

**GRAMMATICAL ERROR ANALYSIS IN SPEAKING OF THE SECOND
SEMESTER ENGLISH STUDENTS OF IAIN TULUNGAGUNG ACADEMIC YEAR
2013-2014**

By

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Abstract: English is one of subject which must be learned by the student; because it is one of international language. In the learning language, the student is asked to achieve the target language; so that the students can interact with the other well. However, the students must be committing error firstly. A method to analyze the error is called *error analysis*. The purpose of study are to analyze the types of grammatical errors and to know the types of grammatical error are frequently made by the students of second semester of IAIN Tulungagung in speaking skill. This research design in this study was descriptive design with quantitative approach, the population was the students of TBI class in second semester of IAIN Tulungagung, the sample was in 2B class that consist of 30 students, the instruments that were used to collect the data were speaking test, the data analysis was using identifying and classiyng the grammatical error. The result showed that students made error in omission, addition, misinformation, and misordering. The total of errors reaches 36 times in the students speaking consist of using simple present tense and simple past tense. The highest frequency of error is misformation which the number of percentage achieves 47%. The second frequency of error is omission which the number of percentage achieves 42%. The third frequency of error is addition which has number 8%. The last frequency of error is misordering which has low number 3%.

Keywords: Error Analysis, Grammatical Error, Speaking

In our education system, English is a compulsory subject at secondary school. This is because English is an important international language which is used as a medium of communication by the most people in the world. Every human in the world always use language to communicate, give information, knowledge and express their idea and thought. However, in learning language, the people must be comitting error firstly.

Errors that are made by students in learning language should be analyzed by the language teacher. Brown (2000:218) stated that while errors indeed reveal a system at work, the class room language teacher will be preoccupied in noticing errors that the correct utterances in second language go unnoticed. He also states that reducing the errors happened in language learning can increase language proficiency, as the main goal of learning second language. Thus, error analysis can be defined the process of identifying the errors

made by students in learning language to improve the students' ability or proficiency of second language learners. In the other hand, Ellis (1986:51) presented that the goals of error analysis were pedagogic – errors provided information which could be used to sequence items for teaching or to devise remedial lessons. It means that the error analysis provides the teacher to conduct remedial test if the students made error. That remedial focuses in the students' error frequently made. Consequently, the teacher can check if the teaching and learning process has run well or not.

As we know that grammar is the most important part in studying english; because the students learn about how to construct the utterance correctly. Acoording to Harris (1974:81) “Mastering grammar knowledge will help one in speaking English, because he will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance”. In other word, grammar is important role to master the spoken of the language.

In learning language, Mead and Rubin (1985) say that speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component. In the end of the learning, people can communicate with the other so that they can have interaction to avoid misunderstanding.

As the reason, error analysis also helps the students identify what the errors they are made, because the students cannot apply their language acquisition directly without committing error firstly. They cannot achieve the target language perfectly when the errors appear. However, the errors are included in learning process of language basically, so that they can elevate their acquisition of the target language and learn it comprehensively to achieve the good communication by analyzing their own errors.

METHODOLOGY

The design used in this research is descriptive design by using quantitative approach. Descriptive study is the design in the research that obtains the information focusing in current status and phenomena. They are directed toward determining the nature of situation, as it exists at the time of study. In descriptive study, there is no control or treatment as in experimental study.

The population of this research is English students in second semester of IAIN Tulungagung. The sample of this research is the students who study in TBI^B of IAIN Tulungagung academic year 2013/2014. There are 30 students who become the sample. In this class, there are 4 male and 26 female. The sampling technique used in this research is stratified random sampling.

The instrument of this research is documentation of speaking test. In addition, the data collecting method is the documentation method. There are procedures to collect until interpret the data in this research. Firstly, the researcher asks permission to the English teacher (Dr. Susanto, M. Pd.) to enter to the class determined. Secondly, the researcher records the students speaking on test. The researcher records students speaking test from beginning until ending. Thirdly, the researcher transcribes the students speaking test from video.

The data analysis in this research are identifying the errors made by the student Below is the formula to tabulate the frequency of error:

$$\% = \frac{f}{n} \times 100\%$$

% = Percentage of error

f = Frequency of class error

n = Total number of error.

After the errors have been identified, the next step is classifying them into their types the errors that are made by students are classified by using surface taxonomy strategy as stated by Dulay et.al (1982). They are error of omission, addition, misformation and misordering.

FINDINGS

To know The errors that is going to be the focus in the process of identification are error in using grammatical features in speaking test, consist of error in the use of simple past tense and simple present. The result of the students' speaking were not same. The students were asked to make group consist of three students. Every group needed 7 minutes speaking. In addition, every student needed 2 minutes. In this class, consist of 30 students. if each group needed 3 students it means that there is 10 group. This test needed 70 minutes. In this class the teacher gave the title about "the best age to be" or "golden age" , the teacher gave the title in a week before the test. The students gave title a week before test because the teacher hoped the students can train speaking at home. After a week, the teacher did the test, in the test the students were asked to make a group and a group consist 3 until 4 students, the students were asked to speaking about the statement based on title. From this test the researcer found error in students speaking class. Below is the student's error in speaking test which researcher had identified:

Table 4.1 Tabulation of Grammatical Features Error

Aspect	Type of error				Total
	Om	Ad	Mf	Mo	
Simple past tense	5	0	11	0	16
Simple present tense	10	3	6	1	20
Total	15	3	17	1	36
Percentage	42%	8%	47%	3%	100%

Om = Ommision
Ad = Addition
Mf = Misformation
Mo = Misordering

DISCUSSION

1. Error Aspect of Grammatical Features

The error that happened in grammatical error made by students of second semester of IAIN Tulungagungin speaking skill there are four types. They are omission, addition, misformation, and misordering. Omission is the type of error that is characterized by the absence of item that actually needed in well formed sentence. Addition errors are the errors that are characterized by the presence of item that must not appear in wee-formed utterance/sentence. Misformation errors are the errors that are characterized by use of wrong form in morpheme and structure. Misordering errors are characterized by the incorrect placement of morpheme or group of morpheme in utterance.

2. The Frequencies of Grammatical Features Error

Based on the data that has been analyzed by students, the highest frequency of errors happened in applying grammatical made by students in speaking skill is misinformation which reaches 47% from the total of errors. Misformation errors are the errors that are characterized by the use of wrong form in morpheme and structure. The abundance of misformation errors can be caused by the minimum knowledge about the pattern of such structure in language. Because of the lack of knowledge about the structure, the students may use the structure as they are able without paying attention to the right rule. For example the tense pattern, actually the rule or the pattern of tense must be understood by the one before he/she utters the utterances.

Based on the data that has been identified, the students often made error in the case of using regular verb marker in the simple past. The sentence is in the simple past.

Azhar (1989;24) states in her book that simple past tense is a tense indicates that an activity and situation began and ended at a particular time in the past. In applying simple past tense rule, the students

should know that the verb used in simple past tense is verb 2. Verb 2 can be divided in two types, they are regular and irregular verb. The regular verb is the verb has such characteristic. The characteristic of regular verb is marked by the addition of “d/ed”. However, the students often use verb 1 form to express the event in past time. In applying that rule, students often misuse the marker, so “the verb” or “to be” or “modal” can be considered as false construction.

. The second highest frequency of grammatical errors that are made by students in speaking class are omission which reaches 42% from the total of errors. Omission errors are the errors that are characterized by the absence of item that actually needed in well formed sentence. The abundance of omission errors can be caused by the minimum knowledge about the right structure in English. Because of the lack of knowledge about the structure, the students may lose the structure, as they are able without paying attention to the right role. For example, the tense pattern, actually the rule or the pattern of tense must be understood by the one before he/she makes sentence.

Based on data that has been identified, the students often makes error in the use of “to be” to make sentence in simple present tense, many of them still omit “to be” to compose the sentence in explaining nominal sentence. It may be caused by the lack of knowledge or bad memorizing of “to be” in simple present tense. In the other hand, sometimes, in simple present uses s/es; unless the students omit “s/es” to construct verbal sentence particullary in the third singular person or singular noun.

The third highest frequency of grammatical errors made by students based on the data that has been identified is the errors of addition which reaches 8% from the total of errors. Addition error are the error that are characterized by the presence of item that must not appear in well-formed utterance/sentence. According to the data, the students often add “to be” that is actually is not needed in well-formed sentence. The example of this error is “it is can think”. In this case the student adds is before modal that is very forbidden. “ should not be added so that the sentence can be understood well. The other error can be seen in this example “they is still have pure mind”. In this case the student adds “is after the subject that is not allowed in simple present. To be (is, am, are) is not used in simple present tense of verbal.

The least grammatical error made by the students of second semester in speaking class is the error of misordering which reaches 3% from the total of errors. Misordering errors are characterized by the incorrect placement of morpheme or group of morpheme in a utterance or sentence. Based on the data that has been identified by the researcher, the students ever make the inplacement of such in constructing sentence. The example taken from the data “Who i’am”. In that sentence, the student makes in incorrect form, because that sentence is interrogative sentence the student should utter such as “who am I”.

CONCLUSION AND SUGGESTION

In the conclusion, the researcher presents that students made error in omission, addition, misinformation, and misordering. Omission is characterized by the absence of an item that must appear in the well formed utterance. Addition is an opponent of omission which is defined as characterized by the presence of an item, which must not appear in the well formed utterance. Misformation is characterized by the use of wrong form of the structure. Misordering is characterized by the incorrect placement of group in an utterance. In addition, the students error is suitable as stated by Dulay.

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The conclusion has been presented by the researcher. In the last explanation, the researcher presents some suggestion for the teacher can give treatment to the students towards their errors. The students treatment can be made as a focus of developing students' weakness which can be seen from the tabulation of errors. The weakest aspect their capability in using simple present and past tenses can be more sensitive to the aspect error which occur the most. The teacher should be more sensitive to the error made by students; and the teacher should give explanation as feed back for them. The students – especially the second semester of english students in IAIN Tulungagung – have known errors they made. The students should learn from their mistakes; and they should not do the same mistake. The students should pay attention on the error, and if it is necessary, they should look for more information or explanation from the teachers of reviewing related book. The other researchers are suggested use better method to collect the data of their research. He/she should present the findings better and systematically, so that it can be understood well and have more benefit to the reader. Furthermore, the other researcher is also suggested to not only focus in simple tenses in his/her research. He/she should add other aspect of that need analyzed. Moreover, the other researchers can identify the other error better than the researcher did.

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