

GRAMMATICAL ERRORS IN PRESENTING A FINAL PAPER BY THE STUDENTS

Mrs. RM. MEENA

*Assistant Professor, Department of English,
Mount Zion College of Engineering and Technology,
Pudukkottai.
meenasathu@gmail.com*

Abstract— The objectives of the study are 1) To find out the errors made by the students in using grammatical in presenting a paper by students. 2) To find out the ways to eliminate the errors made by students. From the data analysis, the result showed that into 7 categories of errors, they are errors in production of verb group, errors in agreement between subject and verb, errors in the use of article, errors in use of preposition, errors in pluralization, errors in use of pronoun, and errors in the use of conjunction. After knowing the research findings, here are some suggestions to the students and the English teacher. Teaching and learning are two basic processes underlying the activity of students and teachers nowadays. Learning process puts both parties toward each other, what it teaches, and what it takes, the teacher and the student. Today takes great importance to the training of students to teach themselves, their education, equipping them with the skills of independent work with the most advanced methods of learning conscious, sustainable, active and creative. Teacher and students collaborate on the organization of teaching / learning. To facilitate the teaching / learning, the teacher finds efficient ways to organize communication activities provides and suggests source materials for students. In contemporary teaching teacher does not only play the role of teachers, but also plays the role of supervisor. Besides that, the teacher should motivate the students to learn grammar well, so that they can master production of verb group, agreement between subject and verb, the use of pronoun, and the other elements of grammar well.

Keywords— grammatical, errors, paper reading, writing, listening, speaking

I. INTRODUCTION

Language is a tool to express humans' opinions, ideas, thoughts and feelings. Without a language, it becomes difficult for human beings to communicate with others. The people of the modern world need to communicate with a common language that is widely spoken in the world in order to achieve their goals. Moreover, language skills are necessary for the people of the modern world to communicate effectively with the other people. So English serves this purpose and people try to acquire it to attain their goals. That is the reason why people learn all the skills of the English language as they play a vital role in their everyday communication.

II. LANGUAGE SKILLS

Learning English, like learning language in general, involves the mastery of four language skills; listening, speaking, reading and writing.

Among these four skills, each and every skill is very important for the students and they should not ignore any of these skills. Listening and reading are receptive skills where the learners just receive and understand these skills and there is no need for the learners to produce language to do these. On contrast, speaking and writing are productive skills where learners have to produce language using these skills. Moreover, speaking and writing are more visible to the others and are also controlled guided activities.

III. REVIEW OF LITERATURE

Among the four skills of the English language, writing is the most difficult as well as important skill for the students to acquire because of the complexity involved in it. For most of the students, reading and listening seem to easier than speaking and writing as these two are the productive skills and they need more practice to get mastery over them.

Moreover, the teachers should also concentrate on various strategies that are useful in their teaching in order to motivate the students towards learning these writing skills. Furthermore, the teachers should also understand the levels and interests of the students while choosing the topics for writing tasks and also think of different novel techniques and approaches of writing so that the students participate actively and show better performance in the given tasks.

IV. THE DEFINITION OF WRITING

Among the four language skills of English, writing is considered the most complex skills for the students to acquire because of its complexity in grammatical structure, vocabulary, spelling and pronunciation. In this context, Widdowson (2001: 62) rightly says, "Writing is the use of visual medium to manifest the graphological and grammatical system of the language". Crystal (2006: 257) says, "Writing is a way of communicating which uses a system of visual marks made on some kind of surface. It is one kind of graphic expression". According to Bloomfield (Cited in Crystal, 1994: 178), "Writing is not language, but merely a way of recording language by means of visible marks".

V. CONCEPT OF GRAMMAR

The word "grammar" is very ambiguous since it has several meanings. Grammar is important part in learning English. When learners cannot understand well about grammar, learners will confuse to arrange the sentence in English. Many experts define the word "grammar" in several ways and there is no universally accepted definition of it

First, according to Hirai (2010), grammar is a way to organize the sentence and create a good language. Moreover, Gerot and Wignel (1994) defined grammar as the theory of language which shows the process of language happened.

According to Gerrot and Wignell (1994: 5-6), there are three grammar which have had a major influence in the western world in this century.

From description above, it can be concluded that grammar is related to the form of words and sentences. It also shows the process of language can create the structural meaning.

The categories of grammar are as follows:

A. *Traditional Grammar*

Traditional grammar focuses on using words in isolation. In other words, traditional grammar focuses on rule for producing correct sentences. In this category, someone learns the part of speech (Noun, Verb, Preposition, Adverb and Adjective) in isolation. This grammar concerns with the using part of speech whether it is correct or not, whether it is appropriate or not.

B. *Formal Grammar*

Formal grammar focuses on learning sentences in isolation. In reference with the statement above that formal grammar is concerned to describe the structure of individual sentence. This grammar views language as a set of rules which allows or disallow certain sentence structure. The point of this grammar is that the correctness of a sentence whether the sentences is well-structure or not. It is also concerns in how a sentence is structured.

C. *Functional Grammar*

Functional grammar concerns with the meaning of a language, in this case whether or not the sentences are related to their contexts. In other words, functional grammar learns language in context. It means that meaning of an expression or a sentence is also influenced by its context.

Considering to those three categories of grammar, traditional Grammar as the basic of the analysis in writing a final paper. Try to explain the grammatical errors in writing arrangement based on traditional

grammar. Based on Richards (1971: 182-188) that there are many categories of grammatical errors. The examples are as follows:

1) *Errors in the Production of Verb Group*: The verb-form errors were identified and categorized follow:

1. Omission
 2. Addition
 3. Misformation
 4. Ordering
- Swim is my hobby.
Swimming is my hobby.
- She cutted an apple.
She cut an apple.
- Nowadays we knew.
Nowadays we know.
- They asked me where was the girl.
They asked me where the girl was.

2) *Errors in Agreement between Subject and Verb*: The following three types of errors are found in this category:

1. Singular subject and plural verb:
 2. Plural subject and singular verbs:
 3. Wrong verbs used with first and second person subject:
- My village have a large playground.
My village has a large playground.
- They needs a large number of doctors.
They need a large number of doctors.
- You goes there every Sunday.
You go there every Sunday.

3) *Errors in the Use of Preposition*: The three categories of preposition mistakes which learners face are:

1. The use of an incorrect preposition
2. The omission of a required preposition
3. The inclusion of an unnecessary preposition

4) *Error in the Use of Article*: Errors of article may be categorized into following heads:

1. Incorrect use of articles
 2. Omission of articles
 3. Redundant use of articles
- He returned after a hour.
He returned after an hour.
- The doctor says it is hopeless case.
The doctor says it is a hopeless case.

The sailor jumped in an ocean.

The sailor jumped into ocean.

5) *Errors in Pluralization*: Errors in the pluralization may be described under three heads:

1. Omission of plural marker 'S'
2. Insertion of plural marker 'S'
3. Wrong formation of singular plural forms

Many boy were sitting in the class room.

Many boys were sitting in the class room.

The childrens enjoy a lot.

The children enjoy a lot.

I have many oxes in my field.

I have many oxen in my field.

6) *Errors in Pronoun* : Pronoun errors are further classified into three sub-categories:

1. Incorrect selection of pronouns
2. Omission of pronouns
3. Insertion of pronouns

They serve his country in a big way.

They serve their country in a big way

I will help the poor people because have no money.

I will help the poor people because they have no money.

I want be a model.

I want myself be a model.

7) *Errors in the Use Conjunction*: The errors in the use of conjunction can be found in sentences "Rena, Dina, _ Tony go to market to buy some books and She is beautiful and she is cruel."

Those errors above are just the examples of grammatical errors based on Richard (1971: 182-188). Those errors are used as the references in analyzing the writers' data to explain the grammatical errors in writing a final paper made by the English Department students.

VI. THE USE OF ERROR ANALYSIS

The use of error analysis is to show some problems of the students. Corder, as Richard quoted, the significance of students errors:

Learners' errors...are significant in three different ways. First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed. Second, they provided to the researcher evidence of how language is learned or acquired what strategies or procedure of the learner is employing in his discovery of the language. Thirdly, they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn.

VII. WAYS TO ELIMINATE THE STUDENTS' ERRORS

After knowing the students' errors, would like to give some ways to eliminate the students' errors. They are:

First, The teacher has to give more time to explain/teach about production of verb group, so that the students can learn more and can understand how to use the right verbs in arranging a sentence. Second, the teacher has to elaborate about subject verb agreement, so that the students can choose the appropriate verbs and know when they have to add “-s /-es” in a verb. Third, the students have to learn more about article, the kinds of article, and also the use of article so that they can use the articles correctly. Fourth, the students have to pay attention more about preposition and the use of it, so that they can use preposition correctly. Fifth, the teacher has to give more explanation about plural and singular nouns.

It is very important because in English we have to add “-s/-es” to change singular into plural nouns. Sixth, the teacher has to explain much more about pronoun. There are many pronouns that are used in English. Pronoun that is used as the subject is not same as the object, beside that pronoun is also used to express the ownership. It often makes the students confuse of the use of pronoun.

VIII. CONCLUSIONS

Here are some suggestions to solve the problems.

1. For the English teacher: The teacher should emphasize the students that their target language has different structure from their native language. Besides that, the teacher should motivate the students to learn grammar well, so that they can master production of verb group, agreement between subject and verb, the use of pronoun, and the other elements of grammar well. The last is it will be better for the teacher to give their students more practice in using it.
2. For the reader: The reader can increase their knowledge about grammar and writing a background of the study in a final paper.
3. For the writer: The writer can improve their experience in composing a background of the study and increase their knowledge.

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