

**GRAMMATICAL ERROR ANALYSIS SPEAKING SUBJECT USED BY
ENGLISH DEPARTMENT STUDENTS OF STAIN SALATIGA IN THE
ACADEMIC YEAR OF 2009/2010**

**Submitted to the board of examiners as a Partial Fulfillment of the
Requirement for Degree of Sarjana Pendidikan Inggris in the English
Department of Educational Faculty State Islamic Studies Institute STAIN
Salatiga**



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SALATIGA**

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DECLARATION

In the name of Allah, The Most Gracious and the Most Merciful.

Hereby, the writer fully declares that this graduating paper is composed by the writer him self, and it is not containing materials or has not been published by other people, or other people's ideas except the information from the references.

The writer takes account for this thesis if in the future this thesis can be proven of containing others' ideas or in fact the writer imitates the others' thesis.

Likewise, the declaration is made by the writer and the writer hopes that this declaration can be understood.

Salatiga, February 14th 2012

Researcher



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Salatiga, February, 14th 2012

ATTENTIVE COUNSELOR NOTES

Case: Anas Muhamad Wibowo

Dear,

The Head of State Islamic
Studies Institute STAIN
Salatiga

Assalamu'aliikum, wr.wb

After reading and correcting Anas Muhamad Wibowo's graduating paper entitled "GRAMMATICAL ERROR ANALYSIS SPEAKING SUBJECT USED BY ENGLISH DEPARTMENT STUDENTS OF STAIN SALATIGA IN THE ACADEMIC YEAR OF 2009/2010". We have decided and would like to propose that if it could be accepted by educational faculty. We hope it would be examined as soon as possible.

Wassalamu'alaikum wr.wb

Consultant

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STATEMENT OF CERTIFICATION

**GRAMMATICAL ERRDR ANALYSIS OF SPEAKING SUBJECT
USED BY ENGLISH DEPARMENT STUDENTS OF STAIN SALATIGA
IN THE ACADEMIC YEAR OF 2009/2010**

ANAS MUHAMD WIBOWO
NIM. 113 07 060

Has been brought to the Board of Examiners of English Department of Educational Faculty State College for Islamic Studies (STAIN) Salatiga on March, 7th 2012/ 4 Ba'da Maulud, 1433 H, to completely fulfilment of the requirement for the Degree of *S1 Sarjana Kependidikan Islam*

Salatiga, March, 7th 2012
4 Ba'da Maulud, 1433 H

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Salatiga, March, 7th 2012

Head of STAIN Salatiga

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NIP. 195800 27 198303 1 002

MOTTO

- ❖ Dream will come true by effort and pray (Hina)
- ❖ It is better looking for friends than enemy (Indah Safitri)
- ❖ Don't think what you get from your country, but think what you will give for your country (President of AS J.F. Kennedy)
- ❖ All bravery face challenge will always be examined, and the examiner will be determining what we will stand up or secure and full of respect or not. (Danjend KOPPASUS Letjend Purn. Prabowo Soelbyanto)

DEDICATION

I will dedicate this small work to:

1. The God, the Creator of the Universe.
2. My parents, my father Muh. Khosim and my mother Kustini Librariyati, who have educate me, dearly, patiently and their motivation in finishing study. I Love You All to Forever.
3. My sister, my uncles and my aunts. Rais Khafiani, Muh.Aris Familys', Siti Hariati Familys', from all you I got unforgettable advice.
4. My grandmather and my grandfather. Hj. Asiyah, Sumarno who have give advice and Kasirin, Sukimen who is standing in the heaven now
5. For all my friends TBI C 2007 Crazy Comfort Calorful Cold Calm Couple C-Class Voo Fun.
6. My best friend: Sa'han Prakoso Wibowo, Denny Tangguh, Heru Saputra, Desta Ela, Saewati, Diah, Ambar, Sufiyul, Arina, Rumzha, Arun, Sofiyul, Sahid.
7. My friends member of MENWA : Commandant Anang, Denok, Diah, Norul, Amri, Tri, Commandant Azizi, Mutik, Arif, Eni, and all member of MENWA.
8. My friends member of RACANA . Kak John, Mami Chonim, Kak Dani, Kak Farika, Kak Deim, Kak Inam, Kak Tika, Kak Ivi, Kak Ari and all member of RACANA.
9. My friends TBI B 2009 B4E THE ONE
10. My lecturers and all friends who have helped me finishing this thesis that I can not mention one by one. The is no saying uttered except "THANK YOU VERY MUCH"
11. My Lovely Desiyana I will always remember you. Thank you has motivated for me every day

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Alhamdulillah rabbi'l 'alamtn. In the name of Allah The Most Gracious and The Most Merciful. Thank to him for his blessing so the writer can finish this thesis. Blessing and praise also go to Prophet Muhammad SAW and the people who always follow his guide.

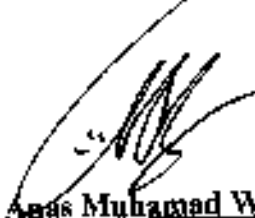
In this writing, the graduating paper, the writer could complete the graduating paper as one of the requirements for getting *Sarjana Pendidikan Islam (S.Pd.I)* in English Department of Educational faculty of State Islamic Studies Institute STAIN Salatiga in 2012.

However, this success would not be achieved without support, guidance, advice, help and encouragements' from individuals and institution, therefore let him say thank to:

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8. My uncles and my aunts : Mr. Budi, Mr. Aris, Mr. Birin, Mr. Robert, Mr. Toha, Mr. Nur, Mr. Bahri, Mrs. Ika, Mrs. Sri, Mrs. Dewi.
9. My sisters: Rois Khafiani, Indah Pujianti, Adnan, Kamal, Mahfud, Alisho, Queensha.

10. All my friends Crazy Confart Colorfull Cali CalmCouple C- Class Voo Fun TBI C 2007.
11. My friends TBI B 2009 BHE THE ONE.
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12. My friends member of MENWA : Commandant Anang, Denok, Diah, Nurul, Amri, Tri, Cammandant Azizi, Mutik, Arif, Eni, and all member of MENWA.
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14. My friends Scout of SAKA WIRA KATIKA KODIM Salatiga : Kusananto, Lala, Risky, Elyana, Seno, Arsad, Katarina, Putri, Siti, Fitri, Intan, Uyab, Catur, Diari, Ulfa and all member of SAKA WIRA KARTIKA.
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19. My lovely Desiana I will remember you.

The writer



Agus Muhammad Wibowo

Abstract

Wibowo, Anas. 2011. *Grammatical Error Analysis of Speaking Subject Used by English Department Students of STAIN Salatiga in the Academic Year of 2009/2010*. Graduating Paper English Department and Education State of Islamic Studies Institute of Salatiga. Consultant: Hammam, M.Pd

Key words: Error Analysis, Speaking and Grammar

Speaking is very significant because by mastering speaking skill, people can carry out conversation with others, give ideas and exchange information with others. Speaking is one of the difficult problems in the language mastery. Teaching speaking is not an easy job. There are many problems in teaching speaking. First, it relates to the condition of the students who are lack of mastering vocabulary, grammar or tenses. Second, the students get used to speak their javanese language. Third, they rarely practice to use English to communicate. Students understand that learning English needs to be aware of the rules of grammar. The grammar is an integral part of learner knowledge. This is systematized information and theory of sentence structure. Sometimes students get difficulty in speech grammar, because grammar is very complicated. Students in STAIN Salatiga have many problems especially in speech grammar. The purpose of this research is to help students to learn, understand the structural and difficulties faced the students in STAIN Salatiga. By using qualitative method the writer identifies and the strategies are used to overcome their difficulties in speaking. The writer found that students still have mistake when they speak grammar. They usually get of mistakes from their presentation. Most of the students have error in noun pluralization and Error in the use of pronoun. The students have difficulties in analysis type of tense, so they got problem when speaking or answer question. The subject in this research is students of STAIN Salatiga in the academic year 2009/2010. The sample on this research is students at class TBI B in academic year 2009/2010.

CHAPTER I

INTRODUCTION

A. Background of the study

English teacher must have a great responsibility as they are demanded to have teaching strategies in order to solve the problems faced by the students in learning. The instructor must be able to arrange their assignment effectively. They are demanded to motivate the students in order to learn English well. The implications for students to be a good speaker at English are spelling, grammar, vocabularies and also internal factor. These will influence student's achievement in speaking and other factors.

Speaking is very significant because by mastering speaking skill, people can carry out conversation with others, give ideas and exchange information with others. Hence, in a speaking classroom, learners should work as much as possible on their own.

To develop student speaking skill is due to the gap between linguistic expertise and teaching methodology (Stevick, 1967 in Fauziati 2002, 126). The most extreme practices of the Audiolingual Method tend for instance language structure and content. The behaviorist theory of learning on which this method was based on stressed the development of automatic, conditioned responses to teacher directed cues. Besides, memorization of short dialogues and oral repetition of controlled structural drills become the activities through which students gained phonological and syntactic habits.

Teaching speaking is not an easy job. There are many problems in teaching speaking. First, it relates to the condition of the students who are lacking at mastering vocabulary, grammar, and tenses. Second, the students get used to speak their Javanese language. Third, they rarely practice to use English to communicate, for instance, when the teacher asks them to come forward to have a conversation with their friends, they are afraid of trying to speak because the students are discouraging to make mistakes speaking. Another problem related to the students is that they are not interested in the material given to them. The teacher sometimes can not manage the classroom and this situation makes them impossible to continue the learning process.

Therefore, in teaching speaking subject particularly and English gradually, a lesson should be given gradually and students should be reminded frequently of what they have learnt, in speaking skill, learning activities include demonstration, grammatical and structure of sentence, pronunciations use vocabulary by follow the teacher and native informant. The teacher can serve as a model giving the stimuli, listening with an explanation and providing the language reinforcement to the stimulate presented. For instance, teacher can compose tell some sentences then students imitate it, first from short sentences, then long sentences in the dialog, this is very appropriate to teach speaking skill. Through this method, it can be seen, the messages can be memorized longer than through some methods that can only be heard or read. By using them, teachers can know the students pronunciations error at the same time (Maesrina, 2009: 4)

Practically the writer makes this thesis after he saw and listened about students' English problem in STAIN Salatiga. The students feel that English is difficult and confusing, so they have opinion that English is not essential in their living. They assume then that speaking is one of the most difficult skills in the language mastery.

The grammatical rules of English is different from the rules Indonesian grammar. The differences between them usually induce problem in learning English.

Grammar is as state that a science that teaches learner how to read, speak, and write English well and properly (Suryadi Junaida, 2087:55-67). In English for business students, grammar is the name given to system of rules underlying the use of language (Mac. Donald and Evan, 1984:7).

One of the essential purposes of grammar mastery is to make obvious communication. Its rule is no more than a summary of what experienced writers and speakers have found to be the best insurance against obscure and expression. Some rules are more essential than others. Disregarding the importance of them often creates doubt about meaning and therefore seriously interferes the effectiveness and communication.

Speaking is one of language skills, that seems instinctively to be the most important skill to master. Its success is measured in terms of the ability to carry out conversation in an interactive process of constructing meaning that involves producing, receiving, and processing information.

The root word of speaking is use of language in ordinary, not singing, voice (A.S Hornby, 1948:827). Speaking is to utter words or articulate sounds with the ordinary voice, to talk or exercise the faculty of speech, to make oral communication or mention as to speak to someone of various matter (Encyclopedic Edition, 1974: 932).

The writer after finds some students mastering vocabulary very well but they ironically have difficulties to communicate with various situation. It is due to they don not know the right expression to series condition. In expression grammar it will be hard to understand what other people say or write (Hart, Rinchart and Winstan, 1992: 10).

Effective communication always has two way processes started by a message a sender who transmits it to a receiver who in turn decodes it and interprets it and finally confirms to the sender that the message that has been received is understood (Mac, Donald and Evan : 3)

Based on the reason above, the writer is interested in doing a research entitled **"GRAMMATICAL ERROR ANALYSIS OF SPEAKING SUBJECT USED BY ENGLISH DEPARTMENT STUDENTS OF STAIN SALATIGA IN THE ACADEMIC YEAR OF 2009/2010"**.

B. Statement of the Problem

Based on the background above, the problems in this study can be formulated as follows:

1. What are the structural errors made by English Department the student of STAIN Salatiga?
2. What are the difficulties faced by the students STAIN Salatiga in using structure in speaking subject?

C. Objective of Research

From the statement of the problem above, the objectives of this study as follows:

1. To find out the structural errors made by student of STAIN Salatiga.
2. To find out difficulties faced by the students STAIN Salatiga in using Structure in speaking grammar.

D. Benefit of Research

The researcher hopes that these researches will two benefits as presented below:

1. Practically
 - a. For the students

This research add the students interest in English learning, so English is not boring lesson for them anymore.

- b. For English teacher

This research gives additional contribution to English teachers to develop language teaching methods theoretically and practically, and this study can contribute the teacher in their English class, so they are able to improve the quality of teaching learning process.

c. For the institution

The result of this research can contribute the institution to fulfill the demand of English curriculum. Thus students are able to get satisfactory achievement.

2. Theoretically

The findings can enlarge the language teaching literature dealing with teaching methodologies and the English language teaching methodologies.

E. Limitation of Problem

The writer limits this research as a correlative study of grammatical error analysis of speaking grammar in that classroom speaking. In addition, the subjects are students of STAIN Salatiga in academic year of 2009/2010.

F. Definition of Key Terms

1. Speaking

Speaking is one of language skills, that seems intuitively to be the most important skill to master. Its success is measured in term of the ability to carry

our conversation in an interactive process of constructing, meaning that involves producing, receiving, and processing information.

The root word of speaking is speak, the meaning is talk to about: use your voice, to say be able to use a language, make a speech to an audience, make use of language in ordinary, not singing, voice (Oxford Dictionary, 2003: 414)

According to Bygate, speaking is the oral interactions that can be characterized in terms of routines, conventional ways of presenting information, which can either focus on information or interaction.

Besides, Piere Case in the book: *Training for The Cross Actual Mind*. Is said that communication is a process by which two individuals try to exchange a set of ideas, feelings, symbols, and meaning.

2. Grammar

Grammar is the technical knowledge of language, generally employed poets and writers. It has six parts, (a) correct pronunciation, (b) explanation of the principal poetic tropes, (c) preservation and explanation of glosses and theological examples, (d) the discovery of etymologies, (e) the discovery of analogies and (f) critical of the composition of poets, which is the most noble part of this science. (David Nunan 1991 : 40)

According to Hornby, grammar is the study or science of rules for the combination of words into sentences (syntax) and the forms and words (morphology) (A.S. Hornaby, 1987: 375)

G. Out Line of the Graduating Paper

This graduating paper is divided into five chapters. In chapter I will discuss about introduction that consists of background and the problem, the statement the problem, the objective of the research, and the outline of the graduating paper.

Chapter II is review related literature. In this chapter the writer presents some related theories and definition speaking skill, language component in speaking skill, speaking skill and grammar, the scope of grammar, definitions of error, error and mistake, source of error, error analysis.

Next, chapter III will discuss research methods that consist of research approach, type of research, object of the research, data of source, method and technique of data collection, and the method and technique of data and research setting.

In the chapter IV will discussion consisting of data presentation and data analysis. The data analysis presents the result of students in problem speaking them. The analysis result of the problem faced by the students in speaking.

The last chapter V is closure that consists of conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Definition of Speaking

Speaking skill is very fundamental because language is chiefly speech. Oral communication is seen as a basic skill, so it is necessary, not only serious treatment is needed in teaching but also a great effort in order to be able to master the skill.

For most people, mastering the art of speaking is the single most important aspect of learning a second or a foreign language and success is measured in terms of the ability to carry out conversation in the language.

According to Bygate, speaking is the oral interaction that can be characterized in terms of routines, conventional ways of presenting information which can either focus information or interaction. (David Nunan 1991: 40)

According to Pierre Case in the book: Training for the cross-cultural mind, it is said that communication is a process by which two individuals try to exchange a set of ideas, feelings, symbols, and meaning. (L. Robert Khalis and John M. Knight 1981: 59)

Sometimes students are speaking English as express their personal meaning, and need much practice. In the process of generation new an authentic

communication is not always an initiatory one. Likewise the sentences type, for the reason, speakers have to choose the style of language to express message.

The speaker has to articulate the whole utterance by muscle movements which will enable the listener to get the full message. The muscle movements determine not only the individual sound in complicated relationship with other sounds in the flow of speech, but also duration, stress, intonation and juncture phenomena with such expressive feature as phrase, hesitation, voice quavers, loudness and facial expression.

Speaking a foreign language as a learner should be consistent in the process in mastering the language (in this case English). As Hutchin and Waters point out that language learner is a process. They later state that: it is not enough for the learners just to have necessary knowledge (about the relate language) to make things meaningful but they must also use the knowledge. However, it is important to understand what third person means by the terms active. Thus, third person must take a distinction between two types of activity presented as follows:

1. Psychometric activity

It is the best observable speech organs or limbs being accordance with signals from brain.

2. Language processing activity

It is the organization in meaningful network of knowledge. These kinds of activity are internal and not observable (Hutchin and Watter 1987).

In writer's opinion, when foreign language learners are speaking, they use both types of activity. They use second activity when they are figuring out words to be listened and understanding people speaking to them, and they use the first activity when they are speaking to others. What the writer's meant by good speech is speech that is clear, so what is said heard and received without effort. This strategy is important because communication strategies are systematic attempts to express meaning in the target language in which the speaker must attend to both the form (the surface structure) of language and function (the intended purpose of utterances) of the language, (Richard Jack 1984:25).

B. Grammar

Grammar is the technical knowledge of the language, generally employed poets and writers. It has six parts, such as: 1) correct pronunciation, 2) explanation of the principal poetic tropes, 3) preservation and explanation of glosses and theologies examples, 4) the discovery of etymologies, 5) the discovery of analogies and, 6) critical consideration of the composition of poets, which is the most noble part of this science, (David Nunan 1991 : 40)

According to Bibber, the grammar of speech has its own construction principle, (Jeremy H, Ed, op, cit, and p.14). The grammar of speech is organized differently from writing. Spoken English has its own discourse makers too, for example; *lecho/ cocoa/ question* (e.g./ ah/, oh/, /wowl/), a type of tags not found in written style, such as question tags, etc. Base on the reasons above grammar is

not very emphasized on speaking. One thing that important on communication is type speaking and someone who hears can understand each other.

While in according to Oxford Dictionary (1948:421) that grammar is the rules in language for changing the form of words and combining them into sentences.

Students understand that learning English needs to be aware of the rules of grammar. The grammar is an integral part of learner knowledge. This is systematized information and theory of sentence structure. Sometimes students get difficulty in speech grammar, because grammar is very complicated. If the students want to success in speaking grammar, they must practice and always study hard. If the students are lack of mastering grammar, so they will wrongly speak. It can influence those poor of achieving in speaking. In this case, the students must use grammar, because grammar is very essential to make the speaker of language understand among others. If the use of the language is not grammatical, it will never be known by the users or speakers consequently. If the language not grammatical, it will never be spoken because people not only be able to get the ear of meaning but also get miscommunication about meaning. It has fixed patterns or regularities. In other words, indeed, nothing can be learned if it has no regulations or patterns.

In learning a foreign language a learner will encounter some utterances whether in their speech or writing. Exactly, those problems are caused by tongue and the foreign language. What the learner finds difficult will also depend on the

language. There are many factors which influence the problem in mastering the second language; one of the factors is the different rules between mother tongue and second language.

C. Error Analysis

1. Definition of Error Analysis

In learning any language, students usually find out some difficulties in playing the language. Those difficulties are caused by the emergence of error. The making of errors is a sign that students have not yet mastered the rules of the language being learned. Basically, errors are made because there are different rules between a mother tongue and foreign language. According to Brown (1978: 164), an error is a noticeable deviation from the adult grammar of native speaker reflecting the inter language competence of learning.

In order to make easier to study the target language, a problem or errors faced by learners should be observed, analyzed and classified to find or the reveal the solution of the problem. The study of the errors is about language learning, error analysis is part of methodology of the linguistics investigation of language learning.

Human learning is fundamentally a process that involves the making of mistakes, mistakes misjudgment, miscalculation, and erroneous assumption from an important aspect of learning virtually any skills or acquiring information. Learning everything involves a process in which success comes by profiting from mistake, by using mistake to obtain feedback from the environment and with that

feedback to make new attempts which are successively closer with the approximate desired goal.

Researchers and teachers of second language soon come to realize that the mistake a person make in the process of constructing a new system of language are needed to be analyzed carefully, for there may be possibly some keys to the understanding of the process of second language acquisition.

As Corded notes:

A learner's error.... Are so significant (that) they provide to a researcher evidence of how language is learned or acquired, what strategies or procedure the learner is employing in the discovery of language. Richard Jack (1982: 25)

Because of the significant of the errors themselves, foreign language teachers, in this case English teachers have to realize that errors made by the students need to be analyzed correctly. In addition, it is important to discuss error analysis to underscore the relevance of such analysis for teaching English as a foreign language. They should know the error analysis because it is very useful to understand the process of the foreign language acquisition. They should know how the target language is acquired, what strategy procedure the learner employ in order to master

2. Error and Mistake

In analysing student's difficulties, the writer deals with a study of error. In order to analyze student's errors properly, researcher finds that it is useful to make distinction between error and mistake.

There are many definitions of error proposed by some linguists. In this case, the researcher only chooses several of them, which may also represent the other linguists' deals with describing the terms of error and mistake. According to Brown (1978:165), an error is practicable deviation from the adult grammar of native speaker, reflecting the inter language competence of the learner. Meanwhile, mistake as stated Brown, refers to a performance error that is consistent deviation. All people make mistake, in both native and second language situations. Temporary lapses of memory, confusion and slip of tongue may cause a mistake.

3. Source of Error

According to Brown (1978:173). There are two source of error namely interlingual error and intralingual error.

a. Inter lingual Error

That is an error caused by the interference of the learners' mother tongue, Richard (1984:173). Interferences of the learners' mother tongue are clearly a major source of difficulty in second language learning. For example : /did he came/, /what are you doing/, he coming from Israel/, /make him ra de id/, /I can to speak French/.

b. Intra lingual Error

According to Richards refers to items produce by the learners which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language (1984:6)

Richard (1971) found systematic intralingual errors into four categories:

(1) Overgeneralization

It occurs when the learner creates a deviant structure on the basis of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structures (for example, 'He can sings' where English allows 'He can sing' and 'He sings').

(2) Ignorance of the rule restrictions

It involves the application of rules to contexts where they do not apply. An example is 'He made me to read' through extension of the pattern found with the majority of verbs that take infinitival complements (for example, 'He asked /wanted/invited me to go').

(3) Incomplete application of rules

It is typically related to analogy. It involves a failure to fully develop a structure. Thus learners of L2 English have been observed to use declarative word order in questions (for example, 'you like to sing?') in place of interrogative word order (for example, 'do you like to sing?'). This type of intralingual error corresponds to what is often referred to as an error of transitional competence (Richards, 1971)

(4) False concepts hypothesized.

The last category of intralanguage error, that is sometimes called semantic error, may be derived from faulty comprehension in the target language.

Thus intra lingual error are direct results of the attempts learner's attempts to create language base on his hypothesis about the language system which he is learning, and this is caused by the target language itself, so it is said as developmental errors.

4. Type of Error Analysis

Classification of errors classified them into 7 categories, and they are:

a. Errors in using verb forms

Errors in using verb groups are the most frequent ones made by the students. In using verb groups, there are some rules to be obeyed, such as: the sentence whether it is in the active or passive form, and the tense of the sentence. These rules are complex so that the students often make errors in this area

b. Errors in agreement between subject and verb

Agreement between subject and verb is influenced by the subject form whether it is singular or plural. To construct a correct sentence structurally, the verb must agree with the subject. Fail to recognize this means we are failed to construct correct sentences structurally. Thus, the students must be able to identify the subject whether it is singular or plural. Having no competence in identifying

the subject will make students fail to produce the correct form of the verb. It means that the students have made errors in making the agreement between subject and verb.

c. Errors in the use of article

The use of articles is also determined by the noun whether it is countable or uncountable and whether it is singular or plural. There are two kinds of article; they are definite article (the) and indefinite articles (a/ an). The researcher use definite article (the) if the noun has been mentioned before or if the noun has been familiar. The Developed historically from a word meaning this and still retains some of the basic meanings of the pointing demonstrative. The serves to particularize a noun. It helps to distinguish the known from the unknown. It may narrow down a class, or it may even limit the class to one.

While, the researcher use indefinite article (a/ an) if the noun has not been mentioned before. The use of indefinite article also takes into account whether the noun is countable or not and whether it is singular or plural. If the noun is countable, singular and has not been mentioned before, the indefinite article must be used. Thus, to be able to use an article properly, the students have to be sensitive in differentiating the use of definite article, indefinite article and even using no article at all. If they are not able to differentiate them, they will make errors.

d. Errors in the use of preposition

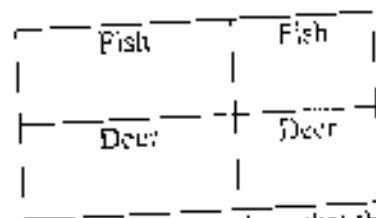
Prepositions are always followed by nouns or pronouns. They are connective words that show the relationship between the nouns following the mind one of the basic sentence elements: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition, between their objects and other parts of the sentence (Wishon and Burks, 1980: 288). A preposition may be composed of one, two, or three parts. For instance:

- » One part: of, on, in, at, for, from
- » Two parts: because of, according to, etc.
- » Three parts: in front of, on top of, as far as, etc in using a preposition, one should be aware because there is no certain rule for this. One has to determine which preposition should be used based on its context.

c. Errors in noun pluralization

Pluralization is a process of adding morpheme (s/es) to pluralize nouns. There are many exceptional nouns that do not use adding (s/es) to construct their plural forms. For instance:

Singular	Plural
Mouse	Mice
Person	People



The function of pluralization is to show that the noun is more than one.

f. Errors in the use of pronoun

Pronoun is used to substitute nouns. It has many types; they are personal, reflexive, indefinite, relative, interrogative, demonstrative, and expletive pronouns.

g. Errors in the use of conjunction

Conjunctions are used to connect words. They connect not only words, but also phrases and clauses. The rules in using them are the same with their rules in Indonesian.

5. The Procedure of Error Analysis

One of the common difficulties in understanding the linguistic system of both first and second language learners is in fact, that such systems cannot be directly observed. They must be inferred by means of analyzing the production and comprehension of the data. What makes the task even thornier, however, is the instability of learners systems.

a. Identifying errors

The first step in the process of analysis is the identification and description of errors

According to Coder's model, any sentence uttered by learners and subsequently transcribed can be analyzed for idiosyncrasies. A major distinction is made at the outset between overt and covert errors.

An utterance is grammatically well formed but not interpretable within the normal context of communication. The model indicates that in both cases if a plausible interpretation can be made from a construction of sentence in the target language. Compare the construction with original idiosyncratic sentence, and then describe the difference.

b. Describing errors

In wider term, errors can be described as errors of addition, omission, substitution and ordering and following standard mathematical categories. For instance in English a /do auxiliary/ might be added (Does can he sing?), a definite article omitted (I went to movie), an item substituted (I lost my road), or a word order confused (I to the store went). However such categories are clearly much generalized. Within each category, level of language can be considered: phonology or orthography, lexical, grammar, and discourse. Often, of course, it is difficult to distinguish different level of error.

O. The Relation of Grammar and Speaking

In order to communicate and use the language, structure or grammatical competence must be understood well by students. It is based on the assumption that better structure competence they possess in target language the more fluent, they are able to use the target language.

In conflicting between what is grammatically correct and what is conventionally permissible, the writer must remember that essential qualities of good communication in business are sincerity, simplicity, and especially clarity. So the purpose of grammar is to make communication clear.

CHAPTER III

RESEARCH METHOD AND SETTING

A. Research Method

In order to get some data that are required in this study, the writer conducted library research.

In this chapter, the writer would like to explain the methodology of this research. It consists of research, data source, method and technique of data collection.

1. Research Approach

In this descriptive study, the writer uses qualitative research. Qualitative research is a research which the data in the forms of written or oral word are analyzed descriptively (Lexy Meleong, 1983, P.3). It does not present the data and the result in the form of statistics but it presents in the form of description.

Besides, (Anselm Strauss and Juliet Corbin, 2003:4). Qualitative research is a search in which the data is found through statistical procedures or other calculation. Qualitative research is a type of research which does not contain any calculation or enumeration. Therefore, the data concerned appear in words rather than in numbers.

Qualitative refers to the meaning, the definition or analogy or model or metaphor characterizing something. Qualitative research deals with the meaning of thing and one view of meaning is associative. For an investigator, the association is between an entity being studied and some analogies, interpretation or abstract pattern that seems to be the investigator to agree that metaphor are important. They disagree on where and how to find them. (Immaes M. Dabbs, Jr 1982: 31)

Qualitative refers to analysis in process concluding deductive and inductive. It is not only really on qualitative research but also using quantitative as hypothesis to answer question research through thinking formal and argument. (Saeful Azhar 1998: 5)

Actually, the research conducted the research in the qualitative where the data was being conducted on descriptive form through interview. Moreover, the need analysis was used to answer the research question of what are the structure error for speaking in English department of STAJN Salatiga, what are the students' difficulties in speaking, and what the strategies to solve the problem. The research only focused on answer of the respondent which called the participants perspective. Forgive brief answer the research grouped into alphabetical options.

2. Object of the Research

The object of this study is English register in form of words, phrases, and clause that are taken from some of task in class. The students' make a group in

this subject, such as practice speaking, pronunciation and do the conversation in group. It functions to know how far the students' mastery speaking skills. Speaking 1 is as a base of speech. Some of students' have poor of vocabulary or pronunciations. So this class was taken as an object to research in error analysis of speaking grammar.

3. Data Sources

The writer takes data from "Students STAIN Salatiga 2009/2010". Every class has different source of human, intelligent and attitude. It makes the researcher will choose 1 class to become of researcher. Class B English in STAIN Salatiga will be observed. In this class the number of student have many kinds of characteristics. This class is balance between intelligent and source of human. In this class there are 24 students, consisting of 4 males and 20 females. So the researcher will take data in this class. In the collect data the researcher just focus in this class. The researcher have found 12 students as data in research.

4. Method and Technique of Data Collection

a. Document

Document is a number of data that presents the verbal data such as correspondence journal, memory, report and others which can be mutually responsible (Suharsini Arikunto 1985: 4). This method is used to get data about the class which is used as the object of the research. The documentary data are book and history book of STAIN Salatiga. This method is used to know the profile of STAIN Salatiga, as written in research setting in this chapter.

b. Interview

Interview may often be advantageous at the preliminary step of arranging a questionnaire. Interview includes some questions dealing with the subject of the researcher. The researcher explored some questions deeply on doing interview. There are many kinds of issues relating to speaking subject of English department of STAIN Salatiga especially in speaking and strategies to solve the problem. The researcher would record the whole statement of students about their problem. The purpose this interview to knowing difficulties students in speaking grammar. Because the students have problem in speaking, such as students nervous when they are practise speaking in front of class or communication with their friends although in communication informal, lack of vocabulary, pronunciation, and grammar.

5. Technique of Data Analysis

In doing analysis the writer uses procedures as follows.

No	Step	Explanation
1	Collection of samples from the learners' language	Deciding what samples of learner language to use for the analysis and how to collect these samples
2	Identification of errors	Identifying the errors by italic the errors of the learner made

3	Classification of errors	Grouping the errors that have been found and stating the classes of the errors
4	Explanation of errors	Explaining the errors by establishing the source of the errors and calculating how often the errors appear
5	Evaluation of errors	Evaluating the errors step involve stabilizing the errors and drawing conclusion

Referring to the steps of error analysis method above, the data will be analyzed as follows:

6. Identification of errors

In this step, the writer studied the acquired data and tried to find out the grammatical errors by italic the errors. The writer tried to analyze the data a classification of errors once the errors has been identified, classified them into 7 categories, and they are:

- a. Errors in using verb forms
- b. Errors in agreement between subject and verb
- c. Errors in the use of article
- d. Errors in the use of preposition

- e. Errors in noun pluralization
- f. Errors in the use of pronoun
- g. Errors in the use of conjunction

7. Examples of Data Analysis

After classifying the error analysis of speaking grammar the writer analyzed the purpose, the function and the factors influencing the use speaking grammar. The analysis of content is a central topic which students practice. In the data analysis the writer will use steps from the identification step, the writer finds many errors, made by students in the using speaking grammar by correcting the result of each of the students.

Here will give some of example error of analysis.

Yuni: I usually *gets* up at 4.00 in the morning.

Error Identifying:

I usually *gets* up at 4 early morning → I usually *get* up at 4 early morning.

Because my mather *do* sell vegetables → because my mother *does* sell vegetables.

It classified into error of pluralization.

B. Research Setting

1. Profile of STAIN

STAIN Salatiga is located at Jl. Tensara Pelajar No. 2 Salatiga Central Java. Based on presidential decree of Republic of Indonesia No 11 at years of 1997, the faculty of education of IAIN Walisongo Salatiga juridical was changed into State Institute for Islamic Studies (STAIN) Salatiga march 21 1997. Based on this decree, STAIN Salatiga was still being a territory educational institution under the shelter of Department of religion of Republic of Indonesia that hold educational academic and professional an discipline of religion science.

The changing of that status above, bring some of physical and non physical improvements. The physical improvement lies on the increasing of land and secretariat building. In 1997, STAIN Salatiga had increased the width of the land to 12.500 m, and in 2001, they had building with three floors and the width was 900 m, beside that STAIN Salatiga has a new campus in Kembangarum eall campus 2. It is almost width 1 hectare. While on an physical case, STAIN Salatiga had increased the number of lecturers and employee, up to 2011, the numbers of lecturers are moreover 120 peaples.

Here, the Element of leadership includes chairman and deputy chairman:

1. Periods 1997-1998

Rector	: Drs. H.A. Noerhadi Djama
Deputy Chairman I	: Dr. Muh. Zuhri, MA
Deputy Chairman II	: Drs. H. Kamari Alwan
Deputy Chairman III	: Drs. H.M. Zulfa Machasin

2. Periods 1998-2002

Rector	: Prof. Dr. H. Muh. Zubri, MA
Deputy Chairman I	: Drs. H.M. Zulfa Machasin , M.Ag
Deputy Chairman II	: Drs. H. Sukari Tamsir, MPd
Deputy Chairman III	: Drs. Badwan, M.Ag

3. Periods 2002-2006

Rector	: Drs. Badwan, M.Ag
Deputy Chairman I	: Drs. Imam Sutomo, M.Ag
Deputy Chairman II	: Drs. Imam Baihaqi, M.Ag
Deputy Chairman III	: Drs. H. Nasafi

4. Periods 2006-2010

Rector	: Dr. Imam Sutomo, M.Ag
Deputy Chairman I	: Dr. Muh. Saerozi, M.Ag
Deputy Chairman II	: Drs. Imam Baihaqi, M.Ag
Deputy Chairman III	: Drs. Miftahuddin, M.Ag

5. Periods 2010-2014

Rector	: Dr. Imam Sutoma, M.Ag
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Deputy Chairman I	: Dr. Rahmat hariyadi, M.Pd
Deputy Chairman II	: Drs. Mittahuddin, M.Ag
Deputy Chairman III	: H.Agus Waluyo, M.Ag

2. Asas, Function and Purpose

In arranging and development program, STAIN Salatiga has rules as Pancasila and operation buttom:

- a. Undang-undang Dasar 1945
- b. Undang-undang No 20 at years 2003 about System Education National
- c. Presidential decree of Republic of Indonesia No 11 at years of 1997
- d. The rule government no 30 at years 1990 about the high education

STAIN Salatiga have function:

- a. Arranging and planning program.
- b. Carry out dedicatian for human.
- c. Carry out guide for students.
- d. Caoperation with the other collage.
- e. Carry out civets' academic and relationship with around.

Purpose of education STAIN Salatiga:

- a. Prepare students to become member of society who have ability academic or professional to development knowledge and art.
- b. Development and learning technology and art Islamic, to increase social level and enrich cultural nation.

3. Vision and Mission of STAIN Salatiga

The vision of STAIN Salatiga is becoming the tertiary Educational Institution that is qualified based on creating balance intellectual quotient, emotional quotient and spiritual quotient.

The missions of STAIN Salatiga are:

- a. Accompanying they have the stability of faith, the propounding of spiritual, the majesty of moral and large af knowledge.
- b. Serving the civets academic and society on discovering knowledge, technology and art.
- c. Developing education research and dedication trough internal and external working.
- d. Developing college based management traugh the involvement of stakeholder and society.
- e. Creating the placa of reference as a model of religion and culture af nation.

4. Organization of STAIN

- a. The senate of the faculty
 - b. The Element of leadership includes chairman and deputy chairman
 - c. The Element of Academic and Study Program Organizer, The Center of research and Social Service, The Unit of Language Service, The Unit of Learning Development source, The Unit of Academic's Quality Development, The Center of Infarmation Management System, The Center of Practical Work Development and lecture group.
 - d. The Element of Administrative Organizer, Administrative Division, academic's Sub Divisian, Civil Service and Financial Division and General Subdivisian.
 - e. The support: The Unit of Technical Library, Computer and Laboratory.
 - f. The Element of Non Structural Commitea: The Center af Study, YAKOAMI, SEMA, DEMA, HMJ and KSEI.
5. The Profile of Curriculum and Student's Competent of English Department of STAIN Salatiga

Generally, the faculty af education of STAIN Salatiga has a function on holding educational academic and professional which aims to form tha scholar of education field and Islamic Teaching with a specific skill on Islamic Educational Studies, Arabic, and English. They also have the power to be a teacher based on their field. Tha titles af scholar far the first degree of students is S.Pd.1 and SH.1

a. Supporting Program

All undergraduate students should follow the supporting program of STAIN Salatiga. They are under the follow condition:

1. Opening Ma'had in the second campus (Kembangarum) for learning language skill
2. Base on the capacity, starting from the second phases, there is a limitation of students who follow Ma'had. They are male students on the first semester in the first degree program

Trough the reconstruction of the second campus, the institutlan had created the responsibility to hold the educational program. In addition the institution expected the alumnus of STAIN Salatiga to have the competent both Arabic and English.

b. The Qualification of Alumnus

The students who success finishing their study and receive scholar certificate of S1 are given an academics degree of Islamic Education Schalar (S.Pd.I). They have competence to teach at the secondary school.

c. Curriculum

Curriculums of STAIN Salatiga of academic years of 2009/2010 are:

1. Persanality develapment
2. Scientific and skill

3. Producing Skill

4. Praductive attitude

5. Living skill in society

The students have to follow 156 SKS for 14 semesters. In other case, English Department students should follow the Excellency Program of STAIN Salatiga which is called Arabic development. It is hold in UPB (The Unit of Language Service). The Arabic development is aimed to train capability of Muhadasah, Maharotul Qiro'ah, Kitobah Imlaiyah, Kitabatul Maq Alul Mufrodah, Ashibat Nahwu, Sharof and sa on. It is expected that the students of English department are able to listen, speak, read and write in Arabic well beside in English. Therefore, they are not only good in English but also in Arabic skill.

Therefore, SIBA (Study Intensive Bahasa Arab) had also hold many kinds of activity which could support the main program like seminar of Arabic Speech competition of Arabic and many activities which are the ways to close the students with Arabic atmosphere.

d. Facility

The institution also provides computer and internet for students. The development of computer skill is hold due to the incorporation of academic subdivision and the UPT of computer. For supporting that program, STAIN Salatiga has provided the laboratory of computer can operate and master the program based on their profession.

Moreover, the students may also access internet. They can follow the special program related to internet. It can also support their effort to improve their capability an language.

e. Data of Students

In fact, the total numbers the third semester students of STAIN Salatiga at academic years af 2009/2010.

No	Female	Male
1	76	25
Total		101

The study program of English Department aims to produce the master scholar that could be English teachers at a basic and intermediate level. The English Department students generally should achieve the follaw competence:

Camprehending the concept af education comprehensively

1. Mastering the substance af English knowledge and its learning methodology
2. Having democratic attitude
3. Having professionalism on doing their work
4. Having high responsive innovative in improving their work
5. Having responsiva innovative and creating attitude

6. Providing a model on doing their job
7. Having competent for applying the theories of education on doing the English education learning
8. Well spoken and mannered in English.

E. Program Study of Curriculum

a. Program of Education

The faculty of education of IAIN Walisongo Salatiga jurical was change into State Institute for Islamic Studies STAIN Salatiga. In other word, STAIN Salatiga has a title scholar for the first degrees of students are S.Pd.I and SH.I, but this college has opportunity to gets other title of scholar second or third degree. Otherwise develop into UIN, if there is heavily leaded, direction, program of study and other program in STAIN Salatiga. There are two program of study:

1. Program of Study Tarbiyah

This program has function to held education of academie and professional. This program is to make scholar for the first degree of students, who have skills in education of religious, Arabic, English, teachers of madrasah and becoming teacher in their skills. There are four program of study

- ▶▶ Program of study Religion (PAI)
- ▶▶ Program of study Arabic (PBA)
- ▶▶ Program of study English (TBI)

» Program of study Madrasah (PGMI)

2. Program of Study Syariah

This program has function to held education of academic and professional. This function to making scholar for the first degree of student S.H.I. Program of study D III for the first degree of students A.Md. There are two program of study

» Program of study S I Ahwal Al -Syakhshiyah

» Program of D III Perbankan Syariah

1. Competence of Program Study English

Function: To creating the scholar who able to become teacher English in elementary or senior high school.	
Competence	Indicator
1. Understanding education with globally.	a. Explanation of education formal and religious: History, theory, philosophy, figure, method and wisdom. b. Explanation of application philology, linguistic, technology, curriculum of English.
2. Mastering of English and method of study	1. Explanation about method of stud English, approach, method, technical media and evaluation. 2. Explanation about linguistic theory structure, listening, writing, speaking reading in level elementary, intermediate and advance.
3. Having attitude democratic	1. Respect argument people 2. Responsible in argument

4. Having professional in carry out assignments	1. Carry out assignments with efficient and effective 2. Develop and increase profession. 3. Diligent and love profession.
5. Having attitude responsive, innovative and creative	1. Respect into development education of English 2. Repairing and increase quality studying English 3. Create a new creation in education of English.

2. Subject of English Semester In Academic 2009/2010

SEMESTER I

NO	KODE	SUBJECT	SKS
1.	1113201	AL-QURAN	2
2.	1113202	ILMU ALAMIAH DASAR	2
3.	1113203	BAHASA INDONESIA	2
4.	1113304	FIQH	3
5.	1113605	BAHAS ARAB I	6
6.	1213206	STRUCTURE II (SIBA)	2
7.	1213207	READING I	2
8.	1313208	ILMU PENDIDIKAN	2
JUMLAH			21

SEMESTER II

NO	KODE	SUBJECT	SKS
1	2113201	CIVIC EDUCATION	2
2	2113202	SEJARAH PERADAPAN ISLAM	2
3	2113203	TAFSIR	2
4	2113304	HADIS	3
5	2113605	BAHASA ARAB II	6
6	2231206	STRUCTURE II (SIBA)	2
7	2213207	READING II	2
0	2313200	ILMU PENDIDIKAN ISLAM	2
JUMLAH			21

SEMESTER III

ND	KODE	SUBJECT	SKS
1	3113201	FILSAFAT ILMU	2
2	3113202	AKHLAQ TASAWUF	2
3	3113203	METODDLOGI STUDY ISLAM	2
4	3113204	STATISTIKA	2
5	3113305	USHUL FIQH	3
6	3213206	STRUCTURE III	2
7	3231207	READING III	2
8	3213208	SPAERING I	2
9	3313209	BIMBINGAN DAN KONSELING	2
10	3313210	ADMINISTRASI PENDIDIKAN	2
JUMLAH			21

SEMESTER IV

NO	KODE	SUBJECT	SKS
1	4113001	PRAKTIKUM IBADAH	0
2	4113202	ILMU KALAM	2
3	4113303	ULUMUC HADIS	3
4	4213204	CROSS CULTURAL UNDERSTANDING	2
5	4213205	VOCABULARY 1	2
6	4213206	WRITING 1	2
7	4213207	SPEAKING 11	2
8	4213208	READING IV	2
9	4213209	STRUCTURE IV	2
10	4313210	MEDIUM OF LANGUAGE TEACHING	2
11	4313211	THEORIES OF LEARNING	2
JUMLAH			21

SEMESTER V

NO	KODE	SUBJECT	SKS
1	5113201	ULUMUL QURAN	2
2	5213202	TRANSLATION I	2
3	5213203	LISTENING I	2
4	5213204	VOCABULARY II	2
5	5213205	WRITING II	2
6	5213206	SPEAKING III	2
7	5313207	EVALUATION OF LANGUAGE TECHING	2
8	5313208	CURRICULUM AND MATERIAL DEVELOPMENT	2

9	5313209	METHODS OF LANGUAGE TEACHING	2
10	5313210	FILSAFAT PENDIDIKAN	2
JUMLAH			20

SEMESTER VI

NO	KODE	SUBJECT	SKS
1	6013001	TEKNOLOGI INFORMATIKA	0
2	6113202	METODOLOGI PENELITIAN	2
3	6213203	INTRDDUCTION TO LINGUISTIC	2
4	6213204	ENGLISH FOR SPESIFIC PURPOSE	2
5	6213205	TRANSLATION II	2
6	6213206	LISTENING II	2
7	6213207	VOCABULARY II	2
8	6213208	WRITING III	2
9	6313209	OESIGN OF LANGUAGE TEACHING	2
18	6313210	CLASSROOM MANAGEMENT	2
11	6313211	MICRO TEACHING	2
JUMLAH			28

SEMESTER VII

NO	KOOE	SUBJECT	SKS
1	7213201	LITERATUR APPRECIATION	2
2	7213202	TRANSLATION II	2
3	7213283	LISTENING III	2
4	7213204	WRITING IV	2

5	7213205	PSYCHOLINGUISTIC	2
6	7213206	SOCIOLINGUISTICS	2
7	7213207	SEMANTIC	2
8	7213208	PRAGMATIC	2
9	7313209	RESEARCH IN ENGLISH LANGUAGE TEACHING	2
10	7313410	PRAKTIKUM PENGEMBANGAN PRDFESI KEPENDIDIKAN	4
JMLAH			22

SEMESTER VIII

NO	KDDE	SUBJECT	SKS
1	8113401	PRAKTIKUM PENGEMBANGAN MASYARAKAT	4
2	8113602	SKRIPSI	6
JUMLAH			10

TOTAL SKS = 156

3. List of Subject Kosyarat and Prasyarat Program of Study English

ND	SUBJECT DE KO-SYARAT	SUBJECT OF PRASYARAT
1	Bahasa Arab II	Bahasa Arab I
2	Structure II	Structure I
3	Reading II	Reading I
4	Speaking II	Speaking I
5	Translation I	Structure II, Reading II
6	Metodologi Penelitian	Filsafat Ilmu

7	Structure III	Structure II
8	Listening II	Listening I
9	Vocabulary II	Vocabulary I
10	Translation II	Translation I
11	Reading III	Reading II
12	Speaking III	Speaking II
13	Ilmu Pendidikan Islam	Ilmu Pendidikan
14	Vocabulary III	Vocabulary II
15	Writing II	Writing I
16	Listening III	Listening II
17	Psycholinguistics	Introduction to Linguistics
18	Semantic	Metode Penelitian
19	Writing III	Writing II
20	Sociolinguistics	Introduction to Linguistic
21	Literature Appreciation	Reading III
22	Seminar on Language Teaching	Theories of Learning, Medium of language Teaching, Psycholinguistic
23	Micro Teaching	Seminar on Language Teaching
24	Penulisan Karya Ilmiah	Bahasa Indonesia
25	Skripsi	Metedologi Penelitian, Penulisan karya Ilmiah, Metodologi Penelitian, Pendidikan.

4. Structure of Lecture of English Department

No	Name	Status

1	Dr.H. Sa'adi, M.Ag	Chairman of Rector
2	Dra. Hj. Woro Retnaningsih, M.Pd	Lecture
3	Drs. Bahrudin, M.Ag	Lecture
4	Hanmani, S.Pd, M.Pd	Lecture
5	Hanung Triyoka, S.S, M.Hum, M.Ed	Lecture
6	Nurwanta, S.Pd, M.Hum	Lecture
7	Ruwandi, S.Pd, M.A	Lecture
8	Mashlihanul Umami, S.Pd, MA	Lecture
9	Dra. Lilik Sriyani, M.Si	Lecture
10	Dra. Siti Muntamiroh	Lecture
11	Yahya, S.Ag	Lecture
12	Dra. Sri Parwi	Lecture
13	Yedi Effriadi, S.Ag, M.Ag	Lecture
14	Mukti Ali, S.Ag, M.Ag	Lecture
15	Drs. Djoko Sutopo	Lecture
16	Peni Susapti, S. Si, M.Si	Lecture
17	Naor Malitah, S.Pd, M.Hum	Lecture
18	Setia Rini, S.Pd, M.Pd	Lecture
19	Faizal Risdianto, S.S, M.Hum	Lecture
20	Iva Palupi, S.PSi	Lecture

CHAPTER IV

DATA PRESENTATION AND DATA ANALYSIS

A. DATA PRESENTATION

Before the writer analysis the data, the researcher will present the data as presented in the following:

No	Type	Examples
1.	Error in using verb form	<ul style="list-style-type: none">- I went to <i>show</i> it with my aunt and my brother at night.- I stayed there to <i>joined</i> the First Centered Training Olympiad Central Java Proviaca 2006 (Pemusatan Pelatihan tahap 1 Olimpiade Propinsi Jawa Tengah).- On Tuesday, we visited Bali museum to <i>was</i> Batinese cultured.
2.	Error in agreement between subject and verb	<ul style="list-style-type: none">- One of the teacher <i>were</i> pregnant I <i>teach</i> in the senior high school

		<ul style="list-style-type: none"> - There <i>was</i> 6 people in my family - When <i>we was</i> fishing my father <i>finds</i> rings near <i>the</i> river
3.	Error in the use article	<ul style="list-style-type: none"> - I seldom go to <i>an</i> library - I have <i>the</i> mother - Most of <i>an</i> students clever
4.	Error in the use of preposition	<ul style="list-style-type: none"> - I am still a students <i>in</i> STAIN - It was very crowded by <i>tourism</i> of many countries. - It was <i>the</i> one and only house with two floors and the biggest official house <i>on</i> Pongkah sugar factory. - I didn't realize if my aunt and my brother had crossed it, because I was <i>interested with</i> the magic show that I saw <i>it</i> in crowded of people.
5.	Error in noun pluralization	<ul style="list-style-type: none"> - <i>The animal</i> make me happy - How many <i>person</i> in your home?

		<ul style="list-style-type: none"> • I have <i>two brother, cousin,</i> and my mother is housewife - There are 4 <i>person</i> in my family - What is the <i>name your sister?</i> - What <i>sport</i> do you like to fishing or faatball? - In the park there are a lot of <i>flag</i> and <i>banner</i> - How many <i>peoples</i> are in your family
6.	Error in the use of pronoun	<ul style="list-style-type: none"> - <i>Those</i> day, I was bared and very tired - She wanted to have a vacation in Tegal in grandmather's house. - After acquainted, we took the photos with <i>theirs</i>. - When I wanted to climb, I was so nervous.
7.	Error in the use of conjunction	<ul style="list-style-type: none"> - <i>Besides that</i>, most of them live in one place or never

		<p>moved to another city</p> <ul style="list-style-type: none"> - Next, when we <i>traughed</i> the traffic light, the red blazed. - But <i>caused</i> I thought it just took a moment, so I said OK.
--	--	---

B. DATA ANALYSIS

1. Error in using verb form

- a. I went to *saw* it with my aunt and my brother at night.
- b. I stayed there to *joined the First Centered Training Olympiad Central Java Province 2006* (Pemusatan Pelatihan tahap 1 Olimpiade Propinsi Jawa Tengah).
- c. On Tuesday, we visited Bali museum to *saw* Balinese cultured.

In the error using verb form, the writer finds some of errors in respondent such as:

In the sentence a the students failed to figure out the non-finite verbs. The word *saw* is error. It should have *see*. They should be in the form of Infinitives (To + the simple form of the verb). The sentence should have:

→ I went to *see* it with my aunt and my brother at night.

Sentence b also has error in verb noun. The word *joined* is error. It should *join*. They should be in the form of Infinitivas (To + the simple form of the verb). The sentence should have:

→ I stayed there to *join* *The First Phase of the Centered Training Olympiad Central Java Province 2006* (Pemusatan Pelatihan tahap 1 Olimpiade Propinsi Jawa Tengah).

In the sentence c has error in verb noun. The word *saw* is error. It should have *see*. They should be in the form of Infinitives (To + the simple form of the verb). The sentence should have:

→ On Tuesday, we visited Bali museum to *see* Balinese culture

2. Error in agreement between subject and verb

In the error in agreement between subject and verb, the writer finds same of errors in respondent such as:

- a. One of the *teacher* *were* pregnant when I *teach* in senior high school
- b. *There is* 6 people in my family
- c. When we *was* fishing my father *finds* rings near the river

In the sentence above, the respondent failed recognize in analysis sentences. Sentence a has two error called agreement between subject. The word *teacher* is error because it is no *s* indicates plural. The word *were* is error because it is singular. The word *teach* is error because is pattern past

tense, the words should have been verb 3 *taught*. So the sentence should have been:

→ one of the teachers was pregnant when I taught in senior high school.

The sentence b have error in agreement between subject and verb. In the word *there is*, it is error because singular, plural sentence there are 6 people. The sentence should have been:

→ there are 6 people in my family

The sentence c has two errors called agreement between subject and verb. The word *was* is error because the subject third person plural. The word should *were*. The word *finds* is error because it is pattern past subject + to be + verb ing + when or while + subject + verb 2. The sentence should have been:

→ when we were fishing my father found rings near the river.

3. Error in the use of article

In the error in the use of article, the writer finds some of errors in respondent such as:

- a. I seldom go to *a*n library
- b. I have *the* mother
- c. Most of *a*n student clever

From the sentence above, the respondents failed recognize to use the definite article (*the*) in sentence a has error in use article. In the

word *an* is not suitable use it the sentence. The sentence should have use the definite article *the*. The structure should have been:

→ I seldom go to *the* library.

Sentence b has error in the use of article. In the word *the* is error. The sentence should have been use the word *a*, because the article takes into account whether the noun is countable or not and whether it is singular or plural. The sentence should have been:

→ I have *a* mother

Sentence c also failed recognize to use definite article *the*. The word *an* is error. The use of article *the* should have been put before the word *students*, because *n* is plural. So the sentence should have been:

→ Most of the students

4. Error in the use of preposition

In the error in use of preposition, the writer finds some of error in respondent such as:

- a. I am still *a* students *in* STAIN
- b. It was very crowded by *tourism* of many countries.
- c. It was the one and only house with two floors and the biggest official house *on* Pangkah sugar factory.
- d. I didn't realize if my aunt and my brother had crossed it, because I was *interested with* the magic show that I saw it in crowded of people.

From the sentence above, the respondent failed recognize error in preposition. In sentence a has error in the use of preposition. In the word *in* is not suitable if the use in this word, Preposition always follows by pronouns and nouns. Because the word *STAIN* indicate place so use the word *at*. The sentence should have been:

→ I am still students *at* STAIN

Sentence b is error in preposition. In the word *tourism* is error. It should have been *tourists* because show peoples. The sentence should have been:

→ It was very crowded by *tourists* from many countries.

Sentence c is error in preposition. The word *at* is error. It should use the word *in*, because show place. The sentence should have been:

→ It was the one and the only house with two floors and the biggest official house *in* Pangkah sugar factory.

In the sentence d is error in preposition. The word *with* is error. It should have omitted and use *in*, because the word *interesting* *in*. So the sentence should have been:

→ I didn't realize if my aunt and my brother had crossed it, because I was *interested in* the magic show that I saw in crowded of people.

5. Error in noun pluralization

In this error, the writer finds error in noun pluralization such as:

- a. *The animal make me happy*
- b. *How many person in your home?*
- c. *I have two brother, cousin, and my mother is housewife*
- d. *There are 4 person in my family*
- e. *What is the name your sister?*
- f. *What sport da you like to fishing or football?*
- g. *In the park there nre a lot of flag and banner*
- h. *Haw many peoples are in your family?*

In the sentences above, the writer find some of errors in noun pluralization. The respondent failed recognize sentence in pluralization. Sentence a have two error in noun pluralization. The word *animal* is error, it should have *animals*. Because it is word agreements *make*. It means that subject is plural. It corrects pattern simple present tense. So the structure should have been:

→ *The animals make me happy*

The sentence b has error in noun pluralization. The word *person* is error. It should have been *people*, because *person* is singular and *people* indicate plural. The sentence should have been:

→ *How many people in your home?*

Sentence c has error in noun pluralization. The word *brother* and *cousin* is error, because it is plural. There are word *have two*. The

→ I have two *brothers, cousins* and my mother is housewife

The sentence d has error in noun pluralization. The word *person* is error. It should have been *people*, because *person* is singular and *people* indicate plural. The sentence should have been:

→ There are four *people* in my family

The sentence e has error in noun pluralization. The word *the name your sister* is error. Because indicate plural. The sentence asks name of sister and it more than one. The structure should have been:

→ What is *sisters name*?

Sentence f is error in noun pluralization. The word *sport* is error. It should *sports* because question two choice and it more than one. So the structure should have been:

→ What *sports* do you like to fishing or football?

Sentence g is error in noun pluralization. The word *flag* and *banner* is error. It is singular, in fact the word *there are a lot of* is plural. Flag and banner more than one. The sentence should have been:

→ In the park there are a lot of *flags* and *banners*

Sentence h is error in noun pluralization. The word *peoples* is error. As we know that *people* has plural, so not add s. The sentence should have been:

Sentence h is error in noun pluralization. The word peoples is error. As we know that people has plural, so not add s. The sentence should have been:

→ How many people are in your family?

6. Error in the use of pronoun

In this error, the writer finds error in the use of pronoun such as:

- a. *Those* day, I was bored and very tired
- b. She wanted to have a vacation in Tegal in grandmother's house.
- c. After acquainted, we took the photos with *theirs*.
- d. When I wanted to climb, I was so nervous.

In the sentence above, respondent failed recognize error in use of pronoun. Sentence a is error in use of pronoun. The word *those* is error. It should have *that* because form of demonstrative pronoun. The structure should have been:

→ That day, I was bored, and very tired

The sentence b is error in use of pronoun. The word *a* is error. It should be omitted. This sentence include the possessive pronoun. The structure should have been:

→ She wanted to have vacation in Tegal in grandmother's house.

Sentence c is error in use of pronoun. The word *after* should give add *being* and the word *their*, it should omitted and use *them* because show owner. It is include sentence the possessive pronoun. The sentence should have been:

→ After *being* acquainted, we took photos with *them*.

Sentence d is error in use of pronoun. Recognize the personal pronoun. The sentences should have been:

→ When I wanted to climb it, I was so nervous.

7. Error in the use of conjunction

In this error, the writer finds error in the use of conjunction, respondent failed recognize use of conjunction such as:

- a. *Besides that*, most of *them* live in one place or never moved to another city
- b. *Next*, when we *roughed* the traffic light, the red blazed.
- c. *But caused* I thought it just took a moment, so I said OK.

In the sentence above, respondents fail recognize error in use of conjunction. Sentence a has error in the word *besides that*, the sentence should just *besides*. The respondents just added *them* with *-ed*, just like what we do when we form the past form of verbs. They generalized what

we do in making past verb form to what we do with conjunctions. The sentence should have been:

→ *Besides*, most of them live in one place or never moved to another city

Sentence b error in the word *troughed*. It should have been *passed*. The respondents just added them with *-ed*, just like what we do when we form the past form of verbs. They generalized what we do in making past verb form to what we do with conjunctions. The sentence should have been:

→ *Next*, when we *passed* the traffic light, the red blazed.

Sentence c is error in the word *caused*, it should have been *because* respondent just added them with *-ed*, just like what we do when we form the past form of verbs. Respondent generalized what we do in making past verb form to what we do with conjunctions. The sentences should have been:

→ But, *because* I thought it just took a moment, I said OK.

CHAPTER V

CLOSURE

A. Conclusion

After finishing the research entitled: "grammatical error analysis of speaking subject used by English Department students of STAN Salatiga in academic of year 2009/2010". The writer can draw some conclusion. The conclusions are based on the result of the test. most the students made error in speaking grammar. Based an analysis it can be concluded that the distribution of the mistake are follow:

- a. The dominant structural errors made students of STAN Salatiga in their speaking is as follows :
 1. Student has mistake when determine type af error, so they have many mistake
 2. Most of the students have error in noun plularization and Error in the use of pronoun.
 3. The students have difficulties in analysis type of tense, so they are getting problem when speaking or answer question.

b. The main difficulties made by students are as follows :

The writer also give questions about the factors dominantly influence the students' problem in speaking. They are getting assignment tenses, error or mistake. The main factor they difficulties to determine type of error. The students' always careless identifying tasks or assignment. Another the factors such as nervous, fears, get bored, not in good mood, did not have self confidence to speak in front of the class or audience, not usually communication English with friends, poor of grammar, poor of vocabulary when speaking, pronunciations, poor in tenses, forget of grammar and they were also less interested in speaking class. The writer concluded that the factor can influence the respondents' personality.

B. Suggestion

Based on the conclusion of the analysis, the writer like to suggestion that the teacher must give motivation to the students, so the students have good self confidence to speak in front of the class.

The writer proposed some suggestion based on the research finding above in order to get better output teaching speaking effectively.

1. For the lecturer

- a. In teaching and learning process lecturer make the students more comfortable to enjoy the activities. The interest can raise their motivation in learning process.

- b. It is better for them to find other source of material in order to avoid the students' boredom.
- c. The lecturer should be able to make students learn actively in practice speaking ability, increase to ability of speaking and should explain clearly the objective of teaching to the students in complete materials.
- d. The lecture should have make process learning enjoyable, comfortable and interesting, so students have interest in process learning.
- e. The lecture always gets a new material or up to date material, it funtion students always enjoy in get material.

2. For the students

- a. Students should practice English speaking every day. Try to respond the question of lecturer or to express their own ideas, although it is wrong and should try to make conversation with their friends.
- b. Increase your interest in learning English by English the people can able in the global living.
- c. If you get the difficulties in all subjects ask to the expert.
- d. Increase your self confidence to speak in front of class, do not nervous, shy with your lecture and friends.

3. For the institution

Moreover, the writer would suggest to the institution of STAIN Saktiga. It is better for the institution to open some classes of speaking which are appropriate with the English Department. They also should hold curriculums that are needed by English Department students, so that the need of students could be reached. The roles of the institution are very significant since they held importance role on the whole decision of English Department. Therefore, they should do many strategies that can increase the progress of the qualification of the English Department students especially in speaking.

4. For the other researcher

Actually, the writers realize that there are many limitation and mistake on the writer's research. But, the writer hopes that this research will be useful for being the addition reference especially for the reader and the other researcher. Moreover, the writer will wait for the critics and suggestion from the reader in order to be better. And finally, the writer would say thanks a lot of the reader which had read my research.

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APPENDIX

CURRICULUM VITAE



Name : Anas Muhamad Wibowo
Date and birth : Salatiga, July 11th 1989
Address : Wisnu street rt 87 rw 81 Dukuh Krajan Salatiga
Phone Number : 085640847029
Email : anaswoyo_89@yahoo.com

Background of study

TK Palupi Salatiga	1993-1995
Madrasah Ibtidaiyah Me'arif Salatiga	1995-2000
Junior High School N 7 Salatiga	2001-2004
Vocational High School N 2 Salatiga	2004-2007
State Institute Islamic Studies Salatiga	2007-2012

Experience of Organization

1. Member of MENWA	2007-2012
2. Staff Ops MENWA	2008-2009
3. Member of RACANA	2008-2009
4. Vice of Commandant MENWA	2009-2018
5. Staff of PAM MENWA	2810-2811

DAFTAR SKK

Nama : Anas Muhamad Wibowo

Jurusan : Tarbiyah

NIM : 11307060

Pragfi : TBI

No	Jenis Kegiatan	Pelaksanaan	Sebagai	Nilai
1	Opspek 2007 (DEMA)	28-31 Agustus 2887	Peserta	3
2	Pelatihan Kawah Candra Dimuka (MENWA)	9-11 Agustus 2087	Peserta	3
3	Serasehan Bela Negara dan Buka Bersama (BEM&MENWA)	24 September 2007	Panitia	3
4	Beaking The Fast and Bioskop Ramadhan (CEC)	25 September 2807	Peserta	2
5	Bakti Sosial Korban Bencana (BRIGSUS&MENWA)	1-2 Januari 2008	Peserta	3
6	Pra Pendidikan Dasar (MENWA)	17-18 Januari 2008	Peserta	4
7	Peningkatan Ketrampilan Sistem Keamanan	29-31 Januari 2008	Peserta	4

	Lingkungan (Badan Keshang dan Linmas Provinsi Jawa Tengah)			
8	Pendidikan Dasar Yudha XXXI MENWA Jawa Tengah	24 Maret-5 April 2008	Peserta	3
9	Masa Penerimaan Anggota Baru II PMII	4-6 April 2008	Panitia	3
10	Pelatihan Kawah Candra Dimuka (MENWA)	13-14 April 2008	Panitia	3
11	Seminar Nasional (BEH)	23 April 2008	Panitia	6
12	Seminar Nasional Bela Negara (UNNES&UII)	4 Agustus 2008	Peserta	6
13	Lomba Halang Rintang Tempur Nasional (UNNES&UII)	7 Agustus 2008	Peserta	6
14	Lomba Napak Tilas Rute Panglima Besar Jenderal Soedirman Nasional (UNNES&UII)	9 Agustus 2008	Peserta	3
15	Pekan Integrasi Resimen Mahasiswa Nasional (UNNES&UII)	10 Agustus 2008	Peserta	3

16	Dpspek 2008 (BEM)	25-27 Agustus 2008	Panitia	3
17	Seraschan Keagaman (DEMA)	9 September 2008	Peserta	3
18	Movie Appreciation & Breaking The fast (CEC)	22 September 2008	Peserta	3
19	Pra Pendidikan Dasar Menwa	24-29 Oktober 2008	Panitia	4
20	Seminsr Nasional (PMII)	24 Januari 2009	Peserta	6
21	Kuliah Umum dan Dialog Perkembangan Kerja Sama ASEAN	10 Februari 2009	Peserta	3
22	Kursus Pembina Pramuka Mahir Tiagkat Dasar KMD(Kwarecab Salatiga)	9-14 Februari 2009	Peserta	4
23	Practicum Program English Education Study Program	20 Februari 2009	Peserta	3
24	Seminar Pembiayaan Pendidikan Kota Salatiga 3(DEMA)	25 Maret 2009	Peserta	3
25	Workshop Legal Drafting (SEMA)	30 Maret 2009	Peserta	3

26	Bedah Film " Laskar Pelangi" (DEMA)	4 April 2009	Peserta	2
27	Bedah Buku " Deadline Your Life" (LDK)	14 April 2009	Peserta	2
28	Seminar Nasional (DEMA)	22 April 2009	Peserta	6
29	OPAK 2009 (DEMA)	20 Agustus 2009	Panitia	3
30	Diskusi Panel dan Buka Bersama (CEC,LDK,ITTAQD)	5 September 2009	Peserta	3
31	Lomba Lintas Medan dan Peraturan Baris-berbaris se- Kota Salatiga (MENWA)	12 Oktober 2009	Panitia	3
32	TDEPL (UPB)	24 Oktober 2009	Peserta	2
33	Dialoque & Debate TVRI Relax Show (UPB)	13 Desember 2009	Peserta	2
34	Pra Pendidikan Dasar (MENWA)	26-31 Januari 2010	Panitia	4
35	Rapat Kerja Daerah Resimen Mahasiswa se Jawa Tengah	10-11 April 2010	Peserta	4
36	Surat Keputusan Menwa	12 April 2010	Wakil	4

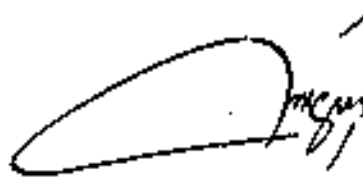
			Komandan	
37	Kemah Kebangsaan & Out Bound Bela Negara (Nasional)	2-4 Juli 2010	Peserta	6
38	Seminar Lingkungan Hidup (MAPALA)	24 Mei 2010	Peserta	3
39	Amalan Ramadhan Racana ke 12 (RACANA)	30 Agustus-3 September 2010	Reka Kerja Koordinator Desa	4
41	Workshop Leadership (MENWA&RACANA)	3-5 Desember 2010	Panitia	3
42	Kursus Pembina Pramuka Mahir Tingkat Lanjut/KML Ke 3 se Jawa (RACANA)	25-30 Januari 2011	Operasional	4
43	Praktikum Pelatihan TOEPL (UPB)	25 Januari- 10 Februari 2011	Peserta	3
44	Praktikum Pelatihan ILAIK	11-26 Februari 2011	Peserta	3
45	Kemah Bakti Kemitraan se Jawa Tengah	18-20 Februari 2011	Peserta	3
46	Tanda Pendaftaran Usaha Pembudidaya Ikan (Dinas)	12 Agustus 2011	Anggota	3

	Pertanian Kota Salatiga)			
47	Seminar Regional (MENWA)	26 Oktober 2011	Panitia	4
			JUMLAH	159

Salatiga 12 January 2012

Mengetahui

Pembantu Ketua Bidang Kemahasiswaan



H. Agus Waluyo.M.Ag.

NIP 197502112000031001



SURAT KETERANGAN IZIN PENELITIAN
NOMOR : St.24/K-07/PL.00/2835/2011

Membaca surat Sudjana Pembantu Ketua Bidang Akademik STAIN Salatiga Nomor: St.24/K-07/PL.01/2743/2011, tanggal 10 Desember 2011, perihal: izin penelitian bagi mahasiswa a.n.

Nama : Aras Muhammad Wibowo
NIM : 11307060
Program Studi : Tadris Bahasa Inggris
Jurusan : Tarbiyah STAIN Salatiga
Judul Skripsi : ERROR ANALYSIS OF SPEAKING GRAMMAR USED BY THE STUDENTS IN STAIN SALATIGA 2009/2010
Dosen Pembimbing : Hamman, M Pd
Waktu : 20 Desember 2011 s.d. 20 Januari 2012.

Ketua Sekolah Tinggi Agama Islam Negeri Salatiga memberi izin kepada mahasiswa tersebut untuk melakukan penelitian (dalam rangka penulisan skripsi) di STAIN Salatiga, guna mengumpulkan data yang diperlukan.

Demikian izin ini diberikan, harap dilaksanakan sebagaimana mestinya.

Salatiga, 20 Desember 2011

Ketua,

Dr. Imam Sutomo, M.Ag.
NIP. 195808271983031002



10 Desember 2011

Nama : **St.2-2011.01.01/2743/2011**
 Jenis : **Proposal Penelitian**
 Hal : **Izin Penelitian**

Kepada
 Yth. Ketua STAIN
 di Salatiga

Assalamu'alaikum w.w.

Sangat berminat dengan di bawah ini, kami menerangkan bahwa :

Nama : **Anas Muhammad Wibowo**
 NIM : **11207060**
 Mahasiswa : **Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga**
 Jurusan : **Tarbiyah**
 Program Studi : **Tadris Bahasa Inggris (TBI)**

Dalam rangka menyelesaikan studi Program S. 1 di STAIN Salatiga, diwajibkan memenuhi salah satu persyaratan yang berupa pembuatan SKRIPSI

Adapun judul yang diambil adalah
**ERROR ANALYSIS OF SPEAKING GRAMMAR USED BY THE STUDENTS
 IN STAIN SALATIGA 2009/2010**

Dengan Pembimbing : **Hamwan, M. Pa**
 Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu member izin kepada mahasiswa tersebut untuk melakukan penelitian guna memperoleh data atau keterangan dan bahan yang diperlukan di STAIN, mulai tanggal 10 Desember 2011 s.d. selesai.

Kemudian atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih

Wassalamu'alaikum w.w.

an. Ketua
 Pembantu Ketua Bidang Akademik

Dr. Ratuman Harivati, M.Pd.
 NIP. 19570112 199203 1 005

- Tembusan : Yth
 1. Ketua STAIN Salatiga (sebagai laporan)
 2. Mahasiswa yang bersangkutan



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09 Juli 2011

Nomor: St.24/K-1/PP.00.9/1-1.3.102/2011
Lamp. : Proposal Skripsi
Hal : Pembimbing dan Asisten
Pembimbing Skripsi

Yth. Hammam, M. Pd

Assalamuataikum w.w.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1). Snudara ditunjuk sebagai Dosen Pembimbing / Asisten Pembimbing Skripsi mahasiswa :

Nama : Anas Muhammad Wibowo
NIM : 11307060
Jurusan : Tarbiyah
Judul Skripsi :

ERROR ANALYSIS OF SPEAKING GRAMMAR USED BY THE STUDENTS IN
STAIN SALATIGA 2009/2010

Apabila dipandang perlu Saudara diminta mengoreksi tema Skripsi di atas.

Demikian untuk diketahui dan dilaksanakan.

Wassalamuataikum w.w.

a.n. Ketua,
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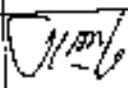
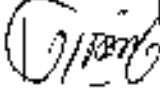
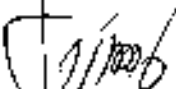
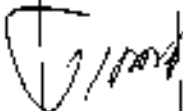

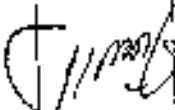
LEMBAR KONSULTASI SKRIPSI

NAMA MAHASISWA: ANAS MUHAMMAD WIBAWA

IM : 11397262

MBIMBING : HAMMAM, M.Pd

DUL : Formatical error analysis speaking subject used
in English Department - students of STIA Ar-Sabha
in the academic year of 2009/2010

No.	TANGGAL	ISI KONSULTASI	CATATAN PEMBIMBING	PARAF
1	3/2/2011	Proposal	- revise the title - grammar	
2	12/8/2011	Proposal	- diction	
3	09/11/2011	see proposal	- Grammar - Method of research - find sources	
4	1/12/2011	Chapter I	see chapter I - bring Jack Richards book mentioning learners error	
5	5/01/2012	Chapter I - II	- Move on Research Method into Chapter III - Read method of collecting data - Example of Analysis	
6	12/01/2012	Chapter I - II - III	- Grammar - grammar & types error - give example of data analysis - Data Presentation & Analysis → Chapter II	

CATATAN:
 SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Pembimbing



LEMBAR KONSULTASI SKRIPSI

NAMA MAHASISWA: ANAS MUHAMMAD WIBOWO

NIM: 11502060

PEMBIMBING: HANAMANI, M.Pd

JUDUL: Discourse analysis of error analysis speaking subject used by English Department students of STANW Sitabisa in the academic year of 2009/2010

NO.	TANGGAL	ISI KONSULTASI	CATATAN PEMBIMBING	PARAF
7	24/1/2012	Chapter IV 8	Submit	
8	26/1/2012	Chapter I, II, III	Grammar, clause, simple present. Give example of data analysis	
9	06/02/2012	Chapter IV	- data analysis → should be data presentation - Grammar: active & positive construction	
10	08/02/2012	Chapter I	- Revise the conclusion - Conclusion refers to problem statement	
11	13/02/2012	Chapter III, IV, V	- Grammar	
12	14/02/2012	Chapter I - I	see	

CATATAN:
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA

Pembimbing

Hanamani

DATA OF INTERVIEW

a. The list of the respondent

The list of Interview

No	Name	Female	Male
1	Saeful A		√
2	Nur Ikhsan		√
3	Ikhsan S		√
4	Nur Efiana	√	
5	Aris Zulfa		√
6	Mufti K M	√	
7	Ismiati	√	
8	Siti U	√	
		4	4
	Total		8

b. The Result of Interview

The researcher would like to present the data of focus group discussion at interview:

1. Saeful Anwar

- a. Bagaimana mata kuliah speaking 1 menurut anda?

Lumayan sulit, tapi asal mau belajar dengan serius pasti bisa

What do you mind about speaking 1?

Rather difficult, if want to study hard seriously

- b. Apakah penting mata kuliah speaking 1 untuk anda?

Sangat penting, karena mata kuliah speaking bisa melatih skill seseorang mahasiswa, khususnya berbicara di depan banyak orang

What important does speaking subject for you?

Very essential, because speaking subject could practice skill for students especially speaking in front of people.

- c. Apakah penting kelas pronunciation?

Kurang begitu penting, karena di STAIN lebih mengutamakan speaking, writing, listening, dan grammar.

What important pronunciation class?

Not important too, because in STAIN just mind in speaking, writing, listening and grammar.

d. Apakah kesulitan anda dalam mengikuti mata kuliah speaking?

Kurang terbiasa dengan bahasa Inggris sebagai komunikasi dengan teman.

What is difficult in follow speaking subject?

Not usually with English as communication between friends.

e. Apakah strategi anda untuk mengatasi masalah anda?

Perlu membiasakan diri berbicara dengan bahasa Inggris dengan teman.

What strategies to overcome your problem?

Need to practice speaking English with friends.

2. Nur Ikhsan

a. Bagaimana mata kuliah speaking 1 menurut anda?

Menurut saya mata kuliah speaking itu tidak terlalu membosankan, apalagi jika didukung dengan dosen atau pengajar yang menarik dan dapat menyesuaikan dengan kemampuan mahasiswanya.

What do you mind about speaking 1?

In my mind, speaking subject is not boring, if it has support with teacher has attitude good and ability students.

b. Apakah penting mata kuliah speaking 1 untuk anda?

Sangat penting karena dapat semakin menunjang kemampuan mahasiswa dalam berbicara dengan bahasa asing, terutama bagi yang mengambil jurusan Bahasa Inggris.

What important does speaking subject for you?

It is very essential, because could give ability students in speaking foreign language, it mind take foreign language.

c. Apakah penting kelas pronunciation?

Sangat penting, karena dalam pelafalan kata-kata dalam bahasa asing (English) kita sebagai pengguna Bahasa Indonesia masih butuh banyak belajar, karena pronunciation bahasa asing banyak berbeda dengan bahasa lokal.

What important pronunciation class?

It very important, because in pronunciation words in English, we as user Indonesian Language still need study, because pronunciation English is different with local language.

d. Apakah kesulitan anda dalam mengikuti mata kuliah speaking?

Kesulitan saya dalam mata kuliah speaking yaitu lemah dalam penggunaan grammar, ketika berbicara juga masih harus banyak belajar tentang vocab.

What is difficult in follow speaking subject?

My difficulties in speaking subject are poor in use grammar, when speaking still study much about vocabulary.

e. Apakah strategi anda untuk mengatasi masalah anda?

Mengikuti dengan serius dan banyak mempelajari, memahami speaking tersebut.

What strategies to overcome your problem?

Follow speaking with seriously, study hard and understand in speaking.

3. Ikhsan Susilo

a. Bagaimana mata kuliah speaking 1 menurut anda?

Menurut saya mata kuliah speaking adalah mata kuliah yang dapat meningkatkan kreatifitas berbahasa, karena ketrampilan dalam berkomunikasi adalah tolok ukur seberapa kepandaian seseorang dalam berbahasa Inggris

What do you mind about speaking 1?

In my mind, speaking subject is subject could increase creativities language, because creativities in communication is how measure intelligent people in English.

b. Apakah penting mata kuliah speaking 1 untuk anda?

Sangat penting, manfaatnya banyak sekali misalnya dalam presentasi dan komunikasi.

What important does speaking subject for you?

It is important; it has many more, for instant in presentation and communication.

c. Apakah penting kelas pronunciation?

Pronunciation itu sangat penting, karena ketepatan, kefasihan, kejelasan dalam mengucapkan kata mempengaruhi arti yang kemungkinan bisa saja menimbulkan salah paham, jadi pronunciation dalam speaking harus jelas.

What important pronunciation class?

Pronunciation is essential, because accurate, fluent, obviously in speech words could different meaning and make misunderstanding, so pronunciation in speaking must be obvious.

d. Apakah kesulitan anda dalam mengikuti mata kuliah speaking?

Kesulitan dalam speaking yaitu miskin vocab, tidak tahu makna setiap kata dan belum berani menggunakan grammar.

What is difficult in follow speaking subject?

Difficulties in speaking for example poor vocabulary, does not know meaning words and afraid use grammar.

c. Apakah strategi anda untuk mengatasi masalah anda?

Belajar vocab, grammar dan exercise

What strategies to overcome your problem?

Study vocabulary, grammar and exercise.

4. Nur Efiana

a. Bagaimana mata kuliah speaking 1 menurut anda?

Menurut saya mata kuliah speaking menyenangkan

What do you mind about speaking 1?

In my mind speaking subject is interesting.

b. Apakah penting mata kuliah speaking 1 untuk anda?

Sangat penting, karena saya di tuntut untuk biasa speaking.

What important does speaking subject for you?

Very essential, because I have to speaking.

c. Apakah penting kelas pronunciation?

Sangat penting karena kalau kita tidak bisa menguasai pronunciation maka percuma saja kita speaking.

What important pronunciation class?

It is very important, because if we could not master pronunciation it is a pity you are.

- d. Apakah kesulitan anda dalam mengikuti mata kuliah speaking?

Kesulitan saya adalah belajar pronunciation.

What is difficult in follow speaking subject?

My difficulty is study pronunciation.

- e. Apakah strategi anda untuk mengatasi masalah anda?

Saya sering menonton film luar yang menggunakan percakapan bahasa Inggris. Sehingga saya bisa belajar pronunciation. Saya juga sering latihan dengan teman.

What strategies to overcome your problem?

I often watch foreign movie using conversation English. Moreover I also study pronunciation and practice with my friends.

5. Aris Zulfa

- n. Bagaimana mata kuliah speaking 1 menurut anda?

Mata kuliah speaking sangat menarik dan penting untuk saya.

What do you mind about speaking 1?

Speaking 1 is very interesting and essential for me.

b. Apakah penting mata kuliah speaking 1 untuk anda?

Sangat penting.

What important does speaking subject for you?

Very important.

c. Apakah penting kelas pronunciation?

Sangat penting untuk mengasah ritme dalam berbicara.

What important pronunciation class?

It is essential to practice rime in speaking.

d. Apakah kesulitan anda dalam mengikuti mata kuliah speaking?

Keterbatasan vocab.

What is difficult in follow speaking subject?

A poor vocabulary.

e. Apakah strategi anda untuk mengatasi masalah anda?

Tentu saja dengan praktik berbicara Inggris dengan teman dan menambah kosa kata baru.

What strategies to overcome your problem?

Of course with practice Speaking English with friends and gets new vocabulary.

6. Mufti Khotul Karimah

a. Bagaimana mata kuliah speaking 1 menurut anda?

Sangat penting

What do you mind about speaking 1?

Very Important.

b. Apakah penting mata kuliah speaking 1 untuk anda?

Untuk melatih kita berbicara di depan publik

What important does speaking subject for you?

To practise our speaking in front of public.

c. Apakah penting kelas pronunciation?

Sangat penting, karena itu bisa membuat kita berbicara bahasa Inggris dengan lafal yang benar.

What important pronunciation class?

Very essential, because will make our speaking English fluent.

d. Apakah kesulitan anda dalam mengikuti mata kuliah speaking?

Pada saat mengikuti mata kuliah sering kita dituntut untuk selalu berbicara di depan kelas, kendala yang sering saya alami yaitu sering

nervous/gugup sehingga di depan kelas itu saya belum berbicara maksimal.

What is difficult in follow speaking subject?

In lesson, we always to speaking in front of class. I usually nervous so that in front of class I not perfect.

e. Apakah strategi anda untuk mengatasi masalah anda?

Mempersiapkan apa saja yang akan dibicarakan di depan kelas dan siap mental sehingga nantinya tidak gugup dan bicara saya di depan kelas bisa maksimal.

What strategies to overcome your problem?

Prepare what will be speak in front of class and prepare material, so, if in front class not nervous and fluent.

7. Ismiati

n. Bagaimana mata kuliah speaking 1 menurut anda?

Penting dan menyenangkan

What do you mind about speaking 1?

Interesting and Essential

b. Apakah penting mata kuliah speaking 1 untuk anda?

Sangat penting, kita bisa melatih berbicara inggris dengan fasih.

What important does speaking subject for you?

Very important, we could try speaking English Fluently.

c. Apakah penting kelas pronunciation?

Kita jadi terlatih mengucapkan bahasa Inggris dengan benar sesuai pengucapan yang berlaku

What important pronunciation class?

We try to speaking English well as pronunciation

d. Apakah kesulitan anda dalam mengikuti mata kuliah speaking?

Mungkin lebih pada pronunciation, lidah kita belum terbiasa atau mungkin memang lidah orang Indonesia agak sulit mengucapkan kata-kata asing.

What is difficult in follow speaking subject?

In pronunciation, our tongue not usual or may be our Indonesian tongue difficult to speak foreign.

e. Apakah strategi anda untuk mengatasi masalah anda?

Berlatih, disetiap kesempatan kadang-kadang menggunakan bahasa Inggris, lebih sering mendengar maupun menyanyi lagu berbahasa Inggris.

What strategies to overcome your problem?

Trying in every moment sometimes using English, listen or sing song English.

8. Siti Umairah

- a. Bagaimana mata kuliah speaking I menurut anda?

Mata kuliah speaking menurut saya sangat menyenangkan dan mengasikkan apalagi dosennya langsung dari luar.

What do you mind about speaking I?

In my mind speaking lesson is interesting because the teacher from foreign.

- b. Apakah penting mata kuliah speaking I untuk anda?

Menurut saya sangat penting karena speaking melatih kita bagaimana cara berbicara di hadapan banyak orang.

What important does speaking subject for you?

In my mind it is essential because to try speaking in front peoples.

- c. Apakah penting kelas pronunciation?

Kelas pronunciation juga penting. Cara berbicara akan mempengaruhi apa yang akan diterima si pendengar.

What important pronunciation class?

It is important too, how we speaking would interference listener.

b. Apakah penting mata kuliah speaking 1 untuk anda?

Sangat penting.

What important does speaking subject for you?

Very important.

c. Apakah penting kelas pronunciation?

Sangat penting untuk mengasah ritme dalam berbicara.

What important pronunciation class?

It is essential to practice rime in speaking.

d. Apakah kesulitan anda dalam mengikuti mata kuliah speaking?

Keterbatasan vocab.

What is difficult in follow speaking subject?

A paar vocabulary.

a. Apakah strategi anda untuk mengatasi masalah anda?

Tentu saja dengan praktik berbicara Inggris dengan teman dan menambah kosa kata baru.

What strategies to overcome your problem?

Of course with practice Speaking English with friends and gets new vocabnulary.