

ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS IN SPEAKING ENGLISH IN GRADE XI IPS MA MANBA'UL ULUM

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Abstrak: Penelitian ini menganalisis kesalahan tata bahasa yang dilakukan oleh siswa kelas XI IPS MA Manba'ul Ulum dalam berbicara bahasa Inggris. Penelitian ini membahas tiga pokok permasalahan utama: (1) mengidentifikasi jenis-jenis kesalahan tata bahasa yang sering dilakukan siswa dalam komunikasi lisan, (2) faktor apa saja yang mempengaruhi kesalahan tata bahasa (3) mencari strategi efektif untuk membantu siswa mengurangi kesalahan tersebut. Tujuan penelitian ini adalah memberikan pemahaman komprehensif tentang pola kesalahan, mencari tahu faktor apa saja yang membuat siswa melakukan kesalahan, dan merekomendasikan solusi praktis untuk perbaikan. Metode penelitian yang digunakan adalah kualitatif, dengan teknik pengumpulan data berupa observasi, wawancara, rekaman, tes terjemahan, dan dokumentasi terhadap siswa. Analisis data menggunakan Surface Strategy Taxonomy yang mengklasifikasikan kesalahan menjadi empat kategori: omission, addition, misformation, dan misordering. Hasil penelitian menunjukkan bahwa kesalahan omission seperti penghilangan kata kerja bantu, artikel, dan akhiran kata kerja merupakan yang paling dominan, diikuti oleh addition, misformation, dan misordering. Kesalahan ini terutama disebabkan oleh interferensi bahasa Indonesia dan pemahaman tata bahasa Inggris yang masih terbatas. Penelitian menyimpulkan bahwa strategi pengajaran yang terarah dan peningkatan latihan berbicara sangat penting untuk membantu siswa mengatasi kesalahan tata bahasa dan meningkatkan kemampuan berbicara bahasa Inggris mereka.

Kata kunci: *Tata Bahasa, Berbicara, Analisis kesalahan*

Abstract: his research analyzes the grammatical errors made by grade XI IPS students at MA Manba'ul Ulum in speaking English. The study addresses two main problems: (1) identifying the types of grammatical errors frequently made by students in oral communication, (2) What factors influence students' grammatical errors? (3) exploring effective strategies to help students reduce these errors. The objective is to provide a comprehensive understanding of error patterns and to recommend practical solutions for improvement. A qualitative method was employed, with data collected through observation, interviews, recordings, translation tests, and documentation involving students. The analysis uses the Surface Strategy Taxonomy, categorizing errors into omission, addition, misformation, and misordering. The findings reveal that omission errors such as omitting auxiliary verbs, articles, and verb endings are the most prevalent, followed by addition, misformation, and misordering errors. These errors are mainly caused by interference from the Indonesian language and limited understanding of English grammar rules. The study concludes that targeted teaching strategies and increased speaking practice are essential to help students overcome grammatical errors and improve their English speaking skills.

Key words: *Grammar, Speaking, Error Analysis.*

BACKGROUND OF STUDY

English is one of the most widely studied and used languages throughout the world. As an international language, its role is very central in various fields such as education, business, and global communication. In the era of rapidly developing globalization, mastery of English has become a

basic need for every individual to be able to compete at the international level. Riani et al (2023) emphasized that the influence of English is very important in the modern era because it dominates global communication and is the main communication tool for world society.

In the context of education in Indonesia, English has become a compulsory subject from elementary to college level. This reflects the importance of preparing Indonesia's young generation to face global challenges. Good English language skills open up wider opportunities for students, both to continue their education to a higher level and in the world of work. For Madrasah Aliyah students, especially MA Manba'ul Ulum, mastery of English is becoming increasingly important as a provision to face competition in the world of education and work.

Grade XI IPS students are at the right time to strengthen their English skills, especially in the speaking aspect which is very much needed in global interactions. In learning English, there are four main skills that must be mastered: listening, speaking, reading, and writing. However, mastery of grammar as a language foundation is very important to support these four skills.

Grammar is a system of rules that governs how words are arranged into meaningful sentences in English. A good understanding of grammar is the basis for constructing correct and easy-to-understand sentences. Without adequate mastery of grammar, the message you want to convey may not be conveyed properly or even cause misunderstandings. Harmer in Simbolan (2015) states that grammar is a description of how words can change form and be combined into sentences in a language.

English grammar components include tenses, parts of speech, subject-verb agreement, conditionals, passive voice, and various other sentence structures. Each component has its own rules and functions that must be understood and mastered by English learners. Mastery of these components enables students to express ideas and thoughts more accurately and effectively.

In the context of learning at MA Manba'ul Ulum, speaking skills are the main focus considering the demands of the modern world which require good verbal communication skills. Speaking ability not only involves correct pronunciation of words, but also the ability to construct grammatical sentences according to the context of the conversation. However, many students still have difficulty applying correct grammar rules when speaking English. Mustofa (2019) stated that common grammar mistakes include incorrect use of tenses, incorrect subject-verb agreement, incorrect use of prepositions, and various other structural errors.

Obstacles in mastering grammar can be caused by various factors, such as differences in language structure between Indonesian and English, lack of understanding of basic grammar concepts, limited practice, or ineffective learning methods. These difficulties often make students feel less confident in using English orally. Error analysis is an important approach to

understanding and overcoming grammar problems faced by students. Through error analysis, frequently occurring error patterns, error sources, and appropriate strategies to overcome them can be identified. Sarwadi (2024) state that he is able to express his thoughts clearly and effectively to his friend, which shows his growing ability to communicate complex ideas.

This approach not only helps teachers design more effective learning, but also helps students recognize and correct their own errors. Corder (1967) emphasized that error analysis is very important in the second language learning process because it can provide insight into students' thinking processes and the difficulties they face.

Speaking ability as a productive skill requires good mastery of grammar in order to produce accurate and meaningful speech. When speaking, students are not only required to be able to pronounce words correctly, but must also be able to construct sentences grammatically so that the message conveyed can be understood well by the person they are talking to. Speaking skills in English include various aspects such as fluency, accuracy, pronunciation, vocabulary, and grammar. Each aspect is interrelated and affects the quality of communication produced. Good grammar will support accuracy in speaking so that the message delivered can be more easily understood by the other person.

RESEARCH METHODS

This research employs a qualitative approach. The subjects of this study are grade XI IPS students and English teachers at MA Manba'ul Ulum. Data collection techniques include interviews with students and teachers to explore their experiences and opinions regarding grammar difficulties, recordings of student conversations to identify errors directly, translation exercises given to students to assess their written grammar understanding, and documentation of learning outcomes.

The qualitative approach was chosen because it provides an in-depth understanding of the phenomena being studied and allows researchers to explore the perceptions, experiences, and obstacles faced by students in learning grammar. Corder (1967) emphasized the importance of error analysis in understanding the second language learning process and identifying areas that require special attention from teachers.

The research instruments used include interview guidelines, recording devices, translation worksheets, and learning outcome documents. All data obtained are analyzed systematically to identify the types of grammatical errors that occur most frequently and the factors that influence them. Data validity is maintained through triangulation of sources and techniques, ensuring that the research results can be scientifically justified.

RESULTS AND DISCUSSION

The results of the study showed that there were four main types of errors in students' grammar when speaking, namely omission, addition, misordering, and misformation.

Omission

Omission errors occur when students omit important elements in a sentence, such as to be or auxiliary verbs. Example: "She going to school" should be "She is going to school." Students often forget to add "is" as to be in present continuous sentences. Teachers assess that this error occurs because students are accustomed to the structure of the Indonesian language that does not require to be in similar sentences. Harmer (2015) emphasized that omission is one of the most common forms of error in second language learning.

Another example of omission: "They happy" should be "They are happy." The student omits "are" as to be because in Indonesian, predicates do not always need a conjunction. This shows a negative transfer from the mother tongue to English. The teacher suggests practicing repeating simple sentences with to be to reduce omission errors.

Addition

Addition errors occur when students add unnecessary elements, such as adding an inappropriate auxiliary verb. Example: "He didn't went to market" should be "He didn't go to market." Students add the past tense "went" after the auxiliary "did" which already shows the past tense. The teacher stated that addition often occurs because students try to over-apply grammar rules without understanding the exceptions. According to Dulay et al (1982), addition is the result of overgeneralization of grammar rules.

Another example of addition: "She is eats breakfast" should be "She eats breakfast." Students add "is" to simple present sentences that do not require an auxiliary. The teacher emphasizes the importance of understanding the sentence patterns of the simple present and present continuous so that students do not mix up the sentence patterns.

Misordering

Misordering occurs when students place the wrong order of words in a sentence. Example: "She beautiful is" should be "She is beautiful." This error is often found in students who still translate sentences directly from Indonesian to English. Richards & Schmidt (2010) explain that misordering often occurs in early learners who do not yet understand English sentence patterns.

Another example of misordering: "He to school goes" should be "He goes to school." The teacher suggests practicing making sentences with the correct word order repeatedly to form the habit of thinking in English patterns.

Misformation

Misformation occurs when students use the wrong form of a word, such as the wrong tense or verb form. Example: "He is plays football" should be

"He plays football" or "He is playing football." Students mix up the use of to be and verb-ing or simple verbs incorrectly. Teachers assess that misinformation often occurs due to students' lack of understanding of the difference between the simple present and the present continuous.

Another example of misinformation: "She went to school" should be "She went to school." Students apply regular verb patterns to irregular verbs. The teacher suggests reinforcing the material on irregular verbs and practicing verb conjugation questions.

Based on the interview results, most students admitted to having difficulty in understanding the differences between Indonesian and English language structures, especially in the use of tenses and subject-verb agreement. In addition, limited time for speaking practice in class is also one of the main factors causing grammatical errors. The teacher added that students tend to focus more on vocabulary mastery than sentence structure, so that grammar aspects are often neglected.

In group discussions, some students said that they felt less confident when speaking English because they were afraid of making grammar mistakes. This is in line with Ellis's opinion (1997) which states that the fear of making mistakes can hinder the development of students' speaking skills. Therefore, it is important for teachers to create a supportive learning environment and provide opportunities for students to practice speaking without fear.

In addition to internal factors, external factors such as less varied learning methods also affect students' grammar skills. Teachers tend to use lecture methods and written exercises, so students rarely get the opportunity to practice speaking directly. Richards & Rodgers (2001) suggest the use of communicative learning methods that emphasize interaction and real language use in everyday situations.

Solutions that can be applied to overcome students' grammatical errors include increasing speaking practice in class, providing direct and constructive feedback, and using more communicative learning methods. Teachers can also utilize audio-visual media to increase students' interest and motivation in learning grammar. In addition, students are encouraged to actively seek additional references and practice independently outside of class hours.

The results of this study are in line with previous research conducted by Mustofa (2019), which found that the most grammatical errors occurred in the use of tenses and subject-verb agreement. This study also emphasizes the importance of the role of teachers in providing guidance and motivation to students to be more confident in using English orally.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that students of class XI IPS MA Manba'ul Ulum still make many

grammatical errors in speaking English, especially in the form of omission, addition, misordering, and misformation.

These errors occur due to a lack of understanding of grammar concepts, the influence of the mother tongue, and minimal speaking practice. This study is expected to be a reference for teachers and students to improve the English learning process, especially in speaking skills. In addition, it is expected that this study can contribute to the development of more effective learning methods in overcoming students' grammatical errors.

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