THE GRAMMATICAL ERROR ANALYSIS OF THE 12th GRADE STUDENTS' SPEAKING PERFORMANCE AT SMA NEGERI 1 TALAWI

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ABSTRAK

Tujuan dari penelitian ini adalah menemukan kesalahan tata bahasa yang dilakukan oleh siswa dalam penampilan berbicara di kelas tiga SMA Negeri 1 Talawi tahun ajaran 2024/2025. Metode yang digunakan dalam penelitian ini adalah kualitatif. Hasil penelitian ini mengungkapkan bahwa siswa melakukan empat jenis kesalahan tata bahasa yang diklasifikasikan menjadi penghilangan, kesalahan bentuk, kesalahan urutan, dan generalisasi berlebihan. Dalam kesalahan penghilangan, siswa sebagian besar menghilangkan penggunaan kata kerja, subjek, objek, preposisi, kata benda jamak, artikel, konjungsi, bentuk superlatif, kata kerja pasif, dan to be. Dalam jenis kesalahan bentuk, siswa membuat bentuk yang salah dari kata kerja, kata benda, artikel, kata ganti objek, dan kata yang dipilih. Untuk jenis kesalahan urutan, penempatan yang salah dari kata kerja, kata sifat, kata benda, dan modal terjadi. Terakhir, siswa menggunakan secara berlebihan kata keterangan, objek, artikel, preposisi, dan to be dalam generalisasi berlebihan. Selain itu, temuan menunjukkan bahwa transfer antarbahasa dan intrabahasa adalah dua faktor utama yang menyebabkan kesalahan tata bahasa siswa dalam berbicara. Sementara itu, pemahaman siswa tentang tata bahasa dan kosakata yang dipilih diindikasikan sebagai masalah yang dihadapi siswa dalam penampilan berbicara.
Kata kunci: Kesalahan Tata Bahasa, Faktor, Masalah, Penampilan Berbicara, Komunikasi Lisan, Bahasa Inggris Lisan.

ABSTRACT

The purpose of the Research is to find the grammatical errors made by the students in speaking performance at the third grade SMA Negeri 1 Talawi Academic year 2024/2025. The method used in this study is qualitative. The students' highest grammatical errors were omission; then over- generalization; followed by misformation, misordering and overgeneralization.The result of this study revealed that the students made the four types of grammatical errors which classified into omission, misformation, misorder, and overgeneralization. In errors of omission, the students mostly omitted use of verbs, subject, object, prepositions, plural nouns, articles, conjunctions, superlatives form, passive verbs, and to be. In misformation type, the students made incorrect form of verbs, noun, articles, object pronoun, and chosen words. For misordering type, the incorrect placement of verbs, adjectives, nouns, and modals were committed. Last, the students overused the adverb, objects, articles, prepositions, and to be, in overgeneralization. Also, the finding indicated that interlingua and intralingua transfer are two main factors that caused students' grammatical errors in speaking. Meanwhile, the students' understanding of grammar and chosen vocabulary were indicated as the problems faced by students in speaking performance..

Keywords: Grammatical Error, Factor, Problem, Speaking Performance, Oral

Communication, Spoken English.

INTRODUCTION

English grammar is more complicated than Indonesian grammar. Some mistakes are made when the students do not understand well about the English grammar. Many of the students commonly make grammar mistakes in their learning especially in writing, such as in tenses, there are no tenses in Indonesian language so many confuse in using the right tenses for their speaking.Speaking is the act of conveying thoughts, ideas, or feelings through the use of verbal language and also Speaking is very essential in conveying message or information to others.

Ellis (1997) also explained that "the goals of error analysis were pedagogic-errors provided information which could be used to sequence items for teaching or to devise remedial lesson."This error analysis could be applied by teacher to see the feedback of the teacher's teaching. Also, teacher can check if the teaching learning process has run well. Students will use the appropriate structure in speaking English instead of the incorrect one.

At SMA N 1 Telawi, XII-grade students often face challenges in speaking English.So, grammatical error analysis of speaking is a measurement to determine how well students master the speaking skill. Moreover, error analysis also helps the students identify what errors they made because the students cannot apply their language acquisition directly without committing errors first. By analyzing their own errors, they can achieve good communication in the target language. As a result, analyzing grammatical errors on students' speaking performances plays an important role in the process of speaking development.

1) What types of grammatical errors that found in students' speaking performance? 2) What are the factors that cause the grammatical errors in students' speaking performance? 3) what are the difficulties that faced by students in speaking English?

Theoretical Framework

Absolutely, the correction of errors is very essential for leading students so that they will not make the mistakes another time. Students will use the appropriate structure

in speaking English instead of the incorrect one. Absolutely, the correction of errors is very essential for leading students so that they will not make the mistakes another time. Students will use the appropriate structure in speaking English instead of the incorrect one.To identify the grammatical errors, some method are applied that called as error analysis. Brown (1987) described that "the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of system operating within learner, led to a surge of study of learner errors". It means that the error is not the mistake that cannot be explained. But, the errors can be observed, analyzed, and classified to know what errors that students made.

S. P. Corder (1974) emphasized the importance of errors in language learning, arguing that they are not merely mistakes but valuable indicators of the learner's interlanguage—the evolving linguistic system that bridges the gap between their native language and the target language.Carl James (1998) provides a comprehensive and structured approach to error analysis in second language acquisition. By categorizing errors and examining their sources, James highlights the significance of errors as indicators of a learner's inter language development rather than mere mistakes. His work refines earlier theories, offering practical insights for language teaching and research. While error analysis remains a valuable tool, it has limitations, particularly in addressing broader communicative and sociolinguistic factors in language learning.

Richard and Schmidt's (2010) Longman Dictionary of Language Teaching and Applied Linguistics. It proposes that language learning is a dynamic process that integrates cognitive, social, and contextual factors, making it both a mental and interactive phenomenon.Slinker's (1972) concept of interlanguage, which describes the evolving linguistic system that second-language learners construct as they progress toward full proficiency. This theory posits that interlanguage is not a static stage but a fluid, adaptive system influenced by cognitive, social, and contextual factors

Tarone's (1988) work Variation in Interlanguage, the Contextualized Interlanguage Variation (CIV) Theory proposes that second language (L2) learners exhibit systematic variability in their interlanguage depending on contextual, social, and cognitive factors. Instead of viewing interlanguage as a rigid, linear progression toward proficiency, this theory emphasizes its dynamic, adaptive nature influenced by communicative needs and external conditions. Realizing this fact, this study elaborated three points to be identified:

RESEARCH METHODOLOGY

This study will employ a qualitative research design with a descriptive approach to analyze the grammatical errors in students' speaking performance. The population of this study consists of students learning English as a foreign or second language. A purposive sampling technique will be used to select a sample of 10 students of SMA Negeri 1 Talawi. The participants will be chosen based on 12th grade students at SMA Negeri 1 Talawi to ensure a diverse representation of grammatical errors.**Data Collection Methods** Data will be collected through the following methods: ,**Speaking Tasks,Recorded Interviews** and **Observations**. **Data Analysis Procedures** The collected data will be transcribed and analyzed using error analysis techniques.

DISCUSSION

The following will explain the errors found by researchers in students' speaking performance. But first, the four types of grammatical errors in speaking performance which based on Ellis (1997) theory will be explained.

Ellis (1997) proposed four characteristics of grammatical errors which mostly occur in students' speaking, namely **omission** (leaving out grammatical item required for sentences), **misformation** (using the wrong forms of words or structures), **misordering** (putting the word or sentences in the wrong order), and **overgeneralization** (using over grammatical forms in sentences).

1. Omission

Omission is the lack of form or grammar that is supposed to have it the sentence, but the students omit it. For example, no article, no main verb, no helping verb, no preposition, no punctuation, no possessive case, no object and no subject.

➢ We found   12   omission errors in the sentence

Examples:

NO	GRAMMATICAL ERROR	CORRECTION
1	Have you seen news about online registration?	Have you seen **the** news about online registration?

2	Do you know who was rejected from school because his height?	Do you know who was rejected from school because **of** his height?
3	Where parents report the problem with online system**?**	Where **did** parents report problem with the online system?
4	Yesterday I watched the main news about parents dissppoinment due to online registration system	Yesterday I watched the main news about parents dissppoinment due to **the** online registration system

2. Misformation

   Misformation is using the wrong form of words or structures. For example, misspelling, incorrect word selection, wrong form of verbs, adjectives, or nouns.

   ➢ We found 16 misformation errors in the sentence

   Examples:

NO	GRAMMATICAL ERROR	CORRECTION
1	Why did they prefer / prefer/ public school to private school?	Why did they prefer /prifer/ public school to private school?
2	Many parents **are** disappointed with the online system	Many parents **were** disappointed with the online system (reported speech)
3	Why **do** parents prefer to enroll their children in state school?	Why **did** parents prefer to enroll their children in state school? (reported speech)
4	What is the main problem faced by the parents?	What **was** the main problem faced by the parents? (reported speech)

3. Misordering

   Misordering in putting words and sentences

in the wrong order. For example, incorrect placement of adjectives, nouns, or verbs.

➢ We found 1 misordering errors in the sentence

Examples:

NO	GRAMMATICAL ERROR	CORRECTION
1	Parents are worried because **registration** with online system problematic this year.	Parents are worried because the online registration system is problematic this year."

4. Overgeneralization

 Overgeneralization is overusing the grammatical forms in sentences. For example, putting a preposition when it is not needed, applying *ed*past tense signal with irregular verbs, putting *s* as plural signal as exceptional nouns.

➢ We found 1 overgeneralization errors in the sentence

Examples:

NO	GRAMMATICAL ERROR	CORRECTION
1	Did you know **for** Jakarta vocational schools used online registration system?	Did you know Jakarta vocational schools used online registration system?

Researchers conducted this research in Grade XII after previously delivering material especially about news . Then the students were given time to take information from the news and then asked them to talk about it in pair. The researchers analyzed their presentation based on Ellis (1997).

Ellis (1997) proposed four characteristics of grammatical errors which mostly occur in students' speaking, namely **omission** (leaving out grammatical item required for sentences), **misformation** (using the wrong forms of words or structures), **misordering** (putting the word or sentences in the wrong order), and **overgeneralization** (using over grammatical forms in sentences).

The researchers are also supported by two reasearch to write this jounal. They are :

1. Safrida (2016): In the study titled "**Grammatical Errors: An Analysis in Speaking Produced by EFL Undergraduate Students**". Here, the researher shows that the most dominant errors produced were in omission. In this study, the students mostly neglected

the past forms of both regular and irregular verbs. On the other hand, the smallest occurrences of errors were in misordering. Two main factors causing the students to commit many errors were inter-lingual and intra-lingual. However, the major cause of errors produced was intra-lingual interference. It was because the participants of this study were the students majoring in English. Therefore, they were no frequently influenced by their L1. It is suggested that EFL teachers to pay more attention to the grammatical aspects and give corrective feedback to the learners. Furthermore, the students should pay attention to English grammar rules in their speaking and do grammar drills.

2. Susi Damaiyanti (2021): In the study titled "**Grammatical Errors Made by Students in Speaking English**". In this research said that the errors they made were caused by the intralingual factors, including omission, overgeneralization, and misformation in categories of verbs, nouns, conjunctions and addition in category of overuse of prepositions and incorrect word order.

Likewise, the researchers in this study found also four characteristics of grammatical errors which mostly occur in students' speaking, namely **omission** (leaving out grammatical item required for sentences), **misformation** (using the wrong forms of words or structures), **misordering** (putting the word or sentences in the wrong order), and **overgeneralization** (using over grammatical forms in sentences).

Omission

Omission is the lack of form or grammar that is supposed to have it the sentence, but the students omit it. For example, no article, no main verb, no helping verb, no preposition, no punctuation, no possessive case, no object and no subject.

➢ We found 12 omission errors in the sentence

Misformation

Misformation is using the wrong form of words or structures. For example, misspelling, incorrect word selection, wrong form of verbs, adjectives, or nouns.

➢ We found 16 misformation errors in the sentence

Misordering

Misordering in putting words and sentences

in the wrong order. For example, incorrect placement of adjectives, nouns, or verbs.

➤ We found 1 misordering errors in the sentence

Overgeneralization

Overgeneralization is overusing the grammatical forms in sentences. For example, putting a preposition when it is not needed, applying *ed*past tense signal with irregular verbs, putting *s* as plural signal as exceptional nouns.

➤ We found 1 overgeneralization errors in the sentence

CONCLUSION

Based on the research, the reseachers found that **Riska** and **Zikry** had the most grammatical errors of their speaking performance. Furthermore there are only 2 students who have not more than 1 error. The grammatical errors mostly found in Omission and Misformation. This error occurs when a learner leaves out a necessary element in a sentence, such as spelling, form of verbs, article, and preposition.

The analysis of grammatical errors in students' speaking performance highlights the common linguistic challenges faced by English language learners. By identifying patterns of errors, educators can develop targeted teaching strategies to improve students' spoken grammar. The findings of this study emphasize the need for continuous practice, corrective feedback, and exposure to authentic spoken English to enhance students' proficiency. Ultimately, this research contributes to a better understanding of second language acquisition and provides valuable insights for language educators and curriculum developers.

It is suggested that EFL teachers to pay more attention to the grammatical aspects above and give corrective feedback to the learners. Furthermore, the students should pay attention to English grammar rules in their speaking and do grammar drills.

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