# Error Analysis of Grammar Mastery by the First Semester Students of Hospital Administration at IIK Bhakti Wiyata Kediri

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## Abstract

To improve students' language ability, grammar is a crucial language element. While writing their essays, many students still commit grammatical mistakes. This study was run in the first semester students of Hospital Administration, Faculty of Health in the 2022/2023 academic year, which aimed at: 1. Finding out the types of common errors in composing sentences, 2. Finding out the causes of errors. The method applied in this research was error analysis, through these steps: 1. Identifying data of errors 2. Classifying errors based on theory of grammar 3. Analyzing errors. The data were taken by conducting a multiple-choice test about completing sentences with the right grammar construction. The data were analyzed with qualitative method. The result showed that there were errors in composing sentence with Modal Verbs, Adverb, Reported Speech, Preposition and Conditional Sentence. Those common errors were caused by both inter-lingual and intra-lingual references.

**Keywords:** error analysis, grammar, language interference.

## INTRODUCTION

Nowadays, learning English is not an option anymore, it is a must. It involves transferring knowledge of its structure or grammar, pronunciation, and vocabulary. The elements that are transferred must differ from and be similar to the learner's original language in terms of grammar, pronunciation, vocabulary, semantic use, and sociolinguistics. Students will understand English language more readily when it is presented in a similar way. However, the disparities between English and the learner's original tongue make language acquisition challenging. Errors could then result from the differences.

According to Lennon (1991:11), a linguistic form or combination of forms that would most likely not be created by the speakers' native tongue in the same context and under identical production circumstances is referred to as an error. Error, then, is the state in which learners fail to create the proper form as do native speakers. The variations between the systems of the source and target languages are the cause of this. Because of this distinction, students may create English writing incorrectly.

Language teachers and students can both benefit from the analysis of student blunders. This is due to the fact that mistakes show students' second language acquisition tactics. Teachers can therefore re manage their instruction to address difficulties they observe in the student's teaching through error analysis. Brown (1972:166) stated that the fact that learners do make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to surge of the learner' error, called error analysis.

Error Analysis has been increasingly popular as a result of the heated debate over the impact of first language (L1) on the acquisition of second language (L2) during the past few years. Numerous empirical research has shown that neither the L1 nor the L2 were always to blame for learners' mistakes (Bailey et al. 1974; Krashen et al. 1978, 2003; Larsen-Freeman, 2002; 2003). According to Alessandro (2010), the principle behind interlanguage theory is that the language of second-language learners is governed by systematic rules, and that these rules are different from those of the language being learned and from those of the learner's native language. Hence at every stage of learning, language learners do not merely copy what native speakers do, but create an entirely new language system unique to themselves. Additionally, Dulay et al (1982) explained that interlingual errors are alike in structure to an equivalent phrase semantically or sentence of the learners' native language. Meanwhile, intra-lingual errors are related to the learners' misunderstanding the rules of target language. The learners are easily influenced by intra-lingual errors because of the limitation of their target language knowledge.

Writing and grammar are inextricably linked since grammatical norms are one of the factors that students should take into account before they write. Grammar proficiency is crucial for writing ability since it can assist students in creating quality sentences. Grammar is the rule that dictates how words are transformed to show distinct meaning and combined into sentences, according to Swan (1998: 19), referenced in (Khairunisa, A., Nadrun, 2018). It indicates that grammar is a way to provide words that are used to construct sentences in writing a new meaning. Writing needs careful thought in order to translate concepts into words, sentences, and paragraphs while maintaining proper grammar.

The purpose of this study was to find out the mistakes in grammar that made by the students frequently in composing English sentences. A high probability of grammatical errors which are absolutely risky to cause errors in interpreting the receiving messages. Because of that, accuracy in the use of English grammar is needed, to be learnt and applied to get good benefits for all parties. This research only focused on writing, especially in the arrangement of sentences according to correct grammar by the students of hospital administration in IIK Bhakti Wiyata Kediri. The causes and solutions for these problems could be explored to make several improvements both by the teaching team and by the students. The results of this study could also be useful for some other English learners.

## METHOD

This research was conducted on the first semester students of Hospital Administration, Institut Ilmu Kesehatan Bhakti Wiyata, in Basic English class. In this Basic English class, brief English Grammar lessons were given including Part of Speech, Tenses, Passive Voice, Degree of Comparison, Conditional Sentence and Reported Speech. The Vocabulary used in the class focused on medical and professional English. Data were obtained from 23 students, through a test in the form of google form, multiple choice. In the test, questions were given covering the grammar lessons mentioned above. The data that has been collected was analyzed qualitatively, by looking for the causes of these errors, classifying and analyzing them.

The researchers applied several stages to analyze the errors. First, collected the students' test results as data. Then some common errors were identified. Those errors were classified into five classifications based on the common errors' findings: Modal Verb, Adverb, Reported Speech, Preposition, and Conditional Sentence. After that, those classified errors were described. The next step was explaining the cause of errors related with inter-lingual errors and intra-lingual errors. The final stage was errors analysis based on inter – lingual and intra- lingual interference. Interlingual interference is the errors caused by learners' native language interference. As the contrast, intralingual interference happens due to the difficulty of language itself.
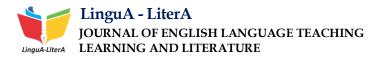
# RESEARCH FINDING AND DISCUSSION

Based on the research that has been done, there were several mistakes that made by the students frequently in constructing grammatically correct sentences. Then, they called as some common errors. Those most common errors that arose were classified in 5 classification or groups of errors, they were Modal Verb, Adverb, Reported Speech, Preposition and Conditional Sentence. Those common errors were described in this table:

Table 1. The Errors made by students based on classification.

| Classification of errors | Students' errors |
|---|---|
| Modal verb | 1. They **must** to build an addition to their hospital to accommodate their patients.<br>2. They **should** to build an addition to their hospital to accommodate their patients.<br>3. They **shall** to build an addition to their hospital to accommodate their patients. |
| Adverb | 1. She became **very** frustrated with the lack of feedback from her boss that she decided to look for another job.<br>2. She became **too** frustrated with the lack of feedback from her boss that she decided to look for another job.<br>3. She became **more** frustrated with the lack of feedback from her boss that she decided to look for another job. |
| Reported Speech | 1. The secretary asked me **did I have an appointment** with Mrs. Luz Ismail.<br>2. The secretary asked me **how was my appointment** with Mrs. Luz Ismail.<br>3. The secretary asked me **when is my appointment** with Mrs. Luz Ismail. |
| Preposition | 1. The hospital's goal is to reach a maximum capacity **into** the next three months.<br>2. The hospital's goal is to reach a maximum capacity **about** the next three months.<br>3. The hospital's goal is to reach a maximum capacity **with** the next three months. |
| Conditional sentence | 1. I wouldn't do that if I **was** you.<br>2. I wouldn't do that if I **could be** you.<br>3. I wouldn't do that if I **became** you.<br>4. If they **offer** me that position, I would take it.<br>5. If they **offering** me that position, I would take it.<br>6. If they **have offered** me that position, I would take it. |

The following steps were identification of the erorrs causes and errors explanation as presented in this following table.

Table 2. The Cause of Errors Made by the Students.

| No. | The Errors | Cause of Errors | Explanation |
|---|---|---|---|
| 1 | They *must* to build an addition to their hospital to accommodate their patients. | Inter- lingual | The learners choose 'must' instead of 'ought " because of the influence of their native language. In their native language, there is no differences in the usage of an obligation expression. While in the target language, there are several differences in expressing an obligation. For example 'must ' . " must' is used to express an obligation which caused by self initiative. |
| 2 | They *should* to build an addition to their hospital to accommodate their patients. | Intra - lingual | The learners choose " should' instead of " ought". It is caused by the misunderstanding of the target language. "Should" is used to express a recommendation in informal situation. |
| 3 | They *shall* to build an addition to their hospital to accommodate their patients. | Intra-lingual | The learners choose " Shall" instead of "ought" . It is caused by the lack of knowledge of the target language. "Shall" is used to ask about somebody else opinion and it also has the same meaning as "should' , sometimes, but "Shall" is only for two special subjects of sentence, they are "I" and "We" . |
| 4 | She became *very* frustrated with the lack of feedback from her boss that she decided to lo ok for another job. | Inter – lingual | The learners choose " very" instead of ' so". " very" and "so' have nearly the same meaning. They emphasize adverb or adjective. But, "so" has a higher level of emphasisement than " very" . This errors is caused the influence of their native language. In which, in their native language , there is only one word to give strengthen a meaning of word , that is " sangat". |
| 5 | She became *too* frustrated with the lack of feedback from her boss that she decided to look for another job. | Inter- lingual | The learners choose " too" instead of "so" because of the lack of knowledge of the target language. The learners do not know the meaning of "too'. " too'' is used the give an emphasement to an adverb or adjective and it gives negative |

| | | | |
|---|---|---|---|
| | | | meaning, because " too' means " over ". |
| 6 | She became **more** frustrated with the lack of feedback from her boss that she decided to look for another job. | Intra- lingual | The learners choose " more" instead of " so" because of their lack knowledge of the target language. " more" is used to express comparison. " More' is followed by adjective, because "more' modifies adjective. It does not modifies a verb. |
| 7 | The secretary asked me **did I have an appointment** with Mrs. Luz Ismail. | Inter-lingual | The learners choose " did I have an appointment " instead of " Whether I had an appointment'' , because of the influence of their native language. Their native language does not have Tenses and also Word Order Agreement, especially in composing a Reported Speech. So, the learners translated the sentence from their native language into the targeted language in the same structure of their own. |
| 8 | The secretary asked me **how was my appointment** with Mrs. Luz Ismail. | Intra – lingual | The learners choose ' how was my appointment ' instead of '' Whether I had an appointment" because of the lack knowledge of the targeted language, especially in applying the rule to compose reported speech which involved the word order agreement. |
| 9 | The secretary asked me **when is my appointment** with Mrs. Luz Ismail. | Intra-lingual | The learners choose 'when was my appointment ' instead of '' Whether I had an appointment" because of the lack knowledge of the targeted language, especially in applying the rule to compose reported speech which involved the word order agreement |
| 10 | The hospital's goal is to reach a maximum capacity **into** the next three months. | Intra – lingual | The learners choose ' into' instead of 'within' because of the lack of knowledge about the targeted language. In this case, the learners do not know the meaning of preposition' into'.The right choice is " within " because it talk about an expected duration. |
| 11 | The hospital's goal is to reach a maximum capacity **about** the next three months. | Intra – lingual | The learners choose ' about ' instead of 'within' because of the lack of knowledge about the targeted language. In this case, the learners got confused to distinguish ' about ' and ' approximately', eventhough in this sentence , the right choice |

| | | | is " within" because it expressed a certain period. |
|---|---|---|---|
| 12 | The hospital's goal is to reach a maximum capacity **with** the next three months. | Intra- lingual | The learners choose ' with ' instead of 'within' because of the lack of knowledge about the targeted language. In this case, the learners do not know how to differentiate the meaning of 'with' and 'within' |
| 13 | I wouldn't do that if I **was** you | Intra – lingual | The learners choose " was" instead of ' were " because of the lack of knowledge of the targeted language. This targeted language has some grammar specification, such as the use of ' were' for first and third singular person in conditional sentence type 2. Conditional sentence type 2 explains an impossible expectation, or an imaginary, so that the first and the third singular person can never be the second person, whether it is singular or plural, because it is impossible situation. |
| 14 | I wouldn't do that if I **could be** you | Intra-lingual | The learners choose " could be" instead of " were" because of the lack of knowledge about the targeted language, in which the word " could" may not be placed in the conditional clause, or after the word "if' . |
| 15 | I wouldn't do that if I **became** you | Inter-lingual | The learner choose " became" instead of " were" because their native language influence. The learners composed sentences in the targeted language by translating their native language just the way it was into their targeted language. |
| 16 | If they **offer** me that position, I would take it. | Intra- lingual | The learners choose " offer" instead of " offered" because of their lack knowledge of the targeted language. To construct a conditional sentence type 2, the past verb has to be put in the conditional clause / if clause. |
| 17 | If they **offering** me that position, I would take it. | Intra- lingual | The learners choose the word " offering " instead of the word " offered" because of their lack of knowledge about the targeted language. In the conditional sentence, especially after " if" , it is forbidden to place a verb in the ing-form. |
| 18 | If they **have offered** me that position, I would take it. | Intra-lingual | The learners choose the verb phrase " have offered" because |

of their lack of knowledge about the targeted language. In this case, the sentence is in conditional sentence type 2 form, so the learners may not mix the conditional sentence type 3 with the conditional sentence type 2. In the conditional sentence type 3, the present perfect form is placed after the conditional word ' if'.
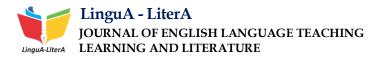
The result of this research could be seen at the tables above. There were some common errors made by the students. Those errors were classified into five groups of most common errors, they are Modal Verb, Adverb, Reported Speech, Preposition and Conditional Sentence. The causes of those errors were both inter – lingual interferences and intra-lingual interferences. Inter-lingual interference was the errors which appeared because of the influence of the learners' native language. Intra-lingual Interference was the errors which occurs because of the learners' lack of knowledge about the targeted language.

Some errors which were found in composing Modal Verb, caused by inter-lingual and intra-lingual interferences. Errors influenced by inter-language is the choice of "'Must". First language learners showed that there was a slight difference between the use of recommendation and imperative expression, so the choice of "must' instead of "ought to "can be understood. Other errors were the choices of "should' and "shall". The learners made these mistake because of their mastery of target language grammar was not excellent enough. They did not know how to differ the choice of modal verbs for informal and formal situation. For formal situation, "ought to" is best to be used than "should". In another word, "should" is used for" informal situation, and the subject specification for certain modal verb, such as "shall". "Shall is only for these subjects, "I" and "we", while" should" is for all subjects.

Some adverbial usage errors were caused by both inter lingual and intra lingual interference. The learners' native language did not have grading in the adverb of degree. But the target language has it. It differentiated the use of 'very' and 'so', thus it made the learners got confused and finally they made this kind of error. Besides, they also made those errors because of their weakness in mastery of the targeted grammar, such as the use of "too", that is to express negative mood, means "excessive". In addition, the learners do not know the use of comparative word very

well, in this case is "more", so they get confused when this choice of "more" is added to the answer choice in the test.

Some errors in constructing reported speech sentence are also caused by both interferences, inter language and intra language. The learner's native language did not have Tenses and Word order that were very important in composing Reported Speech sentence in the target language. In the sentence '*The secretary asked me did I have an appointment with Mrs. Luz Ismail'*, the learners translated the sentence in their native language into the target language based on their native language rule. It meant that the learners ignored the target language rule. So, it could be said that this kind of errors was caused by the interference of inter language. Some other errors were caused by intra lingual interference, because the learners did not master well how to apply the tenses changing and the word order in composing reported speech in the target language. To compose a reported speech in target language, first, the learners have to identify the message whether that is still accurate, fresh information or not. If the message was sent immediately, tenses in the reported clause does not need a change. When the message was not sent immediately, then, tenses must be changed, like in this sentence: The secretary asked me when *is my appointment* with Mrs. Luz Ismail. This sentence had a fault in word order, too. Finally, the word order of reported clause had to be changed, it meant that, if in the direct speech, the message is an interrogative form, so in the reported speech, that form has to be changed into affirmative form, we could see that mistake in this sentence; The secretary asked me how was my appointment with Mrs. Luz Ismail.

Some errors in applying Preposition were caused by intra language interference. Because every preposition had its own meaning and specific usage, so the learners had to master this rule well in order to avoid making some mistakes. In this finding, the learners needed to know the meaning of preposition "within" that is to give an explanation about extending period or duration. It was as an answer for how long something would happen. We could see the finding in this sentence: The hospital's goal is to reach a maximum capacity *within* the next three months. Some learners got difficulties in applying prepositions, they are 'with', 'into', and 'about'.

Several errors appeared in Conditional Sentence were caused by both inter language and intra language interference. Some errors caused by Inter language interference were in the choice of verbs, some learners chose the verb in targeted

language which had the same meaning in their native language, but they ignored the form of Conditional Sentence in the targeted language. Those errors were the choice of "could be', and "become", while the right answer is "were". The rest of errors findings were caused by intra language interference. There are 4 types of Conditional Sentence, type zero, type 1, type 2 and type 3. In these findings, learners faced the problem in Conditional Sentence type 2. Conditional Sentence type 2 talked about an impossible situation or an imagination. There were a lot of rules to compose this type of sentence, such as the change of 'be' for the first and third singular person. In this case, "was" must be replaced with "were". We could see the error; I wouldn't do that if I *was* you. The other errors were in the choice of tenses, the learners had to apply Verb 2 or simple past in this Conditional Type 2, but some of them applied infinitive verb, present participle and past participle. We couls see those errors in these sentences, if they *offer* me that position, I would take it, if they *offering* me that position, I would take it, and if they have *offered* me that position, I would take it.

## CONCLUSION

Most of those errors were caused by intra-lingual interference. Because the structure of the targeted language was more complex than the structure of the learners' native language. The vocabularies of the targeted language were also more various than the vocabularies of the learner's native language. It might be affected by the frequency of practicing the targeted language was not as frequent as the practicing of the native language. It was caused by the targeted language was not used in daily conversation by the learners, so they needed more time to have it in their daily activities.

The structure of the targeted language was more complex than the structure of the native language. It could be seen mostly at Reported Speech and Conditional Sentence.  The learners made several mistakes because their native language does not have Tenses form and Word Order Agreement. While the lack of vocabularies caused the learners found some difficulties in building sentences with Modal Verb, Adverb and Preposition. Inter-lingual interference affected the learners not only in choosing the right vocabularies but also to build some grammatically correct sentence.

From the result of this research, it could be seen that there were some mistakes made in the process of learning English as a second language. This was because there were so many striking grammatical differences between Indonesian Language, as the students' first language and English as their second language. By knowing these common errors, language teachers could use it as reference to pay attention to those specified lessons so that the students could get more through knowledge of the use of English, so that in the future, they could apply it orally or in written composition, whether it was in formal or in informal situation, to support their carrier, without causing miscommunication which might lead to fatal consequences.

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