

## **EXPLORING GRAMMATICAL ERROR IN SPEAKING OF STUDENTS UNIVERSITY: A CASE STUDY**

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### **Abstract**

Researchers feel it is important to conduct research on grammatical errors in students, it is based on mistakes made by students when speaking. In addition, based on previous relevant research, there are still gaps. This study aims to analyse the types of grammatical errors that occur in students of the English education study program STKIP Yapis Dompu. The research method used in this study is qualitative research with a descriptive case study approach. The results of this study indicate that there are four errors encountered in the speaking of students of the STKIP Yapis Dompu English Education Study Program, namely omission, addition, misformation, and misordering. Omission consists of five errors; addition consists of four errors. misformation consists of three errors and misordering consists of two errors. Thus, the grammatical errors found in students of the English Education Study Program STKIP Yapis Dompu are only limited to the four types mentioned above.

**Keywords:** Error, Grammar, Speaking.

### **INTRODUCTION**

In some campuses that organize English education study programs, it is mandatory to have speaking courses. Speaking itself is one of the four skills in English. All of these skills are equally important (Widodo, Fang, & Elyas, 2022), speaking is an energetic system of sharing the thoughts, opinion, which means and feeling which entails the audio system (Naskah, Refnaldi, & Syafei, 2018). Speaking is one of the skills that must be possessed by students in order to achieve effectiveness in communicating (Helmanda, Safura, & Suriadi, 2018) So that these skills must be held by a campus that has an English education study program.

Speaking according to some experts is a skill that is quite difficult (Nikmah & Anwar, 2021). But even though it is difficult this skill is also very interesting for some people who learn it (Anggana, 2018; Lestari, Muljanto, & Lestari, 2020). For students at STKIP Yapis Dompu, based on the results of initial interviews, speaking is a favorite subject because the majority of students think that speaking is a symbol of learning English itself. So that the speaking course is in great demand by many students of the English education study program at STKIP Yapis Dompu although other courses are also in demand by many students. Thus, speaking subject is an interesting object to study.

Speaking problems are very interesting to discuss (Kirkpatrick, 2007; Nurhayati, Hendrawaty, & Angkarini, 2013; Vinhas, Darmawan, & Syamsiah, 2018), because there are still many things that need to be researched, especially regarding errors in pronunciation (Ellis & Gary, 2005). Speaking in an improper grammatical way by the students involved in the error category in language production (Vinhas et al., 2018). There are several categories of

errors in speaking based on Ellis (2003) are omission, malformation, disordering, and overgeneralization.

The form of error categorized by Ellis (2003) above is closely related to grammatical errors. Grammar is the basic of component of language that needs to be attention and emphasis from EFL teacher and lecturer (Setiyorini, Dewi, & Masykuri, 2020). It is important because the students still meet some difficulties in using tenses and they do not recognize the language structure as well Grammar enables learners to combine linguistic units in a grammatical sentence with its rules. By using grammar, students can explain their thoughts vividly and meaningfully (Setiyorini et al., 2020).

Meanwhile, Keshavarz (2012) stated that there are four types of grammatical errors that are often made by English learners, including omission, addition, substitution, and permutation. Omission is about the absence of necessary items within a sentence. Addition is the presence of an unnecessary particular item within a sentence or an utterance. Substitution is about using incorrect form of a word in a sentence or an utterance. Permutation is about the placement of a morpheme or a word in a sentence or an utterance which is not arranged correctly.

The four grammatical errors mentioned by Keshavarz (2012) above based on Helmanda et al. (2018) occurs because of students' knowledge of grammatical, temporary (Safrida & Kasim, 2016) revealed that the error occurred due to the lack of student practice in speaking. With regard to the two opinions above, that the source of grammatical errors that occur in students may occur due to lack of knowledge and lack of experience. However, Krashen (2009) argued that grammatical errors occur not solely because of the lack of knowledge of language learners but also an element of inadvertence. Furthermore, it is possible that language learners have learned about the grammatical material, but in practice they are not aware of making these mistakes.

Errors analysis is the study of second or overseas language gaining knowledge of to investigate the errors produced through newbies (Myles & Mitchell, 2014). Indonesians position English in two categories, namely English as a second language and English as a foreign language. At STKIP Yapis Dompu students, English is positioned as a foreign language because the second language they learn is Indonesian. In connection with the error analysis as stated above, it is deemed necessary to conduct an analysis related to these errors. Therefore, Ellis (2003) offered a way to analyze the error by saying that there are several steps that need to be followed in error analysis, particularly series of facts, identification of errors, description of errors, rationalization of errors, and evaluation of errors. A detailed explanation of this stage is First, the data is collected from the participants chosen (Saville-Troike, 2006). Second, he statistics are recognized by using evaluating the suited form of the target language with the form of the utterances devoted by means of beginners (Gonzales, 2008). Third, the mistakes are classified based totally on floor approach taxonomy that is proposed through Dulay et. al via Safrida and Kasim (2016). Then, the errors are analyzed to discover the causes of errors (Gonzales, 2008). in this take a look at, the reasons of mistakes are divided into intra-lingual and inter-lingual errors. remaining, the mistakes are evaluated to realize how serious they are, due to the fact some mistakes are greater critical than others (Saville-Troike, 2006).

Harmer (2007) added that mistakes are that students can correct themselves once the mistake has been pointed out to them, and errors are mistakes that they cannot fix themselves

and therefore need explanation. Errors found in students' speaking need explanation from the teachers, while mistake does not need to be explained. According to Nunan (1999), errors is a chunk of speech or writing that is recognizably one of a kind in some way from native speaker usage. errors can occur at the level of discourse, grammar, vocabulary, or pronunciation Saville-Troike (2006).

When discussing errors, it is also necessary to discuss the type of errors. The type of error relates to the surface strategy taxonomy as proposed by Dulay et. al via Safrida and Kasim (2016) which classified the errors as omission, addition, misformation, and misordering. An omission is missing a necessary item in a sentence (Salawazo, Simbolon, Hutabarat, Veronika, & Saragih, 2020), Addition is adding a needless item (Nezami & Najafi, 2012), Misformation is using a morpheme incorrectly in a sentence (Fitria, 2021), Misordering error occurs when the words are arranged incorrectly (Safrida & Kasim, 2016). There are two major causes of mistakes that could impact the second language machine, e.g. inter-lingual and intra-lingual errors (Islam & Mufidah, 2022). The novices do no longer realize that their local language shape isn't like the target language. meanwhile, intra-lingual mistakes are the mistakes that arise because of the goal language itself, it isn't always inspired by way of the local language (Madkur, Friska, & Lisnawati, 2022). Moreover, intra-lingual errors are the result of learners' view about the target language because of their lack of experience with it (Safrida & Kasim, 2016). In other words, the errors are not related to the native language structure, but it is caused by learners' limited information about the target language.

The purpose of mastering a language is to make inexperienced persons capable of speak with others through the usage of the goal language. it is commonly believed that speaking skill is one of the crucial abilities that ought to be mastered via a language learner (Ellis & Gary, 2005). According to Harmer (2007), speaking is a speech production that becomes a part of our daily activities. He states that many people produce many words every day in order to express their idea and feeling. In addition, speaking is the process to deliver the speakers' aim to the listener (Hussein, 2015). Thus, it is believed that learning to speak is very crucial since it makes the learners capable to express their ideas, purposes, and opinions using the target language (Safrida & Kasim, 2016).

Speaking is an interaction among people. The form and meaning of speaking are dependent on the context in which it occurs and speech is unpredictable (Keshavarz, 2012). Harmer (2007) stated that speaking is an active use of language to express meanings that can make other people understand. He implies that in the ELT process concerning speaking, the learners need to choose the appropriate words in expressing the meanings so that the listeners can understand their speaking clearly. When people are speaking, they need an awareness of using and switching their first and second languages. That is why speaking in English can be difficult for EFL learners. It is not only about grammar but also the English vocabulary also reflects the target culture, which is unfamiliar to Indonesian EFL (Sari, 2018).

Based on the description above, the researchers feel it is important to conduct research on grammatical errors in students; it is based on mistakes made by students when speaking. In addition, based on relevant previous research, there are two gaps here. First, students have been taught material related to grammar in the previous course, but when they speak English, grammatical errors are still found in these university students. Second, the gap in the methodological side, in this case the data collection method, in the research conducted by (Vinhas et al., 2018) there are still gaps in data collection methods, the appropriate data

collection method should be using recordings of university students. Thus, this study aims to analyze the types of grammatical errors that occur in students of the English language education study program STKIP Yapis Dompou.

## **METHOD**

This look at the applied qualitative descriptive method. It means that it just gives descriptions approximately content material of this research and it does not calculate the information of this studies. it is conducted in some phases consists of collecting statistics, analysing statistics, and drawing the belief. This look also carried out a descriptive evaluation method in reading the accrued information acquired from students' speaking utterances.

In this research, the researchers used a descriptive case study. A descriptive case study aims to present detailed information on a specific phenomenon to get a deep understanding of the case (Heigham & Croker, 2009). In this study, the researchers presented detailed information about grammatical errors found in the speaking.

## **Respondents**

There were four students were selected as respondents in this study. The selection of respondents was based on a purposive sampling technique. The selection is based on the characteristics of the students of the STKIP Yapis Dompou English education study program.

## **Instruments**

An instrument is a research tool used to collect data (Sugiyono, 2018). The speaking test was conducted to collect data for this research. The result of the speaking test is a descriptive text recorded using a cell phone with the theme talking about experience. The text is made from the recording, and then broken down into sentences. The sentences are then analysed and identified various kinds of errors appear in them. The errors that appear in the sentence are then categorized into the error analysis proposed by Ellis (2003).

## **Procedures**

The procedure in this study follows the procedures of qualitative research in general. According to Creswell (2014) Procedures in qualitative research can start from identification to evaluation. This study used a research procedure developed by Vinhas et al., (2018) as seen in the figure below.

No.	Step	Explanation
1.	Identifying errors	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.
2.	Describing errors	Once all the errors had been identified, then they would be described and classified into types.
4.	Explaining the errors	Giving explanation of why they occur, identifying the source and making the percentage how often they appear.
5.	Evaluating the errors	Evaluating the errors and describing a conclusion.

Figure 1. Research procedure adopted from Vinhas et al. (2018).

### Data analysis

Data analysis in this study used an analytical procedure from (Ellis, 2003). Ellis (2003) suggested that to analyse errors in speaking data, one must use procedures or stages that have been standardized by theory and experts. Thus, the data analysis stage here includes identifying errors, describing errors, explaining errors, and evaluating errors. Identifying errors includes activities to identify what mistakes have been made by students, how many mistakes have been made by students and what types of mistakes are often made by students, as well as limiting what mistakes you want to identify. Identifying the mistake type is also useful to assemble the learner model. Accordingly, we perform a blunders-type class for the phrases which are decided as ungrammatical by using the grammaticality-checking model. The best way to categorise the error type is to pick the mistake type related to the top ranked errors sample (Lee, Noh, Lee, & Lee, 2011). Describing errors includes activities to explain the types of errors made by students, and classify the types of errors. Explaining errors includes activities to explain why the error can occur, explain the source of the error, and make a percentage of the number of errors. The last one is evaluating errors, which includes activities or actions to provide corrective solutions to these errors so that similar mistakes do not happen again.

### FINDINGS AND DISCUSSION

There are many findings regarding errors produced by students of STKIP Yapis Dompu, second semester English education study program. Data were obtained from four students who took speaking courses. They were asked to describe an interesting experience they had had. They were asked to speak in English, not Indonesian. It is from their recordings that the data is obtained and then processed.

Thus, the findings from the processed data are sorted based on the types and categories of errors made by students. The data is seen in the table below.

Table 1. University student errors

Type of errors	University Student errors	Should be
Omission	I feel	I Felt
	I use	I used

	I call	I called
	I buy	I bought
	I hungry	I am hungry
Addition	We are play	We played
	They are feel happy	They felt happy
	I can not to join	I may not join
	I will be go	I would go
Misformation	He has think big	Has had big think
	He has mouth big	He had big mouth
	Her house is with me near	The house was near with me
Misordering	He make go my bird	He made my bird goes
	He regret with score examination	He regretted about examination score

Based on the table above, there are fourteen errors for students, which are classified into four types of errors including omission, addition, misformation, and misordering. Errors that have been made by students are reduced to several general errors such as errors in the use of past tense, double verbs, regularity of adjectives, use of simple past tense, and use of will.

The findings in this study lead to four things including omission, addition, misformation, and misordering. This finding was obtained from the analysis of students' errors in speaking. The data is recorded and then recorded, then analysed according to the order of analysis mentioned above.

The first type of error, from the findings of this study, is omission. Ellis (2003) stated that Omission is the lack of form of grammar that is supposed to have it the sentence. There are five findings that we can discuss regarding this omission. Of the five findings regarding omissions, all errors made by students were dominated by errors in the past tense. Students often use the simple present tense when speaking, even though what is being discussed is about the experience, where experience must be past tense, then the formula used should be past tense, not simple present tense. There are two things that we want to convey in this finding, the errors made by these students can be divided into two, namely errors due to ignorance and errors due to mistakes.

The error due to ignorance is that the student does not know the formula that must be used when talking about the experience. In fact, the material on grammar has been taught in the previous semester. While errors due to mistakes are actually students already know that to tell their experiences they must use the past tense, but when they tell their experiences there is a speech error that they can correct directly. This is similar to what was expressed by Krashen (2009) that error and mistaken are difference.

The second type of error is addition. This type according to Ellis (2003) sort of adding unnecessary words that make the meaning of the sentence wrong. As can be seen in the table above, there were four errors made by students in this type of addition. Where students add unnecessary words, for example adding the word *are*, even though *are* cannot meet *play* at the same time, because they are the same verb. So, the addition of *are* makes the sentence a total error, it should suffice to say *they played*, not *they are play*. Likewise for the other three faults of this type.

The third type of error is mis formation. Helmanda et al. (2018) stated that mis formation is using wrong form of words or structure. As can be seen in the table above, there were three errors made by students. Overall, the error occurred in the preparation of sentences containing

adjectives. We take one example, in the error the student said *mouth big*, it should be *big mouth*. The error that occurs here is a mis formation of arranging words.

The fourth type of error is mis ordering. Helmanda et al. (2018) stated that mis ordering is putting words and sentences in the wrong order. As can be seen in the table above, there are two errors made by students in this type. Error analysis of this type is error in putting noun to the right way.

## **CONCLUSION**

Based on the research findings above. We can conclude that the types of grammatical errors that occur in students of the English language education study program STKIP Yapis Dompu are omission, addition, mis formation, and mis ordering. Omission consists of five errors; addition consists of four errors. Mis formation consists of three errors, and mis ordering consists of two errors. Thus, the grammatical errors found in students of the English Education Study Program STKIP Yapis Dompu are only limited to the four types mentioned above. The significance of this study can provide insight to lecturers and students that these four types of errors can occur in foreign language or second language learners, thus the researcher suggests other researchers who are interested in this topic to examine the psychological processes of students when making these errors.

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