
The Grammatical Errors Made by EFL Students

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Abstract

This study aimed to find out the type of the grammatical errors made by English Department Students Batch 2016 at Lambung Mangkurat University in describing people orally. This was descriptive qualitative study. The population of this study was 78 students of Intermediate speaking classes. The sampling technique was cluster sampling technique. The sample was the students of Intermediate Speaking class A2. The instrument was oral test, and the researcher used test-retest method when collected the data. The test was conducted three times in the time range about a week. The findings of this study were classified based on types of Corder's error classification. The types of errors that made by the students when described the people were error of omission such as omission of suffix -s, have/has, and auxiliary. Errors of selection are selection error of auxiliary, pronoun, and tense. Error of ordering was the ordering error of some adjectives. Therefore, it is suggested that for the lecturer to give treatment or practice to the students towards their grammatical errors in describing people. It is because the English Department students are prospective English teachers. They have to speak grammatically correct. If they give the wrong example, it will be imitated by their students. Besides that, the English Department students should read more English grammar book and practice their knowledge to improve their skill in speaking.

Keywords: *Grammatical error, Speaking, Describing People*

INTRODUCTION

Background of The Study

The goal of learning English in Indonesia is the students are expected to be able to use the language to communicate grammatically correct. Hornby notes that study or science of rules for the word's combination into sentences and form of words called as grammar (1987:375). Moreover, grammar is important for learning language because it is an essential language element. Scrivener (2003) said that grammar is in our heads and it is a living resource that gives us the ability to communicate our ideas and feelings and to understand what other people say or write to us. In this case, to be English master, everyone must learn grammar first because grammar has an effect on the four skills such as listening, reading,

speaking and writing. Therefore, the students are expected to have the knowledge of the grammar, and implementing it in daily communication.

Mastering grammar can also be the indicator that a learner had achieved the main goal of learning language which is to be able to communicate using the language. In regular implementation of English communication speaking always play a role. Speaking is productive skill in the oral mode. The mastery of speaking skills in English is a priority for second or foreign language learners. It is because some people give judgment about English competence based on the people's speaking ability that shows people have superiority in mastering language.

Besides that, in speaking the ideas of the speaker must be clear enough to be understood by the receiver. It can be concluded that grammar plays an important role to maintain the ideas to be clear and properly delivered. Especially, English Department students who become English teacher, they have to speak grammatically correct because if they give the wrong example it will be imitated by their students. Therefore, they have to be good model when they speak in front of the class. Practically, some students do lots of mistakes or even some errors in their speaking performance. Hendrickson describes errors as the signals that include an actual learning process taking place and that the learner has not yet mastered or shown a well-structured competence in the target language (1987:388). Based on the theory, to relieve the students' errors the teachers have to consider and correct the students' errors.

The data of this research takes place in English Department at Lambung Mangkurat University. As future teacher, students of English Department should master in speaking, since they are prospective be English teachers in Junior High School or Senior High School. Particularly, English department students batch 2016 which have taken Basic Speaking course and have studied about Describing People. It is important topic to be understood clearly by them. If they have PPL II in senior high school, they will teach their first-grade students about describing people. Therefore, they have to be good model when they give example how to describe people grammatical correctly. Based on the preliminary study, there are still some students of English Department who made errors when they were asked to describe people. There are three of five students did error in word order, for example; he has *round big* eyes; she has *blonde wavy* hair; he is *tall handsome* boy; and a student made error in subject verb agreement, for example; she *wear* belt. Based on the result, it shows that the grammatical errors still occur when the students describe people. From the reason, the researcher is interested to conduct a research in identifying the grammatical errors made by English department student batch 2016 in describing people. The writer uses picture as the media to be described by the students because picture gives some aspects of realism in size, shape, color, and detail.

Errors

Definition of Errors

Errors are parts of the students inter language. Richards defines inter language as the interference on the learner's mother tongue into target language (2015:173). Edge in Harmer (2004:99) notes errors as mistakes which cannot correct themselves – and which therefore need explanation. Beside that Corder (1999) introduces an important distinction between

errors and mistakes. Mistakes are deviation due to performance factors such as memory limitation, spelling, pronunciation, fatigue, emotional strain, etc. Meanwhile, errors are systematic, consistent deviation which is made by the learner because he does not know the regulation, therefore he will make the errors repeatedly.

The Goals of Error Analysis

There are three significances of error analysis. First to the teacher, it is used to analyse how far the progress of the learner's competence and what remains for the learners to learn. Second for the researcher, it can be used to provide evidence of how language is learned, and what the best strategy or procedure for the learners to discover his language learning. And the third for the learner himself, it is used to test his hypotheses about the nature of language that he learned.

Types of Error

Corder (1999:36) divided errors into four types. The types of errors are error of omission, error of addition, error of selection, error of ordering. Omission errors are characterized by the absence of an item that must appear in a well formed utterance. It happens because the limitation of the learner's vocabulary which is used in the sentences. Besides that, Dulay (1982:150) states that omission has two types of morphemes that are omitted more than others. They are content morphemes and grammatical morphemes. Content morphemes are morphemes that have meaning like nouns, verbs, adjectives, and adverbs. Grammatical morphemes are little words that have minor play in sentence like noun and verb inflections, articles, auxiliaries, and prepositions. Example: Her body is slim. Based on the example, the word 'her body' and 'slim' are content morphemes because it is noun and adjective that has a mayor meaning. The word 'is' is the grammatical morphemes because it is auxiliary that play a minor meaning in that sentence.

Second, addition error occurs when the students add some unnecessary element that is not needed in a sentence. For example, 'She did not studied math last night'. Based on the example, the student wants to tell that 'She did not study math last night'. She knows that to tell the past event she has to use the past verb, but she puts two items for the same features: 'did not' and 'studied'.

Third, selection errors are the use of wrong form of morpheme of the structure. For example, 'Her eyes is slanted'. Based on the example, there was selection error in using to be. It should be 'are' but it was 'is'. The student puts 'is' in the sentence that is incorrect.

Fourth, error of ordering where the elements presented are correct but wrongly sequenced. For example, 'He has curly big brown hair'. Based on the example, it should be 'He has big curly brown hair'. The students did not put the items in the appropriate order. Speaking categorized as productive skills. It is the act of producing utterances orally. The main goal of learning language is to be able to communicate using the language.

Function of Speaking

Richards (2015: 22-27) said that the functions of speaking are classified into three. They are talk as interaction, talk as transaction, and talk as performance. Talk as interaction

refers to what we normally mean by “conversation” and describes interaction that serves a primarily social function. The focus is on the speakers and how they wish to present themselves to each other than on the message.

Second, talk as transaction is related with what is said or done. Hodson and Jones (2006:14) clarifies that in this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

Third, talk as performance refers to public talk. It transmits information to audience, such as classroom presentations, public announcements, and speeches. Talk as performance focuses on delivering the content of the speech to public.

Types of Spoken Language

According to Nunan in Brown’s book (2000:215), there are two types of spoken language which are monologue and dialogue. When one speaker uses spoken language for any length of time, as in speeches lectures or news broadcasts called as monologue. The main purpose of monologue is to deliver what the speaker needs to say without concerning the comprehension of the hearer.

Second, dialogue means the kind of conversation where there are at least two speakers. Dialogue divided into two sub-types known as interpersonal and transactional. Interpersonal dialogue refers to the kind of conversation that related to social relationship between the speakers. Transactional dialogue focuses on the purpose that to gain information or knowledge.

Describing People

Describing people is the way of people to describe people’s physical appearances and personality. This study is focus on the describing people’s physical appearance. Because it uses picture which make the students cannot describe the personality of the people in the picture. Kind of picture that used is single picture.

METHOD OF RESEARCH

Research Approach and Design

This research designed to identify the grammatical errors in describing people that made by the students. Descriptive by using qualitative approach is design of this research. According to Seliger and Shohamy (1989:124), descriptive research involves a collection of technique used to specify, delicate or describe naturally occurring phenomena. Fraenkel (2012:427) stated, “Qualitative is research method that the data are collected in the form of words or pictures rather than numbers”. Therefore, this research used descriptive qualitative method in the data analysis.

Instrument

Oral test is the instrument in this research. According to Seliger and Shohamy (1989:176), a test is a procedure that used to collect the data on subjects’ ability or knowledge of certain discipline. The writer used oral test to know what errors that the students made in describing people. There are three different single pictures that should be

described by the students in three minutes. Each picture contains only the picture of person. Therefore, the students could describe the person clearly.

Validity and Reliability

The validity instrument used was content validity. Brown (2007:448) states content validity means the test actually as samples of the subject matter about which conclusions are to be drawn. In this study the writer did oral test in describing people in the picture as instrument. The researcher chose the instrument based on the syllabus of Basic Speaking that the students required to describe things or people grammatical correctly.

The reliability instrument used was test-retest method. Fraenkel, Wallen, and Hyun (2012:155) states that test-retest method involves administrating the same test twice to the same group after a certain time interval has elapsed. In this study the oral test was conducted three times in the time range about a week with the same sample of subject and same oral test.

Data Analysis

There are five steps of data analysis in this study. First, the researcher did oral test and recorded the student's voice one by one in the class. The oral test was conducted three times with range time a week or seven days. Second, the researcher transcribed the recording. Third, the researcher identified the student's errors based on the test transcribed. In identifying the errors of three tests, the researcher made remark to the error sentences. On the first test transcribed, the error sentences were typed italic. In the second and third test, the errors sentences were typed bold. Therefore, the bold sentences in the third test called as the error of this research. The fourth step was the researcher classified the students' errors based on Corder's classification; error of omission, addition, selection, and error of ordering. The last step, the researcher made the conclusion based on the errors.

RESEARCH FINDINGS AND DISCUSSION

Findings

The first step done by the writer was collecting the data from 21 English Department students by asking them to describe people in the picture. The writer did the test to identify the grammatical errors made by the students. It is important because the students would be an English teacher in the future. One of the materials that they would teach to their students was describing people. So they should be clear and grammatically correct in describing people.

The test was conducted three times to make sure that the students did the same errors, and the errors in the third test were the data of this study. From 21 students the writer got 2 invalid data of two students because they only attended the first test. They did not take the second and third test because they were absent on the day. Therefore, the writer used the data of 19 students.

After conducted the test, the researcher analyzed the data from the students to find out the errors that the students made when described the people orally. The researcher found

many errors on their utterance when described the people, then the researcher classified the students' error based on Corder's error classification. According to that classification, there are four categories of error. They were error of omission, error of addition, error of selection, and error of ordering.

Error of Omission

There are some aspects of grammatical error in omission error. The table below showed the finding of the first type of omission error. It is omission of the *-s / -es* error. In simple present tense the singular subject needs singular verb that must be added suffix *-s / -es* on the verb.

Table 1 Table of Finding on '*-s / -es*' Omission Error

| STUDENT S NUMBER | OMISSION OF <i>-S / -ES</i> | | |
|------------------------|--------------------------------|--------------------------------|---|
| | 1 st | 2 nd | 3 rd |
| S01 | He wear black shirt | He wear black t-shirt | He wear black t-shirt |
| S04 | She wear black blazer | She wear black blazer | She wear black blazer |
| S06 | He wear silver jacket | He wear silver jacket | He wear silver jacket |
| S08 | He wear black tie | He wear black tie | He wear black tie |
| S09 | He wear jeans | He wear jeans | He wear long pants |
| S12 | She wear black jacket | She wear black jacket | She wear black jacket and flower dress |
| S14 | He wear sweater | He wear blue sweater | He wear blue sweater |
| S16 | She wear flower t-shirt | She wear flower t-shirt | She wear flowery t-shirt |
| S18 | He wear white shirt | He wear white shirt | He wear white shirt |
| S19 | She wear black sweater | She wear black sweater | Rina wear t-shirt |

In omission of *-s / -es*, the students wrote '*He wear black t-shirt*'. The sentence should be '*He wears black t-shirt*'. This error happened because the students did not really understand about the rules of present tense.

The second type of omission error is omission of auxiliary verb. The students omitted auxiliary verb that must be appeared before adjective. The auxiliary verb is used when there is not verb in the sentence.

Table 2 Table of Finding on Auxiliary Verb Omission Error

| STUDENTS NUMBER | OMISSION OF AUXILIARY VERB | | |
|--------------------|----------------------------|------------------------|------------------------------|
| | 1 st | 2 nd | 3 rd |
| S12 | His lip _ thin | His face _ oval | His nose _ pointed |
| S19 | His eyebrow _ thick | His eyebrow _ thick | Raditya's eyebrow _ thick |

In auxiliary verb omission error, the students wrote '*His face _ oval*'. The student supposed to write '*His face is oval*'. Another example is '*Raditya's eyebrow _ thick*'. The correct sentence is '*Raditya's eyebrows are thick*'. The students did the errors because they ignored the pattern of complete sentence. In the complete sentence at least must have subject and verb. In the example above only have subject and adjective. Therefore, to complete the sentence, the students must use auxiliary verb 'is / are' before adjective.

The table below showed the finding of the third type of omission error. It is omission of has / have error. In this case only one student omitted have / has when described the people orally.

Table 3 Table of Finding on Have / Has Omission Error

| STUDENTS NUMBER | OMISSION OF HAS / HAVE | | |
|--------------------|------------------------|-----------------|---------------------|
| | 1 st | 2 nd | 3 rd |
| S13 | She _ flat nose | She _ flat nose | She _ round face |

In this case, the student wrote '*She _ round face*'. The sentence is error because the student omitted 'has' that indicated possession of '*round face*'. The sentence should be '*She has round face*'. The students did the error because she did not aware to their utterance when described the people orally.

Error of Addition

Based on the result of this research, it showed that the students did not do the error of addition in describing people orally. In describing people uses simple present tense that should be added -s / -es, and did not need delete any words. Therefore, when the students described people in the picture, they did not do addition error.

Error of Selection

Error of selection is the use of wrong form of the morpheme of structure. The table below showed the finding of the first type of selection error. It is selection of tense error.

Table 4 Table of Finding on Tense Selection Error

| STUDEN TS | SELECTION OF TENSE | | |
|--------------|--------------------|-----------------|-----------------|
| | 1 st | 2 nd | 3 rd |

| NUMBER | | | |
|--------|---------------------------------|----------------------------------|------------------------------------|
| S03 | He is wearing jacket | He is using black shirt | He is wearing black uniform |
| S05 | He is wearing brown belt | He is wearing silver jacket | He is wearing brown belt |
| S017 | He is wearing a shirt | He is wearing grey jacket | She wearing flowery dress |

In tense selection error, the students wrote '*He is wearing black uniform*'. The students used the wrong form of verb (tense). In describing people the students have to use simple present tense. In the simple present tense, the students should use the present form of verb which is the singular verb of 'wear' is 'wears'. Therefore, the correct sentence should be '*He wears black uniform*'. In this case, the students did the errors because they not really aware about the appropriate tense that must be used when they described the people.

The second type of selection error is selection of pronoun error. The students used the wrong pronoun to substitute a noun when described the people.

Table 5 Table of Finding on Pronoun Selection Error

| STUDENTS NUMBER | SELECTION OF PRONOUN | | |
|-----------------|-------------------------------------|---------------------------------------|---------------------------------------|
| | 1 st | 2 nd | 3 rd |
| S05 | She (Raditya) has thick lips | Her (Bastian) nose is pointed | Her (Raditya) nose is flat |
| S06 | She (Raditya) has flat nose | Her (Raditya) eyebrow is thick | She (Raditya) has slanted eyes |
| S08 | She have brown skin | She (Bastian) has curly hair | Her (Raditya) eyebrow is thick |
| S09 | His (Rina) eyebrow is thick | His (Rina) eyebrow is thin | His (Rina) hair is wavy |

In pronoun selection error, the students did possessive pronoun error and personal pronoun error. First was possessive pronoun error. The students wrote '*Her (Raditya) nose is flat*'. The students used the wrong possessive pronoun to substitute 'Raditya' as a noun. The correct possessive pronoun of 'Raditya' is 'his'. Therefore, the correct sentence should be '*His nose is flat*'. Another example is '*His (Rina) hair is wavy*'. The correct sentence is '*Her hair is wavy*'.

The second is personal pronoun error. The student wrote '*She (Raditya) has slanted eyes*'. The students used the wrong personal pronoun to substitute a noun 'Raditya'. The correct sentence is '*He has slanted eyes*'. The errors occurred because in their native language there is only one subject pronoun 'dia' while in English have variety of personal pronoun 'she / he'. Therefore, the students confused to use the correct pronoun.

Error of Ordering

Error of ordering where the elements presented are correct but wrongly sequenced. It happened because the students did not put the items in the appropriate order. Based on the

finding of this research, the students did the ordering error of some adjectives when describe the people orally.

Table 6 Table of Finding on Ordering Error

| STUDENTS NUMBER | SELECTION OF PRONOUN | | |
|--------------------|---|---|--|
| | 1 st | 2 nd | 3 rd |
| S03 | She has blonde wavy hair | Rina has blonde wavy long hair | Rina has blonde wavy long hair |
| S04 | He wear blue long pants | She wear black blazer and long | He wears black long sweater |
| S05 | Her hair is brown wavy hair | His hair is big brown curly hair | Rina has brown wavy hair |
| S06 | She has blonde long hair | He has curly long hair | He has curly long brown hair |
| S08 | She has blonde long hair | . Rina has blonde long hair | Rina has blonde long hair |
| S09 | His hair is curly long hair | His hair is curly long hair | His hair is black curly long hair |
| S10 | He has brown curly hair | . She has brown wavy hair | Her hair is brown wavy hair |
| S11 | She has red long hair | She has blonde long hair | She has wavy long red hair |
| S12 | Her hair is wavy long brown hair | Her hair is brown wavy hair | Rina's hair is blonde wavy hair |
| S15 | She has blonde wavy long hair | He has brown curly hair | Rina has blond wavy hair |
| S16 | She has brown wavy hair | Rina has brown wavy hair | Her hair is brown wavy long hair |
| S17 | She has wavy long hair | She has wavy long hair | She has brown wavy hair |

In ordering error, the students wrote '*Rina has blonde wavy long hair*'. The students did not correct in the ordering because the correct order of some adjectives are size, shape, color. The student supposed to write '*Rina has long wavy blonde hair*'. The errors in this category happened because of differentiation of the adjectives ordering between students' native language and English. In their native language only allows a single attributive adjective to modify the noun. On the other hand, English has the adjectives ordering. Therefore, some students confused to order some adjectives, and they only translate their native language into English.

Discussion

Based on the result of this study, the students made the errors into three types such as error of omission, error of selection, and error of ordering. The students did not make the error of addition when described the people. It is because in describing people use simple present tense which the students were aware to the verb that should be added -s / -es, and

did not need delete any words. Therefore, when the students described people in the picture, they did not do addition error.

The most common errors that made by the students was the errors of omission. In this case, the students omitted grammatical morpheme that must appear in a well formed utterance. For example 'He wear silver jacket', the students were omitted -s which should be appeared in the singular verb that showed the sentence was simple present tense. This errors occurred because in their native language there is no tenses, meanwhile in English has many tenses to indicate the time of the sentence. Therefore, the students did not aware to the singular verb in simple present tense.

Besides that, the students did omission errors in the use of auxiliary verb before adjective. For example 'Bastian's lips _ thick' that should be 'Bastian lips *are* thick'. The student also did omission error in the use of have/has. For example 'She wavy brown hair' that should be 'She *has* wavy brown hair'. It is because they were still influenced by their first language which do not have auxiliary verb in a sentence. Therefore, the students forget to use *to be* before adjective, and forgot to use 'has' as the auxiliary verb in the sentence.

The second common error was the error of selection. There were three categories of selection error that made by the students. They were selection of tense, auxiliary, and pronoun. Among of those type of selection error, selection of auxiliary errors was the most common errors. In this case most of the students chosen the wrong auxiliary verb before adjective, for example 'Her lips is thin', the students used the singular auxiliary 'is' that should be used plural auxiliary 'are'. It is because the noun of the sentence is plural. The students did the errors because in their native language there is no variety of auxiliary that made the students confused to use the correct auxiliary in the sentence. Besides that, the students did error of selection in the use of tense. For example 'She wearing flowery dress' that should be 'She *wears* flowery dress'. She also found that the students did selection errors in the use of tense to indicate the time of the sentence. They did the errors because in Indonesian language there is no variety of tenses meanwhile English has. Therefore, some students only translate their native language into target language without consider they have to use simple present tense when described the people.

Besides that, the students also did the error of selection in pronoun. In this case, most of the students chose the wrong personal pronoun and possessive pronoun. These errors occurred because in their native language there is no any kind of pronoun to replace the noun or subject.

The third type of common error was the error of ordering. The students did ordering error because they did not correct in the ordering of some adjectives. For example 'She has wavy long red hair', the students were not correct in the ordering because the correct order of some adjectives such as size, shape, and color. Therefore, the sentence should be 'She has long wavy red hair'. The errors occur because of differentiation of the adjectives ordering between students' native language and English. In their native language only allows a single attributive adjective to modify the noun. On the other hand, English has the adjectives ordering. The students used their first language pattern in the order of some adjectives. Therefore, they only translate the Indonesian words into English without consider about the correct ordering of the words in English.

Based on the discussion above, it showed that the English Department students still made many errors in describing people orally especially in the error of omission. Omission is the most common errors made by the students where the students omitted the item that must appear in their utterance. It followed by the error of selection. In this case most of the students still confused in choosing the auxiliary, pronoun, and tense. The fewest frequent types of errors is error of ordering. It means that most of the students have a good knowledge in word order, but the students have to practice more in the adjectives ordering.

CONCLUSION

From the data that have been analyzed, it can be concluded that the students only did the errors into three types of Corder's error classification. First is omission error. It is the most common errors made by the students. The students did errors in the omission of suffix –s in the verb, omission of have/has, and omission of auxiliary before adjective. Besides that, the second type of common error is the error of selection. In this category the students made selection error in auxiliary, pronoun, and tense. The third common error is the error of ordering. Most of the students did ordering error of some adjectives when described the people.

Therefore, based on the result it showed that the students are still making errors when they described the people orally. The students make errors based on types of Corder's error classification except error of addition. The types of error made by the students are omission, selection, and ordering.

SUGGESTION

Based on the result of this study, the researcher offer some suggestions which are: Most of the students made errors in the omission error especially in subject and verbs agreements. They should pay attention on the error, and if it is necessary, they should look for more explanation from the lecturer. Besides that, the students can read more books of English Grammar or related references. The lecturers can give treatment or practice to the students towards their grammatical errors that made by the students in speaking and try to improve their students' ability in describing people. This research could be developed into deeper topics for further research by analyzing the errors based on the sources of the error occurrence.

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APPENDIX

The Grammatical Errors from the Student's Utterance

1. He wear black t-shirt
2. He wear silver Jacket
3. His lips is thin
4. He is wearing black uniform
5. Rina has blonde wavy long hair
6. She is using black jacket
7. Bastian's lips is thick
8. He is wearing silver jacket
9. He is using watch
10. He wear black long sweater
11. Her eyes is slanted
12. She wear black blazer
13. He wear white shirt
14. He also wear black tie
15. He wear black pants
16. Her (Raditya) nose is flat
17. He is wearing blue navy sweater
18. Rina has brown wavy hair
19. Bastian has curly brown big hair
20. Her lips is thick
21. He have black slanted eyes
22. She (Bastian) has pointed nose
23. Her (Bastian) lips is thin
24. He is wearing brown belt
25. He have black bald hair
26. She (Raditya) has slanted eyes
27. He wear black sweater
28. She has blonde long hair
29. Her lips is thin
30. He has curly long brown hair
31. He have slanted eyes
32. Her (Bastian) nose is pointed
33. He wear silver jacket
34. Her eyes is small
35. Her (Raditya) eyebrow is thick
36. Rina has blonde long hair
37. He wear black tie
38. He wear black watch
39. His eyes is slanted eyes
40. His lips is thin
41. Raditya wear jacket

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42. His (Rina) hair is wavy
 43. Rina wear simple black jacket
 44. His hair is black curly long hair
 45. Bastian wear jacket
 46. He wear long pants
 47. His eyes is slanted eyes
 48. His eyes is slanted
 49. His lips is thick
 50. Her hair is brown wavy hair
 51. Her eyes is slanted
 52. He has brown curly hair
 53. His lips is thin
 54. She has wavy long red hair
 55. Her lips is thin
 56. He has brown curly hair
 57. His eyes is big
 58. His face oval
 59. Raditya's lips thin
 60. His nose pointed
 61. He wear black sweater
 62. He wear blue pants
 63. Rina's hair is blonde wavy hair
 64. Rina's eyes is big
 65. She wear black jacket
 66. Bastian wear jacket
 67. Bastian lips thick
 68. His eyes is big
 69. His lips is thick and pink
 70. She brown wavy hair
 71. His lips is thick
 72. He wear blue sweater
 73. She wear flower dress
 74. His eyes is big
 75. He wear silver jacket
 76. He wear black pants
 77. Rina has blonde wavy hair
 78. He wear blue sweater
 79. Her hair is brown wavy long hair
 80. She wear flowery t-shirt
 81. He wear white t-shirt
 82. She has brown wavy hair
 83. Her lips is thin
 84. She wearing flowery dress
 85. He wear black sweater

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86. She wear black blazer
 87. He wear white shirt
 88. Raditya's eyebrow thick
 89. Rina wear t-shirt
 90. He wear black pants

The Number of Grammatical Errors

| | | | |
|----------------------------------|---|-----------|---------------|
| Omission Error of Suffix –s | : | 30 | Errors |
| Selection Error of Tense | : | 7 | Errors |
| Selection Error of Auxiliary | : | 20 | Errors |
| Omission Error of Auxiliary | : | 5 | Errors |
| Selection Error of Have / Has | : | 3 | Errors |
| Omission Error of Have / Has | : | 1 | Errors |
| Selection Error of Pronoun | : | 7 | Errors |
| Ordering Error of Word Order | : | 17 | Errors |
| Total Errors | : | 90 | Errors |