

AN ANALYSIS OF GRAMMAR ERROR IN PUBLIC SPEECH PROGRAM AT GENTA ENGLISH COURSE IN GENDONG LAREN-LAMONGAN

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Abstract. Many students who did not confident with their speaking ability when they want to speak in front of the audience so Public speaking is a program that is suitable to improve their speaking ability. This study was aimed to know whether Genta’s program (Public Speech) all speakers did the errors on grammar at public speaking Genta English Course or not. The research described that are (a) what are errors on grammar at public speaking. (b) What are the causes of errors on grammar at public speaking? Especially about: analysis of errors on Grammar. This study is descriptive qualitative on analyzing errors. The subjects of this study were the students of Genta English Course in Gendong – Laren - Lamongan. The instruments used in this study were observation form, interview guide, and documentation. The data collected from observation and interview was analyzed based on analyzing, the researcher manages the series data and it involve identification, classifying, presenting and conclusion. The result of this study described that all the speakers did errors on grammar at public speech exactly at sentence and phrase because of the speakers less understand of the structure of grammar. In analyzing of errors on grammar at public speech here, the research gave contribution and show that the data, correct, and the solution. When the speakers did the errors on grammar at public speech, it happened in present tenses, part of speech, modal, degree of comparison and passive. And this result can be presented in present tense 28.6%, part of speech 53.6%, and modal 10.7%, degree of comparison 3.6% and passive 3.6%. it had discussed by the researcher. It was found value of analyzing this result then discussed on grammar at public speech so all speakers did not do the errors any more on grammar at public speech Genta English Course in Gendong.

Keywords: Public Speech Activity, Errors on Grammar

INTRODUCTION

GENTA is an informal education that has some programs like grammar class, speaking class and vocabulary class. The class has grade like English kid class, basic class, pre intermediate class and intermediate class. *GENTA* also has program like public speech, that program is to improve students speaking ability how students can speak English well and confidence in front of audience.

Before they are speaking in front of the audience usually, they have program like briefing with functionaries of *GENTA* Course in Gendong, on a day before, so they get information or knowledge how to speak in front of the audiences well. Harmer (2007:325) states that there are a number of different approaches to the practice of speaking skills both in and outside the classroom. The teacher needs to choose among them, decides whether she/he wants the students to focus more on the process of speaking than its product, she/he wants them to study different speaking genres, and she/he wants to encourage creative speaking either individually or cooperatively.

According to Stevens (2010:89) defines that speaking is a powerful means of self-and social expression, potentially communication to an increasingly wide audience through formal or informal publication, easy and quick copying, and information and communication technology. Furthermore, he stresses that speaking is perhaps the most important and effective tool of all learning.

The study focuses on error analysis of public speech programs in grammatical aspect. The subject of the research in public speech is eight candidates of basic four students and intermediate four students who get duty as speaker on the program. In accordance with the focus, this research aims to find grammatical errors at Public Speech *GENTA* English Course in Gendong, 2) the causes of grammatical errors at Public Speech *GENTA* English Course in Gendong.

This study is expected to give advantages in terms of theoretically, practically, and pedagogically. Theoretically, the result of this study will give an advantage in term of the presence of scientific work addition about grammar of some public speaking. Practically, the presence of the scientific work addition can be taken as reference for further scientific work by anyone who needs it. Pedagogically, The researcher hoped that this study will be useful for the students, the teachers and the school. For Teacher: It is hoped, the teachers will easily find their students difficulties in grammar then the effective method to easy their teaching-learning process. For Student: It is hoped, the students will recognize their weaknesses in grammar then they will learn better and minimize the errors they made at the end. For School: It is hoped, the school can provide something which is needed by teachers and students in teaching and learning English.

LITERATURE REVIEW

According to Nikitina (2011: 10) states that Public Speaking is proses, an act and an art of making a speech before the audience. Introducing yourself in class or delivering a paper at a conference does not necessarily make you a public speaking. It is not enough to talk in front of a group or people to be a brilliant public speaker. Your goal should not be limited with informing your audience or expressing your thought publically, but to changing emotions, actions, and attitudes, and to leaving your listeners by the words and touched by their meaning. Speaking involves the learner need to able to interact with other people. This involves a wide range of skills. First, they need to think of something so say in second language. In addition, feel confident enough to try to express it. Then they have to put words phrase and sentences together using grammar and vocabularies to express what they want to say in a way that others can understand. They have to able to vocalize this using pronunciation and intonation. In a way that is clear enough for other to understand. In order to do all this quickly enough to keep up the flow of conversation they need to be reasonably fluent. (Hadfield, 2008:111)

Speaking Technique and Features

According to Brown (2001:271-273) states that there are seven principles for designing speaking technique that teachers have to know in teaching speaking. They use techniques that cover the spectrum of learner’s needs, from language-based on accuracy to message-based focus on interaction, meaning, and fluency, provide intrinsically motivating technique, encourage the use of authentic language in meaningful contexts, provide appropriate feedback and correction, capitalize on the natural link between speaking and listening, give students opportunities to initiate oral communication, and encourage the development of speaking strategies. In this opinion, speaking means that to make the other people to understand what we say and speaking is to make a good conversation; you must have a pleasant, quiet, and friendly voice. You must speak with clarity and you must speak in relaxed, informal manner. You must avoid raising your voice or speaking quickly, trying to control the conversation.

In this language feature of speaking, some aspects supported language features of speaking are discussed by the researcher. They are the connected speech, expressive devices, lexis and grammar and negotiation language. There are important elements for spoken production. *First*—Connected speech; this demand speakers to be able not only to produce the individual phonemes of English but also the use fluent connected speech. It is for the reason that the teacher should involve the students in activities designed specifically to improve their connected speech. *Second*—Expressive devices, native speakers of English change the pitch and stress of particular of utterance, vary volume and speed, and show by other physical and non-verbal means how they are feeling. The use of these devices

contributes to the ability to convey meanings. *Third*—Lexical and grammar, spontaneous speech is marked by the use of a number of common lexical phrases, especially in the performance of certain language function. Teacher may supply a variety of phrases for different function, such as agreeing or disagreeing, expressing surprise, shock, or approval. *Fourth*—Negotiation language, effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what the teachers are saying. (Adapted from Harmer, 2002:269)

Discourse Competencies and Skills

Competence is one of the most controversial terms in the field of general and applied linguistics. Its introduction to linguistic discourse has been generally associated with Chomsky who in his very influential book <<Aspects of the Theory of Syntax>> drew what has been today viewed as a classic distinction between competence (the monolingual speaker-listener’s knowledge of language) and performance (the actual use of language in real situations). According to Hymes (1972: 175) states that communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky’s linguistic view of competence.

Canale (1984: 194) describes discourse competence as mastery of rules that determine ways in which forms and meanings are combined to achieve a meaningful unity of spoken or written texts. The unity of a text is enabled by cohesion in form and coherence in meaning. Cohesion is achieved by the use of cohesion devices (e.g. pronouns, conjunctions, synonyms, parallel structures etc.) which help to link individual sentences and utterances to a structural whole. The means for achieving coherence, for instance repetition, progression, consistency, relevance of ideas etc., enable the organization of meaning, i.e. establish a logical relationship between groups of utterances. The other important aspect in delivering good speech is *confidence*. According to George (2003:4-5) states that a person who is confident in front of a group gives off an air of competence, whereas a person who fumbles might leave a negative impression. Success in public speaking depends on two factors: confidence and competence, both of which tend to improve with practice.

Grammatical Units

Language is grammatically structured. According to Frank (1972: 1-4), the sentence may be further divided according to the function each word has in the subject- predicate relationship. Each of these functions is classified as a difference part of speech. The words that form the central core of the sentence — around which all the other words cluster are the part of speech known as nouns (or pronouns) and verb; the words that modify the central core words are part of speech called adjective and adverb; the word that show a particular kind of connecting relationship between these four part of speech are called preposition and conjunctions.

In this article, the term stated by Hartwell (1985:352—353) use as the fundamental notion. He states that grammar is s set of formal patterns in which the words of a language are arranged to convey a larger meaning. The branch of linguistics concerned with the description, analysis, and formulation of formal language patterns. It is a linguistic etiquette. Related to the correctness (defining the error in grammar in public speech the notion stated by Yin (2001: 46-49) is used. The English grammar by Eastwood (2010) is used to identify the grammatical units used in public speech.

DISCUSSION

Some of the data presented here are in purpose to highlight the grammatical error in public speech. The very common incorrect expression is students’ awareness in identifying the proper *tenses* (time sign) i.e participle. Based on interview with the tutor, Mr. Tamam Faizin, on 23th, 2014 and 14th of July 2014, he explains that all the speakers get the time to exercise before they came to the stage. In generally, the tutors only give the motivation to them so, the speakers are brave to speak in front of the audience confidently. When the speakers have been coming to the stage, most of them feel less understand about grammar. It causes them to do errors and feel difficult to arrange of the structure of grammar especially in phrase and sentence in public speech.

Table 1: Errors Category

| No | Items | Findings | Percentage (%) |
|--------------|----------------------|-----------|----------------|
| 1. | Present tense | 8 | 28.6 |
| 2. | Part of Speech | 15 | 53.6 |
| 3. | Modal | 3 | 10.7 |
| 4. | Degree of Comparison | 1 | 3.6 |
| 5. | Passive voice | 1 | 3.6 |
| Total | | 28 | 100 |

The table above shows the errors in part of speech category is dominant. The grammatical errors on the use of part of speech is influenced by students’s unawareness of identifying the corect way in using *conjunction, infinite words, to be*, and others. The speakers did some errors on the grammatical when he spoke in front of the audience. Perhaps the speaker did not feel that he made some errors on grammatical because he spoke fast. The errors will be best described trough the example as follows

*“ladies and gentleman.(1) **Do you ever heard?** dilemma in umus... We live in this modern era that we must keep in our faithful, our famous keep it (2) **because modern era.** There are three cultures. The first is modern culture, the second is traditional culture, the third is Islamic culture. Oke, do you know what is moderation, moderation is like that all korea, do you know soft korea super junior and then (3) **my friend is cute my big brother**, kissing, holding, what is it? (4) **Increase our desire because increase it is good, of course not they** use their mind after used their heart so we must think and we must use heart.”*

This statement (1) is interrogative sentence in present tense. The wrong sentence in “DO”, it must use “HAVE” because HAVE is auxiliary in perfect tense and also Ever is one of the adverbs in Perfect tense. And it is commonly used in interrogative sentence but the speaker use simple present that use past participle as verb in this sentence, if use simple present must use bare infinitive. According to Swan (2005: 20) states that interrogative structure and words are used for asking question. In an interrogative sentence, there is an auxiliary verb (or non-auxiliary be) before the subject.

The speaker also said (2) “Because modern era” it is wrong if the speaker used the phrase he needed “Of” so because gave addition “Of” to be preposition. Because above is conjunction. The aim of conjunction is to connect word by word, phrase by phrase and sentence by sentence. if the speaker used the sentence, it less the subject. The speaker makes the errors in “BEFORE” because the speaker does not different about the conjunction or preposition. If the speaker use conjunction he need the “SUB CLAUSE” and if he use preposition he need “Of” The research would like to discuss this statement. Because introduces an adverb clause; it is followed by sentence. While Because of is phrasal

preposition; it is followed by noun, noun phrase or pronoun. According to Thomson (1986: 298) the use of "because" is to corelate the reasoning.

In case number three (3), the speaker make errors when spoke less "as" after verb. From the statement above, the research says that It belongs to degree of comparison in positive degree can used "as... as" to say the two parts of a comparison are equal or the same way. Phillips (1996: 155) states that a comparison showing how two things are the same might contain *as... as* or expression such as the same as or similar to. The following chart outlines the use of parallel structures with comparison. The correct sentence is "My friend is as cute as my "big brother".

"And second there are many traditional cultures like sesajen, do you know? And also worship please give something, it's very lost. (5) **It is call by musyrik** if you wanna. It make you all from Islam so be careful for our heart for our think for our behavior because of that. And the third is Islamic. I know you are moslem because you moslem you must pray, you (6) **must deciding** you must worship to allah you must do what you can do, oke. And then it's brain surat al baqoroh.... Meaning: we ask the straight way the way allah gives the nikmat. Except who... So, don't forget to pray to allah in rotibul athos"

Case of improper use of passive voice also shown in number five (5). The speaker makes errors in verb "CALL" the speakers should use past participle "CALLED". In the lesson of passive sentence has form To be + past participle (V3) + BY..... (Chapter 11, p.208, understanding and using English grammar). Wanna is American style. It is commonly used in speaking. If in writing, we must write it completely. According to swan (2005: xxii) states that the subject of a passive verb form is usually the person or thing that is effected by the action of verb. John (2008: 119) states that be + passive can express an action or state. Compare *the vase was broken by a gest (action) and the vase was broken. It lay in piece. (State).*

Another case of grammatical error found in the use of *modal auxiliary*. As we can see in the example above (data number 6). The grammatical erros shown in number According to Thomson (1986:110) states that the purpose of auxiliaries is to help form tense or an expression, hence the name. According to Frank (1972: 95-96) states that modal auxiliaries generally have no -S suffix for the third person singular, and no infinitive or participial form. They have only two formal tenses, the present and past, which are used with the simple form of the lexical verb (may offer), the progressive form (may be offering), in the perfect form (may have offered) or passive form (may be offered).

Based on the result above, many speakers make errors on grammar 28.6 % in present tense, 53.6 % about part of speech, 10.7 % about modal, degree of comparison 3.6% and passive 3.6 %. All the errors have done it because they do not think about grammar more when they speak up in front of the audiences. The Causes of Errors on Grammar at Public Speech Based on finding data. It is known that the cause of errors on grammar less understand of the structural of grammar. It is suitable with Brumfit (1984) states that the accuracy of the language content: grammar, pronunciation, and vocabulary. However, the grammatical accuracy in spoken language is difference from written language.

CONCLUSION

Based on the analyzed data, it can be concluded that there are some points related to Analysis of errors on Grammar at Public Speech. There are 28 grammatical errors from eight (8) speakers. It is presented 28.6 % in present tense, 53.6 % in part of speech, and 10.7 % in modal, 3.6 % degree of comparison and 3.6 %. Passive. The Causes of Errors on Grammar at

Public Speech The causes that make all speakers do the errors on grammar because they less understands about the structure of grammar especially phrase and sentence.

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