

The Grammatical Errors Encountered in Spoken English of Indonesian Ex Singapore Female Laborers

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Abstract. The language mostly used by the subjects when they worked in Singapore is English. However, the writer found that many subjects of the study under report were still influenced by their mother tongue, in this case Bahasa Indonesia, and also by their employer in the past. This condition made those subjects often produce wrong sentences. The situations above motivated the writer to conduct a study on analyzing the subjects' errors in spoken English. In gaining the data, the writer used a small tape recorder to record all the interviews spontaneously answered by the subjects, a note book to write down the subjects' data completely and also a camera to take a picture of the interviewing process. After analyzing the data, the prediction of the causes of errors were not only because of the mother tongue influence or because of the employer's influence in the past but also because of the reflection of general characteristics of rule learning such as incomplete application of rules, and failure to learn conditions under which rules applied as well.

Keywords: Contrastive Analysis, Error, and Error Analysis.

Introduction

Among all languages in the world, English is one of an international language. It is a means to communicate with foreign people around the world. In other words, English can be used as a means of communications among nations who have different languages. In order to be understood the speaker of the English should also pay attention to the grammatical rules of English.

In general, the grammar use in the spoken English is not really the main problem since the speaker and the listener understand each other, except in the academic writing or speaking. With this notion in mind, the writer analyzed the errors concerning grammar of the spoken English.

In order to be able to go abroad as a housemaid, the Indonesian laborers have to be trained to speak English or at least understand what the employers say later on.

The Singaporean, in this case are the subject's employer becomes the higher influence of their English development because almost everyday they communicate with each other. From here, some interesting phenomena appear as they come back to Indonesia.

Interested in knowing the English spoken by Indonesian ex Singapore female employees, especially about their grammar when they are speaking, the writer analyzes the grammatical errors commonly made by Indonesian ex Singapore female employees in PJTKI "Anugerah Usaha Jaya" Sidoarjo. That is why the writer reports a thesis entitled "The

Grammatical Errors in Indonesians' ex Singapore Female Labors Spoken English”.

Based on the background above, the writer analyzed the grammatical errors occur in Indonesians' ex Singapore female employees spoken English with the general questions as follows:

- 1) What grammatical errors are found in Indonesians' ex Singapore female labors spoken English?
- 2) What are the possible causes/sources of the errors?

Research Methodology

In line with the topic, the participants of the study are the female labors and also the writer herself. Below is the list of the participants Ex Singapore laborers

Subjects of this Study	Hometown	Age	Working Duration (in year)	Education Background
1 st subject	Madiun	23 years old	2003-2007	Junior High
2 nd subject	Blitar	28 years old	1999-2003	Junior High
3 rd subject	Nganjuk	27 years old	2003-2007	Senior High
4 th subject	Flores	31 years old	2000-2004	Junior High
5 th subject	Flores	25 years old	2001-2005	Junior High
6 th subject	Flores	32 years old	2003-2007	Junior High
7 th subject	Flores	30 years old	1999-2003	Senior High
8 th subject	Flores	36 years old	2002-2006	Junior High
9 th subject	Kediri	23 year old	2002-2006	Senior High
10 th subject	Jember	28 years old	2001-2005	Junior High

In this study, the writer acts not only as the data collector but also the instrument of the study. In gaining the data for this research, the writer used some questions as the research instruments that should be asked to elicit the participants to speak English. Other instruments are needed by the writer, such as: a tape-recorder, a cassette and notebooks. A tape-recorder and a cassette were used to record the interview between the observer and the participants. The notebooks are needed to transcribe the data to be analyzed.

Results

Kinds of Errors

The writer found that were grammatical errors found in Indonesian ex Singapore labors' spoken English. The grammatical errors were chosen to be analyzed because the English of Singapore isn't really nice. In this section, the writer found the kinds of errors which commonly appeared when the participants, in this case the Indonesian ex Singapore labors' spoke English. The linguistic category taxonomies classify errors

according to either or both the language component or the particular linguistic constituent the errors effect.

Language components include phonology (pronunciation), syntax and morphology (grammar), semantics and lexicon (meaning and vocabulary), and discourse (style). The writer in her study found some of those errors that should be discussed. Those kinds of errors were morphology that comprises article errors; possessive case incorrect; third person singular verb incorrect; simple past tense incorrect and syntax that comprise noun phrase, verb phrase, subject, object, and some transformations.

Morphological Errors

A. Article Errors

There are two kinds of article errors found in this study. The first one is definite article errors and the second one is the indefinite article errors. Those kinds of errors are presented in the following table.

Table Article Errors

Grammatical Component	Strategy	Number of Occurrences	Examples
Definite	Omission	16	I change the pampers baby
Indefinite	Omission	9	My employer is dentist
Total		25	

Based on the table, there is one category that belongs to definite article errors. The category is definite article omission. There are 16 errors of definite articles made by the participants. The second category is the omission of indefinite articles. There are 9 errors of indefinite articles made by the participants. In these errors, most of articles are omitted by the participants (both of definite and indefinite articles). The following are examples of this kind of errors.

Definite Article Omission

1. *I always get scoring by grandma.*

In this utterance the participant omitted the article 'the' which should be placed after the preposition 'by' and before the noun 'grandma'.

2. *I change the pampers for baby.*

In this utterance the participant omitted the article 'the' which should be placed after the preposition 'for' and before the noun 'baby'.

3. *My employer is working in office.*
In this utterance the participant omitted the article 'the' which should be placed after the preposition 'in' and before the noun 'office'.
4. *At three o'clock, I prepare food for lunch.*
In this utterance the participant omitted the article 'the' which should be placed after the verb 'prepare' and before the noun 'food'.
5. *First, I boil the macaroni and then after that I boil the soup and then I put some vegetables and then after that I put macaroni.*

In the last utterance above

I put macaroni

Shows that the participant omitted the article 'the' which is should be placed after the verb 'put' and before the noun 'macaroni'.

Indefinite Article Errors

1. *My employer is dentist.*
In this utterance the participant omitted the article 'a' which is should be placed after the to be 'is' and before the noun 'dentist'.
2. *My employer don't like dog because she is asthma.*
In this utterance the participant omitted the article 'a' which is should be placed after the negative transformation 'don't like' and before the noun 'dog'.
3. *My father is farmer and my mother is housewife.*
There are two articles 'a' omitted in this utterance. First in the utterance *my father is farmer* and second in the utterance *my mother is housewife*. The article 'a' which is omitted in those utterance should be placed after the to be 'is' and before the noun 'farmer; housewife'.
4. *My employer is businessman.*
In this utterance the participant omitted the article 'a' which should be placed after the to be 'is' and before the noun 'businessman'.
5. *My husband is farmer.*
In this utterance the participant omitted the article 'a' which should be placed after the to be 'is' and before the noun 'farmer'.

B. Possessive Case Errors

There is an error of possessive case found in this study. It is possessive omission. The following table presents the occurrence of possessive omission errors.

Table Errors in Possessive

Grammatical Component	Strategy	Number of Occurrences	Example
Possessive ('s)	Omission	20	And I follow my employer instruction
Total		20	

It could be seen in the table that there are 20 errors of possessive omission made by the participants. In this error, the possessive ('s) is usually omitted by the participants. Below are examples of possessive case errors.

1. *My parents job is a farmer.*

The possessive marker ('s) should be added in the end of the subject "my parents". Since the subjects in the utterance above are plurals, so the marker needed should be ('s). The function to add ('s) after the subjects my parents is to show that the job belongs to the subject.

2. *And then every evening I always swim with my employer in the swimming pool, below my employer house.*

The utterance which contains possessive omission is

Below my employer house

In this utterance, the possessive marker ('s) should be added in the end of the subject my employer. The function to add ('s) after the subject my employer is to show that the house belongs to the subject.

3. *My employer name is Mr. Chang Lian Chai.*

The possessive marker ('s) should be added in the end of the subject "my employer". The function to add ('s) after the subject my employer is to show that the name belongs to the subject.

4. *I promise to be a good housemaid and I follow my employer instruction.*

The possessive omission error is in the utterance:

And I follow my employer instruction

In this utterance, the possessive marker ('s) should be added in the end of the object my employer. The function to add ('s) after the object my employer is to show that the instruction made by the employer.

5. *After I do my housework, I clean my madam room upstairs.*

The centered utterance of possessive omission is

I clean my madam room upstairs

In this utterance, the possessive marker ('s) should be added in the end of the object my madam. The function to add ('s) after the object my madam is to show that the room upstairs belongs to the employer.

C. Third Person Singular Verb Errors

There are two kinds of third person singular verb errors. The first error is, failure to attach -s and the other one is, wrong attachment of -s. There was only one error of failure to attach -s found in this study. The following table presents the third person singular verb errors.

Table Third Person Singular Verb Errors

Grammatical Component		Strategy	Number of Occurrences	Example
Subject-Verb Agreement	He	Failure to attach -s	2	My father is businessman, like he sell the fruits
	She	Failure to attach -s	1	My mother stay in the house
Total			3	

In the table, there are two categorizes belong to failure to attach -s. the pronoun she becomes the first category with only 1 error found in this study. While the second category is the pronoun he with 2 errors found in this study. In these errors, the participants usually omitted -s in their speaking. Below are examples of this kind of errors.

1. *My mother stay in the house.*
The verb stay above should be added -s to show that the participant's mother still stays at home until now.
2. *My father is businessman, like he sell the fruits.*
The verb sell above should be added -s to show that the participant's father still sells the fruits until now.
3. *If the baby cry, I must make the baby not cry again.*
The verb cry in the utterance if the baby cry above, should be added -s

D. Simple Past Tense Errors

There is only one error of simple past tense found in this study. It is verb form misuse. This kind of error is mostly made by the participants. The following table presents the occurrence of simple past tense errors.

Table Simple Past Tense Errors

Grammatical Component	Strategy	Number of Occurrences	Example
Verb Form	Omission of -ed	54	My ma'am is very good
Total		54	

Based on the table, there is one category belonging to the misuse of verb form error. The category is, omission of -ed. There are fifty four errors found in this study. This is the biggest numbers of errors made by the participants compared with others errors. In this error, the participants always omitted the past form of -ed in their speaking. These kinds of errors are presented in the following examples.

1. *My ma'am is very good.*

The verb to be 'is' in the utterance above should be changed into the past form because the participant was telling about her past experience.

2. *And then every morning, I always swim with my employer in the swimming pool.*

The verb 'swim' in the utterance above should be changed into the past form because the participant was telling about her past experience.

3. *My bad experience is, I am very angry if my ma'am knock my door to ask me to turn on the light and turn on the AC.*

There are two utterances which contain the misuse of past tense form. The first utterance is

My bad experience is

And the second utterance is

I am very angry if my ma'am knock my door

The verb to be 'is' in the first utterance, the verb to be 'am' in the second utterance and the verb knock in the second utterance should be changed into the past form because the participant was telling about her past experience.

4. *At 08:30, I clean up all the kitchen and 09:00, I go to bed.*

There are two utterances which contain the misuse of past tense form. The first utterance is

I clean up all the kitchen

And the second utterance is

I go to bed

The verb 'clean' in the first utterance and the verb 'go' in the second utterance should be changed into the past form because the participant was telling about her past experience.

5. *I ask him to take the uniform, go to shower and prepare the lunch for him.*

There are three utterances which contain the misuse of past tense form. The first utterance is

I ask him to take the uniform, ...

The second utterance is

Go to shower

And the last utterance is

Prepare the lunch for him

The verb ‘ask’ in the first utterance, the verb ‘go’ in the second utterance and the verb ‘prepare’ in the third utterance should be changed into the past form because the participant was telling about her experience.

Syntax Errors

A. Noun Phrase Errors

There are three kinds of noun phrase errors found in this study. The three kinds of noun phrase errors are errors of number, errors of the use of pronouns and errors of the use of prepositions. These kinds of errors are classified into some categorizations so that the errors can be specific to analyze. The following table presents the occurrence of noun phrase errors.

Table Noun Phrase Errors

Grammatical Component	Strategy	Number of Occurrences	Example
Plural Suffix (-s)	Omission	29	I have two brother
Pronoun	Omission of object pronoun	2	..., send and pick up from school
Prepositions	Omission	28	I send my employer children go school
	Misuse	4	I wake up in 06:30
Total		73	

Based on the table, there is only one category belongs to the errors of number. The category is, substitution of singulars for plurals. There are 29 errors of substitution of singulars for plurals made by the participants. In this error, the participants missed to add -s or -es for plurals. When the participants would like to give information for plurals, they always said it in singular instead of plurals.

The second type of error in table is, error of the use off pronouns. There are two categorizes belong to this error. The first category is the errors use of pronoun (him) as subject. The number of this errors made by the participants in this study were 2. in this error, the participants mostly use the pronoun (him) instead of the pronoun (them) as the subject pronoun. While the second category is the omission of object pronouns. There are 2 errors of object pronouns omission made by the participants. Most of object pronouns in this study are omitted when the participants were speaking English.

The third type of error in table is error of the use of prepositions. There are two categories belong to this error. The first category is the omission of preposition. The number of this error is quite big, there are 28 errors of preposition omitted made by the participants. In this error, the participants mostly omitted the prepositions in their speaking English. The second category is the misuse of prepositions. There are 4 errors of the prepositions misuse found in this study. In this error, the participants often misused the prepositions in their speaking English. The misuse here means, the participants didn't consistent with the suitable prepositions which they wanted to use in their speaking English. Below are examples of noun phrase errors.

Substitution of Singulars for Plurals Errors

1. *I have two brother.*

The participant's utterance above missed the marker -s to show that the objects are plurals. The utterance two brother above should be added -s in the end of the object brother. So, the utterance two brother should be two brothers.

2. *For examples chicken soup, steam fish, cap cay, fried chicken, fried noodle.*

The participant's utterance above missed the marker -s to show that there are some examples of foods that the participant mentioned. The utterance for examples... above should be added -s in the end of the word example. So, the utterance for example should be for examples.

3. *I work in the two place.*

The participant's utterance above missed the marker -s to show that the objects are plurals. The utterance "two place" above should be added -s in the end of the objects place. So, the utterance two place should be two places.

4. *And 07:00 o'clock, all my employer and my employer child eat dinner.*

The participant's utterance above missed the marker -s to show that the subjects are plurals. The utterance "all my employer" above should be added -s in the end of the subject my employer. So, the utterance all my employer should be all my employers.

Object Omissions

1. *After I take and I serve*

The participant in this utterance omitted the object which showed in the utterance "I take and I serve". The object should be placed and said after the verb, take and serve. So, the utterance above should be I take the steam fish and I serve it.

2. *My duties working clean the floor, cooking, ironing, go to market, send and pick up from school.*

The object which was omitted by the participant was in the utterance

... *send and pick up from school*

In this utterance, the participant omitted the children as the object pronoun in her speaking. The object the children should be placed and said after the verb pick up. So, the utterance ... send and pick up from school should be send and pick up the children from school.

Omission of Preposition

1. *My job in Singapore is clean the house, washing, cooking, ironing, wash the car and take care two children.*

The utterance which contains omission of preposition is

And I take care two children

The participant omitted preposition of in this utterance. Preposition of should be placed after the verb take care and before the noun two children.

2. *I send my employer children go school.*

The utterance which contains omission of preposition is “*go school*”. The participant omitted preposition to in this utterance. Preposition to should be placed after the verb go and before the noun school. So, the utterance ... go school should be go to school.

3. *Five o'clock, I wake up.*

The utterance which contains omission of preposition is “*five o'clock*”. The participant omitted preposition at in this utterance. Preposition at should be placed before the word five. So, the utterance should be at five o'clock.

4. *I have experience before in Singapore 4 years.*

The participant omitted preposition for in this utterance. Preposition for should be placed after the noun Singapore and before the noun 4 years.

5. *I come from Nganjuk east Java, Indonesia.*

The participant omitted preposition of in this utterance. Preposition of should be placed after the noun Nganjuk and before the noun East Java. So, the utterance above should be I come from Nganjuk of East Java, Indonesia.

Misuse of Prepositions

1. *My ma'am stay in the home.*

The use of preposition ‘*in*’ in the utterance ... “*in the home*” should be changed with the suitable preposition ‘*at*’. The correct utterance should be at home.

2. *I have experience in Singapore for 2 years in the 28 December 2002.*
The use of preposition 'in' in the utterance ... in the 28 December 2002 should be changed with the suitable preposition 'on'. The correct utterance should be on 28 December.
3. *I wake up in 06:30.*
The use of preposition 'in' in utterance should be changed with the suitable preposition that is preposition of time 'at'. The correct utterance should be I wake up at 06:30.
4. *I always go out in Sunday to go to church.*
The use of preposition 'in' in utterance ... Sunday to go to church should be changed with the suitable preposition 'on'. The correct utterance should be ... on Sunday to go to church.

B. Verb Phrase Errors

There are three kinds of verb phrase errors found in this study. The three kinds of verb phrase errors are omission of verb, errors of the use of progressive tense and agreement of subject and verb errors. These kinds of errors are classified into some categorizations so that the errors can be specific to analyze. The following table presents the occurrence of these kinds of errors.

Table Verb Phrase Errors

Grammatical Component	Strategy	Number of Occurrences	Example
Verb	Omission of to be	21	My employer name Fong Gek Elish
Progressive tense	Omission of be	5	My older sister working in the factory
	Replacement of -ing by the simple verb	4	My job in Singapore is clean the house ...
Agreement of Subject and verb	Disagreement of subject and number	4	My parents is a farmer
Total		34	

As shown in the table, there is only one category belongs to verb omission error. The category is, to be omission. There are 21

errors of to be omission made by the participants. In this error, the participants omitted the to be (past tense and present tense).

The second type of error based on the table is error of the use of progressive tense. There are two categories belong to this error. The first category is be omission. The number of this errors made by the participants in this study were 4. In this error, the participants omitted the to be in progressive form. So, they directly say the subject and the -ing verb without adding the to be before -ing verb. While the second category is the replacement of -ing by the simple verb form. There are 4 errors of this error made by the participants. In this error, the participants replaced the -ing verb by the simple verb form after the to be.

The third type of error is agreement of subject and verb errors. There are two categories belong to this error. The first category is disagreement of subject and verb person. There are 4 errors of subject and verb person disagreement made by the participants. In this error, the participants didn't consistent with the form or the rules when they have a conversation in English. When the participants would like to say in present time, they didn't add -s or -es for the verb (she, he, it). The second category is subject and number disagreement. There are 4 errors of subject and number disagreement. In this error, the participants didn't match between how many number which the subject has with the to be used. Below are examples of verb phrase errors.

Omission of to be

1. *My employer name Fong Gek Elish*

The sentence above appeared that the participant omitted the to be 'was'. 'Was', is the suitable to be because the subject is 'my employer' (she) and using 'was' because Fong Gek Elish was the participant's employer in the past when the participant worked in Singapore. The to be 'was' should be placed after the possessive pronoun and before the noun.

2. *My salary three hundred dollar Singapore.*

The participant omitted the to be 'was' in her sentence above. 'Was', is the suitable to be because the subject is 'my salary' (it) and using 'was' because three hundred dollar Singapore was the participant's salary in the past when she worked in Singapore. The to be 'was' should be placed after the subject 'my salary' and before the noun 'three hundred dollar Singapore'.

3. *My parents farmer.*

The participant's sentence above was not correct yet since she omitted the to be 'are'. 'Are', is the suitable to be because the subjects are plurals 'my parents' (they) and using 'are' because the farmer is the participant's parents job until now.

The to be 'are' should be placed after the subject '*my parents*' and before the noun '*farmer*'.

4. *My name Dewiyanti.*

The sentence above was incomplete yet because the participant omitted the to be '*is*'. '*Is*', is the suitable to be because the subject is singular '*my name*'. The to be '*is*' should be placed after the subject '*my name*' and before the noun '*Dewiyanti*'.

5. *Sometimes if my employer angry with me, he never give me eats.*

In this sentence showed that the participant omitted the to be '*was*'. '*Was*', is the suitable to be because it was occurred in the past and because the subject is singular '*my employer*' (she). The to be was should be placed after the subject '*my employer*' and before the adjective '*angry*'.

Be Omission of Progressive tense

1. *I cooking, cleaning the house, washing the car then ironing.*

The sentence above was not incomplete yet because the participant apparently omitted the to be '*was*'. '*Was*', is the suitable to be because it was occurred in the past and because the subject is singular '*I*'. the to be '*was*' should be placed after the subject '*I*' and before the -ing verb.

2. *My duties cleaning the floor, cooking, ironing, go to market, and pick up from school.*

The to be '*were*' which should be existed in the sentence above was omitted by the participant. '*Were*', is the suitable to be because it was occurred in the past and because the subject are plurals '*my duties*'. The to be '*were*' should be placed after the subject '*my duties*' and before the -ing verb.

3. *My older sister working in the factory.*

In the sentence above, the participant omitted the to be '*is*'. '*Is*', is the suitable to be because it is still in progress until now and using '*is*' because the subject is singular '*my older sister*'. The to be '*is*' should be placed after the subject '*my older sister*' and before the -ing verb.

4. *The first employer working in the office, second employer also working in the office.*

There are two utterances which contain the be omission of progressive tense. The first utterance is, *the first employer working in the office* and the second utterance is, *second employer also working in the office*. The participant omitted the to be '*was*' in those utterances. '*Was*', is the suitable to be because the participant's statement above was the participant's experience when she worked in Singapore and using was for both of those utterances because the subject is singular, *the first employer* and *second employer*. The verb to be '*was*'

should be placed after the subject *the first employer; second employer* and before the -ing verb *working; also working*.

Replacement of -ing by the Simple Verb.

1. *My job in Singapore is clean the house, cooking, ironing, wash the car and take care three children.*

In this utterance, the participant tends to use the simple verb 'clean, wash and take care' instead of -ing verb. The consequence of progressive form that after the to be should be added -ing for the verb. So, the verb clean, wash, and take care in utterance above should be replaced by the -ing verb, *cleaning, washing, and taking care*.

2. *My job is do house keeping like cleaning the house, ironing, washing the cloth and washing the car.*

In this utterance, the participant tends to use the simple verb 'do' instead of -ing verb. The consequence of progressive form that after the to be should be added -ing for the verb. So, the verb *do* above should be replaced by -ing verb *doing*.

3. *My job in Singapore is clean the house, washing, cooking, wash the car and take care two children.*

In this utterance, the participant tends to use the simple verb 'clean, wash and take care' instead of -ing verb. The consequence of progressive form that after the to be should be added -ing for the verb. So, the verb clean, wash and take care above should be replaced by -ing verb *cleaning, washing and taking care*.

4. *My job in Singapore is take care children, cooking, washing, ironing and then clean the house.*

In this utterance, the participant tends to use the simple verb 'take care and clean'. The consequence of progressive form that after the to be should be added -ing for the verb. So, the verb 'take care' and 'clean' above should be replaced by -ing verb *taking and cleaning*.

Disagreement of Subject and Number

1. *My parents job is a farmer*

In this utterance the participant used 'is' as the to be of "my parents". The participant ignored the rule that if the subjects are plural then the to be used should be 'are'. And the noun 'a farmer' should be pluralized as 'farmers'.

2. *The first and the second employer my employer job is businessman.*

The verb to be 'is', was used by the participant of the subject *the first and the second employer*. In this utterance, the subjects are plural so the suitable to be should be 'are'. The noun 'businessman' in the last sentence needs to be pluralized as 'businessmen', reminds that the subjects are plural.

3. *My mother and father is farmer*
The subjects in this utterance are plural; they are *my mother and my father*. The participant seemed didn't use the suitable to be for the subjects plural, the verb to be '*are*'. They tend to use '*is*' as the to be. The noun '*farmer*' needs to be pluralized as '*farmers*'.
4. *My parents is a farmer*
In this utterance the participant used the verb to be '*is*' instead of '*are*' for '*my parents*' as the subjects. The noun '*farmer*' in the last utterance also needs to be pluralized into '*farmers*'.

C. Subject Omission Errors

There is only one error of subject omission found in this study. It is omission of subject. There is no categorization in this error because this error is quite specific and brief. The following table presents the occurrence of subject omission errors.

Table Subject Omission Errors

Grammatical Component	Strategy	Number of Occurrences	Example
Subject Omission	Omission	4	I ask money, give me money.
Total		4	

From the table, there are 4 errors of subject omission made by the participants. In this error, the subject is usually omitted by the participants. Below are examples of subject omission errors.

1. *Everyday watch television, and then only Saturday and Sunday go out working.*

There is one subject omitted by the participant in utterance above which is omitted in the two places. The first place is in the utterance

Everyday watch television

And the second place is in the utterance

And then only Saturday and Sunday go out working

To prevent incomplete sentence, especially the subject omission like what have shown in the sentence above, the expected subject should be placed before the verb '*watch*' and '*go*'.

2. *I ask money, give me money.*

There is one subject omitted by the participant in utterance above which is omitted one place in utterance ... give me money. The subject should be placed before the verb '*give*'.

3. *And then sometimes ask me to call my parents.*

There is one subject omitted by the participant in utterance above which is omitted in one place in utterance ... ask me to

call my parents. The subject should be placed before the verb 'ask'.

4. *I ask him to take the uniform, go to shower and prepare the lunch for him.*

There is one subject omitted by the participant in utterance above which is omitted in one place in utterance ... prepare the lunch for him. The subject should be placed before the verb 'prepare'.

D. Negative Transformation Errors

There is one error of negative transformation found in this study. This kind of error is specified into the error formation of no or not without the auxiliary do. The following table presents the occurrence of negative transformation errors.

Table Negative Transformation Errors

Grammatical Component	Strategy	Number of Occurrences	Example
Negative Transformation	Formation of no or not without the auxiliary do	2	Sometimes he skull me because I cleaning not clean.
Total		2	

As appeared in the table 4.8 above, there are 3 errors of negative transformation made by the participants. In this error, the participants usually have the wrong formation of no or not. They don't use the auxiliary do when they speak negative statements in their speaking English. Below are examples of negative transformation errors.

1. *Sometimes he skull me because I cleaning not clean.*

The formation of not in the utterance because cleaning not clean above should be combined with the auxiliary 'do' so that the correct negative transformation of the utterance above becomes because I was not cleaning well.

2. *If the baby cry, I must make the baby not cry again.*

The formation of not in the utterance I must make the baby not cry again above should be combined with the auxiliary 'do' so that the correct negative transformation of the utterance above becomes I must make the baby does not cry again. The auxiliary 'do' is unnecessary to be changed into the past form because the participant's speaking above told about the way how to take care the baby.

Discussions

From the results above, the writer would like to make the discussions of them.

Based on the above mentioned data, it could be seen in a whole that the noun phrase errors were the biggest total number of errors made by the participants. But, the most cause of errors made by the participants was the errors of omission. This cause of errors occurred because, first, the participants omitted the definite and indefinite articles before a noun in their sentences. As example in part morphological errors A item number (1), the participant said "I always get scoring by grandma" instead of "I always get scoring by the grandma" and item (6) the participant said "My employer is dentist" instead of "My employer is dentist". Second, this type of errors occurred as the participants omitted ('s) for the possessive case as seen in part morphological errors B number (1), (2), (3), (4), and (5). The participant said "My parents job is a farmer" instead of "My parents' job are farmer", "... , below my employer house" instead of "... , below my employer's house", "My employer name is Mr. Chang Lian Chai" instead of "My employer's name was Mr. Chang Lian Chai", "... and I follow my employer instruction" instead of "...and I follow my employer's instruction", and "... , I clean my madam room upstairs" instead of "... , I clean my madam's room upstairs". Third, the omission type of errors occurred when the participants omitted '-s' for third person singular as seen in part morphological errors C item number (1), (2) and (3). The participant said "My mother stay in the house" instead of "My mother stays in the house, "... , like he sell the fruit" instead of "... , like he sells the fruits", and "If the baby cry, ..." instead of "If the baby cries,...". Fourth, omission errors appeared as the results of the participants' omission of -ed in their sentences when they were telling about their past experience. Part morphological errors D showed that the participant said (1) "My ma'am is very good" instead of "My ma'am was very good", (2) "... , I always swim with my employer in the swimming pool" instead of "I always swam with my employer in the swimming pool" (3) "My bad experience is, I am very angry if my ma'am knock my door..." instead of "My bad experience was, I was very angry if my ma'am knocked my door..." (4) "... , I clean up all the kitchen and 09:00, I go to bed" instead of "... , I cleaned up all the kitchen and at 09:00, I went to bed" and (5) "I ask him..., go to shower and prepare the lunch for him" instead of "I asked him..., went to shower and prepared the lunch for him". Fifth, the participants omitted the object of the sentence as shown in part syntax errors A item number (6) "After I take and I serve" instead of "After that I take the steam fish and I serve it" and number (7) "... send and pick up from school" instead of "...send and pick up the children from school". Sixth, the errors of omission occurred as the participants omitted the prepositions of the sentence as pointed in part syntax errors A item (8) "... and take care two children" instead of "... and take care of two children". Number (9) "I send my employer children

go school” instead of “I send my employer children go to school” (10) “Five o’clock ...” instead of “At five o’clock” item number (11) “... in Singapore 4 years” instead of “... in Singapore for 4 years” and the last item (12) “I come from Nganjuk East Java, ...” instead of “I come from Nganjuk of East Java, ...”. Seventh, this type of errors occurred as the participants omitted the verb “be” before an adjective or a noun in their sentences. As example in part syntax errors B item number (1) the participant said “My employer name Fong Gek Elish” instead of “My employer name was Fong Gek Elish” number (2) “My salary three hundred dollar Singapore” instead of “My salary was three hundred dollar Singapore” item (3) “My parents farmer” instead of “My parents are farmer” (4) “My name Dewiyanti” instead of “My name is Dewiyanti” and the last item (5) “... if my employer angry with me, ...” instead of “... if my employer was angry with me, ...”. Last, the errors of omission occurred as the participants omitted the subject of the sentence as pointed in part syntax errors C item number (1) “Everyday watch television, ...” instead of “My employer watched television everyday, ...” number (2) “..., give me money” instead of “..., he gave me money” and last item (3) “... sometimes ask me to cal my parents” instead of “... sometimes he asked me to call my parents”.

The second rank of errors that the participants mostly made was number errors. Here the category of number errors substitution of singulars for plurals. The participants substitute the plurals of singulars in their sentences as shown in part syntax errors A (1) “I have two brother” instead of “I have two brothers” item number (2) “For example ...” instead of “For examples ...” (3) “... in the two place” instead of “... in the two places” and the last number (4) “..., all my employer” instead of “..., all my employers”.

The use of progressive tense type of errors (in this case was the replacement of -ing by the simple verb), Agreement of subject and verb (in this case was disagreement of subject and number) and the use of prepositions type of errors (in this case was prepositions misuse) were in the third rank. First, the progressive tense use errors. The participants replaced the -ing verb by the simple verb from after the to be. It can be seen in part syntax errors B (10) “My job in Singapore is clean the house, cooking, ironing, wash the car, and take care three children” (instead of “My job in Singapore was cleaning the house, cooking, ironing, washing the car and taking care three children”). Second, disagreement of subject and number errors. In this error, the participants didn’t match between how many number which the subject has with the to be used. As example in part syntax errors B item (17) “My parents job is a farmer” (instead of “My parents job are farmers”). Third, misuse of prepositions. This type of errors appeared as the participants didn’t use the suitable prepositions in their sentences as shown in part syntax errors A item number (15) “I wake up in 06:30” (instead of “I wake up at 06:30”) and item (16) “I always go

out in Sunday to go to church” (instead of “I always go out on Sunday to go to church”).

As the last rank was the use of pronouns type of errors. This type of errors appeared as the participants mostly used the pronoun (him) instead of the pronoun (them) as the subject pronoun as shown in part syntax errors A item number (5) “... wake up the children, help him to change the uniform and after that I send him to go to school” (instead of “... wake up the children, help him to change the uniform and after that I send him to go to school”). Negative transformation type of errors, in this case was formation of no or not without the auxiliary *do*, was also in the third rank. The participants usually have the wrong formation of no or not. They don't use the auxiliary *do* in the negative statements when they are speaking. It could be seen in part syntax errors E item number (1) “Sometimes he skull me because I cleaning not clean” (instead of “Sometimes he skull me because I was not cleaning well”).

The Prediction and Interpretation of the Possible Causes of Errors

Based on the findings and the data analysis discussed previously, the writer tried to predict the causes of the participants making errors.

From the prediction it was found that there were three factors that possibly caused the errors; they were Interlingual Factor and Intralingual Factor.

Interlingual Factor

The errors were considered as the result of Interlingual Factor when the participants' sentences exhibited interference from Indonesia. It occurred when the participants transferred Indonesian into English and they omitted the verb or the predicate of the sentence, in this case ‘verb be’ that must have appeared in an English well-formed structure. For example:

1. My employer name Fong Gek Elish
2. My salary three hundred dollar Singapore
3. My parents farmer
4. My name Dewiyanti
5. Sometimes if my employer angry with me, he never give me eats

From the examples shown above, the absence of ‘to be’ was considered as an influence from their mother tongue, in this case, Indonesian. The ‘to be’ omission resulted from interlingual influence because in Indonesia the use of ‘to be’ as “kata pemisah” which is used to separate the subject and the predicate or the subject and the noun is not as important as ‘to be’ in English sentence.

Intralingual Factor

Intralingual Factor resulted in errors of the participants attempted to build up hypotheses about English from their limited experience. Based on the findings, the writer divided the factor into three sub-categories,

namely Overgeneralization, Ignore of Rule restrictions, and Incomplete Application of Rules.

1. Overgeneralization

Overgeneralization is occurred when the participants created a deviant structure based on their experience of other structure in English. Here, the participants applied the theory of present progressive sentence to simple present in English and assumed that they both were applicable and parallel. As the examples:

1. My job in Singapore is clean the house, cooking, ironing, wash the car and take care three children.
2. My job is do house keeping ...
They also applied the theory of first person singular in English personal pronoun into the third person singular. For examples:
 3. My mother stay in the house
 4. ..., like he sell the fruits
 5. If the baby cry, ...

In example number 1 and 2, the participants were influenced by to be "is" which often occurred after the subject 'my job'.

The omission of '-s' as shown in example (3) "My mother stay in the house" instead of "My mother stays in the house". The participants made this statement generally because the fact that, in English personal pronouns took the same verbal zero endings. In this case the ending less (without '-s') form was generalized for all persons.

2. Ignorance of Rule Restrictions

This factor was considered as the cause of errors when the participants failed to observed some restrictions of the rules in using preposition and tried to apply the rules to the context where they did not apply. As the examples:

1. I wake up in 06:30
2. My ma'am stay in the home
3. I have experience before in Singapore for 2 years in the 28 December 2002
4. I always go out in Sunday to go to church

It could be seen that, as shown in example 1 until 4, the participants ignored the rule restrictions in stating a choice. Such as in example (1) "I wake up in 06:30" instead of "I wake up at 06:30" and in example (4) "I always go out in Sunday to go to church" instead of "I always go out on Sunday to go to church". In this case, a choice of suitable preposition in building up a sentence had to be done by the participants.

3. Incomplete Application of Rules

This factor was considered as the cause of errors when the participants' deviancy in making complete sentence in English. For the examples:

1. After I take and I serve
2. ..., send and pick up from school
3. Everyday watch television, ...
4. I ask money, hive me money
5. And then sometimes ask me to call my parents
6. ... and prepare the lunch for him

In example (1) "After I take and I serve" instead of "After I take the steam fish and I serve it" and example (2) "..., send and pick up from school" instead of "... send and pick up the children from school", the omission of the sentences provided that the participants knowledge about the rules of a well-formed sentence in English were incomplete. The word 'from school' in the example (2) was not the object of the sentence. A sentence in English should have had an object or a compliment as the sentence had a verb.

In example (3) "Everyday watch television,..." instead of "Everyday my employer watch television..." example (4) "I ask money, give me money" instead of "I ask money, he give me money" in example (5) "And then sometimes ask me to call my parents" instead of "And then he ask me to call my parents" and in the example (6) "... and prepare the lunch for him" instead of "... and I prepare the lunch for him". The omission of the subjects of the sentences provided that the participants' knowledge about the rules of a well-formed sentence in English were incomplete. The participants in the examples 3 until6 omitted the subject which should not be absence in making a well-formed sentence.

Sociolinguistic Factor

Language use also can be influenced by the social context. The choice of appropriate ways of speaking is influenced by the social context in which they are talking. The choice of words of language influences the relationship between the speaker and the audience. In one's speech, the choice of words is very significance, since one can be considered impolite if he uses unsuitable words and moreover the wrong choice of words by King and Crerar (1969 : 3) that from the choice of words, people know to whom the writer or speaker addresses his or her message and people also know the attitude of the speaker towards his audience.

Conclusions

The result of the study showed that the most frequent errors made by the subjects were omission errors. Errors of number were in the second rank. The third rank fell to error of progressive tense and the last rank went to the use of pronoun error.

The possible causes of why the subjects made errors in their spoken English, were due to Interlingual Factor which is known as mother tongue influence, Intralingual Factor which means the participants attempt to build up hypothesis about English from their limited experience and the last cause was Sociolinguistic Factor. In this factor, the environment in which they are talking may influence the subjects' spoken English. Interlingual interference toward the errors made was indicated by the interference of Indonesian structure of 'to be'. While Intralingual interference was indicated by Overgeneralization, Ignore of Rule Restrictions and Incomplete Application of Rules.

Overgeneralization can be defined as the participants' application of present progressive tense theory into simple present tense in English and the application of first person singular into third person singular of personal pronoun in English.

The second indication of Intralingual interference was ignorance of rule restrictions, meaning the subjects' failure to observe some restrictions of the rules in using '-ing form', preposition and right word order in English.

The meaning of Incomplete Application of Rules as the third Intralingual interference was the subjects' deviancy in making a complete sentence in English that represented the degree of developmental of the English rules required to produced acceptable utterances.

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