

Grammatical Error Analisis in Speaking skills of the Frontliners at Bank Mandiri Kcp Surabaya

Darmo Park

MUHAMMAD SIRAJ HUSIN

Siraj_husin97@yahoo.com

NI NYOMAN SARMI

nyomansarmi@unitomo.ac.id

Abstract

The researcher presents that frontliners made error in omission, misinformation, and misordering. Omission is characterized by the absence of an item that must appear in the well formed utterance. Misformation is characterized by the use of wrong form of the structure. Misordering is characterized by the incorrect placement of group in an utterance. In addition, the frontliners error is suitable as stated by Dulay.

The total of errors reaches 70 times in the frontliners speaking consist of using simple present tense and simple past tense. The highest frequency of error is misinformation which the number of percentage achieves 64%. The second frequency of error is omission which the number of percentage achieves 31% . The last frequency of error is misordering which has low number 5%.

Key Words: Grammar, Error Analisis, Speaking Skills

A. INTRODUCTION

Banking is a business entity that engages in financial services. Banking or commonly referred to a bank provides financial services for all levels of society. The function of a bank is an intermediary between people who need funds and people who excess funds, in addition to providing other banking services (Kasmir, 2002: 2). In the banking world, there is management, one of which is human resource (HR) management which is the spotlight and foundation for a financial institution to survive. Human resources have a major role in an organizational activity and the most important resources to win the competition, because they are the backbone of the entire system designed, the methods applied and the technology used (Wibisono, 2006: 131).

Service is something that really determines customer satisfaction, because measurement of the quality of customer satisfaction and customer dissatisfaction is an important measure of

customer satisfaction itself, and this is what should add value to the bank. Customer satisfaction is the hope of every bank, customer satisfaction is very supportive of the company's continuity for development in the long term.

Customer satisfaction depends on what customers have seen and felt, so that customers can give positive and negative responses to the Bank. A good service quality image is not based on the point of view or perception of the service provider, but rather based on the customer's point of view or perception. Customers who enjoy bank services that determine service quality. Customer perception of service quality is a comprehensive assessment of the excellence of a service (Umar, 2002: 16). One of the determinants of service quality in banking is the language used in serving customers. In serving customers, bank officers use standard, orderly, and easy-to-understand language. At least bank Frontlinerss must speak 2 languages, namely Indonesian as the main language and English as the international language. International language is used when we are dealing with foreign customers. However, when recruiting Frontlinerss, they are not required to speak or write English, this is a mistake that can cost the bank. This is because English is an important international language which is used as a medium of communication by the most people in the world. Every human in the world always use language to communicate, give information, knowledge and express their idea and thought.

In English, there are four skills that should be mastered, they are: listening, speaking, writing, and reading, the most important one of them is speaking. The ability to function in another language is generally characterized in term of being able to speak that language (Nunan, 1999:225). It means that learning language is not only learning about theory, but also learning how to practice in the real communication, as the function of language. Language is measured by its result in speaking skill or oral communication. In order word, we can also measure the ability of language from her or his ability in speaking. Although communicative skill is very important, some Frontlinerss cannot speak English well because they do not use English in their daily life. The fact shows that the Frontlinerss cannot speak in English though they have learned it. But the Frontlinerss are not almost perfectly when they speak. They must make something wrong or do a mistake. This mistake is usually called *error*. In order to analyze Frontliners language in the right perspective, it is needed to know the differences between error and mistake. Brown (2000:217) stated that mistakes and errors are technically different phenomena. A mistake refers to

performance error that is either a random guess or a “slip” in that it is failure to utilize a known system correctly. Mistake must be carefully differentiated from error. Mistake can be self-corrected while error cannot be self-corrected.

Error is gaps in Frontliners knowledge; because the Frontliners didn't know what correct is. Sometimes, the Frontliners made error, but they still ignore it. In addition, they have misunderstanding in using some structure or utterance. Here, researcher needs to identify what the Frontliners' error made and the researcher also can look for why the Frontliners make error. A method to analyze the error is called *error analysis*. Error analysis is used to identify the error made by the language Frontliners. As related statement before that error analysis is used to identify what the Frontliners's error made. Brown (2000:18) stated the fact that Frontliners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within Frontliners, led to a surge of study of Frontliners errors. It means that the error is not a mistake that cannot be explained. The error can be observed, analyzed, and classified to know what the Frontliners's error made.

Moreover, error analysis also helps the Frontliners identify what the errors they have made, because the Frontliners cannot apply their language acquisition directly without committing error firstly. They cannot achieve the target language perfectly when the errors appear. However, the errors are included in learning process of language basically, so that they can elevate their acquisition of the target language and learn it comprehensively to achieve the good communication by analyzing their own errors.

B. RESERACH METHOD

The method used in this research is descriptive method by using quantitative approach. Descriptive study is the method in the research that obtains the information focusing in current status and phenomena.

C. ANALYSIS

One method of collecting data in this study is trough testing. The frontliner are given test that is related to speaking. After they finished speaking test then, the grammatical features error made by the frontliner is going to be identified. The errors that is going to be the focus in the process of identification are error in using grammatical features in speaking test, consist of error

in the use of simple past tense and simple present. Below is the frontliner's error in speaking test which researcher had identified:

D. Table 4.1
Tabulation of Grammatical Features Error

Aspect	Type of Error				Total
	Om	Ad	Mf	Mo	
Simple past tense	7	0	32	0	39
Simple present tense	19	0	13	4	31
Total	22	0	45	4	70
Percentage	31 %	0%	64 %	5 %	100%

Om = Ommision

Ad = Addition

Mf = Misformation

Mo = Misordering

The way to find out the type of error was administed, Bellow is the formula to tabulate the frequecy of error:

$$\% = \frac{f}{n} \times 100\%$$

% = Percentage of error

f = Frequency of error

n = Total number of error

Based on the data that have been made by frontliners, the highest frequency of errors happened in applying grammatical made by frontliners in speaking skill is misinformation which reaches 64% from the total of errors. The second highest The last grammatical error made by the frontliners is the error of misordering which reaches 5% from the total of errors. frequency of grammatical errors that are made by frontliners in speaking class are omission which reaches 31% from the total of errors.

After the error has been identified, they are going to be classified to their type. In this study, the focus of error that will be classified is the grammatical features error in frontliner speaking. To classify the errors happend in the frontliner' speaking test, the researcher uses surface taxonomy strategy as stated by dulay, they include error of ommision, error of addition, error of misformation, and error of misordering.

a. The use of simple past tense

The example of the errors taken from the data and its classification is as below:

1) Error of omission (Regular verb of past tense “ed”)

Based on the finding data the researcher found some error “ed” from frontliners speaking. There were 5 errors in omission “ed”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of omission “ed” reached 31% from the total of error in using simple past tense. Below were example taken from data made by the frontliners:

1. I have finish my School
2. I graduate from collage in
3. I join at Bank Mandiri

From the sentences 1, 2, and 3, the researcher got the error because the speaker said something that he did the action in past time and he losed the characteristic of past tenses. the sentence of number 1 should be “ I have finished my school ”, the sentence of number 2 should be “ I graduated from collage in ”, and the sentence of number 3 should be “ I Joined at Bank Mandiri “

2) Error of misformation in using “To be”

Based on the finding data, the researcher found some misformation errors in using “to be” from frontliners speaking. There were 2 errors in misformation “to be”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of omission “to be” reached 64% from the total of error in using simple past tense. Below were example taken from data made by the frontliners :

1. My home and my office are very near
2. I think talk with a customer is fun

After revised:

1. My home and my office were very near
2. I thought talk with a customer was fun

The sentence of number 1 was wrong in using “to be”, because the subject was more than one or plural so that it used “were” in case of past time. In the other hand, the sentence of number 2 was wrong in using “to be”, because the subject was singular; so that it used “was” in case of past time.

3) Error of misinformation in using “Irregular verb”

Based on the finding data, the researcher found some misinformation errors in using “irregular verb” from frontliners speaking. There were 3 errors in misinformation “irregular verb”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of misinformation “irregular verb” reached 19% from the total of error in using simple past tense. Below were example taken from data made by the frontliners:

1. I feeled happy when I was talking with customer
2. It maked me more brave to speak in public area
3. I think a banker was cool

After revised:

1. I felt happy when I was talking with customer
2. It made me more brave to speak in public area
3. I thought a banker was cool

Basing on the sentence 1, it could be analyzed that was error sentence because the speaker used the wrong formation of tense. He told something that happen in past time so that the right sentence was “ I felt happy”. “Felt” is the second form of verb feel, it was not “feeled or feel”. “Feel” is one of the irregular verbs so that the right form of feel was “felt”. Beside, from the sentence number 2, the researcher found the error in using verb from. The speaker used “maked” in past form of “make”. It seems similar case with the sentence 1, “make is an irregular verb so that the right verb is “made” and right sentence is “it made me more brave to speak in front of the classs”. The example of number 3, the frontliner should not use thinked to indicate the form past tense “think”. It should be “thought”.

4) Error of misinformation in using “Past participle”

Based on the finding data, the researcher found some misinformation errors in using “paticiple - ing” from frontliners speaking. There were 2 errors in misinformation “paticiple - ing”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of

misformation “participle - ing” reached 64% from the total of error in using simple past tense. Below were example taken from data made by the frontliners:

1. I always sharing my breakfast with him
2. She always shopping in Hokky

After revised:

1. I always shared my breakfast with him
2. She always shopped in Hokky

Both of the sentence 1 or 2, the frontliners used participle – ing. In this case, the frontliners should not use it, because past time had to use verb 2.

5) Error of misformation in using “Modal”

Based on the finding data, the researcher found some misformation errors in using “modal” from frontliners speaking. There were 2 errors in misformation “modal”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of misformation “modal” reached 64% from the total of error in using simple past tense. Below were example taken from data made by the frontliners:

1. When your card was stolen, you can call 14000 for block your card.
2. 11 years ago, I can speak english well.

After revised:

1. When your card was stolen, you could call 14000 for block your card.
2. 11 years ago, I could speak english well.

As we know that if the modal used in past time, it should be past form. In this case, the frontliner use modal like “can” when the frontliner expressed past time. It should become “could”. Moreover, the frontliner changed the verb in past time. As explanation before that the modal should changed not the verb.

b. The use of simple present

The errors are taken from the data and its classification was as below:

1) Errors in omission of “To be”

Based on the finding, the researcher found some omission errors in using “to be” from frontliners speaking. There were errors in omission “to be”. In this case, the researcher tabulated by frequency distribution of formula. In addition, the errors of omission “to be” reached 31 %

from the total of error in using simple present tense. Below were few example taken from data made by the frontliners:

1. My hobby is playing football and basketball
2. Even though PPKM, there is still many customer coming to the Bank
3. We always do a roleplay every evening
4. I have two bank account, there is Mandiri and BNI
5. He researching the banks that offered the lowest interest rate for loans
6. You is the winner in this Roleplay.

From those sentences above the speaker losed in using of to be. He used the nominal of simple present but he losed “to be”. The researcher analyzed to make the those correct sentence:

1. My hobbies are playing football and basketball
2. Even though PPKM, there are still many customer coming to the bank
3. We are always do a roleplay every evening
4. I have two bank accounts, there are Mandiri and BNI
5. He is researching the banks that offer the lowest interest rate for loans
6. You are the winner in this Roleplay.

2) Errors in omission of “s/es”

Based on the finding, the researcher found some omission errors in using “s/es” from frontliners speaking. There were 2 errors in omission “s/es”. In this case, the researcher tabulated by frequency distribution of formula. In addition, the errors of omission “s/es” reached 31% from the total of error in using simple present tense. Below were example taken from data made by the frontliners:

1. My hobby is playing Football and Basketball
2. Even though PPKM, there still many customer coming to the bank
3. I have two bank account, there is Mandiri and BNI

Both of the sentence 1 or 2, the speaker utterred the wrong sentence because he losed verb form of simple present verbal “s/es”. So that the right sentence was “my hobbies” , “many customers” and “ two accounts bank”

3) Errors misformation of “Verb form”

Based on the finding, the researcher found some misformation errors in using “verb form” from frontliners speaking. There are 3 errors in misformation “verb form”. In this case, the researcher tabulated by frequency distribution formula. In addition, the errors of misformation “verb form” reached 64 % from the total of error in using simple present tense. Below were few example taken from data made by the frontliners:

1. They always thinking
2. I doing with my patner
3. The frontliners learning to sing a song
4. We always coming home late

The speaker uttered the wrong sentences in case of formation in simple present because the speaker used “verb form/V+ing” in simple present. It should use the verb form with “s/es or even without addings/es”. So that the right sentences elaborated as below:

1. They always think
2. I do with my patner
3. The frontliners learn to sing a song
4. We always come home late

4) Errors misordering of “ To be”

Based on the finding, the researcher find some misordering errors in using “to be” from frontliners speaking. There were 1 errors in misordering “to be”. In this case, the researcher tabulated by frequency in distribution formula. In addition, the errors of misordering “to be” reached 5% from the total of error in using simple present tense. Below are example taken from data made by the frontliners:

1. Who I am

In sentence, the speaker make wrong sentence He uttered interrogative sentence, but he says it in wrong way. From the sentence,it can be revised to the right sentence “Who am I?”

D. CONCLUSION

In the conclusion, the researcher presents that frontliners made error in omission, misinformation, and misordering. Omission is characterized by the absence of an item that must appear in the well formed utterance. Misformation is characterized by the use of wrong form of

the structure. Misordering is characterized by the incorrect placement of group in an utterance. In addition, the frontliners error is suitable as stated by Dulay.

The total of errors reaches 70 times in the frontliners speaking consist of using simple present tense and simple past tense. The highest frequency of error is misinformation which the number of percentage achieves 64%. The second frequency of error is omission which the number of percentage achieves 31% . The last frequency of error is misordering which has low number 5%.

Bibliography

- Barnes, J. G. (2003). *Secrets Of Customer Relationship Management*. Yogyakarta: Andi.
- Bateson, John dan Hoffman, Douglas., *Services Marketing: Concepts, Strategies, and Cases*.
Mason, OH, South Western, 2001. (n.d.).
- Hoffman, J. B. (2001). *Services Marketing: Concepts, Strategies, and Cases*. OH, South Western: Mason.
- AR, Syamsudin dan Vismaia S. Damianti, 2006. *Metode Penelitian Pendidikan Bahasa*.
Bandung :PT. Remaja Rosdakarya
- Arikunto, Suharsimi. 2010. *Prosedur penelitian*. Jakarta: Rineke Cipta.
- Brown, H. Douglas. 2000. *Teaching by Principles an Interactive Approach to Language Pedagogy; Second Edition*. New York: Longman.
- Brown, H. Douglas . 2000. *Principles of Language Teaching and Learning; Fourth Edition*: New York: Longman.
- Depdiknas. 2006. *Peraturan menteri pendidikan nasional republic Indonesia No.22 tahun 2006 tentang standar isi untuk satuan pendidikan dasar dan menengah*. Jakarta: depdiknas.
- Donald, Ary. 2006. *Introduction to Research in Education*. Canada: Wadsworth, Cengage Learning.