Common Errors Found in the Unpublished Theses of English Literature Study Program Students of Universitas Bina Darma

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Abstract-Thesis is a research paper in the form of a written that discusses a problem and one of the requirements for acquiring a bachelor's degree at university. The thesis must be written correctly and must follow the rules of scientific writing. One of the rules in writing a thesis is using good grammar. Grammar is very important in writing a thesis, but some students still make errors in using grammar. The most grammar errors found is common error. This study had analyzed the common errors in the unpublished theses of English literature study program students of Universitas Bina Darma. The researcher was interested in analyzing this object because grammar is very important in research writing. Qualitative method with descriptive approach and case study design was used in this study. The hypothesis of kinds of common errors in this study used the theory by Keshavarz (2012). 15 unpublished theses of English literature study program students of the 2019 class of Universitas Bina Darma became the data source used in this study. The errors data were identified based on grammatical rules that were seen by context of the sentence, such as use of time and part of speech used in the sentence. So that the writing became grammatically correct in writing. The results of this study found 38 data and 4 kinds of common errors in it, they were: 13 omissions (34,2%), 5 additions (13,1%), 17 substitutions (44,8%), and 3 permutations (7,9%). The most dominant common error found was the substitution error with the number of 17 substitutions and the percentage of 44,8%.

Keywords: Common Error, Grammar, Thesis.

I. INTRODUCTION

Making a thesis is the final phase of fulfilling education for university students. The term "thesis" is used in Indonesia to describe a written presentation of undergraduate research findings that addresses an issue or occurrence in a specific scientific discipline utilizing relevant guidelines (Mansnur, 2013). Rasyid and Ramadhan (2022) state that thesis is a scientific document that is required for acquiring a bachelor's degree at university. The purpose of the thesis is to develop the knowledge that students learn in courses. Furthermore, undertaking a thesis can enhance one's analytical, comparative, and explanatory skills, particularly in relation to the research being undertaken.

Thesis must follow the rules of scientific writing. The rules of scientific writing, such as using scientific rules, being objective, and using correct grammatical rules. From those three rules,

good grammar is still a scourge for some students. This includes as one of the problems for good writing in thesis. Whereas grammar is very important in writing. Grammar is the regulation or system that regulates the structure and meaning of sentences. Swan (2005) states grammar is a set of norms that specifies how words are joined, grouped, and altered to convey various meanings. According to David (2004), grammar allows people to identify ambiguity in a language. Brown (2007) emphasizes that without grammatical structure, language use may become chaotic and difficult to comprehend. Since grammar is necessary for all languages to exist and necessary for fluent language usage, grammar allows people to produce and comprehend an endless number of utterances.

The error in writing include as the grammatical error. Richard and Schmidt (2002) state that an error takes place when a word, speech act, or grammatical item is used in a way that suggests it is defective and represents an insufficient understanding. According to Burt and Kiparsky as stated in Putri and Dewanti (2014), a grammatical error is any blunder that does not follow the rules of grammar and can detract from the quality of writing. It indicates that a grammatical error is one that violates every rule of grammar in a language, so someone's written work inappropriate for a reader to read. Leacock et al. (2010) state that grammatical error is classified not only as grammar problem, but also as usage or technical faults, as well as spelling errors.

From that phenomena, research on grammatical errors in students need to be carried out. Error analysis is the activity that identifies errors committed in speaking and writing (Richards, 2015). Even though the document had been declared correct and worthy of being a graduation requirement, it did not miss from grammatical errors. This problem necessitates immediate scrutiny and examination, lest it be overlooked with potentially detrimental effects. When an error is handled improperly, it negatively affects students' ability to evaluate their level of proficiency in the language learning process. The grammatical errors that mostly found were common errors.

The researcher took the samples of the unpublished theses of English literature study program students of the 2019 class of Universitas Bina Darma with purposive sampling for this research. There were 15 theses of the samples that researcher used. The researcher took the samples of the unpublished theses of English literature study program students of the 2019 of Universitas Bina Darma because that class was the senior in the same major one semester upper as the researcher that had graduated in October 2023 to make it easier to find and dig up the data. These samples were also chosen based on the novelty that was still new and have never been studied by other researchers. In addition, their theses were being done at the same time and there was a certain time limit. So there were the possibilities of common errors being made in their research papers.

Some examples of common errors that researcher found while reading those theses are: (1) The researcher use data collection techniques to collect research data. This sentence had omission error and context of this sentence was in the past time. This sentence had omission error because this sentence did not use verb 2 in positive sentence in simple past tense. So it needed to add "-d" after verb "use" as regular verb to indicate simple past tense. The sentence was supposed to be: The researcher used data collection techniques to collect research data. (2) Another common examples is gasoline is reduced to a shorter form gas. This sentence had addition error and context of this sentence was in the present time. This sentence had addition error because this sentence only showed 1 of the other example in it. So it did not need to add "–s" after the noun "example." The sentence was supposed to be: Another common example is gasoline is reduced to a shorter form gas. (3) He lay on the bed in his room, and then his mother came to him. This sentence had substitution error and context of this sentence was in the past time. This sentence had substitution error because this sentence used wrong verb in simple past tense sentence. The verb "lay" which was verb 1 in this sentence must be changed with the verb 2 "laid". The sentence was supposed to be: He laid on the bed in his room, and then his mother came to him. (4) Here are some lyrics song on Melanie Martinez's album. This sentence had permutation error and context of this sentence was in the present time. This sentence had permutation error because this sentence had wrong order of open compound noun. It was not written as "lyrics songs" but rather as "song lyrics" for the correct one. The sentence was supposed to be: Here are some songs lyrics on Melanie Martinez's album. Those are a few of sentences that found ungrammatical.

From those examples, the researcher

intended to examine the common errors contained in those theses further more. This research used the unpublished theses of English literature study program students of the 2019 class of Universitas Bina Darma as the source for analyzing common errors because the researcher found the errors in those theses and interested to analyze it. The researcher used grammatical error theory from Keshavarz (2012). The researcher used this theory because this theory was classified into four categories of errors based on the basis of their process. So it could be easier to identify grammatical errors found by using this theory. Through this theory, the researcher classified the common errors found in those theses.

The researcher was interested in choosing this title because grammar is very important in research writing. Understanding grammatical principles allows us to write more clearly while yet having creative flexibility. This is crucial in research writing because it conveys information that facilitates the research reader's understanding. Furthermore, the researches would be published in the SINTA (Science and Technology Index) journal with levels 1-4 which required good writing in grammar. Thus, this was very important to analyze for increase the awareness of good grammar in writing. Based on the background above, the researcher would entitle this thesis "Common Errors Found in the Unpublished Theses of English Literature Study Program Students of Universitas Bina Darma".

II. METHODS

This study used qualitative method with descriptive approach and case study design. This was one of common method in research. Sugiyono (2012) states that qualitative research is based on the philosophy of post-positivism and used to examine the condition of natural objects in which the researcher is the key instrument. Creswell and Poth (2016) define case study is a qualitative technique used by researchers to look more closely at a program, event, activity, process, or one or more individuals. The subject data was taken and collected from the unpublished theses of the English literature study program students of 2019 class of Universitas Bina Darma. The researcher used this method because of analyzing words in the theses and the result of this research was in description form. This research also allowed the researcher to fully comprehend the significance, context, and viewpoints related to the topic under study. The researcher used a case study design because it

allowed for the collection of detailed and in-depth information using various data collection procedures over a certain period. Case study method is the most appropriate design for this research because this design study allowed for in-depth, tangible, and contextual understanding about the research.

The aim of the qualitative descriptive research is to create description, factual and accurate depiction, image or portrait regarding the fact, characteristic and relationship between the phenomena being studied (Nazir, 2014). Sukmadinata (2011) also states that the aim of qualitative descriptive research is to characterize existing events, both artificial and natural, with an emphasis on the traits, attributes, and interdependencies of various activities.

This research also had a media rater to check the grammar in this research. The media rater for this research was the human rater. According to Ferris (1993), some linguistics aspects require evaluation by a human. Kraut (2018) states the human rater is typically needed to identify and categorize the errors. The human rater is very important in the case of error analysis. The human rater of this research was Mrs. Ir. Artanti Puspita Sari M.Pd., Ph.D. who was an expert in the field of grammar and one of the lecturers in Universitas Bina Darma.

The object of the study was the unpublished theses of English literature study program students of the 2019 class of Universitas Bina Darma. The researcher would analyze the common errors of the unpublished theses of English literature study program students of the 2019 class of Universitas Bina Darma. All part of theses would be checked, sorted, and analyzed by the researcher. There were 15 samples of unpublished theses that would be analyzed by researcher. The researcher used purposive sampling technique to get those 15 samples. According to Hartono (2014), purposive sampling is a sampling approach that involves gathering samples from the population depending on certain criteria. The researcher used this sampling because the researcher chose certain group to be used as samples, namely English literature study program students of the 2019 class of Universitas Bina Darma. The reason why the researcher took samples from this group because their theses were being done at the same time and there was a certain time limit. So there were the possibilities of common errors being made in their research papers.

This study sampled English literature study

program students of the 2019 class of Bina Darma University who met the inclusion and exclusion criteria. The inclusion criteria consisted of: unpublished theses from English literature students of the 2019 class who graduated in October 2023 and had common errors in the sentences they used. Conversely, the inclusion criteria consisted of: unpublished theses from English literature students of the 2019 class who did not or had not graduated in October 2023 and had no common errors in the sentences they used.

III. RESULT AND DISCUSSION
Result

The analysis data in this research were taken from unpublished theses of English literature study program students of the 2019 class of Universitas Bina Darma. There were four kinds of common errors, they were: omission, addition, substitution, and permutation. The four kinds of common errors were based on Keshavarz's grammatical error theory (2012). The result of this research was also analyzed by the context of the sentence such as the use of the time context and the use of parts of speech in the sentence. From the 15 unpublished theses of English literature study program students of the 2019 class of Universitas Bina Darma, the researcher found 39 errors data. The data can be seen in the table below:

Table 1. The total of common errors found

No. Code	Omission	Addition	Substitution	Permutation	Total
Student 1	1	-	-	1	2
Student 2	2	-	1	-	3
Student 3	1	-	1	-	2
Student 4	-	-	1	-	1
Student 5	1	-	3	-	4
Student 6	1	1	2	-	4
Student 7	1	-	1	1	3
Student 8	-	-	3	-	3
Student 9	1	2	-	-	3
Student 10	-	-	1	-	1
Student 11	1	-	1	-	2
Student 12	1	2	1	1	5
Student 13	1	-	-	-	1
Student 14	1	-	2	-	3
Student 15	1	-	-	-	1
Total	**13**	**5**	**17**	**3**	**38**
Percentage	**34,2%**	**13,1%**	**44,8%**	**7,9%**	**100%**

Student 1

Unpublished thesis from student 1 was written by ASD with the title "*An Analysis of Slang Words in Ariana Grande's "The Position Album"*. This unpublished thesis had 2 common errors in it. There were 1 Omission and 1 permutation.

a. Omission

Picture 1. Example of omission error by student 1

The context of this sentence was in the past time when the researcher did the step of techniques of collecting data. This sentence had omission error. This sentence had omission error because this sentence did not use verb 2 in positive sentence in simple past tense. So it needed to add "-d" after verb "use" as regular verb to indicate simple past tense. The sentence was supposed to be:

*The researcher **used** data collection techniques to collect research data.*

b. Permutation

Picture 2. Example of permutation error by student 1

The context of this sentence was in the present time because this sentence was a researcher's statement that located in the literature review part. This sentence had permutation error. This sentence had permutation error because the sentence had reverse form of preposition "of". So it needed to put "15" as countable noun before the preposition to show the role "of" as indicator of amount/quantity. The sentence was supposed to be:

***15 of** various types of slang words consisting of 1) compounding; 2) prefixation; 3) suffixation; 4)*

final combining forms; 5) infixation: … conscience…

Student 2

Unpublished thesis from student 2 was written by AAR with the title "*The Impact of Educational Game on Children's English Vocabulary Acquisition.*" This unpublished thesis had 4 common errors in it. There were 2 omissions and 1 substitution.
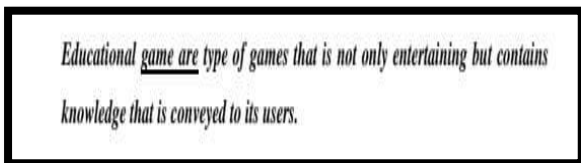
a. Omission

Picture 3. Example of omission error 1 by student 2

The context of this sentence was in the present time because this sentence was a researcher's statement that located in the background part. This sentence had omission error. This sentence had omission error because this sentence had "to be" "are" which indicated plural noun in simple present tense. So it needed to add "-s" after the noun "game". The sentence was supposed to be:

*Educational **games** are type of games that is not only entertaining but contains knowledge that is conveyed to its users.*
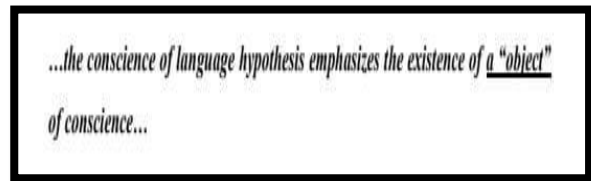

Picture 4. Example of omission error 2 by student 2

The context of this sentence was in the past time. This sentence had omission error. This sentence had omission error because the sentence showed some of following countable nouns (questions) below the sentence. So it needed to add "–s" after the noun "question" to indicate plural noun. The sentence was supposed to be:

*The problems of study formulated in the following **questions***:

b. Substitution

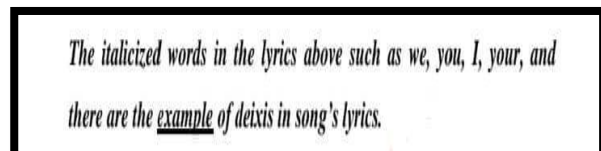Picture 5. Example of substitution error by student 2

The context of this sentence was in the present time. This sentence had substitution error. This sentence had substitution error because the sentence had the error of using indefinite determiner of article "a". Article "a" is used for the noun which started with consonant sound. So it needed to change "a" into "an" because the noun "object" was started with vowel sound. The sentence was supposed to be:

*…the conscience of language hypothesis emphasizes the existence of **an** "object" of conscience…*

Student 3

Unpublished thesis from student 3 was written by AR with the title "*A Deixis Analysis of Song Lyrics in Niki's "Nicole" Album*". This unpublished thesis had 2 common errors in it. There were 1 omission and 1 substitution.

a. Omission

Picture 6. Example of omission error by student 3

The context of this sentence was in the present time because this sentence was a researcher's statement that located in the background part. This sentence had omission error. This sentence had omission error because the sentence had "to be" "are" which showed many pronoun in it. So it needed to add "-s" after the noun "example". The sentence was supposed to be:

*The italicized words in the lyrics above such as we, you, I, your, and there are the **examples** of deixis in song's lyrics.*

b. Substitution

> *Nicole's album brings to life stories and songs written by her during high school. As well as the period before <u>he</u> signed a contract with the 88rising label in 2017.*

Picture 7. Example of substitution error by student 3

The context of this sentence was in the past time. This sentence had substitution error. This sentence had substitution error because the sentence used the wrong subject pronoun. The sentence mentioned the pronoun "he" instead of "she". Whereas in the previous sentence clearly mentioned that Nicole's album was written by someone that had object pronoun "her". The sentence was supposed to be:

*Nicole's album brings to life stories and songs written by her during high school. As well as the period before **she** signed a contract with the 88rising label in 2017.*

Student 4

Unpublished thesis from student 4 was written by ASR Syafiah Rahma with the title "*Narrative Reconstruction of Traumatic Memory in The Novel Redemption at Hacksaw Ridge*". This unpublished thesis only had 1 common error in it. There was 1 substitution.

a. Substitution

> *The anomaly formed because Doss <u>is</u> a man with deep religious faith and rejected hurting other individuals due to the commandment not to kill, yet he was willing to endure in the battle…*

Picture 8. Example of substitution error by student 4

The context of this sentence was in the past time. This sentence had substitution error. This sentence had substitution error because this sentence used wrong "to be" in the simple past tense sentence. This sentence told the novel character in the past time. So, the "to be" used should be "was" because it referred to "to be" from the singular pronoun "he" in the simple past tense. The sentence was supposed to be:

*The anomaly formed because Doss **was** a man with deep religious faith and rejected hurting other individuals due to the commandment not to*

kill, yet he was willing to endure in the battle…

Student 5

Unpublished thesis from student 5 was written by BALT with the title "*An Analysis of Main Characters and Characterization in the "Fatherhood Movie"*. This unpublished thesis had 4 common errors in it. There were 1 omission and 3 substitutions.

a. Omission

> *It represents the <u>character</u> who are of positive value to the story.*

Picture 9. Example of Omission Error by student 5

The context of this sentence was in the present time because this sentence was a researcher's statement that located in the literature review part. This sentence had omission error. This sentence had omission error because this sentence had "to be" "are" which indicated plural noun in simple present tense. So it needed to add "-s" after the noun "character". The sentence was supposed to be:

*…it represents the **characters** who are of positive value to the story.*

b. Substitution

> *…the author <u>describes</u> the main character, Ben Cash, towards <u>her</u> children as a devoted parent who <u>trains</u> his children in physical and intellectual pursuits, including survival skills, combat, and critical thinking.*

Picture 10. Example of Substitution Error 1 by student 5

The context of this sentence was in the past time because this sentence located in the chapter 4 which were the findings and discussion part. This sentence had substitution error. This sentence had substitution error because this sentence did not use verb 2 "described" and "trained" to indicate simple past tense. Also this sentence used wrong possessive adjective. Ben Cash in this sentence told as a man, but this sentence mentioned the possessive adjective "her" instead of "his". The continuation of this sentence also clearly told that the possessive adjective used for this character was "his" who

referred to a man. The sentence was supposed to be:

*...the author **described** the main character, Ben Cash, towards **his** children as a devoted parent who **trained** his children in physical and intellectual pursuits, including survival skills, combat, and critical thinking.*

He lay on the bed in his room, and then his mother came to him...

Picture 11. Example of substitution error 2 by student 5

The context of this sentence was in the past time because this sentence located in the chapter 4 which were the findings and discussion part. This sentence had substitution error. This sentence had substitution error because this sentence used wrong verb in simple past tense sentence. The verb "lay" which was verb 1 in this sentence must be changed with the verb 2 "laid". The sentence was supposed to be:

*He **laid** on the bed in his room, and then his mother came to him...*

Other scenes in the movie show that Matthew Logelin has an responsible characterization.

Picture 12. Example of substitution error 3 by student 5

The context of this sentence was in the past time because this sentence located in the chapter 4 which were the findings and discussion part. This sentence had substitution error. This sentence had substitution error because it did not change verb 1 "show" into verb 2 "showed" and did not change verb 1 "has" into verb 2 "had" to indicate simple past tense. Also this sentence had the error of using indefinite determiner of article "an". Article "an" is used for the noun which started with vowel sound. So it needed to change "an" into "a" because the adjective "responsible" was started with consonant sound. The sentence was supposed to be:

*Other scenes in the movie **showed** that Matthew Logelin **had a** responsible characterization.*

Student 6

Unpublished thesis from student 6 was written by DFA with the title *"The Analysis of Word Formation Process in Song Album "Traumazine" by Megan Thee Stallion"*. This unpublished thesis had 4 common errors in it. There were 1 omission, 1 addition, and 2 substitutions.

a. Omission

...the song album "Traumazine" contains 30 word formation process.

Picture 13. Example of omission error by student 6

The context of this sentence was in the present time. This sentence had omission error. This sentence had omission error because this sentence showed the number of the noun namely "30". So it needed to add "-es" after noun "process" to show plural countable noun and the end of the word "process" is "ss" that should be added "-es" as the suffix. The sentence was supposed to be:

*...the song album "Traumazine" contains 30 word formations **processes.***

b. Addition

Another common examples is gasoline is reduced to a shorter form gas.

Picture 14. Example of addition error by student 6

The context of this sentence was in the present time. This sentence had addition error. This sentence had addition error because this sentence only showed 1 of the other example in it. So it did not need to add "–s" after the noun "example." The sentence was supposed to be:

*Another common **example** is gasoline is reduced to a shorter form gas.*
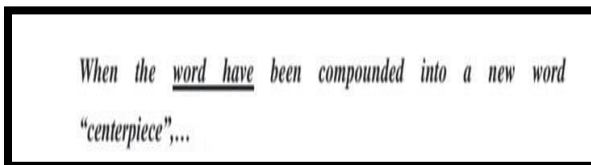
c. Substitution

When the words have been compounded into an new word "Goosebumps",...

Picture 15. Example of substitution error 1 by student 6

The context of this sentence was in the present perfect time as passive voice. This sentence had substitution error. This sentence had substitution error because the sentence had the error of using indefinite determiner of article "an". Article "an" is used for the noun which started with vowel sound. So it needed to change "an" into "a" because the adjective "new" was started with consonant sound. The sentence was supposed to be:

*When the words have been compounded into **a** new word "Goosebumps",…*

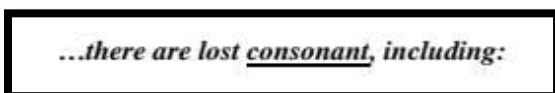Picture 16. Example of Substitution Error 2 by student 6

The context of this sentence was in the present perfect time as passive voice. This sentence had substitution error. This sentence had substitution error because this sentence used wrong auxiliary verb. "Word" was singular subject so this sentence needed to change "have" into "has". So the passive voice in this present perfect tense sentence can be right sentence with using wring auxiliary verb namely "has". The sentence was supposed to be:

*When the word **has** been compounded into a new word "centerpiece",…*

Student 7

Unpublished thesis from student 7 was written by DN with the title *"Speech Disorder Experienced by After Surgery of Cleft Lip Sufferer at Yayasan Ummi Romlah"*. This unpublished thesis had 3 common errors in it. There were 1 omission, 1 substitution, and 1 permutation.

a. Omission

Picture 17. Example of omission error by student 7

The context of this sentence was in the present time. This sentence had omission error. This sentence had omission error because this

sentence had "to be" "are" which indicated plural noun in simple present tense. So it needed to add "-s" after the noun "consonant". The sentence was supposed to be:

*…there are lost **consonants**, including:*

b. Substitution and Permutation

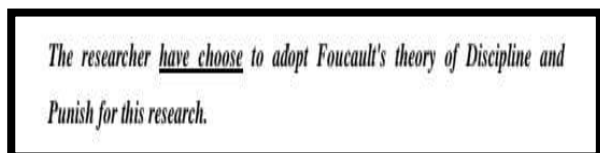Picture 18. Example of substitution and permutation error by student 7

The context of this sentence was in the present continuous time because this sentence told the current activity of the patient in background part. This sentence had substitution and permutation error. This sentence had substitution error because there was only one activity that mentioned in the sentence and the subject used was the singular pronoun so instead of using "are", it needed to change into "is". This sentence had permutation error because this sentence had reverse form of adverb of time in present continuous tense. This sentence was supposed to be:

*His activity **now is** studying at Universitas Syakirti Palembang…*

Student 8

Unpublished thesis from student 8 was written by ET with the title *"Body Discipline in The Movie "Turning Red": Foucaldian Discourse"*. This unpublished thesis had 3 common errors in it. There were 3 substitutions.

a. Substitution

Picture 19. Example of substitution error 1 by student 8

The context of this sentence was in the present perfect time. This sentence had substitution error. This sentence had substitution error because this sentence used wrong formula of present perfect tense. It needed to change the auxiliary verb "have" into "has" because of the

singular subject. And then, it needed to change the verb 1 "choose" into verb 3 "chosen" to indicate the present perfect tense. This sentence was supposed to be:

*The researcher **has chosen** to adopt Foucault's theory of Discipline and Punish for this research.*

*One time Mei was studying in her room while drawing a picture of someone she had a crush on, the young man was Devon who was a **salesgirl** at a local supermarket.*

Picture 20. Example of substitution error 2 by student 8

The context of this sentence was in the past continuous time. This sentence had substitution error. This sentence had substitution error because this sentence used the wrong gender of noun to describe the job of a boy. Devon was a boy whom Mei crushed on. And before that, there was the noun "young man" which referred to Devon being a boy. So the gender of his job was not a salesgirl but a salesboy. The sentence was supposed to be:

*One time Mei was studying in her room while drawing a picture of someone she had a crush on, the young man was Devon who was a **salesboy** at a local supermarket.*

*Ming thinks Devon has influenced **his son** and immediately goes to him and yells at him.*

Picture 21. Example of substitution error 3 by student 8

The context of this sentence was in the present time. This sentence had substitution error. This sentence had substitution error because this sentence used wrong possessive adjective. Ming was a Mei's mom and Mei was a girl. So it needed to change "his" into "her" and needed to change "son" into "daughter". The sentence was supposed to be:

*Ming thinks Devon has influenced **her daughter** and immediately goes to him and yells at him.*

Student 9

Unpublished thesis from student 9 was written by ED with the title *"Male Social Constructions in The Novel Interior Chinatown by Charles Yu"*. This unpublished thesis had 3 common errors in it. There were 1 omission and 2 additions.

a. Omission

*This research **use** descriptive qualitative research method.*

Picture 22. Example of Omission Error by student 9

The context of this sentence was in the past time when the researcher told the method of research in chapter 3 which were methods and procedure part. This sentence had omission error. This sentence had omission error because the sentence did not use verb 2 in positive sentence in simple past tense. So it needed to add "-d" after verb "use" as regular verb to indicate simple past tense. The sentence was supposed to be:

*This research **used** descriptive qualitative research method.*

b. Addition

*While the current research **useds** the novel Interior Chinatown by Charles Yu as the object.*

Picture 23. Example of Addition Error 1 by student 9

The context of this sentence was in the past time. This sentence had addition error. This sentence had addition error because the sentence did not use verb 2 in positive sentence in simple past tense properly. It did not need to add "-s" after verb 2 to indicate simple past tense. The sentence was supposed to be:

*While the current research **used** the novel Interior Chinatown by Charles Yu as the object.*

*Creswell & Guetterman (2018) also **explains** that qualitative research is a type of research...*

Picture 24. Example of addition error 2 by student 9

The context of this sentence was in the present time because this sentence was the researchers' statement that located in the literature review part. This sentence had addition error. This sentence had addition error because this sentence had plural subject, they are "Creswell" and "Guetterman". So it did not need to add "-s" after verb "explain" to indicate the simple present tense. This sentence was supposed to be:

*Creswell & Guetterman (2018) also **explain** that qualitative research is a type of research…*

Student 10

Unpublished thesis from student 10 was written by MPH with the title *"Code Mixing and Code Switching in Maudy Ayunda's Youtube Channel"*. This unpublished thesis only had 1 common error in it. There was 1 substitution.

a. **Substitution**

Picture 25. Example of substitution error by student 10

The context of this sentence was in the past time when the researcher did the step of techniques of analyzing data. This sentence had substitution error. This sentence had substitution error because this sentence was wrong when using verb in simple past tense. Simple past tense used verb 2 in it so it needed to change verb 1 "make" into verb 2 "made". The sentence was supposed to be:

*The last, the researcher **made** the conclusions from the analysis of this research.*

Student 11

Unpublished thesis from student 11 was written by TOP with the title *"An Analysis of Associative Meaning From "Alladin" (2019) Soundtracks Lyrics"*. This unpublished thesis had 2 common errors in it. There were 1 omission and 1 substitution.

a. **Omission**

Picture 26. Example of omission error by student 11

The context of this sentence was in the past time. This sentence had omission error. This sentence had omission error because this sentence showed the number of the noun namely "three". So it needed to add "–s" after noun "way". The sentence was supposed to be:
*This could be achieved in three possible **ways,...***

b. **Substitution**

Picture 27. Example of substitution error by student 11

The context of this sentence was in the present perfect time. This sentence had substitution error. This sentence had substitution error because this sentence used wrong formula of present perfect tense. It needed to change the auxiliary verb "have" into "has" because of the singular subject. The sentence was supposed to be:

*The researcher **has** read the lyrics and listens to the full song of each soundtracks a few times.*

Student 12

Unpublished thesis from student 12 was written by W with the title *"Figurative Language Analysis of Melanie Martinez's Lyrics Songs From Cry Baby Deluxe Edition"*. This unpublished thesis had 5 common errors in it. There were 1 omission, 2 additions, 1 substitution, and 1 permutation.

a. **Omission**

Picture 28. Example of omission error by student 12

The context of this sentence was in the present time because this sentence was a researcher's statement that located in the literature review part. This sentence had omission

error. This sentence had omission error because this sentence had singular subject who is "It". So it needed to add "–s" after the verb "give" to indicate simple present tense sentence. The sentence was supposed to be:

*It usually **gives** the person's sense of imagination of what being said.*

b. Addition

Picture 29. Example of addition error 1 by student 12

The context of this sentence was in the present time because this sentence was a researcher's statement that located in the literature review part. This sentence had addition error. This sentence had addition error because this sentence had plural subject "humans". So it did not need to add "-s" after verb "explain" to indicate the simple present tense sentence. This sentence was supposed to be:

*While communicate with each other, humans sometimes **use** figurative language…*

Picture 30. Example of addition error 2 by student 12

The context of this sentence was in the past time when the researcher told the method of research in chapter 3 which were methods and procedure part. This sentence had addition error. This sentence had addition error because this sentence only had 1 subject in the research which was Wahyu. So, it did not need to add "-s" after subject "The researcher". This sentence was supposed to be:

*The **researcher** chose all 16 songs on the album.*

c. Substitution

Picture 31 Example of substitution error by student 12

The context of this sentence was in the present time because this sentence was a researcher's statement that located in the literature review part. This sentence had substitution error. This sentence had substitution error because the sentence had the error of using indefinite determiner of article "a". Article "a" is used for the noun which started with consonant sound. So it needed to change "a" into "an" because the adverb "indirectly" was started with vowel sound. This sentence was supposed to be:

*Simile is **an** indirect or explicit comparison between two things…*

d. Permutation

Picture 32. Example of permutation error by student 12

The context of this sentence was in the present time. This sentence had permutation error. This sentence had permutation error because this sentence had wrong order of open compound noun. It was not written as "lyrics songs" but rather as "song lyrics" for the correct one. The sentence was supposed to be:

*Here are some **songs lyrics** on Melanie Martinez's album…*

Student 13

Unpublished thesis from student 13 was written by Wahyudi Saputra with the title *"Figurative Language in Selected Songs in The Album "34 Number Ones" by Alan Jackson".* This unpublished thesis only had 1 common error in it. There was 1 omission.

a. Omission

Example an irony in a particular situation:

Picture 33. Example of omission error by student 13

The context of this sentence was in the present time. This sentence had omission error. This sentence had omission error because it needed to add preposition "of" between "example" and "an" to show possession or belonging. The sentence was supposed to be:

*Example **of** an irony in a particular situation:*

Student 14

Unpublished thesis from student 14 was written by Wardah Zakiyah with the title *"The semiotic Meaning of Batak Culture in Missing Home Movie"*. This unpublished thesis had 3 common errors in it. There were 1 omission and 2 substitutions.

a. Omission

*This **chapter present** the findings of the study and interpretations from the Missing Home movie.*

Picture 34. Example of omission error by student 14

The context of this sentence was in the present time. This sentence had omission error. This sentence had omission error because this sentence had a singular subject who was "This chapter". So it needed to add "–s" after the verb "present" to indicate simple present tense. The sentence was supposed to be:

*This chapter **presents** the findings of the study and interpretations from the Missing Home movie.*

b. Substitution

*The researcher **are** asked to pay attention to the coherence of meaning...*

Picture 35. Example of substitution error 1 by student 14

The context of this sentence was in the past time as passive voice. This sentence had substitution error. This sentence had substitution

error because this sentence used wrong "to be" as helping verb to show simple past tense passive voice sentence. "The researcher" was singular subject so this sentence needed to change "are" into "was". So the passive voice in this simple past tense sentence can be right sentence with using right helping verb. The sentence was supposed to be:

*The researcher **was** asked to pay attention to the coherence of meaning...*

*...,there is a custom where the man must send the woman back to **his** family...*

Picture 36. Example of substitution error 2 by student 14

The context of this sentence was in the present time. This sentence had substitution error. This sentence had substitution error because this sentence used wrong possessive adjective. This sentence mentioned the possessive adjective of woman was "his" instead of "her". The sentence was supposed to be:

*...,there is a custom where the man must send the woman back to **her** family...*

Student 15

Unpublished thesis from student 15 was written by Zulvanul Muslimin with the title *"Hyperbolic Expression in The Album Nicole by Niki"*. This unpublished thesis only had 1 common error in it. There was 1 omission.

a. Omission

*The **researcher conclude** that hyperbole is a figure of speech that emphasizes a meaning...*

Picture 37. Example of omission error by student 15

The context of this sentence was in the present time because this sentence was the researchers' statement that located in the literature review part. This sentence has omission error. This sentence had omission error because this sentence that used had a singular subject who was "The researcher". So it needed to add "-s" after the verb "conclude" to indicate simple present tense. The sentence was supposed to be:

The researcher __concludes__ that hyperbole is a figure of speech that emphasizes a meaning…

Discussion

Based on the findings, this research revealed that the 15 unpublished theses of English literature study program students of the 2019 class of Universitas Bina Darma had 4 kinds of grammatical errors. They were: Omission, Addition, Substitution, and Permutation. Those kinds of grammatical errors were based from Keshavarz's (2012) grammatical error theory. Keshavarz's theory helped to identify grammatical error easily because the errors were classified by their basis. The researcher used dictionary guide based on Cambridge Dictionary to sorted and selected the common error based on the proper grammatical rules.

The common errors found in this research contained many errors that came from different patterns. The omission errors in this research resulted from error of missing "-s" for singular subject in simple present tense, error of missing "-s/-es" for plural countable noun, error of missing preposition, and error of missing "-d" in verb 2 as regular verb in simple past tense. The addition errors in this research resulted from error of adding "-s" for singular countable noun, error of adding "-s" for verb 2 as regular verb, and error of adding "-s" in verb 1 for plural subject. The substitution error in this research resulted from error of using indefinite determiner of article "a/an" for vowel and consonant sound, error of using subject pronoun, error of using "to be" in simple past tense, error of using "to be" in present continuous tense, error of using "to be" in passive voice, error of using possessive adjective, error of using auxiliary verb in present perfect tense, error of using gender of noun, and error of using verb in simple past tense. And then, the permutation error in this research resulted from error of placing preposition, error of placing open compound noun, and error of placing adverb of time.

The result of this research was also supported to analyze by the context of the sentence, such as the time context that required the use of simple past tense because the theses had occurred in the past. However, the time context can also vary such as the use of simple present tense for theories from other researchers that are still valid until today, or the other time contexts according to the sentence. The context was also not only seen from time but also various aspects of the use of parts of speech used in the sentence. For the example was the omission error that came from student 1. The researcher of the research made an error with wrong context of time. The researcher of the research should have used simple past tense as context rather that simple present tense. The reason was because the sentence occurred in the past time when she did the step of techniques of collecting data. Another example was showed from wrong of use the part of speech. For example was substitution error that came from student 3. The researcher of the research made an error with wrong subject pronoun. The researcher of the research should have used pronoun "she" instead of "he". The reason was because the sentence explained that subject in the sentence had object pronoun "her" and it was clearly mentioned by the previous sentence of it.

The common error had result 13 omissions with and the percentage of 34,2%, 5 additions with the percentage of 13,1%, 17 substitutions with the percentage of 44,8%, and 3 permutations with the percentage of 7,9%. So it could be concluded that substitution error was the largest number of error or the dominant error that found in this research. Meanwhile, permutation was the smallest number of error that found in this research.

As was observable from the result, substitution error was the largest number of error or the dominant error that found in this research. This research had 17 substitutions with the percentage of 44,8%. Substitution error is the most crucial thing in common error. There must be a reason why this error can occur. Norrish (1987) echoed the sources of error consist of three, such as first language interference, translation, and carelessness. Three of causes according to Norrish, the most likely cause of substitution error is first language interference which is an error caused by the effect of the first language or mother tongue which is not English. So it is natural if there is an error because the language being learned is disturbed by the native language that is owned. Limitations in remembering and maybe even forgetting in its use are also the factors of this error could happen.

For got the best and correct result, the researcher did the grammar check through grammar checker. In this research, the human grammar checker had been assigned. The human checker was obviously an expert of grammar. In this case, human checker was very important for this grammar research. As that Kraut (2018) states the human rater is typically needed to

identify and categorize the errors. So it was the crucial aspect of this research that determined the validity of the data. With accurate data, the research could have been a proper research.

Based on the finding, this researcher compared the findings with Sasmiasih (2014) with the title "Error Analysis on The Students Writing of Descriptive Text (A Case Study at Second Grade Students of SMP PGRI 2 Ciputat)". In that research, found out that 4 types of error in the descriptive text of second grade students of SMP PGRI 2 Ciputat. They were: omission, addition, misformation, and misordering. The research had 60 errors in it for the result. It consisted of 14 omissions, 10 additions, 32 misformations, and 4 misorderings. In this case, this research had the similarity with the researcher that produced most of substitution or misformation (the meaning is the same, just the spelling that different). However, it had different object and theory as that researcher used. And then the researcher also focused on analyzing all part of the object not only focused on analyzing one part like this research. The analysis technique was also different. This study used student analysis from the tests given. While the researcher read and analyzed the objects used by sorted and wrote the errors data that were already existed in senior's unpublished theses.

The researcher also compared the finding with Rozaq (2021) with the title "An Analysis of Grammatical Error in Descriptive Text Written by Eighth Graders of SMPN 1 Muntilan Academic Year 2019/2020". In that research, found out that 4 types of error in the descriptive text of eighth graders students of SMPN 1 Muntilan. They were: omission, addition, substitution, and permutation. The research had 143 errors in it for the result. It consisted of 44 omissions, 19 additions, 61 substitutions, and 19 permutations. This research used same theory as that researcher used, namely Keshavarz's grammatical theory (2012). With the same theory, somehow this research resulted the same result. This research also resulted most of substitution with the number of errors of 61 substitutions. However, the different still could be seen in the object that used. Researcher focused on analyzing all part of senior's unpublished theses. Meanwhile this research only focused on analyzing the descriptive part. The analysis technique used was also more or less similar to the research comparison above which was very different with researcher analysis techniques.

The common errors found also had impact to readers. Ma'mun (2016) states when an error is handled improperly, it negatively affects students' ability to evaluate their level of proficiency in the language learning process. But in the Keshavarz's theory, making mistakes is a normal aspect of learning a language and is essential for information acquisition (Keshavarz, 2012). So that errors are still crucial to learners since they may be used to receive feedback and practice as a learning tool.

The 39 common errors data found were not just grammatical errors with no signification. These data provide knowledge for researcher in exploring deeper learning in grammar. Analysis of the data produced the data that should be in its rules so that the data can be said to be correct data.

After going through all the process of research and analyzing data, the researcher wants to offer the suggestions that will benefit the next researchers. The researcher suggested the next researcher to develop this research and could be used as a reference in conducting another research of the grammar realm.

IV. CONCLUSION

After analyzing all the data from the chapter 4, the researcher concluded that the errors data were identified based on grammatical rules that could be seen by context of the sentence, such as use of time and part of speech used in the sentence. So that the writing became grammatically correct in writing. After that, the errors were identified into 4 kinds of common error from 15 unpublished theses of English literature study program students of the 2019 class of Universitas Bina Darma by using Keshavarz's grammatical error theory (2012). From those data, the researcher found 38 data of common errors. The result included 13 omissions (34,2%), 5 additions (13,1%), 17 substitutions (44,8%), and 3 permutations (7,9%). The result showed the substitution was a dominant common errors found in the unpublished theses of English literature study program students of the 2019 class of Universitas Bina Darma with the largest number of errors with 17 substitutions and the percentage of 44,8%. Substitution error is caused by first language interference which is an error caused by the effect of the first language or mother tongue which is not English. Limitations in remembering and maybe even forgetting in its use are also the factors of this error could happen.

Meanwhile the smallest number of errors was the permutation with 3 permutations and the percentage of 7,9%.

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