
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5. Abstract Rusdi N Nasir "Improving Students Ability In Wriitng Narrative Text Through Genre Based Approach"

Table 5 Sample data 5

Error identification	Error correction	Error description	Types of error
The aim of this research are to know	The aim of this research is to know	Misformation, especially the use of the wrong form of the morpheme or structure, is a characteristic of making error.	Misformation
Technic of collecting the data that used is applying	Technique of collecting the data that used is applying	The words technic and technique have different spellings and of course different meanings in a sentence. This sentence explains how to collect data, so the word technique is more suitable than the word technic because it can be a tool used to process data.	Misordering
It means that there are a diffirent between	It means that there are a different between	There is no word 'diffirent' in the dictionaries. That must be 'different'	Misordering
Technic of collecting the data that used is applying	Technic of collected the data that used is applying	Addition of "ing" after modal. Many student add the "ing" ending of the word after modal. As we know that, modal is followed by infinitive verb. So, it should be changed into infinitive verb.	Addition

6. Abstract Meyti Y.S.B Papatungan "Personality Analysis of dr.Patterson in Sidney Sheldon's Tell Me Your Dreams"

Table 6 Sample data 6

Error identification	Error correction	Error description	Types of error
He is a mental ill	He is a mentally	There is no word 'menta ill' in the dictionaries. That must be 'different'	Misordering

7. Abstract Riski Wahyuni Yusuf "English code switching in Arabic in At- Tanwir Boarding School SMP Muhammadiyah 1 Gorontalo"

Table 7 Sample data 7

Error identification	Error correction	Error description	Types of error
This study is to describe English code switching occur in Arabic	This study is to describe English code - switching occur in Arabic	The middle line indicates that the previous word and the next word are one unit, so they must be marked in the middle	Misordering
From twenty two participant which is students in At-Tanwir Boarding School	From twenty - two participant which is students in At-Tanwir Boarding School	The middle line indicates that the previous word and the next word are one unit, so they must be marked in the middle	Misordering
From twenty two participant which is students in At-Tanwir Boarding School	From twenty two participants which is students in At-Tanwir Boarding School	Adding the word 's' at the end indicates that the number of objects is more than one	Omission
From twenty two participant which is students in At-Tanwir Boarding School	From twenty two participant which are students in At-Tanwir Boarding School	Misformation of to be. Most of the student put "is" to be, nonetheless it is inccuarte. Because plural noun must be followed by plural verb (are). So, "is" to be should be changed "are" to make suitability between plural nouns and plural verb in the sentence.	Misformation
the students practiced code switching in order to mastering the foreign	the students practiced code switching to mastering the foreign	misordering which is an error in sequencing that is characterized by incorrect placement of a morpheme or group of morphemes, whether in word order or word writing (misspelling)	misordering

8. Abtract Endang Y.Ahaya "Vocational high school student's Difficulties in English"

Table 8 Sample data 8

Error identification	Error correction	Error description	Types of error
Besause , speaking is used to communicate with others	Because , speaking is used to communicate with others	(misordering) which is an error in sequencing that is characterized by incorrect placement of a morpheme or group of morphemes, whether in word order or word writing (mispelling). In the dictionaries, there no word 'besause' it must be 'because'	Misordering

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Besause, speaking is used to communicate with others	Besause, speaking is used to communicate with others	The correct writing for Communicate should be communicate.	Misordering
Altought , speaking is very important but sometimes students still have difficulties	Although speaking is very important but sometimes students still have difficulties	the writing has an excess of the word 't' at the end of the word	Misordering
The common fenomenon found in learning process	The common phenomenon found in learning process	The is no word fenomenon in the dictionaries it must be phenomenon	Misordering
English in learning processand the factors of students difficulties	English in learning process and the factors of students difficulties	Writing sentences or words must be spaced apart from each other	Misordering
Presentation or display the data and drawing conlusion	Presentation or display the data and drawing conclusion	There is no word 'conlusion' in the ditionaries. That must be 'conclusion'	Misordering
Mother tanque , references , psychology problem	Mother tanque , refferences , psychology problem	There is no word 'refferences' in the dictionaries. That must be 'references'	Misordering
Interview that was analyzed based on reduce the data	Interview that were analyzed based on reduce the data	Was, the function is like the use of Is but is used for the past form or past tense. Used for the subjects I, She, He, and It. – Were, the function is like the use of Are, but is used for the last time. Were is used for the subject You, We, They	Misformation

9. Abtract Renilda Meyrizka Harun “Radical Feminism in Sue Grafton’s Novel “ A is for Alibi”

Table 9 Sample data 9

Error identification	Error correction	Error description	Types of error
She is anti legal marriage	She is an illegal marriage	(misordering) which is an error in sequencing that is characterized by incorrect placement of a morpheme or group of morphemes, whether in word order or word writing (mispelling).	Misordering
A is for Alibi, a novel written by sue Grafton	"A is for Alibi", a novel by Sue Grafton, is	(misordering) which is an error in sequencing that is characterized	Misordering

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is interesting to be analyzed	interesting to analyzed	by incorrect placement of a morpheme or group of morphemes	
This research used descriptive method and radical analysis.	This research used descriptive methods and radical analysis.	Omission of “-s” Noun inflection in plural form. It indicates that singular is different with plural form.	Omission

10. Abstract Invahriani Mane “Improving Student’s Pronunciation by Using Speech to Text Application”

Table 10 Sample data 10

Error identification	Error correction	Error description	Types of error
It is indicated that speech to text application can improve the students’ pronunciation	It is indicated that speech text application can improve the students’ pronunciation	misformation error is an error characterized by the use of the wrong form of morpheme	Misformation
The sample of this research was the seventh grade students of SMP Cokroaminoto Salongo in academic year 2019/2020	The sample of this research was the seventh grade students of SMP Cokroaminoto Salongo in the academic year 2019/2020	"The" is used to refer to nouns that are specific or special. “The” can be used before singular and plural nouns, as well as uncountable nouns	Omission

11. Abstract Eka Cahyani Pratiwi A.Talib “Teachers Challenges in Teaching English Speaking Skill Towards Tenth Grade Students

Table 11 Sample data 11

Error identification	Error correction	Error description	Types of error
Researcher applied and interview, voice recording and transcribing to collect the data.	The researcher applied and interview, voice recording and transcribing to collect the data.	"The" is used to refer to nouns that are specific or special. “The” can be used before singular and plural nouns, as well as uncountable nouns	Omission
The data used qualitative method and employ thematic analyses that supported by Barun and Clark.	The data used qualitative method and employed thematic analyses that supported by Barun and Clark.	There is no word”employ”in the dictionaries . It means employed.	Misordering
Patterns of meaning across a dataset in relation to research question.	Patterns of meaning across a dataset in relation to the research question.	"The" is used to refer to nouns that are specific or special. “The” can be used before singular and	Omission

		plural nouns, as well as uncountable nouns	
which explains three analysis activities to further uncover the discovery.	which explains three analysis activities to uncover the discovery further.	(misordering) which is an error in sequencing that is characterized by incorrect placement of a morpheme or group of morphemes,	Misordering
The data analyses are data reduction, data display, and conclusion drawing/verification.	Data analyses are reduction, display, and conclusion drawing/verification	misformation error is an error characterized by the use of the wrong form of morpheme or structure	Misformation

12. Abstract Yosua Kuma Widjaja "Student's Perception Toward Teachers Role in Managing Online Listening Class during Covid-19 Pandemic"

Table 12 Sample data 12

Error identification	Error correction	Error description	Types of error
The subject of this study was 2018 students that have finished their listening for academic purposes subject.	The subject of this study was 2018 students who have finished their listening for academic purposes subject.	Dulay, et al. (1981:157) explain misformation, namely "a misformation error is an error characterized by the use of the wrong form of morpheme or structure." Thus, misformation is an error in using the wrong form in a morpheme or structure.	Misformation
The subject of this study was 2018 students that have finished their listening for academic purposes subject.	The subject of this study was 2018 students that have finished their listening for academic purposes.	Dulay, et al. (1981:157) explain misformation, namely "a misformation error is an error characterized by the use of the wrong form of morpheme or structure." Thus, misformation is an error in using the wrong form in a morpheme or structure.	Misformation

The technique of analyzing data were started from reducing the data, displaying the data, and conclusion the data.	The technique of analyzing data started by reducing the data, displaying the data, and conclusion the data.	Dulay, et al. (1981:157) explain misformation, namely "a misformation error is an error characterized by the use of the wrong form of morpheme or structure." Thus, misformation is an error in using the wrong form in a morpheme or structure.	Misformation
However, there were teachers that did not use some of the role in their teaching, such as; assesor,	However, some teachers did not use some of the role in their teaching, such as; asesor	Dulay, et al. (1981:157) explain misformation, namely "a misformation error is an error characterized by the use of the wrong form of morpheme or structure." Thus, misformation is an error in using the wrong form in a morpheme or structure.	Misformation

13. Abtract Firda Nuranisa "Students Errors in Using Simple Present Tense in Writing Thesis Proposal"

Table 13 Sample data 13

Error identification	Error correction	Error description	Types of error
in writing english sentences in order to deal with the errors, and learn from the errors.	in writing english sentences to deal with the errors, and learn from the errors.	(misordering) which is an error in sequencing that is characterized by incorrect placement of a morpheme or group of morphemes,	Misordering
The aims of this research are to identify the types of students errors and to describe the factors causing students errors in using simple present tense in writng thesis proposal.	This research aims to identify the types of student errors and describe the factors causing students errors in using simple present tense in writing a thesis proposal.	(misordering) which is an error in sequencing that is characterized by incorrect placement of a morpheme or group of morphemes,	Misordering

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14. Abtract Muliana Wahyuni Halid “Exploring English Major Students Experiences in Taking IELTS Speaking Practice: A Qualitative Study

Table 14 Sample data 14

Error identification	Error correction	Error description	Types of error
It took 3 participants of the fourth semester	It took 3 participants in the fourth semester	Dulay, et al. (1981:157) explain misformation, namely "a misformation error is an error characterized by the use of the wrong form of morpheme or structure." Thus, misformation is an error in using the wrong form in a morpheme or structure.	Misformation

15. Abtract Koerniawan Mohammad “English Speaking Difficulties Encountered by Tourism Department Students in EFL Public Interactions: A Qualitative Study

Table 15 Sample data 15

Error identification	Error correction	Error description	Types of error
The difficulties include lack of vocabulary	The difficulties include a lack of vocabulary	Misording errors are characterized by the incorrect placement of a morpheme in an utterance. They come about systematically for both first and second language learning in construction that already been acquired	Omission
Students of tourism department were in fact encountered the difficulties in speaking	Students of tourism department were encountered the difficulties in speaking	Misording errors are characterized by the incorrect placement of a morpheme in an utterance. They come about systematically for both first and second language learning in construction that already been acquired	Misordering
And they used various ways in order to overcome those difficulties	And they used various ways to overcome those difficulties	Misording errors are characterized by the incorrect placement of a morpheme in an utterance. They	Misordering

		come about systematically for both first and second language learning in construction that already been acquired	
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DISUSSION

After analyzing the sample data of students' thesis abstracts, we found that there were many grammatical errors made by students in writing abstracts that can be illustrated in the following table.

Table 16 Summary of students' grammatical errors in writing abstracts

No	Types of Grammatical Errors	Frequency of Errors			Total
		2020	2021	2022	
1	Omission	6	3	3	12
2	Addition	1	0	0	1
3	Misformation	2	3	6	11
4	Misordering	6	13	6	25

After analyzing 15 abstracts of thesis students at the English Language Education Study Programme, we found four types of grammatical errors made by students shown in table 16. They were omission, addition, misformation, and misordering. The researchers found that there were 6 omissions, 1 addition, 2 misformation, and 6 misordering errors in the grammatical abstract made by the 2020 students. class 2021: There were 3 omissions, 3 misformation, and 14 misordering of grammatical errors made by students 2021 class. There were 3 omissions, 6 misformation, and 6 misordering grammatical errors made by the students 2022 class in writing an abstract thesis. Therefore, the most common errors made by the students in writing abstract thesis were misordering errors that consisted of 25 misordering errors.

This research aims to reveal student errors in this English writing exercise, especially errors in aspects what language and how often frequency. Researchers conduct an analysis of errors in language abstract writing by English education students. This analysis uses a taxonomy surface strategy by Dulay Burt and Krashen (1982) in classifying student errors in grammatical structure. This taxonomy has four subcategories, namely omission, addition, misformation, and misordering errors. Omission is the loss of a word or part of a sentence that should be there, addition is the addition of a word or part of a sentence that is not supposed to be there, making the sentence grammatically incorrect, misformation is the use of the wrong form, word, morpheme and structure, misordering is the wrong placement of morphemes or a group of morphemes in a sentence, spelling including misordering.

Error analysis based on surface strategy taxonomy shows that 49 sentence phrases have errors in the English student abstract. The distribution of errors is that the most errors are in the misordering category with 25 errors, followed by 12 errors in the omission/omission category, 11 errors in formation/misformation, and the least is in the addition/addition category with 1 error. The category of errors that often occurs is misordering which is characterized by incorrect placement of a morpheme or group of morphemes, both word order and word writing (misspelling). In the sentence "it means that there are differences between" in the dictionary, there is no word different. The correct sentence should be it means that there are differences between".

The second most common error is omission (omission) where students remove a sentence element that should be there to make the sentence grammatically correct. Several aspects are seen, namely the removal of s/es for singular verbs and plural nouns with 2 errors likes "from twenty two participant which is student in At Tanwir Boarding School" the correct sentences should be "from twenty two participants which are students at Attanwir Boarding School", the removal of to be in a sentence that should use be 1 error "the story of the novel adapted into a movie it will experiences some changes" the correct sentences should be "the story of the novel is adapted into a movie it will experiences some changes" removal of the article a/an for singular nouns with 4 errors , example "this research studied about Ecranisation of the setting of lace in Breaking Dawn Novel into Movie", the correct sentences should be "this research studied about Ecranisation of the setting of lace in Breaking Dawn Novel into a Movie"and the removal of the word front (preposition) 5 mistakes example " addition, and modification of setting of place in Breaking Dawn Novel into a movie", the correct should be " addition, and modification of the setting of place in Breaking Dawn Novel into a movie".

The third error that is often found is misformation which is related to errors in the use of verbs, the use of to be, the use of quantity information on nouns, and personal pronouns. The sentence I have four brothers and we were the children in the family where students

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use regular noun rules (regular) with the addition of s/s to the word things that should be irregular (irregular) namely child-children. That error was made, namely a formation error due to the authors failing to form the noun child into children. The sentence in addition, I also have a female cousin who since childhood has stayed with us explains that the author has a female cousin from childhood have lived together. Error in sentence. This is the verb (have) which should be used in the singular form (has) because it is the subject the person referred to is a female cousin. This sentence has a formation error in the use of verbs. As well as a sentence my mother has a side job as a seller, subject my mother needs a singular verb namely has not have. The subject of a sentence must match the verb where when the subject is singular so a word form is needed for work that is also singular.

CONCLUSION

The research findings indicated that there were four types of grammatical errors made by under graduated students: omission, addition, misformation, misordering. After analysis data, the researchers found grammatical error are found in writing thesis abstracts made by students class of 2020; omission 6, addition 1, misformation 2, misordering 6. Class of 2021; omission 3, misformation 3, and misordering 13. Class of 2022; omission 3, misformation 6, misordering 6. The most common grammatical errors in writing thesis abstracts made by students of the English Language Education Study Program Faculty of Letters and Culture State University of Gorontalo from three academic years; 2020, 2021, and 2022 were 25 Misordering errors. This happened because the students made incorrect place of a morpheme or a group of morphemes, space a part to another morpheme or word, misspelling, and incomplete spelling. Therefore, students have to pay attention grammatical errors in writing academic purposes as a challenging of writing academic purposes. Beside that, the lecturers have to concern for students' grammatical errors in developing their teaching materials and teaching strategies to minimize English grammatical errors in writing.

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