

Grammatical Errors in Movie Titles: Syntax and Semantic Analysis

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Abstract

The purposes of this research are to identify grammatical errors in movie titles and to find out linguistics elements that are put together to form constituents (such as phrases or clauses) and analyze the process of drawing meaning from the text. This study was carried out by qualitative descriptive method and content analysis approach. Since the content is in the form of a written document containing transcripts of several movies titles, it is categorised as documentation. The titles of the movies researched are several movies from various genres and various years of release. The theories used in this research are James (1998) about grammatical errors, Purnomoadjie and Mulyadi (2019) about syntactical analysis and Gada (2020) linguistics competence and error analysis. From the results of the analysis, it was found that types of grammatical errors are divided into five types; general grammatical errors, substance errors, lexical errors, syntactic errors and semantic errors. From 30 data analyzed previously, there are only three categories of grammatical error found. The first is general grammatical errors by the 57% of data, while semantic errors 31%, and substance error has 12%. There are no data for lexical and syntactic error in movie titles. The types of grammatical errors found in the movies is commonly general grammatical errors; thus, it can be concluded that the titles of the movies have commonly grammatical errors.

Keywords

grammatical error; syntax and semantics analysis; movie titles



I. Introduction

Language is one of the most important things in the life of every human being (Purba, N. et al. (2020)). The grammar of a natural language is the set of structural limitations on the production of sentences, phrases, and words by speakers or authors in linguistics. The phrase can also be used to describe the study of such restrictions, a subject matter that encompasses areas like phonology, morphology, and syntax, as well as phonetics, semantics, and pragmatics. The study of words, how they are employed in sentences, and how they vary in different situations is known as grammar. The Ancient Greeks referred to it as *grammatik tékhn*, or lettercraft. It could mean any of these things. The first is the study of a language, which entails learning how it operates and everything about it. This is language background research. The second is the study of sentence structure, which consists of rules and examples that demonstrate how the language should be utilized. This is proper grammar usage, as found in a textbook or manual/guide. The final one is the system that people learn as they grow older. This is the grammar of native speakers. When we communicate, we utilize the grammar of the native person, or as close to it as we can. When we write, we attempt to use proper grammar. As a result, speaking and writing a language have distinct styles. There are many grammar components in English that must be noted in order for it to be used correctly.

Grammatical error is a term used in prescriptive grammar to identify an instance of incorrect, unusual, or contentious usage, such as a misplaced modifier or an incorrect verb tense. Surprisingly, many people perceive usage mistakes as gaffes or possible sources of humiliation rather than barriers to efficient communication.

The phrase "grammatical error" sounds and in a sense is paradoxical because a form cannot be both grammatical and incorrect at the same time. According to J. T. Baker in "Correct English," not exactly musical discord, but the term "grammatical error" should be avoided due to the apparent contradiction of terms and should be replaced with "error in construction" "error in English," etc. Of course, it is improper to use the terms "good grammar" or "bad grammar." In Indonesian, we do not know many grammatical elements, but grammar errors are prevalent when learning English. It also becomes crucial if English learners are unable to differentiate every word or sentence heard in a movie or song. According to Aldoria Petra (2018), there are a lot of movie titles that people watch whose language structure in some movie titles that are not in accordance with proper grammar. If the error or mistake is not corrected, it will reappear in both spoken and written English. Language can be examined further by employing linguistics, a scientific study of language that allows people to analyze language. The purpose of this research are to identify and explain the many sorts of grammatical problems in movie titles using grammar principles.

This research has two research questions, as follow:

1. What kind of grammatical error occurred in movie titles?
2. What are the error category in those movie titles?

II. Review of Literature

Linguistic competence is the implicit grammatical knowledge that allows a person to use and comprehend a language. Linguistic competence, also referred to as grammatical competence, is not an evaluative term. It refers to innate linguistic understanding, which allows a person to correlate sound with meaning. According to Fernandez and Smith (2011), linguistic competence is language knowledge that is tacit or implicit. This implies that humans are not mindful of the principles and norms that govern the mixing of sounds, words, and sentences; but, they are aware when those rules and principles are broken. When someone determines that the sentence "Bryan mentioned that Lexa helped himself" is grammatically incorrect, it is because that person is aware of the grammatical standard that reflexive pronouns must relate to a noun phrase in the same clause. According to James (1998), there were general grammatical errors (articles, nouns, pronouns, verbs, possessive case, adjectives, adverbs, and prepositions), substance errors (capitalization, punctuation, and spelling), lexical errors (word selection and word formation), syntactic errors (sentence structure, coordination/ subordination, and ordering), and semantic errors were identified (miscommunication and ambiguous communication). Each error was counted and categorised. The errors were then explained and demonstrated in order to determine the characteristics of the errors adapted from Ellis (1997), such as omission (omitting grammatical items required for sentences), misformation (using incorrect forms of words or structures), misordering (organising the words and sentences in the incorrect order), and overgeneralization (using over grammatical forms in sentences). Language is a vital medium of communication in speech and writing that is used by people of a particular country or an area (Anand, 1993, p. 829).

Purnomoadjie and Mulyadi (2019) published "A Syntactical Analysis of Sentence Structure Used in Two Adele Songs." The descriptive qualitative method is used in this study. The two Adele songs chosen as samples in this research largely contain grammatical

sentences rather than ungrammatical sentences. The researcher also discovered poor English terms during the conversation, such as *ain't*, *you'd*, *I'll*, *you're*, *didn't*, *couldn't*, and *isn't*. This study differs from that of Wiyogo and Mulyadi. This study didn't just talk about abbreviations.

Gada (2020) conducted research on "Linguistic Competence and Error Analysis in Selected Hausa Subtitles Movies." This study seeks to characterize sentence structure using a faulty lexical selection table and to identify sentence structure in chosen Hausa subtitled movies. The nature of this research is qualitative. During the conversation, the researcher discovered numerous grammatical errors in Hausa subtitled movies. This study discussed not only grammatical error, but also linguistic competency, error analysis, and subtitling.

According to John I Saeed (2009) the study of meaning expressed through language is known as semantics. This book provides an overview of the theory and practice of semantics in modern linguistics. Although this is not an introduction to any particular theory, we begin with a fundamental assumption: that a person's linguistic abilities are founded on the knowledge that they possess. This is the knowledge that we are looking into. Modern linguistics has discovered that speakers of a language have many sorts of linguistic knowledge, such as how to pronounce words, how to construct sentences, and the meaning of specific words and sentences. Language description has several levels of analysis to represent this. So phonology is the study of what sounds a language contains and how these sounds combine to make words; syntax is the study of how words can be paired into sentences; and semantics is the study of word and sentence meanings.

According to Noam Chomsky (1965) this research will cover a wide range of subjects in syntactic theory and English syntax, some in depth, some only briefly, and none exhaustively. It will be concerned with the syntactic component of a generative grammar, that is, the rules that specify the well - formed strings of minimal syntactically functioning units (formatives) and assign structural information of various kinds to these strings as well as strings that deviate from well - formedness in certain ways. The fundamental framework for this inquiry has been offered in a number of places, and some knowledge with the theoretical and descriptive investigations indicated in the bibliography is assumed. Linguistic theory is primarily concerned with the ideal speaker-listener in a completely homogeneous speech-community who knows its language perfectly and is unaffected by grammatically irrelevant conditions such as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance. This appears to be the position of the founders of contemporary general linguistics, and no compelling argument for changing it has been provided. To investigate actual linguistic performance, we must analyze the interaction of several aspects, one of which is the underlying competence of the speaker-hearer.

Grammar rules are one of the most difficult components of learning English as a foreign language. English grammar is defined as a syntactic system that determines the order and patterns of word arrangement in sentences. Grammar mastery is a difficult process that necessitates a series of decisions about when and why to choose one form over another" (Celce-Murcia, 2002). Grammatical competency is required for speaking or writing in English as a second language (L2). According to Shanklin (1994), "grammatical competency is both an important pedagogical skill and an integral aspect of acquiring the target language." Grammar can be divided into two types. The first is descriptive grammar, which relates to the structure of English used by speakers and authors, and the second is prescriptive grammar, which deals with the syntax and word structures of a language and is

typically used to learn the target language. Grammar education alone does not make a person a better writer.

The next research is from Richard (1970) states that making erroneous conceptual assumptions is an example of semantic error. It indicates that the students do not completely comprehend how to differentiate between rules in the target language. The term "wrong concepts hypothesized" describes mistakes resulting from inadequate understanding of target language distinctions or incorrect assumptions about language rules.

III. Research Method

This study aims to identify what kind of grammatical errors occurred in movie titles and to explain the category of those errors in movie titles. This study applies qualitative descriptive method. In qualitative descriptive research, codes are formed from data collected during the course of the research. Qualitative descriptive studies, like other qualitative research methods, are distinguished by simultaneous data gathering and analysis. The substance of the case study under research is discovered through data collecting in qualitative descriptive studies. As a result, data collection necessitates a low to moderate number of structured, open-ended, individual or focus group interviews. Because the researcher collected the data from movie titles, the researcher employed the documentation approach to collect the data. Martin, Matthiesen, and Painter's hypothesis is utilised in the analysis (1997). From the corpus, incorrect sentences, phrases, and words were recognized, categorised, explained, evaluated, or interpreted, and their proper versions were provided.

IV. Results and Discussion

Data 1

General Grammatical Error

Honey, I Shrunk the Kids is an American science fiction comic book film released in 1989. Joe Johnston directed the first installment of the titular film series, which was produced by Walt Disney Pictures.

The correct word for "shrunk" is "shrank." Shrank is generally the simple past tense form of "shrink," as in "I shrank the kids." Shrunk is a past participle that is used with the verb "have," as in "I have shrunk the kids." There are fewer cases of shranked and shrunken in the language, but not enough to establish those terms as standard. The word "*shrunk*" included to the general grammatical error because the word is a verb.

Data 2

General Grammatical Error

30 Minutes or Less is a 2011 American action comedy film directed by Ruben Fleischer, starring Jesse Eisenberg, Danny McBride, Aziz Ansari and Nick Swardson.

The title can be replaced with the word "*fewer*" because according to usage norms, less is only used for solitary mass nouns, while fewer is only used for countable things. For samples, you may have fewer components, dollars, people, or foods but less sugar, money or love. Go for fewer if you can count it. If you can't, settle for something less. Less is the adverbial version of little. Fewer is the adverbial version of few. The word "*less*" included to the general grammatical error because the word is a noun.

Data 3

General grammatical Error

Marley & Me is a 2008 American comedy-drama film directed by David Frankel from a screenplay by Scott Frank and Don Roos, based on the 2005 memoir of the same name by John Grogan.

The word "I" is used when you want to say that someone is doing something. While "me" is a pronoun object that is used when a sentence is emphasized on someone doing something to someone else. Grammatically the personal pronoun "I" is used as the subject of the sentence, while "me" as the object of the sentence, either directly (direct object) or indirectly (indirect object). The word "me" included to the general grammatical error because the word is pronoun.

Data 4

Substance Error

You Got Served released in 2004, Chris Stokes wrote and directed the American dance drama film, as well as operating as the business manager for the film's main characters, recording artist Marques Houston and the boy band B2K.

The title should be replaced with "have been" so the title is "You Have been Served". While "have" relates to having something, the word "got" refers to acquiring an object or an article. In the present tense, the terms are frequently used interchangeably; however, in the past tense, this is not the case. The word "have been" is an auxiliary verb used in sentences that use the perfect tense. The word "have been" included to substance error because the word is

Data 5

Semantics Error

Straight Outta Compton is a 2015 American biographical musical crime drama film directed by F. Gary Gray, depicting the rise and fall of the gangsta rap group N.W.A and its members Eazy-E, Ice Cube, Dr. Dre, MC Ren, and DJ Yella.

Outta is a way of writing "out of" that shows how it sounds in informal conversation. So the grammatical is incorrect because the word "outta" is kind of slang in UK. The word "out of" is a preposition in grammatically. The word "outta" included to semantics error because the word is miscommunication from the word "out of".

V. Conclusion

According to the findings of this study, there were 5 types of grammatical errors: error in using the verb, pronoun, preposition, plural countable noun, and auxiliary verb. According to the results, the most errors occur while utilizing a verb, with a total of 5 faults. The main reason for their inaccuracy is that they do not comprehend the rules of using grammar correctly, for example, they do not understand how to arrange verbs based on the correct grammatical structure. In this scenario, many individuals are perplexed about putting verbs connected to the time of an event (the past, present, and future) according to the rules of tenses in English.

Based on the analysis of the data, it was found that types of grammatical errors are divided into five types; general grammatical errors, substance errors, lexical errors, syntactic errors and semantic errors. From 30 data analyzed previously, there are only three categories of grammatical error found. The first is general grammatical errors by the 57% of data, while semantic errors 31%, and substance error has 12%. There are no data for

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