

**THE ANALYSIS OF RESEARCH ABSTRACT WRITTEN BY THE
STUDENTS OF ENGLISH DEPARTMENT AT MUHAMMADIYAH
UNIVERSITY OF MAKASSAR WHO GRADUATED IN 2017**



A THESIS

*Submitted to the Faculty of Teacher Training and Education Makassar
Muhammadiyah University in Partial Fulfilment of the Requirement for the
Degree of Education in English Department*

NURHAYA

10535594614

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
MAKASSAR MUHAMMADIYAHUNIVERSITY**

2018



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAR PENGESAHAN

Skripsi atas nama **NURHAYA** , NIM **10535 5946 14** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **0018 Tahun 1440 H/2019M**, tanggal 28 Januari 2019 M, sebagai salah satu syarat guna memperoleh Gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Jumat tanggal 01 Februari 2019.

Makassar, 01 Februari 2019

PANITIA UJIAN

Pengawas Umum : Dr. H. Abd. Rahman Rahim, SE.,MM
Ketua : Erwin Akib, M.Pd., Ph.D
Sekretaris : Dr. Baharullah, M.Pd
Dosen Penguji :
1. Dr. Hj. Andi Tenri Ampa, M. Hum
2. Nur Devi Bte. Abdul, S.Pd., M.Pd
3. Muh. Arief Muchsin, S.Pd., M.Pd
4. Firman, S.Pd., M.Pd.

Juml..
(Juml)
(Rogani)
(Alim)
(Arief)
(Firman)

Disahkan Oleh :
Dekan FKIP Unismuh Makassar


Erwin Akib, M.Pd., Ph.D
NBM: 860034



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

APPROVAL SHEET

Title : The Analysis of Research Abstract Written by the Students' of English Department at Muhammadiyah University of Makassar Who Graduated in 2017
Name : NURHAYA
Reg.Number : 10535 5946 14
Department : English Education Department Strata 1 (S1)
Faculty : Faculty of Teacher Training and Education

Makassar, Februari 2019

Approved by:

Consultant I

Consultant II

Dr. Hj. Andi Tenri Ampa, M. Hum

Eka Prabawati Rum, S.Pd., M.Pd

Dean of FKIP
Makassar Muhammadiyah University

Head of English
Education Department

Erwin Akib, M.Pd., Ph.D
NBM: 860 934

Umami Khaerati Svam, S.Pd., M.Pd
NBM: 977 807



CONSELLING SHEET

Nama : Nurhaya
Stambuk : 10535594614
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : **The Analysis of Research Abstract Written by the Students' of English Department at Muhammadiyah University of Makassar Who Graduated in 2017**
Consultant I : **Dr. Hj. Andi Tenri Ampa, M.Hum**

Day/Date	Chapter	Note	Sign
4/12	1-11	perpola simple - tenses & analysis - tenses	
11/12 2018	1-V	- tabel tinjauan, buat A table - la p. II & Structure	
8/1 2019		Ulasan	

Makassar, November 2018

Approved by:
Head of English Education
Department


Ummi Khaerati Syam, S.Pd., M.Pd.
NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

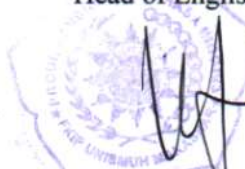
COUNSELLING SHEET

Nama : Nurhaya
Stambuk : 10535 5946 14
Jurusan : Pendidikan Bahasa Inggris
Dengan Judul : The Analysis of Research Abstract Written by the Students' of English Department at Muhammadiyah University of Makassar Who Graduated in 2017

Consultant II : Eka Prabawati Rum, S.Pd., M.Pd

Day / Date	Chapter	Note	Sign
12/12/2018		Review some correction	
20/12/2018	-	Abstract	
	-	Appendices	
	-	Review some correction	
7/1/2019	-	Review some correction	
	-	Ob.	

Makassar, Desember 2018
Approved by:
Head of English Education Department



Ummi Khaerati Syam, S.Pd., M.Pd
NBM: 977 807



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Sultan Alauddin No. 259 Telp. (0411) 866972 Makassar 90221

SURAT PERNYATAAN

Saya yang bertanda tangan di bawah ini:

Nama : Nurhaya

NIM : 10535 594614

Jurusan : Pendidikan Bahasa Inggris

Judul Thesis : *The Analysis of Research Abstract Written by the Students' of English Department at Muhammadiyah University of Makassar Who Graduated in 2017*

Dengan ini menyatakan:

Thesis yang saya ajukan di depan tim penguji adalah *hasil karya sayasendiri bukan hasil jiplakan dan tidak dibuatkan oleh siapapun.*

Demikian pernyataan ini saya buat dengan sebenar-benarnya dan bersedia menerima sanksi apabila pernyataan saya tidak benar.

Makassar, Desember 2018

Yang membuat pernyataan

Nurhaya



UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Sultan Alauddin No. 259 Telp. (0411) 866972 Makassar 90221

SURAT PERJANJIAN

Saya yang bertanda tangan di bawah ini:

Nama : Nurhaya

NIM : 10535 594614

Jurusan : Pendidikan Bahasa Inggris

Judul Thesis : *The Analysis of Research Abstract Written by the Students' of English Department at Muhammadiyah University of Makassar Who Graduated in 2017*

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari *penyusunan proposal* sampai dengan selesainya thesis saya, saya akan *menyusun sendiri thesis saya*, tidak dibuatkan oleh siapapun.
2. Dalam menyusun thesis, saya akan selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak akan melakukan *penjiplakan* (plagiat) dalam menyusun thesis ini.
4. Apabila saya melanggar perjanjian saya seperti yang tertera pada butir 1,2 dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Desember 2018

Yang membuat perjanjian

Nurhaya

MOTTO

*“Barang siapa bersungguh-sungguh, sesungguhnya
Kesungguhannya itu adalah untuk dirinya sendiri”.*

(QS Al-Ankabut [29]: 6)

*I dedicate this thesis to:
my parents, my brothers, my sister,
my nieces, and all my best friends,
for your sincerities and lots of prayers in supporting
the researcher making her dream come true.*

ABSTRACT

Nurhaya, 2018. *The Analysis of Research Abstract Written by the Students of English Department at Muhammadiyah University of Makassar who Graduated in 2017* under the thesis of English Education Department, the Faculty of Teacher Training and Education, University Muhammadiyah of Makassar, guided by Hj. Andi Tenri Ampa and Eka Prabawati Rum.

This researcher found that there were still various mistakes done by some researchers towards writing their abstract ranging from writing incorrect tenses or missing the good criteria within abstract.

This research aimed to find out the use of abstract criteria in research contents and also to find out the correct tenses that are used by students in writing research abstract. This research conducted for the students who graduated in 2017 with Grade Point Average 3,56 at Muhammadiyah University of Makassar

The researcher used descriptive quantitative method. The population of this research was 113 research abstracts which consisted of 26 students as sample that was taken purposively. The instrument of this research was documentation technique.

The findings of this research showed that the abstract criteria's contents that had been written by the 26 samples were one abstract that used background with percentage 4%, 26 abstracts that used purpose with percentage 100%, 25 abstracts that used method with percentage 96%, 25 abstracts that used result with percentage 96%, 20 abstracts that used conclusion with percentage 77%, 15 abstracts that used keyword with percentage 58% and 23 abstracts that used paragraphs with percentage 88%. Simply, the most used abstract criteria by students were purpose with percentage 100%. While the least used abstract criteria were background with percentage 4%. Moreover, the percentage of the correct tenses in background, purpose, method, result, and conclusion criteria was 100%, 62%, 72%, 56% and 5%. In other words, the highest percentage of correct tenses was background and the lowest percentage of correct tenses was conclusion.

From the findings, the researcher concludes that the contents and tenses of the students' research abstract were good as seen from the percentage which only one abstract criteria and tenses were under 50%.

Keywords: Research abstract, the Content of abstract criteria, Tense and Writing

ABSTRACT

Nurhaya, 2018. Analisis Penulisan Abstrak Penelitian Oleh Mahasiswa Jurusan Bahasa Inggris Universitas Muhammadiyah Makassar Yang Selesai Di Tahun 2017.

Sebuah tesis jurusan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Dibimbing oleh Hj. Andi Tenri Ampadan Eka Prabawati Rum.

Penelitian ini menemukan bahwa masih ada berbagai kesalahan-kesalahan yang dilakukan oleh beberapa peneliti terhadap penulisan abstractnya termasuk kesalahan dalam tenses atau kurangnya criteria dalam abstract.

Penelitian ini bertujuan untuk menemukan penggunaan kriteria dalam isi abstrak penelitian dan juga untuk menemukan penggunaan tenses yang benar yang digunakan mahasiswa dalam menulis abstrak penelitian. Penelitian ini diadakan untuk mahasiswa yang selesai tahun 2017 dengan IPK 3,56 di Universitas Muhammadiyah Makassar.

Penelitian ini menggunakan metode deskriptif quantitative. Adapun populasi dalam penelitian ini sebanyak 113 abstrak yang terdiri dari 26 sample yang dipilih secara purposive. Instrument yang digunakan adalah tehnik dokumentasi.

Hasil dari penelitian ini menunjukkan bahwa isi dari abstrak yang telah ditulis oleh 26 sample adalah satu abstrak yang menggunakan latar belakang dengan persentasi 4%, 26 abstrak yang menggunakan tujuan dengan persentasi 100%, 25 abstrak yang menggunakan metode dengan persentasi 96%, 25 abstrak yang menggunakan hasil dengan persentasi 96%, 20 abstrak yang menggunakan kesimpulan dengan persentasi 77%, 15 abstrak yang menggunakan kata kunci dengan persentasi 58%, 23 abstrak yang menggunakan paragraf dengan persentasi 88%. Ringkasnya, kriteria abstrak yang paling banyak digunakan oleh mahasiswa adalah tujuan dengan persentasi 100% sedangkan yang paling sedikit digunakan adalah latar belakang dengan persentasi 4%. Adapun persentasi tenses yang benar pada latar belakang, tujuan, metode, hasil dan kesimpulan adalah 100%, 62%, 72%, 56% dan 5%. Dengan kata lain, persentasi tenses yang benar paling tinggi terdapat pada criteria latar belakang dan yang paling rendah adalah kesimpulan.

Dari hasil penelitian, peneliti menyimpulkan bahwa isi dan tenses pada abstrak mahasiswa adalah bagus dapat dilihat dari persentasi yang hanya terdapat satu criteria dan tenses dibawah 50%.

Kata kunci: Abstrak Penelitian, Kriteria Isi Abstrak, Tenses dan Menulis

ACKNOWLEDGMENT



Praise and great gratitude to Allah SWT who always gives gracious mercy and tremendous blessing that help the researcher finish this thesis as a requirement in the completion of S-1 Degree at English Department in Muhammadiyah University Makassar with the title is *“The Analysis of Research Abstract Written by the Students of English Department at Muhammadiyah University of Makassar who Graduated in 2017.”* Shalawat and salam are upon the greatest Prophet Muhammad SAW, his family, companions and adherents.

The researcher would like to express her deepest most profound and gratitude to her parents for their prayer, financial, motivation and sacrifice. The researcher realizes that many hands have given their help and useful suggestion for the completion of this thesis. Without the assistance of these people, the researcher would never be able to finish this thesis without support, assistance, encouragements, and aids of many people. Therefore, the researcher would like to express her deepest gratitude to all of them.

The researcher's highest appreciation goes to her lovely parents, Lamande (father) and Becce Padi (mother). Thank you so much for the sacrifice, affection, motivation, patience, and greatest prayer for her bright future.

The researcher's greatest thanks to the first consultant Dr. Andi Tenri Ampa, M. Hum and the second consultant Eka Prabawati Rum, S.Pd., M.Pd who

have given their valuable time and guidance since the very beginning. The researcher's greatest thanks also to:

1. **Dr. H Abd Rahman Rahim., SE., MM.** as the Rector of Makassar Muhammadiyah University who brings the campus to the advances.
2. **Mr. Erwin Akib, M.Pd, P.hD.** as the Dean of the Teaching and Education Faculty in Muhammadiyah University of Makassar.
3. **Ummi Khaerati Syam, M.Pd,** as Chair of the Department of English Language Education.
4. **My beloved family:** My brothers Taming, Yunus, Pejan, Daking, my sister Hawia and my nieces Santi, Ain and Arfah who always give support, prayer and motivation to the writer so that the writer had uncountable spirit to finish this thesis.
5. **My Best friends: Dewi Kartika Sari, Wahfudin Jamil and Nadia** who have been by writer's side from the beginning until now and want to listen writer's story. Thank you for your support, suggestion, and time that you've spent for the writer.
6. **Marwah, Rini, Nurul, Ina, Iis, Wendi, Harmin, Risna, Amrul, and all my classmates** who accompanied writer for four years in Muhammadiyah University of Makassar; a big thanks for your understanding and for every special moment that you'd given to the writer.

Last but not least, the researcher very sincere thanks to who are not mentioned personally here, without their patience, guidance, support and cooperation this paper could have never been written. Finally, the researcher

surrenders everything to Allah SWT and the researcher hope it will be useful thing for the researcher herself and for all to improve education quality.

Makassar, December 2018

Nurhaya

TABLE OF CONTENTS

TITLE PAGE

APPROVAL SHEET.....	i
COUNSELLING SHEET.....	ii
SURAT PERNYATAAN.....	iv
SURAT PERJANJIAN.....	v
MOTTO.....	vi
ABSTRACT.....	vii
AKNOWLEDGMENT.....	viii
TABLE OF CONTENTS.....	xi
LIST OF TABLES.....	xiv
LIST OF FIGURES.....	xv
LIST OF APPENDICES.....	xvi

CHAPTER I INTRODUCTION

A. Background.....	1
B. Problem Statements.....	4
C. Objective of the Research.....	4
D. Significance of the Research.....	4

E. Scope of The Research.....	5
-------------------------------	---

CHAPTER II REVIEW OF RELATED LITERATURE

A. Concept of Writing	6
B. Concept of Tense.....	11
C. Concept of Abstract.....	14
D. Framework	23

CHAPTER III RESEARCH METHOD

A. Research Design	25
B. Variables and Indicators.....	25
C. Population and Sample.....	25
D. Research Instrument	26
E. Data Collection Procedure	26
F. Technique of Data Analysis	27

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings	29
B. Discussion	33

CHAPTER V CONCLUSION

A. Conclusion	95
B. Suggestion.....	95

BIBLIOGRAPHY

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Tables	Pages
4.1 The Contents of Students' Research Abstracts.....	29
4.2 The Tenses of Students' Research Abstracts	31

LIST OF FIGURES

Figures	Pages
2.1 The Conceptual Framework.....	23
4.1 The Contents of Students' Research Abstracts.....	30
4.2 The Tenses of Students' Research Abstracts	33

LIST OF APPENDICES

Appendix 1: Pictures of Students' Research Abstract

Appendix 2: Data Analysis

Appendix 3: Table of Samples

Appendix 4: Documentation

CHAPTER I

INTRODUCTION

A. Background

Scientific paper is systematically organized according to certain rules or rules based on the results of scientific thinking. The process of scientific thinking consists of certain steps that are supported by three elements, namely (1) the filing of the problem, (2) the formulation of the hypothesis, (3) verification reported by a particular method. Scientific paper is divided into several types, namely research report, paper, thesis and dissertation.

From several types of scientific papers above, the researcher will focus discuss about thesis as one of the obligations of students in university is to make scientific papers. Learning to write a scientific paper gives at least two benefits. First, try someone to construct the results of their thought and the results of his research according to the ways commonly used by scholars in the world of science. Second, it gives everyone the opportunity to follow the descriptions and data presented in the scientific paper.

Thesis is a scientific paper made by students in university as one of the requirements to get a bachelor degree. The content of a thesis is strongly emphasized on substance or any aspect of the substance of the field of study being studied. In writing thesis there are elements that are generally the same as writing other scientific articles. One of the important elements in thesis is abstract.

Abstract is a brief description of a scientific paper. Abstract placed on the home page of the research. A text in abstract is presented in a solid essence of

scientific papers covering the background, problem under study, method used, results obtained, conclusions and suggestions. Preparation of abstract using the preparation based on the policy of the institution concerned. Abstract contains the essence of the research report presented in solid and clear. Maximum number of words in abstract is 250 words (200-250) and keyword given up 5 keywords. Abstract is presented in Indonesian and English (for English written in italics).

When writing an abstract, the students need to pay attention to use their language so that ideas and the research results can be delivered properly. Good abstract needs to be considered as this section is part of the research read after the title. Abstracts such as synopsis, only read abstract the readers can already understand what is in a scientific paper. Therefore the abstract should be clear, concise, solid and easy to understand (Sahira, 2009).

Abstract should be informative and descriptive. It means information contained in the abstract must be factual. In other words, it is not permitted to include information that has no obvious facts in the contents of the article on an abstract. A good abstract should contain four elements: logical argumentation needs to be observed or research to solve problems, approaches used to solve problems (methods), and the results achieved in research and conclusions obtained (Sahira, 2009). The abstract contains concise and concise statements about the most important ideas. The abstract contains the problem and purpose of the research, the research procedure (for qualitative research including description of the subject under study) and summary of research results if deemed necessary, also

conclusions and implications). Other things like hypotheses, discussions and suggestions need not be presented in writing abstract (Sahira, 2009).

Writing research abstract may be considered easy by some people as seen from the weight of which are usually no more than 500 words. Despite its weight a little, in the process there are still many students who struggle and do error in writing research abstract. In writing research abstract, the students should pay attention various things, such as the amount of word use, high-accuracy, informative, clear, and in accordance with its structure. Someone who makes a research abstract should know about the grammatical of sentence. For example: conformity between subject and verb.

In preparing a research abstract, the researcher must also consider the structure of the sentence, because the preparation of inappropriate sentence structure in a research abstract will cause ambiguity of meaning. The elements that construct a sentence are subject, predicate, object, complement and adverb. A sentence has at least a subject and a predicate to make a good sentence.

The previous researcher has conducted preliminary research by visiting the library of Muhammadiyah University of Makassar to do the observations on the thesis in there. The researcher found some incorrect tense in writing research's abstract, one of them was "the result of students' perceptions showed students are (85%) strongly agree" whereas researcher should write "the result of students' perceptions showed students were (85%) strongly agree. Besides, there were still many abstracts which contain incomplete criteria of abstracts' content such as only put three or four criteria of abstract. In fact, the good abstract must contain

seven criteria. These are background, purpose, method, result, conclusion, keyword and paragraph (Weissberg & Buker, 1990).

Based on the statement above, the researcher was interested in doing research to analyze research abstract written by the students of English Department at Muhammadiyah University of Makassar who graduated in 2017.

B. Problem Statements

Based on the background above, the problems of the research would be formulated in the following questions:

1. How are the contents of research abstract written by the students of English department?
2. How are the tenses of research abstract written by the students of English department?

C. Objectives of the Study

Based on the problem statements above, this study would be aimed to find out:

1. The contents of research abstract written by the students of English department
2. The tenses of research abstract written by the students of English department

D. Significances of the Study

This result of this study would be expected to be useful:

1. For students, the students can get information on the structure of scientific paper that is good and true and can improve their abstract writing skills.

2. For lecturers, the lecturers can utilize the results research to emphasize the proper writing of scientific paper in an effort to improve the ability to write a scientific essay. Besides, supervisor lecturer can utilize the results of this research as views or reflections that are very important to uniform abstract structures in accordance with grammatical of sentence.
3. For other researchers would be expected that the result of this research will help to find references for further research.

E. Scope of the Study

The scope of this research focused on describing the tenses (past tense and present tense) and the content of research abstract written by the students of English department at Muhammadiyah University of Makassar 2012 generation who graduated in 2017 with grade point average 3,56.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Writing

Byrne (1984) stated writing competence is a continuous process of thinking and organizing, rethinking and reorganizing. Through writing we can inform others carry out transaction, persuade, infuriate and tell what we feel. However, we know that writing or learning to write especially in a second language is not simply a matter of writing things down

Johnson (1999) stated performance writing is one of those unwieldy term not quite familiar enough for use to assume we already know what it means, not quite descriptive enough for us to simple guess. Writing is how to produce a written product. The process involves a series of thinking activities in which the writer has to transform their ideas coherently and cohesively into written text.

Bello (1997) states that writing enhance language acquisition as learners experiment with word, sentences, and other elements of writing to communicate their idea effectively and to reinforce the grammar and vocabulary they are learning in class. It means that writing is not only a means of communication where students can share their views and thought, it is actually a pre request to master other language. While Lindbolm (1983:5) writing is productive skills for writing an indirect communication and the

nature of the character is very different from that expressed by speaking directly, therefore writing is includes an ability.

From the explanation above, the researcher can conclude that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text.

1. The Characteristics of Good Writing

There are some characteristics of good writing as Edelstein and Prival (1980) states as follows:

- a. Good writing reflects the writer's ability to use the appropriate voice. Even though all good writing conveys the sound of someone talking to someone else, the voice heard through the writing must also suit the purpose and the audience of occasion.
- b. Good writing reflects the writing skill to organize the material into coherence whole so that it moves logically from a sentence, dominant idea, to the supporting and finally to consistent ending, conveying to the reason sense of a well thought outplay.
- c. Good writing reflects the writers' abidingly to write clearly and unambiguously, to use sentence structure, language and example. So that the one possible meaning is the writer's intended one.
- d. Good writing reflects the writer's ability to write convincingly to interest readers in subject and to demonstrate a thoughtful and sound understanding of it.

- e. Good writing reflects the writer ability to criticize the first draft and revise it. Revision is the key of effective writing.

2. Components of Writing

Jacob (2008) points out five kinds of components in writing. They are content, organization, language use, vocabulary, and mechanics.

a. Content

The content of writing should be clear for the readers, so that the readers can understand the message conveyed and gain information from it. In order to have a good content of writing, its content should be well unified and completed. This term is usually known as unity and completeness, which become characteristic of good writing.

b. Organization

In organization of the writing concern with the ways through which writer arranges and organizes the ideas in order to convey the message in the words. There are many ways used by the writers to organize or arrange the writing this organization is mainly recognized as order. There are two parts of organization in this case, they are coherence and spatial order.

c. Language Use

Coke (1939) states that language use in writing description and other forms of writing involve correct usage and point of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, use modifier or adjective, adverbs, and participles in the writing, a modifier may other

be a phrase. A single, well-chosen- modifier is often more effective than several used together. If it is difficult to describe with over used or worn-out modifier, find more interesting synonyms, in the dictionary.

d. Vocabulary

Vocabulary is one of the language aspects dealing the process of writing. The writers always think about putting words into the sentences and putting the sentences into the paragraph until they can create a piece of writing. It is clear now that we cannot write or express if we do not have vocabulary. Therefore, we cannot understand the writing passage without having a lot of vocabulary. Vocabulary as one of the important components of writing should take in to consideration by the English learner and English teacher, because there is a doubt that learning the words of the language.

e. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The use of favorable mechanic in writing will make readers easy to group the conveying ideas or the message to the written materials. Further explanations about mechanics are capitalization.

3. Characteristic of an Effective Paragraph in Writing

According to Oshima & Hogue (1997) states a paragraph is a basic unit of organization in writing in which a group of related sentences develops one main idea. The number of sentences is unimportant; however, the paragraph should be long enough to develop the main idea clearly. A paragraph has three major structural parts: a topic sentence, supporting sentences, and a concluding sentence. Writing a paragraph is an uneasy activity. Students often find difficulties especially when they want to write a good paragraph. In every sentence of a paragraph, it should be related to the unit of organization, the parallelism, and others.

According to Harmer (2001), there are two characteristics of an effective paragraph. Those are coherence and cohesion

a. Coherence

Coherence means that the paragraph is easy to read and easy to understand, then the sentence in the paragraph must be logically arranged and the movement from one sentence, the reader can understand at least two things. There are; the purpose of writing and the writer's line of thought the reader should be able to follow the story and should not get confused with the content of the story.

b. Cohesion

A paragraph is called cohesion if all supporting sentences can support the topic sentence. Unity is a requirement of an effective paragraph. They are: "Every good paragraph has unity, which

means that in each paragraph only one main idea is discussed if the writers start to discuss new idea, he must start a new paragraph. Furthermore, every supporting sentence in the paragraph must be directly related to the main idea.

B. Concept of Tense

In grammar, tense is a category that expresses time reference. Tenses are usually manifested by the use of specific forms of verbs; particularly in their conjugation (Murphy, 1985). Tense is a form of verb used to indicate the time. Hornby (1975) states that “the words ‘time’ and ‘tense’ must not be confused. The word time stands for a concept with which all mankind is familiar, divided into past, present and future. The word tense stands for a verb form or series of verb forms used to express a time relation. Tenses may indicate wheatear an action, activity, or state.

Tense commonly refers to the time of the situation which relates to the situation of utterance or at the moment at the speaking. For example, the commonest tenses found in languages are present, past and future: a situation described in the present tense is related as simultaneous with the moment of speaking (Jhon is singing); the situation described in the past as related prior to the moment of the speaking (Jhon was singing); while the situation described in the future as relates subsequent to the moment of speaking (Jhon will singing). Since tense refers to the time of the situation which relates to the situation of the utterances, it can be described as ‘deictic’ (Comrie, 1995). In other words, deictic refers to an interval or period of the time which contains

the moment of utterance. It can be expressed by some words: yesterday, now and tomorrow. English verbs have only two simple tenses, the tenses called the simple present (e.g he writes) and the simple past (e.g he wrote).

Based on the previous researcher has conducted preliminary research by visiting the library of Muhammadiyah University of Makassar to do the observations on the thesisin there. Mostly, the research abstract used past form but there are also the research abstract didn't use past form in purpose, method and result of their research. In fact, the writer must use past form in purpose, method and result while background and conclusion used present tense of research according to Weissberg and Buker (1990). Therefore, the English tense that would be discussed are present tense and past tense.

1. Present Tense

According to Hornby (1975) the present tense indicates an action in the present time which is not finished. This can be a habitual action (something done regularly such as brushing your teeth every day) or a general truth. A form of the verb that is represented in English by either the third-person singular-s inflection (for example, "She laughs") or the base form ("I/You/We/They laugh") also called the non-past. Contrast with the past tense or preterit. The present tense may refer to an action or event that is ongoing or that takes place at the present moment. However, because the present tense in English can also be used to express a range of other meanings (including references to past and future events, depending on the context), it is sometimes described as being "unmarked for timeWe

use the present simple to talk about things in general. We are not thinking only about now. Present tense uses verb 1 to show the action in verbal sentence and to be (is, are, am) in nominal sentence.

2. Past Tense

The Past tense is formed with the past form of the verb which may be either regular, by adding –ed to infinitive form (incidentally, most verb are regular) or irregular which must be learned and memorized in each case. Besides that, According to Parrot (2000:94) divided verbs into two types. The first is lexical verbs (main verbs) and auxiliary verb. Main verb convey the key meaning in any group of verbs. For example in the sentence *Yuni have finished her project*, *finished* is the main verb. Main verb always appear in research abstract.

The second is auxiliary verbs are verbs of incomplete predication that is used with a principle verb to form phrase indicating tense, mood or voice. Sometimes, they also called ‘helping verbs’. A helping verb helps the main verb to express action or make a statement. According to Riley and Parker (1998:100) English has two types of auxiliary verbs which is finite forms and in non-finite forms.

Furthermore, according to Leech (2004:13) past tense normally applies only to completed happening or to an event seen as a complete entity. The ending –ed on a verb shows that the event happened in the past. Unlike the present tense, which has two predicate forms (uninflected or -ed), past tense forms vary much more widely. There are two categories of the form

of past tense in English which are as follows: the regular verbs form their past tense by adding an *-ed* inflection: e.g. worked, slipped, stopped. And the irregular verbs typically form their past tense by an internal vowel change. Irregular verb is one that forms its past and past participle in some other way than a regular verb. Irregular verbs form their past and past participle in several ways: by changing a vowel, a vowel and consonant and no change.

Based on the explanation above, there are some definitions of tense according to experts. The similarity of those is that tense refers to a category that expresses time reference. Therefore, researchers conclude that tense refers to the time of the situation which relates to the situation of utterance.

C. Concept of Abstract in a Research

According to Djuharie and Suherli (2001:12) an abstract is a short section of a description which is the main idea of a discussion to be elaborated. The broader meaning of the abstract is “idea of a quality apart from its material accompaniment”. It can be said that an abstract is used as a “Bridge” to understand the general description to be presented in an essay (usually scientific papers) primarily to understand basic ideas of the problem.

According to Graf (2008: 2) states that an abstract is the most important part of a journal article. It is the most widely read, and it includes all the main points. However, it may also be the most difficult to write. So it must be included within a limited number of words. While, according to Zoltan

(2005: 1) defines; the word abstract comes from the latin word is *abstractum*, which means a condensed form of a longer piece of writing.

Generally abstract is used in writing of scientific papers and essence of the scientific paper that is usually used as a reference by the reader to choose which scientific paper to read. Besides, abstract also make us to know the whole content of the thesis in the form of research results in short time. Readers can know the information in the thesis without reading whole of the thesis.

Abstract is a form of presentation a short report or document written technically, thoroughly, without criticism or the interpretation of the abstract writer. Abstract existence is the most important part in thesis. Abstract in research report is a summary of the contents reports written very briefly and densely (not exceeding 400 words). Abstract contains the subject matter, objectives, methods, data, and conclusions in paragraph form. Through abstract, readers can understand more about the thesis without reading whole of the thesis.

Abstract is a short for a complete, comprehensive and clear explains the entire contents of the article. In general abstract is presented in one paragraph using no more than 200 words. Writing abstract should be done in a way so the abstract can immediately understood without reading the entire script. The main purpose in making abstract is to provide concise information about the research question, which allows the reader to take a decision whether the writing will be useful to read.

Based on the explanations above, the researcher concludes that every experts have different opinion of abstract. The similarity of those abstract is the most important in a thesis. Therefore, the researcher can know if abstract is very important in a thesis because by seeing it the reader can know about the whole of the content of it. Besides, it also can be concluded that abstract is a brief comprehensive summary of the contents of an article or project that allows reader to survey the contents quickly.

1. Characteristics of Abstract

According to Djuharie and Suherli (2001: 13) there are some things that must be considered in writing abstract, as follows.

- a. Abstract must be a "bridge" between the reader's mind and the author of the right material in the scientific paper.
- b. Abstract should be able to reveal the entire contents of that materialfully described in a scientific paper.
- c. Abstract should be able to guide the reader (conditioned the reader) toward the full description of the material.
- d. Abstract is the main idea of a description, so abstract should be ablemaking readers interested and encouraged their curiosity to reada more complete description of the material of a scientific paper.

Based on the explanations above, the researcher concludes that there are some characteristics of abstract according the experts. The similarity of it abstract should be able to reveal the entire content of the material so the reader can know the whole of the thesis without they must read it full.

2. Structures of Abstract

The word abstract is written in the middle of the page in capital letters, symmetrical on the top of the typing field and without the period. The name of the writer is typed with a distance of 2 spaces of the word Abstract, left sequence: the last name followed by a comma, the initial name, middle name (if any) terminated the point. Year of passed written after name, ending with period. The title is italicized and typed in small letters (except the first letters of each word) ends with a comma. Thesis word is written after title and ending with comma, followed by name of majors (not abbreviated), faculty name, university, and ending with period. Then, the name of consultant I and II is written without using their academic degree.

In abstract the keyword is placed at the end of the abstract description. The number of keywords ranges from three to five. Keywords are required for computerized scientific information systems. Keywords make the reader can be found the title of the thesis and abstract with ease. Keywords can be derived from title, sourced in abstract or from body text, or from a disciplinary knowledge.

Besides, abstract text is presented in a solid essence of the essence of the thesis covering the background, the problems studied, the method used, the results obtained, the conclusions drawn and if any suggestions are proposed. Text of abstract is typed with a single space (one space) and

the length is not more than one page of quarto size paper (FKIP Unismuh Makassar, 2018:9).

There are some characteristics in writing research abstract, as follows.

- a. Abstract word is written in the middle of page with capital letters, symmetrical on the boundary for typing and without a period. Author name is typed with distance 2 spaces of the abstract word, on the left edge with the last name sequence followed by a comma, initial name, middle name (if any) terminated point. Year passed after name, ending with a comma. The title is italicized and typed in small letters (except the first letters of each word) and terminated the point. Word of thesis written after title and ending with a comma, followed by the name of the department (not to be abbreviated), the name of the university, and ending with a comma. Then the names of consultants I and II complete with a degree academic.
- b. Abstract includes keywords placed under the name of the consultants. Number of keywords ranges from three to five. Keyword required for computerization of scientific information systems. Keywords make readers easy to find abstract.
- c. Text of abstract is presented in a solid essence of the Thesis covering the background, problem under study, method used, results obtained, conclusions that can be drawn, and (if any) suggested suggestions.

- d. Text in abstract is typed with single space (one space) and its length no more than two pages of quarto size paper.

Meanwhile, there are also some tenses use in writing research abstract according to Weissberg and Buker (1990) as follow:

- a. Background information (present tense)

Example: In order to reduce costs, Thompson Consulting needs to find an alternative material for a top-secret military jet engine.

- b. Purpose (past tense/present perfect tense)

Example: Researchers tested aluminum alloy 6061, which is less expensive than the original zirconia alloy, to determine if it would be an acceptable replacement material. Example: Because of its lower cost, aluminum alloy 6061 has been tested to determine if it would be an acceptable replacement material.

- c. Methodology (past tense)

Example: Researchers conducted hardness and tensile strength tests on aluminum alloy 6061 samples that were heated and air-cooled, heated and water-cooled, and untreated.

- d. Results (past tense)

Example: The alloy met the requirements of minimum hardness (21,000 psi) and tensile strength (65 K) when subjected to temperature changes from 25°C to 625°C.

- e. Conclusions (present tense)

Example: These results suggest that aluminum alloy 6061 can replace the zirconia alloy in the jet engines. Figure

Based on the explanation above, the researcher can conclude that the characteristics of abstract according to experts are almost the same. According to FKIP Unismuh Makassar said that the name of the supervisor in the abstract thesis is not followed by the academic degree and the abstract should not be more than one page of quarto paper.

3. Content of Research Abstract

According to Weissberg and Buker (1990) in writing research abstract there are some things that must be contained in an abstract, they are:

a. Background

The first thing contained in an abstract is the background of the problems' research that faced by the researcher. With the background of the researcher will look the solutions to solve the problems that become the background of the research conducted.

b. Aim or purpose of research

In an abstract also contained the aim or purpose of research. So it will make the researcher know what they should do in conducting that research. Besides, by knowing the aim of research it will make the researcher easy to find out the solution of the problem that become the background of the research conducted.

c. Method used

Describes concisely and densely the types of research methods conducted in conducting research. Thus, researchers will know how and steps that are in accordance with the problems faced.

d. Findings results

Describing the results of the research conducted is also a rule that must be explained in an abstract. This will be one of the references that will be considered by the reader related to the research conducted. So the reader can know the background faced in the research by using the method used can solve the problem under study or not.

e. Conclusion

The conclusion becomes the cover that contained in a good abstract. So the reader can know the results of it. By attaching the conclusion it will be known that the research has been done is able to solve the problems faced.

According to Zoltan (2005: 2) explains the five elements of content of research abstract. They are:

- a. Some background information
- b. The principal activity (or purpose) of the study and its scope
- c. Some information about the methodology used in the study
- d. The most important results of the study
- e. A statement of conclusion and suggestion.

According To Pujiono (2013:76) content of abstract consists of several paragraphs. These are:

- a. The first paragraph contains a summary of the background / introduction
- b. The second paragraph contains a summary of the study of theory
- c. The third paragraph contains a summary of the methodology
- d. The fourth paragraph contains a summary of the analysis and discussion
- e. The fifth paragraph contains a summary of the conclusions and if any suggestion.

Based on the explanations above, the researcher concludes that every experts have different opinion about the content of an abstract. Zoltan, Weissberg and Buker and Pujiono said that if abstract contained background, aim or purpose of abstract, method used, result, conclusion and if any suggestion. The similarity of their assumption of it are abstract must be brief, solid, concise and easy to understand. So the reader can already understand the content of abstract without read it all of it.

D. ConceptualFramework

The conceptual framework of this study is described as follows:

Abstract

- 1) Background
- 2) Purpose
- 3) Method
- 4) Result
- 5) Conclusion
- 6) Keyword
- 7) paragraph

1. Past Tense
2. Present Tense

THE USAGE

Figure 2.1 Conceptual Framework

In this research, the researcher analyzed the students' research abstract who graduated in 2017 with grade point average 3,56. From that research abstract, the researcher collected and analyzed the data of the contents that are used by students and the correct tenses of it was used; whether the abstract criteria of contents that they used were enough or miss and the tenses that they used were correct or incorrect. The contents of abstract criteria that would be analyzed were background, purpose, method, result, conclusion, keyword and paragraph and the tenses were past tense and present tense.

CHAPTER III

RESEARCH METHOD

A. Research Design

The method of this research was a descriptive research. According to Atmowardoyo (2010:23) descriptive research as the study that describes what is. It is as the study that describes the prevailing phenomena. It is as the study which determines and describes the way things are. The method of this research was quantitative descriptive method. The quantitative data of this research took from the documentation of students' research abstract. The purpose of the documentation was to know the tenses (past tense and present tense) and contents (background, purpose, method, result, conclusion, keyword, and paragraph) of students' research abstract who graduated in 2017.

B. Variable and indicators

Variable in this research was research abstract and the indicators were tenses (past tense and present tense) and contents (background, purpose, method used, result findings, conclusion, keyword and paragraph).

C. Population and sample

1. Population

The population of this research was all of research abstracts contained in the Thesis of English at Muhammadiyah University of Makassar 2012 generation who graduated in 2017. The populations were 113 abstracts.

2. Sample

In this study, the researcher used purposive sampling technique. The researcher took 26 abstracts from the total population of research abstract which were related to the criteria of choosing the subject of the research.

These were;

- a. The students' research abstract 2012 generation who graduated in 2017 with grade point average 3,56.
- b. The students' research abstract are available in library at Muhammadiyah University of Makassar or in the office of English Department

D. Research Instrument

The researcher collected data with documentation technique. Documentation referred to here was pictures of the student's research abstracts at Muhammadiyah University of Makassar 2012 generation who graduated in 2017 with grade point average 3,56 as research material.

E. Procedures of Data Collection

In collecting data the researcher conducted the procedures as follows:

1. The researcher made a list of students' research abstract 2012 generation who graduated in 2017 with grade point average 3,56
2. The researcher chose the subject based on the criteria of research subject
3. The researcher collected the data related to the criteria
4. The researcher analyzed the abstract criteria's contents of students' whether the criteria that they put in their abstract were enough or not. The

criteria analyzed were background, purpose, method used, result findings, conclusion, keyword and paragraph.

5. The researcher analyzed the tenses of the students' research abstract that the writer used in writing their abstract's content includes past tense and present tense.
6. Finally, the researcher explained the result of research abstract written by the students of English Department at Muhammadiyah University of Makassar 2012 generation who graduated in 2017.

F. Data Analysis

The data were analyzed using quantitative analysis:

1. To calculate the percentage of abstract criteria (background, purpose, method, result, conclusion, keyword and paragraph) that are used by students in their research abstract contents, the formula as follows:

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

Notation:

P = Rate Percentage

F = Frequency of the contents abstract criteria

N = The Total Number of research abstract

(Gay, 2006)

2. To calculate the percentage of tenses (past tense and present tense) that are used by students in their research abstract, the formula as follows:

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

Notation:

P = Rate Percentage

F = Frequency of the Correcttense of abstract criteria.

N = The Total Number of research abstract

(Gay, 2006)

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

The data described in these findings was taken from the students' research abstract who graduated in 2017.

1. Contents of Students' Research Abstract

Table 4.1 Contents of Students' Research Abstract

No.	Abstract Criteria	Samples	Frequency	Percentage
1	Background	26	1	4 %
2	Purpose	26	26	100 %
3	Method	26	25	96 %
4	Result	26	25	96 %
5	Conclusion	26	20	77 %
6	Key Word	26	15	58 %
7	Paragraph	26	23	88 %

Based on the table above, abstract criteria that were used by students consist of seven criteria. Those are background, purpose, method, result, conclusion, key word and paragraph. In detail, from 26 research abstracts there was one abstract that used background, 26 abstracts that used

purpose, 25 abstracts that used method, 25 abstracts that used result, 20 abstracts that used conclusion, 15 abstracts that used keyword and 23 abstracts that used paragraph. Furthermore, the percentage of the content within these research abstracts' frequency for each abstract's criteria were 4%, 100%, 96%, 96%, 77%, 58% and 88%. Simply, the most used abstract criteria by students was purpose because all of samples used purpose in their research abstract. While, the least used abstract criteria was background because from 26 abstracts there was one abstract that used background in their abstract.

The percentage of the contents students' research abstract based on the result of analysis data could be seen also in the following chart:

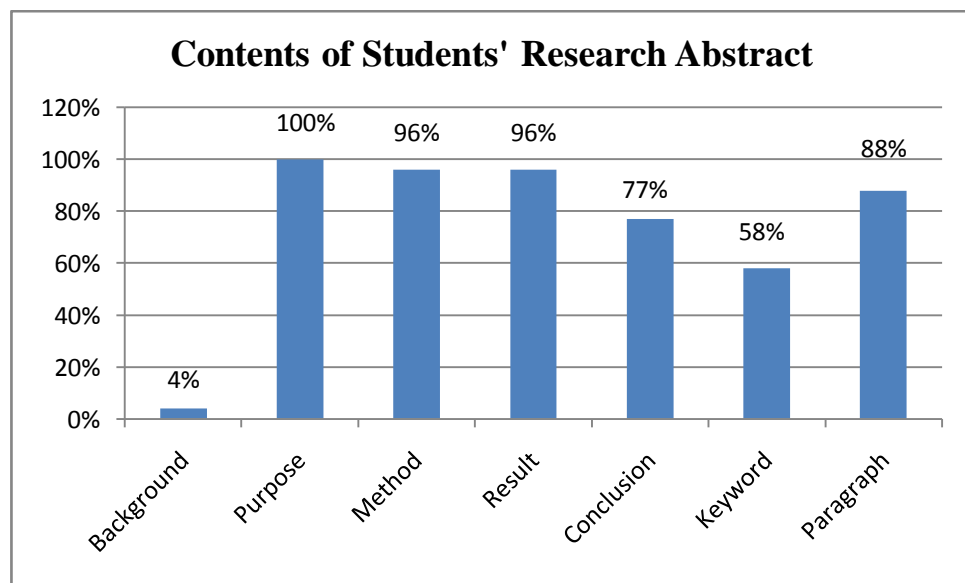


Figure 4.1 Contents of Students' Research Abstract

The figure above showed that the most used abstract criteria was purpose with percentage 100%. While, the least used abstract criteria was background with percentage 4%.

2. Tenses of Students' Research Abstract

Table 4.2 Tenses of Students' Research Abstract

No.	Abstract Criteria	Frequency of RA	Frequency Correct Tenses	Percentage
1	Background	1	1	100 %
2	Purpose	26	16	62 %
3	Method	25	18	72 %
4	Result	25	15	56 %
5	Conclusion	20	1	5 %

Based on the table above, it could be stated that the percentage of the background's tenses was 100% .This percentage of tenses was the highest score from the other abstract criteria because one frequency of research abstract used background in their abstract and the tenses of this background were correct; the student used simple present tenses in conveying their backgrounds' research. So the percentage of background's tenses was 100 %. Meanwhile, there was a significant decline from the percentage tenses of backgroundto the percentage tenses of purpose; from 100 % to 62 %. It was because there were 26 frequencies of research abstracts that used purpose in their abstract, but there were only 16 abstracts that used tenses correctly and 10 abstracts that used inappropriate tenses of their research abstract. Actually, this abstract criteria was the

most correct tenses' frequency used by the students but the percentage of its tenses was not the highest percentage.

Beside that, the percentage of the method of tenses was 72%; from 25 frequency of research abstract that used method in their abstract, there were 18 abstracts that used tenses correctly and 7 abstracts that used inappropriate tenses in their research abstract. Meanwhile, there was a significant decline from the percentage of method to the percentage tenses of result; from 72 % to 56 %. It was because there were 25 frequencies of research abstracts that used result in their abstract but there were only 15 abstracts that used tenses correctly and 10 abstracts that used inappropriate tenses of their research abstract.

The last abstract criteria was conclusion. The percentage of conclusion' s tenses was 5%; From 20 frequency of research abstracts that used conclusion in their abstract, there was one abstract that used correct tenses and 19 abstracts that used incorrect tenses in their research abstract. In conclusion, the highest percentage of tenses was background and the lowest percentage of tenses was conclusion.

The percentage of the tensesstudents' research abstract based on the result of analysis data could be seen also in the following chart:

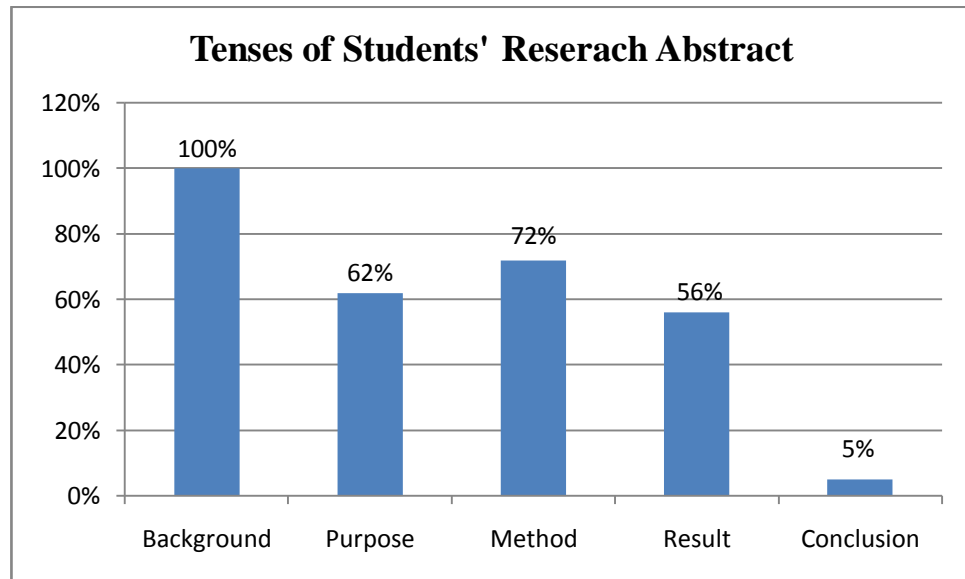


Figure 4.2 Tenses of Students' Research Abstract

The chart above showed that the highest percentage of the correct tenses was background with percentage 100% and the lowest percentage of the correct tenses was conclusion with percentage 5%.

B. Discussion

1. Contents of Students' Research Abstract

a. Abstract 1

The first abstract with a title " *Students' Perception towards the Effectiveness Microteaching Subject to Support Their Teaching Skill in Teaching Practice Program* " consists of three abstract criteria. These were purpose, method and result. Two criteria that missed in this abstract were background and conclusion because according to Weissberg & Buker (1990) there are some things contained in an

abstract which are background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of this research in which the writer had written the purpose briefly and easily to understand. Besides, the method of this research was complete as seen from the way of writer wrote research design, instruments, samples and how the writer analyzed the data. The last criterion of this abstract was result. The result of this abstract was good because the writer had explained briefly of research's result. It was suitable with Sahira (2009) who stated that abstract should be clear, concise, solid and easy to understand.

Furthermore, the paragraph of this research was enough because the total paragraphs were three paragraphs. It was suitable with Pujiono (2013:76) stated that contents of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. On the other hand, the writer didn't put keyword in this abstract whereas a good abstract should have keyword for making the reader be able to find the title of the thesis and abstract easily.

b. Abstract 2

The second abstract with title” *The Effect of Explicit Instruction Strategy to Increase Reading Comprehension at the Eleventh Grade Students of SMA Pest. Putri Mandiri Kabupaten Gowa* ” consists of four abstract criteria. These were purpose, method, result and conclusion. One criterion that missed in this abstract was background because according to Weissberg & Buker (1990) there contained some things in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract suitable with the title of this research was that the writer had written the purpose briefly and easily to understand. Besides that, method of this research was complete as seen from the way of writer wrote research design, instruments, samples and how the writer analyzed the data. The third criteria of this abstract were result. The result of this abstract was good because the writer had explained briefly of research’s result. And the last criterion was conclusion. The conclusion of this research was good as seen from the way of the writer wrote the conclusion which would make the reader know the result of the research without reading all of the content of thesis. It was suitable with Sahira (2009) who stated that abstract should be clear, concise, solid and easy to understand.

Meanwhile, the paragraphs of this research were sufficient because the total paragraphs were four paragraphs. Each paragraph had shown

the main point of each abstract criterion. Besides, the writer put keyword in this abstract. It would make the reader could find the title of the "Thesis" or abstract easily.

c. Abstract 3

The third abstract with title " *Utilizing Hypnolearning to Improve the Students' Motivation in Learning Speaking English at the twelve Graders of SMA PGRI SUNGGUMINASI*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of the research abstract. It meant that the purpose was good. While the method of this research was complete as seen from the way of writer wrote of research design, instruments, samples and how the writer analyzed the data in research method. But the result of the research wasn't complete because the writer only explained about the mean score of student's questionnaire. Whereas, the result of a research should be solid, brief and easy to understand. Different from result, the conclusion of this research was good as seen from the way of the writer wrote the conclusion which would make the reader know the result of the research without reading all of the content of "Thesis". It

was suitable with Sahira (2009) who stated that abstract should be clear, concise, solid and easy to understand.

Furthermore, the paragraphs of this research were sufficient because the total paragraphs were three paragraphs. Each paragraph had shown the main point of each abstract criterion. Besides, the writer also put keyword in this abstract. It would make the reader could find the title of the thesis abstract easily.

d. Abstract 4

The fourth abstract with title " *The Correlation Between Students' mastery on Phrasal Verbs and Students' Translation Ability*" consists of five abstract criteria. These were background, purpose, method, result and conclusion. From 26 samples of the research only this abstract that complete of abstract criteria. It shown that the contents of it were good it suitable to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion.

In detail, the background of this research described the reason why the writer chose the title because there was problem of students in transferring the equivalent meaning of source text (English) into target text. That was made the writer took the title. Besides, the purpose of this abstract was suitable with the title of the research abstract. It meant that the purpose was good. While the method of this research was complete because the writer wrote research design, instrument and

how got the samples from the total of population. The same with background and purpose, the result of this abstract also was good because the writer wrote the result of research briefly. Not only that, the conclusion of the research also described the final result of the research whether it was success or fail in conducting the research.

Furthermore, the paragraphs of this research were enough because the total paragraphs were three paragraphs. Each paragraph had shown the main point of each abstract criterion. But, the writer didn't put keyword in this abstract whereas a good abstract should have keyword for making the reader could find the title of the thesis or abstract with easier.

e. Abstract 5

The fifth abstract with title " *Improving the Students Reading Comprehension by Using an eclectic Approach*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of the research abstract. It meant that the purpose was good. Besides that, the method of this research also was complete as seen from the way of writer wrote of research design, instrument and samples. The result of the research also was complete because the writer explained

more about the result of the research each cycle and the end of this abstract the writer wrote the conclusion that shown the final result was it improve or not in conducting this research design.

Not only that, the paragraphs of this research were enough because the total paragraphs were three paragraphs. Each paragraph had shown the main point of each abstract criterion. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. Besides, the writer also put keyword in this abstract that the keyword of research was needed for making the reader can be easy to find out the title of it in internet.

f. Abstract 6

The sixth abstract with title " *Improving the Students' Speaking Skill Through Teams Games Tournament Technique*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title

of the research abstract. It meant that the purpose of the research's abstract was good. While the method of this research wasn't complete as seen from the way of writer only wrote of samples, research design which divided into two cycles and how long the writer would conduct the research. But the writer didn't write the instrument that would be used in conducting the research design.

Furthermore, the result of the research also was complete because the writer explained more about the result of the research each cycle and the end of this abstract the writer wrote the conclusion that shown the final result was it improve or not in the school that had been chosen by the writer. Besides, the paragraphs of this research were enough because the total paragraphs were three paragraphs. Each paragraph had shown the main point of each abstract criterion. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion.

Not only that, the writer also put keyword in this abstract that the key word of research was needed for making the reader can be easy to find out the title of it in internet. But, the keyword of this research wasn't

enough because the writer only wrote two keywords whereas the total of keyword in a research abstract three to five. It was suitable with (FKIP Unismuh Makassar, 2018:9) who stated that the number of keywords ranges from three to five.

g. Abstract 7

The seventh abstract with title " *The Correlation between Students Academic Self- Efficacy and Their Learning Participation in Speaking Class* " consists of three abstract criteria. These were purpose, method and result. There were two criteria that missed in this abstract were background and conclusion because according to Weissberg & Buker (1990)there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of this research which was the writer had written the purpose brief and easy to understand. Besides, method of this research was complete as seen from the way of writer wrote of research design, instrument, samples and how the writer analyzed the data. The last criterion of this abstract was result. The result of this abstract was good because the writer had explained brief of research's result. It was suitable with Sahira (2009) who stated that abstract should be clear, concise, solid and easy to understand.

Furthermore, the paragraphs of this research were enough because the total paragraphs were three paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs.

These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. On the other hand, the writer didn't put keyword in this abstract whereas a good abstract should have key word for made the reader can be found the title of the thesior abstract with easier.

h. Abstract 8

The eighth abstract with title " *The Use of Picture Word Inductive Model (PWIM) in Improving Students Writing Skill at the Eight Grade Students of SMPN 1 Tondong Tallasa* " consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of the research abstract. It meant that the purpose of the research's abstract was good. While the method of this research described the method wasn't brief because the writer explained about the kinds of variables in research's method. Whereas, the research's method should only write research design, sample, instrument that would be used. It

was suitable with Sahira (2009) who stated that abstract should be clear, concise, solid and easy to understand.

The method in the abstract wasn't similar with the result of the research because the writer wrote the research's result brief and complete in pre-test and post-test. Besides that, the writer wrote the conclusion after result that shown the final result was it improve or not in the school that had been chosen by the writer. Furthermore, the paragraphs of this research were enough because the total paragraphs were three paragraphs. Each paragraph had shown the main point of each abstract criterion. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. The last criterion of this abstract was keyword. The writer didn't put keyword in this abstract whereas a good abstract should have keyword for making the reader could find the title of the thesis or abstract with easier.

i. Abstract 9

The ninth abstract with title " *The Interference of the Student' s Local Dialect in Speaking Ability at the 5th Semester Students of Makassar*

Muhammadiyah University” consists of three abstract criteria. These were purpose, method and result. There were two criteria that missed in this abstract were background and conclusion because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of this research which was the writer had written the purpose brief and easy to understand. Besides, method of this research was complete as seen from the way of writer wrote of research design, instrument, samples and how the writer analyzed the data. The last criterion of this abstract was result. The result of this abstract was good because the writer had explained brief of research’s result. It was suitable with Sahira (2009) who stated that abstract should be clear, concise, solid and easy to understand.

Furthermore, the paragraphs of this research were enough because the total paragraphs were three paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. The last criterion of this abstract was keyword. The

writer didn't put keyword in this abstract whereas a good abstract should have key word for made the reader can be found the title of the thesisor abstract with easier.

j. Abstract 10

The tenth abstract with title” *An Analysis of Students’ Ability in Translating Idiomatic Translation of English Manga Script ‘Avatar: The Legend of Korra’*” consists of two abstract criteria. These were purpose and result. There were three criteria that missed in this abstract were background, method and conclusion because according to Weissberg & Buker (1990)there some things contained in an abstract, there are: background, purpose, method, result and conclusion. From 26 samples of this research that was the abstract which had the lower abstract criteria because only had two criteria were purpose and result. Furthermore, the purpose of this abstract was suitable with the title of this research which was the writer had written the purpose brief and easy to understand. After wrote the purpose the writer directly wrote about the instrument and samples of the research without wrote first about the research design whereas research design was the key point in research’s method because by seeing it the reader could understand what types of research design that would be used.

On the other hand, the result of this abstract was completeand brief as seen from the way of the writer wrote the result of each criterion in translating. But, the writer didn't write the conclusion of the research's

result in this abstract as the final result. Not only that, but also the paragraph of this research wasn't enough because the writer only wrote two paragraphs whereas a good paragraph in a research abstract at least had three to five paragraphs. It was suitable with Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. Different from paragraph that wasn't enough in this abstract, the writer still put three keywords for making the reader easy to find out the thesis or abstract.

k. Abstract 11

The eleventh abstract with title " *The Analysis of Noun Verbal Communication Used by The Teacher in English Learning Process* " consists of three abstract criteria. These were purpose, method and result. There were two criteria that missed in this abstract were background and conclusion because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of this research which was the writer had written the purpose brief and easy to understand. Besides,

method of this research was complete as seen from the way of writer wrote of research design, instrument and the samples. The last criterion of this abstract was result. The result of this abstract was good because the writer had explained brief of research's result. It was suitable with Sahira (2009) who stated that abstract should be clear, concise, solid and easy to understand.

Furthermore, the paragraph of this research was enough because the total paragraphs were three paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. On the other hand, the writer didn't put keyword in this abstract whereas a good abstract should have keyword for made the reader can be found the title of the thesior abstract with easier.

I. Abstract 12

The twelfth abstract with title " *An Analysis of Translation Products From English Text Into Indonesian at the Second Year Students of SMP Negeri 37 Makassar*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background because according to

Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of the research abstract. It meant that the purpose of the research's abstract was good. While the method of this research was complete as seen from the way of writer wrote of research design, instrument and the total samples of it. Besides that, the writer wrote the research's result brief and complete so by reading the result the reader could understand well of the research. The writer wrote also the conclusion after result that shown the conclusion of the result.

But, the paragraph of this research wasn't enough because the writer only wrote two paragraphs whereas a good paragraph in a research abstract at least had three to five paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. Besides that, in this research there wasn't keyword whereas a good abstract should have key word for made the reader can be found the title of the thesior abstract with easier in internet.

m. Abstract 13

The thirteenth abstract with title " *An Analysis of Teachers' Classroom Management of Teaching English at the First Grade of SMAN 2 Takalar*" consists of three abstract criteria. These were purpose, method and conclusion. There were two criteria that missed in this abstract were background and result because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with title of this research which was the writer had written the purpose brief and easy to understand.

Besides, method of this research was complete as seen from the way of writer wrote of research design, instrument and the samples of it. But, in this abstract the writer didn't put the result criteria whereas result criteria is the important criteria in an abstract because by seeing it the reader know what the result of the research clearly. The writer directly wrote the last criterion of this abstract was conclusion. The writer maybe thought that result and conclusion criteria as the same whereas they are different. So, the writer directly jump to the conclusion without explain about the result of it. The conclusion of this abstract was good because the writer had explained brief of research's result. It was suitable with Sahira (2009) who stated that abstract should be clear, concise, solid and easy to understand.

But, the paragraph of this research wasn't enough because the writer only wrote two paragraphs whereas a good paragraph in a research abstract at least had three to five paragraphs. It was suitable with Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. Different from paragraph that wasn't enough in this abstract, the writer wrote three keywords of it. It meant that the keyword of this abstract was enough because the number of keyword ranges from three to five (FKIP Unismuh Makassar, 2018:9).

n. Abstract 14

The fourteenth abstract with title " *Improving the Students' Speaking Ability by Using Forms-Focused and Manning-Focused Instructional Model at the Second Grade of SMA Negeri 3 Takalar*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title

of the research abstract. It meant that the purpose of the research's abstract was good. While the method of this research was complete as seen from the way of writer wrote of research design, instrument and the total samples of it. Besides that, the writer wrote the research's result brief and complete so by reading the result the reader could understand well of the research. The writerwrote also the conclusion after result that shown the conclusion of the result.

Furthermore, the paragraph of this research was enough because the total paragraphs were three paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. Besides that, the writer wrote three keywords of it. It meant that the keyword of this abstract was enough because the number of keyword ranges from three to five (FKIP Unismuh Makassar, 2018:9).

o. Abstract 15

The fifteenth abstract with title " *Lexical Error in the Students Essay Made by the Fifth Semester Students at English Department of Muhammadiyah University of Makassar*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of the research abstract. It meant that the purpose of the research's abstract was good. While the method of this research wasn't complete as seen from the way of writer only wrote of research design, instrument and how to analyze the instrument. But the sample wasn't clear because the writer directly wrote the class that would be taken as the sample without wrote the total sample for each class that would be taken. Besides that, the writer wrote the research's result brief and complete so by reading the result the reader could understand well of the research. The writer wrote also the conclusion after result that shown the conclusion of the result.

Furthermore, the paragraph of this research was enough because the total paragraphs were three paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of

theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. But, the keyword of it wasn't enough because the number of keyword ranges from three to five (FKIP Unismuh Makassar, 2018:9).

p. Abstract 16

The sixteenth abstract with title " *Analysis of Students' Reluctance to Use English in EFL Class at Third Semester English Department Muhammadiyah University of Makassar*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of the research abstract. It meant that the purpose of the research's abstract was good. While the method of this research was complete as seen from the way of writer wrote of research design, instrument and the total samples of it. Besides that, the writer wrote the research's result brief and complete so by reading the result the reader could understand well of the research. The writer wrote also the conclusion after result that shown the conclusion of the result.

Furthermore, the paragraph of this research was enough because the total paragraphs were three paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. Besides that, the writer wrote three keywords of it. It meant that the keyword of this abstract was enough because the number of keyword ranges from three to five (FKIP Unismuh Makassar, 2018:9).

q. Abstract 17

The seventeenth abstract with title " *The Use of Peer Lesson Technique to Improve Students' Skill in Writing Hortatory Exposition* " consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of the research abstract. It meant that the purpose of the research's abstract was good. While the method of this research wasn't complete as seen from the way of writer only wrote of research

design, instrument and how to analyze the instrument. But the sample wasn't clear because the writer directly wrote the class that would be taken as the sample without wrote the total sample in the class that would be taken. Besides that, the writer wrote the research's result brief and complete so by reading the result the reader could understand well of the research. The writerwrote also the conclusion after result that shown the conclusion of the result.

Furthermore, the paragraph of this research was enough because the total paragraphs were four paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. Besides that, the writer wrote three keywords of it. It meant that the keyword of this abstract was enough because the number of keyword ranges from three to five (FKIP Unismuh Makassar, 2018:9).

r. Abstract 18

The eighteenth abstract with title” *The Students’ Achievement in Learning Verbal and Nominal Sentences Using Exploration-Explanation-Expression (E-3)*”consists of four abstract criteria. These

were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background because according to Weissberg & Buker (1990) there are some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of the research abstract. It meant that the purpose of the research's abstract was good.

While the method of this research wasn't complete as seen from the way of writer only wrote of research design, total samples and the location in conducting the research. But the writer didn't write the instrument that would be used in this research. It would make the reader still ambiguity of the research's method. Besides that, the writer wrote the research's result brief and complete for each cycle so by reading the result the reader could understand well of the research's result. The writer wrote also the conclusion after result that shown the conclusion of the result.

Furthermore, the paragraph of this research was enough because the total paragraphs were three paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if

any suggestion. Besides that, the writer wrote three keywords of it. It meant that the keyword of this abstract was enough because the number of keyword ranges from three to five (FKIP Unismuh Makassar, 2018:9).

s. Abstract 19

The nineteenth abstract with title” *Analyzing the Students’ Ability in Writing Opinion Essay at the Fifth Semester of English Department of Muhammadiyah University of Makassar*”consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background because according to Weissberg & Buker (1990)there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of the research abstract. It meant that the purpose of the research’s abstract was good. While the method of this research was complete as seen from the way of writer wrote of research design, instrument and the total samples of it. Besides that, the writer wrote the research’s result brief and complete so by reading the result the reader could understand well of the research. The writer wrote also the conclusion after result that shown the conclusion of the result.

Furthermore, the paragraph of this research was enough because the total paragraphs were three paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs.

These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. But, in this research there wasn't keyword whereas a good abstract should have key word for made the reader can be found the title of the thesisor abstract with easier in internet.

t. Abstract 20

Twentieth abstract with title " *A Syntactic Error Analysis of the English Verb Phrases on Persuasive Writings Made by the Fifth Semester Students of English Education Department of FKIP Unismuh Makassar*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background because according to Weissberg & Buker (1990)there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of the research abstract. It meant that the purpose of the research's abstract was good. While the method of this research was complete as seen from the way of writer wrote of research design, instrument and the total samples of it. Besides that, the writer wrote the research's result brief and complete so by reading the result the reader could understand well of the research. The writer

wrote also the conclusion after result that shown the conclusion of the result.

Furthermore, the paragraph of this research was enough because the total paragraphs were three paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. But, in this research there wasn't keyword whereas a good abstract should have key word for made the reader can be found the title of the thesis or abstract with easier in internet.

u. Abstract 21

Twenty-first abstract with title " *The Implementation of Natural Approach in Input Hypothesis in Teaching Reading at the Eleventh Grade Students of SMA Negeri 1 Bajeng Kabupaten Gowa*" consists of three abstract criteria. These were purpose, method and result. There were two criteria that missed in this abstract were background and conclusion because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with title of this research which was the writer had written the

purpose brief and easy to understand. While the method of this research wasn't complete as seen from the way of writer only wrote of research design and total samples of it. But the writer didn't write the instrument that would be used in this research. It would make the reader still ambiguity of the research's method.

Besides that, the writer wrote the research's result brief and complete so by reading the result the reader could understand well of the research's result. But, the writer didn't write the conclusion after result that shown the conclusion of the result. Furthermore, the paragraph of this research was enough because the total paragraphs were three paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. But, the keyword of this research wasn't enough because the writer only wrote two keywords whereas a good abstract should have keyword ranges from three to five (FKIP Unismuh Makassar, 2018:9).

v. Abstract 22

Twenty-second abstract with title " *An Analysis of Students' Speaking Problem in Forming English Sentences Based on the Maxims*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of the research abstract. It meant that the purpose of the research's abstract was good. While the method of this research was complete as seen from the way of writer wrote of research design, instrument, and the total of samples of it. Besides that, the writer wrote the research's result brief and complete so by reading the result the reader could understand well of the research. The writer wrote also the conclusion after result that shown the conclusion of the result.

Meanwhile, the paragraph of this research was enough because the total paragraphs were four paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if

any suggestion. Besides that, the writer wrote four keywords of it. It meant that the keyword of this abstract was enough because the number of keyword ranges from three to five (FKIP Unismuh Makassar, 2018:9).

w. Abstract 23

Twenty-third abstract with title " *The Influence of English Day Program towards Students' Speaking Skill at Global English Course Makassar*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of the research abstract. It meant that the purpose of the research's abstract was good. While the method of this research was complete as seen from the way of writer wrote of research design, instrument, and the total of samples of it. Besides that, the writer wrote the research's result brief and complete so by reading the result the reader could understand well of the research. The writer wrote also the conclusion after result that shown the conclusion of the result.

Meanwhile, the paragraph of this research was enough because the total paragraphs were three paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs.

These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. Besides that, the writer wrote three keywords of it. It meant that the keyword of this abstract was enough because the number of keyword ranges from three to five (FKIP Unismuh Makassar, 2018:9).

x. Abstract 24

Twenty-four abstract with title " *The Effectiveness of Inquiry Method in Improving the Students' Reading Comprehension* " consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of the research abstract. It meant that the purpose of the research's abstract was good. While the method of this research was complete as seen from the way of writer wrote of research design, instrument and technique of sample. Besides that, the writer wrote the research's result of pre-test and post-test briefly so by reading the result the reader

could understand well of the research. The writer wrote also the conclusion after result that shown the conclusion of the result.

Meanwhile, the paragraph of this research was enough because the total paragraphs were three paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. Besides that, the writer wrote three keywords of it. It meant that the keyword of this abstract was enough because the number of keyword ranges from three to five (FKIP Unismuh Makassar, 2018:9).

y. Abstract 25

Twenty-five abstract with title " *The Effectiveness of Socioaffective Strategies to Improve Speaking Ability of the Second Year Students at SMP GUPPI SAMATA* " consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of the research

abstract. It meant that the purpose of the research's abstract was good. While the method of this research was complete as seen from the way of writer wrote of research design, instrument and technique of sample. Besides that, the writer wrote the research's result of pre-test and post-test briefly so by reading the result the reader could understand well of the research. The writer wrote also the conclusion after result that shown the conclusion of the result.

Meanwhile, the paragraph of this research was enough because the total paragraphs were three paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. But, in this research there wasn't keyword whereas a good abstract should have key word for made the reader can be found the title of the thesisor abstract with easier in internet.

z. Abstract 26

Twenty-six abstract with title " *Improving the Students' Speaking Skill by Using Berlitz Method at the Second Grade of Makassar Aliyah Muhammadiyah Limbung*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion

that missed in this abstract was background because according to Weissberg & Buker (1990) there some things contained in an abstract, there are: background, purpose, method, result and conclusion. The purpose of this abstract was suitable with the title of the research abstract. It meant that the purpose of the research's abstract was good. While the method of this research was complete as seen from the way of writer wrote of research design, instrument and technique of sample. Besides that, the writer wrote the research's result of pre-test and post-test briefly so by reading the result the reader could understand well of the research. The writer wrote also the conclusion after result that shown weather the method could improve the students' speaking skill or not.

Furthermore, the paragraph of this research was enough because the total paragraphs were three paragraphs. It was suitable with to Pujiono (2013:76) stated that content of abstract consists of several paragraphs. These are: the first paragraph contains a summary of the background / introduction, the second paragraph contains a summary of the study of theory, the third paragraph contains a summary of the methodology, the fourth paragraph contains a summary of the analysis and discussion and the fifth paragraph contains a summary of the conclusions and if any suggestion. Besides that, the writer wrote sixkeywords of it. It meant that the keyword of this abstract was too much because the

number of keyword ranges from three to five (FKIP Unismuh Makassar, 2018:9). This abstract had too much keyword.

In conclusion, from 26 samples of the research the most widely abstract criteria contained in their abstract was abstract 4 which contained all of the abstract criteria were background, purpose, method, result and conclusion and the lowest abstract criteria contained in their abstract was abstract 10 which contained only two abstract criteria were purpose and result.

2. Tenses of Students' Research Abstract

a. Abstract 1

The first abstract with title " *Students' Perception towards the Effectiveness Microteaching Subject to Support Their Teaching Skill in Teaching Practice Program* " consists of three abstract criteria. There were purpose, method and result. There were two criteria that missed in this abstract were background and conclusion. So the researcher analyzed the tenses only three criteria. The tense of purpose was correct because the writer used past tense in purpose's research. Besides that, tense of method was correct because the writer also used past tense. And the last criterion was result. Same with purpose and method the result also used past tense. It meant that the tense of it was correct. It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense because

it told about the event that had passed. So, all of abstract criteria used correct tense.

b. Abstract 2

The second abstract with title” *The Effect of Explicit Instruction Strategy to Increase Reading Comprehension at the Eleventh Grade Students of SMA Pest. Putri Mandiri Kabupaten Gowa*” consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. So the researcher analyzed the four criteria’s tense. The tense of purpose was correct because the writer used past tense in purpose’s research. After purpose was method. The method’s tense incorrect because there was sentence used inappropriate tense. Like the writer wrote incorrect sentence “*their reading comprehension was significantly increase*.”The writer should write “*their reading comprehension was significantly increased*”.

Besides that, the tense of result also incorrect because the writer used present tense in writing their result should the writer used past tense. It was suitable to Weissberg and Buker (1990) who stated that the result of research abstract used past tense because it told about the event that had passed. One of the incorrect sentence in result’s tense was “*it means that there is significance difference between before and*

after". The writer should write "*it means that there was significance difference between before and after*".

Furthermore, the tense of conclusion also incorrect because the writer used past tense whereas in conclusion used present tense. Like the incorrect sentence of it "*it was conclude that the use of explicit instruction strategy*". The writer should write "*it is concluded that the use of explicit instruction strategy*". It was suitable to Weissberg and Buker (1990) who stated that the conclusion of research abstract used present tense. From four criteria in this abstract only one criteria that used correct tense was purpose.

c. Abstract 3

The third abstract with title "*Utilizing Hypnolearning to Improve the Students' Motivation in Learning Speaking English at the twelve Graders of SMA PGRI SUNGGUMINASI*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. So the researcher analyzed the four criteria's tense. The tense of purpose was correct because the writer used past tense in purpose's research. After purpose was method. The method's tense was correct because the writer also used past tense. It was suitable to Weissberg and Buker (1990) who stated that purpose and method of research abstract used past tense because it told about the event that had passed.

Meanwhile, the tense of result was incorrect because there was one sentence that used inappropriate tense like “*the mean score of the students’ questionnaire is sixty seven*”. The writer should write “*the mean score of the students’ questionnaire was sixty seven*” because the result’s tense of abstract used past tense wasn’t present tense. Besides that, the conclusion of this abstract also used incorrect tense because the writer used past tense while in conclusion used present tense. As seen from the sentence like “*the writer **concluded** that*”. The writer should write “*the writer **concludes** that*”. It was suitable to Weissberg and Buker (1990) who stated that result of abstract used past tense while conclusion used present tense. From four criteria in this abstract there were two criteria used correct tense were purpose and method and there were two also criteria used incorrect tense were result and conclusion.

d. Abstract 4

The fourth abstract with title “*The Correlation Between Students’ mastery on Phrasal Verbs and Students’ Translation Ability*” consists of five abstract criteria. These were background, purpose, method, result and conclusion. The tense of background was correct because the writer used present tense. While the purpose of this abstract was incorrect as seen from this sentence “*the **objectives** of this research was to find out*” the writer should write “*the **objectives** of this research*

were to find out” because “objective” as a subject was plural so the verb must plural also.

Furthermore, the method’s tense was incorrect because there was sentence used inappropriate tense. Like the writer wrote incorrect sentence “*the writer only take five students*”. The writer should write “*the writer only took five students*”. Besides that, the result also used incorrect tense as seen from a sentence in this abstract like “*the data which have been collected*”. The writer should write “*the data which had been collected*” because the result’s tense in an abstract used past tense.

While the conclusion’s tense in this abstract was incorrect also because there is a sentence that used past tense like “*it means that there were a high correlation*”. The writer should write “*it means that there is a high correlation*” because the tense that used in conclusion was present tense. It was suitable to Weissberg and Buker (1990) who stated that the tense of purpose, method and result were past tense while conclusion used present tense. From five criteria in this abstract there was one criteria that used correct tense was background and the other criteria like purpose, method, result and conclusion used incorrect tense.

e. Abstract 5

The fifth abstract with title “*Improving the Students Reading Comprehension by Using an eclectic Approach*” consists of

four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. So the researcher analyzed the tenses only four criteria. The tense of purpose was correct because the writer used past tense in purpose's research. Besides that, tense of method was correct because the writer also used past tense. And the third criterion was result. Same with purpose and method the result also used past tense. It meant that the tense of it was correct. It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense because it told about the event that had passed.

But, there was one criteria of abstract's tense used incorrect tense was conclusion because the writer used past tense while in conclusion used present tense. As seen from the incorrect sentence of abstract like "*the researcher **concluded** that*" the writer should write "*the researcher **concludes** that*". So, from four criteria in this abstract there were three criteria that used correct tense were purpose, method and result and there was one criterion that used incorrect tense was conclusion.

f. Abstract 6

The sixth abstract with title "*Improving the Students' Speaking Skill Through Teams Games Tournament Technique*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background.

So the researcher analyzed the tenses only four criteria. The tense of purpose was correct because the writer used past tense in purpose's research. Besides that, tense of method was correct because the writer also used past tense.

It was suitable to Weissberg and Buker (1990) who stated that purpose and method of research abstract used past tense because it told about the event that had passed.

Furthermore, the result of this abstract used incorrect tense as seen from a sentence in this abstract like "*the research findings indicate that*". The writer should write "*the research findings indicated that*" because the result's tense in an abstract used past tense. Besides that, the conclusion's tense in this abstract was incorrect also because there is a sentence that used past tense like "*it means that there was improved of the students' speaking skill*". The writer should write "*it means that there is improved of the students' speaking skill*" because the tense that used in conclusion was present tense. In conclusion, from four criteria in this abstract there were two criteria that used correct tense were purpose and result and there were two criteria also that used incorrect tense were result and conclusion.

g. Abstract 7

The seventh abstract with title "*The Correlation between Students Academic Self- Efficacy and Their Learning Participation in Speaking Class*" consists of three abstract criteria. These were purpose, method

and result. There were two criteria that missed in this abstract were background and conclusion. So the researcher analyzed the tenses only three criteria. The tense of purpose was correct because the writer used past tense in purpose's research. Besides that, tense of method was incorrect because there was a sentence used inappropriate tense like "*the total number of students was forty students*". The writer should write "*the total number of students were forty students*" because "students" as a subject was plural so the verb also must plural.

Meanwhile, the tense of result was correct because the writer used past tense. It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense because it told about the event that had passed. In conclusion, there was one criterion that used incorrect tense was method and there were two criteria that used correct tense were purpose and result.

h. Abstract 8

The eighth abstract with title "*The Use of Picture Word Inductive Model (PWIM) in Improving Students Writing Skill at the Eight Grade Students of SMPN 1 Tondong Tallasa*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. So the researcher analyzed the tenses of four criteria. The tense of purpose was incorrect because there was a sentence that used inappropriate tense like "*the objective of the study were to find out*". The writer should write "*the*

objectives of the study were to find out” because “were” as a verb in that sentence was plural so the subject must plural. Besides, the tense of method was incorrect because there was a sentence that used inappropriate tense like “*the sample of the research were VIII A consist of 23 students*”. The writer should write “*the sample of the research was VIII A consists of 23 students*” because there was collective noun “VIII A” after verb. It shows a community was “a class” so the verb in sentence should singular.

Furthermore, the tense of method was not similar with the tense of result because the writer used past tense in research’s result. It means the tense that the writer used was correct. But, the conclusion’s tense in this abstract was incorrect because there is a sentence that used past tense like

“*the researcher drawn a conclusion*”. The writer should write “*the researcher draws a conclusion*” because the tense that used in conclusion’s abstract was present tense wasn’t past tense. It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense because it told about the event that had passed and conclusion used present tense. So, there were three criteria that used incorrect tense were purpose, method and conclusion while the correct tense of this research abstract was result criteria.

i. Abstract 9

The ninth abstract with title " *The Interference of the Student' s Local Dialect in Speaking Ability at the 5th Semester Students of Makassar Muhammadiyah University*" consists of three abstract criteria. These were purpose, method and result. There were two criteria that missed in this abstract were background and conclusion. So the researcher analyzed the tenses only three criteria. The tense of purpose was correct because the writer used past tense in purpose's research. Besides that, tense of method was correct because the writer also used past tense. It was suitable to Weissberg and Buker (1990) who stated that purpose and method of research abstract used past tense because it told about the event that had passed.

On the other hand, the result of this abstract used incorrect tense because there was a sentence used inappropriate verb auxiliary like " *analysis showed that just some of students **are** interference of local dialect*". The writer should write " *analysis showed that just some of students **were** interference of local dialect*" because the result's tense in an abstract used past tense. In conclusion, there were two criteria that used correct tense in abstract were purpose and method while the incorrect tense was result.

j. Abstract 10

The tenth abstract with title " *An Analysis of Students' Ability in Translating Idiomatic Translation of English Manga Script 'Avatar:*

The Legend of Korra” consists of two abstract criteria. These were purpose and result. There were three criteria that missed in this abstract were background, method and conclusion. From twenty six samples of this research, this abstract was the lowest criteria in it because only there were two criteria. In detail, the tense of purpose was correct because the writer used past tense in purpose’s research.

While the result’s tense was incorrect because the writer used present tense. One of the incorrect tense of it like “*the result of the study showed that there is only one student*”. The writer should write ““*the result of the study showed that there was only one student*”. The writer should use past tense to report their result. It was suitable to Weissberg and Buker (1990) who stated that purpose and result of research abstract used past tense because it told about the event that had passed. In conclusion, there was one criteria that used correct tense in abstract was purpose while the incorrect tense of it was result.

k. Abstract 11

The eleventh abstract with title” *The Analysis of Noun Verbal Communication Used by The Teacher in English Learning Process*” consists of three abstract criteria. These were purpose, method and result. There were two criteria that missed in this abstract were background and conclusion. In detail, the researcher would analyze the tense of those three criteria. The tense of purpose was incorrect because the writer used present tense in purpose’s research while the

tense of purpose of it should use past tense. The incorrect tense of purpose could be seen in this sentence “*the objectives of the study to find out the kinds of non-verbal communication are used by the teacher*”. The writer should write “*the objectives of the study to find out the kinds of non-verbal communication were used by the teacher*”.

Besides that, the tense of method and result were correct because the writer used past tense. It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense because it told about the event that had passed. In conclusion, there was one criterion that used incorrect tense was purpose while the correct tense of it were method and result.

1. Abstract 12

The twelfth abstract with title “*An Analysis of Translation Products From English Text Into Indonesian at the Second Year Students of SMP Negeri 37 Makassar*” consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. In detail, the researcher would analyze the tense of those four criteria. The tense of purpose was incorrect because the writer used present tense in purpose’s research abstract while the tense of it should use past tense. The incorrect tense of purpose could be seen in this sentence “*how the students’ can translate English text*” the writer should write “*how the students’ could translate English text*”.

Besides that, the tense of method was correct because the writer used past tense. While, the tense of result was incorrect because the writer used present tense. The incorrect tense could be seen in this sentence “*the researcher also **find out** the students’ error*”. The writer should write “*the researcher also **found out** the students’ error*”. It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense because it told about the event that had passed. Furthermore, the last criterion in this abstract was conclusion. The tense of conclusion was incorrect because the writer used past tense whereas the tense that used in conclusion’s abstract was present tense. The incorrect tense could be seen in this sentence “*it **can** be concluded that*” the writer should write “*it **could** be concluded that*”. So, from four criteria of abstract, there was one criterion that used correct tense was method while the incorrect tense of it were purpose, result and conclusion.

m. Abstract 13

The thirteenth abstract with title “*An Analysis of Teachers’ Classroom Management of Teaching English at the First Grade of SMAN 2 Takalar*” consists of three abstract criteria. These were purpose, method and conclusion. There were two criteria that missed in this abstract were background and result. From three criteria which contained in this abstract, all of it used incorrect tense because the writer used present tense in result criteria should the writer used past

tense. It could be seen in this sentence “the objectives of this abstract **are**” the writer should write “the objectives of this abstract **were**”. Besides that, in method criteria also used incorrect tense. It could be seen in this sentence “*the design of this research is descriptive qualitative research*” the writer should write ““*the design of this research was descriptive qualitative research*”.

The last criterion of this abstract was conclusion. The tense of conclusion also incorrect because the writer used past tense whereas in conclusion used present tense. It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense while conclusion used present tense. So, from three criteria in this abstract there weren't criteria that used correct tense. All of criteria used incorrect tense.

n. Abstract 14

The fourteenth abstract with title “*Improving the Students' Speaking Ability by Using Forms-Focused and Manning-Focused Instructional Model at the Second Grade of SMA Negeri 3 Takalar*” consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. So the researcher analyzed the tenses of four criteria. The tense of purpose was correct because the writer used past tense in purpose's research. Besides that, tense of method was incorrect because there was a sentence used inappropriate tense like “*which isconsisted of two*

cycles". The writer should write "*which was consisted of two cycles*". The tense of method should use past tense in research abstract.

Meanwhile, the tense of result was correct because the writer used past tense. It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense because it told about the event that had passed. The last criterion of this abstract was conclusion. The tense of conclusion also incorrect because the writer used past tense whereas in conclusion used present tense. So, from four criteria of abstract, there were two criteria that used correct tense were purpose and result while the incorrect tense of it were method and conclusion.

o. Abstract 15

The fifteenth abstract with title "*Lexical Error in the Students Essay Made by the Fifth Semester Students at English Department of Muhammadiyah University of Makassar*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. So the researcher analyzed the four criteria's tense. The tense of purpose was correct because the writer used past tense in purpose's research. After purpose was method. The method's tense was correct because the writer also used past tense. It was suitable to Weissberg and Buker (1990) who stated that purpose and method of research abstract used past tense because it told about the event that had passed.

Meanwhile, the tense of result was incorrect because there was one sentence that used inappropriate tense like “*the total percentage formal and semantic error is*”. The writer should write “*the total percentage formal and semantic error was*” because the result’s tense of abstract used past tense wasn’t present tense. Besides that, the conclusion of this abstract also used incorrect tense because the writer used past tense while in conclusion used present tense. As seen from the sentence like “*it showed that*”. The writer should write “*it showsthat*””. It was suitable to Weissberg and Buker (1990) who stated that result of abstract used past tense while conclusion used present tense. From four criteria in this abstract there were two criteria used correct tense were purpose and method and there were two also criteria used incorrect tense were result and conclusion.

p. Abstract 16

The sixteenth abstract with title “*Analysis of Students’ Reluctance to Use English in EFL Class at Third Semester English Department Muhammadiyah University of Makassar*” consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. So the researcher analyzed the tenses only four criteria. The tense of purpose was correct because the writer used past tense in purpose’s research. Besides that, tense of method was correct because the writer also used past tense. And the third criterion was result. Same with purpose and

method the result also used past tense. It meant that the tense of it was correct. It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense because it told about the event that had passed.

But, there was one criteria of abstract's tense used incorrect tense was conclusion because the writer used past tense while in conclusion used present tense. As seen from the incorrect sentence of abstract like "*the researcher **concluded** that*" the writer should write "*the researcher **concludes** that*". So, from four criteria in this abstract there were three criteria that used correct tense were purpose, method and result and there was one criterion that used incorrect tense was conclusion.

q. Abstract 17

The seventeenth abstract with title "*The Use of Peer Lesson Technique to Improve Students' Skill in Writing Hortatory Exposition*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. So the researcher analyzed the tenses only four criteria. The tense of purpose was correct because the writer used past tense in purpose's research. Besides that, tense of method was correct because the writer also used past tense. And the last criterion was result. Same with purpose and method the result also used past tense. It meant that the tense of it was correct. It was suitable to Weissberg and Buker

(1990) who stated that purpose, method and result of research abstract used past tense because it told about the event that had passed.

But, there was one criteria of abstract's tense used incorrect tense was conclusion because the writer used past tense while in conclusion used present tense. As seen from the incorrect sentence of abstract like "*use of Peer Lesson Technique was effective*" the writer should write "*use of Peer Lesson Technique is effective*". So, from four criteria in this abstract there were three criteria that used correct tense were purpose, method and result and there was one criterion that used incorrect tense was conclusion.

r. Abstract 18

The eighteenth abstract with title "*The Students' Achievement in Learning Verbal and Nominal Sentences Using Exploration-Explanation-Expression (E-3)*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. So the researcher analyzed the four criteria's tense. The tense of purpose was correct because the writer used past tense in purpose's research. After purpose was method. The method's tense was correct because the writer also used past tense. It was suitable to Weissberg and Buker (1990) who stated that purpose and method of research abstract used past tense because it told about the event that had passed.

Meanwhile, the tense of result was incorrect because there was one sentence that used inappropriate tense like “*they are higher than the mean score*”. The writer should write “*they were higher than the mean score*” because the result’s tense of abstract used past tense wasn’t present tense. Besides that, the conclusion of this abstract used correct tense because the writer used present tense. From twenty six samples of the research only this abstract was correct of conclusion’s tense. Therefore, there were two criteria used correct tense were purpose and method and there were two also criteria used incorrect tense were result and conclusion.

s. Abstract 19

The nineteenth abstract with title “*Analyzing the Students’ Ability in Writing Opinion Essay at the Fifth Semester of English Department of Muhammadiyah University of Makassar*” consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. So the researcher analyzed the tenses of four criteria. The tense of purpose was incorrect because there was a sentence that used inappropriate tense like “*the objective of the research were*”. The writer should write “*the objectives of the research were*” because “were” as a verb in that sentence was plural so the subject must plural.

Besides that, tense of method was correct because the writer also used past tense. And the last criterion was result. Same with purpose

and method the result also used past tense. It meant that the tense of it was correct. It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense because it told about the event that had passed.

But, the conclusion's tense in this abstract was incorrect because there is a sentence that used past tense like "*in writing opinion essay which include all aspects*". The writer should write "*in writing opinion essay which includes all aspects*" because the tense that used in conclusion's abstract was present tense wasn't past tense. It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense because it told about the event that had passed and conclusion used present tense. So, there were two criteria that used incorrect tense were purpose and conclusion while the correct tense of this research abstract were method and result criteria.

t. Abstract 20

The fourteenth abstract with title "*Improving the Students' Speaking Ability by Using Forms-Focused and Manning-Focused Instructional Model at the Second Grade of SMA Negeri 3 Takalar*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. So the researcher analyzed the tenses of four criteria. The tense of purpose was correct because the writer used past tense in purpose's

research. Besides that, tense of method was incorrect because there was a sentence used inappropriate tense like “*the aim of test was to find out*”. The writer should write “*the aimed of test was to find out*”. The tense of method should use past tense in research abstract.

Meanwhile, the tense of result was correct because the writer used past tense. It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense because it told about the event that had passed. The last criterion of this abstract was conclusion. The tense of conclusion also incorrect because the writer used past tense whereas in conclusion used present tense. The incorrect sentence that used inappropriate tense like “still **needed** to improve”. The writer should write “still **need** to improve “. So, from four criteria of abstract, there weretwocriteria that used correct tense were purpose and result while the incorrect tense of it were method and conclusion.

u. Abstract 21

Twenty-first abstract with title” *The Implementation of Natural Approach in Input Hypothesis in Teaching Reading at the Eleventh Grade Students of SMA Negeri 1 Bajeng Kabupaten Gowa*”consists of three abstract criteria. These were purpose, method and result. There were two criteria that missed in this abstract were background and conclusion. So the researcher analyzed the tenses of three criteria. The tense of purpose was incorrect because there was a sentence that used

inappropriate tense like “*in teaching reading improve the students’ reading comprehension*”. The writer should write “*in teaching reading improved the students’ reading comprehension*” because the purpose’s tense in an abstract used past tense.

Besides that, tense of method was correct because the writer also used past tense. And the last criterion was result. Same with purpose and method the result also used past tense. It meant that the tense of it was correct. It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense because it told about the event that had passed. In conclusion, there were two criteria that used correct tense were method and result while the incorrect tense of this research abstract was purpose criteria.

v. Abstract 22

Twenty-second abstract with title” *An Analysis of Students’ Speaking Problem in Forming English Sentences Based on the Maxims*” consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. So the researcher analyzed the tenses of four criteria. The tense of purpose was incorrect because there was a sentence that used inappropriate tense like “*the objectives of the research was*”. The writer should write “*the objectives of the research were*” because “objectives” as a subject in that sentence was plural so the verb must plural.

Besides that, tense of method was correct because the writer also used past tense. And the last criterion was result. Same with purpose and method the result also used past tense. It meant that the tense of it was correct. But, the conclusion's tense in this abstract was incorrect because there is a sentence that used past tense like "*the researcher concluded that*". The writer should write "*the researcher concludes that*" because the tense that used in conclusion's abstract was present tense wasn't past tense. It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense because it told about the event that had passed and conclusion used present tense. So, there were two criteria that used incorrect tense were purpose and conclusion while the correct tense of this research abstract were method and result criteria.

w. Abstract 23

Twenty-third abstract with title "*The Influence of English Day Program towards Students' Speaking Skill at Global English Course Makassar*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. So the researcher analyzed the tenses only four criteria. The tense of purpose was correct because the writer used past tense in purpose's research. Besides that, tense of method was correct because the writer also used past tense. And the last criterion was result. Same with purpose and method the result also

used past tense. It meant that the tense of it was correct. It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense because it told about the event that had passed.

But, there was one criteria of abstract's tense used incorrect tense was conclusion because the writer used past tense while in conclusion used present tense. As seen from the incorrect sentence of abstract like "*the researcher **concluded***" the writer should write "*the researcher **concludes***". So, from four criteria in this abstract there were three criteria that used correct tense were purpose, method and result and there was one criterion that used incorrect tense was conclusion

x. Abstract 24

Twenty-four abstract with title "*The Effectiveness of Inquiry Method in Improving the Students' Reading Comprehension*" consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. The tense of purpose was incorrect because there was a sentence that used inappropriate tense like "*the **objective** of the research **wasto** find out how the effectiveness of inquiry method in improving the students' literal comprehension (main idea) andto find out how the effectiveness of inquiry method in improving the students' literal comprehension (making conclusion)*". The writer should write "*the **objectives** of the research **were**to find out how the effectiveness of inquiry method in*

improving the students' literal comprehension (main idea) and to find out how the effectiveness of inquiry method in improving the students' literal comprehension (making conclusion)'' because there were two purpose of the research so the subject and verb in that sentence must plural also.

Besides that, tense of method was correct because the writer also used past tense. While, the tense of result was incorrect because the writer used present tense. The incorrect tense could be seen in this sentence "*where the t-test is greater than t-table*". The writer should write "*where the t-test was greater than t-table*". It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense because it told about the event that had passed. Furthermore, the last criterion in this abstract was conclusion. The tense of conclusion was incorrect because the writer used past tense whereas the tense that used in conclusion's abstract was present tense. The incorrect tense could be seen in this sentence "*it was concluded that*" the writer should write "*it is concluded that*". So, from four criteria of abstract, there was one criterion that used correct tense was method while the incorrect tense of it were purpose, result and conclusion.

y. Abstract 25

Twenty-five abstract with title "*The Effectiveness of Socio-affective Strategies to Improve Speaking Ability of the Second Year Students at*

SMP GUPPI SAMATA” consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. The tense of purpose was incorrect because there was a sentence that used inappropriate tense like “*strategies improve the students’ speaking*”. The writer should write “*strategies improved the students’ speaking*”. Besides that, tense of method was correct because the writer also used past tense. While, the tense of result was incorrect because the writer used present tense. The incorrect tense could be seen in this sentence “it **means** that the use of”. The writer should write “it **meant** that the use of”. It was suitable to Weissberg and Buker (1990) who stated that purpose, method and result of research abstract used past tense because it told about the event that had passed. Furthermore, the last criterion in this abstract was conclusion. The tense of conclusion was incorrect because the writer used past tense whereas the tense that used in conclusion’s abstract was present tense. The incorrect tense could be seen in this sentence “*it was concluded that*” the writer should write “*it is concluded that*”. So, from four criteria of abstract, there was one criterion that used correct tense was method while the incorrect tense of it were purpose, result and conclusion.

z. Abstract 26

Twenty-six abstract with title “*Improving the Students’ Speaking Skill by Using Berlitz Method at the Second Grade of Makassar Aliyah*”

Muhammadiyah Limbung” consists of four abstract criteria. These were purpose, method, result and conclusion. There was one criterion that missed in this abstract was background. So the researcher analyzed the four criteria’s tense. The tense of purpose was correct because the writer used past tense in purpose’s research. After purpose was method. The method’s tense was correct because the writer also used past tense. It was suitable to Weissberg and Buker (1990) who stated that purpose and method of research abstract used past tense because it told about the event that had passed.

Meanwhile, the tense of result was incorrect because there was one sentence that used inappropriate tense like “*the hypothesis of the research states that there is a significant*”. The writer should write “*the hypothesis of the research stated that there was a significant*” because the result’s tense of abstract used past tense wasn’t present tense. Besides that, the conclusion of this abstract also used incorrect tense because the writer used past tense while in conclusion used present tense. As seen from the sentence like “*it was concluded that*”. The writer should write “*it is concluded that*”. It was suitable to Weissberg and Buker (1990) who stated that result of abstract used past tense while conclusion used present tense. So, from four criteria in this abstract there were two criteria used correct tense were purpose and method and there were two also criteria used incorrect tense were result and conclusion.

In conclusion, from 26 samples of the research the most widely correct tense were A.1, A.5, A.16, A.17 and A.23 which was correct three abstract criteria and the lowest correct tense was A.13 because there wasn't correct tense of abstract criteria in their abstract.

BAB V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussions of the research in the previous chapter, the researcher presented the conclusions as follows:

1. The contents of abstract criteria that had written by 26 samples were background with percentage 4%, purpose with percentage 100%, method with percentage 96%, result with percentage 96%, conclusion with percentage 77%, keyword with percentage 58% and paragraph with percentage 88%. Simply, the most used abstract criteria by students were purpose with 100%. While, the least used abstract criteria were background with percentage 4%.
2. The tenses of students' research abstract that had written by 26 samples were background with percentage 100%, purpose with percentage 62%, method with percentage 72%, result with percentage 56% and conclusion with percentage 5%. In other words, the highest percentage of correct tenses was background and the lowest percentage of correct tenses was conclusion.

B. Suggestions

From the findings presented earlier in the chapter four, there are some suggestions that can be taken as a consideration for English teacher towards the teachers rewards given in teaching English.

1. The students should use the results of this study to obtain information of the correct tenses in abstract. So the students don't make mistake in writing research abstract
2. English lecturer can utilize the results of this study as a view that is very important to provide guidance of how to write the content of research abstract and grammar correctly.

BIBLIOGRAPHY

- Adelstein & Prival. 1980. *The Writing Commitment*. United States: Harcourt College.
- Atmowardoyo, H. 2010. *Research Methods for Language and Literature Studies*. Makassar: Badan Penerbit Universitas Negeri Makassar.
- Bello, T. 1997. *Writing Topics for Adult ESL Students. Paper Presented at the 31st Annual Teachers of English to Speakers of Other Language Convention*. Orlando, FL, USA.
- Byrne, D. 1984. *Teaching Writing Skills*. England: Essex. Longman.
- Coke. 1939. *Discourse*. Oxford: Oxford University Press.
- Comrie, B. 1995. *Aspect: An Introduction to the Study of Verbal Aspect Related Problem*. Cambridge: Cambridge University Press, p.2
- Djuharie, O. S & Suherli. 2001. *Panduan Membuat Karya Tulis*. Bandung: Yrama Widya.
- Graf, J. 2008. *Handbook of Biomedical Research Writing: The Journal Article Abstract*. Hanyang University. Center for Teaching and Learning English Writing lab.
- Gay, L. R. 2006. *Educational Research Competencies for Analysis and Application*. Columbus: Merrill Prentice Hall.
- Hornby, A.S. 1975. *Guide to Patterns and Usage in English*. London: Oxford University Press.
- Harmer, J. 2001. *The Practice of English Language Teaching*. London: Longman Group Limited.
- Jacob, G. 2008. *Quick Writing: A Technique for Invention in Writing*. articles. <http://scholar.google.com/scholar?q>. 25th July 2011.
- Johnson, K. 1999. *Encyclopedic Dictionary of Applied Linguistics*. Oxford: Blackwell Publishers. Ltd.
- Kurniawan, I., & Zeprisanna. 2016. *An Analysis of Students' Ability In Using Subject-Verb Agreement*. Jurnal Tadris Bahasa Inggris, Vol 9 (2), 2016, 327-343

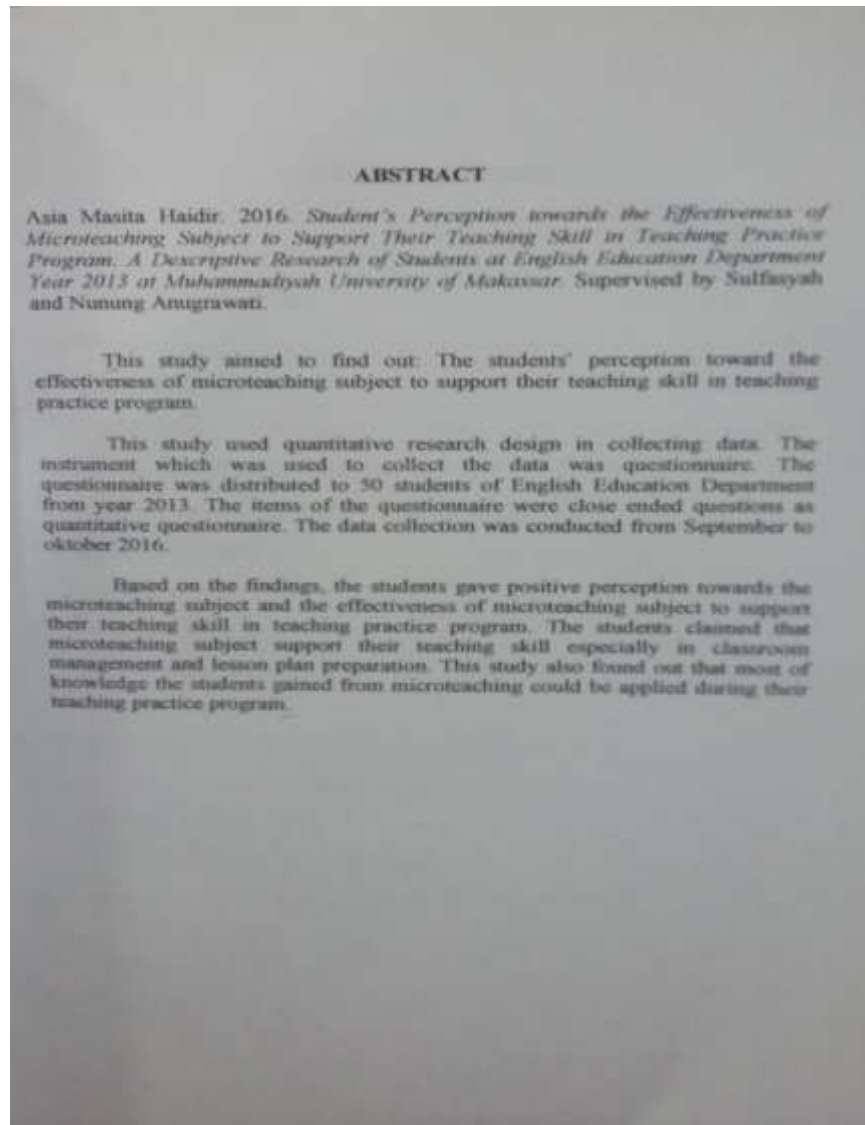
- Leech, G. 2004. *Meaning and English Verb*(3rd ed.). Harlow: Pearson Education.
- Lindholm, Peter. 1983. *Writing with Confidence*. New York: Harper Collins Publisher.
- Murphy, R. 1985. *English Grammar in Use*: Cambridge University Press
- Office of English Education Department. 2018. *Data of Students who passed in 2017*. Muhammadiyah University of Makassar.
- Oshima, A & Hogue, A. 1997. *Introduction to Academic Writing*. New York: Longman.
- Parrot, M. 2000. *Grammar for English Language*. Cambridge: Cambridge University Press, p. 93
- Pujiono, Setyawan. 2013. *Terampil Menulis: Cara Mudah dan Praktis dalam Menulis*. Yogyakarta: Graha Ilmu.
- Riley, K & Parker, F. 1998. *English Grammar: Prescriptive, Descriptive, Generative, Performance*. Boston: Allyn and Bacon.
- Sahira. 2009. *Cara Menulis Abstrak yang Baik dan Benar*. (Online), (<http://imranbuhe.wordpress.com>, accessed on Juny 2018).
- Tim Penyusun FKIP Unismuh Makassar. 2018. *Pedoman Penulisan Thesis*: FKIP Unismuh Makassar.
- Weissberg, R., & Buker, S. 1990. *Writing up research*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Zoltan, P. 2005. *Writing an Abstract*. Writing Center Learning Guide. The University of Adelaide.

APPENDICES

Appendix I

Pictures of Students' Research Abstract

Abstract.1



Abstract.2

Goestika, 2016. *The Effect of Explicit Instruction Strategy on Reading Comprehension at The Eleventh Grade Students of SMA Pest. Putri Yatama Mandiri Kabupaten Gowa*. Faculty of Teachers Training and Education, Makassar Muhammadiyah University (supervised by Hanawati Latief and Muh. Asrianto Setiadi)

This research aimed to find out the improvement of the students' reading comprehension by using Explicit Instruction Strategy that focused on level of reading comprehension which consisted of literal comprehension in term of main idea and interpretive comprehension in term of conclusion.

The researcher applied pre-experimental method with one group pretest-posttest design, and collected the data by giving pre-test and post-test. The sample of the research was class XI of SMA Pest. Putri Yatama Mandiri which consisted of 35 students. The sample was taken by using purposive sampling technique. The research findings showed that the Eleventh grade students of SMA Pest. Putri Yatama Mandiri had fairly score in pre-test. After treatment, their reading comprehension was significantly increase.

The result of the research were the mean score literal reading obtained by the students through pre-test was 77,2 and post-test was 83,6 with the t-test value main idea is greater than t-table (4,45 > 2,03). Mean score interpretive reading pre-test 76,5 and post-test 82,7 with the t-test value conclusion comprehension is greater than t-table (4,89 > 2,03).

Explicit Instruction strategy increase literal comprehension in term of main idea and interpretive comprehension score in term of conclusion. Literal comprehension improved 8,29% and interpretive improved 8,10%. The result of calculating t-test of the indicators in the students' t-test reading comprehension (literal and interpretative comprehension) is greater than t-table 8,93 > 2,03. It means that there is significance difference between before and after giving the treatment. It indicated that the alternative hypothesis (H1) was accepted and the null hypothesis (H0) was rejected. It was concluded that the use of Explicit Instruction Strategy in reading English activity increase the students reading comprehension in narrative text exactly in identifying specific information.

Keywords: Explicit Instruction Strategy, Narrative text, and Reading Comprehension.

ABSTRACT

SITTI NASRAH, 2016. *Utilizing Hypnolearning to Improve the Students' Motivation in Learning Speaking English at the twelve Graders of SMA PGRI SUNGGUMINASA (Pre-Experimental Research).* A Thesis of English Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. It was supervised by Sulfasyah, MA., Ph. D, and Maharida, S. Pd., M. Pd.

The research aimed at finding out the improvement of students' motivation through hypnolearning at the twelve Graders of SMA PGRI SUNGGUMINASA.

The method of this research was pre experimental research. This research was done at SMA PGRI SUNGGUMINASA for English subject. As subject in this research was class XII IPS in senior high school in 2016-2017 academic years with student's number as about 20 students. The instruments were questionnaire and interview.

Based on the students' mean score in the questionnaire, the writer concluded that the eleventh grade students of SMA PGRI Sungguminasa have motivated in learning English through Hypnolearning. the mean score of the student's questionnaire is 67. It means the students were in strongly motiation with the statements of questionnaire. The writer concluded that the students' motivation improve tough through Hypnolearning method.

Key Words : Hypnolearning, Motivation, Speaking Ability

Abstract.4

ABSTRACT

Syahrida. 2017. *The Correlation between Students' Mastery on Phrasal Verbs and Students' Translation Ability (A Correlative Study of The Seventh Semester Students of English Education Department of Muhammadiyah University of Makassar)*. It was supervised by NurQalbi and Nurdevi Bte Abdul.

Transferring the equivalent meaning of Source Text (English) into Target Text becomes a problem for students. Moreover, the combination of words that is puzzling the students such as phrasal verbs, give a challenge for the teacher to conduct the students mastery on it.

Therefore, the objectives of this research was to find out students' mastery on phrasal verbs, the students' translation ability and the correlation between them. The type of this research was the correlational study and the method was correlation research. In conducting this research, the writer focused on the seventh semester students which the total numbers of the students were 362 and divided in to ten classes. However, the writer only take five students each class so that there were 50 respondents. The techniques of collecting the data applied of doing this research were tests.

The data which have been collected were scored and analyzed by some books and documents for the theoretical data and using SPSS 20.0 windows for quantitative data. The result of the scoring showed that the students' mastery on phrasal verbs was fair level in generally by the mean score was 50.2 and the students' translation ability also was fair level in generally by the mean score 59.4. From the calculation of SPSS 20.0, the result of the correlation was 0.86. It means that there were a high correlation between students' mastery on phrasal verbs and students' translation ability of the seventh semester students of English Education Department of Muhammadiyah University of Makassar.

Abstract.5

ABSTRACT

AULIA, 2016. *Improving the students reading comprehension by using an eclectic approach (A Classroom Action Research at the class VIII Years Students of SMPN 3 Sungguminasa)* supervised by Ummi Khaerati Syam, and Nur Devi Bie Abdul.

The research aimed to find out the improvement of students' reading comprehension in terms of finding main ideas and meaning of words at the students' of SMPN 3 Sungguminasa 2016/2017 academic year.

This research used A Classroom Action Research that consisted two cycles. The sample of this research consisted of 34 students, those consisted of seventeen women and seventeen men. The researcher obtained the data by using reading test and observation sheet.

The results of the student's reading test in cycle I and cycle II had significantly different scores. There was a better increase of gains by students at the end of action in second cycle. In cycle I, the students' achievement of main ideas was 7.47, but after evaluation in cycle II the students' reading comprehension become 9.82. On the other hand, the students' ability in finding the meaning of words was development too from cycle I to cycle II, whereas in the students' achievement of meaning of words was 7.20, but after evaluation in cycle II the students' achievement become 8.14.

The findings indicated that there was improvement in the students' reading comprehension from cycle I to cycle II, whereas in cycle I students' achievement reading comprehension was 18.99%, but after evaluating in cycle II the students' reading comprehension became 22.51%. While the standard target achievement KKM 75. From these findings, the researcher concluded that by using an eclectic approach could improve the students' reading comprehension achievement.

Key words : Eclectic Approach, Reading Comprehension, Teaching Reading

Abstract.6

ABSTRACT

Widi Astuti. 2016. *Improving the Students' Speaking Skill through Teams Games Tournament Technique (A Classroom Action Research at the Eleventh Grade Students of SMA Negeri 1 Bajeng Gowa)*. Thesis. English Department. Faculty of Teacher Training and Education, Makassar Muhammadiyah University (guided by Bahrun Atwin and Radiah Hamid).

This research aimed to find out the improvement of the students' speaking skill in term of accuracy dealing with vocabulary, pronunciation, and grammar and fluency dealing with smoothness and self-confidence by using Teams Games Tournament Technique at the Eleventh Grade Students of SMA Negeri 1 Bajeng Gowa.

The researcher used Classroom Action Research (CAR) which was conducted in two cycle and which every cycle consisted of four meetings. The location of this research was taken at the Eleventh Grade Students of SMA Negeri 1 Bajeng Gowa with the number of the subject consisted of 42 students.

The research findings indicate that the application of Teams Games Tournament Technique was significant in improving the students' speaking skill in terms of accuracy and fluency. It was proved by the mean score of diagnostic test was 4,56 (4,58 for accuracy and 4,54 for fluency) and in the test cycle 1 was 6,75 (6,89 for accuracy and 6,61 for fluency) then improved to be 7,725 (7,81 for accuracy and 7,64 for fluency) in cycle 2. It means that there was improved of the students' speaking skill in terms of accuracy dealing with vocabulary, pronunciation, and grammar and fluency dealing with smoothness and self-confidence.

Keyword: Teams Games Tournament Technique, Speaking

Abstract.7

ABSTRACT

NURUL INSANI RASYID, 2016. *The Correlation between Students Academic Self-Efficacy and Their Learning Participation in Speaking Class (A Descriptive Study at The Third Semester of English Education Department of Muhammadiyah University of Makassar)*. Thesis. English Education Department. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

This research aimed at finding out the Correlation between students' academic self-efficacy and their learning participation in speaking class at the third semester of English Education Department of Muhammadiyah University of Makassar. The Consultant by Hj. Andi Tenri Ampa and Maharida Manindar.

The method of research was descriptive study method. The population of research consisted the third semester of English Education Department Academic year 2016/2017. It used Cluster Random Sampling. The total number of students was 40 students as sample of the research where the researcher took three classes consisted of 13 students each class. The Data were collected through Likert scale Questionnaire and Observation checklist. The Data Analysis by using Product Moment Technique which is developed by Karl Pearson (r).

The result of data analysis found that students at the third semester of English Education Department in Muhammadiyah University of Makassar were substantial positive correlation ($r = 0.157$) between students' academic self-efficacy and their learning participation in speaking class. There were four sources of self-efficacy which affected students' participation in speaking class, for instance mastery experience, vicarious experiences, and social persuasion and emotional arousal.

ABSTRACT

NURFADHILA S. 2016. *The Use of Picture Word Inductive Model (PWIM) In Improving Students Writing Skill at The Eight Grade Students of SMPN 1 Tondong Tallasa.* (supervised by Hj. Andi Tenri Ampa and Amar Ma'ruf).

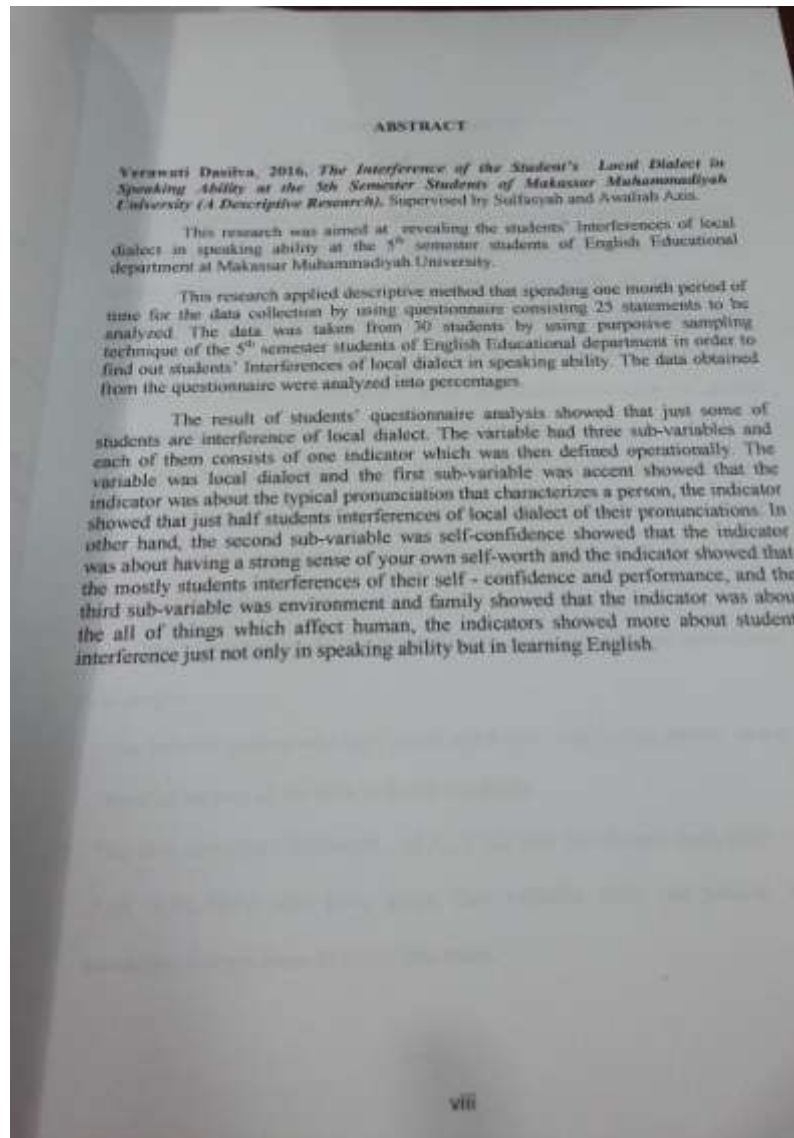
The objective of the study were to find out (1) the improvement of students' writing skill through Picture Word Inductive Model (PWIM) Strategy. (2) the improvement of students' writing skill through Discussion Method. (3) The significant different between students' writing skill who are taught trough Picture Word Inductive Model (PWIM) and those who are trough Discussion Method

This research employed quasi-experimental method with focused on nonequivalent control group design since control group and experiment group were not chosen randomly. There were two variables, namely independent variable (independent variable was the use of Picture word inductive model) and dependent variable (The dependent variable was the students' writing skill). The population of this research was the eight grade of SMP Negeri 1 Tondong Tallasa in academic year 2016/2017 which consisted of 46 students. The sample were taken by using total sampling technique. The sample of the research were VIII A consist of 23 students as experimental group and VIII B consist of 23 students as control group.

The instrument of this research was a written test used in pre-test and post-test. The result of the data indicated that There was a significant improvement of the students' writing skill between the students who were taught by using Picture Word Inductive Model from those who were taught by using discussion method. The mean score of post-test (14.45) in experimental group was greater than the mean score of post-test (9.78) in controlled group. The value of t-test (2.145) was greater than t-table (2.015) at the level of significance 0.05 with degree of freedom (df) = 44. Therefore, hypothesis H_0 was rejected and H_a was accepted. The research findings indicated that use of Picture Word Inductive Model (PWIM) strategy could improve the students writing.

Based on the finding and discussion of the research, the researcher drawn a conclusion that the use of Picture Word Inductive Model (PWIM) strategy in improving the students' writing skill at the eight grade of SMP Negeri 1 Tondong Tallasa, Pangkep regency, was improve the students writing skill and improved significantly.

Abstract.9



ABSTRACT

Khairil Mahfud, 2016. *An Analysis of Students' Ability in Translating Idiomatic Translation of English Manga Script 'Avatar : The Legend of Korra' (A Descriptive Study at the Fifth Semester Students of English Department of Makassar Muhammadiyah University).* Under the thesis of English Education Department, the Faculty of Teacher Training and Education. Guided by Bahrun Amin and Yassir Mallapiang.

The objective of the study was to investigate the students' ability in translating idiomatic translation by the fifth semester students of English Department in Makassar Muhammadiyah University. A test was applied as the instrument of the study. The researcher chose the fifth semester students in academic year 2016-2017 as the sample of the study with the total number of samples were 20 students by using purposive sampling.

The result of the study showed that there is only 1 students whose mastery level is excellent, 13 students gained good level and 4 students whose mastery level is fair and 2 students whose mastery level is poor. In general, the result is still good. However, the percentage score of students' ability is only 63,9 %. However, there must be some corrections. There are several kinds of factor might causing the translation in below average such as inaccurate, meaning is less acceptable, and unreadable. In addition, inappropriate word choice and word-for-word translation or unnatural structure makes translation sound awkward and uneasy to understand.

Keywords: Students' Ability, Idiomatic Translation, English Manga Script.

Abstract.11

Putri Nilan, 2016. *The Analysis Of Non Verbal Communication Used By The Teacher In English Learning Process.* Under the thesis of English Education Department, the Faculty of Teachers Training and Education, Makassar Muhammadiyah University (guided by Andi Tetri Ampa and Maharida).

The objectives of the study (1) To find out the kinds of non verbal communication are used by the Teacher in English learning process (2) to know what are the non-verbal communication which most frequently used by the teacher.

The research method was descriptive research. It used a purposive sampling. The total number of sample was 1 teacher. The researcher used observation and classroom recorder as instrument.

The research findings showed that The teacher used kind of the non-verbal communication such as gesture, body movement, eye contact and facial expression and the teacher used gesture, body movement and posture, eye contact and facial expression more frequently than other non-verbal communication in English learning process.

Uswatun Hasanah S, 2016. An analysis of Translation Products from English Text into Indonesian at the Second Year Students of SMP Negeri 37 Makassar. Thesis. English Education Department, Faculty of Teachers Training and Education, Muhammadiyah University of Makassar. Guided by H. M. Basri Dalle, MS and Moh. Astrianto.

This research aimed to find out the students types and error in translating English text into Indonesian language at the second year students of SMP Negeri 37 Makassar. How the students' can translate English text and how much the students understand the meaning of the text. The researcher used in descriptive research. The instruments of this research was descriptive text. The population of this research consisted of 107 students and the researcher applied purposive sampling technique. The researcher chosen 60 students were taken as a samples. To get the data, the researcher used Translation test.

The result of the data analysis showed that the students' types in translating English text into Indonesian at the second year students of SMP Negeri 37 Makassar was 49 or 81.6 % generated translation was a literal translation and was 11 out of 60 students, or about 18.4% used the general translation from mistranslation or lexical meaning. And the researcher also find out the students' error in lexical meaning there were 677 of quantity or 57 %. And there were 511 of quantity or 43 % which has translated in general translation errors. This analysis was very useful for the teacher and students. It helped the students to know their weaknesses and difficulties their in translating English text into Indonesian. It can be concluded that the students to learn more and practice to translate about English text into Indonesian language.

ABSTRACT

ADRIAN SYARIF. 2016. *An Analysis of Teachers' Classroom Management of Teaching English at the First Grade of SMAN 2 Takalar (A Descriptive Research)*. Thesis. English Education Department. Faculty of Teacher Training and Education, Muhammadiyah University of Makassar (Under the supervision of Erwin Akib and Yasser Mallapiang)

The researcher conducted the research at the first grade of SMAN 2 Takalar and collected information that teachers had different methods during the teaching process. This means that teacher adopt different method respectively because one single method cannot give complete way for teaching and learning activities. Dealing with this, the teachers give guidance and support for students in teaching and learning.

The objectives of this research are 1) to describe how the teacher manage the classroom in teaching English at the first grade of SMAN 2 Takalar in 2015/2016 Academic Year; (a) The classroom management strategy is applied in English teaching and learning process class, (b) Students' participation in English teaching process, (c) The teacher organized the technique in classroom management, 2) to identify the problems faced by the teacher and the students during implementing the teaching English at the eleventh grade of SMAN2 Takalar in 2015/2016 Academic Year. The design of this research is descriptive qualitative research. The researcher had chosen the teachers which are teaching English at the first grade students of SMAN2 Takalar in the academic year of 2015/2016 and the subjects were 4 teachers. On the research the researcher describe the process of organizing teaching and learning process in SMAN 2 Takalar, by applying interview with the teacher and observation on the students activities, the researcher could conclude that there were several students do not participate seriously in learning process, this is due to dominant factor on the students motivation so that in organize in teaching and learning process and also classroom management will help the teaching and learning process to be better.

Keywords: Classroom Management, Teaching English, Learning Process

ABSTRACT

MUDRIKA RAHMAN, 2016. *Improving the Students' Speaking Ability by Using Forms-Focused and Meaning-Focused Instructional Model at the Second Grade of SMA Negeri 3 Takalar (A Classroom Action Research). A Thesis of English Department, The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.* It was supervised by Ummi Khaerati Syam and Nurdevi Bte Abdul.

The research aimed at investigating the improvement of students' speaking ability through Forms-Focused and Meaning-Focused at the second Grade of SMA Negeri 3 Takalar.

The method of this research was classroom action research which is consisted of two cycles. First cycle was consisted of four meetings. The second cycle was consisted of four meetings. This classroom action research was conducted at SMA Negeri 3 Takalar for English subject. As subject in this research was class XI IPA in senior high school in 2016-2017 academic years with student's number as about 38 students. Those consist of 27 women and 11 men. Instruments were speaking test and observation sheet.

The findings of this research rewarded that the improvement of the students' speaking ability in terms of speaking accuracy and speaking fluency with the mean score of diagnostic test was 5.36, the mean score of cycle I was 6.08 and the mean score of cycle II was 6.93. The result above indicated that there was significant improvement of the students' speaking ability in terms of speaking accuracy and speaking fluency in the application of form-focused and meaning-focused instruction model at the Second Grade of SMA Negeri 3 Takalar.

Key Words : Forms-focused, Meaning-focused, Speaking Ability

Abstract

ASTIRA, 2016. *Lexical Error in the Students Essays Made by the Fifth Semester Students at English Department of Muhammadiyah University of Makassar*. Thesis English Department the Faculty of Training Teacher and Education Muhammadiyah University of Makassar. Advisor: Ratna Dewi, and Nunung Anugrawati .

This study aimed to know what lexical errors and source of error in the students essays, identify the types of lexical errors the dominant type of errors, and identifying source of errors.

The type of this research was descriptive quantitative. In collecting data, the researcher submitted all essays text, from students. And the researcher identified lexical error in the students essays and source of error. The data were taken from the document the essay lecturer from class A, B, and C. After identifying the lexical error, it was classified based on their source.

The result of the research showed that fifth semester students at English Department of Muhammadiyah University of Makassar still made 327 lexical errors in their essays. There were two classifications of error in formal error and semantic error. In formal errors the researcher found out 256 errors and semantic errors the researcher found out 71 errors. The total percentage formal and semantic errors is 78.28 % and 21.72 %. The researcher also found 2 dominant sources of error, namely interlingual transfer and intralingual transfer. It showed, that interlingual and intralingual errors was the most common types of errors made by the students essays.

Key words: Lexical Errors, Writing.

Abstract.16

DOI: 10.30605/ANM.2016. Analysis of Students' Reluctance in Use English in EFL Class at Third Semester English Department Muhammadiyah University of Makassar (A descriptive study). Supervised by Ulmi Khairul Syam and Nuning Anugrawati.

The objective of this research was to identify the factors that made students reluctant to use English in EFL class at third semester of English Department Muhammadiyah University of Makassar.

This research used descriptive design. The population of this research was students at the third semester English Department Muhammadiyah University of Makassar and number of sample was 70 students. It used cluster random sampling. The instrument was questionnaire and interview.

The finding revealed that there were various factors that made students reluctant to use English in EFL class. Most of factors chosen by respondents were: The first was lack of motivation, because their classmates was also reluctant to use English in EFL class, the percentage was 79 % respondents. The next was anxiety that influenced students' performance when using English with the percentage 69 % respondents. The third factor was shyness that make students go blank when using English especially in the front of class and also the mastering of grammar was still low, the percentage of this was 67.1 % and 56 %. Further more they were low in speaking English so they were lack of confidence to speak English in class, the percentage was 50 % respondents, fear of making mistake when using English was 50 % and the last was classroom condition in which the outside of class was too noisy, the percentage was 51.4%. The research concluded the factors causing students reluctant to use English in EFL could be different between one student and another students.

Key word: Reluctance, EFL Class, Speaking

ABSTRACT

IRMAWATI LOLON, 2016. "The Use of Peer Lesson Technique to Improve Students' Skill in Writing Hortatory Exposition (*pre experimental research at the second grade of SMA Negeri 3 Sungguminasa*), under the thesis of English Education Department, the faculty of Teachers Training and Education, Makassar Muhammadiyah University, supervised by Ummy Khaerati Syam and Nurdevi Bte Abdul.

This research aimed to examine the improvement of the students' writing skill in terms of Organization, Content, Mechanic and Language use using Peer Lesson Technique of the Second Grade Students of SMA Negeri 3 Sungguminasa.

The design that the researcher used was pre-experimental with one class of the second grade at SMA Negeri 3 Sungguminasa. The data obtained through the written test then it was analyzed quantitatively.

The findings showed that the value of t-test was greater than t-table ($4.25 > 2.145$) with the improvement of the writing achievement was 53.31%. It indicated that Peer Lesson Technique was likely effective in improve the students' writing skill.

This study has proven that use of Peer Lesson Technique was effective in terms of improving the students writing skill the value of the research is greater than the ratio on t-table.

Keywords : Writing, Peer Lesson Technique, Hortatory Exposition text.

ABSTRACT

Siswati Arif, 2016. *The students' achievement in learning verbal and nominal sentences using Exploration-Explanation-Expression (E-3) method (A classroom action research at tenth grade student of SMA PGRI 2 TAMALATE), under the thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University, (guided by Erwin Akib and Nurdevi Bte Abdul).*

This research aimed to explain the improvement of the students' achievement in verbal and nominal sentences in terms of simple past tense dealing with positive, negative, and interrogative statement, and past perfect tense dealing with positive, negative, and interrogative statement.

To explain the improvement, the researcher used a classroom action research which was conducted in two cycles in which every cycle consisted of four meetings. The location of this research was taken at the X A class of SMA PGRI 2 Tamalate with a number of the subjects were 30 students.

The research findings indicated that the implementation of Exploration-Explanation-Expression (E-3) method is significant to improve the students' English tense achievement in terms of verbal sentences in positive, negative, and interrogative statement, and nominal sentences in positive, negative, and interrogative statement. It was proved by the mean score of cycle I is 58.33 then improved to be 85.11 in cycle II. They are higher than the mean score of diagnostic test namely 44.89. Therefore, there is the improvement of the students' achievement in verbal and nominal dealing with positive, negative, and interrogative statement. Implementation of Exploration-Explanation-Expression (E-3) method also improved the students' activeness in teaching and learning process. It was proved by the activeness score of cycle I is 13.4% become 24.12% in Cycle II, and the improvement the students activeness from cycle I to cycle II is 18.76%. Therefore, there is improvement of students' activeness in teaching and learning process using Exploration-Explanation-Expression (E-3) method.

Keywords: Verbal Sentences, Nominal Sentences, Exploration, Explanation and Expression (E-3).

ABSTRACT

IRMAN,2017. *Analyzing the Students' Ability in Writing Opinion Essay at the Fifth Semester of English Department of Muhammadiyah University of Makassar.* Supervised by Ratna Dewi and Nunung Anugrawati.

This research aimed to find out the students' ability in writing opinion essay. The objective of the research were "(1) to know ability in writing the introductory paragraph of an opinion essay, "(2) to know ability in writing the body paragraph of an opinion essay,"(3) to know ability in writing the concluding paragraph of an opinion essay. Variables measured was the introductory, body and conclusion paragraph which include the organization.

The research used descriptive research. The population was all the fifth semester students of English Department of Muhammadiyah University of Makassar. The samples were taken purposively based on the available documents of essay writing. So, the number of samples was 55 essays from 55 students. The instrument used was analyzing the documents essay from the lecturer.

The results of the research showed that the students' ability in writing the introductory paragraph was 'good'. It was indicated by the mean score, that 80.18, the students' ability in writing the body paragraph was 'good'. It was indicated by the mean score was 69.09, the students' ability in writing the conclusion paragraph was 'good'. It was indicated by the mean score was 72.54. Therefore the students' ability in writing opinion essay which include all aspects of writing skill, the achievement was in good level, but the fifth semester students of English Department of Muhammadiyah University of Makassar still need to improve the writing skill.

ABSTRACT

SUCI FARADILAH RAHMAN, 2017. *A Syntactic Error Analysis of the English Verb Phrases on Persuasive Writings Made by the Fifth Semester Students of English Education Department of FKIP Unismuh Makassar*. A guided by Muhammad Basri D. and Yasser Mallapiang.

The objectives of the research were (1) to find out the types of syntactic errors of the English verb phrases made by the fifth semester students in their persuasive writing and (2) to find out the most frequent type of syntactic errors of the English verb phrases made by the fifth semester students in their persuasive writing.

The research used a descriptive method. The variables of the research were the types of syntactic errors. The population was the fifth semester students of English Education Department of FKIP Unismuh Makassar in academic year 2016/2017, consisting of 320 students. The samples of the research were 84 students (26% of the population). The instrument used a writing test. The aim of test was to find out errors of the English verb phrases in writing persuasive paragraphs.

The result of the research showed that a syntactic error analysis of the English verb phrases in persuasive writing was indicated by the mean score of omission errors (12.50%), addition errors (12.50%), misformation errors (71.88%), and misordering errors (3.12%). The type of syntactic error of the English verb phrases used the most frequently by the fifth semester students in their persuasive writing is misformation. Therefore, the fifth semester students of English Education Department of FKIP Unismuh Makassar still needed to improve verb phrases in writing persuasive paragraphs.

ABSTRACT

NURHAERANI ZAINAL, 2016. The Implementation of Natural Approach in Input Hypothesis in Teaching Reading at the Eleventh Grade Students of SMA Negeri 1 Bajeng Kabupaten Gowa, under the thesis of English Education Department the Faculty of Teacher Training and Education, Makassar Muhammadiyah University. (Guided by Sulfasyah and Amar Mu'rif).

This research aimed to find out whether or not the Implementation of Natural Approach in input hypothesis in teaching reading improve the students' reading comprehension.

The method of this research was Pre-experimental method with one group pre-test and post-test design. The population of this research was the eleventh grade year. It used purposive sampling technique where the researcher chose 40 students as sample. s

The result of data analysis showed that the implementation of natural approach in input hypothesis in teaching reading improved the students reading comprehension. The result of data analysis showed that the value of students improvement was 55.7% and there was a significant different between the students' result in mean score of pre-test and post-test. The mean score obtained by students' pre-test was 4.71 and the mean score of students' post-test was 7.33. T-test value was 14.8 and the value of t-table was 2.021 in the level of significance 0.05 and the degree of freedom (Df) = n - 1 (40 - 1 = 39).

Key words: Natural Approach, Reading Comprehension

Jumriati. 2016. "An Analysis of Students' Speaking Problem in Forming English Sentences Based on the Maxims (A Descriptive Qualitative Research Conducted at the Seventh Semester of English Department Muhammadiyah University of Makassar)" guided by Syamsiarna Nappu and Nunung Anugrawati.

The objectives of this research was to find out the students' speaking problem in forming English sentences based on the maxims. This research was conducted in Muhammadiyah University of Makassar. The subject was the seventh semester students of English Department in 2016-2017 Academic year with the students' number of population were 297 students and the sample were 30 students. In conducting the research, the researcher used a descriptive qualitative method. The instrument was interview.

The results showed that students' speaking problem were four maxims of Cooperative Principle was flouted. Besides, there were some strategies used by the students to flout the maxims. To flout the maxim of quality, the students giving untrue information. To flout the maxim of quantity, the students used the strategies of giving too much information. To flout the maxim of relation, the students used the strategies of giving an irrelevant answer. Finally, to flout the maxim of manner, the students used the strategies of being obscure.

Flouting of quality maxim occurs 49 times (57%). It was followed by flouting of quantity maxim which took place 25 times (29%). The third position was flouting of relation maxim which happened 11 times (13%). The last position was flouting of manner maxim which took place 1 time (1%). Flouting of quality maxim got the highest rank by giving untrue and lack adequate evidence information. The students' reasons flouting the maxim was related to the context interview, a different context could made a different reasons.

Based on the research, the researcher concluded that the most dominant students' speaking problem was quality maxim flouting.

Key words: Cooperative Principle (Maxims), Spoken Communication, Speaking Conversation, Discourse Analysis

ABSTRACT

Ahmadi Wijaya, 2017. The Influence of English Day Program towards Students Speaking Skill at Global English Course Makassar (Supervised by Bahrun Amin and Mahurida)

This research attempted to know the influence of English day program towards The Students' Speaking Skill in the aspect of Fluency and Vocabulary. This research applied descriptive design. The research subject was the students taking a part of English day program in Global English Course Makassar. The instruments of this research were data by carrying out from Questionnaire and interview.

The research findings indicated that a considerable number of students had positive attitude towards the role of English Day program in improving their speaking skill. Furthermore, The Influence of English Day was assembled through Questionnaire where there were 90% student strongly agreed that English Program could really influence their speaking skill particularly in Fluency and Vocabulary aspect.

English day also opened their mind that learning English was fun and enjoyable, had big expectations towards English day. The researcher concluded that English day was very effective and innovative in facilitating the students to have a new way in learning English.

Keywords: The Influence, English Day Program, Speaking Skill (Fluency Aspect and Vocabulary)

ABSTRACT

WAHYUNI S. 2016. *The Effectiveness of Inquiry Method in Improving the Students' Reading comprehension* (supervised by Hasnawati Latief and Ratu Yulianti Natsir).

The objective of the study was (1) to find out how the effectiveness of Inquiry method in improving the students' literal comprehension (main idea); and (2) to find out how the effectiveness of Inquiry method in improving the students' interpretive comprehension (making conclusion)

The research method was pre-experimental method with one group pre-test and post-test design. It used a purposive sampling. The total number of sample was 21 students. Essay test of reading test was used as instrument in pre-test and post-test.

The finding showed that Inquiry Method gave greater contribution to the students' reading comprehension. In literal level, the students' mean score of pre-test was 4.76 and it classified as poor, post-test was 7.85 and it classified as good and the improvement of students' achievement in literal was 64.91%. In interpretive level, pre-test was 5.23 and it classified as poor, post-test was 8.57, it classified as good, and the improvement of students' achievement in interpretive was 63.86%. The test shows that the value of the t-test is higher than the value of t-table. The t-test value of main idea was greater than t-table ($14.06 > 2.086$) and t-test value of conclusion was greater than t-table ($13.88 > 2.086$). The result of calculating t-test of the indicators in the students' t-test in literal and interpretive reading comprehension was greater than t-table ($13.97 > 2.086$). Where the t-test is greater than t-table means that there is significantly difference between pre-test and post-test after using treatment. It indicates that the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. Therefore, the data of post-test as the final result give significant improvement. It was concluded that the use of Inquiry Method was able to give greater contribution in teaching and learning reading comprehension.

Keywords: Reading, Teaching Reading, Literal and Interpretive

ABSTRACT

Nurwahidah, 2016: *The Effectiveness of Socioaffective Strategies to Improve speaking Ability of the Second Year Students at SMP GUPPI SAMATA (Pre-Experimental Research)*. The English department Faculty of Teacher Training and Education Makassar Muhammadiyah University. Supervised by Ummi Khaerati and Nutrung Anugrawati.

The Objective of this research was to find out whether or not Socioaffective Strategies improve the students' speaking in second year at SMP GUPPI SAMATA.

The thesis used pre-experimental method. The population of the research was 21 students of the second year at SMP GUPPI SAMATA. It was applied total sampling technique. The instrument was speaking test to find out the students' speaking ability.

The result mean score smoothness of pre-test was 46.5, and mean score of post-test was 75.5, result t-test was 13.54. The value of t-table was (1.725) in the level of significance $\alpha=0.05$ and degree of freedom ($df=N-1=21-1=20$). The result of the data showed that there was a significant difference between Pre-test and Post-test, because t-test was higher than t-table ($t\text{-test} > t\text{-table}$). It means that the use of Socioaffective Strategies could improve students' speaking ability.

Based on the result analysis, it was concluded that the student's have sufficient ability to improve their speaking ability by Socioaffective Strategies in term of smoothness.

DWI SUCI RAHMADANI SYARIF, 2012. *Improving the Students' Speaking Skill by using Berlitz Method at the second grade of Madrasah Aliyah Muhammadiyah Limbung (An Experimental Research)*, Supervised by Ummi Khaerati Syam and Nurlevi Bte Abdul.

This research aimed to find out the Students' Speaking Skill by using Berlitz Method in terms accuracy and fluency at the second grade of Madrasah Aliyah Muhammadiyah Limbung.

The research employed experimental method conducted as a pre-experimental research with one group pretest-posttest design. One group was pretested (O1), exposed to a treatment (X) and post-tested (O2). The researcher conducted the treatment in six meetings. It employed describe things test as a instrument. The subject of the research was 24 students' in XI IPA class.

The findings indicated that achievement of the second grade of Madrasah Aliyah Muhammadiyah Limbung was improved after using Berlitz method. It was proven by the mean score of accuracy in pre-test was 34.71 and the mean score of post-test was 47.22. The improvement of the accuracy was 36%. While, the mean score of fluency in pre-test was 35.41 and the mean score of post-test was 48.61. The improvement of the fluency was 37%. The result of statistical analysis of t-test with degree of freedom (df)=N-1, where N=24, (df=23) at the level of significance 0.05 indicated that there was a significance differences between the mean score of post-test and pre-test. Thus, the null hypothesis (H₀) was rejected, while alternative hypothesis (H₁) was accepted. Therefore, the hypothesis of the research states that there is a significant difference between the students' speaking accuracy and fluency after using Berlitz Method at the second grade of Madrasah Aliyah Muhammadiyah Limbung in academic year of 2016. It was concluded that the application of Berlitz method was able to give greater contribution in teaching and learning Speaking Skill.

Keywords: Berlitz Method, Speaking Skill, Vocabulary, Pronunciation, Grammar, Smoothness

Appendix 2

Data Analysis

TOTAL CONTENTS OF ABSTRACT CRITERIA USED BY STUDENTS

Samples	Background	Purpose	Method	Result	Conclusion	Key Word	Paragraph
A.1	–	✓	✓	✓	–	–	3
A.2	–	✓	✓	✓	✓	✓	4
A.3	–	✓	✓	✓	✓	✓	3
A.4	✓	✓	✓	✓	✓	–	3
A.5	–	✓	✓	✓	✓	✓	4
A.6	–	✓	✓	✓	✓	✓	3
A.7	–	✓	✓	✓	–	–	3
A.8	–	✓	✓	✓	✓	–	4
A.9	–	✓	✓	✓	–	–	3
A.10	–	✓	–	✓	–	✓	2
A.11	–	✓	✓	✓	–	–	3
A.12	–	✓	✓	✓	✓	–	2
A.13	–	✓	✓	–	✓	–	2
A.14	–	✓	✓	✓	✓	✓	3
A.15	–	✓	✓	✓	✓	✓	3
A.16	–	✓	✓	✓	✓	✓	3
A.17	–	✓	✓	✓	✓	✓	4
A.18	–	✓	✓	✓	✓	✓	3
A.19	–	✓	✓	✓	✓	–	3
A.20	–	✓	✓	✓	✓	–	3
A.21	–	✓	✓	✓	–	✓	3
A.22	–	✓	✓	✓	✓	✓	4
A.23	–	✓	✓	✓	✓	✓	3
A.24	–	✓	✓	✓	✓	✓	3
A.25	–	✓	✓	✓	✓	–	4
A.26	–	✓	✓	✓	✓	✓	3
TOTAL	1	26	25	25	20	15	23

Appendix 2

Data Analysis

TOTAL CORRECT TENSES OF ABSTRACT CRITERIA USED BY STUDENTS

Samples	Background	Purpose	Method	Result	Conclusion
A.1	–	✓	✓	✓	–
A.2	–	✓	X	X	X
A.3	–	✓	✓	X	X
A.4	✓	X	X	✓	X
A.5	–	✓	✓	✓	X
A.6	–	✓	✓	X	X
A.7	–	✓	X	✓	–
A.8	–	X	X	✓	X
A.9	–	✓	✓	X	–
A.10	–	✓	–	X	–
A.11	–	X	✓	✓	–
A.12	–	X	✓	X	X
A.13	–	X	X	–	X
A.14	–	✓	X	✓	X
A.15	–	✓	✓	X	X
A.16	–	✓	✓	✓	X
A.17	–	✓	✓	✓	X
A.18	–	✓	✓	X	✓
A.19	–	X	✓	✓	X
A.20	–	✓	X	✓	X
A.21	–	X	✓	✓	–
A.22	–	X	✓	✓	X
A.23	–	✓	✓	✓	X
A.24	–	X	✓	✓	X
A.25	–	X	✓	X	X
A.26	–	✓	✓	X	X
CORRECT	1	16	18	15	1

- : There is no abstract criterion
X : There is an abstract criterion but the tenses are wrong
✓ : Correct Tenses

Appendix 3

Appendix 3

Table of Samples

TABLE OF SAMPLES

No	Samples	Date of passed (Yudisium)	Thesis	IPK	Predicate
1	Abstract.1	31 Januari 2017	A	3.85	Cumlaude
2	Abstract.2	31 Januari 2017	A	3.81	Cumlaude
3	Abstract.3	31 Januari 2017	A	3.77	Cumlaude
4	Abstract.4	19 Mei 2017	A	3.77	Cumlaude
5	Abstract.5	19 Mei 2017	A	3.74	Cumlaude
6	Abstract.6	31 Januari 2017	A	3.70	Cumlaude
7	Abstract.7	31 Januari 2017	A	3.70	Cumlaude
8	Abstract.8	31 Januari 2017	A	3.70	Cumlaude
9	Abstract.9	31 Januari 2017	A	3.70	Cumlaude
10	Abstract.10	31 Januari 2017	A	3.69	Cumlaude
11	Abstract.11	31 Januari 2017	A	3.69	Cumlaude
12	Abstract.12	31 Januari 2017	A	3.69	Cumlaude
13	Abstract.13	31 Januari 2017	A	3.68	Cumlaude
14	Abstract.14	31 Januari 2017	A	3.68	Cumlaude
15	Abstract.15	31 Januari 2017	A	3.67	Cumlaude
16	Abstract.16	31 Januari 2017	A	3.67	Cumlaude
17	Abstract.17	31 Januari 2017	A	3.65	Cumlaude
18	Abstract.18	31 Januari 2017	A	3.63	Cumlaude
19	Abstract.19	31 Januari 2017	A	3.63	Cumlaude
20	Abstract.20	19 Mei 2017	A	3.62	Cumlaude
21	Abstract.21	31 Januari 2017	A	3.62	Cumlaude
22	Abstract.22	31 Januari 2017	A	3.62	Cumlaude
23	Abstract.23	19 Mei 2017	A	3.61	Cumlaude
24	Abstract.24	31 Januari 2017	A	3.59	Cumlaude
25	Abstract.25	31 Januari 2017	A	3.57	Cumlaude
26	Abstract.26	31 Januari 2017	A	3.57	Cumlaude

Appendix 4
Documentation



CURRICULUM VITAE



Nurhaya was born in Lajoro 7th March 1993. She is the last child from six siblings. Her father is Lamande and her mother is Becce Padi. In 2006, she graduated from SDN 149 Sepang and continued her study at SMPN 3 Lembang and graduated in 2009. In the same year, she continued her study at SMAN 1 Lembang and finished in 2012. After finished in senior high school, she proceeded her study in Muhammadiyah University of Makassar in 2014. She accepted in English Education Department of Teachers Training and Education Faculty.

At the end of her study, she could finish her thesis with the title "The Analysis of Research Abstract Written by the Students' of English Department at Muhammadiyah University of Makassar Who Graduated in 2017".