

AN ANALYSIS ON STUDENTS' GRAMMATICAL ERRORS IN PERFORMING ENGLISH STORYTELLING

Ibnu Kamil Antakusuma

English Department of Lambung Mangkurat University

Brigjend H. Hasan Basry Street Banjarmasin.

email: antakusumaibnukamil@gmail.com

Abstract. *This research aimed to identify, and in advance, to analyze the subject of analysis of the research during the performances of the students in English storytelling. Total of the students that acted as the research population were 44 students of SMA Negeri 1 Banjarmasin. There was a specially designed observation sheet used as the main tool or research instrument to retrieving the data. As the result, there were 37 errors happened during the students' performances. The errors then classified into 4 categories in the taxonomy of surface structure.*

Keywords: *errors, grammatical, storytelling, speaking, surface strategy taxonomy, error analysis.*

INTRODUCTION

It is known that all languages in the world have elements of language. English as a language has many important elements such as grammar, vocabulary, pronunciation, and so forth. The language elements exist in every utterances, in this case, it refers to grammar. The importance of grammar is both in English teaching and English learning. All language skills in English are supported by grammar as the basic rules. Furthermore, mastering grammar is an important point in language. Mastering grammar is not always talking about mastering the basic rules of language. In addition, the learners of English need to avoid errors in using the grammar. It was needed to be emphasized that error and mistake were different. In language learning, Suhono (2016:8) stated that people cannot learn language without committing error. Furthermore, Ma'mun (2016:99) revealed that inevitably the learner will make errors and mistakes in language acquisition process. Despite the fact that errors were inevitable, a slight error in grammar can lead to the misinterpretation of the ideas that are going to be delivered. Thus, mastering grammar is very

useful for learners of English as their basic knowledge of the language and help them in mastering the skills of English.

Grammar is an essential language element and it is important for learning language, especially for the foreign learners. Scrivener (2003), an expert in grammar, stated that grammar is more than rules in using certain language. Grammar is the guideline to aid people to communicate with each other in proper ways. In this case, knowledge about grammar has an effect on the four skills (listening, reading, speaking and writing), so everyone must learn grammar first to get a good skill in English. Knowledge of grammar is not limited on the basic rules of the language but also included the functions of the rules itself. Mastering grammar can also be the indicator that a learner had achieved the main goal of learning language which is to be able to communicate using the language.

In this research, the researchers tried to find out the grammatical errors done by the English learners in speaking activity. The learners in this research refer to the senior high school students in English conversation club, especially those who join the English

storytelling division. The main reason why the researcher chose students as the learner was based on the statement of Abushihab (2014:214) which was stated that errors occur repeatedly and cannot be recognized by the learner. The result of this research is expected to be useful in order to gain insight about grammatical errors in speaking activity, especially in monologue.

RESEARCH METHODOLOGY

In order to specify the outline of this research methodology, the researchers chose to conduct a research using descriptive as the research design and for the approach of the research, it was qualitative approach. Citing the definition of descriptive research by Seliger and Shohamy (1989:124) which explained that descriptive research has a tendency to describe a phenomena naturally. As qualitative research, the researchers will try to identify the research problem based on the phenomena on the field. This method used to find out and describe the data about students' grammatical errors in performing English story telling at SMA Negeri 1 Banjarmasin Academic Year 2018/2019.

The researchers chose 10 students as the subject of the research. The reason why the researchers chose 10 students was because those students attended all the research implementation meetings and qualified the repetition of errors. Using convenience sampling is considered to be more simple and flexible than the other ways of sampling. In the other hand, the individuals in convenience sampling cannot fully represent the selected population. In this research the samples were chosen as the subject of the research.

Research instrument is the tool for collecting or obtaining the data. In this research, the researchers use audiovisual materials and observation sheet as the instrument. The audio visual materials was in

form of videotapes recorded for the analysis purposes. While observing the subjects in performing English storytelling the researchers used observation sheet to note down every errors occurred in the subjects' speech. The validity of the research instruments was measured and determined based on experts' judgment.

The data of this research were collected using observation and videotapes as the research instruments. The observation was conducted during the performance of English storytelling. During the observation, the researchers will use a specially designed observation sheet of the research. The researchers will take a note of every errors occurred during the process of observation.

In order to get real circumstances of the research site, the researchers used videotapes. The researchers took a record of every performances of English storytelling by the students of English conversation club of SMA Negeri 1 Banjarmasin. The researchers analyzed the data based on the basic procedure of error analysis and categorized the errors based on Dulay's (1982) surface strategy taxonomy.

RESULT AND DISCUSSION

The data of this research were related to the students' grammatical errors that occurred while the students performing English storytelling. The errors classification based on the surface strategy taxonomy by Dulay (1982:151). The researchers used observation sheet to retrieve the data. As the subjects of the research, the researchers chose 10 students in the English storytelling division of SMA Negeri 1 Banjarmasin's English conversation club. The data were collected while the students performing the English storytelling. The observations were conducted six times. In a single week there were two meetings. In every meeting the students were asked to perform some sort of

stories. The observation was started on November 13th 2018.

Identification of the Errors

Since the researcher need to retrieve the data from the subjects, the researcher conducted a specially designed observation. The observation was occurred during the activity of English

storytelling performances from the students. After they finished performing the stories, the grammatical errors made by the students were identified. The errors retrieved for identification were errors related to grammatical rules, to narrow it down the researcher focused on present and past tense application.

Table 4 The Observation Schedule of ECC Storytelling at SMA Negeri 1 Banjarmasin

No.	Observation Meeting	Date	Course
1.	First	November 13 th 2018	ECC Storytelling
2.	Second	November 15 th 2018	ECC Storytelling
3.	Third	November 22 th 2018	ECC Storytelling
4.	Fourth	November 27 th 2018	ECC Storytelling
5.	Fifth	November 29 th 2018	ECC Storytelling
6.	Sixth	December 3 rd 2018	ECC Storytelling

Classification of the Errors

After the grammatical errors had been identified, the data analysis continued on categorizing the grammatical errors according to the surface strategy taxonomy stated by Dulay (1982:146), which is divided into errors of omission, addition, misformation, and misordering. The errors classification was conducted on both present tense and past tense.

Omission

There were 33 errors of omission in simple present tense that are indicate with the missing components of the sentences. The absence of the components will lead to flawed sentence and misinterpretation of the sentence itself. Suhono (2016) stated that when a learner is leaving off necessary items that must emerge in a well-performed utterance, that learner is doing omission error. Errors of omission made by the subjects indicate that although the missing components of the utterances were not content word, the utterances still considered as flawed as they did not emphasize the meaning of the whole utterances.

Addition

A complete sentence could be flawed if there is an unimportant aspect for the sentence. There were two errors that classified as the errors of addition. Based on Bhekti (2015:22),

error of addition has three sub-type, they were double markings, regularizations, and simple additions. The subjects added unnecessary part to appropriate sentences. Errors of addition, in the end, will lead to the confusion of which parts of a sentence that emphasized by the speaker. Most of the errors in errors of addition were categorized as *double marking*. It was indicated as the subject used two marks of *to be* in simple past tense utterances. Another errors of addition were categorized as *simple addition* errors.

Misformation

Based on the data found, there are three errors of misformation. The error occurred when the students use an inappropriate part of the sentence. In order to indicate the plural of the object from the sentences, there must be suffixes *s/es* on the object of the sentences. In advance, those errors can be categorized as *achi-forms*. The speaker uttered the wrong sentences in case of formation in simple present because the speaker used “verb form/V+ing” in simple present. It should use the first form of the verb. As it can be seen, most of the grammatical errors of misformation made by the students occurred when they use first form of the verbs (V1) instead of the second form of the verbs (V2). Further categorization of those

type of errors in errors of misformation was regularization errors. Regularization commonly happened in the use of grammatical rules.

Misordering

Based on the data, the researchers found some errors of misordering during the performances of the subject in English storytelling. The errors of misordering occurred when the students put a part of a sentence in the place where it should not be. Similar to other grammatical errors in Dulay's surface strategy taxonomy, error of misordering also lead to the misinterpretation of the meaning of the sentences. Although the sentences are complete, the meaning of the sentences still cannot be interpreted appropriately when the parts of the sentence are in inappropriate position. As the conclusion, in order to produce complete and meaningful sentences, the speakers should put attention in the order of the parts of the sentences. Incorrect placement of the parts of a sentence may lead to the confusion in interpreting the meaning of the sentence.

Discussion

Research subjects did four errors in grammatical rules while performing English storytelling. They are omission, addition, error of misformation, and misordering. Error of omission defined as the disappearance of needed part of an utterance. Error of addition errors occurred when there is an unneeded item in an utterance. Misformation errors are the errors in which occurred when the speaker use incorrect morpheme. Error of misordering are can be characterized when items of an utterance are in incorrect order.

Grammatical errors occurred in two types of tenses. They are present tense and past tense. From the grammatical errors noted by the researchers, most of them are in the application of past tense. The finding is related to the fact the genre of the story was narrative. In narrative, which talking about past events, the main structure of the sentences is simple past

tense. Therefore, the subjects were likely to make grammatical errors in the use of simple past tense. In the other hand, grammatical errors in the use simple present tense were barely happened during the English storytelling performances by the subjects.

The first error made by the students in performing English storytelling is the error of omission. In accordance with Dulay (1982:154), an error is categorized as an error of omission when there is a disappearance of important part of the utterance, which it should be included. In the use of simple present tense, there were two errors of omission occurred during the students' performance in English storytelling. The same number of errors also happened in the use of simple past tense. From 10 subjects of the research, errors of omission were made by three of them in three different stories. Both of errors of omission in the use of simple present tense happened when the student tried to make interrogative sentences. From all the errors of omission, the students only omitted one part of the sentences. Although only missing one part of the sentences, the error still occurred and flawed the structure and the meaning of the sentences. When an error is categorized as an error of omission, it means that there is a part of the sentence that do not present at all. Dulay (1982:155) pointed that the language learners make more error of omission when it is related to grammatical morpheme than when it is related to content morpheme. Some learners find it difficult to apply grammatical words than content words because the complexity of the rules of grammar. When learners omit content words, it is usually because of the lack of vocabulary.

The second error happened in the students' performances in English storytelling are the errors of addition. Error of addition is defined as the presence of unnecessary parts in a complete and correct sentence. There were two errors happened in the use of simple present tense. The presence of unnecessary parts made

the sentence is less meaningful and confusing. There were more errors of addition in the use of simple past tense. There were 9 errors happened as the students use simple past tense in their storytelling. Most of the errors happened because the students added *is* before *was* which is incorrect in the structure of simple past tense sentences. Instead of using both of the *to be*, the students should use *was* only because the sentences was in form of simple past tense. There were also other errors of addition that flawed the sentences. According to Dulay (1982:156), error of addition was likely to be known as the application of excessive items in a complete sentence or utterance and also considered as the result of recklessness in applying rules of language.

The third error in the Dulay's surface strategy taxonomy (1982) made by the students in performing English storytelling is the errors of misformation. In accordance with Dulay (1982:158), a speaker made an error of misformation when he/she use the wrong word in delivering the sentences. There were 3 errors of misformation in the use of simple present tense. The errors were about plural noun. The students did not add suffix 's' to indicate the plural noun. There was also an error in the use of verb. The student used verb+ing in a simple present tense sentence. As the students tried to utter sentences in form of simple past tense, there were 14 errors happened. Most of the errors happened because the students used incorrect form of verb.

The errors of misformation that recorded are mostly about the selection of regular and irregular verb 2 in the use of simple past tense. Those types of misformation errors were categorized into misformation of regularization. The main cause of the error of misformation is lack of knowledge related to the grammatical structure

Most of the research subjects made errors in the application of past tense regular verb. The students tend to use regular verb 1 in simple

past tense than the verb 2. Essentially, the students should had been acquired the knowledge that verb 2 is the type of verb used in simple past tense. In the end, Dulay (1982:162) said that the errors of misformation are similar to errors of addition because both of the errors frequently happen in late stages of language learning. Another similarity was the cause of both of the errors which the students might apply certain rules to certain constructions inappropriately.

The last error in Dulay's surface strategy taxonomy (1982) was the errors of misordering. As stated by Dulay (1982:162), an error is defined as error of misordering when there is an item in the utterance that is not in correct place. All 5 errors happened in the application of past tense and none happened in application of simple present tense. The students misplaced a word in the sentences making it less meaningful and confusing. Furthermore, Dulay (1982:162) pointed that errors of misordering occur systematically for learners in familiar construction of the language.

After each sessions of collecting the data, the researchers asked the subjects whether they made errors or just a slight mistake. The researchers with the help of the English teacher conducted a discussion session to make sure that the subjects made errors not mistakes. After asked the subjects about their performances and the errors they made, the researchers concluded that most of the subjects over-generalized the rules of grammar they use in their performances of English storytelling.

In relation with the result of the previous study by Hervina (2014), the grammatical errors in the use of simple past tense are mostly about verb. The subjects were tend to use verb 1 instead of using regular form of verb 2. These errors were categorized as errors of omission in Dulay's surface strategy taxonomy (1982). Other errors in Dulay's surface strategy taxonomy (1982) were also recorder, e.g. errors of misformation. This errors occurred as the

subjects chose the inappropriate morpheme in the sentences. The errors of addition and misordering were also happened during the performances of the subjects. In line with the research done by Danurwindo (2014), all of the errors made by the students in performing speaking activity categorized in Dulay's surface strategy taxonomy (1982). All of the classification of errors in the taxonomy was found in the data of the research. The errors also found both in present and past tense. In Danurwindo (2014), the most frequent errors happened were misformation, similar with the result of this research.

In conclusion, all errors of Dulay's surface strategy taxonomy (1982) happened during the performances of English storytelling by the subjects of the research. The errors occurred in both simple past tense and simple present tense. All of the errors are related with the grammatical features of the sentences, such as verb. Furthermore, the grammatical errors may also occur because of the incorrect placement of features of the sentences. In addition, it is important to make less error in speaking because a flawed utterance may lead to confusion and misinterpretation of the interlocutors.

CONCLUSION

In the conclusion, the researcher presented that the students made errors in omission, addition, misinformation, and misordering which based on Dulay's surface strategy taxonomy. Error of omission defined as the disappearance of needed part of an utterance. Error of addition errors occurred when there is an unneeded item in an utterance. Misformation errors are the errors in which occurred when the speaker use incorrect morpheme. Misordering errors are characterized when there is an item in the utterance that is not in correct place.

Suggestion

Based on the research findings, the researcher proposes some suggestions. The suggestions were as follow:

The teachers

The teachers may conduct a specially designed treatment for the students and the errors they have made. In conducting the treatment, the teachers may use the classification of the errors that the students made in order to focusing the error treatment and as the references on which error the students tend to make.

The students

The students, especially the students of SMA Negeri 1 Banjarmasin who join the English storytelling division of English conversation club, have known errors they made. The students should learn from their errors. The students should be more aware regarding to the error they have made. Furthermore, the students are suggested to seek more information about grammatical errors in performing English storytelling from their peers and also their teacher.

Further research

It is expected for the further researches to explore more about the procedures of the research. In further research, the presentation of the data can be more systematic. For the subject of analysis, further researches are suggested to analyze the errors in grammar rules occurred in other tenses. There is as expectation that there will be similar researches in other monologue activity.

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