



A Review of Charanjit Kaur Swaran Singh: The Mistake of Writing in Grammar Errors

Wella C. Putri¹, Almira Hadita², Jessica P. Simanullang³, Aprilia Hasanah⁴

¹Universitas Lancang Kuning, Pekanbaru, Indonesia

Email : wellacisilyaputri98@gmail.com

²Universitas Lancang Kuning, Pekanbaru, Indonesia

Email : almira.hadita@gmail.com

³Universitas Lancang Kuning, Pekanbaru, Indonesia

Email : jessica.paulima88@gmail.com

⁴Universitas Lancang Kuning, Pekanbaru, Indonesia

Email : aprilhsnah@gmail.com

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Abstrak

This paper aimed at reviewing the article entitled "The Mistake of Writing In Grammar Errors Made by Students" written by Charanjit Kaur Swaran Singh, et.all., (2019). It seems in this article the ignored skill is "writing" skill. She mentioned as a skill that most underestimated in the ESL context. The aims this study is to analyze the difficulties of grammar error committed by ESL studies in writing comprehend faced by students of Senior Lecture on department Faculty of Language and Communication Universiti. The errors of the research findings revealed that subject-verb agreement and tenses were the most common type of errors. involving aroundgroup of Diploma students who sat for a university entrance exam. Interview and a set of questions was accumulated from data. In addition, the students are not having the skill to understood the meanings of nine types of grammatical. Moreover, the students are not able to understanding essay in writing their are have poor command of the English language. The paper sees this articles are trying to detect the ESL students' weakness in writing. These results may help ESL teachers and boosting students writing comprehension skills. As a outcome, this present paper may say that this article can be replicable onto the same topic research, especially on the methodology section.

Keynotes: Grammar, Analysis Error, Writing, Teacher

INTRODUCTION

The initiations line of grammatical errors thinking of writing mistake. This paper was made to some researcher who sees Writing as strongly being the biggest problem and the weakest skill of ESL students. Therefore, this paper intended to review of one selected article in listening context: "The Mistake of Writing In Grammar Errors Made by Students" Written By Charanjit Kaur Swaran Singh, et.all., published in April 2017 Canadian Center of Science and Education. Charanjit Kaur Swarann Singh is writer

was present position as Senior Lecture on department Faculty of Language and Communication in Universiti Pendidikan Sultan Idris. Academic Qualification starts Bachelor of Arts (With Honors) (English/ English) on University Malaya, 2003. Continue Diploma Pendidikan (Kepujian) (Bahasa Inggris Sekolah Menengah), Institut Perguruan Bahasa-Bahasa Antarbangsa, pada Tahun 2004. On 2009 the writer got Master of Education (TESL), University Malaya. And the last is ijazah Doktor Filsafah (Ph.D.) (TESL/TESL) Universiti

Malaysia pada Tahun 2014. Research interest in Language Testing and Evaluation, Assessment in Instruction, Qualitative Research Methodology, and the last is English for Specific Purposes. For work experience and career history, the writers have two positions. First academic position, and the second administrative position. Research activity which consists of various types of research. It starts from being completed to ongoing. The writer was publication book "General English", 2011, Universiti Pendidikan Sultan Idris and journal of "The Use Of Portfolio As An Assessment Tool In The Malaysian L2 Classroom", and Macrothink Institute Education, 2013, "International Journal Of English Language". Award in the academic and professional field got a medal from Sijil Penghargaan Perkhidmatan Cemerlang 2016, Universiti Pendidikan Sultan Idris (University), 28-04-2017 Sijil Penghargaan Perkhidmatan Cemerlang 2014, Universiti Pendidikan Sultan Idris (University), 15-04-2015.

Recently, nine types of grammatical errors structures, including errors in Subject-Verb Agreement, Verb Tense, Noun, Preposition, Adjective, Article, Pronoun, Adverbs and Conjunctions. As a result, when these students make a mistake in grammatical error in writing at universities, people find themselves have limited exposure to the language and seldom communicate using the language in daily life. This calls for connected research on the writing complications of these learners. Mike010998

According to Zerín, 2007 "Writing is a genuine challenge faced by teachers in ESL classrooms". According to Nunan, 1999 "who states that the most difficult task in writing is to produce a coherent and fluent extended piece of writing is particularly so when it comes to writing in a language which is different from one's first language". Especially at secondary level sees many learners of

English as a second language, perform poorly in the language during examinations.

According to Crystal, 1999 "error analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning a language, especially a foreign language". According to James, 2001 "the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance". In addition, this article found that EA is the target of teacher to be useful common trouble information on spots in language learning to guide preparation of effective teaching materials.

In addition, this study focuses on their transmission of instructions grammar formal to writing not valid for elements structure. According to Shaughnessy 1977, "Supporter four important grammatical concepts :sentences, inflections, tensions, and agreements". In this case, will give a very influential recommendation in teaching grammar. This revealed that the teacher must be able to inspire students to scan grammatical errors in their personal writing.

The proof is that the increasing need to become a master of writing is something that students aim at. In this concept, students need to understand and control how to transfer their understanding from grammatical ideas to their writing work, and the results obtained will not make many grammatical errors in their writing. Learners inability to write well. Believed to have originated from the mother tongue. Mother tongue itself is the first language spoken by the people around it. thus mother tongue is a reference to why the grammar is obtained properly. therefore one of the objectives of this learning is to find grammatical errors made by students in **writing**.

Aims of the Study, based on this study is to identify the grammatical error

committed and investigate the various forms by ESL students writing. "The report form school (2005) English Language 2 revealed that the majority of candidates were very weak and have yet to master writing skills in English". From Khairiah, 1970 "revealed that some students having learned English for eleven years could not produce even a short paragraph of intelligible writing". Palpanadan, Abdul Rahim Salam & Fauziah Ismail, 2014, "Studies have examined the problems faced by teachers in teaching writing skills". For students writing skills is the most difficult task because they are not proficient in the language and do not have a good mastery of vocabulary and grammar. The language and seldom communicate using the language in daily life is the best way for a student to improve their grammar in writing.

METHODOLOGY

Using descriptive qualitative analysis, this paper tries to understand the topics contained in the article from a research perspective. The article they made seems to have a clear flow on how to explain these two types of education and make this article easy to understand. Therefore it can be easy to replicate to a similar research purpose.

In this study based on identify the grammatical error committed and investigate the various forms by ESL students writing. From the statement in this article is "Statement of the Problem. It means the quality of Malaysia education writing developing cognitive skills unsatisfactory". The solution of this article about grammar in writing which is used from author to answer the question of the reset. The teachers need to present stimulating teaching strategies in class and teaching aids to produce student interest in learning English. According to Nunan (1999) "Every effort that teachers make can mark a significant milestone in

the process of learning English and benefit the students". The result has also been expressed and conditions that the most difficult task in writing is to produce a coherent and fluent extended piece of writing. The particularly comes to writing in a language which is different from one's first language.

From literature said error analysis in writing that can be trouble if the teacher can not give the best strategies for the student. Crystal (1999) said that error analysis in language teaching and learning is the study of the unacceptable forms produced by someone learning a language, especially a foreign language. According to James (2001) said that the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance".

STRAIGHTNESS

The advantage that we can find in this scientific article describes clearly and completely from the title and introduction or background of the complexities that govern the participants in grammar. From the title was describe the rule of the article. Like the background described above, the mistakes in grammar are the main capital in the writing process.

"The educational context in Malaysia demands students to be equipped with sound grammar so that they can produce good essays in the examination. However, despite having learned English in primary and secondary schools, students in the higher learning institutions tend to make some grammatical errors in their writing."

"This study presents the grammatical errors made by tertiary students in their writing. The participants were a group of Diploma students who sat for a university entrance exam. One hundred and forty-four written essays of the\ students were collected and analyzed using content

analysis. Findings revealed that subject-verb agreement and tenses were the most common type of errors. Students over-generalized and perceived that the tenses could be used interchangeably."

"Another common error found was in the students' construction of the complex sentence. In such constructions, they failed to include essential and nonessential clauses. If teachers do not teach strategies to assist students in comprehending the concept of Subject-Verb Agreement (SVA), tenses, essential and nonessential clauses, these students will continue to make such errors in their tertiary education. "

"The findings may have useful implications for English language teachers as understanding students' learning difficulties and providing appropriate grammar instruction is the key to effective teaching for ESL teachers." (abstract, p.16)

Abstract in this Artikel is to conclude all the material in this article. The reader can understand the meaning of the paper just read the abstract because in this abstract complete all the process of error analysis.

For the keyword that can help the readers to understand the material and find the process of the contexts of this article. Likes error analysis, grammatical errors, essays, ESL students. The readers just focus on this keyword and they can understand the meaning of the article. With this keyword, the context of this article can be more easy to understanding.

"Keywords: error analysis, grammatical errors, essays, ESL students"(keywords, p.16)

In introduction was complete all the material, start from the abstract that found the method and the result of the article.

Because from the article that was tell the process of error analysis and there are many examples that can help the readers to more understand about information in the introduction. To make sure the readers about the fact in this article they conclude the resources and how to practice writing in error analysis.

In learning English, it is common that students make mistakes or errors in written form, especially in how to use the verb correctly based on tenses which will be used. The error that the students make when they learn a language is very common. By analyzing the student's errors, it will give the important role in giving feedback for the English teachers and researchers in order to evaluate and develop the material in the teaching learning process. The research design of this article was employed for the whole study. The data of the research collected the research question. Same as a like procedure, participants, and the instrument was chosen for the methodology that gives the best allowed collected data to answer the research question. Start from participants for the sample in this study were one hundred forty-four Diploma from various school in Malaysia. For the research student taught report writing and grammar rules for secondary schools.

The best contribution from this research is that we found the authors give the solution about how to make the student not confusing about grammar especially when the students writing. The problem of this research can easy because the teacher gives instruction about how to writing with grammar after corrections essay. For incorporating the grammar terms into the processes to help students to understand grammar purposefully to their own writing.

WEAKNESS

The implemented a foreign language role in the writing of journal. Hence, the journal's writing has certain rules to be presented. The English seem that mainly used in some abstracts of Journals. The different structure between Indonesian and English could make the journal's writers make some grammatical errors. Brown stated that an error is a noticeable grammar from the adult grammar of native speaker, reflecting the interlanguage competence of the learners (Haryanto, 2007:3).

Error analysis from the students made in their writing is the words in the journal have many excerpts from experts that resulted in the writer's ideas being less visible so it is natural that readers give speculations about authors who lack ideas in the journal. The sample for the result is:

"The theoretical basis for this research is provided by two renowned researchers in cognitive psychology mainly Bruner (1975) and Vygotsky (1978), and one researcher in second language acquisition, Krashen (1981). Vygotsky introduced the concept of the zone of proximal development which is a gap between the learner's current ability and the learner's potential level of development which is achieved under adult guidance. Carl Rogers's (1967) facilitation theory is based on the humanistic approach which emphasizes student-centered teaching. According to Rogers (1967), the facilitation is provided by the teacher who does it through his or her attitude in his or her personal relationship with the students." (p. 20)

"A qualitative approach was employed throughout the whole study. A case study allows for an in-depth investigation which highlights a detailed insight of the particular phenomenon of a study and diverse characteristics of the concerned

population (Kaufman & Kaufman, 2004). A case study research design allowed in-depth analysis of the classroom context in which intervention takes place and facilitated the enhancement of the description of the intervention itself (Ganapathy & Kaur, 2013)." (p. 20)

To overcome this situation the reader suggests that the writer can provide speculation before taking quotes from experts so that the reader understands and can take the meaning and purpose of the research.

CONCLUSION

The conclusions of this article are the data presented in helping students to understand the nine types of errors in writing explained clearly and in detail. starting from the mistakes of ESL students who took the test in writing verbs, Subjects, Verb Tense, Noun, Prepositions, Adjectives, Articles, Pronouns, Adverbs, and Conjunctions. The data provided is valid and matches the title, abstract, introduction, method, strengths, and weaknesses given in this article. error analysis of student grammar produces a guide to lecturers and students who take the test. unique in expressing errors in grammar reveals that students' English proficiency is poor and far from perfect.

The factors of the grammar process are understandable because one of the factors causing their lack of understanding in writing English is the lack of education provided by parents, namely mother tongue. the case found by Richard (1973), that mistake occurred because of ignorance of the rules used in the use of grammar. explanation in this study can explain the various problems faced by teachers in helping their students to produce better essay writing by understanding students' weaknesses in writing. the method that the teacher can do is to modify their teaching style based

on student needs or writing errors. Students make grammatical mistakes in writing because they have insufficient grammar knowledge. Although this research was carried out on a very small scale, the results of this study were quite significant. They show the possibility of the teacher using various strategies to help students apply grammar concepts to achieve their writing goal.

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