

GRAMMATICAL ERRORS IN ORAL RECOUNT OF EIGHTH GRADE STUDENTS

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Abstract: The aims of this research were to find out the most frequent type of grammatical error in oral recount, the frequency of grammatical error and the main causes of students' grammatical error in oral recount. The research was carried out at SMP N 2 Sungai Raya. It was descriptive research and the sample was eighth grade students of VIII A. Data analysis showed that the most frequent type of errors was misinformation by 141 errors made. The percentage of errors were omission by 36,25 % (moderate); addition by 10,31% (low); disordering by 11,88% (low) and misinformation by 41,56% (substantial). There were two main factors that caused errors in speaking; they were direct and indirect factors. The direct factors included inter lingual and intra lingual transfer. Meanwhile, the indirect factors were less exposure of practicing English and low motivation of students.

Keyword: oral recount, error, grammar, speaking

Abstrak: Tujuan penelitian ini adalah untuk menemukan frekuensi error yang paling sering terjadi dalam oral recount, persentase dari setiap jenis error dan faktor utama yang menjadi penyebab error itu terjadi. Penelitian ini telah dilakukan di SMP N 2 Sungai dan sampelnya adalah siswa kelas VIII A. Hasil analisis data menunjukkan bahwa frekuensi error yang paling sering muncul adalah error misinformation. Persentase dari error yaitu *omission* dengan 36,25 % (*moderate*); *addition* dengan 10,31% (*low*); *disordering* dengan 11,88% (*low*) and misinformation dengan 41,56% (*substantial*). Ada dua faktor utama yang menjadi penyebab error, diantaranya adalah faktor langsung dan tidak langsung. Faktor langsung termasuk inter lingual dan intra lingual. Sedangkan faktor tidak langsungnya termasuk kurangnya peluang untuk berlatih dan rendahnya motivasi siswa dalam belajar.

Keyword: oral recount, error, tata bahasa, berbicara

Making errors could not be denied by every learner in a process of learning. In the process of learning a second language, especially English, English has certain and complex structures which are different from Indonesian Language. Thus, it is a natural process of the learners to make errors in learning. Meanwhile, if the errors occur frequently without any detail correction and analysis, so it will be a serious problem that has to be taken into account.

In acquiring English as non native language of Indonesian learners, there were several skills that have to be acquired. They are listening, reading, speaking and writing. Speaking is one of productive skill in acquiring the second language (Muhamad et al., 2013). This skill also plays important role in verbal communication. Thus, the mastery of speaking skill in English is a priority for many second-language or foreign-language learners (Richards, 2008). Moreover, speaking falls into two categories; monologue and dialogue. In monologue, the students have to consider not only with the fluency of how the language is orally performed but also the accuracy in both pronunciation and grammar (Brown, 2001). Thus, the existence of grammar is being one of the important things that cannot not be neglected in monologue speaking performance, in this case is oral recount.

Based on the syllabus that is used by SMPN 2 Sungai Raya for the eighth grade, the students are required to perform short monologue and the English teacher uses oral recount as an assessment for spoken production of recount text in form of telling personal experience. The accuracy of grammar is one of the criterions of the assessment. Nevertheless, there were some grammatical errors happen in oral recounts.

Considering to the problem, the researcher intended to give more detail description and explanation about students' grammatical errors by analyzing the grammatical errors in their oral recount. By analyzing students' grammatical errors, it will provide information how the learners have progressed toward the instruction of recount text. Besides, grammatical errors analysis in spoken English will be useful as a feedback for the teachers reflecting on their teaching styles in teaching spoken text like recount. Thus, the teacher would be wiser as a decision maker in the classroom.

Actually there were several researchers who have conducted research about errors in spoken English. Adib (2012) reported that SMA students have not mastered the use of verb groups. Meanwhile, Projo (2012) reported that the result of the grammatical error analysis in speaking made by third semester students. The findings shows that the kinds of errors made are Inter-lingual Error is 20.5%, Erroneous Input is 27%, Inherent Difficulty 6.8%, Omission 34%, Misinformation 9%, and Disorder 2 by omission become the most frequent type of errors made. Furthermore, there are still other researchers who conducted a research about error analysis in speaking. Muhamad et., al (2013) has a research on oral presentation errors of Malaysian Student in English for Academic Purposes (EAP) course. Their finding is error of misinformation accounted for the majority of grammatical errors then followed by omission and addition.

Based on the previous researches above, the researcher encouraged to conduct a further research about an error analysis in speaking as errors occurred in the student

speaking performance. However, this research is different from the previous researches as explained before, because the school level that is analyzed in this research is lower than previous researches, they are Junior High School students. By analyzing grammatical errors made by Junior High School students, especially in four classes of error ;omission, addition, misinformation, and disordering, the researcher would be able to give her contribution of the research for Junior high school teachers and students. The findings can be as the basic for them to create a better instruction. So, the teacher would be ready in preparing the students for the higher level and the students would have good basic in grammar as well as they would be more ready to continue their study to the higher level in the future.

METHOD

The method of this research was descriptive qualitative. It was based on the research focus to analyze the grammatical errors in speaking English of Eighth grade students of SMP N 2 Sungai Raya. The data was presented qualitatively. This research was descriptive in nature. This method was used by the researcher because this research explained more about the types, percentage and the causes of grammatical errors in students' oral recount. The population of this research was the eighth grade students of SMP N Sungai Raya in the academic year 2014/2015 which consists of 244 students. There were eight classes in eighth grade.

Considering to the students achievement from class A until class H were less more similar, the researcher chosen the students in the class A randomly as the sample of this research by which it consisted of 30 students. All of students in this class were the sample of this research. In order to collect the data, the researcher used several techniques in this research, they are; documentation, the researcher recorded the audio of students' performance and made trascriptionIt was the students' utterances in sentences. This transcription was used as a basic of analyzing student's grammatical error in speaking.

Then,interview, it was chosen as the technique of data collecting in order to support the analysis of the main causes of errors in speaking. Interview was conducted face to face between the researcher and students by using Bahasa Indonesia in order to avoid misunderstanding. Interview was conducted to some students as the interviewees. They were selected based a criterion. The criterion was the students who most frequently made errors in oral recount.In collecting the data, the researcher used several tools, they were electronic recorder, the researcher used mobile phone to record the audio of students' performance in delivering their oral recounts.Interview guide was used in order to support the finding of the main causes of errors in oral recount performance. The interview guide consists of 12 questions.Grammatical errors analysis was used to analysis grammatical errors in oral recount which include for steps, they were identifying, decribing,explaining,and evaluating the grammatical errors that occurred.

FINDINGS AND DISCUSSION

Findings

Based on the frequency of the errors made and the computation of errors in percentage, there were 139 out of 342 or 40.64 % errors of omission; 34 out of 342 or 9.94 % errors of addition; 28 out of 342 or 8.19 % errors of disordering; and 141 out of 342 or 41.23% errors of misinformation. Below are the chart of grammatical errors that occurred in students oral recount performance. It can be concluded that the most frequent type of errors in speaking was error of misinformation by 141 out of 342 or 41.23% errors. Below is the chart of error percentage based on its classification.

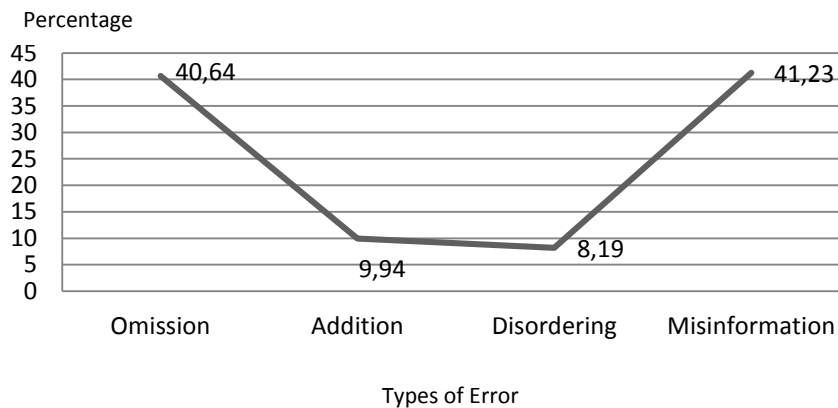


Chart.1 Error Percentage

Below is the table of grammatical errors which had been classified based on the classification of errors percentage.

Table.1 Error Percentage Classification

Errors	Percentage	Classification
Omission	40,64%	Substantial
Addition	9.94%	Low
Disordering	8.19%	Low
Misinformation	41.23%	Substantial

Based on category from the result of students' errors, it can be seen that the error of omission is substantial; error of addition is low; error of disordering is low and error of misinformation is substantial. In brief, error of omission and misinformation are substantial errors in oral recount. It means error of omission and misinformation are more frequently occurred than error of addition and disordering and the most frequent type of errors made based on the frequency in the percentage is misinformation error by 141 out of 342 or 41.23 %.

In addition, the researcher found that most of the students made errors more than one error and even more than one types of errors in a sentence that they produced. For example: 'At the evening, I already get up'. It can be seen that the student made two errors; misinformation of preposition 'at' and misinformation of action verb 'get'. Edorgan (2005) believed that there are two main causes of errors. The researcher found that there are two main causes of errors in oral recount. There are inter-lingual transfer and intra-lingual transfer. Inter-lingua transfer is the result of language transfer. It is caused mainly by mother tongue interference. Based on the finding of this research, the students are influenced by the rules of Bahasa Indonesia. For instance, 'I will tell you about my *experience bad*'. Intralingua transfer is the result from faulty or partial learning the target language rather than language transfer.

According to Richard's theory cited in (Baghderi, Haydari, & Pooneh, 2012) there are four main causes of errors in intra-lingua transfer. Firstly, overgeneralization. This factor causes the learners create a deviant structure on the basis of other structures in the target language. In this research, the researcher found that the students tend to use one form or construction in one context and extended its' application to the other context where it should not be applied. In this case, the students over generalized between regular and irregular verb. They tend to put suffix -ed on the irregular verb, for instance, 'I runned after a ball from enemy team hitted me'.

Secondly, grammatical errors was caused by incomplete application of rule. This factor causes the learners fail to use a fully developed structure. In this research, the researcher found that the students were still confused in using linking verb especially to produce non verbal sentence. They were still confused to distinguish between adjective and verb in the sentences. That is why, they often omit the auxiliary and linking verbs that must exist in the sentence. These things may occur because of the incomplete application of rule. For example, 'she_cute and smart'. In this case, the student omits the linking verb 'was'. The other example is '...it_getting dark'. The student omits the auxiliary verb 'was'.

Thirdly, false hypothesis, this factor causes the learners do not fully understand a distinction in the target language. In this research, the researcher found that the students were misinterpreting certain structure of the target language. For example, 'I was felt'. In this case, the students have false hypothesis. They think that 'was' and 'were' as a maker of past tense. That is why they put the linking verb 'was and were' in the past tense, although these sentences have its' verbs.

Fourthly errors was caused by the ignorance of rule restriction. This factor caused the learners apply rules to the context where they are not applicable. In this research, the researcher found that the students tended to use simple present form in their oral recount. It can be seen that they tend to use simple form verb in their oral recount. For example, ‘...I immediately go home’.

Discussion

Based on the data finding, the students make errors of omission, addition; disordering; and misinformation by error of misinformation becomes the most frequent type of errors made in speaking performance. The errors occur in some components of the language that become a focus in assessing spoken text (recount). They are the errors of using pronoun, action verb, linking verb, auxiliary verb, preposition, noun phrases and article. Based on the data finding, the students make errors of omission, addition; disordering; and misinformation by error of misinformation becomes the most frequent type of errors made in speaking performance. The errors occur in some components of the language that become a focus in assessing spoken text (recount). They are the errors of using pronoun, action verb, linking verb, auxiliary verb, preposition, noun phrases and article. They are interlingua transfer and intralingua transfer. In this discussion, the researcher discusses more detail about the errors made in those components based on the surface structure taxonomy. Error of omission happen due to the fact that the incomplete application of rules. It means that the students fail to use fully developed structure. Error of addition happen due to the fact that do not fully understand the distinction of the use of some grammatical components in the target language. They are misinterpreting the use of article, preposition, action verb, and linking verb. Error of disordering happen due to that the students mostly did disordering of noun phrase. The students construct their own rules because they are influenced by Bahasa Indonesia structure as their native language. Error of misinformation due to the fact that the students got difficulty in changing and making distinction between the regular (decide) and irregular verb (give).

Firstly is inter-lingua transfer. It is the result of language transfer. It is caused mainly by mother tongue interference. Based on the finding of this research, the students are influenced by the rules of Bahasa Indonesia. For instance, ‘I will tell you about my *experience bad*’, ‘Next, I and my family built *castle sand*’, and ‘After that, we came to *house grandfather*’. The types of errors that are commonly caused by inter-lingua transfer in oral recount is disordering of noun phrase.

Secondly is intralingua transfer. It is the result from faulty or partial learning the target language rather than language transfer. According to Richard’s theory cited in (Baghderi, Haydari, & Pooneh, 2012) there are four main causes of errors in intralingua transfer. They are overgeneralization, incomplete application of rule, false hypothesis, and ignorance of rule restriction.

Firstly is overgeneralization. This factor causes the learners create a deviant structure on the basis of other structures in the target language. In this research, the

researcher found that the students tend to use one form or construction in one context and extended its' application to the other context where it should not be applied. In this case, the students over generalize between regular and irregular verb. They tend to put suffix -ed on the irregular verb. For instance, 'I runned after a ball from enemy team hitted me'.

Secondly is incomplete application of rule. This factor causes the learners fail to use a fully developed structure. In this research, the researcher found that the students are still confused in using linking verb especially to produce non verbal sentence. They are still confused to distinguish between adjective and verb in the sentences. That is why, they often omit the auxiliary and linking verbs that must exist in the sentence. These things may occur because of the incomplete application of rule. For example, 'she_cute and smart'. In this case, the student omits the linking verb 'was'. The other example is '...it_ getting dark'. The student omits the auxiliary verb 'was'.

Thirdly is false hypothesis. This factor causes the learners do not fully understand a distinction in the target language. In this research, the researcher found that the students are misinterpreting certain structure of the target language. For example, 'I was felt hungry' and '...we were played football'. In this case, the students have false hypothesis. They think that 'was' and 'were' as a maker of past tense. That is why they put the linking verb 'was and were' in the past tense, although these sentences have its' verbs.

Lastly is the ignorance of rule restriction. This factor causes the learners apply rules to the context where they are not applicable. In this research, the researcher found that the students tend to use simple present form in their oral recount. It can be seen that they tend to use simple form verb in their oral recount. For example, '...I immediately go home' and 'last week, there is a long holiday'.

Based on the explanation above, there are two main causes of errors, they are inter-lingua and intra-lingua transfer. Inter-lingua transfer occurs due to the interference of Bahasa Indonesia rules. Meanwhile, intra-lingua transfer occurs due to the difficulty or the faulty in the target language. Intra-lingua falls into four categories. They are overgeneralization, ignorance of rule restrictions, incomplete application of rules, and false hypothesis. These two main causes are caused by inadequate exposure to the target language. This factor was found based on the interview analysis to the students who most frequently made errors. It is admitted that the students do not have good access in their environment to practice their English, especially in speaking. They are less of practice in using English both at school and their home environment. Another factor that may contribute to the main causes of errors occurs is low motivation of students to practice using English. They are still less motivated to learn and using English because they do not really interested with English. It happens because of the way of the teacher teach them.

In summary, the errors occurred in the use of language features of the oral recount. The students still could not perform their speech based on the accuracy of grammatical components which are required in their monologue speaking

performance. They got difficulties in the target language and the oral recounts that they had produced were still influenced by Bahasa Indonesia structures. Its' prove that the inter-lingual transfer occurred in the oral recount performance. Moreover, overgeneralization, the ignorance of the rule restriction, false hypothesis, and incomplete application of rule in the target language occurred in the oral recount performance as well. It occurred as the result of the learners attempt to build up concept and hypothesis about the target language from their limited experience with it. Its' prove that the intra-lingual transfer also occurred in the oral recount. Both inter-lingual and intra-lingual transfers are the main causes of errors in oral recount. These two main causes occur because of the inadequate of exposure of the target language and low motivation of students to learn and using English.

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Both inter-lingual and intra-lingual transfers were the main causes of errors in oral recount. These two main causes occur because of the inadequate of exposure of the target language and low motivation of students to learn and using English.

CONCLUSION AND SUGGESTION

Conclusion

The most frequent type of error was error of misinformation by 141 out of 342 errors occurred. The errors occurred in using of pronoun, linking verb, auxiliary verb, action verb, preposition, and article. The percentage of grammatical errors in oral recount were misinformation by 41.23 %, omission by 40.64%, addition by 9.94 %, and disordering by 8.19 %. There were two main causes of errors in speaking performance. Firstly, inter-lingual transfer or the interference of Bahasa Indonesia in constructing target language. This factor mostly caused students' error of disordering in constructing the noun phrase. Secondly was intra-lingual transfer whereby the students got difficulties in producing correct rule of target language. This factor appeared due to the incomplete application of rule in the target language, overgeneralization, and ignorance of rule restriction and false concept of hypothesis. Both inter-lingua and intra-lingua transfer were the main causes of errors occurred.

These causes may occur because of inadequate exposure of the target language and low motivation of students to learn and use English.

Suggestion

In order to create a better instruction in teaching oral recount, there are several suggestions that researchers may suggest in this research.

Firstly, to reduce misinformation errors that become the most frequent type of errors made in oral recount, the teacher should provide more activities and exercises about the use of past tense which sort the action verb, linking verb, and auxiliary verb. Then, the teacher should provide more exercise about the use of preposition, noun phrase, article, and pronoun in oral recount. It can be done by giving insertion activities about the grammar in the oral recount instruction.

Secondly, the teacher should give more exposure to the students to practice speaking. By having more exposure to practice, the students become familiar with verb form, tenses, and other language features that are required in oral recount.

Thirdly, the teacher should use several strategies that can engage students' attention and stimulate their motivation to learn and the teacher can use running dictation strategy to stimulate and motivate students mainly to speak, the students can also actively read, listen, and write. Other strategies are group discussion, using picture or audio visual media to engage students' attention and using tasks as activities for students to practice their grammar.

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