

An Analysis of Grammatical Error in Proposal Writing (A Case Study of Undergraduate Students at Jabal Ghafur University)

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ABSTRACT

The aim of this study is to examine the grammatical faults found in the introductory proposals of thesis writing among students majoring in English at Jabal Ghafur University. The researcher was chosen for the study due to the prevalence of faults or errors in English among students in the English Department. The writer conducted an analysis to identify and extract flaws included in the introduction sections of three document proposals written by students. The research methodology employed in this particular instance is qualitative in nature. This study is done by classifying and analyzing the graduating paper as the focus of this thesis. There are several common grammatical errors that can occur in writing, including singular/plural errors, verb tense errors, subject-verb agreement errors, verb form errors, and word form errors. The researchers have also identified an additional inaccuracy within the introduction of the proposal. Based on the data that was analyzed, it was determined that this writer had a high frequency and prevalence of certain faults. These errors can be categorized as follows: Singular/Plural Noun Form (16.12%), Verb-Tense Error (4.83%), Verb-Form Error (16.12%), Subject-Verb Agreement (4.83%), and Word-Form Error (58.06%). Additional problems identified in the plan include the incorrect usage of articles, propositions, and conjunctions.

Keywords: Grammatical error, students' experiences, writing.

1. INTRODUCTION

Tertiary institutions, as a distinct category within the realm of higher education facilities, mandate their students to produce a culminating research document commonly known as a thesis. The composition of a thesis is typically undertaken by students pursuing specialised majors or postgraduate programmes, serving as a requisite for fulfilling all designated coursework and ultimately culminating in the attainment of a degree. Prior to commencing the composition of a thesis, it is customary to engage in the preliminary stage of thesis proposal writing. When composing a thesis proposal, it is imperative to give careful consideration to the fundamental components of scholarly writing, including the background,

research questions, literature review, research technique, and data analysis. However, one of the fundamental aspects to consider is the individual's background [1].

In order to effectively transmit meaning through written and vocal communication, it is important to possess a comprehensive understanding and command of grammar. Grammar plays a crucial role in language, serving as the foundation for meaningful communication and ensuring the harmonious structure of speech. Consider the hypothetical scenario in which sentences are spoken without according to the rules of grammar. The absence of a conductor would result in a disorderly state akin to that of an orchestra. According to Bahar [2], possessing a strong grammatical foundation

in a language can greatly assist learners in effectively conveying their thoughts, opinions, and emotions to both oral and written audiences. The absence of grammar in language can result in disorderliness and give rise to several communication challenges, including the occurrence of grammatical inaccuracies in written expression.

Writing is considered one of the four fundamental language skills, and is often seen as the most challenging. This is primarily due to the extensive vocabulary required to effectively construct coherent paragraphs, as well as the need to adhere to proper grammar usage and other established writing conventions in order to ensure comprehension. Hence, via the act of writing, kids are able to articulate their emotions, concepts, reflections, and viewpoints. English writing is the skill of effectively communicating ideas or thoughts through proper organisation and arrangement. During the course of writing instruction, students have acquired a substantial amount of knowledge pertaining to the principles and techniques associated with proficient and accurate writing. Writing is often perceived as a multifaceted and demanding task by a significant number of students. Consequently, it is imperative for educators to prioritise the teaching of grammatical principles that are crucial for facilitating the effective transmission of intended messages [4]. In addition, it is noteworthy that pupils acquire fundamental writing skills during their high school education. During their tenure at the university, students acquire the skill of academic writing, which is developed progressively from the first semester to the fifth semester. The instructor has provided instruction to students on the proper utilisation of grammar in the composition of draughts.

The mere completion of five semesters of studying writing at the university does not necessarily ensure that students' writing exhibits a high level of proficiency and accuracy. Numerous compositions produced by pupils' exhibit a lack of coherence, as the core concept is often followed by an incongruous subsequent sentence. Additionally, numerous errors can be observed in terms of word selection, punctuation, and other related aspects. Students often make mistakes in their writing owing to a variety of factors, such as a lack of practise, lack of focus, exhaustion, carelessness, or other related factors.

The Error Analysis Method (EA) is a suitable approach for gaining a deeper understanding of the errors made by students in their writing. The correction of writing errors made by learners can be achieved by the application of a linguistic analysis technique known as error analysis. The significance of error analysis stems from the necessity of identifying errors in order to minimise their occurrence. The process of categorising and analysing errors can offer additional insight to both students and teachers regarding the frequency and underlying causes of these errors [8]. When composing a thesis proposal, it typically consists of three main chapters: the introduction, literature review, and research technique. The initial section in the structural organisation of a thesis proposal is commonly referred to as the introduction. The researcher's primary attention is on the introductory proposal in order to identify grammatical faults made by undergraduate students. The survey findings indicate that pupils exhibit a significant number of errors in their written work.

The author becomes aware of prior research conducted by other individuals pertaining to grammatical faults. The individuals in question are: The study conducted by Bahar [2] examined the grammatical errors made by seventh semester students of the English Department, Faculty of Letter, Hasanuddin University, namely in the areas of subject-verb agreement, number agreement, reference, word order, omitted subject, and omitted verbs in their written proposals. In a study conducted by Sukasame, Kantho, and Narrot [6] the researchers examined the usage of seven different tenses among 31Matthayom Suksa four students at the Demonstration School of KhonKaen University Suksasart during the second semester of the 2012 academic year. The tenses investigated were the past perfect tense, past simple tense, present perfect tense, past continuous tense, present simple tense, future simple tense, and present continuous tense.

This study primarily examined subject-verb agreement errors, verb tense errors, verb form errors, singular/plural noun ending errors, and word form errors.

In order to establish the aims, this study endeavours to ascertain the responses to the subsequent research inquiries: What are the prevailing faults observed in the beginning

section of proposal writing among undergraduate students?, and What are the many types of grammatical faults that can be identified in the introduction sections of proposal writing among undergraduate students?

2. METHOD

This study employed qualitative methodologies to facilitate the description and analysis of the acquired data. Qualitative research is a form of educational research wherein the researcher relies on the perspectives of participants, poses open-ended and comprehensive inquiries, gathers data primarily composed of verbal expressions or written text from participants, examines and interprets these expressions to identify recurring patterns, and conducts the investigation subjectively and with inherent biases [3]. Based on the aforementioned assertion, the researcher demonstrates a consistent use of qualitative research methods.

In this study, textual data is utilised, necessitating the implementation of the documentation technique by the researcher. The methodology employed in the present study utilises a Document Analysis/Analytical descriptive technique, specifically focusing on paragraph writing. This approach is supported by the research conducted [5]. The research instrument employed in this study consists of a proposal script that has been authored by three participants. The dataset utilised in this study comprises a collection of undergraduate thesis proposals from students at Universitas Jabal Ghafur. The researcher thoroughly reviews all primary data that has been collected and conducts a comprehensive analysis of said data.

This study employed a four-step approach in the analysis of student errors, as proposed by Corder (1974) and outlined by Ellis and Barkhuizen (2005) as quoted in Yuliah et al. (2020). The four steps are enumerated as follows; Collecting Samples, Identifying the Errors, Explaining the Errors, Evaluating the Errors.

To get the qualitative result, the data will be calculated and drew up in the table of percentages which the formula as follows:

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

P= Percentage

F= Frequency of error occurred

N= Number of cases (total frequent / total individual)

3. RESULT AND DISCUSSION

In this section, the researcher would present the results that had already obtained from the research. There were two findings in document of proposal thesis guide in this qualitative research

3.1. The Dominant errors in the introduction of proposal writing.

This section presents an analysis of the frequency and proportion of frequent errors retrieved from the thesis proposal documents of undergraduate students at Universitas Jabal Ghafur. The analysis is presented in the form of a table. Based on the identified mistakes present in the theses of the students, it is possible to categorise them as follows

Table 1. The Total Number of Errors and Classification

No	Kinds of Errors	Number of errors
1.	Subject-verb agreement errors	3
2.	Verb form error	10
3.	Verb tense Error	3
4.	Singular/Plural Noun Form	10
5.	Word form error	36
	Score	62

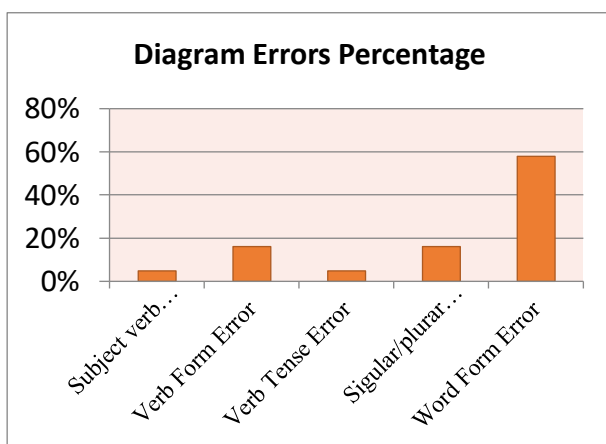
The table below illustrates the number of errors committed by the writers of three analysed theses. The subsequent table presents the outcomes of an error analysis conducted on the basis of error kinds, quantity of errors, and percentage of errors committed by the authors of these theses.

Table 2. Errors Percentage

Participant	<i>Subject-verb agreement errors</i>	Verb form error	Verb tense Error	<i>Singular/Plural Noun Form</i>	Word Form Error
Student 1	2	6	2	4	12
Student 2	1	4	1	3	14
Student 3	0	0	0	3	10
Number errors	3	10	3	10	36
Total errors	62				
	04,83%	16,12%	04,83%	16,12%	58,06%

According to the data presented in Table 2, the category with the highest proportion is word form errors, accounting for 58.06%. On the other hand, subject-verb agreement problems and verb tense errors have the lowest percentages, both at 4.83%. Other common errors are verb form errors (16.12%) and singular/plural noun form errors (16.12%). Based on the findings presented in Table 7, it can be shown that the word form error emerges as the most prevalent error

Figure 1. The frequency percentage of errors



The graphic presented in analysis of student writing data illustrates the different types of errors that were observed among the pupils. Subsequently, a limited number of illustrations from each of the aforementioned categories are furnished.

3.2 The presence of subject-verb agreement faults.

The mentioned statements suggest that achieving proficiency in spoken English was a challenging task for the students. The accurate statement is

"These perceptions indicate that achieving proficiency in English speaking was not easy for the students." In this particular instance, the word "indicates" does not require the addition of the suffix "-s" due to the fact that the subject of the sentence is in the form of a noun, namely "perception."

3.3 Errors in verb form

Students sometimes suffer feelings of humiliation and dread when they start communicating in English due to the challenges associated with perceiving and speaking the language. The accurate wording is "The perception of difficulty in speaking English triggers feelings of shyness and fear in students when they initiate communication in the language." This sentence is free of faults as it has been paraphrased accurately.

3.4 Errors in verb tense usage

The line "Motivation student learning will have an influence on student activities in following learning process" suggests that the level of motivation among students can impact their engagement in subsequent learning activities. The accurate statement is "The activities of students in the subsequent learning process are influenced by their motivation in learning." Based on the contextual information provided, it is evident that the sentences encompass a range of actions and phenomena.

One common error in noun usage is the incorrect application of singular or plural endings. This mistake occurs when a word is not appropriately modified to reflect its singular or plural form.

The aforementioned statement suggests that English is gaining popularity on a global scale and is being adopted as the primary language of communication among many communities. Furthermore, it might be argued that English is seeing a surge in global popularity, leading to its adoption as the primary language in numerous societies. In the aforementioned lines, the initial bolded words necessitate the addition of the suffix -s.

3.5 Errors in word form.

During this particular experience, it is evident that pre-service teachers will come to the realisation that they must use alternative teaching approaches compared to those employed during micro-teaching in order to enhance their instructional methods. The accurate statement is that "Pre-service teachers will discover, through this experience, the necessity of adopting distinct teaching approaches compared to those employed during micro-teaching, in order to enhance their teaching methodology." In the above example, the writers incorrectly typed "method in teaching" instead of the appropriate phrase "teaching method"

The introduction proposal has several types of grammatical faults. In addition to researchers being focused on problems related to subject-verb agreement, verb tense, verb form, singular/plural noun endings, and word forms. The researchers have identified an additional inaccuracy in the introduction proposal, including:

The topic of discussion pertains to articles.

The initial sentence, "It is a programme that has also been needed for students of English Education Department," contains a grammatical error. The programme has been deemed necessary for students enrolled in the English Education Department. The incorrect statement posits that motivation plays a primary part in determining an individual's speaking skill. Motivation has a significant part in determining an individual's proficiency in oral communication. The article addresses several problematic areas in writing.

The topic of prepositions.

In the initial instance, the sentence provided is incorrect. Insufficient parental attention can also

contribute to diminished motivation in children to engage in the learning process. Furthermore, the absence of parental attention might also contribute to a diminished motivation in children to engage in the learning process. In the second example, the incorrect sentence is, "So, it might influence his speaking ability stay the same or even get worse." Therefore, it is possible that this could have an impact on his ability to talk, resulting in either no change or a potential decline. In this particular instance, the authors have neglected to include essential prepositions, as well as misplacing and excessively employing them.

The term "conjunction" refers to a part of speech that is used to connect words, phrases, or clauses within a sentence

In the education setting, teaching practise refers to the practical application of theoretical knowledge and experiential learning by students in the field of teaching. In an educational setting, teaching practise refers to the practical application of teaching methodologies by students, drawing upon their acquired knowledge and theoretical understanding gained via university study. Sentence errors might potentially arise as a result of influence from one's native language

4. DISCUSSION

4.1 One common error found in writing is subject-verb agreement errors.

The pupils committed errors in subject-verb agreement, amounting to 3 or 04.83% of the total faults produced. EFL learners typically create errors in subject-verb agreement, particularly when it comes to distinguishing between the subject and verb in a sentence. These errors persist due to the inherent difficulty in differentiating the subject and verb in subject-verb agreement. The use of singular and plural words inside sentences posed challenges for the students in discerning between singular and plural subjects and verbs, hence impeding their comprehension. Furthermore, this occurrence can be attributed to the translation of Indonesian language into English.

4.2 Errors in verb form

The pupils committed verb form errors at a rate of either 10 or 16.12%. In this particular scenario, errors occurred due to the writers' limited

knowledge and recollection of verb conjugations in the present, past, and past participle forms. Additionally, the authors undertook the task of translating Indonesian text into English.

One common problem in writing is the misuse of verb tenses. Verb tense errors occur when the writer uses an incorrect verb tense in a sentence. This can lead to confusion and a lack of clarity in the writing

The pupils exhibited a 3.04% rate of errors in verb tense usage. The author posits that the inaccuracy may be attributed to interlingual transfer, as the grammatical rules of the Indonesian language differ from those of English. In English, the verb does not necessarily undergo a transition from the present to the past or future tense. However, it is generally required for a verb to undergo such changes in order to represent different tenses. The differentiation between regular and irregular verbs, particularly in the past tense, might be perplexing for pupils, as it is not present in the Indonesian language. In certain instances, it is seen that students, upon acquiring knowledge of a specific grammar rule, tend to generalise its application to other rules. This phenomenon, known as intra-lingual transfer, can lead to errors in language production.

One common grammatical error that occurs in writing is the incorrect use of singular or plural noun endings. This error can occur when a writer fails to match the noun with the appropriate ending, resulting in a lack of agreement between the subject and the verb.

The pupils committed errors in noun ending agreement, with a frequency of either 10 or 16.12%. The absence of singular-plural noun forms in the Indonesian language leads to interlingual transfer. There are notable distinctions between English and other languages in terms of the categorization of singular and plural nouns. Specifically, English classifies nouns into uncountable and countable plural nouns, as well as regular and irregular plural nouns.

4.3 Errors in word form.

The highest number of errors committed by the pupils is 36, which accounts for 58.06% of the total word form errors. The author posits that the inaccuracies can be attributed to the phenomenon of interlingual transmission. This phenomenon can

occur when pupils lack the precise vocabulary to construct a passage, as they directly translate from Indonesian to English, resulting in a mistake. The occurrence of this issue can also be attributed to internal transmission. Students often develop generalisations or rules when they have not fully understood the underlying facts or concepts.

4.4 The topic of articles.

This type of error may arise from both interlingual transfer and intralingual transmission. Interlingual transfer is a common source of error that occurs when a student fails to use an article in a word that requires one. This error arises due to the absence of a rule governing the use of articles in the Indonesian language. The phenomenon of intra-lingual transfer was observed when the students erroneously applied articles to words that do not require them.

The assumption made by the writer is that the occurrence of this error may be attributed to the implementation of a communication strategy. The majority of individuals exhibited a lack of concern towards employing accurate punctuation, potentially due to a lack of awareness among students regarding the significance of punctuation in the context of written communication. Consequently, there were instances where individuals exhibited errors in punctuating their writing, either by misusing punctuation marks or neglecting to employ them altogether.

The term "conjunction" refers to a part of speech in grammar that is used to connect words, phrases, or clauses together. Conjunctions are employed to establish cohesion and coherence within a document by connecting sentences. The omission of the appropriate conjunction will lead to the presence of an incoherent significance and communication. When composing written texts, writers frequently encounter confusion regarding the usage of the words "that" and "that". The presence of ambiguity in statements might result in several interpretations

6. CONCLUSION

Primarily, it is feasible to identify faults in the introductory section of written work produced by undergraduate students. The research identified five distinct categories of faults, while another analysis detected errors within the introductory section of the written work. It is anticipated that

the discoveries made in this study will prove beneficial to students who possess little proficiency in English and are currently engaged in the process of writing introductions. The obtained data can provide individuals with valuable insights on the specific areas in which they are prone to making mistakes, enabling them to proactively avoid similar mishaps. Furthermore, the utilisation of contrastive analysis can significantly contribute to the examination of phrase errors. The utilisation of this device may be specific to a certain language, yet, it has the potential to serve as a highly efficacious instrument.

Based on the elucidation provided in the preceding chapter, it has been determined that students commit errors of five distinct categories. Several inaccuracies have been identified in the introduction section of the proposal. The biggest percentage of errors observed in the text pertains to word form errors, accounting for 58.06%. Conversely, subject-verb agreement problems and verb tense errors exhibit the lowest percentages, both at 4.83%. Other common errors are verb form errors (16.12%) and singular/plural noun form errors (16.12%). Additionally, several errors were identified, including those related to articles, prepositions, and conjunctions.

ACKNOWLEDGMENTS

Special thanks to students FKIP Bahasa Inggris who have been participants in this research and thank for supports this research through gave permission to do this study at Jabal Ghafur University.

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