GRAMMATICAL ERRORS OF SECOND SEMESTER STUDENTS IN LEARNING SPOKEN ENGLISH AS A FOREIGN LANGUAGE

Dwinesa Anggraeni[1], Tita Puspitasari[2]

Program Studi Pendidikan Bahasa Inggris,
Fakultas Bahasa dan Seni Universitas Indraprasta PGRI
[1]dwinesaa@yahoo.com, [2]tita1984ps@gmail.com

Abstract

This research is carried out to find out (1) the grammatical errors of spoken English done by the second semester students in Speaking class (2) the most dominant grammatical error found in Speaking class activity. The research is conducted in the second semester students of English Education Program, Indraprasta University. The researcher uses descriptive qualitative research by collecting the data from 43 students in Speaking class activities and a simple quantitative research to find out the dominant error type and its percentage. The data is about the using of English in oral activity by classifying the error types into four, there are: omission, addition, misinformation and misordering. The research result shows that there are 223 errors in task 1 and 217 errors in task 2. Then percentage for all types of errors in task 1 and 2 are omission with 28% and 32%, addition with 16%, 20%, misinformation 49%, 42% and the last misordering 5% and 3%. Meanwhile, for the most dominant error type is misinformation in both tasks. Briefly, the result of this research can be used as a basic information to improve the students speaking skill by knowing their weakness.

Key Words: Speaking Skill, Grammatical Error, English Learning

Abstrak

Penelitian ini dilakukan untuk mengetahui (1) eror secara gramatikal dalam penggunaan Bahasa Inggris lisan yang dilakukan mahasiswa semester dua di kelas Berbicara (2) eror yang paling dominan yang ditemukan di dalam kegiatan kelas Berbicara. Penelitian ini dilakukan pada mahasiswa semester dua Program Pendidikan Bahasa Inggris, Universitas Indraprasta PGRI. Peneliti menggunakan penelitian kualitatif dengan mengumpulkan data dari 43 mahasiswa dalam kegiatan kelas Berbicara dan penelitian kuantitatif sederhana untuk mencari jenis eror yang dominan dan presentasenya. Datanya mengenai penggunaan Bahasa Inggris dalam kegiatan berbicara/lisan dengan mengklasifikasikan jenis eror dalam empat bagian; penghilangan, penambahan, salah dalam penginformasian, dan yang terakhir salah pengurutan. Hasil penelitian menunjukkan ada 223 eror dalam tugas 1 dan 217 eror dalam tugas 2. Kemudian presentase untuk semua tipe eror di tugas 1 dan 2 seperti penghilangan dengan 28% dan 32%, penambahan 16% dan 20%, salah penginformasian 49%, 42%, dan yang terakhir salah pengurutan 5% dan 3%. Sedangkan, eror yang paling dominan adalah salah penginformasian di kedua tugas tersebut. Singkatnya, hasil dari penelitian ini dapat digunakan sebagai dasar informasi dalam memperbaiki kemampuan berbicara mahasiswa dengan mengetahui kelemahan mereka.

Kata Kunci: kemampuan berbicara, eror gramatikal, pembelajaran Bahasa Inggris

INTRODUCTION

The main point of learning a language is being able to communicate easily and one of the ways for people to communicate is through speaking. Among the four skills; speaking, writing, reading, and listening, speaking is considered to be the most crucial for students as its function of communication.

Nowadays, the position of English as a language for international communication indirectly encourage us to have the skill in using the language. Furthermore, the teaching of speaking skill has become increasingly important in the English as the foreign language context such as in education field, economics, and others.

In university level particularly in English Education Program, speaking has been taught since the first semester as its considered as an important subject. As stated by Nunan (1991: 39) that ''the success of learning a second or foreign language is measured by the ability to use the language in a conversation, this is the most important aspect in learning a language.''

Moreover, being able to speak English properly is considered to be one of the main goals in learning the target language and speaking English proficiently may give personal satisfaction to the learners and also be a preferable qualification to achieve good career. Furthermore, as stated by Riggenback and Lazaraton (1991:125) ''students of second and foreign language education programs are considered successful if they can communicate effectively in the language. From this statement it shows how important of speaking ability in learning a language.''

Ideally, students of English language program should master the basic and specific speaking skills. Students have to be able to master the vocabulary and use them in grammatical form, produce and pronounce fluent speech, and the most important thing is they able to understand to people they communicate with by reacting and replying with the proper respond of the language.

In order to achieve the goal to speak well, the researcher decides to have an observation to discover the common grammatical error that frequently found in speaking class. Researcher only focus on the second semester students to see their errors types. The researcher formulates the problems, as following: 1. What are the grammatical errors done by the second semester students in Speaking class? 2. What is the most dominant error found in Speaking class? As its mentioned on the background of the study and the problem statements, the objectives are: 1. To identify what are the grammatical errors found in Speaking class done by second semester students. 2. To identify the most dominant error found in Speaking class. This research is based on a belief that this observation may give advantages in improving the students' speaking skill by knowing the common errors in their conversation.

Therefore, this research is undertaken through a possible qualitative research to find the Grammatical Errors of Second Semester Students in Learning Spoken English as a Foreign Language.

Definition of Speaking Skill

Speaking is so much part of our daily life. The average person might use tens of thousands of words per day in their communication. However, some people might produce more than that.

As Burns and Seidlhofer (2010: 197) said that ''learning speaking in the first or other language, needs detail knowledge about (HW) questions or why, how, when to communicate, and complex skills in producing and managing interaction, such as asking a question or obtaining a turn. For pupils speaking activity in learning a language is the most complex and difficult to master.''

It needs extra effort which typically speaking involves listening and comprehending skills, it happens in real time, any situation and the speakers are encouraged to have social and cultural knowledge to build communicative competence. As stated by Chaney (13: 1998) ''verbal and non-verbal symbols are used in speaking process in building and sharing meaning to achieve good communication in many contexts.''

Brown (2004:140) says that ''speaking is the part of creative linguistics string, the speaker makes choices of lexicon, structure and discourse.'' While according to Head and Burgess (2005:106-108), ''there are some sub-skills tend to cover the speaking test, although the exact terminology varies from one exam another; discourse management (fluency and coherence), interactive communication (turn-taking, initiating, and responding), grammar, vocabulary, and pronunciation.''

From those theories it can be said that speaking is an interaction activity between or among people in variety of contexts that cover the choices of words, structure, discourse, and use understandable and clear pronunciation in order to build interactive communication.

Characteristics of Successful Speaking Activity

For being able to engage in oral production, there are some certain characteristics:

According to Ur (1996:120), there are four characteristics of a successful speaking activity, they are:
1. Learners talk a lot in such a period of time during the class activity and being communicative and the class occupied by learner talk. It seems obvious, but sometimes teacher talk or pauses most of the time in class.
2. Participation is equal or fair. Classroom activities like discussion, group work are not dominated by only some talkative students: everyone get the chance to speak, to deliver, to share and contribute fairly or it is distributed evenly by the teachers.
3. Students have high motivation. Students are eager to speak: they are interested in class activities or the topic and always have something to say or deliver about it, or they want to participate in doing and finishing the task given.
4. The language used is in acceptable level. Learners use the language to express themselves in relevant utterances based on the context where and whom they use the language with, use comprehensible language to each other, and use the language accuracy in acceptable level.

Grammatical Error Analysis in Speaking

Error has been regarded negatively in learning process, naturally in speaking class error can't be avoided but it can be minimized. The term 'error' and 'mistake' are often interchangeable.

According to Norrish (1983) ''errors are done by the learner in systematic deviation form when

someone has not learnt something, continuously and consistently gets it wrong." While mistakes he defined as "inconsistent deviation.'' When someone do a mistake they correct it by themselves but an error can't as its occurred repeatedly and systematically and not recognized by the learner.

Norrish added that ''when a student has been taught a certain grammatical correct form, but he sometimes uses other form or another inconsistently at any times, it is called a mistake or inconsistent deviation.'' Therefore, teachers play an important role to enlighten the students by giving reliable feedback. Analyzing errors is very helpful both for students and teachers. Making errors for students is a device in order to learn.

While for teachers, errors spot what the students still need to be taught and found out the level of language proficiency the students have reached. It noted that grammar knowledge is very helpful in spoken interaction. Grammar system is needed to comprehend conversation which sometimes produce in spontaneous speech. Without doubt, grammatical accuracy need to get more attention.

According to Harris (1974:81) "mastering the knowledge of grammar will help learner in speaking the language, because they will know how to make sentence by arranging the words, what the correct tense will be used, and how to utter or pronounce it correctly.''

Then as stated by Thornbury (34: 2005) in informal speaking the core grammar would probably need to include the following things:

1. A command of present and past simple, and the ability of learner to use the correct response to sequence narratives.
2. Being familiar with the use of the progressive and perfect aspect forms of verbs, both to frame and background information in narratives, as in I was coming out of the supermarket ... it'd been raining....
3. The most frequent knowledge like the using modal and semi-modal verbs (i.e. can, will, would, have to, going to, used to).
4. The ability to formulate questions, especially yes/no- but also wh- questions.
5. Some basic conjunctions (and so, but) in order to string together sequences of clausal and non-clausal units.
6. One or two all-purpose quoting expressions, of the he said ... and then I said ... type.

While according to Linville (2004) adapted by Santa Barbara City College, there are five errors usually occur repeatedly:

1. Subject-VerbAgreement Errors
   It occurs when the subject does not agree with the verb in person or number. Example: He walk every morning. Correction: He walks every morning. Another example: Every teenager knows how to choose clothes that flatters her.
2. Verb Tense Errors
   It occurs when an incorrect time marker is used. Example: I was working on my paper since 6:00 am. Correction: I have been working on my paper since 6:00 am. Another Example: Even though this is my first day on the job, I have already found out that there were some difficult people here.
3. Verb Form Errors
   It occurs when a verb is incorrectly formed.
   Example: I will driven to the airport next week. Correction: I will drive to the airport next week. Another

Example: I was cook dinner last night when you called.

4. Singular/Plural Noun Ending Errors
It often occurs when there is confusion about which nouns are countable and which aren't.
Example: I have turned in all my homeworks this week. Correction: I have turned in all my homework this week. Another Example: I set up six more desk for the afternoon class.

5. Word Form Errors
It occurs when the wrong part of speech is chosen. Example: I'm happy to live in a democracy country. Correction: I'm happy to live in a democratic country. Another Example: I feel very confusing this morning.

Furthermore, according to Dulay, Burt, and Krashen's (1982:150) surface structure taxonomy (in Ellis and Barkhuizen, 2005:61), there are four principal ways in which learners may reflect the errors identified:

1. Omission
For example, omission of copula be in the utterance my sisters very pretty.

2. Addition
The Addition is a form that does not appear in a well-form utterance. This sub-categorized into:
a. Regularization (for example, eated for ate)
b. Double-Marking (for example, he didnt came)
c. Simple additions

3. Misinformation Misinformation is a structure that used in wrong form of the morpheme or structure. This classification is categorized into:
a. Regularization (for example, Do they be happy?)

b. Archi-form (for example, the learner uses me as both a subject and object pronoun)
c. Alternating forms (for example, Don't + v and No + v)

4. Misordering
Misordering is a structure which appears incorrect placement of a morpheme or group of morphemes. For example she fights all the time her brother.
From the theories above, the researcher decided to use four principle ways in analyzing the grammatical error: omission, addition, misformation, and misordering. Those errors types may cover and represent other theories.

RESEARCH METHOD

The researcher uses descriptive qualitative method. It's used to analyze the grammatical errors type of the second semester students in Speaking class. According to Cohen, et.al (168:2007) ''qualitative research has some purposes, they are; describing and reporting the creation of key concepts, theory generation, and testing.'' Furthermore, according to Marshall, Catherine, et. al (1999: 2-3) ''qualitative research is an approach to the study of social phenomena; its various genres are naturalistic and interpretative, and they draw on multiple methods of inquiry.''

There are some qualitative research characteristics, they are: take places in the natural world, uses multiple methods that are interactive and humanistic, it is emergent rather than prefigured and fundamentally interpretative. Descriptive research hasn't purpose to test a particular hypothesis but to describe a matter. A simple quantitative method is used as well to find out the numbers of errors

types based on the classification and to count the dominant error type.

FINDING AND DISCUSSION

In this research, the data is taken from the students' spoken English. The second semester students are given activities one of them is having individual presentation. Each student needs to show pictures which represent their selves by using PPT without any text. For example, the pictures about his self, his family or his activity then describe them by showing the pictures. Following the theory as its explained earlier, there are four errors types; **omission (OS), addition (AD), misinformation (MI) and misordering (MO)**. The tables show the examples of the errors. It represents some of the data. The tables below represent the types of errors made by the students in their English oral activity.

Table 1: data of errors types

No	Data	Omission	Correction
1.		I born in Jakarta.	I was born in Jakarta.
2.		I want to Turkey.	I want to go to Turkey.
3.		This is favorite animal.	This is my favorite animal/ this is the animal I like.
4.		I don't like this animal. I think its disgust.	I don't like this animal. I think it's disgusting.
5.		She graduate from university last month	She graduated from …
	Data	Addition	Correction
6.		I didn't came to his party…	I didn't come to his party ….
7.		She doesn't washes her clothes every day.	She doesn't wash her clothes every day.
8.		They can proudly with me	They can proud of me.
9.		I want to presentation…	I want to present …
10.		I love to meeting new people.	I love to meet new people.
	Data	Misinformation	Correction
11.		I'm boring stay at home all the time.	I'm bored staying at home all the time.
12.		My age is …	I'm 18 years old.
13.		Do you ever	Have you

		meet…	ever met ..
14.		He can finance his 5 children.	He can pay for his five children.
15.		Do not eat noodle much because noodle danger.	Do not eat too much noodle because it will be dangerous for our body.
	Data	Misordering	Correction
16.		I and my sister went to the market …	My sister and I went to the market …
17.		I like very sambel	I like sambel very much/a lot
18.		She is writer woman	She is a woman writer
19.		He superstar football	He is a football superstar
20.		A woman carrier	A carrier woman

Table 2: frequency of errors types

Task 1

	OS	AD	MI	MO
Error types	63	37	111	12
Percentage	28%	16%	49%	5%

Task 2

	OS	AD	MI	MO
Error types	71	44	92	8
Percentage	32%	20%	42%	3%

From 43 students, the researcher found 223 errors count from task 1 and 217 errors in task 2 by following the four errors types. Each student has different number in making errors in their speaking. It depends on how many words, phrase, clause or sentence they used in their conversation and their ability in understanding and using English vocabulary and grammar. Some students from this class have the ability of speaking above the average of their friends. They made errors to one or two words or phrases even none. From 223 errors in task 1, there are 63 errors of omissions, 37 for additions, 111 for misinformation and 12 for misorderings. Then in task 2, there are 217 errors found; from omission with 71 errors, additions with 44, misinformation 92, and 8 errors for misordering.

The most dominant error type is misinformation in those two tasks. It's found that some of the students still get confused about simple rule of word form and word in use. For example, ''he name is Anto,'' which supposed to be ''his

name is Anto.'' In other example ''please hear me'' the correct one is ''please listen to me!'' Then next example is ''she lecture in German,'' it causes the ambiguity meanings ''she works as a lecturer in Germany/she gives a lecture in German language or she studies in Germany'' The word ''German'' and ''lecture'' cause some meanings in this sentence. Seem like the students get confused in using the terms German and Germany. Either she wants to use German which refer to the people or the language or she wants to use the word Germany for the country. Moreover, the word ''lecture'' sometimes misused in sentence. The students often translate per word without thinking whether its contextually used or no, for example the word ''lecture'' for ''kuliah'' which mostly translated in Indonesian as a verb ''dia kuliah di Jerman.''or other example ''dia sekolah di SMU 8'' it translated to ''she school in SMU 8.''

CONCLUSION

Based on the discussion, it can be concluded that it's found 223 errors in task 1 and 217 errors in task 2 by following the 4 types errors from 43 students of English Education Program. From the result, the researcher found 223 errors in task 1, there are 63 errors of omissions, 37 for additions, 111 for misinformation and 12 for misorderings. Then in task 2, there are 217 errors found; from omission with 71 errors, additions with 44, misinformation 92, and 8 errors for misordering. The most common error is misinformation with 49% and 42% in task 1 and 2. Many misinformation errors are about the wrong selection in choosing verb, others still get confused about some word form, and word in use. Grammar knowledge like the using of tense in positive,

negative, and interrogative forms are mixed as well. Students need to know and aware when certain tense is used based on the time and its structure. Then percentage for all types in task 1 are omission with 28%, addition 16%, misinformation 49% and the last misordering 5%. Then in task 2, the omission with 32%, addition 20%, misinformation 42% and the last misordering 3%. For some learners, speaking is the hardest skill in learning English where all English skills need to be used to support the oral ability. It must be noted that grammar knowledge, especially the using of proper tenses helps one in building good communication. For the researcher, the result of this analysis can be used as evaluation step and deep observation to find ways to help students to learn English easier after spotting and knowing their weakness.

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