Grammatical Error Analysis in Speaking Committed by The Eighth Semester Students of English Department at IKIP Muhammadiyah Maumere in The Academic Year of 2017/2018

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ABSTRACT
The aim of this research was to find out the types, the percentage and the sources of the error from The Eighth Semester Students of English Department of IKIP Muhammadiyah Maumere in the academic year of 2017/2018. This research was conducted with The Eighth Semester Students of English Department that consisted of 18 students. It started on February 12th, 2018 until March 12th, 2018. The writer used a qualitative approach which the method of collecting the data were observation, interview and study document from the students. Then, after the data had been collected, the writer used a sequence of technique of data analysing such as: (1) Identifying and describing the errors based on the two types of Linguistic Category; a) Politzer and Ramirez and b) Burt and Kiparsky. Then (2) Explaining the errors in percentage calculating and the sources of the errors and (3) Evaluating the errors and drawing a conclusion. Finally, the conclusion of this research could be drawn as the Eighth Semester Students of English Department at IKIP Muhammadiyah Maumere in the academic year of 2017/2018 committed variatively types of errors in speaking.

Keywords: Grammatical Error, Error Analysis, Speaking.

INTRODUCTION
One of the problem in learning English as a Foreign Language in Indonesia is the inability to speak English well. This problem might be caused by many factors. The interference our mother-tongue might be the major cause. Besides of that, the existence of English as a foreign language makes students always find it hard to speak well. According to Richards (1971:87), “English in Japan, French, Indonesia, Russia and so on is a purely cultural object of study and it is not involved in societal function”. English language is learned just in formal time in school not in student’s everyday life. Based on the experience found by the writer in the environment and also the fact that mostly Indonesian students claimed that English as a difficult subject to learn, it is obviously a serious problem to concern.

Speaking in an unproper grammatical way by the students involved in the error category in language production. Moreover, tackling with the errors made by students, there is a method to investigate those errors, it is called Error Analysis. Error analysis is a methodology that used to predict errors that leaners make by identifying the linguistic differences between their mother tongue (L1) and the target language (Ellis,1999:47).
Error that produced by students in Second Language Acquisition is ‘normally happens’ (Dulay, et al., 1982:138). The reason why it called normal, because students in the process of learning English as the Second Language Acquisition, or usually called ‘the target language’ tend to produce improperly oral language. Therefore, the reason above, encouraged the writer to do this research. The writer believe that with using an Error Analysis might be helpful to figure out this problem. The research was going in the following steps such as; identifying, describing, explaining and evaluating the data. Anyway, the writer expects that this kind of method would help enough and it might encouraged the Students of Eighth Semester of English Departement at IKIP Muhammadiyah Maumere to overcome their problem in speaking English.

**METHOD**

**Research design:**
The design of this research is a Descriptive Qualitative Design

**Setting and Participants:**
The time of doing this research was taken from February 12th until March 12th, 2018. The place of this research was at IKIP Muhammadiyah Maumere, Sikka Regency, East Nusa Tenggara Province. The participants were the Eighth Semester Students of English Departement at IKIP Muhammadiyah Maumere in Academic Year of 2017/2018 that consisted of 18 students.

**Data collection method and Analysis:**
The writer used some methods during collecting the data. The method were as follows: (1) Observation, (2) Interview, and (3) Review of Document. Moreover, in this research, there were some procedures used by the writer that taken from Rod Ellis’ book entitled Second language Acquisition (1997:15). The procedures are shown in the table below:
Table 1. Data Analysing Procedure

<table>
<thead>
<tr>
<th>No.</th>
<th>Step</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Identifying errors</td>
<td>The first step of analysing was identifying the errors. The students were being interviewed and recorded by the writer. Then, the writer transformed all the records into transcription texts and identifying them by comparing them with the correct one.</td>
</tr>
<tr>
<td>2.</td>
<td>Describing errors</td>
<td>Once all the errors had been identified, then they would be described and classified into types.</td>
</tr>
<tr>
<td>4.</td>
<td>Explaining the errors</td>
<td>Giving explanation of why they occur, identifying the source and making the percentage how often they appear.</td>
</tr>
<tr>
<td>5.</td>
<td>Evaluating the errors</td>
<td>Evaluating the errors and describing a conclusion.</td>
</tr>
</tbody>
</table>

Based on the steps of analyzing error in the table. 1 above, the data were analyzed as follows: After collecting the data, the writer would identifying the data and classifying the errors that would had been finding and marking them in italic. Those grammatical error would analize based on Linguistic Category of Politzer and Ramirez and the Surface Linguistic Category of Burt and Kisparsky (Dulay et al., 1982:148). Subsequently, those errors would be explained as their sources and they would be counted in percentage calculating of their occurrence frequency. Finally, a conclusion would be constructed by the evaluating of the errors as the final step of the technique of data analysis.

FINDING AND DISCUSSION

Finding:

After about two months of collecting and analyzing data from eighteen students of Eight Semester from English Departement at IKIP Muhammadiyah Maumere, the writer in this chapter would like to describe all things that had been found during the time.
The data was collected by the writer using a structured interview, through ten questions. Those ten questions had been transcribed and analyzed yet through the Linguistic Category of Politzer and Ramirez and the Surface Linguistic Category of Burt and Kisparsky (Dulay et al., 1982:148).

Table 2. The Linguistic Category Taxonomy Of Politzer And Ramirez

<table>
<thead>
<tr>
<th>LINGUISTIC CATEGORY AND ERROR’S TYPE</th>
<th>EXAMPLE OF ERROR</th>
<th>CORRECTION</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Morphology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. A Use For An Before Vowels</td>
<td>a. I want to be <em>a English</em> teacher</td>
<td>a. I want to be <em>an</em> English teacher</td>
<td>0,8%</td>
</tr>
<tr>
<td>(Article)</td>
<td>b. <em>My lecturer</em> contributions?</td>
<td>b. <em>My lecturers’</em> contributions?</td>
<td>0,8%</td>
</tr>
<tr>
<td>2. Omission of ‘s’ (Possessive Case)</td>
<td>c. I <em>join</em> this institute...</td>
<td>c. I <em>joined</em> this institute...</td>
<td>17,3%</td>
</tr>
<tr>
<td>3. Omission of –ed (Regular Past Tense)</td>
<td>d. Sometimes they <em>tell</em> me what I <em>don’t</em> know.</td>
<td>d. Sometimes they <em>told</em> me what I <em>didn’t</em> know.</td>
<td>29,7%</td>
</tr>
<tr>
<td>4. Irregular Past Tense</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Syntax</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Omission of the article (Determiners)</td>
<td>a. I will become (?) English teacher</td>
<td>a. I will become <em>(an)</em> English teacher.</td>
<td>13,2%</td>
</tr>
<tr>
<td>2. Substitution of singular for plural (Number)</td>
<td>b. If I become <em>a teachers</em></td>
<td>b. If I become <em>a teacher</em>.</td>
<td>13,2%</td>
</tr>
<tr>
<td>3. Substitution of plural for singular</td>
<td>c. Watching English movies and also listening English <em>song</em>.</td>
<td>c. Watching English movies and also listening English <em>songs</em>.</td>
<td>2,4%</td>
</tr>
<tr>
<td>4. Omission of the subject pronoun</td>
<td>d. (?) Can share our experience about English.</td>
<td>d. Can share our experience about English.</td>
<td>3,3%</td>
</tr>
<tr>
<td>5. Omission Of Preposition</td>
<td>e. The location is near (?) my house</td>
<td>e. The location is near <em>(from) my</em> house.</td>
<td>2,4%</td>
</tr>
<tr>
<td>6. Misuse Of Preposition</td>
<td>f. I think to learn structure...</td>
<td>f. I think learning structure...</td>
<td>2,4%</td>
</tr>
<tr>
<td>7. Omission of Main Verb</td>
<td>g. I (?) very difficult</td>
<td>f. I think learning structure...</td>
<td>1,6%</td>
</tr>
<tr>
<td>8. Omission of <em>to be</em></td>
<td>h. I think English teacher today</td>
<td>h. I think English teacher today</td>
<td>2,4%</td>
</tr>
</tbody>
</table>
9. Omission of Be (progressive)

10. Disagreement of Subject and Number

11. Disagreement of Subject and Tense

12. Embedding A Noun And Verb Construction And Another Noun And Verb Construction.

13. Use of is instead of are

<table>
<thead>
<tr>
<th>LINGUISTIC CATEGORY AND ERROR TYPE</th>
<th>EXAMPLE OF ERROR</th>
<th>CORRECTION</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Surrogate Subject Missing</td>
<td>o (?) Is my worst experience in English</td>
<td>o (it) is my worst experience in English.</td>
<td>4.3%</td>
</tr>
<tr>
<td><em>It And There</em></td>
<td>o My full name (?) Yosefina Fitriany Dua hale</td>
<td>o My full name (is) Yosefina Fitriany Dua hale.</td>
<td>8.6%</td>
</tr>
<tr>
<td>2. Simple Predicate Missing</td>
<td>o I join in institute because emm (?) is one emm cheap in Maumere</td>
<td>o I join in institute because emm (it) is one emm cheap in Maumere.</td>
<td>4.3%</td>
</tr>
<tr>
<td>3. Object Pronoun Missing</td>
<td>o (?) Best experience?</td>
<td>o (my) Best experience?</td>
<td>8.6%</td>
</tr>
<tr>
<td>4. Subject Pronoun Missing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3. Surface Strategy Taxonomy Of Burt And Kiparsky
### 5. Misinformation Of Perfect And Progressive Aspect
- My worst thing during learning English is when my laptop is broken
- I think it can be improve my English
- My worst thing during learning English is when my laptop was broken.
- I think it can improve my English.

### 6. Active Order But Passive Form
- I think English is important to I learn
- When I get the problem about the listen that have are learning
- Emm (?) will help me to manage my income.
- I have a biggest obstacle in emm speak
- I think learning English is important..
- When I get the problem about listening that had learnt already.
- Emm (it) will help me to manage my income.
- I have a biggest obstacle in emm speaking.

### 7. Limited and Unlimited Verbs
- More of method is fun (S3)
- Sometimes I difficult (S5)
- Because reading is my emm.. my easy to learn (S2)
- Using more method is fun.
- Sometimes I feel difficult.
- Because reading is my easier learning.

### 8. Misordering in Subordinate Construction
- Misordering with straightforward adjective
- Misuse of adjective as verbs
- Misordering with reverse adjective
Discussion

In this part the writer would like to discuss about what were the factors as the source of the errors which contributing the error produced by the students and the differences of this research among the three previous researches. As we have discussed before in the chapter 2, there are some possibly causes that make students produce errors in learning foreign language. They are Interlingual Transfer, Intralingual Transfer, Context of Learning and Communication Strategies (Brown, 2000:223) Interlingual Transfer is a transfer of error that appear because of the interference of the mother-tongue from the learner. It happens when learner is using the target language but still in the form of their mother tongue language. In this research, the writer have found many examples of error that exhibited a stric ted influence of students’ mother tongue in their English speaking. For example the error in simple past tense such as: (1) “I come here.” (substitution of simple non past) supposed to be “I came here”. (2) I join this institute (omission of ed) supposed to be “I joined this institute. These examples above are abviously shown that the student was still being influenced by the form of Bahasa Indonesia which is not using Tense at all in its grammatical rules. Students ignored the substitution of the verb they used whether in past or present or in future time. The second source of error is Intralingual Transfer. This transfer happens because of the previous experience and the existing subsumers of the students start to overgeneralize the structure of the target language they learn. This usualy happen in the omission of articles and the use of tenses (Brown, 2000:223). For instance: (1) Omission of article: “I will become (?) English teacher. The correct sentence supposed to be: I will become an English teacher. (2) Misinformation of the perfect and progressive tense: My worst thing during learning English is when my laptop is broken. The correct formulation supposed to be: My worst thing during learning English is when my laptop was broken. The next source is Context of learning. This error often produced by students because of the misleading information they got or the faulty explanation from the textbooks they read or might be the wrong information their teacher teach them by misleading definition, word or grammatical generalization (Brown, 2000:226). For example: (1) “Sometimes I difficult”. The correct one must be “sometimes I feel difficult”. Using an adjective as the verb in the sentence is impact of misleading information student got. The last source is Communication Strategy. Communication Strategy refers to the learning styles of the students. Sometimes students try to make their message getting accross by use their production strategies but
it also could be the source of the error, such as circumlocution, word coinage, false cognates and prefabricate patterns (Brown, 2000:227). For example: *I think emm..* English is important to *I learn*. This sentence must be: “*I think emm.. English is important to learn*”. This sentences the impact of student’s circumlocution.

Moreover, the writer will discuss about the differences of this research among the three previous researches. (1) Gopur, Abdul (2008) Error Analysis in Student’s Speaking Performance (A Case of Study at The Second Year Students of SMK Permata 2 Bogor. Jakarta: State Islamic University Syarif Hidayatullah Jakarta. The research by Gopur was focusing on identifying the speaking performance, specifically in the students’ pronunciation. His research was measuring students pronunciation, vocabulary, fluency, structure and pronunciation in final position. Meanwhile, the focus this research by the writer was identifying the grammatical error in speaking. It means that, Gopur inquired the phonological errors, in the contrary, the writer concerned about the syntactical and morphological errors. Another aspect is the duration of study of the students. The research by Gopur was using the students from a vocational school, (equal with a high school level) which means their duration of study English is different with the university students that used by the writer. Duration of study determines the level of cognition of the students. (2) Projo, Nugroho P.H (2011) An Error Analysis on Speaking English at The Third Semester Students of English Departement of Muhammadiyah University of Purwerojo at The Academic Year 2012/2013. Purwerojo: Muhammadiyah University Purwerojo. Although Projo used the same university students to inquire as the writer did but there is still a little split-part in their study duration. Projo used the third semester students, meanwhile the writer used the eighth semester students which means, both third and eighth semester students have a different duration of their learning English. The difference in their study duration determines their level of cognition and it also affects the result of the researches. Another difference between these two researches is the types of error and the taxonomy used by both of the writers. Projo used some categories of error such as: interlingual error, erroneous input, inherent difficulty, omission, misinformation and misordering. Meanwhile, the writer used two Linguistic Taxonomy provided by Dulay et al (1982) such as: the linguistic Taxonomy of Politzer and Ramirez and The Surface Taxonomy of Burt and Kiparsky which have completer types of error to measure than the category used by Projo. (3) Saputri, Rismanita A. E. (2015). Error Analysis of Oral Pronunciation Made by English Departement Students in Microteaching Class at Muhammadiyah University of Surakarta. Surakarta:
Muhammadiyah University of Surakarta. Rismanita concerned in inquiring the error of pronunciation produced by students in Microteaching class. Her research emphasized on speech error, morphological error and syntactical error in speaking. Meanwhile, the writer’s inquired solely the grammatical error, which means the writer only identifying and measuring the syntactical error and morphological error. Rismanita used the type of speech error by Clark and Clark (1977). The types are Filled Paused, Silent Pause, Repeats, Stutters, Interjection, Correction and Slip Tongue. Instead of it, the writer used Linguistic Taxonomy suggested by Dulay et al (1982) to measure the grammatical error by the student of English Department.

CONCLUSION
Based on the the Finding and Discussion, the writer concluded some important points as a summary:
(1) The types of error that produced by the students were: The Linguistic Category of Politzer and Ramirez: A use for An before Vowels ,Omission of ‘s’, Omission of –ed, Substitution of simple non-past, Omission of the article, Substitution of singular for plural, Substitution of plural for singular, Omission of be (progressive), Omission of preposition, Misuse of preposition, Omission of Main Verb, Omission of to be, Omission of be (progressive), Disagreement of Subject and Tense, Embedding a Noun and Verb Construction and Another Noun and Verb Construction and Use of Is Instead of Are. The Surface Strategy Taxonomy of Burt and Kirparsky: Surrogate Subject Missing It and There, Simple Predicate Missing, Object Pronoun Missing, Subject Pronoun Missing, Misinformation of Perfect and Progressive Aspect, Active Order but Passive Form, Passive Order but Active Form, Limited and Unlimited Verbs, Misordering in Subordinate Construction, Omission of Surrogate Subject, Misinformation of Gerund After Preposition, Misuse of Adjective as Verbs, Misordering with Reverse Adjective, Misordering in Embedded Sentences.
(2) The highest error occurred in the category of Substitution of simple non-past which occurred 29.7% from the whole errors, and the lowest error occurred in the category of A Use for An before Vowels, Omission of ‘s’, Embedding a Noun and Verb construction and Another Noun and Verb Construction and Use of Is Instead of Are which occurred just 0.8% each.
(3) The factors that contributing the error production were Interlingual error,
Intralingual error, Context of Learning and Communication Strategy.

REFERENCES


