



Analysis Grammatical Errors Found in Students' Conversation Scripts

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Abstrak

Penelitian ini bertujuan untuk menganalisis kesalahan tata bahasa yang ditemukan dalam naskah percakapan siswa. Studi ini menekankan pentingnya tata bahasa dalam memfasilitasi percakapan yang akurat dan bermakna. Penelitian dilakukan dengan metode campuran kualitatif-kuantitatif untuk mengelaborasi persentase numerik dan mendeskripsi kesalahan pada grammar. Data diambil dari kertas ujian siswa dan dikumpulkan dengan menggunakan teknik random purposive sampling. Data dianalisis secara deskriptif. Ada 30 siswa yang berpartisipasi. Penelitian ini menemukan ada 87 kesalahan tata bahasa yang ditemukan dalam naskah percakapan siswa yang dipisahkan menjadi kesalahan urutan kata (24,14%), kesalahan penggunaan kata ganti (12,64%), kesalahan penggunaan kata benda (4,60%), kesalahan penggunaan artikel (8,05%), kesalahan verb tense (42,53%), penyalahgunaan kata depan (3,45%), penyalahgunaan pasif (3,45%), dan kesalahan penggunaan kata tanya (1,15%). Hasil analisis menunjukkan bahwa kesalahan tata bahasa paling banyak ditemukan pada kesalahan penggunaan kata kerja dan urutan kata.

Kata Kunci: *Kesalahan tata bahasa, skill percakapan.*

Abstract

This study aimed at analyzing grammatical errors found in students' conversation scripts. This study emphasizes the importance of grammar in facilitating accurate and meaningful exchanges in conversation. The research was conducted in mixed qualitative-quantitative methods to elaborate both numerical percentage and the description of the errors. The data were taken from the students' examination papers and collected using random purposive sampling technique. The data was analyzed descriptively. There were 30 students participating. The research found there were 87 grammatical errors found in the students' conversation scripts which were separated into word order errors (24,14%), pronoun misuse (12, 64%), noun misuse (4, 60%), article misuse (8, 05%), verb tense errors (42, 53%), preposition misuse (3,45%), passive misuse (3, 45%), and question word misuse (1,15%). The result of the analysis showed that most grammatical errors are found in verb tense errors and word orders.

Keyword: *Grammatical Errors, Conversational Skills.*

INTRODUCTION

English is one of the international languages which is needed for communication. In university, the ability of English communication is crucial for students. While most academic activities emphasize grammar and writing skills, English conversational skills also play an equally vital role in students' overall language skill development. As global language communication, English plays a central role in preparing students for the challenges and opportunities of an interconnected world.

Proficient English conversational skills lead to increased participation in social activities and a sense of belonging within the university community [1]. The ability of English conversational skills empower students to engage effectively in social interactions from diverse backgrounds. The ability to communicate confidently and fluently in English fosters meaningful connections, and promotes cultural exchanges. Besides that, in today's globalized job market, English proficiency is highly valued by employers. English conversational skills enable students to excel in job interviews, networking events, and professional settings. Grammar, on the other hand, is the form of language structure. When it comes to English conversational skills, grammar plays a vital role in facilitating effective communication. While fluency and vocabulary are essential, proper grammar ensures clarity, accuracy and coherence in conversation. Accurate grammar helps to convey precise meanings and avoid misunderstandings in communication. A study [2] stated that grammatically accurate English conversational skills enhance comprehension and promote successful interaction among language learners. Moreover, Grammar aids in the interpretation of syntactic relationships, word order and sentences structure, allowing

students to decipher the meaning of individual words and phrases within conversational context. [3].

Error in language is one of linguistic forms that would not be generated or made by native speakers or first speakers in the same context or production circumstance. [4], [5]. Awareness of grammatical errors in English conversational skills is crucial for students to improve their accuracy and fluency. However, many students in university still struggle with grammatical errors that can hinder their ability to convey messages accurately and clearly. Most common mistakes are seen in Subject-Verb agreement, verb tense errors, pronoun usage, word order, article and determiners.

Conversation is a new subject taught in the Information technology department in University of Putra Indonesia in 2023, students are required to create a conversation based on certain topics given after learning some vocabulary, phrases and modal sentences. It is expected that the students will be able to create the full conversation based on the guidelines using their own words. Practically, however, during the lesson practices, most students take the conversation scripts from the internet. In contrast, during the exam, the students are forbidden to use the internet, so they have to create the conversation by all the lessons that they have learned and practiced in class. The research is done to analyze the conversation scripts which are made during the examination. Then, this article is designed to find the most common grammatical errors found in the students' conversation scripts. Since the data taken are originally from the students writing composition, the articles may convey the actual problems the students face in creating English conversation.

Some researchers have already investigated the most common errors students make in essays, speaking and in conversation. Eng., et.al. [6] compared IELTS essays written by students of Chinese-Malaysian descent with essays written by Chinese international students at UCSI University, where all lectures were given in English, showed that the errors made were related to omission, word formation, use of word categories, word repetition, word choice, syntactic structure, coherence/cohesion, disclosure, and word order. Furthermore, [7] Ramendra, P.R., et.al. analyzed grammatical errors on students' essays. They found that most common errors are in fragments (incomplete sentences), runs on sentences (with no punctuation use) and verb forms and verb tenses. However, they suggested that grammatical errors need to be considered for parallelism and passivity since they are rarely used by the students in their essay. In terms of conversation, [8] Dewi, R.C., et.al. studied the errors found in students' speech while doing the conversation in English. The errors use the surface structure taxonomy to categorize the faults in the students' speeches which included mistransformation, misorder, addition and omission. According to the study's findings,

omission accounts for the most errors. Recently, [9] Febiola, J., et.al. conducted analysis of grammatical errors in conversation and found three types of grammatical problems, those are verb tenses, preposition and spelling problems. Overall, the previous studies haven't discussed and found the same grammatical errors either in essays, speaking or in conversation as the data found in this research. Therefore, this article conveys distinctive grammatical errors than the prior researchers.

RESEARCH METHODS

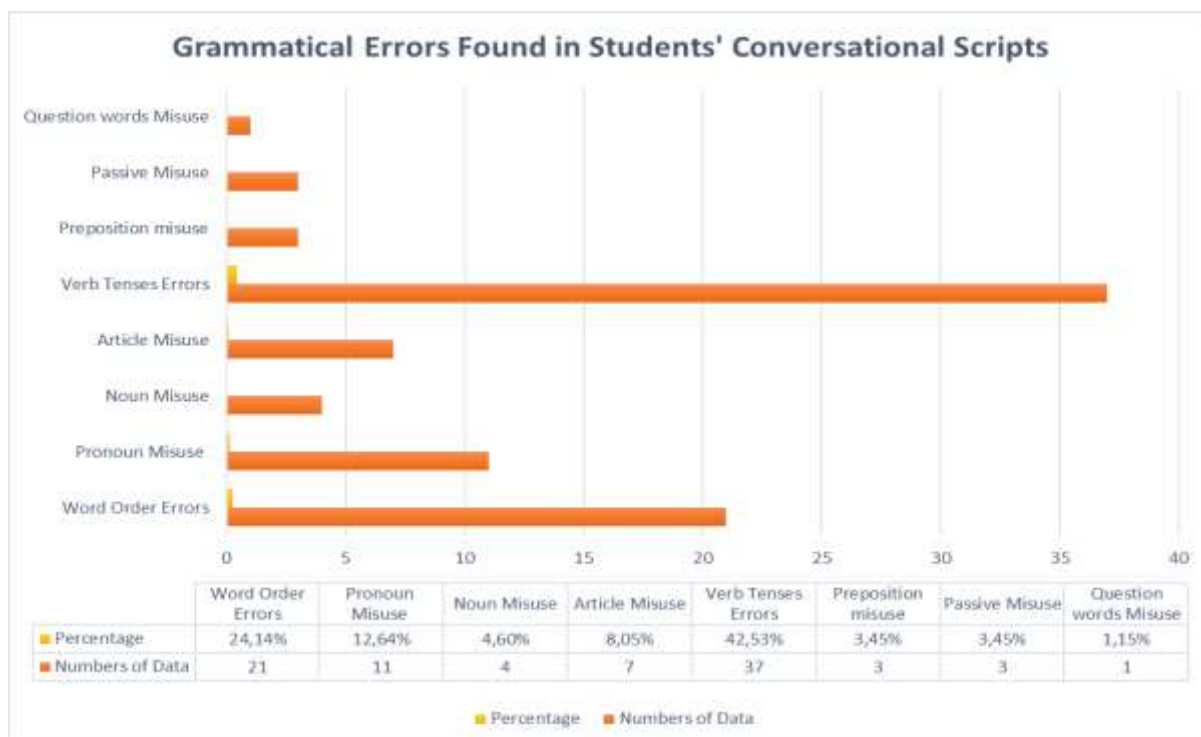
The research was analyzed using a mixed qualitative-quantitative descriptive method [10]. Qualitative descriptive method was used to elaborate the errors found in the students' conversation scripts, while the quantitative method was used to show the percentage and the number of errors data found in the scripts. Data were taken from mid semester examinations of students majoring in Information technology, Computer Science Faculty. There were a total of 30 students' conversation scripts taken based on a certain topic given (bullying, computer use, living in the city, living alone, and having a part-time job).

The method of collecting the data was document collection based on the mid examination paper and the instruments used are examination paper and excel table to count and summarize the number of errors data. There were 87 errors found which categorized into word order errors, pronoun misuse, noun misuse, article misuse, verb tense errors, preposition misuse, passive misuse and question words misuse. Each category was explored descriptively to analyze the most common errors. The analysis is carried out by contrasting the correct syntactic sentence model (rules) with the incorrect sentences. Language use is categorized as errors or misuse if there is a discrepancy between the accepted norms and the chosen sentence structure. The data then performed by charts with number of data and percentage, outlining the errors classification followed by descriptive analysis.

RESULTS AND DISCUSSION

Grammatical errors are commonly found in students' conversational scripts. After analyzing and classifying the errors, the grammatical errors founds are in the category of Word order error (24,14%) pronoun misuse (12, 64%), noun misuse (4, 60%), article misuse (8, 05%), verb tense errors (42, 53%), preposition misuse (3,45%), passive misuse (3, 45%), and question word misuse (1,15%). The results of the research are shown in table 1.

Table 1. Grammatical Errors found in Students' Conversational Scripts



1. Word Order Misuse

Word order errors often occur when students translate directly from their native language into English. In this case, the errors were found due to the use of Indonesian language composition in writing English conversation scripts. In addition, Indonesian composition may involve the incorrect usage of English grammar use, verb tenses, or prepositions due to the differences in sentence structure between the two languages. This could result in a lack of clarity or misinterpretation of the intended message.

1.a. Because it the place to make anyone become to forget and making is not good

1.b. Why with her ? (Kenapa dengannya?)

1.c. We must to see by file-file in the computer.

1.d. with what you will go traveling alone with car or motorcycle?

In 1.a. The student made errors in making a sentence in which he followed Indonesian structure in making English sentences. The correct sentence in English should be "Because it is the place that makes someone can forget and become not good person. This case is also same with the case in 1.b. The sentence "Why with her?" is not appropriate used in English structure because the student made the sentence in the form of Indonesian structure. The correct sentence in English structure should be "What happened with her?". In 1.c also has incorrect grammatical structure. The correct sentence should be "We must see the files in the computer". Then, the incorrect grammatical structure can also be seen in 1.d. The correct sentence should be "How do you go traveling alone? By car or motorcycle?".

Based on the explanation above, it can be stated that the errors come from the

students' first language (L1). Students often transfer grammar patterns, word order, or verb forms from their native language to target language. This can result in errors such as incorrect usage, word order inversion, or tense confusion. [11] A study by Alrubail and Benmamoun found that students with different L1 backgrounds demonstrate varying degrees of interference in their English conversations.

2. Pronoun Misuse

Pronoun misuse refers to the incorrect or improper use of pronouns. It occurs when pronouns are used to replace nouns or subjects in a manner that is not clear or accurate. This can lead to confusion in the sentence and disrupt the readers' understanding. Using pronouns correctly is important to maintain quality and accuracy in English writing. When using pronouns, we must pay attention to gender, noun count, and the role of the pronoun in the sentence to avoid errors known as pronoun misuse.

2.a. Have to check a computer?

2.b. sometimes social media its not good for we

2.c. That cool, what about content your create

2.d. part time can be some problem to our

In 2.a, there is misuse in using pronoun. There was no subject pronoun in 2.a. The correct sentence should be "Should we check the computer?". In 2.b, there is also an error in using object pronoun. The correct sentence should be "Sometimes social media is not good for us". The word "we" is not appropriate used as the object pronoun, because "we" is a subject. So "we" should be changed become "us" as the correct object pronoun. In 2.c, there is also an error in using subject pronoun. The correct sentence should be "That's cool! What about the content that you create?". The word "your" in 2.c is not appropriate used as subject pronoun since it is categorized as possessive adjective in which it should be followed by a noun. Then, we can also see an error in using object pronoun in 2.d. The correct sentence should be "Part time can be some problems for us. The word "our" in 2.d is not appropriate used as object pronoun because it categorized into possessive adjective that must be followed by a noun.

Based on the explanation above, it can be stated that the errors come from the misuse of pronoun done by the students. The improper use of pronoun can trigger readers' misunderstanding. Therefore, the correct use of pronoun can influence the quality and accuracy in English writing.

3.Noun Misuse

Noun misuse refers to the incorrect or inappropriate use of nouns in language or writing. Nouns are words that typically represent a person, place, thing, or idea, and they play a crucial role in conveying meaning and providing clarity in communication. When nouns are misused, it can lead to confusion, ambiguity, or a lack of coherence in the message being conveyed. To avoid noun misuse, it's important to have a good understanding of the rules of grammar and syntax. Proofreading and editing can help identify and correct any noun misuse errors. Additionally, consulting style guides or grammar resources can provide further guidance on the proper use of nouns in different contexts.

3.a.What a problems

3.b because many student if he not do a part time, he does not have money

In case of 3.a, there is misuse in using noun. The correct sentence should be "What are the problems?". In that sentence, the word "problems" is in the plural form, so it is not allowed to use article "a" because it is to determine singular noun. In other words, article "a" should be omitted. Then, in case 3.b, the words "many student" are not correct because the "student" should be in the plural form since it is accompanied by the word "many". So the correct form is "many students".

Based on the explanation above, the students tend to make errors in using noun because they obeyed the rules of English grammar. The correct use of noun is important to convey meaning and provide clarity in communication so that it does not trigger ambiguity in understanding the conveyed message.

4. Article Misuse

Article misuse refers to the incorrect or inappropriate use of articles in language or writing. Articles are small words that precede nouns and provide information about the specificity or generalization of the noun. In English, there are three articles: "a" (indefinite article), "an" (indefinite article), and "the" (definite article). Misusing articles can lead to confusion, ambiguity, or a lack of clarity in communication. To avoid article misuse, it is important to understand the rules and guidelines for article usage in the language that is writing or speaking. Become familiar with the distinctions between definite and indefinite articles, study the specific cases where articles are required or omitted, and practice using articles correctly in different contexts.

- 4.a. Its content * about cooking
- 4.b. Fine, you have a idea in future?
- 4.c. I was swim in * beach and create sand castle

In 4.a, there is misuse of article done by the student. The correct sentence is "It is a content about cooking. The student should add article "a" for the noun that is not mentioned yet before. In 4.b, the student also made error in using article a/an. The correct form should be "an idea", not "a idea". This is because article "an" should be followed by vocal sound of the first letter of the noun, whereas article "a" should be followed by consonant sound. In 4.c, the word "beach" should be accompanied by article "the" because it is to determine a place. So, the correct form is "the beach", not "beach".

5. Verbs Tense Errors

Verb tense errors occur when the verb used in a sentence does not accurately convey the intended time frame or relationship between events. Verb tense is crucial for expressing the timing and sequence of actions, and using the wrong tense can lead to confusion or a distortion of meaning. It is important to recognize that verb tense errors are common, particularly when learning a new language or dealing with complex timelines. To avoid verb tense errors, it is important to understand the different verb tenses and their appropriate usage. Pay attention to the time frame of the action being described and ensure consistency in the verb tenses throughout a sentence or paragraph.

- 5.a. if you using social media too much you can get sick eyes
- 5.b. We are should stop played handphone for few minutes
- 5.c. Have part time is good for a student if the student can management time
- 5.d. Social media many negative impacts because can cause the user stress

In 5.a, the student tended to make error in using subject-verb agreement. In making sentence in the form of Simple Present Tense, it is not allowed to use verb-ing after the subject. It should use verb 1, so the correct sentence is "if you use social media too much you can get sore eyes. In 5.b, there are some errors found in it. If we use modal "should", it is not allowed to use to be before or after the modal verb. Then, we should use gerund if it is accompanied by a verb before. So the correct sentence in 5.b is "We should stop playing handphone for few minutes". In 5.c, there are also some errors found in it. The student

should use gerund as the subject of the sentence, and after modal "can" should be followed by base verb. So, the correct sentence is "Having part time is good for a student if the student can manage time". Then, in 5.d, the student omit the verb in making a sentence. He should add verb after the subject. He also omit subject after conjunction "because". So the correct sentence should be "Social media has many negative impacts because it can cause the user stress".

From the explanation above, it can be seen that the students tend to make errors in using subject-verb agreement. Meanwhile, it is very important to make correct sentence structure in order the readers or listeners can understand the message being conveyed.

6. Preposition Misuse

Preposition misuse refers to the incorrect or inappropriate use of prepositions in language or writing. Prepositions are small words that typically indicate the relationship between nouns, pronouns, or phrases in a sentence. They are essential for expressing location, direction, time, manner, and other relationships. Misusing prepositions can lead to confusion, grammatical errors, or a lack of clarity in communication. By comparing the incorrect and corrected versions of the sentences, it can show how preposition misuse can affect the clarity and accuracy of communication. Paying attention to the appropriate preposition usage in each context helps ensure that the relationships between words are correctly conveyed.

6.a.thanks to surprising me.

6.b.how do you feel bali

In 6.a, there is misuse in using preposition done by the student. The appropriate preposition of "thanks" is "for". So the correct sentence should be "Thanks for surprising me". In 6.b, the student omitted the use of preposition as the determiner of adverb of place. So the correct sentence is "How do you feel in Bali?"

From the explanation above, the misuse in using prepositions can cause confusion and inappropriate message delivery. The student should pay attention to the use of correct prepositions in delivering the message.

7. Passive Misuse

Passive misuse refers to the incorrect or inappropriate use of the passive voice in language or writing. The passive voice is a grammatical construction that emphasizes the receiver of an action rather than the doer. It is formed using a form of the auxiliary verb "to

be" followed by the past participle of the main verb. The passive voice is commonly used in various contexts, such as scientific writing, formal reports, or when the doer of the action is unknown or unimportant. However, this misuse can lead to unclear or awkward sentences, hinder the flow of communication, or obscure important information. To avoid passive misuse, it is important to have a strong understanding of when and how to use the passive voice appropriately. Consider the purpose of the communication, the clarity of the sentence, and whether emphasizing the receiver of the action is necessary. By using the passive voice effectively and judiciously, it can enhance the writing's style and clarity while ensuring that the intended meaning is accurately conveyed.

7.a. A student will depressed and mental heart

7.b. Robot made by human

7.c. Many robot can't be replace jobs human

From the sentences above, the student violated the rule of passive voice. As we know that, the rule of passive voice is S + to be + V3, but in these cases the students tended to violate it. In 7.a, there is no "be" after modal "will". So the correct sentence is "A student will be depressed and have mental heart". In 7.b, there is no to be after the subject. So the correct sentence is "Robot is made by human". In 7.c, the student did not use V3 in passive form. So the correct sentence is "Many robots can't be replaced by human job."

Based on the explanation above, the misuse of passive form can cause unclear sentence. It is important to the students to pay attention and have strong understanding in using correct passive voice.

8. Question Words Misuse

Question word misuse refers to the incorrect or inappropriate use of question words in interrogative sentences. Question words, also known as interrogative words or wh-words, are used to ask for specific information about a person, thing, place, time, reason, or manner. Common question words include who, what, where, when, why, and how. Misusing question words can lead to confusion, ambiguity, or the incorrect interpretation of the intended question. By using question words accurately and appropriately, it can formulate clear and effective questions that elicit the desired information or clarification in a precise and understandable manner.

8.a What do you feel in the vacation in Medan?

In 8.a, the student made an error in making question words. The correct sentence should be "What do you feel on holiday in Medan?". In this case, the student should pay attention on how to make appropriate interrogative sentences so that the aim of the message being conveyed can be understood well.

CONCLUSION

From the explanation above, it can be concluded that the students tended to make errors in using grammatical rules in making English sentences. Most grammatical errors are found in verb tenses and word orders. The students are prone to violate the rules due to the students' first language interferences and English grammar comprehension. Most errors cause the messages being conveyed in the conversation cannot be received well because it causes ambiguity. Therefore, the students should understand and pay attention more to the use of correct grammatical rules in order to make good sentences in English.

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