IMPROVING STUDENTS' ABILITY IN ANALYZING GRAMMATICAL ERRORS IN WRITING THROUGH DISCUSSION GROUPS

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Abstract: *The biggest problem found in writing English text is that there are errors in English grammar. Therefore, the effort in this study was carried out with the aim of analyzing errors in English grammar through writing English texts as well as measuring the increase in the ability to analyze writing errors using the group discussion method. This research was conducted using Classroom Action Research (CAR) which is part of the qualitative descriptive method in research using the Kemmis and Mc. Taggart. The object of research in eleventh grade students are fifteen students. Based on the research conducted, the results of the study found three errors in English grammar including: 1) Verbs, 2) To Be, and 3) Personal Pronouns. The errors in the three types of grammar are mostly writing errors, subtraction and even exaggerating words, as well as students' incomprehension in placing grammar in the correct position. Thus the research conducted at the pre-test stage of cycle 1. Cycle and cycle 2 reached the final result, namely 60% of student learning outcomes were in the very high category, which indicates that the minimum completeness standard of e-learning is for students in schools.*

INTRODUCTION

Language is a communication tool used to express an expression that contains the intent to convey something to others. Something intended by the speaker or writer is expected to be understood and understood by the listener or reader through the language expressed. According to Jeans (2008) in (Rizky, 2012) states "Language is a patterned system of arbitrary sound signals, characterized by structure, dependence, creativity, displacement, duality, and cultural transmission". Organized language in the form of units, such as words, word groups, clauses, and sentences that are expressed both orally and in writing (Wiratno & Santosa, 2014). Therefore, language plays an important role in a communication process so that it can be understood by readers and listeners.

Language is present in a diversity of which there are regional languages, national languages and foreign languages. In the current era, the language that is better known by the entire world audience is a foreign language, namely English, which is known as an

international language. This is because English is the most widely spoken language in the world and at the same time the mother tongue for more than 400 million people worldwide because millions of people use English every day at work and in social life (Garryn C. Ranuntu, 2018). English as an object that should be studied by various parties because it has dominated the entire population in the world. Recognizing the importance of English as a means of international oral and written communication, through the Indonesian Ministry of Education, English is set as a compulsory subject to be studied at the Junior High School to Senior High School and even Higher Education levels. In addition, English language learning is also carried out at the Early Childhood Education and Elementary School levels. Thus mastery of language skills becomes an important role to avoid the various errors encountered in it.

The skills in English used are listening, speaking, reading and writing skills. Listening and reading skills are referred to as receptive skills. Meanwhile speaking and writing are considered as productive skills. According to Andini in (R.ragil kuning, 2019) receptive skills are the skills to hear, understand and decipher a message so that it can be understood by others as the recipient of the message. Furthermore, productive skills are skills that produce speech or writing. That is, language learners are not only able to master language as a science, but also can apply or use language knowledge in their lives that have meaning or meaning (Yolanda & Alimin, n.d.).

As part of productive skills, the process of teaching and learning English in particular the ability to write is a difficult and complicated part to be learned by students at every level of education. Furthermore, according to Lyons in Nunan in (Education & Training, 2018) explains that it is true that writing is generally a difficult activity for most people, both in the mother tongue and in foreign languages. Therefore, writing skills require more abilities and special preparation. In writing there are several aspects of language involved, including text models, prepositions, spell-checks, punctuation and grammar.

According to (Rachman et al., 2019) grammar is a set of structured rules that regulate the arrangement of sentences, phrases and words in any language. Of course, the grammar structure in Indonesian is different from English. Therefore, grammar is one of the most important skills in the writing process. However, the obstacle faced is that there are still many students who make mistakes in writing and stringing words into sentences, even paragraphs. This error can be caused by the lack of students' ability to understand grammatical English due to interference from the mother tongue and causing errors in their writing.

Based on the findings faced in the field by students at SMA Usdatara Sorong, although students have studied English grammar, most of them still have problems in writing. Students are able to communicate orally and in writing using Indonesian. However, on the other hand, students are still confused about writing good paragraphs and following grammar in English. The bad thing is that even though they have learned grammar they still make mistakes. Therefore, discussion groups become an important forum to assist students in implementing real learning while at the same time showing good learning outcomes with the group discussion method. According to Hayati in (Effectiveness et al., 2015) said that the use of the group discussion method has its own advantages compared to the lecture method. That is, students can interact with teachers and group mates to discuss and share

with each other the difficulties they face so that the learning process and assignments can be interpreted well and get satisfactory results.

Based on the explanation on the background, the research carried out was entitled, "Improving Students' Ability in Analyzing Grammatical Errors in Writing through Discussion Groups". The purpose of this study was to determine the level of success of students' abilities in analyzing grammatical errors in writing through discussion groups and knowing the types of English grammatical errors.

LITERATURE REVIEW

1. Grammatical

   According to (Mardiana et al., 2018) grammar is the basis of a language which is the rules for compiling words, making phrases and constructing sentences. to study and deepen it. The types of grammar are, Word Class and Tenses. According to Krashed et.all in (Erlangga et al., 2019) grammatical errors that are usually made are: 1) Omission, 2) Addition, 3) Wrong information, 4) Wrong order, and 5) Spelling.

2. Writing

   Writing is an activity of expressing ideas, feelings, and opinions to communicate messages from thoughts to written form. Through writing, of course, we can express ideas, feelings and convince others who will enjoy the results of our writing. Difficulties in writing according to Byrne in (Wigati, 2014) are divided into three problems, namely linguistic, cognitive, and content problems. The provisions in writing that need to be considered concerning five aspects include: 1) Content which contains the essence of writing and the ideas described in the writing, 2) Form which contains organization in showing the structure of writing, 3) Vocabulary which shows the author's consideration in choosing the right word. precise in expressing ideas, 4) grammar as a form of grammar that shows the accuracy of the sentence structure, and 5) Mechanism shows consideration of writing applications such as punctuation and spelling.

3. Discussion Group

   Group discussion is a method used by educators to encourage the process of involving two or more participants to interact (exchange opinions) or defend each other in problem solving. So that an agreement was obtained among the participants in the group discussion. The group discussion model is a form of interactive learning.

RESEARCH METHODOLOGY

The method used in this research is Classroom Action Research. According to (Khasinah, 2013), Classroom action research is a process in which educators examine their own practice systematically and carefully using the techniques of research. This research also employed a qualitative research method with a descriptive approach. In this study, the researcher analyzed grammatical errors in writing English text and the types for some students at SMA Usdatara Sorong. The subject of the study was the Grade eleventh Academic Year 2021/2022. The researcher took 15 students in the class as the participants of the research by analyzing their writing worksheets. The researcher only took 15 of them to be analyzed because they were able to write in English compared to their other friends after implemented the group discussion at the classroom.

The research model used in this action research is to use the concept of Kemmis and Mc. Taggart. According to (Asrori, 2020) explaining the Kemmis and Mc. Taggart is a development of the basic concept introduced by Kurt Lewin which shows the differences in the stages of action by observing being used as a unit because the two stages are activities that cannot be separated. Therefore, this study used two cycles with the aim of measuring the improvement in English writing after implementing the group discussion method to analyze English grammatical errors. After that, you can check the types of errors in English grammar found. Thus the stages of this model are: 1) Planning, where researchers plan actions to be taken to improve the learning system in the form of readiness of teaching equipment and materials; 2) Action, where the researcher implements the learning program in the classroom; 3) observation, where the researcher conducts the process of experiencing the results or impacts of actions in the classroom on students using the group discussion model; 4) Reflection, namely the process of assessing, observing and considering the results or impacts of actions on various criteria. The assessments given to students' work in this study were: 1) Rhetoric steps, 2) Grammar, 3) Vocabulary, 4) Clarity of meaning, 4) Relationships between ideas.

After carrying out several stages in the research, the researcher will analyze the results to see the percentage of success in implementing the program using the formula according to Arikunto in ((Kartinah et al., 2014) as follows:

$$P = \frac{\sum \text{Students Pass the Study}}{\sum \text{Students}} \times 100\%$$

After the presentation is assessed, the learning outcomes are divided into four categories to conclude the success category. This category is determined based on the Minimum Mastery Standard in Studying in schools, which is 65. The criteria for the level of success according to (Surtini, 2019) are as follows:

Table. 1 Category of Success in Learning

Mastery Level (%)	Category	Value with The Letters
80-100	Very High	A
60-79	High	B
40-59	Currently	C
10-39	Low	D
0-9	Very Low	E

RESULT AND DISCUSSION

The research with the aim of measuring the increase in the ability to analyze grammatical errors of written English texts has been carried out in three stages. The first stage is to carry out a pre-test before implementing the program, the second stage is to implement the program in two cycles, the third stage is to carry out a post-test to measure the level of achievement of learning outcomes, specifically to increase students' ability to

analyze errors in the use of English grammar.

First Step

At this stage, the researcher directly acts as a teacher in the class at that time and conducts a pre-test to the students. In the pre-test, the researcher gave a written test in the form of directing students to write sentences in English according to the sentences in Indonesian given. Furthermore, students are given the opportunity to exchange their work and analyze together the writing errors found in it. The test results obtained at this stage indicate an error in writing specifically in English grammar. The errors encountered in this study were: First, students did not understand the use of verbs where there was a change in the first verb to the second verb, Second, students did not understand the use of To be because they were wrong in the tenses including the simple past tense and the present continuous tense. Third, there is an error in the use of personal pronouns.
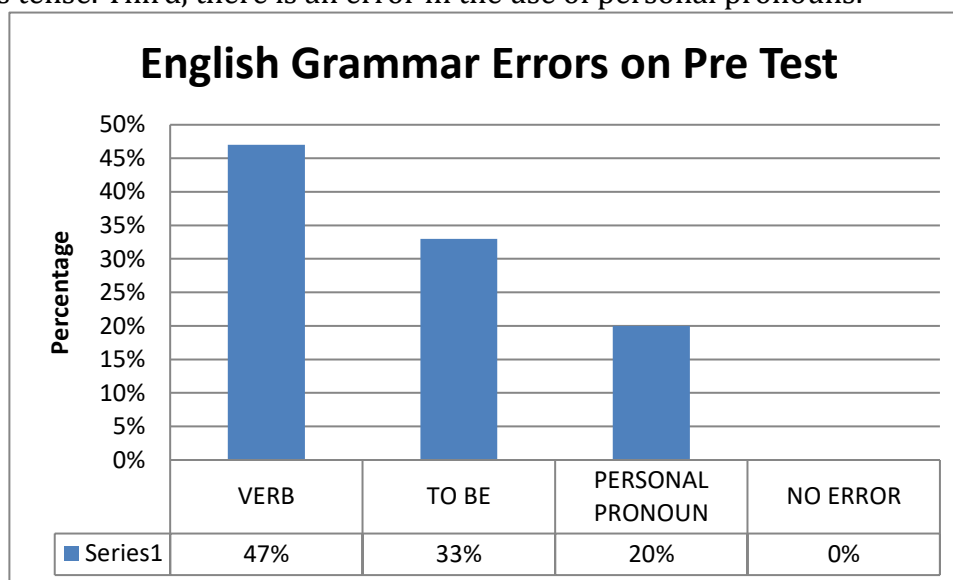

English Grammar Errors on Pre Test

	VERB	TO BE	PERSONAL PRONOUN	NO ERROR
■ Series1	47%	33%	20%	0%

Figure 1. Pre-Test Results Finding English Grammar Errors

Figure 1 shows the findings of English grammar errors at the pre test stage. The biggest error in the use of English grammar is in verbs by 47% followed by To be by 33% and Personal Pronouns by 20% and no 0% errors were found. Based on these results, it can be obtained that student learning outcomes in the pre test are 0% (0 students) who have not reached the very high category, 13% (2 students) who have reached the high category, 47% (7 students) who have reached the medium category, 27% (4 students) who reached the low category, and 20% (3 students) who were in the very low category. This proves that students' ability in English grammar is still weak due to lack of understanding of English grammar and the learning model that is applied certainly does not fully support student success in learning.
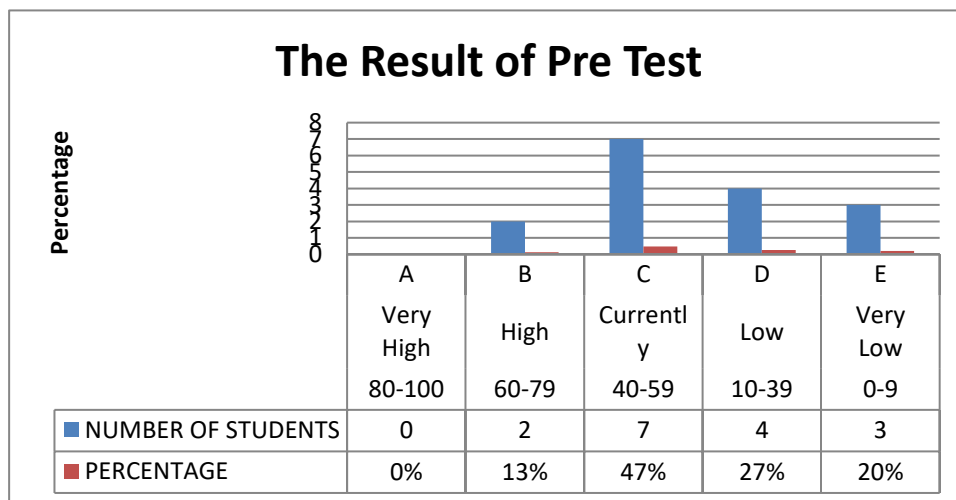
The Result of Pre Test

	A	B	C	D	E
	Very High	High	Currently	Low	Very Low
	80-100	60-79	40-59	10-39	0-9
■ NUMBER OF STUDENTS	0	2	7	4	3
■ PERCENTAGE	0%	13%	47%	27%	20%

Figure 2. The Result of Pre Test

Second Step

The next stage is implementing the program after seeing the obstacles encountered in the field. At this stage, based on the results of the study, the researcher again reviewed the learning design and arranged it properly for implementation. Next, the researcher taught the Simple Tense in the classroom and followed it up with the activity of compiling the text into sentences. The learning process is carried out in a group discussion model, where participants are given activities to compose sentences from scrambled word order into correct sentences. Then participants are given the opportunity to do assignments by compiling sentences individually after working together in groups. Thus, the following results can be obtained.
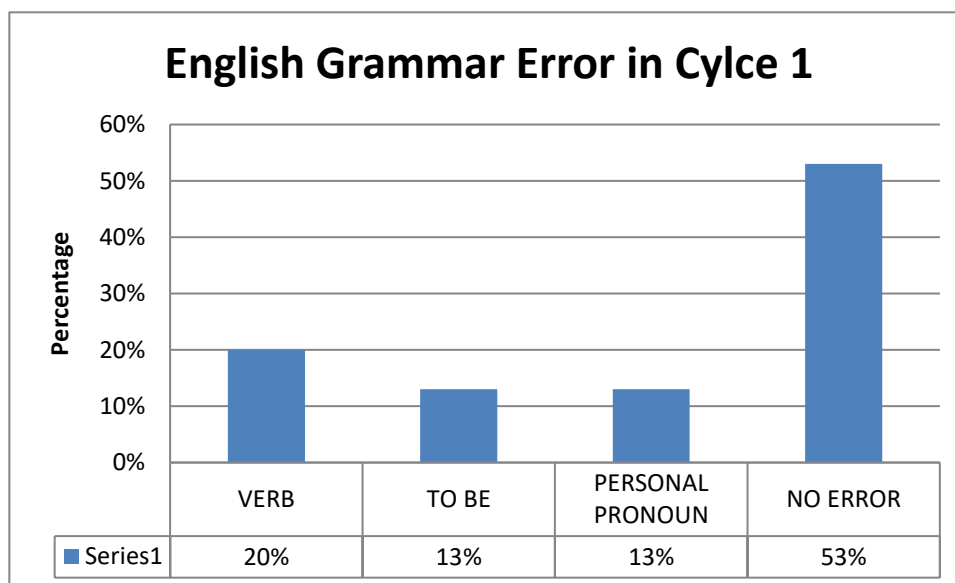
English Grammar Error in Cylce 1

	VERB	TO BE	PERSONAL PRONOUN	NO ERROR
■ Series1	20%	13%	13%	53%

Figure 3. Results of Cycle 1 Finding Errors in English Grammar

Figure 3 shows the findings of English grammatical errors at the Cycle 1. The biggest errors in the use of English grammar are still found in the verb by 20%, followed by To be at 13% and Personal Pronoun at 13% and no errors were found 53%. Based on these data, it can be concluded that with the implementation of the program using the discussion method, there has been an increase of 53% in the absence of errors in writing English texts.

Furthermore, based on these results, it can be obtained that the student learning outcomes in Cycle 1 are 20% (3 students) who reach the very high category, 53% (8 students) who reach the high category, 20% (3 students) who reach the medium category, 20 % (3 students) who reach the low category, and 7% (1 student) who are in the very low category. This proves that the ability of students in English grammar is still increasing but has not yet reached the standard of learning completeness criteria in schools so that it is necessary to follow up which means carrying out the second cycle.
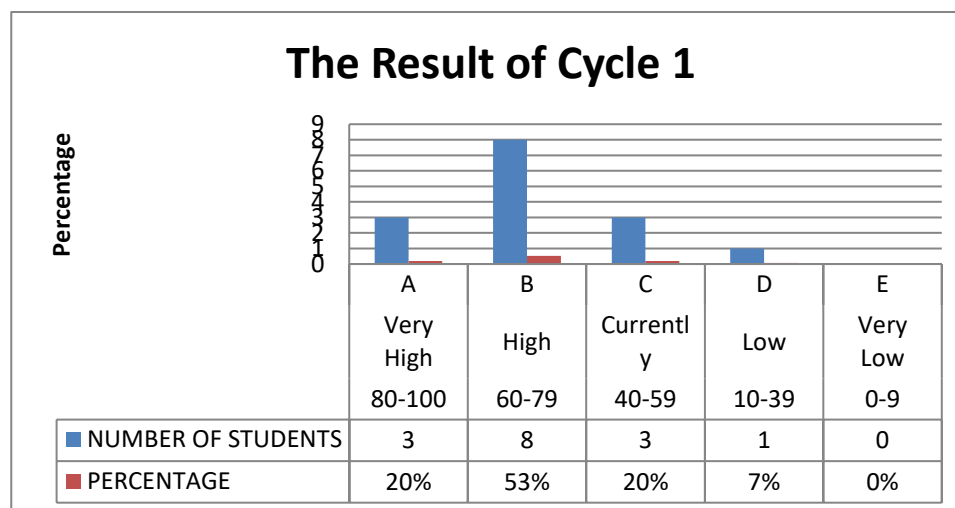
The Result of Cycle 1

	A Very High 80-100	B High 60-79	C Currently 40-59	D Low 10-39	E Very Low 0-9
■ NUMBER OF STUDENTS	3	8	3	1	0
■ PERCENTAGE	20%	53%	20%	7%	0%

Figure 4. Results of Cycle 1 Students

Third Stage

At this stage, the researcher again reflects on the obstacles encountered in the field in implementing the program in the second cycle. Furthermore, carrying out learning planning and program implementation as well as carrying out observations in the intended learning. Thus, the researcher again divided the students into five groups consisting of three students. Next, the researcher explained about the tenses material and provided a series of pictures for writing a short text from the picture. After carrying out the training, students are given a test again to measure success in learning. Based on the tests carried out, the results can be obtained in Figure 5.
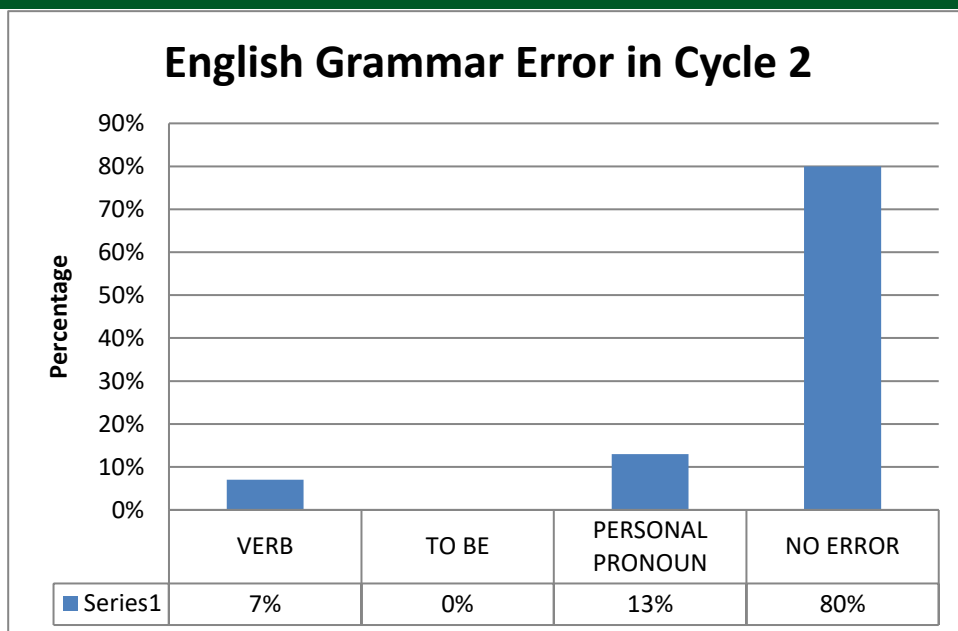
Figure 5. Results of Cycle 2 Finding Errors in English Grammar

Figure 5 shows the findings of English grammar errors at the Cycle 2. The biggest errors in the use of English grammar are still found in Personal Pronouns at 13% followed by Verb at 7% and Tobe at 0% (no errors) and no errors were found. 80%. Based on these data, it can be concluded that with the implementation of the program using the discussion method, there has been an increase of 27% to 80% in the absence of errors in writing English texts by students. Thus, student learning outcomes can be obtained as outlined in Figure 6.
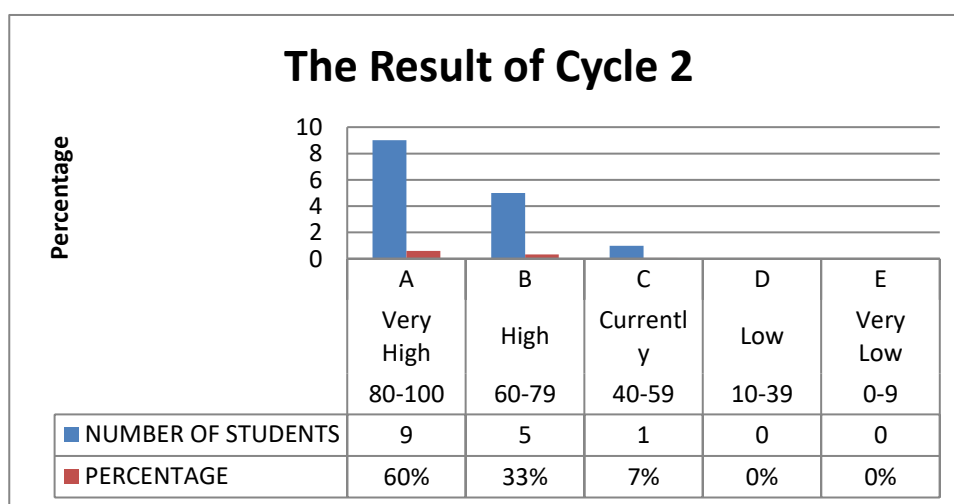

Figure 6. Results of Cycle 2 Students

Furthermore, based on these results, it can be seen that the student learning outcomes in Cycle 2 are 60% (9 students) who reach the very high category, 33% (5 students) who reach the high category, 7% (1 student) who reaches the medium category, 0 % (0

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students) who reached the low category, and 0% (0 students) who were in the very low category. This proves that the students' ability in English grammar has improved after the implementation of the program.

CONCLUSSION

This research aims to determine the improvement of the ability to analyze errors in English grammar errors in the form of discussion groups. Thus, it can be concluded that this study found errors in grammar, including: 1) Verb, 2) To be, and 3) Personal Pronoun. Thus, after the implementation of the program or treatment in this study, the use of the group discussion model has a positive impact on improving the ability in question. So that there is an increase from the pre test stage, the first cycle and the second cycle. The success achieved can be seen in the final achievement of learning outcomes including very high 60% is in the category that exceeds the minimum criteria for student learning.

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