

**AN ANALYSIS OF STUDENTS' GRAMMATICAL ERRORS ON
SPEAKING AT SEA DEBATE AT ENGLISH DEPARTMENT OF
FACULTY OF LANGUAGES AND ARTS OF UNIVERSITAS NEGERI
PADANG**

THESIS

*Submitted as Partial Fulfillment of the Requirement to Obtain Bachelor of
Education (B.Ed.) in English Language Education Program*



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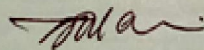
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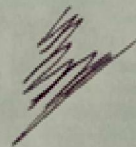
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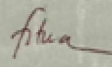
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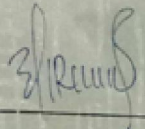
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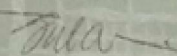
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ABSTRAK

Chania, Stephanie. 2019. An Analysis of Students' Grammatical Errors on Speaking at SEA Debate at English Department of Faculty of Languages and Arts of Universitas Negeri Padang: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Tujuan penelitian ini adalah untuk menganalisa kesalahan tata bahasa mahasiswa pada saat berbicara di kelas SEA Debat Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang. Penelitian ini menggunakan metode penelitian kualitatif dengan populasi penelitiannya adalah kelas Debat angkatan 2017. Pada penelitian ini terdapat enam mahasiswa yang diambil sebagai subyek penelitian yang dipilih melalui teknik *purposive sampling*. Data yang diperoleh yaitu dengan merekam mahasiswa tersebut dari awal dan diakhiri setelah mereka menutup debat. Rekaman video tersebut diterjemahkan dan dianalisa tipe kesalahan tata bahasa yang paling banyak dilakukan dari pembicara pertama hingga pembicara terakhir dengan menggunakan *Surface Strategy Taxonomy* sebagai indikator kesalahan tata bahasa. Setelah itu, penyebab kesalahan tata bahasa tersebut ditemukan dengan menganalisa hasil transkrip sebelumnya dan menggunakan teori Brown sebagai panduan. Hasil penelitian ini menunjukkan tipe kesalahan yang paling banyak dilakukan oleh mahasiswa SEA Debat adalah *omission* yang berjumlah 66 kesalahan (46,80%) kesalahan. Hal ini ditemukan kesalahan utama tersebut disebabkan karena *intra-linear transfer* (36,87%) dan *context of learning* (30,50%). Hal itu berarti kesalahan tersebut terjadi karena kurangnya pengetahuan mahasiswa dalam grammar.

Kata kunci: Analisis, Kesalahan Tata Bahasa, Debat

ABSTRACT

Chania, Stephanie. 2019. An Analysis of Students' Grammatical Errors on Speaking at SEA Debate at English Department of Faculty of Languages and Arts of Universitas Negeri Padang: Skripsi. Padang: Jurusan Bahasa dan Sastra Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

The purpose of this study was to analyze students' grammatical errors on speaking at SEA Debate at English Department of Faculty of Languages and Arts of Universitas Negeri Padang. It employed qualitative research method with the Debate class of 2017 students as the research population. There were six students taken as the research sample selected through purposive sampling technique. The data were collected by recording the students from the beginning and finished after they closed the debate. The video recording was transcribed and analyzed the most type of grammatical errors from the first speaker until the last speaker by using Surface Strategy Taxonomy as the indicator of the grammatical errors. After that, the causes of grammatical errors were found by analyzing students' types of error using Brown's theory as the guidance. The results of the study showed the most type of grammatical errors made by the SEA Debate students was omission error which consisted of 66 errors (46,80%) of errors. It was found that the majority errors were caused by intralingual transfer (36,87%) and context of learning (30,50%). It means that the errors occurred due to the students' incomplete knowledge in grammar.

Key words: Analysis, Grammatical Error, Debate

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CHAPTER I INTRODUCTION

A. Background of the Problem

English becomes an important language in the world. It is used as the mean of communication among nations in the world and many mass media, printed or electronic, and some scientific books are written in English. The existence of English makes it the most recommended language to be learnt in every country.

Learning a language is supported by learning components of the language, such as vocabulary, grammar, punctuation, and spelling. Lado in Rijasti (2017) states “learning a foreign language can be defined for test purpose not only as learning to understand and be understood, but more specially as learning to use the structural units and patterns of the foreign language in validity situation.” Based on the definition above, learning a foreign language is not just enough to understand the language but it is necessary to measure what extend the learners ability to master grammar correctly in any situation.

According to Larsen-Freeman in Mahdi (2018), grammar is a set of rules and systems for sentences control, without these rules a sentence of clear and explicit meaning cannot be formed. Harris states (1974:81) “mastering grammar knowledge will help one in speaking English because he will know how to arrange word in sentences, what tense will be used, and how to use appropriate utterance.”

As widely known, grammar is the most important part in speaking because the students learn how to construct the utterance correctly. However, learning grammar is still a problem for the foreign language learners. There are a lot of learners who make grammatical errors in their learning. For example, they like to translate the language based on their first language, they do not know that English has a complex rules about structure of speaking (e.g. sharing information, ideas or arguments) or writing a sentence in English, and the learners ignore the grammar and only focus on the ideas or arguments they want to say, Azar in Mahdi (2018).

In Universitas Negeri Padang, the second-year students are expected to be able to understand grammar properly. SEA Debate students will be chosen as the object of this study. The SEA Debate students had already got the lessons about grammar, for instance, basic grammar, intermediate grammar, advanced grammar, and grammar for TOEFL. Although, they had learnt the grammar placement in general, many of the students still have problems in putting the grammar appropriately. For example, the students generally cannot achieve the target language perfectly because of lack of grammar knowledge. The other problem is the students tend not be able to apply the grammar directly while speaking.

Since there are a lot of problems about grammar, several researchers have conducted studies related to this study. For example, Danurwinda (2014) did a research about grammatical error analysis in speaking of the second semester. Safrida and Kasim (2016) did a research

about grammatical error: an analysis in speaking produced by EFL undergraduate students. Then, Sari (2018) did a research about students' grammatical error analysis in speaking. These studies discussed about types of grammatical error on speaking and the dominant errors made by the students. These studies still do not discover the causes of the errors made by the students in grammatical error on speaking in which will be one of the focuses of this study.

Therefore, this study will analyze the types of grammatical errors made by the students and the causes of errors made by the students.

Based on the description above, the researcher is interested in conducting the research under the title "An Analysis of Students' Grammatical Errors on Speaking at SEA Debate at English Department of Faculty of Languages and Arts of Universitas Negeri Padang"

B. Identification of the Problem

Grammar is one of the most difficult components in learning English. It is caused by the fact that some ungrammatical utterances happen on speaking. First, the students generally cannot achieve the target language perfectly because of lack of grammar knowledge. Second, the students tend not be able to apply the grammar directly while speaking.

C. Limitation of the Problem

This study is limited on the problem which the students tend not to be able to apply the grammar directly while speaking. This research will analyze the types of grammatical errors made by the students and the

causes of errors made by SEA Debate students at English Department of Faculty of Languages and Arts of Universitas Negeri Padang.

D. Formulation of the Problem

The problem of this research is formulated as: “what are the types of grammatical errors made by students at Debate?”

E. Research Questions of the Problem

Based on the problem formulated about the research questions of the study are:

1. What are the types of grammatical errors made by the students?
2. What are the causes of errors made by the students?

F. Purpose of the Research

This research is intended to analyze students' grammatical errors on speaking at SEA Debate at English Department of Faculty of Languages and Arts of Universitas Negeri Padang.

G. Significance of the Research

This research is expected to give scientific benefits and contribution to the institution, teacher, reader, and writer.

For the institution, this research is as an addition of educational literature and references. For the teacher, this research will be guidance to take attention to the grammatical errors made by the students at debate. For the reader, this research will be course orientations in learning grammar to avoid the grammatical errors are made by students at debate. Last, for the next researchers, this research will be a reference for doing a research about grammatical errors which is made by students at debate.

H. Definition of Key Terms

1. Analysis : Procedure of collecting information to know the errors.
2. Grammatical errors : Errors that English learners make at giving arguments in speaking at debate.
3. Debate : Arguing the different ideas which are involved by some students.

CHAPTER 5

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion above, the most types of errors made by SEA Debate students was omission (46,80%). The other errors made by the students were addition (29,79%), misinformation (19,15%), and misordering (4,26%).

Moreover, it can be concluded that the highest type of grammatical errors made by SEA Debate student was omission. Then, the causes of the errors made by the students were considered as intralingual error (36,87%) and context of learning (30,50%) since the students did not master the target language completely.

B. Suggestions

By knowing the students' frequency of types of errors and to prevent from making the same errors, it can be delivered some suggestion:

1. It is necessary for the lecturers to improve the way to teach grammar in order to reduce the errors which are always made by the learners.
2. The lecturer should pay attention to the students' errors and make them aware about their errors so, they can do correction by themselves.
3. The learners should pay attention in learning and teaching process. In addition, the learners should be more careful to the grammatical rules while speaking.

4. The learners should have more practices in grammar, and then the learners can improve their English ability and reduce the errors happen.
5. The learners are expected to improve their structure and grammar since it is a basic knowledge in learning English.

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