GRAMMATICAL ERROR ANALYSIS OF SPEAKING OF ENGLISH DEPARTMENT STUDENTS
(A Study at 2010 Speaking Class of ELT Department of IAIN Walisongo)

FINAL PROJECT

Submitted in Partial Fulfillment of the Requirement for Gaining the Degree of Bachelor of Education in English Language Education

By

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EDUCATION FACULTY
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SEMARANG

2012
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certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writer’s opinions or finding included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 25 May 2012

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The Dean of Educational Faculty

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Student Number : 073411095

Field of Study : English Language Education

I state that the thesis is ready to be submitted to Educational Faculty Walisongo State Institute for Islamic Studies to be examined at Munaqasyah session.

Wassalamu’alaikum Wr. Wb.

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Dra. Hj. Siti Mariam, M.Pd.
ADVISOR NOTE

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The Dean of Educational Faculty
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Field of Study : English Language Departement

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ABSTRACT

Adib, Qowimul (073411095) 2012. Grammatical Error Analysis on Speaking Competence of English Department Student. A Study at 2010 Speaking Class of ELT Department of Tarbiyah Faculty of IAIN Walisongo.

Learning English becomes more and more important nowadays since we know that English is one of the international languages which can be used to communicate around the world. In Indonesia, English is learnt as a foreign language. Learning a different language is sometimes difficult since the target language has different elements compared to the native language. These differences sometimes cause students to make errors when using it.

This final project primarily deals with grammatical error analysis. It describes the grammatical errors on speaking competence made by 2010 Speaking Class of ELT Department of IAIN Walisongo. The writer used the qualitative approach of which the data were obtained from the students’ monolog speaking. These writings were then analyzed. The grammatical errors were classified as in producing verb group, errors in subject-verb agreement, errors in the use of articles, errors in the use of prepositions, errors in noun pluralization, errors in the use of pronouns, and errors in the use of conjunctions.

The methods will be used by the researcher to get the data in this research is as follows: Observation; can be defined as the systematic noting and recording of events, behaviors, and artifacts (object) in the social setting chosen for the study. Interview; in this research, researcher will do the interview with the students to show their errors and ask them to find the correct one. Documentation; By this method, researcher seeks the data about the grammatical errors of ELT department students of IAIN Walisongo Semarang.

From the result in chapter IV The writer can conclude that the analysis with eight students, Azis made eight sentences in 1 minute 37 second. He made seven errors in six sentences. Nila made eleven sentences in 2 minute 19 seconds. She made nine errors in five sentences. Jannah made twelve sentences in 2 minute 33 seconds. She made sixteen errors in eleven sentences. Desi made thirteen sentences in 2 minute 24 seconds. She made twelve errors in seven sentences. Heni made eighteen sentences in 2 minute 7 seconds. She made six errors in five sentences. Eras made 14 sentences in 2 minute 55 seconds. She made seven errors in six sentences. Muna made sixteen sentences in 3 minute 3 seconds. She made ten errors in eight sentences. Vina made seventeen sentences in 2 minute 57 seconds. She made thirteen errors in ten sentences.

And about the percentages of errors, here is the data; Azis: 27% of errors; Nila: 81.8% of errors; Jannah: 66.6% of errors; Desi: 53.8% of errors; Heni: 27.7% of errors; Eras: 42.8% of errors; Muna: 50% of errors; Vina: 58.8% of errors.

From the result, the writer can conclude that the possible causes of errors are interlingua transfer and intralingua transfer.

It is suggested that the students still need more practices dealing with verb forms since they were the basic knowledge needed for grammatical.
ACKNOWLEDGEMENT

All thanks is only for the Almighty Allah SWT Who always blesses and gives his loves upon the researcher in his life and enables him to accomplish this thesis entitled Grammatical Error Analysis on Speaking Competence of English Department Student. (A Study at 2010 Speaking Class of ELT Department of IAIN Walisongo).

The prayer and salaams are always for the Prophet Muhammad the most beloved Prophet of Allah who has brought us from the darkness into the lightness, from the stupidity into the knowledge era, his relatives and companions.

In this occasion, the writer gives his great thanks to:

1. Dr. Suja’i, M.Ag., Dean of Tarbiyah Faculty for providing academicals facilities which supported the researcher in accomplishing this thesis.
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Finally, the researcher expects that this thesis may be helpful for all. Amin.

Semarang, 25 May 2012

The writer,

Qowimul Adib

NIM. 73411095
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CHAPTER I
INTRODUCTION

A. Background of The Study

English is an international language used by many people in many countries in the world as a purpose of communication. It is generally a goal of either oral or written communication. People use English in order to make relationship among people in different countries in the world.

Human is social being who always needs company in his life. Man also needs an education, because education is one of the important thing that became a man has value in their society. Education is the organized development and equipment of all the powers a human being moral, intellectual and physical by and for their individual and social uses directed toward the union of these activities with their creator as their final end.1

Every activities uses social interaction between man and other. In this case, the people usually use the language to communicate with other. Language is the important things in our life. It also can be used to express the ideas, opinions, though and feeling either written or orally. So that, language has two important function from a social point of view. First, it establishes social relationship. Second, it has important role in conveying information about the speaker.

All of human being in the world has the different language and they use their language by themselves. In this case, one of important way to know each other is language. English includes of a kind of language of course has important role in the human life. Even if English should be learned by human in the world and it becomes an international language.

As an international language which is used by most of people around the world, English plays an important role. It can be said that English is usually used as medium in the scientific and technology research as well as international trade. And also more than a half of magazine, newspaper, scientific books, formation, and other information are printed in English. Beside English is also as an international language which is used almost all nation in the world as mean of communication.

While in Indonesia, English has been taught and introduced as second language lesson. It was not only as a subject but also used as the medium of instruction. In

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teaching learning English, the learners are demanded to master the four skills in language, those are listening, speaking, reading and writing.

Therefore, since the proclamation of Indonesia, English has been taught in this country as a second language. There are four skills in teaching learning process of English, they are, listening, speaking, reading and writing. Language teaching learning process is focused on speaking skill. As we know that speaking is important skill in the language learning. Many people assumed that study the language must be able to speak using the language. Besides that, language is a system of understanding to communicate with others. According to Lehman in *Descriptive Linguistic* stated that language is a system for communication of meaning through sound. And we though stated in the *Introduction Course of Linguistic* that language is a system of arbitrary vocal symbol used for human communication.

Here, speaking skill in English is very needed by many people as means of communication each other and with other nation in the international relation. In the modern era, people cannot do something without using English, because everything uses English. Further, more people have professional position on their work. We can see that many factories let worker to mastery the English as rule to become a staff.

Learning English as a foreign language is different thing to do for the most of Indonesian students, because it cannot be learnt naturally as their mother tongue. In other word, learning foreign language means learning the dictionary, grammar and the sound of system in that language. After that, focusing on language form is important in foreign language learning, but developing the ability to really communicate in English is the main goals of an English language course. At the end of course we should be able to communicate effectively in English in or outside the classroom for study, works or leisure.

This is where viewpoints begin to diverge. Notice that we’ve not used the term of “the” grammar of English. Instead, there are a number of grammars which differ in how they characterize language, depending on the purpose of the user. How people have characterized wording, which is, devised theories of grammar, depends on the kinds of questions they have asked about language, on what they want to find out about it.

Consider for a moment the experience of the six blind men meeting an elephant

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for the first time. One blind man felt the tail and declared that the elephant was like a rope; another felt the trunk and decided that elephant was like a hose. Another, feeling the ear, felt an elephant was like an umbrella. Each blind man developed a theory of what elephant are like.

Theories of grammar are a bit like the blind men’s experience of the elephant. Each ended up with a somewhat different perspective. And like the blind men’s experience, theories of grammar are not inherently good or bad, right or wrong, true or false. Rather, are validated by their usefulness in describing and explaining the phenomenon called language.

As a teacher, we can further ask whether the grammar helps learners and their teacher to understand and produce text. As discourse analysis, we can ask how the grammar sheds light on how text makes meaning. To the extent that grammar can help with these questions. It is more useful than another grammar.3

Here researcher thinks that there are many grammatical errors are found in learner’s speaking. This is in fact easier said than done. Look at the sample of learner language below. This is the transcription of a story, based on a series of pictures, told by Jean, an adult French learner of English. He told the story orally after having been given the chance to write it out first.

“One day an Indian gentleman, a snake charmer, arrived in England by plane. He was coming from Bombay with two pieces of luggage. The big of them contained a snake. A man said to the little boy ‘go and speak with this gentleman.’ When the little boy was speaking with the traveler, the thief took the big suitcase and went out quickly. When the victim saw that he cried ‘help me! help me! A thief! A thief!’ the police man was in the corner whistle but it was too late. The two thieves escape with the big suitcase, took their car and went in the traffic. They pass near a zoo and stop in the forest. There they had a big surprise. The basket contained a big snake.”

To identify errors we have to compare the sentences learners produce with what seems to be normal or correct sentences in the target language which correspond with them. Sometimes this is fairly straightforward. For example, Jean says:

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A man and a little boy was watching him.

It’s not difficult to see that the correct sentence should be:

A man and a little boy were watching him.4

We need a theory of grammar or languages which help us understand how texts work. As a teacher we need to know how text work so we can explicitly help learners learn how to understand and produce text-spoken in various context for various purpose.

So what about the speaking competence of ELT students? As human being the researcher is sure that there are some grammatical errors in their speaking. The researcher will find out the error and hopefully it can be our reflection in learning English.

B. Research Questions

This research proposal guided though following major questions:

1. What types of grammatical errors are found at ELT student’s speaking?
2. How is the percentage of the grammatical errors?
3. What are factors influencing their grammatical errors?

C. Objective of The Study

This research proposal is intended to meet the following objectives:

1. To describe what types of error the 2010 class students speaking are
2. To find out how is the percentage of their errors
3. To find out the factors influencing English department student’s speaking errors

D. Significance of The Study

The result of this study is expected to be able to give the following benefits:

1. For English teachers, hopefully this research can give a reference to select the better ways in teaching process.
2. For English students, they can know what they should do after knowing their speaking competence, so that they can be better in learning English.

4 Ellis, Rod. Second Language Acquisition (Oxford University Press, 1997) page 16-17
CHAPTER II
Grammatical Error Analysis of Speaking

E. Literature of the Review

This research can be included in error analysis. The step in error analysis is describing the errors by showing the errors sources, and then shows the correct one. The last result can be a suggestion to teacher or researcher. Therefore, in this chapter, it will be explained about errors signification, error categories, and sources of error.

1. 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; and (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.

The norm used to identify errors may be any one of the dialect or other varieties of language the speaker uses. One might, for example, look at errors with respect to a nonstandard language variety, such as, Maori English. Using that norm, the utterance who’s your name? is well formed. If, however, the norm selected is British or American English; the use of who for what would be considered an error.

Error has two equivalent in English those are; error and mistake. The different of them are the systemation 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

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what is correct. Mistake reflects occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows.\(^7\)

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.\(^8\)

There are two steps in error analysis those are identifying and explaining error.\(^9\) And then there are three sources of error; those are; interlingua transfer, intralingua transfer, and context of learning. 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.\(^10\)

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.\(^11\)

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*.

Third error source is context of learning. It can be source of error because

\(^7\) Ellis, Rod. *Second Language Acquisition* (Oxford University Press, 1997: 17)


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.

2. Category of errors

Corder said there are four categories of error those are omitting element which should be, adding element which not should be, incorrect choice, and incorrect structure.

First category is omitting element which should be there in sentence. E.g. in English, there are two elements that should be there in a sentence those are subject and predicate. If there is no one of element, so the structure sentence doesn’t have complete structure and can’t be categorized as a sentence.

(1) According to Siswanto (2002: 199) states that training is......

Example above doesn’t have subject, it should be:

(1a) Siswanto (2002: 199) states that training is....

Second category is adding element that shouldn’t be there. E.g. there are two predicates or subjects in a sentence which has one main clause. Structure below has two predicates; is used and is.

(2) Method type is used in this thesis is...

To show that the structure (2) above has two predicates, it showed an example that structured based on structure above:

(2a) Method type which is used in this thesis is....

Element which in structure (2a) must be there, besides if the first is is omitted until verb used be past participle used

(2b) Method type used in thesis is....

So, structure (2a) and (2b) above can be a sentence that has correct rule in English grammatical.

Third category is incorrect choice. To explain this category let see this example:

(3) In this study the sample were divided into...

Incorrect choice is in were that should be was because the subject is singular. Second alternative is sample, this word can be moved to plural that is
samples because the predicate is were divided into...
The last category is incorrect structure. Let see this example:

(4) Type method used in this research is...

Example above can be moved to:

(4a) Method type used in this research is...\textsuperscript{12}

Many researchers use the linguistic category taxonomy as a reporting tool which organizes 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 vocabulary. We present below the results of two error analyses that used linguistic category as the primary classification scheme.

Politzer and Ramirez (1973) studied 120 Mexican-American children learning English in the United State, taping their narrative of a short, silent animated cartoon. Errors were extracted for analysis from this body of natural speech.

Politzer and Ramirez introduce their classification as follows:

<table>
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<th>Example of Learner Error+</th>
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<td>1. Indefinite article incorrect</td>
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<td>* A ant</td>
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<td>* an used for <em>a</em></td>
<td>* An little ant</td>
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<td>2. Possessive case incorrect</td>
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<td>* The man <em>feet</em></td>
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<td>3. Third person singular incorrect</td>
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<td>* Failure to attach <em>–s</em></td>
<td>* The bird <em>help</em> man</td>
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<tr>
<td>* Wrong attachment of <em>–s</em></td>
<td>* The apple fall <em>downs</em></td>
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<td>4. Simple past tense incorrect</td>
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<td>• Regularization by adding –ed</td>
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<td>• Omission of -ed</td>
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<td>• Use of <em>more</em> + <em>er</em></td>
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<td>2. Irregular past tense</td>
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<td>• Regularization by adding –ed</td>
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<td>3. Substitution of simple non-past</td>
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<td>• Substitution of past participle</td>
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<td>4. Past participle incorrect</td>
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<td>5. Comparative adjective/adverb incorrect</td>
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<td>6. Use of <em>more</em> + <em>er</em></td>
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<td>Pronoun</td>
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<td>• Omission of the dummy pronoun <em>it</em></td>
<td>• <em>(it)</em> is nice to help people</td>
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<td>• Omission of object pronouns</td>
<td>• I don’t know <em>(it)</em> in English</td>
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<td>• Subject pronoun used as a redundant element</td>
<td>• <em>My brother he</em> go to Mexico</td>
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<td>• Alternating use of pronouns by number as well as gender</td>
<td>• So he can eat <em>it</em> (referring to apples)</td>
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<td>• Use of <em>me</em> as a subject</td>
<td>• <em>Me</em> forget it</td>
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<td>e. Use of preposition</td>
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<td>• Omission of preposition</td>
<td>• He came <em>(to)</em> the water</td>
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<td>• Misuse of preposition</td>
<td>• He fell down from <em>(for on, into?)</em> the water</td>
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<td>2. Verb phrase</td>
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<td>a. Omission of verb</td>
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<td>• Omission of main verb</td>
<td>• He <em>(fell?)</em> in the water</td>
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<tr>
<td>• Omission of <em>to be</em></td>
<td>• He <em>(is)</em> in the water</td>
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<td>b. Use of progressive tense</td>
<td>• He <em>(is)</em> going</td>
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<td>• Omission of <em>be</em></td>
<td>• The bird was <em>shake</em> his head</td>
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<td>• Replacement of <em>–ing</em> by the simple verb form</td>
<td>• Then the man <em>shooting</em> <em>(shoot?)</em> with a gun</td>
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<td>• Substitution of the progressive for the simple past</td>
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<td>c. Agreement of subject and verb</td>
<td>• You be <em>friends</em></td>
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<td>• Disagreement of subject and verb person</td>
<td>• <em>The apples was</em> coming down</td>
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<td>• Disagreement of subject and number</td>
<td>• I didn’t know what <em>is</em></td>
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<tr>
<td>• Disagreement of subject and tenses</td>
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<td>3. Verb-and-verb construction</td>
<td>• <em>I go to</em> play (I go and I play)</td>
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<td>• Embedding of a noun-and-verb</td>
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<td>Construction in another noun-and-verb construction</td>
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<td>• Omission of <em>to</em> in identical subject construction</td>
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<td>• Omission of <em>to</em> in the verb-and-verb construction</td>
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<td>• Attachment of the past marker to the dependent verb</td>
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4. Word order

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<tr>
<td>• Repetition of the object</td>
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<td>• Adjectival modifiers placed after noun</td>
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5. Some transformation

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<thead>
<tr>
<th>a. Negative transformation</th>
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<td>• Formation of <em>no or not</em> without the auxiliary <em>do</em></td>
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<td>• Multiple negation</td>
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<td>b. Question transformation</td>
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<td>• Omission of auxiliary</td>
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<td>c. <em>There</em> transformation</td>
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<td>• Use of <em>is</em> instead of <em>are</em></td>
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<td>• Omission of <em>there</em></td>
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<tr>
<td>• Use of <em>it was</em> instead of <em>there</em> was</td>
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<tr>
<td>d. Subordinate clause transformation</td>
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<tr>
<td>• Use <em>for</em> for <em>so that</em></td>
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<tr>
<td>• Use of indicative for conditional</td>
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| I go play |   |
| I see a bird got the leaf |   |
| He was going to *fell* |   |
| *The bird* (object) he was gonna shoot it |   |
| He put it inside his *house a little round* |   |
| He *not* play anymore |   |
| They *won’t* have *no* fun |   |
| How *(is)* the story helps? |   |
| There *is* these hole |   |
| *(there)* Is one bird |   |
| *It* was round things |   |
| *For* the ant could get out |   |
| *So* he don’t kill the bird |   |

The Politzer and Ramirez taxonomy for morphology and syntax summarized in the table above is a fairly traditional descriptive taxonomy.\(^\text{13}\)

3. Error sources

There are three error sources; those are *interlingua transfer, intralingua transfer, and context of learning*. Errors caused by interlingua transfer occur because the system of mother tongue influence the second language learned. E.g. “the book of John” it can be expressed “John’s book”. Then, intralingua transfer occurs because learners don’t master second language learned. E.g. “Does John can sing”, “I don’t know what time is it”. These example should be “Can John sing?”, I don’t know what time it is”.

4. 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 interlingual errors, most tend to be limited to word order and aren’t made in the morphology of the language.

a. Child studies

According to Dulay and Burt’s initial study of the natural speech of children, an analysis of over 500 grammatical errors made by 179 children learning English in United States schools (in New York and Northern California) revealed that less than 5% of errors observe reflected the children first language, Spanish. Since then, other empirical studies have shown that children place limited reliance on the structure of the mother tongue when learning the second language in a host environment. Studies of Japanese-speaking children learning English in the United States (Milon, 1794; Gillis and Webber, 1976), or Spanish-, French-, and Greek-speaking children learning English in the United States (Gonzales and Elijah, 1979; Venable, 1974) are typical examples of empirical studies in which the actual incidence of interlingua errors observe was negligible. Such findings are not limited to children who are learning English as a second language.
Native English-speaking children have been observed acquiring languages as diverse as Welsh in Wales (Price, 1968), French in Geneva, Switzerland (Ervin-Tripp, 1974), Spanish in an immersion program in the United States (Boyd, 1975) German in Keil, West Germany (Wode, 1976), and Urdu in Pakistan (Hansen-Bede, 1975).

The researcher just mentioned all made a point of commenting on the very low incidence of interlingua errors. Instead, most the errors observed appeared to be developmental - of the short that might be made by children learning those languages as their first language.  

b. Adult studies

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 interlingual. 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 (White, 1977), and the composition of native English speaking adults enrolled in Spanish and German foreign language university classes in the U.S. (LoCoco, 1975, 1976).

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.

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14 In the study conducted by Politzer and Ramirez (1973), the incidence of interlingua errors was said to be “considerable” the author point out, however, that these errors by no mean comprised the majority of errors types found. More importantly, the majority of errors they counted as interlingual were omissions of the past tense –ed marker, an error that most second language researcher classified as developmental since second language learners also such errors.

15 Studies that suffer from serious methodological flaws (e.g., the use of timed translation tests which encourage heavy reliance on the first language) have not been included here, because their results can’t be reported with confidence.

16 Some researcher of adult second language acquisition in a foreign environment have noted that
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 drilling procedures suggested by contrastive analysis tenets are likely to lead to much change in the students’ verbal performance.¹⁷

5. Speaking
   a. Definition of speaking

   Speaking is an interactive process of meaning construction that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs. Including the physical environment and the purpose for speaking it’s often spontaneous open-ended and involving. However speech is unpredictable. ¹⁸

   With the recent growth of English as an international language of communication, there is a clearly needed for many learners to speak and interact in multiplicity of situation through the language, be it for foreign travel, business or other professional reason. In many contexts speaking is often the skill upon which a person is judged of face value. In other words, people may often from judgment about our language competence from our speaking rather than from any of the other language skills.

   In the Merriam Webster Dictionary of English Language stated that “speaking” means the act or act of person who speaks and which is spoken utterance and capable of speech. Speaking is the verbal use of language to communicate with other.

   b. General concept of learning speaking

   Learning can be defined as the process of acquiring or getting knowledge of some subjects or skills. This process was done by study,

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experience, or instruction. Jim Scrivener explains that learning is the daily process that was done by doing trial and error. There are five steps in learning process are doing something, recalling what happened, reflecting on that, drawing conclusions from the reflection and using those conclusions to inform and prepare for future practical experience.

Similarly, teaching is the process of helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and it is causing someone understand about something that learned.

In this part, the researcher will emphasize the explanation in everything about learning speaking. Speaking is one of aspect that taught in English. The other aspect are listening, reading and writing. The major reason for people to study language (in this case is English) are; to obtain good and services, to socialize with others and for entertainment and enjoyment. The most important reason is to socialize with other. To realize this purpose, so the people should master the speaking skill well.

In order to make the reader understand clearly about speaking, the researcher will explain all about speaking clearly, beginning from definition until the methods in learning speaking.

Many people feel that speaking in a new language is harder than reading, writing, and listening for two reasons. First, unlike reading, speaking happens in a real time. Usually the person you are talking to is waiting for you to speak right then. Second; when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.

Speaking is one of language skill which is very important to be mastered by students in order to be good communicator. Speaking is the

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22 Marianne Celce, *et al. Teaching English as a Second or Foreign Language*, p. 58.
verbal use of language to communicate with others. Speaking is the verbal use of language to communicate with others. The statement shows that speaking is used to communicate with other verbally. Speaking is also called as the oral production. Speaking is the productive, oral skill that consists of producing systematic verbal utterance to convey meaning.

By all of the definitions above, researcher can be concluded that learning speaking is the process to acquiring or getting of knowledge of a speaking skill by study, experience, and instruction, so the students are able to communicate with other verbally. All of the definition above will be completed if we understand everything about speaking. The researcher will give clear explanation from the usage until the methods in learning speaking.

c. The importance/usage of learning speaking

Generally, 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 a desire to do something; negotiating and/or solving a particular problem or establishing and maintaining social relationship and friendship. To achieve this speaking purpose we need to activate a renege of appropriate expressions.

Oral communication is very important in our life. It provides the base for growth in writing, reading and listening abilities. Speech is power, act and manner of speaking. Speaking is one of man’s most valuable possessions. He uses it to make friends. It helps him to get things he needs. With speech he can persuade, inform and amuse. Speech is powerful weapon. Throughout history it has influenced the way people behave and change the course of nations. A

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person speech tells a great deal about him or her. It shows personality and educations, his understanding of people and his respect of himself and others.

Jack C Richards explained that there are three functions of speaking/talk. First function is talk as interaction and the second function is talk as transaction and the third function is talk as performance. Talk as interaction can be defined as the conversation and interaction with other people in social live. The example is when the people meet with other people, they exchange greeting, engage in small talk, and so on. Talk as interaction refers to the situation where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than participant and how they interact socially with each other. While, talk as performance, it usefully distinguished has been called talk as performance. This refers to public talk, for example; presentation, audience, etc.

In a classroom; speech has two important functions, they are the social and the intellectual. As social functions, speech helps students adjust to ideas are formulated to facilitate student understanding and student sharing information and ideas with listeners by speaking informally and sharing through conversation. Speech also used to form relationships through language. While speech, as intellectual functions, shape students’ perceptions of the world and represents these perceptions as knowledge. Speech encourages students to reproduce and transform knowledge as they sift through observation, evaluate information and compare views. Speech that transforms knowledge increases students critical thinking abilities and attentions.

In order to be able to communicate orally, people need to access speaking, that is why mastering the skill of speaking is important in learning language. The ability to speak foreign language is without doubt the most highly prized language skill.

d. Characteristic of spoken language


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:

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. Secondly 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. Reduced form is the third characteristic. All form special problems in teaching spoken English are; contractions, elisions, reduced, vowels, etc. Students who don’t learn colloquial contractions sometimes can develop a stilted, bookish quality of speaking that in turn stigmatize them.

Fourth is a performance variable. As the process of thinking as we speak, it’s possible 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 and hesitate, for example, in English our “thinking time” is not silent; we insert certain “fillers” 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.

Sixth character is colloquial language. To make the students able to speak well, the teachers should introduce them with the words, idioms, and phrases. Seventh 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. Eighth characters are stress, rhythm, and intonation. This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages. Last

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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.\(^\text{29}\)

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 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.

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.\(^\text{30}\)

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’s 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.

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.\(^{31}\)

**F. Previous Research**

The previous research that the researcher uses are:

1. The research of Muhammad Sahlan (student of Tarbiyah Faculty of IAIN Walisongo Semarang. Student number: 3104367) “Improving Student’s Courage To Speak English By Means Of Group Work Abstract” the main idea of this research is improving speaking students in pair, so they can interact with other students. This previous research has connection with the research will be done. If the previous research told about improving, this research will analyze the error of the learners have learned. Because, there are many techniques have been learned to the student even in junior or senior high school. But learners still get many errors in their speaking especially in grammatical. So, here the researcher would like to find out those errors.

2. The research of Vina Innayatul Zulfa (student of Tarbiyah Faculty of IAIN Walisongo Semarang. Student number: 073411021) “Implementation Of Learning Speaking For Autism (A Case At The 5\(^\text{th}\) Grade Students Of SD Suryo Bimo Kresno Semarang In The Academic Year Of 2010/ 2011)”. This research is almost same, that use descriptive qualitative method. The different is this research is to look for the way in teaching English for autism students but the research will do looking for the grammatical errors of normal students have learned English. The different is just in the subject research.

3. The thesis entitled “Improving Students’ Speaking Skill through Debate Technique”. This thesis was written by Richa Rubiati (063411083), a student from Education Faculty Walisongo State Institute for Islamic Students Semarang. The research objective of this research is to describe the implementation of debate technique in teaching speaking and to identify how much students’ speaking skill improvement after being taught by using debate technique. This research is classroom action research that was done in two cycles. The data collection was done by using observation and test. The result of this research shows that this method can

improve the speaking skills. It can be seen from cycle. In the first cycle, the students’ average score was 65, 3 and the second cycle students got 76, 6.\textsuperscript{32} The similarity between this research and the writer’s research is English speaking.

\textsuperscript{32} Richa Rubiati (063411083), \textit{Improving Students’ Speaking Skill Through Debate Technique}, (Semarang: Education Faculty Walisongo State Institute for Islamic Studies, 2010).
CHAPTER III
RESEARCH METHOD

A. Type of The Research

The method of this research is qualitative research. It is based on the research focus: to analyze the grammatical errors of ELT Department students of IAIN Walisongo Semarang. Qualitative research is an approach to the study of social phenomena; its various genres are naturalistic and interpretative, and they draw on multiple methods of inquiry. Some characteristics of qualitative research are: take places in the natural world, uses multiple methods that are interactive and humanistic, it is emergent rather than prefigured and fundamentally interpretative. Qualitative research has some purposes, are; describing, and reporting the creation of key concepts, theory generation and testing.

The term of naturalistic shows that the research is natural, on the normal situation without manipulate the condition, emphasize on the natural description. The process of taken data or phenomena called as “taking of the data naturally”.

Kind of this research is case study. Case study is the comprehensive explanation about some aspects of individual, group, organization (community), program, or social situation. Case study in this research is researcher wants to analyze directly the grammatical errors of ELT Department Students of IAIN Walisongo Semarang in the academic year of 2011/2012.

Besides, this research also can be called as qualitative research type descriptive. Descriptive research hasn’t purpose to test the certain hypothesis, but just describes some variable and condition naturally. Thus, descriptive qualitative


method in this research has purpose to describe about the grammatical errors of ELT Department students of IAIN Walisongo Semarang systematically and accurately based on the reality.

**B. Time and Place**

The researcher conducted the research on ELT Department of Tarbiyah Faculty of IAIN Walisongo, Semarang. This research was conducted at 1st until 11th of May 2012

**C. Source of Data**

The source of data was the subject where the data can be obtained in detailed, those data were the field data, and they are:

a. Data from speaking class of 2010 ELT Department Students of Tabiyah Faculty of IAIN Walisongo.

b. Data from the grammatical curriculum they have got in IAIN.

**D. Focus of the Research**

Sugiyono defines that a focused refer to a single a cultural domain or a view related domains.38 This research is focused on the analyzing of grammatical errors of ELT Department students of IAIN Walisongo Semarang, includes the caused. The participants of this research are ELT Department students of IAIN Walisongo Semarang in the second year.

**E. Technique of Collecting Data**

The methods will be used by the researcher to get the data in this research is as follows:

1. **Observation**

   Observation can be defined as the systematic noting and recording of events, behaviors, and artifacts (object) in the social setting chosen for the study. The observational record is frequently referred to as field notes-detailed, nonjudgmental, concrete descriptions of what has been observed.39

   Observations enable the researcher to gather data on: the physical setting, human setting, interactional setting, and program setting.40 By doing observation, the

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researcher can see and record the students’ speaking class and the process of learning speaking directly.

2. Interview

Kahn and Cannel describe Interview as conversation with a purpose; it may be the overall strategy or one of several methods employed in a study. Interviewing varies in terms of a priori structure and in the latitude the interviewee has in responding to questions. An interview is useful way to get large amounts of data quickly. 41

In this research, researcher will do the interview with the students to show their errors and ask them to find the correct one.

3. Documentation

Documentation is the past event note. Document usually written note, picture, or monumental creation from someone.\(^{42}\) By this method, researcher seeks the data about the grammatical errors of ELT department students of IAIN Walisongo Semarang.

F. Data Analysis Technique

Data analysis can be defined as the process of bringing the order, structure, and interpretation to the mass of collected data.\(^{43}\) In this research, researcher will use qualitative data analysis. Qualitative data are analysis without using number. We get the qualitative information from data such as journal/ diary entries, interviews, classroom recording of interaction among ourselves and/or the students and observation notes.\(^{44}\)

There are some processes in data analysis; the first process is recording their speaking to know find there are some errors or not. Data analysis on the field was done when collecting data and after collecting the data. The activities on the qualitative data were done interactively and continue until complete. There are three activities on data analysis; data reduction, data display, and conclusion drawing/ verification.\(^{45}\)

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\(^{43}\) Catherine Marshall, et. al. *Designing Qualitative Research*, P. 150.

\(^{44}\) Anne Burns, *Doing Action Research in English Language Teaching*, (New York andLondon: Routledge, 2010), P.106.

These are clear explanation about data analysis process of this research;

a. **Reduction of the Data**

Reduction of data is the beginning step which has to do in analysis of the data. Reduction refers to resume the data, choosing main things, focusing on the important things, look for the theme. Therefore, data that was reduced will give clearer drawing and make the researcher easier to collect the next data.\(^{46}\)

Next steps from these activities are selecting, focusing, and make simpler the data, abstracting, and transforming raw data that were written on the field note that together with the record. Reduction steps in this research are:

1) Resume the result of documentation
2) Classify the result of documentation and interview the students about their errors.
3) The result of interview and documentation changed to be good language, then it is transforming into the note.

b. **Display the Data**

After reduction the data, next step is display the data. Display the data is the collection of information which arranged and gives possibility to get the conclusion and take the action. By displaying the data, the data will be organized, arranged.

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\(^{46}\) Sugiyono, *Memahami Penelitian Kualitatif*, (Bandung: ALFABETA, 2008), 4\(^{\text{th}}\) ed, p. 92
Therefore, it will make easier to be understood. On the qualitative research, displaying data can be done on the short description, draft, flowchart, etc.\(^47\)

Some activities of display the data on this research are:
1) Display the documentation and interview data that was done and has been arranged into written text.
2) Display the data from the observation about the grammatical errors analysis on speaking competence of 2010 of ELT Department Students of IAIN Walisongo Semarang.

From display the data, researcher can get the conclusion in order to answer all about the research questions in this research.

c. Conclusion Drawing/ Verification

The next step after displaying data is conclusion drawing/ verification. Verification refers to the process which are able to answer research questions and research objectives. Beginning conclusion is still temporary, and will be changed if there isn’t strong proof that support on the next step in collecting data. But, if the beginning conclusion is supported by valid proof and consistent, when the researcher backs to the field, so the conclusion is credible.\(^48\)

On this research, withdrawing the conclusion is doing by comparing between observation data, documentation data, and interview data. Observation data will be forceful by documentation data and interview data. Thus, the researcher will get conclusion about the grammatical errors of ELT Department students of IAIN Walisongo Semarang in the academic year of 2011/ 2012.

\(^{47}\) Sugiyono, \textit{Memahami Penelitian Kualitatif}, p. 95

CHAPTER IV
FINDING and DISCUSSION

A. Finding

In this chapter, the writer tries to present the result of the analysis of grammatical errors on speaking competence of 2010 ELT Department Students of IAIN Walisongo. The correspondents of the study taken were five students. They were taken randomly by shaking the attendant list. The writer shows and demonstrates the data of findings in the following sub-chapter and immediately discuss in each sub-chapter classified based on the research questions.

1. Finding data
a. Azis
   
   Ok, actually I don’t know.
   
   When I was child, I always (pause) playing, I was always play with my friend, foot ball, fishing (nod), anything.
   But sometime, I go to field but that’s not often
   And (pause) what I was most like…….(smile) (nod)
   But like the most is playing foot ball.
   But now I dislike (nod) playing football,
   I don’t know why..may be because I ever got like accident.(smile)
   That’s make my (pause) my hand brake and it was very hard. (smile)
   And (pause) what else? (pause)
   My childhood is just so so (***) Nothing special..
   More (pause)? There is nothing special in my childhood
   Ok enough ach

b. Nila

   Ok my name is nila fauziah,, (***)
   I want to tell you about my hobby.
   My hobby is update status in facebook. (smile)
   I think with updating status in facebook I can express my idea, my poem, on the status. (***)
But, seldom, I write my poem on my facebook or my diary
Because I think my poem my expressing idea.

(*** And ((pause)) I always updating status ((pause)) if I get a problem or get sadness or something ((pause))
And ((pause)) with my facebook I can know other person in Indonesia or other country
But, seldom, I ((pause)) I know the foreign person (*** but it is not impolite because they also talk ((pause)) talk ((pause)) talk about from something but I don’t like
But I like updating status in facebook
But, seldom, I like ((pause)) like expressing my poem on the status
Just like that ((smile)) …thanks

c. Jannah
Oke my name is jannah
I want to tell about artist Indonesia, Agnes Monica. ((smile))
Agnes Monica is talented girl.
He has ((pause)) he has beautiful voice and beautiful face.
I think Indonesia I think Agnes Monica bring the Indonesia good.
So, I think Indonesia ((pause)) can be ((pause)) can be make other artist to be like Agnes Monica. Just like that.
((smile)) Ok I want to tell about my mother
My mother is ((pause)) excellent woman to me because mother ((pause)) was born me, and then my mother ((pause)) care me.
When I sad, I can tell about my problem to my mother.
Although ((pause)) my mother long distance with me, but ((pause)) but my heart always near with my mother. ((smile))
I always miss with her because long time I not see.
And ((pause)) I want to ((pause)) I want to ((pause)) I want to invite my mother to join with me in Semarang. (***)
Thanks

d. Desi
I just ((pause))
Actually, I have no ((pause)) I have no story for you to tell story with you.  
But I just want to tell my experience when I get the holiday last semester  
((point)) last semester ago.  
Yeah…of course every student in IAIN and every university, of course, get the  
holiday after get the final test.  
And I want to tell you my experience ((smile)) my experience when holiday.  
Especially for my class ((pause)) my place we decided to go to ((smile)) to  
tourism place together.  
And some of my friends went to beach especially to Bandengan beach.  
((***) At least six ((***) eleven students went there.  
Yeah… I also join them but ((***) but ((***) but not all of my friends can join  
there because ((***) the transportation ((***) by motor cycle.  
So, we just ((***) we just ((***) went to Bandengan beach just at least eleven  
((pause)) eleven ((pause)) eleven ((pause)) eleven people.  
My experience ((***) When ((***) when we were there, there are a lot activitie  
there ((***) such as swim, and then ((   )), take the sand, water, and then coral  
rive, and then we take a picture and then ((***) eat together ate together  
((smile)) ate together.  
Of course that’s important for us, consumption is the most important.  
If we holiday, yeah… we swim there.  
There are a lot of visitors there because ((***) that’s ((***) at ((***) on Sunday  
so there are a lot of visitors there

e. Heny  
Assalamualaikum.. my name is Heni Sholihah.  
And just I want to ((pause)) give you about my own question that is very  
important question that we have to consider and we have to applied in your  
((pause)) the real life.  
The first question is; have you ever seen someone throw rubbish in the river,  
in everywhere and it’s very disturbing you?  
Ok, alright and now ((pause)) we want to ((pause)) I want you to know about  
our environment.  
May be, most of us has known about a global warming.
That's our nature, our earth become damage and it can burden our life. Unfortunately, most of us doesn’t care…. Don’t care about our situation right now.

Many people throw rubbish everywhere.

They give some pollution for our environment.

They produce smoke and they also didn’t ((pause)) don’t care about our garbage, rubbish and this is very irony right?

Because we know ((pause)) we have known about global warming but we do now.

So, the next question is about what will we do or what have we done to solve this problem?

You know that to solve this problem we need action not only talking about that.

But we need real action in our real life and ((pause)) we will do it collectively it can give the better to our environment.

The first is about minimizing the pollution.

We can reduce the use of electricity and we can also reuse the plastic bag that we get and it can decrease the number of garbage. And also ((pause)) we can do planting and we can give reboitation for our forest because there are still a lot of deforestation in our country. Just for,

If one persons plants one vegetable, one plant, also it can decrease the number of air pollution in our air area.49

f. Eras

I have ((pause)) unforgettable experience and it happened when I was in elementary school. ((smile))

At the school holiday, ((pause)) my friends and I want to visit to uncle’s house in Dukuh Salam, Slawi. Because the distance is not so far, we went there on foot. ((smile)) We spent our school holiday here, by playing in Gung River and so on.

After we arrived at Dukuh Salam, ((pause)) my friend don’t know the location of his uncle’s house, so we decided to return to our house.

---

We take a rest for a moment, we went home. On the way, ((pause)) we saw a dog. I was afraid if the dog chase us. Suddenly, the dog chase us, because there were two students of junior high school disturbed it. We run quickly. 

((smile))

Aw….!! Cried one of my friends. Unfortunately, the dog clawed him. Suddenly, at the same time the owner call it. So ((pause)) he only got a little injured on his foot. ((smile)) I’m sorry to hear that. Moreover, having arrived at home, my friend’s mother hit the wound. Ohh…. I’m sure it was sick.

Until now, I still remember it, because this experience is my funniest ((smile)) and most dangerous story.

Muna

Last holiday, I went to Bali. ((smile)) ((pause)) Bali has many beautiful tourism object. One of them is Kuta Beach. ((pause)) In Kuta Beach, I see the large of white sand, the blue sea, sunset and also foreign tourist ((smile)) from the various of countries. ((pause))

I did many activities in Kuta Beach. I played the white sand with my friends. ((smile)) Made the toys from sand like castle, mountain, house and so on. Beside that, ((pause)) we also played water in seashore chased with my friends. Then we introduce with foreign tourist from France and Korea. ((smile)) They are very kind with us. Then, we take the photos with them. ((smile))

Before we leaved Kuta Beach, we ((pause)) saw the scenery of sunset. ((smile)) It looks beautiful. After spent time in Kuta Beach, we unforgot to buy somethings for my family at home. We visited Joger shop, ((smile)) a shopping center that ((pause)) popular in Bali. Today, we were so tired. We must came back to Demak tomorrow.

It’s my holiday that interesting. We was enjoyed. ((smile))

Vina

((smile)) On July 2003, ((pause)) my school held a vacation to Dunia Fantasi. There are many attracting games ((smile)) ((pause)) such as bumper car, jet coaster, glass house, etc. before we entered it; ((pause)) we were given ticket by the committee. ((smile))

45
Firstly, we enter glass house. ((pause)) My friends and I ((pause)) tried to reach the out way. We were ((smile)) confuse ((pause)) because the wall were glass wall and the house were dark. When I went out from it, I meet a young foreign tourist. ((smile)) She is very young but taller than me. ((smile)) ((pause))

Secondly, we go to ((pause)) bumper car zone. We ought to stand in a queue. It was my first time riding the car. I was entrapped in the corner.

Next, I learn and tried until I can. ((pause)) Immediately, ((pause)) after it clashed my friend’s car. ((smile)) I clashed from many way. Unfortunately, I lost my money there ((pause)) and I can not find it. Later, we went to the other attracting games.

Lastly, we ((pause)) go to Dunia Fantasi canteen and bought some souvenirs. ((smile)) However, I enjoyed it.

2. The finding of research question what types of grammatical errors are found at ELT student's speaking? –is presented in the following data

<table>
<thead>
<tr>
<th>No.</th>
<th>Error types</th>
<th>Speaker’s errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>be missing</td>
<td>I always <em>playing</em>.</td>
</tr>
<tr>
<td>2.</td>
<td>replacement of –ing by the simple verb form</td>
<td>I was always <em>play</em> with my friend.</td>
</tr>
<tr>
<td>3.</td>
<td>substitution of simple non past</td>
<td>I <em>go</em> to field but that’s not often</td>
</tr>
<tr>
<td></td>
<td></td>
<td>But I like the most <em>is</em> playing foot ball.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My childhood <em>is</em> just so so</td>
</tr>
<tr>
<td></td>
<td></td>
<td>There <em>is</em> nothing special in my childhood</td>
</tr>
<tr>
<td></td>
<td></td>
<td>My hand <em>break</em>.....</td>
</tr>
<tr>
<td>4.</td>
<td>misunderstanding of tense with modal</td>
<td>what <em>I was most</em> like</td>
</tr>
<tr>
<td>5.</td>
<td>Wrong attachment of –s</td>
<td><em>that’s make</em>…</td>
</tr>
</tbody>
</table>

b. Nila

<table>
<thead>
<tr>
<th>No.</th>
<th>Error types</th>
<th>Speaker’s errors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. *be missing* | • Because I think my poem *(is) my expressing idea*

2. simple verb used instead of –ing | • My hobby is *update* status in facebook

3. misuse of preposition | • I think *with* updating status

4. misplacement of *seldom* | • But, *seldom*, I write my poem
  • But, *seldom*, I know the foreign person….
  • But, *seldom*, I like expressing my poem….

5. Misformation of simple and progressive aspect | • I always *updating* status

6. multiple negation | • but it is not impolite

c. Jannah

<table>
<thead>
<tr>
<th>No.</th>
<th>Error types</th>
<th>Speaker’s errors</th>
</tr>
</thead>
</table>
| 1.  | omission of object pronoun | • I want to tell about artist Indonesia, Agnes Monica.  
  • Ok I want to tell about my mother. |
| 2.  | omission of the article | • Agnes Monica is talented girl.  
  • My mother is excellent woman. |
| 3.  | use of wrong subject pronoun | • *He* has beautiful voice. |
| 4.  | Failure to attach –s | • Agnes Monica *bring* the Indonesia good. |
| 5.  | use of wrong be | • So, I think Indonesia can *be* make other artist to be like Agnes Monica. |
| 6.  | Use of wrong *be* | • …because mother *was born* me. |
| 7.  | omission of –s | • and then my mother care me. |
| 8.  | *be* missing | • When I sad…  
  • my mother long distance |
<table>
<thead>
<tr>
<th>No.</th>
<th>Error types</th>
<th>Speaker’s errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>superfluous about</td>
<td>• I can tell about my problem to my mother.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>superfluous with</td>
<td>• I always miss with her</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• I want to invite my mother to join with me in Semarang.</td>
</tr>
<tr>
<td>11.</td>
<td>underuse in negatives</td>
<td>• because long time I not see.</td>
</tr>
</tbody>
</table>

**d. Desi**

<table>
<thead>
<tr>
<th>No.</th>
<th>Error types</th>
<th>Speaker’s errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>omission of the article</td>
<td>• some of my friends went to beach</td>
</tr>
<tr>
<td>2.</td>
<td>omission of –ed</td>
<td>• … I also join</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• If we holiday</td>
</tr>
<tr>
<td>3.</td>
<td>be missing</td>
<td>• the transportation by motor cycle</td>
</tr>
<tr>
<td>4.</td>
<td>disagreement of subject and tense</td>
<td>• when we were there, there are</td>
</tr>
<tr>
<td>5.</td>
<td>simple verb used instead of –ing</td>
<td>• such as swim,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• take the sand</td>
</tr>
<tr>
<td>6.</td>
<td>misformation of simple present and simple past</td>
<td>• I just want to tell my experience when I get the holiday last semester</td>
</tr>
<tr>
<td></td>
<td>aspect</td>
<td>• and then we take a picture</td>
</tr>
<tr>
<td>7.</td>
<td>simple verb used instead of –ing</td>
<td>• get the holiday after get the final test</td>
</tr>
<tr>
<td>8.</td>
<td>misuse of preposition</td>
<td>• my experience when holiday.</td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**e. Heny**

<table>
<thead>
<tr>
<th>No.</th>
<th>Error types</th>
<th>Speaker’s errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>adding –ed in infinitive form</td>
<td>• we have to applied in your the real life</td>
</tr>
<tr>
<td>2.</td>
<td>misuse of preposition</td>
<td>• …..in everywhere.</td>
</tr>
</tbody>
</table>
3. substitution of singular to plural
   - May be, most of us *has known*

4. *a* used for *the*
   - *.....a global warming...*

5. omission of *–s*
   - That’s our nature, our earth *become damage*
   - Our earth *become* damage

6. wrong attachment of *–s*
   - If *one persons* plants one vegetable

### f. Eras

<table>
<thead>
<tr>
<th>No.</th>
<th>Error types</th>
<th>Speaker’s errors</th>
</tr>
</thead>
</table>
| 1.  | misformation of simple present and simple past aspect | - At the school holiday, my friends and I want to visit to uncle’s house  
   |                                                 | - my friend don’t know the location  
   |                                                 | - We take a rest for a moment  
   |                                                 | - We run quickly  |
| 2.  | omission of the article                             | - I have unforgettable experience  |
| 3.  | Use of wrong *be*                                   | - Because the distance is not so far,.....  |
| 4.  | omission of *–s*                                    | - I was afraid if the dog chase us  |

### g. Muna

<table>
<thead>
<tr>
<th>No.</th>
<th>Error types</th>
<th>Speaker’s errors</th>
</tr>
</thead>
</table>
| 1.  | omission of *–s* | - Bali has many beautiful tourism *object.*  
   |             | - Beside that, ......  |
| 2.  | misformation of simple present and simple past aspect | - I see the large of white sand  
   |             | - Then we introduce with foreign  
   |             | - we take the photos with them  |
| 3.  | Use of wrong *be*                               | - They are very kind with us  
   |             | - We *was* enjoyed  |
| 4.  | Wrong of use verb                                | - *we unforgot* to buy somethings  |
| 5.  | wrong attachment of *–s*                        | - we unforgot to buy *somethings*  |
| 6.  | Wrong of use verb II                             | - We must *came* back  |

### h. Vina
3. The findings of research question *how are the percentages of the grammatical errors?* is presented in the following data.

a. Azis

Azis made eight sentences in 1 minute 37 second. He made seven errors in six sentences. Here’s the diagram of the percentage of errors.

\[
P = \frac{N_1}{\sum n} \times 100\%
\]

- \( P \): Percentage of each error
- \( N_1 \): Total of errors made
- \( \sum n \): Total of sentences made

\[
P = \frac{6}{8} \times 100\% = 75\%
\]
b. Nila

Nila made eleven sentences in 2 minute 19 seconds. She made nine errors in five sentences. Here’s the diagram of the percentage of errors.

\[ P = \frac{N_1}{\sum n} \times 100\% \]

- \( P \) : Percentage of each error
- \( N_1 \) : Total of errors made
- \( \sum n \) : Total of sentences made

\[ P = \frac{9}{11} \times 100\% = 81.8\% \]

c. Jannah

Jannah made twelve sentences in 2 minute 33 seconds. She made sixteen errors in eleven sentences. Here’s the diagram of the percentage of errors.

\[ P = \frac{N_1}{\sum n} \times 100\% \]

- \( P \) : Percentage of each error
N1 : Total of errors made
Σn : Total of sentences made

$P = \frac{8}{12} \times 100\% = 66.6\%$

d. Desi

Desi made thirteen sentences in 2 minute 24 seconds. She made twelve errors in seven sentences. Here’s the diagram of the percentage of errors.

$P = \frac{N1}{\sum n} \times 100\%$

P : Percentage of each error
N1 : Total of errors made
Σn : Total of sentences made

$P = \frac{7}{13} \times 100\% = 53.8\%$

e. Heni

Heni made eighteen sentences in 2 minute 7 seconds. She made six errors in five sentences. Here’s the diagram of the percentage of errors.
\[ P = \frac{N_1}{\sum n} \times 100\% \]

P : Percentage of each error  
N1 : Total of errors made  
\( \sum n \) : Total of sentences made  
\[ P = \frac{5}{18} \times 100\% = 27.7\% \]

f. Eras  
Eras made 14 sentences in 2 minute 55 seconds. She made seven errors in six sentences. Here’s the diagram of the percentage of errors.

\[ P = \frac{N_1}{\sum n} \times 100\% \]

P : Percentage of each error  
N1 : Total of errors made  
\( \sum n \) : Total of sentences made  
\[ P = \frac{6}{14} \times 100\% = 42.8\% \]
g. Muna

Muna made sixteen sentences in 3 minute 3 seconds. She made ten errors in eight sentences. Here’s the diagram of the percentage of errors.

\[ P = \frac{N1}{\sum n} \times 100\% \]

- \( P \) : Percentage of each error
- \( N1 \) : Total of errors made
- \( \sum n \) : Total of sentences made

\[ P = \frac{8}{16} \times 100\% = 50\% \]

h. Vina

Vina made seventeen sentences in 2 minute 57 seconds. She made thirteen errors in ten sentences. Here’s the diagram of the percentage of errors.

\[ P = \frac{N1}{\sum n} \times 100\% \]
4. The findings of research question *what are factors influencing their grammatical errors?* –is presented in the following data. As we know in chapter II that there are three sources of errors; those are interlingua transfer, intralingua transfer and context of learning. From the category of error sources the researcher classifies the speaker’s errors as follow:

a. Azis

Errors made by Azis are categorized as interlingua transfer and intralingua transfer.

a) “I always *playing.*”

The sentence above should be added by *was* and the word *always* isn’t appropriate with the past context.

The sentence “(a)” is categorized in interlingua transfer source because of the influence of mother tongue. In sentence “(a)” there is no to be because Azis’ mother tongue doesn’t have any to be.

b) “I was always *play* with my friend.”

The sentence above should be added –*ing* on the word *play* because the sentence is in past progressive condition.

c) “I *go* to field but that’s not often”
In the sentence above, the word *go* should be changed by *went* because it isn’t appropriate with the past context.

The sentences “b)’” and “c)” are the samples of speaker’s errors that are caused by intralingua transfer sources. The speaker over generalizes the language as well as he knows in the second language.

b. Nila

Errors made by Nila are categorized as interlingua transfer.

a) “My hobby is *update* status in facebook”

In the sentence above, the word *update* should be added by *–ing* because the sentence is in progressive condition.

b) “…because I think my poem (is) my expressing idea”

The sentence above should be added by *is* because the sentence is in nominal form.

The sentences “a)” and “b)” are the samples of speaker’s errors that are caused by interlingua transfer sources. The speaker’s mother tongue doesn’t have the verb added by *–ing or to be* in the speaking.

c. Jannah

Errors made by Jannah are categorized as interlingua transfer.

a) “I want to tell about artist Indonesia, Agnes Monica.”

There is an implicit object “you’ after the word tell in the sentence above.

b) “*He* has beautiful voice.”

the word *he* in the sentence above should be *she* because it refers to the sentence before that the subject is Agnes Monica (woman).

The sentences “a)” and “b)” are the samples of speaker’s errors that are caused by interlingua transfer sources. The speaker’s mother tongue usually doesn’t use object in the speaking and also it doesn’t differ the gender in a singular.

d. Desi

Errors made by Desi are categorized as interlingua transfer.

a) “some of my friends went to *beach*”

The word *beach* in the sentence above should be preceded by article *the* because it is a definite noun.

b) “*the transportation by motor cycle*”
The sentence above should be added with *to be “was”* because it is a nominal sentence in the past condition.

The sentences “a)” and “b)” are the samples of speaker’s errors that are caused by interlingua transfer sources. The speaker’s mother tongue doesn’t have article and to be in the speaking.

e. Heni

Errors made by Heni are categorized as intralingua transfer.

a) “May be, most of us *has known*”
   The sentence above should use *have* instead of *has* because the subject is plural.

b) “…a global warming…”
   The article *a* should be replaced with article *the* because it is definite noun phrase.

The sentences “a)” and “b)” are the samples of speaker’s errors that are caused by intralingua transfer sources. The speaker actually has known the grammatical rules but she generalizes the auxiliary in the perfect condition and also misuse the article *a*.

f. Eras

Errors made by Eras are categorized as intralingua transfer.

a) “At the school holiday, my friends and I want to visit to uncle’s house”
   The word “want” above should be “wanted” because the sentence is in past form.

b) “I have unforgettable experience”
   The sentence above must be adding article “a” before the word unforgettable because unforgettable experience is a noun.

The sentences “a)” and “b)” are the samples of speaker’s errors that are caused by intralingua transfer sources. The speaker actually has known the grammatical rules but she generalizes the sentence.

g. Muna

Errors made by Muna are categorized as intralingua transfer.

a) “Bali has many beautiful tourism *object*”
The sentence above the word object should be added by “s” because the word “object” is plural.

b) “I see the large of white sand”

The sentence above the word “see” should be “saw” because the word “see” should be in past form.

The sentences “a)” and “b)” are the samples of speaker’s errors that are caused by intralingua transfer sources. The speaker actually has known the grammatical rules but she generalizes the sentence.

h. Vina

Errors made by Muna are categorized as intralingua transfer.

a) “There are many attracting games”

The sentence above the “to be” should be “were” because the sentence is in past form.

b) “we were given ticket by the committee”

The sentence above the word “ticket” should be added by “s” because the subject of the sentence is plural.

The sentences “a)” and “b)” are the samples of speaker’s errors that are caused by intralingua transfer sources. The speaker actually has known the grammatical rules but she generalizes the sentence.

B. 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.

Teaching grammatical seems to need serious effort. Studying grammatical means that students are studying structure of language. The students try to comprehend the message as good as possible in speaking considering rules of language they use. A good speaking is difficult to be acquired. It is clear that from analysis, the writer found that getting a good understanding speaking needs more attention of grammatical situation of speaking as correct as possible. This gives signal to the reader what is important and what to come.

However, it is teacher’s responsibility to provide good way to students. Teachers suppose to give a sufficient knowledge and example of grammatical to train the students to comprehend speaking contact form. So, it is important to teach the
students how to make a good understanding based on speaking situation. This helps the students understand how to get a good understanding in comprehending message and meaning based on speaking.

Suggestion for getting improvement in speaking is that to have advanced context of grammatical, students can do some activities such as; 1) Speak in English, assuming English is the language whose grammar you wish to improve upon. English is understood in most parts of the planet, and its importance is increasing in our daily life. Learning grammar can be hard if we don't really know how to speak English. Improve your grammar by continuous practice. Your speech will reflect patterns you hear, and the rest will fall into place. Find a friend who can speak to you in English, and move on. Whenever you feel stuck, ask for help! 2) Identify common mistakes. People who speak the same language often make the same mistakes in English grammar. For example, many Indonesian speakers have trouble using "a" and "the" in English. Find out what grammar points are often difficult for speakers of your native language. Pay extra attention to learning those grammar points. Grammatical errors are unacceptable, and thus they play a very important role in our daily life. A grammatical error can change the meaning and makes a bad impression.

And then suggestion for getting students understandable is that after knowing the grammatical rules in language, there are three suggestions for teacher in getting the goal understandable of students; 1) motivating means that teacher needs to motivate his/her students. They have to bear in mind that grammatical is something interesting and able to improve their ability, 2) giving attention means that teacher has to care of his/her students improvement in grammatical rules in language not only transfer of knowledge of the lesson and never thinking of his/her students improvement, 3) evaluating students work means that after giving materials teacher needs to evaluate the teaching-learning process taking into consideration that it can measure the whole teaching-learning process whether effective or not.

The goal of grammar instruction is to enable students to carry out their communication purposes. This goal has three implications: 1) Students need overt instruction that connects grammar points with larger communication contexts. 2) Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task. 3) Error correction is not always the instructor's first responsibility.
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

The discussions from the previous chapter are summarized to accomplish the objective of the study. The summary may be concluded as follow:

1. Based on the finding of the analysis, it shows that Azis made eight sentences in 1 minute 37 second. He made seven errors in six sentences. Nila made eleven sentences in 2 minute 19 seconds. She made nine errors in five sentences. Jannah made twelve sentences in 2 minute 33 seconds. She made sixteen errors in eleven sentences. Desi made thirteen sentences in 2 minute 24 seconds. She made twelve errors in seven sentences. Heni made eighteen sentences in 2 minute 7 seconds. She made six errors in five sentences. And about the percentages of errors, here is the data; Azis: 27% of errors; Nila: 81.8% of errors; Jannah: 66.6% of errors; Desi: 53.8% of errors; Heni: 27.7% of errors.

2. According to the findings, it can be concluded that the students have not mastered the use of verb groups. We can see it from the number of the errors made. Although they had been taught about it before, they were still confused which one to use when making a grammatical sentence. It could be because in Bahasa Indonesia we do not have the verb conjugations. We do not have time signaling in expressing ideas. They are unfamiliar to this form and because English is still foreign for them. And those are the possible causes of their errors.

The students were still confused in making the agreement between subject and verb. It could be because in Bahasa Indonesia there is no agreement between subject and verb.
The students were still confused in differentiating whether to use the definite or indefinite articles. It could be because in Indonesian language grammar there is no definite article used.

The students still confused in deciding preposition which preposition should be used, whether to use in, on, or at.

The students over generalized the pluralizing of nouns. They just added the -s/ -es without considering that there are some irregular forms of nouns pluralization.

The students still confused in deciding which pronoun should be used to substitute nouns, whether it is personal, relative, possessive, or demonstrative pronouns.

The students applied rules in forming past time verb to conjunctions.

From the explanations above, the writer can conclude that the students still confused in dealing with English grammar systems.

B. SUGGESTION

Based on the findings, the writer would like to offer some pedagogical implications to be considered in teaching to improve the students’ speaking ability.

1. In teaching English related to its grammar, the lecturer should give more easily understood explanation in order to make the students more interested in learning English, especially the grammar.

2. The lecturer teaches the grammar elements explicitly with adequate exercises.

3. The lecturer should give more exercises in applying grammar not only by 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.

4. Teacher could apply a method where he/ she explains the correct uses of the verb (when to use past and present) forms, gives examples of the usage, and tests the students understanding which will assure the lecturer that the students really understand it. Otherwise, the students will face difficulties in differentiating the uses of past and present forms of verbs whenever they learn English and because this is the very basic step to learn English.

5. The lecturer could also apply the communicative language teaching method
especially when he/she teaches English grammar.

6. In speaking class, the lecturer should give more speaking exercises to the students. So that, they will be familiar to English writing forms.

7. The lecturer also should ask the students to maximize the facilities like SAC, AMCOR, PBB, or even Student’s Activities Council like LSB and WEC.

C. Limitation of the research

This research is not totally perfect. There are many limitations of the research that the researcher hopes will not happen next time. The limitations are:

1. This research has no limitation on taking the sampling data. So there is no fixed sampling data.
2. The limitation of time for doing this research also influences the perfection of the research.
3. Researcher less grammatical awareness.
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Appendix I

Finding data
i. Azis

Ok, actually I don’t know.
When I was child, I always (pause) playing, I was always play with my friend, foot ball, fishing (nod), anything.
But sometime, I go to field but that’s not often
And (pause) what I was most like......(smile) (nod)
But like the most is playing foot ball.
But now I dislike (nod) playing football,
I don’t know why..may be because I ever got like accident.(smile)
That’s make my (pause) my hand brake and it was very hard. (smile)
And (pause) what else? (pause)
My childhood is just so so (***) Nothing special..
More (pause)? There is nothing special in my childhood
Ok enough ach

j. Nila

Ok my name is nila fauziah,, (***)
I want to tell you about my hobby.
My hobby is update status in facebook. (smile)
I think with updating status in facebook I can express my idea, my poem, on the status. (***)
But, seldom, I write my poem on my facebook or my diary
Because I think my poem my expressing idea.
(*** And (pause) I always updating status (pause) if I get a problem or get sadness or something (pause))
And (pause) with my facebook I can know other person in Indonesia or other country
But, seldom, I ((pause)) I know the foreign person (***) but it is not impolite because they also talk ((pause)) talk ((pause)) talk about from something but I don’t like  
But I like updating status in facebook  
But, seldom, I like ((pause)) like expressing my poem on the status  
Just like that ((smile)) …thanks

k. Jannah

Oke my name is jannah  
I want to tell about artist Indonesia, Agnes Monica. ((smile))  
Agnes Monica is talented girl.  
He has ((pause)) he has beautiful voice and beautiful face.  
I think Indonesia I think Agnes Monica bring the Indonesia good.  
So, I think Indonesia ((pause)) can be ((pause)) can be make other artist to be like Agnes Monica. Just like that.  
((smile)) Ok I want to tell about my mother  
My mother is ((pause)) excellent woman to me because mother ((pause)) was born me, and then my mother ((pause)) care me.  
When I sad, I can tell about my problem to my mother.  
Although ((pause)) my mother long distance with me, but ((pause)) but my heart always near with my mother. ((smile))  
I always miss with her because long time I not see.  
And ((pause)) I want to ((pause)) I want to ((pause)) I want to invite my mother to join with me in Semarang. (***)  
Thanks

l. Desi

I just ((pause))  
Actually, I have no ((pause)) I have no story for you to tell story with you.  
But I just want to tell my experience when I get the holiday last semester ((point)) last semester ago.
Yeah…of course every student in IAIN and every university, of course, get the holiday after get the final test.
And I want to tell you my experience ((smile)) my experience when holiday. Especially for my class ((pause)) my place we decided to go to ((smile)) to tourism place together.
And some of my friends went to beach especially to Bandengan beach. (***) At least six (***) eleven students went there.
Yeah… I also join them but (***) but (***) but (***) not all of my friends can join there because (***) the transportation (***) by motor cycle.
So, we just (***) we just (***) went to Bandengan beach just at least eleven ((pause)) eleven ((pause)) eleven people.
My experience (***) When (***) when we were there, there are a lot activitie there (***) such as swim, and then ((    )), take the sand, water, and then coral rive, and then we take a picture and then (***) eat together ate together ((smile)) ate together.
Of course that’s important for us, consumption is the most important.
If we holiday, yeah… we swim there.
There are a lot of visitors there because (***) that’s (***) at (***) on Sunday so there are a lot of visitors there

m. Heny

Assalamualaikum.. my name is Heni Sholihah.
And just I want to ((pause)) give you about my own question that is very important question that we have to consider and we have to applied in your ((pause)) the real life.
The first question is; have you ever seen someone throw rubbish in the river, in everywhere and it’s very disturbing you?
Ok, alright and now ((pause)) we want to ((pause)) I want you to know about our environment.
May be, most of us has known about a global warming.
That’s our nature, our earth become damage and it can burden our life.
Unfortunately, most of us doesn’t care…. Don’t care about our situation right now.
Many people throw rubbish everywhere. They d- give some pollution for our environment. They produce smoke and they also didn’t ((pause)) don’t care about our garbage, rubbish and this is very irony right? Because we know ((pause)) we have known about global warming but we do now. So, the next question is about what will we do or what have we done to solve this problem? You know that to solve this problem we need action not only talking about that. But we need real action in our real life and ((pause)) we will do it collectively it can give the better to our environment. The first is about minimizing the pollution. We can reduce the use of electricity and we can also reuse the plastic bag that we get and it can decrease the number of garbage. And also ((pause)) we can do planting and we can give reboitation for our forest because there are still a lot of deforestation in our country. Just for, If one persons plants one vegetable, one plant, also it can decrease the number of air pollution in our air area.50

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CURRICULUM VITAE

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Address : Jogoloyo, Rt: 04 Rw: 06 Wonosalam Demak

Email : qowim.indo@gmail.com

Educational Background :

1. RA Miftahussalam Wonosalam I
2. MI Miftahussalam Wonosalam I
3. MTs N Kudus
4. MA NU Demak

Organization experience :

1. A member of Bahasa Department of PMII Rayon Tarbiyah IAIN Walisongo Semarang (2008/2009)
5. Vice chief of UKM Lembaga Studi Bahasa (LSB) Fakultas Tarbiyah IAIN WalisongoSemarang (2010)
6. A member of Pengkaderan Division of PMII Komisariat Walisongo (2009/2010)
7. Coordinator Kementrian Luar Negeri DEMA IAIN Walisongo Semarang (2011)
8. Coordinator of Central Java Region of BEM PTAI (2011-2012)
9. Coordinator of Central Java Region of BEM se-NUSANTARA (2011)

Semarang, 2012

Qowimul Adib
Appendix II

SYLLABUS

Subject: Basic English Grammar

Code/Credit: TBI-1105a/2

Course description:

This course provides the students the knowledge of Noun and Pronoun, Verbs, Adjectives and Adverbs, Prepositions and Articles, Phrases, Auxiliaries, agreement, The Simple Present Tenses, Past Tenses, The Future Tenses, Degree of Comparison of Adjectives, Degree of Comparison of Adverbs.

Main Goal:

The aim of this course is to tell the students a working knowledge of basic grammatical structure of English and the ability to use them in context.

<table>
<thead>
<tr>
<th>NUMBER</th>
<th>BASIC COMPETENCE</th>
<th>MATERIAL</th>
<th>SUB-MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The ability to differentiate between nouns and pronouns.</td>
<td>Nouns and Pronouns</td>
<td>Nouns; Pronouns.</td>
</tr>
<tr>
<td>2</td>
<td>The ability to recognize verbs form in a sentence correctly.</td>
<td>Verbs</td>
<td>Verbs forms; Transitive Intransitive Verb; Regular and Irregular Verb</td>
</tr>
<tr>
<td>3</td>
<td>The ability to use adjectives and adverbs correctly and also to differentiate between the use of adjectives and adverbs in a sentence.</td>
<td>Adjectives and Adverbs</td>
<td>Adjectives; Adverbs.</td>
</tr>
<tr>
<td>4</td>
<td>The ability to use preposition in a sentence correctly and to use articles in accordance with the sentence context.</td>
<td>Prepositions and Articles</td>
<td>Preposition; Articles.</td>
</tr>
<tr>
<td>5</td>
<td>The ability to differentiate the various kinds of phrases in a sentence</td>
<td>Phrases</td>
<td>Phrases</td>
</tr>
<tr>
<td>6</td>
<td>The ability to master the use of auxiliaries in stating the idea either in spoken or written text appropriately.</td>
<td>Auxiliaries</td>
<td>Auxiliaries Verbs I; Auxiliaries Verbs II; Advisibility; Necessity; Suggestion.</td>
</tr>
<tr>
<td>7</td>
<td>The ability to differentiate the use various kinds of agreement sentence.</td>
<td>Agreement</td>
<td>Subject Verb Agreement; Pronoun Agreement; Agreement Connecting Ideas.</td>
</tr>
<tr>
<td>8</td>
<td>The ability to use simple present tense, present progressive, present perfect,</td>
<td>The Simple Present Tenses</td>
<td>The Simple Present Tense; Present Progressive; Present Perfect.</td>
</tr>
</tbody>
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<tbody>
<tr>
<td>9</td>
<td>The ability to use simple past tense, past progressive, past perfect, and past perfect continuous correctly fits its situation and context.</td>
<td>Past Tenses</td>
</tr>
<tr>
<td>10</td>
<td>The ability to use simple future, future progressive and present perfect appropriately fits its situation and context.</td>
<td>The Future Tense</td>
</tr>
<tr>
<td>11</td>
<td>The ability to use degree of comparison of adjectives in a sentence.</td>
<td>Degree of Comparison of Adjectives</td>
</tr>
<tr>
<td>12</td>
<td>The ability to use degree of comparison of adverbs in a sentence</td>
<td>Degree of Comparison of Adverbs</td>
</tr>
</tbody>
</table>

Sources:


**SYLLABUS**

**Subject**: Intermediate English Grammar

**Code/Credit**: TBI-1105b/2

**Course description**:
This course provides the students Sentence and Clauses, Conjunctions, Questions, Passive Sentences, Infinitives and Gerund, Infinitives and Gerund II, Comparisons, Noun Clause, Reported Speech, Adverbial Clause I, Adverbial Clause II, Adverbial Clause III.

The Simple Present Tenses, Past Tenses, The Future Tenses, Degree of Comparison of Adjectives, Degree of Comparison of Adverbs.

**Main Goal**:
The aim of this course is to tell the students a working knowledge of basic grammatical structure at intermediate level and the ability to use them in context.

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<th>NUMBER</th>
<th>BASIC COMPETENCE</th>
<th>MATERIAL</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to make sentences and clauses appropriately.</td>
<td>Sentence and Clauses</td>
<td>Clauses; Sentence</td>
</tr>
<tr>
<td>2</td>
<td>Ability to use conjunction in various kinds of sentences and to use them in writing English essay.</td>
<td>Conjunction</td>
<td>Conjunction</td>
</tr>
<tr>
<td>3</td>
<td>Ability to use the various kinds of questions sentence correctly.</td>
<td>Questions</td>
<td>WH Questions; Negatives; Conjunctions; Tag Question.</td>
</tr>
<tr>
<td>4</td>
<td>Ability to use passive sentences either in spoken or written text.</td>
<td>Passive Sentences</td>
<td>Passive Sentences; Passive Adjectives; The Use of Get Passive Voice; Common Expressions in Passive Voice.</td>
</tr>
<tr>
<td>5</td>
<td>Ability to differentiate and apply the forms of gerunds and infinitives in a sentence.</td>
<td>Infinitives and Gerund I</td>
<td>Introduction to Infinitives and Gerunds; Gerunds as Object Prepositions; Gerunds as Object of Verbs; Gerunds and Infinitives as Subjects.</td>
</tr>
<tr>
<td>6</td>
<td>Ability to use the continuity of gerunds and infinitives in various kinds of sentences and tenses.</td>
<td>Infinitives and Gerund II</td>
<td>Verbs followed by Infinitives; Verbs followed by either Infinitives or Gerunds; Verbs that have different meaning when followed either by a Gerund or an infinitive; <strong>BY</strong> and <strong>WITH</strong> to show how something is done; infinitives with <strong>TOO</strong> and <strong>ENOUGH.</strong></td>
</tr>
<tr>
<td>#</td>
<td>Ability to use the various kinds of comparisons correctly, and to be careful from the use of inappropriate and unclear comparisons form.</td>
<td>Comparisons</td>
<td>Unclear comparisons; repeating Comparatives; Double Comparatives; more used of as non comparatives; less and fewer</td>
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<tr>
<td>8</td>
<td>Ability to use noun clause</td>
<td>Noun clause</td>
<td>Noun Clause and Question Words; Noun Clause with Whether or If; Question Words followed by Infinitives; Noun Clause with That</td>
</tr>
<tr>
<td>9</td>
<td>Ability to master the application, change, and use of reported speech.</td>
<td>Reported Speech</td>
<td>Reported Statement; Reported Questions</td>
</tr>
<tr>
<td>10</td>
<td>Ability to use adverbial clause of time and adverbial clause of place correctly.</td>
<td>Adverbial Clause I</td>
<td>Adverbial Clause of time; Adverbial Clause of place.</td>
</tr>
<tr>
<td>11</td>
<td>Ability to use adverbial clause of result and adverbial clause of purpose correctly.</td>
<td>Adverbial Clause II</td>
<td>Adverbial Clause of result; Adverbial Clause of purpose.</td>
</tr>
<tr>
<td>12</td>
<td>Ability to use adverbial clause of opposition (contrast) and adverbial clause of cause correctly.</td>
<td>Adverbial Clause III</td>
<td>Adverbial Clause of Opposition (contrast) and Adverbial Clause of Cause</td>
</tr>
</tbody>
</table>

Sources:


SYLLABUS

Subject: Intermediate English Grammar

Code/Credit: TBI-1105c/2

Course description:

This course provides the students the knowledge of special Verbs and Expression; Subject Verb Agreement I, Subject Verb Agreement II, Adjective Clauses I, Adjective Clauses II, Conditional Clause I, Conditional Clause II, Parallel Structure, Word Order: Inversion of subject and Verb; Special Use of Pronoun Form; Preposition Combination; Unclear Sentences.

The Simple Present Tenses, Past Tenses, The Future Tenses, Degree of Comparison of Adjectives, Degree of Comparison of Adverbs.

Main Goal:

The aim of this course is to tell the students a working knowledge of basic grammatical structure at advanced level and the ability to use them in context.

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<th>BASIC COMPETENCE</th>
<th>MATERIAL</th>
<th>SUB-MATERIAL</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Ability to use special verbs and expression fits its situation and context correctly in a sentence.</td>
<td>Special verbs and Sentences</td>
<td>Verbs followed by adverbs, and those followed by adjective causatives verbs and the other use the simple form; special expression followed by the –ing form of the verbs.</td>
</tr>
<tr>
<td>2</td>
<td>Ability to determine verbs fit their subject.</td>
<td>Subject verb agreement I</td>
<td>Subject verb agreement: singular subject; subject-verb agreement: plural subject; subject-verb agreement: alternatives</td>
</tr>
<tr>
<td>3</td>
<td>Ability to determine verbs fit their subject</td>
<td>Subject verb agreement II</td>
<td>Subject verb agreement: unusual singular subject; subject-verb agreement: singular and plural subject; subject-verb agreement: nationality and foreign words.</td>
</tr>
<tr>
<td>4</td>
<td>Ability to make sentences by using adjective clauses.</td>
<td>Adjective Clause I</td>
<td>Using subject pronouns; using object pronouns; using whose, where, and when; using adjective clause to modify pronoun.</td>
</tr>
<tr>
<td>5</td>
<td>Ability to use adjective clause by placing punctuation. Correctly, to use various kinds of adjective clause correctly and fits its</td>
<td>Adjective Clause II</td>
<td>Restrictive and nonrestrictive adjective clauses; using expression of quantity and preposition; reduction of adjective clause.</td>
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<tr>
<td>6</td>
<td>Ability to make various kinds of conditional sentence (present/future real condition, present unreal condition, past unreal condition, mix time in conditional sentences.)</td>
<td>Conditional Clauses I</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Present/future real condition, present unreal condition, past unreal condition, mix time in conditional sentences.</td>
<td></td>
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<tr>
<td>7</td>
<td>Ability to make sentences by using another various kinds of conditional sentences.</td>
<td>Conditional Clauses II</td>
<td></td>
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<tr>
<td></td>
<td>Conditional clauses II: omitting if; verb forms following wish; other types of conditional sentences.</td>
<td></td>
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<tr>
<td>8</td>
<td>Ability to practice making sentences by using parallel structure and also to learn the use of this parallel structure in various kinds of reading.</td>
<td>Parallel Structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parallel structure with a series of words; gerunds and infinitives in parallel structure; shifts in person, number, and tenses.</td>
<td></td>
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<tr>
<td>9</td>
<td>Ability to arrange sentences in the form of inversion of subject and verb.</td>
<td>Word order: inversion of subject and verb</td>
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<tr>
<td></td>
<td>Introductory there and preposition phrases to begin a sentence; few, such, so, and little to begin a sentence, and conditional.</td>
<td></td>
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<tr>
<td>10</td>
<td>Ability to arrange sentences with the change of pronoun.</td>
<td>Special use of pronoun forms</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rules for the subject and object form; rules for possessive adjective form; rules for the possessive pronoun forms.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Ability to arrange sentences</td>
<td>Preposition combinations</td>
<td></td>
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<td>Preposition combinations with adjective; Preposition combinations with verb; phrasal verb.</td>
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<td>12</td>
<td>Ability to make error analysis.</td>
<td>Unclear sentences</td>
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<td>Sentences fragments; comma splices and run-on sentences; phrasal verb preposition combination with adjectives.</td>
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</tbody>
</table>

Sources:


