

Grammatical Mistakes Analysis of the Students in the Class of Poetry Analysis at Faculty of Language and Literature in UNSIQ

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Abstract

This article presents the research result of teaching-learning in the lecture of Poetry Analysis towards the students of English Literature at Faculty of Language and Literature in Universitas Sains Al-Qur'an (UNSIQ). This article aims at analyzing grammatical mistakes in the Poetry Analysis class by taking the students' final paper as the samples of main data. This study uses qualitative methodology. The collected data steps are identifying, classifying and selecting the main data which contain of grammatical mistakes. The analyzing data techniques are exposing and explaining the selected data. The theories applied in this study are related to some sources about correct and incorrect structures and arrangement of sentences in English. The results of this study show that some of the students made mistakes in arranging sentences especially in English parts of speech such as pronoun, noun and verb.

Keywords: *grammatical mistakes, English parts of speech*

Introduction

Learners need to learn patterns and structures of foreign language as they learn it, beside the other components of language such as sound system and semantics. To make their expression understandable, they must strive to memorize the grammar of the target language they want to master. It is understandable that somehow the learners of foreign language make grammatical mistakes. It happens as they try to adapt the unfamiliar signaling unit of language as well as they usually utilize to express their idea and thought through their mother tongue. They need to make adjustment in transferring their own language into their target language.

Talking about grammatical mistakes, it talks about grammatical errors. Corder (1981) defined that an error is a automatic mistake which belong to consistent occurrence, in which learners thought that what they spoke and wrote were correct. The learners face the 'interlanguage' problem since they have their

own grammatical structures and they have to transfer their structures into another language.

Indonesian students as English learners face the fact that English is not their second language. English can be their third language before their own local language and Indonesian language as the second language in general. However, learning English is not something new for them as English is learnt in elementary, junior and senior high school. However, students who learn English in college still get complicated problems when they do their assignment to compose English writings. The entire learning processes of English from elementary school up to college somehow do not help students to banish their habit of speaking and writing which is affected by their habit of speaking and writing with their own grammatical patterns and parts of speech. The fact is also stated by Corder in Richard (1974: 19), that grammatical mistake is caused by the habits of using the learner's mother tongue. Rofik (2018: 27) stated that intra lingual errors in writing made by Indonesian students are caused by their carelessness to obey the structures of the target language. In another research article, Rofik (2019: 27-29) discussed the grammar errors analysis of Islamic higher students in case of errors in making sentences in simple present tense, present progressive tense, present perfect tense and present progressive tense. In addition, he classified the errors made by students based on the errors of surface structures including omission, addition, misformation and misordering.

From the explanation above, the researcher tried to reveal the grammatical mistakes made by the English Literature students found in Poetry Analysis papers with the intention the search for some aspects cause the mistakes to be the findings of research.

Literary Review

Definition of Grammar

Rages (1978) stated that grammar is important signaling unit of language to learn. Students can learn the forms of words, the functions of word in clauses, and other parts of speech in arrangement of sentences. In the process of recognizing patterns of grammar, learners will get acquisition in both speaking and writing skills. The

goal of learning grammar is to communicate and express learner's idea and thought with correct structures in order to be understandable during the communication process. Wilcox (2004) stated that grammar is a component of a language and it cannot be separated from it. Through learning grammar, the learners will construct the meaningful utterances in which their interlocutors will understand and enjoy the communication with the language they use.

Word Order

Word order means the sequence of the words that we use in a sentence. About this matter, Alexander (1998) notes that word order can influence the meaning of a sentence. To produce a good sentence, he proposed of basic word order of an English sentence as follows:

Pronoun

Sometimes, we use an unspecific or unnamed pronoun in a sentence. The pronoun is used for person, thing, and place in general. It is used in singular or plural pronoun. For singular pronoun, we can use the words each, somebody, something, or anything, etc. Thus, for plural pronoun we can use both, several, few, or many, etc. C. Error Analysis Error analysis focuses on finding and grouping the errors for the importance of the language teaching in the class. The meaning of error analysis is that students make some errors and the errors are able to be observed, analyzed, and classified to explain something about system operating within the students, particularly a study of students' errors (Brown, 2007). The objective of the finding and grouping error is to get feedback for the organization of the teaching of the language elements. By analyzing the students' errors, the teacher will be able to develop effective strategies in the class and determine the suitable methods or techniques to overcome the predicted difficulties and the student can also easily repair their own errors.

Verb

Eastwood (2002) classifies verb in five forms below:

- a. Base form: it is used in imperative sentences, present tense, and infinitive (play).
- b. '-s' form: it is used in present tense with third person singular subject (plays).
- c. Past form: It is used in past tense (played).

- d. '-ing' form: it is used in gerund and active participle sentences (playing).
- e. Past participle form: it is used in perfect sentences and passive voice (played).

Subject

In a proper sentence in English, the subjects and verbs must agree. The agreement in sentences is related to number of the subject. It means, if the Subject + Verb + Object + Adverb subject in a sentence is in singular, the verb must also be in singular form and vice versa (Watson, 2006).

Research Method

This research applies qualitative methodology. The data collected are the final paper of Poetry Analysis class taken from Fourth Semester of English Literature students in UNSIQ. According to Gass and Selinker (2008), some steps taken in conducting an error analysis are first, collecting data, the data can be written or oral. Second step is identifying errors. Third is classifying errors. Fourth step is quantifying errors. Fifth step is analyzing source. The last step is remediating.

The first step of collecting data is identifying; the researcher identified the students' papers contained of grammatical mistakes. The second step is classifying the grammatical errors based on correct English structures. The third step is selecting the classified data to be exposed in as the main data to be analyzed. The selected data are taken from 20 students' papers. The analyzing procedures consists of two steps, exposing the selected data to display the grammatical mistakes based on the classification of mistakes in arranging sentences; and explaining the mistakes of students in composing parts of speech found in their final paper. The results of analysis can be evaluated to recognize the students' progress in English writing as well as to know how they internalize a certain issue in respect to Poetry subject matter. The poem given to students as the object of analysis is a kind of song lyrics entitled *My Confession* written by Richard Page.

Discussion and Findings

Grammatical mistakes made by the students in analyzing a song lyric entitled *My Confession* written by Richard Page are as follows:

Pronoun

When students composed their final paper, some of them made errors in using of

pronoun. The errors can be seen as follows:

datum 1

God will accept *him/her* repents.

Datum 1 shows that the student got confused in determining the pronoun to refer to the word 'God'. Hence, the student uses both *him/her*. Actually, the pronoun of 'him' is error in the making of the sentence. The word 'him' must be replaced with the word 'his'. In this case, the student seems to be careless in entering the object pronoun. The student must eliminate the object pronoun and change it into possessive pronoun. The correct sentence must be 'God will accept his repents,' the word 'God' is associated with masculine gender.

datum 2

... the man look flattering a woman who loves *her*.

Datum 2 shows that the student's mistake in putting the word 'her' to be the pronoun of the word 'the man'. The pronoun which must be applied in the sentence is object pronoun of 'him' to refer to the word of 'the man' as an object of the sentence. Here, it seems that the student had not noticed that the word 'the man' has a masculine definition inside. It means that the student must omit the word 'her' which belongs to feminine pronoun and replaces it into the word 'him' to emphasize that the object that the student means is 'the man'. The incorrect sentence is not only in the case of object pronoun, but also can be found in its verbal. The complete sentence must be '... the man looks flattering a woman who loves him.'

datum 3

... this lyrics its about someone...

Datum 3 shows that the student made a wrong sentence by putting the word 'its'. The word 'its' must be replaced with the word 'is'. The word 'its' is not suitable to the sentence since 'its' belongs to possessive pronoun which refers to the word 'this lyric'. The correct sentence must be '...this lyric is about someone ...'. The word 'this' must be followed by singular noun the word 'lyric'. The sentence needs an auxiliary of 'is' instead of redundantly mentioning the subject pronoun of 'its'.

Noun

Students had made mistakes of arranging sentences in case of uttering noun in proper ways. The following data belong to noun errors found in students' Poetry Analysis paper:

datum 8

Sometimes there is *some accident* to change their life ...

The datum 8 shows that the student makes a mistake in using the word 'some + singular noun 'accident'.' The student also gave a wrong statement as he put the word 'there is' inside the sentence. If the student wants to tell the readers of his analysis by giving an explanation of plural noun, it means he must change the auxiliary into 'are' and plural countable noun after the word 'some'. The correct sentence must be 'Sometimes there are some accidents to change their life ...'.

datum 9

... without a *women* who love him.

The datum 9 shows that there is a wrong noun of plural inside the sentence. The word 'a' is an article which must be followed with singular noun 'woman' instead of the plural noun of 'women'. From the utterance, it can be seen that the student makes both errors in arranging noun and verb. It must be uttered in the correct sentence as '... without a woman who loves him.'

Verb

In case of verbal expression mistakes, the students made some of errors in giving correct statements which affect to the meaning of each clause. The verbal mistakes of the students can be seen as follows:

datum 13

My analysis *explain* below: ...

Datum 13 shows that the word 'explain' must be in the form of present tense. It means the subject of the word 'My analysis' as singular noun must be followed with a verb with 's' as verbal addition in present tense. The correct utterance must be changed into 'My analysis explains below: ...'.

datum 14

... but he/she cannot *felt* it, so *make* him/her heart is *lose*.

Datum 14 shows that the sentence gets wrong in its verbal utterance. The subject of the sentence is he/she + modal (cannot), the verb must be infinitive verb. The student utters wrong past verb instead of infinitive verb of the word 'felt'. The word 'felt' must be eliminated and replaced with the word 'feel'. The first clause must be '... but he/she cannot feel it.' The next clause also contains wrong arrangement of utterance in which it has no subject to be referred to. The student directly mentions the conjunction of 'so' without giving the subject of the clause. The correct clause can be '..., so it makes him/her heart is lost.' The mistakes inside the clause are complex as it can be proved that it has no subject and the verbal word must be in the pattern of present tense. It is vivid that if the clause has clear subject, the student would not get confused in determining the verb which must be posed. Next error is in its form of the word 'lose'. If the student wants to create the meaning of 'getting lost', it means he must change the form of the word 'lose' becomes 'lost'.

datum 15

... an accident perhaps *make* he/she conscious that God still *giving* safety, ...

Datum 15 shows that there is an error of verbal utterance. The word 'make' must be 'makes', if it is in the pattern of present tense. The subject of the clause is singular noun 'an accident', thus it is clear that the predicator must be the singular verb of infinitive verb with 's'. The next sequence error is in its pronoun. The word 'he/she' must be changed into him/her as the object pronoun. The fault found in the clause is definitely complex which it can be seen in the next relative clause 'that God still giving safety,...'. The verbal utterance must be changed into the word 'gives' to explain that 'God' is the subject of the relative clause. The complete correct sentence should be '... an accident perhaps makes him/her conscious that God still gives safety, ...'.

datum 19

Stanza 2: *tell* about a man who *is regret* having ignored a woman who loves him.

Datum 19 shows that the clauses are wrong in their verbal statements. The word 'tell' should be 'tells' as it can be seen that the subject of the clause is the word 'Stanza 2'. It means the subject is singular and the student must put infinitive verb with 's' if it is the form of present tense. The next clause also gets wrong verbal word as it uses

auxiliary along with infinitive verb. In verbal clause, the student should not involve auxiliary if the clause has a verb. The correct clause should be 'a man who regrets having ignored a woman loves him.' The word 'is regret' is not the appropriate pattern as the word 'regret' is a verb, in which in this clause it is unnecessary to put auxiliary of the word 'is'.

datum 22

Interpretation of the man who *surrender* each time *see* his face and *get* a trapped by his beauty from the girl *who not showing* grace.

The datum 22 shows its complex mistakes in its verbal statements. The student expresses her idea with an ambiguity in its meaning. The first clause should be 'The interpretation of the poem (object of analysis) is...'. In the clause the meaning seems not to be the complete one as it does not insert any expression of object which becomes the object of the student's interpretation. The next error found in the clause is about the subject and the verb. Looking at the first the clause, the subject is 'the man' and the predicator is 'surrender' at the same time, the clause utter the collaboration of the verb 'surrender', 'see' and 'get'. In the clause, it can be seen that the student gets confused in expressing the subjects of the predicators. Consequently, it makes errors in the utterance's given meaning. It seems it does not make any sense if the subject is not the word 'the man'. It must be at least two different subjects that explain the entire verbs in the clause. The prediction of the correct arrangement of clause is 'Interpretation of the poem is that the man who *surrenders* each time he *sees* his face and *gets* trapped by his beauty. The next utterance is 'from the girl *who not showing* grace'. The utterance also contains of error in its verbal expression. The subject of the clause is 'the girl'. It means that the clause should have a verb which is functioned as predicator. It can be seen that the utterance 'who not showing' belong to the predicator one. It should be replaced into 'who does not show' in present tense pattern due to the subject is singular noun 'the girl'. Although it uses relative conjunction 'who', the clause should refers to the subject of the clause. The correct clause then can be 'the girl who does not show grace.' The noun 'grace' can be added of possessive pronoun of the word 'her'; it is changed into 'her grace' to make any sense of meaning.

Conclusion

In English teaching learning process, it is normal for the learners to make mistakes as they try to compose and utter sentences. It is because English has different structures from other languages. In this case, students of English literature of UNSIQ have faced the same case in their learning process. The students somehow ignore English parts of speech as they are influenced by their own vernacular of Indonesian language structures. Most of students get difficulty in arranging sentences in case of that they are careless about English noun, pronoun and verb as English word class. They found that present tense pattern is the most difficult pattern to adapt.

The result of analysis shows that most of the students do not notice the form of infinitive verb with 's' after putting singular noun which is functioned as subject. They are careless in arranging proper pronoun and noun. Hence, their mistakes cause their utterances possess no sense of meaning. The students even do not recognize the pattern of present tense in which it uses infinitive verb and they have to pay close attention at the singular and plural noun before putting the verb which is functioned as predicator in a certain clause. In the class of Poetry Analysis, through making of poem interpretation in the form of paper, it can be a material to evaluate the students' English structures mastery. At least but not last, in the process of students' paper proof reading, the lecturer can discuss the students' result of analysis both their content of analysis and sentences structures.

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