AN ANALYSIS OF STUDENTS’ SPEAKING GRAMMATICAL ERRORS
AT THE SECOND GRADE SMA N 10 JAMBI ACADEMIC YEAR
2017/2018

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ABSTRACT

The purpose of the Research is to find the grammatical errors made by the students in speaking at the second grade SMA N 10 JAMBI Academic year 2017/2018. The method used in this study is qualitative. The subject I studied was second grade students of SMA N 10 Jambi. The students are 20 people. The research is taken in SMA N 10 Jambi. The researcher gives one topic to the students about daily activity and ask them to talk what their daily activity with a duration of 1-3 minutes. The minimum response indicates that there 10 students who used simple present tense. The result shows that grammar error of all pupils is 27.5%. The students make the most mistakes in the Misformation Errors that is the error in grammar or words. In order to improve the students’ ability speaking, the students have to do more practice especially about the grammar. My advice to the reader if you have an interest in writing / researching in order to further explore the research.

Key Words: Grammatical Errors, Simple Present tense

INTRODUCTION

English is one of the international languages that most used in many countries in the world, including Indonesia. As an international language, English is very important because people around the world communicate to others using English. In Indonesia, English considered the first foreign language to be learned, the Indonesian government has chosen English as the first foreign language to be taught in schools. In formal education, English is taught from Elementary School until Universities. As a subject of learning process, English considered as one of subject that less comfortable by students. So that using teaching media is very important to help the students be more interest.

The student who wants to learn English well should master for language aspects, such as speaking, listening, reading and writing. These are four aspects that related to each other. Talking all of these aspects is among the most needed method in the teaching skill. In this research, the researcher chooses speaking aspect to analysis students, ability in speaking English. Speaking seems intuitively to important that should be mastered by student in order to communicated in English fluency.

The knowledge of grammar is very important to express what we would to say and interpret correctly, not only the basic meaning that someone said but also to force the utterance of piece of speaking. Grammar keeps important role in speaking. So, with a good grammar they can convey their message.
clearly, precisely, and easily to be understood by others.

English grammar is more complicated than Indonesian grammar. Some mistakes are made when the students do not understand well about the English grammar. Many of the students commonly make grammar mistakes in their learning especially in writing, such as in tenses, there are no tenses in Indonesian language so many confuse in using the right tenses for their speaking.

Sometime students get difficulty in speech grammar, because grammar is very complicated. If the students want to success in speaking grammar, they must practice and always study hard. If student are lack of mastering grammar, so they will wrongly speak. It can influence those poor of activating in speaking. In this case, the students most use grammar, because grammar is very essential to make the speaker of language understand among others. If the language not grammatical, it will never be spoken because people not only be able to get the ear of meaning but also get miscommunication about meaning

An error analysis has an important role to reveal what kinds of errors the students do most in writing and the cause of the error and how the students can learn from their mistakes in writing themselves. Thus, the students will not do the same thing or make some errors repeatedly. Although errors are bad things in learning English, error analysis is advantageous for both students and teachers. For students, error analysis is needed to show them in what aspect in grammar which is difficult for them, to show the errors made by the students, to know the resource or the cause of the error and how the students can learn from their mistakes in order that they will not make some errors repeatedly. And for teachers, it is required to evaluate themselves whether they are successful or not in teaching English

Speaking activities do not work in the class, because many factors prevents student from speaking English their friend. They are afraid of making mistakes, of being laughed at by his or her friend and having lack of confidence in their ability. While there are many ways taken by teacher in their teaching and learning process.

Harris (1969) said that component of the speaking, five components are generally recognized in analysis of speech process that are pronunciation, grammar, vocabulary, fluency ( the case and speed of the flow of the speech ) and comprehension ( and understanding of what both the tester are talking about the ability to respond to speech as well ).

Based on my experience when I became apprentice at SMA 10 JAMBI, my students have difficulties when speak English at the class. The first is less of vocabulary that students have made the students hard to speak English. The second cause is problem with grammar. English always deals with reference of time while Indonesian does not have one. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not
have grammar mastery, of course they will not be able to produce sentences that grammatically right. And the third is cause that makes the students difficult in speaking English is that the environment does not support the student to speak English frequently. So they use their native language in daily conversation. That makes the students unable to communicate in English fluently outside the class.

Based on the reason above, the research then conclude that there are still many students that have difficulties in speaking English, not enough skill to speak English. So that is why, the student should improve the student speaking ability at the school. The researcher consider that the problem in interesting to discus. With the title is “An Analysis of Students’ Speaking Grammatical Errors at the second grade SMA N 10 JAMBI Academic year 2017/2018. Based on the background of the research above, the researcher formulated the problem: “How is Students’ Speaking Grammatical Errors at the second grade SMA N 10 JAMBI Academic year 2017/2018?

Errors Analysis

Error Analysis (EA) is one of the first methods used to investigate learner language. In other word, error analysis constitutes the first serious attempts to investigate learner language in order to discover how learners acquire a second language. Error analysis can be considered to have a place as a partial and preliminary source of information at an initial stage of investigation (Hammarberg in Dewi, 2006:5).

It is really impossible that learners never make some errors in language learning process. In other words, it is natural that the learners do some errors and mistakes in their second language learning process. Errors in this case, will help students in acquiring the material and they will learn more from their own writing. Actually, the learner errors do not always give a feedback for themselves only but also for the teacher. From the learners errors, the teacher will know and analyze whether the learners have to acquire the material or not.

Types of Errors Analysis

a. Errors in using verb forms

Errors in using group are the most frequent made by the students. in using verb groups, there are more rules to be obeyed, such as : the sentences whether it is in the active or passive form, and the tenses of sentences. these rules are complex so that the students often make errors in this area.

b. Errors in agreement between subject and verb.

Agreement between subject and verb is influenced by the subject form whether it is singular plural. The students must be able to identifying the subject whether it is singular and plural. Having no competence in identifying the subject will make students fail to produce the correct form of the verb. It mean that the students have made errors in making the agreement between subject and verb.

c. Errors in the use of article
There are two kinds of articles: they are definite (the) and indefinite articles (a/an). The researcher uses definite articles (the) if the noun has been mentioned before or if the noun has been familiar. The developed historically from a word meaning this and still retains some of the basic meanings of the pointing demonstrative. It helps to distinguish the known from the unknown.

d. Errors in the use of preposition

Prepositions are always followed by nouns or pronouns. They are connective words that show the relationship between the nouns following the mind one of the basic sentence elements: subject, verb, object, or complement. They usually indicate relationships, such as: position, place, direction, time, manner, agent, possession, and condition, between the object and other parts of the sentence (Wishon and Burks, 1980: 288). A preposition may be composed by of one, two, three parts, for instance one part: of, on, in, at, for, from Two parts: because of, according to, etc.

The parts: in front of, on top, as far as, etc in using a preposition, one should be aware because there is no certain rule for this. One has to determine which preposition should be used based on its context.

e. Errors in noun pluralization

Pluralization is process of adding morpheme (s/es) to pluralize nouns, there are many exceptional nouns that do not use adding (s/es) to construct their plural form. For instance:

<table>
<thead>
<tr>
<th>Plural</th>
<th>Singular</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person</td>
<td>People</td>
</tr>
</tbody>
</table>

f. Errors in the use of pronoun

Pronoun is used to substitute nouns. It has many types: there are personal, reflexive, indefinite, relative, interrogative, demonstrative, and expletive pronouns.

g. Errors in the use of conjunction

Conjunctions are used to connect words. They connect not only words, but also phrases and clauses. The rules in using them are the same with their rules in Indonesian.

**Grammar**

The word grammar has several meaning and there is no universally accepted definition. Different experts define the term grammar differently. There is no fixed definition of grammar. According to Leech “defined grammar as something in reference to the mechanism according to which language works when it is used to communicate to other people” (Leech, 1982: 3).

Harmer (2001 : 12) defines grammar as the description of the way in which words can changes their forms and be combined into sentence in that language. Gerot & Wignell (1994: 2) state that the grammar is a theory of a language, of language is input together and how it works.

People learn how to construct a good message base on the rules they have know and try to convey the message to the other. These rules are
term as grammar. The mechanism of grammar cannot be concretely, because it is rather abstractly represented in the human mind, but we know it is there is because it works. One way of describing this mechanism is by means of a set of rules which allow us to put words together in certain ways which do not allow others. The meaning of a message conveyed by language has to be converted into words put together according to grammatical rules and these words are then conveyed by sounds.

Grammar is a branch of language study that deals with the form of words, their relation with other, their agreement in phrase, clauses and sentences to convey meaning. To understand the concept of grammar clearly, the writer would like to quote some opinions. According to Chomsky said “Grammar is a set of rules that would generate all the possible sentences of a language and none of the possible ones” (Chomsky, 1986: 236). It means that grammar is a set of rules to generate that logic and illogical sentences. Lim states that “Grammar is a device of short for producing the sentences of the language under analysis”. (Lim, 1975: 57). It can be said that grammar is one of a way to produce a sentence.

From theory above, the researcher will regard grammar as grammatical structure that seems very important for the students to accept this as the task in their learning. Grammatical structure means the way to construct a certain structure. The student knows the way to construct the basic pattern of certain sentences on utterances, of the grammar structure. So it quite necessary for the students to be able to arrange the ideas based on the grammatical structure that they know as the reference. When the student understand the structure, the will be able to construct new utterances.

In Dulay, Burt, and Krashen’s Surface Structure Taxonomy (1982 in Ellis and Barkhuizen, 2005, p. 61), The researcher has chosen only four categories or problem area in grammatical errors, there are:

- Omission Errors
- Addition Errors
- Misformation
- Misordering

- Omission

Omission is indicated by the absence of certain item that must appear in sentences. This usually happen in the early stages of second language acquisition. Example: my sister very pretty. (Correction: my sister is very pretty).

- Addition

Addition is indicated by the presence of an “unwanted” item in sentence. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. Example: he didn’t to come. (Correction: he didn’t come)

- Misformation

Misformation is indicated by the use of wrong forms of certain morphemes. Example: me don’t like. (Correction: I don’t like)

- Misordering
Misordering is indicated by the incorrect placement of certain morphemes.
Example: she fights all the time her brother. (Correction: she fights her brother all the time.

**Students’ Problem in Speaking English**

The student has so many problems when they speak English. And they have limit to speaking also. The students have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class.

The first cause that makes the students difficult in speaking English is that the environment does not support the student to speak English frequently. The environment here means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them lose their self-confidence to improve their speaking. Since the students do not want to be rejected by the people around them, so they use their native language in daily conversation. That makes the students unable to communicate in English fluently outside the class.

The second cause is problem with grammar. English always deals with reference of time while Indonesian does not have one. Moreover, there are singular and plural forms that have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Appreciate that the grammar of students have is very weak, so they feel embarrassed when they want to produce English sentences orally.

The third cause is shyness is showing that somebody nervous or embarrassed about meeting and speaking to other people. Behaviors associated with shame include reluctance to talk, in inability to speak, difficulties in eye contact, and tend to often nervous. Shyness is one of difficulties that every student faces while learning a new language and factor cause students reluctant to speak in English class (Hiwe : 2007). Most of students prefer are merely kept silent in the classroom. From what have explained above, it is conclude that shyness is one of the aspects that can be used to find the problem which is related to the students’ problem in learning speaking ability.

The fourth cause is afraid. According to Reber (2010) afraid is emotional state because of presence of something or a boost in anticipation of danger or threatening stimulus. Fears include nervousness, sadness, and phobias. Nervousness is the system of human body. Sadness is causing unhappy feeling. Phobias are strong fear and dislike. Afraid is feeling afraid, worried that bad may happen, for instance, students’ master the English language well but she was afraid to speak English because she has felt frightened, nervousness phobias and fears once, (Muhibbin: 2008). If you feel nervous and are
afraid of making a mistake while speaking English, then your problem is confidence.

RESEARCH METHODOLOGY

This design of this research is a qualitative descriptive the study will be conducted in order to again the depth understanding forward the study improving students the problem affecting student’s English speaking ability at SMA N 10 Jambi. The research is using qualitative study (Gay : 2000) state qualitative seeks to probe deeply into the research setting in order to understand about the way thing are, why they are that, way and how the participants in the context perceive them. Qualitative based on the collection and analysis of no numerical data such as observation, speaking test and other more discursive sources of information. Descriptive data is used to describe the students’ grammatical in speaking, which are made by the second grade. The research carries in SMA N 10 Jambi. It is one the National school that implements Curriculum 2013. The writer is interested to do research in SMA N 10 Jambi to the reason that there is no research on speaking problem ability has been conducted in this school. In addition, the school is located near the researcher workplace make it easier to get the data. The subjects of the research are students at SMA N 10 Jambi. The technique of taking sample in the research is purposive sampling. Technique means that the unit is an individual who are naturally together (Gay, 2000: 129). The population of this research is at the second grade student of SMA N 10 Jambi academic year 2017/2018. Overall of the second grade is 266 students. But researcher chooses one class. The class is XI MIPA 2. The researcher choose 20 students because that students is easy to set and easy to understand. In this research the sample and the data was taken during the teaching and the learning process in the classroom.

Technique of data collection in this research is oral test (speaking test) the researcher collects 20 students in the class. The researcher gives one topic to the students and then asks them to give the responses. The researcher also asks them to speak by using simple present tense. The researcher gives the duration of conversation about 1-3 minutes. And then the researcher records their speaking and translates into transcripts of the record. And from the transcript the writer analyzed the sentence errors after that classified them the table.

The Classification of Students Error

Classification of students, error can be classified into four kinds of error they are Omission Error (O), Addition Error (A), Miss Formation Error (MF), and Miss Ordering Error (MO). See the table below:

Table 1 Percentage of Students Errors (%)
Based on the table data analysis, the students’ sentence errors in speaking the writer can determine the percentage of the students’ errors in Omission, Addition, Miss Formation, and Miss Ordering errors.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sentences</th>
<th>Sentences Errors</th>
<th>O</th>
<th>A</th>
<th>MF</th>
<th>MO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ed</td>
<td>10</td>
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<td>2</td>
<td>Tim</td>
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<tr>
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<td>Yadi</td>
<td>10</td>
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<tr>
<td>5</td>
<td>Mala</td>
<td>10</td>
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<td>2</td>
<td>1</td>
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<tr>
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<td>Aidi</td>
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<td>18</td>
<td>Zaki</td>
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<td>9</td>
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<tr>
<td>19</td>
<td>Peer</td>
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<td>2</td>
<td></td>
<td></td>
<td>20</td>
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<tr>
<td>20</td>
<td>Sita</td>
<td>10</td>
<td></td>
<td>2</td>
<td>2</td>
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<td></td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>200</td>
<td>55</td>
<td>7</td>
<td>43</td>
<td>1</td>
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</tbody>
</table>

Based on the oral test and the data of students’ errors in the second grade of SMA 10 Jambi in Academic Year 2017/2018, the grammatical errors that the researcher found are: Omission Errors, Addition Errors, Misordering Errors, and Misformation. Based on the data students’ errors, the researcher analyzed twenty students where each and one student made 10 sentence and test their speaking by using simple present tense. From that the sentences the writer describe the Omission Errors (O), Addition Errors (A), Misformation (MF), Misordering (MO), and the calculate the percentage of students’ errors is (%).

**Student 3**

Misformation Errors:
- After taking a bath I help my mother in the kitchen
  (Correct: After take a bath I help my mother in the kitchen)

Finally the percentage of student (%) from the student number three was 0,1%.

**Student 4**

Omission Errors:
- After I wake up, I shower, change clothes and school uniforms
  (Correct: After I wake up, I (take a)shower, change clothes and school uniforms)
- Then my dinner.
  (Correct: Then (eat) my dinner.)

Misformation Errors:
- I went straight to sleep after learning
  (Correct: I go straight to sleep after learning)

Finally the percentage of student (%) from the student number four was 1,5%.

**Student 5**

Omission Errors:
- After tidy up the room, I shower, change my clothes and go to school.
(Correct: After tidy up the room, I (take a) shower, change my clothes and go to school).
- Then, I shower and eat dinner
  (Correct: Then, I (take a) shower and eat dinner)

Missformation Errors:
- I woke up at 5 am, then I tidied the room.
  (Correct: I wake up at 5 am, then I tidy the room)
- Until my school was swept and the bells rang, I was lined up.
  (Correct: Until my school is swept and the bells ring, I am lined up.)

Finally the percentage of student (%) from the student number five was 4.5 %.

Student 6
Omission Errors:
- After that I shower
  (Correct: After that I (take a) shower)
Addition Errors:
- 07.30 we have start the first lesson.
  (Correct: 07.30 we start the first lesson)

Missformation Errors:
- I woke up at 05.00 am
  (Correct: I wake up at 05.00 am)
Finally the percentage of student (%) from the student number six was 3.5 %.

Student 7
Missformation Errors:
- In the morning I woke up to bed at 05:45am
  (Correct: In the morning I wake up to bed at 05:45am)
- After that I have breakfast and a shower, change clothes after my shower and left for school uniforms.
  (Correct: After that I have breakfast and a shower, change clothes after my shower and wear school uniforms)
- At 7:15 I start to follow the lessons in school, recess and at 14.00 I got home from school
  (Correct: At 7:15 I start to follow the lessons in school, recess and at 14.00 I get home from school)

Missordering Errors:
- I then shower and change clothes.
  (Correct: then I take a shower and change clothes)

Finally the percentage of student (%) from the student number seven was 2.5 %.

Student 8
Misformation Errors:
- On Sunday morning, my father, mother, sister, brother and I work together to clean our house
  (Correct: Every Sunday morning, my father, mother, sister, brother and I work together to clean our house)

Finally the percentage of student (%) from the student number eight was 0.5 %.

Student 9
Misformation Errors:
- After that around 05:30 I had a shower immediately
  (Correct: after that around 05:30 I have a shower immediately)
- I use the uniform after uniform I use breakfast directly after breakfast, I use the shoes and immediately go to the school.
  (Correct: I wear the uniform after uniform I eat breakfast directly after breakfast, I wear the shoes and immediately go to the school.)

Finally the percentage of student (%) from the student number nine was 2%.

**Student 17**

Misformation Errors:
- I saw my father reading a newspaper in the living room.
  (Correct: I see my father reading a newspaper in the living room)
- Next I used my shoes and prepared my motorcycle from the garage.
  (Correct: Next I wear my shoes and prepared my motorcycle from the garage)

Finally the percentage of student (%) from the student number seventeen was 3,5%.

**Student 18**

Misformation Errors:
- I woke at 5 am. then I got up to take subuh prayer.
  (Correct: I wake at 5 am. then I got up to take subuh prayer.)
- Afterward, I went outside my house to work out.
  (Correct: Afterward, I go outside my house to work out.)
- I did jogging around my house.
  (Correct: I do jogging around my house)

Finally the percentage of student (%) from the student number eighteen was 4,5%.

**Student 19**

Addition Errors:
- Then, at 06.30 am, I will prepare to go to school by a ojek
  (Correct: Then, at 06.30 am, I will prepare to go to school by ojek)

Misformation Errors:
- I drink a cup of coffee in the garden with reading my home work
  (Correct: I drink a cup of coffee in the garden and reading my home work)

Finally the percentage of student (%) from the student number nineteen was 1%

**Student 20**

Omission Errors:
- At 06.00 I shower and prepare textbooks
  (Correct: At 06.00 I (take a) shower and prepare textbooks)
- Sometime I bath my evening walk with my nephew. After I prayer Magrib
  (Correct: Sometime I (take a) bath my evening walk with my nephew. After I prayer Magrib)

Addition Errors:
- And then I was helping my parents clean the house and prepare breakfast.
  (Correct: And then I help my parents clean the house and prepare breakfast)

Misformation Errors:
- And then I was helping my parents clean the house and prepare breakfast.
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(Correct : And then I was help my parents clean the house and prepare breakfast. )
- A round the clock 01.30 the students has gone home.
(Correct : A round the clock 01.30 the students have go home.
Finally the percentage of student (%) from the student number twenty was 3.5 %.

Based on the tests that have been passed, the writer found some problem in the students such as Omission Errors (7 sentences errors) and Misformation Errors (43 sentences errors) from 200 sentences which the percentage was 27.5% . the result shows that most of students face problem in the use of tenses. especially using simple present tense. It can be concluded that from the test, the students’ grammatical errors in speaking can determine in the percentage of the students error in Omission Errors, Addition Errors, Misformation Errors, and Misordering Errors.

Conclusions
Based on the result of the research, the conclusion about “An Analysis on Students’ Grammatical Ability in Speaking by the second grade students of SMA N 10 Jambi in Academic Year 2017/2018 as follow :
1. The students have difficulties in tenses grammar, so they are getting problem when speaking English especially if use the grammar.
2. The student’s grammatical errors in speaking can determine in the percentage of the students error in Omission Errors, Addition Errors, Misformation Errors, and Misordering Errors.
3. Most the students have errors in Omission Errors and Misformation Errors.

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