

Grammatical Error Analysis of Speaking for Eight Grade Students of SMPN 1 Benjeng Gresik

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Abstrak

Error tidak dapat dipisahkan dari pelajar terutama ketika mereka berbicara. Error terjadi ketika pelajar tidak tahu aturan bahasa yang benar dan dilakukan berulang kali. Error membuat pelajar tidak bisa menghasilkan ucapan yang baik. Penelitian ini bertujuan untuk meminimalkan error yang dilakukan oleh pelajar dengan menganalisis jenis error tata bahasa. Desain penelitian ini adalah kualitatif yang bertujuan untuk menggambarkan dan menganalisis error yang dibuat oleh siswa ketika berbicara. Data dikumpulkan dari dialog siswa yang berisi jenis error tata bahasa. Dalam penelitian ini peneliti menggunakan catatan lapangan observasi dan rekaman video sebagai instrumen. Peneliti menganalisis data dengan mengidentifikasi, menggambarkan dan mengelompokkan, menjelaskan, dan mengevaluasi. Berdasarkan hasil penelitian, ditemukan dalam error penghilangan, siswa melakukan penghilangan kata kerja bantu, deleksikal, sufiks –s untuk orang ketiga tunggal, dan sufiks –s untuk kata benda jamak, sumber error ini adalah transfer antar bahasa. Berikutnya adalah error penambahan, siswa melakukan error dalam menambahkan progressive –ing, final –s untuk orang ketiga tunggal, dan suffix –er untuk kata kerja yang tidak perlu. Peneliti mengkategorikan error ini sebagai transfer intralingual. Terakhir, siswa melakukan error salah formasi dalam menggunakan kata bantu *be* daripada kata bantu *do*. peneliti mengkategorikan sumber error ini sebagai transfer intralingual.

Kata Kunci: kesalahan gramatika, analisa kesalahan, analisa berbicara.

Abstract

Errors cannot be separated from the learner especially when they are speaking. Errors occur when the learner does not know the correct rule of language and commit repeatedly. These errors make the learner could not produce good utterances. This study aimed to minimize the errors made by the learner by analyzing the types of grammatical errors. The research design of this study is qualitative which aimed to describe and analyze the errors made by students in speaking. The data were gathered from the students' dialogues that contain types of grammatical errors. In this research the researcher used observation field note and videotaped recording as instruments. The researcher analyzed the data by identify, describe and classify, explain, and evaluate. Based on the results of the research, it was found that in errors of omission, the students committed omission of the auxiliary, delexical verb, suffix –s for third person singular, and suffix –s for plural noun, the source of this error is interlingual transfer. Next is errors of addition, in this types of errors, the students committed errors in adding progressive –ing, final –s for third person singular, and suffix –er in verb which unnecessary. The researcher categorized this error as intralingual transfer. Lastly, the student committed errors of misformation in using auxiliary *be* instead of auxiliary *do*. Because of the student knew the structure but he used the wrong auxiliary, the researcher categorized the source of this error as intralingual transfer.

Keywords: *grammatical error, error analysis, analysis of speaking.*

INTRODUCTION

Nowadays, speaking become important aspect for people around the world, people use it in their daily life such as communication with their society, conference, give direction, etc. In term of communication, speaking has very important role. By speaking people can communicate about what they want then others can respond it directly, for example in the daily conversation. Speaking also use to express opinion, giving comment, and forum discussion.

As Indonesian, it is unfamiliar for some people to speak in English. However, it still needed to be use in

some aspects in their life. These days, as a foreign language, English become popular for some circles of Indonesian people like celebrities, officials, teenager, students, and businessmen. They usually use English in daily conversation at work, in term of education, English also use for teaching and learning process in the classroom. As an illustration, in language learning, English has four skills that have to be mastered by the students, those are listening, speaking, reading, and writing. As those skills becoming an English learning objective in Indonesia, the students should master it well. One of English skills that has to be mastered by the students as a foreign language learner is speaking.

In some circles, speaking is one of the way to determine if people are mastering target language or not. Language learning competence rated based on speaking ability rather than other abilities. Practically, in teaching learning process in the classroom, some students do lots of errors in their speaking activity. Their speaking ability will be considered as successful if they can speak fluently and effectively, when students are able to communicate in their target language (Marianne, 2014:125). The characteristics of successful speaking are students talk a lot, students often participate, students enthusiastic to speak, and students could speaking in a good standard of English. Students talk a lot means students can replay what teacher says, for example they ask the teacher when they do not understand about something, in here students and teacher have the same amount of chance to speaking, the students not only keep silent and listen. The next characteristic is students often participate, for example in the class discussion, the discussion is for all students not only for minority talkative students, all students have same chance to express their ideas in the discussion. Then, students are enthusiastic to speak because they are interested in the topic that is something new for them to say about it, it is also possible that it can be a trigger because they want to achieve a good score. The last characteristic is students can speak in the good standard of English speaking, The students express themselves in utterances that are relevant, easy to understand and of an acceptable level in language accuracy. Communication in foreign language is important to pay attention in some aspects such as comprehension, fluency, vocabulary, pronunciation, and grammar.

In language learning, errors are often occur not just once or in specific stage, but it can be from primary school student until college student. Therefore, while errors occur, the teacher should correct them so that errors can be minimized. One of the way to minimize errors is by understanding the sources of errors.

Error is a systematic deviation or deviation which happens repeatedly, when a learner does not know what is correct (Ellis, 1997:15). It is necessary to differentiate between error and mistake. A mistake is also deviation but it is not a systematic or happens repeatedly, it occurs because in a particular instance, the learner is unable to perform what he or she knows (Ellis, 1997:17). From those definitions, it can be concluded that an error is made by a learner because of lack of knowledge and a mistake is made by a learner because of lack of attention, carelessness, or other aspects of performance. Error analysis is the process to observe, analyze, and classify the deviations of the rules of the second language and to reveal the systems operated by learner (Brown, 1987:166). The definition above means that error analysis

is an activity to identify, clarify, and describe the errors made by EFL/ESL learner in speaking or in writing.

Errors in language learning are sometimes natural and tend to occur frequently. Therefore the teacher must correct the errors made by the students without discouraging them. By understanding the sources of the errors, the teacher can decrease the errors. After finding the sources of errors, the teacher also needed to give an appropriate correction to the students so that students are able to construct correct sentence with appropriate language pattern.

Errors occur when students have not fully mastered the language pattern or rules that they have learned previously. Although errors are often happen, but it is natural process of learning because it indicates that students are learning, so errors cannot be separated from teaching and learning process (Corder, 1977:167).

Therefore, the researcher thinks that there are many grammatical errors found in learner's speaking. For example, Jean, an adult French learner of English. He told a story orally after having been given the chance to write it out first (Ellis, 1997:16). Based on the transcription, there were some errors found on his speaking. In general, students may make errors when they are speaking. Dulay et al., 1982:150 classify errors into four taxonomy, they are linguistic category taxonomy, surface strategy taxonomy, comparison taxonomy, and communication effect taxonomy. The surface strategy taxonomy highlight the way surface strategy are altered. Learners may omit necessary or add unnecessary items, also misform or misorder item.

According to Brown (1987: 223-227), he stated that there are four possible sources of errors, that are Interlingual transfer, Intralingual transfer, Context of learning, and Communication strategies. Interlingual transfer is the errors which come from first language influence. The learners transfer the form and meaning of native language and culture when they are learning the target language. It means that the learner's native language influenced the process of mastery the target language. While intralingual transfer is the errors that come from the learner's failure to adopt the target language system. Most of these errors occur because the learners over generalize the rules. Context of learning according to Brown is the context of learning. This source comes from external factors, for example, Learners make errors because teacher give wrong explanation, incorrect presentation of a structure or word in a text book, or even because of a pattern that was memorized by rote in a drill but improper contextualized. The last is communication strategies is when learners may use some techniques, but at the time these techniques can be the source of errors.

Based on that problem, the researcher wants to analyze what errors made by students. This study focuses on the surface strategy taxonomy as a type of errors analysis. The types of surface strategy taxonomy that is uses in this study are errors of omission, errors of addition, and errors of misformation. The researcher does not use errors of disorder as one of the surface strategy taxonomy because it rarely found in speaking.

METHODOLOGY

The participants of this research were the students of 8E class from SMPN 1 Benjeng Gresik. The researcher has chosen the eighth graders because the eighth grader is categorized as beginner learner. Which in this case, most of them have lack of rules of the language. Adopted from International Journal on Studies in English Language and Literature (IJSELL), Al-Lawati (1995) investigated the difficulties encountered by young learner in their oral production of English and found out that linguistic domain (vocabulary, grammar, pronunciation, and discourse) constitutes the most serious area of difficulty.

In this research the researcher used observation field note and videotaped recording of the students' speaking to find out the answer of the research questions. 1) The observation field note is defined as a method relying on watching, listening, asking question, and collecting things. The researcher used observation field note to collect data in the form of writing. The researcher watched, paid attention, and then took notes during the learning activity. 2) Videotaped recording of the students' speaking. This instrument is needed to get the detail data. This instrument recorded all of the teaching learning activity which the data of the recording helps to get more accurate (Cohen et al, 2007). The researcher used videotaped recording to get the transcription that can be read and analyse in the next chapter.

This study aimed to minimize the errors made by the learner by analyzing the types of grammatical errors in speaking made by eighth grade students. The types of design study was qualitative which aim is to find out the basis of motives of human behavior. Ary et al. (2010) pointed out that descriptive design is presented to gain information focusing on a current phenomenon, a process, or a particular point of view from the perspective of those involved. Thus, the aim of this study is to find out the types of grammatical errors found in the students' speaking. Moreover, qualitative design is a research which collects the data in the form of words, phrases, sentences or pictures instead of numbers or statistics (Ary et.al., 2010). In conclusion, qualitative research is the most appropriate research design for this study because the

research questions can only be answered using words rather than numbers.

The data of this study was obtained by using observation and transcription. To collect the data, videotaped was used whether the data is in form of audio. The students were recorded when the teaching learning process begin in the classroom. There was one topic for two meetings and recorded in two meetings. After the audio recording is gotten, it needs to be transcribed into written transcription, to minimize the confusion in interpreting the data. (Ary et al., 2010). The transcription (see appendix 1) used in order to do the next step, which is analyzing the data. Then, observation field note used to get the details data by took notes of some important things. The researcher described it all as a observation result by explaining events, activities, observer comments and reflections (Cohen et al., 2007). In this study, the researcher that categorized as a non-participant observer did nothing during the teaching learning process. The researcher only sat at the back of the class, observed and paid attention to the learning process and took some needed notes.

In this study, the researcher did analysis, the first step was data familiarizing must be done by transcribing the data, then followed by reading and rereading the transcript. Also, the data must be organized for easy retrieval.

Table 1. Transcription of the teaching learning process

Line	Lesson Transcript	
1.	Teacher	: / Assalamualaikum warrohmatulahi wabarakatuh/
2.	Students	: / Waalaikumsalam warrohmatulahi wabarakatuh /
3.	Teacher	: /Good morning /
4.	Students	:/Good morning, maam /
5.	Teacher	: /How are you today? /
6.	Students	: /I am fine, thank you. And you? /
7.	Teacher	: / I'm fine too, thank you. Ok, <i>ada yang masih ingat daily activity itu menjelaskan tentang apa?/</i>
8.	Teacher	: /kegiatan/
9.	Students	: /kegiatan apa? /
10.	Teacher	: /well, what kind of activity? <i>Contohnya kegiatan apa saja?/</i>
11.	Students	: / <i>mandi, MAKAN, breakfast, lunch, DINNER DINNER, sleeping, bangun maam bangun, GET UP/</i>
12.	Teacher	: /yes, <i>contohnya seperti itu. /</i>

In the second step, the analysis focused on the needed of research questions. In this step, the researcher followed the stages of Ellis (1997:15-20). The stages are:

- a. The researcher identified the errors by reading the transcription to determine the errors. Then, compare the sentences learners produce with the correct sentences.

Table 2. Student's Error

No	Name	Student's Error	Correct Sentence
1.	Student 1	- Why you come late? - I watching tv. - What time you usually study?	- Why do you come late? - I watch tv. - What time do you usually study?
2.	Student 2	- What are you do after school? - I playing PS at warnet.	- What do you do after school? - I play PS at warnet.
3.	Student 3	- I playing PS	- I play PS.

- b. The researcher described and classified the errors into some grammatical types. To ease the process, the researcher put the classification on a table.

Table 3. Types of Error

Types of Errors of Omission	Sentence
- Omission of Delexical Verb	1. I bath at 5.30 and I breakfast at 5.45
- Omission of Short Plural -s	1. I get four lesson so I go home at 1 p.m

- c. After describing the errors, the researcher tried to explain why the errors occur.

Example: Student 6 was omitting the auxiliary *do* in interrogative sentence when asking for question in simple present tense. If the verb is in simple present, it needs *does* for *she, he, it*, and *do* for *I, you, they, we*. The question should be in the form of (Question word + *do/does* + S + V?). The correct sentences of those examples would be "what time do you eat breakfast?" and "what time do you go to school?". Second, he also omitted the delexical verb (have, give, take, make, go, or do). Although it has very little function but when it appears after the subject of the sentence, it will strengthen the meaning on the noun. The sentences above should be "I have breakfast".

- d. The last, the researcher evaluated the errors.

RESULT AND DISCUSSION

The Result of Study

This part explain about the data analysis that has been obtained. Each part explained in this chapter answer each research questions which first research question is about

errors of omission made by students in speaking, second is about errors of addition made by students in speaking, and the last is about errors of missformation made by students in speaking. The researcher does not use errors of disorder as one of the type of surface strategy taxonomy because the researcher did not find this error while observation.

The research was conducted in two meetings; those were on Monday April 18th and Monday April 25th 2016. The lesson was taught by a female teacher named Lailatul Mufidah. In this research, the researcher did nothing. The researcher only sat at the back of the class during the teaching and learning process and paid attention to the whole activities happening in the class. It can be categorized as a non-participant observer.

The finding presented the students' ability to speak during the teaching learning process with daily activity as the topic in that meeting. The data of this study was the students' utterances of the second year of junior high school in the second semester collected from the videotape recording. The data of this study is in the form of transcription line that has been sorted based on the students' errors while speaking in front of the class. The researcher have chosen the students errors as the data based on their speaking performance in the dialogue, then compare the students produce error and the correct sentence should be. After comparing the false sentences and correct sentences, the researcher categorized the errors based on errors of omission, errors of addition, and errors of misformation. The result would be presented below:

1. Errors of Omission Are Made by Students in Speaking

This type of errors deal with the omission of some items that must appear in the utterances (Dulay, 1982:154). From the data obtained, these are the examples of students' dialogue which are included in the errors of omission.

- a. Student 1

Table 4. Error of omission made by student 1

Types of Errors of Omission	Sentence
- Omission of Auxiliary (DO)	1. Why you come late? 2. What time you usually study?

The examples above showed that student 1 was omitting the auxiliary *do* in interrogative sentence when asking for question in simple present tense. If the verb is in simple present, it needs *does* for *she, he, it*, and *do* for *I, you, they, we*. The question should be in the form of (Question word + *do/does* + S + V?). The correct

sentences of those examples would be “why do you come late?” and “what time do you usually study?”.

b. Student 4

Table 5. Error of omission made by student 4

Types of Errors of Omission	Sentence
- Omission of Auxiliary (DO)	1. What time you get up? 2. What you do after get up?

Student 4 was omitting the auxiliary *do* in interrogative sentence when asking for question in simple present tense. If the verb is in simple present, it needs *does* for *she, he, it*, and *do* for *I, you, they, we*. The question should be in the form of (Question word + do/does + S + V?). The correct sentences of those examples would be “what time do you get up?” and “What do you do after get up?”.

c. Student 6

Table 6. Error of omission made by student 6

Types of Errors of Omission	Sentence
- Omission of Auxiliary (DO)	1. Why you come late? 2. What time you usually study?
- Omission of Delexical Verb	1. I breakfast

Student 6 was omitting the auxiliary *do* in interrogative sentence when asking for question in simple present tense. If the verb is in simple present, it needs *does* for *she, he, it*, and *do* for *I, you, they, we*. The question should be in the form of (Question word + do/does + S + V?). The correct sentences of those examples would be “what time do you eat breakfast?” and “what time do you go to school?”.

Second, he also omitted the delexical verb (have, give, take, make, go, or do). Although it has very little function but when it appears after the subject of the sentence, it will strengthen the meaning on the noun. The sentences above should be “I have breakfast”.

d. Student 8

Table 7. Error of omission made by student 8

Types of Errors of Omission	Sentence
- Omission of Delexical Verb	1. I bath at 5.30 and I breakfast at 5.45
- Omission of Short Plural -s	1. I get four lesson so I go home at 1 p.m

Students 8 was omitting the delexical verb (have, give, take, make, go, or do) in the sentence. Although it has very little function but when it appears after the subject of the sentence, it will strengthen the meaning on the noun. The sentences above should be “I take a bath at 5.30 and I have breakfast at 5.45”

The next errors is omission of Short Plural -s, In the sentence above, the student left suffix -s in noun as short plural. The student should not omit -s on the phrase “four lesson” because it belongs to plural noun. The correct form of this sentence would be “I get four lessons so I go home at 1 p.m”.

e. Student 10

Table 8. Error of omission made by student 10

Types of Errors of Omission	Sentence
- Omission of Third Person Singular	1. My class begin at 7 a.m

From the sentence “*My class begin at 7 a.m*” student 10 was omitting the suffix -s on the verb after the subject which is the third person singular (my class). The suffix -s or -es is needed to put on verb as simple present tense when the subject is singular noun (my class) or third person singular subject pronoun (she, he, it). So, the correct sentences would be “My class begins at 7 a.m.”.

2. Errors of Addition Are Made by Students in Speaking

This type of errors is the opposite of the type of errors mentioned previously, which is errors of omission. This type of errors is presenting some items that must not appear in the utterances (Dulay, 1982:156). The following are some examples of sentences which have errors in the type of addition.

a. Student 1

Table 9. Error of addition made by student 1

Types of Errors of Addition	Sentence
- Addition of Progressive -ing	1. I watching tv

Student 1 added the progressive -ing on the verb. It is unnecessary because the sentence should be in the simple present tense, which the pattern should be S+V and adding a final -s or -es is needed on verb as simple present tense when the subject is singular noun or third person singular subject pronoun (she, he, it). The correct sentences should be “I watch tv”.

b. Student 2

Table 10. Error of addition made by student 2

Types of Errors of Addition	Sentence
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- Addition of Progressive -ing	1. I playing PS at warnet
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Student 2 added the progressive *-ing* on the verb. It is unnecessary because the sentence should be in the simple present tense, which the pattern should be S+V and adding a final *-s* or *-es* is needed on verb as simple present tense when the subject is singular noun or third person singular subject pronoun (she, he, it). The correct sentences should be "I play PS at warnet".

c. Student 3

Table 11. Error of addition made by student 3

Types of Errors of Addition	Sentence
- Addition of Progressive -ing	1. I playing PS

Student 3 added the progressive *-ing* on the verb. It is unnecessary because the sentence should be in the simple present tense, which the pattern should be S+V and adding a final *-s* or *-es* is needed on verb as simple present tense when the subject is singular noun or third person singular subject pronoun (she, he, it). The correct sentences should be "I play PS".

d. Student 4

Table 12. Error of addition made by student 4

Types of Errors of Addition	Sentence
- Addition of Third Person Singular <i>-s</i>	1. I always helps my mother

Student 4 added *-s* after V1 which unnecessary because *-s* is for third person singular in simple present tense. The subject of the sentence is "I" which not third person singular (he, she, it) but first person. From that explanation, the correct sentence should be "I always help my mother".

e. Student 5

Table 13. Error of addition made by student 5

Types of Errors of Addition	Sentence
- Addition of Progressive -ing	1. I eating breakfast at 6 a.m

Student 5 added the progressive *-ing* on the verb. It is unnecessary because the sentence should be in the simple present tense, which the pattern should be S+V and final *-s* or *-es* is needed to put on verb as simple present tense when the subject is singular noun or third person singular subject pronoun (she, he, it). The correct sentence should be I eat breakfast at 6 a.m or I have breakfast at 6 a.m.

f. Student 10

Table 14. Error of addition made by student 10

Types of Errors of Addition	Sentence
- Addition of Suffix -er	1. I prayer shubuh

Students added suffix *-er* in the verb, that is unnecessary because the sentence in the simple present tense, which the pattern should be S+V and final *-s* or *-es* is needed to put on verb as simple present tense when the subject is singular noun or third person singular subject pronoun (she, he, it). Adding suffix *-er* will change the function of a verb become a noun and the meaning as activity become performer. The correct sentences should be "I pray shubuh".

3. Errors of Addition Are Made by Students in Speaking

Errors of misformation is the use of wrong form of the structure in an utterance (Dulay, 1982:156). The following is the example of errors in the type of misformation.

a. Student 2

Table 15. Error of addition made by student 2

Types of Errors of Misformation	Sentence
- Addition of Auxiliary (do/are)	1. What are you do after school?

In the examples of misformation errors above, the student used the auxiliary *be* instead of auxiliary *do* in interrogative sentence when asking for question in simple present tense. If the verb is in simple present, it needs *does* for *she, he, it*, and *do* for *I, you, they, we*. The question should be in the form of (Question word + do/does + S + V?) and the correct sentence should be what do you do after school?

Discussion

In this part the researcher presents a discussion, the discussion has a purpose to answer the research question in the first chapter, which are what errors of omission are made by students in speaking?; what errors of addition are made by students in speaking?; and, what errors of misformation are made by students in speaking?.

To answer those research questions, the researcher conduct the grammatical error analysis based on surface strategy taxonomy by Dulay et al (1982:150). Dulay stated that there are four types of errors based on surface strategy taxonomy, but the researcher only found three of them in this study. The researcher clasified the errors into three errors of omission, errors of addition, and errors of misformation.

In this study, the researcher found that there were four types of errors of omission. Those were Omission of

Auxiliary (DO), Omission of Delexical Verb, Omission of Third Person Singular and Omission of Short Plural -s.

According to Dulay (1982) errors of omission occurs when the learner omitted the important element that should appear to construct a good utterance in their target language. For example, students made errors in omitting final -s of third person singular which must exist in their target language as a grammatical rule. Based on the examples above, it is clear that students omitted the auxiliary, verb, and suffix -s/-es of third person singular or plural noun. The students made this error because their native language does not use that kind of rules. Their mother tongue does not have any auxiliary, verb, and suffix -s/-es to differentiate the subject and something singular or plural. It is also possible that the students only translating their native language into their target language directly without pay attention in grammar. From that explanation, the researcher categorized the source of this error as interlingual transfer, it is in line with Brown (1987:223), he stated that interlingual transfer comes from first language transfer. Because of that, their first language which Bahasa influenced their utterances in target language.

Second types of errors based on surface strategy taxonomy is errors of addition. In this study, the researcher found that there were three types of error of addition. Those were Addition of Progressive -ing, Addition of Third Person Singular -s and Addition of suffix -er.

Errors of addition occurs when the learner presents unnecessary element that should not appear to construct an utterance in their target language (Dulay, 1982). For example, the students added progressive -ing and final -s for third person singular in verb which unnecessary in those sentences. From the examples in the previous section, the researcher categorized this error as intralingual transfer. Based on Brown (1987:223), this source of error comes from the learner's failure to adopt the target language. The students actually have learned about grammatical rules, but they overgeneralized the rule. For example, "I playing PS at warnet". In this sentence, the rule should be used the present tense but the student did not know that he used both of simple present tense and present progressive tense. Another example is in the sentence "I always helps my mother." The student have learned the concept of simple present but she added suffix -s after subject "I" which wrong.

The last types of errors based on surface strategy taxonomy is errors of misformation. In this study, the researcher found one type of errors of misformation that was Misformation of Auxiliary (do/are).

Dulay (1982) explain that errors of misformation occurs when the learner use of wrong form of the

structure to construct an utterance in their target language. From the example, it is clear that the source of this errors is intralingual transfer. The sentence "What are you do after school?" indicates that the student knew the structure of asking question but he used the wrong auxiliary, he used the auxiliary *be* instead of auxiliary *do*, if the verb is in simple present, it needs *does* for *she, he, it*, and *do* for *I, you, they, we*. The question should be in the form of (Question word + do/does + S + V?).

CONCLUSION AND SUGGESTION

From the result, it can be concluded that eighth grader students of SMPN 1 Benjeng made errors of omission that are Omission of Auxiliary (DO), Omission of Delexical Verb, Omission of Third Person Singular and Omission of Short Plural -s. While errors of addition are Addition of Progressive -ing, Addition of Third Person Singular -s and Addition of suffix -er. The last, errors of misformation that is Misformation of Auxiliary (do/are). The researcher also found that most errors that students done was errors of omission.

First types of grammatical errors is errors of omission, from the analysis, it can be concluded that the students made errors in omitting the auxiliary, delexical verb, suffix -s for third person singular, and suffix -s for plural noun. The students made this errors because their native language does not have any auxiliary, verb, and suffix -s/-es to differentiate the subject and something singular or plural. It is also possible that the students only translating their native language into their target language directly without pay attention in grammar. This source of errors categorized as interlingual transfer which their native language influence their target language.

Next types of grammatical errors is errors of addition, in this types of errors, the students committed errors in adding progressive -ing, final -s for third person singular, and suffix -er in verb which unnecessary. The researcher categorized this error as intralingual transfer, the students actually have known the grammatical rules, but they overgeneralized the rule.

The last is errors of misformation, in this types of errors, the student use wrong form of the structure to construct an utterance in their target language. In this case, the student committed misformation in using auxiliary *be* instead of auxiliary *do*. From the analysis of that, it is clear that the source of this errors is intralingual transfer because the student knew the structure but he used the wrong auxiliary.

For the teacher who teaches speaking, It is important that the teacher should pay more attention in students' errors, and it will be better if the students get some personal feedback to improve their knowledge of

grammar and decrease their errors in construct utterances when speaking.

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