GRAMMATICAL ERROR ANALYSIS OF STUDENT'S COMMENT WRITING BASED ON FACEBOOK GAME IN ENGLISH INTENSIVE CLASS OF STAIN JURAI SIWO METRO 2013

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Abstract: This paper is titled "*Grammatical Error Analysis of Students' Comment Writing Based on Facebook Game in English Intensive Class of STAIN JURAI SIWO METRO 2013*". The aim of this research is to describe grammatical errors which are made by the students of English Intensive Class. It is a qualitative-descriptive research. The data are taken from the result of students" comment writing on Facebook game in English intensive class. Meanwhile, the techniques to collect the data used note and observation. The result is displayed in words. The research shows that the grammatical errors made by the students in English intensive class are using double auxiliary, confusing to apply nominal or verbal sentence, and making error interrogative form pattern.

Keywords: *Grammaticality, Student Writing*, *Syntax*

INTRODUCTION

It is not that easy and not that difficult to learn English. The basic thing we have to learn is grammar. Having a good grammar can make our written or spoken language easy to deliver the ideas, messages and feelings either to the listeners or readers. Grammar is used to mean the structure of a language. It is an essential part of the use of language process, both in spoken and written language.

Based on Digital Library of PETRA University, the grammar of a language is a description of the ways in which the language uses patterns of structure to convey the meaning. It would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serve to enhance and sharpen the expression of meaning. We will get some difficulties when we do not master English well. It causes some communicative problems, like grammatical errors in writing. Hence, learners need to know the grammatical system of language they can communicate with others in order to transfer the message properly.

In English learning process, learners will get some difficulties in the rules of language structures. They have to know how they work. They cannot avoid errors because errors mostly occur in learning process. It happens because they use different forms to deliver their ideas, feelings or messages, so they need considerable amount of time to be

able to master the target language well. By making errors, learners will build their new knowledge to use the target language.

According to Robert and Freida in Yulianti"s thesis (1972: 154), learning English is not easy; the language learners may have difficulties. The difficulties that are encountered by every student will vary according to his / her native language. Because of these, there will be errors that can be found in their learning.

These errors will influence their communication. Therefore, it is important to analyze the errors because by learning the errors there are many advantages such as (a) a device which the learner uses in order to learn (Selinker in Soesanti"s thesis, 1992 : 150), (b) to fully grasp and understand the nature of errors, and (c) instead of just being able to recognize errors, the learners are now able to explain the rules and correct the errors (Mei Lin Ho, 2003 : 1).

The errors usually occur in the productive skills such as; speaking and writing, but to analyze the errors in productive skills in short time is not easy. It takes much time, money, and requires a high ability to analyze. Therefore, this research will conduct to analyze only the grammatical errors in students" writing.

Writing is one of the most complicated and complex skills for learners to master. The task of writing is difficult for a number of reasons. As the writing level increases, learners must be able to effectively select topics, plan, and organize ideas (Anita, Reed, & Kreimeyer, 2005).

The writer assumes that the students are expected to make writings which are correct in grammar, so it is important to know whether the students make grammatical errors or not and what kind of grammatical errors that students make. Based on the short analysis above, the result of the research will be useful; not only for the students of English intensive class, but also for the lectures.

The subject of this research is the students of English intensive class which is annually held by *PUSBA* (language center) of STAIN Jurai Siwo Metro in the second semester of class B7 and B8 in 2003.

Identification of the Problem

Based on the explanation above, the writer notifies some problems that made by the students of English intensive class. The problems are:

1. The students confuse in using auxiliary agreement such as; "*You are is my friend*".
2. The students get difficulty in writing simple sentence such as; "*I happy*" and "*You will good*".
3. The students do wrong in the question form such as; "*Why must to disturb you*?" and "*what your sick*?".

Limitation of the Problem

The grammatical errors that will be analyzed are auxiliary, simple

nominal and verbal form, and question form**.**

Formulation of the Problem

Based on the identification and limitation of the problem above, the formulation of the problems will be in the forms of question which are presented as follows:

1. What kind of grammatical error that students make in the category of auxiliary?
2. What kind of grammatical error that students make in the category of simple nominal and verbal form?
3. What kind of grammatical error that students make in the category of question form?

Objective of the Study

In accordance with the formulation of the problem, the findings of this research are expected to achieve the objective presented below:

1. To find out the grammatical error that students make in the category of auxiliary.
2. To find out the grammatical error that students make in the category of simple nominal and verbal form.
3. To find out of the grammatical error that students make in the category of question form.

Significance of the Study

This is study is o find out the great advantages whether it is practical or theoretical for several components.

1. Theoretically, the result of this study may strengthen the knowledge of grammar and writing.
2. Practically, for the students who are learning English, it can encourage them to study further about structure of language and make the students understand about how to make a good writing. It is also expected that this study can build the students interest in the study of syntax. For the teachers, this study is expected to help the teacher in teaching grammar. Finally, this study is aimed to the readers to encourage the interest to do the research which investigate further about grammatical error.

DISCUSSION
Theoretical Framework
Facebook Game

Facebook is one of popular social networking services that launched in February, 2004 by Mark Zuckerberg. Facebook has overtaken Google to become the most visited site on the internet (Miller, 2011:9). Acording to Miller, there are currently 500 million active users around the world of whom half log on during any given day including Indonesia. Lim Yung-Hui (2012) wrote that Indonesian users have reached over 43,060,360.

The facebook game is adapted from the facebook online which is applied in the class by some procedures, such as the status updates from the students and the column for typing their comments.

The Steps of the Game

There are some steps of doing facebok game, they are:

a. Have the students a piece of paper.
b. Write down their name and status update.
c. Give their paper to their next friend
d. Write the comments under their status update.
e. Collect the paper and analyze the mistake they did.

Definition of Error

Based on Oxford advanced learner"s dictionary, error means a thing done wrongly (1995:390). According to Yulianti (2007: 9) the definition of error divided into *mistake* is a performance error, which is either a random guess or a „slip", i.e. a failure to utilize a known system correctly. An error is a noticeable deviation from the adult grammar of a native speaker, reflecting the inter language competence of the learner. She also stated that a mistake is a slip that a learner can self-correct and error is what a learner cannot self-correct.

It can be said that a mistake is just a slip that the learner forgets the right form. While, an error is a deviation which is made by the learner because he/she does not know the rule and he /she will make it repetitively.

The Occurrence of Error

Quoted from Ancker (2000: 1) that noticed the sources of error occurrence:

a. Interference from the native language. The learner may assume that the target language and his native language are similar. Then, he will over generalize the rules of his native language and the target language.

b. An incomplete knowledge of the target language.
Because of the incomplete knowledge, the learner may make guesses. When he has something that he doesn"t know, he may guess what it should be there. Lengo (1995:1) added that foreign language learners commit errors largely because of the paucity of their knowledge of the target language whereas deviant forms produced by native speakers are dismissed as slips of the tongue or slips of the pen.

c. The complexity of the target language.
Certain aspects in English are difficult for some learners, it may be caused the rules of their native language are quite different from English and even more complex than their native language.

Grammatical Error

Grammar can be defined as a set of shared assumptions about how language works (Yulianti, 2007:11). The assessment whether the learners have mastered some grammatical points should not be based on their ability to state the rules of grammar, but on their ability to use the grammatical points to share their ideas, emotions, feelings, or observations with other people. Especially in the context of the teaching English in Indonesia, the teaching of grammar should be integrated in the development of the four language skills.

Knowing about how grammar works is to understand more about how grammar is used and misused (Yulianti.2007:12). It means that there is a possibility of error occurrence in students" learning. In this research, the term of error in grammar will be called a *grammatical error*. The writer has chosen only three categories or problem areas in grammatical errors, they are:

Auxiliary

Auxiliary is the kind of a classification relating to the function of items in the verb phrase. The auxiliary is divided into two categories; *primary* and *modal* (Greenbaum, 1973:26). The primary auxiliaries are *do*, *have* and *be* and the modal auxiliaries are *can*, *may*, *shall*, *will*, *could*, *might*, *should*, *would*, *must*, *ought to*, *used* to, need, and dare.

The students in English intensive class have made some mistakes in using auxiliary. The mistakes can be classified into:

a. Missing Auxiliary

Missing auxiliary is therefore a common mistake for non-native English speakers, since many languages either omit auxiliary verbs entirely, or have different usage characteristics. The examples of the common errors that the students of English intensive class made are:

a) *You naughty boy**
b) *I not naughty**
c) *I waiting for you**
d) *I and my friend going to market**.

The sentences above occur without auxiliary *be*. The sentence a) should be written *you are naughty*. The sentence b) should be added *am* after the subject *I*. The sentence c) should be *I am waiting for* you and d) should be *My friend and I are going to the market*.

b. Double auxiliary

1) *Ardi and Jaya are do their homework**.
2) *You are is like monkey**.

The two sentences above have two auxiliaries in each sentence. The sentence a) should be written *Ardi and Jaya do their homework*. The sentence b) should be *"You are like monkey"*.

Simple Nominal and Verbal Sentence

A simple nominal or verbal sentence must have at least one subject and one predicate. A nominal sentence is a sentence composed solely of nouns (Bussmann, 1998:803). The subject of nominal sentence is followed by a predicate which contains a copula, or connection, and a predicative. The copula is a form of the verb *be* (*am, is, are, was, were*), for example, the sentence *Jane is a doctor*. The predicative in this case is called a nominative predicative because it centers on the noun *doctor*. A verbal sentence is a sentence with an action verb or infinitive such as; *smile, do, fly, knock*. The verbal sentence has auxiliary *do*, *does,* or *did* in negative and interrogative sentence. The students sometimes make a mistake and get confused when to use auxiliary *be* or *do/does* or *did* in nominal and verbal sentence. The examples are:

> a) I don't crazy*
> b) What is happen to you?*

The sentence in *a* and *b* is the example of misinformation of nominal and verbal sentence. The sentence (a) *I don't crazy* should be written *I am not crazy* because this is a kind of nominal sentence which needs auxiliary be *am* as the subject agreement of *I*. The sentence (b) *What is happen to you* should be written *what is happening to you.* This sentence is verbal sentence which shows progressive event. The word *what* is placed as subject needs verb – *ing* to show the event is happening.

Question Form

According to Leech (1989:554) the two most common kinds of question are yes-no question and WH-question. The yes-no question ask for an answer yes (positive) and no (negative). WH question expects the information in the replay (or answer) not just yes or no, something that needs to explain more.

a. The form of yes-no question

The form of yes-no question is started by changing the word order of auxiliary verb (AV) in positive form comes before the subject in question form (Murphy, 1985:98).

$$S + AV \rightarrow AV + S$$

Itis	Is it?
e.g Is it raining?	

You can	Can you?
e.g Can you speak English?	

b. WH question

WH question is short for *who, when, which, where, what,* and *how*. These words are called interrogative pronouns in traditional grammar. WH question expects an answer other than *yes* or *no*. Contrast with yes-no question. Leech (1989: 524) explains that The WH question can be framed as follow:

1. Who? (Pronoun) is to know about a person or some people.
   e.g : Q: Who"s that?

A: That is my father

2. Whose? (Possessive determiner or pronoun) is to know who something belongs to.
e.g : Q: Whose is this book?
A: It's mine
Q: Whose house is this?
A: It belongs to Tania.

3. What? (Pronoun and determiner) is to know about something (not a person) and more about somebody or something.
e.g: Q: What are you reading?
A: A book on sport
Q:What magazine are you
reading?
A: The T.V Times

4. Which? (Pronoun and determiner) is used instead of who (for people) or instead of what (for thing) when there is a limited set possibilities to choose from.

e.g : Q : Which of Shakespeare's plays have you seen?
A: Hamlet and Othello
Q: Which coat do you like the best? The green, the red, or the pink
A: I like the red one best.

5. When? (adverb) is to know the time at which something happens.
e.g : Q: When will you go to Bali?
A: Next year

6. Where? (Adverb) is to know where something takes place
e.g : Q: Where do you live?
A: At the camp site

7. How? (adverb) is to know the way or manner in which something happens or is done.
e.g : Q : *How did the accident happen?*
A : *The driver didn't notice the traffic light.*

8. Why? (adverb) is to know a reason or cause. Answer: "Because…" e.g : Q : *Why do you cry?*
A: *Because I lose my cat.*

The form of WH-questions

Leech (1989: 526) wrote that the form wh-questions are :
1. Put wh- word at the front of the sentence, together with any words in the same phrase.
e.g why…? Who…? Which hat…? What size…? How fast…?
2. If the wh- word is (part of) the subject, there is no change with the usual word order of a statement.

e.g Who lives here? → Rita lives here

Which hat is yours? → This hat is mine

3. But if the wh- word is not (part of) the subject, place the auxiliary verb or be in front of the subject. This is inversion.

e.g How fast the can run? →
They can run fast.

Where is Roni? →
Roni is at home.

4. If there is no auxiliary verb, use the empty auxiliary *do*.

e.g How fast did they run? → They ran fast.

Where does Roni live? → Roni lives in Temanggung.

How do you like it? → I like it very much.

WH-question with missing and error auxiliary (be and do/does)

The examples below are the common error that made by the students of English intensive class with misinformation and missing auxiliary.

1. *What that?**
2. *Why you tired?**
3. *Why you like today?**
4. *Who are you crazy?**

The sentence a) misses *is* as the auxiliary agreement of *that*. The sentence b) should be written *why are you tired?* Then c) is verbal sentence that needs *do* after w-h question, the correct form is why do you like today?. The last sentence d) should be written *who is crazy?*

CONCLUSION

Based on the research finding, the writer concludes that the grammatical error made by the students is classified into three categories namely; category of auxiliary, simple and verbal sentence and question form. In the category of auxiliary the students did grammatical error such as missing auxiliary and double auxiliary. The students get wrong in differentiating of nominal and verbal sentence. In the question form, the most occurrence errors that students made are misinformation and missing auxiliary.

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