

**Grammatical Errors in Speaking Performance Committed by
Students of Insan Qur'ani**

Thesis

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THESIS

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The Bachelor Degree of Education in English Language Teaching

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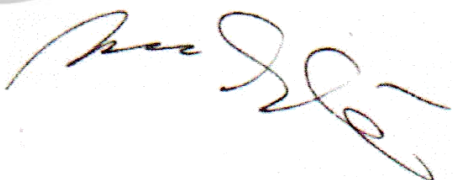
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**Grammatical Errors in Speaking Performance Committed by Students of
Insan Qurani**

adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 27 Juli 2023

Saya yang membuat pernyataan,



Shahnaz Alisya Erian

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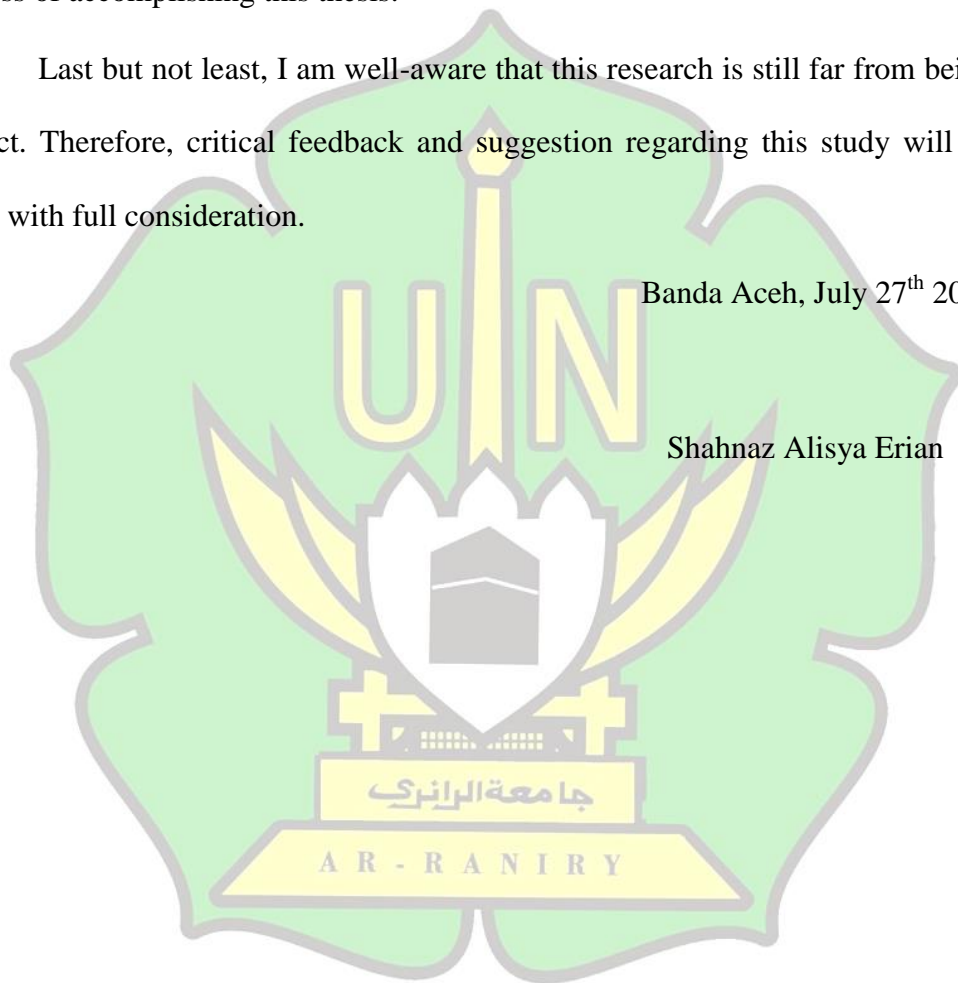
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Last but not least, I am well-aware that this research is still far from being perfect. Therefore, critical feedback and suggestion regarding this study will be taken with full consideration.

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ABSTRACT

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This study was conducted to analyze grammatical errors in speaking performance made by students grade eleventh in Insan Qurani Islamic Boarding School. It focused on finding out the most commonly grammatical errors committed by students of Insan Qurani and the source of the errors. This study employed descriptive qualitative as the research design. 23 students were participated in this study. To investigate students' errors, a speaking test was used as the research instrument. The students were required to speak about the given topic, then the researcher made a documentation in form of transcript of their speaking performance to be used as the data of this study. The data were analyzed using Surface Strategy Taxonomy and Richard's (2002) theory of sources of errors. The result of the study showed that almost all students make four error types, even though in the different percentage. The numbers of the error percentage are as follows: omission 23.3%, addition 14.7%, misformation 60.2%, and misordering 1.70%. These errors were identified to be caused from several factors, those are; interlingual errors 30.7%, over-generalization 15.3%, incomplete application rule 22.7%, ignorance of rule restriction 29.5%, and false concept hypothesized 1.70%. It is indicated that the most commonly grammatical error committed by the students in speaking performance is misformation and the source of the errors is interlingual errors. It was hoped that this research would be useful to improve students' speaking performance. As findings imply that the teachers of Insan Qurani should give more explanation about grammar specifically in subject-verb agreement and it is suggested for students to apply grammatically good English on regular basis.

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CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the most spoken languages in the world. As the non-English speakers, we need to understand the importance of learning English. It is certainly necessary considering that we live in 4.0 era in which we can easily reach for wider communication towards people from other nations. It is believed that proficient English speaking is necessary if we are to compete on a global scale. As a result, English is now the language that is most frequently required to study worldwide (Chania & Amri, 2019); (Hervina, 2014).

Many schools in Indonesia have been facilitated to study English as their curriculum. It has become a required subject from elementary school until university since it is expected of Indonesian citizens to be able to engage and communicate with both national and international citizens in all situations using written and spoken English. So, this is why the curriculum is designed to provide kids with relevant learning opportunities starting at the early schooling level. However, to have a good command of speaking is not always easy for Indonesian as the learner of English.

Speaking is regarded as one of English skill because it requires students to learn grammar, contents, forms, and pronunciation (Chania & Amri, 2019). Speaking practice occurs in real-time. It makes students to say things straight in the target language. For instance, students are obligated to apply English in the classroom during the process of teaching and learning, such as when they want to ask a question, explain their understanding, deliver their thoughts, or even when they are in the middle of discussion with their friends or a group project.

Speaking is more than just verbally expressing ideas. To have a good speaking ability, students should be good at pronunciation, fluency, and accuracy (Brown: 2001). Grammatical proficiency is one of the factors that should be considered when speaking, and it is a part of communicative proficiency. Grammar can improve communication accuracy by "forming the mind into a habit of order and clarity, coupled with logic and rhetoric, this accustoms the student to the accuracy of the language, and thus the accuracy of thought." Hence, grammatical basis can help students to get used to being rational and clear, especially in speaking. Therefore, after applying grammar, students will use the language more accurately. By using good grammar, we can convey our respect for both the speaker and the listener (Clark, 2010). Speaking clearly helps speakers make a positive first impression on listeners, but someone with poor grammatical skills may make a bad first impression that could last for a very long time. For listeners, using grammar correctly shows that their

thoughts are being expressed. Speakers do not want listeners to waste time trying to understand them.

Thornbury (2005) suggests that students must utilize complicated, lengthy, and well-structured phrases when using grammatical structures. Unavoidably, they committed a lot of mistakes. However, studies have shown that grammatical mistakes are frequent when learning a second or foreign language. This is an example of the significant gap of first-language and foreign-language. Ellis (1994) states that errors reveal a gap in a student's knowledge of targeted language; errors occur because the correct structure is barely known for the learners.

Fauziati (2009) argues that error is seen to be an inevitable and good part of learning process. It is considered normal for a student studying English to make mistakes. Students may have grammatical errors if they frequently use their mother tongue when they meet difficulties in their second language. There are four elements of grammatical errors: addition, omission, misinformation, and misordering. (Ellis, 1997).

Some studies have been conducted to explore grammatical errors in speech. Danurwinda (2014) conducted a study at IAIN Tulungagung and found that students of second semester frequently made errors in omission, addition, misinformation, and misordering. The pupils make mistakes using the simple present tense and simple past tense 36 times in total while speaking. Abdul (2008) did a study at SMK 2 Permata Bogor and his findings show that second

year students' pronunciation of segmental phonemes with final consonants is incorrect because they lack knowledge of the proper transcription and practice pronouncing words. The goal of this research is to understand the speaking blunder made by the students in eighth grade using Dulay, Burt, and Krashen's surface structure taxonomy (1982).

Based on my experience when performing teaching practice at Insan Qurani Islamic Boarding School, it revealed that most of students frequently made mistake when they communicate in English especially addition, omission, misinformation, and mis-ordering in grammatical errors. In addition, based on brief interviews with students, I found that they had problems with speaking due to many factors. For example, students still mistakenly use preposition in their introduction speech due to the generalization of English structure and the influence of their first language. Hence, conducting a study on grammatical errors in speaking performance committed by the students of Insan Qur'ani is the important. Subramanian et al (2009) in Amiruddin (2018) state that such an error analysis can help teachers identify specific problems. It can benefit teachers to determine the learning content to students that assist them to correct the grammatical errors in further learning activity.

B. Research Question

Based on the background of the study above, this research created two questions to be answered, they are:

1. What are the most frequently grammatical errors committed in speaking performance of Insan Qur'ani students?
2. What are the causes of errors in speaking performance of Insan Qur'ani students?

C. Research Objective

Based on the research question that has been mentioned, here are the objectives of the research that relevant to the research:

1. To identify the most common grammatical errors in students' speaking performance.
2. To explain the cause of errors committed in speaking performance of Insan Qur'ani students.

D. Research Significance

1. Theoretical significance

This study can be helpful as it will provide the most common grammatical errors in students' speaking skill and the cause of errors. I hope that this research can be used for future researchers who are interested in doing research, in the field of error analysis study on speaking. Hopefully the teachers, students, researchers can make use of this research.

2. Practical significance

a. For student

For students, the findings of this research will also help them to reflect so that they can learn and improve their speaking ability.

b. For teacher

For teachers, this research's finding can be used as a reference to reduce students' grammatical errors by conducting a new grammar content and learning activity to help students to correct their errors.

E. Terminology

To prevent this study from misunderstandings, few terms used in this study need clear explanation, they are:

1. Speaking Skill

Speaking refers to the ability of Insan Qurani students in English speaking performance prior to this study.

2. Grammatical Error

Grammatical error in this study refers to the identification of incorrect, uncommon, or problematic usage in grammar.

3. Error Analysis

Error analysis in this study is focused on the grammatical errors committed by Insan Qurani students and comparing the errors with the correct ones.

F. Limitation of Study

The present study focuses on analyzing the type and the cause of errors committed by the eleventh-grade students of Insan Qurani in their speaking performance. In this study, the use of subject-verb agreement by the students would be the focus of the grammatical errors.

CHAPTER II

LITERATURE REVIEW

A. Speaking

a. Definition of Speaking

Speaking, according to Luoma (2009) is an essential component of the language- learning curriculum. One of the four language skills that should be learned when learning English is speaking. Speaking is a productive skill. Speaking was described by Brown (1994), Burns and Joyce (1997) state that speaking is an interactive process of meaning-making that involves the production, reception, and processing of information.

Torky (2006) explains that speaking is a two-way procedure that includes a genuine exchange of ideas, facts, or emotions. According to this centralised perspective, spoken words are the outcome of discussions between two or more individuals who were in the same location and at the same time.

b. Component of Speaking

The researcher can describe the speaking component in each hypothesis as follows, based on the explanations of a few speaking skill specialists; The following five factors, according to Pernanda (2009), have a significant impact on speaking ability:

1. Pronunciation

Pronunciation is the production of speech sound for communication and it is very important in communication. According to Professional Development Service for Teachers (2007) pronunciation refers to the way words are said.

2. Grammar

According to Warriner in Ramli (2003), effective verbal communication depends on comprehensible grammar. As a result, speakers need to be conscious of the grammar they use. To put it another way, grammar is the rule that guides how we combine meaningful words and parts of words to convey understandable information.

3. Vocabulary

According to Dash (2013), vocabulary skills include recognising words and predicting about the meaning of words with unknown context and structure.

4. Fluency

Speaking is the act of verbally expressing words. It indicates that a speaker and a listener are engaged in an idea-sharing process. Fluency is therefore just as crucial as proficiency in other speaking components. According to Longman (2003), fluency is the state or characteristic of being fluent. It is the ability to speak the language fluently, confidently, and without unnecessary hesitation or breaks.

5) Comprehension

Speaking is the act of verbally expressing words. It indicates that a speaker and a listener are engaged in an idea-sharing process. Fluency is therefore just as crucial as proficiency in other speaking components. According to

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5. Comprehension

Longman (2009) argues that one should understand every aspect of a normal academical discussion, with the exception of the discussion is extremely slow or fast.

B. Grammatical Structure

a. Definition of Grammar

Grammar is unique to each language. Communication is possible amongst speakers of the same language because they are familiar with its grammatical structure. All speakers and authors of a language must be familiar with its grammar as communication requires a thorough understanding of it.

According to Thornbury (2004), "grammar is part of the study of what forms (or structures) are achievable in a language." Analysis of sentences, which explains the rules by which language sentences are constructed, is the focus of grammar. According to Harmer (2002), "a language's grammar describes how words may alter their forms and be put together into sentences in that language". It is the structure and systematic meaning in language.

Furthermore, "grammar is the way a language alters and combines words (or pieces of words) to form more complex units of meaning," according to Ur (1993). He claims that grammar explains how language's rules truly function, including how words are arranged and shaped. Grammar is straightforward, as previously mentioned. In addition to explaining how utterances are generated, it offers a tool to develop some potential structures that have never been utilised before. This could be helpful for those who prefer using the language flexibly so that they can communicate more successfully. Although it is quite difficult to create good grammatical standards, communication may suffer if they are too frequently broken.

A good rule should be "simple" (because it may cause problems), "actual" (because it is obvious that some rules are more "true" than others), "clarity" (because unclear rules do no good), and "relevance" (because there are some things that a teacher or student probably shouldn't have to know). This is according to Swan (in Harmer, 2005). The coherence of communication will be impacted by having proper grammar. Speakers will communicate effectively if they follow the correct grammar rules.

b. Importance of Grammar

Teachers have two goals when teaching a language: to ensure fluency and accuracy in all language skills. The capacity to talk with ease is known as fluency,

whereas the ability to use proper grammar, including phrasal verbs, prepositions, and verb forms, is known as correctness. A student needs to be familiar with the target language's grammar in order to speak clearly and coherently in each expression. As Ur (1991) points out, "Grammar does not only affect how components of language are arranged in order to look right', it also impacts their substance". According to Knapp and Megan (2005), who support his view, "Grammar is a name for the tools that are available to users of a language framework for creating sentences."

When a speaker or writer is proficient in grammar, their use of language changes from being implicit and unconscious to being aware of language modulation and content selection. That statement makes it abundantly evident that grammar is one of the most crucial aspects of English since it affects the meaning of the sentence in addition to making it sound good. Understanding grammar in this context involves understanding how written English works as well as the rules determining how words should be arranged and used in sentences.

Thus, people must learn grammar in order to write or communicate more effectively and clearly. It might be effective for basic language use for those who acquire innate grammatical knowledge. However, those who want to communicate creatively with precise structures need to pursue a deeper level of comprehension and expertise in grammar study.

C. Errors Analysis

a. The Nature of Errors

The process of improving one's oral and written language abilities is known as language learning. Learners frequently make mistakes when enhancing their skills. Learners typically make mistakes because they don't know the proper words or sentences or grammar rules. It may reveal what is going through their minds when they make blunders, accurate or incorrect statements, and spontaneous utterances. Therefore, making mistakes—whether due to grammatical errors or verbal or written slips of the tongue—is a crucial part of acquiring knowledge. "Errors are fundamental part of language learning and not evidence of failure to learn," according to Davis and Pearse (2002). Since they help us comprehend the language learning process, those mistakes ought to be evaluated. Teachers can now examine their students' language proficiency in speech and writing and provide comprehensive evidence to support better language teaching practices because of error analysis (Amiruddin, 2019). Students can receive feedback from their mistakes, which they can use to come up with fresh ideas for achieving the learning objective. It can be useful in gaining an understanding of foreign languages and includes information on the methods that language learners adopt to pick up new languages.

Dulay and Burt (in Brown, 1994) claim that mistakes are seen as "goofs." A

learner's interlanguage competency can be shown by a mistake, which is a variance from the formal grammar of a native speaker. When learners make mistakes due to a lack of understanding of the target language's rules, it's known as a competence error. It will take a long time for them to fix the mistakes on their own. They require direction to fix the mistakes. Additionally, they could occasionally make the same mistakes. In conclusion, they define errors as the aspects of students' writing or speech that are incorrect. It implies that language learners must first make mistakes in order to acquire the language.

Ellis (1997) asserts that errors represent gaps in learners' knowledge that arise because they are still learning and do not know what is correct, whereas mistakes represent occasional performance errors that happen because the learner is unable to apply what they know in a given situation. Errors relate to competence, whereas mistakes relate to performance errors or non-systematic errors brought on by lack of attention.

It is clear from the definitions above that mistakes are not the same as errors. In both their first and second languages, people make mistakes. Errors are the incorrect application of language since learners are unaware of their mistakes while they are aware of the proper form of the rules. While mistakes are common when learning a second language, they can be fixed on their own without assistance from others. It's possible that the students are unaware of their errors and require assistance from others to fix them. The error can take some time to fix.

b. Definition of Error Analysis

Error analysis, which compares the errors made in the target language with the target language itself, is a technique used to show the learning outcomes obtained by students in the development of an interlanguage system in speaking and writing. errors made when speaking and writing. According to Taylor (1997), "error analysis is the study and evaluation of measurable inaccuracy." Since error indicates that a language learner is not successfully acquiring the rules of the target language, it suggests that error plays a beneficial role in language acquisition.

According to Erdogan (2005), "error analysis deal with the learners' performance in terms of the cognitive processes they make use of in order to recognize or classify the input they receive from the target language." Therefore, the proof that learners' mistakes offer insight into the fundamental process of second language acquisition is a major focus of error analysis.

Brown (1994) defined error analysis as the study of the importance of errors in learners' interlanguage system. One kind of language analysis that focusses on the mistakes that students make is called errors analysis. as the process of identifying, evaluating, and categorizing the variations in the second language's rules, followed by the presentation of the learner's operational frameworks.

It is clear from the three definitions given above that error analysis is an activity used to find, categorize, and explain errors made by students when

speaking or writing in order to gather data on common difficulties that people encounter when speaking or writing in English.

Lee (2004) believes that students look forward to feedback from their teachers and hope it will help them become excellent speakers. Teachers would therefore be able to determine what areas should be prioritized and what kinds of resources to highlight in their lessons by examining the errors made. They should be able to choose resources to assist students in learning English and create courses that include remedial instruction. Teachers must be aware of the reasons behind their mistakes as well as the causes of them.

C. Error Descriptions

Dulay, Burt, and Krashen (1982) propose four descriptive classifications to analyze errors. They are as follows:

1. Error in linguistic taxonomy

Errors are categorised by linguistic taxonomy based on the specific linguistic feature they impact as well as one or both of the language components. Phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style) are the components of language. The components that make up each language component are included in the constituent. For instance, when discussing syntax, one can question as to whether the fault is in the main or subordinate clause and which constituent—such as the noun phrase, auxiliary, verb phrase, preposition, adverb, adjective, and so on—is impacted.

2. Errors in surface strategy taxonomy

Surface strategy taxonomy emphasises the changes that are made to surface structures. For researchers interested in determining the cognitive processes underlying a learner's reconstruction of a new language, examining errors from the perspective of surface strategy holds great promise.

a. Errors in omission

An error known as an omission occurs when something that is necessary for a well-formed speech is not there. As is common knowledge, morphemes or words fall into two categories: grammatical words and content words. Nouns, verbs, adjectives, adverbs, and other words that convey the majority of a sentence's referential meaning are known as content words.

Grammatical or function words are little words that contribute just slightly to a sentence's meaning. These consist of the following: verb auxiliaries (is, will, can, may, etc.); prepositions (in, on, or, etc.); noun and verb inflections (-s, ed, ing); and the article (a, the, an). Grammatical morphemes are far more often left out by language learners than content words.

In sequential L2 acquisition, where the learner is older and more cognitively mature, omission of content words is less likely than in the early phases of L1 acquisition. If content words are removed in L2, it is mainly caused by lack of vocabulary, and learners usually convey their awareness of the missing element. e.g.: I have two pencil. There is missing “s” that should be I have two pencils.

b. Addition errors

According to Dulay et al. (1982), addition errors are defined by the inclusion of an item that shouldn't be in a coherent sentence. When the learner has already mastered some target language rules, it typically happens in the later phases of L2 acquisition or learning. Three categories of addition errors are:

- Double Markings

The reason for this inaccuracy is that some linguistic constructions demand the deletion of specific components. For example, "He didn't ate your food." The phrase "He didn't eat your food" should be marked once.

- Regularization

When a marker that is normally applied to a linguistic item is mistakenly added to unusual objects of the given type that do not take a marker, this is known as a regularisation error. For example, informations rather than information. The regular plural marker has a regularisation problem.

- Simple Addition

All addition errors are considered simple addition errors. It is the usage of something that shouldn't be in an orderly sentence. For instance, "the fish doesn't live in the water." "The fish doesn't live in the water" should be a simple addition.

c. Misformation errors

The usage of incorrect morphemes or structures is a characteristic of misformation errors. It happens when a student provides information that is inaccurate.

Three categories of misformation mistakes are known:

- Regularisation errors

Regularisation errors that replace a regular marker for an irregular one are classified as misformation errors. For example, *drinked* rather than *drank/drunk*. A regularisation error has to be "drank/drunk".

- Archi-forms

All phases of second language acquisition have the trait of archi-form error, which are the deciding on of one number from a class of forms to represent other forms in the class. For instance, "I study last night, now I'm ready for examination". "I studied last night" should be the correct archi-forms error. It happens when the student speaks for the entire class.

- Alternating forms

Errors in alternating forms brought on by the vocabulary and grammar development of the learners. For example, "They taken English class last year." "They took English class last year" should be the alternate error.

d. Misordering errors

A misordering error occurs when a morpheme or set of morphemes is positioned incorrectly in an utterance. Both L1 and L2 learners experience it

gradually in previously learnt concepts. For instance, "I don't know where is her home." "I don't know where her home is" should be the correct order instead.

3. Errors in comparative analysis taxonomy

Errors are categorised using comparative taxonomy, which compares the structure of language learner errors to certain various forms.

Error categories include:

a. Developmental or intralingual mistakes

The typical characteristics of rule learning, such as incorrect generalisation, incomplete application of rules, and failure to learn conditions under which rules apply, are reflected in intralingual or developmental errors, which show the learner trying to form speculation about the English language from his limited experience with it in the textbook classroom. For example, "I'm interesting." The phrase "I'm interested" should be used instead of the intralingual error.

b. Interlingual errors

It's frequently called negative transfer or mother-tongue interference.

Regardless of the internal processes or external circumstances that led way to them, it represents the structure of native languages. For example, "I a student." The phrase "I am a student" should be used instead of this interlingual blunder. The native language sentence interfered with this sentence. (*saya seorang murid*)

c. Ambiguous Errors

Errors that fall somewhere between developmental and interlingual categories are known as ambiguous errors. It arises when the mistakes mirror the structure of the learner's native tongue and the kinds of mistakes made by young learners of a first language. For example, "I sad". This is a generic mistake; "I am sad" should be used instead. It could be brought on by the learner's understanding of grammar or the sentences that young learners of English as a first language express.

d. Unique errors

The errors must be specific to second language learners because they differ from those made by children in their first language development, and some of them must be original examples of creative construction because they are not interlingual.

4. Error in communicative effect taxonomy

The communicative effect taxonomy addresses errors by considering how they affect the reader or listener. It focusses on differentiating between mistakes that appear to lead to misunderstandings.

This taxonomy divides mistakes into:

- Global Error

The misuse of structure that results in communication breakdown or damage is known as a global error. Conjunction errors are one example; they affect the sentence's overall meaning and have a significant impact on sentence understanding. For instance, "I saw their building". The meaning of the line is unclear to listeners or readers.

- Local Error

Local errors are those that don't interfere with communication. Lexical, noun, and adverbial errors, among others, typically don't lead to serious issues. For instance: A pants. Since pants are regarded as plural, the indefinite article "a" is not required.

D. Sources of Error

a. Inter-lingual Errors

The results of using first language (L1) components when speaking or writing in a second language are known as interference errors. For instance, when speaking or writing in English, students mix aspects of their native Bahasa language. The interference error in this instance comes from the differing linguistic systems of Bahasa and English. For instance, a student may say, "My age is 13 years old," rather than, "I am 13 years old."

b. Intra-language Error

The general features of learning rules in the acquisition of a second language can be seen by intra-language error. Its roots can be traced in the structure of English itself as well as in the methods used to learn and instruct second languages. There are three parts to this error. They are:

A. Overgeneralisation

Students create an uncommon structure based on existing structures in the target language, such as "he will teaches," although English permits both "he will teach" and "he teaches."

B. Ignorance of rule restrictions

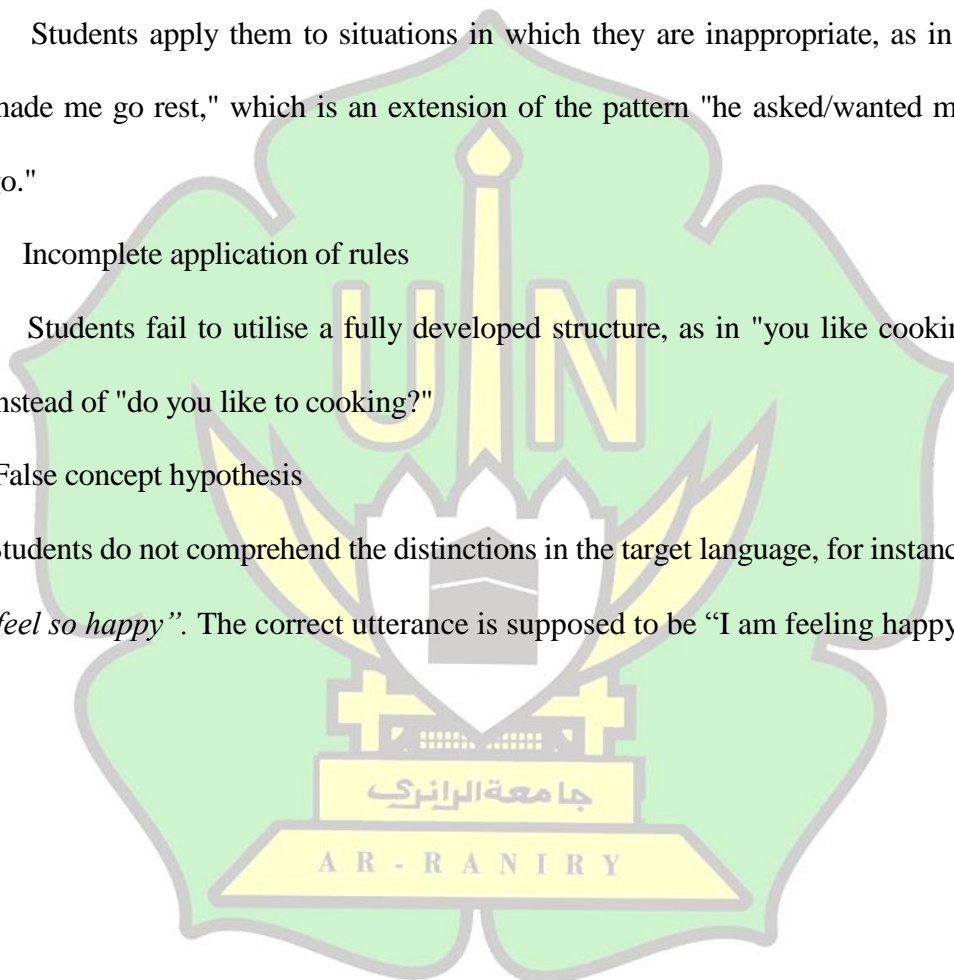
Students apply them to situations in which they are inappropriate, as in "he made me go rest," which is an extension of the pattern "he asked/wanted me to go."

C. Incomplete application of rules

Students fail to utilise a fully developed structure, as in "you like cooking?" instead of "do you like to cooking?"

D. False concept hypothesis

Students do not comprehend the distinctions in the target language, for instance; "my feel so happy". The correct utterance is supposed to be "I am feeling happy."



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research uses qualitative research. It is a type of method that explores and provides a deeper understanding into social or human problems. The research process includes arising questions and processes, data collection is generally done in a participant setting, data analysis is built inductively from particular to general topics, and the researcher interprets the data's significance. The structure of the final written report is adaptable. People who are interested in this kind of research support an approach for a study which acknowledges as inductive approach, it focuses on individual meaning, and emphasizes the importance of reporting on the complexities of events (Creswell, 2018).

Moleong (2010) states that qualitative research is research that aims to comprehend the phenomena that research participants encounter, such as behavior, perception, motivation, action, and others. The research method will be done comprehensively and through the description in the form of word and by using several scientific procedures. The instrument used in this research are students, and the result of the research will be in written form which containing statements that match with the real circumstance. The researcher uses a qualitative approach in this research by trying to dig deep information to identify the most common grammatical error in students' speaking skill and to

explain the cause of errors committed by students in speaking practice in boarding school.

B. Population and Sample

According to Morissan (2012), the population is a group of subjects, variables, concepts, or phenomena. We can study each participant of the population to identify the population's nature. The population of this research are students on grade eleven of Insan Qur'ani Islamic boarding school. Hence, the research sample should be collected carefully and proportionally small. The researcher selected the students on grade eleven because they are exposed by English regularly and they are in the middle level of senior high school. The sampling technique used in this research is purposive sampling. Purposive sampling is the process of selecting a sample based on a specific objective, not based on level or region (Arikunto, 2010). The respondents for this research were chosen based on the researchers' criteria. The sample of this study consisted of one class of grade eleven who speak English regularly and have high ability in speaking than the others.

C. Method of Data Collection

This study used documentation and observation as data collection instrument. Creswell (2012) defines an interview as a face-to-face conversation in which the respondent shares information with the researcher. Additionally, an interview is a popular qualitative research method where the researcher collects data directly from participants, as mentioned by Showkat & Parveen (2017). Interviews are

commonly used in conjunction with other research approaches, such as surveys and focus groups, since they are effective at gathering opinions, experiences, values, and other characteristics of the population being studied. There is always a goal in mind when conducting an interview.

D. Method of Data Analysis

Data reduction, data visualisation, and verification are all included in this study's data analysis. Because the relationships between the three components must be continuously examined to determine the direction of the conclusions regarding the study's final outcome, the three primary components of qualitative data analysis must exist (Nugrahani, 2014).

1. Data Reduction

According to Nugrahani (2014), data reduction is a step in qualitative data analysis that tries to increase in intensity, categorise, regulate, define, and focus by eliminating less significant elements and organising data in a way that makes sense for the data visualization's narrative and produces conclusions that can be explained.

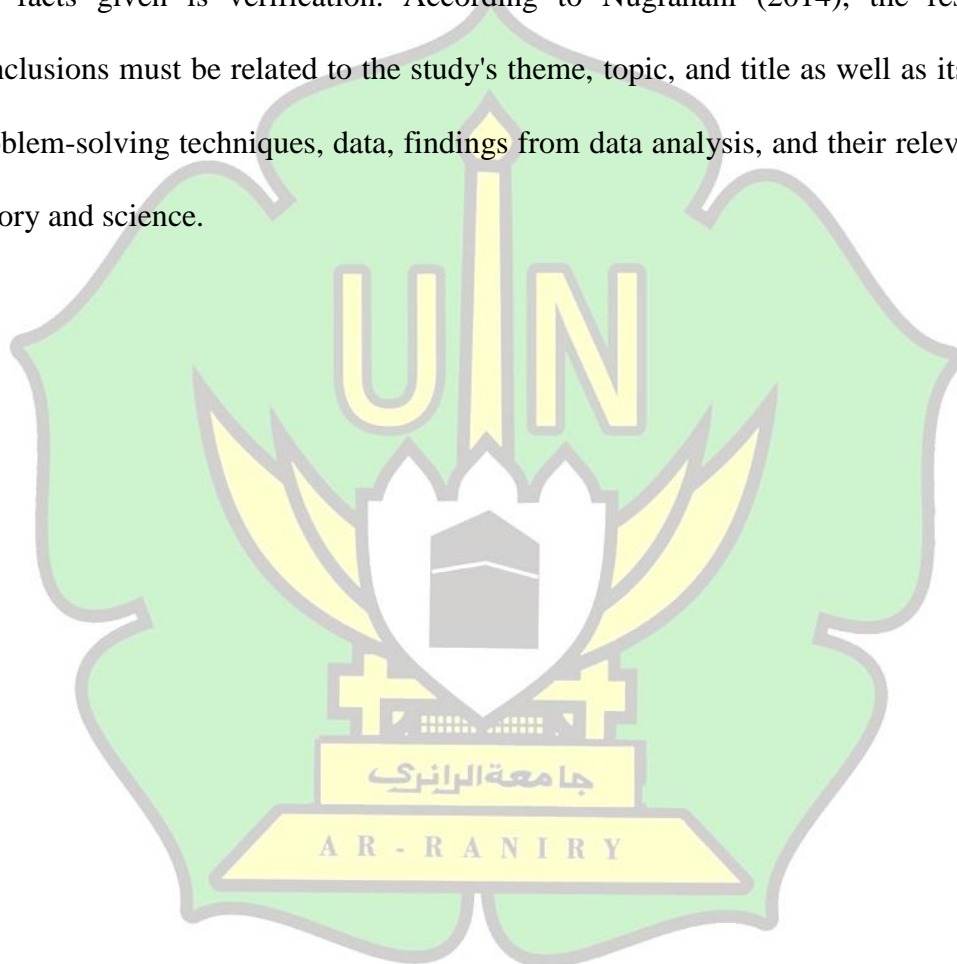
2. Data Visualization

Based on the key conclusions from the data reduction, the data visualisation is a compilation of information organised in a comprehensive description and narrative format. It is presented in an understandable way using the researcher's appropriate and methodical language. Typically, narrative form is used to offer

data visualisation, complete with matrices, images, graphs, networks, charts, tables, schematics, illustrations, and more (Nugrahani, 2014).

3. Verification

The solution to the research problem of understanding the final importance of the facts given is verification. According to Nugrahani (2014), the research's conclusions must be related to the study's theme, topic, and title as well as its goals, problem-solving techniques, data, findings from data analysis, and their relevance to theory and science.



CHAPTER IV FINDING AND DISCUSSION

This chapter explains the finding and further details toward students' grammatical error in speaking performance and the cause of the errors. It presents the result of the analysis of grammatical error committed by second grade of Insan Qurani Senior High School. The research was conducted through interview in form of voice recording. In analyzing the data, the researcher used the theory of grammatical errors from Dulay Taxonomies.

A. Findings

In this chapter, the researcher presents the analysis of grammatical errors in students' speaking performance and the cause of the errors. The data collection took 15 days which started from February 24 to March 11 2023. 23 students participated in this interview and they talked about the given topic regarding Favorite Teacher. The results of the study were taken from the utterances used by second grade students. There are 176 utterances that indicated the disagreement between subject and verb.

1. Types of Grammatical Errors

The first analysis conducted in this study is grammatical error analysis. The classifications of grammatical error types were analyzed based on Dulay taxonomy. The types were calculated and converted into percentages. The findings of the analysis were described in the table below:

Table 4.1

STUDENT	OMISSION	ADDITION	MISFORMATION	MISORDERING	TOTAL
1	3	0	3	0	6
2	3	4	6	0	13
3	2	0	0	0	2
4	1	0	14	0	15
5	0	0	3	0	3
6	0	0	2	0	2
7	0	0	14	0	14
8	1	0	2	0	3
9	3	4	6	1	14
10	5	0	2	0	7
11	4	1	3	0	8
12	3	1	3	0	7
13	0	3	1	1	5
14	4	0	2	0	6
15	1	0	2	0	3
16	5	0	4	0	9
17	1	3	3	0	7
18	1	2	5	0	8
19	0	1	11	0	12
20	0	2	6	0	8
21	1	3	7	1	12
22	1	0	5	0	6
23	3	1	2	0	6
TOTAL	41	26	106	3	176

Based on the given data, the most commonly grammatical error found in students' speaking performance can be determined using this following formula:

$$P = \frac{F \times 100}{N}$$

P: Percentage of Grammatical Error

F: Frequency of Committed Errors

N: Number of Total Errors

Table 4.2

Students' Grammatical Errors Based on Surface Strategy Taxonomy

Types of Errors					
	Omission	Addition	Misformation	Misordering	Total
Frequency	41	26	106	3	176
Percentage	23.3%	14.7%	60.2%	1.70%	99.99%

Table 4.2 shows that there were 176 utterances that indicated grammatical errors specifically subject-verb agreement. They are 41 omission errors, 26 addition errors, 106 misformation errors and 3 misordering errors made by students in speaking performance. The percentages of students' errors are 23.3% omission, 15.7% addition, 60.2% misformation and 1.70% misordering.

1. Omission

Omission is an error that occurs when someone omits an item in structural sentence in which it should be included. Omission errors can be classified into several kinds, those are: omission of subject, omission of verb, and omission of

auxiliary. Some students made these errors when they speak in English. This can be seen in the table below:

Table 4.3

Omission Errors			
Type of Errors	Student's Code	Students' Error	Suggested Correction
Omission of subject	S/9	Never scolds the students.	<u>He</u> never scolds the students.
	S/12	Can teach the students well, smart, and discipline.	<u>The teacher</u> can teach the students well, smart, and discipline.
	S/21	Always gives us motivation when we need.	<u>She</u> always gives us motivation when we need.
Omission of verb	S/10	I usually not brave to speak in a forum.	I <u>am</u> usually not brave to speak in a forum.
	S/11	We very enthusiastic for this lesson.	We <u>are</u> very enthusiastic for this lesson.
	S/18	I want to be a teacher like him, but my brain not supportive.	I want to be a teacher like him, but my brain <u>is</u> not supportive.
Omission of auxiliary	S/1	Students in my class not really like him.	Students in my class <u>don't</u> really like him.
	S/3	Because he not just teach us, he inspires us.	Because he <u>doesn't</u> just teach us, he inspires us.
	S/16	He teaching us for three months now.	He <u>has been</u> teaching us for three months now.

As can be seen from the table above, it shows some cases of omission errors done by the students during the interview test. The first example is, the students omitted subject as shown in student code (S/21), "Always gives us motivation when we need". The student was going to say "She always gives us motivation when we need" to describe the teacher, but the student omitted subjective pronoun for third person singular in the utterance. Next type is the

omission of "to be" as the main verb. This happened in few students, respectively. For instance, student code (S/11) supposed to insert "are" in utterance "We very enthusiastic for this lesson". The last one is student code (S/1) missed an auxiliary from the utterance "Students in my class not really like him" which is supposed to be "Students in my class don't really like him". The student omitted auxiliary "do" that should be included to complete the negative form of the verb.

2. Addition

Addition is the contrary of omission. This kind of error occurs when someone inserts an unnecessary item in structural sentence. Addition errors found on the data can be categorized into two kinds namely addition of verb and addition of "to" infinitive. Some addition errors committed by students can be seen from the following table:

Table 4.4

Addition Errors			
Types of Error	Student's Code	Students' Error	Suggested Correction
Addition of Verb	S/9	He taught us until we can be understand.	He taught us until we can understand.
	S/12	He is always makes us feel energetic to study.	He always makes us feel energetic to study.
	S/23	But I'm forget her name.	But I forget her name.
Addition of "to" infinitive	S/13	He can to deliver the material well in my class.	He can deliver the material well in my class.
	S/17	She can to make us understand the lesson.	She can make us understand the lesson.

As shown from the table above, student code (S/23) inserted extra verb in utterance "I'm forget her name" which is "am" unnecessarily added in the sentence. And student code (S/13) shows addition error in which the student

added “to” infinitive in utterance “He can to deliver the material well in my class” when it’s supposed to be “He can deliver the material well in my class”.

3. Misformation

Misformation is an error that occurs when someone uses the wrong form of certain morphemes. This error can be categorized into some types, which are: misformation of subject, misformation of verb inflection, misformation of auxiliary, misformation of verb used after modal, and misformation of plural concept. This following table will show some misformation errors made by students during their speaking performance:

Table 4.5

Misformation Errors			
Types of Errors	Student’s Code	Students’ Error	Suggested Correction
Misformation of Pronoun Used	S/8	Hers personality is really good.	<u>Her</u> personality is really good.
	S/20	The way their teach is easy to understand.	The way <u>they</u> teach is easy to understand.
	S/23	I like my teacher because her is good.	I like my teacher because <u>she</u> is good.
Misformation of Verb	S/4	He have a good way to teach us.	He <u>has</u> a good way to teach us.
	S/7	No one sleep when she teach in our class.	No one <u>sleeps</u> when she <u>teaches</u> in our class.
	S/22	I don’t really good at English.	I <u>am not</u> really good at English.
Misformation of Auxiliary	S/19	She don’t differentiate any students in her class.	She <u>doesn’t</u> differentiate any students in her class.
	S/16	He have been a teacher for a long time.	He <u>has</u> been a teacher for a long time.
	S/9	He was been teaching us for 3 years.	He <u>has</u> been teaching us for 3 years.

<i>Table 4.5 Continued...</i>			
Misformation of verb used after modal	S/16	The teacher can makes us feel happy about the lesson.	The teacher can <u>make</u> us feel happy about the lesson.
	S/16	He can knows when we have problem.	He can <u>know</u> when we have problem.
	S/22	He can teaching us very well.	He can <u>teach</u> us very well.
Misformation of Plural Concept	S/7	Her personality is really kind, friendly, and good in teaching.	<u>Her personalities are</u> really kind, friendly, and good in teaching
	S/4	There is a lot of activities to do.	<u>There are a lot of activities</u> to do.
	S/21	There is rules that students have to follow.	<u>There are rules</u> that students have to follow.

Table 4.4 presents a lot of students committed different types of misformation errors, as student with code 8 in the utterance “Hers personality is good” when it supposed to be “Hers personality is good”. This error happened because the student mistakenly chose possessive pronoun instead of possessive adjective pronoun. The next type of error is misformation of verb. For instance, student code (S/4) said “He have a good way to teach us” when it should be “has” not “have” for addressing third person singular verb. Furthermore, student code (S/19) shows a failure to attach marker for third person singular in utterance “She don’t differentiate any students in her class”. Subject-verb agreement is correct if the student uttered “She doesn’t”. Moreover, misformation of verb used after modal can be seen from student code (S/16) from the utterance “The teacher can makes us feel happy about the lesson”. This error of “can makes” not in line with the rule of modal auxiliary in which after modal, it has to be followed by base form of the verb. Hence, the use of “s” to mark the third person singular is not needed. At the very last type of misformation error, student with code 7 reveals

plural concept error by delivering “Her personality is really kind, friendly, and good in teaching”. This utterance is incorrect due to incompatibility of subject-verb to the complement of the sentence. The student mentioned so many personalities of the teacher by saying “her personality is” instead of “her personalities are”. Therefore, the utterance is not well-formed.

4. Misordering

Misordering is an error that happens when someone arrange the words in the wrong order. Examples of misordering errors can be seen from the table below:

Table 4.6

Misordering Errors		
Student's Code	Students' Error	Suggested Correction
S/9	The way teach my favorite teacher is good.	The way <u>my favorite teacher</u> teaches is good.
S/13	In my opinion, a good teacher who is makes the students feel better.	In my opinion, a good teacher <u>is who makes</u> the students feel better.
S/22	She lets to the students play game in the class.	She <u>lets the students to</u> play game in the class.

The table presented above illustrates misordering error which verb before subject was done by student with code 9. It can be seen from the utterance “The way teach my favorite teacher is good” whereas verb should come after subject, judged from the sentence. Moreover, student code (S/22) made an error in ordering “to” infinitive before the object. The good order should be “She lets the students to play game in the class”.

2. Sources of Grammatical Error

Beside analyzing the errors, the sources of errors were also analyzed to know what factors influence students to do many errors in their speaking performance. The sources of errors were analyzed using Richard's theory. In his theory, he stated that there are two sources of errors; interlingual error and intralingual error. The findings are shown in the table below:

Table 4.7

Student's Code	Interlingual Error	Intralingual Error				Total
		Over-Generalization	Incomplete Application Rule	Ignorance of Restricted Action	False Concept Hypothesized	
1	1	0	2	3	0	6
2	4	4	3	2	0	13
3	0	0	2	0	0	2
4	7	0	1	7	0	15
5	1	0	0	2	0	3
6	0	0	0	2	0	2
7	12	0	0	2	0	14
8	1	0	1	1	0	3
9	2	4	3	4	1	14

Table 4.7. Continued...

10	1	0	5	1	0	7
11	0	1	4	3	0	8
12	1	1	3	2	0	7
13	0	3	0	1	1	5
14	1	0	4	1	0	6
15	1	0	0	2	0	3
16	1	2	5	1	0	9
17	2	3	1	1	0	7
18	3	2	1	2	0	8
19	8	1	0	3	0	12
20	3	2	0	3	0	8
21	4	3	1	3	1	12
22	1	0	1	4	0	6
23	0	1	3	2	0	6
TOTAL	54	27	40	52	3	176
PERCENTAGE	30.7%	15.3%	22.7%	29.5%	1.70%	99.99%

Based on the previous data, it can be seen that the first source of error is interlingual error. This error occurred when students get influence of their first language. Meanwhile, students' L1 and L2 have a totally different sentence structure. The number of this error is 54 or 30.7 % of the total errors. The example

of this source of error shown by student's code (S/5) "The student understand what he said". The student failed to add "s" in order to indicate third person singular because in Indonesian language, this structure doesn't exist. The sentence must be "The student understands what he said".

The next source of error is part of intralingual error named overgeneralization. This error happened because students believe that every structure is the same. Hence, they supply the unnecessary item in which it's not applicable. For instance, student's code (S/9) said "We are memorize and enjoy the lesson". The student supplied "are" in the utterance. It was not needed considering the type of sentence is verbal sentence and it didn't indicate present progressive tense. The correct form of the sentence should be "We memorize and enjoy the lesson."

The third source of intralingual error is incomplete action rule. This error committed due to the lack of a must-included item in the utterance. Students frequently makes this error in daily basis. One of the examples of this error can be seen from student's code (S/2) "He can deliver the material well, but I not understand because I was sleeping". This utterance shows incomplete action rule where the student didn't supply the auxiliary "do" when it should. The perfect form of this utterance should be "He can deliver the material well, but I don't understand because I was sleeping."

The following source of intralingual error is ignorance of restricted action. This error took place because the students don't truly pay attention to the correct form of an utterance. The students probably have poor knowledge about certain

rules in English. The example of the error made by student's code (S/4) "He don't deliver the material well, not as other teacher". From the example, it shows that the student ignored the change of auxiliary "do" when it comes to third person singular. It is supposed to be "He doesn't deliver the material well, not as other teacher". Another example of this source of error is as made by student with code 9 "She have the laugh that make me want to laugh too." The student didn't change the form of "have" for subjective pronoun "she" when it has to. The correct one is "She has the laugh that makes me want to laugh too."

Moreover, the last source of intralingual source is false concept hypothesized. This error occurred due to students' wrong assumption toward English structure. As can be seen from student with code 13 utterance "A good teacher who is makes the students feel better". The student wrongly ordered the utterance and put both verbs after "who". This concept related to relative pronoun in adjective clause. The right of the sentence must be "A good teacher is who makes the students feel better".

B. Discussion

This research emphasized on the most commonly committed grammatical errors in students' speaking performance and the sources of error. Based on the data given from the previous part, students committed grammatical errors related to subject-verb agreement. The errors analyzed using Surface Strategy Taxonomy by Dulay, Krashen and Burt (2007). Whereas the sources of errors analyzed according to Richard (2014).

The findings related to the first research question showed that there are four types of grammatical errors committed by students of Insan Qurani in speaking performance namely omission, addition, misformation, and misordering. This study has been limited to merely subject-verb agreement. The most frequent type of errors happened in students' speaking performance is misformation, followed by omission, addition, and misordering. This is in line with the result of study conducted by Amiruddin (2019) which also investigated the types of grammatical errors that students made in their oral performance. The study showed that the most frequent type is misformation, which is different from research made by Nadya (2020) named error analysis of the students' English spoken, whereas the most committed grammatical error is omission.

The second research question is about the sources of error. The analysis is based on Richard's theory which consists of two sourcing parts of errors namely interlingual errors and intralingual errors. Intralingual errors are classified into four types, those are: overgeneralization, incomplete action rule, ignorance of rule restriction, and false concept hypothesized. The major source of errors in students' speaking performance is interlingual errors. The result in this study contradicts the finding of Rahayu (2016) which showed that incomplete action rule is the sources of errors in speaking performance. Furthermore, a study that is similar with this result is the research investigating sources of errors done by Karimnia (2011) resulted that interlingual error is the most possible cause of grammatical errors in students' speaking performance.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents conclusions and recommendations based on the analysis in the previous chapter. The conclusion and suggestion of this research, entitled “Grammatical Errors in Speaking Performance Committed by Students of Insan Qurani” are as follows:

A. Conclusion

According to the finding of this study, there are several conclusions that can be concluded to answer the research questions. It shows that second grade students of MAS Insan Qurani produced 176 grammatically wrong utterances in their speaking performance related to subject-verb agreement. Omission errors were committed 41 (23.3%) by 23 students participated in this study. Followed by 15.7% additions errors in total of 26 utterances. However, misformation errors has the highest number in total of 106 errors (60.2%). It indicates that most of students having problem in forming the correct form of word in English. In contrast of misformation error, misordering errors occurred the least in their subject-verb agreement blunder. 3 utterances (1.70%) misordering errors made by students in this study.

In addition, as this research examined grammatical errors in students' speaking performance that resulted types of errors, it also can be used to look further into the source of errors. It was revealed from the previous data that 46 (30.7%) interlingual errors is the major cause of errors in most students in speaking performance. It is followed by ignorance the rule restriction in total of

57 (29.5%) as the second source of error in speaking. Then, there are 40 (22.7%) incomplete application of rule errors and overgeneralization in 27 utterances (15.3%). Thus, 3 (1.70) false concept hypothesized errors played the minor part in students' source of error.

Therefore, the most common grammatical error made by students of Insan Qurani in speaking performance is misformation error sby 106 of 176 errors in total. And the source of error is interlingual error in total 30.7% of 100%. Hence, this indicated that students tend to mix the structure of L1 in performing spoken English and students' lack of ability in forming the correct form of subject-verb agreement on regular basis.

B. Recommendations

Having analyzed the data, there are some recommendations made as they relate to this study, especially for the teacher. English grammar structures should be explained more in class, especially in implementing subject-verb agreement. Hence, the students will have a better understanding in English structure.

In addition, students also play major role in coping with this in speaking performance. Students should consider errors as their future reference to upgrade their speaking skill. They need to put a lot of effort in the daily application. They should also be motivated and think that speaking English effectively is great so they can apply grammatically good English in the future.

Moreover, to the other researchers, this study does not reveal all parts of grammatical errors in students' speaking performance. Hence, other researchers are expected to conduct another research related to different scope of errors.



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