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## An Analysis on Grammatical Errors Made by 2<sup>nd</sup> Semester Students of Accounting Major in Writing Narrative Paragraph at STIE-SAK

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### Abstrak

Penelitian ini untuk mengetahui kesalahan tata bahasa yang dilakukan oleh mahasiswa tahun kedua STIE-SAK pada jurusan akuntansi tahun ajaran 2023/2024. Penelitian ini merupakan penelitian deskriptif kualitatif. Populasi penelitian ini adalah seluruh mahasiswa semester genap jurusan akuntansi STIE-SAK. Mereka adalah dua kelas 2A1 dan 2A2. Jadi sampel penelitian ini dipilih berdasarkan kelompok, bukan individu karena kelas-kelas tersebut homogen dan diajar oleh dosen yang sama dengan materi yang sama. Jadi sampel dipilih secara acak. Pengumpulan data dilakukan dengan menggunakan tes menulis, yang diberikan kepada siswa untuk menulis paragraf naratif dengan tiga topik yang dipilih oleh peneliti. Setelah menganalisis seluruh data dari siswa, peneliti menemukan bahwa semua siswa membuat kesalahan dalam tata bahasa khususnya dalam simple past tense. Hal ini dibuktikan dengan hasil tes siswa. Peneliti mengambil keputusan bahwa kemampuan siswa dalam menulis teks paragraf naratif rendah. Dapat disimpulkan bahwa kemampuan siswa dalam menulis teks paragraf narasi kurang baik. Dari hasil tes, kesalahan yang dilakukan siswa diklasifikasikan menjadi tiga bagian, yaitu; kesalahan tata bahasa siswa dalam penggunaan kata ganti (simple past tense), kesalahan tata bahasa siswa dalam penggunaan kata ganti, dan kesalahan tata bahasa siswa dalam penggunaan kata depan. Dari data yang diperoleh, kesalahan tata bahasa siswa dominan pada bentuk nominal dan verbal simple past tense.

Kata Kunci: *Menulis, Kesalahan Tata Bahasa, Narasi*

## Abstract

This research was to find out grammatical errors made by the second year students of STIE-SAK in accounting major academic year 2023/2024. This research was a descriptive qualitative research. The population of this research was all of the students at second semester of STIE-SAK accounting major. They were two classes 2A1 and 2A2. So the sample of this research was chosen based on the groups not individuals since these classes were homogeny and they were taught by the same lecturer with the same materials. So the sample was chosen randomly. The data was collected by using writing test, it was given to the student to write a narrative paragraph with three topic that were chosen by the researcher. After analyzing all of the data from the students, the researcher found that all of the students made errors in grammatical especially in simple past tense. It was proved by the students' test. The researcher made a decision that the students' ability in writing narrative paragraph text was low. It could be concluded that the students' ability in writing narrative paragraph text was not good. From the result of the test, the errors made by the students were classified into three part, they were; students' grammatical in tense (simple past tense), students' grammatical in using pronoun, and students' grammatical errors in using preposition. From the data, the students' grammatical errors were dominant on nominal and verbal form of simple past tense.

Keywords: *Writing, Grammatical Errors, Narrative*

## INTRODUCTION

In learning grammar, students learn to construct good sentences in writing form. They are often given change to construct their ideas or opinions by using correct grammatical in writing sentences. So grammar is important to be learned in order to make the sentences (oral or written) can be used in the correct form because in learning English language, the grammatical is the most important thing to be mastered by the students to make them can used the language correctly.

In learning grammatical in writing, students learn how to construct a good sentence, and how to use the correct grammatical. They are often given change to construct their ideas or opinions by using correct grammatical in sentence form like nominal sentence and verbal sentence. They are asked to make a paragraph based on the text that they have learned in English class. It is hoped students can use a language effectively and use the grammatical in writing.

English grammar is more complicated than Indonesian grammar. Some mistakes are made when the students do not understand well about the English grammar. Many of the students commonly make grammar mistakes in their learning especially in writing. But, sometimes the teacher does not aware about students' mistakes. Then the students make their mistakes repeatedly because they do not have the correction and it is called as error.

So, it is needed to be solved to make the students know the errors that they make in writing a paragraph especially on writing narrative paragraph. The researcher would conduct the research to the second semester of accounting major of STIE-SAK entitled "An Analysis of Grammatical Errors made by the Second Semester Semester Students of Accounting Major at STIE-SAK Academic Year 2024".

Writing is one of the communication tools. One can express his idea, thought, and feeling through writing. Writing is not a simple activity, it needs creativity and recursively act. Nunan (2021) states that writing as a process and it more focuses on various classroom activities which are believed to promote the development of skilled language use. Then, writing is a clearly a complex process, and competent writing is frequently accepted as being the last language skill to be acquired. Few people write spontaneously, and few feel comfortable with a formal writing task intended for the eyes of someone else.

Then, Harmer (2021) explains that writing is one of the parts of language skills besides Listening, Speaking and Reading. Writing is more difficult rather than the other language skills because it needs well knowledge and hard thinking when they are produce words, sentences and paragraphs with a good grammatical. And written text has a number of conventions which separate it out from speaking. Apart from differences in Grammar and Vocabulary, there are issues of letter, word, and text formation, manifested by handwriting, spelling, and layout and punctuation.

According to Hazel (2007) there are some definitions of narrative: narrative is the primary means of comprehension and expression for our experience of events changing over time; narrative time is subjective, not objective; elastic, not metronomic; event selection and event sequencing are two crucial functional elements of narrative construction, and they are reciprocally related to the subjective experience of time described in the narrative; a narrative is re-presentation of reality from a particular perspective: reality reconfigured to express meaning; oral narratives always have structure. The prototypical six-part structure includes Abstract, Orientation, Complication, Evaluation, Resolution, and Coda.

Moreover, according to Gordean (2012), many non-native English learners often encounter difficulties in pronunciation, spelling, grammar, and punctuation. These challenges arise from various aspects of English as a Second Language (ESL) that can be confusing and complex. Some of the most common mistakes in ESL include problems with irregular plurals and errors in countable and uncountable nouns, misuse of prepositions due to the extensive number and usage complexities, incorrect use of tenses and verb forms where learners struggle to select the appropriate tense for a sentence, and errors in the order of adjectives when describing nouns. Understanding these aspects is crucial for ESL

learners to communicate effectively and accurately in English. Fitikides (2002) adds grammatical errors are often made by the English students. The grammatical errors are using wrong preposition, miss of the infinitive, use of the gerund, use of wrong tense, negative form/ positive form, pronoun, incorrect omissions, verb to be, questions, correct order of words, singular and plural, adverb, noun, etc.

## RESEARCH METHOD

This research method is a descriptive research. This research is to discover new fact, and get additional information. Descriptive research involves collecting data in order to answer questions concerning the current status of the subject of the study. In addition, the descriptive research involves collecting data in order to answer questions concerning the current status of the subject of the study.

Based on the definition above, this research is carried out to find out the real data of the students' grammatical errors in writing narrative paragraph, the meaning of research method in this study is the way to discover new fact, get additional information. The researcher collects the data, analyzes them and draws conclusion by making statistical form. In this study, the form of the research is descriptive qualitative research, the aim of this research is to analyze the students' grammatical errors in writing narrative paragraph.

The instrument is used to get the data from the fields, the researcher uses writing test. The test is aimed at knowing the grammatical errors made by students. The form of the test is writing test, the students will write a narrative text and they would be given 3 topics about narrative text, after that they will write about the choosing topic, the students are given time for 60 minutes to do it. To make this test valid, the validity of the test is chosen based on the syllabus and curriculum. And the reliability in this research is not used because the students will do the test by choosing one of the 3 topics to be written in a piece of papers. The data in this research will analyze by using descriptive qualitative analysis. It means that the researcher will give the description of what types of grammatical error that the students made.

## RESULT AND DISCUSSION

After analyzing the data, the researcher found the data about the students' grammatical errors made by the students in writing a narrative paragraph. In this research, the researcher analyzed the students' grammatical errors made by the second semester students of STIE-SAK academic year 2023/2024. The description of the findings can be seen in the following:

## Tenses (Simple Past Tense)

In nominal form, there were many mistakes made by the students. Most of the students made errors in using to be (was/were). They did not know that in narrative text, the structure used was simple past tense. In the following is some errors made by the students in nominal sentence:

No	DATA	CORRECTION
1	Malin Kundang is...	Malin Kundang was...
2	He is...	He was...
3	He already in city.	He was already in city.
4	Woman beautiful	Woman was beautiful.
5	Malin Kundang not is....	Malin Kundang was not...
6	They person poor	They were poor person.
7	She name is Snow White	Her name was Snow White.

It could be said that from the students' writing a narrative paragraph from the three topics given, it was found that most of the students made errors in the use of verb be (was/were) even in negative statements or positive statement. They made some errors in the use of verb be. It meant that they did not know the rule of verb be (was and were) in writing a nominal sentence. As we know that, the nominal sentence is used to express noun, adjective and adverb. But the students still did not understand about the rule of the simple past tense. Then, there were three of wrote their paragraph only in two sentences. And there were two students could use the nominal form well.

In writing verbal sentence, after read the data, the researcher described the data, it was found that the students also made errors in verbal form, regular verb or irregular verb. In verbal sentence, it was used verbal (verb II) or action not noun, adjective or adverb. The rule for verbal form of simple past tense uses verb II. However, the students did not use it correctly. The students' errors were described below:

No	DATA	CORRECTION
1	He intention for go	He intended to go
2	And forget with mother	And forgot with mother
3	Wife invite....	Wife Invited
4	They lifed..	They lived
5	Malin Kundang go to change..	Malin Kundang went to change
6	He is not is remember with mother	He did not remember with mther
7	Malin not is admitted	Malin did not admit

It showed that the students made some errors in using verbal form, they used verb be in verbal, verb ing in verbal form, and they added the letter in verb, and they did not know the form of irregular verb and regular verb, most of them did not know the form of verb II even in regular or irregular form. Based on the result, all of the students faced difficulties in making verbal sentence, from the data above, most of the student' ability in using verbal sentence was not good because all of the students made mistakes from their writing test.

### Pronoun

From the students' writing, the researcher analyzed the pronoun used by the students. It was found that the students made errors in using pronoun in their sentence. The errors could be seen in the following:

No	DATA	CORRECTION
1	<u>Hees</u> mother	His
2	With __ mother <u>he</u>	His
3	He live with <u>her</u> mother	His
4	<u>He is</u> name	his
5	I am curse <u>his</u> become stone	Him
6	But <u>him</u> not acknowledge	He
7	<u>Him</u> mother	His
8	<u>She name</u> is Snow White	Her
9	She lived with <u>his</u> stepmother	Her
10	He was familiar with <u>her</u> mother	Her

In using pronoun, the students also made errors in using pronoun. In pronoun there were pronouns for subject, object and possessive. In the data, the students made errors for all of the types in their sentence. A pronoun is a word that is used in the place as subject, objet and possessive. The researcher classified the errors in Pronoun as the errors in selection because the students were still confused to choose and to use the word to be the right pronoun. The examples of pronoun above showed that the students did not understand in using pronoun.

### Prepositions

Prepositions are usually quite short and significant looking, but they have very important functions to link a noun to another word such as at, of, in, for, by, etc. So the use

of preposition is most important in making a good sentence or to link the sentences in their writing.

From the data of the students' writing test, it was found some errors made by the students in using preposition in their writing. There were some errors prepositions that made by the students as follows:

No	DATA	CORRECTION
1	He already go to <u>in</u> city	without "in"
2	Mother intended <u>in for</u> travelling	for
3	We dead <u>in</u> there	without "in"
4	He is measure <u>for be</u> rich	Infinitive "to"
5	<u>On</u> the north of Sumatera	in
6	In mother	without "in"
7	Malin go to city <u>for</u> search	infinitive "to"
8	He married <u>in</u> beautiful girl	with
9	Suddenly lived <u>up</u> a mother and son	Without "up"
10	He beg permission <u>for</u> go	infinitive "to"

From the data, it showed that some students made errors in using preposition in, for, with, and up. And there were some of them made prepositions in infinitives. It could be said that the students' comprehension in preposition was not good too. They made prepositions in the wrong sentences. From the data, it could be said that the second students of STIE-SAK of accounting major faced problems in understanding tense (past tense), pronoun and preposition.

## CONCLUSION

As already discussed previously, the grammatical errors made by the second semester students of STIE-SAK was dominant in nominal or verbal form. Related with the finding of the research, it showed there were many errors made by the students in writing narrative paragraph. From the students' writing they could not write a sentence well, they did not complete their sentence, and they also made errors in their sentence. It could be concluded that the students' writing was not good because all of the students made errors in tense, pronoun, and preposition at second semester of STIE-Sak in major accounting. Most of the students did not know the rule of grammatical especially in simple past tense, the use of pronoun and preposition.

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