

An Analysis of Student's Grammatical Errors in Writing a Thesis Proposal of TBI at UIN Mataram

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ABSTARCT: *The aim of this research is to analyze the grammatical errors in writing a thesis proposal. The researcher conducted study because a lot of errors in writing a thesis proposal still made by a student. The research type is descriptive qualitative. Qualitative descriptive" is a viable and acceptable label for a qualitative research design. Therefore, this research described the observed phenomena in the form of words. The population of the study was all students of the class b, the eighth semester of TBI at UIN Mataram. With relation to sample in this study, purposive sampling technique was used to take the sample. So, in the interest of the sample, the researcher took one student for analyzing her thesis proposal, as the objects based on the types of grammatical errors namely Subject-Verb Agreement Error, Verb Form Error, Verb Tense Error, Singular/Plural Error and Word Form Error. Based on the data analyzed, it was found that the frequent and dominant errors done by a thesis proposal of a student are as follow: Subject-Verb Agreement (17,85%), Verb Form (35,71%), Verb Tense (10,71%), Singular/Plural Noun Form (10,71%), and Word Form (25%). Whereas, the dominant error is Errors related to Verb Form that comprises 10 errors (35,71%).*

KEYWORDS: Grammar, errors analysis, a thesis proposal.

INTRODUCTION

The English has become an international language nowadays. It is the international languages for communication (Rao, 2019). Most of people use English to interact with each other, like change the information doing in conversation, etc. English is taught as a foreign language in Indonesia. Generally, English has been studied by the students since the basic level of education (Hartati, 2013). English in the context of writing ability, it can be stated that in the process of teaching and learning English, writing ability denotes the most difficult and complicated language skill to be studied almost by the students in every level of education (Handayani & Johan, 2018).

Actually, There's no denying that writing needs well knowledge and hard thinking when the students produce words, sentences, paragraph simultaneously with good English grammatical.

English grammar is more complicated than Indonesian grammar. Some mistakes are made by students when they do not understand well about the English grammar. A lot of students commonly make grammar mistakes in their learning especially in writing. But, sometimes the teacher was not aware about students' mistakes. Then the students made their mistakes repeatedly because they did not have the correction and it was regarded as the term of error (Nazir et al, 2018).

We may state that errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. It is caused by some aspects (Daristin, 2017). A lot of aspects that can cause the learners of English as a foreign language make errors and sometimes mother tongue interference also becomes one of the causes.

In reality, we don't escape from errors. Errors in language learning are natural. Therefore, when the teachers teach in the school, they will find a lot of phenomena. They will find many students who have rather good, good writings in English, and may be they will find a lot of students who have low ability in writing English (Intan et al, 2020).

James (1998a) stated, " Error Analysis is the process of determination of the incidence, nature, causes, and consequences of unsuccessful language.". Even though errors are bad matters in learning English but error analysis is advantageous for both a student and teacher. For students, error analysis is needed to show them in what aspect in grammar which is difficult, to show the errors made by the students, to know the source or the cause of the error and how the students can learn from their mistakes in order that they will not make some errors repeatedly. And for teachers, it is required to evaluate them whether or not they are successful in teaching English.

Based on the introduction above, the following research question: How many types of grammatical errors does the writer make in writing a thesis proposal with relation to the number of errors, the total number of errors, and the dominant error?

LITERATURE REVIEW

Error Analysis

Errors in foreign or second language teaching especially in English are the cases which are difficult enough to avoid. Error analysis is the process of determination of the incidence, nature, causes, and consequences of unsuccessful language (James, 1998b). Error analysis is an activity to reveal errors found in writing and speaking. Error analysis also is the study of errors made by the second and foreign language learners. Error analysis may be carried out in order to (a) to find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses that the functions of error analysis (Richards, 1973) . Another concept of error analysis is stated By Brown, he defines, error analysis as the process to

observe, analyze, classify the deviations of the rules of the second language and reveal the systems operated by learner (Brown, 1980). It seems that this concept is the same as the one proposed by Crystal i.e., error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable forms produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics (Crystal, 1987).

Briefly, the four definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or writing English sentences.

Grammar

Grammar as a systematic way accounting for a predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles which can be used to generate all well-formed or grammatical utterances in the language (Purpura, 1998). Grammar is sometimes defined as the way words are put together to make correct sentences". This is, as we shall see presently, an over-simplification, but it is good starting point. Thus in English "I am a student" is grammatical; "I a student" and "I are a student" are not. In the case, there are two things which are noticed:

a. Grammatical structures

Grammatical structures refer to a specific instance of grammar. Thus, a specific instance of grammar is usually called a "structure". Examples of structures would be the past tense, noun plurals, the comparison of adjectives, and so on. Not all languages, of course, have the same structures: the English verb has "aspects" for example in progressive: *she is going*, which many other languages do not.

b. Grammatical Meaning

Grammar meaning refers to grammar has it owns meaning. It means that Grammar does not only affect how units of language are combined in order to look right; it also affects its 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. But how would you explain to the foreigner when using the present perfect (*I have gone*) in English, and when the simple past (*I went*)? If you are grammarian or an experienced English language teacher, you may have the answer at your fingertips; but most English speakers who have not previously studied this question will have to stop and think, and may find it difficult to answer (Ur, 1996).

Writing

Writing is one of the parts of language skills besides listening, speaking and reading. Writing is more difficult than the other language skills because it needs well knowledge and hard thinking

when someone produces words, sentences and paragraphs with a good grammatical. Written text has a number of conventions which separates out from speaking. Apart from differences in grammar and vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation (Jeremy, 2001).

Writing is something uneasy. It takes study and practice to develop the skill. For both native speaker and new learner of English, it is essential to note that writing is a process, not a product (Oshin & Hogue, 1991).

Writing is to make letters or other symbols on a surface (Hornby, 1987). It means that writing is the representation of language in a textual medium through the use of a set of signs or symbols. 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. Writing can be defined also as an act of the mind by which writers create meaning. It means that writing is the creating of meaning from one's own intellectual and linguistic resources and activity, rather than the copying of someone else's text, or the use of prepared lists of words to create sentence or stories (Huddelson, 1989). From the definitions above, In brief, writing is the way or the process to express or to represent writer's knowledge into a textual medium by following the linguistic rules.

The Types of Grammatical Errors

As we know that there are five types of grammatical errors. They are subject-verb agreement errors, verb tense errors, verb form errors, singular/plural noun ending errors, and word form errors. The errors are categorized into five categories; they are:

a. Subject-Verb Agreement Errors

Occur when the subject does not agree with the verb in person or number.

Example: He *walk* every morning.

Correction: He *walks* every morning.

b. Verb Tense Errors

Occur when an incorrect time marker is used.

Example: I *was* working on my paper since 6:00 am.

Correction: I *have been* working on my paper since 6:00 am.

c. Verb Form Errors

Occur when a verb is incorrectly formed.

Example: I will *driven* to the airport next week.

Correction: I will *drive* to the airport next week.

d. Singular/Plural Noun Ending Errors

Often occur when there is confusion about which nouns are countable and which aren't.

Example: I have turned in all my *homeworks* this week.

Correction: I have turned in all my *homework* this week.

e. Word Form Errors

Occur when the wrong part of speech is chosen.

Example: I'm happy to live in a *democracy* country.

Correction: I'm happy to live in a *democratic* country (Azar, 1989).

RESEARCH METHOD

This research was a descriptive qualitative research design. According to Lambert & Lambert (2012), there are a number of researchers who believe and support the fact that „qualitative descriptive“ is a viable and acceptable label for a qualitative research design. While phenomenology, grounded theory, and ethnography also are descriptive qualitative approaches, by nature, they are not exclusively in the descriptive domain because they also tend to explain phenomena.

Therefore, this research described the observed phenomena in the form of words. In general, the aim of this research was to describe the reality behind phenomenon deeply and descriptively.

The population of the study was all students of the class b, the eighth semester of TBI at UIN Mataram. With relation to sample in this study, purposive sampling technique was used to take the sample. According to Teddlie & Yu (2007), purposive sampling technique involved selecting certain units or cases based on a specific purpose rather than randomly. So, in the interest of the sample, the researcher took one student and analyzed the grammatical errors in writing her thesis proposal. This study analyzed Singular/Plural error, Verb Tense Error, Subject-Verb Agreement Error, Verb Form Error, and Word Form Error based on theory of Betty Schramper Azar. In this research, the researcher took one proposal thesis to investigate. Investigation was done for chapter I, II, and III of a thesis proposal.

In doing analysis of the data, the researcher carried out a non-statistical analysis. In this case, some steps in analyzing data which were used in this research as follows:

1. To analyze the errors sentences that exist in the thesis proposal.
2. To count each kind of error to find out the frequent error. In counting the frequent errors the researcher used the formula below:

$$R = \frac{X}{Y} \times 100\%$$

Note:

R = Error percentage

X = The number of error

Y = The total number of error

100% = constant value

3. To find out the dominant error.

FINDINGS AND DISCUSSION

In this section, the researcher extended finding and discussion based on data concerning grammatical errors in writing a thesis proposal of a student of TBI at UIN Mataram. Here, the student is a writer. In the case, the researcher investigated chapters I, II, and III.

Finding

In doing analysis of the errors, the researcher investigated the structure of the English sentence and paragraph. The errors in the sentences and the paragraphs were classified into errors categories based on English errors categories namely subject-verb agreement errors, verb tense errors, verb form errors, singular/plural noun errors, and word form errors.

Errors related to Subject-Verb Agreement.

Table 1: Subject-Verb Agreement Errors

No.	Errors	Corrections
1	The researcher analyze all of the actions that have been done in the classroom based on the collected data.	The researcher analyzes all of the actions that have been done in the classroom based on the collected data.
2	The researcher also analyze everything based on the observation sheets.	The researcher also analyzes everything based on the observation sheets.
3	A note about something that happen during the action will be collected.	A note about something that happens during the action will be collected.
4	The teacher lead the classroom discussion.	The teacher leads the classroom discussion.
5	The problem have been known, the researcher as the observer and teacher work together to plain the strategy to sole the students' problem.	The problem has been known, the researcher as the observer and teacher works together to plain the strategy to sole the students' problem.

1. Errors related to Verb Form

Table 2: Verb Form Errors

No.	Errors	Corrections
1	This reading shall be use to escalate reading ability among learners.	This reading shall be used to escalate reading ability among learners.
2	There are some stages of teaching reading can be summarize as follows:	There are some stages of teaching reading can be summarized as follows:
3	This research will be conduct in March 2020 at the MA Yussuf Abdussatar which is located in Karang Bedil.	This research will be conducted in March 2020 at the MA Yussuf Abdussatar which is located in Karang Bedil.
4	Observing is focus on students' reading comprehension.	Observing is focusing on students' reading comprehension.
5	The weaknesses and the strengths in cycle 1 will be discuss by the researcher and the teacher.	The weaknesses and the strengths in cycle 1 will be discussed by the researcher and the teacher.
6	The interview is also use to gain the opinions.	The interview is also used to gain the opinions.
7	The qualitative will be gain from the observation and the interview.	The qualitative will be gained from the observation and the interview.
8	Meanwhile, the quantitative data will be gain from the students' reading skill test.	Meanwhile, the quantitative data will be gained from the students' reading skill test
9	The first research was conduct by Muhammad Haeril Lumuan.	The first research was conducted by Muhammad Haeril Lumuan.
10	Check lists for teacher and students are use to find out behavior and students in class.	Check lists for teacher and students are used to find out behavior and students in class.

2. Errors related to Verb Tense

Table 3: Verb Tense Errors

No.	Errors	Corrections
1	The first research was conducted by Muhammad Haeril Lumuan entitled "The Implementation of Paired Reading in Improving Reading Comprehension in Report Text". The purpose of study is to improve students reading comprehension in report text using paired reading model at class XI MIA. He collect data through tests and check list, tests are used to measure students ability to understand report text.	The first research was conducted by Muhammad Haeril Lumuan entitled "The Implementation of Paired Reading in Improving Reading Comprehension in Report Text". The purpose of study was to improve students reading comprehension in report text using paired reading model at class XI MIA. He collected data through tests and check list, tests are used to measure students ability to understand report text.
2	The second research was conducted by Ana Widyastuti entitled "Improving Reading Skill Using Paired Reading". The purpose of study is to find whether the implementation of paired reading can improve reading skill.	The second research was conducted by Ana Widyastuti entitled "Improving Reading Skill Using Paired Reading". The purpose of study was to find whether the implementation of paired reading can improve reading skill.

3	The third research was conducted by Eka Firtiani Nursolekhah entitled “ The Effectiveness of Using Paired Reading Method in Teaching Reading Recount Text”. The purpose was to find out whether or not using paired reading is effective teaching reading in recount text. The subjects of the research are 61 students.	The third research was conducted by Eka Firtiani Nursolekhah entitled “ The Effectiveness of Using Paired Reading Method in Teaching Reading Recount Text”. The purpose was to find out whether or not using paired reading is effective teaching reading in recount text. The subjects of the research were 61 students.
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3. Errors related to Singular or Plural Noun

Table 4: Singular or Plural Noun Errors

No.	Errors	Corrections
1	Working with student who has best experiencing than other to help other student when they read the text.	Working with student who has best experiencing than other to help other students when they read the text.
2	After the problem have been known, the researcher as the observer and teacher work together to plan the strategy to solve the students’ problem .	After the problems have been known, the researcher as the observer and teacher work together to plan the strategy to solve the students’ problems .
3	The test are considered reliable because t-test scores are higher than t-table.	The tests are considered reliable because t-test scores are higher than t-table.

4. Errors related to Word Form

Table 5: Word Form Errors

No.	Errors	Corrections
1	First , most of students still have difficult in comprehending the content of text.	Firstly , most of students still have difficult in comprehending the content of text.
2	Second , students were not able getting information to answer the question based on the text and making conclusion.	Secondly , students were not able getting information to answer the question based on the text and making conclusion.
3	Third , students did not know to activate their own prior knowledge when they read and analyze the text.	Thirdly , students did not know to activate their own prior knowledge when they read and analyze the text.
4	Fourth , the teacher still used a conventional teaching method like only focus on the textbook without giving feedback.	Fourthly , the teacher still used a conventional teaching method like only focus on the textbook without giving feedback.
5	This research will be conduct in March 2020.	This research will be conducted in March 2020.
6	It making them easier to deal with various kinds of text.	It makes them easier to deal with various kinds of text.
7	Ordinary some people read for to keep them update.	Ordinary some people read for keeping them update.

Based on errors found in writing the thesis proposal, it can be classified as follows:

Table 6: Classification and the Number/Total Number of Errors

No.	Classification of Errors	The Number of Errors
1	Errors related to Subject-Verb Agreement.	5
2	Errors related to Verb Form	10
3	Errors related to Verb Tense	3
4	Errors related to Singular or Plural Noun	3
5	Errors related to Word Form	7
	The Total Number of Errors	28

Frequent and Dominant Errors

The following table shows errors analysis based on classification, the number/the total number, and the percentage of errors made by the writer.

Table 7: Errors' Percentage

No.	Classification of Errors	Number of Errors (X)	Percentage (R)
1	Errors related to Subject-Verb Agreement.	5	17,85
2	Errors related to Verb Form	10	35,71
3	Errors related to Verb Tense	3	10,71
4	Errors related to Singular or Plural Noun	3	10,71
5	Errors related to Word Form	7	25
	The Total Number of Errors	28	100%

DISCUSSION

The researcher investigated grammatical errors. In the case, the researcher classified the types of errors as follows:

Errors related to Subject-Verb Agreement

Concerning this type of errors, the writer didn't add suffix-s after verbs and used auxiliary verb "have" or the subjects of the third person singular. For examples, the sentences 1, 2, 3, 4, and 5 (See table 1). The subjects "the researcher, the teacher, the problem, and a note" are the third persons singular. Accordingly, the verbs "analyze, happen, lead" should be added by "s" and the verb "have" is substituted by "has".

Errors related to Verb Form

In this type, the writer didn't use the present participle for verb "focus" and the past participle for verbs "use, summarize, conduct, discuss, gain" (See table 2). In the present continuous tense, the

writer should use the word “focusing”. Whereas in the passive voices for the present tense and future tense use the past participle.

Errors related to Verb Tense

In this case, the writer didn't use the past tense for the verbs “collect, is, and are” (See table 3). The past tense is an expression of activity happened in the past time. Then, the writer should use the verbs “past tense” namely “collected, was, and were”.

Errors related to Singular or Plural Noun

In this type, the writer didn't add the suffix-s in the plural nouns for the words “student, problem, and test” (See table 4). The writer should add “s” for the three words. Because they indicate the plural nouns.

Errors related to Word Form

With relation to this type, the writer wrote incorrect word form (See table 5). The words “first, second, third, and fourth” are adjectives. So, the four words in the sentences are not adjectives but adverbs. In this case, the writer should use words “firstly, secondly, thirdly, and fourthly”. In the sentence 5, “The Ordinary some people read for keeping them update research will be conduct in March 2020” is wrong because the writer didn't use the participle tense for the passive voice. The writer should use the word “conducted”. In the sentence 6, “It making them easier to deal with various kinds of text” is a wrong word form. Because the word “making” is the use of a present continuous tense by adding “is (to be)”. The writer should use the word “makes” like “It makes them easier to deal with various kinds of text” to indicate the present tense. In the sentence 7, “Ordinary some people read for to keep them update” the writer should use the word “keeping” by using the preposition “for”, then the sentence like “Ordinary some people read for keeping them update”.

Frequent and Dominant Errors

The researcher conveyed errors analysis based on classification, the number/the total number, and the percentage of errors as follows: a) Errors related to Subject-Verb Agreement with the number of errors (5) and percentage (17,85%), b) Errors related to Verb Form with the number of errors (10) and percentage (35,71%), c) Errors related to Verb Tense with the number of errors (3) and percentage (10,71%), d) Errors related to Singular or Plural with the number of errors (3) and percentage (10,71%), and e) Errors related to Word Form with the number of errors (7) and percentage (25%). The total number of errors (28) with percentage (100%) (See table 7 concerning errors' percentage). Based on the data, the dominant error is Errors related to Verb Form that comprises 10 errors (35,71%).

CONCLUSION

Based on the result of the research on the analysis of student's grammatical errors in writing chapter I, II, and III of student's thesis proposal of TBI at UIN Mataram. It can be concluded that there are four types of errors made by the writer namely a) Errors related to Subject-Verb Agreement are 5 sentences with percentage (17,85%), b) Errors related to Verb Form are 10 sentences with percentage (35,71%), c) Errors related to Verb Tense are 3 sentences with percentage (10,71%), d) Errors related to Singular or Plural are 3 sentences with percentage (10,71%), and e) Errors related to Word Form are 7 sentences with percentage (25%). The total number of errors are 28 sentences with percentage (100%). Based on the data, the dominant error is Errors related to Verb Form that comprises 10 errors (35,71%).

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