

## ***SURFACE STRATEGY TAXONOMY ANALYSIS IN STUDENTS' PRESENTATION USING MIND MAPPING***

*Ni Luh Desy Suari Dewi, Gek Wulan Novi Utami, I Gede Neil Prajamukti Wardhana*  
*Universitas Dhyana Pura*

*desysuaridewi@undhirabali.ac.id, wulannoviutami@undhirabali.ac.id, neilwardhana@undhirabali.ac.id*

Submitted: 2021-06-30

Accepted: 2021-09-10

---

**Abstract:** Presentations that consist of many sentences, causing students to be unable to develop their use of language. They prefer to read rather than to explain the material by using their own words. This will affect the students' speaking skills. Therefore, this study discusses the students' language used in a presentation by using mind mapping. By using a mind mapping strategy, students are not able to write down all the sentences they present. They only write down the important points of the material so they have to try to make their sentences to explain their material. This research was conducted in two cycles. The data obtained were analyzed based on the theory of surface strategy taxonomy and it was explained descriptively qualitatively. The results showed that the grammatical errors made by students in their presentations using the mind mapping strategy were in the category of omission, addition, misformation and misordering.

**Keywords:** mind mapping; speaking skill; surface strategy taxonomy

---

### **INTRODUCTION**

Presentation is one of the assignments given at the University. By doing a presentation, the students are expected to understand the topic that they are learned and they are able to explain it to the other students in the classroom. There are several learning models in an effort to improve skills speaking, those are; presentation, recitation, presentation with power point, and discussion. Presentation is a designed display to convey information (data). In order to make a good presentation, a presentation framework or outline is needed, (Ahaba, 2014). Powerpoint is one of the media that they usually used for their presentation. However, their PowerPoint consisted of many sentences that they read the sentences during their presentation. This situation leads the students not to try to understand their topic. They tend to read and it makes the topic they presented will no longer in their mind. It has a bad effect to the students, especially the students of the English program, in which they need to practice their language in the presentation. They are expected to practice their English during the presentation rather than to read the sentence in PowerPoint. If they only read the text on PowerPoint, they will not be able to improve their speaking skill.

Therefore, the discussion of this article is about the grammatical errors used of Students' English language in their presentation. Their presentation used a mind mapping strategy in order to avoid the students copy long sentences on their Powerpoint. Mind mapping strategy is the strategy for presentation in which the students write the point of the discussion and draw some branches that are related to the main topic. By using the mind mapping strategy, the students try

to present their material in English language. They try to deliver their explanation in English without any chances to read their mind mapping because the mind mapping only consists of the main words of each explanation. This situation leads the grammatical errors made by the students because English is not their first language.

Masruddin, (2019: 31) explains that learning about the second language is different to the first language (mother tongue). Sometimes, the learner of the second language will make error in speaking or writing. Nunan & Lamb (1996: 68) in Mustafa (2016) explains that producing errors can be perceived as a normal part of learning anything especially something complex as a language, particularly, a foreign language. It is natural that the learners make some errors in their language learning process. Therefore, this study focused on grammatical error analysis of students presentation. Sercombe (2000) in Agustina (2016: 3) explains that error analysis serves three purposes. Firstly, to find out the level of language proficiency the learner has reached. Secondly, to obtain information about common difficulties in language learning, and thirdly, to find out how people learn a language. Dulay et al. (1982) in Fahri Haswani (2018: 5) explains that there are four descriptive classifications of error, namely Linguistic Category, Surface Structure Taxonomy, Comparative Analysis and Communicative Effect taxonomy. According to Burt and Krashen (1982: 150-163) in (Hikmah, 2020), grammatical errors can be categorized into four categories, those are *omission* (the absence of items that should not appear in an utterance), *addition* (the presence of items that should not appear in an utterance), *misformation* (wrong forms of morpheme or structure) and *misordering* (incorrect placement of a morpheme in an utterance).

The discussion about language errors seen from surface strategy taxonomy is discussed in a paper entitled Grammatical Errors: An Analysis on Speaking Produced by EFL Undergraduate students conclude that intra-language disorders are the main cause of student errors in the level of omission, additive, misformation, and misordering (Kasim, 2016). Besides, the surface strategy taxonomy is also discussed by Rusmiati, R. (2019) in her analysis entitled Surface Strategy Taxonomy On Foreign Language Writing: A Study On Verb Tense Usage. The finding reveals that the learner's error in her research are in the types of addition, omission and misformation. And misformation is the most type of error that found in the analysis. Another article comes from Wulandari, Indra. (2014). In the research of Grammatical Errors Found in Articles' Abstracts of Indonesian Scholarly Journals. In the research, it can be found that four types of grammatical errors based on Surface Strategy Taxonomy occur in Articles' Abstracts of her research. The most frequent type of grammatical error is omission and the least grammatical error that found is misordering.

Mind mapping learning strategies are able to make students come up with ideas that are in

their brain which are then transferred into writing. Tony Buzan in (Supriadi, 2016) explains that mind mapping is a creative note-taking strategy that makes it easier for us to remember a lot of information. In general, learning uses the left brain rather than the right brain. This left brain is used for example in terms of reading, writing (words), counting and sorting. While the right brain is usually used in in imagination, image, color and rhythm (Buzan, 2013) in Annisa (2018: 270-271). By using a Mind Mapping, children are able to use both sides of their brain in order to give meaningful learning on long-term memory (Windura, 2013) in Annisa (2018: 270-271). Therefore, learning using a mind mapping strategy does not only invite students to learn but also invites them to refresh their brains because students use various colors and symbols or images in making mind mapping. (Sarmi, 2020) explains that the Mind Map learning model is a suitable learning model to be applied to make students are more creative in note-taking techniques so that their notes look more attractive, systematic, and easy to understand. Besides, (Darusman, 2014) states that the mind mapping learning method is a learning method designed to develop students' creativity in compiling the main ideas of a concept into a mind mapping that is easily understood by students.

This learning model has been widely applied and the results are very helpful for students. One of them is in the article (Dewi & Riandi, 2016) entitled Analysis of Students' Complex Thinking Ability through Mind Mapping Assisted Problem-Based Learning, and the result of this study is that students' complex thinking skills have increased after implementing mind mapping-assisted problem-based learning. Another article is an article from Rahayu, E. L., Akbar, P., & Afrilianto, M. (2018) in their article entitled *Pengaruh Metode Mind Mapping Terhadap Strategi Thinking Aloud Pair Problem Solving Terhadap Kemampuan Berpikir Kreatif Matematis*. The result shows that the achievement of students' mathematical creative thinking skills with the Mind Mapping method learning through the Thinking Aloud Pair Problem Solving (TAPPS) strategy is better than those students without using this method.

## **METHOD**

This research was a classroom action research conducted in two cycles that consist of design, implementation, observation and reflection stage in each cycle. The data were taken from English Department Students of Undhira University in their presentation in Introduction to Linguistics class. The students were introduced the concept of *mind mapping strategy* in doing presentation. Then, the students presented their material by using *mind mapping strategy*. The students presentation assesment emphasizes four elements of presentation skills which include (1) presentation systematics, (2) presentation style and (3) language use. These data were analyzed

in a descriptive qualitative manner which aims to describe the grammatical errors of students when making presentations using mind mapping media. The explanation of the error analysis for the use of student language was carried out using the surface strategy taxonomy theory.

## FINDING AND DISCUSSION

The errors in the language used that often appear during student presentations are as follows:

### 1. Omission

Omission is the deletion of elements that should appear in a speech. This type of error is mostly found in student presentations. Errors in removing plural –s or –es markers in student presentation sentences were very common. This can be seen from the following example sentences:

Table 1: Example Of *Omission Errors*

<i>Omission errors</i>	<b>Example</b>
The omission of <i>plural</i>	- Clause have <b>two type</b> . - In Linguistics have <b>five branch</b> .
The omission of <b>to be</b>	- Linguistics <b>can divided</b> into ...
The omission of <b>preposition</b>	- Now we are <b>going move</b> to affix.

#### a) Omission of plural

This type of error is an error where the student removes the plural form of a word. In the table above this error shown in the following example:

- Clause have **two type**.
- In Linguistics have **five branch**.

In the sentence "Clause have **two type**", there is a description of the quantity marking which is more than one, so the noun must change into the plural form. Changes in plural nouns in English can be indicated by the addition of –s / es. However, in the sentence above, students do not add a plural marker to the noun '**type**', where the noun is explained as having a number of more than one. **Type** that are said to have a total of two should be created by adding the -s (**types**) affix, so that **two type** are grammatically correct if they are made into **two types**. Meanwhile, in the sentence "In Linguistics have **five branch**", students explained that there are **five branches** of knowledge in linguistics. Adverbs for quantity markers that add more than one should be followed by a plural noun with the addition of -s / -es. However, students do not add plural markers to the nouns. The noun

**branch** has a total of five so that in its formation it must be made with the affix – es to form **branches**. Thus, the proper form of the **five branch** is **five branches**.

b) Omission of to be

In the sentence data “Linguistics **can divided** into...” it can be seen that the sentence is a passive sentence that uses modal 'can' which in its formation will require 'be' and a past participle verb in its formation. However, students omit the word 'be' in making the passive form from the above sentence. The passive formulation of the above data should be **can be divided** where the structure follows the passive pattern of using to be and the past participle verb.

c) Omission of preposition

The next data is "Now we are **going move** to affix". The students convey information by choosing the sentence form of "to be + going to". However, they omit the word 'to' in the form of the sentence 'to be + going to' so that the sentence is not grammatically correct. The sentence formation in the data above should be as follows "Now we are **going to move** to affix."

2. Addition

This error is an error marked by adding elements that should not appear in a speech. Errors that are included in this type are errors in adding morphological elements such as plural -s / -es markers and tense markers such as -s / -es and -ed as well as other elements. The errors found were as follows:

Table 2: Example Of *Addition Errors*

<i>Addition error</i>	<b>Example</b>
The addition of <i>phoneme</i>	- Morphology is the <b>studies</b> of ...
The addition of <i>to be</i>	- It can <b>be stand</b> alone. - Here's <b>is</b> the definition of linguistics.
The addition of <i>preposition</i>	- <b>In</b> Linguistics have five branch

a) Addition of phoneme

Data “Morphology is the **studies** of...” is an example of a student sentence that gives an unnecessary element in a sentence, thus making the sentence is grammatically incorrect. The word **morphology** in the sentence is expressed in a singular form so it needs a

singular marker element as well. In this data, the prefix **-es (studies)** should not be added to the word **study**. In the sentence above, the use of the word **study** becomes more appropriate in explaining 'morphology', so the sentence should be "Morphology is the study of...".

b) Addition of to be

In the data "It **can be stand** alone", the addition of element **be** is not required in the sentence. This sentence tends to be meaningful as an active sentence rather than a passive sentence so that the use of **be** is unnecessary for the sentence to be grammatically correct. Another data is "**Here's is** the definition of linguistics". In this sentence appears two to be 'is' which make the sentence has ambiguous meanings and inappropriate structure. The use of the sentence above should be as **Here's the definition of linguistics**.

After the use of "is" is omitted in the data, the sentence becomes grammatically correct.

c) Addition of preposition

In the data "**In** Linguistics have five branches", there is an element that is not needed in the sentence. The use of the preposition **in** is not necessary. The sentence should be "Linguistics has five branches." The preposition should be removed to make the sentence structure grammatically correct.

3. Misformation

This type of error is the misuse or choice of shape at the morphological or structural level. The error that appears in this type is the mistake in choosing the present tense verb which should pay attention to the subject of the sentence. In the present tense sentence, the verb that is used must match the subject or noun referred to. If the subject is a third-person singular noun or pronoun, the singular verb with **-s/-es** is needed here. The data of this type include:

Tabel 3: example of *misformation errors*

<i>Misformation errors</i>	<i>Example</i>
<i>Misformation of verb</i>	- <i>Syntax have four part.</i> - <i>It can stands alone.</i>
<i>Misformation of word choice</i>	- <i>Ok, that's all about linguistics stuff.</i>

a) Misformation of verb

This type of error occurs because students do not understand the grammar of the language being studied, it is causing errors in word choice. In the data "Syntax **have** four parts", the subject is a third-person singular noun, then the singular verb should be used here.

Therefore, the use of the verb **have** is not correct in this sentence and the verb **has** should be used here. The sentence should be **Syntax has four parts**. Another data is in the sentence "It can **stands** alone.", The use of the modal "can" in the sentence is only followed by the first form of the verb, so the choice of the verb "stands" is not correct. The sentence should be written as "It can stand alone." So that the sentence has a structure that grammatically correct.

b) Misformation of word choice

The error that arises is when the student chooses a word that is not appropriate in the context used in the sentence. The data obtained is "Ok, that's all about linguistics **stuff**." The use of the word **stuff** in the sentence is not correct because the context of the sentence should require a word which means "part or branch of knowledge" because in the presentation the students explain the science or branch of linguistics. Therefore, the word **stuff** can be replaced with **parts** or **branches**.

4. Misordering

This error is the placement error of the morpheme or group of morphemes in the sentence. In this study, several errors of this type were found in student presentations, including:

Tabel 4: example of *misordering errors*

<i>Misordering errors</i>	<i>Example</i>
<b>Misordering of word order</b>	<ul style="list-style-type: none"> <li>- Parts of morpheme there are bound morpheme and free morpheme...</li> <li>- Do you know what is micro-linguistics?</li> <li>- Word classes there are nouns, verbs, ...</li> </ul>

The sentence has an error or error in the placement of the word that should be made as follows:

- There are two parts of morpheme, they are bound morpheme and free morpheme...
- Do you know what micro-linguistics is?
- There are some word classes, they are nouns, verbs, ...

**CONCLUSION**

The results showed that the grammatical errors made by students in presentations using the mind mapping strategy were in the category of deleting words or parts of words, errors in adding

words or parts of words, errors in choosing words or parts of words and errors in ordering the words or parts of words.

## REFERENCES

- Ahaba, Hapna M. 2014. Peningkatan Kemampuan Berbicara Siswa Melalui Presentasi Tugas Mandiri Dengan Power Point Dalam Diskusi Kelompok Di Kelas Ix A1 Smp Negeri 14 Palu. vol 13, No 02 (2014): *Multilingual*, Edisi Juni 2014
- Agustina, V., & Junining, E. (2016). Error Analysis in The Travel Writing Made by The Students of English Study Program. *JEELS (Journal of English Education and Linguistics Studies)*. <https://doi.org/10.30762/jeels.v2i1.41>
- Annisa, R., Subali, B., & Heryanto, W. P. (2018). Peningkatan Daya Ingat dan Hasil Belajar Siswa dengan Mind Mapping Method pada Materi Listrik Dinamis. *Jurnal Pendidikan (Teori Dan Praktik)*. <https://doi.org/10.26740/jp.v3n1.p19-23>
- Dewi, N., & Riandi, R. (2016). Analisis Kemampuan Berpikir Kompleks Siswa Melalui Pembelajaran Berbasis Masalah Berbantuan Mind Mapping. *EDUSAINS*. <https://doi.org/10.15408/es.v8i1.1805>
- Fahri Haswani, D. H. A. (2018). Students' Errors in Translating Narrative Text Based on Dulay's Surface Strategy Taxonomy. *REGISTER Journal of English Language Teaching of FBS-Unimed*. <https://doi.org/10.24114/reg.v7i2.9205>
- Hikmah, H. (2020). Analysis of Omission and Addition Errors Found in the Students' English Texts. *ELTICS: Journal of English Language Teaching and English Linguistics*. <https://doi.org/10.31316/eltics.v5i1.526>
- Kasim, U. (2016). Grammatical Errors: An Analysis in Speaking Produced by EFL Undergraduate Students. In *Research in English and Education (READ) Journal*.
- Masruddin, M. (2019). Omission: Common Simple Present Tense Errors in Students' Writing of Descriptive Text. *Ethical Lingua: Journal of Language Teaching and Literature*. <https://doi.org/10.30605/ethicallingua.v6i1.1114>
- Mustafa, F., Kirana, M., & Bahri Ys, S. (2016). Errors in EFL writing by junior high students in Indonesia. *International Journal of Research Studies in Language Learning*. <https://doi.org/10.5861/ijrsl.2016.1366>
- Rahayu, E. L., Akbar, P., & Afrilianto, M. (2018). Pengaruh Metode Mind Mapping Terhadap Strategi Thinking Aloud Pair Problem Solving Terhadap Kemampuan Berpikir Kreatif Matematis. *Journal on Education*.
- Rusmiati, R. (2019). Surface Strategy Taxonomy On Foreign Language Writing: A Study On Verb Tense Usage. *JURNAL SERAMBI ILMU*. <https://doi.org/10.32672/si.v20i2.1453>

- Sarmi, S. (2020). Penggunaan Model Pembelajaran Mind Mapping untuk Meningkatkan Kreativitas dan Penguasaan Materi Pelajaran Ekonomi. *JKTP: Jurnal Kajian Teknologi Pendidikan*, 3(1). <https://doi.org/10.17977/um038v3i12019p078>
- Supriadi. (2016). Efektivitas Metode Mind Mapping Dalam Meningkatkan Kemampuan Menyimak Dongeng di Kelas 1 SD Inpres Panrengge Kabupaten Barru. *Jurnal Publikasi Pendidikan*, VI(Nomor 2 Juni).
- Wulandari, I. (2014). Grammatical Errors Found in Articles' Abstracts of Indonesian Scholarly Journals. *JEELS (Journal of English Education and Linguistics Studies)*. <https://doi.org/10.30762/jeels.v1i1.33>
- Zulfia Latifah, A., Hidayat, H., Mulyani, H., Siti Fatimah, A., & Sholihat, A. (2020). Penerapan Metode Mind Mapping untuk Meningkatkan Kreativitas pada Pembelajaran Pendidikan Kewarganegaraan. *Jurnal Pendidikan*. <https://doi.org/10.33830/jp.v21i1.546.2020>