

**THE COMMON ENGLISH GRAMMATICAL ERRORS IN
SPEAKING MADE BY STUDENTS
(A Descriptive Study at Sixth Semester Non-Regular Class Students of
English Department FKIP University of Mataram in Academic Year
2017)**



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RATIFICATION

The thesis entitled: **"THE COMMON ENGLISH GRAMMATICAL ERRORS IN SPEAKING MADE BY STUDENTS (A Descriptive Study at Sixth Semester Non-Regular Class Students of English Department FKIP University of Mataram in Academic Year 2017)"** by Abdul Rismawansyah (E1D113001) has been accepted by the advisor as the requirement to achieve Sarjana Pendidikan (S.Pd.) degree in English Education program of Mataram university on September 2017.

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Abstract: The study was aimed to investigate students' grammatical errors in speaking at Faculty of Teacher Training and Education (FKIP) University of Mataram. The research design of this study was qualitative approach with a propose to identify and describe students' grammatical errors in their oral interaction. The sample of this research is 20% of 111 sixth semester students from Non-regular class or 22 students which were selected using judgemental sampling technique. Students' oral interaction was observed by using video recording technique to get the authentic current phenomenon among the students. Error analysis of the students' oral interaction showed that the four common grammatical errors made by the students are omission, addition, misformation, and misordering. The most dominant type of errors found is misformation error constituting about 39.61% of the total grammatical errors identified, followed by omission and addition errors, while miordering is the least frequent type. Those errors were interfered by both interlingual and intralingual transfer.

Keywords: *grammatical errors, students' errors, oral interaction, speaking.*

**KESALAHAN-KESALAHAN UMUM PADA TATA BAHASA
INGGRIS YANG DILAKUKAN OLEH MAHASISWA DALAM
BERBICARA**

**(Penelitian Deskriptif pada Mahasiswa Kelas Non-Reguler Semester
Enam Program Studi Bahasa Inggris FKIP Universitas Mataram Tahun
Pelajaran 2017)**

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Abstrak: Penelitian ini bertujuan untuk meneliti kesalahan-kesalahan (errors) tata Bahasa yang dilakukan oleh mahasiswa dalam berbicara di Fakultas Keguruan dan Ilmu Pendidikan (FKIP) universitas Mataram. Pendekatan yang digunakan adalah pendekatan kualitatif, yang bertujuan untuk mengidentifikasi dan mendeskripsikan kesalahan-kesalahan tata bahasa Inggris yang dilakukan oleh mahasiswa dalam interaksi lisannya. Sampel dalam penelitian ini adalah 20% dari 111 mahasiswa kelas non-reguler semester enam, atau 22 mahasiswa yang dipilih menggunakan teknik *judgemental* sampling. Interaksi lisan yang dilakukan oleh mahasiswa telah diobservasi menggunakan rekaman video untuk mendapatkan fenomena terbaru yang otentik yang sedang berlangsung pada mahasiswa. Analisa error pada interaksi lisan yang dilakukan oleh mahasiswa menunjukkan bahwa empat jenis kesalahan tata bahasa Inggris yang dilakukan oleh mahasiswa adalah *omission*, *addition*, *misformation*, and *misordering*. Jenis error paling sering dilakukan oleh mahasiswa adalah jenis *misformation* terhitung sebanyak 39.61% dari total kesalahan tata bahasa Inggris yang ditemukan, diikuti oleh jenis *omission* dan *addition*, sedangkan *miordering* adalah jenis error yang paling sedikit dilakukan. Kesalahan-kesalahan umum tersebut dipengaruhi oleh *interlingual* dan *intralingual transfer*.

Kata kunci: kesalahan tata bahasa Inggris, interaksi lisan, berbicara.

INTRODUCTION

Learning language cannot be separated from speaking the language learnt, while learners cannot avoid making mistakes or errors when they speak a learnt language or when they acquire a second or foreign language. This is what happens at students of Non-regular class in English Department FKIP (Faculty of Teacher Training and Education) University of Mataram. As the foreign language learners, they mostly seem to speak English with mistakes or errors, especially in grammar. Usually, they make grammatical errors from the small things, such as forgetting certain items to the more complicated one, such as disorder or misformation.

The matter probably exists at the students of sixth semester in the faculty which can be a serious thing, regarding the sixth semester students have got some speaking lectures; Speaking 1, Speaking 2, Speaking 3, and Public Speaking at first, second, third and, fifth semester. After completing those lectures, students are supposed to be able to speak English well, whether in class or public speaking. However, it seems that they do not master it well in term of grammatical rules.

It seems that one of their main problems in speaking is lack of grammar knowledge. This will lead to the tendency of making grammatical errors, especially when they deal with an interaction in classroom activities. Moreover, the grammatical errors can be classified into two types of grammatical errors; Morphological error type and Syntactical error type (Poltzer & Ramirez (1973) in Adib: 2012).

In the pre-observation, there were some of grammatical errors which the learners made while communicating and they were unable to spot them due to probably the lack of proper grammatical knowledge. The students, both in presenting their course tasks and in normal interaction, seem usually omit certain items needed and add certain items which are

actually unneeded, which make their sentences unwell-formed. Moreover, they made wrong form, structure, or incorrect placement of morpheme or group of morpheme.

I have spotted students saying “*Sorry, I wrong...*”, considered as omission. *To be “am”* was omitted from the utterance. Then “*I’m agree about it.*” and “*I know what do you mean.*”, considered as adding and misformation. In the adding case, *to be “am”* is not expected to be there. Meanwhile, in the misformation case, the speaker used inappropriate form, they used question form rather than statement. Besides, the incorrect placement of some items, for example “*I don’t know what is it.*”, that is considered as misordering, which should be “*I don’t know what it is.*”

Based on the background, the problems in this study are formulated as follows:

1. What are the types of grammatical errors in speaking made by sixth semester Non-regular class students of English Department FKIP University of Mataram in academic year 2017?
2. What is the dominant type of grammatical errors in speaking made by sixth semester Non-regular class students of English Department FKIP University of Mataram in academic year 2017?
3. What are the sources of grammatical errors in speaking made by sixth semester Non-regular class students of English Department FKIP University of Mataram in academic year 2017?

Based on the statements of the problem, the objectives of this study as follows:

1. To find out the types of grammatical errors in speaking made by sixth semester Non-regular class students of English Department FKIP University of Mataram in academic year 2017.
2. To find out the dominant type of grammatical errors in speaking made by sixth semester Non-regular class students of English Department FKIP University of Mataram in academic year 2017.
3. To find out the sources of grammatical errors in speaking made by sixth semester Non-regular class students of English Department FKIP University of Mataram in academic year 2017.

LITERATURE REVIEW

In acquisitioning a language, it is a common thing when learners make errors, even a native speaker of a language makes errors. So error is becoming the part of learning a language, which is inevitable in the whole of the world, which is faced by language learners, and which is one of matters a language teacher deals with. It may seem rather odd focusing on what learners get wrong in their speech rather than on what they get right. However, focusing on that brings some good reasons; it is done to find out why learners make errors, it is useful for language teachers to know what errors made by learners, and it is also useful for learners to do self-correction to errors they make (Ellis: 1997).

Considering Chomsky (1965) differentiates between competence and performance, mistakes are “errors of performance” that have varying degrees of seriousness (Bell (1981) in Sompong: 2014). Mistakes are considered as performance

deviances occurring as a result of external factors to the competence of a speaker, such as tiredness or less concentration (Corder: 1967).

On the other hand, errors are deviances which are caused by a lack of competence (Brown: 2000). Ellis (1997) states that error is the gaps in a learner's knowledge. This happens because a learner does not know what is correct, so a learner who make an error will not be able to correct it. Meanwhile, Edge (1989) defined errors as forms where language users cannot correct deviances by themselves although they have been taught.

According to Corder (1967), errors are significant in three different ways. Firstly, errors tell teachers how far learners have progressed toward the goal and what remains for learners to learn. Secondly, errors provide researchers with evidence on how language is acquired, what strategies or procedures employed by learners in their acquisition (Corder, 1967). Thirdly, errors can be used by learners themselves as a device in order to learn. Moreover, making errors is a strategy employed both by children in acquiring their mother tongue and by those who learn a second language. Thus, errors can be accepted as a kind of learning activity.

Richards (1973) classified sources of competence errors into two interlingual errors (caused by the mother tongue interference) and intralingual and developmental errors, occurring during learning process of second language at a stage when they have not really acquired the language. According to Brown (2000) errors happen because of interlingual transfer, intralingual transfer, and context of learning. Meanwhile, James (1998 in Sompong: 2014) purposed four causes of errors; interlingual errors, intralingual errors, communication strategy-based errors, and induced errors.

Commonly English learners make some errors when they speak in English, and those errors are classified as follow (Dulay, Burt, and Krashen: 1982):

1. Omission

Learners are found committing omissions of certain linguistic forms for their complexity in producing language. Omission is the type of error characterized by the absence of an item needed in a well-formed sentence. This type of error occurs at the morphological level. Thus, learners' errors are related to the particular items in morphology, such as affixes. In many cases, students often leave out the third person singular morpheme *-s/-es*, plural marker *-s/-es*, and past tense inflection *-ed*. A learner could say "*I only bring two book.*" instead of "*I only bring two books.*"

2. Addition

In contrast, addition errors are the errors which are characterized by the presence of an item that is not expected in a well-formed sentence. There are three types of addition error as follows:

- a. Double markings, the failure in deleting certain items which are required in some linguistic construction, but not in other. For example, "*He doesn't comes anyway.*"
- b. Regularization, there are rules that typically apply to a class of linguistic items, such as the class of main verbs, in which students failed to delete. For example, "*I eated a lot last night.*"
- c. Simple Addition, a type of additional errors which neither double marking nor regularization.

3. Misformation

Misformation errors are the errors that are characterized by the use of wrong form in morpheme and structure. There are three types of misformation, those are:

- a. Regulation Errors, those in which a regular marker is used in place of an irregular one, such as *runned* for *run* or *gooses* for *geese*.
- b. Archi-form, the selection of one number of a class of forms to represent others, such as *that dog* for *those dogs*.
- c. Alternating form; masculine for feminine (or vice versa) – *he* for *she*; plural to singular (or vice versa) – *they* for *it*; accusative to nominative case (or vice versa) – *her* for *she*.

4. Misordering

Misordering errors usually occur in the syntactical level. This type of grammatical errors is characterized by the incorrect placement of morpheme or group of morpheme in utterance. For example, “*He is all the time late.*”

RESEARCH METHOD

The research approach that is used in conducting this descriptive study was qualitative approach. Qualitative approach is an approach that is concerned with assessment of attitudes, opinions, or behavior, in which researcher’s insights and impressions are required to generate a result in non-quantitative form (Kothari: 1990). Qualitative research is a type of research with no any calculation or enumeration. Thus, the data analyzed appears in words, not in numbers. A research with qualitative approach is a

research where written or oral form data are analyzed descriptively (Meleong (1983) in Wibowo: 2011).

In the other words, this descriptive qualitative research provides the data on descriptive form. Moreover, data analyzed was conducted to describe the common grammatical errors in speaking made by students of Non-regular class in English Department FKIP University of Mataram systematically and accurately which was based on the reality.

This study was conducted at English Department FKIP (Faculty of Teacher Training and Education) University of Mataram. Specifically, it was held on English students in sixth semester Non-regular class in academic year 2017. Thus, the population of this research was students of Non-regular class in English Department FKIP University of Mataram with the number of students 111 students. This study used 22 students (20% of the population), consisting of males and females, as the samples. The informants were used to provide information in this study, which were determined using judgemental sampling technique of Non-probability sampling.

In collecting the primary data needed in this study, I decided to use observation method. By using the observation method, I directly looked at what the informants did rather than asking the informants what they would do. In line with it, Kothari (1990) said that under this method, the information is gotten by direct observation without asking from the respondents. This method was chosen because it might avoid the subjective bias and the information gained using this method showed what currently happened. Supported by Marshall (1999 in Adib: 2012) that the observational record provides field notes-detailed, nonjudgmental, and concrete descriptions of what has been observed. I rolled as a *complete observer* – researcher observes without participating and record information as it occurs

(Creswell: 2009). Therefore, I recorded them to observe the current practice of grammatical errors in speaking made by the students.

Based on the method used, video recording was the technique for collecting the data. Thus, I came into classroom and the interaction or the conversation that was made by students in English was recorded by letting the students know that they would be recorded. However, the purpose of this research was disguised in order to avoid students' speaking anxiety, so they would speak naturally. The recording lasted for three meetings (around 300 minutes).

After the data was collected, it needed to be analyzed. Besides, the data collected had to get a process of data first. Suyanto & Sutinah (2006: 173) stated that in qualitative research, data processing is conducted by classifying or categorizing data. In line with Suyanto and Sutinah, processing is editing, coding, classification, and tabulation of collected data so the data is enable to be analyzed (Kothari: 1990). Therefore, the data processing was done first, before analyzing them in order to make it easier to be analyzed.

Data reduction was the first step in data processing. It is a process of electoral which focuses on simplification, abstraction, transformation of raw data from the notes field (Miles & Huberman, 1992: 16). When the data had been reduced, the data was presented in form of well-structured information. Presentation of data was a set of structured information that helps to draw conclusions and take action (Miles & Huberman, 1992: 17). Presentation of data could be done in the form of a narrative description, chart, relations between categories, and flowcharts. In this step, I tried to compile the relevant data so that the information gained is concluded and has particular meaning to answer the research problems.

The next step after displaying data in this qualitative study was analyzing the data obtained. The analysis was computation of certain measures, in the same time, searching for patterns existing among data-groups (Kothari: 1990). The data, students' oral sentences, were analyzed for finding out the answers of the research problems of this study in which errors were analyzed based on the data obtained without confirming to participants. Then, the conclusions were drawn based on the findings in this study and verified the data. After verification, it was concluded based on the results of this study which was presented in a narrative form. Finally, conclusion was the final stage of data analysis activities.

FINDING

All the students' errors are then classified into four types of errors purposed by Dulay, Burt, and Krashen in 1982. Those types are Omission, Addition, Misformation, and Misordering. Followings are the classification of students' grammatical errors (^ is used to indicate Omission, * is used to indicate Addition, ___ is used to indicate Misformation, and _____ is used to indicate Misordering):

Table 1. Omission errors made by the students

NO	STUDENT	ERROR	CORRECT
1	Student 1	... <u>if your right hemisphere damage</u> [^] , you cannot ...	... <u>if your right hemisphere damages</u> , you cannot ...
2	Student 1	... they can move <u>their body</u> [^] freely, right? ...	... they can move <u>their bodies</u> freely, right? ...
3	Student 3	... <u>And the next material will be present</u> [^] by (name). time is yours.	... <u>And the next material will be presented</u> by (name). time is yours.
4	Student 7	... because <u>the word "table"</u> [^] <u>already stored</u> in their mental lexicon, ...	... because <u>the word "table" is already stored</u> in their mental lexicon, ...
5	Student 7	... <u>And it</u> [^] <u>started</u> - the word	... <u>And it is started</u> - <u>the origin</u> of

NO	STUDENT	ERROR	CORRECT
		<u>started</u> of “sheep” is “goat,” like ...	“sheep” is “goat,” like ...
6	Student 7	... and <u>any other word that associate</u> ^ <u>to</u> word “bread.” ...	... and <u>any other word that associates with</u> word “bread.” ...
7	Student 10	... <u>is it possible a memory by the short-term and long-term memory</u> ^ <u>migrate or move to short-term memory?</u> ...	... <u>is it possible a memory by the short-term and long-term memory to migrate or move to short-term memory?</u> ...
8	Student 10	... Because <u>I have grandmother</u> ^ <u>has dementia</u> ...	... Because <u>I have grandmother who has dementia</u> ...
9	Student 10	... He I mean <u>she memory all the memory</u> ^ <u>that happened in her - yea, in the past</u> ...	... He I mean <u>she memorizes all the memories</u> that happened in her - yea, in the past ...
10	Student 11	... <u>there are several damage</u> ^ <u>maybe</u> ...	... <u>there are several damages maybe</u> ...
11	Student 11	... <u>suddenly he also remember</u> ^ <u>some of his past</u> ...	... <u>suddenly she also remembers some of her past</u> ...
12	Student 14	... <u>Let</u> ^ <u>take a look at first questions</u> * ^ <u>will be answered by my beautiful partner</u> ...	... <u>Let us take a look at first question which will be answered by my beautiful partner</u> ...
13	Student 19	<u>What it’s showed</u> ^ <u>that when the person B</u> ...	<u>What it’s showed is that when the person B</u> ...

Table 2. Addition errors made by the students

NO	STUDENT	ERROR	CORRECT
1	Student 1	... and then they were treating the brain using <u>the</u> * <u>some waves from that machine,</u> ...	... and then they were treating the brain using <u>some waves</u> from that machine, ...
2	Student 1	... As I know, they have the <u>hormonals</u> * <u>problem in their brains,</u> ...	... As I know, they have the <u>hormonal problem</u> in their brains, ...
3	Student 11	... <u>this is may</u> * <u>because of age or in damage hippocampus</u> ...	... <u>this is because of age or hippocampus damage</u> ...
4	Student 13	... but I will try my best <u>to answers</u> * <u>your questions</u>* ...	... but I will try my best <u>to answer your question</u> ...
5	Student 13	... of how the very beginning of <u>spokens</u> * <u>utterance come from</u> ...	... of how the very beginning of <u>spoken utterance come from</u> ...
6	Student 14	... where does the very beginning of any spoken utterance come <u>from</u>*? ...	... where does the very beginning of any spoken utterance come <u>from?</u> ...

NO	STUDENT	ERROR	CORRECT
7	Student 14	... <u>they thinks*</u> about this one, <u>thinks*</u> about many things ...	... <u>they think</u> about this one, <u>think</u> about many things ...
8	Student 14	... And <u>the second questions*</u> is about where speech error ...	... And <u>the second question is</u> about where speech error ...
9	Student 14	... <u>Let^ take a look at first questions* ^ will be answered by</u> ...	... <u>Let us take a look at first question which will be answered by</u> ...
10	Student 18	... we can know that our morphology and phonology - in <u>our phonological*</u> is correct.	... we can know that our morphology and phonology - in <u>our phonology is</u> correct.

Table 3. Misformation errors made by the students

NO	STUDENT	ERROR	CORRECT
1	Student 1	... and then (they) tend to make <u>themselves</u> go first ...	... and then (they) tend to make <u>themselves</u> go first ...
2	Student 1	... <u>It is caused because their brain^ is less - has less like hormone</u> ...	<u>It is caused by their brains have less hormone</u> ...
3	Student 3	<u>The causes itself is because of the damage in the certain area^ in right hemisphere</u> ...	<u>The causes themselves are because of the damage in the certain areas in right hemisphere</u> ...
4	Student 4	... For example, "dog," <u>somebody asked you</u> ...	... For example, "dog," <u>somebody asks you</u> ...
5	Student 7	... the word <u>started</u> of "sheep" is "goat," like ...	... the <u>origin</u> of "sheep" is "goat," like ...
6	Student 7	... In our mental lexicon, <u>the* researchers has</u> ...	... In our mental lexicon, <u>researchers have</u> ...
7	Student 7	... and <u>any other word that associate^ to</u> word "bread." ...	... and <u>any other word that associates with</u> word "bread." ...
8	Student 7	... So, Priming is <u>the relation for activation that have association with each other.</u>	So, Priming is <u>the relation for activation that has association with each other.</u>
9	Student 8	... This is <u>how the* words is organized in our brain^</u> ...	... This is <u>how words are organized in our brains</u> ...
10	Student 8	... The first one is "List." We <u>organize the* word is</u> bundle of features ...	The first one is "List." We <u>organize word in form of bundle</u>

NO	STUDENT	ERROR	CORRECT
			of features, like dictionary ...
11	Student 10	... <u>does short-term memory and long-term memory has real shape or form in our brain</u>? ...	... <u>do short-term memory and long-term memory have</u> real shape or form in <u>our brains</u> ? ...
12	Student 10	... He I mean <u>she memory all the memory</u> ^ that happened in her - yea, in the past ...	... He I mean <u>she memorizes all the memories</u> that happened in her - yea, in the past ...
13	Student 11	... <u>Does short and long-term memory have the</u> * shape in <u>our brain</u> ^ or ...	... <u>Do short and long-term memory have</u> shape in <u>our brains</u> or ...
14	Student 11	... <u>There are</u> only short to long ...	... <u>There is</u> only short to long ...
15	Student 11	... suddenly he <u>also remember</u> ^ some of <u>his</u> past, you said from <u>his</u> childhood.	... suddenly she <u>also remembers</u> some of <u>her</u> past, you said from <u>her</u> childhood.
16	Student 13	... the question is kind of <u>difficult to answers</u>, ...	... the question is kind of <u>difficult to be answered</u> , ...
17	Student 18	... like the Conceptualization, the Formulation, the Articulation, and Self-monitoring. Our speech production is influenced by <u>that things</u>.	... like the Conceptualization, the Formulation, the Articulation, and Self-monitoring. Our speech production is influenced by <u>those things</u> .
18	Student 19	... (Then she reads text, including two examples of speech errors). <u>It's</u> kind of speech errors. Not kind, <u>it's example</u> ^ of speech errors ...	... (Then she reads text, including two examples of speech errors). <u>They are</u> kind of speech errors. Not kind, <u>they are examples</u> of speech errors ...
19	Student 19	... As <u>Mr. Priyono have explained</u> to us, ...	... As <u>Mr. Priyono has explained</u> to us, ...

Table 4. Misordering errors made by the students

NO	STUDENT	ERROR	CORRECT
1	Student 11	... <u>this is may</u> * because of age or <u>in damage hippocampus</u> ...	... <u>this is</u> because of age or <u>hippocampus damage</u> ...
2	Student 11	... <u>In your problem grandmother</u>, ...	... In your <u>grandmother's problem</u> , ...
3	Student 18	Based on my understanding, the formulation stage <u>which is we use grammatical</u> - ...	Based on my understanding, the formulation stage <u>is which we use grammar</u> - ...

NO	STUDENT	ERROR	CORRECT
4	Student 18	<i>But in the first slide, I have said that the - but <u>in point here is all of the organ^ is* have their own function^ to produce sound ...</u></i>	But in the first slide, I have said that the - but the <u>point in here is all of the organs have their own functions</u> to produce sound ...

Based on the errors classification, in their speaking, the students make 60 Omission errors or 38.96% of the errors found, 29 Addition errors or 18.83% of the errors found, 61 Misformation errors or 39.61% of the errors found, and 4 Misordering errors or 2.59% of the errors found.

DISCUSSION

The students were found making omission errors and addition errors when they tried to say plural form of nouns in speaking. Here are the three of those errors:

NO	TYPE OR ERROR	ERROR	CORRECT
1	Omission	<i>... they can move <u>their body^</u> freely, right? ... (Student 1)</i>	<i>... they can move <u>their bodies</u> freely, right? ...</i>
2	Omission	<i>... <u>there are several damage^</u> maybe ... (Student 11)</i>	<i>... <u>there are several damages</u> maybe ...</i>
3	Addition	<i>... And <u>the second questions*</u> <u>is</u> about where speech error ... (Student 14)</i>	<i>... And <u>the second question is</u> about where speech error ...</i>

This shows that the students are not be able to apply suffix “-s” or “-es”, as the plural markers, in forming plural nouns. They added “-s” at a noun which is supposed to be singular and did not put “-s”/”-es” at nouns which are supposed to be plural. The addition error above is indicated as a simple addition error. These errors may due to L1 influence. In Bahasa Indonesia, the number of noun does not affect the noun form (e.g. *satu kerusakan, beberapa kerusakan, banyak kerusakan, and kerusakan-kerusakan*).

Some addition errors found are related to definite article. The examples taken from students' interaction are below:

NO	TYPE OR ERROR	ERROR	CORRECT
1	Addition	... and then they were treating the brain using <u>the* some waves</u> from that machine, ... (Student 1)	... and then they were treating the brain using <u>some waves</u> from that machine, ...
2	Addition	... In our mental lexicon, <u>the* researchers has</u> - they found that <u>there are two way^</u> to access <u>the* words</u> , ... (Student 7)	... In our mental lexicon, <u>researchers have</u> - they found that <u>there are two ways</u> to access <u>words</u> , ...
3	Addition	... This is <u>how the* words is organized</u> in <u>our brain^</u> ... (Student 8)	... This is <u>how words are organized</u> in <u>our brains</u> ...

Students added definite article “the” before some nouns or thing that they had not mentioned before, whereas a “the” only appears before things that have been already mentioned or explained before or at least they know which one that the speaker means. These errors are regulation type of addition error. These errors are probably influenced by the target language, English, so they are classified into intralingual errors. However, there is no any error on indefitine articles (a and an) found in students' interaction.

Only one addition error and one misformation error are found which are related to preposition.

NO	TYPE OR ERROR	ERROR	CORRECT
1	Addition	... The first one is, where does the very beginning of any spoken utterance come <u>froms*?</u> It's coming from miss (name). (Student 14)	... The first one is, where does the very beginning of any spoken utterance come <u>from</u> ? It's coming from miss (name).
2	Misformation	... and <u>any other word that associate^</u> to word “bread.” ... (Student 7)	... and <u>any other word that associates</u> <u>with</u> word “bread.” ...

NO	TYPE OR ERROR	ERROR	CORRECT
3	Misformation	... The first one is "List." We organize the* word <u>is</u> bundle of features ... (Student 8)	The first one is "List." We <u>organize word in form of bundle of features</u> , like dictionary ...

These two errors are considered as intralingual errors for the difficulty of English grammar rules. In addition case, the student add suffix "-s" at the preposition "from" in which the form (froms*) never exists. Certain verbs are paired with certain preposition, and the pair of verb "associate" is preposition "with", not "to", relating to false analogy; assuming that new item B behaves like A (James: 1998 in Sompong: 2014) In the second example of misformation, preposition "like" will be more appropriate for the sentence instead of "is".

There are also a misordering error, some omission errors, and some misformation errors that students made in choosing correct pronouns in certain types of pronouns. Here are some of them:

NO	TYPE OR ERROR	ERROR	CORRECT
1	Omission	... Because I have grandmother [^] has dementia ... (Student 10)	... Because I have grandmother who has dementia ...
2	Omission	... Let [^] take a look at first questions* [^] will be answered by my beautiful partner. Time's yours. (Student 14)	... Let us take a look at first question which will be answered by my beautiful partner. Time's yours.
3	Misordering	Based on my understanding, the formulation stage <u>which is we use grammatical</u> - ... (Student 18)	Based on my understanding, the formulation stage <u>is which we use grammar</u> - ...
4	Misformation	... and then (they) tend to make <u>themselves</u> go first ... (Student 1)	... and then (they) tend to make <u>themselves</u> go first ...
5	Misformation	... like the Conceptualization, the Formulation, the Articulation, and Self-monitoring. Our speech	... like the Conceptualization, the Formulation, the Articulation, and Self-monitoring. Our speech production is influenced by <u>those</u>

NO	TYPE OR ERROR	ERROR	CORRECT
		<i>production is influenced by <u>that things</u>. (Student 18)</i>	<u>things.</u>

The students omitted pronouns in their utterances, but they mostly made the wrong form or wrong choice of pronoun. Student 10 omitted relative pronoun “who”, while student 14 omitted personal pronoun as object “us” after the transitive verb “let” and omitted relative pronoun “which” before “will be answered”. According to James (1998) quoted by Sompong (2014), the two instances show the incomplete rule application type of intralingual errors or the converse of overgeneralization. At the misordering case, the student put relative pronoun “which” in wrong order, after the main subject and before the main verb. Thus, “the formulation stage is which we use...” should be the correct order for it.

Student 1 misformed the reflexive pronoun into “themselves” whereas the correct form is “themselves” and the other is wrong choice. It can be into false analogy. Moreover, student 18, at the example, has misformed plural demonstrative pronoun (“that things” for “those things”). These errors reflect the interlingual errors because the errors are probably influence by Bahasa Indonesia, such as “*dia*” (personal pronoun) or “*-nya*” (possessive pronoun) for both male and female. Those examples show that the students are lack of pronoun knowledge. Based on Dulay, Burt, and Krashen (1982), the misformation errors above show archi-form and alternative form type of misformation, where learners select one number of a class of forms to represent others and use masculine for feminine (or vice versa), plural to singular (or vice versa), accusative to nominative case (or vice versa).

Errors in forming correct noun clause are also made by the students by adding unnecessary items and placing them in incorrect order. Here are the examples:

NO	TYPE OR ERROR	ERROR	CORRECT
1	Addition	... <u>This theory ^ about conceptualization ^ is divided into two models of how the very beginning of <u>spokens</u>* utterance come from ...</u> (Student 13)	... <u>This theory is about conceptualization which is divided into two models of how the very beginning of <u>spoken</u> utterance come from ...</u>
3	Misordering	... <u>this is may* because of age or in <u>damage hippocampus - hippocampus area</u> ...</u> (Student 11)	... <u>this is because of age or <u>hippocampus damage - hippocampus area</u> ...</u>
3	Misformation	... <u>the word <u>started</u> of "sheep" is "goat," like ...</u> (Student 7)	... <u>the <u>origin</u> of "sheep" is "goat," like ...</u>

It seems that the students tend to add unnecessary items in making noun clauses, such as adding suffix "-s" at "spoken" and suffix "-cal" at "our phonology", which lead them to grammatical errors. Another thing that leads them to make errors is misordering the clauses. In misformation example, clause "the word started of "sheep"" can be replaced by "the word beginning of "sheep"" to correct the misformation error. It can be concluded that the order of the incorrect noun clauses has similarity with the order of noun clause in, Bahasa Indonesia, their mother tongue, so these errors are also interlingual errors.

Incorrect choice of adjective forms is also kind of errors that student made. The errors can be shown as below:

NO	TYPE OR ERROR	ERROR	CORRECT
1	Addition	... <u>As I know, they have the <u>hormonals</u>* <u>problem in their brains</u>, ...</u> (Student 1)	... <u>As I know, they have the <u>hormonal problem</u> in their brains, ...</u>
2	Misformation	<u>They tend to use <u>unrelevance information</u> in their communication ...</u> (Student 1)	<u>They tend to use <u>irrelevance information</u> in their communication ...</u>

As what is shown at the examples, student 1 added suffix “-s” at the adjective “hormonal” which plays as a modifier to word “problem” and she used a noun with inappropriate form of negation (un-relevance), which is an error, to modify word “information”. The errors can be corrected as “hormonal problem” and “irrelevant information”. The addition is simple addition type, while the misformation is regulation type. These errors probably happen due to the lack of knowledge on adjective affixes and negation affixes.

Many errors of the students made are related to subject-verb agreement in which students omit, add, and misform certain items. Here are some of them:

NO	TYPE OR ERROR	ERROR	CORRECT
1	Omission	<i>... if your right hemisphere damage[^], you cannot ... (Student 1)</i>	<i>... if your right hemisphere <u>damages</u>, you cannot ...</i>
2	Addition	<i>... There are - <u>they thinks</u>* about this one, <u>thinks</u>* about many things or something like that or - there are so many words in their mind. (Student 14)</i>	<i>... There are - <u>they think</u> about this one, <u>think</u> about many things or something like that or - there are so many words in their mind.</i>
3	Misformation	<i>... So, Priming is the relation for activation that <u>have</u> association with each other. (Student 7)</i>	<i>... So, Priming is the relation for activation that <u>has</u> association with each other.</i>
4	Misformation	<i>... <u>There are</u> only short to long ... (Student 11)</i>	<i>... There is only short to long ...</i>

When suffix “-s” is needed and when it is unneeded for a verb is one of the students’ problems because the examples show that they did not use “-s” at verb after singular subject and used “-s” at verb after plural subject. Similar to the first example, misformation error made by student 7 use plural form of verb (have) after singular subject, which should be “has” (singular form). Moreover, in misformation case, student 11 used

“are” for “is”. These subject-verb agreement errors are also influenced by their mother tongue in which the number or status of subject does not affect the predicate or the verb (e.g. *seseorang tertawa* and *kami tertawa*).

Some of the students’ errors are related to failure to form verb in which students omit, add, and misform certain items. Here are the examples:

NO	TYPE OR ERROR	ERROR	CORRECT
1	Omission	<i>What it’s showed ^ that when the person B, ... (Student 19)</i>	<u>What it’s showed is that</u> when the person B, ...
2	Addition	<i>... but I will try my best to <u>answers* your questions*</u> ... (Student 13)</i>	... but I will try my best to <u>answer your question</u> ...
3	Misformation	<i>... I mean <u>she memory all the memory</u>^ that happened in her - yea, in the past ... (Student 10)</i>	... I mean <u>she memorizes all the memories</u> that happened in her - yea, in the past ...

Those sentences above have problems with their verbs. First sentence does not have predicate, the student omitted verb “is”, which makes it an ungrammatical sentence. Addition example has To Infinitive with suffix “-s” which is completely a deviation. In the other case, student 10 used “memory” as a verb which should be “memorize”.

Some students were spotted making errors in forming passive sentences by omitting and misforming certain items. Here are the examples:

NO	TYPE OR ERROR	ERROR	CORRECT
1	Omission	<i>... And <u>the next material will be present</u>^ by (name). time is yours. (Student 3)</i>	... And <u>the next material will be presented</u> by (name). time is yours.
2	Misformation	<i>... This is <u>how the* words is organized in our brain</u>^ ... (Student 8)</i>	... This is <u>how words are organized in our brains</u> ...
3	Misformation	<i>... Well, miss (name), the question is kind of <u>difficult to answers</u>, ... (Student 13)</i>	... Well, miss (name), the question is kind of <u>difficult to be answered</u> , ...

At the first example made by student 3, it is considered as an omission error because the student omitted suffix “-ed” from verb “present” which should be a past participle “presented”. At the other case shown in first example of misformation, there is a To Be (is) there, but it does not match with the subject (words) which is plural. Last example of misformation said the question is difficult to answer, but it sounds nonsense because a question does not answer, but it is answered, so changing it into “the question is kind of difficult to be answered” will correct the misformation.

Some students were spotted making errors in using certain modals by adding and misforming certain items. Here are the examples:

NO	TYPE OR ERROR	ERROR	CORRECT
1	Addition	... <u>this is may* because of age or in damage hippocampus - hippocampus area ... (Student 11)</u>	... <u>this is because of age or hippocampus damage - hippocampus area ...</u>
2	Misformation	... <u>Does short and long-term memory have the* shape in our brain^ or just state of mind? ... (Student 11)</u>	... <u>Do short and long-term memory have shape in our brains or just state of mind? ...</u>
3	Misformation	... <u>As Mr. Priyono have explained to us, maybe two or three weeks ago. (Student 19)</u>	... <u>As Mr. Priyono has explained to us, maybe two or three weeks ago.</u>

The presence of “may” in the addition case makes the sentence looked ungrammatical because the sentence has already had a predicate “is”. Besides, there are two examples of misformation errors in which modal “does” is used for plural subject and “have” for singular subject. They are indicated as regulation misformation errors. There errors are assumed having influence from the target language, English, so they are considered as intralingual errors, specifically overgeneralization type as proposed by James (1998 in Sompong: 2014), for overgeneralizing of using modals “do’ and “have”.

CONCLUSION

This study examines grammatical accuracy to find out common grammatical errors in speaking made by sixth semester Non-regular class students of English Department FKIP University of Mataram in academic year 2017. This study is done by observing students' interaction in classroom activity and involved 22 students. The result of the study shows that the students made those four types of grammatical errors in their speaking, omission, addition, misformation, and misordering error with 154 numbers of error for all grammatical errors identified and with different numbers of instance for each type of error. The two types of error with highest numbers of error are misformation (61) errors and omission (60) errors, but the most dominant type of grammatical errors made by the students in speaking is misformation error, accounts for 39.61% of the total grammatical errors identified. Those errors are interfered by both interlingual and intralingual transfer.

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