

AN ANALYSIS OF GRAMMATICAL ERRORS IN STUDENTS' PROPOSALS

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Abstract: This research aims to elaborate the kinds of grammatical errors and to disclose the factors that made the students do those kinds of grammatical errors. The data were collected from proposals written by the seventh semester students of English Department, Faculty of Letter, Hasanuddin University. These data were collected by using note-taking technique. The samples were 10 students' proposals. The researcher to collect the data used random sampling technique. The writer used descriptive quantitative and qualitative methods in analyzing the data. The result of the data analyses shows that there are many kinds of grammatical errors, which students make in writing proposals, especially in Subject-Verb Agreement, Number Agreement, Reference, Word Order, Omitted Subject and Omitted Verb. The most frequent grammatical error that students make in writing proposals is Number Agreement. In addition, the factors that make students do some kinds of grammatical errors in writing proposals are overgeneralization, ignorance of rule restrictions, incomplete application of rules and false concept hypothesized.

Keywords – Grammatical Error, Overgeneralization, Ignorance of Rule Restrictions, Incomplete Application of Rules and False Concept Hypothesized

INTRODUCTION

Linguistics is the systematic study of language. Language may refer either to the specific human capacity for acquiring and using complex systems of communication, or to

a specific instance of such a system of complex communication. It is used in different context and meaning, for example: written language, oral language, speech, utterances, etc.

Language is a means of communication. Using a language is not as simply as we think because there is a set of rules that must be followed, which is called Grammar. If the students are serious about learning a foreign language, grammar can help them to learn a language more quickly and more efficiently.

Having a good grammar system of a language will be helpful for learners in delivering their ideas, messages and feelings either to listeners or to readers. Language without grammar would be disorganized and results in some communicative problems, like grammatical errors in writing.

In order to use a language well, learners should learn the rules of a language. However, learning a second or foreign language cannot be separated from creating errors. Even the native speaker themselves are not free from creating errors. The errors usually occur in the productive skills, speaking and writing, but in this thesis, the writer decides to analyse only the grammatical errors in writings.

Students' writings are important to be analysed, because it contains rich grammar variations. Many students often make some syntactic errors maybe because there are some main rules of grammar that they have to understand. Thus, it needs a detailed examination.

The writer finds out some previous studies about grammatical errors that have been done by other people. They are: Fitria (2006) focuses her writing on grammatical errors in Subject-Verb Agreement in essays made by the students of advanced 4 of LBPP Lia Makassar. She tries to find out the grammatical errors in Subject-Verb Agreement made by the students in their essays. Another researcher is Hestiyani (2008) in which she emphasizes her research on grammatical errors in students' essay. It is a case study at English Department, Hasanuddin University. She tries to find out grammatical errors in Subject-Verb Agreement and Wordiness, then how they affect the quality of writing. Besides, Ridwan (2007) concentrates his project on some grammatical errors in texts written by students of English Department, Hasanuddin University. He discusses some kinds of grammatical errors in syntax; such word order, preposition, concord, and us verb groups.

Having these reasons, the writer wants to present *An Analysis of Grammatical Errors in Students' Proposals*. The title of this writing will involve many facts of errors that occur in writing. However, the writer will not discuss all of kinds of errors, but only some kinds of grammatical errors. From the data, the errors that can be found are the errors in applying Subject-Verb Agreement, errors in using reference, errors in using number

agreement, namely indefinite and demonstrative pronoun, errors in word order, and omitting subject and verb.

METHOD

In collecting the data, the writer uses note taking technique. She collects primary data from ten proposals that have been written by the seventh semester students of English Department by using scrutinized method in analysing the written works.

The writer uses the descriptive quantitative and qualitative method in analysing the data. These methods are carried out with the following steps:

Step 1: The writer reads the proposals carefully. Then, she identifies the grammatical errors in the texts.

Step 2: The grammatical errors in the data are recorded. The writer then classifies the collected data by tabulating them into a table, which will be divided into three columns.

Proposal	Data	Grammatical Errors
I	1.
	2.
	3.

Step 3: The writer uses descriptive qualitative in analysing the data. She explains the errors specifically, and makes the reconstructions of the grammatical errors.

Step 4: Finally, some conclusions will be drawn by examining the table and their analyses.

FINDINGS AND DISCUSSIONS

Findings

All the errors are identified in the table below. The errors are selected from proposals by separating the sentences, which have grammatical errors in the paragraphs of the students' proposals.

STUDENT	DATA	GRAMMATICAL ERRORS
I	1.	Love generally includes an emotion of <u>intense</u> attraction to another person, a place, or thing; and __ may also include the aspect of caring for or finding __ identification with those objects, including <u>self love</u> .
	2.	Love is essentially an abstract concept, __ __ easier to __ <u>experience</u> than to __ <u>explain</u> .

	<p>3. Her movie <i>I Am Sam</i> is a 2001 American <u>drama film</u> written and directed by Jessie Nelson and ___ tells the story of a developmentally disabled and autistic man, Sam Dawson, who <u>fathers a child</u> with a homeless woman.</p> <p>4. Sam has the mentality of a seven <u>year</u> old, but ___ ___ the common sense, compassion and determination of a mature adult.</p> <p>5. However_ at Lucy's seventh birthday party, ___ friends from school are invited and several <u>mock</u> Sam and Lucy.</p> <p>6. The <u>child's parents'</u> already uncomfortable with Sam, ___ target him as ___ unfit father.</p> <p>7. From ___ description of behaviour of main character in the <i>I'm Sam</i> _ the writer tries to bring out <u>some interesting point</u> to ___ <u>analyse specifically</u>___ describe the main character.</p> <p>8. The writer <u>choose</u> the title because of two reasons.</p> <p>9. Despite his disabilities, Sam manages to raise his baby daughter, and ___ <u>try</u> to get custody of his daughter .</p>
II	<p>10. Educated people usually master ___ foreign <u>language</u>, such as English, Japanese, Chinese, etc.</p> <p>11. The reason why the writer <u>choose code mixing used in lyrics Indonesian song nowadays</u> as <u>his object research</u> because language cannot be separated from the society.</p> <p>12. <u>Beside that</u>, this research investigates the effects of code mixing in <u>lyrics Indonesian song</u> to society.</p>
III	<p>13. As Edgar V. Roberts <u>state</u> that :</p> <p>14. Women are interesting <u>object</u> to be analysed because of their status, which becomes a controversy among the society, especially for men.</p> <p>15. It also has been the norm for women. <u>She</u> must obey it.</p> <p>16. Most of her <u>fiction is</u> set in Louisiana and most of her best-known <u>work focuses</u> on the lives of sensitive, intelligent women.</p> <p>17. In analysing <u>this short stories</u>, the writer uses genetic structuralism approach.</p> <p>18. This approach <u>lead</u> the writer to analyse the structures of <u>this short stories</u>, especially the characters and connects them with ___ outside elements of literary work structure.</p>

IV	19.	With the high increase of diverse populations entering and maintaining communities all over the <u>country</u> , racism has expanded to include antagonism between peoples of many cultures.
	20.	In this thesis, the writer <u>want</u> to present the Black poetry that started to be popular in the 1950' s.
	21.	One of those <u>great poet</u> is Langston Hughes who wrote <u>some great poem</u> reflected the situation and condition in that time.
	22.	Literary work not only reflects the social condition and situation of life, <u>but</u> <u>also</u> can be the <u>messenger</u> and an inspiration for the readers.
	23.	<u>Those Poem</u> reflect the racial issues_ such as Skin Color and Racial segregation <u>which</u> happened to Black American in the certain time and which made the life of Black people <u>was</u> always under pressure.
V	24.	When people relate one another in a communication_ they use the words or sentences to send their message, and <u>expect</u> the hearer understands what they <u>intends</u> to mean.
	25.	In conversation_ <u>speaker</u> sometimes <u>use</u> implicature in his <u>utterance</u> that are covered by polite words_ but the hearer can understand what he means.
	26.	In this thesis, the writer <u>choose</u> the Drama “Death of a Salesman” to support her writing_ because many <u>of</u> characters use implicative in the dialogues to express their ideas, feeling, and thought.
VI	27.	Never choose anyone, everything into a single unit, children, adults and even people around us <u>very</u> fond of this magic box.
	28.	<u>Culture watch</u> for some people <u>has</u> become the most unique ways to <u>eliminate fatigue, boredom and to seek entertainment</u> .
	29.	<u>Manga cartoons</u> is one spectacle that <u>is</u> the children enjoy doing in general_ as an example of manga cartoon <u>“Naruto”</u> .
	30.	The characters in the Naruto series <u>is</u> not uncommon to say "Damn!" And "Bastard".
	31.	There is <u>a martial arts</u> use the left and right, but the level of violence is very abundant.

	32.	In Naruto there is also a scene <u>she</u> was in the shower with a sexy woman ___ wearing only a bathing suit that is <u>very inviting</u> .
	33.	Disturbingly, <u>comic Naruto</u> tops are consumed by children.
VII	34.	Communication requires a sender, a <u>message</u> , and an intended recipient, although the receiver <u>need</u> not be present or aware of the sender's intent to communicate at the time of communication, <u>thus</u> communication can occur across vast distances in time and space.
	35.	From <u>some definition</u> of communication above, ___ writer <u>conclude</u> that the definition of communication is a system for sending and receiving messages.
	36.	<u>There is a phenomena</u> in communication where occasionally a speaker says one thing but ___ means another.
	37.	This phenomenon also accommodates a condition where the language used in that conversation event ___ does not show ___ correlation in the superficial level, or we can say the utterances from oral interaction of people have another meaning, what he <u>literally says is</u> not what he exactly means, the result ___ sometimes the hearer <u>do</u> not understand what the speaker says.
	38.	<u>All character</u> in that works begin to be made in manuscript by scenario writer.
	39.	Movie ___ also entertainment tool for many people in various <u>kind</u> of age and social strata.
VIII	40.	The <u>object</u> of this study are the sentences that contain implicit meanings in the novel.
	41.	Sentences that contain implicit meaning <u>is</u> taken as data and analyzed using descriptive comparative method.
	42.	A good translator must not only be able to overcome ___ differences in language and cultural systems, <u>but</u> it also must be able to get the message or the <u>message implicit</u> in the source language and <u>present</u> it back into the target language.
	43.	<u>This</u> becomes <u>important</u> <u>because</u> the integrity of a text more or less influenced by the presence or <u>meaning implicit message contained</u> therein.
	44.	To be able to capture the implicit message well, ___ ___ needed the ability to recognize a wide range of meanings and ways of translating it.

	45.	Here is an example of <u>implicit meanings</u> :
	46.	These two words are exactly the same, but if __ carried further assessment <u>was</u> implicit meaning <u>contained</u> in both the "Yes" <u>were</u> different from each other.
IX	47.	Within the conversation, people try to preserve the conversation still run well and finish it without <u>any oddity</u> .
	48.	For example, when a student meets the other classmate in the <u>corridor campus</u> , they greet each other with verbal or non-verbal language (gesture or body movement).
	49.	Those utterances do not need an answer because their function __ only for greeting or showing the relationship (neighbourhood).
X	50.	<p><u>Literary works</u> is a product of imagination and creativity of a writer, a writer usually <u>get</u> __ inspiration or ideas in making his literary works from an Environmental social life around <u>it</u>.</p> <p>51. The purpose of a writer makes <u>a literary works</u> that is to show <u>a some entertainment</u> to the reader and would like to convey the message of the work_ so that_ it can be used as a learning, nor a work entitled "The <u>yellow wallpaper</u>".</p> <p>52. <u>These work</u> are work that reflect the social life of people, especially women, where women are occupying a position in the status and role.</p> <p>53. Basically_ every human <u>being have</u> the rights of his own life,</p> <p>54. Throughout the 18th century to 19th century_ authors appreciate <u>his</u> work on the condition that occurs at that time, after entering the 19th century's __ has sprung up a strong protest against these conditions, <u>Charlotte Gilman</u>_ __ author who wrote "The Yellow Wallpaper" has certainly written <u>his</u> work about __ own experience to become the literary work short story "The <u>yellow wallpaper</u>".</p> <p>55. In <u>his</u> work entitled "The <u>yellow wallpaper</u>" a work that is very interesting for <u>the case thoroughly</u> because <u>__ talking</u> about __ liberation struggle of creative rights of women.</p> <p>56. In the 19th century_ women only has space in the home environment_ __ is not uncommon in those days __ women did not socialize, but since entering the 19th century <u>there began</u> an awakening of women minority who are demanding <u>his</u> rights of freedom.</p>

	<p>57. In the short story “The <u>yellow wallpaper</u>” _ it is very clearly seen the suffering of a woman who had been bound by a marriage that is actually expected to make <u>his</u> life happy_ but the opposite happened_ he was given no restrictions for __ __ activities and socializing at all.</p> <p>58. <u>because</u> it is considered that a woman only has a duty as a good housewife and a mother who is responsible for <u>his</u> son and <u>the rest are not there any activity</u>.</p> <p>59. <u>He</u> experienced these conditions for so long that causes disturbed mental state __ is not infrequently <u>he</u> hallucinating from not being able to channel what <u>he</u> wanted to do and make her into a depression.</p> <p>60. But in the end_ she did not stop there_ though <u>he</u> was locked but she had time to write a scream screaming that one of them is “The <u>yellow wallpaper</u>”.</p> <p>61. Once the state can no longer <u>he</u> was facing the end <u>he</u> decided to go and leave her husband and became a writer_</p> <p>62. The reason why the <u>author chooses short story</u> "The <u>yellow wallpaper</u>" as subject on the <u>works</u> of analysis_ because it appeared in the 19th century where social conditions in American society __ the subject of __ attention, especially women, <u>and</u> the work of "The <u>yellow wallpaper</u>" is one of the works <u>are</u>__ __ the subject of attention __ __ society in those days, and the work is a real story.</p> <p>63. In the short story _The Yellow Wallpaper_ by Charlotte, it is clear that the social condition of society in the 19th century that a woman has only the task of doing domestic <u>work</u>_ but the figures on the short story <u>isthat</u> in the story are not given the name_ because according to Charlotte's character __ is not important_ his actions are considered <u>is not reasonable</u>_ because in the 19th century in America_ a true woman should follow four main principles: Piety (kereljiusan), purity (purity), submission (obedience), and domesticity (domestication).</p> <p>64. <u>He</u> considered not religious_ because they do not listen to what was said by <u>her</u> husband, a man (masculine) that at a certain level is considered to have the power in the presence of his wife (feminine), like Jesus (masculine) over his people (feminine).</p> <p>65. It is closely related to the third principle, namely the submission, <u>he</u> did not obey what was said by her husband: would prefer to write when her husband had forbidden such activities related to the intellect.</p>
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	66.	<u>He</u> let his brain <u>do</u> not puree aka holy because_ thinking about the things <u>he</u> should not think.
	67.	The fourth principle-domesticity-is one thing that looks to the naked eye, the true culmination of the female principle which <u>he</u> had broken: <u>he</u> prefers to write rather than perform domestic housekeeping tasks: <u>taking</u> care of home, husband and children.
	68.	'Great sin' which <u>he</u> expressed in <u>his</u> writing is that <u>he</u> wants to share her anxieties with other women_ 'poison' other women to agree with <u>his</u> way of thinking: the intellectual pursuit by writing more 'fulfilling' than doing housework.

Discussion

The writer uses descriptive analysis in analysing the data. The reconstructions of the errors are given in the analysis.

1. Errors in Using Number Agreement

The students make some grammatical errors in number agreement. Number agreement concerns proper relation of words in terms of number (the single and plural aspects of language), especially within a sentence.

The grammatical errors are in data 7, 19, 21, 35, 38, 47, and 58. They are “*some interesting point*”, “*all over the country*”, “*those great poet*”, “*some definition*”, “*All character*”, “*any oddity*”, and “*any activity*”. In these data, the noun “*interesting point*”, “*the country*”, “*great poet*”, “*definition*”, “*character*”, “*oddity*”, and “*activity*” which are modified by “some, all, and any” should be added with a suffix -s/es. According to Thomson & Martinet (1986 : 67) : “The quantifier “some” means certain number or amount.” It is used with both uncountable nouns and plural countable nouns and it is mostly used in an affirmative sentence. The word “some, all, and any” in this case should be followed by plural nouns, because they indicate an indefinite number which is more than one entity. Therefore, the suggested forms should be “*some interesting points*”, “*all over the countries*”, “*those great poets*”, “*some definitions*”, “*All characters*”, “*any oddities*”, and “*any activities*”.

Different with “some, all, and any” that can be either singular or plural, “*several*” is only used as a plural indefinite pronoun. It can be seen in datum 5 “*several mock*”. Plural indefinite pronoun subjects take plural verbs. In this sentence, the student

has to use a plural verb because the pronoun “*several*” is plural. Therefore the verb used is “*mocks*”.

Other ungrammatical forms are the use of demonstrative pronouns. A demonstrative pronoun points to and identifies a noun or a pronoun. “*This*” and “*These*” refer to things that are nearby either in space or in time, while “*That*” and “*Those*” refer to things that are farther away in space or time. “*This*” and “*That*” are used to refer to singular nouns or noun phrases. Whereas, “*These*” and “*Those*” are used to refer to plural nouns and noun phrases. The demonstrative pronouns are identical to demonstrative adjectives, though, obviously, we use them differently. They are adjectives because they modify nouns. That means they come before nouns in a sentence.

The errors can be seen in data 17 and 18 : “*this short stories*” . “*short stories*” is a plural noun. So that, the student has to change “*this*” become “*these*”. On the contrary, in data 21, 23 and 52 : “*those great poet*”, “*Those Poem*” and “*These work*”. The noun “*great poet*”, “*poem*” and “*work*” are singular. Therefore, the demonstrative adjective that the students must use are “*that great poet*”, “*that poem*”, and “*this work*”.

Besides, the next grammatical errors are found in data 4, 24, 25, 39, and 63 : “*a seven year*”, “*they intends*”, “*his utterance that are covered*”, “*various kind*”, and “*domestic work*”. The words “*year*”, “*utterance*”, “*kind*”, and “*work*” have to –s form, because they are plural forms. Whereas, in data 31 and 51 : “*a martial arts*” and “*a literary works*”, the noun “*arts*” and “*works*” should be changed into singular noun, because the noun phrases are singular, that are marked by the use of an article “*a*”.

In datum 28 “*the most unique ways*”, the noun “*ways*” should be singular, because it uses “*the most*” in which it means the only one thing. So, the noun “*ways*” must not use –s form.

In datum 10 “*Educated people usually master __ foreign language, such as English, Japanese, Chinese, etc.*” The student has to add a quantifier “*some*”, because in this case there are more than one language. Whereas, in datum 14 “*Women are interesting object to be analysed*”, the noun “*object*” must in plural form because it refers to a “*women*” in which “*women*” is plural form of “*woman*”.

Another grammatical error is in datum 36 “*There is a phenomena . . .*”. In this sentence, the student uses “*phenomena*” as a singular noun. Whereas “*phenomena*” actually is a plural noun. The noun in this sentence is singular in which it is marked by an article “*a*”. Therefore, the singular noun form that has to use is “*phenomenon*”.

Therefore, the correct form is “*There is a phenomenon . . .*”.

Based on some grammatical errors that are explained above, it indicates that the cause of errors is the ignorance of rule restrictions. It is closely related to the generalization of deviant structures is failure to observe the restrictions of existing structures.

2. Errors in Applying Subject-Verb Agreement

In this case, the students use ungrammatical form. They do not obey the rule of Subject-Verb Agreement. The fundamental rule of Subject-Verb Agreement is that verbs must agree with, or match, their subjects. This means that singular subjects must go with singular verbs, and plural subjects must go with plural verbs.

There are two limitations to Subject-Verb Agreement. Firstly, agreement only applies when the verb is in the present tense. In the past tense, there is no overt agreement between the subject and the verb. Secondly, agreement applies only to third person subjects. There is no distinction, for example, between a first person singular subject and a first person plural subject.

The ungrammatical sentences above are caused by the use of verbs that do not agree with their subjects. Such as: in data 8, 11, 20, 26, and 66 “*The writer choose*”, in datum 13 “*Edgar V. Roberts state*”, in datum 18 “*This approach lead*”, in datum 18 “*The writer want*”, in datum 35 “*The receiver need*”, in datum 36 “*Writer conclude*”, in datum 25 “*Speaker sometimes use*”, in datum 51 “*A writer usually get*”, and in datum 66 “*he let*”.

Flynn and Glaser (1984: 52) argue that a verb must agree with its subject in number. When the subject is plural, the verb must be plural too. The rule is we have to use –s form of a verb in the present tense when the subject is third person singular. For all other subjects, we use the base form in the present tense. Because all of the subjects in the data above are third person singular, the verbs that are used should be –s form. Accordingly, the grammatical forms are in data 8, 11, 20, and 26 “*The writer chooses*”, in datum 13 “*Edgar V. Roberts states*”, in datum 18 “*This approach leads*”, in datum 18 “*The writer wants*”, in datum 35 “*The receiver needs*”, in datum 36 “*Writer concludes*”, in datum 25 “*Speaker sometimes uses*”, in datum 51 “*A writer usually gets*”, and in datum 66 “*he lets*”.

Other ungrammatical forms are in datum 29 “*Manga Cartoons is . . .*”, in datum 30 “*The characters in the Naruto series is . . .*”, in datum 51 “*Literary works is . . .*”, in datum 65 “*The figures on the short story is . . .*”, and in datum 41 “*The object of this study are . . .*”. In these sentences, the students make errors in Subject-Verb Agreement.

The –s form (present tense) “be” is “is”. “Is” is used with third person singular subjects (except “I” we use “am”). Whereas, “are” is used with other subjects in the present tense. Based on the fundamental rule of Subject-Verb Agreement, the plural nouns subjects on these ungrammatical sentences should be matched with the plural verbs. Therefore, the grammatical forms are in datum 29 “*Manga Cartoons are . . .*”, in datum 30 “*The characters in the Naruto series are. . .*”, in datum 51 “*Literary works are. . .*”, in datum 65 “*The figures on the short story are. . .*”, and in datum 41 “*The object of this study is. . .*”.

Another ungrammatical form in Subject-Verb Agreement can be seen in datum 53 “*every human being have the rights of his own life*”. In this case, the student makes an error. He uses plural verb “have”, whereas the noun is singular “human being”. The rule is “every” used with singular noun to refer to all the members of a group of things or people. According to Azar (1989: 216): “ ‘one’, ‘each’ and ‘every’ are the words followed immediately by singular count nouns (never plural nouns, never no count)”. “Every” is a determiner. We normally use it before a singular noun, if the noun is the subject; its verb is also singular. So, the right sentence is “*every human being has the rights of his own life*”.

The cause of errors in the sentences above is the students do not have a complete mastery on English rule on the use of suffix –s or –es after verb with third singular person as subject. Another cause of errors is overgeneralization. Overgeneralization is kind of errors, which cause by wrong prediction based on general rules. For the reason, the rule does not apply to general rules. There is possibility that the item belongs to a different category, which is covered by another rule. Therefore, it can be said that the causes of errors are an incomplete application of rules and overgeneralization.

3. Errors in Using Reference

The students make some grammatical errors in reference. These are words whose meaning can only be discovered by referring to other words or to the elements of the context, which are clear to both sender and receiver. The most obvious example of them is third person pronouns (*she/her/hers/herself; he/him/his/himself; it/its/itself; they/them/their/theirs/themselves*).

The errors can be seen in datum 15 “*It also has been the norm for women. She must obey it*”. “Women” refers to “they”, because “women” is more than one woman. In datum 32 “*In Naruto there is also a scene she was in the shower*”, “Naruto” is a man. So, it should be third person singular, that is “he”. In datum 67 “*the female principle*

which he had broken”, “female” means a woman. Therefore, the appropriate referring expression is third person singular “she”.

Other ungrammatical forms are in datum 50 “a writer usually get inspiration or ideas in making his literary works from an Environmental social life around it.”. “a writer” is a third person singular “he/she”. The student’s aim is “a writer” in general, so a writer refers to “he”, and the accusative of “he” is “him”. Therefore, “it” should be changed into “him”. In datum 56 “women minority who are demanding his rights of freedom”. “Women” is plural form of woman (she). So, the possessive pronoun is “their”. Whereas, in datum 57 “a woman” and datum 58 “a mother” are the third person singular “she”. The possessive pronoun of “she” is “her”. In data 54 and 55 “Charlotte Gilman” is a woman. Its possessive pronoun is “her”.

The next grammatical errors are in data 59, 60, 61, 64, 65, 66, and 68. “Charlotte Gilman” is a woman. She is a writer of a novel that is discussed in student’s proposal. Thus, the student has to use “she” in referring to “Charlotte Gilman”.

The errors can be classified as the false concepts hypothesized. In this case, the students do not comprehend the rule of pronouns. The errors derive from faulty comprehension of distinctions in the target language.

4. Omitted Subject

In this case, the students use ungrammatical form that is the omission subject. A [sentence](#) is commonly defined as "a complete unit of thought." Normally, a sentence expresses a relationship, conveys a command, voices a question, or describes someone or something. It begins with a capital letter and ends with a period, question mark, or exclamation mark.

The basic parts of a sentence are the *subject* and the *verb*. The subject is usually a [noun](#); a word that names a person, place, thing, or idea that is *doing* or *being* something. The [predicate](#) (or *verb*) usually follows the subject and identifies an action or a state of being. In a [sentence](#), every [verb](#) must have a subject.

The examples of the students’ errors in forming simple sentences can be seen in data 44 and 45. A simple sentence consists of a single independent clause with no dependent clauses. In datum 44 “To be able to capture the implicit message well, ___ ___ needed the ability to recognize a wide range of meanings and ways of translating it.” and in datum 54 “after entering the 19th century’s ___ has sprung up a strong protest against these conditions”. In datum 44, the appropriate subject that has to be used is “it”, whereas, in datum 54, the subject that should be used is “she”, because that

sentence relates with the previous sentence that explains about Charlotte Gilman as a writer of the novel “The Yellow Wallper”.

Other grammatical errors in subject omission in compound sentences are in data 1, 3, 4, 9, 22, and 46. A [compound sentence](#) consists of multiple independent clauses with no dependent clauses. The independent clauses of a compound sentence are usually joined by a comma and a coordinating conjunction (and, but, or, nor, for, so, or yet). In datum 1 “*Love generally includes an emotion of intense attraction to another person, a place, or thing; and ___ may also include the aspect*”, the subject that must be added is “it”, because “it” refers to “love”. In datum 3 “*Her movie I Am Sam is a 2001 American drama film written and directed by Jessie Nelson and ___ tells the story of a developmentally disabled and autistic man*”. The appropriate subject is “it”, because “it” refers to “the movie *I Am Sam*”.

In datum 4 “*Sam has the mentality of a seven year old, but ___ the common sense, compassion and determination of a mature adult.*”, and datum 9 “*Sam manages to raise his baby daughter, and ___ try to get custody of his daughter*”. In these two data above, the suggested subject is “he”, because it refers to “Sam”.

In datum 22 “*Literary work not only reflects the social condition and situation of life, but ___ also can be the message and an inspiration for the readers*” and in datum 46 “*These two words are exactly the same, but if ___ carried further assessment was implicit meaning*”. The subject that has to be used in these data is “it”. “it” refers to “literary work” in datum 22 and “two words” in datum 46.

Other ungrammatical forms in forming complex sentences are in data 55 and 63. In datum 55 “*In his work entitled “The yellow wallpaper” a work that is very interesting for the case thoroughly because talking about . . .”*, the appropriate subject is “it”, because “it” refers to Charlotte Gilman’s work entitled “*The Yellow Wallpaper*”. Whereas, in datum 63 “*the figures on the short story is that in the story are not given the name_ because according to Charlotte's character ___ is not important . . .*”, “it” is the suggested subject in this sentence, because it refers to “*the figures that are not given the name*”.

The next ungrammatical forms of omitted subject are in data 6, 37, and 56. These sentences are superfluous comma. In datum 6 “*The child's parents' already uncomfortable with Sam, ___ target him as ___ unfit father*”. The subject that has to use is “they”, because it refers to “*the children’s parents*”. Besides, in datum 37 “*This phenomenon also accommodates a condition where the language used in that conversation event_ ___ does not show ___ correlation in the superficial level . . .*”, the

suggested subject is “it” that refers to “this phenomenon”. In datum 56 “*In the 19th century_ women only has space in the home environment_ __ is not uncommon in those days*”, “it” is as the subject of this sentence, because it refers to “*women only has space in the home environment*”.

In these data (6, 37, and 56), each of them should be divided into two sentences, because they consist of a single independent clause. In datum 6 “*The children’s parents already uncomfortable with Sam.*” and “*They target him as an unfit father*”. In datum 37 “*This phenomenon also accommodates a condition where the language used in that conversation event.*” and “*it does not show __ correlation in the superficial level . . .*”. In datum 56 “*In the 19th century, women only has space in the home environment.*” and “*It is not uncommon in those days.*”

Therefore, the errors can be classified as incomplete application of rules. In this category, the occurrence of structures whose deviancy represents the degree of development of the rules required to produce acceptable utterances.

5. Omitted Verbs

In these cases, the students make grammatical errors in omitting verb. The definition of a sentence is a group of words consisting of a subject and predicate, even if one or the other is implied, beginning with a capital letter and ending with a full stop. The basic parts of a sentence are the subject, the verb, and (often, but not always) the object.

In datum 2 “*It__ easier*”, the subject of the sentence above is “it” and it is followed by “*easier*” as the degree of comparison. So, the students has to add “*to be (is)*” between them. In datum 29 “*as an example of manga cartoon __ "Naruto"*”, the student must add a linking verb. According to Alwasilah (1993 : 118), a linking verb (copulative) connects a subject to a complement which tells something about the subject. In this case, the suitable linking verb is “*is*”, because it shows “*an example*”. The next error is in datum 39 “*Movie __ also entertainment tool for many people in various kind of age and social strata.*” The subject of the sentence is “*movie*” and the object is “*entertainment tool*”, but there is no any verb in that sentence. Because the tense of that sentence is present tense and “*movie*” is a singular subject, the appropriate verb is “*is*”. Likewise in datum 2, datum 49 “*their function __ only for greeting or showing the relationship*” also needs a linking verb. Linking verbs do not express action. Instead, they connect the subject of the verb to additional information about the subject. Linking verb connects a subject to a complement and it can be “*to be*” and

“*non-to be*”. In this sentence, the suggested linking verb is “*is*”, because the subject is singular form.

The next error is in datum 4 “*Sam has the mentality of a seven year old, but he ___ the common sense, compassion and determination of a mature adult.*”, the student has to use the –s form of a verb in the present tense, because the subject is third person singular “*Sam*”. The –s form of the verb “*have*” is “*has*”. Whereas, in datum 27 “*people around us ___ very fond of this magic box*”, the verb that has to be used is “*are*”, because the subject is a plural noun “*people*”.

The cause of grammatical errors in these cases is an incomplete application of rules. The students omit the basic part of a sentence, that is a verb. The omission errors are characterized by the absence of an item that must appear in a well-formed utterance.

6. Errors in Word Order

The following are the students’ errors in word order. Hudson in his “*Word Grammar*” (1984: 75) : Word Order is what kind of words may combine with what other kinds of words, and in what order, and with what effect on their meaning. The errors are in data 11, 33 and 48: “*object research*”, “*Comic Naruto*” and “*corridor campus*”. In these cases, the students make errors in word order. It seems that the student applies her native language grammar or Indonesian language into the English sentence.

As it is known that the rules of the two languages, Indonesian Language and English are different. The difference is the rule of the noun phrase in Indonesian Language is “*head + modifier*”, for instance: *komik Naruto*, whereas the rule of noun phrase in English is “*modifier + head*”. Therefore, the grammatical forms are “*research object, Naruto comic and campus corridor.*”

In datum 42 “*message implicit*”. The error in the sentence is the wrong use of adjective “*implicit*” to modify the noun “*message*”. The noun phrase “*message implicit*” is wrong. The correct form of the sentence should be “*implicit message*”.

Another ungrammatical word order is in datum 11. Battles, Brengelmen and Halder (1976) states that word order is a part of sentence and how words are put together. In this case, the wrong order of “*lyrics Indonesian song*” should be “*Indonesian lyrics song*”. Whereas, in datum 43 “*meaning implicit message*” must be changed into “*implicit message meaning*”.

The cause of error is categorized as interference. The students use their previous mother tongue experience as a means of organizing the second language data. The

students apply the rule of Indonesian language, which is different from English, into the use of English.

CONCLUSIONS AND SUGGESTION

There are some conclusions that can be summarized. First, most of the students still make some grammatical errors in writing proposal. The kinds of grammatical errors that students make in writing proposal are Omitted Subject, Omitted Verbs, Number Agreement, Subject-Verb Agreement, Word Order, Reference, Article, Word Form, Passive Voice, Infinitive Verb, Faulty Parallelism, Conjunction, Gerund, Verb Form, and Relative Pronouns. In addition, the factors that make the students do some kinds of grammatical errors are overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false concept hypothesized.

As suggestion, it is important for students to improve their ability in applying many kinds of grammatical rules in writing by learning more about English grammar, particularly about the most frequent error that they make. Besides, the occurrence of errors on what students make in writing proposal can be solved by giving them more attention and practice in order to develop their knowledge about English grammar.

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