

STUDENTS' GRAMMATICAL ERROR IN DELIVERING THE IMPROMPTU SPEECH

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ABSTRACT

The purpose of this research was to find out the types of grammatical errors frequently made by students in delivering the impromptu speech. The aim of learning a language is to be able to communicate in a right way. There is no a silent language knowledge, a language must be produced in words to achieve its goals in learning second or foreign language comprehending. Trough speaking, we can see how is a speaker skill in mastering a lang uage. A good speaker is who able to produce language which arranged as its rule. In speaking, appropriate sentence structure and context are very helping in order to gain listener"s comprehending. In collecting the data, the researcher used documentation of video of impromptu speech. A method to analyze the error is called error analysis. The indicators are: (a) Morphology error (b) Syntax error. From these indicators, the researcher find out students" grammatical error in delivering the impromptu speech. In this research, the researcher found 127 errors in morphology. Those were 34 (14,5%) errors in noun, 77 (33%) errors in verb, 4 (2%) errors in adjective, 2 (1%) errors in adverb, 10 (4%) errors in preposition. In syntax was found 107 errors. Those were 26 (11%) errors in phrase, 33 (14%) errors in clause, 21 (9%) errors in sentence, and 27(11,5%) errors in intersentence. From the result, the researcher concluded that the most frequent grammatical error found in verb.

Key words: *Error Analysis, Impromptu Speech, Grammar*

INTRODUCTION

English is a universal language. As it existence in the world, English has becoming an important language to be

learnt by all of human in this era. The importance of English enters every aspect in our lives. As an International language, English is learnt and used almost all of countries in the word.

For instant examples of the important of English are building a bilateral, multilateral, even it just for personal reasons such as looking for job, education, and social demands. English has been a tool for communicate of international language.

Each English part has always become interesting. There are four parts of English producing skill, they are speaking, reading, listening, and writing. Those skills have their own characteristics. Writing and Speaking are belonging to productive skills. Reading and Listening are belonging to receptive skills.

According to Ur (2009:120), he considers speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. Speaking shows individual skill in mastering a language. It also can be a measurement of how deep students" comprehending in applying a good sentence. This is a very fundamental reason of why they should be presented in appropriate sentence structure, based on the situation where the communication occurs and the main interest of the

speaker expressing their ideas in order to give comprehension toward the speakers or listeners on what they intend or emphasize to convey a listeners toward a situation and context of the utterances will help listeners get a comprehension. Scrivener (2005: 146) states that, there is no point knowing a lot about language if you can't use it.

The aim of learning a language is to be able to communicate in a right way. There is no a silent language knowledge, a language must be produced in words to achieve its goals in learning second or foreign language comprehending. Trough speaking, we can see how is a speaker skill in mastering a language. A good speaker is who able to produce language which arranged as its rule. In speaking, appropriate sentence structure and context are very helping in order to gain listener"s comprehending.

According to Ur (2009:121), there are many factors that cause difficulty in speaking, and they are as follows: 1. Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy. 2. Nothing to say. Students have no motive to express themselves.

3. Low or uneven participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all. 4. Mother-tongue use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue. Those factors are faced by students in English Study Program at University of Pasir Pengaraian.

Furthermore, in University of Pasir Pengaraian especially in English Study Program which researcher observed, students faced many difficulties in developing their speaking skill. The first factor was lack of vocabulary. The students often stuck in their speech because did not know the target language that they wanted to say. Second, in presenting a speech, they often less developed their idea or supporting idea. They tended to directly mention the points without developing the key word of their idea. Third, many of them also worried about making mistakes. The students arranged their words in their mind before speak. It could be seen from their speech act, eye contact, and gestured while they are

try to speak. Fourth is mother tongue. When the students faced problem how to say their idea or intention, they gave up by using mother tongue, because it was easier than thinking hard about vocabulary and structure of the target language. Fifth is low participation. Many of the students tried to avoid the speech presentation. They better to sat still and listened to their friends" presentation than presented a speech. They usually avoided their turned and wasted time waited to be the last participant. It proved that the students less motivated or low motivation in learning English speaking skill.

Therefore, student"s achievement cannot be only judged through how much he/she knows but also how well he/she can perform it in public. Actually, the students are required to have mastered English grammar well, so they can go further into advanced English conversations. Contradictory with the expectation, it is found that there are still several aspects of speaking skill which become the obstacles for the students, such as grammar, vocabulary appropriateness, pronunciation and discourse management. Moreover grammar consists of a lot of differences

between students' native language and English particularly when it comes to tenses. However, the fact that tense is a basic component in speaking. Meanwhile, tenses are very crucial; it cannot be used both in spoken and written if the tenses are not mastered well.

Furthermore, impromptu speech is one way to know how much learners mastering English. This speaking skill performance becomes a good way for measure students' learning progress. In the process, the speaker will automatically begin to formulate what they want to say with a little preparation or no preparation. Actually, most of speeches in our life are spoken in impromptu speech. For example, when we have an idea to respond a problem discussion, we tend to say it automatically. It also happens in our daily activities such as classroom activities, group discussion, and others.

In fact, students' speaking difficulties are always influenced their public speaking. Here, the researcher thinks that there are many grammatical errors are found in learner's speaking especially in delivering an impromptu speech, because they have no time to thinking out loud. They speak and show

their speaking skill spontaneously. So that, based on the phenomenon the researcher above, this research dealing with the title is Students' Grammatical Error in Delivering the Impromptu Speech.

METHODOLOGY

This research was qualitative research. Shone (2015:39) stated that qualitative research is an inquiry process of understanding based on a methodological tradition of inquiry that explores a problem, which enables construction of a complex, holistic picture, analyses words, reports detailed views of informants and conducts the study in a natural setting.

This data research was conducted at University of Pasir Pengaraian. The researcher recorded the impromptu speech in forth semester students of English study program. This research focused on students' grammatical errors in delivering impromptu speech. In this research, the population was all of students of English study program at University of Pasir Pengaraian who belong to fourth semester students. The researcher chose forth semester students

as the sample under the consideration of the homogeneity.

The instrument of this research was used observation and test. The observation was been done when the students following the speaking class. Then, the test was carried out in the classroom. The researcher tested students' speaking skill while they was presenting their impromptu speech in front of the class. Then the researcher recorded the speech performance process.

The data collecting was through documentation by following some steps. The first, the researcher was in forth semester class of English study program, than gave a lottery number paper to be taken by all of the students for their performance number. Second, the researcher called the sequence number of students, then they chose a piece of topic paper. Third, the researcher took the records as long as the students' speech performances with Smartphone, so she could analyze the records with played the records and listened what sentence or utterance the students said in their impromptu speech. From the records result, the researcher found what errors

made by students and how many times they do it. Thus, the records result could be evidence and the data in her thesis.

FINDING

This research used total sampling to analyze students' grammatical error in forth semester students of English study program. There were 30 samples analyzed in this research. This research was conducted at University of Pasir Pengaraian which focused on grammatical error in morphology and syntax in students' delivering the impromptu speech. The research used document as the instrument to measure of grammatical analysis in thesis conclusion. Based on the data analysis that had been done by the researcher, it was found that there were two grammatical errors as stated by James (2013)

The researcher collected the data and classified them into the tables that showed the student' grammatical error in delivering the impromptu speech.

Table 1 The result of errors

No	Grammatical Error Types	Categories of Errors	Frequency	Percentage
1	Morphology	Noun	34	14,5%
		Verb	77	33%
		Adjective	4	2%
		Adverb	2	1%
		Preposition	10	4%
2	Syntax	Phrase	26	11%
		Clause	33	14%
		Sentence	21	9%
		Intersentence	27	11,5%
Total			234	100%

Table 1 shows that the students made many errors in their impromptu speech. In morphology error, the first is Noun, there were 34 errors found from 30 students. The second is Verb, there were 77 errors found from 30 students. The third is Adjective, there were 4 adjective errors found from 30 students. The fourth is Adverb, there were 2 errors found in adverb error from 30 students. The fifth is Preposition, there were 10 errors found from 30 students. While in syntax, the first is Phrase, there were 26 errors found from 30 students. The second is Clause, 33 errors of clause. The third is Sentence, there were 21 errors found from 30 students. The fourth is Intersentence, there were 27 errors found from 30 students. It could be

seen that the most frequent error made by students in delivering the impromptu speech was in clause.

CONCLUSION AND SUGGESTIONS

Conclusion

The discussions from the previous chapter were summarized to accomplish the objective of the research. Based on the finding of the analysis, it showed that students made grammatical errors in delivering the impromptu speech. The total error made by the students were 232 errors. The categories of grammatical error consisted of morphology and syntax error. Morphology divided into noun, verb, adjective, adverb and preposition, while syntax errors divided into phrase,

clause, sentence and intersentence. In this research, the researcher found 127 errors in morphology. Those were 34 (14,5%) errors in noun, 77 (33%) errors in verb, 4 (2%) errors in adjective, 2 (1%) errors in adverb, 10 (4%) errors in preposition. In syntax was found 107 errors. Those were 26 (11%) errors in phrase, 33 (14%) errors in clause, 21 (9%) errors in sentence, and 27(11,5%) errors in intersentence.

In conclusion, the students of forth semester at English study program at of University of Pasir Pengaraian made grammatical error in delivering their impromptu speech. From the result, the researcher concluded that the most frequent grammatical error found was error in verb which reaches 33%. That was less knowledge about grammatical structure, especially in morphology.

Suggestion

Based on the result of the research on the students" grammatical error in delivering the impromptu speech of fourth semester students of English study program at University of Pasir Pengaraian, the researcher would like to present some suggestions:

1. For lecturers, especially in English study program, they must review the way of teaching about grammar, that is in morphology and syntax. In addition, the lecturer should give big attention to students producing grammar in their speaking skill. In speaking class, the lecturer should give more speaking exercises to the students. So that, they will be familiar to English structure forms.
2. For students, in speaking, students suggested to enrich their grammatical skill, especially in morphology and syntax.
3. For the next researcher, to the next researcher suggested to find out the other relevant in grammatical speaking which can find out the solution to improve student" grammatical skill in speaking.

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