

**GRAMMATICAL ERRORS ON STUDENTS’
ABSTRACT OF MANUSCRIPT
(A Study at Science and Technology Faculty
at UIN Walisongo Semarang)**

THESIS

Submitted in Partial Fulfillment of the Requirement
for Degree of Education Bachelor
in English Education



by

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SEMARANG
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is definitely my own work. I am completely responsible for the content of the thesis. Other researcher's opinion or findings included in the thesis are quoted or cited in accordance with ethical standards.

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RATIFICATION

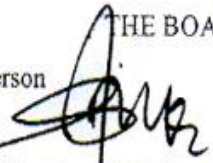
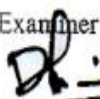
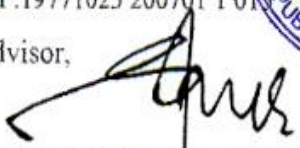




Thesis with the following identity:

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had been ratified by the board of examiners in Education and Teacher Training Faculty of UIN Walisongo Semarang and can be received as one of the requirements for gaining the bachelor degree in English Language Education.

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To
The Dean of Education and Teacher Training Faculty
Walisongo State Islamic University

Assalamualaikum wr.wb.

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Wassalamu'alaikum wr.wb.

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Wassalamu 'alaikum wr.wb.

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

“Verily, with every difficulty there is relief.”
(Q.S. Al Insyirah (94):06)¹

“A lot of people who have knowledge, smart and clever but their knowledge is not beneficial for people around them. On the other hand, many people are not clever and smart but their knowledge is beneficial for themselves and other people around them”

(Imam Taufiq)²

“Be a useful person”

¹Qomari, *Al-Qur'an Terjemah Paralel Indonesia Inggris*, (Solo: Qomari, 2012), p. 596.

²Be-songo.or.id /2016/10/11/keberkahan-ilmu/ accessed at 11:07 AM, On 8 October 2018.

DEDICATION

No writing project of mine reaches fruition without the patience and support of everyone whom actually it is not enough by only writing their name. Finally, this thesis is dedicated to them, but the foremost dedications are to:

1. My life time teachers-beloved father and mother, Abi Tarsui, and Umi Atikah;
2. Honorable, Abah Prof. Dr. K.H. Imam Taufiq, M. Ag., Umi Dr. Hj. Arikhah, M. Ag, who have become my second parents and family in the place I study;
3. My younger brother Taufiqurrahman;
4. My younger sister Gina Amalia.

Thanks a billion, there is no word but pray may Allah multiply rewards for their kindness.

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However, this success would not be achieved without love, support, guidance, advice, help, and encouragement from individuals and institutions. Therefore, the researcher would like to express the deepest gratitude to:

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2. The Head of English Language Education Department, Dr. H. Ikhrom, M. Ag.
3. The lecturer of guardian as long as I am here, Dr. Hj. Siti Mariam, M. Pd.
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9. The author's parents in Darul Falah Besongo Semarang, Abah Prof. Dr.H. Imam Taufiq, M.Ag., Umi Dr. Hj. Arikhah, M. Ag., Abah Dr. H. Muhyar Fanani, M. Ag., and Umi Tri Wahyu Hidayati, M. Ag., their intelligence, have supported me to be better and better. Also, all family members of Darul Falah Besongo Semarang including all teachers, colleagues, and my roommates.
10. All of my friends I can't mention one by one in English Department of Education and Teacher Training Faculty (FITK) 2014. My best friends, Arum, Rizky, Ika, and Abdul Latif. One I know, meeting all of you is the best moment I ever did.
11. My best friend in Darul Falah Muna, Rida, Elok, Ima, Ulfy. There are no words to describe them. The important one is that I am fortunate to have them.
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14. In addition, all who come and go in my life because consciously and unconsciously they always have a part throughout the research. Happiness, experiences, lessons, and memory are things what they give to me also a thousand smile during conducting this research. Thank you.

Finally, the writer always expects that this research may be helpful for all. Amin.

Semarang, 11th October 2018
The writer,
Mutia Azizah
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ABSTRACT

Title : **Grammatical Errors on Students' Abstract of Manuscript** (A Study at Science and Technology Faculty UIN Walisongo Semarang)

Writer : Mutia Azizah

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The aims of this research are to explain the grammatical errors found in students' abstract of manuscript and to explain the causes of grammatical errors made by students in abstract of manuscript. The data were collected by selecting the manuscript then deciding the abstract of students' manuscript. The writer continued analyzing and finding the grammatical errors of students' abstract of manuscript. There were 9 manuscripts of 7 Biology education students at Science and Technology Faculty. The results of the analysis show that the writer found 74 errors from the students' abstract of journals because of omission, addition, misordering and misformation which are 19 omissions, 13 additions, 23 misordering, and 19 misformation. Most of them are errors in misordering and another is misformation. The most common types of errors made by students are misordering with number of errors is 23 or 31.1 %, misformation with the number of errors is 19 or 25.7 %. The writer used Dulay, Burt and Krashen's theories to describe the types of error which are omission, addition, misordering, and misformation. In the other hand, the factors of error found in this research such as; translation (43.5%), first language interference (37%), and carelessness (19.5%). Based on findings, some suggestions are proposed to improve the students' mastery in English especially in writing skill. The students should practice writing started from manuscript abstract. The lecturer should give feedback toward their manuscript abstract and publish their manuscript abstract to be journal. This research can be reference as basic material in grammar for making writing.

Keywords: Grammatical Error, Manuscript Abstract, Misordering, Misformation

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CURRICULUM VITAE

CHAPTER I

INTRODUCTION

This chapter discussed about background of the study, research question, objective of the study, significances of the study, and limitation of the study.

A. Background of the Study

Language is one of the important tools to communicate with others. There are many languages from many countries. They are English, Arabic, French, Indonesian, etc. In this country, we use Indonesian language to communicate. Language is used for delivering materials, to communicate teaching learning process, making journal and research. If we go abroad, we will use other language. It is such as English. English is one of the international languages that is widely used in the world. English is used not only in speaking but also in writing. As we know, in many articles, journals, and manuscript the researchers use English as a part of them. Leech defines grammar as something in reference to the mechanism according to which language works when it is used to communicate with other people.¹ Grammar is one of the ways to make good structure and good sentences. We know that grammar is the central of teaching and learning language. It is one of more difficult aspects of language to teach well. Furthermore,

¹Geoffrey Leech, et al, *English Grammar for Today*, (London: Palgrave Macmillan, 2006) Page 11.

the students are not too interested in learning grammar. They may be confused because of so many patterns of forms they have to remember.² From the definition above, the writer can conclude that grammar is one of the important things to make a good sentence and mean the language's structure. A good grammar will help us to understand what we read in the text book. It will increase to make a good structure.

According to Gass and Linker Error Analysis is a type of linguistics analysis that focuses on the error's learner make.³ Ellis states that Error is a lack of knowledge and mistake that students possess knowledge of the correct form and it is just slipping up.⁴ Based on the opinion above the writer concluded that error is caused by lack of knowledge while mistake is slipping up but they corrected and recognized their own mistakes.

In the Holy Qur'an Al An'am 6:115; it is mentioned:

وَتَمَّتْ كَلِمَتُ رَبِّكَ صِدْقًا وَعَدْلًا لَا مُبَدِّلَ لِكَلِمَاتِهِ وَهُوَ السَّمِيعُ الْعَلِيمُ
“Perfected is the Words of your Lord in truth and justice. None can change them. He is the Hearing, the Knowing.” (QS. Al. An ‘am: 6: 115)⁵

²Sayyidatul Fadlilah, *English Grammatical Collocation Errors Found in English Education Department Students' Thesis* (Semarang: DIPA BOPTN, 2015), Page 25.

³Nadiah Ma'mun, *The Grammatical Errors on the Paragraph Writing of the English Department Students* (Semarang: DIPA. 2015), Page 10.

⁴Rod Ellis, *The Study of Second Language Acquisition*, (New York: Oxford University Press. 2008).

⁵Alqur'an Digital

If you obeyed the greater part of mankind, they would lead you away from Allah's path. They follow nothing but idle fancies and preach nothing but falsehoods. Allah best knows the men who stray from his path and those that are rightly guided.⁶

UIN Walisongo has 8 faculties, they are: Syariah and Law Faculty, Ushuluddin and Humanities Faculty, Education and Teacher Training Faculty, Dakwah and Communication Faculty, Economics and Islamic Business Faculty, Social and Politics Faculty, Psychology and Health Faculty, and Science and Technology Faculty. It has purpose to bear graduate that has academic capacity and professionalism, developing contributive research for increasing quality of society life into religion and country. All of the students in UIN Walisongo should make a thesis for requirement of graduation. Such as in Science and Technology Faculty, the students should make writing or manuscript.

As we know, writing is one of the four language skills beside listening, speaking and reading. Students need to know how to write letters, how put written report together, or even to express what one thinks. That was why writing must be taught formally at

⁶Mahmud Y. Zayid, *The Qur'an*, (Lebanon: Dar Al Choura, 1980), page 99 – 100.

school (it involves slow level skills handwriting, spelling, abstracting grammatical sentence, punctuation, etc.).⁷

Writing is the mental and physical act of forming letters and words. It is putting words into sentences and sentences into paragraph, spelling words correctly, punctuating and capitalizing in customary ways, and observing conventions in written form and more. Writing is a process of expressing thoughts and feeling, of thinking, and of shaping experiences said by Petty and Jensen's opinion.⁸ Another opinion said that writing is a way of finding out what we know and we need to learn and it is also a way of learning.⁹

From the definition above, the writer concluded that writing is one of the four skills. There are some examples of writing. Such as, article, journal, manuscript and research. In Indonesia, most of universities make some researches. The research was written by researchers using Indonesian language or English. There are many researches such as article, journal, thesis and dissertation.

Some universities have some requirements for graduating to get degree. One of the requirements is making a thesis. All of the

⁷Sayyidatul Fadlilah, *English Grammatical Collocation Errors Found in English Education Department Students' Thesis*, (Semarang: DIPA BOPTN, 2015), page. 19.

⁸Walter T. Petty and Julie M. Jensen, *Developing Children's Language*, (New York: Allyn and Bacon Inc., 1918), p. 362.

⁹James C. Raymond, *Writing (is an unnatural)*, (New York: Harper and Row Publisher, 1980) p.2.

students in UIN Walisongo should make a thesis for requirement of graduating. Such as in Science and Technology Faculty, the students should make a thesis. Thesis is scientific written based on the result of research by consulting to advisor lecturer at the end of undergraduate degree. Thesis is a major paper required for the completion of a master's degree. Its length is usually around 100 – 120 pages. A written proposal must be approved before the task is undertaken.¹⁰ A thesis process may be divided into three main segments: proposal, writing and defense. These three aspects are described in turn.¹¹ Undergraduate and graduate students should make thesis but post graduate students should make dissertation. It is one of requirements for graduation from the university. Not only English Language Education department students that should make an abstract by using English but also the students of Science and Technology Faculty by using English in manuscript.

Actually, abstract is one of the important things of the research. Abstract is showed in the beginning of the research as the brief and common information. We must not read all of the content of the research but we read the abstract only. The writer analyzed the grammatical error of some research abstracts of students' manuscript in the Science and Technology of Faculty

¹⁰Vyhmeister, Nancy Jean, Terry Robertson. *Quality Research Papers for Students of Religion and Theology; Third Edition*, (United State of America: Zondervan, 2014) P. 4.

¹¹ Vyhmeister, Nancy Jean, Terry Robertson. *Quality Research Papers for Students of Religion and Theology; Third Edition*, P. 77.

Walisongo State Islamic University of Semarang. The Science and Technology Faculty has 8 majors such as Mathematics, Physics, Chemistry, Biology, Mathematics Education, Physics Education, Chemistry Education, Biology Education. In this research, the writer took source of data from Biology Education.¹² After making thesis, the students should collect the soft file of some manuscript then it will be uploaded into some journals of UIN Walisongo. Then the students change the abstracts of thesis into abstracts of manuscript.

The writer focused on grammatical errors analyzing. It was because the writer analyzed the grammar of manuscript specifically. The object was students' abstract of manuscript in Science and Technology Faculty because abstract was the one of the important things of the research and it contains many information about research. The subject was students of Science and Technology Faculty. As the writer knows that the abstract of the students' manuscript in Science and Technology Faculty use English so it became easy to analyze. The students didn't have ability to translate well and they are less ability for it. The writer thinks that they will get difficulties for translating.

This research contributed to other researchers to get good grammar in writing of abstract. In this case, the subject of research is students' abstract of manuscript of Science and Technology

¹² Universitas Islam Negeri Walisongo. 2016. *Buku panduan Program Sarjana (S1) dan Diploma (D3)*.

Faculty that they need more knowledge about English such as grammar, vocabulary, meaning, making a good sentence and a good structure. It is beneficial for the next researcher, readers, students, lectures and for me as the researcher.

B. Research Question

Based on the background of the study explained above, the writer found a grammatical error analysis in students' abstract of manuscript, as the following:

1. What are the most often grammatical errors found in students' abstracts?
2. What are the causes of grammatical errors found in students' abstracts?

C. Objectives of the Study

The objectives of this study were as follow:

1. To explain the grammatical errors in abstract of students' manuscript.
2. To explain the cause of grammatical errors found in students' abstract of manuscript.

D. Significances of the Research

This study was intended to meet the following significances.

1. The Students
To increase the students' critical thinking in making abstract.

2. The Writer

To increase writer's knowledge about grammatical error awareness and practice in arranging sentences.

3. The Institution

To increase students' knowledge about grammatical errors and make abstract of manuscript correctly.

E. Limitation of the research

In this study, the writer limited the discussion on the analysis of grammatical errors in abstract of students' manuscript on Science and Technology Faculty in UIN Walisongo. Here, the sources of data are taken from students' manuscript who graduated on July in the year of 2017 in UIN Walisongo. The writer took the data only in Biology education major and the total number are 9 manuscripts.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discussed about some things related to the title, there are: previous studies, grammar, error analysis, abstract, manuscripts, the understanding of error analysis, the causes of errors, the types of errors, the descriptive classification of errors, and the procedure of error analysis.

A. Previous Research

In this research, the writer had some literatures about previous researches which are relevant to the research.

1. The international journal of education vol. 3. No 6 June 2015, entitled “Grammatical Errors Analysis of Iraqi Postgraduate Students’ Academic Writing: The case of Iraqi Students in UKM” by Dr. Mohammed Subakir Mohammed Hussein Fahim Abdalhussein of Universiti Kebangsaan Malaysia.¹³ This study was framed by error analysis approach by Corder (1964) in order to investigate the grammatical errors in the writing production of 15 Iraqi students in faculty of information system at Universiti Kebangsaan Malaysia.

This study used syntax and morphological errors taxonomy. This study aimed at finding the cause of these

¹³Mohammed Subakir Mohammed Husein Fahim Abdalhussein, “Grammatical Error Analysis of Iraqi Postgraduate Students’ Academic Writing: The Case of Iraqi Students in UKM” *International Journal of Education and Research*, (Vol. 3 No. 6 June 2015).

errors generated. It has been found that most of these errors generated caused by the effect of grammatical and linguistic system of participants' mother language on their written production of the target language for example interlingual source.

The previous research used grammatical error analysis as the focus of the research and for the object of the research is Iraqi postgraduate students' academic writing in UKM. Meanwhile, the current the writer used grammatical error analysis as the focus, the object is the abstract of the manuscript and the subject is students' manuscript of Science and Technology Faculty UIN Walisongo Semarang. So, the similarity of both of researches is in the form of research focus, namely grammatical error analysis, while the writer had differences in choosing object and subject of research.

2. Undergraduate thesis entitles "Grammatical Errors Analysis in the Fourth Semester Students' Essay Writing at Universitas Muhammadiyah Sidoarjo" by Dewi Kusniatus Solihah, Student Number 15.88203.00055 of English Education Study Program Faculty of Education and Teacher Training Universitas Muhammadiyah of Sidoarjo 2017.¹⁴ This research

¹⁴Dewi Kusniatus Solihah, "*Grammatical Errors Analysis in the Fourth Semester Students' Essay Writing at Universitas Muhammadiyah Sidoarjo*", Student Number 15.88203.00055, English Education Study Program Faculty of Teacher Training and Eduaction. Universitas Muhammadiyah Sidoarjo, 2017.

was conducted to find out the most common errors in essay writing made by the fourth semester students of English Education study program based on surface strategy taxonomy which are omission, addition, misformation, and misordering.

The researcher used qualitative method in this research. It could be called as descriptive qualitative research so this research had a purpose to describe grammatical error in fourth semester students' essay writing of English education study program at Universitas Muhammadiyah of Sidoarjo. This study used two classes for being the subject. The researcher collected the data by giving students' worksheet to write argumentative essay. The result is misformation is the most commonly committed error that is found in their essays.

The similarities between my research and the previous study above used surface strategy taxonomy and descriptive qualitative method. The differences both of the researches are the object of each research. The object of research above is about students' essay writing of English education.

3. *The Grammatical Errors on the Paragraph Writings* by Nadiah Ma'mun, UIN Walisongo Semarang on Vision journal vol. 5. No. 1, April 2016. This paper made a study of grammatical error on paragraph writings of English department students. The students were asked to write the paragraph of writing as their final assignment for paragraph-based writing class. The errors found in the students'

composition are then classified based on the surface strategy taxonomy on errors of omission, addition, misformation, and misordering. This study is descriptive research. The writer found that most students had grammatical error on their writing in misinformation error 43%. These errors seem to be caused by interlingual and intralingual interference.¹⁵

The similarity is clear up that focuses on grammatical errors. But, this research limits the discussion only in grammatical error found in students' abstract of manuscript. The differences both of the researches are the object of each research. The object of the research above is paragraph writings of English department students.

4. *"An Analysis of Common Grammatical Errors Made by Saudi University Students in Writing"* an international journal of multi-disciplinary research, vol. 2, Issue 3, march 2015 by Mohammed Adam, Jazan University. The study aimed at investigating the possible causes of grammatical errors made by Saudi university students in composition writing. The study adopted the descriptive analytic research method. The data of the study was collected from a composition writing test for the students. The test was administered to a total sample of 250 first year Saudi students, not majoring in

¹⁵Nadiyah Ma'mun, "The Grammatical Errors on the Paragraph Writings", UIN Walisongo Semarang on *Vision Journal* (Vol. 5. No. 1, April 2016).

English language at Jazan University in Saudi Arabia.¹⁶ So, the research found many grammatical errors from a total sample.

The previous study used an analysis of common grammatical error as the focus of the research. The composition writing test was as the object of the research. The similarity is about an analysis of grammatical errors. The difference both of the researches are the previous study used test for collecting the data.

5. “An Analysis of Grammatical Errors in English Writing of Thai University Students” by Preeyanuch Promsupa in HRD journal, vol. 8, No. 1, June 2017.¹⁷ The purpose of the study was to investigate grammatical error types and analyze source of the errors in English writing. The collected data were from 34 English essays written by 34 Thai second year English major in one university in Thailand. The data were analyzed based on framework of grammatical error classification to find the error types, frequencies, percentages, and ranks. The findings were beneficial for learning and teaching of English writing. The research finding revealed that 2.218 grammatical

¹⁶Mohammed Adam, “An Analysis of Common Grammatical Errors Made by Saudi University student in writing”, *An International Journal of Multi-Disciplinary Research*, Jazan University, (Vol. 2, Issue 3, March 2015).

¹⁷Preeyanuch. Promsupa, “An Analysis of Grammatical Errors in English Writing of Thai University Students”, *HRD Journal*, (vol. 8, No. 1. June 2017).

errors found in both of the main types, the morphological errors (81.97%) and syntactic errors (18.03%).

The previous study used an analysis of grammatical errors as the focus of research. The English essay used as the object of research. The similarity both of the research is the focus. But the difference both of the researches is the error types and the object. The previous study is used error types based on linguistic category while my research uses surface strategy taxonomy.

B. Grammar

One of the language components that must be mastered is grammar. Grammar can be found in many kinds of writing. It can be said that the grammatical order determines the correction of sentences on the journal's abstract. The characteristics of a pedagogical grammar as derived from the discussion presented here are collocational, constructive, contextual, and contrastive.

1. Grammar should be collocational; it means that the grammar should be built on collocational relations between individual lexical items and to the extent possible, subcategories of these, rather than starting from the higher and more abstract level of the syntactic structures.
2. Grammar should be constructive; is one that builds structure bit by bit, from the simplest elements and by the most transparent procedures that most closely model the way language is learned and used.

3. The grammar should be contextual; in contextual grammar, elements and structures are taught in relation to their context.
4. The grammar should be contrastive; involves drawing the learner's attention to contrasts and critical differences between the target and other language.¹⁸

C. Error Analysis

In order to classify these errors, Dulay, Burt, and Krashan's have some categories of various errors: tenses, preposition, article, active and passive voice, verb and morphological errors. The syntax and morphological errors taxonomy are adopted. Thereafter, the writer started examining the source of errors generated within these journals. These sources are argued to be either from interlingual or intralingual source. The interlingual sources are those caused by negative transfer or interference from the learners' mother tongue, while the intralingual sources are those caused by interference within the target language itself.¹⁹

Corder made a distinction between a mistake and an error, a mistake is a random performance slip caused by fatigue, excitement, etc. and can be readily self-corrected, while an error is

¹⁸ Eli Hinkel, Sandra Fotos, *New Perspectives on Grammar Teaching in Second Language Classrooms*, (London: Lawrence Erlbaum Associate, 2002) Page 92.

¹⁹ Mohammed Subakir Mohammed Husein Fahim Abdalhussein, "Grammatical Error Analysis of Iraqi Postgraduate Students' Academic Writing: The Case of Iraqi Students in UKM", *International Journal of Education and Research*, (Vol. 3 No. 6 June 2015)

a systematic deviation made by learners who have not yet mastered the rules of the L2. A learner cannot self-corrected an error because it is a product reflective of their current stage of development, or underlying competence. It can be concluded that mistake is related to the students' quality performance caused by some factors such as fatigue, lack of attention and motivation, carelessness and some other factors but it can be self-corrected because actually the students know the language's rule when they focus on error. According to Nadiah's research report there are some distinction between mistake and error, as below:²⁰

Table 2.1
The Distinction between Mistake and Error

Mistake	Error
Related to the students' quality performance	Related to the students' deficiency competence
Can be self-corrected when the students pay attention.	Cannot be self-corrected because the students do not know the correct of target language rule.
Inconsistent deviation.	Consistent deviation.
Caused by some factors such as fatigue, lack of attention and motivation, carelessness, etc.	Caused by learners who have not mastered yet the target language rule.
Reflected the students' temporary impediment or imperfection when utilizing the target language.	Reflected the students' understanding or competency in the target language.

²⁰Nadiah Ma'mun. 2015. *The Grammatical Errors on the Paragraph Writings of the English Departments Students*. Semarang: UIN Walisongo.

D. Abstract

The abstract is characterized by the use of past tense and simple present, third person, passive, and the non-use of negatives. It avoids subordinate clauses, uses phrases instead of clauses, words instead of phrases. It avoids abbreviation, jargon, symbols and other language shortcuts which might lead to confusion. It is written in tightly worded, sentences, which avoid repetition, meaningless expression, superlatives, adjectives, illustration, preliminaries, descriptive details, examples, footnotes. In short it eliminates the redundancy which the skilled reader counts on finding in written language and which usually facilitates comprehension.²¹

Published research articles increase the chances of follow up research grants and research grants increase the chance of publishable research article. The abstracts are, on the basis of widely reported anecdotal evidence, written last. After publication, an abstract of the research article may appear in an abstracting journal. Title and abstract in published papers are at the same time both front matter and summary matter.

²¹Graetz, N, *Teaching EFL Students to Extract Structural Information from Abstracts Reading for Professional Purposes*, (Leuven: ACCO, 1985), page 125.

Graetz stated that the most common structure for an abstract is a four-part arrangement consisting of problem – method – results – conclusion.²²

E. Manuscript

Definition of manuscript is a written or typewritten composition or document as distinguished from printed copy and also a document submitted for publication.²³

F. The Understanding of Error Analysis

Errors were considered as being a result of the persistence of existing mother tongue habits the new language. As Dulay hints that making error is inevitable part of learning. People cannot learn language without first, systematically committing error.²⁴

Grammar error analysis is aimed to make the students' writing more intelligible and ideas of the writing clearer. Dulay divides errors the flawed side of learner speech or writing. They are those parts of conversation or composition that delicate from some selected norm of mature language performance.²⁵

²² John M. Swales, (*Genre Analysis*. Sidney: Cambridge University Press, 1990) page. 179-180.

²³www.merriam-webster.com accessed on 02:15 PM, at 24 September 2018.

²⁴ Dulay, Haidi, et, al, *Language Two*, (New York: Oxford University Press, 1982), page 138.

²⁵ Dulay, Haidi, et, al, *Language Two*, ..., page 138.

This explanation says that there is something wrong in the norms of language performance; making of errors is unavoidable in the learning process. Besides, making of errors is one of part of learning and no one can learn without making errors.

G. The Causes of Errors

John Norish exposes three causes of Errors:

1. Carelessness: it is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest; perhaps the material and/or the style of presentation do not suit him.
2. First Language Interference: learning a language (mother tongue or a foreign language) was a matter of habit information. The learners' utterances were thought to be gradually shaped towards those of the language he was learning.
3. Translation: probably the most students make errors is translation.

This happens because a student translates this first language sentence of idiomatic expression into target language, it can be highlighted that Norrish divides the cause of errors into three categories, those are Carelessness, First Language Interference and Translation which those are from the learners themselves or the teacher, and the method.

H. The Types of Errors

Dulay, Burt, and Krashens explain that there are four principal ways in which learners modify target forms, those are:

1. Addition.

Addition is indicated by the presence of an ‘unwanted’ item in sentences. This happens when the learners overused certain grammatical rules of the target language. This is sub categorized, such as: regularization, double marking, and simple addition.

a. Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistic constructions, but not in others. The English rule for tense formation is place the tense marker on the first verb. In a simple affirmative declarative sentence, the main verb is the only verb, and thus takes the tense.²⁶ For example:

He doesn't knows my name, we didn't went there.

Which is correction of the sentence above is;

He doesn't know my name and we didn't go there.

b. Regularization

A rule typically applies to a class of linguistic items, such as the class of main verbs or the class of nouns. In most languages, some members of a class are exceptions

²⁶Dulay, Haidi, et, al, *Language Two*, . . . , page 156.

to the rule. There are both regular and irregular forms and constructions in a language, learner apply the rules used to produce the regular ones to those that are irregular, resulting in errors of regularization. Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example;

The word ‘Sheeps’ it should be ‘sheep’

The word ‘putted’ it should be ‘put’

The word ‘Deers’ it should be ‘Deer’.

c. Simple Addition

Errors are the grab bag sub category of addition. If an addition errors is not a double marking nor a regularization, it is called a simple addition. No particular features characterize simple additions other than those that characterize all addition errors – the use of an item which should not appear in a well-formed utterance. For example;

The fishes does not live in the water. (third person singular _s added).

The train is gonna broke it. (irregular of past tense added).

A this. (article a added).²⁷

²⁷ Dulay, Haidi, et, al, *Language Two*, ..., page 157 & 158.

2. Omission.

Omission is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition. Although any morpheme or word in a sentence is a potential candidate for omission, some types of morphemes are omitted more than others. Content morpheme carry bulk of the referential meaning of a sentence: noun, verbs, adjective, adverb. For example:

- a. Mary is the president of the new company.
 - (1) Mary, president, new, company. (Content Morpheme)
 - (2) Is, the, of, the. (Grammatical Morpheme)
- b. Marry the president of the new company. (Omission of Grammatical Morpheme 'is')
- c. Marry is the president of the new. (Omission of Content Morpheme 'Company').²⁸

3. Misformation.

Misformation is indicated by the use of wrong forms of certain morphemes or structures. For example, the use of the wrong form of the morpheme or structure, such as: regularization, Archi forms, alternating form.

²⁸ Dulay, Haidi, et, al, *Language Two*, ..., page 154

a. Regularization Errors

That fall under the misformation category are those in which regular marker is used in place of an irregular one, as in *runned* for *ran* or *gooses* for *geese*.

b. Archi-forms

The selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. For example;

Give me that.

Me hungry.

That dog.

That dogs.

c. Alternating forms

As the learner's vocabulary and grammar grow, the use of archi-form often given way to the apparently fairly free alternation of various members of a class with each other.

For example;

*Those dog – I seen her yesterday.*²⁹

4. Misordering.

Misordering is indicated by the incorrect placement of certain morphemes. In addition to these creative misordering errors, students have made written misordering errors that are word-for-word translation of native language surface structures. For example; in the utterance:

²⁹ Dulay, Haidi, et, al, *Language Two*, ..., page 158 – 161.

He is all the time late. It should be *he is late all the time.*
What Daddy is going? It should be *what is Daddy doing?*
I don't know what is that. It should be *I don't know what that is.*³⁰

Table 2.2
Types of Error

No.	Categories	Definition	Subcategories
	Addition	Addition is indicated by the presence of an 'unwanted' item in sentences.	Regularization, double marking, and simple addition.
	Omission	Omission is indicated by the absence of certain item that must appear in sentences.	This usually happens in the early stages of second language acquisition.
	Misformation	Misformation is indicated by the use of wrong forms of certain morphemes or structures.	For example, the use of the wrong from the morpheme or structure, such as: regularization, Archi forms, alternating form.
	Misordering	Misordering is indicated by the incorrect placement of certain morphemes.	The incorrect placement of a morpheme or group of morphemes in an utterance.

I. The Descriptive Classification of Errors

Dulay et al classify error into our descriptive classification of Errors. They are linguistics category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

³⁰ Dulay, Haidi, et, al, *Language Two*, ..., page 138.

1. Error Types Based on Linguistics Category

This linguistics category taxonomies classify errors according to either of both the language components or the particular linguistic constituent the errors effect. Language components include the phonology (pronunciation), syntax (morphology), semantics and lexicon (meaning and vocabulary), and discourse (style). Constituents include the elements that comprise each language components. For example, within syntax one may ask whether the error is the main or subordinate clause; and within a clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, preposition, the adverb, the adjectives, and forth.³¹

No.	Linguistic Category and Error Type	Example of Learner Error	Explanation
1.	- Morphology - Indefinite article incorrect - Possessive case incorrect - Third person - Singular verb incorrect - Simple past tense incorrect - Past participle incorrect - Comparative adjective / adverb incorrect	- A ant - The man feet - The bird help man. - He putted the cookie there. - He got up more higher.	- A used for an before vowels. - Omission of 's. - Failure to attach -s. - Regularization by adding -ed. - Use of more + er

³¹ Dulay, Haidi, et, al, *Language Two*, ..., page 146 – 147.

No.	Linguistic Category and Error Type	Example of Learner Error	Explanation
2.	<ul style="list-style-type: none"> - Syntax - Noun Phrase - Verb Phrase - Verb and verb construction - Word order - Some transformation 	<ul style="list-style-type: none"> - He put in the his room. - He in water - I go play - The bird (object) he was gonna shoot it. - He not play anymore. 	<ul style="list-style-type: none"> - Use of passive voice and the article - Omission of to be - Omission of to in identical subject construction - Repetition of the object - Formation of or not without the auxiliary.

2. Surface Strategy Taxonomy

Learner may omit necessary any morphemes or words, add unnecessary ones, misform items, or misorder them. Therefore, Dulay et al divide the error based on surface strategy taxonomy into four categories. There are Omission, Addition, Misformation, and Misorder.

a. Omission

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Content morphemes carry the bulk of the referential meaning of a sentence: Nouns, Verbs, Adjective, and Adverbs. Language learners omit grammatical morphemes much more frequently than content words.³²

³²Dulay, Haidi, et, al, *Language Two*, ..., page 154 – 155.

b. Addition

Addition errors are the presence of an item which must not appear in a well-formed utterance. There are three types of addition errors, namely: double marking, regularization, and simple addition.³³

c. Misformation

Misformation errors are characterized by the use of the wrong form of the morphemes or structure. In misformation errors the learner supplies something, although it is incorrect. There are three types of misformation errors, they are regularization errors, archi-form, and alternating forms.³⁴

d. Misorder

As the label suggests, misordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in an utterance.³⁵

3. Comparative Taxonomy

The classification of errors in a comparative taxonomy is based on comparisons between the structure of L2 errors and certain other types of constructions. These comparisons have yielded the two major errors categories in this taxonomy: developmental errors and interlingual errors. Two other categories that have been used in comparative analysis

³³Dulay, Haidi, et, al, *Language Two*, ..., page 156.

³⁴Dulay, Haidi, et, al, *Language Two*, ..., page 158.

³⁵Dulay, Haidi, et, al, *Language Two*, ..., page 162.

taxonomies are derived from the first two: ambiguous errors, which are classifiable as either developmental or interlingual; and of course, the grab bag category, other, which are neither.³⁶

a. Developmental Errors

Developmental errors are similar to those made by children learning target language as their first language, take for example;

Dog eat it, it should be *Dog eats it*.

b. Interlingual Errors

Interlingual Errors are similar in structure to a semantically equivalent phrase or sentence in the learner's native language.

c. Ambiguous Errors

Ambiguous Errors are those that could be classified equally well as developmental or interlingual. For example;

I no have a car, it should be *I don't have a car*.

d. Other Errors

Few taxonomies are complete without a grab bag for items that don't fit into any other category. For example; *She do hungry*, it should be *she is hungry*.

³⁶Dulay, Haidi, et, al, *Language Two*, ..., page 163 – 164.

4. Communicative Effect Taxonomy

Communicative effect taxonomy deals with errors from the perspective of their effect on the listener or reader. This taxonomy classifies errors into global errors and local errors.³⁷

J. The procedure of Error Analysis

Errors analysis needs some steps or stages of procedures in conducting Error Analysis. Corder stated that the procedure of error analysis includes the following steps: the first is collecting a sample of learner language. Collecting a sample of learner language provides the data for the EA. The writer needed to be aware that the nature of the sample that is collected may influence the nature and distribution of the error observed. The second is identification of errors. The identification of errors involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context. The third is description of errors. The description of errors is essentially a comparative process, the data being the original erroneous utterance and reconstructed utterance. Thus, description of errors involves specifying how the form produced by the learner differs from those produced by the learner's native speaker counterparts. The fourth is explanation of errors. Explaining errors involve determining their sources in order to account for why they were made. From the last is error evaluation. It involves

³⁷Dulay, Haidi, et, al, *Language Two*, ..., page 189.

determining the gravity of different errors with a view to decide which ones should receive instruction.³⁸

Based on the explanation above the procedures of Error Analysis has some stages to conduct, first collecting a sample of learner. Second, identifying of errors, third is describing of errors. Fourth is explaining of errors, the last is counted to get total of error made by students as evaluation. In this research, the writer chose the procedure of Error analysis which is identified by Corder to conduct my research.

³⁸ Nadiah Ma'mun, *The Grammatical Errors on The Paragraph Writing of the English Department Students,*, page.41 – 43.

CHAPTER III

RESEARCH METHOD

In this chapter, the main point focused on the method of research used in this study. They are several sub chapters, there are: research approach, source of data, technique of collecting data, technique of analyzing data and the procedure of research. The writer arranged a research design. There are two kinds of research: qualitative and quantitative research. In Qualitative research, the data was analyzed by using sentences but in quantitative, the data was analyzed by using number. In this research, the writer used descriptive qualitative research.

A. Research Approach

This research belongs to descriptive qualitative because it described the error made by the students descriptively. The data of this research was the students' Grammatical Error and the sources of data are the students' manuscript of Science and Technology Faculty. The data analysis used the students' abstract of manuscript from the students of Science and Technology Faculty at UIN Walisongo Semarang. The students should make the thesis for a requirement of graduation, then the thesis submitted to be manuscript and uploaded to be journal. This research was a descriptive since it is just collecting data and analyzing the abstract of manuscript.

The purpose of the research is analyzing the grammatical errors in abstract of students' manuscript on Science and

Technology Faculty in UIN Walisongo graduated on July, 2017. The writer used a library research approach because in this research, the writer analyzed the grammatical errors in abstract of students' manuscript on Science and Technology Faculty in UIN Walisongo.

B. Source of Data

Arikunto said that the data resource were the subject from which the data can be found.³⁹ In this research, the source of data were students' abstract of manuscript in Science and Technology Faculty UIN Walisongo.

C. Technique of Data Collection

In this research, the writer used content analysis by using three steps as follows:

1. Selecting Manuscript

In this research, the writer chose the manuscript of Biology education students that graduated on July in the year of 2017. There were 9 manuscripts.

2. Deciding Abstract

In this research, the writer decided abstract in the journal chosen. Then, the writer continued analyzing.

³⁹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), 6 th Ed., P. 129

3. Collecting and analyzing data

In this step, the writer looked for students' abstract in process of collecting data and analyzed to get research purposes.⁴⁰

D. Technique of Data Analysis

The writer analyzed the data by using descriptive analysis technique (percentage). The formula is:⁴¹

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

P = Percentage

F = frequency of error occurred

N = number of sample which is observed

E. The Procedure of Research

The writer needed some steps or procedure, the writer did some procedures to conduct my research as a process. The procedures were elaborated below:

1. Collecting the data.
2. Taking the subject data from the students' abstract of manuscript of Science and Technology Faculty UIN Walisongo.
3. Collecting the students' abstract of manuscript and checking it by the circling the wrong words or sentences.

⁴⁰Mahmud, *Metode Penelitian Pendidikan*, P. 101.

⁴¹Anas Sudjono, *Pengantar Statistik Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2006), p. 43.

4. Analyzing the students' abstract of manuscript to find the most common grammatical errors made by students based on Dulay's classification errors.
5. Calculating the total errors by drawing it up in a table based on classification of errors.
6. Analyzing and classifying the causes of errors based on Norrish's theory.
7. Interpreting all of the data descriptively.
8. Making some conclusion of my research.⁴²

⁴²Nadiah Ma'mun, *The Grammatical Errors on The Paragraph Writing of the English Department Students*, (Semarang: DIPA, 2015), page.74 – 75.

CHAPTER IV

FINDING AND DISCUSSION

In this chapter, the writer presents the data taken from 9 manuscripts of Biology Education Students at Science and Technology Faculty UIN Walisongo Semarang. The data were collected by selecting the manuscripts. The writer decided the abstract the writer continued analyzing and finding the result.

A. Research Finding

The writer had observed and collected some data. In this chapter, the writer analyzed about students' abstract of manuscripts of Science and Technology Faculty UIN Walisongo Semarang to find out the common error that was made by them. There are 9 abstracts of manuscripts has been identified. The writer analyzed four types of surface strategy taxonomy in students' abstract of manuscripts. The classification of four types of error in English grammatical error will make it easy to understand the four types of error in English Grammar well.

The writer has identified the students' error and she has calculated the number of each error. She draws up the result of calculation into table and converting them into percentages. After that, the writer interprets the data after processing the result. The table below is the recapitulation of the students' writing errors.

Table 4.1

No.	Error Types	Frequency	Percentage (%)
1.	Omission	19	24.1
2.	Addition	15	19
3.	Misformation	25	31.6
4.	Misordering	20	25.3
Total		79	100 %

Percentage:

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

P = Percentage

F = frequency of error occurred

N = number of samples which is observed

Based on the result of the research findings whole have been analyzed and discussed which have been presented above, the writer generally concluded that there are four kinds of errors which are omission, addition, misordering, and misformation. The writer found 19 omissions, 15 additions, 20 misordering, 25 misformation. It can be concluded that mostly the students had grammatical error in their abstract in misformation 31.6 %. The writer also found the factors of error are carelessness, first language interference and translation. It can be concluded that most students of Science and Technology Faculty made grammatical error in misformation and misordering. The classifications of error types are as follow.

Table
Error of Omission

No.	Error	Correction	Description
1.	Media is one of <i>of tool to help the learning process.</i>	Media is one of tools to help in learning process.	Missing 's' for plural noun. Missing preposition.
2.	The media used in Senior Hight School 7 Semarang <i>still</i> general like book and LKS, the <i>media admitted</i> still has weakness from the presentation of contents, <i>picture</i> and <i>increasing</i> students interest, so <i>that</i> the learning looks monotonic and less to give <i>progress of learning</i> which is fun in the class.	The media used in Senior High School 7 Semarang is still general like book and LKS, the admitted media still has weakness from presentation of contents, pictures and increase students' interest, so the learning looks monotonic and less to give learning progress which is fun in the class.	Missing be 'is'
3.	<i>One effort to realize it, it is necessary</i> use of local wisdom-based ecosystem module in <i>Tourism Area Goa Kreo.</i>	One of efforts to realise it is to necessarily use local wisdom-based ecosystem module in Goa Kreo Tourism area.	Missing 's' after phrase <i>one of</i>
4.	In addition, <i>one of the characteristics of science learning</i> is to seek learning by recognizing real life <i>environment</i> , therefore field activities, experiments and discussion activities are important in science learning.	In addition, one of the Science learning characteristics is to seek learning by recognizing real life in environment , therefore field activities, experiments and discussion activities are important in Science learning.	Missing preposition
5.	The result of <i>reseach</i> showing <i>deserves</i> using in the learning	The result of the research showed that it deserves using in the learning	Missing Subject

1. Omission

There are some sample of omission errors made by students in their abstract. They are missing 's' for plural noun, missing 'is', missing a after phrase 'one of', missing preposition, and missing subject. Like a sentence of missing 's' of plural noun "*Media is one of tool*" it should be "*Media is one of tools*" it is because the word "tool" must be plural. Not only that sentence is error, but also there are other sentences such as "*Media is one of tool to help the learning process.*" It should be "Media is one of tools to help in the learning process", before "learning process" there is the word "in". It means that the sentence is missing preposition. The other sentence is the media used in Senior High School 7 Semarang still general like book and LKS, the media admitted still has weakness from the presentation of contents, picture and increasing students interest, so that the learning looks monotonic and less to give progress of learning which is fun in the class. It should be the media used in Senior High School 7 Semarang is still general like book and LKS, the admitted media still has weakness from presentation of contents, pictures and increase students' interest, so the learning looks monotonic and less to give learning progress which is fun in the class. It means that the sentence need be for completing a sentence.

Table
Error of Addition

No.	Error	Correction	Description
1.	The focus of this research is to focus on <i>the interest of farming students</i> through hydroponics.	The focus of the research is on students' interest in farming through hydroponics.	Addition of verb
2.	The research method used in this research is qualitative by using descriptive analysis.	The research method used in this research qualitative by using descriptive analysis.	Addition of be
3.	One way that can be used to enable students and <i>provide</i> direct experience to students is to use <i>Student Worksheet (LKS)</i>	One way can be used to enable students and provide direct experience to students is to use Students' Worksheet (LKS)	Addition of that
4.	Therefore, as a school with an <i>awareness of environmental awareness</i> , there needs to be a biology-based learning module based around local wisdom to be applied in the school environment.	Therefore, as a sensitive environmental school, it is necessary to use Biodiversity-based learning module based around local wisdom to be applied in the school environment.	Addition of article 'an'
5.	The result of the research is based on the assessment of media material expert has decent criteria (Very Good) with 90.9%	The result of the research assessed by material expert has decent criteria (Very Good) with 90.9% percentage	Double Verb

No.	Error	Correction	Description
	percentage		

2. Addition

There are some sample of addition type. They are double verb, addition of that, double verb. Such as the focus of this research is to focus on the interest of farming students through hydroponics. It should be the focus of the research is on students' interest in farming through hydroponics. It is called double verb. The next is addition of that. *"One way that can be used to enable students"* the word 'that' it must be deleted. It should be *"One way can be used to enable students"*. The last is double verb. The result of the research *is* based on the assessment of media material expert **has** decent criteria (Very Good) with 90.9% percentage. it should be the result of the research assed by material expert has decent criteria (Very Good) with 90.9% percentage It is because there is double verb so it should be deleted for be 'is'.

**Table
Error of Misformation**

No.	Error	Correction	Description
1.	Teacher difficulty <i>finding or using</i> learning media that support the material, especially the Indonesian language media.	Teacher is difficulty to find and use learning media that supports the material, especially the Indonesian language media.	Wrong structure of S V
2.	The Circulatory System Material is abstract so that learners cannot	The Circulatory System Material is abstract which learners cannot directly observe the process.	Wrong reflexive clause

No.	Error	Correction	Description
	observe the process <i>directly</i> .		
3.	The method used is expostfacto method, hence this research referred as post-event research.	The used methods are expostfacto method, hence this research referred as post-event research.	Wrong to be
4.	<i>One school</i> that has not used biology subject modules based on local wisdom is SMA Negeri 16 Semarang.	One of schools that has not used Biology subject modules yet based on local wisdom is SMA Negeri 16 Semarang	Wrong structure of present participial
5.	<i>Researchinimer</i> is a quantitative research, with random sampling technique.	This research is a quantitative research, with random sampling technique.	Word choice or diction

3. Misformation

There are some sample of misformation. Such as wrong structure of S V, wrong to be, word choice or diction. Teacher difficulty finding or using learning media that support the material, especially the Indonesian language media. It should be **Teacher is** difficulty to find and use learning media that supports the material, especially the Indonesian language media. The sentences must be S V. The next is word choice. *Researchinimer* is a quantitative research, with random sampling technique. It should be **This research** is a quantitative research, with random sampling technique. Word of *Researchinimer* is wrong so it should be *this research*.

Table

Error of Misordering

No.	Error	Correction
1.	The thing explained raises the results of research	The explained thing raises results of research
2.	In addition, <i>one of the characteristics of science learning is to seek</i> learning by recognizing real life <i>environment,</i>	In addition, one of the Science learning characteristics is to seek learning by recognizing real life in environment,
3.	The purpose of this study is to find out how the development of LSM based <i>inquiry is guided</i> on the material interaction	The purpose of this study is to find out how the development of LSM based guided inquiry on the material interaction
4.	Therefore, as <i>an environment-sensitive school,</i> it is necessary to use local biodiversity-based learning modules to be applicable in the school environment.	Therefore, as a sensitive - environment school, it is necessary to use local biodiversity-based learning modules to be applicable in the school environment.
5.	<i>it is necessary use</i> of local wisdom-based ecosystem module in <i>Tourism Area Goa Kreo.</i>	it is necessary to use of local wisdom-based ecosystem module in Goa Kreo Tourism area.

4. Misordering

There are some sample of misordering. It showed that sentences are incorrect placement. For example: the first sentence, the thing explained raises the results of research It should be The explained thing raises results of research.

From the example above, we should be careful with grammar. It causes some factors. There is translation, the first language interference and carelessness. In this research, there are 47 sentences with total percentage of translation is 42.6%, first language interference is 40.4%, the last is carelessness with 17%.

Table
Causes of Carelessness

No.	Causes of Errors	Sentences
1.	Because of less concentration	The media used in Senior <i>Hight School 7</i> Semarang still general like book and LKS,
2.	Doesn't check it again	<i>Researchinimer</i> is a quantitative research, with random sampling technique.
3.	Careless of punctuation.	Results for percentage of <i>students 'responses</i> in small classes were 78% with eligible criteria, and students' responses to large classes were 80.64%.
4.		The results of development is very feasible to use <i>delam</i> learning

Table
Causes of First Language Interference

No.	Causes of Errors	Sentences
1.	Indonesian style	<i>Stage Design</i> includes media selection, format selection and initial product design.
2.	Use 'of' too much	This research is based on the lack of <i>understanding of the students</i>
3.	Lack of understanding about adjective before noun.	Based on the assessment, <i>the module developed</i> is very feasible to use.
4.	Indonesian translation style	Data analysis technique used <i>is</i> simple regression analysis technique,

Table
Causes of Translation

No.	Causes of Errors	Sentences
1.	Lack of English knowledge	The method <i>used is</i> expostfacto method, hence this research referred as post-event research.
2.	Not understanding about structure	From this research is expected to be <i>a source of learners learners</i>
3.	Does not ask to the expert of English	<i>One effort to realize it, it is necessary use</i> of local wisdom-based ecosystem module in <i>Tourism Area Goa Kreo.</i>

No.	Causes of Errors	Sentences
4.	Because of google translate	From this research is expected to be <i>a source of learners learners</i> , able to provide local wisdom values to learners, as well as efforts to preserve <i>the natural tradition around</i> .

B. Discussion

Based on the data in the previous chapter, the writer would like to discuss that the writer found 74 errors from the students' abstract of manuscript because of omission, addition, misordering and misformation which are 19 omissions, 13 additions, 23 misordering, and 21 misformation. Most them are errors in misordering and another is misformation the most common types of errors made by students are misordering with number of errors is 23 or 31.1 %, misformation with the number of errors is 19 Or 25.7 %. The writer used Dulay, Burt and Krashen's theories to describe the types of error which are omission, addition, misordering, and misformation. In the other hand, the factors of error can be divided into translation, first language interference, and carelessness.

Based on the result of the research findings whole have been analyzed and the discussions which have been presented above, the writer generally concluded that most students of Science and Technology Faculty made grammatical error in misordering and misformation of their abstract of manuscripts. Students must use the grammar correctly and accurately in writing.

CHAPTER V

CONCLUSION, RECOMMENDATION AND CLOSING

In this chapter, the writer concluded the result. The writer also gave the recommendation for the institution, the lecturer, the reader and the students. She also closed the thesis to hope that her thesis can be useful for next researcher.

A. Conclusion

1. The Most often Grammatical Errors Found in Students' Abstract

In the previous chapter, the writer would like to draw a conclusion that the writer found 74 errors from the students' abstract of manuscript because of omission, addition, misordering and misformation. The most common types of error made by students are misordering with number of errors is 23 or 31.1%. The lowest error made by students is addition with total number is 13 or 17.6%.

Based on the result of the research findings whole have been analyzed and the discussions which have been presented above, the writer generally concluded that most students of Science and Technology Faculty made grammatical error in misordering and misformation of their abstract of manuscript. Students must use the grammar correctly and accurately in writing.

2. The Causes of Grammatical Errors Found in Students' Abstract

Grammatical errors found in students' abstract are caused by some factors, such as; carelessness, first language interference and translation. In this research, the writer concluded that the causes of errors are translation with 43.5%, first language interference is 37%, carelessness is 19.5%. the common errors found in this research is caused by translation.

B. Recommendation

After the writer carried out the research, she would like to give suggestion related to this result of research. Hopefully it can be applied easily in making abstract and increase students' critical thinking about errors in manuscript. The first is the recommendation for the institution. The institution should give announcement that all of the majors should make manuscript for being journals after finishing the thesis. Then, the journals should be issued in many websites so others people know the journals created by students of Science and Technology Faculty.

The second recommendation is for the lecturer. The lecturer is as a professional teacher that guides the students and develops the research. The lecturer should guide the students for making the manuscript by using English although it is only in abstract. The lecturer should give simple explanation about abstract of manuscript by using English. The lecturer should give feedback toward students' abstract of manuscript. The lecturer should guide the students to write abstract in English language.

The third recommendation is for the readers. By reading this thesis, the readers are expected to get information and to enrich their knowledge about English grammatical especially about grammatical error.

The fourth recommendation is for the students. Students should practice writing started from their abstract of manuscript by using English. Students should enrich their capability in writing not only thesis but also manuscript.

C. Closing

In the name of Allah, the beneficence, the merciful, all praises due to Him, the master of the universe who gives the writer some pleasure healthy until the writer can finish her thesis. The writer believes that everything happens because of Him.

The writer hopes that many students and lecturers want to use this research as reference and utilize this research as maximum as the writer guess.

The writer hopes that next researcher can complete and continue doing same the research as the writer has done and give additional knowledge for the next researcher.

Finally, the writer realizes that the thesis is far from being perfect. Because of limited condition, constructive critics and advise are really accepted for the perfection of the thesis, hopefully, this thesis will be useful for us in every condition and situation. Amin.

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Appendix 1

The Analysis Result of Grammatical Errors

No.	The original Sentences	Correction	Kinds of Error & Causes of Errors	Source of Manuscripts
1.	Media is one of <i>tool to help the learning process.</i>	Media is one of tools to help in learning process.	<ul style="list-style-type: none"> - Omission (Missing 's' for plural form and missing preposition) - Translation (lack of English knowledge) 	Manuscript 1 (Fima Diah Rovvy Anggraeni)
2.	The media used in Senior High School 7 Semarang still general like book and LKS, the <i>media admitted</i> still has weakness from the presentation of contents, <i>picture</i> and <i>increasing</i> students interest, so <i>that</i> the learning looks monotonic and less to give <i>progress of learning</i> which is fun in the class.	The media used in Senior High School 7 Semarang is still general like book and LKS, the admitted media still has weakness from presentation of contents, pictures and increase students' interest, so the learning looks monotonic and less to give learning progress which is fun in the class.	<ul style="list-style-type: none"> -Omission (Missing be - IS) (Missing S apostrophe) -Misordering -Addition (addition of that after conjunction so) -carelessness (Lack of English knowledge) 	
3.	The thing explained raises the results of research like Developing <i>The Book Which has Pictures and Textured</i> and It is Completed with Crossword Puzzle As Media Learning Sub Material <i>Materials Epitel Class XI</i>	The explained thing raises results of research like developing a textured drawing book which is completed with crossword puzzle as media learning, sub material: epitel materials, Eleventh	<ul style="list-style-type: none"> -Misordering (wrong of form) -Addition (double subject) -carelessness (lack of knowledge) 	

No.	The original Sentences	Correction	Kinds of Error & Causes of Errors	Source of Manuscripts
	<i>Semester 1 in Senior Hight School 7 Semarang.</i>	Grades Semester 1 in Senior High School 7, Semarang.		
4.	The result of the research <i>is</i> based on the assessment of media material expert has decent criteria (Very Good) with 90.9% percentage	The result of the research based on the assessment of material expert has decent criteria (Very Good) with 90.9% percentage	-Addition (double verb) -Translation (Wrong translation using Google Translate)	
5.	The result of <i>reseach showing</i> deserves using in the learning	The result of the research showed that it deserves using in the learning	Misformation Omission ((First Language Interference)	
6.	The young generation is a development asset in the future, but many young people do not put their interest in cultivation. Especially the students of MA Manahijul Huda Ngagel who motivated by the low level of <i>student interest</i> on cultivation activities because <i>the perception of students</i> about farming is identical to the soil, dirty, requires a lot of energy, hot-pine	Young generation is a development asset in the future, but many young people do not put their interest in cultivation. Especially students of MA Manahijul Huda Ngagel who is motivated by the low level of students' interest in cultivative activities because the students' perception about farming is identical to soil, dirty, requiring a lot of energy, hot-pine under the sun and	-Addition () -Misformation() -Omission () -translation ()	Manuscript 2 (Lailatul Magfiroh)

No.	The original Sentences	Correction	Kinds of Error & Causes of Errors	Source of Manuscripts
	under the sun and other things that make students reluctant to plunge <i>In</i> cultivation activities.	other things that make students reluctant to plunge in it.		
7.	The research method used in this research <i>is</i> qualitative by using descriptive analysis.	The used research method used in this research <i>is</i> qualitative by using descriptive analysis.	-misordering -translation ()	
8.	The focus of this research is to focus on <i>the interest of farming students</i> through hydroponics.	The focus of the research is on students' interest in farming through hydroponics.	-Misformation (wrong collocation) -Addition (addition of verbs) -Misordering (wrong in form) -Carelessness	
9.	The data <i>is</i> taken <i>with</i> several methods, among others: observation, interview, questionnaire and documentation.	The data are taken by several methods. They are: observation, interview, questionnaire and documentation.	-Misformation (wrong in passive voice and word choice or diction) -Translation	
10.	In addition, <i>one of the characteristics of science learning is to seek</i> learning by recognizing real life <i>environment</i> , therefore field	In addition, one of the Science learning characteristics is to seek learning by recognizing real life in	-Misordering -Omission (missing preposition) -translation ()	Manuscript 3 (Siti Hafshoh)

No.	The original Sentences	Correction	Kinds of Error & Causes of Errors	Source of Manuscripts
	activities, experiments and discussion activities are important in science learning.	environment, therefore field activities, experiments and discussion activities are important in Science learning.		
11.	One way <i>that</i> can be used to enable students and <i>provide</i> direct experience to students <i>is</i> to use <i>Student Worksheet</i> (LKS)	One way can be used to enable students and provide direct experience to students is to use Students' Worksheet (LKS)	Addition (addition of that) Omission (Missing S in possession) (first language interference)	
12.	The purpose of this study is to find out how the development of LSM based <i>inquiry is guided</i> on the material interaction of living creatures and the environment is suitable to be used as additional teaching materials in MTs Negeri Kendal based on validator assessment and to know the result of <i>the use of LKS</i> based on <i>inquiry is guided</i> on the material interaction of living creatures and the environment as material Additional	The purpose of this study is to find out how the development of LSM based guided inquiry on the material interaction of living creatures and the environment is suitable to be used as additional teaching materials in MTs Negeri Kendal based on validator assessment and to know the result of using LKS based on guided inquiry on the material interaction of living creatures	Misordering Addition (double be Omission (missing of reflexive clause) (carelessness)	

No.	The original Sentences	Correction	Kinds of Error & Causes of Errors	Source of Manuscripts
	teaching in MTs Negeri Kendal is seen from cognitive aspect, <i>student activeness aspect and student's response.</i>	and the environment as material Additional teaching in MTs Negeri Kendal which is seen from cognitive aspect, students' activeness aspect and students' response.		
13.	This model consists of 4 <i>stages of development</i> , namely Define (<i>defining</i>), Design (Design), Develop (development), and Disseminate (spread).	This model consists of 4 development stages, namely Define (define), Design (Design), Develop (develop), and Disseminate (spread).	Misordering Misformation (word choice or diction) (first language interference)	
14.	In a large-scale trial of learning achieves 76% classical completeness, <i>student activeness of 90.9% and student responses of 94.6%</i>	In a large-scale trial, learning results achieve 76% classical completeness, students' activeness 90.9% and students' responses 94.6%	Omission (missing subject) (carelessness)	
15.	Based on the research, the development of teaching materials based LSM inquiry is feasible to be used in the science learning materials of Living and Environmental	Based on the research, the development of teaching materials based on LSM inquiry is feasible to be used in the science learning materials of Living	Omission (missing preposition as collocation) (carelessness)	

No.	The original Sentences	Correction	Kinds of Error & Causes of Errors	Source of Manuscripts
	Interaction for <i>class VII</i> .	and Environmental Interaction for class VII.		
16.	Efforts to use biological modules based on local wisdom are still not widely used <i>in school learning</i> .	Efforts to use Biology modules based on local wisdom are still not widely used in the learning at school.	Misformation (Wrong part of speech and word choice or diction) (first language interference)	Manuscript 4 (Atsni Wahyu Lestari)
17.	<i>One school</i> that has not used biology subject modules based on local wisdom is SMA Negeri 16 Semarang.	One of schools that has not used Biology subject modules yet based on local wisdom is SMA Negeri 16 Semarang	Omission (missing S after the phrase <i>one of</i>) Misformation (wrong structure of Present Participle) (translation)	
18.	SMA Negeri 16 Semarang in 2016 has been awarded as Adiwiyata school, <i>a school that is</i> able to apply awareness to the surrounding environment.	SMA Negeri 16 Semarang in 2016 has been awarded as Adiwiyata school, a school which is able to apply awareness to the surrounding environment.	Misformation (wrong reflexive clause) (first language interference)	
19.	Therefore, as <i>an environment-sensitive school</i> , it is necessary to use local biodiversity-based learning modules to be applicable in the school environment.	Therefore, as a sensitive environmental school, it is necessary to use local biodiversity-based learning modules to be applicable in the school environment.	Misordering (translation)	

No.	The original Sentences	Correction	Kinds of Error & Causes of Errors	Source of Manuscripts
20.	<i>One effort to realize it, it is necessary use of local wisdom-based ecosystem module in Tourism Area Goa Kreo.</i>	One of efforts to realise it is to necessarily to use of local wisdom-based ecosystem module in Goa Kreo Tourism area.	Omission (Missing S after phrase <i>one of</i>) Addition (double verb) Misordering (translation)	
21.	From this research is expected to be <i>a source of learners learners</i> , able to provide local wisdom values to learners, as well as efforts to preserve <i>the natural tradition around</i> .	From this research, it is expected to be a learning source, able to provide local wisdom values to learners, as well as efforts to preserve natural tradition.	Misordering Misformation (word choice or diction) Omission (missing subject) (translation)	
22.	This research was conducted to know the influence of the <i>students activity</i> of class X MA NU Nurul Huda in Scout activities on coastal environmental awareness.	This research was conducted to find out the influence of the students' activity of class X MA NU Nurul Huda in Scout activities on coastal environmental awareness.	Omission (missing S on possession) Misformation (word choice or diction) (first language interference)	Manuscript 5 (Ikhwanuddin)
23.	<i>Researchinimer</i> is a quantitative research, with random sampling technique.	This research is a quantitative research, with random sampling technique.	Misformation (Word choice or diction) (carelessness)	
24.	The method <i>used is</i> expostfacto method, hence this research referred as post-event	The used methods are expostfacto method, hence this research referred	Misformation (wrong to be) misordering (translation)	

No.	The original Sentences	Correction	Kinds of Error & Causes of Errors	Source of Manuscripts
	research.	as post-event research.		
25.	<i>The total population of 144 students, then sampled with the error rate 5% of the population with the number of 108 students.</i>	The total population is 144 students, then sampled with the error rate 5% of the population with the number of 108 students.	Omission (Missing be) (first language interference)	
26.	<i>Technique of collecting data by documentation method and questionnaire.</i>	Technique of collecting data is used by documentation method and questionnaire.	Omission (missing be) (first language interference)	
27.	Data analysis technique used is simple regression analysis technique, with the step of instrument analysis and hypothesis testing.	The used data analysis technique is simple regression analysis technique, with the steps of instrument analysis and hypothesis testing.	Misordering Omission (Missing s on plural noun) (first language interference)	
28.	The analysis consists of two stages: <i>test of validity</i> and releability test.	The analysis consists of two stages: validity test and reliability test.	Misordering (translation)	
29.	The define stage has been performed as a preliminary study, various analyzes were performed at the define stage in order to prepare the needs in <i>module development</i> .	The define stage has been performed as a preliminary study, various analyzes were performed at the define stage in order to prepare the needs in development	Misordering (first language interference)	Manuscript 6 (Ana Maulidatul Hasanah)

No.	The original Sentences	Correction	Kinds of Error & Causes of Errors	Source of Manuscripts
		module.		
30.	The next stage is design to design <i>the modules developed</i>	The next stage is design to design the developed modules.	Misordering (first language interference)	
31.	Development is continued with the development stage which at this stage there are 3 kinds of assessment conducted to determine the level of eligibility <i>module developed.</i>	Development is continued with the development stage which at this stage there are 3 kinds of assessment conducted to determine the eligibility level of developed module.	Misordering (first language interference)	
32.	This study is based on the lack of understanding of the students on the material Circulatory System and <i>learning process learning</i> is still lecture.	This study based on the lack of students' understanding in the Circulatory System material and learning process is still lecture.	Addition (double verb) (translation)	Manuscript 7 (Zeniati Saniyah)
33.	The Circulatory System Material is abstract so <i>that</i> learners cannot observe the process directly.	The Circulatory System Material is abstract which learners cannot directly observe the process.	Misformation (wrong reflexive clause) Misordering (translation)	
34.	This study aims to determine the effectiveness of the use of flash media Circulatory System material to <i>student</i> learning outcomes.	This study aims to determine the effectiveness of the use of flash media Circulatory System material to students' learning outcomes.	Omission (Missing S on possession) (translation)	
35.	Based on the	Based on the	Addition (double	

No.	The original Sentences	Correction	Kinds of Error & Causes of Errors	Source of Manuscripts
	calculation of t-test one party obtained t count > t table that is 4.172> 2.013 so Ha accepted, <i>that is</i> learning result of control class is smaller than experiment class.	calculation of t-test one party obtained t count > t table that is 4.172> 2.013 so Ha accepted that the learning result of control class is smaller than experiment class.	verb) (carelessness)	
36.	<i>One school</i> that has not used biology subject modules based on local wisdom is SMA Negeri 16 Semarang.	One of schools that has not used Biology subject modules yet based on local wisdom is SMA Negeri 16 Semarang	Omission (Missing S after the phrase <i>one of</i>) Addition Misformation (first language interference)	Manuscript 8 (Atsni Wahyu Lestari)
37.	SMA Negeri 16 Semarang in 2016 has been awarded as Adiwiyata school, <i>a school that is</i> able to apply awareness to the surrounding environment.	SMA Negeri 16 Semarang in 2016 has been awarded as Adiwiyata school, school which is able to apply awareness to the surrounding environment.	Misformation (first language intefrence)	
38.	Therefore, as a school with <i>an awareness of environmental awareness</i> , there needs to be a biology-based learning module based around local wisdom to be applied in the school environment.	Therefore, as a school with environmental awareness, there needs to be a Biology-based learning module based around local wisdom to be applied in the school environment.	Addition Misordering (carelessness)	

No.	The original Sentences	Correction	Kinds of Error & Causes of Errors	Source of Manuscripts
39.	<i>One effort to realize it, it is necessary use of local wisdom-based ecosystem module in Tourism Area Goa Kreo.</i>	One of efforts to realise it, it is necessary to use local wisdom-based ecosystem module in Goa Kreo Tourism area.	Omission Misordering (translation)	
40.	From this research is expected to be a <i>source of learners learners</i> , able to provide local wisdom values to learners, as well as efforts to preserve <i>the natural tradition around</i> .	From this research, it is expected to be a learning source , able to provide local wisdom values for learners, as well as efforts to preserve natural tradition.	Misformation Misordering Addition (translation)	
41.	<i>The results of development is very feasible</i> to use delam learning, it is based on the assessment of the quality of modules by material experts with a percentage of 84.54%, module experts with a percentage of 93.34%, biology subject teachers with a percentage of 90.23%, and according to participants' responses Educated with a percentage of 97.2%.	The results of development are very feasible to use in learning, it is based on the assessment of the quality of modules by material experts with a percentage of 84.54%, module experts with a percentage of 93.34%, Biology subject teachers with a percentage of 90.23%, and according to participants' responses Educated with a percentage of 97.2%.	Misformation (translation)	

No.	The original Sentences	Correction	Kinds of Error & Causes of Errors	Source of Manuscripts
42.	Based on the assessment, <i>the module developed</i> is very feasible to use.	Based on the assessment, the developed module is very feasible to use.	Misordering (first language interference)	
43.	This research is based on the lack of <i>understanding of the students</i> on the <i>material circulation system</i> and learning process is still passive.	This research is based on the lack of students' understanding in the circulation system material and learning process is still passive.	Misordering (first language interference)	Manuscript 9 (Zeniati Saniyah)
44.	The Circulatory System Material is abstract so that learners cannot observe the process <i>directly</i> .	The Circulatory System Material is abstract so that learners cannot directly observe the process.	Misformation (translation)	
45.	<i>Stage Design</i> includes media selection, format selection and initial product design.	Design stage includes media selection, format selection and initial product design.	Misordering (first language interference)	
46.	Teacher difficulty <i>finding or using</i> learning media that support the material, especially the Indonesian language media.	Teacher is difficult to find and use learning media that supports the material, especially the Indonesian language media.	Omission (missing be) (translation)	

Appendix 2

List of Biology Education Students

No.	Title of Manuscripts	The Authors
1.	Pengembangan Buku Bergambar Bertekstur Dilengkapi Teka Teki Silang Sebagai Media Pembelajaran Biologi Sub Materi Jaringan Epitel Kelas XI Semester I di SMA Negeri 7 Semarang	Fima Diah Rovvy Anggraeni
2.	Minat Bercocok Tanam Siswa dengan Menggunakan Teknologi Hidroponik (Studi Kasus Kelas X dan XI MA Manahijul Huda Ngagel Dukuhseti Pati Tahun Pelajaran 2016/2017)	Lailatul Magfiroh
3.	Pengembangan Bahan Ajar Lks dengan Metode Inkuiri Terbimbing pada Materi Interaksi Makhluk Hidup dan Lingkungannya Kelas VII di MTS Negeri Kendal	Siti Hafsoh
4.	a. Pengembangan Modul Pembelajaran Biologi Berbasis Kearifan Lokal di Kawasan Wisata Goa Kreo pada Materi Ekosistem Kelas X SMA Negeri 16 Semarang b. Efektivitas Penggunaan Modul Pembelajaran Biologi Berbasis Kearifan Lokal di Kawasan Wisata Goa Kreo Pada Materi Ekosistem Kelas X SMA Negeri 16 Semarang	Atsni Wahyu Lestari
5.	Pengaruh Keaktifan Siswa Dalam Kegiatan Pramuka Terhadap Kepedulian Lingkungan Pesisir di MA NU Nurul Huda Mangkangkulon Kota Semarang	Ikhwanudin

No.	Title of Manuscripts	The Authors
6.	Pengembangan Modul Biologi Bernilai Islam Materi Sistem Reproduksi pada Manusia Kelas XI Semester Genap di MA Darul Falah Sirahan Pati	Ana Maulidatul
7.	a. Efektifitas Media Pembelajaran Flash Berbasis Islam Untuk Meningkatkan Hasil Belajar Pada Materi Sistem Peredaran Darah Kelas VIII SMP Negeri 2 Bandongan Kabupaten Magelang b. Pengembangan Media Pembelajaran Flash Berbasis Islam Pada Materi Sistem Peredaran Darah Kelas VIII SMP Negeri 2 Bandongan Kabupaten Magelang	Zeniati Saniyah

Manuscript 1 (Fima Diah Rovvy Anggraeni)

**PENGEMBANGAN BUKU BERGAMBAR BERTEKSTUR
DILENGKAPI TEKA TEKI SILANG SEBAGAI MEDIA
PEMBELAJARAN BIOLOGI SUB MATERI JARINGAN EPITEL
KELAS XI SEMESTER I DI SMA NEGERI 7 SEMARANG**

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Abstrac : Media is one of tool to help the learning process. The media used in Senior Hight School 7 Semarang still general like book and LKS, the media admitted still has weakness from the presentation of contents, picture and increasing students interest, so that the learning looks monotonic and less to give progress of learning which is fun in the class. The thing explained raises the results of research like Developing The Book Which has Pictures and Textured and It is Completed with Crossword Puzzle As Media Learning Sub Material Materials Epitel Class XI Semester 1 in Senior Hight School 7 Semarang. This research uses the method (R & D) with 4-D development model Thiagarajan dkk production Defind, Design, Develop and Dessiminate. The result of the research is based on the assessment of media material expert has decent criteria (Very Good) with 90.9% percentage, assessment according to the media expert is included in the criteria worth (excellent) with 85.5% percentage and the assessment according to the teacher is included in the appropriate category (Very Good) with a percentage of 98.48%. The effectiveness of the media on the value of entry in the category is quite effective with the mean of the average student control score of 5.70. Media readability test after using in the learning category is very good with a percentage of 86.1%. The result of reseach showing deserves using in the learning.

Fixed version:

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**MINAT BERCOBOK TANAM SISWA DENGAN
MENGUNAKAN TEKNOLOGI HIDROPONIK (Studi Kasus
Kelas X dan XI MA Manahijul Huda Ngagel Dukuhseti Pati Tahun
Pelajaran 2016/2017)**

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ABSTRACT

The young generation is a development asset in the future, but many young people do not put their interest in cultivation. Especially the students of MA Manahijul Huda Ngagel who motivated by the low level of student interest on cultivation activities because the perception of students about farming is identical to the soil, dirty, requires a lot of energy, hot-pine under the sun and other things that make students reluctant to plunge In cultivation activities. The purpose of this research is to know the increase of farming interest of MA Manahijul Huda Ngagel Dukuhseti Pati students using hydroponic technology after treatment. The research method used in this research is qualitative by using descriptive analysis. The focus of this research is to focus on the interest of farming students through hydroponics. The data is taken with several methods, among others: observation, interview, questionnaire and documentation. The result of the research shows that the interest of farming students MA Manahijul Huda Ngagel Dukuhseti Pati increased after treatment, seen from the questionnaire value which increased by 6.03% from 79.17 to 85.2 with very good category. Increased interest in farming is also supported by the observation result of 12.4 with good category, interview and documentation that get the same result.

Keywords: Interest in Planting, Hydroponics Technology, Student MA Manahijul Huda Ngagel Dukuhsetri Pati

PENGEMBANGAN BAHAN AJAR LKS DENGAN METODE INKUIRI
TERBIMBING PADA MATERI INTERAKSI MAKHLUK HIDUP DAN
LINGKUNGANYA KELAS VII DI MTS NEGERI KENDAL

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ABSTRACT

In addition, one of the characteristics of science learning is to seek learning by recognizing real life environment, therefore field activities, experiments and discussion activities are important in science learning. One way that can be used to enable students and provide direct experience to students is to use Student Worksheet (LKS). Guided inquiry method is one way that can be applied by teachers at the time of learning, where students are very active role in finding the concept being studied. The purpose of this study is to find out how the development of LSM based inquiry is guided on the material interaction of living creatures and the environment is suitable to be used as additional teaching materials in MTs Negeri Kendal based on validator assessment and to know the result of the use of LKS based on inquiry is guided on the material interaction of living creatures and the environment as material Additional teaching in MTs Negeri Kendal is seen from cognitive aspect, student activeness aspect and student's response. This research is a Research & Development (R & D) research proposed by Thiagarajan (4-D). This model consists of 4 stages of development, namely Define (defining), Design (Design), Develop (development), and Disseminate (spread). The result of the research shows that the percentage of feasibility based on guided inquiry based on expert validator 1 is 90%, expert validator 2 85% and from teacher 83%. LKS received a very applicable response from students with a percentage of 71.3% in small-scale trials. In a large-scale trial of learning achieves 76% classical completeness, student activeness of 90.9% and student responses of 94.6%. Based on the research, the development of teaching materials based LSM inquiry is feasible to be used in the science learning materials of Living and Environmental Interaction for class VII.

Keywords: Student Worksheet, Guided Inquiry, Creature Interaction

**PENGEMBANGAN MODUL PEMBELAJARAN BIOLOGI
BERBASIS KEARIFAN LOKAL DI KAWASAN WISATA GOA
KREO PADA MATERI EKOSISTEM KELAS X
SMA NEGERI 16 SEMARANG**

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ABSTRACT

Efforts to develop biological modules based on local wisdom are still not widely used in school learning. One school that has not used biology subject modules based on local wisdom is SMA Negeri 16 Semarang. SMA Negeri 16 Semarang in 2016 has been awarded as Adiwiyata school, a school that is able to apply awareness to the surrounding environment. Therefore, as a school with an awareness of environmental awareness, there needs to be a biology-based learning module based around local wisdom to be applied in the school environment. One effort to realize it, it is necessary to develop a module based on local wisdom ecosystem in the Tourism Area Goa Kreo. From this study is expected to be a source of learning for students, able to provide local wisdom values to learners, as well as efforts to preserve the natural traditions around. This study aims to determine the feasibility and effectiveness of ecosystem material modules that have been developed. This research is conducted by Research and Development method, referring to the Thiagarajan 4-D (define, design, develop, and disseminate) model. The results of development is very feasible to use in learning, it is based on the assessment of the quality of modules by material experts with a percentage of 84.54%, module experts with a percentage of 93.34%, biology subject teachers with a percentage of 90.23%, and according to participants' responses Educated with a percentage of 97.2%. Based on the assessment, the module developed is very feasible to use.

Keywords: Module Mining, Goa Kreo, Teaching Materials, Ecosystem Materials

**Pengaruh Keaktifan Siswa Dalam Kegiatan Pramuka Terhadap
Kepedulian Lingkungan Pesisir di MA NU Nurul Huda
Mangkangkulon Kota Semarang**

Oleh:

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ABSTRAK

This research was conducted to know the influence of the students activity of class X MA NU Nurul Huda in Scout activities on coastal environmental awareness. Researchinimer is a quantitative research, with random sampling technique. The method used is expostfacto method, hence this research referred as post-event research. The total population of 144 students, then sampled with the error rate 5% of the population with the number of 108 students. This study uses data analysis with simple linear regression. Technique of collecting data by documentation method and questionnaire. Data analysis technique used is simple regression analysis technique, with the step of instrument analysis and hypothesis testing. The analysis consists of two stages: test of validity and releability test. While testing the hypothesis through five stages, namely correlation significance test, correlation coefficient test on simple linear regression, coefficient of determination, regression equation and significance test and linear regression. The result of this research shows that there is a significant correlation between student activity of class X MA NU Nurul Huda Semarang in scout activity (X) with coastal environmental concern (Y), this is proved by the line of regression equation is $(Y) = 79,721 + 0, [(276X)]$. Then from calculation Fcount obtained price equal to 14,388. The price is then compared with the price of Ftabeld with a significance level of 5% price Ftabel = 3.94. Then Fcount> Ftabel so Ho rejected and Ha accepted. The contribution value of student activeness influence of MA NU Nurul Huda Semarang toward coastal environmental awareness is 12%.

Pengembangan Modul Biologi Bernilai Islam Materi Sistem Reproduksi pada Manusia Kelas XI Semester Genap di MA Darul Falah Sirahan Pati

Oleh:

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ABSTRACT

The development of Islamic Biology module aims to produce Biology learning resources equipped with Islamic values. This research is a means in order to build a foundation for the development of potential learners to be a human being who believes and cautious to God Almighty, noble character and noble personality. The purpose of the module is to open the opportunity for the learners to learn according to the individual speed, because it is assumed that learners will not achieve the same results at the same time and are not available to learn something at the same time. This research is a development research by modifying the pattern of 4D (Define, Design, Develop and Disseminate). The define stage has been performed as a preliminary study, various analyzes were performed at the define stage in order to prepare the needs in module development. The next stage is design to design the modules developed. Development is continued with the development stage which at this stage there are 3 kinds of assessment conducted to determine the level of eligibility module developed. This research has resulted in prototype of Islamic Biology module with decent quality and ready to be tested at the next stage, that is disseminate. The developed modules fall into the category worthy of use because, the average percentage of assessment from the material experts is 81.9%, for the 83.3% media expert and 82% biology teacher. Results for percentage of students' responses in small classes were 78% with eligible criteria, and students' responses to large classes were 80.64% with eligible criteria.

Keywords: Module, Biology, Islamic Values, Reproductive System on Humans, 4D.

Manuscript 7 (Zeniati Saniyah)

**EFEKTIFITAS MEDIA PEMBELAJARAN *FLASH* BERBASIS
ISLAM UNTUK MENINGKATKAN HASIL BELAJAR PADA
MATERI SISTEM PEREDARAN DARAH KELAS VIII SMP NEGERI
2 BANDONGAN KABUPATEN MAGELANG**

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ABSTRACT

This study is based on the lack of understanding of the students on the material Circulatory System and learning process learning is still lecture. The Circulatory System Material is abstract so that learners can not observe the process directly. This study aims to determine the effectiveness of the use of flash media Circulatory System material to student learning outcomes. Based on the calculation of t-test one party obtained t count > t table that is $4.172 > 2.013$ so H_a accepted, that is learning result of control class is smaller than experiment class. The data obtained by the mean of the learning result of control class learners is 58.17 and the experimental class is 70.

Keywords : Islamic-based Flash Media, Effectiveness, Circulatory System, Learning Outcomes

**EFEKTIVITAS PENGGUNAAN MODUL PEMBELAJARAN
BIOLOGI BERBASIS KEARIFAN LOKAL DI KAWASAN WISATA
GOA KREO PADA MATERI EKOSISTEM KELAS X
SMA NEGERI 16 SEMARANG**

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ABSTRACT

Efforts to use biology modules based on local wisdom are still not widely used in school learning. One school that has not used biology subject modules based on local wisdom is SMA Negeri 16 Semarang. SMA Negeri 16 Semarang in 2016 has been awarded as Adiwiyata school, a school that is able to apply awareness to the surrounding environment. Therefore, as an environment-sensitive school, it is necessary to use local biodiversity-based learning modules to be applicable in the school environment. One effort to realize it, it is necessary use of local wisdom-based ecosystem module in Tourism Area Goa Kreo. From this research is expected to be a source of learners learners, able to provide local wisdom values to learners, as well as efforts to preserve the natural tradition around. This study aims to determine the effectiveness of the use of ecosystem material modules. This research uses quantitative approach with experimental research type. This research design uses Pre-test and Post-test group design. The sampling technique is done by simple random sampling. The result of using local wisdom module in Kreo Goa on ecosystem material is effectively used in biology learning of Class X SMA Negeri 16 Semarang, with effective value of 1.70 high effective category.

Keywords: Use of Module, Kreo Cave, Teaching Material, Ecosystem Material

PENGEMBANGAN MEDIA PEMBELAJARAN *FLASH* BERBASIS ISLAM PADA MATERI SISTEM PEREDARAN DARAH KELAS VIII SMP NEGERI 2 BANDONGAN KABUPATEN MAGELANG

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ABSTRACT

This research is based on the lack of understanding of the students on the material circulation system and learning process is still passive. The Circulatory System Material is abstract so that learners cannot observe the process directly. Teacher difficulty finding or using learning media that support the material, especially the Indonesian language media. The development of creative-innovative media materials can be a solution to solve the problem. Based on this background, developed a learning media in the form of flash material Circulatory System class VIII SMP / MTs, with Adobe Flash CS 6 program. This study aims to determine the feasibility of flash media material Circulatory System, knowing the quality and response of learners to media that has been developed as well Increase learning outcomes of learners. This research is conducted by Research and Development (R & D) method with the development model applied is 4-D Thiagarajan model with Define stage include front end analysis, concept analysis, learning objective analysis. Stage Design includes media selection, format selection and initial product design. Development stage includes expert validation assessment, and field test. Disseminate stage is to socialize the learning media to the user. The results of the assessment of material experts, media experts have decent criteria (Good) with percentage according to material experts 77.8%, percentage according to media experts 93.1%, percentage according to teachers 95.5%. The response rate of learners to the media reached 92.2% which means the media is effective and feasible to use

Keywords : Development of Media, Flash, Islamic-Based, Circulatory System.

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