

## COMMON GRAMMATICAL MISTAKE FOR ENGLISH'S STUDENTS OF TADRIS ENGLISH LANGUAGE

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### **Abstract:**

This paper is aimed to investigate the common grammatical mistake and describe the findings descriptively as possible. This research used descriptive qualitative as a research design. The instruments used were observation and interview. The interview is used unstructured interview to get free question and answer about the topic. Interview and observation did in two classes of third and five semesters by joining the activities in the classroom. Most of the students in the classroom are eight students in third semesters and eight students in five semesters. The total number of the students are 18 students. Ten students are female and six students are male. The data was gained from the lecture of writing. In analyzing the data, the researcher used snowballing technique. It means the first data became alternative finding until the researcher found the final findings. The final finding is drawn descriptively. The finding of this research is only three students good grammar from 18 students. It was concluded that the English students in third and five semesnter of Tadrис English language still get common mistake in grammar.

**Keywords:** *grammatical, mistakes, Indonesia learners,*

### **Introduction**

Many students when using language English are often influenced by their native language structure or mother tongue. On the other words, English as an international language becomes very interested language to be learned. English is complex language. It has grammar as structural system of language. Rodulof, Isu and Ni (2024) stated that, grammar as one element of a language, has certain systems, rules and patterns that language user and learners should regards. It means that, grammar provides a set of rules and patterns for effective language communication, especially in communication in English.

Grammar is not just focus on syntax but also it is focus on word form. The word form which is changed to express different meaning is also part of grammar knowledge (Harmer, 2004). Also, Grammar is about manipulation combination of words to express meanings which is not understood by vocabulary alone (Ur, 2009). It means when the word form is changed, the meaning is also changed. The simple definition is from Crystal (1987:88) "grammar is sentence-structure" and it is one of branches in language beside phonology and semantics.

In grammar, there are error and mistake as the problems. Both of them are similar but different meaning. Errors can be mistake but mistake is not error. Error is when

a learner does not know something about the structure or rule of language, such as incorrect verb tense, ( using the wrong form of a verb to show the timing of an action), subject verb agreement, punctuation ( using the wrong pronoun to mention a noun), or spelling of the word (the students can incorrectly writing a word all the time). Irawansyah (2017) stated that the error is something that is done through an awareness where the doer of the error him or herself knows where the error lies.

Error means the learners do not know what the truth is. Unlike the error, mistake is done whether the learners know what the truth is and it can be caused by slipping of the tang, careless, and high emotion (Novita, 2014:3). As the addition, Ellis (1997) stated that mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows.

Also Krisnawati (2013:186) mentioned that another factor that caused mistakes is the learners cannot perform what they know. It can be said that in grammar context, the learners who understand the grammar rules may do mistake because some factors and the learners who do not understand yet the grammatical rules may get error. The students makes mistakes from time to time but the students try to do better next time, that is mistake.

How can to know the students errors or mistakes? We can check the consistency of the learners' performance. If the learners consistently say "eated" for 'eat' this situation indicated errors. If the learners sometimes say 'eat' and sometime 'eated', and students mention the wrong word, phrase, or sentence structure this situation is mistakes. Other example is the who have not practiced enough or are not familiar with the sentence may struggle and make mistakes.

Based on the explanation about common mistake and error in grammatical. Fistly as the lecture of English we can teach about sentence sturcture to Indonesian learners. It can be made easier by comparing English structure with Bahasa. For example: In basic sentence structure, English follows the subject first, after that verb, then object " Subject+verb+object. While in Bahasa has similar structure but is often more flexible. As like in English "I eat rice" (subject+verb+object). In Indonesia "Saya makan nasi" (Subject+verb+object).

In English, adjective usually come before noun, but in Bahasa adjective come after noun. For example, in English "A beautiful car" (adjective+noun). "Beatiful" is adjective and "car" is noun. But in Bahasa "Mobil yang indah" (noun+adjective). "Mobil" is noun and "indah" is adjective.

In Indonesia, there are many common grammatical mistakes and error that was being discussed in papers. As the English teacher can identify the students through various methods such as in class grammar. Also, this paper is aimed to investigate the common grammatical mistake and describe the findings descriptively as possible.

## Method

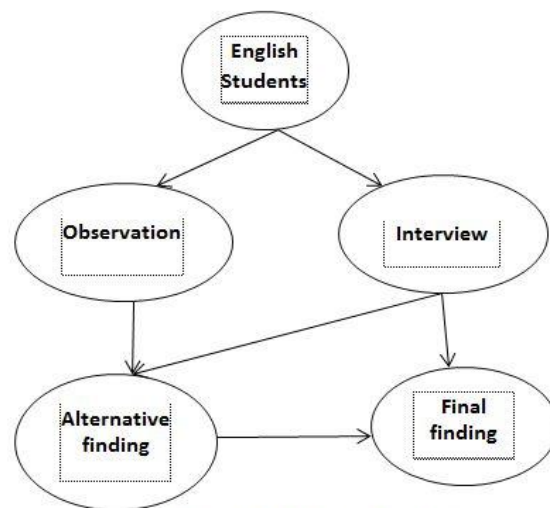
This research used descriptive qualitative as the research design. Descriptive qualitative is a approach used in qualitative research to describe and understand phenomena in depth. It means the descriptive qualitative can focused on gathering detailed information about a specific topic or situation, often using words or images to portray the findings. Angrosino (2007) stated that qualitative research is a proses of inquiry aimed at understanding human behaviour by building complex, holistic pictures of the social and culture settings in which such behavior occurs.

Descriptive qualitative research aims to provide rich and detailed descriptions that can help researcher gain insight into the complexitis of the subject being studied. It is particularly useful when exploring new areas or when a researcher want to capture the complexity of a phenomenon or situation.

The instruments used were observation and interview. Observation did in two classes of third and five semesters by joining the activities in the classroom. Most of the students in the classroom are eight students in third semesters and eight students in five semesters. The total number of the students are 18 students. Ten students are female and six students are male.

The interview is used unstructured interview to get free questions and answer about the topic. The data was gained from the lecture of writing and grammar the result of students' interview.

In the process of the data analysis, the researcher implemented the snowballing technique. Where by the initial data evolved gradually, serving as a foundation for subsequent information until culminating in the comprehensive descriptive findings. It means that the first data became alternative finding until the researcher found the final findings. The final finding is drawn descriptively. Mahin, Hamideh, and Fereshteh (2017) stated that snowball is a gradual process, and time influences the selection of samples. Then, the researcher formulated the figure of snowballing it can be seen below:



This figure by Azizah as the researcher

From the figure above show that first data from observation and interview became alternative data or finding until the researcher found the final findings.

### Findings

In this research, the researcher found the most common mistake the English students of Sekolah Tinggi Agama Islam Mempawah especially students of Tadris English language in third and five semester. The common mistakes are “lets joint with us”, the right sentence is “lets joint us”, we do not mention “with” after joint. We just say “lets joint us”, “more better” in Indonesia is “lebih lebih baik”, the right words is “much better or even better” example “ that’s much better than before” or “that’s even better than before”, “I wanna to eat” the right sentence or you can say “I wanna eat” and “ I’m agree” it is incorrect. the right sentence is “I agree”.

Used of “be”. For example “I am here since yesterday” it is incorrect, because “am” is the simple present tense and “since yesterday” implies a time starting in the past. It means the action began in the past. The right sentence is “I have been here since yesterday ( present perfect tense).

Used “go and went”. For example, “yesterday I go to school”. It is incorrect, because “go” is present tense but “yesterday” refers to the simple past. So, the correct sentence is “ yesterday I went school”.

Used preposition. For example, “I’m going in bus”. It is incorrect. The correct sentence is “ I’m going by bus”.

Difficult to use similar words. For example, “their and there”. Because both of word has similar pronunciation.

Used subject “me”. For example “me and my friend are students”. It is incorrect. The correct sentence is “my friends and I are students”.

Other word is “it” and “mean” in explaining idea. Grammatically, it is included in simple present rule. The pattern of simple present is drawn as:

(+) Subject + V1 (s/es) + Object + Adverb + (.)

(-) Subject + do/does + not + V1 + Object + Adverb + (.)

What verb used is based on the subject. When the subject is I, You, They, We, or plural, the verb used is V1 or Bare Infinitive. When the subject is He, She, it, or singular, the verb used is Vs/es or Additional Infinitive. Object and adverb are conditional. Object used when the verb is Transitive Verb. For examples:

(+) I go to the library every day.

(+) She goes to the library every day.

(-) I do not go to the library every day.

(-) She does not go to library every day.

Back to the case “it” and “mean”, the right grammatical is “it means” not “its mean”. It is usually happened in spoken language while the learners presented the power point as class discussion. When the lecture gave the correction, the same mistake would happen in the other time. It means that the learners understand the pattern but the mistake is out of their control.

The alternative answer from the question why the mistake is happened is the common use of “it” with “is” which become abbreviation as “it’s” and it is pronounced as /its/. For examples: “It is your book” is common pronounced as “it’s your book /its your bu:k/”. Grammatically it is included simple present. In Indonesia context, it is called simple present non-verbal or nominal. It means, the sentence has no verb. Exactly, the sentence has a verb and in the example, the verb is the word “is”. In Indonesia context, it is believed as auxiliary and called “to be”. Is in the example, is not auxiliary but main verb as linking verb. Is has function as auxiliary when it help the main verb in forming itself.

The example is “She is speaking English.” Is function is auxiliary and help “speak” as main verb in forming itself becomes speaking. In the other word, main verb is also known as ordinary verb. Another example is in passive voice: The car is sold. Is function is auxiliary and help “sell” as the main verb in forming itself becomes “sold”. So, in the sentence “it is your book”, is a main verb. To answer that “is” is a verb and not to be is backing to the simple definition of sentence: the sentence is group of word which contains subject and verb. If it is not contained subject and verb, it may be form of phrases.

Based on the explanation above the researcher found that most of the students make common mistake when the students talk or write in English. From the result of students’ observation only one students in third semester good

grammatical. Two students in five semester good grammar. It means that, from 16 students, only three students good grammatical.

From the result of students' interview, the students still confuse in grammar tenses. That's why the students get common mistake when they are talk or write in English. The students said in Bahasa doesn't have conjugations to indicate time. In English verbs can change form based one the tense, while in Bahasa, time is shown with time markers like "sudah" (already), "sedang" (currently), or "akan" (will).

### **Conclusion**

One of the common mistake for English learners in Indonesia is grouping of the word "it and mean" in the present time. In commonly, the learners said "its mean" not "it means" as the truth one. From this paper, it is hoped that English learners especially Indonesian more careful in saying "it" and "mean" to avoid misunderstanding. Also, it is hoped that English learner especially Indonesian do not say that "is" is only to be, not verb in nominal sentence.

However it is difficult to change the paradigm but the truth must be mentioned. The researcher find that the learners' mistakes in some speech, and writing, and the English teacher should be adopt some effective teaching strategy to help the students mistake and minimize the learners' mistakes. One of the important tasks when learning and teaching is to make the students do not afraid to say something and make the students sure in good writing habits.

The English teachers do not forget to make comments on every mistake by the learners in the classroom. English teacher can pinpoint the specific errors or mistakes students have made and provide appropriate feedback to help the students increase their learning. It is important for English teacher to give constructive feedback to the students to make them understand and can correct their mistake.

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