

PROCEEDING INTERNATIONAL CONFERENCE ON ISLAMIC EDUCATION (ICIED)  
“INNOVATIONS, APPROACHES, CHALLENGES, AND THE FUTURE”  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN  
UNIVERSITAS ISLAM NEGERI (UIN) MAULANA MALIK IBRAHIM MALANG  
23-24 OF NOVEMBER, 2017  
e-ISSN 2613-9804 p-ISSN 2477-3638  
VOLUME: 2 YEAR 2017

---

**THE GRAMMATICAL ERRORS OF SPOKEN ENGLISH PRODUCED BY THE FIRST SEMESTER STUDENTS OF INTENSIVE COURSE**

**Ana Ahsana El-Sulukiyyah**

Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) PGRI Pasuruan, Indonesia  
aahsana3@gmail.com

**Abstract.** This study carried out the grammatical errors of spoken English produced by the first semester students of English Education Study Program in Intensive Course lecture focusing in speaking subject. The students are natively Javanese and had studied English including grammar for several years. There were 44 students in this class and had 6 weeks meeting with some various spoken performances such as role playing and prepared talk. From the analysis of the spoken errors made, it was found there were three common errors produced like subject-verb agreement, noun changes (singular to plural), and the use of “to be”. These errors produced because of the influence of their mother tongue and their misunderstanding of using the correct grammar. Regular performance correction gave much help to develop students’ understanding in using good grammatical order in spoken English activities.

**Keywords :** Grammatical Error; Spoken English; Intensive Course

**A. INTRODUCTION**

Some teachers who are teaching English for Foreign Learners sometimes motivate their students by saying that practicing speaking is easier by ignoring the grammatical order. However, grammatical order in speaking is important to be obeyed. The conversation will be understood well, when the speakers avoid the grammatical errors in their utterances. It makes the sentences can be well-understood and communication will run smoothly. It is indeed so that thinking the grammatical order while speaking is a bit difficult but it is suggested to give good utterances to have an understandable conversation.

It cannot be denied that we have to organize and plan the sentences in our thoughts before we begin to speak. Sometimes, people take notes before they have a phone call or make a verbal communication. This is due to reach the clear communication between the message receiver or the listeners and the speakers who share what they want to convey. A successful communication takes place when the listeners and speakers get the same understanding of the message taken and given.

This study is an error analysis, where the researcher analyzes the errors made by the students of the first semester in the Intensive Course lecture focusing on speaking subject. Errors are the mistakes in some parts of utterances produced by the speakers. There are four types of errors ; ommission, addition, misinformation and misordering. Here, the researcher focuses on the grammatical errors and a little analization in the pronunciation practice. The errors analyzed by gathering the actual data from the students’ performance during the class activities.

Analyzing the spoken errors are difficult because the data got from the untidy direct sentences. Abassi and Karimian (2011) found the grammatical problems in Iranian Translation students got from the influence of their mother language. Whereas Beltran (2016) identified that the most grammatical errors found in Technology Class with Phillipines mother language were about the misinformation and ommission account, furthermore it was also identified that

teachers had given some mistakes in the word forms during the class activities. However grammatical accuracy between written English and spoken English is different. The written expression is neater than the direct speech (Brown : 2003).

In Nigeria as stated by Wayar and Saleh (2016) an effective communication refers to communicative competence, including linguistics competence like grammar and lexis. The Nigerian common errors made from their attitude towards their mother tongue. Their enjoy their social structure and ignore the structure of English itself. Tir et al (2010) showed the most errors made by the learners are preposition, question, articles, plural forms of noun, subject and verb agreement and tense. It is in line with Beltran (2016) that also investigated the errors made by students in ommission nd misordering.

Students may not realize their mistakes if the teachers do not correct and tell what they have spoke. Some of them may repeat their mistakes and ignore the correction. According to Lynch (2002), giving correction or feedback is important during the classroom activities. It is often considered as the bond between teachers ad students in learning foreign language, and lack of correction may reduce students' interest in learning the language. Ertmer and Stepich (2004) claimed that giving of constructive feedback can improve the students respond that is direct, consistent, and continuous. However, teachers must spend amount of time to take notes on their students' mistakes and errors to reach good bond of giving correction and feedback to develop students' awareness of making errors. That is why the grammatical errors analization on the spoken English is needed to reduce the mistakes of the use of grammar in the verbal communication and increase the grammatical awareness.

## B. MATERIAL AND METHOD

The material of this study is derived from the students' performance of Intensive Course lecture on Speaking subject. Intensive Course is a 12 sks lecture of integrated skills in English. It is taught for the first semester students of English Education Study Program at STKIP PGRI Pasuruan. There are 44 students in the class with 6 meetings and 4 performances including role playing, prepared talk and monologue. The topics of the performance are about expressing thanks, expressing apology, asking for direction and talking about daily activities. They have role play in asking for help, expressing thanks, and asking for direction topics. They work in pair and three or four member in other topics. They have prepared talk in talking about daily activities and monologue in expressing apology.

The method used in this study is descriptive qualitative method. It is described the errors made by the students during the session of performances, and analyze what errors mostly made. The researcher gathers the data through video transcript and voice recordings during the class activities. The researcher transcribes the data into transcript and write it on the numerical lines to simplify the analization. The researcher then analyzes words by words, sentences by sentences to know the grammatical errors made during the class performances.

## C. RESULTS AND DISCUSSION

The results of grammatical errors are shown in the tables :

Table 1. Trancript of Spoken English During Students' Performances

Line	Utterances
1	<i>Are there any grocery store near here?</i>
2	<i>The basmalah store on the left side</i>
3	<i>The bank near the post office and it next to the stationary</i>
4	<i>Do you see two mans near here just now?</i>
5	<i>My mother want me to go to grocery store, i don't know where is it</i>
6	<i>The police station is on your left handside, a big banner in there</i>
7	<i>The police officer tell me to get in here</i>
8	<i>I recomend you to go in here, there much whole</i>

9	<i>There is two police stations in this city</i>
10	<i>I don't know the two big building you have said</i>
11	<i>I am again try to make you happy</i>
12	<i>I really sorry of keeping me in my sick</i>
13	<i>I always make you disappoint</i>
14	<i>I am sorry for all my mistake</i>
15	<i>I am sorry, because of i, you can't didn't work</i>
16	<i>Mother always forgive me, i am shy</i>
17	<i>My father is was the patient person</i>
18	<i>Who is can grow me until now</i>
19	<i>I never doing anything for you</i>
20	<i>From the bottom heart i just can say sorry.</i>
21	<i>I want to say i am thank you</i>
22	<i>I am still cannot be the daughter you want</i>
23	<i>I childish and egoistic</i>
24	<i>When i am a child i always busy and mother help me</i>
25	<i>Thank you for not angry to me</i>
26	<i>I'm always busy behave little childish</i>
27	<i>I very love you mother</i>
28	<i>Father always provide my needs</i>
29	<i>She often make me happy</i>
30	<i>Please show to me the way to swimming pool</i>
31	<i>I am teach children every Thursday night</i>
32	<i>I am not go home</i>
33	<i>What are you doing on Wednesdays?</i>
34	<i>I swim on my free time at Saturday</i>
35	<i>I watching TV all day long on Sundays</i>
36	<i>When you get up?</i>
37	<i>Usually what you do in the evening</i>
38	<i>I usually bicycling on Sunday morning</i>
39	<i>I am working after campus</i>
40	<i>I am get up at 5 in the morning</i>

From the table above, the researcher then analyzed the errors made into three types of grammatical errors, they are : subject and verb agreement, noun changes and the “to be” use.

### 1. Subject and Verb Agreement

Subject-verb agreement is a rule which the subject must have the appropriate verb. For example, in English we have two and only two forms of agreement in the present tense, namely, the base form and the –s form, and one form of agreement in the past tense, -ed (Tarawneh, Almomani, 2013). In fact, there is not any word changes in Bahasa Indonesia. Students got some difficulties to form the utterance in this rule. Here are the discussions :

- a. *My mother want me to go to grocery store, i don't know where is it (line 5)*  
here, it showed that the speakers didnot realize the error made. the word “my mother” as the subject and “want” as the verb must be grammatically spoken with the addition of –s. It is also shown for the other utterances like :
- b. *The police officer tell me to get in here*
- c. *Mother always forgive me, i am shy*
- d. *Father always provide my needs*
- e. *She often make me happy*

The error mostly made because of the minimal information of the subject-verb agreement. It is indicated that the speakers cannot distinguish the appropriate verb for the

subject. The correct grammatical order is the singular subject agrees with verb -s. So, here are the following corrections :

- a. *My mother **wants** me to go to grocery store, i don't know where is it*
- b. *The police officer **tells** me to get in here*
- c. *Mother always **forgives** me, i am shy*
- d. *Father always **provides** my needs*
- e. *She often **makes** me happy*

Sometimes, speakers were confused to differ the verb -s changes with plural noun -s addition. It will influence their utterances like in utterance 1 to 5 . The next indication of error is the tongue slipped. Some speakers realized that they ommit the -s changes but they knew what subject-verb agreement rule was. It was spoken by ommiting the -s, like makes became make and provides became provide.

Regular correction is needed in the end of the performance, it is in line with Ertmer and Stepich (2004) that giving of constructive feedback can improve the students respond that is direct, consistent, and continuous. However, teachers must spend amount of time to take notes on their students' mistakes and errors to reach good bond of giving correction and feedback to develop students' awareness of making errors.

## 2. Noun Changes

The next error made is from noun changes. Where students were still confused to differ the singular or plural form. The addition of -s for plural form was misused and the ommision of -s happened many times. It was not because the students didnot know about the rule of noun changes but it was mostly about the confuseness while performing the utterances. Here are some examples:

- a. *Are there any grocery store near here?*
- b. *Do you see two mans near here just now?*
- c. *There is two police stations in this city*
- d. *I don't know the two big building you have said*

The correct utterance should be as the following:

- a. *Are there any grocery **stores** near here?*
- b. *Do you see two **men** near here just now?*
- c. *There **are** two police stations in this city*
- d. *I don't know the two big **buildings** you have said*

Utterance 3 is incorrect because the speaker used the singular form of "be" with the plural subject (two police stations). It is happened to utterance 1 that also misordering the "be" with the plural or singular noun form. In utterance 1 "are" is misordered with "store". Utterance 2 indicated that the speaker couldnot distinguish the irregular plural form where man became men. Furthermore in utterance 4, it can be directly concluded that the speaker misused the plural form of building.

Beside the indication of misordering, this kind of error is also influenced by the speakers' mother language. As stated by Wayar and Saleh (2016) that the foreign learners are enjoying their social structure better tha using the structure of English itself. It shown from their ability to differ the plural form in English, but they couldnot find the form in Bahasa Indonesia. To solve this problem, giving feedback and corection is needed.

## 3. The Use of "to be"

We had known the rule of "to be". I for am, you for are, she for is etc. When transcribing the direct speech of the students' performance, the reasercher found the most errors made by students by ommiting of adding the "to be ", as follows :

- a. *The basmalah store on the left side*
- b. *The bank near the post office and it next to the stationary*
- c. *I am again try to make you happy*

- d. *I really sorry of keeping me in my sick*
- e. *I want to say i am thank you*

From those utterances we can conclude that the speakers were influenced by the use of Bahasa Indonesia where "*Toko basmalah ada di sebelah kirimu*" directly translated into "*the basmalah store on the left side*" by omitting the "is". As stated by Beltran (2016) that one of the common errors made by speakers is omission. The omission and addition of *be* are mostly happened in the verbal communication. This is due to the lack of awareness of the "to be" use. It is also stated in utterance 2, the speaker also omit "is". Utterance 4 is indicated to be the direct omission where the speaker didnot realize the use of *be* in the word *sorry*.

Furthermore, in other uttrances, the researcher found the addition of the use of "to be" like stated in utterance 17 in table 1 "*my father is was a patient person*" the error made here due to the ungrammatical order whereas *my father* should use *is* as the correct to be. The addition of *be* is also detected in utterance 3 and 6. It is ungrammatical because we donot need to state *be "am"* in the utterances.

Here are the corrections for the errors utterances :

- a. *The basmalah store is on the left side*
- b. *The bank is near the post office and it next to the stationary*
- c. *I again try to make you happy*
- d. *I am really sorry of keeping me in my sick*
- e. *I want to say thank you*

The feedback given at the end of the performance is really suggested to make students aware of their mistakes and errors they have made. It will make the students realize the correction given because some of them may repeat their mistakes and ignore the correction. it is like what Lynch (2002) stated that giving correction or feedback is important during the classroom activities.

The above discussion discussed the errors in subject-verb agreement, noun changes and to be errors. There are also some others kind of errors like infinitive error in line 30 table 1. There, the speaker uttered "show to me" that actually "show me". it happened because of the lack of infinitive information. Beside that, the misuse of present continous tense is also detected in some utterances transcribed. Like in line 31 and 38, where the correct grammatical order are "I am teaching " and "I am cycling". Those are the spoken utterances that risky have some grammatical errors, note taking and correcting mostly necessarily suggested to capture and construct the good verbal communication.

#### D. CONCLUSION

The data shows that ungrammatical utterances or errors in spoken English are detected because of the misinformation, misordering, omission and addition of word orders. Misinformation happened because the lack of information speakers got in planning the utterances spoken. Misordering was indicated because of the influence of mother language and the social structure better than English structure, as well as the omission and addition. Three common errors made by the students in this study were subject-verb agreement, noun changes and the use of to be.

There are some recommendations for the speakers or English learners to develop their ability both in speaking and grammar understanding. The students produce short simple sentences with some mistakes and errors because of lack of classroom practice. The awareness of mistakes and errors should be develop earlier, moreover the English students of STKIP PGRI Pasuruan are hoped to go into the teaching fields, they will teach the coming generations to a level of proficiency, accuracy, and fluency.

The recommendations are as follows:

1. Students must have oral practice inside and outside the classroom to develop the fluency in uttering the spoken English.

2. Students must be able to convey their expression freely during the classroom practice although they make mistakes or errors. Students must not be embarrassed if they made mistakes or errors and be ready for the correction given.
3. Teachers' feedback or correction is important during the learning process. High level encouragement and positive feedback are suggested for the ability of spoken English development.

Finally, regular performance correction gave much help to develop students' understanding in using good grammatical order in spoken English activities.

## REFERENCES

- Abbasi, M., & Karimnia. (2011). A. An analysis of grammatical errors among Iranian translation students: Insights from interlanguage theory. *European Journal of Social Sciences*, 25(4), 25-536, 2011.
- Beltran, E. L. 2016. Error Analysis of Utterance Structure. *Asia Pacific Journal of Education, Arts and Sciences*, Vol 3 No. 1. January 2016
- Brown, J. D. (2003, May 10-11). *Promoting fluency in EFL classrooms. Proceedings of the 2nd Annual JATL Pan-SIG Conference, Kyoto, Japan.* (Online) Retrieved November 7, from <http://jalt.org/pansig/2003/HTML/Brown.htm>
- Ertmer, P.A., and Stepich, D.A. (2004, July). *Examining the relationship between higher-order learning and students' perceived sense of community in an online learning environment.* Paper presented at the proceedings of the 10th Australian World Wide Web conference, Gold Coast, Australia.
- Lynch, M.M. (2002). *The Online Educator: A Guide to Creating the Virtual Classroom.* New York: Routledge Falmer Tarawneh, R.T & Almomani, I.M. 2013. The Spoken Errors and Mistakes Committed by Senior English Students At Princess Alia University College. *Theory and Practice in Language Studies*. Vol. 3 No. 3 pp 497-502
- Ting, S., Mahadhir, M., & Chang, S. (2010). Grammatical errors in spoken English of university students in oral communication course. *GEMA Online™ Journal of Language Studies Malaysia Sarawak*. 10 (1), 53-70, 1970
- Wayar, B & Saleh, A. (2016). An Analysis of the Causes of English Grammatical Errors in communicative Genre: A Case Study of Mathematics Students at Gombe State University Nigeria. *Journal of Educational Research and Review*. Vol. 4(5) pp 45-53, ISSN 2384-7301