



AN ANALYSIS OF ERROR IN CONVERSATION OF THE SECOND GRADE STUDENTS OF ST. FAMILIA JUNIOR HIGH SCHOOL KUPANG IN ACADEMIC YEAR 2018/2019

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ABSTRACT: This study is entitled “An Analysis of Error in Junior High School Students’ Conversation. It aims at answering the following questions (1) what are the errors in junior high school students’ conversation? (2) How many frequencies of those errors?. The method applied in this study was descriptive qualitative method. The study was conducted at St. Familia Junior high school Sikumana, Kupang – East Nusa Tenggara. The method applied in this study was descriptive qualitative method. The subjects of the study were the second year students of St. Familia junior high school. In collecting the data, the researcher provided some topics chosen by the students to create a simple conversation. Smart phone was the instrument used to obtain the data. The result of the study shows that (1) Errors in students’ conversation consist of some types and the total frequency of error is 29. (2) The total frequency of misformation errors is 10; 3 errors made by pair one, 2 errors made by pair four, 1 error made by pair five 2 errors made by pair six and the last two errors were made by pair seven and eight (3) The total frequency of addition errors is 5; 2 errors made by pair three, and the last 3 errors were made by pair four, six, and seven. (4) The total frequency of misordering errors is 3, made by pair four, five and six (4) Most of the students made omission errors, with the frequency of errors is 11; 5 errors made by pair one, 2 errors made by pair two, 2 errors made by pair seven, and the last 2 errors were made by pair six and eight (6) Most of the students omitted to be “is” (7) The errors made by the students did not influence the flow of the conversation (8) Those errors are not significant since the students only made 36,25% of errors from the total sentences they produced (80 sentences). Based on the result above, the researcher suggest (1) The students should learn on how to make a conversation focusing on grammar, especially on the omission and misformation because more errors occurred in these two types (2) The teacher of English in the school need to pay more attention to the students’ grammar when teaching.

Keywords: *error, junior high school students, conversation.*

INTRODUCTION

Whatever else people may do when they come together, whether they play, fight, make love, or make automobiles – they talk. We live in a world of words. We talk to our friends, our associates, total strangers, and to our adversaries. Consequently, hardly our moment of our waking lives is free from words (Fromkin 1978:1).

Language is used to communicate. Language is a system of symbol for the purpose of communication. Communication is the transmission of meaning from one person to another by the use of signs or symbols and a form of stimulus and response which is the basic pattern of human activity (Fluharty and Ross, 1966:2). It also deals with the process of giving information to other people, where the message is transferred from a speaker to listener. The speaker needs certain ability to transfer the message in order that the receptor is able to receive the message as complete as it is conveyed. This ability is none other than communicative competence or what is generally known as speaking ability. Almost all people in the world need to build up communication among them. Nowadays, English is used worldwide. English is used in many countries either as first or second language. Some countries also use English as their foreign language. Indonesia is a country where the people have to learn to use English as a foreign

language. Indonesia has accepted the existence of English and treated it as the first foreign language. Practically, English is taught at Junior High School (SLTP), Senior High School (SLTA) and universities.

Learners should be provided with as much speaking time as possible. Surely, in learning especially to communicate, the learners need to use the language by sharing it with others through interaction. Conversation is specifically regarded a significant consideration to obtain active ability in speaking. It indicates a two way exchange of information which involves speaker-listener interactions. In conversations, two or more people exchange information, the creation and maintenance of social relationships such as friendship; the negotiation of status and social roles as well as deciding on and carrying out joint actions (Nolasco and Lois, 1987:5).

One skill which is needed to be taught to the second year students in junior high school based on K 13 is speaking skill. K13 is a curriculum which is applied by schools in Indonesia. On the aim of learning in lesson plan, the students are expected to be able to make and practice a conversation after joining speaking class. However, based on the researcher’s experience at SMPK St. Familia Sikumana in the school year 2018 / 2019, she found out that the second year students there are still making errors in conversations, in case of grammatical, as shown by the following conversation.

A: Hi what do you doing?

B: I am study

A: What you study?

B: I am study English

Furthermore, the studies deal with error analysis in conversation which have variety of results. Utami (2017) found out that there were two main errors at students' speaking performance which are errors of fluency and errors of accuracy. The errors have different number even though the students are in the same level. The finding of Kalija (2010) indicates that the most predominant sources of the errors can be said to be the interference of the target language. The learners have difficulty to fully internalize the systematical rules due to the uniqueness of the target language system, and their ineffective learning strategies. The present study is intended to reveal the frequencies of errors in omission, addition, misformation, and misordering of the second year students of Sta. Familia, Sikumana junior high school in order to find out the most errors they make.

THEORITICAL FRAMEWORK

Concept of Communicative Competence

Communicative competence means the mastery of an ideal speech situation. It relates to an ideal speech situation in the same way that linguistic competence relates to the abstract system of linguistic rules. The dialogue constitutive universals at the same time generate and describe the form of inter subjectivity which makes mutuality of understanding possible. Communicative competence is defined by the ideal speaker's mastery of the dialogue constitutive universal's irrespective of the actual restrictions under empirical condition (Habermas, 1970).

Hymes (1971) divides communicative competence into four sections,, as mentioned below.

1. whether (and to what degree) something is formally possible
2. whether (and to what degree) something is feasible in virtue of the means of implementation available;
3. whether (and to what degree) something is appropriate (adequate happy, successful) in relation to a context in which it is used and evaluated
4. whether (and to what degree) something is in fact done actually performed, and what its doing entails.

Those four factors reflect the speaker – hearer's grammatical (formally possible), psycholinguistic (implementationally feasible), sociocultural (contextually appropriate), and de facto (actually occurring) knowledge and ability for use.

English Grammar

Grammar as we mean it is simply our knowledge of language. Whenever your brain understands and permits you to use language, you can be called grammar (Veit, 1986: 1). The main purpose of studying grammar is that human beings are curious and would like to learn more about themselves. English grammar is not solely one thing to recognize when learning grammar. Learning

about language is even more difficult because there are no language muscles to examine. The brain could not be simply looked at to see how it works, and the mind could not be seen inside at all.

Furthermore, language is complicated. It is not just like climbing stair. Linguists agree that it is just the beginning to find out what are inside language and therefore more centuries are required to learn language. Among the things that people agree on is what the study of English grammar can show us. Surely, it can examine the sentences we produce and classify their parts, calling this a noun, that a verb, etc. (Veit, 1986; 44).

For several centuries, all language students discussed the system of English in essentially the same way, using terms they are familiar with. Their main goal was to explain English certain features in a logical way, in order that other learners would be able to speak and write with a few errors (De Boer, 1982: 219).

Definition of Error

Errors are the flawed side of learner's speech or writing. They are those parts of conversation or composition that deviate from some selected norms of mature language performance (Dulay, 1982: 138).

Types of Errors

1. Error types based on linguistic category taxonomy
2. error types based on surface strategy taxonomy
3. Error types based on comparative taxonomy
4. Error types based on communicative effect taxonomy

MATERIALS AND METHOD

The suitable method used in this study was descriptive method. This method is employed to set up strategies and procedures to enable the researcher in describing, classifying, and analysing the errors in conversation, which were done by the subject of this study. The researcher applied surface strategy taxonomy as proposed by Dulay. In conducting this study, the researcher chose the second year students of SMPK St. Familia Sikumana in the school year 2018 / 2019. There are two classes with the total number of them is 29 students. The researcher did not choose all of them as the subject of her study. She only chose 16 students and they were taken randomly from the two classes. The total from class A is 8 students and also 8 students from class B. The instrument that was used by the researcher for obtaining the data was taken during conversation, by using a smart phone. The researcher prepared 3 topics of conversation and the students were asked to choose one which was interesting to them. Afterwards, they were asked to make a simple conversation based on the topic they have chosen for 5 minutes (or more if needed) and practiced it (one pair was given time allocation maximum 5 minutes). The researcher then recorded the students' conversation and analysed the students' errors based on 4 aspects of surface strategy taxonomy as proposed by Dulay (omission, addition, misformation, and misordering).

RESULTS AND DISCUSSION

The result of the study showed that the students made errors concerning omission, addition, misformation, and misordering. The total frequencies of errors is 29. The frequency of misformation errors is 10; 3 errors made by pair one, 2 errors made by pair four, 1 error made by pair five, 2 errors made by pair six whereas the last two errors were made by pair seven and eight for each. It means that pair two and three did not make any misformation errors. The frequency of addition errors is 5; 2 errors made by pair three, and the last 3 errors were made by pair four six, and seven. In this case, pair one, two, five and eight were free from errors. The total frequency of misordering errors is 3, made by pair four, five and six. On the other hand, pair one, two, three seven and eight were not making any errors in misordering. The most errors that the students made is omission errors, where the frequency of errors is 11; 5 errors made by pair one, 2 errors made by pair two, 2 errors made by pair seven, and the last 2 errors were from pair six and eight. Surprisingly, 4 pair of students were not making this type of errors. The omission of "to be" is" made by four pair of students, omission of auxiliary "did" is 3, from the same pair. Pair 2 omitted auxiliary "do", pair one omitted subject "I" and pair seven omitted "to be".

Although the students made errors in their conversation, those errors did not influence the flow of their conversation. The students still can understand what their friends told them. On the other hand, speaking by using correct grammar is also important. Nowadays, a lot of scholarships are available for students and the ability to use English is one of the requirements in order to be able to grab the scholarships. Students of junior high school need to be equipped with the capability of applying English since earlier ages. This is one way of preparing them to be ready when they have to pursue a scholarship. Those who would like to apply for a scholarship will go through some process in order to deserve it. One process is taking IELTS test, where speaking is one point of the test. In that speaking test, scores of participants are gained from several factors included grammar range and accuracy. Therefore, the ability to speak English with correct grammatical rules is required since the beginning. However, the errors the students make are also not significant. The total sentences which were produced by the students from conversation one to eight is 80 sentences, and they only made 29 errors. It means that they only made 36, 25% of errors from the total sentences they produced.

$$\frac{\text{The percentage is derived from}}{\frac{\text{the number of errors}}{\text{the total sentences produced}}} \times 100\% \\ \frac{29}{100} \times 100\% = 36,25\%$$

Utami (2017) found out that there were two main errors at students' speaking performance which are

errors of fluency and errors of accuracy. The errors have different number even though the students are in the same level. The finding of Kalija (2010) indicates that the most predominant sources of the errors can be said to be the interference of the target language. The learners have difficulty to fully internalize the systematical rules due to the uniqueness of the target language system, and their ineffective learning strategies. This present study answers the question about the most types of errors that the students make that is omission and misformation.

CONCLUSION

After analysing the students' conversation, the researcher found out that there are numbers of errors made by students in type of omission, addition, misordering, and misformation. The most typical error made by the students is errors in omission and misformation. It reveals that the students are still not fully understand how to form a full English sentence. This should be an input for the English teacher in order to deal with this problem. The English teacher is expected to apply variety of methods in teaching the students how to speak with correct grammatical rules. However, those errors did not affect the process of the students' communication. It is then suggested for the next researchers in order to conduct research concerning methods to be implemented dealing with teaching the students on how to speak English using correct grammatical rules.

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