

**AN ANALYSIS OF STUDENTS ADDITION ERROR IN WRITING THESIS
ABSTRACT OF ENGLISH EDUCATION DEPARTMENT STKIP AL
MAKSUM LANGKAT**

Yunita Sari Adelina¹, Neneng Sri Lestari², Edi Suprayetno³

¹STKIP Al Maksum Langkat

Email : yunitasariadelina@gmail.com

²STKIP Al Maksum Langkat

Email : lestarineneng9@gmail.com

³STKIP Al Maksum langkat

Email : edisuprayetno@gmail.com

ABSTRACT

The focus of this research was to describe the addition errors detected in the writing of the thesis abstract, to figure out why they happened, and to figure out how they happened at the Department of English Education for Students at STKIP Al Maksum Langkat. This research revolves around the abstract of an undergraduate thesis from the English department. In this study, the descriptive qualitative method was applied. This study's data comes from ten abstract manuscripts of undergraduate thesis dissertations published in 2022. The steps in error analysis are collection, identification, description, explanation, and error evaluation. As illustrated by these statistics, the errors made by undergraduate students are additional words that can occur as a result of interlanguage interference, intralingual interference, insufficient command of English syntax and vocabulary.

Key words: Addition, Error Analysis, Abstract, and English Education

ABSTRAK

Fokus penelitian ini adalah untuk mendeskripsikan kesalahan penambahan yang terdeteksi dalam penulisan abstrak tesis, untuk mengetahui mengapa hal itu terjadi, dan untuk mengetahui bagaimana hal itu terjadi di Jurusan Pendidikan Bahasa Inggris untuk Mahasiswa STKIP Al Maksum Langkat. Penelitian ini berkisar pada abstrak tesis sarjana dari jurusan Pendidikan Bahasa Inggris. Dalam penelitian ini, metode kualitatif deskriptif diterapkan. Data penelitian ini berasal dari sepuluh manuskrip abstrak disertasi tesis sarjana yang diterbitkan pada tahun 2022. Langkah-langkah dalam analisis kesalahan adalah pengumpulan, identifikasi, deskripsi, penjelasan, dan evaluasi kesalahan. Seperti yang diilustrasikan oleh statistik ini, kesalahan yang dibuat oleh mahasiswa sarjana adalah kata-kata tambahan yang dapat terjadi sebagai akibat dari interferensi antarbahasa, interferensi intralingual, penguasaan sintaksis dan kosa kata bahasa Inggris yang tidak memadai.

Kata kunci: Penambahan, Analisis Kesalahan, Abstrak, dan Pendidikan Bahasa Inggris

INTRODUCTION

As one of the various types of higher education institutions, colleges require students to complete a final research report, referred to as a thesis. Students enrolled in a specific major or graduate program are frequently required to complete a thesis in order to graduate. When writing a thesis, the principal body of scientific writing must be considered, including the study's context, research question, and literature evaluation, as well as the research methods, data analysis, findings, conclusion, and suggestion. On the other hand, an abstract is one of the most vital documents in existence. The abstract's principal purpose is to summarize the paper's major points. In other words, the abstract is a concise summary of the findings from the entire study. Abstracts are the most frequently used format for disseminating research findings and contributions to the body of knowledge on a particular subject. After completing a study thesis or report, a researcher is frequently required to prepare an abstract. According to Yuned et al. (2015:95), a good abstract must be as valuable as the entire body of the research study in order to accurately convey the abstract's intended contents.

By reading the abstract, potential readers can quickly determine whether the material is relevant to their needs and whether they need to read the entire work. Due to the rise of contemporary education in Indonesia, the majority of the country's colleges and universities have enacted mandatory laws mandating students to submit a bilingual abstract in both Indonesian and English as part of their thesis. Graduate students at the STKIP Al Maksum Langkat in English Department are also subject to this legislation. In the majority of cases, such as in English, an abstract is written in the language's standard form. As a result of English's fundamentally different linguistic structure from Indonesian, it must be monitored for the application of standardized English grammar, which could result in grammatical errors. It has been established that students who speak English as a second language continue to write in an inaccurate version of the language, whether on a morphological or syntax level. As a result of this issue, the researcher decided to look into how students at the Department of English Education publish their thesis abstracts.

METHOD

This study's descriptive qualitative approach resulted in descriptive data. According to Bogdan and Biklen (1982), a descriptive qualitative approach is research that generates descriptive data in the form of written or spoken descriptions of the study subjects. According to Polkinghorne (2005), descriptive qualitative research is an inquiry aimed at explaining and clarifying human experience as it emerges in people's lives, and researchers who use qualitative methods assemble facts to support their regarding the levels narrative. The term descriptive qualitative research refers to a study design in which the author conveys information through descriptions. As a result, this descriptive qualitative research is collected, evaluated, and interpreted utilizing textual data from the English Education Department's thesis abstract.

The Data and the Data Source

The data for this study came from the abstracts of English Education Department graduates' theses. The data source is the substance of the abstract that the researcher will investigate. To establish sample size, a homogeneous thesis from the same year's English Education Department students was chosen. The

sample size was decided by the practical needs sampling's effectiveness. Snowball sampling was used to choose sample. The populations in this instance were the English Education Department's. The researcher perused and chose the tenth thesis abstract. The researcher chose abstracts from 2022 thesis abstracts.

RESULT AND DISCUSSION

Addition errors refer to words that should not be included or displayed in a phrase or sentence in order to make a proper utterance. According to the researchers' findings, 30 out of every four thesis faults were in extra words. The following table discusses and evaluates four additional grammatical faults:

No.	Addition Error	Addition Correction	Error Description
1.	the researcher applied the classroom action research, which was brought out thru four stages.	the researcher applied classroom action research, which was brought out thru four stages.	There are two uses of the at once in a sentence, so the second the word must be removed to make the sentence

			more effective.
2.	They were plan, action, observation, and reflection.	They were planning, action, observation, and reflection.	in the word plan there should be the add of -ing at the end of the sentence
3.	The consequence of students' score shows that the students' average score continues improving in each test.	The consequence of the students' scores shows that the students' average score continues improving in each test.	adding score with s, it seems that score may not agree in number with other words in this phrase.
4.	This research aimed to find out the improving of the students'.	his research aimed to find out the improvement of the students'.	The word improving doesn't seem to fit this. because the word improve here does not indicate

			progressive or continuous but rather Noun suffixes in derivational suffixes
--	--	--	---

These are a few examples of addition terms that undergraduate students have used in their abstract writing for their thesis. These inaccuracies may have been prevented with proper proofreading and peer review of the abstract writing. As a result, such errors could not occur in the abstract drafting of the thesis. According to the findings above, the researcher classified the errors detected in undergraduate students' thesis abstract writing into eight categories: addition words, word choices, capitalization, omission words, spelling, punctuation, tenses, and word form. These are the types of errors frequently performed by undergraduate students at the STKIP Al Maksu Langkat of English Education Department. The researcher discovered eight categories of faults in undergraduate students' thesis abstract writing, including addition words, word selection, capitalization, omission words, spelling, punctuation, tenses, and word form.

Undergraduate students in the English Education Department of STKIP AL Maksu Langkat regularly made these types of blunders. However, the focus of this study is primarily on addition. The researcher examined ten distinct thesis abstract works of literature. The first stage is to identify errors; the researcher used coding to facilitate his examination of the data. After identifying the flaws, the researcher classified them into categories and types of errors. The researcher then reviewed and corrected each error. On the basis of these findings, it can be concluded that a large proportion of undergraduate students did not pay close attention to their thesis abstract writing and did not properly fix it.

CONCLUSION

A critical source of knowledge is an error analysis. It provides teachers with information on their students' errors, assisting teachers in rectifying students' errors and increasing their teaching effectiveness. The following errors were made by undergraduate students: addition of words, word selection, capitalization, omission of words, spelling, punctuation, tenses, and word form. Depending on the type of fault, these errors might be created

by a variety of techniques. These are a few examples of addition terms that undergraduate students have used in their abstract writing for their thesis. These inaccuracies may have been prevented with proper proofreading and peer review of the abstract writing. As a result, such errors are impossible to find in thesis abstract writing. For instance, a word error can be made by substituting a term with a similar meaning, or a word choice error might be caused by selecting an unnecessary word. Inter- and intralingual interference, a lack of command of the English language's grammar and vocabulary, and carelessness can all result in errors.

REFERENCE

- Bogdan, R & Biklen. 1982. *Qualitative Research for Education*, Boston : Allyn and Bacon. Brady, James E. 1990. *General Chemistry. 5th edition*, John Wiley dan Sons, New York, 705.
- Corder, S. P. 1987. *Error Analysis and Interlanguage*. Hong Kong : Oxford University Press
- Ellis, Rod. 1986. *Understanding Second Language Acquisition*, Oxford: Oxford University Press.
- Khansir, A.a. 2002. Error Analysis and second language, *Journal of theory and practice in language Studies*. Vol.I, No.5, pp 363-370.
- Polkinghorne, D.E. 2005, Language and Meaning : *Data Collection in*

DOI: <https://doi.org/10.51544/mutiarapendidik.v7i2.3476>

qualitative research. Journal of Conseling Psychology. 52(2), 137-145.

- Porte, G. K. 2002. *Appraising Research in Second Language Learning: A practical approach to critical analysis of quantitative research.* John Benjamins Publishing Company: Amsterdam.
- Richards, J.C, ed. 1972. *Error Analysis: Perspective on Second Language Acquisition.* New York: Longman.
- Singh, Y.K. 2006. *Fundamental of Research Mehodology and Statistics. New Age International (P) Ltd., Publishers: New Delhi.*
- Touchie, H.Y. 1986. *Second Language Learning Errors. Their Types, Causes And Treatment.* JALT Journal. Volume 8 (No. 1:1986): 75-80.
- Yuned, et.al. 2015. *Thematic Progressions of the 2015 TEFLIN Article Abstracts in Applied Linguistics. JOALL (Journal of Applied Linguistics & Literature).* Vol. 1 No. 2. 95-115. ISSN: 2502-7816.