



GRAMMATICAL ERRORS ON THE THESIS

Batdal Niati

English Education, Faculty of Teacher Training and Education,
University of Pasir Pengaraian
batdalin@gmail.com

Eripuddin

English Education, Faculty of Teacher Training and Education,
University of Pasir Pengaraian
eripuddin85@gmail.com

Abstract. *Grammatical errors on thesis almost happen in the entire thesis chapters. This case need to be analyzed in descriptive qualitative design. The purpose of the research was to find out grammatical errors types and factors influence it. The samples were selected randomly; 18 theses and students. Interview and documentation were as the instruments to collect data. The data were analyzed by indicators of the experts' theories. Finding showed that error occurred in tenses, preposition, and punctuation. The most error was error in tenses. Causes of errors were inter-lingual transfer (mother tongue), intra-lingual, careless, and translation. Carelessness was the main cause of errors. The findings was as references in teaching grammar subject.*

Keywords: Grammatical Error, Causes of Errors, Thesis

INTRODUCTION

Grammar is the most important part in writing thesis. However, students always do grammatical error. It almost happen in the entire thesis chapters. This case occurs in all of the students. The errors happened without realized by students. Grammatical error on thesis might be caused by students and or also by the lecturers. Grammatical error is the pattern of arrangement of words in sentences and the patterns of arrangement of

parts of words into words¹. Sentences are made up of patterns of arrangement of words group, words, stress, etc. It means, grammatical error can be defined as the arrangement of word or sentence in a text.

There are many grammatical types. Grammatical error is divided into five categories; tense, pronoun, noun, preposition, punctuation, and capitalization². The categories can be included in syntax and morphology. Besides, the errors appeared due to cause of errors. There are many factors cause of errors. They are carelessness, language interference, and translation, mother tongue interference: inter lingual error, target language cause: intra lingual error, communication strategy, and induced error³.

There are many researches about grammatical errors. Some of researchers still investigate in texts and essay. Some of them investigate on thesis, however it seemed surface and only in syntactically. This research investigate grammatical error in syntactically and morphology.

RESEARCH METHOD

The type of the research is descriptive qualitative design. The samples of this research were 18 students and 18 theses. The instruments were interview and documentation. The data were identified the types of grammatical error, explaining the causes of error, reconstructing them into target language and comparing with experts' theories (James and Nancy). Next, Interview given to students to get the information about factors influence students doing grammatical error.

¹ Corder, S. P. (2007). *The Significance of Learners' Errors*. International Journal Review of Applied Linguistics in Language Teaching, 5, 161-170.

² Nancy, M. Kreml. (2004). *The User's Guide to Collect Writing*. New York: Longman 2004.

³ Norrish, Jhon. 2007. *Language Learners and Their Errors*. London: Macmilan Press. (Essential Language Teaching Series

RESULT AND DISCUSSION

The formulation of the research was “How are students ‘grammatical errors on thesis at English Study Program of university of Pasir Pengaraian? And why do students make errors on thesis at English Study Program of university of PasirPengaraian? The purpose of the research was to identify types of grammatical error and cause of error. To get the answer of research question and obtain the purpose of the research, the data were collected from 18 theses of students and result of interview. After collecting and identifying data, they were analyzed by the raters. Grammatical errors on thesis occurred on syntax types; errors in tenses, errors in preposition, and errors in punctuations. The result could not calculate the percentage of errors. It was caused could not counted the total of words, the correct words, and the errors. It just described and counted the errors. It was caused the thesis checked by finding types of errors with indicators of grammatical errors. All data were classified and described on table as follow;

To get the answer of research question and obtain the purpose of the research, the data were collected from 18 theses of students and result of interview. Grammatical errors on thesis occurred on syntax types; errors in tenses, errors in preposition, and errors in punctuation. All data were classified and described on table as follow;

Table 1
Grammatical Errors

Total Student	Average of Errors in Tenses					Average of Errors in Preposition					Average of Errors in Punctuation				
	C.I	C.II	C.III	C.IV	C.V	C.I	C.II	C.III	C.IV	C.V	C.I	C.II	C.III	C.IV	C.V
18	360	389	503	357	237	119	139	117	126	66	120	207	143	205	73

Note: C = Chapter

Almost all of chapters found errors in tenses. There were misplace in using tenses in each chapters. The most errors in tenses were in chapter III. Actually, students used

simple past tense. Due to the research had been done. However, most of them still used simple present tense or simple future. This case established grammatical errors in tenses. Then, errors in preposition occurred in chapter II. The students did errors while they were quoting the experts theories, paraphrase, and summarize theories. Last, the most errors in punctuation were also in chapter II. The students did errors while writing comma and colon.

The findings showed that there were three types of grammatical error occurred on thesis. They were error in tenses, error in preposition, and error in punctuation. However, the most errors found in tenses. Every thesis had errors. Actually, every sentence on thesis was identified. Almost all of sentences were errors. However, the researcher grouped into three parts. It was the most errors. This finding was appropriate with the James' opinion He says "generally grammatical error was in tenses, preposition, and punctuation"⁴. It meant that error always appears in tenses, preposition and punctuation.

Then, the next finding was cause of errors. Students did not realize that they had done error. There were inter-lingual transfer (mother tongue), intra-lingual, careless, and translation. The errors appeared due to cause of errors. There were some causes of errors. The causes of error are carelessness, language interference, and translation, mother tongue interference: inter lingual error, target language cause: intra lingual error, communication strategy, and induced error⁵. In this research, the finding showed that cause of errors are hey were inter-lingual transfer (mother tongue), intra-lingual, careless, and translation. Carelessness is the main part of error occurred. It is often closely related to lack of motivation. Mother tongue also caused error. However, mother tongue is not only first language but also a matter of habit formation. When someone

⁴ James, Carl. 1998. *Errors in Language Learning and Use; Exploring Error Analysis*. London and Newyork: Addison WesleyLongman Limited

⁵Brown, H. Douglas. 2010. *Principles of language learning and teaching*. 3rd edition. Englewood Cliffs, NJ: Prentice Hall Regents. 299pp

tries to learn new habits the old ones will interfere the new ones. Translation is also 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. The next is intra lingual error. It is caused by faulty of the target language. The probably the most common cause of errors was careless.

CONCLUSION

Based on explanation above, it could be concluded that error occurred in tenses, preposition, and punctuation. The most error was error in tenses. Causes of errors were interlingual transfer (mother tongue), intralingual, careless, and translation. Carelessness is the main cause of errors.

BIBLIOGRAPHY

- Brown, H. Douglas. 1994. *Principles of language learning and teaching*. 3rd edition. Englewood Cliffs, NJ: Prentice Hall Regents. 299pp.
- Corder, S. P. (2007). *The Significance of Learners' Errors*. *International Review of Applied Linguistics in Language Teaching*, 5, 161-170.
<http://dx.doi.org/10.1515/iral.1967.5.1-4.161>
- James, Carl. 1998. *Errors in Language Learning and Use; Exploring Error Analysis*. London and Newyork: Addison WesleyLongman Limited
- Nancy, M. Kreml. (2004). *The User's Guide to Collect Writing*. New York: Longman 2004.
- Norrish, John. (2007). *Language learners and their errors*: London: The Macmillan Press, 135 pp., £2.65 (Essential Language Teaching Series).