Grammatical Errors In Speaking Made By Graduated Students Of Ahmad Dahlan University

Siti Wulan Asih, Asrianto, Didik Murwantonono

Abstract: In Indonesia error in speaking are often done by Junior High School students to Graduated students. Especially Graduated students, even though they have learned grammar since they were in bachelor’s degree but they still made grammatical errors when they spoke in English. Based on that problem, the writer wants to find out what types of error, how many grammatical errors made by graduated students and why they made grammatical error even though they have studied English since bachelor’s degree. The researcher used qualitative research approach that focus on analyzing the grammatical errors in speaking. The method used observation, interview, and document analysis. The writer took 6 graduated students as the samples. The sample took by purposive sampling technique. The researcher took graduated students majoring English Education Department which has linear major as their bachelor’s degree. This research found that mostly students made grammatical error in misformation, they still made incorrect tense in the sentences. The researcher also interviewed the participant ‘why do they always having grammatical errors in speaking?’. They said “the most important thing in speaking is vocabulary, we just focus on vocabulary. Trying find the suitable vocabularies if we want to say something.” Thus, they always disregarded the accuracy of grammatical because it was hard combine both of them.

Index Terms: Graduated Students, Grammatical Errors, Speaking

1. INTRODUCTION

English is an International language that must be learned by students from Junior High School to University. In English there are four skills that students should be master. Those skills are listening, writing, reading and speaking. One of the skills which are very difficult for students is speaking. Grammar is the core foundation of someone’s English qualities both written and oral, especially in speaking. [1], [2] stated that the habits of students speaking English by using correct grammatical can develop their thinking process, logically and having correct structural sentences when speaking English. Thus [3] stated that teaching grammar could motivates the students and build their confidence while at the same time, it improve their performance in speaking. To mastering speak English; students often face several factors including grammatical errors. Most of students struggle to combine the accuracy of grammar in speaking English. Grammatical errors are often formed because sometimes they do not know how to use good structures [4]. In the practice of using English, students often make mistakes such as misordering, misformation and other mistakes. There are several categories of grammatical errors in speaking [1] including omitting, addition, misformation, and misordering. These mistakes are also often made by graduated students of English department. Even though they have been studying English for more than 4 years but they often made grammatical errors in speaking. This research based on previous research that discusses grammatical error in speaking [1], [411] which conducted the research in Undergraduate Students of English Department, Students University, Indonesian Maritime Students, Vocational High School, Junior High School, and EFL Graduate Students. The result found that students still made grammatical error in speaking such as using incorrect verb, subject, object, preposition, plural noun, conjunction, to be, article, numbering, could not use singular form in singularity and plurality, and incorrect form of simple past tense, but mostly they made omission error more than 50%. Thus, the researcher conducts the similar research based on the previous research but in this research the researcher conducts the research in the graduate students as the object of this research. The researcher focus on the grammatical errors in speaking made by graduated students of English department Ahmad Dahlan University. The purpose of this research is to know what types of errors and how many grammatical errors made by graduated students of the English department and why did they often make mistake even though they have studied English for more than 4 years.

2. METHODS

This research used qualitative approach focusing on analyzing the grammatical error in speaking. [12] stated that qualitative method is the method which is identify and describe the data by words. The characteristic of qualitative method is discussing the percentage of finding the result. Because this research also showed the percentage of finding the result students’ grammatical errors which described by the researcher, thus this method also can be called as descriptive qualitative method. Descriptive qualitative means the data is...
collected by using interview as the data collection model and data analysis technique in the form of textual analysis technique from the result field note transcript [13]. The purpose of descriptive qualitative method is to identify, to categorize, to describe, and to investigate the finding of the result [14]. This research also used purposive sampling technique. The purposive sampling technique also called as judgment sampling, the researcher took the participant what need to be known and sets out to find participant who are willing to the information of knowledge or experience [15] . [16] stated that purposive sampling conducting the research need to focused on those people with the same opinion to have the required information and be willing of sharing it. Based on the explanation above, the researcher took 6 graduated students of Ahmad Dahlan University. The sample took by purposive sampling, collected the sample which has linear major as their bachelor's degree.

3. RESULT AND DISCUSSION

The researcher presented the result finding of the grammatical errors analysis in speaking made by graduated students of Ahmad Dahlan University. The sample of this research is six students who took by purposive sampling. The writer shows and demonstrates the finding of data in the following sub-chapter and discussed it based on the research question.

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of error</th>
<th>Speaker's errors</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Double modals.</td>
<td>It can could as insomnia maybe.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Using incorrect verb after to infinitive.</td>
<td>I tried to sleeping....</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Missformation, it should be in simple past form.</td>
<td>I am not feel stress and I don’t have big problem.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Using incorrect adverb, it should be once, and also missformation, it should be in past tense form.</td>
<td>I ever consulting with the doctor...</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Using incorrect verb after modals.</td>
<td>It can storming ...</td>
<td></td>
</tr>
</tbody>
</table>

She made 8 sentences in 1 minute 54 second, and she made 5 grammatical errors in 8 sentences. Here the diagram of the percentage of grammatical errors:

\[
p = \frac{N_1}{\Sigma n} \times 100\%
\]

\[
p: \text{percentage of each errors}
\]

\[
N_1: \text{total of errors made}
\]

\[
\Sigma n: \text{total of sentences made}
\]

\[
p = \frac{5}{8} \times 100\% = 63\%
\]

![Error made](image)

**TABLE 2**

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of error</th>
<th>Speaker’s errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Missformation, it should be in simple past tense form.</td>
<td>- Yesterday when I go to Malang, my body is not feel good.</td>
</tr>
<tr>
<td>2.</td>
<td>Using incorrect verb after to infinitive.</td>
<td>- It make me angry.</td>
</tr>
<tr>
<td>3.</td>
<td>Omission subject.</td>
<td>- Why it is happen to me.</td>
</tr>
<tr>
<td>4.</td>
<td>Missformation, it should be in simple past tense form.</td>
<td>- I go to market.</td>
</tr>
<tr>
<td>5.</td>
<td>Missformation, it should be simple present tense.</td>
<td>- I buy something.</td>
</tr>
<tr>
<td>6.</td>
<td>Omission to be.</td>
<td>- I want to moved.</td>
</tr>
<tr>
<td>7.</td>
<td>Missformation, it should be past tense.</td>
<td>- They forget me.</td>
</tr>
<tr>
<td>8.</td>
<td>Omission (s/es) in verb (simple present form) and also using incorrect preposition.</td>
<td>- She take care about me.</td>
</tr>
<tr>
<td>9.</td>
<td>Omission (s/es) in verb (simple present form).</td>
<td>- She pick me up</td>
</tr>
<tr>
<td>10.</td>
<td>Using double verb and missformation, it should be simple.</td>
<td>- She always call me</td>
</tr>
</tbody>
</table>

![Fig. 1. Blue is errors sentence, red is correct sentence](image)
He made 33 sentences in 4 minute 03 second, and she made 15 grammatical errors in 33 sentences. Here the diagram of the percentage of grammatical errors:

\[ p = \frac{N_1}{\Sigma n} \times 100\% \]

\( p \): percentage of each errors
\( N_1 \): total of errors made
\( \Sigma n \): total of sentences made

\[ p = \frac{15}{33} \times 100\% = 45\% \]

He made 28 sentences in 03 minute 46 second, and he made 7 grammatical errors in 28 sentences. Here the diagram of the percentage of grammatical errors:

\[ p = \frac{N_1}{\Sigma n} \times 100\% \]

\( p \): percentage of each errors
\( N_1 \): total of errors made
\( \Sigma n \): total of sentences made

\[ p = \frac{7}{28} \times 100\% = 25\% \]
TABLE 5
TAUFIK’S GRAMMATICAL ERRORS

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of error</th>
<th>Speaker’s errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Using incorrect verb after to infinitive.</td>
<td>I’d like to talking about the education.,</td>
</tr>
<tr>
<td>2.</td>
<td>Addition (s) after modals, it should be verb 1.</td>
<td>Education can makes students smart.</td>
</tr>
<tr>
<td>3.</td>
<td>After to infinitive it should use to be because there is no verb.</td>
<td>The way to succeed.</td>
</tr>
<tr>
<td>4.</td>
<td>Misordering.</td>
<td>We are incomplete without a good education.</td>
</tr>
<tr>
<td>5.</td>
<td>Addition (s).</td>
<td>Education has becomes necessities.</td>
</tr>
<tr>
<td>6.</td>
<td>Addition to be after verb.</td>
<td>We called is ….</td>
</tr>
<tr>
<td>7.</td>
<td>Omission to be.</td>
<td>I trying to say no.</td>
</tr>
</tbody>
</table>

He made 8 sentences in 04 minute 47 second, and he made 8 grammatical errors in 36 sentences. Here the diagram of the percentage of grammatical errors:

\[ p = \frac{N_1}{\Sigma n} \times 100\% \]

\( p \): percentage of each errors
\( N_1 \): total of errors made
\( \Sigma n \): total of sentences made

\[ p = \frac{8}{36} \times 100\% = 22\% \]

Fig. 5. Blue is errors sentence, red is correct sentence

TABLE 6
ADAM’S GRAMMATICAL ERRORS

<table>
<thead>
<tr>
<th>No.</th>
<th>Types of error</th>
<th>Speaker’s errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Addition –ing after to infinitive.</td>
<td>I think it is better to introducing myself.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I want to speaking.</td>
</tr>
</tbody>
</table>

He made 28 sentences in 04 minute 02 second, and he made 17 grammatical errors in 28 sentences. Here the diagram of the percentage of grammatical errors:

\[ p = \frac{N_1}{\Sigma n} \times 100\% \]

\( p \): percentage of each errors
\( N_1 \): total of errors made
\( \Sigma n \): total of sentences made

\[ p = \frac{17}{28} \times 100\% = 60\% \]

Fig. 6. Blue is errors sentence, red is correct sentence

Based on the finding of the result above, showed that the
graduated students still made grammatical errors in speaking. Ida has 63% of grammatical errors. Ida mostly made errors in misformation of tense form. 45% of grammatical errors made by Tio. He always made simple present tense when he told his past experience, it is categorized as misformation. Solihin made 25% of grammatical errors, Solihin did not use to be whereas almost his sentences need to be because there is no verb. It is categorized as adding. 28% of grammatical errors made by Irfan. Same as Tio, Irfan still made incorrect pattern in tense. He often used simple present when he told his past experience. Taufik made 22% of grammatical errors. Taufik still used (v+s/es) after modals, it is categorized as omission. The last is Adam. Adam mostly made misordering of verb. Adam always used really to explain adjective. It is categorize as misordering of verb. The participant also interviewed the participant “why do they always having grammatical errors in speaking?”. Their answer is mostly same, they said “the most important thing in speaking is vocabulary, thus we just focus on vocabulary. Trying find the suitable vocabularies if we want to say something.” Thus, they always disregarded the accuracy of grammatical because it was hard combine both of them.

4. CONCLUSION

This research focus on analyzing of grammatical errors in speaking made by graduated students of Ahmad Dahlan University. Even though they studied English more than 4 years, they still have grammatical errors in speaking. Mostly the confuse how to use the correct tense (misformation) and also made incorrect adverb to explain adjective. The participant give more pay attention in vocabulary than the accuracy of grammatical. The researcher suggest eventhough vocabulary is important in speaking, but the quality of speaking English based on the accuracy of grammatical, thus combining both of them.

5. END SECTION

The researchers would like to say their gratitude for the Ahmad Dahlan University to give the researchers all the facilities in order to finish this research. The researchers also would like to thank all the participants whom included in this research. And last but least, the researcher also would like to thank Mr. Didik Murwantono for his time, guidance and suggestion for this research to be better.

REFERENCES


