

THE ERROR ANALYSIS OF SPEAKING SKILL ON THE SIXTH SEMESTER ENGLISH EDUCATION STUDENTS AT INDO GLOBAL MANDIRI UNIVERSITY

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Abstract

This research aimed at finding out the types of error based on Surface Strategy Taxonomy (Dulay, Burt, and Krashen, 1982) that found at ELT student's speaking and analyzing some factors influencing their errors. The subject of this research was the sixth semester students of English Education from Indo Global Mandiri University who already taken speaking 3 and structure 4 courses. Qualitative study was used as a method to obtain the data. The data was taken from final exam video of speaking 3 course. The researcher analyzed the data following the Error Analysis (EA) procedures which involves transcribing, coding, classifying error, also explaining the errors and their factors. The result shows that the most dominant error were omission (55,50%), followed by addition (22,49%), misformation (18,66%), and misordering (3,35%). The current research investigated the factor of errors based on their source were intralingual and interlingual interference. Meanwhile, intralingual was considered as the major cause of the students' errors. In conclusion, the students still have a problem in terms of grammatical aspect of their speaking. It is suggested that the students should pay more attention to the grammatical aspect and improve their speaking skills.

Keywords: *Error Analysis (EA), Surface Strategy Taxonomy, Cause of Errors, Speaking*

INTRODUCTION

As an international language which is used by almost all nations in the world as a means of communication, English is a foreign language for Indonesian students. In the process of learning English, there are four basic skills of English language that have to be acquired. They cover listening, speaking, reading, and writing. Listening and reading are passive skills or receptive skills, whereas, speaking and writing are active skills or productive skills (Rao, 2019, p.3).

Nowadays, speaking is generally perceived as the most fundamental skill to acquire. According to Richards (2008, p.19), there are three functions of speaking, first is speaking as interaction, the second is as a transaction, and the third is as a performance. Moreover, most in real life situation speaking being a benchmark of language skill because when people do their first meet and do a conversation, they can judge the ability of their English only from their speaking. In fact, Indonesian learners' speaking ability is still disappointing. According to data published by Education First Proficiency Index (EF EPI), Indonesia's English proficiency is getting worse year by year.

Sometimes the Indonesian students may not understand what their friends talk about, because they ignore the accuracy continuously and make something wrong or do a mistake when they speak. This mistake is usually called an error. According to Brown (2015), error as the reflection of the learner's interlangua competence in deviation from the grammar of a native speaker. In learners' knowledge, errors happen because the learners did not know what the correct is. Sometimes they ignore the error when they made it.

A method to analyze the error made by the language learner is called error analysis. Keshavarz (2012, p.58) defines error analysis is the analysis that focus on the learners' errors on the process of understanding the second language acquisition. Therefore, when the learners make errors, these error can be observed, and analyzed to find the system that suitable for minimize the learners' errors.

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Literature Review

Speaking is one of skills that use oral word to express the idea, so the speaker should fulfill the component of speaking to make sure that the listener can understand the speakers' meaning. According to Brown et al (2010, p. 172), components of speaking are vocabulary, grammar, pronunciation, fluency, and comprehensibility. While the types of speaking are imitative, intensive, responsive, interactive, and extensive (monologue). In this research, chose the extensive speaking to analyzed the error on the students' speaking.

Error and mistakes are two different things which come within learning process. Error is the flamed side of learner speech or writing. According to Amara (2015, p.3), error happen because the learners does not comprehend the rules of the second language that they learn. Mistakes refer to something that is based on guess false or fail to use knowledge that have been known or learned. Richards et al (2010, p.201) assert that the mistake happen when the learners less careful on their speaking and also can be self-corrected when the attention is called. While error explained by Corder (1967, p.167) as branches of the code as a learner gets errors because they just have a little understanding about establishments of language rules.

Based on the source, the factor that conducting the error divided into 2 types, first is interlingual error and second is intralingual error. Interlingual error is the error happened because of the interference of the mother tongue. Brown (2000, p. 224) states the beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. It means that there is an interference of the first language in mastering second language. As the result, if the students construct the sentence, they will make error by simplifying the second language with the first language construction. Intralingual error is the error that is happened because of the features of the target language itself. Intralingual transfer error can be divided into four types: over-generalization, ignorance of rules restriction, incomplete application of rules, false concepts hypotized.

Dullay, Burt, and Krashen (1982, p.145) claimed that there are four types of taxonomies which concern with errors. They are linguistic based category, a surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. furthermore, the study will be focused on four kinds of Surface Strategy Taxonomy. that consist of omission, addition, misformation, and misordering.

a. Omission is the lack of form or grammar that is supposed to have in the sentence but the staff omit it. For example, no article, no main verb, no helping verb, no preposition, no punctuation, no possessive case, no subject, and no object.

Example : *Angel make a cupcake*. The third person singular of verbs in the present tense takes –s, -es, or –ies, but in the sentence should be : *Angel makes a cupcake*.

b. Addition error is the opposite of omissions. The errors are characterized by the presence of an item that must not appear in well- formed utterance. Addition errors result from the all too faithful use of certain rules. There are three types of addition errors:

- Double markings : two items marked for the same feature.
- Regularization (Overgeneralization) : applying the rules used to produce the regular once to those that are irregular form.
- Simple Addition : the use of an item which should not appear in a well formed utterance.

c. Misformation is the wrong form of the morpheme or structure (Dulay, 1982, p. 157). It characterized by the use of the wrong from the morpheme or structure while in omission errors the items are not supplied at something, misformation errors can be typicallized into, archi-form, and alternating-form.

- Archi-forms errors are those of selection of one member of a class of forms to represent others in the class.
- Alternating form errors is when the particle of form (as in taken) is being acquired, they may be alternated with the past irregular.

d. Misordering error is the incorrect placement of a morpheme or group of morphemes in a utterance. Example : *Mr.Alvin buys two books new*. The sentence is wrong because the placement of adjective should be place before the object. The sentence should be : *Mr.Alvin buys two new books*.

In relation to the explanations above, Ailatat (2016) found 125 errors on his interview with the students' of EED Muhammadiyah Yogyakarta University. Which the highest frequency of errors that made by the students' was omission, then misformation, addition, and misordering.

METHODS

In this research, the researcher used qualitative research method in research design. The researcher classified the errors' aspects made by students by using theory proposed by Dulay et al (1982), surface taxonomy strategy. The participant of the research was the students of sixth semester of English education study program. They have taken all of language skill subjects including speaking 3 course and structure 4 course.

The data in this research was chosen from the final exam of speaking 3 course in video format. In qualitative research, video categorized as a visual document. It supported by merriam et al (2016, p. 106) which state that documents is the materials that relevant to a study that refer to in a wide range of printed, digital records, personal documents, popular media, visual documents. This video was chosen because the researcher analyzed the error on the students' speaking.

The students gave their instagram link to the researcher, and the videos were downloaded from the students' Instagram or WhatsApp messenger if they deleted the video on their instagram. Nevertheless, the researcher was able to collect 14 videos from the students.

The first step of data analyze, the researcher played the video one by one, and transcribed the data which made the analysis process easier. Transcription or transcribing is the process of reproducing spoken words into written text. Atkinson (1989) stated that in analyzing, the data should writeable and readable. The researcher played the video on her computer with the split display to make the transcribing process easier, then she played the video for about 3-5 seconds and repeated that part 3-5 times to make sure about what the students said on the video to type later until the end of video. The transcription process typed on the researcher's computer one by one and collected it into one folder that consist of the students' videos.

After transcribing the data, the second step is identified the errors on transcribed data. The researcher underlined and used color coding to mark parts of the text that indicates as an error that commit by the students. Codding is the process of making notation of the data as potentially relevant for answering the research question (Merriam et al, 2015, p. 202). According to Creswell (2012, p. 243), coding is "the process to make sense out of the data, divide it into text segments, label the segments with codes, examine codes for overlap and redundancy, and collapse these codes into brod themes." The researcher clasified four errors categories by using four underline colours to represent the types of errors such as red for omission, green for addition, blue for misformation, and yellow for misordering.

The researcher calculated the data by tabulating the errors in order to get the percentage of each sub category. In calculating the percentage of each errors, the researcher applied this following formula that porposed by Sudijono (2012, p. 43) :

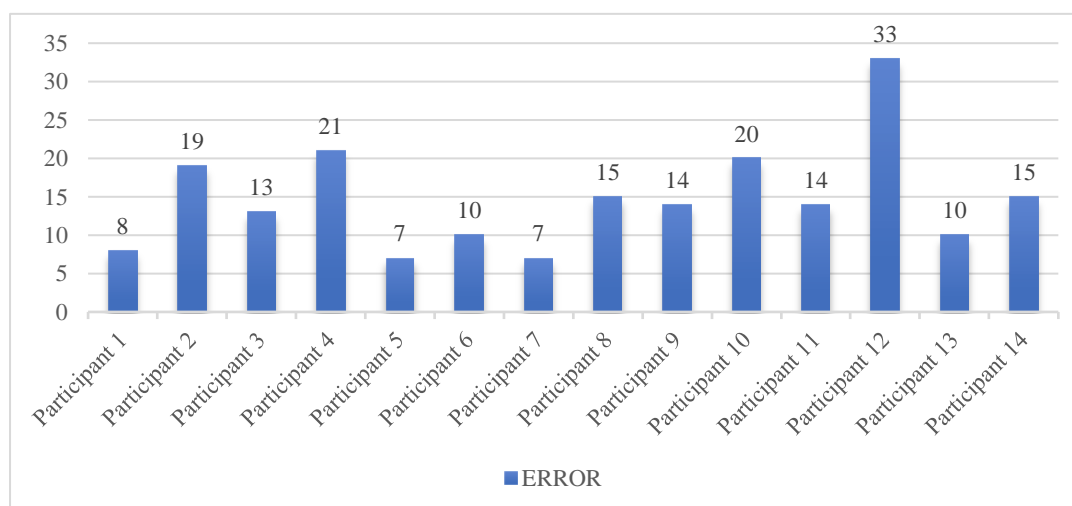
$$P = \frac{f}{\sum n} \times 100\%$$

The researcher presented the excerpts from the students' speaking that contain the erros which clasified based on the surface strategy taxonomy theory that porposed by Dulay e al (1982).

In the fifth step, the researcher interpreted the result by describing the finding from personal perspective about the errors that the students committed on their speaking after finishing all of the steps. The researcher also compared the result of findings with previous studies with the same phenomenon, especially in students' speaking. Then, the researcher concludes the findings

FINDINGS AND DISCUSSION

The researcher found 209 errors in their speaking which were categorized into four kinds of errors that porposed by Dulay, Burt, and Krashen (1982) namely ommision, addition, misformation, and misordering. The following table shows the errors which were committed by the students based on the Surface Strategy Taxonomy (Dulay et al, 1982).



The most errors was from Participant 12 who committed 33 errors on his speaking. While the least errors was committed by Participant 7 and 5 with 7 errors. The result of the analysis showed that the highest percentage of error was omission (55,50%). The lowest one was misordering (3,35%), while the other types of errors were addition (22,49%), and misformation (18,66%). To be clear see the table below:

Types of Error	Frequency	Percentage
Omission	116	55.50%
Addition	47	22.49%
Misformation	39	18.66%
Misordering	7	3.35%
Total	209	100%

Besides classifying the students' errors into four types, the researcher also analyzed the factor that made the students committed the errors in their speaking based on the source of error. There are two sources of error, they are Interlingual and Intralingual.

Source of Error	Frequency	Percentage
Interlingual	84	40%
Intralingual	125	60%
Total	209	100%

From 14 participants, all of them stil made errors in their speaking. In this study, the researcher analyzed the data by using surface strategy taxonomy by Dulay et al (1982), consists of: omission, addition, misformation, and misordering. The findings on surface strategy taxonomy showed that the most error was omission with percentage 55,50% and it was followed by addition with 22,49%, misformation with 18,66%, and misordering with percentage 3,35%. Majority of the students created the omission errors. Omission is leaving out an item that is required for an utterance to be considered grammatical (Maolida & Hidayat, 2021, P.338). So that, their sentences are considered ungrammatically.

All of the participants were committed the omission error in their speaking. So, it made omission was the dominant error which made by the students. These result were also congruent to the previous study about errors conducted by Ailatat (2016) and Suad (2014). From these findings, we could say omission is a common error in surface strategy research, since it was also experienced by the sixth semester students of Indo Global Mandiri University. The majority of omission error were omission article and omission plurality. 13 students omitted the articles and 12 students omitted plurality.

The factor that influences the omission of articles and plurality errors is interlingual interference. In the students' native language (Bahasa) the plurality of noun does not add the suffix *-s/es*, while in the students' target language (English) should add the suffix *-e/es* in the plural noun. For example, in the sentence in Bahasa *Saya mempunyai beberapa mobil*, if the students follow their target language grammar correctly, they must add suffix *-s/es* after a noun. So, the sentence must be I have some cars. The interlingual interference will make the students translate the sentence into I have some car.

The frequent error that made by the students is Addition. Addition is characterized by the presence of items, which must not appear in well-formed utterance. In this research, the students added unnecessary items in their speaking, and there were 47 items of errors. They were adding double pronoun and suffix *-s* to the verb where it should not be added. These errors might occur due to students misunderstanding of the use of some rules. The researcher found some students' errors by added letters in the form of a verb as in the sentence "*The histories Benteng Kuto Besak is...*" from participant 7 (01.29) the final *-es* in the verb should be omitted because it was not suitable with the history mentioned in the student's speaking, while the suffix "*es*" in the word "histories" represents a plural of history.

Moreover, the students also often added unnecessary items in their sentence. For the example in the sentence “So, Kemaro island is the one of the most...” (P9, 01.29) the student add article “the” twice in this sentence, and the first word “the” is unnecessary one, so it should be omitted from the sentence and the correct sentence is “So, Kemaro island is one of the most...”.

In misformation, some students tended to create the sentence error in pronoun. Misformation is the use of the wrong form of the morpheme or structure. Based on the finding data, the researcher found 39 misformation errors from the 13 participants. This error could probably happen because the difficulties of the target language grammar. For example, the excerpt from participant 12 “Then he guard jump to find the prince”. In Bahasa “Penjaga dia” when this words change to English it could be “his guard” or “her guard”. When the learners try to translate those word, the misformation errors may happen for example “he guard”, “guard he”, “him guard”, “she guard” and other possible errors. These misformation errors occur because the learner uses the wrong form of the morpheme or structure.

The students also produced misordering errors. However, it has lowest percentage among the error types since it is only 3,35%. Misordering is the use of the wrong form of the morpheme or structure. This result may be explained by the fact that the participants in this study were not really influenced by their mother tongue system in ordering the words. This finding supports the idea of Mustafa, Mulya, and Bahri (2016, p.8) who state that misordering errors mostly committed by the beginner learners. However, it was found that the misordering errors in this study were also caused by interlingual interference. But, there were only a very few words ordered by following the rule of students’ native language, Bahasa Indonesia. The excerpt below presents the example of negative transfer of students’ L1.

“...tourist destination in the city Palembang...” (P4, 00.14)

It can be seen that the student translated directly from L1 to the target language. Unfortunately, in this case, the student did the negative transfer because the rule of English is different from Bahasa Indonesia. The correct sentence should be “...tourist destination in the Palembang city...”.

Another type of error that was found by the researcher in the students’ speaking is wrong pronunciation. Most students who made this error mightly because of they slipped their tongue, and another reason is because of the interference of the L1. The researcher believed that this type of error is very common in students’ speaking, both the beginner and advanced English learner, they still learn how to be better at handling the obstacle in mastering English.

In conclusion, the result of this study shows that the cause of students’ error in their speaking performance are both intralingual and interlingual interference. When the students have incomplete knowledge about the target language (English) and build their own rules, it is called intralingual error. meanwhile, the errors are classified into interlingual if the students were influenced by the pattern of their first language (Bahasa Indonesia). However, the current study found that intralingual interference is the major cause for spoken English errors produced by English Education students of Indo Global Mandiri University.

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