

Analyses Error Grammar in Interview's Sheni and Ayu on Teams

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ABSTRACT

Language is a means of communication for every human being. Also, having several types of languages such as regional languages, state languages and international languages is English. English in general has existed since elementary school to college. Many adults are still wrong in the use of good and correct English so that it requires more extra learning. One method of improving English through vocabulary is speaking like an interview. In the interview, there were also presenters and auditors who interacted with each other. The best interviews mostly speak correct vocabulary and sentences. In this study, researchers took sources from interviews with students from the University of Putera Batam as a team. In this study, the researcher aims to analyze grammatical errors and focus on grammatical errors in presenters, which have been obtained using qualitative descriptive methods. The method of presentation is using descriptive presentation in the form of words or sentences that do not have a percentage or value in the form of numbers, where the researcher analyzes according to the error class category of the data. From the results of this study, the researcher found 15 data where the data consisted of errors of auxiliary verbs and tenses.

Key word: Grammatical Error; Auxiliary Verb; Tenses.

INTRODUCTION

Language is tools communication that used by human for each interaction. Also, tools communication that importantly for knows information and can be which one source if want to go other counties. Which one international language is English language. English language have taught for students from elementary school until academy with levels are basic until intermediate. According to Brown, D, (1994), language is thing that basic from all human behavior and psychologists by formulating several theories obtained from the first language depending on the process of language formation from toddlers to children.

In process this study, students mostly understanding skill of English language namely, writing, reading, listening and speaking, and one of the most important things in the practice of communication is speaking. Which one example who said Dykes (2007), to the increase in learning English is influenced by the mother tongue which means it occurs naturally, and can work in tandem with others. The largest vocabulary in an international language is English, where Webster's Third New International states as many as 614,000 revised Oxford vocabulary. And overall there are about 200,000 English words that are commonly used. This suggests that English far outnumbers German with 184,000 and French with only 100,000 (Bryson, 2009).

In studied English language, also need process activity easy to understanding. To understand and master vocabulary, most of the dictionaries do not fully include the vocabulary contained in communication, therefore, many students practice speaking levels by looking for other sources such as looking at interviews on social media. One of the things that can train direct communication and increase vocabulary is interviews. Interviews are an important activity in carrying out international relations which greatly affect the speaker's pronunciation and good and correct speech. On the other hand, grammar that is not correct or not properly arranged will make the listener confused to interpret the meaning of the speaker. According Yule, (2010) is the structure of phrases and sentences that take into account grammatical order so that they can define grammar.

James, (2013), grammatical errors often occur in sentences that contain are auxiliary verbs, part of speech or tenses. In the use of the auxiliary verb is very influential on the tenses used depending on the incident. Sentences that are also often found in magazines, newspapers, novels, and direct communication are like interviews. Errors like this often occur because they have several factors such as students who do not master vocabulary, lack of practice in pronunciation, lack of re-learning the material that has been taught, and no intention to correct these mistakes, so that these mistakes are always repeated.

One of the interviews taken in this study was a self-introduction interview from Putera Batam University students via via teams. The researcher aims to analyze the grammatical error of the presenter during the interview. There are grammatical have found which presenter did in interview on teams like tenses and auxiliary verb. Researchers also use qualitative research methods because the selected data are taken from sentences, words or clauses.

Auxiliary verb is helping verb that have importantly in tenses. Auxiliary verb have two types namely primary auxiliary (do/have/be) and modal auxiliary verb (can/could/might/will/shall/should/must/ought to). To using this, auxiliary verb have rules, are:

Primary auxiliary verb (do/have/be) is depending in used tense like;

- Simple present follow by base form (She **goes** to school)

According to James, (2013) in his book, said that using –es/-s in end adding simple present depending in Subject, which one if subject are she/he/it using end adding –es/-s and to other subject like I/you/they/we using base verb.

- Simple Past follow past form (she go **went** to school yesterday)
- Perfect tenses follow by past participle (she **have gone** to school)
- Continuous tenses is verb end add +ing or present participle (she is **going** to market)

Modal verb or modal auxiliary verb is an auxiliary-verb that is useful for expressing a possibility, a necessity, a suggestion, an ability, and so on. For rules this modal auxiliary verb, mostly using base form. Can and could is different for time. “Can” to present and “could” to using in past. Example:

- Can : you can do it(present). > Could : you could do it.(past)

And to using “may/might” different to difference in probability level. Where “might” is used for uncertain possibilities. Example :

- May: She may be angry with you because you deed.
- Might: my parents might do come to my home in next month.

LITERATURE REVIEW

Previous Related Study

For do analyses, researcher also find out some research before to be inspiration, which one from Simbolon, (2015). The research was taken from second year students of English Education Department, Palangka Raya University and the subject for that study was 30 students. The purpose of this study is to describe the types, sources and causes of errors in simple present tenses and simple progressive tenses using qualitative methods. Where the cause of the main source of error is found to be 82.55% and the main cause of total error is 44.71%.

Meanwhile, research other find out from Adib (2012) with the object of research taken from the Student ELT of IAIN Walisongo Semarang. Where the purpose of the research is to find grammatical errors from students, using qualitative research methods. The method described in the thesis is to have several processes including observation of systematic recording and events, interviews, and documentation. As a result, the researcher concluded that the most likely cause of the error was in the interlingual transfer and the intralingual transfer.

Ellis (1994), said that this error occurs because of language transfer errors such as in adults the reduction of morphemes in the sentence "My father live in Gloucester", (My father live in Gloucester) which in that sentence lacks -s in the word "live". The use is influenced by slip of the tongue, so that the morpheme can affect the tense.

METHODS

Design and Samples

In the research is using qualitative method which focus in grammatical error who using on speaking between presenter and audience. In this study, researchers took sources from interviews with students from the University of Putera Batam as a team. Qualitative method according to Creswell (2018), it is the method described in accordance with the analysis of personal experience whether it comes from writing in the form of media such as newspapers, magazines or interviews by analyzing watching from beginning to end. Where in this method the results are in the form of percentages and found during observation, not in the form of tables or percentages.

Instrument and Procedure

For the collecting data, this obtained from the data collection according to Sugiyono (2012) for the collecting data from observation, or interview more than believe and supported by individual's experiences, with way are collecting data by take notes of all the conversations that are being analyzed, then group the data according to their type. In analyze data, The researcher uses the method is to make notes during the interview in accordance with the opinion from Merriam and Tisdell (2016), the researcher records all interview activities in writing because in this method the researcher can also easily examine the data

Data Analysis

For the analyses data, researcher had theory by Creswell & Creswell (2018), there are some way to analyses data, namely:

1. While interviews are going on, for example, researchers may be analyzing an interview collected earlier, writing memos that may ultimately be included as a narrative in the final report.
2. Winnowing data. In qualitative research, the impact of this process is to aggregate data into a small number of themes, something between five and seven themes
3. Using qualitative computer software programs for assistance. Also specify whether researcher will use a qualitative computer data analysis program to assist you in analyzing the data (or whether you will hand code the data).

RESULT AND DISCUSSION

The research tries to present about grammatical error from analyses interview on teams. Which one, on interview had two people could be presenter and audience. In addition, the research focus on the presenter because in the research, presenter as main object in this study. The research taken have found some data on their

interview and some phenomena that many find out, namely auxiliary verb and tenses. There are find out data, in table below:

1. *“you can **called** me Ayu”*
in sentence above using auxiliary verb in word “can”, but sentence above is incorrect because, auxiliary verb mostly following by base verb. Meanwhile, word “called” is past form. Add end “-ed” used by irregular verb in tenses Simple Past. In the conclusion about sentence above, correct sentence is “you can call me Ayu”.
2. *Can you **told** me your job descriptions?*
Sentence above is same with the first sentence, that one word “told” using to past form or past participle. Although sentence above about question, in using auxiliary verb still using base verb. The correct sentence are “can you tell me your job descriptions?”
3. *I **lived** with my aunt*
Using irregular verb is easy to find, which on can be find the word add ending “-ed”. The sentence above is correct if the presenter explain in time past, but presenter explain the current situation. Word “lived” using in tenses Simple Past, and the correct sentence is “I lived with my aunt”.
4. *It’s very **interesting***
The word “interesting”, It describes someone or something of interest. Interesting can stand alone or it can be before a noun. Different with the word “interested”, it describes how a person feels about something. Therefore, after interested is generally followed by something that makes you interested. In contrast to interesting which can come before a noun, interested can not. Then, the correct sentence is “it’s very interested”.
5. *I work in Muka Kuning **in** PT Samsyung*
Preposition is using in to explain about place, in the sentence above using two prepositions “in”. “in” using to explain about general, large, but doesn’t specific. “in” also to explain about continents, countries, provinces, or other areas that are still general. In addition to the very broad nature of the address, this is also used for other public places or closed places/objects like “in Muka Kuning”, but using “in” in sentence “in PT Samsyung” is incorrect, the better using “at”. “At”, for more detailed address locations, such as house numbers and street names. Mostly “At PT Samsyung”.
6. *I like it so*
Sentence above is incorrect. Speaker said who agree about agreement, but mostly she using “too”. For to agree about the argument, using “too” is adverb. is at the end of a sentence or clause, or phrase to show that it relates to what was said before.

7. *Student succeed*

Every tenses have helping verb like is,are,do,was,were,had,have, or has after subject. In sentence above, the presenter doesn't using helping verb. The presenter talked about film, which one the film theme was teacher and student have succeed together. In the interview, presenter mostly using helping verb "have" because that is Simple Present Perfect. The rules is Subject + Have/Has + Past Participle (Verb 3). And the correct sentence is "Student have succeed".

8. *She like BTS*

Simple present using permanent rules. Example are if the subject I/you/they/we, and the verb is using base form, and then if the subject are she/he/it, for the verb using base form add ending" -es or -s". for the sentence above, the subject is "she", and the verb mostly using base form add ending "-s". the correct sentence is "She likes BTS".

9. *Have Danau Toba*

In interview, the presenter explain about there are some tourist attraction in Medan. But, the presenter doesn't using Subject in the sentence above. Mostly using subject like " Medan is have Danau Toba".

10. *I have got 2 bird*

Word "got" used in Perfect tenses or passive sentence, but in the sentence above the presenter said "got", that means the presenter have 2 (two) bird, but the presenter said in the verb is "got", mostly doesn't using "got". The correct sentence is "I have two bird".

From the discussion of the data, it was concluded that the presenter used the wrong tenses in unspecified circumstances. Most presenters use the Simple Present but for the verbs use the past form.

CONCLUSION

Students are still confused in using auxiliary verbs in tenses. Students conduct interviews in teams who do not know the different tenses in the present or the past which can be auxiliary verbs that are not in accordance with the conditions when speaking directly. As a result, students still misunderstood the rules of auxiliary verbs and tenses. Therefore, it is important to understand grammatical according to the location of the circumstances that have been set by the rules.

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