



Grammatical Analysis of Fifth Semester Students Essay on Microsoft Office Grammar Checker 2013

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Abstract

The objective of this research was to describe the types of grammatical error analyzed by Microsoft office grammar checker 2013 in essay writing at fifth semester student of English education study program in university of UMB. All of the essay on fifth semester student in the academic year of 2016/2017 was the object of this research. 71 essays from all the student has been collected for this research. The design of this research was descriptive qualitative method. The instrument of this research was Microsoft office word grammar checker 2103. The data has been tabulated into grammatical rules on Microsoft office grammar checker 2013 which categorized the grammatical error into capitalization, fragments and runs on, misused word, negation, noun phrase, possessive and plurals, punctuation, questions, relative clause, subject verb agreements, and verb phrase. The data was analyzed by checking all the possibility of the grammatical error on student essay writing using Microsoft office grammar checker 2013. The result of this research showed that the type of grammatical error in fifth semester student essay analyzed by Microsoft office grammar checker 2103 were on capitalization, fragments, misused word, possessive and plural, punctuation and subject verb agreement. Moreover, the weaknesses of this program were not able to check the pronoun capitalization error and runs-on sentence.

Keywords: grammatical error; Microsoft office grammar checker

Introduction

Mastering the writing skill is not as easy as it seems and turns to be more complicated as foreign learners (Rahmawati, et al. 2019). In writing, there were considerations and choices to be made such as content, structure and organization on higher level skills and punctuation, vocabulary items and grammatical structures on lower level skills (Richards & Renandya, 2002: 303). In writing, reading is also important to get idea in writing (Martina, et al. 2020; Martina, et al. 2020; Dhillon, et al. 2020). The problems come to learners because of their incomplete command of grammar and vocabulary with which they express their thoughts and ideas. They tend to struggle with fluent written expressions because of their limited vocabulary and insufficient knowledge of grammatical structures. (Coffin et al., 2005: 33), state that common error of grammatical in student writing include not inserting the main verb in each sentence, lack of pronoun agreement in sentences, ambiguous use of pronouns, and inconsistent use of tenses, as well as problems with apostrophe usage. Therefore writing in foreign language often present the greatest challenge to the student at all stages, particularly essay writing, because in this activity writing is usually extended and it becomes more demanding than in the case of writing a short paragraph.

Technology in education especially word processor has proved their part in helping the learners in writing process. The advantages of word processor especially in composing and revising has been reported by (Ulusoy, 2006: 64). The writers get more freedom while using word processor in composing text sequentially rather than pencil and in revising process, the program such as spelling and grammar checker are useful in editing. Both of these tools can be used to locate various; spelling and grammatical problems that attempted to verify written text for grammatical and spelling correctness. Spelling checker consists of a bank of actual words, which the suggestions it offers are based on typographical variations and students can be confident that each suggestion is a real word while grammar checker determines the syntactical correctness of a sentences. The proofing error will highlight all the spelling error in red and blue color for grammatical revision. These tools will give the suggestion word on screen once the error on revision found even it was unseen by the student. These tools may ease this detection step alternatively, by flagging errors on the computer screen. The programs may serve as a potential distraction while revising. That is, flagged errors could draw attention towards surface features and away from processing the content. Thus, attention given to surface editing over content revisions when surface errors are flagged by the checkers may be different when the surface errors are not flagged (Figueredo & Varnhagen, 2006: 722).

Despite of the popularity of this program, the research of grammar checker is limited. The study which conducted by (Gupta, 1998: 264–265) which only focus on spelling checker in helping non proficient writer found that the function of spelling checker on word-correction as it locating and correcting the spelling error and as word-generation in which the use of spelling checker to generate word just as the receptive not the productive. Thus, spelling checker gave the advantages for those poor writing ability and blocked by emphasis of the mechanical writing. The other research which conducted by (Figueredo & Varnhagen, 2006: 729), also argue that the checker gave the advantage by helping the participant in revising the surface but did not affect the other revision. The user perspective of grammar checker research has been conduct by (Cavaleri & Dianati, 2016: 234). This study reported that the survey response which gather by using TAM models revealed the program as useful and easy to use. The study conducted by (Yang, 2018: 342) implied that grammar checker program served a useful pedagogical tool to help low proficient L2 leaners for the grammar uses.

The word processors program in commonly used by the student especially Microsoft office word which also served the grammar checker function is rarely conducted. In university Muhamadiyah Bengkulu, the writing subject has been taught by using a draft. After the student create a draft by pencil, the final assignment will be conducted in Microsoft office word and collected in software term by using flash disk. The common word program in conducting their essay used is Microsoft office word. Thus, this research aims to analyze the type of grammatical error which able to detect by Microsoft office grammar checker.

Research Methodology

This research was a descriptive qualitative research, according to (Creswell, 2014: 78), Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The research that focus on specific situation/people and its emphasis on words rather than numbers, which describes the real condition to the phenomena. The researcher used this method to describe the types of grammatical error of fifth semester students essay on Microsoft Office Grammar Checker 2013 at English Education Program in University of Bengkulu in academic year 2017/2018.

The object in this research was all of the fifth semester students' essays at Muhammadiyah University of Bengkulu in academic years 2017/2018, which taken from VA, VB, and VC class and the total was 71 essay.

The essay collected by asking the student for their writing final assignment. All of the essays has been analyzed by activating the Microsoft office grammar checker 2013. Then, the data which has been categorized by the program tabulated in to table.

Finding and discussion

Finding

Based on the result finding, the types of grammatical error on fifth semester students essay were in capitalization, fragments, misused word, possessive and plurals, punctuation and subject verb agreement.

1. Capitalization

Based on the result of this research, Microsoft office grammar checker 2013 had found the capitalization error on essay6, essay11, essay12, essay25, essay28, essay36, essay40, and essay48.

2. Fragments

Fragments that had been detected by Microsoft grammar checker 2013 in this research were marked on essay2, essay5, essay8, essay11, essay14, essay15, essay 16, essay17, essay18, essay19, essay 20, essay 21, essay 22, essay 25, essay 26, essay 29, essay 30, essay 31, essay 32, essay 34, essay 39, essay 40, essay 41, essay 42, essay 43, essay 44, essay 45, essay 46, essay 50, essay 57, essay 58, essay 61, essay 62, essay 63, essay 64, essay 65, essay 69, essay 70, and essay 71.

3. Misused word

Microsoft word grammar checker 2103 had detected misused word on essay1, essay39 and essay59.



4. Possessive and plurals

In this research the error of this categorized had been marked on essay 52.

5. Punctuation

The error used of punctuation has been marked by Microsoft grammar checker 2013 on essay 23 and essay60.

6. Subject verb agreement

In this research, it was been found on essay2, essay 3, essay 6, essay 7, essay 9, essay 10, essay 12, essay 13, essay 15, essay 18, essay 23, essay 24, essay 26, essay 27, essay 28, essay 31, essay 40, essay 43, essay 46, essay 49, essay 51, essay 52, essay 59, essay 60, essay 61, essay 62, essay 63, and essay66

Discussion

Based on this program, the capitalization problems, such as proper nouns or titles that precede proper nouns and also detect overuse of capitalization will mark by the blue line as the capitalization error. Once that the error found, the explanation table will offer some suggestion as the correction based on the default language that set on its dictionary. Although, the grammar checker will still mark the word which is not exist on dictionary as an error. So, the proper noun which is not exist on the dictionary will not mark as grammatical error but this program will mark it as spelling error. Thus the spelling checker just give the suggestion based on the spelling made by the student so, there must be a clue how word should be spelled (Rimbar, 2017: 7).

On Fragments categorized, Microsoft grammar checker just marked the sentence by the blue line and offered no suggestion, but it gave the explanation in order to revise the fragment on the sentences. On the proofing table, this program explained that incomplete thought will be marked into fragment and need to be developed into a complete sentence by adding subject or a verb or by combining the marked sentence with another sentence.

Beside of that, the categorized of Runs-on sentence and fragment are united but, there had no error categorized into Runs-on by this program because this program only checked the grammatical by the sentence. So, once that this program found the incomplete thought of sentence would be categorized into fragment.

Microsoft grammar checker 2013 categorized the incorrect use of adjectives and adverbs, comparatives and superlatives, "like" as a conjunction, "nor" versus "or," "what" versus "which," "who" versus "whom," units of measurement, conjunctions, prepositions, and pronouns into misused word. On the essay 1, the word "good" on the sentence "It's all disturbing the learning process good at school and at home." has been marked into misused word by Microsoft office grammar checker 2013. The program gave the word "well" in order to fix the misused word. On the essay 39, the used

of conjunction “both” and “or” on the sentence “Selfie is the type of photo taken yourself by using a camera, both digital camera or camera phone.” has been marked into misused word and Microsoft office grammar checker 2013 offer the suggestion “both digital camera and” or “either digital camera or” to fix the misused word. On the essay 59 the word “bad” on the sentence “Can be imagined how bad due to insomnia, both for physical health and also mental.” has been also detected by Microsoft office grammar checker 2013 as misused word. In order to fix this grammatical error, this program offered the word “badly”. Beside of that, this program also gave the simple explanation about the error on the proofing table.

Omitted apostrophes in possessives, use of a possessive in place of a plural, and vice versa has been has been marked into Possessive and plurals categorized by Microsoft office grammar checker 2013. In this research the error of this categorized had been marked on essay 52. On essay 52, the word rider on the sentence “There are conflicts between the rider because they feel not fair in the result of income.” has been marked by Microsoft office grammar checker 2013 as into this categorized. The proofing table explained that “the noun that immediately following between should be plural. Using between implies between two things”. The suggestions on this was “riders”.

Incorrect punctuation, including commas, colons, end-of-sentence punctuation, punctuation in quotations, multiple spaces between words, or a semicolon used in place of a comma or colon, had been marked into this categorized. The error used of punctuation has been marked by Microsoft grammar checker 2013 on essay 23 and essay 60. On the essay 23, the sentence “First of all, make time for your child is a power for you to build into all aspect.” has been marked into this categorized. The proofing table explained, “most punctuation followed a word with no space in between. On the essay 60, Microsoft office grammar checker 2013 marked the sentence” The effect that we can see to the human after travelled in space is their height, Scott Kelly is higher 5 inches than before, that is caused less-gravitation and made the back bone longer.” as grammatical error into this categorized. The proofing table explained “you have the option of using “coma” and “and” before the last item in list or leaving the comma out.” The suggestion of this was “and that”.

Disagreement between the subject and its verb, including subject-verb agreement with pronouns and quantifiers in this research, had been marked by Microsoft grammar checker 2013. On this categorized, the proofing table explained, “the subject and verb should agree in number. They should both be singular or they should both be plural.” such as on the essay 2, the word “that mean” on sentence “For children, that mean stooping to their level” has been marked into this categorized and the suggestion of this error are “that means” or “those means”. Thus, (Narita, 2012: 24) stated that erroneous sentence of the student is hard to be analyzed structurally even with the current state of the art of technology

All of these findings showed that the grammar checker tool is only a program which only able to detect the surface error. Once that the error found or the blue line appear over the sentence, the quality is depend on user to revise the text while this program just only checking the possibility of error (Ulusoy, 2006: 64).

Conclusion and Suggestion

Microsoft office grammar checker 2013 was not perfect at all. This program has been designed in order to help the writers easily to check their written text. Checking all the possibility of surface error on the written text was the main purpose of this program but the quality of the revising depends on the nature of the changes that are made by the writer.

Based on the result and discussion described on the last chapter, the researcher concluded that the type of grammatical error analyzed by Microsoft office grammar checker 2013 in essay writing at fifth semester student of English education study program in university of UMB were on capitalization, fragments, misused word, possessive and plural, punctuation and subject verb agreement. The weaknesses of this program were on the proper noun checker and run-on checker. This program was not able to check the proper noun capitalization error which the word was not exist on its dictionary. This program also was not able to check the runs-on error because this program has been designed to check the surface error just by a sentence.

This research only describes the general function of Grammar checker on Microsoft office 2013 and it still needs to be explored more. As the proofing tool, Microsoft office grammar checker is only a program that aims to help the writer in minimalize the mechanical error. But, it need to be consider that this program only offer the suggestion and explanation table for all the error that has been marked. So, the knowledge of the grammatical rule is also needed to eliminate the error.

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