

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of the results and discussions about Analysis of Grammatical Errors in Speaking English by Students at Islamic Modern Boarding School “Al-Amanah” Krian from language by students’ community. The results address the data which were obtained without putting any theories while discussions are analyzing the results with some related theories.

4.1 Result

This section explains about the data which were obtained while conducting the research. The data address about how the students at Islamic Modern Boarding School Al-Amanah spoke from language in students community.

4.1.1 Errors in using verb forms

Errors in using verb forms are the most frequent one made by the students. In using verb forms, there are some roles to be obeyed, such as: the form of the sentence whether it is in the active or passive form, and the tense of the sentence. These rules are complex so that the students often make errors in this area. Some of the errors are illustrated as follow:

NO	Incorrect	Correct
1.	Yesterday I see she in the class	I saw her in the class yesterday
2.	Tomorrow I didn't enter school	I will not go to school tomorrow
3.	I invite my friend to came my room	I invited my friend to came my room
4.	You couldn't speaked English very well	You couldn't speak English very well

Here the students made errors in producing verb 1 or infinitive. They failed to put the infinitives. They should be in the form infinitives (to+ the simple form of the verb). Although the tense used in past form, but there are still infinitives should be used, the sentences should have been: in number (1) the sentence is “yesterday I see she in the class” this sentence is errors because the word *see* should be *saw* number (2) the errors in “tomorrow I *didn't enter* school” the correct sentence should be “I *will not go to school tomorrow*” in number (3) there are the errors put in “I *invite* my friend to came my room” the actually *invite* in here must” I *invited* my friend to came my room” number (4)” you couldn't *speaked* English very well” the correct sentence should be “you couldn't *speak* English very well”

As the researcher stated above, in spoke usually use past tense since it tells about past experiences. In the sentences below, the students failed to put the verbs in the past form (verb2). The errors were as follows:

NO	Incorrect	Correct
1	One for me ketela one	I bought one casava
2	Go to where is	Where will you go?
3	Is there is the chili	Is there the chili?
4	When your parent visiting you	When is your parents are see you
5	I am buy donut one	I bought one donut

In sentences above, the students failed to recognize the past form of the verbs. They still used the simple form of the verbs. This is incorrect since in telling their past experiences should have been number (1) “one for me ketela one” in this sentence is incorrect because *for* the actually can change with *bought* so the correct in this sentence is “I *bought* one casava” in number (2) the structure is wrong because “go to *where* is” where in here is interrogative if interrogative must put in first sentence the correct is “where will you go?” number (3) this sentence is incorrect because so much *is* “is there is the chili” the actually is can put just one in first sentence “is there the chili? Number (4) “when your parent visiting you” the sentence correct is “when is your parents *see* you” in number (5) “I am *buy* donut one” the sentence correct is “I *bought* one donut”

Besides the infinitive forms, verb groups could also be in the forms of irregular verb. In the sentences below, the students failed to put the verbs in the past form (verb2) of irregular. The errors are as follows:

NO	Incorrect	Correct
1	Nadia called by miss Dwi	You are called by Miss Dwi
2	Yesterday you to called by Mr. Cholik	Mr. Cholik called you Yesterday
3	I taked my cloth in laundry	I took my cloth in laundry

In sentence above the student failed to recognize the past form of the verb. Instead of using the past form, she added the verb with –ed. This is wrong since the verb is the irregular one. She cannot add –ed. She just generalized that the past forms of the verbs are always added by –ed. The sentences should have been in number (1) incorrect because “Nadia, you *called* by Miss Dwi” the correct is “You are called by Miss Dwi” in number (2) incorrect same with number one the sentence is “Yesterday you to called by Mr. Cholik” the sentence correct is “Mr. Cholik called you yesterday” in number (3) I taked my cloth in laundry” the correct is “I *took* my cloth in laundry”

4.1.2 Errors in using auxiliary verbs

The student also failed to recognize the correct form of auxiliary verbs used in their sentences. There are 2 groups here:

1. Do, be and have
2. Modal auxiliaries (can, could, may, might, must, will, ought to, and need).

Modal auxiliaries generally express a speaker's attitudes or moods. For example, modals can express that a speaker feels something is necessary, advisable, permissible, possible, or probable; and in addition, they can convey the strength of these attitudes. (Betty S azar, 1989:68)

NO	Incorrect	Correct
1	Her name was Azmi because she good person	Her name is Azmi because she is good person
2	My father don't can come here because his sick	My father couldn't come here because he was sick
3	I am very happy because can go home	I was very happy because I could go home

In this sentence incorrect because in number (1) "Her name was Azmi because she good person" the correct is "her name is Azmi because she is good person" so, in number (2) incorrect because *don't can* the sentence became *couldn't* the example is "My father *don't can* come here because his sick" the sentence correct is "My father couldn't come here because he was

sick and now in number (3) incorrect same must there *was* the example is “I am very happy because *can* go home” the sentence correct is “I *was* very happy because I *could* go home.

4.1.3 Errors in the use pronouns

Pronoun is used in a place of a noun. It refers to a noun. The main use of pronoun is substitute nouns. The students made error in this area. They are as follow:

NO	Incorrect	Correct
1	Sister, that is there is egg	Sister, is there egg?
2	Nothing the change	No change
3	You what happen like that lo	Why do you act like that?
4	One just wes	Just one

In this Sentence incorrect in number (1) “sister that is there is egg” the correct sentence is “sister, is there egg?” Number (2) “nothing the change” the correct is “No change” in number (3) “you what happen like that lo” in English forbidden spoke to mix with Indonesian language it is code mixing and the correct is “why do you act like that? Number (4) “one just wes” the sentence correct is “just one” without *wes*.

4.2 Surface strategy taxonomy

Those errors are classified into the types based on surface strategy taxonomy according to Dulay. They were omission, addition, misformation and misordering. In order to know which types belong to, it is important to show the wrong sentences.

4.2.1 Errors of Omission

Omission errors are characterized by absence of an item that must appear in a well-formed sentence. These errors are indicated by absence of grammatical morphemes in a certain construction. The errors of omission based on the data obtained were found as follow:

NO	Incorrect	correct
1	I prepare my things and my shirts	Finally, I prepared my own things and my shirts
2	I and my friend visit to other room	Firstly, I and my friend visited to other room
3	I very happy	I was very happy
4	We very hungry	We were very hungry
5	There is ice?	Is there ice?
6	Let's go kitchen	Let's go to kitchen

In sentence (1) and (2), errors of omission occurred in regular past verb is the omission of- *ed*. Because in number (1) “I prepare my things and my shirts” the sentence correct is “finally, I prepared my own things and my shirts” and number (2) “I and my friend visit to other room” the sentence correct is “firstly, I and my friend visited to other room” While in sentences (3) and (4), an error of omission in simple past tense is the omission of auxiliary verb. Because in number (3) “I very happy” the sentence should be “I was very happy” in number (4) “we very hungry” the sentence should be “we were very hungry” In sentences (5), error of omission occurred in the omission of auxiliaries, example this sentence “there is ice? This sentence is incorrect because the auxiliary must put first sentence the sentence should be “is there ice?” in sentences (6) the error have “to” the example is “let’s go kitchen” the sentence should be “Let’s go to Kitchen” .

4.2.2 Errors of addition

Errors of addition are characterized by the presence of an item which must appear in a well –formed sentence. Based on the data obtained were founds as follow:

NO	Incorrect	Correct
1	My brother don't can because his sick	My brother couldn't follow because he was sick
2	I couldn't speaked English	I couldn't speak English very

	very well	well
3	Last year, I have a holiday for a one week	I spent my holiday for a week, Last year

The example above showed that in sentences (1) “my brother don’t can because his sick” because the students made errors of addition by applying double marking. The correct is “my brother couldn’t follow because he was sick” in number (2) incorrect because the students made errors of addition by applying double marking the example in sentence “I couldn’t speaked English very well” the correct is “I couldn’t speak English very well” These errors occur when the students give more one marker in their tenses. While in sentence (3), the students made errors of simple addition in which this error occur when one use an item which should not appear in a well-formed sentence. Last year, I have a holiday for a one week” the correct is “I spent my holiday for a week Last year”

4.2.2 Errors of misformation

Errors of misformation are characterized by the use of wrong form of the morpheme or structure. This error occur when the students supplies something although it is incorrect. The errors of omission based on the data obtained were found as follow:

NO	Incorrect	Correct
1	The children reading holly Qur’an	The Children are reading holly Qur’an

2	I take after this	I took after this
3	One for me ketela one	I bought one cassava

The example above showed that in sentences (1) “the children reading holly Qur’an” the correct is “the Children are reading holly Quran” because the students made errors in the type regularization, in which a regular marker is used in place of an irregular one, as children to be childs so, in sentences (2) take became took the example is “I take after this” the correct is “I took after this” . While in sentence (3), the student made error in the type of archi form, in which they selected one member of the class of personal pronouns to function for several others in the class, as me for me the example is “one for me ketela one” the correct is “I bought one casava”

4.2.3 Errors of misordering

Misordering error is characterized by incorrect placement of a morpheme or group of morphemes in an utterance. The examples were as follow:

NO	Incorrect	Correct
1	In canteen we bought some foods	We buy some foods in canteen
2	In there, selvita bought clothes and shoes	Selvita bought some clothes and shoes there
3	One for me ketela one	I bought one cassava

The examples above showed that in sentences (1) “in canteen we bought some foods” the sentence correct is “we buy some foods in canteen” and (2) “in there, selvita bought clothes and shoes” the sentence correct is “selvita bought some clothes and shoes there” because the students made errors by incorrect placement of adverb of place. Those adverbs should be placed in the end of sentence. While in sentence (3) “one for me ketela one” the sentence correct is “I bought one casava”

4.3 The causes of error

In the process of second language learning, the learners may use any strategies in order to get comprehensive in the target language. During the process of second language learning, every learner always produces any errors or mistakes. Based on the description of findings above, the researcher notes that most of the students made errors in their speaking. Mostly, the students made errors in using verb form and omission. A student supposed that the target language and his language were similar so he made errors. There were many students think that speaking was something terrible. They were often confused what and how to speak using grammar in good.

The learner’s error may be caused by many factors. English was foreign for students. And this is one of the possible causes of their errors. The students error in using English tense made by bilinguals is caused by their they first think in their

mother tongue or native language first, and then they translate into English when they were speaking in English. Indonesia language did not have verb conjugation and in expressing idea, whether something happens at present, past and future. In Indonesian language is only expressed by adverb of time such as *sekarang*, *besok*, *kemarin* and *sedang*. The verbal form does not change although the adverb of time changes in other words; there are no tenses in Indonesia language.

Besides, they did not understand about grammar, although the teacher had taught it. Besides, the materials of the student's English lesson were mostly taken from the kinds of the text, and grammar an addition only. They never tried to use grammar both in speaking and it is also the vocabularies that students have still poor or lack.

The other causes of student's errors are based on how to recognize the part of speech. They still have difficulties to understand and use the functions part of speech. In this case they cannot arrange or make their owned sentences well.

In these cases, the writer has several examples and described below. The students produced two items rather than one were marked for the same tense i.e. they added double marking of verb "did" and "brought" in sentences " I did not brought food". They had over-generalized of verb 2 in constructing the past sentence.

The student did not know the rule. The students failed to apply the rules correctly. For example: "in there we enjoyed with my friend" the students added "in"

on “in there” in which it should be unnecessarily. The sentence should have been “we enjoyed with my friend” another example “after that we tired”, the student omitted to be (were) in their sentence. It should have been “we were tired”. In the following example: “we return home with safe”. The errors in this sentence, some students omitted –ed in their past tense. The sentences should have been “we returned home safely. Another example: “I very happy” and “we very happy”. From both of sentences, the students omitted be of “was” and “were”. The examples above showed that the students tended to elicit the sentences and used incomplete past rule. The sentences were incorrect since the existence of past verb or past marker indicate that the sentence the student made was in past time.

The students misunderstood the rule. As in the following example: “we were returned home”, this sentence was past, but the form was passive the student error was he added “were” in active past. The sentences should have been: “we returned home”. Another example: “I was so tired but I was very happy” there was the confusion of *so* and *very*. The sentence should have been: “I was very tired but I was happy”

4.4 Result of the Data

Based on the result the research use interview, Questionnaires, and record the answer from interview is Most of them grade of junior and senior high school they are from Surabaya and sidoarjo at Islamic Modern Boarding School use Arabic

language, English language and Javanese (*jawa karma*). they are began to speak English from the first enter in this college but for first junior and first senior give time until three month use Indonesian language after three month they are must accustom to speak Arabic language and English language. The students who actually have good ability in mastering English cannot improve their ability. It is due to the fact that there are no any students who speak in the Standard English. The English with Surabaya and Sidoarjo Javanese dialect and accent already ingrained with them. The first time of course have any difficulties but every day after praying shubuh always give vocabulary and every week always practice that is became easy for us to speak English. Most of them happiness life in Islamic Modern Boarding school because can speak two language Arabic and English language and many friend. Other interview the research takes the data use questionnaire and record.