AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS ON SPEAKING AT SEA DEBATE AT ENGLISH DEPARTMENT OF FACULTY OF LANGUAGES AND ARTS OF UNIVERSITAS NEGERI PADANG

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Abstract

The purpose of this study was to analyze students' grammatical errors on speaking at SEA Debate at English Department of Faculty of Languages and Arts of Universitas Negeri Padang. It employed qualitative research method with the Debate class of 2017 students as the research population. There were six students taken as the research sample selected through purposive sampling technique. The data were collected through smart-phone video recorder and interview guideline. The video recording was transcribed and analyzed from the first speaker until the last speaker. After analyzing the data, the students were interviewed to support the data in order to answer the research question of the study. The collected data were mainly in the form of transcription texts mined from the recordings of the debate as well as the interview of each student. The results of the study showed the most type of errors made by the SEA Debate students was omission error which consisted of 77 errors or 50.66% of errors. The causes of errors were affected by the students were inadequate learning, overgeneralization, and simplification.

Key words: Speaking, Grammatical Error, Debate

INTRODUCTION

English becomes an important language in the world. It is used as the mean of communication among nations in the world and many mass media, printed or electronic, and some scientific books are written in English. The existence of English makes it the most recommended language to be learnt in every country.

In learning process, there are two main skills that will be learnt by the English learners; receptive skills and productive skills. Baruah (1991) states listening and reading are called receptive skills because learner needs to receive and understand the communication. Besides, speaking and writing are called productive skills. The learners take the initiative while transmitting the language.

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Speaking is also considered the most difficult one because it requires the students to master grammar, contents, forms and pronunciation, Clifford in Leong and Ahmadi (2017). Speaking needs knowledge when the students produce words or sentences within an idea at the same time with good English grammar.

English grammar is also the difficult one for learners. According to Larsen-Freeman in Mahdi (2018), grammar is a set of rules and systems for sentences control without these rules, a sentence of clear and explicit meaning cannot be formed. There are a lot of learners who make grammatical errors in their learning, especially in sharing information, ideas or arguments. However, sometimes English learners ignore the grammar and only focus on the ideas or arguemnts they want to say, Azar in Mahdi (2018).

The second-year students are expected to be able to understand grammar properly. In order to support students' skill, English Department offers SEA program for second-year students on the fourth semester. There are 10 activities conducted at SEA program, one of them is Debate.

According to SEA Debate's curriculum, debate class requires students not only conveying ideas in English, but also demanding students to master global knowledge, analytical, make judgment, and convince publics. In debate, students will face the real situation within the public. The students have to be able to stand and convince publics that they are right. Moreover, debate is the best way to practice students' negotiation and argumentation ability as internationality. It is mostly stated that the institutions in Indonesia use English debate class to internalize the spirit of positive competition that contains demands for communication ability and critical arguments.

This study will be conducted at Debate because Debate's students will speak as much as the time needed. They will convey their ideas directly, so based on their speaking, it will show whether they construct their sentences grammatically or not.

Based on the description above, the researcher is interested in conducting the research under the title "An Analysis of Students' Grammatical Errors on Speaking at SEA Debate at English Department of Faculty of Languages and Arts of Universitas Negeri Padang"

RESEARCH METHOD

This research was qualitative research. According to Polkinghorne (2005:137), "qualitative research is inquiry aimed at describing and classifying human experience as it appears in people's life and researchers using qualitative methods to gather data that serve as evidence for their distilled description."

The populations of this research were second year students at SEA Debate Program of English Department students of Universitas Negeri Padang. It consisted of 24 students. The samples of this research were 6 students who used Asian parliamentary debate format. Technique of sampling of this research used purposive sampling. Maxwel in Taherdoost (2016) states that purposive sampling or judgmental sampling is a strategy in which particular settings persons or events are selected in order to provide important information that cannot be obtained from other choices.

The instruments used in the research were smart-phone video recorder and interview guideline. The students were recorded from the beginning by using smart-phone video recorder and it finished after they had closed the debate. It took 40 minutes or more on recording the debate. The video recording was transcribed and analyzed from the first speaker until the last speaker. After analyzing the data, the students were interviewed to support the data in order to answer the research question of this study.

RESULT AND DISCUSSION
Research Finding

In this section, the answers of the research questions are explained. The research questions were related to the types of grammatical errors made by SEA Debate students, the most types of grammatical errors made by SEA Debate students, and the causes of the errors.

The types of error were analyzed by using Dulay's theory, the surface strategy taxonomy consisting of four types of errors; omission, addition, misformation, and misordering error.

Types of Grammatical Errors made by SEA Debate Students

In this research, there were six students chosen by the lecturer to show their final project. Every student spoke for about 5 to 7 minutes and produced 400 up to 700 words per person. Based on Dulay's theory there are four types of errors and each type has kinds of errors. Omission has 16 kinds of errors, addition has 11 kinds of errors, misformation has 12 kinds of errors, and misordering has 3 kinds of errors. Based on the data, different student made different errors.

Errors made by SEA Debate Students

Based on the explanation above, it showed the kinds of error in each type of grammatical errors. The following table shows the classification of grammatical errors made by students.

Table 4.7 Types of Error

No.	Students' Code	Types of Errors				Total
		Omission	Addition	Misformation	Misordering	
1	S1	18	6	5	1	30
2	S2	23	9	4	3	39
3	S3	8	7	7	1	23
4	S4	13	1	1	-	15
5	S5	8	4	2	3	17
6	S6	7	11	10	-	28
Total		77	38	29	8	152
Total Errors		152				

From the table above, it can be seen that there are four types of errors; omission, addition, misformation, and misordering. From the four types of error,

77 errors are on omission, 38 errors are on addition, 29 errors are on misformation, and 8 errors are on misordering. The detail explanation is as follow:

Omission Error

This error consists of 16 aspects and most students made errors on those aspects. There are head of noun, subject, main verb, direct object, preposition, article, short plural (-s), long plural (-es), auxiliary, copula, progressive, regular past tense, irregular past tense, third person singular, inventive marker (to), and relative pronoun. The students made only 15 errors out of 16 aspects of errors and had no error on main verb.

Addition Error

This error consists of 11 aspects of errors. There are present indicative, regular past, irregular past, direct object, regularization (noun plural, equational predicate), third person singular, past tense, article, preposition, participle, and copula. The students made only 9 errors out of 11 aspects of errors. The errors students did not make were regular past tense and irregular past tense.

Misformation Error

This error consists of 12 aspects of errors. There are over regularization, reflexive pronoun, regular past tense, third person singular, alternating form, auxiliary, preposition, subject pronoun, possessive pronoun, negative, quantifiers, and relative pronoun. The students only made 8 errors out of 12 aspects of errors. The errors students did not make were reflexive pronoun, regular past tense, subject pronoun, and negative.

Misordering Error

This error consists of 3 aspects of errors. There are auxiliary in simple question, auxiliary in embedded question, and adverb. Some students made the errors and some did not.

Based on the explanation above, the most type of errors could be seen by calculating the number types of errors. The data used the following formula to find out the most errors made by the students.

P = Percentage of error
F = Frequency of error occurred
N = Number of Total of error

$$P = \frac{F}{N} \text{ X } 100\text{ \%}$$

1) Percentage of Omission Error $= \frac{77}{152} \times 100\% = 50.66\%$

2) Percentage of Addition Error $= \frac{38}{152} \times 100\% = 25\%$

3) Percentage of Misformation Error $= \frac{29}{152} \times 100\% = 19.08\%$

4) Percentage of Misordering Error $= \frac{8}{152} \times 100\% = 5.26\%$

In conclusion, the most type of grammatical errors made by SEA Debate students is omission error as a 50.66%, and then followed by addition 25%, misformation 19.08%, and misordering 5.26%.

The Cause of the Errors

The finding for the third research question was gained through interview. In this study, interview guideline was used as the instrument to collect the cause of errors of each student. The interview with SEA Debate students was held on August 1st, 2019. The students were given the explanation about the most errors they had made and asked them about why they have most errors on that type.

Then, the answers for this research question were inferred that student 1 ignored to form the sentences and just simplify the phrases or sentences. For example, she said *"There are some case that…"* which supposed to be *"There are some cases that…"* Based on Dulay, this error is caused by inadequate learning error. She ignored the grammatical rules and the errors occurred.

Student 2 told that she had in very limited time to reveal the words and often made errors while speaking. She ignored to make the correct words and continued the arguments. For example, she said *"she only say the dark side"* which supposed to be *"she only said the dark side."* Based on the causes of errors which stated by Dulay this error is caused by inadequate learning error which ignorance the rule of restrictions and incomplete learning.

Student 3 omitted to use *to be* in a sentence and changed the verb of a sentence. For example, *"she^coming home from school"* which supposed to be *"she was coming home from school"* and *"we try to take the iPod away from her hands at night"* which supposed to be *"we tried to take the iPod away from her hands at night"*. Based on Dulay, these errors are caused by overgeneralization. She used one form in one context and extending its application to other contexts where it should not apply.

Student 4 changed the verb of a sentence. For example, she said *"which happen in south Korea"* supposed to be *"which happened in south Korea."* Based on Dulay, it is caused by overgeneralization. She used one form in one context and extending its application to other contexts where it should not apply.

Student 5 told that she did not suppose to form the sentences by following the rules, while people understood what she was telling about. So, she simplified the complex sentences. Based on Dulay, this error is caused by simplification the sentences. She chose simple forms and constructions instead of more complex ones.

Student 6 ignored the rule of grammar. Even she did not realize that she told the error words. Based on Dulay, it is caused by inadequate learning that she ignored the rule restrictions and incomplete learning of grammar. So, she did the errors.

Discussion

Based on surface strategy taxonomy by Dulay, the data had been identified and classified into four types of errors. Each type had several aspects of error. There are omission, addition, misformation, and misorderig. From the

identification of students' errors, it can be concluded that from six of SEA Debate students there were 152 errors which classified into 77 errors of omission, 38 errors of addition, 29 errors of misformation, and 8 errors of misordering. The results of the study showed the most type of errors made by the students was omission error which consisted of 77 errors or 50.66% of errors. It is a higher numbers of errors because almost all students made errors in this type. In line with the statement in the table of identification of students' error in omission on *appendices 3*, there were found that almost aspects of errors made by the students. The errors were caused by several causes of errors by Dulay, inadequate learning, overgeneralization, and simplification.

CONCLUSION AND SUGGESTIONS
Conclusion
Based on the explanation in the previous chapters, this research was carried out to analyze the grammatical errors on speaking at SEA Debate. The data analysis were classified by using surface strategy taxonomy which proposed by Dulay. There are omission, addition, misformation, and misordering. The study was concluded the types of errors made by the students, the most type of errors made by the students by using percentage of the errors, and the causes of the most type errors they had made.

The total numbers of errors committed by six students were 152 words of errors. Moreover, from 152 words of errors the proportions (frequency and percentage) of the students' error at debate are omission error about 50.66%, addition error is about 25%, misformation error is about 19.08%, and misordering is about 5.26%.

Suggestions
By knowing the students' frequency of types of errors and to prevent from making the same errors, it can be delivered some suggestion:
1. It is necessary for the lecturers to improve the way to teach grammar in order to reduce the errors which are always made by the learners.
2. The lecturer should pay attention to the students' errors and make them aware about their errors so, they can do correction by themselves.
3. The learners should pay attention in learning and teaching process. In addition, the learners should be more careful to the grammatical rules while speaking.
4. The learners should have more practices in grammar, and then the learners can improve their English ability and reduce the errors happen.
5. The learners are expected to improve their structure and grammar since it is a basic knowledge in learning English.

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