

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Language is very important for human life. We use language to convey our ideas. Feel of thought to the listener or to other people. According to Lehman (1976:1) in Descriptive Linguistic stated that language is a system for communication of meaning through sound. And we though stated in the Introduction Course of Linguistic that language is a system of arbitrary vocal symbol used for human communication.

All of human being in the world has the different language and they use their language by themselves. In this case, one of important way to know each other is language. English includes of a kind of language of course has important role in the human life. Even if English should be learned by human in the world and it becomes an international language. English plays an important role, it can be said that English is usually used as medium in the scientific and technology research as well as international trade. And also more than a half of magazine, newspaper, Scientific books, formation, and other information.

While in Indonesia, English has been taught and introduced as second language lesson. It was not only as a subject but also used as the medium of instruction. In teaching learning English, the learners are demanded to master the four skills in language, those are listening, speaking, reading and writing. Language teaching learning process is focused on speaking skill.

Learning English as a foreign language is different thing to do for the most of Indonesian students, because it cannot be learnt naturally as their mother tongue. In other word, learning foreign language means learning the dictionary, grammar and the sound of system in that language. There are a number of grammars which differ in how they

characterize language, depending on the purpose of the user. How people have characterized wording, which is, devised theories of grammar, depends on the kinds of questions they have asked about language, on what they want to find out about it. Having a good grammar system of a language, learners will be helpful in delivering their ideas, messages and feeling either to the listeners or readers. Language without grammar would be disorganized and causes some communicative problem, like grammatical errors in speaking.

We can further ask whether the grammar helps learners and their teacher to understand and report text. As discourse analysis, we can ask how the grammar sheds light on how text makes meaning. To the extent that grammar can help with these questions. It is more useful than another grammar. Here researcher thinks that there are many lexico- grammatical errors are found in learner's speaking. This is in fact easier said than done. Look at the sample of learner language below.

In fact the English Students second semester at HKBP Nommensen University 2018 has some difficulties to speaks grammatically. They has some errors in lexico-grammatical when they was presented their ideas each other. Lexical grammatical refers to things concerning the words of language, the process of converting sequence of characters into a sequence of tokens. Michael Lewis in the early 1990s, the basic concept is the idea that an important part of learning a language consists of being able to understand and produce lexical phrases as chunks. Students are thought to be able to perceive patterns of language (grammar) as well as have meaningful set uses of words at their disposal when they are taught in this way.

1.2 The Problem of the Study

The writer identifies the problem of the study and formulated as follows:

- 1) What types of Lexico-Grammatical errors made by the students English Department in spoken English?
- 2) What types of Lexico-Grammatical errors is the dominant one used by the student?

1.3 The Objective of the Study

The objectives of the study are as stated below:

- 1) To find out the grammar errors of students in English department in
- 2) To find the dominant types grammar speaking errors of student English department.

1.4 The Scope of the Study

This study is focused on an analysis of Lexico-Grammatical errors in verb at the second semester of English Department students in HKBP Nommensen MEDAN. They are many types of grammatical errors: 1. Grammatical morphemes, 2. Deixis, 3. Phonology, 4. Speech acts, 5 and Lexico-Grammatical.

Dulay and Krashen (1982) stated that the guides' errors in spoken English were classified into four namely; omission, addition, misformation, and misordering. The writer focused on lexico-Grammatical Errors in verb. Further, the sources of the guides' errors were categorized as interlingual and intralingual sources.

1.5 The Significances of the Study

The results of this research are expected to be useful for:

1. The writer understanding what the lexical grammar
2. Students of English Department use the writer's references to their references who want to do research.

3. English teacher to enrich their knowledge about lexico-grammatical.

CHAPTER II

REVIEW LITERATURE

2.1 Theoretical Framework

This chapter presents a review lexical grammar of the materials. Some opinions are needed to explain some concepts or terms that applied in this research concern. It is used to avoid misunderstanding between the writer and readers. The basic concept of the study should be clear from the beginning to give a clear concept of what has been done to reach the goal of this research. So, in order to strengthen the study, the following terms are needed in the study.

2.2 Error Analysis

Errors is the failure of the learner in using appropriate rule of the language, which will help us to see how learners process the second language and develop underlying system of rules. Edge in Sutomo (2010: 39) defined errors as forms that language users cannot correct by themselves even though they have been taught. James stated that language learners cannot their errors until they have additional knowledge on the topic.

These errors occur in the course of the learners' study because they have not acquired enough knowledge. Once the acquired additional knowledge, they will be able to correct to their errors and the more errors the learners correct the more conscious of language they will become. According to Ellis in Nasser (2014: 36), Error analysis studies the types and causes of language errors (perhaps they can be defined as deviation from the norms of language learning or they may result from lack of knowledge of L2) Saville- Troika in Nasser (2014: 36) states

that in errors analysis (EA), L2 learning was viewed independently of L1. However, EA does not provide a complete picture how learners acquire language, because it describes learners' language purely as a collections of errors. The most likely causes of errors in SLA are inter-

lingual (between languages) factors; resulting from negative transfer or interference from L1-L2, and intra-lingual. EA assumes errors are contributing to language learning, whereas, in fact they can have a negative influence on learner's social communication or role.

2.3 Error

Error happens because the use of the incorrect system. In learning language, the learners often make error in writing or speaking. According to Richard in Soepriatmadji (2010: 112) stated that error as the low elaboration of linguistic system and calls it transitional competence. This systematic error occurs because the learner is inexperienced to develop a hypothesis on the language rules, and it known as intra lingual or developmental errors. Errors can be classified into four: overgeneralization, ignorance of rule restrictions, incomplete application of rules and false concepts hypothesized. Srinivas and Nemser in Soepriatmadji (2010: 113) also stated that error as the learner's development or approximative system or idiosyncratic dialect or inter language.

According to Dulay in Islamiyah (2012: 2), errors are the flawed side of the learner speech or writing. These errors are parts of conversation or composition that degress from of nature language performance in the performance in the process of developing mastery of the target language. People cannot learn the language without first systematically committing errors that are lack of knowledge competence to construct the rule of the language system consistently. Consequently, it can be assumed that errors are the deviation of the correct norm or form of the target language which is made by the second target language learners. These errors occur because lack of competence in using linguistic system consistently.

2.3.1 Causes of Error

Richard in Sianturi (2010: 10) stated that are two types of causes of errors they are, interlingual and intralingual errors are deviation due to language competence and tend to be systematic. Whether, Corder also in Sianturi (2010: 10) stated that errors are those features of the learners' utterance that are different from those of any learners that do not recognize their errors. Based on the explanation above, it can be obtained that errors is any systematic and consistent deviation from the accepted system of the target language and the learner are not aware of it because do not know to use them correctly.

1. Interlingual

Interlingual errors are an error which is caused by the interference of the learners' native language (Richard in Sianturi 2010: 10) when the learners transfer their native language system into the target language, they automatically transfer their native language system into the target language, because he or she is only able to apply his or her system. This type of error will occur without caring the system. Then, Corder in Sianturi (2010:10) also, stated that interlingual studies came into the prominence. It means that the errors are focused to the psycholinguistic processes of second language acquisition and the status of the language learner system. The causes of errors which are made by the students can be due to the interference from the native language and the interference with the target language.

2. Intralingual

Intralingual is the error which is caused by the complicated system of the target language itself (Corder in Sianturi 2010: 11). Here, the learners are not creating the part of the system of language. Therefore, it is very difficult to create the sentences appropriately. The new system of a language is very important to make a comparative of the two languages, because it can enlarge

students' knowledge about the rule of grammar. Richard in Sianturi (2010: 11) stated that errors are those that reflect the characteristics of learning rule, in connection with intralingual. Richard divides intralingual into four types namely; overgeneralization, ignorance of rule restriction, incomplete application of rules and false concept hypothesize.

a. Overgeneralization

It involves the creation of one deviation structures in place of two regular structures. It may be the results of learners reducing their linguistics burden. Example: past of "write" instead of "wrote"

b. Ignorance of rule restriction

The errors are closely related to the generalization of deviant structures. It is a failure to observe to observe the restriction of existing structures that is the application of rules the context where they do not apply. Example: "he shows me the book "leads to" he explained me the book".

c. Incompetence application of rules

The occurrence of structures where deviation represents the degree of the development of the rules required to produce acceptable utterances. It means that the rule of a sentence can be produced through utterances. Example: She brings
a cup coffee becomes, She brings coffee a cup

d. False concept hypothesized

It is faulty comprehension of distinction in the target language. Example: is speaking French becomes, he speaks French.

2.3.2 Types of Error

Dulay, et.al in Rahmawati (1982) stated that errors are the flawed side of learner speech or writing. People cannot learn language without first systematically committing errors. There are

four descriptive taxonomies to analysis errors, namely linguistic category taxonomy, surface strategy taxonomy, comparative taxonomy and communicative effect taxonomy. The writer focused on Surface Strategy Taxonomy.

1. Surface Strategy Taxonomy

Dulay, et.al in Rahmawati (1982) stated that surface strategy taxonomy is as a classification of language errors based on how the surfaces are altered. Learners may omit necessary items or add unnecessary ones and they may misform items and also misorder. The surface strategy elements of a language are altered in specific and systematic ways, however, that surface elements of a language are altered in specific and systematic ways. By analyzing errors from surface strategy taxonomy, identifying cognitive processes that underline the learner's construction on the new language. It also makes us aware that learner's errors are based on some logic. They are not the result of laziness or sloppy of thinking, but the learners us of interim principles to produce new language.

Among common errors of surface strategy taxonomy are classified into four parts, namely; omission errors, addition errors, misinformation errors and misunderstanding errors.

a) Omission Errors

Omission errors are characterized by the absence of an item that must appear in a well-formed utterance. Language learner omit grammatical morphemes much more frequently than content word. Content morphemes carry the bulk of the referential meaning of a sentence: nouns, verbs, adjectives, adverbs.

For example: Mary is the new president of the company.

The word Mary, president, new and company are the content morphemes that carry the burden of meaning

b) Addition Errors

Addition errors are the opposite of omission; they are characterized by presence of an item which must not appear in a well-formed utterance.

There are three types of addition errors:

1. Double markings

Double marking are two items rather than one is marked for the same feature.

For example: He doesn't know my family or we didn't went there.

2. Regularizations

Regularizations is a marker that is typically added to a linguistics is wrongly added to exceptional items of the given class that do not marker. For example: the verb eat does not become eaten, but ate

3. Simple addition

Simple addition is the use of an item which should not appear in well-formed utterance. For example: the fishes doesn't live in the water.

c) Misformation Errors

Misformation errors are characterized by the use of the form of a morpheme or structure.

Dulay, et.al in Rahmawati (1982) stated that, while in omission errors the item is not supplied at all, in misformation errors the learner supplies the types of errors are:

1. Regularization errors

Regularization errors is used in place of an irregular one, as in runned for ran geese for geese, mouses for mice

2. Archi-forms

Archi-forms are the selected of the number of a class of forms to represent other in the class.

For example: learners may select one number of the class of personal pronouns to function for several in the class, me hungry

3. Alternating forms

Alternating forms defines as fairly free alternation by the incorrect placement of a morpheme or group or morpheme in an utterance.

For example: a. *He is all the time late*

b. *I don't know what is that*

d) Misordering Errors

Misordering Errors are characterized by the incorrect placement of a morpheme of a group of morpheme in a utterance.

For example: a. *He is all the time late*

b. *I don't know what is that*

2.4 Definition of Grammar

Swan (1950) stated that grammar is that science which deals words, forms or words, and word combinations. Grammar is a descriptive statement of the way language works. Recording and avoiding common errors in English requires a working knowledge of English sounds, words, and the formation and arrangement of word. A minimum knowledge of fundamental grammar is a powerful aid in effective writing on all levels.

Nor can grammar be thought of as “lifeless”, because it is a kind of organism, filled with life and constantly developing and changing. The primary purpose of grammar id to describes change and development. Language is not based on grammar, for the letter is a controlled study

and record of speech habits. Again, grammar is not a rigid set of do's and don't; it is not something imposed by authorities. Grammar truly is a series of scientifically recorded observations about language and is subject to frequent and drastic change. Nothing can be more alive than grammar because nothing is more human.

2.4.1 Grammar as a Set of Rules

Decapua (2008) stated that the ideas that grammar is a set of rules, often seen as arbitrary or unrealistic, is only one narrow view of grammar. Such a view based on the belief that:

- a. Grammar must be explicitly taught;
- b. Grammar is absolute and fixed, a target or goal that speakers need attain in order to be “good” speaker or writers of the language;
- c. Grammar is inherently difficult and confusing, its mysteries only apparent to teachers, language mavens, or linguists.

2.4.2 At the Grammatical Level

Willis, D. (2003). Rules, patterns and words: Grammar and lexis in English language teaching. Cambridge, UK: Cambridge University Press. A second linguistic level we can distinguish is that of grammar (by which we mean, the form, positioning and grouping of the elements that go to make up sentences). Most of English grammar is controlled by the order in which words and phrases come in the sentence. This aspect of grammar is usually called syntax, and English is pretty extreme in its extensive use of syntax, compared with most of the world's languages.

Grammatical relations in languages can also be controlled by adding grammar-indicating elements onto the words themselves. Most of the world's languages use morphology more extensively than English to indicate grammatical relations. This is often referred to informally as

'adding endings to words', because, although some languages put such grammatical markers at the beginning, or even in the middle, of words, most put them at the end. At the grammatical level there are six uses, namely:

1. Deviant Use of Verbs

Use of stative verbs: Stative verbs are verbs that denote perception such as see, hear, look, notice; verbs of cognition such as understand, know, forget, remember, remind etc and verbs of relations such as belong, are, is, am, equal, resemble, have etc. These verbs do not normally occur in the progressive aspect. The following extracts from the texts analysed may therefore appear deviant to the native speaker.

E1: I am seeing from the 2nd floor (can see)

E2 : Please, send a text, my line is not reachable. I am having a flat battery. (have)

E3 : Nobody hears English better than I do. (understands)

E4 : I am understanding you. (can understand)

E5 : I heard the smell of jollof rice when I came from school.

I perceived the aroma of jollof rice when I came from school.

2. Use of Dynamic Verbs:

Dynamic verbs denote activity. In other words, they are verbs that express physical actions. They do occur in progressive aspect. They are otherwise known as non-linking verbs. Here are some examples of deviant usage by Nigerian students.

E6 : Driver, please wait I want to get down. Driver, please stop, I want to get off.

E7 : NEPA has taken light. NEPA has interrupted electricity supply.

E8 : NEPA has brought light. NEPA has restored electricity supply.

E9 : Please, put on/off the light. (Switch on/off)

E10 : Our leaders have eaten our money. (embezzled)

E11 : Take a bus going to Lagos Island, drop at the bus stop. Board a bus going to Lagos Island, alight at the bus stop.

E12 : John is lacking behind in Mathematics (lagging).

E13 : Can you borrow me your book. (lend)

E14 : My sister has delivered a bouncing baby girl. (given birth to)

E15 : My teacher likes the set of friends I move with. (associate with)

E16 : Michael is proposing to toast/approach a girl in my class. “To approach/toast” here means an attempt to date a girl.

E17 : Mrs Joel has a miscarriage last year. I think she has taken in again. “To take in” in Nigerian context means “to be pregnant”

E18 : I am coming (while the person is going) instead of “I will be back soon” or “just a minute/moment”.

This deviant usage of verbs has become part of the communicative repertoire of Nigerian students that hardly can a learner of English know that they are ungrammatical.

3. Deviant Use of Reflexive Pronoun

Nigeria English in Journal of the Nigerian English Studies Association, vol II No 1, 2005. In Nigerian languages, the distinctions between “themselves”, “ourselves” and “each other”; one another are not made. The problem lies in the fact that in some Nigerian languages especially Yoruba, there is only one lexical item *ara wa/ara won* which corresponds to ourselves/themselves, one another/each other respectively.

E19 : Olu and Sade love themselves. (each other)

E20 : After greeting ourselves, John, Peter and I played tennis. (one another)

E21 : The four boys in my group like helping themselves. (one another)

4. Use of Personal Plural Pronoun for Singular Referents

European Scientific Journal June 2013, the source of this type of deviation is traceable to the transfer of the pronoun ‘awon’ / ‘won’ in Yoruba, for instance, into English “they”. It is used by the Nigerian user of English to mean he/she or somebody or an indefinite group of people in a context. Here are some extracts that reveal such wrong usages:

E22 : When I came from the convention, I was told they have travelled to Lagos.

In this context, “they” refers to the father of the person talking. This implies that the third person singular he is the right option. The use of ‘they’ by the speaker is honorific (a word of respect for an elderly person by a Yoruba/English subordinate bilingual).

E23: They killed the goat (they) – indefinite.

“They” in E23 refers to an indefinite group of people in the context.

5. Deviant Use of Prepositions

European Scientific Journal June 2013, Stated that,

E24 : I will get down the taxi at the garage. (get off)

E25 : Janet had returned back from Lagos before her mother travelled to Port Harcourt. The use of back after returned is a tautology; likewise in the sentence

Bolaji has come back from work; back should be expunged.

E26 : They divided the money up among the two girls. (between) It should be noted that the preposition “among” is used when the action of the verb is shared among three or more people while “between” is used when the action is shared between two people.

E27 : Sir, John asked after you when you were not around. (for) “To ask after” somebody means “to like to know how the person is, what he/she is doing, where he/she lives etc. In the extract above, Mr. John had already known the person he was looking for. Probably, he came purposely to greet him or make an enquiry about something. Thus, ask after is grammatically incorrect in the context in which it is used in the extract.

6. Omission of Function Words

European Scientific Journal June 2013’s stated that, the source of this type of deviation from the Standard English is the influence of Nigerian indigenous languages on English. The problem of the uses is that of a partial correspondence between the English articles “the”, ‘a/an’

and for instance, Yoruba ‘naa’, ‘kan’ respectively. It should be noted that these Yoruba articles ‘naa’ ‘kan’ unlike in English are not realized as pre-modifiers in Yoruba. In other words, ‘naa’ (the), ‘kan’ (a/an) are realized as qualifiers, as in:

Omo naa

(child the) the child

Ikowe kan

(pencil a) a pencil

eyin kan

(egg an) an egg

As a result of these differences in English and Yoruba structural patterns, Nigerian English bilinguals wrongly use the articles or at times omit them where they are to be used, as in the following extracts:

E28 : When I finish my secondary school, I will be trained at (?) University of Ibadan to become (?) doctor. (the, a)

E29 : The man that was accused of stealing works beside (?) garage. (the).

E30 : Stop making (?) noise. (a)

E31 : Mr. George left in (?) hurry. (a)

2.5 Functional Grammar

Functional grammar or better known as *systemic functional grammar* is the theory of language use that emphasizes language analysis on the delivery of information, both in oral and written form as Halliday explains in her book entitled *An Introduction to Functional Grammar* (1985: xiii), " *Functional grammar is one that construes all the units of a language - its clause, phrases and so on - as organic configurations of function.*" Based on the theory is known that Halliday a functional language is a system that interprets all language units, their clauses, phrases and other language units as an organic function configuration.

Halliday's opinion is justified by another linguist-linguist opinion then developed his theory, one of which is *Bloor & Bloor* by posing the following theory " *For Halliday, language*

is' a system of meaning '. That is to say that, when people use language, their language acts are the expression of meaning. "(Bloor & Bloor 1995:1). Language is a system of meaning, therefore, when people use the language in speech or writing, the language shows the meaning contained in the information it conveys.

There is a fundamental difference between "formal grammar", the term governance this formal language is a borrower from Gerot and Wignell for terminology traditional grammar. According to Gerot and Wignell's theory *"set a clear distinction between formal and functional grammar as illustrated in the clauses formal or traditional grammar would analyze a clause .* "(Gerot and Wignell 1994: 6). According to Gerot and Wignell the difference between the functional grammar of the order formal language is more functional grammar focus on function, while the order Formal languages focus on the form or grammatical structures of relationships a word with another word without regard to meaning and usage meaning in a different context.

Thus it can be said that the most important question in formal grammar are: *how is this sentence structure? , Not on "What is this sentence function?"* If listened to further grammar functional focuses on the function of the structure of each constituent and contains meaning in each context the focus of this grammar is precisely a a particular form of communicative purpose in a particular context. Grammar functional usually begins with the question: *how are the meanings of this text realized?* (Eky Syaifatul Azkiyah 2005: 5)

Next Gerot and Wignell gives functional theory as following *"Functional grammar, on the other hand, labels elements of the clauses in terms of the function each is playing in that rather than by word class. "* (Gerot and Wignell 1994: 6). According to Gerot's theory and Wignell functional grammar on the other hand, labeling the clause element in its function rather than the word class category.

Notice the following sample table.

Table 2.1

<i>Time</i>	<i>flies</i>	<i>like an arrow</i>
<i>Noun</i>	<i>Verb</i>	<i>Pre positional phrase</i>

The example table above is an analysis based on formal grammar, Time into the *category noun*, *flies* into the *category verb*, and *like an arrow* as *prepositional phrase*. The analysis only covers the class words without discussing the meaning in depth.

The following example is an analysis exemplified by Gerot and Wignell based on functional grammar analysis.

Notice the example table following.

Table 2.2

<i>Time</i>	<i>flies</i>	<i>Like an arrow</i>
<i>Participants</i>	<i>Process</i>	<i>Circumstance</i>
<i>Actor</i>	<i>Material</i>	<i>Manner</i>

Gerot and Wignell do not analyze only by word class but rather based on interrelated components ie *participant*, *process*, and *circumstance* which is then better known by the term transitivity. Gerot and Wignell analyze more clauses in their function. Time eg termed as *participant*, in which case it is *actor* taken of its function ie "the do *act* "Or" doing activities " compared to just saying that time is "*noun*" As well with other elements contained in the clause. *Flies* are verb show "*process*" And *like an arrow* termed as *circumstance*, ie something that

shows the situation and conditions. Thus, each element contained in the clause describes the function and implies its meaning, not just mentioning the name or category only.

Based on the above notions the authors conclude that in principle the functional grammar over looked the language as the source to interpret or understanding rather than as a system of rules.

2.6 Metafunction Language

It has been mentioned earlier Functional grammar is a theory that view language from its functional aspect as a means of social interaction, furthermore then Halliday mentions that language has three metaphunctions. Third the metaphes of this language are: ideational metaphysical, interpersonal metaphysics, and textual metaphunction. Ideational metaphysics deals with how language is used to represent experience, or to organize, understand and express perceptions of the world and our consciousness. Interpersonal metaphysics with respect to language usage for men- set up and maintain interaction between language users. Besides that is, textual metaphysics deals with how languages operate for creating an integrated, sustainable, cohesive and coherent discourse (Halliday, 1975; Christie & Unsworth, 2000; Bloor & Bloor, 1995).

Furthermore Halliday also added *"a clause in english is the simultaneous realization of ideational, interpersonal, and textual meanings."* (Halliday 1984: 42). According to Halliday a clause in English is a thorough realization of the ideational, the intepersonal, and the components textual. Here is an explanation of these three components.

2.6.1 Ideational Meaning

Ideational meaning is a clause that expresses the meaning of a sentence like the theory Halliday and Mattiessen described below *"Ideational meaning or clause as representation.*

Representational Meaning means what the clause is about. "(Halliday and Mattiessen, 1994: 309). According to Halliday and Mattiessen ideational meaning is a clause as representation, meaningful representational meaning of what clause is. Gerot and Wignell, then added ideational meaning is the meaning of a phenomenon or object either living or not, abstract or concrete, or about an event (what the thing did or what it was object) and what the clause means.

Furthermore Halliday and Hasan explained *"The field of discourse refers to what is happening, to the nature of the social action that is taking place: what is it that the participants are engaged in, in which the language figures as some essential component."* (Halliday and Hasan 1985:12). Halliday and Hasan explained that *ideational meaning* is a setting discourse which refers to the things that are happening, to the environment where this happiness takes place: serves as whether participant, in the element of language in finding an essential component.

Furthermore Halliday also added the following theory *"the ideational function is the content and to communicate information."* (Halliday 2007: 183). According to Halliday ideational function is the content and function for convey the information contained. Halliday earlier explained *"it is in ideational function that the text-produces unbodies in language their experience of the phenomena of the real world."* (Halliday 1973: 106). According to Halliday inside ideational function produces related text with real-world experience. These two opinions are summarized in opinions Hanh Thu Nguyen in 2012 in the International Journal of English Linguistics *"ideational meaning (the clause of representation) sources for the expression of 'content' in the language that it is our experience of the real world including the experience of our inner world."* On this quote Han Thu Nguyen confirmed that ideational meaning looked at the

clause as representation or as representative, the source of expression of "content" in the language is our experience in the real world.

As mentioned earlier that ideational meaning referring on one's experience. Halliday and Hasan (1976, 1989) divide ideational meaning this into two components ie experiential meaning and logical meaning.

Experiential which is meant here, according to Halliday *patterns of experience*, following Halliday's opinion " *experiential meaning conveys' pattern of experience 'rather than reality itself.* "(Halliday 1968: 209). According to Halliday experiential meaning delivering ' *pattern of experience* 'Rather than reality itself. Then Halliday explained "*this meaning is brought about (and actualized) by a range of lexico-grammatical devices which are here called texture-such as transitivity, modality, transformation.* " According to Halliday meaning this is bring about (and actualized) by a range from device lexico-grammatical which is known here *texture-such as tranistivity, modality, transformation.*

From the exposure can the authors conclude that ideasional is functions used to say or interpret experience through transitivity. Transitivity this will be described further in item 2.3.

Example:

"We supervise the planting and inspect the harvest. And we buy only the pick of the crop. "

Table 2.3

<i>We</i>	<i>Buy</i>	<i>only the pict of the crop</i>
<i>Participant</i>	<i>Process</i>	<i>Circumstance</i>
<i>Actor</i>	<i>Material</i>	<i>Goal</i>

In the example table ideational meaning above clause *"we buy only the pict of the crop "* Is the essence of the sentence because this sentence is the idea of the paragraph, and this clause has a central meaning about that paragraph. Component of the clause is *We* are serve as *actor* and *buy* serve as *process* and *only the pict of the crop* serve as *goal*.

From explanations and examples ideational meaning this author concludes that *ideatioanal meaning* is the core meaning of a shaped phenomenon writing, described by a clause as its essence and elaborated with using the transitivity system.

2.6.2 Interpersonal Meaning

Interpersonal meaning also called exchange clauses and explained by mood structure. such as the following Halliday and Mattiessen theories *"Interpersonal meaning or clause as exchange. It is expressed by mood structures. It deals with what the clause is doing as a verbal process between speaker / writer and audience. "* (Halliday and Mattiessen, 1994: 309) .

According to Halliday and Mattissen Interpersonal meaning is an exchange clause, this is expressed by the structure mood. It also affects with what clauses do as a process verbal between speakers / writers and viewers. Besides mood meaning in too influenced by tenor .As for menurfering Gerot and Wignell *" Interpersonal meaning is the expressive a speaker's attitudes and judgments. "* Based on the theory of Gerot and Wignell Interpersonal Meaning is the meaning of which express the speaker's behavior and judgment.

Example:

"We supervise the planting and inspect the harvest."

Analyzed from the above example *Interpersonal Meaning* of the sentence is *We* are has a strict supervisory attitude towards the results of panin and very be careful in choosing and sorting out the overall results of the panin.

2.6.3 Textual Meaning

Textual meaning is the expression of the relationship between language and the environment includes two written and spoken verbal environments. According to Lock's theory "*textual meaning has to do with the ways in which a stretch of language is organized in relation to its context.*" (Lock 1996: 10) according to Lock textual meaning can be explained by various paths in a suppressor the language of teorganization and related to its context. While according to Halliday and Mattiensen said theme structure reveal the organization message. It learns how clauses relate to the surrounding discourse, and context situation. Its textual meaning is influenced by the mode of discourse has a function psychog.

Example:

"We supervise the planting and inspect the harvest. And we buy only the pick of the crop. Our experienced buyers look for lack of blemish, minimum numbers of eyes, pure white 'meaty' interiors with firm frying consistency. "

From the example of the above paragraph textual meaning can be explained that its textual meaning is in the paragraph or written as in the sentence "*We supervise the planting and inspect the harvest. And we buy only the pick of the crop.*" because this sentence becomes the whole core of that paragraph the core of the sentence is written on it.

2.7 Transitivity

There are various theories about transitivity given by linguists one of them is Eggins theory "*transitivity is structure of english structure.*" (Eggins 2004: 57). According to Eggins transitivity is the structure of the Language structure English. Then according to Fabb, N. in his book entitled *Linguistics and Literature* the traditional grammar divides the verb into two ie

transitive *the action of the verb process to the object* and intransitive *verb does not affect any other person and things*. As according to *Systemic Functional Grammar* " *Transitivity is not only a feature of the verbal group but that of the entire clause* . "That is that Transitivity not just a component of a verbal group but is the whole clause. Halliday itself defines transitivity as "the grammar of the clause as a structural unit for expressing a particular range of ideational meaning." (Halliday 1981: 134). Martin and his friends, friend added "Transitivity system is the overall grammatical resources for construing goings on." (Martin, Mattiessen, Painter, 1997: 100). According to Martin and friends of the transitivity system is the source of the whole grammar to interpret events.

As for Suzanne analyze with transitivity system means analyze the three components, namely:

- a. Process: process this is expressed by verbal group.
- b. Participant: participant in the process disclosed by nominal group.
- c. Circumstances: circumstances can be expressed by adverbial group and prepositional phrase.

In relation to transitivity, clauses are defined by Halliday with " *a clause is the product of three simultaneous realization of ideational, interpersonal, and textual meanings* ." Based on this definition it can be said that clauses are closely related to the ideational.

2.8 Process

Process closely related to verbs, as all process is a verb which is in a clause in other words a clause must have verbs that doubles as process , explained by Gerot and Wignell "Process is related by verb. Traditionally verbs have been defined as "doing words. "(Gerot and Wignell 1994: 54). According to Gerot's theory and Wignell Process strongly associated with

verbs, are traditionally defined as verbs "doing words". In other words verbs can be interpreted as referring words to an action. Process manifested by the verbal group within the clause

Halliday explained there are seven types process, the types are:

1. Material process (material process): doing (bodily, physically, materially)
2. Behavioral process (behavioral process): behaving (physiologically and psychologically)
3. Mental process (sensing process): sensing (emotionally, intellectually, sensorily)
4. Verbal process (verbal process): saying (lingually, signaling)
5. Relational process (relational process): being (equal to, or some attribute of)
6. Existential process (existential process): existing (there exists)
7. Meteorological process (meteorological process): weathering.

Here is a description of the types and according to the discussion author in this thesis, the author will discuss the five processes of the seventh process above.

2.8.1 Material Process (Material Process)

Material process is a process contained in the system part transitivity that describes a process of doing an activity. According to Halliday's theory "Material process is process of doing (verb action)." (Halliday: 103). Halliday explained material process is a process perform (doing). The purpose of process this is called or known as goal and participant from process this is called actor through a process of doing. and Halliday added the theory material process into other books like following "material processes are not necessarily concrete, physical events; they maybe abstract doings and happenings." Halliday (2004: 196). Based on the theory Halliday material process should not be realized as something concrete, physical, but it can also be something abstract and an event

Example:

Table 2.4

The major	Has	resigned
Actor	Pr.Material	Goal

The example above is material process the abstract or not a concrete object. This can be seen from the phrase the major that is concrete or physically show no action, the result is not an object concrete, and this process is called process of happenness.

Further Halliday and Mattissen (1994: 184), divide material process into two types process ie type process creative and transformative:

1. Creative type is a type material process which results from the process it is the appearance of existence actor or goal . Like theory Halliday the following *"where the outcome is the coming into existence of the Actor or the Goal"* (Halliday and Mattissen, 1994: 184).

Example:

Table 2.5

They	Build	an apartment
Actor	Pr.Material	Goal

From table two material process creative type they build an apartment . The whole clause describes process of doing , they serve as actor ie who does something, whereas an apartment is the result of What is being done actor . In this case the result is called by term goal . Material process is expressed by the word *build* . The result of the process before then nothing exists then, for example the following example:

I made a cup of coffee

a cup of coffee is the result process which previously did not exist

- 3 The transformative type is a type material process the results process is a change from some aspect that is already from Actor or Goal. As mentioned by the following Halliday "Where the outcome is the change of some aspect of an already existing Actor or Goal. " (Halliday and Mattiessen, 1994: 185).

Example:

Table 2.6

I	Fried	an egg
Actor	Pr: Material	Goal

From the example of table three above can be analyzed as follows I. function as actor, fried expressing process material and an egg is Goal. On material process this transformative type occurs a change in Goal in this case an egg. After experiencing the process an egg which was previously still whole or uncooked changes after cooking, the result of the process which undergoes a change from its original form called material process type transformative.

From the explanation of the two types can be understood that the material process has two *participants* that is actor and goal. Goal These are usually entities as in examples two and three ie an apartment an and egg.

According to Gerot and Wignell (1994: 64), actor is the entity do something. As for who needs the scope or domain of process is called range. Notice the following sample table.

Example:

Table 2.7

She	dropped	a curtsy
Actor	Pr: Material	Range

In the example of table four, she is actor that is the process while a curtsy is range, because curtsy has meaning way salute by bending the body. She serve as actor, drop serve as process material, and a curtsy serves as by range . Therefore, goal and range may not be easy to distinguish however by looking at the results of the process can be distinguished that goal is an entity and range not an entity notice the following example.

Example

10. a. We wrote a report.

10. b. We read a report.

A report in example 10. a. is goal because the result of the process is ie entity report , example 10. b. a report is not goal but range because the result of the process is not an entity.

2.8.2 Mental Process (Sensing Process)

Process this is the type process which is different from material proces s because mental proces s involves pshyco-moving not only act of doing that done by physical as in material process. According to Gerot's theory and Wignell " Mental processes are ones of sensing: feeling, thinking, perceiving." According to Gerot and Wignell's theory mental process is an action "sensing ": feel, think, and perceive.

There are three types mental process is affective or reactive (feeling), cognitive (thinking), and perceptive (perceiving through the five senses).

1. Perceptive (responsiveness) : observe through the senses, for example: seeing, listening.
2. Cognitive (cognitive): the process of thinking like thinking, believing, knowing, and understanding.

3. Affective or reactive (feel): feel something based feelings experienced like wondering, wanting.

On mental process there are two participants that are sensor and receiver, who perform activities with the five senses and phenomenon.

Example:

Table 2.8

<i>He</i>	<i>heard</i>	<i>a faint sound</i>
<i>Senser</i>	<i>Mental: perceptive</i>	<i>Phenomenon</i>

In the example table of the five verbs' heard 'Deals with the five senses, in this case the ear, thus, he heard a faint sound included in mental process perceptive. He in clause ' he heard a faint sound 'Is sensor , a faint sound is participant or phenomenon .

2.8.3 Behavioral Process (Process Behavior)

Behavioral process is a process involving elements psychological of the si actor- its deep process this is commonly called behavior such that described Gerot and Wignell follows "Behavioral process is process of physiological and psychological behavior likebreathing, dreaming, snoring, smiling, hiccupping, looking, watching, listening, andpondering. " (Gerot and Wignell, 1994: 60). According to Gerot and Wignell's theories reveal that behavioral process is a physiological and psychological process like *breathing, dreaming, snoring, smiling, hiccuping, looking, watching, listening, and pondering*. Participant called behavior which are normally conscious creatures. This clause has only one participant known as the term behavior.

Example:

Table 2.9

<i>He</i>	<i>snores</i>	<i>loudly</i>
<i>Behaver</i>	<i>Pr: Behavioural</i>	<i>Circumstance: Manner</i>

Example:

Table 2.10

<i>He</i>	<i>heaved</i>	<i>a great sigh</i>
<i>Behaver</i>	<i>Pr: Behavioural</i>	<i>Range</i>

2.8.4 Verbal Process (Verbal Process)

Verbal process is process of saying that participant its called sayer, who speaks and receiver. Receiver is someone to whom speech is addressed. which is usually used in this type of process, the process performing verbal activities or expressing an utterance like Gerot theory and Wignell follows " Verbal process is process of saying or more accurately, of symbolically signaling. This is realized by two distinct clauses: the projecting clause that encodes a signal source (sayer) and a signaling (verbal process) and the other (projected) clause realizing what was said. Here, the projected clause and the projecting clause are analyzed in their own right. "(Gerot and Wignel, 1994: 62). Based on the theory of Gerot and Wignell verbal process is the process of saying or rather as a symbolic sign. This is explained by two different clauses: clause projecting that encodes the source (sayer) and marking (verbal process) and others (projected) clause realize what is explained.

"Participant who does the act of 'saying' is called Sayer . "(Gerot and Wignell 1994: 62) according to Gerot and Wignell's theories participant is someone who do " saying "Called sayer.

the recipient is one for whom Such verbalization is addressed. Targets one followed up verbally (insulting, praising, etc.). verbiage is the term itself and verbalization has a level.

Example:

Table 2.11

<i>Dian</i>	<i>said</i>	<i>I don't like running</i>
<i>Sayer</i>	<i>Pr: Verbal</i>	
<i>Sayer</i>	<i>Pr: Mental: Affect</i>	<i>Phenomenon</i>

Example:

Table 2.12

<i>hon</i>	<i>Told</i>	<i>Jenny</i>
<i>a rude joke</i>	<i>Sayer</i>	<i>Verbal</i>

Example:

Table 2.13

<i>Keating</i>	<i>Slurred</i>	<i>Howard</i>
<i>Sayer</i>	<i>Verbal</i>	<i>Target</i>

Example:

Table 2.14

<i>The sign</i>	<i>says 'No Smoking'</i>
<i>Sayer</i>	<i>Pr: Verbal</i>
<i>Pr: Material</i>	

In functional grammar, material process , mental process , behavioural process , and verbal process categorized into non-relational process that is doing process .

2.8.5 Relational Process (Relational Process)

If on material process is the process of doing something, and mentally process is a temporary tasting process relational process can be said as the process of being included also has. According to Butt and friends " state the main characteristic of relational processes is that they relate a participant to its identity or description. "(Butt and friends 1996: 49). According to Butt et al., the main characteristic of relational processes is the relationship between participant with its identity or description itself. In essence, relational states something and therefore may be related to a participant to an example description: seem, become, look, appear, remain, have, feel, etc.

There are two mode in relational process that is: attributive and identifying . On Attributive mode , an entity has a quality considered or connected with this. In other words in identifying mode something the entity has an identity associated with this.

Halliday (2004: 219-220) identified four characteristics attributive clause which are distinguished as follows

1. Nominal group serves as an attribute to interpret an affinity between objects and usually limited.
2. Verbs are realizing process as a class " ascriptive ": become, turn, grow, get, remain, seem, sound, look, smell, etc.
3. Interrogative probes for most clauses is what ?, or what like?
4. This clause cannot be reversed (no reversible) because it is not a passive form.

Example: Sarah is wise.

Relational

Two modes - attributive / identifying

Attributive - 2 participants - identified, idea

3 possibles classifications

- intensive (intensive)

- circumstantial

- possessive (possession)

Table 2.15

<i>Attributive of</i>	<i>Carrier</i>		<i>Attribute</i>
<i>Quality (intensive)</i>	<i>Jhon</i>	<i>Is/looks</i>	<i>Great</i>
<i>Circumstance (circumstantial)</i>	<i>Prof. Halliday The celebrations</i>	<i>Was Last</i>	<i>In the lecture Theatre all day</i>
<i>Possession (possesive)</i>	<i>The computer Ahmad</i>	<i>Is/belong Has</i>	<i>Ahmad's/to Ahmad A computer</i>

Table 2.16

<i>Identification by</i>	<i>Identified</i>	<i>Process</i>	<i>Identifiers</i>
<i>Token-value (intensive)</i>	<i>David</i>	<i>Is Played</i>	<i>The hacker Hamlet</i>
<i>Circumstance (circumstantial)</i>	<i>Yesterday His sold</i>	<i>Was Takes up</i>	<i>The twentieth The entire box</i>

<i>Possession</i>	<i>The piano</i> <i>Peter</i>	<i>Is</i> <i>Owns</i>	<i>Peter's</i> <i>The piano</i>

2.8.6 Existential Process (Existential Process)

Existential process is the type of process that begins with the word "there" in position subject. These processes are processes of existing with a there and be verb with no representational function (Halliday 1976: 159). The word "there" and verbs be characterize the existential process.

Example:

There is a new book

Halliday later called there is with terms existential, then entity its called Existent. Existential process often accompanied circumstance.

There's a new book on the table

On Existential clause there are three type hints process but not serve as location circumstance or not as well as representing participant. Halliday (2004: 257) says "the word there in such clauses has no representational function." According to Halliday's theory said there in certain a clause have no function representational. These represent that something exists or happens. Gerot and Wignell (1994: 72) while according to theory of Gerot and Wignell existential process is representing something that exists and happen.

Example:

Table 2.17

<i>There 's</i>	<i>a book</i>	<i>on the table</i>
-----------------	---------------	---------------------

<i>Existential</i>	<i>Existent</i>	<i>Circ: place</i>
--------------------	-----------------	--------------------

2.9 Participants

Participant is an entity (actor) that performs an action (process) in a clause as described by Gerot and Wignell following "Participant is the term used therefer in general to entities involved in process . "(Gerot and Wignell 1994: 54). Based on Gerot theory ang Wignell Participant is a term generally used to refer to an entity that is associated with the process.

This is manifested in the nominal clause of this clause. There are three understandings from participants that is:

1. Receiver: to someone verbalization is addressed.
2. Target: one acted upon verbally (insulted, complimented).
3. Verbiage/ range: the name of the verbalization itself.

2.10 Circumstances

Circumstance is the background of a process, this background can be a place or a situation as described by Gerot and Wignell following "Circumstances essentially encode the background against which the process takes place. Among other things, they may locate the process in time or space: suggest how the process occurs, or after information about the cause of the process. "(Gerot and Wignell 1994:54).

Based on the explanation of Gerot and Wignel Circumstance is the background of a background where process taken, in other words put process at a time or place. Circumstances can also be answered with some questions like when, where, how, how, how many and as what .

In system transitivity, Participants and Circumstances is unsaturated must exist in a process. There are six types of processes identified by Halliday (1985). Then, Gerot and Wignell add one process i.e. process meteorology.

2.11 Previous Research

The study about lexico-grammatical was conducted by several researchers. In this case, the writer took two previous researchers from journals namely: “*An analysis of Lexico-Grammatical errors in spoken English committed by English speaking for students English Department*” was done by I Gede Bryan Yasa., Drs. I Wayan Suarnajaya, MA., Ph.D. ., Putu Eka Dambayana S., S.Pd (2016). The present study aimed at (1) classifying the errors in spoken English committed by the English speaking tourist guides in Bali and (2) investigating the sources of errors in spoken English committed by the English speaking tourist guides in Bali. This study used qualitative research design. The subjects of the study were the English speaking tourist guides in Bali. The data of the study were the errors made by the guides in spoken descriptive. To classify the errors in spoken English committed by the English speaking of English Department students’ and to investigate the sources of errors in spoken English committed by the English speaking of English Department students’. When the student converse they must concern in the grammatical of the sentence because grammar is important in English study especially in build the sentence. Personally this research was as my ingredients for my research that is analyzing about Lexico-Grammatical in spoken errors.

The last is an analysis “*An Analysis of Lexico-Grammatical Errors Committed by the Students of XI IPS 1 Class at SMA Negeri 2 Banjar*”, this study analyze the Lexico grammatical errors in spoken English, totally focused on speaking skill and grammar, the interaction analyzed not only when a teacher delivers materials, but also kind of talk spoken by teacher and students.

In this research, the researcher analyzed students' Lexico-grammatical errors in spoken English were classified into four namely: omission, addition, misformation, and misordering. Further, the sources of the students Lexico-grammatical spoken errors were categorized as interlingual and intralingual sources.

2.12 Conceptual Framework

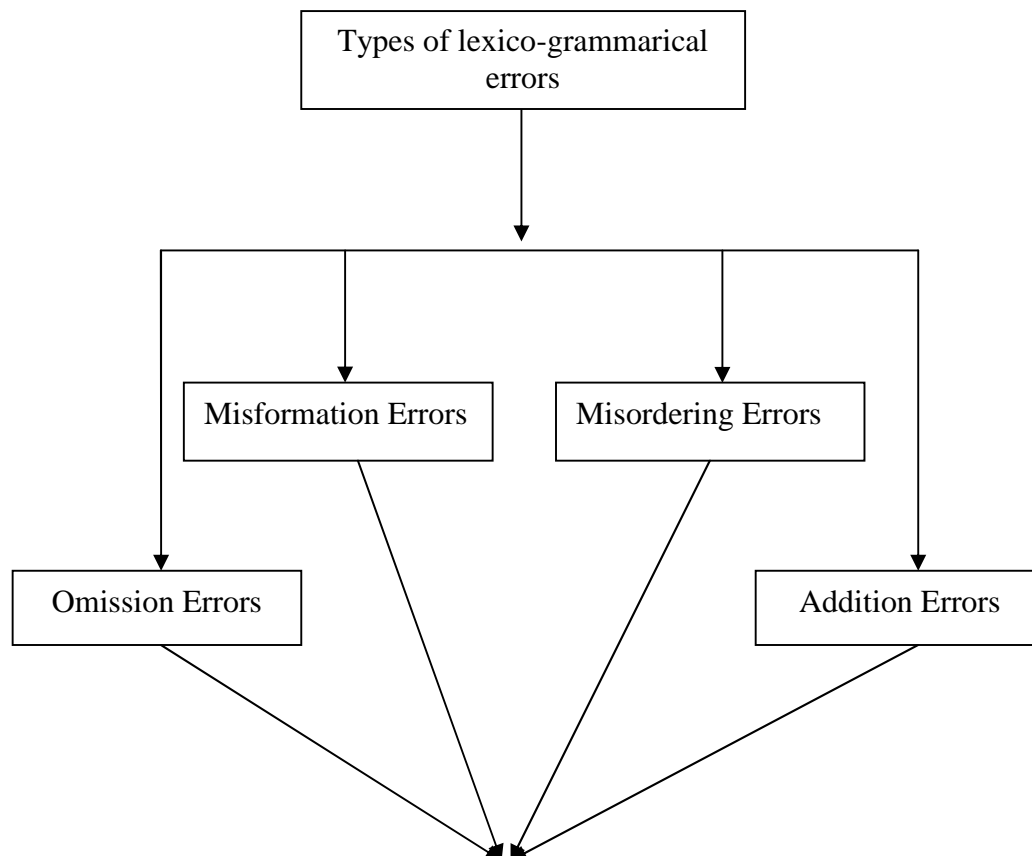
For Indonesian students, grammar is the most difficult skill in English teaching learning process. The grammatical problems met by the students were influenced by the first language or the mother tongue. Errors are the flawed side of learner speech or writing. They are those parts of conversation or composition that deviate from some selected norm of mature language performance. People cannot learn language without first systematically committing errors. Errors were not generally thought of as errors in the same sense as those produce by second language learners

Knowing grammatical rules are important in learner English language. Moreover, the students were expected to understand of grammatical rules. Then, they can choose the right rules, able to make a good sentence, and arranges a good essay. The understanding grammar was very important because, it can make correlation and comprehensible sentences. Therefore, the students can improve and develop their speaking skill and grammar with do more exercises or practices.

Considering the importance of analyzing the grammatical spoken errors, this study tried to investigated the English grammar composition of the second semester English Student Department of HKBP Nommensen University Medan. The purpose of this research is to analyze the errors limiting to grammatical structure made in spoken errors. The errors classified into

morphological and syntactic errors from linguistic category taxonomy due to this category have an important role in finding the errors analysis question.

Figure of Conceptual Framework



Conclusion

Figure 2.8 conceptual framework of errors analysis as found in students Lexico-Grammatical spoken errors by the students second semester of HKBP Nommensen University Medan. Pakpahan, Ester. Lilis. 2018.

CHAPTER III

RESEARCH METHODOLOGY

3.2 Research Design

This research design of this study was conducted by using descriptive qualitative because the result of the study was to analysis lexical grammar in speaking of Students. Qualitative research is exploratory is useful when the researcher does not know the important variables to examine. The work way of descriptive qualitative was collecting the data, arranging the data and interpreting the data. Qualitative research will concern with description. The analysis of the data taken from the students' speaks (oral).

3.2 The Source of the Data

The source of the data took from the second semester oral speaking. The students Consist of 20 English students of Universitas HKBP Nommensen Medan, which focus on lexical grammar made by the students in student conversation about a recount text. In this study, the writer asked the student to present their unforgettable moment to collect the data. Recording the presentation of students then analysis the errors, where the types of errors: omission errors, addition errors, misinformation errors, and misordering errors.

3.3 The Instrument of Collecting Data

In collecting the data, the writer applied one instrument to elicit Lexico-Grammatical. The instrument was oral test. The students assigned to notify a Recount Text then recording the conversation of students.

3.4 The Technique of Collecting Data

The data was analyzed to identify the Lexico-Grammatical in students' speaking by own unforgettable moments. The researcher applied some techniques of collecting data, they are:

1. Asking the students notify a recount text
2. Recording the students' presentation.
3. Transfer recording form into written form
4. Understanding every types of lexical grammar from the students speaks.

3.5 The Technique of Analyzing Data

The techniques of analyzing the data are:

1. Transfer recording form into written form

2. Identifying all the types of lexical grammar of students' presentation
3. Classifying the types of lexical grammar which students speak recording in conversation.
4. Classifying the types of errors based on the student's presentation

3.6 Data Triangulation

Data triangulation is the most complex of qualitative research. There are some parts of triangulation techniques. Namely: interview, transcript, recording, video data, reflection, or information from documents. All of which be examined and interpreted. Through these techniques, the writer collected the data by using recording to analyze the lexico-grammatical errors.

The data collected at second semester. The students consist of 20 English students of Universitas HKBP Nommensen Medan. In this study, the writer asked the student to present their unforgettable moment to collect the data. Recording the conversation of students then analysis the errors, where the types of errors: omission errors, addition errors, misinformation errors, and misordering errors