The Analysis of Grammatical Errors in Speaking Activities Produced by Students at English Class Vocational High School of Yadika Lubuklinggau

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Abstract

The aimed of this study was to observe the grammatical errors in speaking activities produced by students at English class Vocational High School of YADIKA Lubuklinggau. It focused on (1) What is the most common type of students errors produced in speaking activities?; and (2) How is the proportion of students errors produced in speaking activities?. The writer employed descriptive method as the design of the study. The findings of this study showed that the students produced grammatical errors based on the surface strategy taxonomy which are classified into omission, addition, misformation and misordering. The result found that the most common type of errors produced in speaking activities was misformation errors because it occurred more than 50% of all type errors. The most frequent types were **misformation** errors occurred 145 items (60,87%), **omission** errors occurred 56 items (27,80%), **addition** errors occurred 19 items (8,51%) and **misordering** errors occurred only 5 items (2,82%).

Key Words: grammatical errors, speaking activities

INTRODUCTION

Grammar always exists in every language activity, actually, grammar is used to mean the structure of language. Talking about grammar, Harmer (1999: 12) supposes that grammar is a process for making a writer's meaning clear when contextual information is lacking. It means using a good grammar people can understand the information meaning of material.

There were some reasons that made the writer interested in this study. The first is that communication strategies are essential factors in oral communication or speaking activities. They are helpful for interlocutors to the express and understand ideas in their communication; for example, paraphrasing is sometimes used as a strategy to make the message easier to be understood. It is used when the speaker assumes that the listener will not understand the concepts or items that he/she wishes to express. The second is that the communication strategy or speaking activity are considered more on the language use and even more on pragmatic consideration, rather than just on the language itself or linguistic consideration. The third reason is that the communication strategy or speaking activity can be function as compensation for breakdown in communication, therefore communication in speaking activity is considered as sources of errors in addition to interlingual and intralingual transfers (Syahri, 2010: 2).

Concept of Error

Making error is an inevitable part of language learning. Therefore, students cannot learn a language without first systematically committing errors. In other words, to detected errors can be found in pronunciation and the possibility of errors can be influenced by many factors; two of them can be recognized by the **difference of learners' difference that is intended to Yuliani (2016: 74).**

However, Richards (1985: 127) proposed another definition asserting that error is the use of a linguistic item (e.g: a word, a grammatical item, a speech act, etc). In a way, which a fluent or native speaker of the language regards as showing faulty or incomplete learning. These definitions suggest that the standard on which to judge error is the native speaker. In short, according to Brown (1980:206) error analysis is the fact that the learners do make errors and these errors can be observed, analyzed and classified to reveal something of the system operating within the learners, led

to a surge study of learners' errors. Relating to the statement above, it concluded that error analysis is a technique for analyzing, classifying, and describing the noticeable error produced by the students in learning English process.

The Classification of Error

According to Dullay (1982: 145), there are four types of taxonomies which concern with errors. They are: (1) Linguistic Based Category. Linguistic-based category classifies errors according to either or both the language component at the particular linguistic constituent the error affects and language components include phonology (pronunciation), syntax, grammar, semantic constituents include the elements that comprise each language component. (2) A surface Strategy Taxonomy. Surface strategy is divided into omission, addition, misformation, and misordering errors. It highlights the ways surface structures are alerted. The learner may omit necessary items or add unnecessary ones; they may misform items or misorder them. (3) Comparative Taxonomy. Comparative taxonomy is the classification of errors based on a comparison between the structure of errors and certain other types of construction. (4) Communicative Effect Taxonomy. The communicative effect classification deals with errors from the perspective of their effect on the listener or reader. It focuses on distinguishing between errors that seem to cause miscommunication.

Furthermore, the study will be focused on four kinds of surface strategy taxonomy that consist of omission, addition, misformation, and misordering.

a. Omission

Omission error is "Those errors are characterized by the absence of an item that must appear in a well-formed utterance". In other words, an utterance of a sentence is said to exhibit omission errors if it omits any necessary item used in well-formed sentence of utterance. For example, *My name Shintia.* This sentence is wrong. The sentence should be: *My name is Shintia.*

b. Addition

Addition error is "Those errors are characterized by the pro sentence of an item that must not appear in well- formed utterance".

There are three kinds of addition errors:

1) Double markings

For examples: (1) She doesn't <u>knows</u> my name. It must be : she doesn't <u>know</u> my name. (2) I am go to the market every Sunday. It must be: I go to the market every Sunday.

2) Regularization (Overgeneralization)

Regularization errors that fall under the addition category are those in which a marker that is typically added to exceptional items of the given class that do not take a maker. For examples: (1) <u>Sheeps</u> instead of <u>sheep.</u> (2) <u>Putted</u> instead of <u>put.</u>

Simple Addition

If an addition error is not a double marking nor regularization, it is called a simple addition. The use of an item which should not appear in a well-formed utterance. For examples: (1) The hospital is in over there. It should be : The hospital is over there. (2) this new book version. It should be: This new book version.

c. Misformation

Misformation error is "These errors are characterized by incorrect from of morpheme of structure". In misformation error, the learner supplies an item although it is still incorrect. There are three kinds of misformation errors:

1) Regularization Errors

The falls under the regularization errors of misformation category are those in which a regular marker is used in place of an irregular one. For examples: (1) <u>Eated</u> instead of <u>eat</u>. (2) <u>Childs</u> instead of <u>children.</u>

2) Archi-Forms

The selection of one member of a class of form to represent others in the class is common characteristic of all stages of second language acquisition. The form selected by the students called an "archi-form". For examples: (1) <u>That</u> dog is mine; <u>That</u> books are new 'That' is the archi-demonstrative adjective representing the entire members of a demonstrative adjective. (2) <u>I</u> am hungry; Give <u>I</u> the magazine "I" is the archi-personal pronoun for the first person singular form.

3) Alternating Forms

As the learners' vocabulary and grammar grow, they have known the various member of a class. Nevertheless, they still fail to select and use the members appropriately. For examples: I have some new pens. I buy <u>it</u> today. It must be: I have some new pens . I buy <u>them</u> today.

d.   Misordering

A misordering error is "These errors characterized by incorrect placement of a morpheme group of morpheme in an utterance. For example *Mr.Alvin buys two books new*. The sentence is wrong. The sentence should be: *Mr.Alvin buys two <u>new books</u>*.

In relation to the explanations above, the surface taxonomy has most common errors produced by the learners in constructing sentence or sentences are in terms of omission of necessary grammatical morphemes, or addition of unnecessary ones. In short, there are some types of errors that students can produce in language learning such as omission, addition, double marking, regularizations, misformation, using archi-forms, and misordering errors (Oktaviani, 2016: 112).

METHODOLOGY

The study was a descriptive qualitative study. It was shown by the characteristics of the techniques of collecting and analyzing the data what is customarily referred to as content analysis (Syahri, 2010: 12). In addition, Ary, et. al., (2010: 440) descriptive method is used to describe events as they naturally occur. It involved describing, analyzing, and interpreting of condition that exists. In short, this study concerns grammatical errors produced by the students in speaking activities.

RESULT AND DISCUSSION

It was found that in the recording of English classroom, there were four types of grammatical errors based on the surface strategy taxonomy are identified which are classified into omission, addition, misformation and misordering.

The percentages of occurrences are illustrated in Table 1.

Table 1
The Occurrences of Grammatical Erros based on the Surface Strategy Taxonomy

No	Types of Grammatical Errors	Frequency	Percentage
1.	Omission	55	27,80%
2.	Addition	19	8,51%
3.	Misformation	145	50,87%
4.	Misordering	5	2,82%
	Total		100%

From the percentage occurrence of grammatical errors above, the types of grammatical errors occurred with various frequencies from a recording of dialogue conversations. However, omission

errors occurred fifty-six (56) times in 225 turns, which meant that there were 27,80% turns of percentage occurrence in whole turns. Addition errors occurred nineteen (19) times in 225 turns, which meant that there were 8,51% turns of percentage occurrence in whole turns. Misformation errors occurred one hundred and forty-five (145) times in 225 turns, which meant that there was 60,87% turns of percentage occurrence in whole turns. There was one type that occurred only five (5) times in 225 turns which meant that there was 2,82% turns, it was misordering errors.

CONCLUSION

In relation to the results and discussion of the study that have discussed about grammatical errors produced by the students in speaking activities based on surface strategy taxonomy, the writer writes the following conclusions:

There were four types of error according to surface strategy taxonomy. They were an *omission, addition, misformation, and misordering.* In other words, the most common type of students errors produced in speaking activities was misformation errors, because it occurred more than 50% of all type errors. It can be inferred from the percentage occurrences, the most frequent types were **misformation** errors occurred 145 items (60,87%), **omission** errors occurred 56 items (27,80%), **addition** errors occurred 19 items (8,51%) and **misordering** errors occurred only 5 items (2,82%).

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