AN UNDERGRADUATE THESIS

AN ANALYSIS OF GRAMMATICAL ERROR ON THE STUDENTS SPEAKING PERFORMANCE AT THE TENTH GRADERS OF SENIOR HIGH SCHOOL OF KARTIKATAMA METRO IN THE ACADEMIC YEARS OF 2016/2017

By :

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IAIN METRO

No. 237/TAR/2017.



STATE ISLAMIC INSTITUTE (IAIN) OF METRO
1438 H/2017 M

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Presented as a Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
In English Education Department

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It has been agreed, so it can be continued to the Tarbiyah Faculty in order to be examined on the munaqosah. Thank you very much.
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No: In.28/R/S/056/2017

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Sudah kami setujui dan dapat diajukan untuk dapat dimunaqosahkan. Demikian harapan kami dan atas perhatiannya, kami ucapkan terimakasih.
Wassalamu'alaikum Wr, Wb

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ABSTRACT

AN ANALYSIS OF GRAMMATICAL ERROR ON THE STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADER OF SENIOR HIGH SCHOOL OF KARTIKATAMA METRO IN ACADEMIC YEAR OF 2016/2017

By: PRABAWATI SUWITA

Speaking is fundamentally being the main basic skills among the other skill in English required the learners to speak either in one way communication or two way communication to reveal an intention. In English as a foreign language setting, majority the learners or students made an error in using grammatical form to convey their intention to someone else. Basically, there are 7 types of grammatical error done by the students such as verb, to be, preposition, modal, gerund, conjunction and to infinitive. Therefore, the primary goal of this research is to describe these types of grammatical errors done by the students of Senior High School of Kartikatama Metro in academic year of 2016/2017.

In this research, the researcher used qualitative research to investigate and to analyze the grammar error on the students speaking performance. The subject of this research was the students of tenth (X.3) grade class which consisted of 8 sample. This research was essentially carried into four steps namely data collection, data reduction, data display and conclusion. The instruments for collecting data in this research such as: observation, documentation and recording.

The finding of this research revealed that there were seven grammatical errors made by the students when they were speaking. The categorization percentage of these grammatical errors such as: verb 39,02% error, to be 29% error, preposition 17,07% error, modal 4,87% error, gerund 4,87% error conjunction 0,02% error and to infinitive 0,02%.

***(Keywords:** Grammatical error, Speaking Performance, Qualitative research)*

ABSTRAK

ANALISIS KESALAHAN GRAMATIKAL PADA KEMAMPUAN BERBICARA SISWA KELAS X SMA KARTIKATAMA METRO TAHUN AKADEMIK 2016/2017

By: PRABAWATI SUWITA

Kemampuan berbicara pada dasarnya menjadi kemampuan dasar dalam bahasa Inggris yang mengharuskan pembelajar untuk berbicara baik dalam komunikasi satu arah maupun dua arah untuk menyampaikan tujuan. Dalam konteks bahasa Inggris sebagai bahasa Asing mayoritas pembelajar atau siswa membuat kesalahan dalam penggunaan gramatika untuk menyampaikan tujuan mereka ke orang lain.

Pada dasarnya ada tujuh jenis kesalahan gramatika yang di lakukan oleh siswa seperti *verb, preposition, conjunction, to be, modal, gerund, dan to infinitive*, oleh karena itu tujuan utama dari penelitian ini adalah untuk mendeskripsikan jenis-jenis kesalahan gramatika yang dilakukan siswa SMA Kartkatama Metro.

Dalam penelitian ini adalah penelitian kualitatif untuk menyelidiki dan menganalisa kesalahan tata bahasa pada siswa pada saat berbicara kinerja. Subjek penelitian ini adalah siswa kelas X (X.3) yang terdiri dari 8 sampel. Penelitian ini pada dasarnya dilakukan dalam empat langkah yaitu pengumpulan data, reduksi data, display data dan kesimpulan. Alat untuk mengumpulkan data dalam penelitian ini seperti: observasi, dokumentasi dan rekaman.

Hasil dari penelitian ini menjelaskan bahwa ada tujuh kesalahan tata bahasa yang dibuat oleh siswa ketika mereka berbicara. Persentase kategorisasi kesalahan tata bahasa seperti: Verb 39,02%, To be 29%, preposition 17,07%, Modal 4,87%, Gerund 4,87%, Conjunction 0,02% dan infinitive 0,02%.

(Kata kunci: Kesalahan Gramatika, Kemampuan Berbicara, Penelitian Qualitative)

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(Kata kunci: Kesalahan Gramatika, Kemampuan Berbicara, Penelitian Qualitative)

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Metro, February 2017



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, February 2017
Peneliti,



Prabawati Suwita
NPM. 1292987

MOTTO

"To get a success, your courage must be greater than your fear"

فَبِأَيِّ آلَاءِ رَبِّكُمَا تُكَذِّبَانِ

So which of the favors of your Load would you deny?

DEDICATION PAGE

This undraduated thesis is dedicated to :

- My beloved mother Purwati and my beloved Aris Suharjo, your loging presence in my life gives me a reassuring feeling of security and place.
- My beloved husband Ansori Saputra.
- My beloved sister and brother Rifka Lestari Budi Utami and Triyas Rahmad Mulyono.
- My almamater IAIN Metro

ACKNOWLEDGMENT

To start with, the researcher would like to extend her gratitude to Allah SWT for blessing, health, and also mercy because she can finally accomplish this research an undergraduated thesis. *Shalawat* is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

In the second place, the researcher would like to thank my parents for financial and spiritual support. My deepest thanks to Prof. Dr. Enizar.M.Ag, Mrs. Tugirah, S.Pd as the Head Master of Kartikatama Metro Mr. Kuryani Utih, M.Pd as the sponsor and Mrs. Trisna Dinillah Harya, M.Pd as co-sponsor for being patient and efficiency during the accomplishment of this research an undergraduated thesis.

Last but not least, the researcher's greatest gratitude also goes to my best friends, my classmates, and all people in IAIN Metro who involved directly and indirectly in making this writing. The researcher welcomes any suggestions and criticisms to improve this thesis and hopefully this will be useful for the researcher and the readers.

Metro, February 2017
The Researcher,

Prabawati Suwita
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CHAPTER I

INTRODUCTION

A. Background of Study

Language is a tool of human communication. Language is not only in the form of spoken but also gesture, and body language. Language also has the characteristic itself which can be understood by the people. People use language to express their feelings to give the information or to share messages. Therefore, the most important thing in language is the message for the speaker can be accepted by the listener. Beside for giving some message for the individual communication, most of the people use language to import idea, opinion, and feel among the people by oral or written ways. That's why language has the strong influence in daily activity.

English is one of the Mostwell-known language in the world. English is an important language in the world, because it is the spoken by the majority of countries in the world. People use English to communicate with the people in the other country. People in the world agree and are in concordance for using English as the second language but there are some of the countries using English as the foreign language. That is the reason why English language is very useful to learn.

Due to the importance of English in human activities the students must be able to master English in order to face the development of science and technology. There for the government of Indonesia decided English is the

first foreign language that is taught in elementary school, junior high school, senior high school, and university. It is hoped that the graduate of each alumnus will be able to master English well. One of the reasons why English is taught in senior high school because the students of senior high school at least can speak with correct grammar.

Like other languages, there are some skills of English language. There are listening, speaking, reading and writing. English has some basis and the important thing is speaking because in the reality many people using language in spoken. Of course speaking skill can be considered as the most vital skill in the mastering English.

Speaking is the important skill in our life. Speaking is so much a part of daily life that we take for granted. Every day people produce words to communicate with the others, the average person produces tens thousands of words a day although some people produce more than that a day in the human activity. In the human activity the communication always change so it is possible that there is relevancy between the language and teaching process. That why speaking is very important in our life.

Based on the result of pre survey that is conducted by the researcher at the tenth grader class of Senior High School of Kartikatama Metro indicates that the students in Senior High school of Kartikatama Metro on January, 14 2016 contains the problem of speaking subject very feeble especially their grammatical.

Table 1
The students speaking performance score at the tenth grade
of Senior High School of Kartikatama Metro
in the Academic Year of 2015/2016

No	Score	Categories	Frequency	Percentage
1	67-76	Excellent	2	16,6
2	57-66	Enough	1	8,4
3	47-56	Poor	9	75%
Total			**12**	**100%**

Due to certain statements above, the researcher conclude that the problems which found on the pre survey setting need to be investigated more deeply. Therefore, the researcher would like to conduct a research in Senior High School of Kartikatama Metro the title is An Analysis of Grammatical Error on Students Speaking Performance in Senior High School of Kartikatama Metroin the Academic Year of 2015/2016.

B. Problem Formulation

The problem that will be researched are formulated as follows:What kind of grammatical errors are there in students speaking performance at Senior High School of Kartikatama Metro in Academic Year 2016/2017?

C. Objective and Benefit of the Study

1. Objective of the Study

To describe the types of grammatical errors that are produced by the students of Senior High School of Kartikatama Metro in the Academic Year of 2015/2016 .

2. Benefit of the study

Overall, this research is expected to be helpful to give good information to increase the quality of the study on speaking performancestudents of Kartikatama Metro. Specifically, it is expected to have the benefits as follows:

a. Theoretically:

1) It contributes an additional knowledge for the students in order they can perform better, especially in grammar.
2) The research is aimed to be one of the considerations for the teacher in teaching English in the class.

b. Practically

1) For the student in Senior High School of Kartikatama Metro especially, they can use as information and new knowledge so they can speak with good grammar in their speaking performance.
2) For the next researcher as prior information to conducting in the next research to start their own research related to teaching speaking performance in Senior High School.

D. Prior Research

For this research the writer take some people to be the prior research for the compare the writer research.

The research of Sri Endang Kusmaryati (Student of FKIP Muria Kudus Univercity), Improving English Speaking Ability Through Classroom

Discussion for Students of MANU Banat Kudus In The Academic Year 2008/2009. Her research conduct in MANU Kudus on 2008/2009.

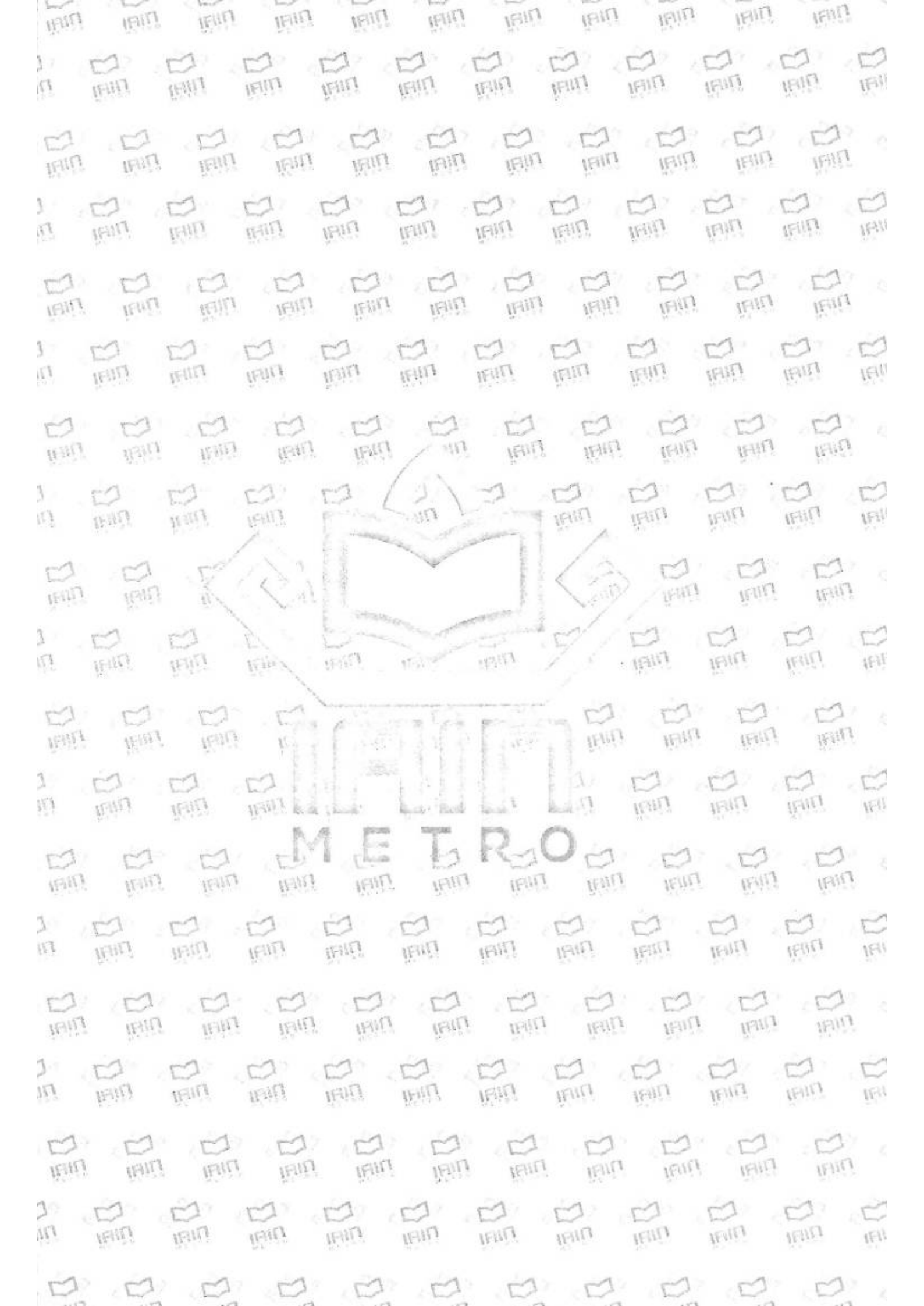
The result of the research shows that Classroom Discussion is effective in improving the English speaking of the eleventh year students of MA NU Banat Kudus in the Academic Year of 2008/2009. And the writer suggests that the teacher can use the Classroom Discussion as one of the models of Student Centered Learning to apply in teaching English, especially to improve students ability in speaking.

The research of Khusnul Khotimah (Student of English Department of STAIN Jurai Siwo Metro) Increasing Speaking Performance Through Jigsaw Technique in MTsN Metro East Lampung In The Academic Year Of 2012/2013, the writer conduct this research in Metro on 2012/2013.

The average of the students score of MTsN Metro based on the result of observation sheet, the student's activity in the implementation of cycle I and II was very active. It means that jigsaw can increase the student's activeness. It can be seen on the result of observation sheet. The average student's activity in cycle I was 53.3 %, then increase to be 74.6 % in cycle II. Beside it, the implementation of cycle I has been seen that jigsaw is able to develop speaking performance. While, the implementation of cycle II, jigsaw so clarified that jigsaw able to developing speaking performance of the students. It looked on the progressing of the average score in every cycle, the average score of pre-test was 53.60, and in cycle I was 69.73, then in cycle II was 79.07. There are increasing score 16.13 points from pre-test to post-test I and

there are increasing 9.33 points from post-test I to post-test II. So, it can be concluded that jigsaw can increase speaking performance at eight grade of MTsN Metro in the Academic Year of 2012/2013.

So, based on the prior research before the writer have different case, because the writer here bring the research on the what the type of gramniartical error that the student ever do on their speaking performance.


METRO

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Speaking

1. Definition of Speaking

According to O'Grady speaking is a productive language skill. It is a mental process by which a speaker puts a metal concept into linguistic form, namely word, phrase, and sentence used to convey a message to a listener. Gleason and Ratner maintains that the speech production is the process by speaker turn their psychological concept into their spoken utterance to communicate a message to their listeners in the communicative interaction.[1]

Speaking is not the oral production of written language, but involves learners in the mastery of a wide range of sub skills, which, added together constitute an overall competence in the spoken language. The characteristic of spoken language, including pronunciation and conversation analysis, in order to see what their implication might be for language classrooms and finally, we consider various types of activity that we can use to promote speaking skills in the classroom.[2]

From a communicative, pragmatic view of the language classroom, listening and speaking skill are closely intertwined. More often then not, ESL

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[1] Sanggam Siahaan, *Issues in Linguistic*, (Yogyakarta:Graha Ilmu,2008) , p. 94-95.

[2] Mc. Donough and Cristhoper, *Material and Method in ELT*. (London: Black Well. 2003) , P. 8.

curricula that tread oral communication skills will simply be labeled as "listening/speaking" courses.[3]

Speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians may produce even more than that. So natural and integral is speaking that we forget how we once struggled to achieve this ability. We have to learn how to do it all over again in a foreign language.[4]

Speaking is one of language skill which is very important to be mastered by student in order to be good communicator. Speaking is the verbal use of language to communicative with other.[5]

So in the conclusion is listening and speaking skills are closely connected. So the interaction between these two skills of performances uses intense as conversation

2. The Elements of Speaking

Jeremy Harmer states that element of speaking is the ability to speak fluently presupposing not only a knowledge of language features, but also the ability to process information and language.[6]

---

[3] H. Daughlas Brown, *Teaching by principles: An Interactive Approach to Language Pedagogy 2nd ed,* (New York: Addision Wesley, 2001) , p.267.

[4] Scott Thornbury, *How to Teach speaking,* (New York: Pearson Educational Limited, 2005) , p. 1.

[5] Glenn Fulcher, *Testing Second Language Speaking,* (Britain: Pearson Education Limited, 2003) , p.23.

[6] JeremyHarmer, *The practice of English Language,* (England: Pearson Education Limited, 2004) , p.269.

a. Language features among the elements necessary for spoken production (as opposed to the production of practice examples in language drills, for example) , are the following:

1) Codirected speech: effective speakers of English need to be able not only to produce the individual phonemes of English (as in saying J would have gone) but also to use fluent 'connected speech'. In connected speech sounds are modified (assimilation) , omitted (elision) , added (linking r) , or weakened (through contractions and stress patterning) .It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face-to-face interaction) . The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity.

3) Lexis and grammar: spontaneous speech is marked by the use of a number of common lexical phrases. Especially in the performance of certain language functions. Teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval. Where

students are involved in specific speaking contexts such as a job interview.

4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying. We often need to 'ask for clarification' when we are listening to someone else talk. For students this is especially crucial

b. Mental/social processing. If part of a speaker's productive ability involves the knowledge of language skills such as those discussed above, success is also dependent upon the rapid processing skills that talk necessitates.

1) Language processing: effective speakers need to be able to process language in their own heads and put it into coherent order so that it comes out in forms that are not only comprehensible, but also convey the meanings that are intended. Language processing involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences.

2) Interacting with others: most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and a knowledge of how linguistically.

3) On-the-spot information processing: quite apart from our response to others>feelings, we also need to be able to process the information they tell us the moment we get it.

So elements the speaking performance is very important to get good in their speaking performance to process information and language. In the elements of speaking performance there are many aspect that concluded. if the aspect is good so their speaking is good also.

3. Types of Speaking

According to Brown, types of classroom speaking performances are decided into six categories, there are[7]:

a. Imitation is the first category that is a very limited portion of the classroom speaking time that may legally take time to build. "Human tape recorder" speech, for instance, learners practice using the imitation sound or attempt to identify some of the vowel sounds. This type of imitation is performed not for the purpose of having a meaningful interaction, but it is focusing on the elements, especially some of the pattern language.

b. The intensive is the second type of the classroom speaking performance that is going one step beyond the imitative. It includes any speaking performance that is designed to perform some of the

[7] H Douglas Brown, *Teaching by Principles: and Interactive Approach to Language Pedagogy 2nd*,(San Francisco: State University, 2001) , P.274.

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sounds and grammar of the language. Intensive speaking also can be self-initiated or it can be a part of any pair work activities that students are going over some form of language.

c. Responsive is the third category of speaking performance. It is a good positive deal of student speech in the classroom. Even though, students performing a short reply, their replies are sufficient in learning. and their speeches can reach the meaningful and authentic learning.

d. Transactional (dialogue) is the fourth category of the classroom speaking performance. Transactional language points out to the exchanging specific information while students have a conversation in the classroom. They can do more negotiate speech more than only responsive.

e. Interpersonal (dialogue) is the fifth category of this English- speaking performance in the classroom. Interpersonal focuses on the purpose of maintaining social relationships than the transmission. Students can speak a little trickier by using some of these factors, such as, slang, a casual register, colloquial language, emotional language, ellipsis, sarcasm, and a cover "agenda."

Finally, students who are the intermediate to advanced level are in the group of using extensions (monologue) They can practice the speaking reports, summary, or doing short speech.

4. The Characteristic of English Speaking

Speaking skill is seen as somewhat difficult for some language learners. Here, a speaker should at least pronounce the words well, choose the suit dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluency. Brown says that there are eight characteristics of spoken language can make oral performance easy as well as, in some cases,difficult.[8]

First characteristic is clustering. Because of fluent speech is phrasal, not word by word, so the learners should be able to organize their output both cognitively and physically through such clustering.

The second is redundancy. It means that the speaker has an opportunity to make meaning clearer through redundancy of language. Learners can capitalize on this feature of spoken language.

The third is reduced form. All form special problems in teaching spoken English are; contractions, elisions, reduced, vowels, etc. Students who do not learn colloquial contractions sometimes can develop a stilted, bookish quality of speaking that in turn stigmatize them.

The fourth is a performance variable. As the process of thinking as we speak, it is possible to allow us to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Some performance variable that can be taught to the learners are; how to pause

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[8] H. Douglas Brown. *Teaching by Principles an Interactive Approach to Language Pedagogy 2nd ed*, (New york: Addition Wesley Longman Inc, 2001) , p. 270-271.

and hesitate. for example, in English our thinking time is not silent; we insert certain filers such us uh, um, well, you know, I mean, like, etc. One of the most silent differences between native and nonnative speakers of a language is their hesitation phenomena.

The fifth character is colloquial language. To make the students able to speak well, the teachers should introduce them with the words, idioms. and phrases.

The sixth character is rate of delivery. It is another important characteristic of fluency. One of our tasks in teaching spoken English is to help learners achieve an acceptable speed along with other contributes of fluency.

The seventh character are stress, rhythm, and intonation. This is the most important characteristic of English pronunciation. The stress-timed pace of spoken English and its intonation patterns convey important messages.

The last character is interaction. Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.[9]

By the descriptive above. the analysis showed how easily speaking skill can be accommodated within this particular view of language. When a teacher asks students to use the spoken language in the classroom, the teacher needs them to take part in a process where not

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[9] H. Douglas Brown *Teaching by Principles an Interactive Approach to Language Pedagogy 2nd ed*,(New York: Addition Wesley Longman Inc, 2001) , p.270-271.

only involves a knowledge of the target language, but also a general knowledge of interaction between the speaker and hearer in order that meanings and negotiate meanings are made clear. The example, the hearer may respond or give feedback as to whether the hearer has understood or not what the speaker has just said.

5. The Essence of Speaking

As a language skill, speaking is sometimes undervalued or in some circle taken for granted. This is a popular impression that writing particularly literature it means to be read and as such is prestigious, whereas speaking is often thought of as ‗colloquial' which help to account for its lower priority in some teaching context.[10]

The purpose of learning speaking is to make students will be able to communicate in oral speaking as one of language skill is obligatory taught to the students who learn language generally and learn English that students should have four skills; listening, speaking, reading and writing.

To reach the goal, it is suggested to use communication approach in English teaching and learning process. One principle of the approach is that language is a mean of communication, therefore the English teaching should be focused to use language than the competence of the language such as vocabulary and grammatical structure, and the four skills should be taught in balance in the teaching material.

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[10]Mc. Donough and Cristhoper.*Material and Method in ELT.* (London: Black Well, 2003) , p. 133.

As a skill that enables us to produce utterances, when genuinely communicative, speaking is desire and purpose-driven, in other words we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or desire to do something negotiating and or solving particular problem or establishing and maintaining social relationship and friendship. To achieve the speaking purpose we need to activate range of appropriate expression.[11]

B. Speaking Performance

1. Definition of Speaking Performance

Richard states that talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Talk as performance tends to be in the form of monolog rather than dialog often follows a recognizable format (e.g., a speech of welcome), and is closer to written language than conversational language. Similarly, it is often evaluated according to its effectiveness or impact on the listener, something that is unlikely to happen with talk as interaction or transaction. Examples of talk as performance are:

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[11] Mc. Donough and Cristhoper. *Material and Method in ELT.* (London: Black Well. 2003), p. 133.

a. Giving a class report about a school trip

b. Conducting a class debate

c. Giving a speech of welcome

d. Making a sales presentation

The main features of talk as performance are:

a. A focus on both message and audience

b. Predictable organization and sequencing

c. Importance of both form and accuracy

d. Language is more like written language

Some of the skills involved in using talk as performance are:

a. Using an appropriate format

b. Presenting information in an appropriate sequence

c. Maintaining audience engagement

d. Using correct pronunciation and grammar

e. Creating an effect on the audience

f. Using an appropriate opening and closing[12]

Involved in planning speaking activities is determining the expected level of performance on a speaking task and the criteria that will be used to assess student performance. For any activity we use in class, whether it be one that seeks to develop proficiency in using talk as interaction, transaction or

[12] Jack C Richards. *Teaching Listening and Speaking*. (New York: Cambridge University Press, 2008) , p. 27.

performance, we need to consider what successful completion of the activity involves. Is accuracy of pronunciation and grammar important? Is each participant expected to speak for about the same amount of time? Is it acceptable if speaker as many long pauses and repetitions? If a speaker's contribution to a discussion is off topic, does it matter .As the above questions illustrate, the types of criteria we use to assess speaker's oral performance during a classroom activity will depend on which kind of talk we are talking about and the kind of classroom activity we are using. In a report on teaching discussion skills, recommend assigning one student to serve as an observer during a discussion activity, using the following observation form:

A speaking activity that requires talk as performance (e.g., a mini-lecture) would require very different assessment criteria. These might include:

1. Clarity of presentation: i.e., the extent to which the speaker organizes information in an easily comprehensible order.
2. Use of discourse markers, repetition, and stress to emphasize important points and to make the lecture structure more salient to the listeners.

Different speaking activities such as conversations, group discussions, and speeches make different types of demands on learners. They require different kinds and levels of preparation and support, and different criteria must be usedtoassess how well students carry them out.[13]

2. The Measurement of Speaking Performance

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[13] *Ibid.*, p.39.

The criteria of giving score based on Test of Spoken English test-takers are given a holistic score from 20 to 60, as we can see below[14]:

Table 1
Test of Spoken English Ratin Scale

60	**Communication almost always effective: task performed very competently; speech almost never marked by non-native characteristics**
	Functions performed clearly and effectively Appropriate response to audience/situation. Coherent, with effective use of cohesive devices. Almost always accurate pronunciation, grammar, fluency and vocabulary.
50	**Communication generally effective: task performed competently, successful use of compensatory strategies; speech sometimes marked by non-native characteristics**
	Functions generally performed clearly and effectively Generally appropriate response to audience/situation Coherent, with some effective use of cohesive devices Generally accurate pronunciation, grammar, fluency, and vocabulary
40	**Communication somewhat effective: task performed somewhat competently, some successful use of compensatory strategies; speech regularly marked by non-native characteristics.**
	Functions performed somewhat clearly and effectively Generally appropriate response to audience/situation Somewhat coherent; with some effective use of cohesive devices Somewhat accurate pronunciation, grammar, fluency, and vocabulary
30	**Communicating generally not effective: task generally performed poorly, inefective use of compensatory strategies; speech very frequently marked by non-native characteristics.**
	Functions generally performed unclearly and ineffectively Generally inappropriate response to audience/situation Generally incoherent, with little use of cohesive devices Generally inaccurate pronunciation, grammar, fluency, and vocabulary
20	**No effective communication: no evidence of ability to perform task, no effective use of compensatory strategies; speech almost marked by non-native characteristics.**

[14]Douglas Brown, *Language Assesment Principles and Classroom Practice*, (California: Longman, 2003) . P.166.

	No evidence that functions were performed. Incoherent, with no use of cohesive devices. No evidence of ability to respond appropriately to audience/situation Almost always inaccurate pronunciation, grammar, fluency and vocabulary.

Adapted fromBrown Douglas, Language Assesment Principles and Classroom Practice

3. The Measurement of Speaking Performance .

The indicator of speaking performance, it can conclude that one of the factors that students find difficulty in speaking is related in physiological factors as involves the language features.

4.

Table 2

Harris's oral English rating scale frame

No	Criteria	Rating Scores	Description
1	Pronunciation	5	Has few traces of foreign language.
		4	Always intelligible, thought one is conscious of a definite accent.
		3	Pronunciation problem necessities concentrated listening and occasionally lead to misunderstanding.
		2	Very hard to understand because of pronunciation problem, most frequently be asked to repeat.
		1	Pronunciation problem to serve as to make speech virtually unintelligible.
2	Grammar	5	Make few (if any) noticeable errors of grammar and word order.
		4	Occasionally makes grammatical and or word orders errors that do not, however obscure meaning.

		3	Make frequent errors of grammar and word order, which occasionally obscure meaning.
		2	Grammar and word order errors make comprehension difficult, must often rephrases sentence.
		1	Errors in grammar and word order, so, severe as to make speech virtually unintelligible.
3	Vocabulary	5	Use of vocabulary and idioms is virtually that of native speaker.
		4	Sometimes uses inappropriate terms and must rephrases ideas because of lexical and equities.
		3	Frequently uses the wrong words conversation somewhat limited because of inadequate vocabulary.
		2	Misuse of words and very limited vocabulary makes comprehension quite difficult.
		1	Vocabulary limitation so extreme as to make conversation virtually impossible.
4	Fluency	5	Speech as fluent and efforts less as that of native speaker.
		4	Speed of speech seems to be slightly affected by language problem.
		3	Speed and fluency are rather strongly affected by language problem.
		2	Usually hesitant, often farced into silence by language limitation.
		1	Speech is so halting and fragmentary as to make conversation virtually impossible.
5	Comprehension	5	Appears to understand everything

			without difficulty
		4	Understand nearly everything at normal speed although occasionally repetition may be necessary
		3	Understand most of what is said at slower than normal speed without repetition
		2	Has great difficulty comprehend. social conversation spoken slowly and with frequent repetition
		1	Can not be said to understand even simple conversation.

C. The Concept Grammatical Errors

1. The Concept of Grammar

Grammar is roles for forming word and making sentences[15]. The other assumption from Mccarthy said''....Grammar is seen to have a direct role in welding clauses turn and sentences into discourse[16].The writer can infer that grammar is a role that must followed by who learn English in order to be correct in speaking, listening, grammar and written lesson. It is make the better all skill above. Approaches to the teaching gramnar have over the last fifty year almost gone around in a full circle from grammar translation method to communicative approach and a return to approaches with focus on form.

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[15]Oxford Learne's Pocket Dictionary,1995 p.182

[16]Marianne-Celce and Olshtain Elite, *Discourse and Context in Language Teaching*, (Cambridge University, Press 2000) , p. 50.

Although formal teaching of grammar is not usually a major objective in young learners class room .Teacher can most usefully contribute to children's understanding of grammar by using form .Focusing techniques in meaningful and interesting contexts in which pupils are involved actively without the acquisition of basic structures and consequently accuracy will continue and children will be unable to participate in activities which focus on purposeful communication. Appropriate language use requires a knowledge of both the form and the function of language children should therefore be provided with opportunities from an early stage to use grammatical structures for real communicative purposes.

2. The Concept of Grammatical Errors

The change in the perceived role of the first language began with the observation that the number of errors in the second language performance that could be attributed to first language influence was far smaller than had been imagined previously.

In the area of grammar, including syntax and morphology, the incidence of errors that are traceable to characteristics in the first language is relatively low— around 4% to 12% for children, and from 8% to 23% for adults. Of these interlingua errors, most tend to be limited to word order and aren't made in the morphology of the language.

a. Adult student

Studies conducted on the speech and writing of adult learning

English as a second language have reached similar conclusion, namely, that the majority of non-phonological errors observed for adults do not reflect the first language. The proposition of errors that reflect the first language, however, is somewhat larger than that which has been observed for children. Approximately 8% to 23% of the adult errors may be classified as interlingua. Though this proposition is larger that it is for children, it still represents a minority of the total errors adults make. Researchers studied the speech of adult learning English in United States and the composition of native English speaking adults enrolled in Spanish and German foreign language university classes in the U.S.

Adult studies were conducted in both host and foreigner language environment. It seems likely that a foreign environment should be more conductive to second language influence than a host environment because of the lack of sufficient natural exposure; however, the available data do not permit such a generalization to be made.[17]

Teacher might be interested to know that the available research on error correction suggest that neither correction techniques nor heavy drilling does much to affect the quality of students speech. Thus, whatever attention is given the small number of interlingua errors that do appear to occur, it isn't likely that the correction or

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[17] HeidiDulay,*LanguageTwo*,(England: OxfordUniversityPress,1982) , p. 173-183.

drilling procedures suggested by contrastive analysis tenets are likely to lead to much change in the students verbal performance.

3. Error Understanding and the signification

Errors are 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. Teacher and mother who have waged long and patient battles against their student's or children's language errors have come to realize that making errors are an inevitable part of learning. People can't learn language without first systematically committing errors.

Studying learner's errors serves two major purposes:

(1) it provides data from which inferences about nature of language learning process can be made;

(2) it indicates to teachers and curriculum developers which part of the target language students have most difficulty producing correctly, and which error types detract most from learners' ability to communicate effectively.[18]

Error has two equivalent in English those are; error and mistake. The different of them are the system action of error which is made by learners. i.e. error reflect gaps in a learner's knowledge; they occur because the learner doesn't know what is correct. Mistake reflects occasional lapses in performance; they occur because, in a particular instance, the learner is

[18] Heidi Dulay, *Language Two* (England: Oxford University Press, 1982), p.139.

unable to perform what he or she knows.[19]

Corder said error gives suggestion to the teacher because error can be level of achievement indication in a teaching process done. Besides, error can be a condition to the researcher what learners have learned, it also can be the strategy that have by learners in learning and getting language. Then, error also can be measurement to the learners in learning language.[20]

4. Categories of Grammatical errors on speaking performance

The descriptive classification of error is often the first step a researcher take in developing a hypothesis or inference about learning process, it is sometimes the first step in a teacher's development of a curriculum plan. Enormous problems have been caused, however, because idiosyncratic definition of errors categories and selection of material.

Many researcher use linguistic categories taxonomy as a reporting tool which organize the errors they have collected. . Although some use it as the only classification on scheme offered, many use it to add to the description of errors provided by other taxonomies. For example, if researcher has classified their errors as interlingua and developmental, they often additionally report the linguistic categories into which these major error type fall, e.g. developmental errors in the auxiliary, in the noun phrase, in the complement system; interlingua errors in phonology, in word order, and in

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[19] Rod Ellis,*Second Language Acquisition*,(England: Oxford University Press,1997), p.17.

[20] Spit Corder, *Error Analysis and Intralingua.* (England: Oxford University Press. 1981), p. 10-11.

vocabulary.

According to House and Harman there are seven types of grammatical form that become concern in this research. Fundamentally, these grammatical forms become the main basic in categorization of the grammatical errors made by the students. They are the following:

a. Verbs

A verb is that part of speech which expresses action *(run, walk, steal, kill, jump),* being *(am, become), or* state of being *(suffer, rejoice).*

A Popular definition of verbs states that the verb asserts, or predicates. This is true only in the case of the "finite" Phases of the verb; there being a class of verb forms, the "nonfinites," which lack the power of asserting.

A Spite (Lat. *finites,* limited) **verb is one** which asserts, or predicates. It is "limited" by person and number. **In *The dog runs,*** the verb *runs is* in the third person, singular number. Some verbs have more inflectional modifications (limi:ations) than others, chiefly because they have retained more " the earlier inflectional markings. The verb *be* has fuller nflections than other verbs and can indicate both person and :umber in the present tense *(I am, we are; he is, they are).*

A nonfinite, or infinite, verb is one which lacks the power assert (i.e., predicate). It is not limited by person or *number. The dog running (or The dogs running)* makes no assertion; nor is the expression a sentence, having no prediae. There are three nonfinite verbs: (1) the

participle, a verbal adjective; i.e., a word derived from a verb and modiyng a noun: *An angel writing in a book of gold (or A book -itten by an angel); (2)* the infinitive, a verbal noun, often eceded by *to: To err is human; 3* ~ the 'in; i.e., a word derived from a verb and having substanltive use (often called the infinitive in-*ing*) : *He wins his honorys by deserving them.*[21]

b. Modal Auxiliaries

In Old English, *may, can,* and *shall* are preterit forms of still earlier pre-Germanic strong verbs. They all had present meanings very similar to those they have today. Historically these forms are old perfect tenses which shifted their meanings and tense to the present. Other verbs of this same group of the so-called preterit-presents are *owe (own, owe),* archaic *mote* (may), and *wot* (I know, he knows). The shift in meaning and tense can be seen in *wot,* which formerly had the meaning of *I ham seen* but came to mean I *know,* since what I what I have seen I now know.[22]

c. Prepositions

A preposition is a particle (word or a word-equivalent) used with a noun or pronoun (and usually placed before it) to form a phrase, which phrase usually performs the function of an adjective or an adverb: *a letter*

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[21]Hommer C. House *and* Susan Emolyn Harman,*Descriptive English Grammr,* (England : University of Maryland, Prentice-Hall. Inc), p.93

[22]*Ibid, p.128*

from /tome, riding on a horse, anxious about her son, go farther into the stream.

While repositions are particles (subordinate, uninflected elements), they have distinct character, suggesting position *(at, above, on, in)*, direction *(to, toward)*, time *(at, during)*, limit of motion *(to, into)*, source *(from, of)*, etc. In general, a preposition shows relation between one element of a sentence and another called its object.

The object of the preposition is the principal term in the prepositional phrase. The phrase may contain only the preposition and its object, or it may contain modifiers of either or both. In *I came from town,* the prepositional phrase contains only the preposition *from* and its object, the *noun town. III Ills chair was always in the warmest nook,* there are two modifiers of the object of the preposition, the article *the* and the descriptive adjective *2varniest.* In *Hc arrived just before Chrittmas,* the adverb *just* restricts the preposition *before.* In *Ile works only at night, only* modifies the entire prepositional phrase.[23]

d. Conjunctions

A conjunction (from Lat. *con,* together, and *jungere, to* join) is a word or a word-equivalent used to join words, phrases, or clauses; and in continuous discourse, the conjunction may be employed to join sentences or even paragraphs.

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[23] *Ibid, p.174*

Conjunctions do not "govern," as prepositions do. Con,*rast John and I sang* (where *and is a* conjunction) with *John sang with me* (where *with is* a preposition). *And* merely connects *John* and *I;* whereas *with may* be said to govern, *me*. :Ilrowing the pronoun into the objective case. Again, contrast *Hedoes this for me* (where *for is* a preposition) with *He :')es this, for he believes it to be right* (where *for is* a conjunction). In the former sentence *for* governs *me*. making it objective; whereas in the latter sentence *for* introduces (while it doesgovern) an entire statement, and leaves the pronoun *he*. *which* follows *it,* in the nominative case.[24]

e. Gerunds

A gerund is a word derived from a verb and performing the function of both a verb and a noun. In short, the gerund is one kind of verbal noun.[1]

Like the participle, the gerund is a nonfinite (infinite, uniinuted) verb form; it is not limited by person, number, or mode; but it has tense and voice modification, which modification only verbs can have. The gerund can have a subject and take an object or be followed by any of the complements ·xluch complete finite verbs; and it can be modified by adverbs. Because it has the function of a noun, the gerund can be used in the sentence in any construction in which a noun can be used; therefore, it may be the subject of a sentence, the direct object of a verb, the object

[24]*Ibid, p.185*

of a preposition, al., adverbial objective, or a subjective or an objective complement.

Sentence such as *After catching the thief, he should be punished,* the subject of *should be punished is* not the subject of *catching,* and hence the sentence is ambiguous and faulty. If we say *After catching the thief, the police should ask the judge to sentence him,* we have a clearly expressed thought. The dangling gerund phrase occurs most frequently when a writer or speaker shifts his point of view, and has his gerund in the active voice and his principal verb in the passive. When the gerund phrase starts the sentence, one should take pains to see that his point of view does not shift from a personal to an impersonal one. Usually when the gerund phrase introduces the sentence, the subject is the agent of the action of the main verb-not the receiver of the action. Observe the following: *In baking a cake, the oven should be kept at 350 degrees.* Here *baking* requires a personal (agent) subject, not the impersonal one. If the finite verb is changed to the active voice, the sentence will have an agent (actor) subject expressed in the sentence; *as, In baking a cake, one should keep the oven at 350 degrees.*[25]

f. Infinitives

The infinitive is an infinite (Lat. *infinitus,* unlimited, boundless) verb form. Like the participle and the gerund, it has no inflection to indicate person or number. The simplest and the oldest form of the

[25] *Ibid, p. 309*

of the infinitive (i.e., the present indefinite tense: *go, talk, forget,* etc.) is regarded as the basic verb form, the one from which all the other verb forms, including the participle and the gerund, are derived.

The infinitive phrase in its simplest form consists of the preposition *to* and the basic form of a principal verb: *to go, to talk, to forget,* etc. Like the gerund and the participle, the infinitive may have modifiers and complements; **and,** like them also, it has voice and tense modifications. The full infinitive phrase may, therefore, include many more words than the infinitive with *to.* In *To forgive is to be charitable,* the first infinitive phrase consists of to and the basic verb form *forgive;* but the second contains a subjective complement. One phrase is the subject of the sentence; the other is the subjective complement.

In many of their uses, the gerund and the infinitive phrasi_are interchangeable. Since both verbals are used in the no',.construction, the choice may depend on personal feeling, in some instances idiomatic usage allows only one of theseverbals. We may say *To lie is wrong,* or *Lying is wrong; He began to talk at one o'clock,* or *he began talking at one* and convey about the same meaning with the infinitive tlthat the convey with the gerund. But in the object position some verbs are followed by the infinitive, others by the gerund : I *like to sing hymns,* but *I enjoy singing hymns.*

Often a different meaning is conveyed when the infinitive replaces the gerund; e.g., *I hate to lie* does not quite mean *I hate lying.*

The gerund is often used in making the more general statement, and the infinitive is employed in stating a personal attitude. No specific rules can be given which will aid the student in deciding when to use the gerund and when the infinitive. One must observe the speech of the best writers and speakers, and follow their usage. All such differentiations are matters of usage, not logic or formal rules.

Sometimes a prepositional phrase containing a gerund is used loosely as a substitute for the infinitive phrase as subject or as predicate nominative, as in the following:

- *Loose: By* reading good books is the best way to improve one's mind.
- *Improved: To* read good books is the best way to improve one's mind.
- *Also good:* Reading good books is the best way to improve one's mind.[26]

5. Grammatical Errors Sources

There are two steps in error analysis those are identifying and explaining error. And then there are three sources of error; those are; interlingua transfer, intralingua transfer, and context of learning.

The first Interlingua transfer may be a source of error because influencing of mother tongue that has been mastering to the second language learned. This phenomenon is categorized intervention. It may be happened in began of second language or foreign language learning process, which then will be adapted to second language or third language system continually.

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[26]*Ibid. p. 325*

The second error source is intralingua transfer. It happened after second language or third language learners get new language system they learned then apply the system in all language unit. e.g. when the learners have just known that English has verb that showing time, example verb *wash* has time in present, and *washed* has time in past, so when using verb *go* to be moved to past they move go to be *goed* not *went*.

The third errors source is context of learning. It can be source of errors because error in explaining when it has got in a learning process. It may be happened if in learning got wrong explanation or not appropriate with language using.

If the error happened continually and there is no changing to be better, so the error is categorized in fossilized case. Fossilization happen because learners have influence their mother tongue to the second language learned.[27]

[27] H Douglas Brown, *Principles Of Language Learning and Teaching* (New York: Prentice Hall inc, 1987) , p.223-227.

CHAPTER III

RESEARCH METHODOLOGY

This section is concerned with the research method implemented in this speaking. It covers the Types and Characteristic of the Research, Data Resource, Data Collection Technique, Data Analysis Technique, and Approach.

A. Types and Characteristics of the Research

This research is applying field qualitative type. According to Denzin qualitative research is multi method in focus, involving an interpretive, naturalistic approach, to its subject matter. This means that in qualitative researcher study things in their natural setting, attempting to make sense of or interpret phenomena in term of the meaning people bring to them.[28]

In this research, the researcher will consider the phenomenon of grammar error on students speaking performance. The researcher decides use qualitative approach to investigate and to analyze the grammar error on the students speaking performance. The research would be conducted in the tenth graders Senior High School of Kartikatama Metro.

In the qualitative research, a discussion about participation and site might include four aspect setting (where the research takes a place) , the actors (who will be observe or interviewed) , the events (what the actors will be

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[28] Ujang Suparman, *Qualitative Research for Language Teaching and Learning (Qualitative Inquiry and Research Design)* ,(Bandung: Arfino Raya,2009) ,p. 23-24.

observed or intervened doing) , and the process (the evolving nature of events undertaken by the actors within the setting.

B. Data Source

For gathering information, it is a mush to discover important and accurate data from qualified source Purposive sampling as a type of non-probability sampling technique, use by the writer in this study. It focuses on sampling technique where the participant that investigated are based on the judgment of the researcher. The participant is the tenth grader students Kartikatama Metro Academic Year of 2015/2016. Who followed the speaking test.

In order to build this research, the writer uses primary and secondary resource. Students document of speaking uses as primary resource and secondary resource is an observation result.

The writer take the primary resource from the students speaking performance result and for the secondary resource the writer take the result from the teacher and the headmaster.

C. Data Collection Technique

In conducting the research, the writer used student of Kartikatama sampling as the participants. According to Lincoln and Guba (1986) the instrument of choice in naturalistic inquiry is the human. We shall see that other forms of instrumentation may be used in later phrase of the inquiry, but the human is the initial and continuing mainstay. But if the human instrument

has been used extensively in earlier stages on inquiry, so that an instrument can be constructed that is grounded in the data that the human instrument has product.[29]

So this research the writer use the students of Kartikatama as the point sampling as the participant for the human sampling.

1. Documentation

   Documentation is a method that uses a written source such as public documentation (syllabus and data number of the student). Documentation is used as writer evidence in the research. The research chooses the students formal documentation those are the students speaking performance result.

   The form of documentation for this research is the video and that from the video the writer rewrite what the students speak.

2. Observation

   The writer will take field notes on the behavior and activities of individuals at the research site. Observation is a basic method for obtaining data in qualitative research. The qualitative researcher's goal is a complete description of behavior in a specific setting rather than a numeric summary of occurrence or duration of observed behaviors.[30] In this case the writer will directly organize observation in the field research; the writer looking for the information that related the students speaking in that

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[29] Sugiono, *Metode Penelitian Kualitative Kuantitative dan R&D.*(Bandung: Alphabet, 2012), p. 223.

[30] Ary Donald, *Introduction to Reasearch in Eductation*, (USA: Wadsworth eight edition, 2010), p. 431.

school and the writer will take the data of the tenth grade students of Kartikatama Metro to be analyzed.

3. Recording

Recording can be used to obtain general observation and impressions of the classroom a alternatively to focus on specific concerns such as firework interaction the amount of learner talk generated through particular activities, or the analysis of critical incidents'.[31]

So, here researcher uses recording to gaid the data collection technique.

D. Data Analysis Technique

According to Susan Stainback data analysis is critical to the qualitative research process. It is to recognition, study, and understanding of interrelationship and concept in your data that hypotheses and assertions can be developed and evaluated. And the other argument came from Bogdan data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.

The process of data analysis can make sense out text and image data. The generic steps covers the following steps.[32] The researcher would employ

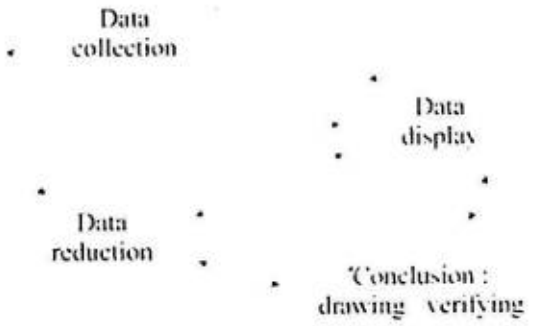
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[31] Anne burns, *Collaborative Action Research for English Languange Teacher.* (USA : Cambridge Language Teaching Library), p. 94

[32] Sugiono.*Metode Penelitian Kualitative Kuantitative dan R&D*, (Bandung: Alphabet, 2012) , p. 246.

Miles and Huberman Models to analyze the data. The components of this analysis model are drew by this figure.

Components of Data Analysis : Interactive Model



Data analysis by Miles and Huberman model conducts the following step:

1) Data collection is the step when all data will be used to complete the research.
2) The writer reduces the data by summarizing and choosing specific things.
3) The writer displays the data in the form of graphics, figures or charts.

Lastly, the researcher verifies his research by making conclusion of data.[33]

E. Approach

This research uses qualitative approach. It means that this research take place in the natural condition. This make possible to the writer to develop the level of detail about individual or place and to be extremely involved in

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[33] Huberman Matthew, *Qualitative Data Analysis 2nd ed,* (New Delhi: United State America. 1994) , p. 12.

real experiences of the student.[34] In the other word, the research will have much more chance to do this writing in many place by qualitative research.

The kinds of this research namely descriptive qualitative, it means describing to the real situation or interpreting and explaining detail. It also can be defined as state what somebody or something is like. It can be said that descriptive qualitative is narrating and paraphrasing data related to the acts. Variable and phenomenon that happen during the observation, and give reports based on the fact.

Case study used by the writer as a research method to do an intensive analysis of an individual unit. This study makes possible to get an appropriate data from the participant by interview in many aspects of the subject that related to the research.

Case study is the approach that the writer applies is this research. The writer chooses this approach because the writer want to analyze the grammatical error on students speaking performance result. Several procedures are available for conducting a case study. The writer focus in greater detail, here we briefly summarize the steps involved[35].

1. Selecting a problem.

   The first step, the writer to select the problem and investigate the grammatical error on speaking performance. The problem should be consequential enough to warrant investigation.

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[34] JohnCreswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, (California:Sage Publication, 2003) ,p. 182.

[35] Ary Donald, *Introduction to Reasearch in Eductation*, (USA: Wadsworth eight edition, 2010) ,p. 431

2. Reviewing the literature on the problem

   The writer should thoroughly review the relevant literature to gain more understanding and insight into the problem.

3. Designing the researcher

   The writer focuses to collect the data taken from speaking performance result from the teacher. The writer does not formulate the questiones because the writer dose not use interview to gain the result the data.

4. Collecting the data

   The writer plans to determiner instrument to collect the data formal and document the data.

5. Analyzing the data

   The writer evaluates the data, before she analyzes and interprets the data. It is to ensure that data is complete.

6. Interpreting the finding and stating conclusions

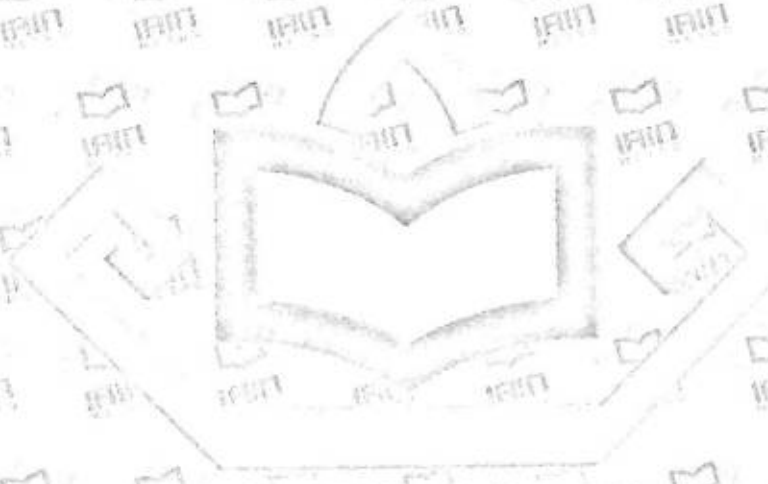
   The writer makes the conclusion of the research we have thoroughly.

7. Reporting result

   The writer makes the report result to simply the data. The report can be summary and formal.[36]

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[36] *Ibid, p. 431*



CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. Profile of the school

In this session, the researcher would like to explain about History of Senior High School of Kartikatama Metro, List of the teacher and staff. Organization structure of Senior High School of Kartikatama Metro, Total of the Students, The Facilities in SMA Kartikatama Metro, Location Sketch of SMA Kartikatama Metro.

a. History of Senior High School of Kartikatama Metro

Senior High School of Kartikatama Metro addressed in street Kapten P. Tendean Margorejo Metro Selatan Lampung. Senior High School of Kartikatama Metro builded in 1989. Start from 1989 until 2011 Mrs Tugirah S.Pd as the Headmaster and than 2011 until 2012 Mr. Aziz Muslim S. Pd as the Headmaster and 2012 until now back to Mrs. Tugirah S.Pd again. Senior High School of Kartikatama Metro Located near LEC Metro. Senior High School of Kartikatama it was decreed 1554/I.12.DI/U/1989. Teaching and learning activities in Senior High School of Kartikatama Metro take place from 07.00 until 14.00.

Saurce://http://www.smakartikatamaprofil.com

b. List of the teacher and staff

This is the list of the teacher and staff of Senior High School of Kartikatama Metro:

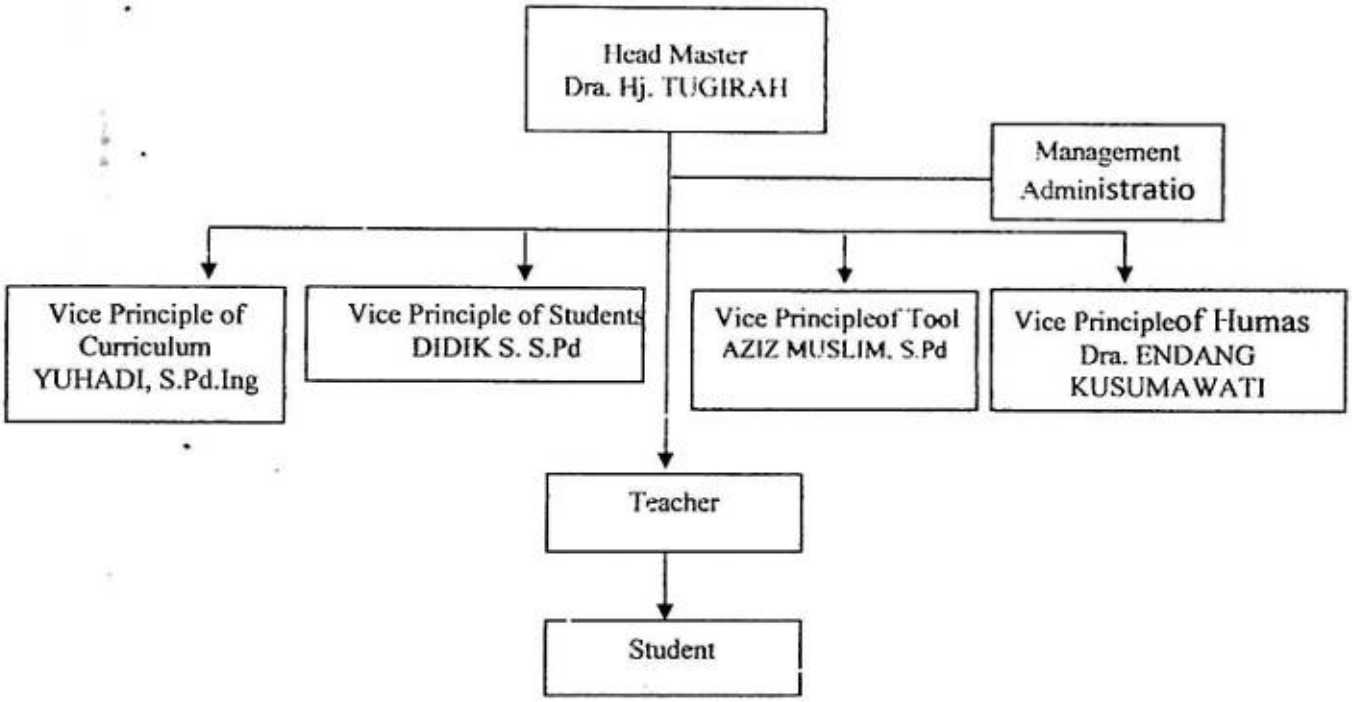
Table 4
Teacher and Staff List of Senior High School of Kartikatama Metro

NO.	NAME	POSITION
1	Dra. Tugirah	Headmaster
2	Aziz Muslim,S.Pd	English Language Teacher
3	Yuhadi S.Pd.Ing	English Language Teacher
4	Milyarti N, S.Pd	English Language Teacher
5	Nur Aprilisa, S.Pd	English Language Teacher
6	Ana Kurnia W, S.Pd	Mathematics teacher
7	Desia Setianingsih, S.Pd	Mathematics teacher
8	Sri Utari, S.Pd	Mathematics teacher
9	Sejo Winarno, Ba	Social Teacher
10	Abdul Rahman Ps, S.Ag	Social Teacher
11	Drs. Akhmad Zazuli	Social Teacher
12	Dra. Wiwik Darwati	Indonesia Language Teacher
13	Dra. Siti Tsaniyah	Arabic Teacher
14	Fatmah, S.Ag	Qur'an Hadits Teacher
15	Dra. Sri Hermawati	Science teacher
16	Desi Handayani, S.Pd	English Language Teacher
17	Eni Yunanti Utami, S.Pd	Science teacher
18	Mardliyati, S.Pd.I	Qur'an Hadits Teacher
19	Samsiah, S.Pd.I	Indonesia Language Teacher
20	Rosita, S.Ag	Fiqih Teacher
21	Dra. Marliza	Social Teacher
22	Dra. Eka Marlita	Science teacher
23	Ma'sum, S.Ag	Arabic language teacher
24	Asih Subagyo, Ba	Sport teacher
25	Sukesih, S.Pd.I	Indonesia Language Teacher

26	Nasatun Budiarti, S.Ag	English Language Teacher
27	Taufik Hidayat, S.Pd	Sport teacher
28	Yuli Setyono, S.Pd	Mathematics Teacher
29	Eko Susilohadi, S.Pd	Science teacher
30	Masriyah, S.Ag	Fiqih Teacher
31	Abdul Sukur, S.Pd	Science teacher
32	M. Nurdin, S.Pd	Social Teacher
33	Maghdalena, S.Pd	Indonesia Language Teacher
34	Novi Diana M., S.Ag	English Language Teacher
35	Zaky Mubarok, S.Ag	arabic Language Teacher
36	Latifah Yan, S.Ag	Aqidah Akhlak Teacher
37	Aswandi, S.Ag	Qur'an Hadits Teacher
38	Musri'ah, S.Ag	SKI Teacher
39	Bara Sabarati, S.Psi	Counselor / Art teacher
40	Hartati, S.Pd	Counselor / Art teacher
41	Nurhayati, S.Ag	SKI Teacher
42	Drs. Ahmad Fauzi	Social Teacher
43	Baktiono, S.Sn	SBY Teacher
44	Andiansyah	Computer teacher
45	Octi Humairoh	Computer teacher
46	Prini Mardiyanti, S.Pd	Mathematics teacher
47	Endang Puji L, S.Pd	SBY Teacher
48	Yusti Apriani	English Language Teacher
49	Farida, S.Ag	SBY Teacher

c. Organization structure of Senior High School of Kartikatama Metro

Figure
The structure of organization of Senior High School of Kartikatama Metro



Source : The Profile book Senior High School of Kartikatama Metro
Date : July 2016

d. Total of the Students

Senior High School of Kartikatama Metro has 14 classrooms (five rooms in each level). In addition, in every grader are contained about22 students. Here are the distribution table of students Senior High School of Kartikatama Metro:

Table 5
Table of the Student's Distribution of Senior High School of Kartikatama Metro

No	Level	Graders	Total students
1	X IPA 1	23	135
	X IPA 2	21	
	X IPS 1	24	
	X IPS 2	23	
	X IPS 3	22	
	X IPS 4	22	
2	XI IPA 1	24	129
	XI IPA 2	23	
	XI IPS 1	21	
	XI IPS 2	21	
	XI IPS 3	19	
	XI IPS 4	21	
3	XII IPA 1	29	96
	XII IPS 1	21	
	XII IPS 2	22	
	XII IPS 3	24	
Total			360

Source : The Profile book Senior High School of Kartikatama Metro
Date : July 2016

e. The Facilities in SMA Kartikatama Metro

SMA Kartikatama Metro has medium and well infrastructure to support its teaching learning process, including extracurricular activities. SMA Kartikatama Metro has following buildings:

Tables 6
Following Building in SMA Kartikatama Metro
In the Academic Year of 2015/2016

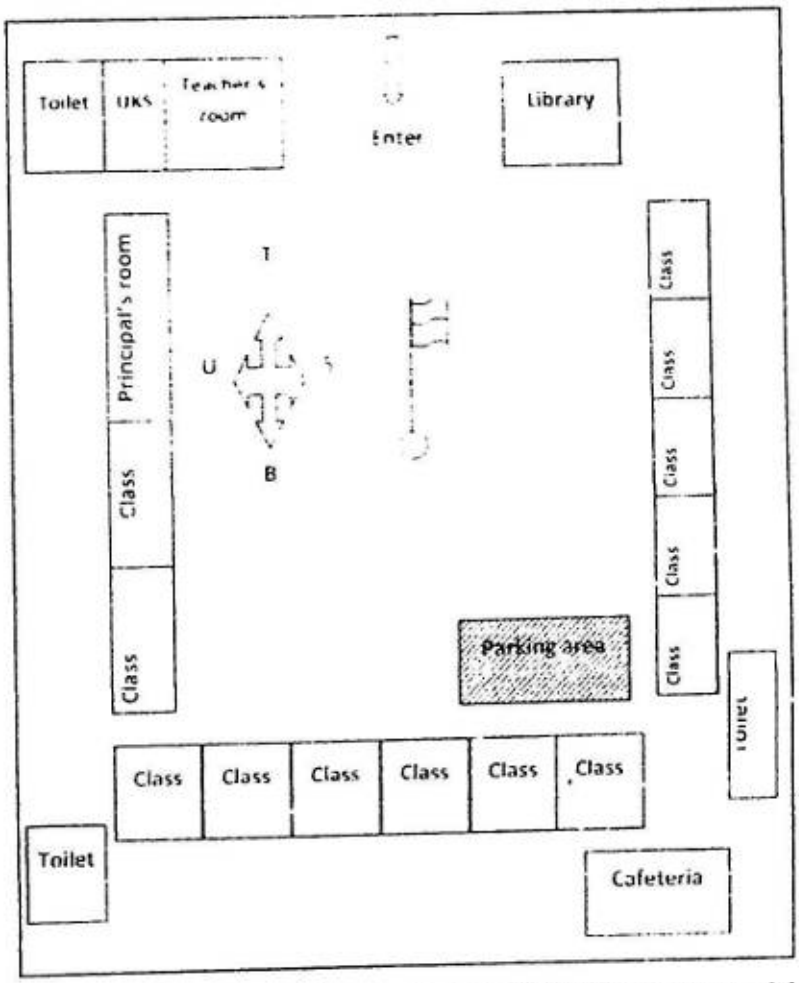
No	Kinds of Room	Total	Wide (M^2)	Condition
1	Classroom	1	1774	Good
2	IPA Laboratory	1	144	Good
3	Computer Laboratory	1	144	Good
4	Library Room	1	172	Good
5	School Health Serves (UKS) Room	1	16	Good
6	Audio Visual Room	1	144	Good
7	Counselors' Room	1	12	Good
8	Head Master's Room	1	24	Good
9	Teaching's Room	1	60	Good
10	Official Employees Room	1	45	Good
11	OSIS' Room	1	72	Good
12	Rest room / WC of Teacher	4	8	Good
13	Rest room / WC of Student	6	12	Good
14	Store Room	1	32	Good
15	Prayer Room	1	72	Good
16	Security Guards' Room	1	48	Good
17	Canteen	4	20	Good

Source : Documentation archive at SMA Kartikatama Metro in the Acedemic Year of 2015/2016

f. Location Sketch of SMA Kartikatama Metro

The location of SMA Kartikatama Metro is near with the main street and the environment surrounding is peaceful the location is easy to get the school because there are public transportations and Good Street to be passed. The location sketch is illustrated as follows :

Figure 3
Location sketch of SMA Kartikatama Metro



Source : Documentation archive at SMA Kartikatama Metro in the Acedemic Year of 2015/2016

B. The Analysis of Grammatical Error on Students Speaking Performance

a. The Finding of Research Questions *what types of grammatical errors are found at the Student speaking performance?* Is presented in the following data

1. Adinda Vivi Alunnia.

I experience a scout camp, where I followed the race of the PBB, hacking and carnival. I follow the race at a time. When there carnival I saw many people wearing add clothes and funny. After I finished the carnival at 06.30 A.M... ...I and my friends hasten shower to prepare tonight and actually arrived there. The night we danced together, cried and together... that is my experience that I will never forget.

No	Student's Sentence	Type of error	Correct
1	I follow the race at a time	Verb	I followed the race at a time
2	I and my friends hasten shower to prepare	Verb	I and my friends hastened shower to prepare
3	The night we danced together	Preposition	At night we danced together
4	that is my experience	To be	that was my experience
5	I will never forget	Modal	I would never forget

Note :
Majority the grammatical errors made by Adinda vivi alunia, covered all of the grammatical categories such as: verb, preposition, to be and modal.

2. Diah Melati

Last year I was in the seventh grades. And now I was in eighth grade. My school is two kilometers from my house. I learned many new things in eighth grades. It was my first time went to school on my bike.

I met boys and girls from different parts of this town. I was very happy when I first wore my blue and white uniform.

No	Student's Sentence	Type of error	Correct
1	now I was in eighth grade	preposition	now I was ateighth grade
2	My school is two kilometers	tobe	My school was two kilometers
3	I learned many new things in eighth grades	preposition	I learned many new things ateighth grades
4	It was my first time went to school on my bike	preposition	It was my first time went to school bymy bike
5	I was very happy when I first wore my blue and white uniform	conjunction	I was very happy when I at the first time wore my blue and white uniform

Note:
Majority the grammatical errors made by Diah Melati, covered all of the grammatical categories such as: preposition, to be and conjunction.

3. Indah Lestari

When I was in the junior high school I was very sad In the time I was played with my friends I and my friends average played ball in the field. I was very sad because I was fell in the Street. And I was got wound very much blood in my leg and arm. I was cried because my leg very difficult to move. Finally I and my friend was very sad. And last year was event totally boring!!!

No	Student's Sentence	Type of error	Correct
1	When I was in the junior high school	preposition	When I was at junior high school
2	I was very sad In the time	preposition	I was very sad at the time

3	I was played	verb	I played
4	I was fell in the Street	verb	I was felt in the Street
5	I was fellinthe Street	preposition	I was fellonthe Street
6	I was got wound very much blood in my leg and arm	verb	I got wound very much blood in my leg and arm
7	I was cried	verb	I cried
8	my leg very difficult to move	tobe	my leg very was difficult to move
9	my leg very difficultto move	To infinitive	my leg very difficulttobe moved
10	Finally I and my friend was very sad	tobe	Finally I and my friend werevery sad

Note:
Majority the grammatical errors made by Indah Lestari, covered all of the grammatical categories such as: verb, preposition, to be and to infinitive.

4. Zulyani Rafikasari

My name is Zulyani Rafikasari, My nick name is fika I am is comate (Cob.oy Junior Mate) I was fans of coboy junior or now is CJR Because that, I wish I had a CD "lebih baik" CJR last November 2015. I will bought CD in KFC But it exhausted already I was hard effort search in many KFC And they were all exhausted I was very disappointed

No	Student's Sentence	Type of error	Correct
1	My name is Zulyani Rafikasari	Tobe	My name was Zulyani Rafikasari
2	My nick name is fika I am is comate	tobe	My nick name was fika I was comate
3	I wish I had a CD	Verb	I wishedI has a CD
4	I will bought CD	Modal	I wouldbought CD
5	I willbought CD	verb	I would buyCD

Note:
Majority the grammatical errors made by Zulyani, covered all of the grammatical categories such as: verb, to be and modal.

5. Dewi Rahayu

Last time I remembered this. I always laugh It was it embarrassing moment. My friends were laughing all day because of this incident. On the same day I got the nickname as miss clumby

No	Student's Sentence	Type of error	Correct
1	I always laugh It was it embarrassing moment	verb	I always laughed It was it embarrassing moment

Note:
Majority the grammatical errors made by Dewi Rahayu covered all of the grammatical categories in verb.

6. Ergi Armanda W.

When I was in the Junior High School. I joined the holiday in Pare with Kridakartikatama on 15 December 2015. We goes to pare at 07.00 PM After we arrived in Pare at 07.00 pm and we came to excellent course. After that we came to Bali 03.00 p.m And visit Tanah Lot, bedugul, jogger, pandawa beach and many others. After that we came the Hotel, the name was Natya Hotel, four stars hotel And, we goes to Jogjakarta and we came to Candi Prambanan, Malioboro, Keraton, and finally we came back to Lampung 30 december 2015.

No	Student's Sentence	Type of error	Correct
1	We goes to pare	verb	We went to pare
2	we goes to Jogjakarta	verb	we went to Jogjakarta

Note:
Majority the grammatical errors made by Ergi Armanda, covered all of the grammatical categories verb.

7. Desti Maharani

Last month, lesson today is very difficult for me. Why? I didn't understand. Maybe I was tired. My score not good. Of course my father angry to see it. Then father said, what is your problem? I didn't answer. However I realized that life in the world very difficult because of that. We must study hard and diligent. So today I sayI would study hard. I would join what my father said. For my future and for reach my hope.

No	Student's Sentence	Type of error	Correct
1	lesson today is very difficult for me	tobe	lesson today was verydifficult for me
2	My score not good	tobe	My score was not good
3	My father angry to see it	tobe	my fatherwas angry to see it
4	in the world very difficult	tobe	in the world wasvery difficult
5	We must studyhard	Modal	We ought to studyhard
6	study hard and diligent	To be	study hard andbe diligent
7	I sayI would study hard	Verb	I saidI would study hard
8	For my future and for reach my hope.	gerund	For my future and for reaching my hope.

Note:
Majority the grammatical errors made by Desti Maharani, covered all of the grammatical categories such as: verb, preposition, to be, modal and gerund

8. Triyadi

One day, I and friend pray in the mosque istiqlal Metro city. I pray, I look people playing pokemon go. He disturb the people pray in

mosque. And the people angry. And the people was fighting in mosque area

No	Student's Sentence	Type of error	Correct
1	I and friend pray in the mosque istiqlal Metro city	verb	I and friend prayed in the mosque istiqlal Metro city
2	I pray	verb	I prayed
3	I look people playing pokemon go	verb	I looked people playing pokemon go
4	He disturb	verb	He disturbed
5	the people pray in mosque	gerund	the people praying in mosque
6	And the people angry.	To be	And the people was angry.

Note:
Majority the grammatical errors made by Triyadi covered all of the grammatical categories such as: verb, preposition, to be and gerund

b. The finding of research question *how are the percentages of grammatical errors?* is presented in the following data. The accumulation of these percentages figured out by the following formula :

$$P = \frac{N1}{\sum n} x100\%$$

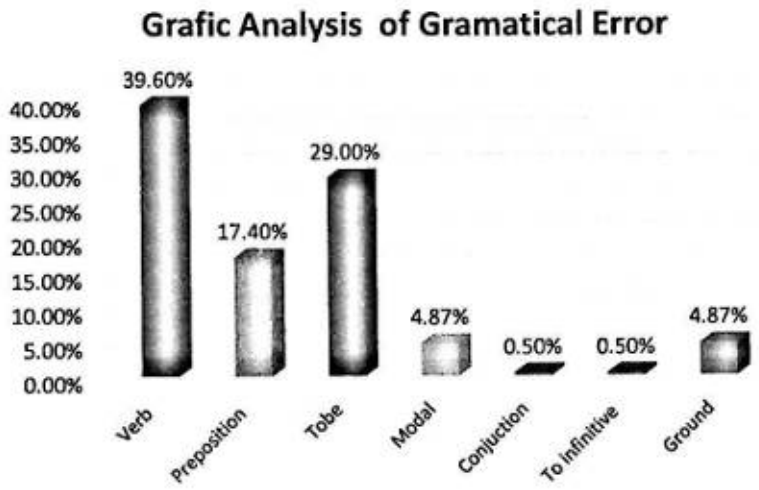
P : Percentage of each error

N1 : Total kind of errors

$\sum n$: Total all error

Then, the accumulation of these grammatical errors described in percentage on the following graph:

Graphic I



Referring to the graph above, the grammatical error made by the students aggregately such as:

1. Verb

   In this kind of grammatical error the students made errors about 39,02%.

2. To be

   The student's made an error in using to be was 29%.

3. Preposition

   The percentage of student's error made by the students in using preposition was 17,07%

4. Gerund

The percentage of the grammatical error made by the students in using gerund was about 4,87%

5. Modal

The percentage of modal errors made by the students was 4,87

6. Conjunction

The percentage of students error made by the students in using conjunction was 0,002%

7. To infinitive

The percentage of error in using to infinitive was 0,02%

Based on the explanation above, primarily the students made grammatical error in using verb, followed by to be, preposition, modal, gerund, conjunction and to infinitive.

C. Discussion

After the writer has analyzed and found the finding of the research, hopefully the writer tries to give contribution of the research to the teaching learning English for better way. Learning grammatical will make the student more understand in their speaking.

Based on the research so the writer can explain there are so many mistake in grammatical error on students speaking performance. The kind of grammatical error are error in using verb, preposition, to be, ground, to

infinitive, modal and conjunction.

It is happened because the student low motivation to study especially in grammatical subject and the student has little bit vocabulary for example many students still use verb base when there are speaking in pass condition. The problem for the teacher is they have not method to teach the student in order to make the students easily to understand that material.

For minimizing this problem the teacher can also apply the communicative language teaching method especially when teaches English grammar and the teacher should give speaking exercise to the students.

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents the important points from the whole discussion in the study. Besides, it also suggests some recommendations for the reader and for academic teaching as well as for further research.

A. Conclusion

Regarding to the research finding, the researcher would like to point out the conclusion related to the grammatical error made by the students as follow:

The common grammatical errors made by the students when they were speaking in percentage such as: First, the percentage of error in using verb was 39,02%. Second, the percentage of error in using to be was 29%. Third, the percentage of error in using preposition was 17,07%. Fourth, the percentage of error in using gerund was about 4,87%. Fifth, the percentage of error in using modal was 4,87%. Sixth, the percentage of error in using conjunction was 0,002%. Last, the percentage of error in using to infinitive was 0,02%.

Based on the explanation above, majority the students made grammatical error in using verb in large number, followed by to be, preposition, modal, gerund, conjunction and to infinitive in relatively smaller number among the other kinds of error.

B. Suggestion

Based on the research finding, the researcher would like to deliver some suggestions as follows:

1. For the teacher
   a. In teaching English related to the grammar, the teacher should give more easily understood explanation in order to made the students more interested in learning English, especially the grammar.
   b. The teacher should give more exercises in applying grammar and giving the theory of grammar. Because, based on the results the students seem not quite understand how to differentiate when to use either past or present form of the verbs.
   c. In speaking class, the teacher should give more speaking exercises to the students. So that, they will be more familiar with English speech forms.

2. For the headmaster
   a. The headmaster must be able to facilitate the school successfully with all his/her peers.
   b. The headmaster must make sure that the teachers and students appear exemplary behaviors and attitudes.
   c. The headmaster must support the teachers and students for using new Technologies and at the same time, provide that new teaching methods are utilized during the lessons.

3. For the students
   a. The student should be able to study English grammar more.
   b. The students should have more motivation to study English grammar.

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CURICULUM VITAE

Prabawati Suwita was born at Rawa Pitu on September 01st, 1994 at. Her name is Prabawati Suwita. She took her elementary school at SDN 3 Metro Pusat and then she took her Junior High School at SMP N 6 Metro for three years. Having graduated from junior high school she continued her study on Senio High School of Kartikatama Metro and was finished in 2012. After graduating for senior high school she decided to have lecture in English Major at IAIN Metro.