

Grammatical Errors in English Study Made by UIB Students

Bobby Hartanto

Universitas International Batam
e-mail: bobbyhartanto01@gmail.com

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ABSTRACT

Having and mastering the correct grammar in written even spoken English is considered as one of the major aspects needed in basic communication or delivering each other's means. Therefore, this research is done in purpose of finding what are the most often grammatical mistakes that happened while communicating in English. But while working on this research, we, as a group, decided to set up a barometer, that the search and observation will only take focus on spoken English grammar, which is considered as nowadays underestimated factor in delivering proper English in daily life. Mostly by non-native speakers. We implement this research to 10 random students in UIB, give out a simple question, then through their answers we analyse the grammatical errors that we'll possibly find. And lastly draw conclusion from what we can get.

Keywords: Grammatical errors, Grammar Speaking Error, English Article, EFL learner

INTRODUCTION

Indonesia is a large country with various culture exist within it. In order to enlarge the country potentials in every part, especially to the outside countries, English is needed. Needless to say that English has already become the International language that is often used to connect people from all over the world. As for Indonesia, the use of English needs to be maximized so that Indonesia can be a part of the international community.

The importance of English has become the raising topic for decades and interesting to discuss. The governments agreed that the increase of English understanding will improve society's standard of living. In many ways, being fully able to understand English will help people to live their life easier. This idea gives people ideal reasoning to believe that English understanding is now become important, pushing people to start to learn and increase their English ability. This is why English study become a major thing for people to acknowledge.

English study is an academic discipline education of English language. That means in order to increase someone's ability in English, this study will be the major help for them. Within this study, people are expected to learn the basic fundamentals of English, such as grammar, literature, vocabulary, pronunciation, etc. Apparently, there are some errors that occurred in this study. Variety of errors happen such as misspelling, mispronounce, and one of the focuses in these errors is Grammatical Error.

Being the key of sentence building, Grammar often confuses people. This grammatical error happens despite of repetition of the lesson. Gino G. (2008), state that

teachers are convinced that even after the repetition of lesson, grammatical error still occurred. This problem has become the main focus of all. In addition, Refa A.S (2018) states that to be professional in speaking, having grammar knowledge is the most important aspect. Based on teacher's perception, difficulties in EFL for both teachers and students invariably face is grammar instruction. Hervina (2014) also states that teaching grammar need serious effort since it means students are learning about language structures. Students need to follow the rules of language they are speaking to comprehend the message as good as possible.

Grammar already reflects in our life and become trends nowadays. In UIB, students are required to be able to speak and understand English. This become the trends where students are having their learning book in English, speaking at class in English, and socialize in English. This trend makes people in UIB able to use English with proper grammar, some are even become major at it. Trend like this also drives people who can't speak English to start learning English more and more. Outside of UIB, grammar in English also become a life trend. Understanding English feels like a necessity by the society. As Indonesia is rich by its culture and natural environment that drive tourists, the society is pushed to learn and increase their ability to communicate with these tourists. English sure has its purpose in our life, and be able to understand English, will definitely become a plus point in our life.

The outcomes of the study are to identify the findings of the below research question:

1. What are the most often grammatical mistakes that happened while communicating in English?

LITERATURE REVIEW

Theoretical Background

In this part of the research, will be presented compiled and studied related topics from various resources done by previous researchers.

Speaking Skills

Suhendar (2015) stated that learning in the speaking aspect explains orally the topic of the topic certain results from reading (articles or books) is one of the materials learning speaking skills that have many obstacles in implementation. Students can improve their speaking skill in general by adjusting the content to the topic, use of pronunciation, intonation, diction, and fluency. But aside of all that, grammatical issue is the biggest issue occurred to students.

Grammatical Error

Wahyuni (2019) mentioned many problems can arise in communication skills. The problems are: the use of language due to mistakes, for example using the wrong EYD, inaccurate diction, wrong systematic or grammar, and ambiguity of meaning. Hervina

(2014) stated that there are many grammatical errors found when students are speaking. Teacher need to teach grammar with serious effort, because grammar is the structural level of language. A good speaking skill is hard to achieve and we need to know the issue before fixing it.

Previous Study

In 2014, Harvina researched a structural level of speaking skills on students. The research is focused to find out grammatical error found in ELT student, percentage of grammatical error and factors that influence the error. The research was conducted using qualitative research. It is chosen as the research design because it is a suitable approach to study about phenomena. Based on the research focus, writer analysed the grammatical errors of student in STKIP Abdi Pendidikan Payakumbuh.

The correspondences of the study were eight students from the STKIP Abdi Pendidikan Payakumbuh. They were taken randomly based on attendant list. Based on the interview conducted in the research, writer found some grammatical error such as multiple negation, omission of object pronoun, using wrong pronoun, omission of -s, using simple verb instead of -ing, misuse preposition, wrong attachment of -s, and many others. Based on the result, it is concluded that teacher need to put more effort on teaching grammatical structure. A good speaking skill is hard to acquire in order to get a good speaking skill, student also need to put more attention on grammatical errors.

The research suggested some improvement in grammatical speaking. It is important to have advance context in grammar. Students can also do some activities like speaking more in English and get used to it. Another way to improve grammatical structure is to identify common mistake. For the teacher side, the research suggested that teacher need to motivate student, give more attention to them, and always evaluate their work.

The research concluded that students have not mastered the use of verb group. They are still confused with the grammatical structure and lack of confidence in speaking. They also still often mix Indonesian language with English. They are confused in subject, noun, to be, and to differentiate whether to use definite or indefinite articles. They need to improve by conducting more speaking in English and be aware of the grammatical mistake that might occur.

RESEARCH METHOD

Research was conducted in Universitas International Batam buildings with 2 methods, which are interview and documentary methods. Interview method started with selecting 10 random students in UIB with basic level English. In order to get detailed research data, this method applied as the techniques used in this data collection. Because of this research sample are the students with English speaking ability, even if not fluent, we asked them all the same and very simple question about their daily activity in the morning. The main purpose of applying these kinds of methods is to determine the parts

of English grammatical error that majorly showed up, mistakenly made by students in UIB without the slightest imprecise. Documentary methods applied with spreading questionnaire to 10 students in Management major batch 2018. This method is believed to have more precise result to sum up all the result of this research.

Participant

Participants chosen on the study are 10 random students in UIB. They are student with basic level English. The sample chosen from participants are student with better English-speaking ability. The sample will be chosen based on questions to participants about their morning daily routine.

Research Instrument

Alhamid (2019) stated that instrument is tools needed or used for collecting data. In qualitative research, the main tool or instrument of data collection is human or the researcher himself by observing, asking, listening, asking and taking data study. Researchers must get valid data so that not just any sources interviewed. Therefore, the condition of the informant must also be clear according to the needs data so that the validity of the data can be recognized. In this study, the data collection is collected using qualitative method. It is conducted using interview with students. Qualitative data is chosen because it is suitable for analysing phenomena and figure out the uncountable result from the participant.

Data Analysis Procedure

Rijali (2018) stated data analysis procedure as analysis data as to systematically locate and organize records of the results from observations, interviews, and others for improvement the researcher's understanding of the case under study and presenting it as a find for others. Data analysis in qualitative method can be taken from both words and action of participants. In this study, data analysis will be made on 3 steps. First is to find data in a field process. Second is to organize systematic findings in the field. And last, present findings field based on the interview result of participants on their grammatical error.

RESULT AND DISCUSSION

Observation

Before conducting the interview, writer observed the students based on their English-speaking level. Observation is conducted to each participant. The purpose is to determine whether participant can at least answer in English. This part is important to save time on conducting the overall research.

Questionnaire

Question asked for the participant is simple. Writer ask about their daily morning activity. The result of the questionnaire are summarize in this section, the results of grammatical errors made by the students in the form of grammatical errors found in the

interview and questionnaire of the students were classified and calculated (to find the frequencies).

Student 1: I always wake up at 4 am every morning. First I do is to pray, we call it Subuh pray, and then am not back to sleep. At 5 am I start to take a bath and after that I go to the market, traditional market, to buy some stuff that I can eat in the morning to have a breakfast. And then, at 9 am, I start to packing my college stuff and then I go to campus. That's all.

Student 2: In the morning, I will pray, to take a bath. Then I have breakfast. After breakfast, I am watching movie, on YouTube. So, if I'm bored, I will cook anything.

Student 3: After I wake up from my bed, I will go to bathroom to take Wudhu, and go to Masjid to pray. And then after I pray, I will reading Qur'an. And after reading Qur'an, I take a basket for clean my car, and after that I will go to home again, and my mom will give me some money to go to market. After that I will prepare to go to UIB.

Student 4: This morning, I woke up at 7. So next I took a bath then I breakfast at 9. Then I went to UIB then I started the lesson 10.40 until 4 pm. Now I'm here.

Student 5: I wake up at 7 am, and then I take a bath. After that I have breakfast and then I lunch at 12 pm.

Student 6: First I wake up at 7 o'clock, then I take a bath. After that, I prepare to office. After office, I go to campus.

Student 7: Every morning I wake up and open my boutique, my mom, at a storage, it's like a storage. It's in Bengkong Harapan. And then, I every day I usually wake up at 6.54, always pray Subuh first, and then breakfast, and then go open my mom boutique.

Student 8: After I wake up, I sit for a while. And after that I read Bible, and then I pray. After that, I just wake up, and play phone until 12. And then I go bath.

Student 9: Firstly first, I open my eyes, and then I take my phone, then I look what time it is. If I still have time, I go back to sleep again. If it's late, I wake up and get ready to campus.

Student 10: First of all, I open my eyes, and I look at my phone to check up about clock, what it is. Then I just stretching. To be honest, I'm not a morning person, but when I do, I have to completely sober to know that I already wake up. And then I go to the bathroom to take a shower, then I dress up. After I wear my clothes, I have to prepare to have breakfast, because I 'm not ready to go to school if I'm not having breakfast. After that, I get ready to go to school.

Correction

- Student 1: I always wake up at 4 am every morning. First **thing** I do is to pray, we call it Subuh pray, and then **I will not go** back to sleep. At 5 am, I take a bath and after that I go to the market, traditional market, to buy some stuff that I can eat in the morning **for** breakfast. And then, at 9 am, I start to **pack** my college stuff and then I go to campus. That's all.
- Student 2: In the morning, I will pray, **and** take a bath. Then I have breakfast. After breakfast, I **watch** movie, on YouTube. **But**, if I'm bored, I will cook anything.
- Student 3: After I wake up from my bed, I will go to bathroom to take Wudhu, and go to Masjid to pray. And then after I pray, I will **read** Qur'an. And after reading Qur'an, I **will** take a basket **to** clean my car, and after that I will go home again, and my mom will give me some money to go to market. After that I will prepare to go to UIB.
- Student 4: This morning, I woke up at 7. Next I took a bath, then I **had** breakfast at 9. Then I went to UIB, then the lesson **started at** 10.40 until 4 pm. **And now**, I'm here.
- Student 5: I wake up at 7 am, and then I **took** a bath. After that, I have breakfast. I lunch **had** at 12 pm.
- Student 6: First, I wake up at 7 o'clock, then I take a bath. After that, I prepare to **go to** office. After **finish working**, I go to campus.
- Student 7: Every morning I wake up **at 6.54, and always pray Subuh first** (*we correct the grammar, but contextually, she should've done the prayer before 6.54, because "Subuh" or dawn is only before the sun rises. And usually the sun rises even before 6 am*), **and have breakfast, then I** open my boutique, my mom's, at a storage. It's like a storage. It's in Bengkong Harapan.
- Student 8: After I wake up, I sit for a while. And after that I read Bible, and then I pray. After that, I just **sit still or lie in bed**, and play phone until 12 **pm**. And then I go **to** bath.
- Student 9: Firstly first, I open my eyes, and then take my phone **to** look what time it is. If I still have time, I **will** go back to sleep again. If it's late, I wake up and get ready to campus.
- Student 10: First of all, I open my eyes, and I look at my phone to check **the** clock, what **time** it is. Then I just **stretch**. To be honest, I'm not a morning person, but when I do, I have to completely sober to know that I already wake up (*this sentence is grammarly correct, but does not deliver an actual meaning, or we can say confusing*). And then I go to the bathroom to take a shower, then I dress up. After I wear my clothes, I have to prepare breakfast, because **I will not be** ready to go to **campus** if **without** having breakfast. After that, I get ready to go to **campus**.

Directions: Circle the **one** letter (**SA, A, DK, SD, D**) that fits your answer.

SA (Strongly Agree):

You are absolutely sure about the accuracy/truth of the statement.

A (Agree):

You are fairly confident about the accuracy/truth of the statement.

DK (Don't Know):

You don't have an opinion about the statement.

D (Disagree):

You believe the statement is inaccurate/wrong.

SD (Strongly Disagree):

You know for sure that the statement is wrong/inaccurate.

1. A sentence is a complete thought.

SA (80%) A (20%) DK D SD

2. The definition "A noun is a person, place, thing or idea" is accurate

SA (100%) A DK D SD

3. The definition "A noun is a person, place, thing, idea" is useful even not 100% accurate

SA (70%) A (20%) DK (10%) D SD

4. The definition "An adjective is a describing word" is accurate

SA (40%) A (30%) DK (30%) D SD

5. A pronoun replaces a noun.

SA (10%) A DK (70%) D (20%) SD

6. A phrase is the same as a clause

SA (10%) A DK (40%) D (30%) SD (20%)

7. A verb can take the-ing ending.

SA (30%) A (40%) DK (20%) D (10%) SD

8. Coordinating conjunctions can be used to join clauses

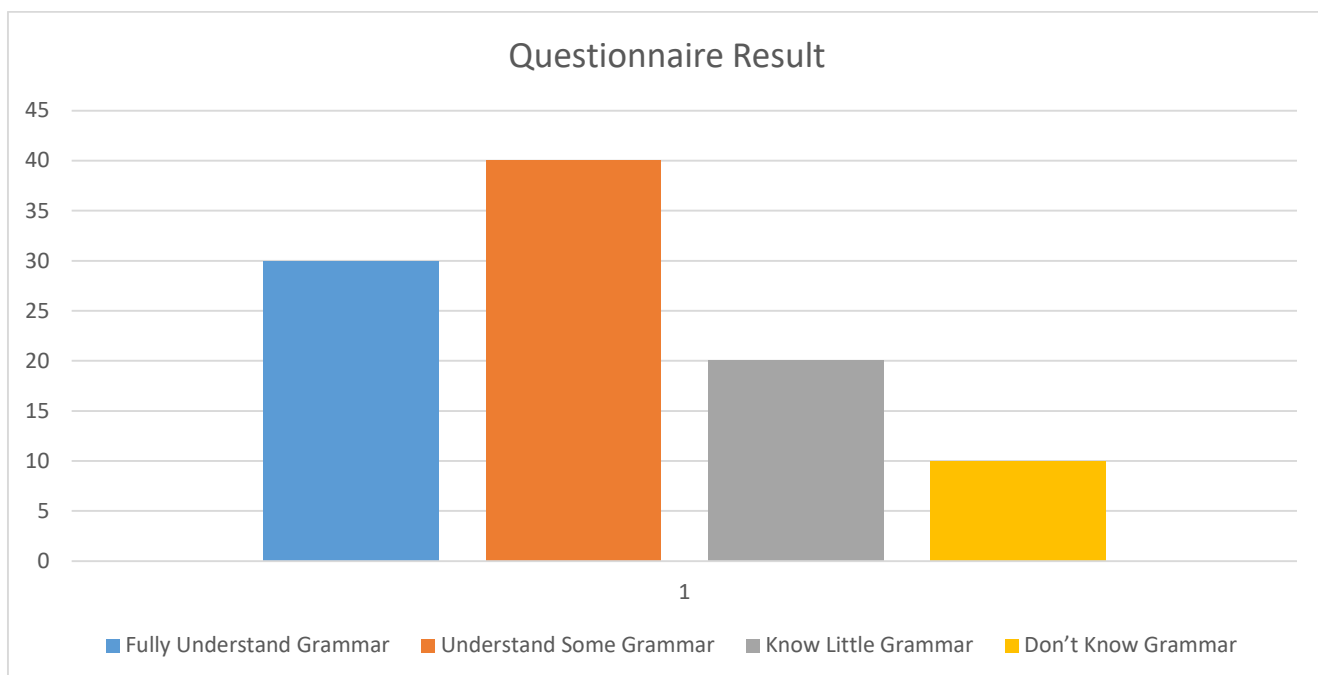
SA (40%) A (20%) DK (40%) D SD

9. Grammar helps us avoid errors

SA (30%) A (20%) DK D (20%) SD (30%)

10. Knowing grammar helps us choose the best way to express meaning in writing.

SA (40%) A (40%) DK (10%) D SD (10%)



It was found 30 grammatical errors in the interview with the students which are underlined (already corrected). Of course, this result is not clear enough to determine the major error of grammar that happened, so questionnaire result from 10 samplings is shown below as already identified and selected, the data in results of the analysis on grammatical errors in spoken English are precise.

There were two levels of grammatical error; morphological and syntactical error. Morphological error is the error which involves a failure to comply with the norm in supplying any part of word classes. While Syntactical error is the error in the syntax. Example of errors occurred are when the speaker failed to give 's' in verb with the subjects were the third person singular such as she, he, it, or name of person, using wrong tenses, verbs, etc.

CONCLUSION

The finding showed that there were 30 kinds of grammatical error which had been found in the interview. At the morphological level, there were 18 types of errors and in syntactical level, there were 12 types of error. While the questionnaire result shows that student know some Grammar but still find it difficult to put it into the correct sentence while speaking. It can be concluded that the grammar was still a problem in speaking especially the errors in numbers as the highest frequency. Errors need to be handled; otherwise, they will become a hitch. EFL teachers should be aware of what is going on in the field of Error Analysis and keep a keen eye on the related theories. This research also can be referencing points to review the curriculum for speaking skill lesson at university level especially English education study program.

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