English Literature Study Program Students' Mindset of Grammar Usage and Mistake

Lina Tri Astuty Sembiring[1,a)], Silvia Erlin Aditya [1,b)], Nurul Septi Adianti Awal [1c)], Engga Zakaria Sangian [1d)]

[1)]Program studi Pendidikan Sastra InggrisUniversitas Dehasen Bengkulu

[a)] *Corresponding Author:* sembiringlina07@unived.ac.id

a.   [b)] *Corresponding Author:* silviasembiring@unived.ac.id

Abstract

Writing is considered the most complex skill to master not only requiring good vocabulary but also grammar. This research is aimed to analyze students' grammatical errors in writing, especially in descriptive text. In addition, (Wati & Nursyaebah, 2017) there are six classifications of grammatical errors; they are verb agreement (Leech, 1985), use of capitalization (Oshima, 1988), sentence patterns (Ross, 1975) pronouns and spelling (Brooks, 1964). The data were analyzed based on the analysis of students' errors in writing. The research findings show that most students make mistakes in agreeing verbs 41% caused by the wrong use of the simple present, followed by pronouns 18%, usage 15%, sentence patterns 12%, spelling 9%, and capitalization errors 5%. From the findings, it is necessary or students learn more about English grammar and it is suggested for teachers to teach again about verb and pronoun agreement as the most failure that most students do in their writing.

Keyword: *Grammatical Errors, Writing, Descriptive Text*

Abstrak

Menulis dianggap sebagai keterampilan yang paling kompleks untuk dikuasai tidak hanya membutuhkan kosa kata yang baik tetapi juga tata bahasa. Penelitian ini bertujuan untuk menganalisis kesalahan tata bahasa siswa dalam menulis, khususnya dalam teks deskriptif. Selain itu, (Wati & Nursyaebah, 2017) ada enam klasifikasi kesalahan tata bahasa; mereka adalah persetujuan kata kerja (Leech, 1985), penggunaan kapitalisasi (Oshima, 1988), pola kalimat (Ross, 1975) kata ganti dan ejaan (Brooks, 1964). Data dianalisis berdasarkan analisis kesalahan siswa dalam menulis. Hasil penelitian menunjukkan bahwa sebagian besar siswa melakukan kesalahan dalam menyetujui kata kerja 41% disebabkan oleh penggunaan simple present yang salah, diikuti oleh kata ganti 18%, penggunaan 15%, pola kalimat 12%, ejaan 9%, dan kesalahan kapitalisasi 5%. Dari temuan tersebut, perlu bagi siswa untuk belajar lebih banyak tentang tata bahasa Inggris dan disarankan bagi guru untuk mengajar lagi tentang kesepakatan kata kerja dan kata ganti sebagai kegagalan terbanyak yang dilakukan sebagian besar siswa dalam tulisan mereka.

Kata Kunci: Kesalahan Tata Bahasa, Menulis, Teks Deskriptif

Introduction

Writing and sentence structure or grammar cannot be separated from each other because the determination of punctuation marks is an aspect that must be considered by students before they write something. Grammar mastery is very important to pay attention to because these skills can help students convey good sentences. As quoted by Swan (1998:19) in (Khairunisa, A., Nadrun, 2018), "language is a standard that says how words are changed to show various implications, and combined into sentences". This implies that language structure is an approach to framing the various implications of the words used to develop sentences that are recorded as hard copy. Writing requires hard reasoning to plan thoughts into words, words into endless sentences into multiple parts with finely structured language.

The knowledge about grammatical rules is vital in communicating what the students need to say and decipher accurately. In view of Strumpf and Douglash (2004, refered to in Haryudin, A., and Argawati, 2018) contend "we concentrate on language structure then we might talk and write in a more clear and more powerful way". It demonstrates that syntax assumes a critical part in correspondence since it show how language is utilized, Ismail (2010, refered to in Apsari, 2018). Consequently, the understudies can pass on their message obviously, unequivocally, and simple to be figured out by other when they dominance great language structure.

One of the texts that is close to student life is descriptive text because you write about what a person, place, or thing is like as stated by Blaylock (2006:1) quoted in (Exdriko, Tavriyanti, & Refnita, 2011). Descriptive text usually has two main parts: first identification of how the introduction of a person, place, animal or object to be explained. And secondly about the description of something such as animals, objects, places or people by describing features, shapes, colors, or anything related to what the author is describing. Descriptive text also has linguistic features or characteristics such as adjectives and compound adjectives which are dominantly used and use the simple present tense.

Students can investigate and describe about their friends in terms of their traits, activities, and highlights. In fact, most of them find writing confusing because they need to use proper linguistic and lexical guidelines. Therefore, the researcher decided to choose descriptive text as students' activity this research. There are six elements typical errors, such as: verb agreement it is about matching in number and person of subject, capitalization is the first letter of a word, usage is about articles, plural-singular form, and proposition, sentence patternis the basic sentence pattern of English is subject+verb+object/complement, pronoun is about a pronoun represents a person, place, thing, or idea without naming it and the last is spelling it is about relatively minor importance as far as reading is concerned. (Creeks, 196 4:168 ; Siphon and Svartvik, 1984:153; Oshima and Hogue, 1988:7; Ross and Doty, 1975:5).

This research wants to know what grammatical errors students make in writing descriptive text.

Research Method

Thisresearch used a qualitative descriptive method as a research methodology. In this research, the researcher analyzed the data descriptively and present the results in the form of explanations in words supported by data presented in tabular form. Suryana (2010) argues that descriptive research is focused on making systematic and accurate descriptions based on facts about certain objects.

In collecting data the researcher only used writing assignment descriptive text of the first semester students of the Early Childhood Education Study Program in 2022 consisted of 23 students, to analyze grammatical errors. The data are analyzed by using grammatical error or to the process of determining incidence, nature, cause and consequences of unsuccessful language

Research Findings

The data from the students collected, then analyzed the errors by using classify the error, and quantify the error. These step are proposed by Gass and Selinker (1994:66). Here, the researcher shows the result of students' grammatical errors in writing descriptive text as follows:

Table 1. Students' Grammatical Errors in Writing Descriptive Text

	Types of Grammatical Errors	

Students	Verb Agreement	Capitalization	Usage	Sentence Pattern	Pronoun	Spelling	Total
1	0	1	0	0	0	1	2
2	0	0	1	1	0	1	3
3	2	0	1	0	0	0	3
4	1	0	1	0	0	0	2
5	1	0	0	0	6	0	7
6	3	0	1	1	0	0	5
7	2	0	1	0	0	0	3
8	2	0	2	2	0	0	6
9	4	0	1	0	0	0	5
10	3	0	3	0	0	0	6
11	5	0	2	1	0	1	9
12	4	0	1	1	0	0	6
13	2	0	0	0	1	1	4
14	0	0	0	1	1	2	4
15	1	0	0	0	2	0	3
16	2	0	0	1	2	0	5
17	4	0	0	1	1	0	6
18	0	0	0	1	1	0	2
19	1	0	0	0	2	0	3
20	1	1	0	1	2	1	6
21	1	0	0	1	0	0	2
22	4	0	1	0	1	0	6
23	0	3	1	1	0	2	7
Total	43	5	16	13	19	9	105
Errors (%)	41%	5%	15%	12%	18%	9%	100%

The table above shows the percentage of students' grammatical errors in writing descriptive text consisted of six types of grammatical errors namely verb agreement with 41%; Capitalization (5%); Usage (15%); Sentence Pattern (12%); Pronoun (18%); and Spelling (9%). The result shows that the most types of students' grammatical error found in writing descriptive text was on verb agreement with 43 data occurred or 41%.

Discussion

1. Verb Agreement
   Based on the results here are the errors 41% in verb agreement that made by students. Examples :

   Incorrect Sentence:
   1. Maria have a black hair and long.
   2. She like hot cappuccino and sandwich

   Correct Sentence:
   1. Maria has black hair and long.
   2. She likes hot chocolate and pizza.

In these sentences, the students still confused about plural or singular subject related with the verb. It is should be he/she/it used has not have. She/he/it add verb + s/es/ies.

2. Capitalization
   Some students made errors in capitalizing some letters or 5 % occurences. Examples :

   Incorrect Sentence:
   1.My name is novita.
   2.My name is RINA

   Correct Sentence
   1.   My name is Novita
   2.   My name is Rina

   Students should be used capitalization to the first letters of name a person.

3. Usage
   usage areas are article and preposition. The researcher found 15% that students used inappropriate preposition and article in the sentences:

   Incorrect Sentence:
   1.Her mother is an house wife.
   2.She was born 8 August 1993.

   Correct Sentence:
   1.Her mother is a house wife.
   2.She was born 8 August 1993

   The students still confuse used article and how to write the date on sentence.

4. Sentence Pattern
   And the fourth error 12% that researcher found in students writing on sentence pattern, example:

   Incorrect Sentence:
   1.   Ani hobby travelling.
   2.   Hello, my name Silvia

Correct Sentence:
1. *Ani's hobby is travelling*
2. *Hello, my name is Silvia*

Students forget used to be after subject and did not put apostrophe('s) in the sentence

5. Pronoun
   The fifth error was pronoun, the researcher found 19% that many students did not use pronoun, examples :

Incorrect Sentence:
1. *She name is Fitri*
2. *She tall is 155 cm*

Correct Sentence:
1. *Her name is Fitri*
2. *Her tall is 155 cm*

Many students still confuse about pronouns

6. Spelling
   The last but not least error was spelling, Errors 9% made by students. Examples:

Incorrect Sentence:
1.*She likes coklate.*
2. *Sometame she is funny.*

Correct Sentence:
1.*She likes chocolate.*
2.*Sometime she is funny.*

It can be concluded that the students can not write the words correctly. Therefore, it can be found many mistakes spelling. It means that the teacher plays an important role in teaching to make students write correctly.

Conclusion

Based on the description of the data above, it can be concluded that from six classification of grammatical errors, those are verb agreement, capitalization, usage, sentence pattern, pronoun and spelling, the researcher found that the most grammatical errors made students was verb agreement, with total errors are 43 or 41 % because of that, we as teacher should pay more attention to students grammar especially in subject and verb so that the students could minimalize their errors in their writing.

Reference

Aninda Khairunisa 1 ; Nadrun 2 ; Rachmania 3. The Correlation Between Students' Grammar Mastery And Writing Skill Aninda, Vol 6, No, 1–11. 11

Apsari, Y. (2018). Snowball Throwing In Teaching Grammar. Lingual, 10(1), 52-59.

Argawati, N. O., & Suryani, L. (2017). Teaching Writing Using Think-Pair-Share Viewed From Students'level Of Risk-Taking. English Review, 6(1).

Exdriko, Y., Tavriyanti, L., & Refnita, L. (2011). The Teaching Of Writing A Descriptive Text Using Clustering Technique For Bung Hatta University Students, 1–10.

Haryudin, A., & Argawati, N. O. (2018). Lesson Study To Improve Student English Grammar Mastery Using Jigsaw Technique To The Third Semester Students Of Ikip Siliwangi. Indonesian Efl Journal, 4(1), 49-56.

Khairunisa, A., Nadrun, & Rachmania. (2018). The Correlation Between Students' Grammar Mastery And Writing Skill.

Mundriyah, M., & Parmawati, A. (2016). Using Think-Pair-Share (Tps) To Improve Students'writing Creativity (A Classroom Action Research In The Second Semester Students Of Stkip Siliwangi Bandung). P2m Stkip Siliwangi, 3(2), 84-91.

Nassaji, H. (2015). Qualitative And Descriptive Research: Data Type Versus Data Analysis. Language Teaching Research, 19(2), 129–132.

Wati, A., & Nursyaebah. (2017). No Title. An Analysis Of Grammatical Errors In

Student' Writing Recount Text, 102. Jawa
Timur: English Education Department.