

Grammatical Errors in Speaking Made by the Third Year English Department Students at STKIP Abdi Pendidikan Payakumbuh

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Abstract: Speaking is important skill in the language learning. Many people assumed that study the language must be able to speak using the language. Besides that, language is a system of understanding to communicate with others. The researcher found out the error and hopefully it can be reflection in learning English. The method of this research is qualitative research. It is based on the research focus; to analyze the grammatical errors of English department students' of STKIP Abdi Pendidikan Payakumbuh. The methods used by the researcher to get the data were observation, interview, and documentation. There were three activities on data analysis; data reduction, data display, and conclusion drawing/ verification. The result shows that the students have not mastered the use of verb groups. It can be seen from the number of the errors made. Although they had been taught about it before, they were still confused which one to use when making a grammatical sentence.

Keywords: Speaking, grammatical errors, EFL learners

INTRODUCTION

English is an international language used by many people in many countries in the world as a purpose of communication. It is generally a goal of either oral or written communication. People use English in order to make relationship among people in different countries in the world. According to Ramelan (1992) human is social being who always needs company in his life. Man also needs an education, because education is one of the important thing that became a man has value in their society. Education is the organized development and equipment of all the powers a human being moral, intellectual and physical by and for their individual and social uses directed toward the union of these activities with their creator as their final end.

Every activities uses social interaction between man and other. In this case, the people usually use the language to communicate with other. Language is the important things in our life. It also can be used to express the ideas, opinions, though and feeling either written or orally. So that, language has two important function from a social point of view. First, it establishes social relationship. Second, it has

important role in conveying information about the speaker.

All of human being in the world has the different language and they use their language by themselves. In this case, one of important way to know each other is language. English includes of a kind of language of course has important role in the human life. Even if English should be learned by human in the world and it becomes an international language.

As an international language which is used by most of people around the world, English plays an important role. It can be said that English is usually used as medium in the scientific and technology research as well as international trade. And also more than a half of magazine, newspaper, scientific books, formation, and other information are printed in English. Beside English is also as an international language which is used almost all nation in the world as mean of communication.

While in Indonesia, English has been taught and introduced as foreign language lesson. It was not only as a subject but also used as the medium of instruction. In teaching learning English, the learners are demanded to

master the four skills in language, those are listening, speaking, reading and writing. Therefore, since the proclamation of Indonesia, English has been taught in this country as a foreign language. There are four skills in teaching learning process of English, they are, listening, speaking, reading and writing. Language teaching learning process is focused on speaking skill. As we know that speaking is important skill in the language learning. Many people assumed that study the language must be able to speak using the language. Besides that, language is a system of understanding to communicate with others. According to Lehman in Sriyono (2001) stated that language is a system for communication of meaning through sound. And we though stated that language is a system of arbitrary vocal symbol used for human communication.

Here, speaking skill in English is very needed by many people as means of communication each other and with other nation in the international relation. In the modern era, people cannot do something without using English, because everything uses English. Further, more people have professional position on their work. We can see that many factories let worker to mastery the English as rule to become a staff.

Learning English as a foreign language is different thing to do for the most of Indonesian students, because it cannot be learnt naturally as their mother tongue. In other word, learning foreign language means learning the dictionary, grammar and the sound of system in that language. After that, focusing on language form is important in foreign language learning, but developing the ability to really communicate in English is the main goals of an English language course. At the end of course we should be able to communicate effectively in English in or outside the classroom for study, works or leisure.

This is where viewpoints begin to diverge. Notice that we've not used the term of the grammar of English. Instead, there are a number of grammars which differ in how they characterize language, depending on the

purpose of the user. How people have characterized wording, which is, devised theories of grammar, depends on the kinds of questions they have asked about language, on what they want to find out about it.

Theories of grammar are ended up with a somewhat different perspective. Theories of grammar are not inherently good or bad, right or wrong, true or false. Rather, are validated by their usefulness in describing and explaining the phenomenon called language.

As a teacher, we can further ask whether the grammar helps learners and their teacher to understand and produce text. As discourse analysis, we can ask how the grammar sheds light on how text makes meaning. To the extent that grammar can help with these questions. It is more useful than another grammar. Here researcher thinks that there are many grammatical errors are found in learner's speaking. To identify errors we have to compare the sentences learners produce with what seems to be normal or correct sentences in the target language which correspond with them. Sometimes this is fairly straightforward.

For example, Jean says: A man and a little boy was watching him.

It's not difficult to see that the correct sentence should be:

A man and a little boy were watching him. (Ellis, 1997: 16-17)

We need a theory of grammar or languages which help us understand how texts work. As a teacher we need to know how text work so we can explicitly help learners learn how to understand and produce text-spoken in various context for various purpose.

So what about the speaking competence of ELT students?. As human being the researcher is sure that there are some grammatical errors in their speaking. The researcher will find out the error and hopefully it can be our reflection in learning English. This research guided though following major questions:

1. What types of grammatical errors are found at ELT student's speaking?
2. How is the percentage of the grammatical errors?
3. What are factors influencing their grammatical errors?

METHOD

The method of this research is qualitative research. It is based on the research focus; to analyze the grammatical errors of English department students' of STKIP Abdi Pendidikan Payakumbuh. Qualitative research is an approach to the study of social phenomena; its various genres are naturalistic and interpretative, and they draw on multiple methods of inquiry. There are three instruments used to collect the data in this research. They are observation, interview and document analysis.

RESEARCH FINDINGS

In this chapter, the writer tries to present the result of the analysis of grammatical errors on speaking competence of third grade English department students' of STKIP Abdi Pendidikan Payakumbuh. The correspondents of the study taken were eight students. They were taken randomly by shaking the attendant list. The writer shows and demonstrates the data of findings in the following sub-chapter and immediately discuss in each sub-chapter classified based on the research questions.

Dian Habibi

Ok, actually I don't know.

When I was child, I always ((pause)) playing, I was always play with my friend, foot ball, fishing ((nod)), anything.

But sometime, I go to field but that's not often

And ((pause)) what I was most like.....((smile)) ((nod))

But like the most is playing foot ball.

But now I dislike ((nod)) playing football,

I don't know why..may be because I ever got like accident.((smile))

That's make my ((pause)) my hand brake and it was very hard. ((smile))

And ((pause)) what else? ((pause))

My childhood is just so so (***) Nothing special..

More ((pause))? There is nothing special in my childhood

Ok enough ach

Vella Tifani

Ok my name is Vella Tifani,,,, (***)

I want to tell you about my hobby.

My hobby is update status in facebook. ((smile))

I think with updating status in facebook I can express my idea, my poem, on the status. (***)

But, seldom, I write my poem on my facebook or my diary

Because I think my poem my expressing idea.

(***) And ((pause)) I always updating status ((pause)) if I get a problem or get sadness or something ((pause))

And ((pause)) with my facebook I can know other person in Indonesia or other country

But, seldom, I ((pause)) I know the foreign person (***) but it is not impolite because they also talk ((pause)) talk ((pause)) talk about from something but I don't like

But I like updating status in facebook

But, seldom, I like ((pause)) like expressing my poem on the status

Just like that ((smile)) ...thanks

Suci Wulandari

Oke my name is Suci Wulandari
I want to tell about artist Indonesia, Agnes Monica. ((smile))
Agnes Monica is talented girl.
He has ((pause)) he has beautiful voice and beautiful face.
I think Indonesia I think Agnes Monica bring the Indonesia good.
So, I think Indonesia ((pause)) can be ((pause)) can be make other artist to be like Agnes Monica. Just like that.
((smile)) Ok I want to tell about my mother
My mother is ((pause)) excellent woman to me because mother ((pause)) was born me, and then my mother ((pause)) care me.
When I sad, I can tell about my problem to my mother.
Although ((pause)) my mother long distance with me, but ((pause)) but my heart always near with my mother.
((smile))
I always miss with her because long time I not see.
And ((pause)) I want to ((pause)) I want to ((pause)) I want to invite my mother to join with me in Payakumbuh. (***)
Thanks

Dita Minanda

I just ((pause))
Actually, I have no ((pause)) I have no story for you to tell story with you.
But I just want to tell my experience when I get the holiday last semester ((point)) last semester ago.
Yeah...of course every student in STKIP and every university, of course, get the holiday after get the final test.
And I want to tell you my experience ((smile)) my experience when holiday.
Especially for my class ((pause)) my place we decided to go to ((smile)) to tourism place together.

And some of my friends went to beach especially to Padang beach.

(***) At least six (***) eleven students went there.

Yeah... I also join them but (***) but (***) but not all of my friends can join there because (***) the transportation (***) by motor cycle.

So, we just (***) we just (***) went to Padang beach just at least eleven ((pause)) eleven ((pause)) eleven ((pause)) eleven people.

My experience (***) When (***) when we were there, there are a lot activities there (***) such as swim, and then (()) , take the sand, water, and then coral rive, and then we take a picture and then (***) eat together ate together ((smile)) ate together.

Of course that's important for us, consumption is the most important.

If we holiday, yeah... we swim there.

There are a lot of visitors there because (***) that's (***) at (***) on Sunday so there are a lot of visitors there

Rezi Elviani

Assalamualaikum.. my name is Bunga Rezi Elviani.

And just I want to ((pause)) give you about my own question that is very important question that we have to consider and we have to applied in your ((pause)) the real life.

The first question is; have you ever seen someone throw rubbish in the river, in everywhere and it's very disturbing you?

Ok, alright and now ((pause)) we want to ((pause)) I want you to know about our environment.

May be, most of us has known about a global warming.

That's our nature, our earth become damage and it can burden our life.

Unfortunately, most of us doesn't care....

Don't care about our situation right now.

Many people throw rubbish everywhere.

They give some pollution for our environment.

They produce smoke and they also didn't ((pause)) don't care about our garbage, rubbish and this is very irony right?

Because we know ((pause)) we have known about global warming but we do now.

So, the next question is about what will we do or what have we done to solve this problem?

You know that to solve this problem we need action not only talking about that.

But we need real action in our real life and ((pause)) we will do it collectively it can give the better to our environment.

The first is about minimizing the pollution.

We can reduce the use of electricity and we can also reuse the plastic bag that we get and it can decrease the number of garbage. And also ((pause)) we can do planting and we can give reboitation for our forest because there are still a lot of deforestation in our country. Just for,

If one persons plants one vegetable, one plant, also it can decrease the number of air pollution in our air area.

Dodi Efwan

I have ((pause)) unforgettable experience and it happened when I was in elementary school. ((smile))

At the school holiday, ((pause)) my friends and I want to visit to uncle's house in Ibuah. Because the distance is not so far, we went there on foot. ((smile)) We spent our school holiday here, by playing in Agam River and so on.

After we arrived at Ibuah, ((pause)) my friend don't know the location of his uncle's house, so we decided to return to our house.

We take a rest for a moment, we went home. On the way, ((pause)) we saw a dog. I was afraid if the dog chase us. Suddenly, the dog chase us, because there were two students of junior high school disturbed it. We run quickly. ((smile)) Aw....!!! Cried one of my friends. Unfortunately, the dog clawed him.

Suddenly, at the same time the owner call it. So ((pause)) he only got a little injured on his foot. ((smile)) I'm sorry to hear that. Moreover, having arrived at home, my friend's mother hit the wound. Ohh...., I'm sure it was sick.

Until now, I still remember it, because this experience is my funniest ((smile)) and most dangerous story.

Tanti Suzri

Last holiday, I went to Padang. ((smile)) ((pause)) Padang has many beautiful tourism object. One of them is Padang Beach. ((pause)) In Padang Beach, I see the large of white sand, even a little bit dirty, the blue sea, sunset and also foreign tourist ((smile)) from the various of countries. ((pause))

I did many activities in Padang Beach. I played the white sand with my friends. ((smile)) Made the toys from sand like castle, mountain, house and so on. Beside that, ((pause)) we also played water in seashore chased with my friends. Then we introduce with foreign tourist from France and Korea. ((smile)) They are very kind with us. Then, we take the photos with them. ((smile))

Before we leaved Padang Beach, we ((pause)) saw the scenery of sunset. ((smile)) It looks beautiful. After spent time in Padang Beach, we unforgot to buy somethings for my family at home. We visited Basko Mall, ((smile)) a shopping center that ((pause)) popular in Padang. Today, we were so tired. We must came back to Payakumbuh tomorrow.

It's my holiday that interesting. We was enjoyed. ((smile))

Fitri Komala Sari

((smile)) On December, ((pause)) my friend and I held a vacation to Dunia Fantasi. There are many attracting games ((smile)) ((pause)) such as bumper car, jet coaster, glass house, etc. before we

entered it; ((pause)) we were given ticket by the committee. ((smile))
 Firstly, we enter glass house. ((pause)) My friends and I ((pause)) tried to reach the out way. We were ((smile)) confuse ((pause)) because the wall were glass wall and the house were dark. When I went out from it, I meet a young foreign tourist. ((smile)) She is very young but taller than me. ((smile)) ((pause))
 Secondly, we go to ((pause)) bumper car zone. We ought to stand in a queue. It was my first time riding the car. I was entrapped in the corner.
 Next, I learn and tried until I can. ((pause)) Immediately, ((pause)) after it clashed my friend's car. ((smile)) I clashed from many way. Unfortunately, I lost my money there ((pause)) and I cannot find it. Later, we went to the other attracting games.
 Lastly, we ((pause)) go to Dunia Fantasi canteen and bought some souvenirs. ((smile)) However, I enjoyed it.

The Finding of Research Question on “What Types of Grammatical errors are found at ELT students’ speaking?”

The research finding of the first research question is presented in the following data:

Table 1.
Dian Habibi’s Grammatical Errors

No.	Error types	Speaker’s errors
1.	be missing	• I always playing.
2.	replacement of –ing by the simple verb form	• I was always play with my friend.
3.	substitution of simple non past	<ul style="list-style-type: none"> • I go to field but that’s not often • But I like the most is playing foot ball. • My childhood is just so so • There is nothing

		special in my childhood • My hand break.....
4.	misunderstanding of tense with modal	• what I was most like
5.	Wrong attachment of –s	• that’s make...

Table 2
Vella Tifani’s Grammatical Errors

No.	Error types	Speaker’s errors
1.	(be missing)	• Because I think my poem (is) my expressing idea
2.	simple verb used instead of –ing	• My hobby is update status in facebook
3.	misuse of preposition	• I think with updating status
4.	misplacement of seldom	<ul style="list-style-type: none"> • But, seldom, I write my poem • But, seldom, I know the foreign person.... • But, seldom, I like expressing my poem....
5.	Misformation of simple and progressive aspect	• I always updating status
6.	multiple negation	• but it is not impolite

Table 3
Suci Wulandari’s Grammatical Errors

No.	Error types	Speaker’s errors
1.	omission of object pronoun	<ul style="list-style-type: none"> • I want to tell about artist Indonesia, Agnes Monica. • Ok I want to tell about my mother.
2.	omission of the article	<ul style="list-style-type: none"> • Agnes Monica is talented girl. • My mother is

		excellent woman.
3.	use of wrong subject pronoun	• He has beautiful voice.
4.	Failure to attach -s	• Agnes Monica bring the Indonesia good.
5.	use of wrong be	• So, I think Indonesia can be make other artist to be like Agnes Monica.
6.	Use of wrong be	• ...because mother was born me.
7.	omission of -s	• and then my mother care me.
8.	be missing	• When I sad... • my mother long distance • my heart always near with my mother.
9.	superfluous about	• I can tell about my problem to my mother.
10.	superfluous with	• I always miss with her • I want to invite my mother to join with me in Payakumbuh.
11.	underuse in negatives	• because long time I not see.

Table 4
Dita Minanda's Grammatical Errors

No.	Error types	Speaker's errors
1.	omission of the article	• some of my friends went to beach
2.	omission of -ed	• ... I also join • If we holiday
3.	be missing	• the transportation by motor cycle
4.	disagreement of subject and tense	• when we were there, there are
5.	simple verb used instead of -ing	• such as swim, • take the sand
6.	misformation of simple	• I just want to tell my experience when I get

	present and simple past aspect	the holiday last semester • and then we take a picture
7.	simple verb used instead of -ing	• get the holiday after get the final test
8.	misuse of preposition	• my experience when holiday.

Table 5
Rezi Elviani's Grammatical Errors

No.	Error types	Speaker's errors
1.	adding -ed in infinitive form	• we have to applied in your the real life
2.	misuse of preposition	•in everywhere
3.	substitution of singular to plural	• May be, most of us has known
4.	a used for the	• a global warming...
5.	omission of -s	• That's our nature, our earth become damage • Our earth become damage
6.	wrong attachment of -s	• If one persons plants one vegetable

Table 6
Dodi Efwan's Grammatical Errors

No.	Error types	Speaker's errors
1.	misformation of simple present and simple past aspect	• At the school holiday, my friends and I want to visit to uncle's house • my friend don't know the location • We take a rest for a moment • We run quickly
2.	omission of the article	• I have unforgettable experience
3.	Use of wrong	• Because the distance

	be	is not so far,....
4.	omission of –s	<ul style="list-style-type: none"> • I was afraid if the dog chase us

Table 7
Tanti Suzri’s grammatical errors

No.	Error types	Speaker’s errors
1.	omission of –s	<ul style="list-style-type: none"> • Padang has many beautiful tourism object. • Beside that,
2.	misformation of simple present and simple past aspect	<ul style="list-style-type: none"> • I see the large of white sand • Then we introduce with foreign • we take the photos with them
3.	Use of wrong be	<ul style="list-style-type: none"> • They are very kind with us • We was enjoyed
4.	Wrong of use verb	<ul style="list-style-type: none"> • we unforgot to buy somethings
5.	wrong attachment of –s	<ul style="list-style-type: none"> • we unforgot to buy somethings
6.	Wrong of use verb II	<ul style="list-style-type: none"> • We must came back

Table 8
Fitri Komala Sari’s Grammatical Errors

No.	Error types	Speaker’s errors
1.	Use of wrong be	<ul style="list-style-type: none"> • There are many attracting games
2.	omission of –s	<ul style="list-style-type: none"> • we were given ticket by the committee • the wall were glass wall • I clashed from many way
3.	Omission of the article	<ul style="list-style-type: none"> • Firstly, we enter glass house
4.	misformation of simple present and simple past aspect	<ul style="list-style-type: none"> • We were confuse • I meet a young foreign tourist. • we go to bumper car zone

		<ul style="list-style-type: none"> • Next, I learn and tried until I can • and I cannot find it • Lastly, we go to Dunia Fantasi canteen
5.	wrong of use be	<ul style="list-style-type: none"> • and the house were dark • She is very young but taller than me.

The Findings of Research Question How are the Percentages of the Grammatical Errors?.

The research finding of the second research question is presented in the following data:

Dian Habibi

He made eight sentences in 1 minute 37 second. He made seven errors in six sentences. Here’s the diagram of the percentage of errors.

$$P = \frac{N1}{\sum n} \times 100\%$$

P : Percentage of each error

N1 : Total of errors made

Σn : Total of sentences made

$$P = \frac{6}{8} \times 100\% = 75\%$$

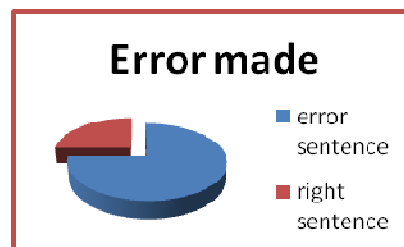


Figure 1. The Percentage of the Dian Habibi’s Grammatical Errors

Vella Tifani

She made eleven sentences in 2 minute 19 seconds. She made nine errors in five sentences. Here’s the diagram of the percentage of errors.

$$P = \frac{N1}{\sum n} \times 100\%$$

P : Percentage of each error
 N1 : Total of errors made
 Σn : Total of sentences made

$$P = \frac{9}{11} \times 100\% = 81.8\%$$

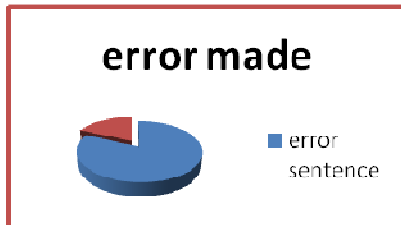


Figure 2. The Percentage of Vella Tifani's Grammatical Errors

Suci Wulandari

She made twelve sentences in 2 minute 33 seconds. She made sixteen errors in eleven sentences. Here's the diagram of the percentage of errors.

$$P = \frac{N1}{\sum n} \times 100\%$$

P : Percentage of each error
 N1 : Total of errors made
 Σn : Total of sentences made

$$P = \frac{8}{12} \times 100\% = 66.6\%$$

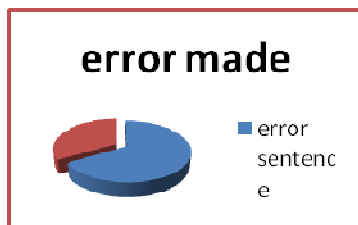


Figure 3. The Percentage of the Suci Wulandari's Grammatical Errors

Dita Minanda

She made thirteen sentences in 2 minute 24 seconds. She made twelve errors in seven sentences. Here's the diagram of the percentage of errors.

$$P = \frac{N1}{\sum n} \times 100\%$$

P : Percentage of each error
 N1 : Total of errors made
 Σn : Total of sentences made

$$P = \frac{7}{13} \times 100\% = 53.8\%$$

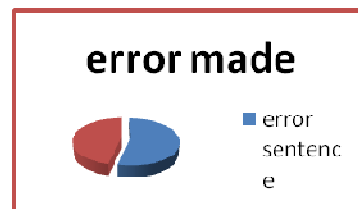


Figure 4. The Percentage of the Dita Minanda's Grammatical Errors

Rezi Elviani

She made eighteen sentences in 2 minute 7 seconds. She made six errors in five sentences. Here's the diagram of the percentage of errors.

$$P = \frac{N1}{\sum n} \times 100\%$$

P : Percentage of each error
 N1 : Total of errors made
 Σn : Total of sentences made

$$P = \frac{5}{18} \times 100\% = 27.7\%$$

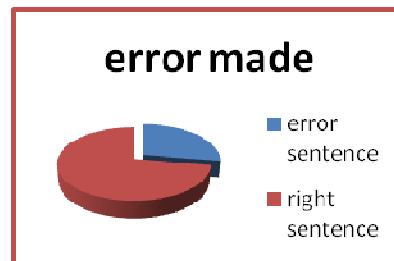


Figure 5. The Percentage of Rezi Elviani's

Grammatical Errors

Dodi Efwan

He made 14 sentences in 2 minute 55 seconds. He made seven errors in six sentences. Here's the diagram of the percentage of errors.

$$P = \frac{N1}{\sum n} \times 100\%$$

P : Percentage of each error
 N1 : Total of errors made
 Σn : Total of sentences made

$$P = \frac{6}{14} \times 100\% = 42.8\%$$

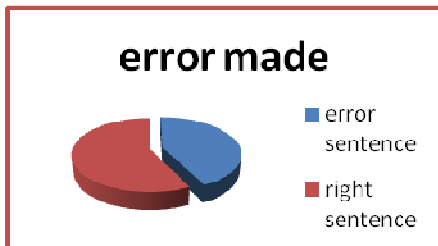


Figure 6. The Percentage of Dodi Efwan's Grammatical Errors

Tanti Suzri

She made sixteen sentences in 3 minute 3 seconds. She made ten errors in eight sentences. Here's the diagram of the percentage of errors.

$$P = \frac{N1}{\sum n} \times 100\%$$

P : Percentage of each error
 N1 : Total of errors made
 Σn : Total of sentences made

$$P = \frac{8}{16} \times 100\% = 50\%$$

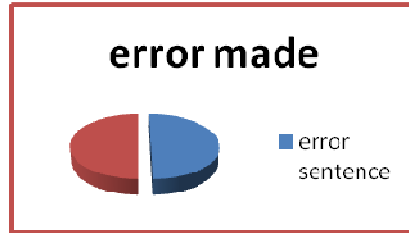


Figure 7. The Percentage of Tanti Suzri's Grammatical Errors

Fitri Komala Sari

She made seventeen sentences in 2 minute 57 seconds. She made thirteen errors in ten sentences. Here's the diagram of the percentage of errors.

$$P = \frac{N1}{\sum n} \times 100\%$$

P : Percentage of each error
 N1 : Total of errors made
 Σn : Total of sentences made

$$P = \frac{10}{17} \times 100\% = 58.8\%$$

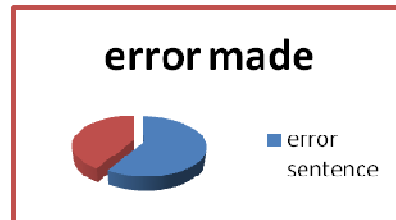


Figure 8. The Percentage of Fitri Komala Sari's Grammatical Errors

The Findings of Research Question on "What are Factors Influencing Their Grammatical Errors?"

As we know in chapter II that there are three sources of errors; those are interlingua transfer, intralingua transfer and context of learning. From the category of error sources the researcher classifies the speaker's errors as follow:

Dian Habibi

Errors made by Dian Habibi are categorized as interlingua transfer and intralingua transfer.

a) —I always playing.”

The sentence above should be added by was and the word always isn't appropriate with the past context.

The sentence —(a) is categorized in interlingua transfer source because of the influence of mother tongue. In sentence —a) there is no to be because Alhuda' mother tongue doesn't have any to be.

b) —I was always play with my friend.

The sentence above should be added —ing on the word play because the sentence is in past progressive condition.

c) —I go to field but that's not often

In the sentence above, the word go should be changed by went because it isn't appropriate with the past context.

The sentences —b) and —c) are the samples of speaker's errors that are caused by intralingua transfer sources. The speaker over generalizes the language as well as he knows in the second language.

Vella Tifani

Errors made by her are categorized as interlingua transfer.

a) —My hobby is update status in facebook

In the sentence above, the word update should be added by —ing because the sentence is in progressive condition.

b) —...because I think my poem (is) my expressing idea

The sentence above should be added by is because the sentence is in nominal form.

The sentences —a) and —b) are the samples of speaker's errors that are caused by interlingua transfer sources. The speaker's

mother tongue doesn't have the verb added by —ing or to be in the speaking.

Suci Wulandari

Errors made by Suci are categorized as interlingua transfer.

a) —I want to tell about artist Indonesia, Agnes Monica.

There is an implicit object —you' after the word tell in the sentence above.

b) “He has beautiful voice.

The word he in the sentence above should be she because it refers to the sentence before that the subject is Agnes Monica (woman).

The sentences —a) and —b) are the samples of speaker's errors that are caused by interlingua transfer sources. The speaker's mother tongue usually doesn't use object in the speaking and also it doesn't differ the gender in a singular.

Dita Minanda

Errors made by Dita are categorized as interlingua transfer.

a) —some of my friends went to beach”

The word beach in the sentence above should be preceded by article the because it is a definite noun.

b) “the transportation by motor cycle”

The sentence above should be added with to be “was” because it is a nominal sentence in the past condition.

The sentences —a) and —b) are the samples of speaker's errors that are caused by interlingua transfer sources. The speaker's mother tongue doesn't have article and to be in the speaking.

Rezi Elviani

Errors made by Rezi are categorized as intralingua transfer.

a) —May be, most of us has known”

The sentence above should use *have* instead of *has* because the subject is plural.

b) —.... a global warming...”

The article *a* should be replaced with article *the* because it is definite noun phrase. The sentences —a) and —b) are the samples of speaker’s errors that are caused by intralingua transfer sources. The speaker actually has known the grammatical rules but she generalizes the auxiliary in the perfect condition and also misuse the article *a*.

Dodi Efwan

Errors made by Dodi are categorized as intralingua transfer.

a) —At the school holiday, my friends and I want to visit to uncle’s house”

The word —want above should be “wanted” because the sentence is in past form.

b) —I have unforgettable experience

The sentence above must be adding article —a” before the word *unforgettable* because *unforgettable experience* is a noun. The sentences —a) and —b) are the samples of speaker’s errors that are caused by intralingua transfer sources. The speaker actually has known the grammatical rules but she generalizes the sentence.

Tanti Suzri

Errors made by Tanti are categorized as intralingua transfer.

a) —Padang has many beautiful tourism object”

The sentence above the word *object* should be added by —s because the word —*object* is plural.

b) —I see the large of white sand

The sentence above the word —*see* should be —*saw* because the word —*see* should be in past form. The sentences —a) and —b) are the samples of speaker’s errors that are caused by intralingua transfer sources. The speaker actually has known the grammatical rules but she generalizes the sentence.

Fitri Komala Sari

Errors made by Lian are categorized as intralingua transfer.

a) —There are many attracting games”

The sentence above the —*to be* should be —*were* because the sentence is in past form.

b) —we were given ticket by the committee

The sentence above the word —*ticket* should be added by —s because the subject of the sentence is plural. The sentences —a) and —b) are the samples of speaker’s errors that are caused by intralingua transfer sources. The speaker actually has known the grammatical rules but she generalizes the sentence.

DISCUSSION

Teaching grammatical seems to need serious effort. Studying grammatical means that students are studying structure of language. The students try to comprehend the message as good as possible in speaking considering rules of language they use. A good speaking is difficult to be acquired. It is clear that from analysis, the writer found that getting a good understanding speaking needs more attention of grammatical situation of speaking as correct as possible. This gives signal to the reader what is important and what to come.

However, it is teacher’s responsibility to provide good way to students. Teachers suppose to give a sufficient knowledge and example of grammatical to train the students to comprehend speaking contact form. So, it is important to teach the students how to make a good understanding based on speaking situation. This helps the students understand how to get a good understanding in comprehending message and meaning based on speaking.

Suggestion for getting improvement in speaking is that to have advanced context of grammatical, students can do some activities such as; 1) Speak in English, assuming English is the language whose grammar you wish to improve upon. English is understood in most parts of the planet, and its importance is increasing in our daily life. Learning grammar can be hard if we don’t really know how to

speak English. 2) Identify common mistakes. People who speak the same language often make the same mistakes in English grammar. For example, many Indonesian speakers have trouble using "a" and "the" in English. Find out what grammar points are often difficult for speakers of native language. Pay extra attention to learning those grammar points. Grammatical errors are unacceptable, and thus they play a very important role in our daily life. A grammatical error can change the meaning and makes a bad impression.

And then suggestion for getting students understandable is that after knowing the grammatical rules in language, there are three suggestions for teacher in getting the goal understandable of students; 1) motivating means that teacher needs to motivate his/her students. They have to bear in mind that grammatical is something interesting and able to improve their ability, 2) giving attention means that teacher has to care of his/her students improvement in grammatical rules in language not only transfer of knowledge of the lesson and never thinking of his/her students improvement, 3) evaluating students work means that after giving materials teacher needs to evaluate the teaching-learning process taking into consideration that it can measure the whole teaching-learning process whether effective or not.

The goal of grammar instruction is to enable students to carry out their communication purposes. This goal has three implications: 1) Students need overt instruction that connects grammar points with larger communication contexts. 2) Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task. 3) Error correction is not always the instructor's first responsibility.

CONCLUSION

The summary can be concluded that the students have not mastered the use of verb groups. We can see it from the number of the errors made. Although they had been taught

about it before, they were still confused which one to use when making a grammatical sentence. It could be because in Bahasa Indonesia we do not have the verb conjugations. We do not have time signaling in expressing ideas. They are unfamiliar to this form and because English is still foreign for them. And those are the possible causes of their errors.

The students were still confused in making the agreement between subject and verb. It could be because in Bahasa Indonesia there is no agreement between subject and verb. The students were still confused in differentiating whether to use the definite or indefinite articles. It could be because in Indonesian language grammar there is no definite article used.

The students still confused in deciding preposition which preposition should be used, whether to use in, on, or at. The students over generalized the pluralizing of nouns. They just added the -s/ -es without considering that there are some irregular forms of nouns pluralization.

The students still confused in deciding which pronoun should be used to substitute nouns, whether it is personal, relative, possessive, or demonstrative pronouns.

The students applied rules in forming past time verb to conjunctions. From the explanations above, the writer can conclude that the students still confused in dealing with English grammar systems.

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