ENGLISH GRAMMATICAL ERRORS IN THE ABSTRACT SECTION OF CIVIL ENGINEERING STUDENTS' THESIS DIPONEGORO UNIVERSITY

A FINAL PROJECT

In Partial Fulfillment of the Requirement

For S-1 Degree in Linguistics

In English Department, Faculty of Humanities

Diponegoro University

Submitted by:

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PRONOUNCEMENT

I states truthfully that this project is compiled by me without taking the results from other research in any university, in S-1, S-2, and S-3 degree and in diploma. In addition I ascertain that I do not take the material from other publications or someone's work except for the references mentioned in bibliography.

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MOTTO AND DEDICATION

In life, there are no shortcuts to joy. Anything that is worth is pursuing requires us to suffer just a little bit.

- Chris Burkard

This thesis is dedicated to my beloved parents and family

And my lovely Dian Adi Prawoto

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11. All of the writer's family and friends who cannot be mentioned here

I realize that this thesis is far from perfect. I, therefore, will be glad to receive any constructive criticism and recommendation to make this thesis better.

Finally, I expect that this thesis will be useful to the reader who wishes to learn somethimg about linguistics in contact and its effects for the society.

Semarang, October 1, 2015

Wahyu Hidayati

TABLE OF CONTENT

ABSTRACT

Academic writing adalah sebuah kegiatan atau aktivitas menulis sebuah karya menggunakan bahasa yang formal dan menggunakan sudut pandang orang ketiga. *Academic writing* memiliki tiga bagian yang berbeda yaitu pengenalan masalah, isi, dan kesimpulan. Salah satu contoh dari *academic writing* adalah abstrak. Abstrak merupakan rangkuman/ intisari dari sebuah dokumen yang memiliki lima bagian penting yaitu latar belakang masalah, tujuan, metode, hasil, dan kesimpulan.

Penelitian ini dilakukan untuk mendeskripsikan kesalahan gramatikal yang dibuat oleh mahasiswa Teknik Sipil, Universitas Diponegoro dalam menyusun abstrak untuk tugas akhir mereka. Selain itu, penelitian ini juga menjelaskan tentang faktor terjadinya kesalahan-kesalahan tersebut. Dalam penelitian ini, penulis menggunakan metode deskriptif kualitatif. Populasi dalam penelitian ini adalah 5 abstrak yang diambil dari tugas akhir yang dibuat oleh mahasiswa Teknik Sipil Undip dari berbagai tahun.

Hasil penelitian menunjukkan bahwa kesalahan gramatikal yang terdapat dalam abstrak tersebut adalah berupa *Omission*, *Addition*, *Misformation*, dan *Misordering*. Hal tersebut dikarenakan oleh beberapa faktor yaitu: *carelessness*, *first language interference*, dan *translation*. Kesalahan yang paling dominan dalam penelitian ini adalah pada kategori *Misformation* (19 kesalahan) sedangkan kesalahan yang paling sedikit terjadi adalah pada kategori *Misordering* (1 kesalahan).

1. Introduction

Language is a means of communication which plays an important role in human life. As a social being, people cannot be separated from language since they need to communicate with others with a language as the medium. One of the international languages used until now is English. In this case, English as a means of communication has the most important role. Obviously English has dominated world communication in both speaking and writing. Since English is important it must be learnt by the learners.

English is a foreign language in Indonesia. It means English is not used for daily communication. As the foreign language, the learners of English always make mistakes and errors in their learning process. Norrish (1983: 7) differentiates anomalous language behaviour into three terms: error, mistake, and lapse. Error is a such systematic deviation which occurs when the learner has not learned something of the language and gets it wrong constantly, because he has not learned the correct form. Mistake is such an inconsistent deviation that the learner has noticed or been taught, yet he sometimes learned it right, the other time he uses the wrong form. Lapse is caused by the miss-concentration, short memory, and fatigue. Lapse does not really relate to the fact that the language has not been taught or learned or is being learned.

It is normal for anyone who learns the foreign language for making mistakes and errors because it is different from his/her mother tongue. Littlewood in Wardhana (2002: 2) stated that errors might enrich learners' knowledge about the

language they are learning, because when making errors they are actually learning something from them.

There are four basic abilities which are learned in studying English: listening, speaking, reading, and writing. Writing is one of the skills that must be learned by the students. In writing, the learners must apply the five general components of the writing process: content, form, mechanic, style and grammar. Grammar is an important part in writing because grammar organizes the language, so that the meaning of a sentence can be clear and easy to understand. Grammar is an explanation of how the forms of word can be changeable and united into sentences in a language. Thus, to be able to use proper language, a language learner needs to study the grammar, so the language product can be grammatically acceptable.

In academic writing especially, students are required to make the sentences that are grammatically correct. It is because academic writing serves the accurate information and data that can be verified. One of the types of academic writing is abstract. Abstract is a brief summary from document content that consists of the important parts of the writing, and describes the content and scope of the writing.

In this essay the writer would like to analyze grammatical errors produced by civil engineering students, Diponegoro University in making abstract for their final project or thesis. The writer wants to know what kind of errors are mostly made by the students on grammar.

2. Theoretical Framework

This chapter explains about theoretical frame work, which consists of the definition of writing, the definition of abstract, the definition of grammar, the meaning of error analysis, the causes of error, and the types of error.

2.1. Definition of writing

There are many definitions of writing according to many experts. Writing is to make letters or other symbols (ideograph) on a surface. It means that writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from illustration, such as cave drawing and painting, and the recording of language via a non-textual medium such as magnetic tape audio.

In writing, there are two general kinds: creative writing and academic writing. Creative writing is writing that expresses ideas and thoughts in an imaginative way. Novel, poems, short stories, drama script, and songs are some example of creative writing. While academic writing is the process of breaking down ideas and using deductive reasoning, formal voice, and third person point of view. An academic writing has three distinct section: Introduction, Body, and Conclusion. Introduction is the part where we can grab the reader's attention, while the main part of academic writing is in its body that must be clearly written and be arranged in a logical order, like chronologically or in order of importance. Conclusion is the summarizing from all the points that emphasize the writing.

From the definitions above, it can be concluded that writing is the way or the process to express or to represent writer's knowledge into a textual medium by following the linguistic rules.

2.2. Definition of Abstract

In Oxford Advanced Learner's Dictionary, abstract is defined as a short piece of writing containing the main ideas in a document (2010 : 6). The purpose of an abstract is to give a reader a brief summary of report. Based on the abstract, the reader will often decide if he or she wants to read the whole report.

An abstract is written after the report is finished and usually contains five elements in the following order: background, purpose, methodology, result, and a conclusion or recommendation. According to Weissberg and Buker (1990 : 186), the five elements of abstract are:

1. B = some *background information*
2. P = the *principal activity* (or purpose) of the study and its *scope*
3. M = some information about *methodology* used in the study
4. R = the most important *result* of the study
5. C = a statement of *conclusion* or *recommendation*

2.3. Definition of Grammar

James E. Purpura (2004: 6) defines grammar as follows:

> "Grammar is defined as a systematic way accounting for predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language."

Grammar does not only affect how units of language are combined in order to look right, it also affects their meaning. The meaning of a grammatical structure

may be quite difficult to teach. It is fairly simple to explain that the addition of a plural –s to the noun in English indicates that you are talking about more than one item, and there are parallels in other language.

2.4. The meaning of Error Analysis

According to Brown (2007: 226), an error is a deviation from the adult grammar of native speakers which signifies the inter language capability of the language learners. For language learners, it is very common to make errors during their process of learning a language because their competence of the language is still being improved (Ellis, 1994: 48). Furthermore, learning language is not easy because a foreign language has a different system from that of the learners' language.

According to James (1998: 1), error analysis is the process of concluding the occurrence, nature, reasons and effect of unsuccessful language. The error which are identified and analyzed are aimed to make the second language learners aware of not doing the same errors. Furthermore, error analysis is concerned with the explanation of how grammatical structure or rules are being violated, and how to correct them. It is important to analyze the error made by language learners because those errors will be such a constructive input of language learning process for learners.

From all the explanation above, the writer concludes that error analysis is a type of linguistic analysis that focuses on the process of identifying and describing the learner's error in target language learning.

2.5. The Causes of Error

Norrish (1987: 8) classifies causes of error into three types: carelessness, first language interference, and translation. The three types of causes of error will be discussed briefly below.

1). *Carelessness*. It is often closely related to lack of motivation. Many teachers will admit that it is not always the student's fault if he loses interest, perhaps the materials and/or style of presentation do not suit him.

2). *First language interference*. Norrish states that learning a language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits, the old ones will interfere the new ones. This cause of error is called first language interference.

3). *Translation*. It is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This cause of error is closely related to the previous cause of error: first language interference. When student or someone try to translate the first language into the target language, the first language will interfere the target language in their translation. This is probably the most common cause of error.

2.6. The Types of Error

According to Dulay, Burt and Krashen (1982: 155) as quoted by Haryono (2011:6), there are four types of errors based on the surface strategy taxonomy: omission, addition, misformation and misordering.

a. Omission

Omission errors are characterized by the absence of items that must be present in a well-formed utterance.

Example:

a) The development of high rise building in Indonesia are currently using the concept of pure rigid frame structure consisting of a main component of the structural beam and column are connected. (B. 1)

The utterance should be:

a) The development of high rise building in Indonesia are currently using the concept of pure rigid frame structure consisting of a main component of the structural beam and column that are connected. (B. 1)

b. Addition

Addition errors are the opposite of omission errors. They are characterized by the presence of an item which must not be present in a well-formed utterance. Dullay, Burt and Krashen, (1982: 156) as quoted by Haryono (2011: 6) divides addition error into three types, they are as follows:

1. Double Marking

Many addition errors are more accurately described as the failure to delete certain items which are required in some linguistics construction, but not in others.

Example:

a. They didn't went here.

b. I did not arrived on time.

In utterance (a) two items rather than one are marked for the same feature (tense in these examples).

2. Regularization

Regularization error refers to an error having exceptional items of the given class that do not take a marker's form.

For example:

Incorrect	Correct
- Womans	Women (plural from woman)
- Childs	Children (plural from child)
- Thinked	Thought (past tense from think)

The examples above are regularization errors, in which the regular plural noun and tense markers respectively have been added to items which do not take marker.

3. Simple Addition

Errors of simple addition refer to the addition of one element to the correct utterance.

Example:

a) I am is a student.

b) You can to swim in the swimming pool anytime.

In the utterance a), the sentence should be *I am a student*. And in the utterance b), the sentence *You can to swim in the swimming pool anytime* is not appropriate because there is no need to add the word *to* before the word *swim.* So the correct one is *You can swim in the swimming pool anytime.*

c. Misformation

Misformation errors are characterized by the use of the unacceptable forms of the morpheme or structure. While in omission errors the item is not

supplied at all, in misformation errors the learner supplies something, although it is incorrect. There are three subtypes of misformation errors, they are as follows:

1. Regularization Errors

Regularization errors are errors in which regular marker are used in place of irregular ones, as in runned for ran or sheeps for sheep .

2. Archi-forms

The selection of marker of one member of a class of forms to represent other in the class is a common characteristic of all stages of second language acquisition. The form selected by the learner is called archi-forms.

The following examples are dealing with the use of demonstrative adjective this, that, these, and those.

Example:

That cats	This students
These book	Those table

This type of misformation errors has been called archi- form that should be followed by singular forms, while these should be followed by the plural forms, and the correct form of the examples above are as follows:

That cat	This student
These books	Those tables

3. Alternating Form

As learner's vocabulary and grammar grow, the use of archi-form often gives away to the free alternation of various member of class with each other.

a. She seen her yesterday.

b. He would have saw them.

The utterances above have incorrect verbs seen and saw instead of saw and seen respectively.

d. Misordering Errors

The incorrect placement of a morpheme or group of morphemes in an utterance characterized misordering error. Misordering errors occur systematically for both first language and second language learners.

Examples:

1) Process production of making steel reinforcement give a negative impact on the environment, such as the burning of the result effects of greenhouse gases, air pollution, hazardous chemicals and waste energy. (D. 2)

Taking a look at the sentence above has incorrect placement of *process* and *production*. Grammatically, the utterance should be written :

1) Production process of making steel reinforcement give a negative impact on the environment, such as the burning of the result effects of greenhouse gases, air pollution, hazardous chemicals and waste energy. (D. 2)

In addition to these creative misordering errors, the students have made written misordering errors that are word-for-word translation of native language surface structure.

3. Research Method

A. S Hornby (1995: 734) stated that methods means a way of doing something. Meanwhile, research is investigation undertaken in order to discover new fact, get additional informations, etc (Hornby, 1974: 720).

The strategy used in this research is descriptive qualitative. This strategy tries to solve the problem in this time, which has actual characteristic. Because of this characteristic, the writer does not use the hypothesis as temporary answer to solve the problem. The steps that are done by the writer in using descriptive qualitative research are collecting the data, arranging the data, and interpreting the data. Qualitative data is concerned with description. Descriptive research is a type or category of research that refers to investigation with utilizes already existing data or non-experimental research with preconceived hypothesis.

In collecting data, the writer used library study. This method is a technique where the writer did not involve into the activity to determine the form and appearance of the data.

In order to get data, the writer collected the abstract from some students of civil engineering, Diponegoro University taken randomly from any academic year.

In analyzing the data, the writer used the steps as follows:

1) The written data are collected from students' abstract
2) The writer reconstruct the error sentences
3) The writer compare the error sentences and the reconstruction
4) The data are classified according to the kind of error

4. Findings and Discussion

To know the description of the grammar errors in civil engineering students' abstract, the writer identify the grammar errors and classify them into four aspects: Omission, Addition, Misformation, and Misordering.

Here are the classification, the identification, and the reconstruction of the errors which made by the students:

a) Omission

Omission errors are characterized by the absence of items that must be present in a well-formed utterance. The errors in omission are listed on the table below:

No.	Identification of Error	Classification of Error	Reconstruction of Error
1.	Tests performed on each type of aggregate on the same treatment conditions both for the preparation of specimens of bonding strength, compressive strength of aggregate concrete. Mixture design using *methode* of DOE (Department of Environment). (A. 4)	Omission of conjunction Spelling	Tests performed on each type of aggregate on the same treatment conditions both for the preparation of specimens of bonding strength and compressive strength of aggregate concrete. Mixture design using *method* of DOE (Department of Environment). (A. 4)
2.	The development of high-rise building in Indonesian *are* currently using the concept of pure rigid frame structure consisting of a main component of the	Misformation	The development of high-rise building in Indonesian *is* currently using the concept of pure rigid frame structure consisting of a main component of the structural beam

	structural beam and column are connected (bound). (B. 1)	Omission of preposition	and column that are connected (bound). (B. 1)
3.	Selection of SMFS concept intended to prevent structural failure would happen when an *eartquake* occurs. (B. 3)	Omission of preposition Spelling	Selection of SMFS concept intended to prevent structural failure that would happen when an *earthquake* occurs. (B. 3)
4.	The benefits of routine or periodic road maintenance can be calculated from the differences vehicle operating cost between road with good condition and damage condition. (E. 3)	Omission of preposition	The benefits of routine or periodic road maintenance can be calculated from the differences of vehicle operating cost between road with good condition and damage condition. (E. 3)

In sentence 1, the sentence is incorrect because the sentence's producer omit the conjunction *and*. While in the sentence 2, 3, and 4, he/ she omit the preposition *that*, *that*, and *of*.

b) Addition

Addition errors are the opposite of omission errors. They are characterized by the presence of an item which must not be present in a well-formed utterance. The addition errors are listed on the table below:

No.	Identification of Error	Classification of Error	Reconstruction of Error
1.	To find a strong correlation coherency (ITZ) with a mortar and coarse aggregate on compressive		To find a strong correlation coherency (ITZ) with a mortar and coarse aggregate on compressive

	strength of normal concrete, then do the investigation of bonding strength test and compressive strength of normal concrete in several different kinds of coarse aggregate, *which is a* natural aggregate (split from three quarry) and artificial aggregate (slag). (A. 2)	Addition Misformation	strength of normal concrete, then do the investigation of bonding strength test and compressive strength of normal concrete in several kinds of coarse aggregate, *which are* natural aggregate (split from three quarry) and artificial aggregate (slag). (A. 2)
2.	Because of that, *some road* in the Semarang such as Jalan Citarum, Ronggowarsito, Imam Bonjol, Jalan Yos Sudarso, Empu Tantular, Raden Patah and many others with same problem, suffer damages faster than roads without that problem. (E. 2)	Misformation Addition	Because of that, *some roads* in Semarang such as Jalan Citarum, Ronggowarsito, Imam Bonjol, Jalan Yos Sudarso, Empu Tantular, Raden Patah and many others with same problem, suffer damages faster than roads without that problem. (E. 2)
3.	NPV calculations result from years 2010 to 2015 *are* Rp. 7,010,611,725,- assuming Bank rate of 6.5%. (E. 4)	Addition Misformation	NPV calculations result since 2010 to 2015 *is* Rp. 7,010,611,725,- assuming Bank rate of 6.5%. (E. 4)

In the utterance 1, the sentence is less appropriate because there is no need to add the word *different* between *several* and *kinds*. In the sentence 2, determiner *the* before the word *Semarang* should be deleted and the word *from years* in the sentence 3 could be best replaced by the word *since*.

c) Misformation

Misformation errors are characterized by the use of the unacceptable forms of the morpheme or structure. While in omission errors the item is not supplied at all, in misformation errors the learner supplies something, although it is incorrect. Misformation errors are listed on the table below:

No.	Identification of Error	Classification of Error	Reconstruction of Error
1.	To find a strong correlation coherency (ITZ) with a mortar and coarse aggregate on compressive strength of normal concrete, then do the investigation of bonding strength test and compressive strength of normal concrete in *several different* kinds of coarse aggregate, which is a natural aggregate (split from three quarry) and artificial aggregate (slag). (A. 2)	Addition Misformation	To find a strong correlation coherency (ITZ) with a mortar and coarse aggregate on compressive strength of normal concrete, then do the investigation of bonding strength test and compressive strength of normal concrete in *several* kinds of coarse aggregate, which are natural aggregate (split from three quarry) and artificial aggregate (slag). (A. 2)
2.	Compressive strength test was also performed on aggregate for each coarse aggregate for the purpose of proving that the compressive strength of normal concrete aggregate also influenced by the	Misformation	Compressive strength test was also performed on aggregate for each coarse aggregate for the purpose of proving that the compressive strength of normal concrete aggregate is also influenced by the

	ability to hold the constituent in the compressive strength. (A. 3)		ability to hold the constituent in the compressive strength. (A. 3)
3.	The development of high-rise building in Indonesian <u>are</u> currently using the concept of pure rigid frame structure consisting of a main component of the structural beam and *column are connected* (bound). (B. 1)	Misformation Omission of preposition	The development of high-rise building in Indonesian <u>is</u> currently using the concept of pure rigid frame structure consisting of a main component of the structural beam and *column that are connected* (bound). (B. 1)
4.	Jasa Raharja's office building structure <u>design</u> by using the concept of Special Moment Frame System (SMFS). (B. 2)	Misformation	Jasa Raharja's office building structure <u>is</u> <u>design</u> by using the concept of Special Moment Frame System (SMFS). (B. 2)
5.	Frame structure analysis used SAP2000 computer software to obtain the value and direction of the force that <u>is</u> used to design structure. (B. 4)	Misformation	Frame structure analysis used SAP2000 computer software to obtain the value and direction of the force that <u>are</u> used to design structure. (B. 4)
6.	Construction project <u>have</u> problems regarding waste, which can be in forms of Physical Construction Waste and Non-Value Adding Activity. (C. 1)	Misformation	Construction project <u>has</u> problems regarding waste, which can be in forms of Physical Construction Waste and Non-Value Adding Activity. (C. 1)
7.	The object of the research <u>was</u> waste on	Misformation	The object of the research <u>is</u> waste on

	building project in the area of Semarang. (C. 2)		building project in the area of Semarang. (C. 2)
8.	Waste identification carried out from literature, observation and interview and were analyzed using fishbone diagram to waste cause factor variable. (C. 3)	Misformation	Waste identification carried out from literature, observation and interview and was analyzed using fishbone diagram to waste cause factor variable. (C. 3)
9.	Data was processed by Weighted Mean Score (WMS) method. (C. 4)	Misformation	Data were processed by Weighted Mean Score (WMS) method. (C. 4)
10.	At this time, the development of green construction with the goal of develop the world of construction are growing. (D. 1)	Misformation Misformation	At this time, the development of green construction with the goal of developing the world of construction is growing. (D. 1)
11.	*Process production* of making steel reinforcement give a negative impact on the environment, such as the burning of the result effects of greenhouse gases, air pollution, hazardous chemicals and waste energy. (D. 2)	Misordering Misformation	*Production process* of making steel reinforcement gives a negative impact on the environment, such as the burning of the result effects of greenhouse gases, air pollution, hazardous chemicals and waste energy. (D. 2)
12.	This study will examine the effectiveness of the use of the reinforcement stirrups that can savings provide in the use of	Misformation	This study will examine the effectiveness of the use of the reinforcement stirrups that can save provide in the use of

	reinforcement stirrups. (D. 3)		reinforcement stirrups. (D. 3)
13.	Shear reinforcement in the beam are generally known as reinforcement stirrups. (D. 4)	Misformation	Shear reinforcement in the beam is generally known as reinforcement stirrups. (D. 4)
14.	Vertical stirrup reinforcement in often used in the field because it is easy and fast in the execution. (D. 5)	Misformation	Vertical stirrup reinforcement is often used in the field because it is easy and fast in the execution. (D. 5)
15.	Therefore, will be comparative research carried out on shear strength of reinforced concrete beams with vertical stirrups on different variation of the stirrups. (D. 6)	Misformation	Therefore, this will be comparative research carried out on shear strength of reinforced concrete beams with vertical stirrups on different variation of the stirrups. (D. 6)
16.	In this study, made 6 pieces specimen with 3 variations stirrups, stirrup with hook 135˚ (beam B1A and B2A beam), stirrups with welded on the angle (beam B1B and beam B2B) and stirrups with welded in the middle (beam B1C and B2C). (D. 7)	Misformation	In this study, the writer made 6 pieces specimen with 3 variations stirrups, stirrup with hook 135˚ (beam B1A and B2A beam), stirrups with welded on the angle (beam B1B and beam B2B) and stirrups with welded in the middle (beam B1C and B2C). (D. 7)
17.	Based on the findings of six vertical stirrups specimen variation, results showed that the three variables maximum load		Based on the findings of six vertical stirrups specimen variation, results showed that the three variables maximum load

	stiruups and hooks stirrups capable of retained stirrups with welding angle is almost the same or comparable. (D. 8)	Misformation	stiruups and hooks stirrups are capable of retained stirrups with welding angle is almost the same or comparable. (D. 8)
18.	Semarang is one of the big city in Central Java that has a problem with the high tide. (E. 1)	Misformation	Semarang is one of the big cities in Central Java that has a problem with the high tide. (E. 1)
19.	Because of that, some road *in the Semarang* such as Jalan Citarum, Ronggowarsito, Imam Bonjol, Jalan Yos Sudarso, Empu Tantular, Raden Patah and many others with same problem, suffer damages faster than roads without that problem. (E. 2)	Misformation Addition	Because of that, some roads *in Semarang* such as Jalan Citarum, Ronggowarsito, Imam Bonjol, Jalan Yos Sudarso, Empu Tantular, Raden Patah and many others with same problem, suffer damages faster than roads without that problem. (E. 2)
20.	NPV calculations result *from years* 2010 to 2015 are Rp. 7,010,611,725,- assuming Bank rate of 6.5%. (E. 4)	Addition Misformation	NPV calculations result *since* 2010 to 2015 is Rp. 7,010,611,725,- assuming Bank rate of 6.5%. (E. 4)

d) Misordering

The incorrect placement of a morpheme or group of morphemes in an utterance characterized misordering error. Misordering errors occur systematically for both first language and second language learners. Here is the error in misordering:

No.	Identification of Error	Classification of Error	Reconstruction of Error
1.	Process production of making steel reinforcement *give* a negative impact on the environment, such as the burning of the result effects of greenhouse gases, air pollution, hazardous chemicals and waste energy. (D. 2)	Misordering Misformation	Production process of making steel reinforcement *gives* a negative impact on the environment, such as the burning of the result effects of greenhouse gases, air pollution, hazardous chemicals and waste energy. (D. 2)

The sentence above is incorrect since the phrase *process production* not arranged correctly.

The most common errors in this research are in the category of misformation error dealing with the tenses in English grammar. In this research, the writer found the pattern that most of the error were made: subject and verb agreement. The writer or sentence producer often produce the sentences that the subject and the verb are not grammatically acceptable. This kind of pattern appeared in the most of the error sentences.

Generally, the content of the abstracts made by students of civil engineering, Diponegoro University can be understood clearly and didn't make the reader confused about what they want to deliver. Although there are some errors in grammar, it doesn't make the reader have their own assumption or hypothesis about the content. Those errors didn' t change the whole understanding and meaning of the abstract.

5. Conclusion

According to the explanation in previous section, the writer conclude that the grammar errors made by civil engineering students, Diponegoro University in making abstract are 4 errors or 14.28% in the category of Omission, 3 errors or 10.71% in the category of Addition, 20 errors or 71.42% in the category of Misformation, and 1 error or 3.57% in the category of Misordering. The most errors happened in the category of Misformation because it is related to the tenses that most of students are having difficulties.

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APPENDICES

1. Data A

Title : KAJIAN EKSPERIMENTAL PENGARUH LEKATAN AGREGAT KASAR TERHADAP MORTAR PADA KUAT TEKAN BETON

Writer : IRSYAD RAHMAN (L2A 006 066)
RATIH SUKMAWATI (L2A 006 108)

ABSTRACT

Concrete structure is only able to withstand strong pressure force (fc), but weak against tensile force (f'tr). Therefore, given a system of reinforcement in concrete structures are thus able to withstand the tensile forces that occur, termed the reinforced concrete structure. In concrete not only type of aggregate (fine and coarse), the quality of concrete plans, aged care, and how the implementation, that affect the quality of concrete, but there is also another very important element, the relationship of bonding that occurs between the coarse aggregate to the mortar in the transition zone (Interfacial Transition Zone). ITZ becomes a part weakest point in the manufacture of concrete, which is rarely considered by practitioners.

To find a strong correlation coherency (ITZ) with a mortar and coarse aggregate on compressive strength of normal concrete, then do the investigation of bonding strength test and compressive strength of normal concrete in several different kinds of coarse aggregate, which is a natural aggregate (split from three quarry) and artificial aggregate (slag). Compressive strength test was also performed on aggregate for each coarse aggregate for the purpose of proving that the compressive strength of normal concrete aggregates also influenced by the ability to hold the constituent in the compressive strength. Tests performed on each type of aggregate on the same treatment conditions both for the preparation of specimens of bonding strength, compressive strength and compressive strength of aggregate concrete. Mixture design using methode of DOE (Department of Environment).

This study proves that the value of bonding strength and compressive strength of aggregate with the high performance that it will generate a compressive strength of normal concrete is also high. So that may be mentioned that the strength of concrete is a function of bonding strength aggregate – mortar and compressive strength of aggregate.

Keywords: *bonding of aggregate with mortar, compressive strength of normal concrete, bonding zone (ITZ), pull of test.*

2. Data B

Title : REDESAIN GEDUNG KANTOR JASA RAHARJA CABANG JAWA TENGAH JALAN SULTAN AGUNG - SEMARANG

Writer : MUHAMMAD RAZI (L2A 006 090)
SYAIFUL ANSHARI (L2A 006 130)

ABSTRACT

The development of high-rise building in Indonesian are currently using the concept of pure rigid frame structure consisting of a main component of the structural beam and column are connected (bound). Jasa Raharja's office building structure design by using the concept of Special Moment Frame System (SMFS). Selection of SMFS concept intended to prevent structural failure would happen when an earthquake occurs. Frame structure analysis used SAP2000 computer sofware to obtain the value and direction of the force that is used to design structure. Standard terms applicable regulation is "SK SNI 03 - 2847-2002". The results of the analysis showed that the structure of Jasa Raharja's office building is safe and able to be accounted by analysis.

Keyword: ***Beam, Column and SMFS***

3. Data C

Title : EVALUASI *WASTE* PADA PROYEK GEDUNG DI WILAYAH SEMARANG

Writer : HANINTYO HADIMAN (L2A 007 054)

ABSTRACT

Construction project have problems regarding waste, which can be in forms of Physical Construction Waste and Non-Value Adding Activity. The purpose of this research is to evaluate waste that occured in construction projects, while the aim of this research is to know the frequency and impact of waste, as well as the waste cause factor. The object of the research was waste on building project in the area of Semarang. Waste identification was carried out from literature, observation and interview and were analyzed using fishbone diagram to get waste cause factor variable. Waste variables were divided into four categories, i.e. waiting periods, material, human resources, and operations. Waste cause factor variables were grouped into six categories, i.e. people, professional management, design and documentation, materials, execution and external. Questionnaires were distributed to 100 respondents of 12 different contractors, with response rate of 65%. Data was processed by Weighted Mean Score (WMS) method. The results of this research showed that "extra work" waste had the highest frequency, "rework and repair" waste had the highest impact, and "slow drawing revision and distribution" and "design changes", were the highest waste cause factors on building projects in the area of Semarang. The results of data processing also showed that structural works was type of work where waste often occurred. The result of risk-waste matrix showed that "extra work" was included into high risk-waste category which means it could cause serious disruptions to the project execution and company's finance.

Key words : *waste, building construction project, rework, risk.*

4. Data D

Title : STUDI EKSPERIMENTAL BALOK BETON BERTULANG BERSENGKANG BERTUTUP TEGAK DENGAN PENYAMBUNG KAIT DAN LAS

Writer : ALIVIA ANDICA PUTERI (L2A 009 169)
NOR HIDAYATI (L2A 009 220)

ABSTRACT

At this time, the development of green construction with the goal of develop the world of constructions are growing. Various ways have been done to make the building environmentally friendly. One of the efforts to achieve this goal is savings the use of iron reinforcement. Process production of making steel reinforcement give a negative impact on the environment, such as the burning of the result effects of greenhouse gases, air pollution, hazardous chemicals and waste energy. This study will examine the effectiveness of the use of reinforcement stirrups that can savings provide in the use of reinforcement stirrups. Shear reinforcement in the beam are generally known as reinforcement stirrups. Vertical stirrup reinforcement is often used in the field because it is easy and fast in the execution. Vertical stirrup reinforcement has some kind of connection types, namely cross bar with hooks and stirrups with connective welding. Therefore, will be comparative research carried out on shear strength of reinforced concrete beams with vertical stirrups on different variation of the strirrups. In this study, made 6 pieces specimen with 3 variations stirrups, stirrup with hooks 135 ° (beam B1A and B2A beam), stirrups with welded on the angle (beam and beam B1B B2B) and stirrups with welded in the middle (beam B1C and B2C). Dimensions of the beam used is 102 x 334 x 1500 mm with two point loading at a distance of 450 mm from the pedestal. Based on the findings of six vertical stirrups specimen variation, results showed that the three variables maximum load stirrups and hooks stirrup capable of retained stirrups with welding angle is almost the same or comparable. Thus, it can be concluded that the stirrups with welding angle can replace the stirrups with hooks 135°. Replacement stirrup with hooks 135° to stirrups angle welding can be used for the reinforcement save 5-10% of total used of reinforcement stirrups.

Keynotes: *vertical stirrups, hook stirrups, and welding stirrups*

5. Data E

Title : EVALUASI BIAYA PEMELIHARAAN JALAN DI KOTA SEMARANG

Writer : PETRUS ADI PUSVITA (L2A 604 048)
ZAENAL ARIFIN (L2A 604 067)

ABSTRACT

Semarang is one of the big city in Central Java that has a problem with the high tide. Because of that, some road in the Semarang such as Jalan Citarum, Ronggowarsito, Imam Bonjol, Jalan Yos Sudarso, Empu Tantular, Raden Patah and many others with same problem, suffer damages faster than roads without that problem. The aim of this evaluation is to give suggestion to the local government about the importance of routine or periodic roads maintenance. The benefits of routine or periodic road maintenance can be calculated from the differences vehicle operating cost between road with good condition and damage condition.

The objective of this evaluation is to conduct an economic analysis such as NPV, IRR, and Benefit-Cost Ratio. Such analysis contain of two main components, that is, benefit derived from the Vehicle Operating Cost difference between a normal road and road that has been damaged, and cost comes from the road maintenance costs by the government every year and construction costs of new road construction as the initial capital construction. To calculate Vehicle Operating cost used Pacific Consultants International (PCI) formula for public road / non-toll which required vehicle speed data as the main variable in the formulas. While the vehicle speed itself derived from the survey in Citarum road with LV = 12.76 km/h, MHV = 10.22 km/h, HV = 8.74 km/h for damaged condition roads. And LV = 35 km/h, MHV = 31 km/h, HV = 25 km/h for with good condition roads and normal traffic that obtain from the calculation MKJI urban roads.

From the calculation results obtained, the vehicle operating cost difference of the road in good condition and damage condition is Rp. 2,343,731,352,- per year. NPV calculations result from years 2010 to 2015 are Rp. 7,010,611,725,- assuming Bank rate of 6.5%. Benefit Cost Ratio of 4.885 and IRR of 69.3113%. It can be summarized that by the routine maintenance before the roads were damaged, can save a large amount of vehicle operating costs.

Keywords : road damage, vehicle operating cost, economic analysis