GRAMMATICAL ERRORS ON THE STUDENTS' MONOLOGUE SPEAKING TEST

(The Case of Spoken Descriptive Texts Produced by the Seventh Grade Students of *Muntilan* State Junior High School 1)

a final project

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in English

by

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DECLARATION OF ORIGINALITY

I, Ela Julaeha hereby declare that this final project entitled *Grammatical Errors on the Students' Monologue Speaking Test (The Case of Spoken Descriptive Texts Produced by the Seventh Grade Students of Muntilan State Junior High School 1)*is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, September 2015

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MOTTO AND DEDICATION

"Without knowledge, action is usless and knowledge without action is futile."

(Abu Bakr)

"....Allah will raise up, to (suitable) ranks (and degrees), those of you who believe and have been granted Knowledge. And Allah is well-acquainted with all you do." (Alqur'an 58:11)

to my dearest parents, sister, partner,best friends;

for the love, support, and prayers.

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Semarang, September2015

Ela Julaeha

ABSTRACT

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Keywords: error analysis, grammatical errors, monologue speaking.

This study is motivated by the fact that the primary goal of teaching and learning English is communicative competence.One of the components to form communicative competence is linguistic competence. That competence refersto creating grammatical sentences, good pronounciation, or having many vocabularies. In speaking, the speaker should correctly use grammar in order to make the audience understand what the speaker says. One of the biggest problems for Indonesian students in learning English is how to speak English fluently and grammatically.Actually, making errors is normal for learners especially in learning English, but we should minimize the errors. After the speakers know their errors, they can upgrade their speaking skill. This study was focused on grammatical errors. Itanalyzed the grammatical errors on monologue students' speaking test.

This case study was conducted at *Muntilan* State Junior High School 1. The participants of the study werestudents of 7F class Academic Year 2014/2015. Audio and video recording were used to collect data. The analysis of the data was done based on the combaination of Ellis's teory, Richard's teory and Standard English Grammar.According to Ellis's theory, the steps to conduct error analysis are (1) Collection of samplesof learner language; (2) Identification of errors; (3) Classification of errors; (4) Explanation of errors; and (5) Evaluation of errors.

The results showed that there were 2 errors in the use of word formation which consisted of error in making "derived word adjective to adverb" and one error in making "derived word noun to adjective". Furthermore, there were106 errors in the use of phrase construction. The students made errors in the use of *noun phrase* form occured 81 times, the incorrect use of *to infinitive phrase* form occured 4 times, the incorrect use of *gerund phrase*occured 15 times, the incorrect *prepositional phrase* occured 3 times, and the last, 3 errors are classified as incorrect use of *–ing* and *–ed* phrase form. In addition, there were 136 errors in the use of sentence construction. The students made 22 errors in making *sentence pattern 2,*13 errors in making *sentence pattern 3,* 6 errors in making *sentence pattern 4,* 4 errors in making *sentence pattern 5*, 82 errors in making *subject – verb agreement,* 2 errors in making *yes / no question*, 3 errors in making *information question,* 2 errors in making *compound sentence* and 1 error in making *word order.*The most frequenterrors was the error in the use of sentence construction which reached 55.74 %.Therfore, The students should learn and practise more to encourage themselves in using correct grammar especially in speaking. The English teachers should give the students' experience in practicing speaking and help the students to solve thier errors without climing them to speak fluently and grammatically.

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CHAPTER 1

INTRODUCTION

Chapter 1 deals with the introduction of the study. This chapter includes background of the study, reasons for choosing topic, statement of the problem, objective of the study, significance of the study, and outline of the study.

1.1 Background of the Study

The study investigates grammatical errors on the students' monolog speaking test. This study is motivated by the fact that the main goal of teaching and learning English is communicative competence which is aimed to enable the students to create texts fluently and accurately based on the context. One of the components of communicative competence is linguistic competence. That competence refers to creating grammatical sentences, good pronounciation, or having many vocabularies. Grammar is absolutely important in spoken and writen language because it is the basic knowledge that people should have. It is quite important to understand the rules to form sentences, choose the correct words to use, and the pronunciation.

One of the biggest problems for Indonesian students in learning English as a foreign language is how to speak English fluently and grammatically. Speaking skill is a very important skill in mastering a language moreover a second or foreign language, including English.Brown (2004:141) argues: "speaking is a productive skill that can be directly and empirically observed. After people are being able to speak in their native language, they begin to develop reading and

writing skill." It means that speaking skills is the basic skill before mastering reading and writing skill. In speaking, the speaker also should correctly use grammar in order to make the audience understand what the speaker says. Actually, every society has their own language including grammatical rules and speech sound systems. Unfortunately, English grammar is still regarded as the most difficult part in learning English. Many of them face problems in using good grammar either in written or in spoken. It happens because they are afraid of making mistakes and errors.

Subasini and Kokilavani make some refrence (2013) :

> command over language is ultimately judged by the ability to carry out casual interactions in that language, especially through conversation. Communication is the heart and soul of the human experience. Usually people never concentrate on learning grammar, especially their mother tongue to use it for speaking, but people have to pay attention in learning grammar to enrich the beauty of their own mother tongue. When we come to learn a new language like English language, grammar is more important and the importance of grammar cannot be neglected.

The statement above make sure that grammar is needed in communication includes spoken and written language in order to make the audiance understand what the speaker says. Although there are some tolarence using grammar in speaking, it does not mean grammar is not needeed in speaking especially in formal education.

As we know, Indonesian students think that grammar is regarded as the most difficult part in language use, so many English teachers in Indonesia do not force the students to speak English grammatically. They think the most important is the students can speak when the English teachers ask them to speak, whereas

the audience will get the information from the speakers when they speak grammatically. Cook and Sutter (1980: 1) in Cahyaningrum (2014)states: "grammar is a set of rules by which people speak and write." It means that grammar is a rule how words and their components are combined to make sentences both of spoken or written. Subasini and Kokilavani (2013) also argue that: "grammar is the sound, structure, and meaning system of language. All languages have grammar, and each language has its own grammar. People who speak the same language are able to communicate because they intuitively know the grammar system of the language that is, the rules of making meaning."

Based on the statements above, it means that grammar is necessary in speaking in order to make the listener fully understand what the speaker says. For example; Anna says, " I is the best playing in guitar." Actually the speaker wants to say "I am the best guitar player". Another example is the using active and passive sentence, such as "My grandpa collided a strange man last night." Actually the speaker wants to say, " My grandpa was collided by a starange man last night." Speaking ungrammatically will make the listener confused, so that is why grammar is needed in spoken language.

There are many factors caused the students made errors especially in speaking English as the first foreign language, such as English grammar is morecomplicated than Indonesian, and mother tongue interference. Although it is not easy to learn grammar, the teachers have to practice speaking grammatically in class. According to pedagogical theory Cook (2000: 144), the language that teachers use in classroom determines to a larger degree whether a class will

succeed or not. Teachers pass on knowledge and skills, organize teaching activities and help students practice through teacher talk. Realizing how important grammar is, students have to learn from the early stage to the higher one and structure should be taught integratedly by the other language skills.

Ever since Corder (1967) highlights: “the importance of considering errors in the language learning process, there has been a shift in emphasis towards an understanding of the problems learners face in their study of a language.” It can be understood that Indonesian students often make grammatical errors, such as in tenses because a lot of differences between English grammar and Indonesian.

Slinker (1992:150) cites: “errors are indispensable to learners since the making of errors can be regarded as a device learner uses in order to learn. Errors are regarded as substantive things to both students and teachers since errors are important part of learning process in order to get information.” Therefore, making errors is normal for learners especially in learning English as foreign language, but we should minimize the errors. After the speakers know their errors, they can upgrade their skill.

Errors are unavoidable; it happened in all components of English grammatical structure such as errors on using subject verb agreement, using prepositions, conjunction etc. This study is going to highlight about mistakes and errors on the use of grammar in monologue speaking test for seventh grade studentsof *Muntilan* State Junior High School 1 which the topic based on the material in the seventh grade.It is a need for students to recognise their grammatical errors which occur in their speaking, to fully understand the nature of

the errors made. Therefore, the teacher knows what grammar rules that the students have not yet mastered especially in speaking, such as in using derivation, sentence construction, and phrase construction

Based on the explanation above, the researcherwants to analyze the grammatical errors on monologue students' speaking test (The case of spoken descriptive texts produced by the seventh grade students' of *Muntilan* State Junior High School 1) in order to give some suggestions to the English teacher in *Muntilan* State Junior High School 1 about which rules of grammar that should be improved by the students to upgrade their speaking skill.

1.2 Reasons for Choosing the Topic

The researcher choses the topic "Grammatical Errors on Monologue Students' Speaking Test (The case of spoken descriptive texts produced by the Seventh Grade Students' of *Muntilan* State Junior High School 1)" based on the following reasons:

1) Speaking is an essentially important skill that should be mastered by people in the world to communicate with others directly.
2) The seventh grade students of *Muntilan* State Junior High School 1 often make grammatical errors especially in speaking.
3) Grammar is important in speaking, so it should be learnt by the students in early grade to prepare the next grade.
4) As the favorite school in *Muntilan* Regency, the students of *Muntilan* State Junior High School 1 are expected to master speaking English fluently and grammatically.

5) The English teachers are able to know the most grammatical errors that students do in speaking, so they can help the students to improve their speaking skill.

1.3 Statement of the Problem

There are some problems that will be described in this study:

1) What is the result of analyzing grammatical errors on the students' monologue speaking test (The case of spoken descriptive texts produced by the seventh grade students of *Muntilan* State Junior High School 1)?
2) What are the grammatical errors that the students mostly do on monologue speaking test (The case of spoken descriptive texts produced by the seventh grade students of *Muntilan* State Junior High School 1)?

1.4 Objective of the Study

Based on the questions above, the purpose of this study are:

1) To describethe result of analyzing grammatical errors on monologue students' speaking test (The case of spoken descriptive texts produced by the seventh grade students' of *Muntilan* State Junior High School 1).
2) To describethe grammatical errors that the students mostly do on monologue speaking test (The case of spoken descriptive texts produced by the seventh grade students' of *Muntilan* State Junior High School 1)

1.5 Significance of the Study

This research will benefit not only for the students but also for the teachers moreover for teachers who needs models in teaching speaking. In addition, it will

also give advantages for the institutions and other researchers who are interested in doing the same research dealing with analysing grammatical error in speaking.

1) For Englsih teachers, it will give reference for English teachers to know what is the most grammatical errors that the students do in speaking, so the teachers can improve the English grammar in speaking skill.
2) For students, this research can make the students aware their grammatical errors in speaking English. Therefore, it will improve their English speaking skill.
3) For other researchers, hopefully this study can give an inspiration for other researchers to do the other research which is useful for English learning.

1.6 Outline of the Study

This final project consits of five chapters. Each chapter explains different things appropriate with the topic which is discussed.

Chapter one is Introduction. It introduces the significant subject matter of the study. It consists of the background of the study, reasons for choosing the study, statement of the problem, objective of the study, significance of the study, and outline of the study.

Chapter two is review to the related literature which discusses about the The previous studies, communicative competence, speaking skill, monologue speaking test, the characteristics of junior high school students, 2013 curriculum, descriptive text, definition of grammar, error analysis in speaking English, and sources of errors.

Chapter three is about procedure of investigation which consists of object of the study, role of the researchers, procedure of data collection, procedure of data analysis and triangulation.

Chapter four is the core of this research. It presents the findings of the study and discussion.

Chapter five is the last chapter, deals with conclusions and suggestions. It talks about the final findings which are obtained in this research and some suggestions related to the findings.

CHAPTER II

REVIEW OF RELATED LITERATURE

To support the researcher's study about grammatical errors on the students' monologue speaking test, the researcher takes some relevant literature concerning the writer's study. It presents the previous studies, communicative competence, speaking skill, monologue speaking test, the characteristics of junior high school students, 2013 curriculum, descriptive text, definition of grammar, grammatical errors analysis on monologue speaking and sources of errors.

2.1 Previous Studies

To strengthen this study, there are some previous studies are used by the researcher.

First, a study who had been done by Mohammad Guntur Prayoga (2011) entitled *Grammatical Errors Analysis in Using Conditional Sentence Type 1, 2, and 3 Orally (A case of 8th Semester English Department Unnes Students)*. The objectives of his study were to find out the errors of Unnes English Students in using conditional sentence orally and how was the students' achievement in using it orally.

In solving the problems, he carried out an experimental study using question and answer instrument to gather the data and use the modification Brown's scoring method in scoring the data. He tried out the instrument and constructed to find out that the instrument was able to elicit the answer and to find out the validity and the reliability of the test. After trying out the instrument, he did the

research by transcribing the recorded data that had been taken orally by using the method of question and answer.

The result of the test showed that the students in the range of scoring achieve grade A reached 35 %, grade B 10%, grade C 20%, grade D 15%, and grade E 20%. The highest score of the subject was 100 and the lowest score was 40. Therefore, the result was 76.45. The data showed that the average ability of the subjects were in the grade C. The highest level of error in using this conditional sentence orally was in conditional sentence type 3.

There was no serious problem with the conditional sentence type 1. The mean of percentage was 90.7% which showed that almost of the subjects were able to use this conditional sentence type 1 orally well. There was also no serious problem with the conditional sentence type 2. The score was 5.05 and the percentage was 72.1%. Therefore, they were able to enough to use it orally. He concluded that Students of Unnes English Department were expected to improve their ability in conditional sentence because they were going to be an English teacher.

The differences between Guntur Prayoga's study and the writer's study are the analysis of the study, the subject of the study, the method of the study, and the objective of the study. Guntur analyzed thegrammatical errors in using conditional sentence type 1, 2, and 3 orally, but the researcher analyzed thegrammatical errors on the students' monologue speaking test. Guntur's subject was the 8th semester of the English Department majoring in Education Students English Department in Unnes, but the researcher's subject was the seventh grade students' of *Muntilan*

State Junior High School 1. He also conducted quantitative research by making question and answer instrument, whereas the writer used a qualitative approach.

Besides, the objective of Guntur's study were to find out the errors of Unnes English Students in using conditional sentence orally and how was the students' achievement in using it orally. Meanwhile, the objective of the writer's study are (1) to describe the result of analyzing grammatical errors on monologue students' speaking test (The case of spoken descriptive texts produced by the Seventh Grade Students' of *Muntilan* State Junior High School 1). (2) To describe the grammatical errors that the students mostly do on monologue speaking test (The case of spoken descriptive texts produced by the Seventh Grade Students' of *Muntilan* State Junior High School 1). However, Guntur's study and the researcher's study had a similarity, namely both of us analyzed grammatical errors on speaking,

Second, a study that had been done by (Farodlilah, 2007 in Wahyuningsih2011) entitled *An Analysis of Tense Errors Made by the Participants of English Interactive Program "Pro 2 English Time" on RRI Semarang.* Farodlilah was about attempting to examine tense errors which made by the participants of English interactive program "Pro 2 English Time" on RRI Semarang. The objectives of her study were to identify and describe tense errors made by the participants, to find out the classes of errors each of them were included in, and to identify the psychological explanations of the errors.

In her study, she used a qualitative approach. She only took 3 conversations among participants and announcers as the data for her study. There were 33 tense errors in 249 total clauses uttered by the participants. The most dominant error was in miss-informative form (23 errors). The speakers did not apply the right form of English structures in their utterances. Psychologically, most of those errors were caused by interlingua error, especially false concepts hypothesized (18 errors) and incomplete application of rules (13 errors). Therefore, the host or the speaker should increase his or her grammar competence on speaking English.

There are some differences between Farodlilah's study and the researcher's study. Those are the subject, the topic of errors analysis, and the objective of the study. Farodlilah's subject was the participants of English interactive program "Pro 2 English Time" on RRI Semarang, but the researcher's subject was the seventh grade students' of*Muntilan* State Junior High School 1. Besides, Farodlilah analyzed thetense errors, but the researcher analyzes about errors in using grammar on speaking such as, simple present tense, intepersonal adjunct, generic structure of descriptive text, etc.

The objectives of Farodlilah's study were to identify and describe tense errors made by the participants, to find out the classes of errors each of them were included in, and to identify the psychological explanations of the errors. However, the objective of the writer's study were (1) to describe the result of analyzing grammatical errors on monologue students' speaking test (The case of spoken descriptive texts produced by the Seventh Grade Students' of *Muntilan* State Junior High School 1). (2) To describe the grammatical errors that the students

mostly do on monologue speaking test (The case of spoken descriptive texts produced by the seventh grade students' of *Muntilan* State Junior High School 1).

The similarities of Farodlilah's study and the researcher's study are both analyzed thegrammatical errors in speaking, and used a qualitative approach.

Third,Wahyuningsih (2011)reported her study entitled*An Analysis of Grammar Used in Non-English Immersion Classes by the Students of SMA Negeri 1 Pati.*The purposes of her study were to analyze the communication among the students, to find out the grammatical errors that the students made during the class and to describe the process of making errors. The objectives of her study were to analyze the communication in the non-English immersion classes at SMA 1 Pati and to find out the grammatical errors that usually the students do during the teaching learning process.

She used qualitative research method in analyzing the data since the study was about finding and describing the process of making errors. The result showed that 60% from the total finding belongs to errors in the use of verbs, 14.5% errors in the use of noun phrases, 9.1% errors in the use of clauses, 7.3% errors in the use of pronouns, 7.3% errors in the use of prepositions, and 1.8% errors in the use of conjunctions. After analyzing and counting the data, she found out that the highest frequency of occurring errors was the errors of using verbs, which were dominated by the incorrect use of present form.

There are some differences betweenWahyuningsih's study and the researcher's study. Those are the subject, and the objective of the study. Wahyuningsih's subject was the non-English immersion classes at SMA 1 Pati,

but the researcher's subject was the seventh grade students' of *Muntilan* State Junior High School 1. Besides, the objective of Wahyuningsih's study were to analyze the communication in the non-English immersion classes at SMA 1 Pati and to find out the grammatical errors that usually students do during the teaching learning process. However, the objective of the writer's study were (1) to describe the result of analyzing grammatical errors on monologue students' speaking test (The case of spoken descriptive texts produced by the Seventh Grade Students' of *Muntilan* State Junior High School 1). (2) To describe the grammatical errors that the students mostly do on monologue speaking test (The case of spoken descriptive texts produced by the Seventh Grade Students' of *Muntilan* State Junior High School 1).The similarities of Wahyuningsih's study and the researcher's study are both of us analyzed thegrammatical errors in speaking, and used a qualitative approach.

Considering those previous studies which showed positive results above, there was an area of study which had not been explored yet that is analyzing grammatical errors on the students' monologue speaking test (The case of spoken descriptive texts produced by the seventh grade students of *Muntilan* State Junior High School 1). In addition, the topic of monologue speaking test is about descriptive text which is taken from 2013 curriculum syllabus of seventh grade students of junior high school.

2.2 Theoretical Studies

In this section, the researcher would like to discuss about the theoretical study that relevant to the topic of this study which consists of communicative competence,

speaking skill, monologue speaking test, the characteristics of junior high school students, 2013 curriculum, spoken descriptive text, definition of grammar, error analysis in speaking English, and sources of errors.

2.2.1 Communicative Competence

The purpose of learning a language is to have the knowledge that enables the people to use language appropriately to communicate which ability is called communicative competence. Meanwhile, the primary goal of learning English is communicative competence which is aimed to enable the students to be fulent and accurate texts based on the context.

The term *"communicative competence"* is comprised of two words, the combination of which means a competence to communicate. Nevertheless, the term 'competence' was still ambiguous whether that leads to the notion of having the knowledge about the language form or has a great deal also to the ability to use the language in a real situation. Then, as cited by Bagaric and Djigunovic (2007) in Utami (2015): "Chomsky (1965) introduced the linguistic discourse which drew the distinction between competence (the monolingual speaker-listener's knowledge of language) and performance (the actual use of language in real situations)." Due to the Chomsky's theory about competence and performance, Hymes (1972) defines communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations. Then, for years later, many linguists developed and elaborated a model of communicative competence based on Hylmes's model such as Canale and Swain (1980), Canale (1983), Celce-

Murcia et al. (1995) and the latest Celce-Murcia (2007) entitled Rethinking the Role of Communicative Competence.

In the latest publication of Celce-Murcia (2007), a new model of communicative competence for language teachers is revised. That model comprises six components:

(1) *Socio-cultural competence* is the knowledge that enables us to use the language appropriately both in a context of situation and culture.

(2) *Discourse competence* is the ability to connect sentences in a form of meaningful series of utterances in a communication both in spoken and written text.

(3) *Linguistic competence* is the aspect of communicative competence that deals with the knowledge to form language within the consideration to use the appropriate lexical item, rule of morphology, syntax, grammar, and phonology.

(4) *Formulaic competence* refers to the ability to heavily use fixed and prefabricated chunks of language in everyday interactions.

(5) *Interactional competence* is the ability to select the speech acts to use to maintain the communication.

(6) *Strategic competence* encompasses the way to manage the flow of communication in order that the communicative goals will run smoothly without any mistakes.

Those components have the interrelation to each other which is illustrated in the diagram below.

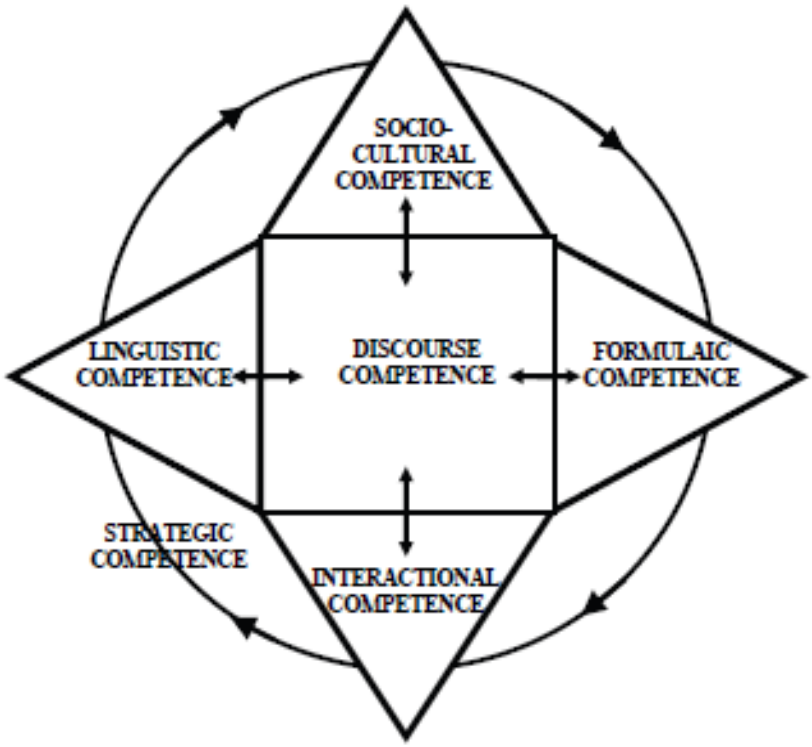


Figure 2.1Revised Schematic Representation of 'Communicative Competence'

Source: Celce-Murcia(2007)

There is discourse competence in the center of all components. According to Celce-Murcia(2007), discourse competence is the top-down communicative intent and socio-cultural knowledge intersects with the lexical and grammatical resources to express ideas and attitudes to create coherent texts. Therefore, it seems that communicative competence is actually discourse competence as it is formed by other competences. Some people are able to create grammatical sentences, good pronounciation, or have many vocabularies.

Grammar is absolutely important in spoken and writen language because it is the basic knowledge should people have. It is quite important to understand the rules to form sentences, choose the correct words to use, and the pronunciation.

That refers to linguistic competence. Furthermore, formulaic competence has grown to be the key to get the fluency in speaking English as it is stated by Hunston (2002) in Utami (2015): "formulaic competence consists of systemic linguistic knowledge that is often used by native speakers in their everyday interactions."

The other two components are interactional and strategic competence. Interactional competence can be defined as the ability to perform speech acts appropriately in target language. It is important for the students to have this competence in order to give them the ability to build up the communication, maintain the conversation, and implement the politeness in the communication by selecting the appropriate speech acts to use in communication. As stated by Celce-Murcia (2007) in Utami (2015), there are three sub-components all at once:

(1) *Actional competence* defines as knowledge of how to perform common speech acts and speech act sets in target language involving interactions such as information exchanges, interpersonal exchanges, expression of opinions and feelings.

(2) *Conversational competence* which is inherent to the turn-taking system in conversation. For examples: how to open and close conversation, how to interrupt, how to establish and change topics, etc.

(3) *Non-verbal/ paralinguistic competence* includes body language, gesture, affect makers, eye contact, proxemics, haptic behavior and non-linguistic utterances with interactional import (*e.g. ahhh*, *uh-oh*) and the role of silence and pauses.

Then, the last component to explain is *strategic competence* which refers to the knowledge of verbal and non-verbal communication strategies which enable us to overcome difficulties when communication breakdowns occur. This competence is placed in the circle with the arrows pointing to other components to show that communication strategies occur in every process of communication. Language users employ different types of strategies to cope in real-time interaction, for instance: achievement/ compensation, self-monitoring, stalling for time gaining, interacting, and social.

According to Oxford (2001: 362), strategies for language learning and use are specific behaviors or thought processes that students use to enhance their own L2 learning. Such behaviors are either (1) learning strategies or (2) communication strategies. We know that learners who can make effective use of strategies (i.e. who have strategic competence) tend to learn languages better and faster than those who are strategically inept. For example; in creating descriptive text, the *strategic competence* can help the students to find another way to create descriptive text when the found difficulties in creating it.

Table2.2Sub-Competence that are Related to Descriptive Text

Communicative competence	Sub-competences	Description
Discourse Competence	Cohesion	The use of five cohesive devices; (1) personal pronouns, (2) the definite article, (3) demonstrative pronouns, (4) synonym, and (5) linking words.
	Coherence	The use of spatial ordering

Linguistic Competence	Lexical competence	Using the words and collocation appropriately.
	Grammatical competence	Using present simple tense, Using appropriate noun, adjective, pronoun, andverb agreement.
Actional Competence	Rhetorical competence	Using the generic structure in speaking descriptive text; (1) identification, (2) description Using interpersonal adjunct (meanings to do with judgments or opinions including meanings about how likely or how intense something is, vocative, mitigation , vague expressions, hedge), e.g. *You may be able to do something; It's just an example; I tried to say whatever...; It's not very useful, you know...*
Socio- cultural Competence	Purpose	Understanding the social function of descriptive text.
Strategic Competence	The competence to overcome the difficulties in delivering communication, the ability in using the word choice.	

Having known the competences defined, linguistic competence is closely related to strategic competence, socio-cultural competence, and actional competence. Celcia-Murciaexplained very clearly about linguistic competence that grammar is really important in spoken and written language. For that reson,

the English learners must know the rules of grammar especially in spoken languageto communicate well and also to measure the speaker's knowledge. Thus, the researcher chose communicative competence theory which is the basic theory of this study.

2.2.2 Speaking Skill

Speaking is a skill to socialize, to make others understand what we convey through verbal communication. Lado (1961:239-240) states:"speaking is the ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language."Speaking is also one of the four basic skills besides writing, listening, and reading which students of junior high school have to acquire in learning a foreign language. Speaking is one of the difficult basic skills because many students who are not confident to speak. Besides, the students often make errors in speaking English. It is due to the difference of dialect, pronunciation, mother tongue, etc.

According to Brown, H. Douglas (2004:172-173), there are six components which are generally recognized in scoring of speaking test:

(1) Pronunciation

(2) Grammar

(3) Vocabulary

There are some types of spoken communication according to Jones (1996:14), those are talk as interaction, talk as transaction and talk as performance.

(a) Talk as interaction

This refers to what we normally mean by “conversation” and describes interaction which serves primarily social function. When people meet, they exchange greetings, engage in small talk and chit-chat, recount recent experiences and so on because they wish to be friendly with others.

(b) Talk as transaction

This type of talk refers to situation where the focus is what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than how the participants interact socially with each other. In transactions, talk is associated with other activities. For example; students may be engaged in hang on activities [e.g. in science lesson] to explore concepts associated with floating and sinking. In this type of spoken language, students and teachers usually focus on meaning or talking their way to understanding.

(c) Talk as performance

This kind of spoken text often have identifiable generic structures and the language use is more predictable. This refers to public talk, namely talk which transmits information such as morning talks, public announcements, and speeches (monologue).

Based on 2013 curriculum for the seventh grade students of junior high school on KD 4.13 that the students are demanded to make descriptive text in spoken form with appropriate text structures, and appropriate with language features. Therefore, the researcher is interested in analyzing the grammatical errors of the students’ monologue speaking tests which has been explained by

Jones (1996:14) about type of spoken communication and one of them is 'talk as performance' such as monologue speaking test.

2.2.3 Monologue Speaking Test

Nakamura (2005) suggests a framework by combining Nakamura's three-dimensional construct and Brown's (2004) five-category framework as follows:

Nakamura		**Brown**
Monologue	Less creative monologue	Imitative
	(pre-monologue)	Intensive
	Creative Monologue	Extensive
Dialogue	Transactional dialogue	Responsive
	Interpersonal dialogue	Interactive
Multilogue		Interactive

In this suggested framework, the term *Monologue* influences a range of one-way speaking proficiencies from a simple phonetic level (Pre-Monologue) to advance oral presentation skills (Creative Monologue). Dialogue refers to two-way,but in this framework Nakimura distinguished two sub-types: *Transactional*and *Interpersonal*.

Nakamura (2005) also divides monologue speaking test into three types which will be explained below:

(1) Show and tell : students are allowed to talk about anything of their choosing topic. This activity focuses on giving students one of their first opportunities to make a small presentation in English with short time and various topics.

(2) Truth or lie story: students tell stories and the others in the class have to decide when they are telling the truth and when they are lying.

(3) Class presentation: students present a material based on the topics that they have prepared.

As stated by Brown (2001: 271-274) in Kartikasari (2014), there are six types of classroom speaking performance which can be applied to the oral production that students are expected to carry out in the classroom.

(1) *Imitative*. Imitation is carried not for the purpose of meaningful interaction, but for focusing on some particular element of language.

(2) *Intensive*. It is to practice some phonological or grammatical aspect of language.

(3) *Responsive.* It is short replies to the teacheror student initiate questions or comments.

(4) *Transactional (dialogue).* The purpose is to convey or exchange specific information, is an extended form of responsive language.

(5) *Interpersonal*. The purpose is to maintain social relationships.

(6) *Extensive (monologue).* They are extended monologues in the form of oral reports, summaries, or perhaps short speeches, either planned or impromptu.

One of teachers' wayin maximizing their students speaking is by designing an assessment which is considered to be effective. According to Brown (2004:140-182), there are four categories of oral production assessment task.

(a) *Imitative assessment task.*This task is focused on the students' ability to simply parrot back a word or phrase or a sentence. It is also appropriate for phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language.

(b) *Intensive assessment task.* It emphasizes on the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, and phonological relationship. The appropriateactivities are directed response tasks, read-aloud tasks, sentence/dialogue completion tasks and oral questionnaires, picture-cued tasks, translation.

(c) *Responsive assessment task.* It involves brief interactions with an interlocutor. It includes interaction and test comprehension, but at limited level of very short conversations, standard greetings and small talk, simple request and comments, and the like.

(d) *Interactive assessment task.* Interaction can take two forms of transactional languagewhich has purpose of exchanging specific information, or interpersonal languagewhich has the purpose of maintaining social relationship. Interview, role play, discussion and conversation, and games are the examples of activity in interactive assessment task.

(e) *Extensive (monologue) assessment task.* It includes speeches, oral presentation, and story telling, during which opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

The researcher agrees with Nakamura's and Brown's statements about thetypes of classroom speaking performance although they have different types of classroom speaking performance. Both of statements really help the researcher to carry out the researcher's study about analyzing grammatical errors on monologue students' speaking test.Besides, in this study, the researcher would like to take the last type of speaking assessment, extensive (monologue) assessment task, which is determined by Brown.

2.2.4 The Characteristics of Junior High School Students

Adolescence and their change is a phenomenon that must be faced by all teachers because there are junior high school studentsdevelopmental aspects of cognitive, affective and psychomotor human change as the transition from childhood into adulthood. In cognitive development, Piaget (in Papalia & Olds, 2001) suggests:"in adolescence occurs cognitive maturity that the interaction of brain structures which have been perfect and wide social environment for experimenting that allows teens to think abstractly."

According to UNICEF (2011) on a book entitled, "Adolescence An Age of Opportunity"

> early adolescence might be broadly considered to stretch between the ages of 10 and 14. It is at this stage that physical changes generally commence, usually beginning with a growth spurt and soon followed by the development of the sex organs and secondary sexual characteristics. These external changes are often very obvious and can be a source of anxiety as well as excitement or pridefor the individual whose body is undergoing the transformation.

In general, junior high school students are early adolescence after they through periods of primary school education. This early teens ranging from 10-14 years of age. Early adolescence or puberty is unique and special period marked by changes in development that does not happen in other stages in the life span. Junior high school students are special ones. For example; they are experiencing great changes both in psychology and physiology. Their affect will easily be influenced by external and internal factors.

This is a chellenging time for junior high school teachers especially English teacher because teaching English in primary school and teaching English in junior high school is different. English teachingIn primary school is placed on the interest of English learning. They learn English accompanying action. They participate in classroom, school interaction and recognise simple written English. Meanwhile, junior high school students learn simple written and spoken Englishsuch as,asking and giving permission, making and canceling appointments, reading and writing simple texts etc. As Wells stated in previous years (1987):

> literacy level involves performative, functional, informational, and epistemic. On the performative level, people are able to read, write, listen and speak using the shared symbols. On the functional level, people are able to use language in meeting his or her daily needs such as reading newspaper or manuals. On the informational level, one is able to access knowledge with his or her language competency, meanwhile on the epistemic level, the people are able to express knowledge into the target language.

Thus, the teaching-learning of English in junior high school intend to assist students to achieve functional level that is to communicate both spoken and written to accomplish their daily needs.

2.2.5 2013 Curriculum

According to Oliva (1992:29), curriculum is a product of its time. Curriculum responds to and is changed by social forces, philosophical 2013 curriculum positions, psychological principles, accumulating knowledge, and educational leadership at its moment in history.

Hamid makes some reference (2013):

> the chacateristic of 2013 curriculum are the content of curriculum is Core Competence then it is explained more detail in subject Basic Competence Core competenceis categorical image about competence include attitude, knowledge, creativity(cognitive and psychometric) aspect which should be learned by students at school. Basic competence is a competence which is learned by students for each theme of subjects at elementary school, junior high school and senior high school. Core competence and Basic competence is given priority to attitude aspect in junior high school, whereas attitude and knowledge (high cognitive skill) is given priority in senior high school.

The goal of curriculum is to train Indonesia people to have life skill as productive, creative, innovative, and effective people to contribute towards society's life in Indonesia and in the world. 2013 curriculum replaces the school-based curriculum which is known as KTSP that was made official in 2006 after at least a 2-year trial period under the name of Competence-Based Curriculum or KBK. According to Agustien(2003) in Amalia (2015), 2013 curriculum shares the same paradigm with that of KBK and KTSP, but in 2013 curriculum the

Indonesian Ministry of Education and Culture imposes a new approach, called Scientific Approach (SA), to be used across the curriculum including English.

The implementation of 2013 curriculum is based on some principles. First, graduated competence standard is based on the needs. Second, content standard is based on the graduated competence standard through the core competence in every subject. Third, all of the subjects contribute in developing attitude, creativity and knowledge. Fourth, the subjects are based on competence reached. Fifth, all of the subjects are based on core competence. Sixth, the conformity of graduates competece, content standard, learning activity and evaluation.

There are three concepts of 2013 curriculum, those are approach, method and evaluation used. The approach used in 2013 curriculum is Scientific Approach. The methods used are discovery learning, problem based learning, and project based learning. In 2013 curriculum, Indonesia government commits to improve the nation's literacy level because literacy is the key to learn any subject and language education is supposed to provide the big expectations.

As a result, Indonesia gives the huge concern in English language teaching at schools. The government keeps trying to develop regulations in every changing of curriculum over the years in order to develop communicative competence in spoken and written language.

Since a new Minister of Education and Culture 2014-2019, many schools have changed the 2013 curriculum into KTSP. However, there are some schools which still use 2013 curriculum and one of them is *Muntilan* State Junior High School 1. Therefore, the researcher will take the study at *Muntilan* State Junior

High School 1 about grammatical errors on students' monologue speaking test which the topic is about describing animals, people, and things which appropriate with 2013 curriculum syllabus for the seventh grade students of junior high school. It is based on the core competence 4.13 which demands the students to arrange spoken and written simple descriptive text about people, animals, and things with appropriate social function, language features, and structures (grammar).

2.2.6 Descriptive Text

Descriptive is one of the genres which must be learned by students of junior high school. Descriptive text is a kind of genres which is used to describe a particular person, place, activity, idea or thing that is drawn in words. It is included in 2013 curriculum syllabus of the seventh grade students of junior high school in KD 3.10, 4.12, and 4.13. The students should master how to describe people, things, and animals in written and spoken English.

According Meyers (2005:60) in Sumardi (2014), a good descriptive text has a unifying idea and everything that support the idea. As Broadman, Oshima and Hogue (1997: 50) in Sumardi (2014)state:"descriptive text appeals to the sense, so it tells how something looks, feels smells, tastes, and or sounds. In other words, it can be said that descriptive text captures one experience of a person, place or thing into words by appealing to the five senses: sight, hearing, smell, taste and touch."

2.2.6.1. Communicative Purpose

The communicative purpose of descriptive text is to describe the characteristic of particular things, people, place, and animal.

2.2.6.2 Generic Structure

Gerot and Wignel (1995:208) state: "descriptive text has two generic structures, (1) identification, (2) description. The first part is Identification which introduces the participants such as a person (who), place, animal, and thing to be described (what). The second is descriptions which describe the characteristic of particular thing, people, animals, and place."

2.2.6.3. Significant Lexicogrammatical Features

As stated by Gerot and Wignel (1995:208), the significant lexicogrammatical featuresof descriptive text are as follows:

(1) Focus on specific participants,

(2) Use of attributive and identifying process,

(3) Frequent use of epithets and classifiers in nominal groups,

(4) Use of simple present tense.

My lovely cat

Hi friends! Do you know? I have a very funny cat. His name is Spot. Um...Spot is a regular house cat. He is an adorablecat.He has orange fur with white and black spots.I like to cuddle him because his fur feels soft.to tell you frankly,Every morning I always give Spot milk before I go to school. Well...Spot doesn't like rice, so I give him cat food.And,Spot is an energetic animal. He likes to run around the house.Not only that,He also likes to chase everyone in my house, so my family also love him too. When he feels tired or sleepy,he usually sleeps onthe sofa in the living room or sometimes under the table.He is really my lovely cat. Thanks.

Figure 2.4. The Example of Spoken Monologue Descriptive Text

Notes :

Red is identification.

Black is description.

2.2.7 Definition of Grammar

There are various grammar definitions. Gerot and Wignell (1994:2) say: "grammar is a theory of language of how language is put together and how it works." Meanwhile,Lubna Alsagoff (2008:2) cites: "grammar is about exploring patterns in structure and meaning, examining how structure and meaning interact, developing our sensitivity towards meaning in context, improving our skills for effective communication, sharpening our mind for critical thinking and enquiry."

Furthermore, Geoffrey Leech et al. (1982:12) convey: "there was no such thing as 'good' and 'bad' grammar. It is legitimate, however, to distinguish between good and bad communication. In other words, language should not be evaluated according to what type of grammatical rules it follows, but according to whether it coveys its message effectively." Hence, using grammar in spoken and written English is really important because it helps the audience get the information clearly and easy to follow.

As stated by Linda Gerot and Peter Wignell (1994:2), there are three grammars which have had a major influence on schools in the western world in this century. Those are traditional grammar, formal grammar and functional grammar.Traditional grammar aims to describe the grammar of standard English by comparing it with Latin. It focuses on rules for producing correct sentences. Formal grammar is concerned to describe the structure of individual sentences, such grammars view language as a set of rules which allow or disallow certain sentence structures. Functional grammars view language as a resource for making meaning. These grammars attempt to describe language in actual use and so focus on text and their context.

The explanations above prove that grammar is badly needed to help people in English communication. It helps people understand and produce spoken text and written text in various purposes.

2.2.8 Grammatical Errors Analysis onMonologue Speaking

It is unavoidable in learning language especially foreign language. Errors may happen in the process of learning especially in speaking. It is caused by the difference rules between the mother tongue language and the target language. Some researchers have different definitions of error. According to Rod Ellis on his book entitled *Second Language Acquisition*(1997:17),errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. Meanwhile, Corder (1967:25) cites, "The errors of performance will characteristically be unsystematic and the errors of competence, systematic." It means that the errors of performance is as *mistakes* and term *errors* to refer to the

systematic errors of learner. In addition, Corder, in Ellis and Barkhuizan(2008:13) in Cahyaningrum (2014) makes some references:

> there are three functions of learner's errors which are as follows: (1) They serve a pedagogic purpose by showing teachers what learners have learnt and what they have not yet mastered; (2) they serve a research purpose by providing evidence about how languages are learnt; and (3) they serve a learning purpose by acting devices by which learners can discover the rules of the target language. It means that errors contain a lot of information about which part of the students difficulties that are hard to produce correctly.

Many Indonesian students often make errors in speaking English. It happens in all components of grammatical structure such as errors in using *simple present tense, adjective, adverb, noun etc.* In Fact, making an error in learning a language is natural, but it must be reduced to make a communicative conversation. Besides, errors analysis give some benefits for students and teachers, such as to help teachers measure the students understanding about the material that have been given by the teacher, and the students also know their mistake, so they can correct their mistake and improve their English skill. Rod Ellis also (1997: 17) says:

> native speakers often make slips when they are tired or under some kind of pressure to communicate. We need to distinguish mistakes and errors. Errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because in particular instance, the learner is unable to perform what she or he says.'

Therefore, errors and mistake are different. There is an example of an apparent 'mistake'. A speaker says, "The tree *produces* many fruits this year." Then, in final sentence she says, "My grandma always *give* me a surprise when I visit her." The first sentence, she speaks grammatically, however in the last

sentence she makes mistake. On the contrary, errors reflect disparities in a students' knowledge that they do not know what is correct. For example, Aldo says:

"An old man and his grandchild *was* sitting on the bench last night."

It is not difficult to know that the correct sentence should be :

"An old man and his grandchild *were* sitting on the bench last night."

By comparing the two sentences, we can see that Aldo has used 'was' instead of 'were' in subject-verb agreement.

According to Dulay, Burt and Krashen (in Carl James 1998:106), there are 4 errors categories:

(a) Omission

Omission here means that learners or students intentionally or unintentionally left out an item that is required for an utterance to be considered grammatical. For example, *I not be happy at all.*.

The right sentence is we should put *am* (to be) after subject (*I*).

(b) Addition

Addition is presence of an item that should not exist in the sentence. For example,*Dian was sang a beautiful song two days ago*. In the sentence, the student tries to express that *Dian sang a beautiful song two days a go*. However, the use of *to be* are to connect between the subjects and complement and *to be* is used with another verb to form tenses or passive. The sentence is incorrect because it adds '*was*'.

(c) Misformation

Misformation defines as the use of wrong form in the English structure. For example,*Andi buys a bowl of porridge this morning*. The right sentence is *Andi bought a bowl of porridge this morning*.

(d) Misordering

It should also be noticed the correct placement morphemes in an utterance. For example, *What they are doing?* The placement of *to be* behind the subject is incorrect because this is a WH question. This could be corrected to be *what are they doing?* So *are* is placed after WH questions.

As stated in previous study which was written by Wahyuningsih, Ratih (2011) generally, junior high school students made grammatical errors in speaking English as follows:

(a) errors in using verbs,

(b) errors in using noun phrase,

(c) errors in using pronouns,

(d) errors in using prepositions,

(e) errors in using conjunctions, and

(f) errors in using clauses

However, the researcher will analyze the language features of spoken descriptive text which include the *derivation, phrase construction,* and *sentence construction.* All of them will be explained as follows:

2.2.8.1 Derivation

Pinker (1999) states: "morphology may be divided into derivation--rules that form a new word out of old words, like *duck feathers* and *unkissable*--and inflection--rules that modify a word to fit its role in a sentence, what language teachers call conjugation anddeclension."

Derivation is one of rules of word formation. Derivation is the word formation process in which a derivational affix attaches to the base form of a word to create a new word.Affixes, which include prefixes and suffixes, are bound morphemes. Morphemes are the smallest linguistic unit of a language with semantic meaning. Bound morphemes, unlike free morphemes, cannot stand alone but must attach to another morpheme such as a word. According to, Fromkin et al. (1976), the form that results from the addition of a derivational morpheme is called a derived word.The examples are :

Table 2.5 The Example of Derived Word Noun to Adjective

Boy + -ish	Boyish
Virtu + -ous	Virtuous
Health + -ful	Healthful
Affection + -ate	Affectionate
Alcohol + -ic	Alcoholic

Table 2.6 The Example of Derived Word Verb to Noun

acquitt + -al	Acquittal
clear + -ance	Clearance
sing + -er	Singer
predict + -ion	Prediction

Table 2.7 The Example of Derived Word Noun to Verb

moral + -ize	Moralize
im- + prison	Imprison
be- + friend	Befriend

en- + joy	Enjoy

Table 2.8 The Example of Derived Word Adjective to Verb

en + large	Enlarge
en + dear	Endear
en + rich	Enrich

Table 2.9 The Example of Derived Word Adjective to Adverb

exact + -ly	Exactly
Happy + -ly	Happily
Slow + -ly	Slowly
Clear + -ly	Clearly

Table 2.10 The Example of Derived Word Verb to Adjective

read + -able	Readable
creat + -ive	Creative
migrat + -ory	Migratory
run(n) + -y	Runny

Table 2.11 The Example of Derived Word Adjective to Noun

tall + -ness	Tallness
specific + -ity	Specificity
free + -dom	Freedom
exact + -ly	Exactly

Some derivational affixes do not cause a change in grammatical class.

Table 2.12 The Example of Derived Word Noun to Noun

friend + -ship	Friendship
human + -ity	Humanity
king + -dom	Kingdom
America + -n	American
dis- + advantage	Disdvantage
ex- + wife	Exwife

Table 2.13 The Example of Derived Word Verb to Verb

un- + do	Undo
re- + cover	recover
dis- + believe	Disbelieve
auto- + destruct	Autodistruct

Table 2.14 The Example of Derived Word Adjective to adjective

pink + -ish	Pinkish
red + -like	Redlike
a- + moral	a moral
il- + legal	Illegal
un- + happy	Unhappy

2.2.8.2 Phrases Construction

As stated by Hogue (2003: 16-18), a phrase is a group of words that belong together by meaning and do not contain a subject + verb combination, such as 'in the morning', 'a new idea', 'to meet you'. There are six phrases which will be explained below:

(1) Noun Phrases

A noun phrase is a noun + its modifiers. It can be a subject (S), a subject complement (SC), or an object (O).

Example : My elder brother is a singer.
S SC
My Mom teaches a junior high school math class.
S O

(2) Infinitive Phrases

An infinitive phrase is an infinitive + its objects and modifiers. Infinitive phrase can have many different functions in a sentence. The examples are:

Subject : To learn a language well requires years of study and practice.

Direct object : I expected to get an A in Mrs. Ana's class.

Subject complement after *it* : It is necessary to pay your tuition before Friday.

After certain adjectives : I am happy to meet you.

To express a purpose : He went to the store to buy some milk.

The infinitive of a verb has two forms, they are the *to*-infinitive and the infinitive without *to*. The *to*-form consists of *to* plus the base form of the verb:

I want *to speak* to you.

We came here *to work*, not *to play*.

The form without *to* consists of the base form of the verb:

She made us *wait* for half an hour.

John lets the dog *sleep* on the sofa.

a) To-infinitive

We use the *to*-infinitive after a number of common main verbs. These include:

Table 2.15 Main Verbs Which are Followed by *To*- Infinitive

Agree	demand	long	pretend
Aim	fail	love	promise
Arrange	arrange	forget	manage
Ask	hate	mean	refuse
Begin	help	need	remember
Choose	hope	offer	try
Claim	intend	plan	want

Continue	learn	prefer	wish
Decide	like	prepare	

For examples : He just wants everyone *to be* happy.

Mrs. Harding asked us *to call* in on our way home.

b) Infinitive without to

We use the infinitive without *to* after modal verbs *can, could, may, might, will, shall, would, should, must*. For example :

She can *sleep* in the guest room tonight.

Will you *need* to rent a car during your stay?

We also use the infinitive without *to* after *let*, *make* and (optionally) *help*. For examples:

He lets us *use* some of his land to grow vegetables.

You can't make a cat *do* anything it doesn't want to do.

(3) Gerund Phrases

A gerund phrase is a gerund + its objects and modifiers. A gerund phrase consists of agerund plus all of the following words that complete itsmeaning. A gerund acts like a noun; that is, it can be a subject complement, or an object.

Example : Playing tennis with my friends is my favorite weekend activity.
S

I especially enjoy playing doubles with him.
O

(4) Prepositional Phrases

A prepositional phrase is a preposition + a noun or noun phrase. Prepositional phrases have many purposes. They can tell a place or a time, give a descriptions or show possession. The examples are :

Subject : Yesterday there was an accident in front of my house.

Time : It happened late at night.

Description :A car with no headlights hit someone.

Possession : I do not know the name of the victim.

(5) *–ing* and *–ed* Phrases

An *–ing* or *–ed* phrase is a shortened adjective or adverb clause. It consists of a present or past participle + objects and modifiers. Sometimes it begins with a subordinating conjunction. Some *–ing* and *–ed* phrase act like adjectives; that is, they give more information about noun or pronoun. For examples:

-*ing* phrase : The student sitting next to the window is asleep.

-*ed* phrase : Very embarrased, he apologized to the teacher.

Other *–ing* and *–ed* phrase tell a time or a reason. They may or may not begin with a subordinating conjunction.

-*ing* phrase : Before leaving, the student apologized to the teacher again.

-*ed* phrase : Worried about his grade, the student apologized a third time the next day.

(6) Appositive Phrases

A appositive phrase is a noun phrase that renames another noun.

For example : My mother loved to watch the Tv Show Who Wants to Be Millionare. (This phrase renames *Tv Show*.)

Fugu, one of the most expensive fish dishes in Japan, is alse one of themost deadly. (This phrase renames *Fugu*.)

2.2.8.3 Sentence Construction

Hogue (2003: 21-25) cites: "sentence is a group of words that has a subject and a verb and expresses a complete thought." These are the examples of sentences:

a) They visit their grandma.

b) It is cold today.

c) Be careful!

These are not sentences:

a) Different with her sisiter. (There is no subject)

b) I afraid when I meet her. (There is no verb).

2.2.8.3.1 Sentence Parts

According to Hogue (2003:22-23), a sentence has two main parts: a subject and a predicate. The subject is the noun or pronoun that names who or what the sentence is about. The predicate is the verb and its objects, complements, and modifiers.

2.2.8.3.2 Sentence Patterns

There are various kinds of predicates create different sentence patterns. According to Hogue (2003:24-25), there are six basic sentence patterns in English.

Table 2.16 Pattern 1

	Subject (S)	Predicate (P)
Pattern 1	Subject	Intransitive verb
	Dogs	Bark.
	The baby	is sleeping.

In the simplest pattern, there is only a subject and an intransitive verb. An intransitive verb is a verb that cannot have a direct object. The examples of intransitive verbs are *go, arrive, sleep, fall,* and *die.*

Table 2.17 Pattern 2

	Subject	Predicate	
Pattern 2	Subject	Linking verb	Subject complement
	Our neighbour's cat	Looks	Lonely.(*adjective)*
	Dogs	Are	Social animals. (*noun*)

In this pattern, the verb is a linking verb (*be, become, appear,seem, look, feel,taste,* and *smell).* Linking verbs are followed by subject complements. Subject complements complete the meaning of the subject by either describing it (when they are adjectives) or renaming it (when they are nouns).

Table 2.18 Pattern 3

	Subject	Predicate	
Pattern 3	Subject	Transitive verb	Direct object
	Cats	Need	attention.
	We	Visited	our aunt.

In this pattern, the verb is transitive. Transitive verbs are followed by direct objects. A direct object names the receiver of the verb's action. To find the direct object, make a question using *Whom?* or *What?* and the verb and subject.

Table 2.19 Pattern 4

	Subject	Predicate		
Pattern 4	Subject	Transitive verb	Direct object	Object complement
	Our neighbours	Leave	thier cat	alone. *(adjective)*
	Our neighbours	Named	their cat	Mini. *(noun)*

In this pattern, there is an object complement which can be an adjective or a noun. Object complements complete the meaning of the direct object by either describing it (when they are adjectives) or renaming it (when they are nouns).

Table 2.20 Pattern 5

	Subject	Predicate		
Pattern 5	Subject	Transitive verb	Indirect object	Direct object
	They	should give	Mini	more attention.
	They	Bought	Her	a new leash.

In this pattern, there is a transitive verbs, an indirect, and a direct object. An indirect object names *to whom* or *for whom* the action was done. To find the idirect objcet, ask a questions using *Who? or What*and the adverb and subject. To find the indirect object, ask a question using *To Whom?* or *For Whom?*

Table 2.21 Pattern 6

	Subject	Predicate	
Pattern 6	*There* or *It*	Verb (usually *be*)	Subject
	There	is not	any hot water.
	It	Is	(nice) to meet you.

In this pattern, the subject comes after the verb. The words *there* or *it* are not the subjects; they are "empty" words that fill the position where we usually find the subject. In the first example, the real subject is *any hot water*. In the second example, the real subject is *to meet you* (*To meet you is nice*).

2.2.8.3.3 Question Patterns

According to Hogue (2003:26), there are three kinds of question in English : *yes/no*question, information questions, and tag questions.

(1) Yes / No Question

Yes / no questions are questions that can be answered *yes* or *no.* They begin with a verb.

For example :

Is she your sister ?

Are you coming ?

Does he know the answer?

Have you finished?

Can your children swim? Etc.

(2) Information Questions

Information questions ask for information and begin with a question word such as *who,which, when, what, where,* and *how*. Information questions are sometimes called *wh*- questions.

For example :

Who is she?

When are you coming?

When were they?

Which pencil did she take?

How old are you? Etc.

(3) Tag Questions

A tag questionis a statement with a “tag” added at the end. We use “tag” questions in informal conversation. For Example :

Positive statement + Negative “tag”	Negative statement + Positive “tag”

It's a wonderful day, + isn't it ?	It is not hot, + is it?
You work hard, + don't you?	You don't come + do you?
We came late + didn't we?	We didn't miss anything + did we?
She will come on time + won't she?	He will not say anything + will he?
Etc.	

2.2.8.3.4 Kinds of Sentences

According to Hoghue (2003: 27), there are four kinds of sentences in English : simple sentences, compound sentences, complex sentences, and compound-complex sentences.

(1) Simple Sentences

A simple sentence is one independent clause. For example :

Andi is the tallest student in my class.
(Independent clause)

(2) Compound Sentences

A compound sentence is two independent clauses connected in one of three ways. For example :

Mr. Hendri is the richest man in my hometown, **but** we seldom see him at home.
(Independent clause) (Independent clause)

Mr. Hendri is the richest man in my hometown**; however,**
(Independent clause)

we seldom see him at home.
(Independent clause)

Mr. Hendri is the richest man in my hometown**;** we seldom see him at home.
(Independent clause) (Independent clause)

(3) Complex Sentences

A complex sentence is one independent clause and at least one dependent clause. For example :

Safrina has many friends **because** she is a kind girl **who** likes helping everyone.
(Independent clause) (dependent clause) (dependent clause)

A man stole the old lady's wallet, **which** was sitting on a bench behind a tree.
(Independent clause) (dependent clause)

(4) Compound – Complex Sentences

A compound – complex sentence has at least two independent clauses and at least one dependent clause. For example :

A man stole the old lady's wallet, **which** was sitting on a bench behind a tree
(Independent clause) (dependent clause)

and the police are still looking for the man.
(Independent clause)

2.2.8.3.5 Subject-Verb agreement

According to Hoghue (2003), verbs must agree with their subjects in number (singular or plural) and person (*I, you, he, they,* and so on). A singular subject (one person or thing) has a singular verb. A plural subject (two or more people or things) has a plural verb. Some subject-verb agreement erros happen when the subject is third –person singular (*he, she,* or *it*). We also must remember to use the-s form in the simple present tense and to use the –s form of helping verbs *do* and *have.*

Table 2.22 Verb–Present Tense Form

	Any Verb–Present Tense

	Singular		Plural	
Firs person	I	Work	We	Work
Secon person	You	Work	You	Work
Third person	He	Works	They	Work
	She	Works		
	It	Works		

Table 2.23 Verb–Present Tense Form

	Do--Present Tense				Have—Present Tense			
	Singular		Plural		Singular		Plural	
First person	I	Do	We	Do	I	have	We	Have
Second person	You	Do	You	Do	You	have	you	Have
Third person	He	Does	They	do	He	has	They	have
	She				She			
	It				It			

The verb *be* is irregular, using different forms for first- and third-person singular in both present and past tense.

Table 2.24 Verb–Be Present Tense and Past Tense Form

	Be—Present Tense				Be—Past Tense			
	Singular		Plural		Singular		Plural	
First person	I	Am	We	are	I	was	We	were
Second person	You	are	You	are	You	were	You	were
Third								

person	He	Is	They	are	He	was	They	were
	She				She			
	It				It			

2.2.8.3.6 Word order

Hogue (2003:174-178) states: "using the correct word order is important in English because word order change meaning." Hogue divides word oder into some parts, but here the researcher will explained some of them which relate to this researcher's study, such as position of adjectives and position of adverbs as follows:

(1) Position of adjectives

Adjective + noun

Adjectives usually come before nouns, not after them. For example, *a tall tree* not *a tree tall.*

Exceptions:

a) Cardinal numbers used as adjectives follow nouns. (Cardinal numbers are numbers such as *one, two, three,* that identify or name rather than count.) For example, page **two**, chapter **five**, section **three.** But , the **second** page, the **fifth** chapter, the **third** secion. *Second, fifth,* and *third* are ordinal numbers. As adjectives, they precede **nouns**.

b) Adjectives follow measurements of space,age, and time. For example, 'The Grand Canyon is **one mile deep', '**The child is **two years old', '**we came here **six months ago'.**

c) Adjectives can follow certain indefinite pronouns. For example, 'A bride traditionally wears **something old, something new, something borrwed**,

and **something blue**', He said that his date was not **anyone special**, but we did not believe him.'

d) Adjectives can also follow linking verbs. The most common linking verbs are *be, become, appear, seem, look, feel, taste*, and *smell.* The examples are: He is happy, You seem angry, She looks tired, Candy tastes sweet, That smells good, etc.

(2) Position of adverbs

Placing adverbs correctly in a sentence can be troublesome because adverbs can move around in a sentence more than any other kind of word in English. There are many possible variations.

a) Adverb + adjective / adverb

Adverbs that modify adjectives and other adverbs go directly before the words they modify. For example, 'She is always late', 'She is almost always late.'

b) Adverbs modifying verbs

Adverbs that modify verbs can go in several different places in a sentence.

- ✓ At the beginning of their clause (usually followed by comma). For example, **Slowly,** we opened the door.
- ✓ At the end of their clause. For example, We opened the door **slowly.**
- ✓ Before a verb that is only one word. For example, We **slowly** opened the door.
- ✓ After the first helping verbs when the verb has one or more helping verbs. For example, The trees are**slowly** dying.

c) Adverbs used with *be*

Only a few adverbs can appear in a sentence when the main verb is a form of *be.* They are adverbs of frequency and a few others. Put these adverbs after *am, are, is, was,* and *were.*

Table 2.25 Adverbs Used with *Be*

Adverbs of frequency	Other adverbs	Examples
Always Usually Often Rarely Occasionally , etc.	Already Ever Seldom Finally Generally etc.	Flight are **often** late in bad weather. The plane is **probably** late. They were **already** there when we arrived.

*Exception: Put probably before a negative. For example**, He probably is not** as sick as he pretends to be.

(3) Adjective agreement

Adjectives are always singular. Never add *–s* to an adjective, and never use a plural word as an adjective. For example, **big** feet not bigs feet. Be especially careful when a compound adjective containing a number comes *before* a noun. The examples are: a **five-dollar** biil, **a two-year-old** child, **a ten-kilometer** race.

(4) Order of adjectives

In writing several adjectives in a row, sometimes we must put them in a particular order, and sometimes we can choose our own order dipending on the kind of adjective. One kind is called cumulative adjective, and the other kind is called coordinate adjectives.

a) Cumulative adjectives

Cumulative adjectives are not separated by commas, and we must put it in a specific order. The following chart lists the order of cumulative adjectives.

Table 2.26 The Order of Cumulative Adjectives

Opinion	Appear-ance	Age/ Colour	Origin	Material	Noun used as Adj
Poor	**Size**	**Age**	**Nationality**	Silk	Fashion
Beautiful	Big	Old	English	Gold	Wedding
Interesting	Little	New	Italian	Metal	Baseball
Cheerful	small	young	Indonesian	wood(en)	
Expensive	S**hape/length**	**Colour**	Religion		
	Long	Black	Muslim		
	Round	White	Budhist		
	Square	blue	Christian		
	Condition	red			
	Rusty				
	Broken				

Example : My friend is a model for **a well-known Italian fashion designer.**

The child drew **a large uneven circle** in the center of the paper.

b) Coordinate adjectives

Any adjective that is not cumulative is a coordinate adjectives. We do not have to put coordinate adjectives in a specific order, and we can put the word and between them (hungry, and wet and cold). Separate coordinate adjectives from each other (but not from the following noun) with commas. For example, the people want smart, independent, experienced, and honest leader.

2.2.9 Sources of Errors

Richards (1974: 124) in Wahyuningsh (2011) states: “the source of errors in studying a language might be derived from the interference of the learners’ mother tongue and general characteristics of the rule learning...”. According to Richards (1974:124),there are three sources of competence errors:

(1) Interference errors

It occurs as a result of mother tongue interference and as a result of the use of element from one language while speaking another.

(2) Intra-lingual errors

This error occurs because of the students' lack of knowledge and reflects the general characteristics of rule learning. Richards (1974: 174) also classifies intra-lingual errors into four categories:

(a) Over generalization

It occurs when the learner creates a deviant structure on the basis of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures (for example; 'He can sings' where English allows 'He can sing' and ' He sings').

(b) Ignorance of the rule restrictions

It involves the application of rules to contexts where they do not apply. An example is 'He made me to rest' through extension of the pattern found with the majority of verbs that take infinitival complements (for example, 'He asked /wanted/invited me to go').

(c) Incomplete application of rules

It is typically related to analogy. It involves a failure to fully develop a structure. Thus learners of L2 English have been observed to use declarative word order in questions (for example; 'You are sad?') in place of interrogative word order (for example; 'are you sad?'). This type of intra-lingual error corresponds to what is often referred to as an error of transitional competence (Richards, 1974).

(d) False concepts hypothesized

The last category of intra-language error, that is sometimes called semantic error, may be derived from faulty comprehension in the target language.

(3) Developmental errors

It occurs when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

2.3 Theoretical Framework

To help the researcher to do this study, the researcher uses some theories which have been written by the professional researchers. Based on the title of this study, the resercher takes communicative competence by Celce-Murcia et al. as the first theory because it explains the prominent purpose of learning English is to reach the communicative competence. There are six communicative competence as the goal of foreign language teaching. Those are discourse competence, socie-cultural competence, formulaic competence, interactional competence, linguistic competence,and strategic competence.

The second theory is about speaking skill. Lado (1961:239-240)argues: "speaking is the ability to use in essentially normal communication, stress, intonation, grammatical structure and vocabulary of the foreign language at normal rate delivery for native speakers of the language. Speaking is one of the four basic skills besides writing, listening, and reading which students of junior high school have to acquire in learning a foreign language."

There are many kinds of speaking tests for students of junior high school. One of them is monologue speaking test. So,the researcher takes monologoe

speaking tests as the third theory. According to Brown (2001: 271-274), there are six types of classroom speaking performance which can be applied to the oral production that students are expected to carry out in the classroom. Those areimitative, intensive, responsive, transactional (dialogue), interpersonal, extensive (monologue*)*.

The forth theory is about the characteristics of junior high school students because the subjects of the researcher's study is junior high school students. The junior high school students learn English about using English to get things done, using English for survival purposes such as, buying and selling, asking and giving permission, making and canceling appointments, reading and writing simple texts, reading popular science, telling about their self and their environment, etc.

The fifth theory is 2013 curriculum. Hasan hamid (2013) states: "the characteristics of 2013 curriculum are the content of curriculum is Core Competencethen it is explained more detail in subject Basic Competence. As a whole, 2013 curriculum is still a competence-based curriculum in that the objectives are formulated in terms of the target competence."

Then, the sixth theory is about descriptive text. Broadman, Oshima and Hogue (1997: 50) state: "descriptive text appeals to the sense, so it tells how something looks, feels smells, tastes, and or sounds." In other words, it can be said that descriptive text captures one experience of a person, place or thing into words by appealing to the five senses: sight, hearing, smell, taste and touch. Descriptive text is a kind of genres which is used to describe a particular person, place, activity, idea or thing that is drawn in words. Descriptive text is one of the

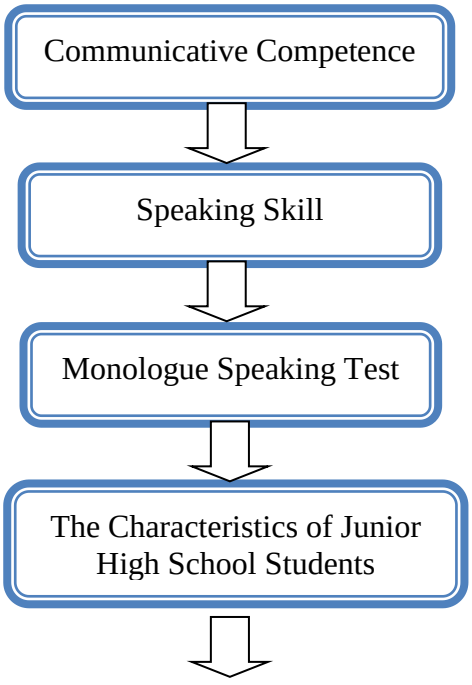
genres which must be learned by students of junior high school. It is included in 2013 curriculum syllabus of the seventh grade students of junior high school in KD 3.10, 4.12, and 4.13. The students should master how to describe people, things, and animals in written and spoken English. However, the researcher will focus on KD 4.13 which is about spoken descriptive text.

The seventh theory is about the definition of grammar. Grammar is needed to help people in communication especially in communicating English. According to Lubna Alsagoff (2008:2) cites: "grammar is about exploring patterns in structure and meaning, examining how structure and meaning interact, developing our sensitivity towards meaning in context, improving our skills for effective communication, sharpening our mind for critical thinking and enquiry. Ellis also (2002) states:"priority of teaching grammar is to assist learners to internalize the structures or rules of language, taught in such a way that they can be used for communication both written and spoken."

The eighth theory is about grammatical errors analysis in speaking English. Many Indonesian students often make errors in speaking English. It happens in all components of grammatical structure such as errors in using *conjunction, using to be, using questions sentence, using verb, using preposition etc.* Actually making an error in learning a language is natural, but it must be reduced to make a communicative conversation. According to Rod Ellis (1997:17) on his book entitled *Second Language Acquisition,* states: "errors reflect gaps in a learner's knowledge; they occur because the learner does not know what is correct." Besides that, Corder (1967:25) cites, "The errors of performance will

characteristically be unsystematic and the errors of competence, systematic." It means that the errors of performance is as *mistakes* and term *errors* to refer to the systematic errors of learner. Dulay, Burt and Krashen (in Carl James 1998:106) states: "there are 4 errors. Those are categories, omission, addition, misinformation, and misordering."

The ninth theory is sources of errors.According to Richards (1974: 124 in Wahyuningsih (2011)) states, "the source of errors in studying a language might be derived from the interference of the learners' mother tongue and general characteristics of the rule learning..." Richards (1974: 124) distinguishes three sources of competence errors which include: interference errors ; intra-lingual errors which consistes of over generalization, ignorance of the rule restrictions, incomplete application of rules; false concepts hypothesized; anddevelopmental errors. The theoretical framework is presented in the diagram below:



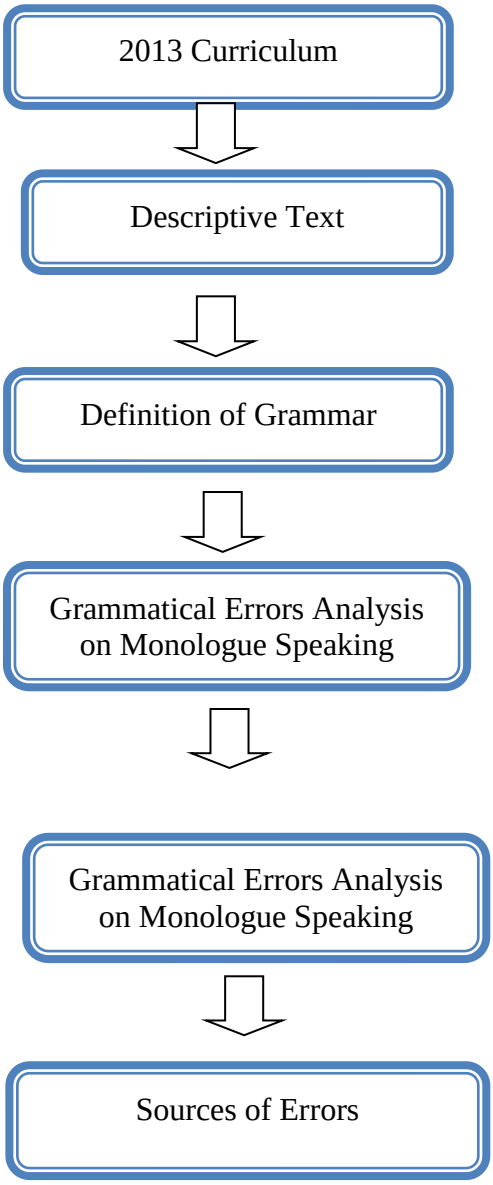


Chart 2.27 Theoretical Framework

CHAPTER III

PROCEDURE OF INVESTIGATION

This chapter presents procedure of investigation which consists of object of the study, role of the researchers, procedure of data collection, procedure of data analysis and triangulation.

3.1 Object of the Study

This study belongs to a case study by using qualitative descriptive approach. According to Creswell (2014:4) in Utami (2014), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem.This approach is most widely used to qualitative research in education as stated by Gall and Borg (2003) in Duff, *Case Study Research in Applied Linguistics* (2008:21) in Kartikasari (2014) because it is aimed at giving a clear description of grammatical errors on students' monologue speaking test in *Muntilan* State Junior High School 1in the Academic Year 2014/2015.

In this study, the researcher analyzed the grammatical errors on the students' monologue speaking test which the case of spoken descriptive textsproduced by the seventh grade students of *Muntilan* State Junior High School 1. Moreover, the objectives of this study are to describe the result of analyzing grammatical errors and the most grammatical errors thst the students mostly do on monologue speaking test (The case of spoken descriptive texts produced by the seventh grade students' of *Muntilan* State junior high school 1).

3.1.1 Research Setting

The research was conducted at *Muntilan* State Junior High School 1, Magelang Regency, Central Java. It was a standard school which previously was as a government-funded school with so-called *Rintisan Sekolah Berstandar Internasional* (A Pilot International Standard School) in Magelang Regency. It was also as a piloting project school in implementing the new 2013 Curriculum where the researcher had finished teaching practice last year. It was located in the center of *Muntilan* subdistrict. It was a big school with 457 students coming from different parts of surrounding areas. There were twenty classes which were consisted of 6 parallel classes and two Gifted Classes (Cerdas Istimewa). In Addition, each class consisted more or less 24 students.

3.1.2 Research Participants

The participants of this study were seven grade students of class 7F of *Muntilan* State Junior High School 1 Academic Year 2014/2015. This class consisted 23 students. This class was chosen by the English teacher because the score of speaking test of 7F were average among several classes.

3.2 Role of the Researchers

In this study, researcher was as an instrument and a data collector. The other instruments except human could be used only to support the researcher's duty as an instrument. Besides, the researcher was as an observer, so the researcher ought to come to the school and observed the participants.

Before the researcher took some data, the researcher asked permission to the School Principal of *Muntilan* State Junior High School 1 Academic Year

2014/2015. Then, after the school principal gave permission, the researcher communicated with the seven grade of English teacher to determine the time and the class which would be taken as the subject of the researcher's study. Next, the English teacher informed the students who would be the subject of the researcher's study to prepare their performance around a week before the deadline.

3.3 Procedure of Data Collection

Data in this study was obtained by conducting classroom observation, recording, and transcribing. Then, the research would analyze the grammatical errors which the students made. The use of each technique and resulting data to obtain from them could be described as follows:

Table 3.1 Techniques and Data

No	Technique	Implementation	Data obtained
1	Observation	Observing the students performance	Students' monologue speaking test performance
2	Recording	Recording the students performance	Recording acts, stages, and language the students' monologue speaking test performance
3	Transcribing	Trancribing the students' monologue speaking test pefromance	The transcription of the students' monologue speaking test pefromance

To answer the research's questions and get obvious description of the techniques collecting the data, the researcher used observation, recording, and transcribing. The goal of this observation was to observe the students' monologue speaking test performance. The researcher had prepared observation sheets before the students performed their presentation. The observation sheets contained name,

class, school, a table for the students' transcription and a table which consisted some categories that would be analyzed. The table is simply drawn as below:

Name : Class : School :

A. The Transcription of (Student's Name) Monologue Speaking Test (attached)

B. Grammatical Errors Analysis

No.	Word Formation	Phrase construction	Sentence construction	Explanation

C. Frequency of Grammatical Errors

1. Word Formation :
2. Phrase construction :
3. Sentence construction :

Total :

Figure 3.2 A Sample of Observation Sheet

Then, the researcher made some numbers from one until twenty threeon small pieces of paper to determine the students' performance number. The students chose one of them. The students delivered their presentation in front of the class based on the number one until twenty three. Audio and video recording were used

to collect the data. It helped the researcher to interpret the situation and to transcribe the students' text.

After conducting the students' performance, the researcher transcribed the data which had been recorded before. Although it was not easy to transcrib the students' presentation, the researcher tried to do it as objective as possible. The students' transcriptions were used to analyze the grammatical errors which the students made. Then, after the researcher had analyzed the grammatical errors of the students monologue speaking test, the researcher concluded the result of the study. The research framework of this study was simply drown as follows:

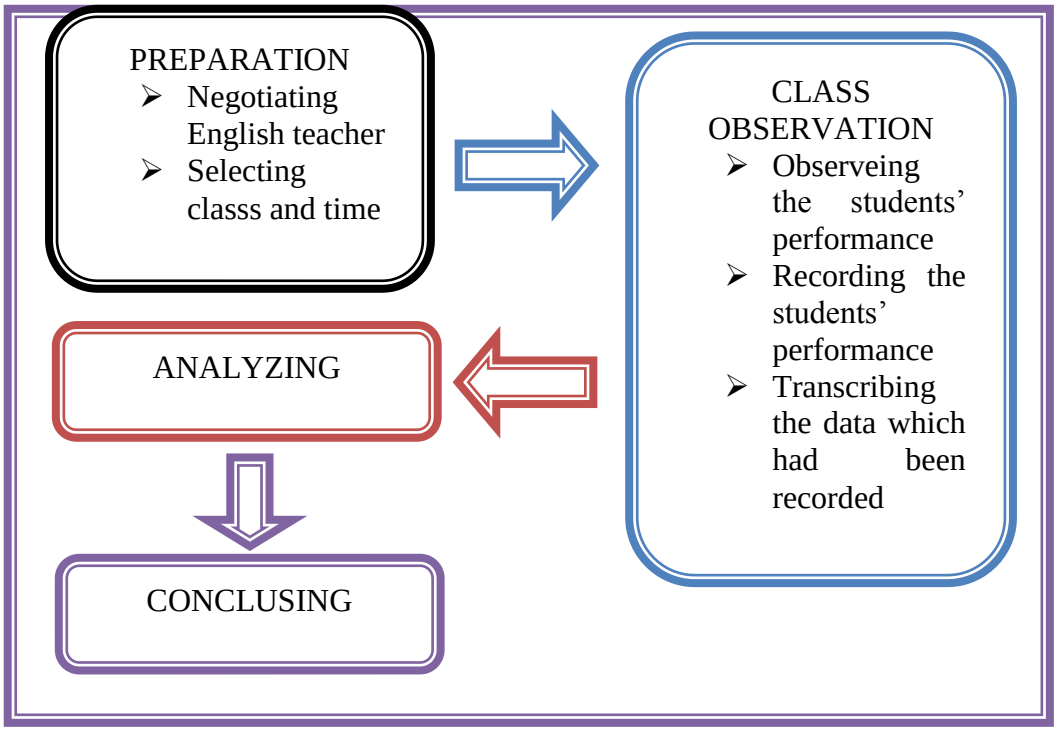


Figure 3.3 Research Framework

3.4 Procedure of Data Analysis

The class observation was done after the preparation had been completed. The researcher took the class observation on Monday, 11th Mei 2015 in 7F class around 10.45 am – 1.45 pm . The researcher observed every students' monologue speaking test performance in front of the class and recorded their performance until all the students delivered their presentation. Besides, the researcher also wrote the students' name on theobservation sheet.

Next, the researcher watched the video and transcribed each video.Atkinson (1989) in Nurrachmad (2009) stated: "data for analysis shouldwriteable and readable." Since the data were taken from recording the students' performance, the researcher had to transcribe into a kind of verbal text to ease the analysis. Then, the researcher evaluated the students's performance that had been transcribed into verbal text. In the process of transcribing the text, the researcher found some difficulties such as the unclear voice of the students. Therefore, the researcher admitted that the transcriptions were not perfectly as same as the students' performance, but the researcher tried to do it as objective as possible. After that, the researher analyzed the grammatical errors of the students. Because of the subject of this study were seventh grade junior high school, the researcher decided to analyzed the grammatical systematic (*error*) and unsystematic errors (*mistakes*). Then, the researcher counted the total of errors which the students made on the observation sheet.

3.4.1 Analyzing the Data from Class Observation

In analyzing the data, the researcher used error analysis method. Corder as quoted by Ellis (1994: 48) suggested the following steps to conduct an error analysis research:

Table 3.4 Steps to Conduct an Error Analysis Research

No.	Steps	Explanation
1	Collection of samples of learner language	Deciding what samples of learner language to use for the analysis and how to collect these samples.
2	Identification of errors	Identifying the errors by underlying the errors the learner made.
3	Classification of errors	Grouping the errors that have been found and stating the classes of the errors.
4	Explanation of errors	Explaining the errors by establishing the source of the errors and calculating how often the errors appear.
5	Evaluation of errors	Evaluating the errors step involves tabelizing the errors and drawing conclusion.

After the errors had been identified, the researcher classified them into three categories, they were :

(1) errors in making word formation,

(2) errors in making phrase construction,

(3) errors in making sentence construction.

Referring to the table of error analysis method above, the data were analyzed as follows:

(1) Identification of errors

In this part, the researcher identified the grammatical errors by underlying the errors. Next, the researcher acquired the data and tried to find out the grammatical erros. The researcher also tried to analyzed the data as objectively as possible.

(2) Classification of errors

The researcher classified the errors into three categories, they were:

a) errors in making word formation

b) errors in making phrase construction

c) errors in making sentence construction

The researcher also elaborated those types of errors in tables. Each of them had their sub classification of errors.Through the following tables, the researcher counted and showed the frequency of errors ineach type. For example; the first category of errors waserrors in the use of *word formation***.**Here, the main discussion was about the word formation process in which a word formationaffix attaches to the base form of a word to create a new word, such as the word *singer,enlarge,happily etc.*The second, the researcher classified some errors about *phrase construction.*In this part, the researcher divided the problems into six categories; they were incorrect use of noun phrase, infinitive phrase, gerund phrases, prepositional phrases, *–ing* and *–ed*phrases, appositive phrases. The last,the researcher classified some errors about *sentence construction.*

(3) Explanation of errors

After the researcher classified the errors, the researcher explained the errors by establishing the source of the errors. Then, the researcher calculated the errors in order to know frequent these errors which had been made by the seventh grade

students of *Muntilan* Junior High School 1. In calculating the frequency of each error, the researcher employed as the following formula:

$$\% \ error = \frac{\sum n}{N}$$

In which, % error is the percentage of error at one field

∑n is the sum of error at one field

N is the whole error that students make

By calculating the frequency of each error, the researcher could classified the most frequent error and the least frequent error that the students made. In addition, the researcher tabelized the results of the analysis to ease the classification of percentage of each error. Thus, the results of the grammatical errors analysis on the students' monologue speaking test of the seventh grade students *Muntilan* State Junior 1 was presented in the form of table.

(4) Evaluation of errors

The last step was evaluation of the errors. This step involved the errors and a validconclusion. The researcher described those errors not only based on the frequency occuring, but also related to the pedagogical point of view.

3.4.2 Descriptive Analysis

Analyzing the data was held through descriptive analysis. Johnson (1987:116) as quoted by Larasati (2008) in Wahyuningsih (2011) said: "descriptive analysis of the result of a survey is often reported in frequencies (the actual number responding in a certain way) and percentages. These descriptive statistics were numbers that summarize the data."

In this final project, the researcher used descriptive qualitative method in analyzing the students' monologue speaking test.

3.5 Triangulation

In a research, a validity and reliability are must. It was the accountability of the research which was conducted a well-managed research and accountable in the academic world since qualitative data analysis was derived from subjective understanding. In this research, triangulation of the data was done by comparing the data obtained from observation, recording and transcribing. The goal of the observation was to observe the students' monologue speaking test performance. The researcher had prepared observation sheets before the students performed their presentaion. The observation sheets contained name, class, school, a table for the students' transcription and a table which consisted some categories that would be analyzed.Data from one source was cross checked with the data from other sources. Audio and video recording were used to collect the data. It helped the researcher to interpret the situation and to transcribe the students' text. After conducting the students' performance, the researcher transcribed the data which had been recorded before. In the process of transcribing the text, the researcher

found some difficulties such as the unclear voice of the students. Therefore, the researcher admitted that the transcriptions were not perfectly as same as the students' performance, but the researcher tried to do it as objective as possible. After that, the researcher analyzed the grammatical errors of the students. Because of the subject of this study were seventh grade junior high school, the researcher decided to analyzed the grammatical systematic (*error*) and unsystematic errors (*mistakes*). Then, the researcher counted the total of errors which the students made on the observation sheet and concluded the result of the study.Using several sources of data, the researcher could examine the consistency of the data revealed by the participant. Some data which were invalid or irrelevant were reduced or removed.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the study followed by some suggestions. The conclusion was drawn based on the findings and the discussions in the previous chapter, and the suggestions are addressed to some people in relation to the study.

5.1 Conclusions

This study analyzed the grammatical errors on monologue students' speaking test. I used the combaination of Ellis's teory, Richard's teory and Standard English Grammar. Based on Richards's error analysis, I took a look the way of classifying errors. Since the analysis was about error, I did not imitate all categories of Richards's table of classifying the errors. I combined the classifications with the Standard English Grammar. The elements of the table mostly based on Standard English Grammar. Moreover, I also used Coder's opinion about making errors. While doing the analysis, I realized that I got more understanding of English by learning the errors. If the learners can find an error and make a correction of the error, it means that they understand the correct one. There are some important points or findings based on the data analysis in the previous chapter, and the conclusion can be drawn as follows.

First, I classified the errors into three classification of errors : (1) errors in the use of *word formation*, (2) errors in the use of *phrase construction,* (3) errors in the use of *sentence construction.* Then, the results of analyzing grammatical errors on monologue students' speaking test are there were 2 errors in the use of

word formation, 106 errors in the use of *phrase construction*, 136 errors in the use of *sentence construction.*Meanwhile, the most of the error sources which the students made was caused bythe Intra-lingual errors. It was caused by the students' lack of knowledge.

Second, The most frequent errors was the error in the use of sentence construction which reached 55.74 %. The second was the error in the use of phrase construction which reached 43.44 %. The last position belongs to errors in the use of word formation which reached 0.82 %.

5.2 Suggestions

Referring to the analysis and conlusion above, some suggestions are presented as follows.

First suggestion is addressed to readers, especially English department students who are interested in doing grammatical errors analysis. The next researchers might investigate the other kinds of errors such as phonological or semantic study on dialogue or monologue speaking in acceleration class of junior or senior high school. Then, try to compare it with the regular students because in this study, the reseracher only focused on the grammatical errors on monologue students' speaking test (The case of spoken descriptive texts produced by the seventh grade students' of *Muntilan* State Junior High School 1).

Second, grammar cannot be avoided in learning English even in speaking or writing. The students should learn and practise more to encourage themselves in using correct grammar especially in speaking. Third, the English teachers should give the students' experience in practicing speaking and help the students to solve

thier errors without climing them to speak fluently and grammatically. The English teachers also should be more creative to encourage the students' interesting to practice speaking bravely in the classroom. Finally, I hope this study can give a useful contribution to the study of error analysis.

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APPENDICES

Name : Azusma Class :7F No: 1 School : SMP N 1 Muntilan

A. Transcription

"Hello Miss, hello friends...how are you?Miss, do you have a pet? What is your pet? Ok thanks. Ok, I would like to describe my pet. Well, my pet is cat. It is Anggora cat. I got my cat from my father. My cat always happy,so

her name is happy. I very love my cat because it is beautiful, cute, and funny. My cat has a long and big body. My cat is a short legs. Happy has a long tail and soft fur. Happy likes eat cereal, andhappy likes eat milk, water.Her hobby is sleeping, playing ball, and anything. She always sleeping in my bedroom. That's all thank you."

B. Grammatical Errors Analysis

No.	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1		It is Anggora cat.		It is an omission error category. The student intentionally or unintentionally made a noun phrasewithout puttingindefinite article"an" before a singular noun. The expected sentence is **"It is an Anggora cat."**	Absence of article.
2.			My cat always happy, so her name is happy.	It is an omission error category. The student intentionally or unintentionally omitted *to be* "is" before the adjective "happy". The	Absence of *to be* "is"*(sentence*

				expected sentence is **"My cat is always happy, so her name is happy."**	*pattern 2)*
3.			My cat is a short legs	It is a misformation error category. The student used a wrong form in the English structure. in addition, the student should omit the article "a". The expected sentence is **"My cat has short legs."**	Misformation in the use of*verb* and *to be* .
4		Happy likes eat cereal		It is a misformation error category. The student used a wrong gerund phrase form because the gerund can be direct object after the verb *like*. The student also can use infinitive after the verb *like*. The expected sentence is **"Happy likes to eat cereal" or "Happy likes eating cereal"**	Misformation in the use of*gerund phrase*.
5		happy likes eat milk, water.		It is a misformation error category. The student used a wrong gerund phrase form because the gerund can be direct object after the verb *like*. The student also can use infinitive after the verb *like*. Besides, the suitable word for this sentence is "drink milk and water" not "eat milk and water" The expected sentence is **"Happy likes drinking milk and water." Or "Happy likes to drink milk and water"**	Misformation in the use of*infinitive phrase*
6			Her hobby is sleeping, playingball,	It is a misformation error category. The student used of wrong form in	Misformation in

			and anything	the Englishstructure.This is a subject-verb agreement. There are more than one noun. So, the expected sentence is **"Her hobbiesare sleeping, playing ball, and *anything*."**	the use of*to be.*
7			She always sleeping in my bedroom	It is a misformation error category. The student used of wrong form in the Englishstructure. The sentence is not present progressive because adverb "always" is an adverb for present tense. Therefore, the expected sentence is **"She always sleeps in my bedroom."**	Misformation in the use of*present tense.*

C. Frequency of Grammatical Errors

1. Word formation :-
2. Phrase construction : 3
3. Sentence construction :4

Total : 7

Name : Citra Class :7F No: 2 School : SMP N 1 Muntilan

A. Transcription

"Hello my friends. Good afternoon. I have an idol. Do you have an idol? I will tell you about my idol. Well, my idol is my mother. My mother is very beautiful. She has big eyes and black eyes. Her nose is pointed. Her hair is long and wavy. She always hijab. My mother very good. Every morning she must go to school. She is teacher in the elementary school. When she must sell a meat ball at my house, she must read a book or a novel or magazine. I very love my mother. That's all thank you."

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1			She always hijab.	It is an omission error category. The student intentionally or unintentionally made a sentence without puttinga verb after the subject because every sentence must have Subject and Verb. So, the expected sentence is **"She always wears hijab."**	Absence of *verb*. (Sentence Patrtern 3)
2.			My mother very good.	It is an omission error category. The student intentionally or unintentionally omitted to be "is". The expected	Absence of *to be. (Sentence pattern 2)*

				sentence is**"My mother is very good."**	
3		She is teacher in the elementary school		It is an omission error category. The student intentionally or unintentionally omitted the articel "a" before the noun "teacher". The expected sentence is **"She is a teacher in the elementary school"**	Absence of *article.*

C. Frequency of Grammatical Errors

1. Word formation :-
2. Phrase construction : 1
3. Sentence construction : 2

Total :3

Name : Budi Class :7F No: 3 School : SMP N 1 Muntilan

A. Transcription

"Assalamu'alaikum wr, wb.

Good afternoon everybody. How are you today? Euuuum..... Hi Miss. Are you have a pet?O....you don't have.Now, I want to tell my pet. It is my pet. It is a rabbit. It is male. It's is Brio. I get Brio from my neighbourin my circumcision moment. It is his picture in a baby time. Brio have a pointed ears, circle head and brown fur and black eyes. Briolive in cage from bamboo.His cage iscleaned by me in once a week.Brio, itlikes to eatcarrots and grass. Carrots by eaten in three times a day. In the afternoon, Brio is very likes play with my turtle doll and Brio every night is like to jump in my garden. Thank you."

B. Grammatical Errors Analysis

No.	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1			Are you have a pet?	It is a misformation error category because the student used the wrong English structure. The expected sentence is **"Do you have a pet?"**	Misformation in the use of*auxiliary verb.*
2			I get Briofrom my neighbor	It is a misformation error category because the student wrong tenses. The student should usepast tense sentence because it happened in the past. The	Misformation in the use of*past*

				expected sentence is **"I got Brio from my neigbour"**	*tense form.*
3			Brio have a pointed ears	It is a misformation error category because the student used of wrong form in the English structure. It is a subject-verb agreement. The subject is a singular noun, so the student should use the verb *has*. The expected sentenc is **"Brio has a pointd nose"**	Misformation in the use of*past tense form.*
4			Briolive in cage from bamboo	It is a misformation error category because the student used of wrong form in the English structure. It is a subject-verb agreement. The subject is a singular noun, so the student should use the verb *lives*. The expected sentence is **"Brio lives in a cage from bamboo. "**	Misformation in the use of*present tense form..*
5			Carrots by eaten in three times a day.	It is an omission error category. The student intentionally or unintentionally omitted to be "is" before the verb3 because it is a passive sentence. The expected sentence is **"Carrots are eaten by the rabbit three times a day."**	Misformation in the use of*present passive voice form..*
6		Brio is very likes play with my turtle doll	Brio is very likes play with my turtle doll	It is an addition error category because the student added to be "is" that should not exist in the sentence. When there is a verb, it does not need "to be". Besides, it is also a misformation error category because the student used wrong English structure formation.The student used a wrong gerund phrase form because the gerund can be direct object	Misformation in the use of*gerund phrase* and the use of *present*

				after the verb *like*. The student also can use infinitive after the verb *like*. The expected sentence is **"Brio very likes playing with my turtle doll."** Or **"Brio very likes to play with my turtle doll."**	*tense.* .
7		Brio every night is like to jump in my garden	Brio every night is like to jump in my garden	It is misordering error category because the student made inexpected palcement morphemes in an utterance. The student used the wrong prepositional phrases form. The student should put the time in the first or in the last sentence. In addition, It is an addition error category because the student added to be "is" that should not exist in the sentcence. Then, it is also a subject-verb agreement that every single subject the verb should be added by "-s/-es" so, the expected verb is *likes*. The expected sentence is **"Every night, Brio likes to jump in my garden"**	Misordering of *preposition phrase* and misformation in the use of *present tense.*

C. Frequency of Grammatical Errors

1. Word formation :-
2. Phrase construction :2
3. Sentence construction : 7

Total : 9

Name : Akbar Class : 7F No: 4 School : SMP N 1 Muntilan

A. Transcription

Hi friends.....good afternoon. How are you today? Do you have a pet? I would like to describe my pet. My pet is cat. Her name is Chiko. I like my pet because funny,cute, and body is small and strong. Her *so* fur and her noseis flat. Her eyes is circle and big. My catlike playing football. My cat eat at the room. And then my cat like to sleep at the bed. My cat sleep every time. And two years old. Thank you. See you next time.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1			I like my pet because funny,cute, and body is small and strong.	It is an omission error category because the student intentionally or unintentionally left out the subject and *to be* "is" after a singular noun. The expected sentence is **"I like my pet because she is funny,cute, and her body is small and strong."**	Absence of *subject* and *to be.(Sentence Pattern 2)*
2			My catlike playing football	It is an omission error category. Due to the subject is a singular noun, the verb should be followed by "-s/es". So, the expected sentence is **"My cat likes playing football."**	Misformation in the use of*present tense form*.
3			My cat eat at the room	It is an omission error category. Due to the subject is a singular noun, the verb should be	Misformation in the use of*presen*

				followed by "-s/es". So, The expected sentence is**"My cat eats at the room."**	*t tense form.*
4			And then my cat like to sleep at the bed	It is an omission error category. Due to the subject is a singular noun, the verb should be followed by "-s/es". So, the expected sentence is **"and then my cat likes to sleep at the bed."**	Misformation in the use of*present tense form*.
5			My cat sleep every time	It is an omission error category. Due to the subject is a singular noun, the verbs should be followed by "-s/es". The expected sentence is **"My cat sleeps every time."**	Misformation in the use of*present tense form*.
6			And two years old.	It is an omission error category because the student left out the subject and the verb of the sentence. Therefore, The expected**"and she is two years old."**	Absence of *subject* and *verb(Sentence pattern 2)*

C. Frequency of Grammatical Errors

1. Word formation : -

2. Phrase construction : -

3. Sentence construction : 6

Total : 6

Name : Diah Class : 7F No: 5 School : SMP N 1 Muntilan

A. Transcription

Hello Miss, Hello friends....good afternoon. How are you today? Let me introduce my self, my name Firdyastuti and I want to tell you something. Ok Miss, I have a question for you. Hmm....I have a pet, my pet has a soft fur and the color is white and brown. Aaa...she has a long tail and has a four legs andthe legs is short and strong. She always meow meow. You can guess...yes you right. Aaa..I have a cat. My cat have a name and her name is Riri.My cat like playing with my little brother and then I want to tell you about my little brother. My little brother's name is Wildan Aska Fahrian and you can call him Wildan. He was born on November five 2012 and his age is two and half years old. I want to describe my little brother. That is my little brother. He has a sharp and black eyes like me. He has a pointed nose. He has a light skin. He has a bald head and he is tall and slim. He is 90 cm. And my little brother likes playing ball. He likes playing toys card. He is playing with my cat. He likes playing marble. He likes writing and drawing like me. He likes playing game like me. He *like*playing HP like me. And my little brother likes singing and dancing like me.He also has a favorite food and his favorite food is fried chicken and his favorite drink is milk. Ok miss, ok friends that is all and thank you for your attention. Bye.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1			my name Firdyastuti	It is an omission error category because the student left out *to be* "is". Therefore, The expected**"my name is Firdyastuti."**	Absence of *to be (Sentence pattern 2)*
2		My pet has a soft fur		It is an addition error category because the student added indefinite article "a" before noun fur. Noun fur is uncountable noun, so the expected sentence is **"My pet has soft fur."**	Addition of *article*
3		She has a long tail and has a four legs		It is an addition error category because the student added indefinite article "a" before noun legs. Legs are plural noun, so the expected sentence is "**She has a long tail and has four legs"**	Addition of *article*
4			yes you right	It is an omission error category because the student left out *to be* "are". Therefore, The expected sentence is **"yes, you are right."**	Absence of*to be(Sentence pattern 2)*
5			My cat have a name	It is a misformation error category because the student used of wrong form in the English structure. the student should use verb "has" because the subject is a	Misformation in the use of*present*

				singular noun. The expected sentence is **"My cat has a name"**	*tense*
6			He is playing with my cat.	It is a misformation error category because the student used of wrong form in the English structure.The students should use present tense. The expected sentence is**"Heplays with my cat."**	Misformation in the use of*present tense*
7		He has a sharp and black eyes like me.		It is an addition error category because the student added indefinite article "a" before noun eyes. Eyes are plural noun, so the expected sentence is **"He has sharp and black eyes like me."**	Addition of *article*
8		He has a light skin		It is an addition error category because the student added indefinite article "a" before uncountable noun. Tthe expected sentence is **"He has light skin"**	Addition of *article*
9			He *like*playing HP like me.	It is a misformation error category because the student used of wrong form in the English structure. The student should use verb "likes" because the subject is a singular noun. the expected sentence is **"He likes playing HP like me. "**	Misformation in the use of*present tense*

C. Frequency of Grammatical Errors

1.	Word formation	: -
2.	Phrase construction	:4
3.	Sentence construction	: 5
	Total	: 9

Name : Khansa Class :7F No: 6 School : SMP N 1 Muntilan

A. Transcription

Assalamu'alaikum wr wb..Hello friends, hello miss. Good afternoon. Now I want to describe you about my brother. My brother's name is Asta Bayu Aji. His nickname is Asta. I call his Asta.My brother is astudents.He is school at Muntilan Elementary school. He was born on 22 December 2007. Now he is seven years old. His height is 105 cm and his weight is 22kg.He has a short and heavy and black hair. He has a sharp eyes. My brother is kindly, smart, but he is lazy and naughty. He is kindly because he really loves his cat. He always *play* with his cat every backfrom school. My brother is like nature.He always gardening and watering plant every Sunday. He is lazy. He always watching television every time and make him forget time. My mother always call him because he not remeber time. He likes cartoon. His favorite cartoon is Upin Ipin and Boboy Boy. My mother always call him because after back from school he always just play and not his homework. My motheralways teach him to work his homework. My brother dreams is become an architect. He like me. I also becomean architect. May be my brother interested for draw and house plan, my brother always ask me to teach him. My brother favorite food is fried chicken.When my mother cook fried chicken to him , He do not want to eat and he always angry at her.My mother always pat him because he donot can

eat alone. My brother is naughty, but sometime he is make me laugh. He always various pose. I love my brother very much . Thank you.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1		My brother is astudents		It is an addition error category because the student added "-s" in a singular noun. So, the expected sentence is **"My brother is astudent."**	Addition of "-s" in *singular noun.*
2		I call his Asta.		It is a misformation error category because the student used the wrong English structure. The expected possessive form is **"him"** not "his". So, the expected sentence is **"I call him Asta."**	Misformation in the use of*possessive pronoun form.*
3		He is school at Muntilan Elementary school.		It is a misformation error category because the student used the wrong English structure. The student should use the possessive pronoun *his.* The expected sentence is **"His school is at Muntilan Elementary School."**	Misformation in the use of*possessive form.*
4		He has a short and heavy and black hair.		It is an addition error category because the student added indefinite article "a" before noun hair. Hair is uncountable noun. So, the expected sentence is **"He has short, heavy, and black**	Addition of *article*

				hair."	
5		He has <u>a sharp eyes</u>		It is an addition error category because the student added indefinite article "a" before noun eyes. Eyes are plural noun. So, the expected sentence is **"He has sharp eyes."**	Addition of *article*
6			<u>He always *play* with his cat every backfrom school</u>	It is a misformation error category because the student used the wrong English structure. the student should use the verb "plays" because the subject is a singular noun. the expected sentence is **"He always plays with his cat every backfrom school"**	Misformation the use of *present tense.*
7			<u>My brother is like nature.</u>	It is an addition error category because the student added to be "is" that should not exist in the sentence. Due to the subject is a singular noun, so the verb should be added "–s". So, the right sentence is **"My brother likes nature."**	Addition of *to be. (Sentence Pattern 3)*
8			<u>He always gardening and watering plant every Sunday</u>.	It is a misformation error category. There is not verb there. The suitable verb is "like". Due to the subject is a singular noun, the verb should be followed by "-s". So, the expected sentence is **"He always likes gardening and watering plant every Sunday."**	Absence of *verb (Pattern 4)*
9			<u>He always watching television every time and make him</u>	It is a misformation error category. The student should use present tense. So, the expected sentence is **"He always watches**	Misformation in the use

			forget time	**Tv every time and makes him forget time".**	of*present tense.*
10			My mother always call him because he not remeber time	It is an omission error category because the student omitted the "-s" after the verb call and auxiliary verb "does" in a negative form. The expected sentence is **"My mother always calls him because he doesnot remeber time."**	Absence of *auxiliary verb.*
11		His favorite cartoon is Upin Ipin and Bobo Boy.		It is a misformation error category. There are two nouns here, so the expected sentence is **"His favorite cartoons are Upin Ipin and Bobo Boy"**	Misformation in the use of*plural noun.*
12			My mother always call him because after back from school he always just play and not his homework.	It is an omission error category because the student omitted the "-s" after the verb "call and play" and auxiliary verb "does" in a negative form. the expected sentence is **"My mother always calls him because after back from school he always just plays and doesnnot do his homework."**	Absence of *auxiliary verb.*
13			My motheralways teach him to work his homework	It is an omission error category because the student omitted the "-es" after the verb "teach" because the subject is a singular noun. the expected sentence is **"My motheralways teaches him to work his homework"**	Absence of "-es" after the verb "teach"
14		My brother dreams is		It is misformation error category because the	Misformati

		become an architect		student used wrong possessive pronoun form. The subject should be "My brother's dream" so, the expected sentence is **"My brother's dream is becoming an architec."**	on the se of *posse ssive prono un form.*
15			He like me	It is an omission error category because the student omitted *to be* "is". The expected sentence is **"He is like me."**	Absenc e of *to be. (Senten ce pattern 2)*
16			I also becomean architect.	It is a misformation error category because the student used wrong English structure. the student should a dd the verb *want to* before the verb *become.* The right sentence is **"I also want to be an architect."**	Absenc e of *transiti ve verb. (Patter n 3)*
17			my brother interested for draw and house plan	It is an omission error category because the student omitted to be "is". Besides, the word "interested" is followed by the preposition "in". So, the expected sentence is **"my brother is interested in drawing and house planning "**	Absen ce of *to be (Patte rn 2)*
18			my brother always ask me to teach him.	It is an omission error category because the student omitted " -s" after the verb "ask" because the subject is asingular noun.	Absen ce of "-s" after the verb "ask"
19		My brother favorite food is fried chicken		It is an omission error category because the student omitted " 's " because it is a possessive form. So, the	Misfo rmatio n in the use of

				expected sentence is **"My brother's favorite food is fried chicken"**	*possessive form.*
20			When my mother cook fried chicken to him, he do not want to eat and he always angry at her.	It is misformation error category because the student used wrong English structure. The subject is singular noun, so the verb should be added "-s" and the auxiliary verb that should be used is "does". In addition, the student should add *to be* "is" before the adjective "angry". The expected sentence is "**When my mother cooksfried chicken to him, he does not want to eat and he is always angry at her."**	Misformation in the use of*present tense.*
21			My mother always pat him because he donot can eat alone.	It is an addition error category because the student added modal "can" after auxiliary verb. Besides, the verb "pat" should be added by "-s" because the subject is asingular noun and the expected auxiliary verb for the sentence is "does". Therefore, the expected sentence is **"My mother always pats him because he does not eat alone."**	Misformation in the use of *present tense.*
22			he is make me laugh	It is an addition error category because the student added to be "is" which should not be exist. So, the expected sentence is **"he makes me laugh."**	Addition of *to be.(Sentence Pattern 4)*

23			He always various pose	It is an omission error category because the student did not put the verb there. The suitable verb is "make". Due to the subject is a singular noun, so the verb should be followed by "-s" / "-es" The expected sentence is **"He always makes various pose."**	Absence of*verb. (Sentence Pattern 3)*

C. Frequency of Grammatical Errors

1. Word formation : -
2. Phrase construction : 8
3. Sentence construction : 15

Total : 23

Name : Syfa Class : 7F No: 7 School : SMP N 1 Muntilan

A. Transcription

Good afternoon. Miss and guys. I would describe my doll. My doll is hello kitty. Hello kitty is cute girl.Her body like man in general and her head is a like cat.She can speak and walk like man in general.But her hair is likecat . *Her* have ears,eye, mustache and mouth, not only that*she* also always put ribbon on herhead.And then hello kitty have many friendsbad maru, kinamoral, kiki and lala , purin, pokako, cokoke, and keropi. Hello kitty is dilligent girl because hello kitty like to help her mother to trying hard and help to shoping. She like to play with her friends and she have a sister.This is *she* and this is her sister. And then she like her hobby is gardening. Ok that's all and thank you.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1			I would describe my doll.	It is an omission error category because the student left out the modal "would like to" before the verb "describe". So, the expected sentence is **"I would like to describe (to you) about my doll."**	Absence of *modal would like to.(Sentence Pattern 5*)
2		Hello Kitty is cute girl.		It is an omission error category because the student omitted indefinite	Absence of *article*

				article "a" before a singular noun. So. The expected sentence is **"Hello Kitty is a cute girl."**	
3		Her body like man in general		It is an omission error category because the student omitted indefinite article "a" before a singular noun and to be "is". So. The expected sentence**"Her body is like a man in general"**	Absence of *to be* and *article*
4		She can speak and walk like man in general		It is an omission error category because the student omitted indefinite article "a" before a singular noun. So. The expected sentence **"She can speak andwalk like a man in general"**	Absence of *article*
5		her head is a like cat.		It is a misordering error category because the student put article in the wrong utterance. The expected sentence is **"her head is like a cat"**	Misordering in the use of *article*
6		But her hair is likecat		It is an omission error category because the student omitted indefinite article "a" before the noun "cat". The expected sentence is **"But her hair is like a cat"**	Absence of *article*
7			*Her* have ears,eye, mustache and mouth.	It is a misformation error category because the student used the wrongpersonal pronoun, verb, singular and plural noun form. It is subject-verb agreement. The students should use the verb *has* after the singular subject. Then, the student also added the number of the ears,	Misformation in the use of *present tense*.

				the eyes,the mustache, and the mouth. Theexpected sentence is **"She hastwo ears, two eyes, a mustache and amouth. "**	
8			she also always put ribbon on herhead.	It is a misformation error category because the student should use present tense. So, the expected sentence is **"she also always puts ribbon on herhead."**	Misformation in the use of *present tense.*
9			hello kitty have many friends	It is a misformation error category because the student should be used "has" after the singular subject. Therefore, the expected sentence is **"hello kitty has many friends"**	Misformation in the use of *present tense.*
10		Hello kitty is diligent girl		It is an omission error category because the student omitted indefinite article "a" before the singular noun "girl". So,the expected sentence is **"Hello kitty is a diligent girl"**	Absence of *article*
11		Hello Kitty like to help her mother to trying hard and help to shoping	Hello Kitty like to help her mother to trying hard and help to shoping	It is an omission error category.The verb "like" should be followed by "-s" because the subject is a singular noun. Besides, the verb after *to infinitive* must be V1. So, the expected sentence is **"Hello Kitty likes to help her mother to try hard and helps to shop."**	Misformation in the use of *prsent tense* and to *infinitive phrase*
12			She like to play with her friends	It is an omission error category.The verb "like" should be followed by "-s" because the subject is	Misformation in the

				a singular noun. The expected sentence is **"She likes to play with her friends."**	use of *prsent tense*
13			and she have a sister.	It is a misformation error category because the student should be used "has" after the singular subject. The expected sentence is **"and she has a sister."**	Misformation in the use of *prsent tense*
14			she like her hobby is gardening.	It is an addition error category because the student added "she like" that should not exist in the sentence. The expected sentence is **"Her hobby is gardening."**	Addition of Subject and verb. *(Sentence Pattern 2)*

C. Frequency of Grammatical Errors

1. Word formation :-
2. Phrase construction :7
3. Sentence construction :8

Total : 15

Name : Exel Class : 7F No: 8 School : SMP N 1 Muntilan

A. Transcription

Hello ma'am. Hello everyone. Ma'am, I have something for you. I will describe this thing. You can guess it in this mystery box. Ok, I have clue. It is a cartoon character. Ok, I have more clue. The cartoon is made by Pixa Art Cooperation. Yes,you are right, Minion. Minion is my favorite cartoon character. He has a yellow color of body. He has only one eye. He is so funny in the Despicable Me Cartoon. And my I can describe and elaborate .It has a blue T- shirt and blue jeans. He work for Gluu in Despicable Me. He so funny in the the cartoon .He also make us to have a laugh. So, I'm very very like this cartoon. This is a paper craft of minion. And it is only has two leg, one hair, a mouth, and a pair of hand. That all is for me. Thank you for everyone. And wassalamu'alaikum wr wb.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1		Ok, I have clue.		It is an omission error category because the student omitted article "a" before the singular noun. the expected sentence is **"Ok, I have a clue."**	Absence of *article*
2			And my Ican describe and elaborate.	It is a misformation error category because the student used the wrong modal and he also added the word "my". He should	Misformation in the use of *modal*

				use the modal "will". So, the expected sentence is **"And Iwill describe and elaborate ."**	*can.*
3			He work for Gluu in Despicable Me.	It is an omission error category.The verb "like" should be followed by "-s" because the subject is a singular noun. The expected sentence is **"He works for Gluu in Despicable Me."**	Misfor mation in the use of *present tense.*
4			He so funny in the cartoon	It is an omission error category. The student omitted to be"is". The expected sentence is **"He is so funny in the the cartoon**"	Absenc e of *to be (Senten ce Pattern 2).*
5			He also make us to have a laugh.	It is an omission error category.The verb "like" should be followed by "-s" because the subject is a singular noun. In addition, the student should not add "to have a" befor the verb "laugh". So the expected sentence is **"He also makes us laugh."**	Misfor mation in the use of *present tense.*
6			I'm very very like this cartoon.	It is an addition error category because the student added to be "am" before the verb "like". Tthe expected sentence is "Ilike this cartoon."	Additio n of *to be. (Senten ce Pattern 3)*
7			And it is only has two leg	It is an addition error category because the student added to be "is" before the verb "has". Besides, the student should added "s" on the word "leg" because it is a plural noun. So, the expectedsentence is **"And it only has two legs"**	Misfor mation in the use of *to be* and *plural noun. (Senten ce*

					Pattern 3)
8			That all is for me.	It is misordering error category because the student did not put the right placement morphemes in an utterance. In addition, the student should not add "for me" in the sentence.So, the expected sentence is **"That is all."**	Misordering in the use of *to be. (Sentence Pattern 2)*

C. Frequency of Grammatical Errors

1. Word formation : -

2. Phrase construction : 1

3. Sentence construction : 7

Total : 8

Name : Rizal Class : 7F No: 9 School : SMP N 1 Muntilan

A. Transcription

Hello everyone...how are you today. Do you have pet? I have a pet. Today I want to describe my pet. My pet is a bird. This is sparrow bird. I have two bird.His name is Frilly. And her name is Vina. His body is very strong and medium. He has two eyes, black eyes. He have softful and colorful.I like my pet because my cat is very tame. My cat is very funny, smart and cute. My pet eat seed example is corn.And he likes vegetable, sawi cendok because in baby time He like a sun, bubur bayi.That'sall thank you.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1		Do you have pet?		It is an omission error category because the student omitted article "a" before the singular noun. the expected sentence is **"Do you have a pet?"**	Absence of *article.*
2		I have two bird.		It is an omission error category because the student did not add "-s" in the plural noun. the expected sentence is **"I have two birds."**	Misformation in the use of *plural noun.*
3	softful		He have softful and colorful.	It is a misformation error category because the student used the wrong word formation form. In this sentence the student should use	Misformation in the use of *derived word*

				"soft". The student should use the verb "has" because the subject is a singular noun. So, the expected sentence is **"He hassoft and colorful fur."**	*noun to adjective* and the use of *present tense.*
4			He *have* softful and colorful.	It is an omission error category because the student did not give the object in the sentence. So, the right sentence is **"He hassoft and colorful fur."**	Absence of *direct object. (Sentence Pattern 3)*
5			My pet eat seed example is corn	It is an addition error categorybecause the student should not add*to be* "is". Then, the student should use "such as" not "example". Theexpected sentence is **"My pet eats seed such as corn."**	Misformation in the use of *present tense*
6			in baby time He *like* a sun	It is misformation error category. The student should use past tense. The expected sentence is **"in baby time, he liked a 'SUN'."**	Misformation in the use of *past tense.*

C. Frequency of Grammatical Errors

1. Word formation : 1
2. Phrase construction : 2
3. Sentence construction : 4

Total :7

Name : Wibowo A Class : 7F No: 10 School : SMP N 1 Muntilan

A. Trascription

Hello Miss. How are you doing? Today I would like to describe my idol. Do you have idol? Who is your idol? Ok. My idol is my brother. My brother name is Biboy Hegar Negara. Let call Hegar. He is nineteen years old. He is collage students. His collage is STIS at Jakarta. He work.He will be a government BPS or Badan Pusat Statistik . He is slim. His hobby is eating, playing bill yard, and playing foot ball. He is like *just*Barcelona . He has black, short, and wavy hair. The body is big and fat. My brother is smart because everyday he read a book. He is diligent. Every day he pray in the time. He is carefully. Thank you ma'am.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1		Do you have idol?		It is an omission error category. The student omitted the indefinite article "an" before the singular noun. The expected sentence is **"Do you have an idol?"**	Absence of *article*
2		My brother name is Biboy Hegar Negara.		It is an omission error category. The student omitted " 's " after the noun "My brother" because it is a possessive form. The expected sentence is **"My brother's name is Biboy Hegar Negara."**	Misformation in the use of *possessive form.*

3		He is collage students		It is an omission error category. The student omitted the indefinite article "a"before the noun "collage student". Besides, the student should not use plural form because the subject is a singular noun. The expected sentence is **"He is a collage student**"	Absence of *article* and misformation in the use of *single noun.*
4			He work.	It is an omission error category. It is a present tense, so after the singular noun the verb must be added "-s or -es". The expected sentence is **"He works."**	Absence of "-s" after the verb "work"
5		His hobby is eating, playing bill yard, and playing foot ball		It is a misformation error category. The subject is a plural noun, so the student should add *to be.* Due to the subject is a plural noun, the student should use "are". The expected sentence is **"His hobbiesare eating, playing bill yard, and playing foot ball."**	Misformation in the use of *plural noun.*
6			everyday he read a book	It is an omission error category. the students should use the verb *reads* after the singular subject. The expected sentence is **"everyday he reads a book"**	Absence of "-s" after the verb "read"
7			Every day he pray in the time	It is an omission error category. the students should use the verb *prays* after the singular subject. The expected sentence is omitted indefinite article "the" before the word "time". The expected sentence is **"Every day he prays in time"**	Absence of "-s" after the verb "pray".

C. Frequency of Grammatical Errors

1.	Word formation	: -
2.	Phrase construction	: 4
3.	Sentence construction	: 3
	Total	: 7

Name : Wafa Class : 7F No: 11 School : SMP N 1 Muntilan

A. Trascription

Hello Miss. How are you? Today Idescribe my pet.Look a picture. It is my pet. His name is Koko. His fur is soft. He like playing game.He likesto actsexercise. That's all thank you.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1			Today I describe my pet.	It is an omission error category. The student omitted the modal "would like to" before the verb "describe." So, the expected sentence **"Today Iwould like to describe (to you) my pet."**	Absence of the*modal would like to.(Sentence Pattern 5)*
2			Look a picture.	It is an omission error category. The student should add preposition "at" after the verb "look". Besides, the student should omit the indefinite article "a" because it should not exist. It will be better use the determiner "this". So, the expected sentence is **"Look at this picture."**	Misformation in the use of *direct object. (Sentence Pattern 3)*
3			He like playing game.	It is a misformation error category because the student did not add "-s" after the verb "like". The expected sentence is **"He likes playing game.**"	Misformation in the use of *present*

					tense.
4		He likes to acts, exercise		It is a misformation error category. It is *to infinitive* form. So, the right sentence is **"He likes to actexercise**"	Misformation in the use of *to Infinitivephrase*

C. Frequency of Grammatical Errors

1. Word formation :

2. Phrase construction : 1

3. Sentence construction : 3

Total : 4

Name : M. Restu Class : 7F No: 12 School : SMP N 1 Muntilan

A. Transcription

Hello...How are you today? Are you have idol.Who is? My idol is Christian Ronaldo. You know? Well, today Idescribe you my idol. My idol is Christian Ronaldo. He is playing for real madrid. The old is twenty eight years old. And the tall is 107 height cm and fifty kg.This is a ronaldo family.The ronaldo rival is messy.This picture Ronaldo after make a goal.This is a picture ronaldo when get award. That's all thank you Miss.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1		Are you have idol	Are you have idol	It is a misformation error category. This is a Yes/No question. The suitable auxiliary verb for this text is "Do" because the subject is "You". So, The expected sentence is **"Do you have an idol?"**	Misformation in the use of *auxiliary verb* and the *absence of article*.
2			Who is?	It is an omission error category because the student omitted the subject. The suitable subject for this text is "he". So,the expected sentence is **"Who is he?"**	Misformation in the use of *information question*
3			You know?	It is an omission error category. The student	Misformation

				omitted the auxiliary verb "Do" because it is a Yes/No question sentence. Then, the subject is "You". The expected answer is **"Do you know?"**	in the use of *YES / NO Question*
4			today I describe you my idol	It is an omission error category because the student omitted the modal "would like to" before the verb "describe". Besides, the student should use the indirect object " to you" after the verb "describe". The expected sentence is **"today I would like to describe my idol."**	Misformation in the use of modal *"would like to"(Sentence Pattern 5)*
5			He is playing for Real Madrid	It is a misformation error category. The student should use present tense not present progressive tense. So, the expected sentence is **"He plays for Real Madrid."**	Misformation in the use of *present tense.*
6		The old is twenty eight years old		It is a misformation error category. The subject of this sentence should be the noun "He". So, the expected sentence is **"He is twenty years old."**	Misformation in the use of *personal pronoun.*
7		the tall is 107 height cm and fifty kg.		It is a misformation error category because the student used the wrong possessive form. the expected sentence is **"His tall is 107 height cm and his weight is fifty kg."**	Misformation in the use of *possessive form..*
8		This is a ronaldo family		It is a misformation error category because the student used the wrong possessive form. the sentence should be **"This is Ronaldo's family.**"	Misformation in the use of *possessive form..*

9		The ronaldo rival is messy		It is an omission error category. It is a possessive form. the student should add " 's " after the subject. So, the expected sentence is **"The Ronaldo's rival is Messy**"	Misformation in the use of *possessive form..*
10		This picture ronaldo after make a goal.	This picture ronaldo after make a goal.	It is an omission error category because the student omitted to be before the object. It is also misordering error because the student used the wrong placement morpheme. Besides, the student should use "Ving" after the presposition "after". So, the expected sentence is **"This is Reonaldo's picture after making a goal."**	Absence of *to be (Sentence Pattern 2)and The absence of –ing phrase.*
11		This is a picture Reonaldo when get award	This is a picture Reonaldowhen get award	It is a misordering error category because the student used the wrong placement morpheme. Besides, the student should omit the indefinite article "a" before the possessive form. Then, the student also used the wrong English structure. The student should use past tense after the conjunction "when". So,the expected sentence is **"This is Reonaldo's picturewhen he got award.**"	Misformation in the use of *possessive form* and *past tense.*

C. Frequency of Grammatical Errors

1. Word formation : -

2. Phrase construction : 7

3. Sentence construction : 7

Total : 14

Name : Bintang Class : 7F No: 13 School : SMP N 1 Muntilan

A. Transcription

Hi friends. How are you today? Do you have a house? Please guess it guys. I have ahouse. I have something for you. Please guess friends. This is my toy car. This car is colorful. I make a years ago.A years ago I have one toy, but because I not like this car. I not like it. I make a new car.And *this car* at this time.This car simple designand simple in the practice. This car *has* six wheel , some window and a ladder.This easy to open but difficult to be closed.This wind, It is to speed forward but to backward it is difficult. That's all thank you.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1		I make a years ago	I make a years ago	It is a misfromation error category. The student should use past tense. Then, the student should omit "-s" after the word "year" because it is a singular noun. In addition, the student should add an object "it" after the verb "make". So, the expected sentence is **"I made it a year ago**"	Misformation in the use of *past tense form* and *plural noun.*
2		A years ago I have one toy	A years ago I have one toy	It is a misfromation error category. The student should use past tense. Then, the student should omit "-s" after the word "year" because it is a	Misformation in the use of *past tense*

				singular noun. So, the expected sentence is **"A year ago I had one toy"**	*form* and *plural noun.*
3			but because I not like this car.	It is an addition error category because there are two conjunctions. The student should omit "because". Based on the text, the student should use past tense. The student also omitted the auxiliary verb "did". So, the expected sentence is **"but, Idid not like this car**."	Misformation in the use of *past tense form* and *auxiliary verb.*
4			I make a new car	It is a misformation error category. The student should use past tense form. The expected sentence is **"I made a new car."**	Misformation in the use of *past tense form*
5		And this car at this time.		It is an omission error category because the student omitted*to be* "is" after a sngular subject. Besides, the student should use the adverb "with me up to now" not "at this time". So, the right sentence is **"And this car is with me up to now. "**	Misformation in the use of *prepositional phrase*
6			This car simple designand simple in the practice	It is an omission error category because the student omitted the verb. The student should added verb "has" because the subject is a singular noun. The expected sentence is "This car has simple designand simple operation."	Absence of*verb.(sentence pattern 3)*
7		This car has six wheel ,		It is an omission error category because the	Absence of "-

		some window and a ladder		student omitted "-s" in a plural noun. So,the expected sentence is "**This car has six wheels, some windows and a ladder"**	s" in the *plural noun*.
8			*This easy*to open but difficult to be closed.	It is an omission error category because the student omitted to be "is" after the singular subject. The student also added subject "it is" after the conjunction "but". So, the right sentence is **"This is easy to open but it is difficultto be closed."**	Absenc e of *to be. (Senten ce Pattern 2)*
9			This wind, it is to speed forward, but to backward it is difficult.	It is a misordering error category because the student did not put the expected placemnt morpheme. The expected sentence is **"This wind, it is to speed forward, but it is difficult to backward."**	Misorde ring in the use of *to be(Sent ence Pattern 2)*

C. Frequency of Grammatical Errors

1. Word formation : -
2. Phrase construction : 5
3. Sentence construction :6

Total : 11

Name : Agustina Class : 7F No: 14 School : SMP N 1 Muntilan

A. Transcription

Hello friends, Hello Miss....How are you today? Do you have *a* idol? What is it? Ok, my idol is my brother. Today I want tell you my brother. My brother's name is Mohammad Ulum.I call him Ulum. She was born in September 24th 2013. Now his age twenty month. My family is very love him. My brother has black and round eyes. His nose is flat.He has flat forehead. His body is fat. He likes play toys like this. My brother is play rockers verry happy. In addition, my brother like play sand in beside my house.My brother is very polite. He always kiss the hand like this. This is my sister. My brother always kiss my sister hand. My brother also very like eat. His favorite eat is gudeg and fried chicken. He can eat and drink by himself. In addition, my brother is diligent boy.My brother like read the book in part time and sweep the floor with me. Thank you.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1		Do you have a idol?		It is a misformation error category because the student used the wrong English structure. the student should use the indefinite article "an" before singular noun which has vowel in the first letter. So, the expected sentence is	Absence of *article*.

				“Do you have an idol?”	
2		I want tell you my brother.		It is an omission error category. The student should add the preposition “to” after the verb “want” because it is *to infinitive* form. So, the expected sentence is **“I want to tell you my brother.”**	Absence of “to” in the use of*infinitive phrase*
3		Now his age twenty month	Now his age twenty month	It is an omission error category. The student should add *to be* “is” because the subject is a singular noun. in addition , the student should add “-s” in plural noun. The expected sentence is **“Now his age is twenty months”**	Absence of*to be (Sentence Pattern 2)* and *the absence of “-s” in the plural noun.*
4			My family is very love him.	It is an addition error category because the student added *to be* before the verb “love”. The expected sentence is **“My family very love him.”**	Addition of*to be (Sentence Pattern 3).*
5		He has flat forehead.		It is an omission error category. The student should add the indefinite article “a” before a singular noun. So, the expected sentence is **“He has a flat forehead”**	Absence of article.
6		He likes play toys like this.		It is misformation error category. The student should use garund form.	Misformation in

				The right sentence is **"He likes playing toys like this."**	the use of *gerund phrase*
7	My brother is play rockers very happy		My brother is play rockers very happy	It is an addition error category because the student added *to be* "is" before the verb "play" in the present tense form. The student should add "-s" in the verb "play" because the subject is a singular noun. In addition, the student should use adverb "happily" and omit the word "very" to make a good sentence. So, the expected sentence is **"My brotherplays rockers happily."**	Misformation in the use of *present tense* and *derived word adjective to adverb*
8		my brother like play sand in beside my house.	my brother like play sand in beside my house.	It is a misformation error category. The student should use garund form. The verb should be followed by "-s" because the subject is a singular noun. Besides, The student also should omit the preposition "in" before the adverb "beside". So, the expected sentence is **"My brother likes playing sand beside my house."**	Misformation in the use of *present tense* and *gerund phrase*
9		He always kiss the hand like this.	He always kiss the hand like this.	It is an omission error category. The verb should be followed by "-s" because the subject is a singular noun. In addition, the student should use the	Misformation in the *use of present*

				possessive pronoun "her" not "the". So, the expected sentence is **"He always kissesher hand like this."**	*tense* and *possessive pronoun.*
10		My brother always kiss my sister hand	My brother always kiss my sister hand	It is an omission error category. The verb should be followed by "-s" because the subject is a singular noun. Besides, she should add " 's " after the noun "sister". So, the expected sentence is **"My brother always kisses my sister's hand."**	Misformation in the use of *present tense* and *possessive pronoun.*
11		My brother also very like eat.	My brother also very like eat.	It is a misformation error category.The student should use garund form. Then, the verb should be followed by "-s" because the subject is a singular noun. So, the right sentence is **"My brother also very likes eating."**	Misformation in the use of *present tense* and *gerund phrase*
12			His favorite eat is gudeg and fried chicken.	It is a misformation error category.The student should use the noun "food" not "eat". Besides, she should use to be "are" because the object is a plural noun. So, the corrcet sentence is **"His favorite foodare gudeg and fried chicken."**	Misformation in he use of *to be. (Sentence Pattern 3)*
13		my brother is diligent boy.		It is an omission error category because the student did not add	Absence of article

				indefinite indefinite article "a" before the singular noun. The expected sentence is **"my brother is a diligent boy."**	
14		My brother like read the book in part time and sweep the floor with me.	My brother like read the book in part time and sweep the floor with me.	It is a misformation error category.The student should use garund form. Then, the verb should be followed by "-s" because the subject is a singular noun. So, the right sentence is "**My brother likes reading the book in a part time and sweeping the floor with me.**"	Misformation in the use of *present tense* and *grund phrase*

C. Frequency of Grammatical Errors

1. Word formation : 1

2. Phrase construction : 11

3. Sentence construction : 9

Total : 21

Name : Nadjma Class : 7F No: 15 School : SMP N 1 Muntilan

A. Transcription

Hello friends.Hello ma'am. How are you today? Today I would like to describe my brother . Do you have sister or brother? This is my brother. My brother's name is Inang Wahyu Ramadhan. My brother is has brown eyes , flat nose, chubby, and small mouth.My brothers likes to play games tablet. My brother's very naughty.This is one of the photo. He is always asks me to open the tablet my be sleep.My brother's very lovely.My brother likes play with car.My brother's likesplay in fish pond.Every Sunday My brothers and I like play fish in are suro gending. My brother's likes sleeping in front of TV.Thank you.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1		Do you have sister or brother?		It is an omission error category because the student did not add indefinite article "a" before the singular noun. The expected sentence is **"Do you have a sister or brother?"**	Absence of *article*.
2			My brother is has brown eyes , flat nose, chubby, and small mouth.	It is an addition error category. The student should not add *to be* "is" after the verb "has". So, the expected sentence is **"My brother has brown eyes , flat**	Addition of *to be.(Sentence Pattern 3)*

				nose, chubby, and small mouth."	
3			He is always asks me to open the tablet my be sleep.	It is an addition error category. The student should not add *to be* "is" because there is a verb there. Besides, the word "may be" is not suitable with the text. The student should use the word "when it sleeps". So, the expected sentence is **"He always asks me to open the tablet when it sleeps."**	Addition of *to be.(Sentence Patter n 3)*
4		My brother's likesplay in fish pond	My brother'slik esplay in fish pond	It is an addition error category. The student should not add *to be* "is" because there is a verb "likes". The student also should us geund form after the verb "likes". The expected sentence is **"My brother likesplaying in fish pond"**	ddition of*to be.(Sentence Pattern 3)*andmisformation *in the use of gerund phrase.*
5		I like play fish in are Suro Gending	I like play fish in are Suro Gending	It is a misformation error category. The student should use gerund form. Besides, the student also should omit *to be* "are" before the place. The expected sentence is **"I like playing fish in Suro Gending."**	Misformation in the use of *gerund phrase* and addition of *to be.(sen ece pattern 3)*

C. Frequency of Grammatical Errors

1. Word formation : -

2. Phrase construction : 3

3. Sentence construction : 4

Total : 7

Name : Anis Mita Class : 7F No: 16 School : SMP N 1 Muntilan

A. Transcription

Good morning Miss Ela and friends. How are you today? Do you have a doll? Today I would like to describe you my doll.Well, my doll is Barbie. Her name is Selina. She has sharp and small eyes. Selina has pointed nose. She has thin lips. Selina has long, straight, and brown hair. She has dark brown skin. Selina has tall and thin body. I love my favorite barbie doll because *so cute* and *come with amazing stories.*And*my barbie doll so cute* because *have* pretty face, cute clothes and amazing accessories.And I like to dress *it different of face* that are fashionable. For example; pink T-Sirt, thick jeans and yellow shoes. I play with my favorite my barbie doll everyday. Thank you guess.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1		Selina has pointed nose		It is an omission error category. The student omitted the indefinite articel "a" before the singular noun "nose". The expected sentence is **"Selina has a pointed nose."**	Absence of *article*
2		Selina hastall and thin body		It is an omission error category. The student omitted the indifnite articel "a" before the singular noun. So, the expected sentence is **"Selina has a tall and a**	Absence of *article*

				thin body."	
3			I love my favorite barbie doll because *so cute* and come with amazing stories.	It is an omission error category because there is not subject and verb there. It is a compound sentence which there are two independent clauses.Then, the sentence is not a paralell sentence. It should be separated. Besides, the student should use past tense in the second sentence. So, the expected sentence is **"I love my favorite barbie doll because it is so cute. It came with amazing stories"**	Misformation in the use of *compound sentence*
4			*my barbie doll so cute* because *have* pretty face, cute clothes and amazing accessories.	It is an omission error category because there is not *to be* before the adjective. Besides, the student used the wrong compound sentence form. The expected sentence is **"my barbie doll is so cute because she hasa pretty face, cute clothes and amazing accessories."**	Misformation in the use of *compound sentence*.
5		I play with my favorite my barbie doll everyday.		It is an addition eror category. The student should omit the word "my". The expected sentence is "I play with my favorite my barbie doll everyday."	Misformation in the use of *possessive pronoun form*.

C. Frequency of Grammatical Errors

1. Word formation : -

2. Phrase construction : 3

3. Sentence construction : 2

Total : 5

Name : Rifa'i Class : 7F No: 17 School : SMP N 1 Muntilan

A. Transcription

Hello Miss. Hello friends. How are you today? You have a petfriends?What it is?I want like to describe you my pet.Well my pet is fish.Fish is name is fuggy. Fuggy is smell. His food a pelet.I give food three time a day. Fuggy have a many fin. His fin is color ful, wet, and beautiful.He have a scale. His scales many and beautiful. His body is small and strong. He is a cruel because he is factor fish and he likes fighter older fish.He is a beautiful. That's all thank you.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1			You have a pet, friends?	It is an omission error category. The student omitted the auxiliary verb "Do" before the subject "You". So, the right sentence is **"Do you have a pet, friends?"**	Absence of *auxiliary verb*.
2			What it is?	It is a misordering error category. The placement of *to be* behind the subject is inexpected because it is *wh-* question. The expecteded sentence is**"What is it?"**	Misordering in the use of *information questions*
3			I want like to describe you my pet.	It is a misformation error category. The student should use the modal "would like to" and add preposition "to" after the	Misformation in the se of *modal*

				verb "describe". So, the expected sentence is **"I would like to describe to you my pet."**	*would like to. (Sentence Pattern 5)*
4		Fish is name is Fuggy.		It is misformation error category. The student should use possessive pronoun "it's" The expected sentence is "it's name is Fuggy".	Misformation in the use of *possessive pronoun form.*
5			His food a pelet.	It is an omission error category. The student omitted to be "is" before the noun "pelet". The student also should omit the article "a". The expected sentence is **"His food is pelet."**	Absence of *to be. (Sentence pattern 2)*
6		I give foodthree time a day	I give foodthree time a day	It is an omission error category. The student should add the personal pronoun *him* before the word *food*. Besides, the adverb is more than one, so the student should add "-s" after the word "time". The expected sentence is **"I give food three times a day."**	Absence of *indirect object (sentence pattern 5)* and *misformation in the use of plural noun.*
7		Fuggy *have* a many fin.	Fuggy *have* a many fin.	It is an addition error category. The object is a plural noun, so it should not add the indefinite article "a". Besides, the verb that should be used is "has" because the subject is asingular noun. The expected sentence is	Misformation in the use of *present tense* and *plural form.*

				“Fuggy has many fins.”	
8		His fin is color ful, wet, and beautiful.		It is misformation error category. The subject should be a plural noun, so it should use to be “are”. The expected sentence is **“His finsare colorful, wet, and beautiful.”**	Misfor mation in the use of *plural noun.*
9		He *have*a scale.	He *have* a scale.	It is an addition error category. The object is a plural noun, so it should not add the indefinite article “a”. Besides, the verb that should be used is “has” because the subject is a singular noun. The expected sentence is **“He hasmany scales.”**	Misfor mation in the use of *plural noun* and *present tense.*
10			His scales many and beautiful.	It is an omission error category. The subject is plural noun, so it should use to be “are”. The right sentence is **“His scales are many and beautiful.”**	Absenc e of *to be. (Senten ce pattern 2)*
11		He is a cruel because he is factor fish		It is an omission error category. The student should add the noun “fish” after the adjective “cruel”. Besides, the student should use the verb “predator” not “factor”. So, the expected sentence is **“He is a cruel fish because he is a predator fish.”**	Absenc e of *noun.*
12		and he likes fighter older fish.		It is a misformation error category. The student should use gerund form. The expected sentence is **“and he likes fightingolder fish.”**	Misfor mation in the use of *gerund phrase*
13		He is a beautiful		It is an omission error category. The student should add the noun after the adjective “beautiful”. So, the expected sentence	Absenc e of *noun.*

				is **“He is a beutiful fish.”**	

C. Frequency of Grammatical Errors

1. Word formation : -

2. Phrase construction : 8

3. Sentence construction : 8

Total : 16

Name : Laily Ulfa Class : 7F No: 18 School : SMP N 1 Muntilan

Hello ma'am...Hello friends. How are you? Ma'am, do you have an idol? What is it?Ma'am, Ialso have *idol*. My idol is my sister. It is the *pictures*. She is my sister. Her name is Septinatunnisa.She *call* is vina. She is a cute.She hasa thin lips and flat nose.She has a brown or black and small eyes. She has a very chubby cheeks. And then, she likes to study in my bedroom. She likes to draw a star, a moon, or a fish. She likes to write alphabet or number in English. And she like to speak alphabet and number 1 2 3 ABC in English. She *have* a lots bookand she likes to draw in my room. This is Vina.She *like* also to likea vegetable and fruit. She *likes to pare* vegetable bean or cabbage and she *likes to a fruit* stars and strawberry. Vina likes to play with her friends. Her friend areJaza, Tata, or Vira. She likes to play doll. She call doll is ati. After at three a clock she likes to watchingMashaand The Bear.Shelikes to Masha because *the* Masha is like Jaza her friends. Vina is very love masha.She likes to sew for make a dress for her doll or for her baby.She is wants to a teacher Englishand she wants to a teacher is most beautiful and *most smarts*.She is vina. She likes to help me and my mother. She likes to help my mother cook in the kitchen. She likes to cut the vegetable beans, cabbage, or tomato, use knife. The shape of the vegetable is long. She likes to help my mother sweep the floor or sweep the garden every morning. And she likes to help me to bring my bag when I go home. She likes to show her foods,her bag, or her blouse. Vina is like bit

my hand when she angry.And then I love vina and she is my best friends.

Thank you..

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1			What is it?	It is a misformation error category. Based on the text, the student should use "Who" to ask someone's idol. So, the expected sentence is **"Who is she or he?"**	Misform-ation in the use of *information questions*.
2		Ma'am, Ialso haveidol		It is an omission error category. the student omitted the article "an" before the word "idol". The expected sentence is **"Ma'am, Ialso have an idol"**	Absence of *article.*
3		It is the *pictures*		It is a misformation error category. The student used the wrong plural form. the expected sentence is **"It is the picture"**	Misform-ation in the use of *plural noun.*
4		She call is vina		It is a misformation error category. The student used the wrong personal and possessive pronoun. It should be **"I call her Vina."**	Misform -ation in the use of *personal* and *possessive pronoun*
5		She is a cute.		It is an addition error category because the student added indefinite indefinite article "a" before the adjective. So, the expected sentence is **"She is cute."**	Addition -al of *article.*

6		She has a thin lips and flat nose		It is an addition error category because the student added indefinite article "a" before the plural noun. Besides, she should add indefinite article "a" before the word "flat nose". The expected sentence is **"She has thin lips and a flat nose."**	Addition -al of *article.*
7		She has a brown or black and small eyes.	She has a brown or black and small eyes.	It is an addition error category because the student added indefinite indefinite article "a" before the plural noun. In addition, the student should put the color first and then the size. So, the expected sentence is **"She has small, brown or black eyes."**	Addition -al of *article* and*misfo rmation in the use of word order*.
8		She has a very chubby cheeks		It is an addition error category because the student added indefinite indefinite article "a" before the plural noun. So, the expected sentence is **"She has very chubby cheeks."**	Addition -al of *article.*
9			she *like* to speak alphabet	It is a misformation error category. The student made the wrong present tense. The expected sentence is **"she likes to speak alphabet"**	Misform -ation in the use of *present tense.*
10		She *have* a lots book	She *have* a lots book	It is a misformation error category. The student made the wrong present tense and plural form. the expected sentence is **"She *has* a lot of books"**	Misform -ation in the use of *present tense* and *plural form*
11		She *like*	She *like*	It is a misordering error	Misorder

		also to *like* a vegetable and fruit	also to *like* a vegetable and fruit	category. The student should put the word "also" before the verb "like". Then, after *to infinitive* the verb "like" should be changed with "eat". The student also should omit the indefinite article "a" before the plural noun. The expected sentence is **"She also *likes* to *eat*vegetable and fruits."**	-ing in the use of *present tense* and *plural form.*
12		she *likes to a fruit* stars and strawberry		It is a misformation error category. The student should add the verb "eat" after the *to infinitive.* Besides, the student also should omit the indefinite article "a" before the plural noun.So, the expected sentence is **"she *likes to eat fruit* stars and strawberries."**	Misform-ation in the use of *infinitive phrase* and *plural noun.*
13		Her friend are Jaza, Tata, or Vira.		It is an omission error category because the student omitted "-s" in the plural noun. So the right sentence is **"Her friendsare Jaza, Tata, or Vira."**	Absence of "-s" in the *plural noun.*
14		She *call*doll is ati.	She *call*doll is ati.	It is a misformation error category. The student used the wrong present tense and possessive pronoun. The expected sentence is**"She calls her doll, Ati."**	Misform-ation in the use of *present tense* and *possessi-ve pronoun.*
15		theMasha is like Jaza her friends.		It is a misformation error category because the student made the wrong plural form. The	Misform-ation in the use of *plural*

				expected sentence is "**theMasha is like Jaza her friend.**"	*noun.*
16			Vina is very love Masha	It is an addition error category. The student should omit to be "is" before the verb "love". Besides, the student used the wrong present tense. The expected sentence is **"Vina very loves Masha"**	Misform -ation in the use of *present tense.*
17		She likes to sew for make a dress for her doll or for her baby.		It is a misformation error category. The student should use verb-ing form after the preposition "for". So, the right sentence is **"She likes to sew for making a dress for her doll or for her baby."**	Misfrom -ation in the use of *-ing Phrase*
18			She is wants to a teacher English	It is an addition error category. The student should omit to be "is" before the verb "wants". The student also made the wrong noun phrase form. Besides, the student also should add the word "be" before the article "a". The expected sentence is "She wants to be an Englishteacher."	Addition al of *to be.(Sent ence pattern 3)*
19		She likes to cut the vegetable beans, cabbage, or tomato, use knife.		It is a misformation error category. the student should add the preposition *by* before the verb *use*. The expected sentence is **"She likes to cut the vegetable beans, cabbage, or tomato, by using a knife."**	Misform -ation in the use of *-ing Phrase*
20		Vina is like bit my hand when she	Vina is like bit my hand when she angry.	It is an addition and misformation error category. The student should omit to be "is"	Misform -ation in the use of

		angry.		before the verb "likes". The student also should use gerund form. Besides, the student should add to be "is" before the adjective "angry". The expected sentence is **"Vina likes bitting my hand when she is angry."**	*gerund phrase* and *addition of to be (sentence pattern 3)*
21		she is my best friends.		It is an addition error category. The student should omit "-s" after the noun "friend" because it is a singular noun. So, the expected sentence is **"she is my best friend."**	Addition of "-s" in *singular noun.*

C. Frequency of Grammatical Errors

4. Word formation :-

5. Phrase construction : 16

6. Sentence construction : 9

Total : 25

Name : Zulfa Zakiyya Class : 7F No: 19School : SMP N 1 Muntilan

A. Transcription

Good afternoon friends and good afternoonMiss. How are you today? Do you have a someone special? Who is she? Today I will tell you about mysomeone special. This is my litte sister. I have a little sister. Her name is Herlina Alya Firdaus or Nina. Nina is 19 month. She is a cute baby. She has a beutiful eyes, pointed nose.She has a thin lips and wavy hair.And her cheek is very chubby. Nina is a smart baby. She likes cook a fried chicken. She can wear shoes and she likes playing football. But she also ignorant girl. She can throw my book and bother me. She likes shelfie with me. Her walk just like pinguin.She can angry if he disturbed.Hmm you know miss?My family love her.And the last I want to say she has nice smile. Thank you.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1		Nina is 19 month.		It is an omission error category because the student omitted "-s" in the plural noun. The expected sentence is **"Nina is 19 months."**	Absenc-e of "-s" in the *plural noun.*
2		She has a beutiful eyes, pointed nose .		It is an addition error category because the student added indefinite article "a" before the plural noun. The expected sntence is **"She has beutiful eyes and a pointed nose ."**	Addition of *article*
3		She has a thin		It is an addition error	Additio

		lips and wavy hair.		category because the student added indefinite article "a" before the plural noun. Theexpected sntence is **"She has thin lips and wavy hair."**	n of *article*
4		And her cheek is very chubby		It is an omission error category. The student should add "-s" after the noun "cheek" because it is a plural noun. The *to be* that should be used is "are". Therefore, the expected sentence is **"And her cheeksare very chubby."**	Absenc-e of "-s" in *plural noun.*
5		She likes cook a fried chicken		It is misformation error category. The student should use gerund phrase. The expected sentence is **"She likes cooking a fried chicken"**	Misfor-mation in the use of *gerund phrase*
6		But she also ignorant girl.	But she also ignorant girl.	It is an omission error category. There is not a verb there, so it needs *to be.* Then, the student should add indefinite article "an" before the adjective "ignorant". So, the expected sentence is **"But, She is also an ignorant girl."**	Absenc-e of *to be (senten ce pattern 2)*and *article.*
7		Her walk just like pinguin.	Her walk just like pinguin.	It is an omission error category. The student omitted *to be "is"* and *article "a".* The expected sentence is **"Her walk is just like a pinguin."**	Absenc-e of *to be (senten ce pattern 2)*and absence of *article.*
8			She can angry if she disturbed	It is an omission error category. The student should add "be" after the modal can because there is an adjective. In addition, the student also should add *to*	Absenc -e of *to be.(sent ence pattern 2)*

				be "is" after the singular subject because it is a passive voice form. So, the expected sentence is **"She can be angry if she is disturbed."**	
9			Hmm you know miss?	It is an omission error category. This is a Yes/No question. The student should add the auxiliary verb "Do" because the subject is "you". So, the right sentence **"Hmm do you know Miss?"**	Absenc-e of *auxiliar-y verb in yes/no questio-n*
10			My family love her.	It is an omission error category. the student should use the verb "loves" because the subject is a singular noun. The expected sentence is **"My family loves her."**	Misfor mation in the use of *present tense.*
11		And the last I want to say she has nice smile.		It is an omission error category because the student omitted the indefinite article "a" before a singular noun. So, the expected sentence is **"And the last I want to say she has a nice smile."**	Absenc-e of article.

C. Frequency of Grammatical Errors

1. Word formation : -

2. Phrase construction : 8

3. Sentence construction : 5

Total : 13

Name : Kenanga Class : 7F No: 20 School : SMP N 1 Muntilan

A. Transcription

Good morning Ma'am . How are you today? Do you have an idol? I will to describe in my idol. She is my sister. She is beutiful. She is 19 years old. She is round *eye*. She like shelfie in the camera. She like help me. She is diligent and she is helpful. Thank you.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1		I will to describe in my idol.		It is a misformation error category because the student used the wrong English structure. The student should use the modal will without *to*.Besides, the student should omit the preposition "in" after the verb "describe". So, the expected sentence is **"I will describe my idol."**	Misformation in the use of *modal will.*
2		She is round eye.	She is round eye.	It is a misformation error category because the student used the wrong English structure. She should use the verb "has" not *to be* "is". Besides, she also should add the "-s" after the plural noun "eye".The expected sentence is **"She has round eyes."**	Misformation in the use of *verb (Sentence patter n 3)and plural noun.*

3		She like shelfie in the camera	She like shelfie in the camera	It is an omission error category. The verb "like" should be followed by "-s" because the subject is a singular noun. In addition, the student should use the adverb "in front of" not the preposition "in". So, the expected sentence is **"She likes shelfie in front of the camera."**	Misformation in the use of *present tense* and *preposition phrase.*
4		She like help me.	She like help me.	It is an omission error category. The verb "like" should be followed by "-s" because the subject is a singular noun. Then, the student also should use gerund form. The verb "like" should be followed Ving. So, the expected sentence is **"She likes helping me."**	Misformation in the use of *present tense* and *gerund phrase.*

C. Frequency of Grammatical Errors

1. Word formation : -

2. Phrase construction : 4

3. Sentence construction : 3

Total : 7

Name : Siti K Class : 7F No: 21 School : SMP N 1 Muntilan

A. Transcription

Good afternoon guys. Good afternoon Miss. How are you today? Do you have a bag? Ma'am, I have a bag. The color is red and blue. I buy in yogya. it's name is villa. I buy together and my parents. I have four bag 'Villa'. This bag is big. Thank you Ma'am.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1		The color is red and blue.		It is misformation error category because the subject should be a plural noun and use *to be* "are". So, the expected sentence is **"The colorsare red and blue."**	Misformation in the use of *plural noun.*
2			I buy inYogya	It is a misformation error category because the student should use past tense form. So, The expected sentence is **"I Bought in Yogya."**	Misformation in the use of *past tense.*
3			I buy together and my parents.	It is a misformation error category because the student should use past tense form. The expected sentence is **"I buought together with my parents."**	Misformation in the use of *past tense.*
4		I have four bag'Villa'		It is an omission error category. The student should add "-s" in the	Wrong *plural*

				plural noun. So, the expected sentence is **"I have four'Villa' bags"**	*form*.

C. Frequency of Grammatical Errors

1. Word formation : -

2. Phrase construction : 2

3. Sentence construction : 2

Total : 4

Name : Safira Rahmatunnisa Class :7F No: 22 School : SMP N 1 Muntilan

A. Good morning Miss and my friends. How are you today? Ok. Today I would like to discribe my idol. Do you havean idol Ma'am? Ok. My idol is actor animation. He is Lubby. I very very like Lubby. He has a moustche and short hair. He has small body and his ears bigger than eyes.He has a oval eyes.He likes a pampers in every day. And now I want to tell about his favorite food.. He is very very like candy because candy is veryvery sweet. And He like cheese and he like milk.He like ice cream because ice cream is cold and sweet.He like playing guitar. Ok Ma'am do you know I very very love lubby.

B. Grammatical Errors Analysis

No	Word formation	Phrase constructi-on	Sentence constructi-on	Explanation	Notes
1		My idol is actor animation.		It is an omission error category. The student intentionally or unintentionally omitted the article "an" before the singular noun. the expected sentence is **"My idol is an actor animation."**	Absence of *article..*
2			his ears bigger than eyes	It is an omission error category. The student intentionally or unintentionally omitted *tobe* and *possessive pronoun.*The expected sentence is **"his ears are bigger than his eyes"**	Absence of *to be (sentence pattern 2)*
3		He has a oval eyes		It is an addition error category. The article "a"	Addition of

				should be omitted in plural noun. The expected sentence is **"He has oval eyes."**	*article.*
4		He likes a pampers in every day		It is an omission error category. The student should add verb after the word "likes". It uses gerund form. Then, the student should omit the preposition "in" before the adverb "everyday." The expected sentence is **"He likes wearing pampers every day."**	Absence of *verb* in making *gerund phrase.*
5			He is very very like candy	It is an addition error category. To be "is" should be omitted. The expected sentence is "He very likes candy"	Additional of *to be*and *misformation in the use of presnt tense.*
6			He like cheese and he like milk	It is misformation error category. The student should use verb "likes" after the singular subject. The expected sentence is **"He likes cheese and milk"**	Misformation in the use of present *tense* and *compund sentence.*
7			He like ice cream	It is misformation error category. The student should use verb "likes" after the singular subject. The expected sentence is **"He likes ice cream."**	Misformation in the use of present *tense*
8			He like playing guitar.	It is misformation error category. The student should use verb "likes" after the singular subject.	Misformation in the use of

				The expected sentence is **"He likes playing guitar."**	present *tense*

C. Frequency of Grammatical Errors

1. Word formation :-

2. Phrase construction : 3

3. Sentence construction : 5

Total : 8

Name : Aisya Class :7F No: 23 School : SMP N 1 Muntilan

A. Hello Miss...Hello everybody..Do you have a pet Miss? What is your pet? Today I want to discribe my pet. This is my pet (show a picture). This is a hen. Her name is Indung. She have two eyes.Her eyes just like owl. She have two legs, but one of her leg is disability so, she cannot walk normally. But she always use it to live.Indung have a cage in my house. She always sleep in her cage every night. Her hobby is swimming and pull the door.She like eat a food, vegetable, and worm.She like eat together with her friend. She like eat food every morning and if I feed he a vegetable everyday. She is many chicken or eggs. So, thisis my inspiration. Miss, I miss very my Indung. That's all. Thank you.

B. Grammatical Errors Analysis

No	Word formation	Phrase construction	Sentence construction	Explanation	Notes
1			She have two eyes.	It is a misformation error category. This is a present tense form. Due to the subject is a singular noun, the student should use the verb "has".The expected sentence is **"She has two eyes."**	Misformation in the use of *present tense.*
2			Her eyes just like owl.	It is a misformation error category because the student omitted the *to be* "are" before the verb "like". Besides, the student also should add an indefinite article "an" before the singular noun	Absence of *to be(Sentence Pattern*

				"owl". So, the expectedand sentence is **"Her eyes are just like an owl."**	*2)*and *the absence* of *article.*
3			She have two legs	It is a misformation error category. This is a present tense form. Due to the subject is a singular noun, the student should use the verb "has". So, the expected sentence is **"She have two legs."**	Misformation in theuse of *present tense.*
4			But she always use it to live	It is a misformation error category. This is a present tense form. Due to the subject is a singular noun, the student should use the verb "uses". So, the expected sentence is **"But she always uses it to live."**	Misformation in theuse of *present tense.*
5			Indung have a cage in my house.	It is a misformation error category. This is a present tense form. Due to the subject is a singular noun, the student should use the verb "has". So, the expected sentence is **"Indung has a cage in my house."**	Misformation in theuse of *present tense.*
6			She always sleep in her cage every night	It is a misformation error category. This is a present tense form. Due to the subject is a singular noun, the student should use the verb "sleeps". The expected sentence is **"She always sleeps in her cage every night"**	Misformation in theuse of *present tense.*
7		Her hobby is		It is a misformation error	Misfo

		swimming and pull the door.		category. The subject should add a plural noun and should use to be "are". So, the expected sentence is **"Her hobbiesare swimming and pullinga door."**	rmation in the use of *plural noun.*
8		She like eat a food, vegetable, and worm	She like eat a food, vegetable, and worm	It is a misformation error category. The subject is a singular noun, so the verb should be followed by "-s". The student also should use plural noun form for the *food, vegetable* and *worm*. Besides, the student should use a gerund form. Therefore, the right sentence is **"She likes eating foods vegetables, and worms"**	Misformation in theuse of *present tense, plural form,* and *gerund phrase.*
9		She like eat together with her friend	She like eat together with her friend	It is a misformation error category. The subject is a singular noun, so the verb should be followed by "-s". Besides, the student should use a gerund form. Therefore, the right sentence is **"She likes eating together with her friend."**	Misformation in theuse of *present tense* and *gerund phrase.*
10		She like eat food every morning	She like eat food every morning	It is a misformation error category. The subject is a singular noun, so the verb should be followed by "-s". Besides, the student should use a gerund form. Therefore, the right sentence is **"She likes eating food every morning"**	Misformation in theuse of *present tense* and *gerund*

					phrase.
11		if I feed she a vegetable everyday		It is a misformation error category.The student should not add the word "if". She also should use the possessive pronoun "her" not "she". So, the expected sentence is **"I feed her a vegetable everyday"**	Misformation in the use of *possessive pronoun.*
12			She is many chicken or eggs.	It is a misformation error category. Based on the text, the student should use the verb "has" not to be "is". So, the expected sentence is **"She has many chicken or eggs"**	Misformation in the use of *present tense.*

C. Frequency of Grammatical Errors

1. Word formation :

2. Phrase construction : 5

3. Sentence construction : 10

Total : 15

THE RESULT OF GRAMMATICAL ERRORS

1. Azuma

No	Reason of Errors	Sub-classification	Grammar Category	Frequency
1	Absence of article.	Noun phrase	Phrase Construction	I
2	Absence of *to be* "is" *(sentence pattern 2)*	SP 2	Sentence Construction	I
3	Misformation in the use of *verb* and *to be*	Subject-Verb Agreement	Sentence Construction	III
4	Misformation in the use of *gerund phrase*.	Gerund Phrase	Phrase Construction	I
5	Misformation in the use of *infinitive phrase*	To Infinitive Phrase	Phrase Construction	I
	Total			7

2. Citra

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Absence of *verb*. (Sentence Patrtern 3)	SP 3	Sentence Construction	I
2	Absence of *to be. (Sentence pattern 2)*	SP 2	Sentence Construction	I
3	Absence of *article.*	Noun Phrase	Phrase Construction	I
	Total			3

3. Budi

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Misformation	Sub-verb	Sentence	I

	in the use of *auxiliary verb.*	Agreement	Construction	
2	Misformation in the use of *past tense form.*			IIII
3	Misformation in the use of *present tense form..*			I
4	Misformation in the use of *present passive voice form..*			I
5	Misformation in the use of*gerund phrase*	Geund Phrase	Phrase Construction	I
6	Misordering of *preposition phrase*	Preposition Phrase		I
	Total			9

4. Akbar

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Misformation in the use of *present tense form*)	Subject verb agreement	Sentence Construction	IIII
2	Absence of *to be. (Sentence pattern 2)*	SP 2	Sentence Construction	I
3	Absence of *subject* and *verb(Sentence pattern 2)*			I
	Total			6

5. Diah

No	Reason of errors	Sub-classification	Grammar category	Frequency

1	Absence of *to be (Sentence pattern 2)*	SP 2	Sentence Construction	I
2	Absence of *to be(Sentence pattern 2)*			I
	Misformation in the use of *present tense*	Subject-Verb Agreemnet		III
3	Addition of *article*	Noun phrase	Phrase Construction	IIII
	Total			9

6. Khansa

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Addition of "-s" in *singular noun.*	Noun Phrase	Phrase Construction	I
2	Misformation in the use of *possessive pronoun form.*			IIII
3	Misformation in the use of *plural noun.*			I
4	Addition of *article*			II
5	Absence of *to be(Sentence pattern 2)*	SP 2	Sentence Construction	II
6	Misformation in the use of *present tense*	Subject-Verb Agreement		IIII
7	Absence of "-es" after the verb "teach"			I
8	Absence of "-s" after the verb "ask"			I
9	Absence of *auxiliary verb.*			II
10	Addition of *to be. (Sentence Pattern 3*	SP 3		I
11	Absence of			I

	transitive verb. (Pattern 3)			
12	Absence of *verb. (Sentence Pattern 3)*			I
13	Absence of *verb (Pattern 4)*	SP 4		I
14	Addition of *to be.(Sentence Pattern 4)*			I
	Total			23

7.Syifa

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Absence of *modal would like to.(Sentence Pattern 5*)	SP5	Sentence Construction	I
2	Misformation in the use of *present tense*.	Subject-Verb Agreement		IIIII I
3	Addition of Subject and verb. *(Sentence Pattern 2)*	SP 2		I
4	Absence of *article.*	Noun phrase	Phrase Construction	IIIII
5	Misordering in the use of *article*			I
6	Misformation in the use of *toinfinitive phrase*	To Infinitive Phrase		I
	Total			15

8.Axel

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Absence of *to be (Sentence Pattern 2).*	SP 2	Sentence Construction	I

2	Misordering in the use of *to be. (Sentence Pattern 2)*			I
3	Misformation in the use of *present tense*.	Subject-Verb Agreement		II
4	Misformation in the use of *modal can.*			I
5	Addition of *to be. (Sentence Pattern 3)*	SP 3		I
6	Misformation in the use of *to be* and *plural noun*. *(Sentence Pattern 3)*			I
7	Absence of *article.*	Noun phrase	Phrase Construction	I
	Total			8

9. Rizal

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Misformation in the use of *present tense*.	Subject-Verb Agreement	Sentence Construction	II
2	Misformation in the use of *past tense.*			I
3	Absence of *direct object. (Sentence Pattern 3)*	SP 3		I
4	Absence of *article.*	Noun phrase	Phrase Construction	I
5	Misformation in the use of *plural noun.*			I
6	Misformation in the use of	*derived word noun to adjective*	Word Formation	I

	derived word noun to adjective			
	Total			7

10. Wibowo

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Absence of "-s" after the verb "work"	Subject-Verb Agreement	Sentence Construction	I
2	Absence of "-s" after the verb "read"			I
3	Absence of "-s" after the verb "pray".			I
4	Absence of *article.*	Noun phrase	Phrase Construction	I
5	Misformation in the use of *possessive form.*			I
6	Absence of *article* and misformation in the use of *single noun.*			I
7	Misformation in the use of *plural noun.*			I
	Total			7

11.Wafa

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Absence of the *modal would like to.(Sentence Pattern 5)*	SP 5	Sentence Construction	I
2	Misformation in the use of *direct object.(Sentence Pattern 3)*	SP 3		I

3	Misformation in the use of *present tense*	Subject-Verb Agreemnet		I
4	Misformation in the use of *to Infinitive phrase*	Infinitive phrase	Phrase Construction	I
	Total			4

12 M.Restu

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	*absence of article*.	Noun Phrase	Phrase Construction	I
	Misformation in the use of *personal pronoun.*			I
	Misformation in the use of *possessive form..*			IIII
	absence of – ing phrase.	-Ing Phrase		I
2	Misformation in the use of *information question*	Questions Pattern	Sentence Construction	I
	Misformation in the use of *YES / NO Question*			I
3	Misformation in the use of *present tense*	Subject-Verb Agreement		I
4	Misformation in the use of *auxiliary verb*			I
	Misformation in the use of *past tense*			I
	Misformation in the use of modal *"would like to"(Sentence Pattern 5)*	SP 5		I

	Absence of *to be (Sentence Pattern 2)*	SP 2		I
				14

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13. Bintang

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Absence of *verb.(sentence pattern 3)*	SP 3	Sentence Construction	I
2	Misformation in the use of *past tense form*	Subject-Verb Agreement		IIII
3	Absence of *to be. (Sentence Pattern 2)*	SP 2		I
4	Misordering in the use of *to be(Sentence Pattern 2)*			I
5	Misformation in the use of *plural noun*	Noun Phrase	Phrase Construction	III
6	Misformation in the use of *prepositional phrase*	Prepositional Phrase		I
	Total			11

14. Agustina

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Absence of *article.*	Noun Phrase	Phrase Construction	III
	Absence of "-s" in the plural noun.			I
	Misformation in the *use of possessive pronoun.*			II
2	Absence of "to" in the use	To Infinitive Phrase		I

	of *infinitive phrase*			
	Misformation in the use of *gerund phrase*	Gerund Phrase		IIII
3	Misformation in he use of *to be. (Sentence Pattern 3)*	SP 3	Sentence Construction	I
	Addition of *to be (Sentence Pattern 3).*			I
4	Misformation in the use of *present tense*	Subject-Verb Agreement		IIIII I
	Absence of *to be. (Sentence Pattern 2)*	SP 2		I
7	Misformation in the use of *derived word adjective to adverb*	Derived Word Adjective to Adverb	Word Formation	I
	Total			21

15. Nadjama

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Absence of *article.*	Noun Phrase	Phrase Construction	I
2	Misformation *in the use of gerund phrase.*	Gerund Phrase		II
3	Addition of *to be.(Sentence Pattern 3)*	SP 3	Sentence Construction	III
4	Addition of *to be.(Sentence Pattern 3)*			I
	Total			7

16. Anis Mita

No	Reason of	Sub-	Grammar	Frequency

	errors	classification	category	
1	Absence of *article.*	Noun Phrase	Phrase Construction	II
2	Misformation in the use of *possessive pronoun form*.			I
3	Misformation in the use of *compound sentence*	Kinds of Sentence	Sentence Construction	II
	Total			5

17. Rifa'i

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Misformation in the use of *possessive pronoun form*.	Noun Phrase	Phrase Construction	I
2	Absence of *noun.*			II
3	*misformation in the use of plural noun.*			IIII
4	Misformation in the use of *gerund phrase*	Gerund Phrase		I
5	Absence of *auxiliary verb.*	Subject-Verb Agreement	Sentence Construction	I
6	Misformation in the use of *present tense*			II
7	Misordering in the use of *information questions*	Questions Pattern		I
8	Misformation in the se of *modal would like to. (Sentence Pattern 5)*	SP 5		I
9	Absence of *indirect object (sentence*			I

	pattern 5)			
10	Absence of *to be. (Sentence pattern 2)*	SP 2		II
	Total			16

18. Laily Ulfah

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Absence of *article.*	Noun Phrase	Phrase construction	I
2	Addition-al of *article.*			IIII
3	Addition of "-s" in *singular noun.*			I
4	Misform-ation in the use of *personal* and *possessive pronoun*			II
5	*misformation in the use of plural noun.*			IIIII
6	Misform-ation in the use of *infinitive phrase*	To Infinitive Phrase		I
7	Misfrom-ation in the use of *-ing Phrase*	-Ing Phrase		II
8	Misformation in the use of *present tense*	Subject-Verb Agreement	Sentence Construction	IIIII
9	Misordering in the use of *information questions*	Questions Pattern		I
10	*misformation in the use of word order*	WORD ORDER		I
	Additional of *to be.(Sentence pattern 3)*	SP 3		II

	Total	25

19. Zulfa Zakiyya

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Absenc-e of "-s" in the *plural noun.*	Noun Phrase	Phrase Construction	I
2	Addition of *article*			II
	Absence of and *article.*			III
	Absenc-e of "-s" in *plural noun.*			I
	Misformation in the use of *gerund phrase*	Gerund Phrase		I
	Absence of *to be (sentence pattern 2)*	SP 2	Sentence Construction	III
	Absenc-e of *auxiliar-y verb in yes/no questio-n*	Questions pattern		I
3	Misformation in the use of *present tense.*	Subject-Verb Agreement		I
	Total			13

20. Kenanga

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Misformation in the use of *modal will.*	Subject – Verb Agreement	Sentence Construction	I
	Misformation in the use of *present tense*			II
2	Misformation in the use of *verb (Sentence pattern 3)*	SP 3		I
	Misformation	Noun Phrase		I

	in the use of *plural noun.*			
	Misformation in the use of *preposition phrase.*	Prepositional Phrase	Phrase Construction	I
4	Misformation in the use of *gerund phrase*	Gerund Phrase		I
	Total			7

21. Siti K

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Misformation in the use of *past tense.*	Subject – Verb Agreement	Sentence Construction	II
2	Misformation in the use of *plural noun.*	Noun Phrase	Phrase Construction	II
	Total			4

22. Safira Rahmatunnisa

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Misformation in the use *of presnt tense.*	Subject – Verb Agreement	Sentence Construction	IIII
2	Absence of *to be (sentence pattern 2)*	SP 2		I
3	Absence of *article..*	Noun Phrase	Phrase Construction	I
4	Addition of *article.*			I
5	Misformation in the use of *gerund phrase*	Gerund Phrase		I
	Total			8

23. Aisya

No	Reason of errors	Sub-classification	Grammar category	Frequency
1	Misformation	Subject – Verb		IIIII IIII

	in the use *of presnt tense.*	Agreement	Sentence Construction	
2	Absence of *to be (sentence pattern 2)*	SP 2		I
3	Misformation in the use of *plural noun.*	Noun Phrase	Phrase Construction	I
4	Misformation in the use of *possessive pronoun.*			I
5	Misformation in the use of *gerund phrase*	Gerund Phrase		III
	Total			15

THE RESULT OF GRAMMATICAL ERRORS

No.	Name	Word Formation	Phrase Construction	Sentence Construction	Frequency
1	Azuma	-	3	4	7
2	Citra		1	2	3
3	Budi		2	7	9
4	Akbar	-	-	6	6
5	Diah		4	5	9
6	Khansa		8	15	23
7	Syifa		7	8	15
8	Axel		1	7	8
9	Rizal	1	2	4	7
10	Wibowo	-	4	3	7
11	Wafa	-	1	3	4
12	M. Restu	-	7	7	14
13	Bintang	-	4	7	11
14	Agustina	1	11	9	21
15	Nadjma	-	3	4	7
16	Anis Mita	-	3	2	5
17	Rifa'i		8	8	16
18	Laily Ulfah		16	9	25
19	Zulfa Zakiyya	-	8	5	13
20	Kenanga	-	3	4	7
21	Siti K	-	2	2	4
22	Safira Rahma	-	3	5	8
23	Aisya	-	5	10	15
	Total	2	106	136	244

$$\%\ error = \frac{\sum n}{N}$$

- Word formation %Error = 2 : 244 x 100% = 0.82 %
- Phrase Construction %Error = 106 : 244 x 100% = 43.44%
- Sentence Construction %Error = 136 : 244 x 100% = 55.74 %