An Analysis of Grammatical Errors in the Conversation of the Third Grade Students of Tourism Department of SMK Negeri 1 Kupang, Indonesia

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ABSTRACT

The spoken and written language cannot be separated from grammatical rules because the grammatical rules of a language play an important role to convey and receive the message. This study aimed to answer the following questions: What were the types and the most of the grammatical errors in the conversation of the third-grade students of Tourism Department of SMK Negeri 1 Kupang? The method of analyzing data was descriptive analysis. The study was conducted at SMK Negeri 1 (State Vocational High School) Kupang in the school year 2011/2012. The subjects of this study were the third-grade students of Tourism Department. In collecting the data, they were given some topics, and they were asked to make a simple conversation with their partner. The conversations were recorded. The data were analyzed using linguistic category taxonomy. It could be concluded that (1) the types of grammatical errors in conversations were: morphological and syntactical errors. (2) the most of the grammatical errors in conversations were: (a) Syntactical errors consisted of 198 errors or 83.90% and (b) Morphological errors consisted of 38 errors or 16.10%.

KEYWORDS

Error, Error Analysis, Grammatical, Conversations, Kupang, Indonesia

INTRODUCTION

Communication is the process of transferring the message. It cannot be separated from the language because the language has an important role in human's life, such as thinking, communicating ideas, and negotiating with the others. Finocchiaro in Bustan, 2013, p.2, defined language as a system of arbitrary, vocal symbols which permits all people in a given culture or other people who have learned the system of that culture, to communicate or to interact.

Finochiaro's definition showed us that language is a primary means of communication belonging to people used for fulfilling their basic needs. As the primary means of communication belonging to people, language functions as a foundation to unify the family, a group of society, and even a nation as a whole. This function reveals that the use of language as the primary means of human communication belonging to people as a speech community includes not only understanding and speaking, but also listening and responding to the feedback towards the message sent in the process of communication (Fransiskus Bustan, 2013, pp. 12-13).

Various ways can represent language. But in generally, language is divided into two modes; they are spoken language and written language. Spoken language is a language where speech sounds come out from the speaker's speech organs, while written language is a language that uses symbols that are called letters to represent the sounds of speech.

The spoken and written language cannot be separated from grammatical rules because the grammatical rules of a language play an important role to convey and receive the message. It would be impossible to learn language effectively without knowing the grammar because grammar helps learners to identify grammatical forms, which serve to enhance and sharpen the expression of meaning.

Grammar in speaking is still considered as the most difficult part of a language, and the learners tend to make errors in using language. Errors in foreign language learning are the cases which are difficult enough to avoid, but they are the most natural thing in the process of learning. Even, one affirms that without error there is no progress. What the error-as-progress conception is based on Chomsky's idea that a child generates language through innate universal structures.

Dulay, Burt, and Krashen (1982: 130) defined errors as the flawed side of learner speech or writing which deviates from some selected norm of mature language performance. They further discussed that errors might be distinguished based on the causes: errors caused by factors such as fatigue and inattention are performance errors, and those caused by lack of knowledge of the rules of the language are called competence errors.

According to the explanation above, it is important for the teacher to make errors analysis to the students' improvement Moreover in the spoken language.

FRAMEWORK

Grammatical

As explained before that language cannot be separated from grammar either spoken or written the language. To most people, the word grammar can be defined in many ways. For the grammarian, it has often been meant as the analysis of his language, or one he has mastered, to discover its "rules" of property, that is, what may and may not be said in the particular language. For the general public, grammar has been the study of correctness, that is, rules that claimed to tell the student what he should and should not say to the speak the language of the socially educated class.

According to Lado in Putri (2009), the definition of grammatical structure is the pattern of arrangement of the word in sentences and the patterns of arrangement of words group, words, stress, etc. sentences occur in sequences and each language has its system for the ordering of sentences in sequences.

Wilson in Rean (1971: 102) stated that grammar of a language is the system of devices which carry the structural meanings of that language in speech and writing. This system specifies the way words in a given language are related to each other.

Susan Hunston in Gomes (2008) stated the basis of four main features of spoken language: spoken language happens in real time, and it is typically unplanned, spoken language is most typically face to face, spoken language foregrounds choices which reflect the immediate social and interpersonal situation, and spoken, and written languages are not sharply divided but exist on a continuum.

Based on those definitions, the writer concluded that grammar is one of the important systems of a language to make up sentences to help the user of that language in the delivering their ideas and messages correctly.

Conversation

Conversation is semantic activity, a process of making meanings. Taking turns in any verbal interaction, participants of conversation negotiate meanings as well as their reactions to the world and attitudes to each other. Nowadays, the conversation is systemic functional linguistics outlined in the work of Michael Halliday (1970: 142) and further developed by Martin (1992), Enggins and Slade (1999: 131-151) and others. One of the basic claims of the systemic functional approach is that language looked as performing three major functions: ideational (represent the experience), interpersonal (sustain interaction between people using language), and textual (create connected and coherent discourse).

Another important feature of the systemic functional model is the description of the language regarding sets of choices of meaning where a set of options (e.g. singular/ plural member, positive/ negative plurality, etc.) make a system. Thus systemic functional linguistics aims to describe meaning potential – the linguistic options that are available for constructing meanings in particular contexts.

Error

There are several definitions related to errors. Dulay, Burt, and Krashen (1982: 130) characterized blunders as the imperfect side of learner discourse or composing which digresses from some chose standard of develop dialect execution. They additionally talked about that mistakes may be recognized in light of the causes: blunders brought about by variables, for example, exhaustion and negligence are "execution mistakes," and those created by absence of information of the

guidelines of the dialect are called "ability mistakes."Brown (2000:257) also made a distinction between errors and mistakes based on the sources: a mistake indicates a failure to utilize a known system correctly whereas an error reflects the competence of learner.

As stated by Brown, an error is different from a mistake, so we have to be careful to differentiate them. James (1998: 83) also stated that a mistake could be self-corrected if the deviation is pointed out to the speaker and error cannot be self-corrected. Errors occur because of many things.

Brown (2000) points out four sources of errors for the learners of a new language; they are (1) Transfer interlingual. It refers to the linguistic system upon which the learner can draw; (2) Transfer intralingual. Predominance characterizes it on interference in the early stages of language learning, but once learners have begun to acquire parts of the new system, more and more intralingual transfer generalization within the target language is manifested; (3) Context of learning. It refers to the classroom with its materials in the case of school learning or social situation in the case of untutored second language learning; and (4) Communication strategy. It is defined as an element of an overall strategic competence in which learners bring to bear all the possible facets of their growing competence to send a clear message in the second language.

Richard et al (1992) mentioned that the studies of errors are used in order to (1) identify strategies which learners use in language teaching, (2) identify the causes of learners' errors, and finally (3) obtain information on common difficulties in language learning as an aid to teaching materials (cited in Khansir 2008). For the study of error in a foreign language, the class will be very helpful for teachers to reveal both the successes and the failures of teaching/ learning process.

Types of Grammatical Errors

Linguistic Category Taxonomy, Dulay, Burt, and Krashen (1982: 146) classified errors according to both the language component and the particular linguistic constituent the error affects. In this study, language components are limited to morphology and syntax, which follow Politzer and Romirez' model as a guideline, Politzer, and Romirez, who studied 120 Mexican-American children learning English in the United States, classified the errors into the following types:

Morphology

1. Indefinite article incorrect
   - a used for a before vowels
   - a used for a
2. Possessive case incorrect
   - the omission of 's
3. Third-person singular verb incorrect
   - failure to attach –s
   - wrong attachment of –s
4. Simple past tense incorrect
   a. Regular past tense
      - the omission of –ed
      - Adding –ed to the past already formed
   b. irregular past tense
      - regularization by adding –ed
      - substitution of simple non-past
      - substitution of past participle
5. Past participle incorrect
   - the omission of –ed
6. Comparative incorrect
   - use of more + -er

Syntax

1. Noun Phrase
   a. Determiners: omissions of the article, substitution of definite article for the progressive pronoun, use of possessive with the article, and use of wrong possessive.
   b. Nominalization: simple verb used instead –ing and preposition by omitted.
   c. Number: substitution of singular for plural and substitution of plural for the singular.

    d. Use of pronouns: omission of the subject pronoun, omission of the dummy pronoun it, omission object pronoun, the subject pronoun used as a redundant element, alternating use of pronoun by number as well as gender, and use of me as a subject.

    e. Use of prepositions: omission of preposition and omission of to be.

2. Verb Phrase
    a. The omission of the verb: omission of main verb and omission of to be.
    b. Use of progressive tense: omission of being, replacement of –ing by the simple verb form, and substitution of the progressive for the simple past.
    c. Agreement of subject and verb: disagreement of subject and verb phrase, disagreement of subject and number, and disagreement of subject and tenses.

3. Verb and Verb construction: embedding of a noun-and-verb construction in another noun-and-verb construction, the omission of two in identical subject construction, the omission of two in the verb-and-verb construction, and attachment of the past marker to the dependent verb.

4. Word order: repetition of the object and adjectival modifiers placed after noun

5. Some transformations
    a. Negative transformation: formation of no or not without the auxiliary do and multiple negations.
    b. Question transformation: omission of auxiliary
    c. Their transformation: use of is instead of are, the omission of there, and use of it was instead of there was.
    d. Subordinate clause transformation: use for so that and use of indicative for conditional

In the classification of the errors in this study, the writer used Politzer and Romirez' Linguistic Category Taxonomy as a guideline, that it was not followed strictly as it was, but rather, the modification was made to adjust to the field data. While to describe the errors, Surface Strategy Taxonomy was used to show the ways surface structures were altered. There are four categories proposed by Dulay, Burt, and Krashen (1982: 50), namely: omission, addition, misformation, and misordering.

Tenses

In English Language, Tenses have an important role because it is impossible for us to be able to use the language without knowing the tenses of the language. The use of tenses is related closely to the use of Verbs that are one of the components of parts of speech.

Concerning about the tenses, generally in English language, there are three kinds of Tenses in English, they are:
    a. Present tense :   Simple Present Tense, Simple Present Continuous Tense, Present Perfect Tense, and Present Perfect Continuous Tense.
    b. Past Tense :   Simple Past Tense, Simple Past Continuous Tense, Past Perfect Tense, and Past Perfect Continuous Tense.
    c. Future tense :   Simple Future Tense, Future Continuous Tense, Future Perfect Tense, and Future Perfect Continuous Tense.

Part of Speech

There are eight types of part of speech: nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions, and interjections.

OBJECTIVES OF THE STUDY

This study aimed to find out the effect of using multiple bits of intelligence approach in developing students' verbal intelligence, especially in storytelling in second-semester students of Artha Wacana Christian University

METHODOLOGY

The researcher used the descriptive method to describe the grammatical error in the conversation of the third-grade students of Tourism Department of SMK Negeri 1 Kupang. Then, the researcher classified the errors using linguistic category taxonomy and described the errors using surface strategy taxonomy.

The total population of this study was 72 students which they were the third-grade students of Tourism Department of SMK N 1 Kupang. For samples were chosen 12 students using random sampling. After that, they were divided into six pairs.

Each pair chose one topic that prepared by the writer then the writer asked them to make a simple conversation based on the topic that given. Their conversations were recorded using tape-recorder.

RESULTS AND DISCUSSION

FINDINGS

To The types of grammatical errors in the six conversations based on the linguistic category taxonomy can be seen as follows:

Table 1. The Result of Analysis

No	Linguistic Category	TOTAL	
		(F)	%
A.	**Morphological Errors**		
	1. 1. Possessive case	3	1.27
	2. 2. Third person singular	5	2.12
	3. Basic verb	13	5.51
	4. Simple Present	2	0.85
	5. Present participle	3	1.27
	6. Simple past	1	0.42
	7. Past participle	3	1.27
	8. Verb	1	0.42
	9. Noun	3	1.27
	10. Adverb	1	0.42
	11. Adjective	1	0.42
	12. Modal auxiliary	2	0.85
	Total of Errors in Morphological Category	**38**	**16.10**
B.	**Syntactical Errors**		
	1. 1. Noun Phrase		
	a. 1.1. Determiner	13	5.51
	b. 1.2. Number	10	4.24
	c. 1.3. Pronoun	26	11.02
	d. 1.4. Preposition	20	8.47
	Total Errors in Noun Phrase	**69**	**29.46**
	2. Verb Phrase		
	2.1 Verbs		
	2.1.1. 2.1.1. Simple present tense	13	5.51
	2.1.2. 2.1.2. Present progressive	1	0.42
	2.1.3. 2.1.3. Simple past tense	24	10.17
	2.1.4. 2.1.4. Past progressive	4	1.79
	2.1.5. 2.1.5. Present perfect tense	9	3.81
	2.1.6. 2.1.6. Simple future tense	8	3.39
	2.1.7. 2.1.7. Modal auxiliary	1	0.42
	2.2 Agreement of Subject and Verb		
	i. 2.2.1. Disagreement of subject and number	2	0.85
	ii. 2.2.2. Disagreement of subject and tense	6	2.54
	Total Errors in Verb Phrase	**68**	**28.81**
	b. 3. Verb-and-Verb Construction	7	2.97
	Total Errors in Verb - and – Verb Construction	**7**	**2.97**
	3. 4. Some Transformations		
	a. 4.1. Negative transformation	5	2.12
	b. 4.2. Question transformation	7	2.97
	c. 4.3. Passive transformation	2	0.85
	Total Errors in Some Transformations	**14**	**5.93**
	4. 5. Miscellaneous		
	a. 5.1. Word Order	24	10.17
	b. 5.2. Conjunction	7	2.97
	c. 5.3. Fragment	9	3.81
	Total of Errors in Miscellaneous	**40**	**16.94**
Total of the whole errors (38 + 69 + 68+ 7 + 14 + 40)		**236**	**100**

The table above shows the distribution of all the error types, their frequency of occurrences in each conversation, and the total number of occurrences of each type of errors. The most of the grammatical errors in the conversation of the students were in syntactical errors compared to morphological ones, morphological errors comprising 16.10%, whereas syntactical errors are comprising 83.90% of all the errors occurring in the six conversations. The predominant morphological errors were the basic verb or the unmarked verb used after infinitive *to* and modal auxiliary which is made by the addition of third singular inflection; past tense, past participle, and present participle inflections.

Syntactically, the most predominant type was the Noun Phrase category, which had 69 errors or 29.24% in all the conversations. Within the Noun Phrase category, the formation of Pronoun constituted the most predominant type of errors: 26 errors or 10.02%. It is particularly related to misformation, addition, and omission. Within the Verb Phrase category, Simple Past Tense comprises the predominant type, having 24 errors which are the misformation and substitution of simple past tense to simple present tense.

The miscellaneous category has 40 errors or 16.95% which are predominated by word order with the missing of subject-verb inversion, the addition of the unnecessary words, and substitution the words are the most predominant type, having 10.17% errors.

The transformations have 14 errors or 5.93% which predominated by question transformation which has seven errors or 2.97%.

The last is verb-and-verb construction. It has seven errors or 2.97% in the students' conversation.

DISCUSSION

There were two types of errors found in the six conversations: morphological and syntactical errors. They would be discussed as follows:

Morphological Errors

Morphological errors involved the use of possessive case, third person singular, basic verb, simple present, present participle, simple past, past participle, verb, noun, adverb, and modals. In Possessive Case Incorrect, some students omit the possessive inflection {-'s}. In Third Person Singular Incorrect, some students failure to add {-s/ -es} in verb after the subject of the third person singular. In Basic Verb Incorrect, students add the third person singular {-s}, past tense inflection {-ed}, and present participle inflection {-ing}. Similarly, the present participle inflection {-ing} and {-s} inflection is added to the basic verb form after the infinitive to. In Simple Present Tense Incorrect, a student adds third person inflection {-s} for the second person singular after the subject, and student one adds past tense inflection {-ed} for the verb of simple present tense. In Present Participle Incorrect, students omit and misform of present participle {-ing} inflection that is made by the students in the conversations. In Simple Past Incorrect, a student failure to attach {-ed} inflection after verb for the regular verb. In Past Participle Incorrect, students substitute present participle inflection {-ing} for past participle {-ed} in complement participle sentence. In Verb Incorrect, there is a student adds {-ous} after the verb in the conversation. In Noun Incorrect, students omit or substitute the nouns forming derivational suffix {-ed}. In Adverb Incorrect, the omission of adverb inflection {-ty} is done by a student in the conversation. The incorrect use of adjective occurs in only one sentence, which involves the addition of an adjective-forming suffix. The incorrect use of Modal Auxiliary occurs as the third singular inflection {-s} is added to the modal auxiliary will and can as they are found in data (e.g., if your father can not continue).

Syntactical Error

The syntactical errors, based on linguistic category taxonomy, were classified into five main categories. (1) Noun Phrase. Errors in Noun Phrase involve the use of determined, number, pronoun, and preposition. Errors in noun determiners are mostly the omission of indefinite article before a singular countable noun. While cases of substitution occur when many are substituted too much for money. Errors in numbers fall into the use of the plural noun, the omission of the plural inflectional suffix {-s/ -es}. Errors in pronouns fall into three subtypes: omission of objects and relative pronoun, substitution of the subjects, and addition or misformation of own for the reflexive pronoun. Errors in preposition also consist of three subtypes: omission of a preposition, the addition of the unnecessary preposition, and the last involves the use of incorrect prepositions, where an incorrect preposition is used to substitute for the intended one as shown in data analysis; (2) Verb Phrase. There are two subcategories of errors in Verb Phrase. The first subcategory is Verbs and the second is Agreement of Subject and Verb. Errors that are related to Verbs are classified into seven types based on the different tense: Simple Present Tense, Present Progressive, Simple Past Tense, Past Progressive, Present Perfect Tense, Simple Future Tense, Modal Auxiliary. Agreement of Subject and Verb occurs in Disagreement of Subject Tense and Disagreement of Subject and Number.

Errors in simple present tense constituted the major type of errors in Verbs, which can be classified into three subtypes: the omissions of being, etc., additions of being, and substitutions the auxiliary verb. While Errors in Present Progressive fall into omission of being. The most of the errors in Simple Past Tense are misformation of the form of simple past tense which is replaced by simple present tense resulting in simple present used in the context showing relation to the present time. Another problem involves the omission of being and addition of being. Errors in simple Present Perfect Tense are the omission of having, and substitution of having or has for the other auxiliary verb. Errors in Simple Future Tense involve

omission of the using modal auxiliary and misformation of a base form, which is replaced by past participle. Errors in Modal Auxiliary fall into the omission of being. Errors in Agreement of Subject and Verb fall into disagreement of the subject and tense, subject and number; (3) Verb-dan-Verb.Errors in verb and verb construction occur in the students' conversation involve the use of the verb want, which should be followed by to + V1 and omission of "to be" that means menjadi in Indonesia; (4)

SomeTransformation.There are three types of transformations that occur are Negative Transformation, Question Transformation, and Passive Transformation. The formation of negative transformation involves the omission of verb auxiliary and multiple negations. Question transformations are mostly the omission of auxiliary verbs. The errors are found in the students' conversation fall into misformation of the past participle and omission of auxiliary verb; and (5) Miscellaneous.Errors in word order because of the student's misuse of subject-verb inversion, repetition meaning, and addition the unnecessary words. The problems in fragment are an incomplete sentence in the conversation. And errors in conjunction fall into the use of the conjunction although together with the conjunction but in the same sentence, substitution of but, too.

CONCLUSIONS

Based on the findings of an analysis of grammatical errors in the conversation of the third-grade students of Tourism Department of SMK N 1 Kupang, the findings can be concluded as follows:

1. The types of grammatical errors in the conversation of the third students of Tourism Department were: morphological and syntactical errors. The morphological errors involve the use of possessive case, third person basic verb, simple present, present participle, simple past, past participle, verb, noun, adverb, adjective, and modal. While the errors in syntactical involve the use of Noun Phrase, Verb Phrase, and Agreement of Subject and Verb, Verb-and-verb Construction, some transformation, and miscellaneous.
   a. Noun Phrase consisted of the use determiner, number, pronoun, and preposition.
   b. Verb Phrase consisted of the use of simple present, present progressive, simple past, past progressive, present perfect, simple future, and modal auxiliary.
   c. Agreement of Subject and Verb consisted of the use of disagreement of subject and number, disagreement of subject and tense.
   d. Transformations consisted of the use of negative transformation, question transformation, and passive transformation.
   e. Miscellaneous consisted of word order, conjunction, and fragment.
2. The most of the grammatical errors in the conversation of the third-grade students of Tourism Department were:
   a. Syntactical errors consisted of 198 errors or 83.90% which are predominated by Noun Phrase: 69 errors or 29.24%, and followed by Verb Phrase: 68 errors or 28.81%, Miscellaneous: 40 errors or 16.95%, Transformations: 14 errors or 5.93%, and the last was verb-and-verb constructions: 7 errors or 2.97%.
      1) Noun Phrase was predominated by a pronoun: 26 errors or 11.02%, and followed by a preposition: 20 errors or 8.47%, and determine 13 errors or 5.51%.
      2) simple past tense predominated verb Phrase: 24 errors or 10.17%, and followed by simple present tense: 13 errors or 5.51%, present perfect tense: 9 errors or 3.81%, simple future tense: 8 errors or 3.39%, disagreement of subject and tense: 6 errors or 2.54%, past progressives: 4 errors or 1.69%, disagreement of subject and number: 2 errors or 0.85%, present progressives: 1 errors or 0.42%, and modal auxiliary verb: 1 error or 0.42%.
      3) Verb-and-verb construction had seven errors or 2.97%.
      4) Transformations were predominated by question transformation: 7 errors or 2.97% and followed by negative transformation: 5 errors or 2.12%, and passive transformation: 2 errors or 0.85%.
      5) Miscellaneous was predominated by word order: 24 errors or 10.17%, and followed by fragment: 8 errors or 3.81%, and conjunction: 7 errors or 2.97%.
   b. Morphological errors consisted of 38 errors or 16.10% which are predominated by basic verb: 13 errors or 5.51%, and followed third person singular: 5 errors or 2.12%, possessive case: 3 errors or 1.27%, present participle: 3 errors or 1.27%, past participle: 3 errors or 1.27%, noun: 3 errors or 1.27%, simple present tense: 2 errors or 0.85%, modal auxiliary: 2 errors or 0.85%, simple past: 1 error or 0.42%, verb: 1 error or 0.42%, adverb: 1 error or 0.42%, and adjective: 1 error or 0.42%.
3. Some error types found in Politzer and Romirez's, however, did not exist in this study, such as Comparative incorrect, Nominalization, and Their Transformation. On the other hand, some error types found in this study do not occur in the guideline classification, such as errors in infinitive present perfect, basic or common verb, simple future, modal auxiliary, and passive transformation.

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