

**GRAMMATICAL ERRORS IN STORY TELLING PRODUCED  
BY THE FIFTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT  
OF UNIVERSITAS AIRLANGGA SURABAYA**

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**Abstract**

English grammar in second language acquisition remains an important issue since learners are inevitable to produce grammatical errors in both writing and speaking, but there are only few studies which analyze grammatical errors produced by learners in speaking. Therefore, the present study aims at analyzing grammatical errors in story telling produced by the fifth semester students of English Department year 2012 of Universitas Airlangga Surabaya. This study focuses on identifying the types of grammatical errors using Politzer and Ramirez taxonomy (1973 cited in Dulay, Burt and Krashen, 1982. p. 147 – 150) whether they belong to morphology or syntax error. Moreover, the writer also identifies the error sources and determines whether the major error source is interlingual or intralingual transfer. The data were collected from the English narrative story telling of 31 students. The analysis of the data yielded a total of 206 grammatical errors, with a total number of 81 morphology error, 117 of syntax error and 8 other grammatical errors that seem not suitable to be categorized into Politzer and Ramirez grammatical error taxonomy. The major source of grammatical error fell into intralingual transfer with the total of 94.17% of grammatical errors. Besides, the analysis of the data showed that the most common sub-types of error found in the students' story telling was irregular past tense with a total of 54 errors. Therefore, this study suggests that grammatical errors correction, especially to the most common types of grammatical errors found, during speaking the teaching-learning process is very important. Furthermore, it may become alternative ways to help reducing the number of grammatical errors produced in speaking.

**Keywords** : *grammatical errors; morphology error; syntax error; interlingual transfer; intralingual transfer*