

ANALYSIS OF GRAMMATICAL ERRORS IN SPOKEN ENGLISH OF EFL WIDYATAMA UNIVERSITY STUDENTS

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Abstract: This article examines grammatical errors made by English as a Foreign Language (EFL) students at Widyatama University in their spoken English proficiency. The study utilizes error analysis to identify common types of errors, including article omission, subject-verb agreement, auxiliary verb omission, addition of verbs, and preposition addition/omission. The research aims to contribute to effective language instruction by providing insights into the challenges faced by EFL learners and developing targeted interventions to enhance their spoken English proficiency. The study employs a descriptive qualitative method, analyzing video recordings of oral tests conducted with 16 students. The errors are categorized based on the surface strategy taxonomy and analyzed using relevant theories on interlanguage and error analysis. By understanding these common errors, language instructors can focus on specific areas that require attention and improve the language acquisition process for EFL learners.

INTRODUCTION

English has become a global language, and the ability to speak it fluently is highly valued in today's interconnected world. The complexity of English grammar, with its numerous rules, exceptions, and irregularities, presents a significant challenge for learners. Mastering grammar entails understanding and correctly applying rules related to verb tenses, sentence structure, word order, and grammatical agreements. Although English holds significant importance, many EFL students struggle with using grammar accurately when speaking in English. Through error analysis, we can comprehend the various types of errors that occur in the usage of English. This error analysis concentrates on the linguistic structure employed by students and involves investigating the most common errors, including omission, addition, substitution, and word order (Heidi Dulay, et al., 1981:150).

It is important to recognize that making errors is an inherent aspect of the language acquisition process and is often inevitable (Hassan & Sawalmeh, 2013; Tomkova, 2013). Rather than viewing these errors as failures, they should be seen as evidence of students actively engaging in the process of language acquisition (Corder, 1967). Understanding the nature and patterns of grammatical errors made by EFL learners is essential for effective language teaching and learning. Analyzing these errors can provide valuable insights into the challenges faced by EFL students at Widyatama University in their spoken English proficiency. By identifying the common grammatical errors and exploring potential influencing factors, this research aims to contribute to the development of more

targeted and effective language instruction methods. [1]

By analyzing the grammatical errors in spoken English made by EFL students at Widyatama University, this research aims to contribute to our understanding of language acquisition processes and offer practical insights for language instruction. Through a deeper understanding of these errors, we can identify specific areas that require targeted attention and develop pedagogical interventions to enhance the spoken English proficiency of EFL learners. Corder (1981: 56) provided an explanation of Interlanguage (IL) as the language possessed by language learners at any stage of their learning journey, in the sense that their behavior is conditioned and therefore, in principle, describable in linguistic terms. Another theory, proposed by Rod Ellis (1994), utilizes the concept of 'interlanguage' to refer to the internal system that learners have constructed at a particular point in time, with a series of interconnected systems that characterize the learners' progression over time. While this construction has been subject to both cognitive and linguistic interpretations, the concern here is primarily focused on the former. [2]

Based on the explanation above, Interlanguage theory is one of the relevant theories in the field of second language acquisition. This theory proposes that second language learners, in this case EFL students at Widyatama University, develop a unique language system known as interlanguage. Interlanguage is an intermediary between the first language (L1) and the target language (L2). According to this theory, interlanguage is formed through a series of developmental stages that involve using the rules of the target language, but also retaining the characteristics of the first language and producing typical errors. Interlanguage reflects the learner's attempt to master the target language, and in this process, they often make mistakes which reflect their imperfect understanding of the grammar and features of the target language. In the context of English as a Foreign Language (EFL), error analysis refers to mistakes or inaccuracies made by language learners when analyzing or interpreting various aspects of the English language. These errors can occur in different areas, such as grammar, vocabulary, pronunciation, or language usage. But in this study, the researchers focus on grammatical error analysis.[3]

However, the committed errors can be analyzed through the way called error analysis. According to Corder (1974, cited in Ellis, 2008), there are a series of stages that need to be undertaken in the process of error analysis. These stages include gathering data, identifying errors, describing errors, explaining errors, and evaluating errors. In grammatical error analysis, there are several types of errors that can occur. These types of errors are related to specific aspects of grammar and can help identify the areas in which language learners struggle. In this study, the surface strategy taxonomy proposed by Dulay et al. (1982) was employed. This taxonomy categorizes errors into four types: omission, addition, substitution, and misordering. Addition error is a type of mistake made when learners include unnecessary parts, resulting in grammatically incorrect sentences.(Lennon: 1991). Lennon (1991) explains that omission error is a type of error where learners remove necessary parts of an expression, causing it to become ungrammatical. According to Lennon (1991), substitution error involves using the grammar form of one structure in another. Lennon (1991) states that misordering error occurs when words are placed in an incorrect order.

According to Ladouse's perspective (1991), speaking is the ability to express oneself. Speaking is also referred to as an act of reporting through spoken words with speaking skills. In English, speaking is related to what is seen, felt, heard, and expressed in the form of words. When speaking is done by more than one person, it leads to

conversations or interactions.[4] Based on the understanding above, speaking enables individuals to share ideas, thoughts, and emotions with others. This facilitates effective communication and meaningful interactions, allowing individuals to express themselves and understand others.

In a previous study on grammatical errors in EFL speaking conducted by Bakheet Bayan Nayif Mashoor & Ahmad Taufik Hidayah bin Abdullah (2020) titled "Error Analysis of Spoken English Language among Jordanian Secondary School Students," the research findings indicated that students in Jordanian schools face numerous challenges in communicating and speaking English. The study identified several factors that affect their speaking abilities, including feelings of embarrassment, lack of motivation, and a tendency to use Arabic without practicing English. It is crucial for students to develop confidence and motivation to use English both inside and outside the classroom. Teachers should play an active role in encouraging their participation in oral activities and assignments by implementing modern teaching strategies.[5]

METHOD

The method used in this research is a descriptive method. "Descriptive method is a research method that describes or depicts something, allowing the author to clearly present information, facts, or realities so that they can be understood by those who have not directly experienced them" (Muliawan, 2014). This research is qualitative research. "Qualitative research is a research strategy that typically emphasizes words and sentences in data collection and analysis" (Bryman, 2008). The research object is taken from 16 students. The research was conducted in several stages as follows:

1. The author observed video recordings of oral tests conducted by 16 second-semester Widyatama University students. There were a total of 8 videos, with a total of 16 students, engaging in conversations on topics such as asking and giving directions, describing someone or an event, asking for permission, ordering dishes, and giving opinions.
2. Subsequently, the recorded data was transcribed and analyzed in several steps. Firstly, the data was identified to determine the errors in the sentences produced by the students. The errors were tabulated based on the surface strategy taxonomy as proposed by Dulay et al. (1982). The errors were categorized as omission, addition, substitution, and misordering.
3. In this step, based on the identified and categorized errors, the author analyzed the data using Lennon's theory (1991) on errors of addition, omission, substitution, and misordering. The data was then analyzed by indicating the errors in the sentences within the paragraphs and correcting those errors.

RESULTS AND DISCUSSION

The analysis of oral test performances revealed various errors in language use among the participants. These errors were categorized, and corresponding corrections were applied for clarity and accuracy. Below are specific instances from different pairs of students:

Data analysis 1

Key and Alif:

1. Error: Subject-verb agreement. Correction: "my phone signals is off" should be "my phone signal is off."
2. Error: Article omission. Correction: "eat together at restaurant" should be "eat together

at a restaurant."

3. Error: Subject-verb agreement. Correction: "at linggarjati have" should be "at linggarjati has."

4. Error: Subject-verb agreement. Correction: "Linggarjati have a many" should be "Linggarjati has many." Pronoun error: "we will play it there" should be "we will play there."

5. Error: Auxiliary verb omission. Correction: "but I craving for foods now" should be "but I am craving for food now."

6. Error: Subject-verb agreement. Correction: "I'm starting to hungry" should be "I'm starting to get hungry."

7. Error: Article omission. Correction: "I will order burger" should be "I will order a burger."

Data analysis 2

Amel and Gheni:

1. Error: Noun phrase ordering. Correction: "we don't see each other" should be "since we last saw each other."

2. Error: Preposition addition. Correction: "how's your day in this year?" should be "how's your day this year?"

3. Error: Noun omission. Correction: "I have plans to visit my grandma's house" should be "We have plans to visit my grandma's house."

4. Error: Addition of verb. Correction: "use soreang kopo rute" should be "take the Soreang Kopo route." Pronoun error: "just use it once" should be "just take it once."

5. Error: Addition of verb. Correction: "To celebrates New Year's" should be "To celebrate New Year's."

Data analysis 3

Faza and Abdullah Naufal:

1. Error: Article omission. Correction: "where hotel santika siliginda" should be "where the hotel Santika Siliginda."

2. Error: Subject-verb agreement. Correction: "two bottle of water" should be "two bottles of water."

3. Error: Article addition. Correction: "an instagram stories" should be "Instagram stories."

Data analysis 4

Shofia and Fitri:

1. Error: Auxiliary verb omission. Correction: "What is you look something serious?" should be "What do you look like when something is serious?"
2. Error: Word usage. Correction: "next month we have UAS" should be "next month we have final exams."

Data analysis 5

Gilang and Naufal:

1. Error: Auxiliary verb ordering. Correction: "Can you tell me how can i get there?" should be "Can you tell me how I can get there?"
2. Error: Noun phrase ordering. Correction: "Go straight this road until see white junction then take the right" should be "Go straight on this road until you see a white junction, then take a right."
3. Error: Addition of "to be". Correction: "Is there ranca upas is?" should be "Is there Ranca Upas?"
4. Error: Article omission. Correction: "I have medium cup please" should be "I have a medium cup, please."
5. Error: Addition of verb. Correction: "I'll said again" should be "I'll say again." Correction: "Bakso with extra spicy and medium mago juice is that right?" should be "Bakso with extra spicy and medium mango juice, is that right?"

Data analysis 6

Santi and Amanda:

1. Error: Article omission. Correction: "It's about five minutes walk" should be "It's about a five-minute walk."
2. Error: Auxiliary verb omission. Correction: "What the nearest bus station?" should be "What is the nearest bus station?"
3. Error: Addition of preposition. Correction: "Finally I got to sit on the middle" should be "Finally, I got to sit in the middle."

Data analysis 7

Gema and Farhan:

1. Error: Noun omission. Correction: "two chicken hot plate" should be "two chicken hot plates."
2. Error: Addition of preposition. Correction: "for today in our itinerary" should be "on our itinerary."
3. Error: Subject-verb agreement. Correction: "Is very famous by now" should be "It's very famous by now."

4. Error: Article omission. Correction: "one of big premier cultural tourist attraction" should be "one of the big premier cultural tourist attractions."
5. Error: Auxiliary verb omission. Correction: "I don't know that if managed and promoted correctly " should be "I don't know if it is managed and promoted correctly."
6. Error: Addition of auxiliary verb. Correction: "So within South Kocho what is considered to be main the event of the place?" Should be "So within South Kocho what is considered the main event of the place?"
7. Error: Auxiliary verb omission. Correction: "Yeah, I have. But I'm not sure if what I thought of it is accurate to reality." Should be "Yeah, I have. But I'm not sure if what I've thought of it is accurate to reality."
8. Error: Subject-verb agreement. Correction: "People of all shapes and backgrounds participated and are all well-dressed in traditional." Should be "People of all shapes and backgrounds participate and are all well-dressed in traditional."
9. Error: Addition of pronoun. Correction: "This is in order to further enhance the viewing of it being a marvelous celebration of traditional culture in our current modern age." Should be "This is....."
10. Error: Subject-verb agreement. Correction: "Well, considering I like to come on stage during the performance, I think I like to conserve energy in my legs." Should be "I think I'd like...."
11. Error: Addition of verb. Correction: "For it, I think I will prefer to take the taxi than walking." Should be "I think I will prefer to take the taxi rather than walk."

Data analysis 8

Dwinavio and Kylie:

1. Error: Addition of verb. Correction: "Yeah, I'm sure. I'm gonna moving to South Korea." Should be "Yeah, I'm sure. I'm gonna move to South Korea."
2. Error: Addition of verb. Correction: "Why did you decided to move to Korea?" Should be "Why did you decide to move to Korea?"
3. Error: Article omission. Correction: "Oh! So you will live in apartment?" Should be "Oh! So you will live in an apartment?"

Data analysis 9

Dira and Fio:

1. Error: Preposition omission. Correction: "Hi Fio, have you arrived the restaurant?" Should be "Hi Fio, have you arrived at the restaurant?"
2. Error: Preposition addition. Correction: "No, no need to call for the waiter." Should be "No, no need to call the waiter."

3. Error: Noun omission. Correction: "I want to take you to a place where we can relax our body and minds." Should be "I want to take you to a place where we can relax our bodies and minds."
4. Error: Addition of verb. Correction: "So it's a vacation on top of another vacation? Sounds amazing." Should be "So is it a vacation on top of another vacation? Sounds amazing."
5. Error: Auxiliary verb omission. Correction: "Did you know that Malino islands often revered as the New Zealand version of Indonesia?" Should be "Did you know that Malino islands are often revered as the New Zealand version of Indonesia?"
6. Error: Preposition addition. Correction: "Sounds very exciting. What kind of outdoor activities can we do in Malino islands?" Should be "Sounds very exciting. What kind of outdoor activities can we do on Malino islands?"
7. Error: Addition of verb. Correction: "Did you say bungee jumping? Oh god, I don't think I can do that. I have an intense feel of hate." Should be "Did you say bungee jumping? Oh god, I don't think I can do that. I have an intense feeling of hate."

Based on the identified errors in the sentences, the top five common errors are as follows:

1. Article Omission: This occurs when an article (a, an, the) is missing before a noun.
 - Gema and Farhan (2 errors)
 - Key and Alif (2 errors)
 - Santi and Amanda (1 error)
 - Faza and Abdullah Naufal (1 error)
2. Subject-Verb Agreement: This error arises when the subject and verb do not agree in number (singular or plural).
 - Gema and Farhan (2 errors)
 - Key and Alif (3 errors)
 - Faza and Abdullah Naufal (1 error)
3. Auxiliary Verb Omission: This error occurs when an auxiliary verb (e.g., be, do, have) is missing in a sentence.
 - Gema and Farhan (2 errors)
 - Key and Alif (1 error)
 - Santi and Amanda (1 error)
4. Addition of Verbs: This error happens when an unnecessary verb is added to a sentence.
 - Gema and Farhan (2 errors)
 - Gilang and Naufal (2 errors)

5. Preposition Addition/Omission: This error takes place when a preposition (e.g., in, on, at) is added or omitted incorrectly in a sentence.

- Dira and Fio (2 errors)
- Gilang and Naufal (1 error)
- Santi and Amanda (1 error)
- Dwinavio and Kylie (1 error)

In summary, these errors reflect common challenges in language usage, including issues with articles, subject-verb agreement, auxiliary verbs, addition of unnecessary verbs, and prepositions.

CONCLUSION

In conclusion, this article discusses the importance of mastering English grammar for EFL students and the challenges they face in using grammar accurately. The article emphasizes the significance of error analysis in understanding the types of errors made by learners. It highlights that errors should be viewed as a natural part of language acquisition rather than failures. The research conducted at Widyatama University aims to analyze grammatical errors in spoken English and provide insights for effective language instruction. The article concludes by presenting the most common errors found, including article omission, subject-verb agreement, auxiliary verb omission, addition of verbs, and preposition addition/omission. Understanding these common errors can help develop targeted language instruction methods to improve spoken English proficiency among EFL learners.

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