

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the researcher tried to give clear description of the finding and discussion. Findings explain how to way get the data and answer the research questions. Discussion explain about comparing the result and theory.

A. Findings

In this section section, the researcher presented types of error which were made by students of second semester of Englis Education Department at UIN Antasari Banjarmasin in speaking. The researcher gave 7 questions in oral test form. The questions consists of 3 questions about describing people and daily activity, 2 questions about telling experiences and 2 questions about planning in the future.

In this study, the researcher used surface strategy taxonomy as proposed by Dulay et. al in *Safarida & Kasim's journal* (2016:72) which classified the errors to omission, addition, misformation, and misordering. To find out the highest of error types in students speaking, the researcher used formula according to Annas Sudjono (2010: 4, as cited in Bayinah, 2013: 30):

$$P = F/N \times 100\%$$

P = Percentage of error

F = Frequency of false answer

N = Number of students

1. Types grammatical errors are found in Students of English Education Department's speaking at UIN Antasari Banjarmasin

Based on the result of oral test. The researcher found some errors in students' speaking. The researcher would like to divide the errors into four classifications based on students' speaking in answering the questions. The recapitulation result was presented in the table below.

Table I Recapitulation of Types of Error in Students' Speaking

Number	Questions	Types of Error			
		Omission	Addition	Misformation	Misordering
1	Could you tell me about yourself?	8	6	-	-
2	Could you tell me about your daily activity?	17	13	6	1
3	Who is your idol? What do you think about him/her?	19	9	11	2
4	Could you tell me about your last holiday?	9	1	35	1
5	Could you tell me about your unforgettable	14	8	42	1

	experience when you were at school?				
6	What will you do on your next holiday?	8	5	-	1
7	What will you do after graduating from this university?	14	3	1	1
TOTAL		89	45	95	7
		236			

Based on the table, the students did error 236 times. Omission made by students with 89 times. Then addition made 45 times, misformation made 95 times and misordering made 7 times.

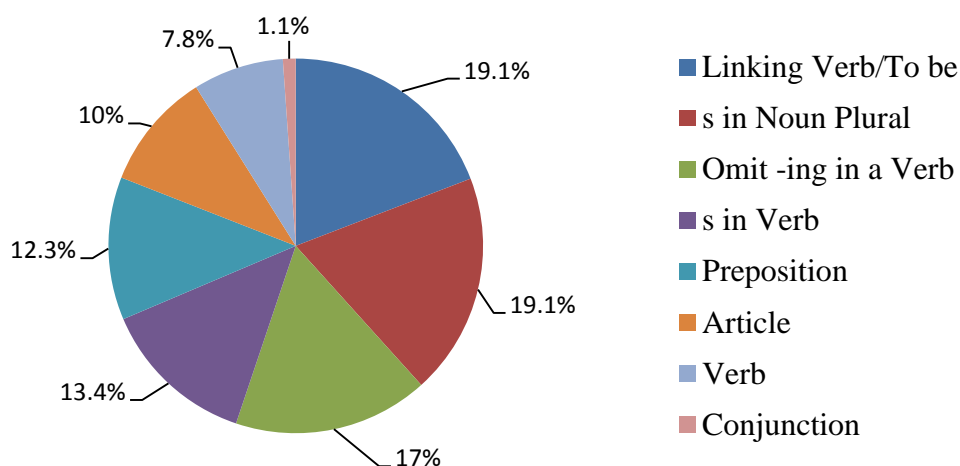
In omission, the researcher found that the students omitted some elements or items in making sentence in speaking. The findings of omission was presented in the table below.

Table I.1 Findings of Errors of Omission

No	Error in omission	Example	Times
1	Omit linking verb/to be	He very talented	17

2	Omit <i>s</i> in noun plural	there are some competition	17
3	Omit <i>-ing</i> in a verb	my mother is my idol teach me	15
4	Omit <i>s</i> in verb	he forget	12
5	Omit a preposition	I go back my dirmitory	11
6	Omit an article	be leader OSIS	9
7	Omit a verb	I'm going to pengabdian masyarakat	7
8	Omit a conjunction	I have there's responsibility	1
TOTAL			89

Based on the above, the students often omit linking verb/to be and *s* in noun plural in making a sentence with 17 times. That followed by omitting *-ing* in a verb with 15 times, omitting *s/es* in a verb for third person with 12 times, omitting a preposition with 11 times, omitting an article with 9 times, omitting a verb with 7 times, and omitting a conjunction once.

Chart 1 Errors of Omission

Based on the chart above, the researcher can be concluded that the total errors of omission in omitting linking verb/to be is 19.1%, s in noun plural is 19.1%, -ing in a verb is 17%, s in a verb is 13.4%, preposition is 12.3%, article is 10%, verb is 7.8% and conjunction is 1.1%. From the calculation of the data, omitting linking verb/to be and s in noun plural is the dominant errors of omission that done by the students of second semester of UIN Antasari Banjarmasin with the percentage 19.1%.

In addition, the researcher found that the students added some elements or items in making sentence in speaking. The findings of Addition was presented in the table below.

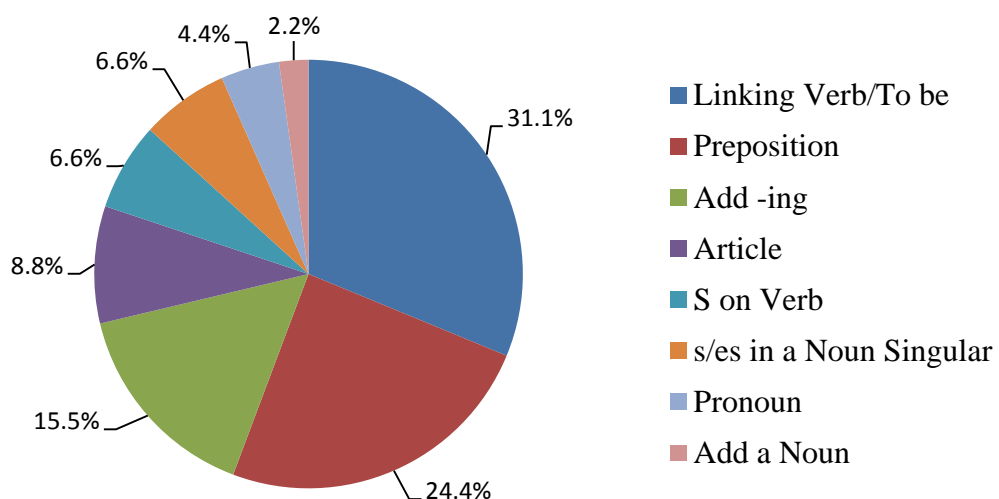
Table I.2 Findings of Errors of Addition

No	Error in addition	Example	Times
1	Addition of linking verb/to be	I am miss my family	14
2	Addition of preposition	I love to drawing dinosaur	11

3	Addition of -ing	I must doing praying	7
4	Addition of article	I go to the Pare	4
5	Addition of s on a verb	I thinks	3
6	Addition of es/s in a noun singular	a new stories	3
7	Addition of pronoun	if I get it chance	2
8	Addition of noun	others person	1
TOTAL			45

Based on the above, the students often add a linking verb/to be in making sentence where the context did need a linking verb/to be. The student added linking verb/to be with 14 times. Beside that, the students added preposition with 11 times, -ing a verb with 7 times, an article with 4 times, s/es in a noun with 3 times, s on verb 3 times, preposition (double objects) twice, and noun once.

Chart 2 Errors of Addition



Based on the chart above, the researcher can be concluded that the total errors of addition in adding linking verb/to be are 31.1%, preposition is 24.4%, -ing in a verb is 15.5%, article is 8.8%, s in a verb is 6.6%, s/es in a noun singular is 6.6%, pronoun is 4.4%, and adding a noun is 2.2%. From the calculation of the data, Adding to be/linking verb is the dominant errors of addition that done by the students of second semester of UIN Antasari Banjarmasin with the percentage 31.1%.

In misformation, the researcher found that the students chose incorrect elements or items in making sentence in speaking. The findings of misformation was presented in the table below.

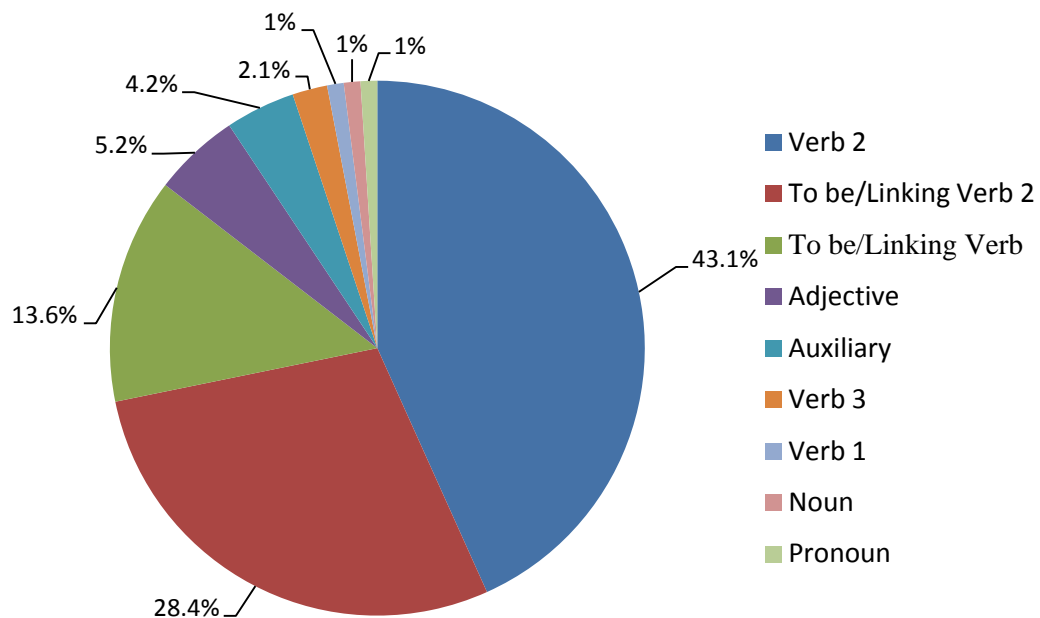
Table I.3 Findings of Errors of Misformation

No	Errors of misformation	Example	Times
1	Misformation of verb 2	I do my assignments	41
2	Misformation of to be/linking verb 2	when I am talking in front of everybody	27
3	Misformation of to be/linking verb	some cool jobs which is interisting	13
4	Misformation of adjective	religion activity	5
5	Misformation of auxiliary	we will sleep in our class	4
6	Misformation of verb 3	I've being best high score	2
7	Misformation of verb	Prabowo Subianto is	1

		the best person to motivation of me	
8	Misformation of noun	they're good person	1
9	Misformation of pronoun	his looks at me	1
TOTAL			95

Based on the table above, the students often utilise verb 1 where in a past condition the students should utilise verb 2. The students made misformation of verb 2 with 41 times. Then, the student also chose incorrect item on to be/linking verb 2 with 27 times, to be/linking verb with 13 times, adjective with 5 times, auxiliary with 4 times, verb 3 with twice, verb, pronoun and noun once.

Chart 3 Errors of Misordering



Based on the chart above, the researcher can be concluded that the total errors of misformation in choosing verb 2 are 43.1%, to be/linking verb 2 is 28.4%, to be/linking verb is 13.6%, adjective is 5.2%, auxiliary is 4.2%, verb 3 is 2.1%, and in choosing verb 1, noun and adding a noun are 1%. From the calculation of the data, choosing verb 2 is the dominant errors of misformation that done by the students of second semester of UIN Antasari Banjarmasin with the percentage 43.1%.

In misordering, the researcher found that the students made atrange formation in making sentence. The findings of misformation was presented in the table below.

Table I.4 Findings of Errors of Misordering

No	Errors of Misordering	Example	Times
1	Misordering in putting adverb after possessive pronoun	my all friends	1
2	Misordering in putting adjective after noun	character islamic	1
3	Misordering in putting adjective before possessive pronoun	I want next my study	1
4	Misordering in putting adverb before verb	all listening to the music	1
5	Misordering in putting auxiliary ahead (not interrogative)	maybe can I say Rasulullah	1
6	Misordering in changing main	I can met	1

	verb to be past form than the auxiliary		
7	Misordering in putting preposition between auxiliary and the verb	I will to go my hometown	1
TOTAL			7

Based on the table above, the students did errors of misordering where the students made incorrect placing 7 times. There are in putting adverb after possessive pronoun once, adjective after noun once, adjective before possessive pronoun once, adverb before verb once, auxiliary ahead (not interrogative) once, preposition between auxiliary and the verb once, and changing main verb to be past form than the auxiliary once. From the data, the students made different errors of misordering and did errors just once.

2. The highest of error types in Students of English Department's speaking

Related to what the researcher found and wrote on the passage above about description of students errors, The researcher tried to show the most common error that the students made by counting how many students did errors in speaking and clasify based on the types of errors which were shown in table below.

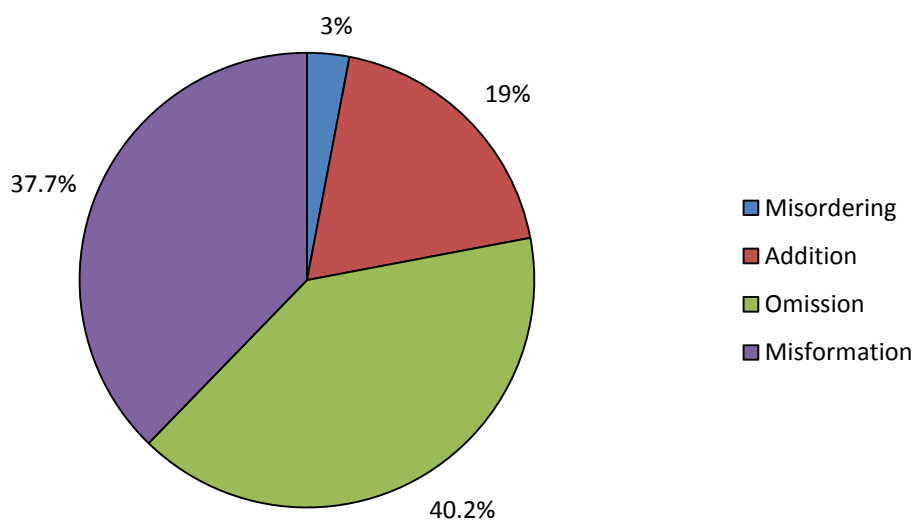
Table 2 Classification of Types of Error in Students' Speaking

Number	Students initial name	Types of Error				Total of Error
		Omission	Addition	Misformation	misordering	
1	A.Z	11	3	3	1	18
2	A.S.R	6	5	9	1	21
3	An	4	3	1	-	8
4	F	2	1	8	-	11
5	H.U	3	-	6	-	9
6	H.H	4	2	3	-	9
7	I.A	3	1	3	-	7
8	M.M	2	2	3	-	7
9	Mo	7	1	2	-	10
10	M.I	6	1	1	-	8
11	M.Z.A	6	3	6	1	16
12	Ma	1	3	-	-	4
13	M.N	1	1	4	-	6
14	NA	4	4	8	-	16
15	N.H.P	7	6	20	2	35
16	N.Yn	3	3	5	1	12
17	N.Ys	3	-	4	-	7
18	T.P	3	2	1	-	6

19	Y	4	1	-	-	5
20	S.A	4	-	2	-	6
21	N.K	5	3	6	1	15
Total of Errors		89	45	95	7	236

1. The Error of Omission = $\frac{89}{236} \times 100\% = 37.7\%$
2. The Error of Addition = $\frac{45}{236} \times 100\% = 19\%$
3. The Error of Misformation = $\frac{95}{236} \times 100\% = 40.2\%$
4. The Error of Misordering = $\frac{7}{236} \times 100\% = 3\%$

Chart 4 Percentage of Types of Grammatical Error



Based on the calculation above, it can be concluded that the total errors of omission are 89 errors or 37.7%, addition are 45 errors or 19%, misformation are 95 errors or 40.2%, and ordering is 7 error or 3% in students' speaking. From the calculation of the data, error of misformation is the most percentage errors that

done by the students of second semester of UIN Antasari Banjarmasin with the percentage 40.2%. Moreover, it was followed by error of omission with percentage 37.7%, error in addition with percentage 19% and error of misordering with 3%.

B. Discussion

This section presents the discussion of the research findings. There are two problem statements proposed in this study and the discussion only focuses on them. As mentioned in the previous chapter, the aims of the study are to know the types of error and the most dominant of types of error that made by students of second semester of English Education Department of UIN Antasari Banjarmasin.

The researcher analyzed and classified the errors of students speaking based on the Surface Taxonomy Categories to know whether these errors involve in omission, addition, misformation, or ordering which the students may omit necessary items or add unnecessary ones, they may misform items or misorder them (as cited in Nezami & Najafi, 2012: 161).

In this discussion, the researcher found all type of error that made by students of second semester of English Education Department of UIN Antasari Banjarmasin. The researcher would describe students' errors as follows based on the highest percentage made by students in speaking.

a. The Error of Misformation

According to Muhammad et al. (2013: 21), Abdullah (2013, as cited Safrida & Kasim, 2016:72). Faisal et al. (2016: 5) and Hidayah (2013: 5) state that error of

Misformation is an element or item that was chosen is wrong in the right place. Based on that theory, the researcher found 95 errors from 236 errors that happened in students' speaking. This type of error was the second of the most frequent error that made by the students.

The first errors of misformation that found by the researcher is the students made errors in using verb of present tense for past condition, For example, a student said "*do*" in "*I do my assignments*". Past tense of *do* is *did*. The student should change the verb form. So, the sentence would be "*I did my assignments*".

The second errors of misformation that found by the researcher is the students made errors in using to be/linking verb of present tense for past condition. For example, a student said "*when I am talking in front of everybody*". The student used *am* for past condition. The student should change *am* to be *was* because *was* is to be/linking verb that used in past condition. So, the student should say "*when I was talking in front of everybody*".

The third errors of misformation that found by the researcher is the students made errors in using to be/linking verb representing singular thing for plural thing. For example, a student said "*some cool jobs which is interisting*". The student used *is* for representing plural thing. The student should change *is* to be *are* because *are* is representing plural thing. So, the student should say "*some cool jobs which are interisting*".

The fourth errors of misformation that found by the researcher is the students made errors in using noun as adjective of noun. For example, a student used "*religion*" for "*religion activity*" in students' speaking. *Religion* was noun in

part of speech. The adjective of *religion* was *religious*. So, the correct phrase was “*religious activity*”.

The fifth errors of misformation that found by the researcher is the students made errors in choosing an auxiliary in past condition. For example, a student said “*we will sleep in our class*”. The student used *will* in telling an experience in the past. The student should change *will* to be *would* because *would* is past form of *will*. So, the student should say “*we would sleep in our class*”.

The sixth errors of misformation that found by the researcher is the students made errors in using verb participle. For example, a student said “*I’ve being best high score*”. The student used *being* after *have*. The student should make verb of past participle after *have* that is *been*. So, the student should say “*I’ve been best high score*”.

The seventh errors of misformation that found by the researcher is the students made errors in using noun as verb. For example, a student said “*Prabowo Subianto is the best person to motivation of me*”. The student used *motivation* as verb. *Motivation* is a noun while the verb is *motivate*. The student should change *motivation* to be *motivate*. So, the student should say “*Prabowo Subianto is the best person to motivate me*”.

The eighth errors of misformation that found by the researcher is the students made errors in using noun. For example, a student said “*they’re good person*”. The student used *person* for representing plural thing. *Person* is a singular noun while the plural noun is *people*. The student should change the word and the sentence will be “*they’re good people*”.

The ninth errors of misformation that found by the researcher is the students made errors in using pronoun. For example, a student said “*his looks at me*”. The student used a possessive pronoun that is in front of a verb. The verb is *look*. The student should change a possessive pronoun to be a personal pronoun that is *he*. So, the student should say “*he looks at me*”.

b. The Error of Omission

According to Hidayah (2013: 5), Faisal et al. (2016: 5), Wee et al., (2010, as cited Safrida & Kasim, 2016:72), Muhammad et al. (2013: 21) and Corder (1981, as cited in Tomková 2013: 59) state that error of Omission is a element or item that should be there in sentence was missed. Based on that theory, the researcher found 89 errors from 236 errors that happened in students’ speaking. This type of error was the most frequent error that made by the students.

The first errors of omission that found by the researcher is the students made errors where students missed an item of *to be/linking verb* in nominal sentence, For example, a student missed “*is*” for saying “*He very talented*”. The sentence needed a item *to be/linking verb* to be correct sentence. So, the student should say “*He is very talented*”.

The second errors of omission that found by the researcher is the students made errors whereas students missed *s/es* for showing plural of something. For example, students missed *s* for “*there are some competition*” in speaking. In this sentence, students needed *s* to show plurar of competition which was students put *some* before *competition*. So, the correct sentence was “*there are some competitions*”.

The third errors of omission that found by the researcher is the students made errors whereas students omitted *-ing* on a verb. For example, a student said “*my mother is my idol teach me*”. The student should add *-ing* on verb because *teach* would be present participle. The sentence would be “*my mother is my idol teaching me*”.

The fourth errors of omission that found by the researcher is the students made errors whereas students missed *s/es* in verb for third person. For example, a student said “*he forget*”. Every verb which done by *s/he* of pronoun should add *s/es* in suffix of a verb of present tense. The student should add *s* in the suffix of *forget*. So, the sentence would be “*he forgets*”.

The fifth errors of omission that found by the researcher is the students made errors whereas students missed preposition for involving something. For example, a student missed *to* for “*I go back my dirmitory*” in students speaking. the sentence needed a preposition like *to* to be correct sentence. So, the correct sentence was “*I go back to my dirmitory*”.

The sixth errors of omission that found by the researcher is the students made errors whereas students missed *article* for showing something. For example, a student missed *a/an* for “*be leader OSIS*” in students speaking. The sentence needed an article to be correct sentence. So, the correct sentence was “*be a leader OSIS*”.

The seventh errors of omission that found by the researcher is the students made errors whereas students omitted a verb. For example, a student said “*I’m going to pengabdian masyarakat*”. The student told the researcher about a plan for

next holiday. The student used simple future to express the plan. The student missed a verb when the student used *to be/linking verb going to*. The student should add a verb in order to show a sentence of the simple future. So, the sentence would be “*I’m going to go to pengabdian masyarakat*”.

The eighth errors of omission that found by the researcher is the students made errors whereas students omitted a conjunction. For example, a student said “*I have there’s responsibility*”. The student should add a conjunction in that context. The student could use *that* or *which* as a conjunction. So, the student would say “*I have that there’s responsibility*”.

c. The Error of Addition

According to Faisal et al. (2016: 5), Muhammad et al. (2013: 21), Hidayah (2013: 5) and Corder (1981, as cited in Tomková 2013: 59) state that error of Addition is adding items that are not needed. Based on that theory, the researcher found 45 errors from 236 errors that happened in students’ speaking. This type of error was the third position of the most frequent error that made by the students.

The first errors of addition that found by the researcher is the students added *to be/linking verb* in context that did not need *to be/linking verb*. For example, the students added “*am*” for “*I am miss my family*” in students’ speaking, the students needed to miss *to* for being correct sentence. So, the correct sentence was “*I miss my family*”.

The second errors of addition that found by the researcher is the students added a preposition in context that did not need preposition, For example, the students added “*to*” for “*I love to drawing dinosaur*” in students’ speaking, the

students needed to miss *to* for being correct sentence. So, the correct sentence was “*I love drawing dinosaur*”.

The third errors of addition that found by the researcher is the students added *-ing* after an auxiliary. For example, a student said “*I must doing praying*”. The student added *-ing* after auxiliary on that sentence. The sentence did not need *-ing* for being correct sentence. So, the correct sentence was “*I must do praying*”.

The fourth errors of addition that found by the researcher is the students added *article* in context that did not need *article*. For example, the students added “*the*” for “*I go to the Pare*”. The student added *the* of article which it was put in front of names’ places. The students needed to miss *the* for being correct sentence. So, the correct sentence was “*I go to the Pare*”.

The fifth errors of addition that found by the researcher is the students added *-s/es* on a verb. For example, a student said “*I thinks*”. The pronoun that used by the student was first person. A verb that used by first person did need to add *s/es* in the suffix. The student should miss *s/es* in that context. The context would be “*I think*”.

The sixth errors of addition that found by the researcher is the students added pronoun. For example, a student said “*if I get it chance*”. The student added a pronoun and a noun after a verb so the object of the verb became double. The student should miss object pronoun because it did not explain anything before. So, the student would say “*if I get a chance*”.

The seventh errors of addition that found by the researcher is the students added *es/s* in a noun. For example, a student said “*a new stories*”. The student

added an article in front of the noun but also *s/es* on suffix of the noun. The student just said that the student would make one fresh story. So, the student should missed *s/es* on suffix of the noun and the context would be “*a new story*”.

The eighth errors of addition that found by the researcher is the students added noun. For example, a student said “*others person*”. The student added *others* and *person* to be a sentence. The student should miss *person* because others represented *other people*. So, the student just should say “*others*”.

d. The Error of Misordering

According to Faisal et al. (2016: 5), Muhammad et al. (2013: 21), Hidayah (2013: 6), and Mustafa, et. al, (2016, as cited Safrida & Kasim, 2016:73) state that error of Misordering is wrong in placing an item. Based on that theory, the researcher found 7 errors from 236 errors that happened in students’ speaking. This type of error was the fourth position of error that made by the students.

The first error of misordering that found by the researcher is the students made errors in putting an adverb after possessive pronoun. For example, a student said “*my all friends*”. The student should put the adverb before possessive pronoun or ahead. So, the student should say “*all my friends*”.

The second error of misordering that found by the researcher is the students made errors in putting an adjective after a noun. For example, a student said “*character islamic*”. The student should put the adjective before the noun. So, the student should say “*islamic character*”.

The third error of misordering that found by the researcher is the students made errors in putting an adjective before possessive pronoun. For example, a

student said “*I want next my study*”. The student should put the adjective after possessive pronoun because the adjective explains about a noun that is behind the adjective. So, the correct sentence was “*I want my next study*”.

The fourth error of misordering that found by the researcher is the students made errors in putting an adverb before verb. For example, a student said “*all listening to the music*”. The student should put the adverb between verb and noun. So, the student should say “*listening all musics*”.

The fifth error of misordering that found by the researcher is the students made errors in putting an auxiliary ahead as not interrogative. For example, a student said “*maybe can I say Rasulallah*”. The students should put auxiliary between subject pronoun and the main verb. So, the correct sentence was “*maybe I can say Rasulallah*”.

The sixth errors of misordering that found by the researcher is the students made errors in using auxiliary and verb in past situation. The students did not change modal auxiliary to be past form but the students changed the main verb to be past form. For example, a student said “*I can met*”. The student must to change “*can*” to be “*could*” and let “*met*” be present form. So, the student should say “*I could meet*”.

The last errors of misordering that found by the researcher is the students made errors whereas students put a preposition between auxiliary and main verb. For example, the students said “*I will to go my hometown*”. The student must to put *to* after *go*. So, the correct sentence was “*I will go to my hometown*”.

As for the three previous researchers which also examined grammatical error in speaking, this study is different. Things which distinguishes between the researcher and previous researchers were location of the subject and the tenses which were used by previous researchers in which one researcher only focuses on one tense in looking for common errors that done by second year students at MAN 1 Banjarmasin Academic Year 2006-2007 in speaking. The tense that used previous researcher was simple present. The result of that study was the researcher found kinds of errors which students made in simple present tense form are in vocabulary, grammar, pronunciation, comprehension and fluency of speaking.

Then, the second researcher focused on finding the most frequent type of grammatical error in oral recount and the main causes of students' grammatical error in oral recount. The research was carried out at SMP N 2 Sungai Raya. The result of that study showed that the most frequent type of errors was misinformation by 141 errors made. The percentage of errors were omission by 36,25 % (moderate); addition by 10,31% (low); disordering by 11,88% (low) and misinformation by 41,56% (substantial). There were two main factors that caused errors in speaking; they were direct and indirect factors. The direct factors included inter lingual and intra lingual transfer. Meanwhile, the indirect factors were less exposure of practicing English and low motivation of students.

The third researcher investigates the errors English for Academic Purposes (EAP) students made in their oral presentations. The researcher found all types of grammatical error on surface structure taxonomy. Findings indicate that

misformation accounted for the majority of the total grammatical errors identified followed by omission and addition.

Based on two of three previous researches above, the researcher encouraged to conduct a further research about an error analysis in speaking as errors occurred in the student speaking performance. However, this research is different from the previous researches as explained before, because the school level that is analyzed in this research is higher than previous researches, they are students of University.

This study analyzed the same object with the research conducted by the third researcher, which was analyzing errors in speaking by surface strategy taxonomy. The difference is that the third researcher used oral presentations (extensive) as source of data. While this study used direct response task (intensive) as the source of data. The researcher found all of types of error that students made in speaking. The percentages were error of misformation with the percentage 40.2%, error of omission with percentage 37.7%, error in addition with percentage 19% and error of ordering with 3%.