

Chapter Four

Finding and Discussion

This chapter presents the result of test about what grammatical errors are made by students of PBI UMY in speaking. Here, it is going to be divided into parts, they are description of data and discussion.

There are four categories of errors as stated by Dulay at all (1982). They are omission, addition, misformation, and misordering. Omission is an error in omitting an important aspect in a sentence. Addition is an error in adding unnecessary part in a sentence. Misformation refers to practice of the incorrect form of the structure then misordering refers to the incorrect placement in a phrase or sentence.

Data of students' grammatical error in speaking test

To make this research easier to be understood, there researcher will present the data of grammatical errors categories in table. The table will show students' errors in omission, addition, misformation, and misordering. The table also shows the total of students' errors in speaking

Table 1. Tabulation of Grammatical Features Errors

Speaker	Omi	Add	Misform	Misorder	Total
Respondent 1	7	4	2	–	13
Respondent 2	18	5	9	–	32
Respondent 3	11	2	9	2	24
Respondent 4	14	5	10	–	29
Respondent 5	11	8	8	–	27
Total	61	24	38	2	125

Based on the table above, we can see the total of grammar errors that were made by the subjects. The totals of errors were 125 errors. In omission errors, the students made 61 of

grammatical errors from 125 errors. The table shows that omission is the highest frequency of grammatical errors. In second placed, there is misformation. The students made 38 from 125 errors. Addition errors category is in the third placed. In addition, the students made 24 grammatical errors. Misordering is the lowest frequency which is 2 errors.

In the table 1, it only shows the grammatical errors in each category. Here, the researcher took a further analysis to discover what types of grammatical errors are made by the students in omission, addition, misformation, and misordering.

Omission Errors

In omission error category, the students made errors in omitting an important aspect in a sentence. From the table 1, it shows the total of omission errors category. The total is 61 grammatical errors. In omission errors, the researcher found errors in omitting noun, verb, conjunction, adverb, determiner, adjective and preposition.

Noun

-e(s) in noun : Omitting suffix –e(s) in plural noun, the students made 3 out of 61 errors.
(e.g. I have many book ...;two hobby.)

Subject : Omitting a subject in clause, error type that is students made by students is 8 out of 61 errors. (e.g Because is not my dream...; but is so many Indonesia film are bad).

Object : Omitting object in sentence, error of this type is 1 out of 61 errors. It occurs in a sentence that the verb needs objects. (e.g. I just follow)

Verb

-e(s) in verb : The students omitted suffix -e(s) in verb when they used third singular person as subject. (e.g. Every Job need English right ... ; ...; everybody

know). Error of this type is 5 out of 61 errors.

- Verb : The students omitted the verb in sentence or clause. Error of this type is 18 out of 61 errors (e.g. traveling just for fun ...; Ronaldo strong than Messi .)
- e(d) in verb : Omitting suffix e(d) in verb in using past tense or passive verb, (e.g. He was dislike by his friends...; the story is hard to be guess for the viewer...) in omitting –e(d) in verb, the students made 3 out of 61 errors).

Conjunction and adverb

- Conj and Adv : Omitting conjunction and adverb, error of this type is 2 out of 61 errors. Here, there is one error in omitting conjunction and one error in omitting adverb. (e.g. Cristiano Ronaldo is powerful and stronger than Messi ...; they use make up, have so lot of make up in their face
- Ly- in adverb : Omitting suffix –ly in adverb, error of this type is 1 out of 61 errors. (e.g. because the actor does the acting appropriate.)

Determiner

- Article : Omitting article ‘a, an’ and ‘the’ in a phrase, for this type of errors the students made 15 out 61 errors. (eg. That is reason ...; English is international language.)

Adjective and Preposition

- Preposition : Omitting preposition, type of this error is 4 out of 61 errors. (e.g. I like see many places...; because romantic drama the story is more complicated.)
- Ed- in adjective : Omitting suffix -ed in adjective, (e.g I am depress about it.) error of this type is 1 out of 61 errors.

Based on the data, there were eleven categories of grammatical errors that were found by the researcher. The researcher shows the table to make it easier to understand.

Table 2. Tabulation of omission errors

No	Noun	
1	-e (s) in noun	6
2	Subject	8
3	Object	1
No	Verb	
4	-e(s) in verb	5
5	Verb	18
6	-e(d) in verb	3
No	Conjunction and adverb	
7	Conj and Adv	1
8	Ly- in verb	1
No	Determiner	
9	Article	15
No	Adjective and Preposition	
10	-e(d) in verb	1
11	Preposition	4
Total of omission errors		61

Addition errors

Here, the students added unnecessary part in a sentence. In the table 1, the totals of addition errors category is 24 errors. In addition errors, the researcher found errors in adding verb, determiner, conjunction, preposition and word.

Verb

Verb : Adding two verbs in a sentence, (e.g. I do not like is Justin Bibber...; I hate is Horror film). The students made 4 out of 24 errors.

Auxiliary : Adding auxiliary verb before verb in the present tense, error of this type is 3 out of 24 errors. (e.g God is tell another plans ...; Opera in Indonesia is makes children different from their age.)

Suffix-ing : Adding suffix-ing incorrectly, (e.g. she wanted me to learning English...; the using make up.). Type of this error is 3 out of 24 errors.

Determiner

Article : Adding unnecessary article, (e.g. there is no place like a mountain ...; I like a children). error of this type is 4 out of 24 errors.

Conjunction

Conjunction : Adding conjunction incorrectly, the students made 4 out of 24 errors. (e.g. Although he is handsome but he does not have skill ...; I forgot her name but I remember her face but actually her beautiful face .)

Preposition

Preposition : Adding unnecessary preposition a sentence, error of this type is 5 out of 24 errors. (e.g. I started my English at in elementary school ...;my original place is in Sulawesi.)

Word

Word : Adding unnecessary word, (e.g. it is district near from Pekalongan...;I like actor the film actor in action category.) error of this type is 2 out of 24 errors.

Here, there were seven categories of grammatical errors that were found by the

researcher. The researcher shows the table to make it easier to understand.

Table 3. Tabulation of addition errors

No	Verb	
1	Verb	4
2	Auxiliary	2
3	Suffix-ing	3
No	Determiner	
4	Article	4
No	Conjunction	
5	Conjunction	4
No	Preposition	
6	Preposition	5
No	Word	
7	Word	2
Total of omission errors		24

Misformation errors

The third category is the misformation category. The total errors that are made by the students is 38 errors. In this category, the researcher found misformation of noun, preposition, verb, conjunction, determiner, word and phrase.

Noun

Pronoun : Misformation of pronoun, the students made 4 out of 38 errors. (e.g. I think that is all from myself...; He just force his self.)

Preposition

Preposition : Misformation of preposition, error of this type is 2 out of 38 errors. (e.g. Semarang is close with the beach ...; I was born at Semarang).

Verb

V- In past : Misformation of verb in using simple past tenses, error of this type is highest in this category. Here, the students used verb or auxiliary that did not appropriate with the verb form of simple past like error using was/were or verb 2. Type of this error is 16 out of 38 errors. (e.g. My mother see her yesterday ...; At the time I have a friend.).

Be (S.Past) : Misformation of be or auxiliary in using simple present, (e.g. since I am in elementary school...; when I entered in this university, I do not think about my future). In this category, there were 5 out of 38 errors.

Be (S.Present) : Misformation of be or auxiliary in using simple past, there were 3 out of 38 errors. (e.g. My hobbies is singing, dancing and listening music ...; my hobby are reading.)

Has/have : Misformation of have or has, there were 2 out of 38 errors. (e.g. It have mountain...; it have mysterious way.)

Conjunction

Conjunction : Misformation of conjunction, (e.g. The price is expensive for me and I go to public Internet). Error of this type is 1 out of 38 errors.

Determiner

Article : Misformation of article, (e.g. He has a apple in his pocket) There were 1 out of 38 errors.

Word and phrase

Word : Misformation of word, (e.g. he can duplicate Habibi's speak...; there are many persons), for this type of error the students made 4 out of 38 errors.

Phrase : Misformation of phrase, there were 8 out of 38 errors in this category. (e.g. now in second years third, I am setting my mind-set).

Based on the data, the researcher found ten categories of this type. To make it easier, the researcher presents this type in the table.

Table 3. Tabulation of misformation errors

No	Noun	
1	Pronoun	4
No	Preposition	
2	Preposition	1
No	Verb	
3	V- in past	8
4	Auxiliary in present	5
5	Auxiliary in past	3
6	Has/have	2
No	Conjunction	
7	Conjunction	1
No	Determiner	

8	Article	1
No	Word and phrase	
9	word	4
10	Phrase	8
Total of omission errors		38

Misordering errors

As explained in chapter two, misordering comes across an utterance where morphine or a group of them is incorrectly placed. In misodering category, the researcher just found one category of misordering. The category is misordering of phrase. (e.g. I have team favourite football ...; Actor favorite). Error of this type is 2 out of 2 errors.

Table 4. Tabulation of misordering errors

No	Categories of misordering errors	
1	Phrase	2
Total of misformation errors		2

Discussion

After categorizing the students' errors, the next step is discussion. Here, the researcher wants to know what grammatical errors are made by students of PBI UMY in speaking. As mentioned in the previous chapter, there were five students that became participants. The test of this research was in the form of interview. After the researcher got the data from the interview, the researcher transcribed into the written form then it was analyzed. To describe grammatical error, the researcher used the categories of errors as cited by Dulay at all (1982). They are

omission, additions, misformation, and misordering.

Based on the data that has been analyzed by the researcher. The highest frequency of errors made by the students is omission. The researcher found 61 errors from 125 errors. In omission errors category, there are seven categories that have been found by the researcher. There are omission of noun, verb, conjunction, adverb, determiner, adjective and preposition. From these categories, the highest frequency of errors is omitting verb or “to be” which the researcher found 18 grammatical errors from 61 omission errors. Errors in omitting verb, it was happen when the students omit verb in a sentence. As explained by Dulay at all (1982) omission are often found in using verb and word like omitting –e/es in verb. Moreover, errors in verb occur when the students use incorrect verb in a sentence. According to Sawalmeh (2013) errors of wrong tense or wrong verb occur when a learner uses the wrong verb tense in a certain sentence. Here, the students also made errors in omitting ‘to be’. It is happen because the students do not have understanding about the use of ‘to be’ well in making a sentence of simple present tense. Danurwindo (2014) stated that error in omitting ‘to be’ may be caused by the lack of knowledge or bad memorizing of “to be” in simple present tense.

The second place is misformation. In this category, the researcher found 38 errors from 125 errors. Here, there are six categories that were found by the researcher. The categories are misformation of noun, preposition, verb, determiner, word and phrase. The highest frequency of these categories is misformation of verb in using past tenses. Simple past tense is from of the verb that used to show situation in the past. According to Azhar (1989) simple past tense is a tense that indicates an activity and situation began and ended at a particular time in the past. In this category, the students made 8 out of 38 misfromation errors. It was occurred because the students do not understand the pattern of past tense especially in irregular verbs. Anwar (2014)

stated that in irregular verbs, the students did not know how to change it in the past forms. He also explained that it happens because in irregular verb, there are so many rules that they have not known.

The third place is addition. The total errors in this category are 24 errors from 125 errors. Here, the researcher found five errors categories of addition category. The seven categories are addition of verb, determiner, conjunction, preposition, and word. The highest frequency of these categories is addition of preposition which is 5 from 24 errors of addition category. Delija and Koruti (2013) explained that the fact that English prepositions are rather difficult to acquire for non-native speakers, some sources of errors in the usage of preposition are listed in following section. They also divided the source of the errors into three sources. They are: 1) Interlingual transfer refers to the interference of mother tongue to the target language. 2) intralingual transfer where errors occur due to partial learning of the target language. 3) Context of learning, these sorts of errors are attributed to poor presentation of prepositions in texts, which in most cases do not mention prepositions at all. 4) Guess in using improper preposition. According to Herskovits and Annette in Delija and Koruti (2013) when students do not know or are in doubt about a specific preposition they try to guess the right one.

The last place is misordering. It is the lowest of the four categories because in this category, the researcher just found two errors from all errors. The researcher found two errors in incorrect placement in a phrase. In misordering of phrase, the students used incorrect head and modifier. According to Novita (2014)

The students tend to put the modifier to the head position and the head in modifier position, for example “era globalization”, it is incorrect placement in the head or modifier. The correction is globalization era. Incorrect placement toward head or modifier is caused because

the students are still influenced by their first language. An example Indonesia language as first language is when a student translates 'proses pembelajaran' in English, he/she translates it into 'process learning'. It is caused because Indonesian language as first language is still affecting him/her in learning foreign language. According to Anwar (2014) first language is one of factor that influence students' error in misordering.