AN ANALYSIS OF STUDENTS' SPEAKING GRAMMATICAL ERRORS AT THE SECOND GRADE SMA N 10 JAMBI ACADEMIC YEAR 2017/2018

A RESEARCH PRPOPOSAL

Submited to the Faculty of Teacher Training and Education of Batanghari university to Fulfill the Task of Seminar Course

By :

RASARI TRIANI PUTRI

1300888203052

THE FACULTY OF TEACHER TRAINING AND EDUCATION

ENGLISH EDUCATION PROGRAM
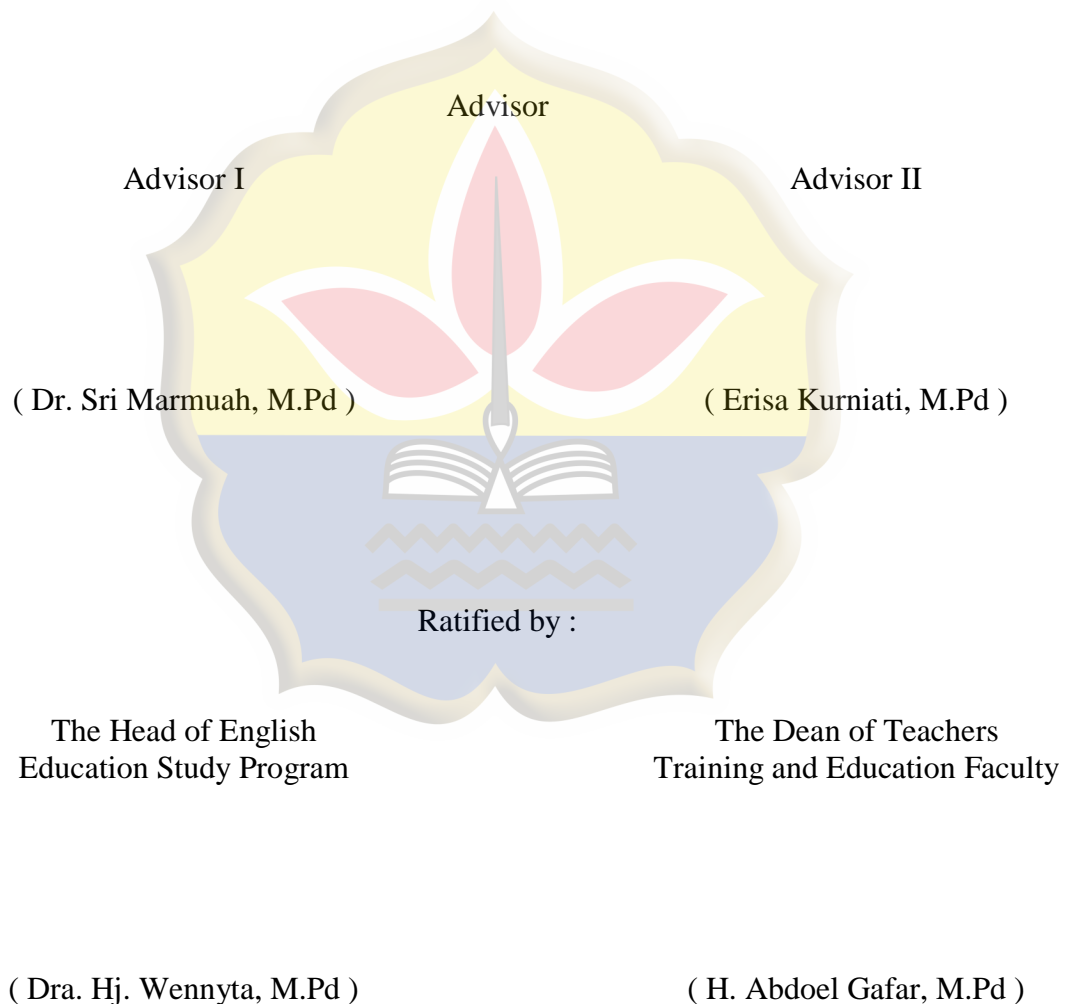
BATANGHARI UNIVERSITY

JAMBI

2017

STATEMENT OF AGREEMENT FOR EXAMINATION

This thesis has been approved, checked, and has been maintained
in front of thesis examiner team the Faculty of Teacher Training and Education,
English Education Program Batanghari University

Jambi, September 25th 2017

Advisor

Advisor I   Advisor II

(Dr. Sri Marmuah, M.Pd)   (Erisa Kurniati, M.Pd)

Ratified by :

The Head of English   The Dean of Teachers
Education Study Program   Training and Education Faculty

(Dra. Hj. Wennyta, M.Pd)   (H. Abdoel Gafar, M.Pd)

i

STATEMENT OF ACCEPTANCE OF EXAMINER

Thesis Examiner Team of The Faculty of Teacher and Education Program, English Education Program, Batanghari University, State that this thesis submitted by :

Nama	:	Rasari Triani Putri
NIM	:	1300888203052
Title	:	An Analysis of Students' Speaking Grammatical Errors at the Second Grade SMA N 10 Jambi Academic Year 2017/2018

Defending her thesis was examined and stated to pass the examination on :

Jambi, September 25th 2017

Team of Examiner
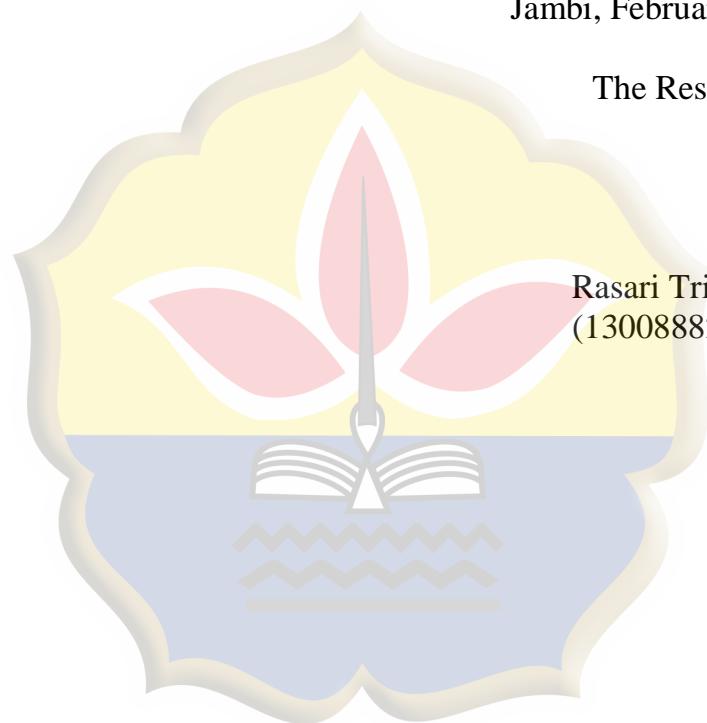
1. Chairman   :   Dr. Sri Marmuah, M.Pd   _____

2. Secretary   :   Erisa Kurniati, M.Pd   _____

3. Main Examiner   :   Dra. Hj. Wennyta, M.Pd   _____

4. Second Examiner   :   Kartika Dewi, M.Pd   _____

STATEMENT OF WORKS ORIGINALITY

I honestly declare that this thesis is the work of my own and any sources I quote directly or indirectly

Jambi, February 12th   2017

The Researcher

Rasari Triani Putri
(1300888205052)

PREFACE

Alhamdulillahirobbil 'alamin, all praise be to the Almighty Allah SWT, the Most Gracious and Most Merciful who always guides and protects the researcher in every step that I take in my life. Because of His guidance, blessing and lobe, finally I could finish this thesis title *"An Analysis of Students' Speaking Grammatical Errors at the Second Grade SMA N 10 Jambi Academic Year 2017/2018"*. This thesis is one of requirements to get strata 1 (one) Degree of English Study Program of Teacher Training and Education Faculty.

Hopefully, this thesis can provide additional knowledge to the reader so that It can serve as guidelines for the future. The researcher also needs suggestions and critics to make this research from the readers because this thesis is far from perfect. Thank you.

Jambi, September 25th 2017

Researcher

ABSTRACT

Rasari Triani Putri, 2017. An Analysis on Students' Grammatical Ability in Speaking at the Second Grade SMA 10 N Jambi. English Education Program of Teachers Training and Education Faculty, Batanghari University. The first advisor : Dr. Sri Marmuah, M.Pd and the second advisor Erisa Kurniati, M.Pd

Key word : Grammatical Errors, Simple Present Tense

The purpose of the Research is to findthe grammatical errors made by the students in speaking at the second grade SMA N 10 JAMBI Academic year 2017/2018. The method used in this study is qualitative. The subject I studied was a 2nd grader SMA N 10 Jambi. Which amounted to 20 people. My research place is at SMA N 10 Jambi .The researcher gives one topic to the students about daily activity, and ask them to talk what their daily activity with a duration of 1-3 minutes. Responds minimum 10 sentences/pupils using simple present tense. Found result is grammar error of all pupils is 27,5%. The students make the most mistakes in the Misformation Errors that is the error in grammar or words. In order to improve the students' ability speaking, the students have to do more practice. Especially about the grammar. My advice to the reader if you have an interest in writing / researching in order to further explore the research.

ACKNOWLEDGEMENT

Alhamdulillahirabbi'alamiin, my deepest gratitude to Merciful and Almighty Allah SWT, because of His graces and blessings I can finish this study. In addition, may peace and salutation be given to the great prophet Muhammad SAW who always loves his people.

I would like to warmly acknowledge a debt of gratitude to all people who have supported me in the process of writing this thesis, especially to:

Alhamdulillahirabbi'alamiin, my deepest gratitude to the All-Merciful and Almighty SWT, because of His grace and mercy I can complete this study. In addition, may the greetings and greetings given to the Prophet Muhammad who always loves his nation.

I would like to express my gratitude to everyone who has supported me in the process of writing this thesis, especially for:

1. H. Fachruddin Razi, S.H M.H as the rector Batanghari University. H. Abdoel Gafar, S.Pd, M.Pd as Deab of Teacher and Education Faculty, and Drs. Wenyta, M.Pd as Head of English Education Prodi

2. Dr. SRi Marmuah, M.Pd. as the first advisor who has given her valuable time, patience, advice, and direction to complete my thesis.

3. Erisa Kurniati, M.Pd. As a second advisor who cares and helps me in completing my studies, also my gratitude for patience, help, advice, and time during my thesis process.

4. All lecturers in the Faculty of Teacher Training and Education, especially the English Education Program lecturers who teach and give me knowledge in learning and teaching English, are supported and assisted in conducting this research.

5. My great parents, Mr. Rachman and Mrs. Elly, with love, kindness, and everything that supports me in my lessons and life. No words can describe how grateful I am for what they have done to me.

6. My beloved sister, Ria Nopili Yanti, S.Kom and Kiki Indah Pratiwi, S.KM who enlighten me during my confused state in writing my thesis.

7. My best friend Emilia Angraini. best friend during college. from the beginning set foot on campus. who is always with me. friends who always accompany and support me.

8. All of the Faculty of Teacher Training and Educational Sciences staffs, especially Mas Defri who helped to complete the procedures in writing my thesis.

I hope this thesis can provide valuable information especially for English Educational Study Program of Batanghari University. Also, I fully realize that this thesis is far from being perfect, therefore, any suggestion and advice for the improvement of this thesis greatly appreciated.

Jambi, Sept 6 2017

The Researcher

Rasari Triani Putri

TABLE OF CONTENTS

CHAPTER I Introduction

CHAPTER II Review of Relative Literature

CHAPTER III Methodology of the Research

CHAPTER IV Findings and Discussion

CHAPTER V Conclusion and Sugestion

LIST OF TABLES

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the international languages that most used in many countries in the world, including Indonesia. As an international language, English is very important because people around the world communicate to others using English.

In Indonesia, English considered the first foreign language to be learned, the Indonesian government has chosen English as the first foreign language to be taught in schools. In formal education, English is taught from Elementary School until Universities. As a subject of learning process, English considered as one of subject that less comfortable by students. So that using teaching media is very important to help the students be more interest.

The student who wants to learn English well should master for language aspects, such as speaking, listening, reading and writing. These are four aspects that related to each other. Talking all of these aspects is among the most needed method in the teaching skill. In this research, the researcher chooses speaking aspect to analysis students, ability in speaking English. Speaking seems intuitively to important that should be mastered by student in order to communicated in English fluency.

The knowledge of grammar is very important to express what we would to say and interpret correctly, not only the basic meaning that someone said but also to force the utterance of piece of speaking. Grammar keeps

important role in speaking. So, with a good grammar they can convey their message clearly, precisely, and easily to be understood by others.

English grammar is more complicated than Indonesian grammar. Some mistakes are made when the students do not understand well about the English grammar. Many of the students commonly make grammar mistakes in their learning especially in writing, such as in tenses, there are no tenses in Indonesian language so many confuse in using the right tenses for their speaking.

Sometime 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 student are lack of mastering grammar, so they will wrongly speak. It can influence those poor of activating in speaking. In this case, the students most use grammar, because grammar is very essential to make the speaker of language understand among others. 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

An error analysis has an important role to reveal what kinds of errors the students do most in writing and the cause of the error and how the students can learn from their mistakes in writing themselves. Thus, the students will not do the same thing or make some errors repeatedly. Although errors are bad things in learning English, error analysis is advantageous for both students and teachers. For students, error analysis is needed to show them in what aspect in

grammar which is difficult for them, to show the errors made by the students, to know the resource or the cause of the error and how the students can learn from their mistakes in order that they will not make some errors repeatedly. And for teachers, it is required to evaluate themselves whether they are successful or not in teaching English

Speaking activities do not work in the class, because many factors prevents student from speaking English their friend. They are afraid of making mistakes, of being laughed at by his or her friend and having lack of confidence in their ability. While there are many ways taken by teacher in their teaching and learning process.

Harris (1969) said that component of the speaking, five components are generally recognized in analysis of speech process that are pronunciation, grammar, vocabulary, fluency (the case and speed of the flow of the speech) and comprehension (and understanding of what both the tester are talking about the ability to respond to speech as well .

Based on my experience when I became apprentice at SMA 10 JAMBI, my students have difficulties when speak English at the class. The first is less of vocabulary that students have made the students hard to speak English. The second cause is problem with grammar. English always deals with reference of time while Indonesian does not have one. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right.

And the third is cause that makes the students difficult in speaking English is that the environment does not support the student to speak English frequently. So they use their native language in daily conversation. That makes the students unable to communicate in English fluently outside the class.

Based on the reason above, the research then conclude that there are still many students that have difficulties in speaking English, not enough skill to speak English. So that is why, the student should improve the student speaking ability at the school. The researcher consider that the problem in interesting to discus. With the title is "An Analysis of Students' Speaking Grammatical Errors at the second grade SMA N 10 JAMBI Academic year 2017/2018.

1.2 Formulation of the Problem

Based on the background of the research above, the researcher formulated the problem: "How is Students' Speaking Grammatical Errors at the second grade SMA N 10 JAMBI Academic year 2017/2018?

1.3 Purpose of the Research

The purpose of the Research is to find the grammatical errors made by the students in speaking at the second grade SMA N 10 JAMBI Academic year 2017/2018 ?

1.4 Limitation of the Research

In relation of the background above that the students have less ability in speaking English, the research would like to limit on focus on Students'

Speaking Grammatical Errors. Especially about tenses used by students at the second grade SMA N 10 JAMBI Academic year 2017/2018

1.5 Benefit of the Research

1. For the Teacher

   Teacher will be able to increase teaching speaking better, and to know the appreciate strategy that use in increasing the students speaking ability in teaching learning process.

2. For the Students

   They can explore more their speaking with practice and do exercises with the teacher, friend or alone. And the student will be enjoy to study in English and then to master speaking classily.

3. For Researcher

   The researcher will be able to improve her knowledge in writing good paper, and to improve her knowledge in analyzing grammartical errors in students speaking english.

1.6 Definition of Key Terms

1. Analysis

   Is an activity that divides something into parts smaller entities in a way to identify, compare, and find a relationship based on certain parameter in an attempt to test or prove the truth.

2. Speaking

   Is the ability of speaker to convey message to the hearer in intention to be understood by the hearer, as well as the capability of expressing ideas, thoughts, emotions, and reaction in spoken language.

3. Grammatical

Is definition as the science which treats of the principles of language, and concerned with the application of the rules of language speaking or writing.

CHAPTER II

REVIEW ON RELATED LITERATURE

2.1 Errors

2.1.1 Definition of Errors

Errors of performance are due to memory lapses, physical states such as tiredness, and psychological conditions such as strong emotion are defined as *mistakes (Corder* in Richards, 1984:24-25). It is clear, that *errors* failure in competence and *mistake* is failure in performance.

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 errors is a noticeable deviation from the adult grammar native speaker reflecting the inter language competence of learning.

According of Ellis (in Dewi, 2006:5) the distinction between errors and mistakes : "*Errors* reflect gaps in a learner's knowledge and occur because the learner does not know what is correct", "*mistake* reflect eccasional lapses in performance which occur because the learner is unable to perform what he or she knows".

In order to make easier to study the target language, problem or errors faced by learners should be observed, analyzed and classified to find or the several 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.

Based on some opinion above, the researcher can conclude that error is failure in competence where it gaps in a learner's knowledge and occur because the learner does not know what is correct.

2.1.2 Errors Analysis

According to James "Error Analysis is the process of determining the incidence, nature, causes an consequences of unsuccessful language." (James in Dewi, 2006:5) Through the error analysis teacher or researcher expects to know more why students make some errors and the learners are expected not to do the same errors again in the future.

Error Analysis (EA) is one of the first methods used to investigate learner language. In other word, error analysis constitutes the first serious attempts to investigate learner language in order to discover how learners acquire a second language. Error analysis can be considered to have a plase as a partial and preliminary source of information at an initial stage of investigation (Hammarberg in Dewi, 2006:5).

According to James "Error Analysis is the process of determining the incidence, nature, causes an consequences of unsuccessful language." (James in Dewi, 2006:5) Through the error analysis teacher or researcher expects to know more why students make some errors and the learners are expected not to do the same errors again in the future

Impossible that learners never make some errors in language learning process. In other words, it is natural that the learners do some errors and mistakes in their second language learning process. Errors in this case, will help students in

acquiring the material and they will learn more from their own writing. Actually, the learner errors do not always give a feedback for themselves only but also for the teacher. From the learners errors, the teacher will know and analyze whether the learners have to acquire the material or not.

Based on the statements above, the researcher summarized that error analysis is a procedure that is done by the teacher because of the unacceptable forms produced by someone who learns a foreign language. It is not only to give a feedback for the learner itself but also for the teacher. The teacher will know how far the learners acquire the material that is given.

2.1.3 Procedure in Error Analysis

Error Analysis is one way of investigating those *errors.* It is a procedure commonly used by researchers and language teachers which involves collecting of a sample of learner language, identifying, describing, explaining, and evaluating of the errors (Corder in Dewi, 2006:5).

a. Collecting of a Sample

The starting point in Error Analysis is to decide what samples of language learners use for the analysis and how to collect these samples. One of the common difficulties in understanding the linguistic system of both first and second language learners is in fact, that such system cannot be directly observed. They must be inferred by means of analyzing the production and comprehension

According to (Ellis in Dewi, 2006:8)There are three broad types of Error Analysis according to the size of the sample. The first type, a massive sample involves collecting several samples of language use from a large number of

learners in order to compile a comprehensive list of errors, representative of the entire population. The second type, a specific sample consists of one sample of language use collected from a limited number of learners. While the last type, an incidental sample involves only one sample of language use produced by a single learner

The weakness of this technique is that the learners often do not produce many natural samples related to the research conducted. This leads to an alternative known as elicitation. The sample will be elicited in some way. There are two common ways of eliciting the data. Clinical elicitation, the first one involves getting the informant to produce data of any sort, for example, by means of a general interview or by asking learners to write a composition. Another is experimental methods involve the use of special instruments designed to elicit data containing the linguistic features which the researcher wishes to investigate. An example of such an elicitation instument is the Bilingual Syntax Measure (Ellis in Dewi, 2006:9).

b. Identifying of Errors

Corder (in Richards, 1984:25) confirms that mistakes have no significance to the process of language learning. Therefore, the second step of Error Analysis is to identify the *errors*. It involves deciding what constitutes an error and establishing a procedure for recognizing one.

In error analysis, Corder (in Dewi, 2006:12) concerns the distinction between errors and mistakes. "*An error* (in this technical sense) takes place when the deviation arises as a result of lack of knowladge".

c. Describing of Errors

The problem of errors description seems to have been the most ignored aspect of error analysis, at least from a theoretical point of view. One reason for this may be that most of the second language acquisition research to date (cf. Hatch 1978) has involved the study of beginning or at most intermediate learners, where the linguistic description of errors is not nearly so problematic as in the case of the more complex speech of advanced learners.

The problem of describing and classifying errors made by second language learners is one which has been recognized for a long time as "what most teachers will agree is the most disorderly of all their problems. Errors defy classification, for one kind merges into another as grey shades off into blue" (French, 1949:13).

2.1.4 Type of Errors Analysis

a. Errors in using verb forms

Errors in using group are the most frequent made by the students. in using verb groups, there are more rules to be obeyed, such as : the sentences whether it is in the active or passive form, and the tenses of sentences. 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 plural. The students must be able to identifying the subject whether it is singular and plural. Having no competence in identifying the subject will make students fail to produce the correct form of the verb. It

mean that the students have made errors in making the agreement between subject and verb.

c. Errors in the use of article

There are two kinds of articles: they are definite (the) and indefinite articles (a/an). The researcher use definite articles (the) if the noun has been mention 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. It helps to distinguish the known from the unknown.

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 the object and other parts of the sentence (Wishon and Burks, 1980: 288). A preposition may be composed by of one, two, three parts, for instance One part: of, on, in, at, for, from Two parts: because of, according to, etc.

The parts: in front of, on top, 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.

e. Errors in noun pluralization

Pluralization is process of adding morpheme (s/es) to prulalize nouns, tere are many exceptional nouns that do not use adding (s/es) to construct their plural form. For instance :

Plural	Singular
Person	People

f. Errors in the use of pronoun

Pronoun is used to substitute nouns. It has many types: there 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.

2.2 Grammar

The word grammar has several meaning and there is no universally accepted definition. Different experts define the term grammar differently. There is no fixed definition of grammar. According to Leech "defined grammar as something in reference to the mechanism according to which language works when it is used to communicate to other people" (Leech, 1982 : 3).

Harmer (2001 : 12) defines grammar as the description of the way in which words can changes their forms and be combined into sentence in that language. Gerot & Wignell (1994 : 2) state that the grammar is a theory of a language, of language is input together and how it works.

People learn how to construct a good message base on the rules they have know and try to convey the message to the other. These rules are term as grammar. The mechanism of grammar cannot be concretely, because it is rather abstractly represented in the human mind, but we know it is there is because it

works. One way of describing this mechanism is by means of a set of rules which allow us to put words together in certain ways which do not allow others. The meaning of a message conveyed by language has to be converted into words put together according to grammatical rules and these words are then conveyed by sounds.

Grammar is a branch of language study that deals with the form of words, their relation with other, their agreement in phrase, clauses and sentences to convey meaning. To understand the concept of grammar clearly, the writer would like to quote some opinions. According to Chomsky said "Grammar is a set of rules that would generate all the possible sentences of a language and none of the possible ones" (Chomsky, 1986 : 236). It means that grammar is a set of rules to generate that logic and illogical sentences. Lim states that "Grammar is a device of short for producing the sentences of the language under analysis". (Lim, 1975 : 57). It can be said that grammar is one of a way to produce a sentence.

From theory above, the researcher will regard grammar as grammatical structure that seems very important for the students to accept this as the task in their learning. Grammatical structure means the way to construct a certain structure. The student knows the way to construct the basic pattern of certain sentences on utterances, of the grammar structure. So it quite necessary for the students to be able to arrange the ideas based on the grammatical structure that they know as the reference. When the student understand the structure, the will be able to construct new utterances.

Grammar is partly the study of what forms (or structure) are possible in language (Thornburry, 1991 : 1). Traditionally, grammar has been concerned. Grammar is a process for making a speaker's or writer's meaning clear when contextual information is lacking (Thomburry, 1999). When the students understand the structure, they will be able to construct new utterances.

In Dulay, Burt, and Krashen's Surface Structure Taxonomy (1982 in Ellis and Barkhuizen, 2005, p. 61), The researcher has chosen only four categories or problem area in grammatical errors, there are:

- Omission Errors
- Addition Errors
- Misformation
- Misordering

- **Omission**

    Omission is indicated by the absence of certain item that must appear in sentences. This usually happen in the early stages of second language acquisition.

    Example: my sister very pretty. (Correction: my sister is very pretty).

- **Addition**

    Addition is indicated by the presence of an "unwanted" item in sentence. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language.

    Example: he didn't to come. (Correction: he didn't come)

- **Misformation**

    Misformation is indicated by the use of wrong forms of certain morphemes.

    Example: me don't like. (Correction: I don't like)

- **Misordering**

    Misordering is indicated by the incorrect placement of certain morphemes.

    Example: she fights all the time her brother. (Correction: she fights her brother all the time.

2.3. Speaking

2.3.1 Definition of Speaking

Tarigan (1990:3) defines that speaking is a language ability that is developed in child life, which is procedure by listening skill, and at that period speaking skill learned. It has an important role in communication . in carrying out speaking, students face some difficulties one of them is about language it self. In fact, most of students get difficulties to speak even though they have a lot of covabularies and have written them well. The problem are afraid for students to make mistakes.

According to Sadhono (2012: 34) speaking is a system of signs that can be audible and visible that utilizes a number of muscle and human muscle tissue for the purpose and objective ideas combine. Speaking is ability to say or pronounce words and sounds articulation to express feeling and idea.

According to Greene and petty (2008: 3) speaking is language a skill that develops in a child's life, which is only preceded by listening skills and ability to speak or period studied. Douglas (2003: 140) speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by accuracy and effective. Speaking is also one of the language arts that are most frequently used by people all over the world. The art of speaking is very complex. It requires the simultaneous use of the number of abilities which often develop at different rates. Generally, there are at least four components of speaking skill concerned with comprehension, grammar, vocabulary, pronunciation, and fluency.

Brown (2001:253) said that speaking as one aspect of language skill that serves to convey information orally. Tarigan (2008:16) says that speaking is the ability to utter articulated sound or words express. Other explanation on speaking cited by Lee (2009:13) said that speaking is an event delivery purpose one person to another by using oral language to the intent is understood by others.

Based on the definition above, the researcher concludes that speaking is what we say to what we see, feel, and think. When we feel something, we want someone can hear us. So, in this process we can call it is an interaction between two sides. When someone speaks to other person, there will be a relationship. The relationship itself is communication.

2.3.2 The components of Speaking

Homby (1995), there are five component of speaking competence to measure speaking competence. The five components of speaking competence are

a) Fluency

It refers one's ability to speak smoothly and easily. Homby (1995:451) defines that fluency as the quality of being able to speak smoothly and readily. It means that someone can speak without any hesitation. Sometimes, someone who is good grammar and pronunciation be unable to speak fluency.

b) Grammar

It conducts with one's ability to organize word into sentence grammatically correct. Stated by Homby (!995:517) that grammar is the study and practice of the rules by which word change their forms and are combined into sentence it is why grammar is very useful to develop students speaking competence. If they master the grammar, it is easier for them to speak fluently.

c) Vocabulary

Vocabulary is basic the language. It appears in every language skills. It is very important because we can say nothing without vocabulary in our mind. Homby (1995) defines vocabulary is the total number of words of language or vocabulary is arrange of words know to, or used by person in trade profession.

d) Pronunciation

It measures one's ability to pronounce English sound correctly, in aspects like stress, intonation, etc. Homby (1995:925) defines pronunciation is the way in which language is spoken. Way in which a word is pronounced. We know that pronunciation is an important component of language. Because each language has different way to be spoken.

e) Comprehension

Homby (1983:263) stated that comprehension is the power of understanding and exercised aimed at improving or testing ones understanding of a language in written or spoken. From the explanation above, it can be inferred that comprehension is the students' ability to understand a task which is given by teacher and how the students response in correctly.

Based on definition above, the researcher can conclude that components of speaking is several part that which influencing to measure or improving speaking competence. There are; Grammar, Fluency, Vocabulary, Pronunciation, and Comprehension.

2.3.3 Students' Problem in Speaking English

The student has so many problems when they speak English. And they have limit to speaking also. The students have limited time to learn English in class, and they still do not have enough encouragement to practice English outside the class.

The first cause that makes the students difficult in speaking English is that the environment does not support the student to speak English frequently. The environment here means the people outside the class. Those people may think that the students just want to show off when they speak English for daily conversation. The response that the students get makes them loose their self-confidence to improve their speaking. Since the students do not want to be rejected by the people around them, so they use their native language in daily conversation. That makes the students unable to communicate in English fluently outside the class.

The second cause is problem with grammar. English always deals with reference of time while Indonesian does not have one. Moreover, there are singular and plural forms that have to distinguish and still many forms that have to be learned. Most students are very easy to get confused with English grammar, while grammar is very needed to form a right sentence. If the students do not have grammar mastery, of course they will not be able to produce sentences that grammatically right. Appreciate that the grammar of students have is very weak, so they feel embarrassed when they want to produce English sentences orally.

The third cause is shyness is showing that somebody nervous or embarrassed about meeting and speaking to other people. Behaviors associated with shame include reluctance to talk, in inability to speak, difficulties in eye contact, and tend to often nervous. Shyness is one of difficulties that every student faces while learning a new language and factor cause students reluctant to speak in English class (Hiwe : 2007). Most of students prefer are merely keep silent in the classroom. From what have explained above, it is conclude that shyness is one of the aspects that can be used to find the problem which is related to the students' problem in learning speaking ability.

The fourth cause is afraid. According to Reber (2010) afraid is emotional state because of presence of something or a boost in anticipation of danger or threatening stimulus. Fears include nervousness, sadness, and phobias. Nervousness is the system of human body. Sadness is causing unhappy feeling. Phobias are strong fear and dislike. Afraid is feeling afraid, worried that bad may happen, for instance, students' master the English language well but she was

afraid to speak English because she has felt frightened, nervousness phobias and fears once, (Muhibbin: 2008). If you feel nervous and are afraid of making a mistake while speaking English, then your problem is confidence.

From the definition above, the researcher take some conclusions about difficulties in speaking. The first reason, is that the students do not understand and don't know what the words or vocabulary to speak and how to arrange the grammatical in speaking. Second reason, the students feel afraid and have little confidence to speak in front of class or with their friend in their environment. And the third, there is no opponent to speaks, so that's why, we must study alone to speak English very well.

2.3.4 Teaching Speaking

Teaching speaking is not easy task in which teachers have to the able to encourage students to speak up and be active in the class. In fact, students are afraid to take actively if they have to communicate by using English, which is a foreign language. Facing those problem in teaching speaking, teacher have to be able creatively find a way to motivate the students to speak English.

According to Hornby (2002: 37) teaching speaking is giving the instruction to a person in order to communicate and giving instruction a person knowledge skill, etc. Nunan (2003:48), teaching speaking is sometime considered as a simple process of commercial language school around the world, which hired people with no training to teach conversation. Burnkat (1998:2), the goal of teaching speaking skills is to communicate efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They

should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

According to Brown and Yule (1983) explain that in teaching speaking the teacher help their student develop for real life communication situation. They help their student develop the ability to produce grammatically correct, logically connected sentence that are appropriated to specific context and to do so using acceptable (that is, comprehensible) pronunciation.

Brown (2007:7) states teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. Teaching needs to be seen as a process include someone who teachers, has the learner, the material, and also setting. Which all of the components needed in teaching have to be maximized to be achieved what it is referred to effective teaching.

From the definition above, can be conclude that teaching speaking is the way for students to express their emotion, communicative needs, interact to other person in any situation, and influence the others. So in teaching speaking skills, it is necessary to have clear understanding involved in speech.

2.3.5 Technique of Teaching Speaking

According to Tarigan (2008: 106), there are four techniques of teaching speaking such as

1. Conversation

According to Greene and Petty in Tarigan (2008: 106) Conversation is an exchange or opinions about a given topic two or more readers.

Conversation always happen that two processes simultaneously listening and speaking. Conversation usually in an intimate setting and participants feel closer to other and spontaneities. Conversation is a basic conversational skill for children and adults.

2. Phones

According to Tarigan (2008 : 124) Telephone as a communication tool once its use is widespread. Skill is using a business phone, delivering news or message. The use of the telephone demanding requirements particular, such as: to speak the language clear, concise and straightforward. Techniques telephone can be used as a technique of teaching speaking. Through telephone techniques educates students are expected to speak clear, concise and straightforward. Students should be able to use time efficiently.

3. Interview

According to Tarigan (2008: 126) Interview are often used in everyday life, for example, the reporter interviews ministers, officials or community leaders about important issue. Interview can be used as a technique of teaching speaking on essentially a continuation of the interview is a form of conversation or question answered. The conversation and question and answer have been commonly used as a technique of teaching speaking.

4. Discussion

According to Nio in Tarigan (2008 : 128) Discussion is often used as a classroom activity. Discussion techniques very useful for students to practice and develop skill speaking and students were also thinking about the issues

discussion. Discussion is the process involvement of two or more individuals who interaction verbal and face to face, the goal is certainly by way of exchange of information to solve the problem.

2.3.6 Type of Speaking Test

Kitao and Kintao (2005:3) used speaking test to measure the students' speaking ability and to get the data. There are seven types of speaking test. There are:

a. Reading a Loud

One way to test speaking is by having the tester read aloud. This is not generally a good way to test speaking. However, it is away to test pronunciation separately forms the contents of speech.

b. Conversation exchange

Is a simple types of test in which student are given particularly situation and instructed to respond in a certain a way. These tests are usually highly structured and required only limited response not corrected discourse.

c. Using Visual

Picture map, diagram, and other type of visual material can be used to test speaking without required the tester comprehend written or spoken material. Various types of material are appropriator for this test of test.

d. Oral Interview

Oral interview are testing situation in which the tester and tester carry out on conversation. The tester generally has a list of question to ask the tester, and some either the interview or another person but preferably another person.

e. Role play test

Another type of test I a role play. In a role play the tester and confederates are given information in which to base a role play and the tester are evaluated and their ability to carry out and task in the role play.

f. Groups of pairs activities

Point of this is not finding the right answer but the stimuli speech of tester evaluate.

g. Telling story

Telling story can be a way to measure their speaking ability pragmatically. It can be done using picture. The student can tell their daily activities, their experiences or tell story on storybook they have read. Those stimuli can be applied for any levels students.

2.4 Previous Study

The first previous study that is from Abdul Gofur, Jakarta (2008) with the tittle " Errors Analysis on Students' Speaking Performance" . in his research, he say "Knowing the correct transcription is one of the ways to minimize the errors on student speaking performance especially in their pronunciation. The correct pronunciation which pronounced by the teacher as a good model can be followed by the students with correct pronunciation"

The second previous study is from Anas Muhammad Wibowo, Salatiga (2011), with the title is Grammatical Errors Analysis Speaking Subject Used by English Department. He say "students has mistake when determine type of errors,

so they have many mistakes. And students have difficulties in analysis type of tenses , so they are getting problem when speaking or answer the question.

The last Previous study is from Su-Hie Ting, Mahaditha, Siew-Lee Chang. Malaysia (2010), with the tittle " Grammatical Errors in Spoken English of University Students in Oral Communication Course ". They say The present study examines the grammatical errors in spoken English of university students who are less proficient in English. The specific objectives of the study are to determine the types of errors and the changes in grammatical accuracy during the duration of the English for Social Purposes course focussing on oral communication. The language data were obtained from the simulated oral interactions of 42 students participating in five role play situations during the 14-week semester. Error analysis of126 oral interactions showed that the five common grammar errors made by the learner sare preposition, question, article, plural form of nouns, subject-verb agreement and tense. Based on Dulay, Burt and Krashen's (1982) surface structure taxonomy, the main ways by which students modify the target forms are misinformation and omission, with addition of elements or misordering being less frequent. The results also showed an increase in grammatical accuracy in the students' spoken English towards the end of the course.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Research Design

This design of this research is a qualitative descriptive the study will be conducted in order to again the depth understanding forward the study improving students the problem affecting student's English speaking ability at SMA N 10 Jambi.

The research is using qualitative study (Gay : 2000) state qualitative seeks to probe deeply into the research setting in order the otetaan understanding about the way thing are, why they are that, way and how the participants in the context perceive them. Qualitative based on the collection and analysis of no numerical data such as observation, speaking test and other more discursive sources of information. Descriptive data is used to describe the students' grammatical in speaking, which are made by the second grade

According to Sugiyono (2010) that qualitative research used to examine the condition of natural objects, (as his opponent is an experiment) which the researcher is a key instrument, the techniques of collection data is triangulation, data analysis is inductive and the results of this study further emphasize the significance of the generalization.

From the definition above can be concluded that qualitative descriptive research conducted in three states of nature and nature discovery. This research is not related closely to the number and calculation, but this research seeks out student's grammatical errors in speaking at second grade SMA N 10 Jambi.

3.2. Setting of the Research

The research carries in SMA N 10 Jambi. It is one the National school that implements Curriculum 2013. The writer is interested to do research in SMA N 10 Jambi to the reason that there is no research on speaking problem ability has been conducted in this school. In addition, the school is located near the researcher workplace make it easier to get the data.

3.3. Subject of the Research

The subjects of the research are students at SMA N 10 Jambi. The technique of taking sample in the research is purposive sampling. Technique means that the unit is an individual who are naturally together (Gay, 2000: 129). The population of this research is at the second grade student of SMA N 10 Jambi academic year 2017/2018. Overall of the second grade is 266 students. But researcher choose one class. The class is XI MIPA 2. The researcher choose 20 students because that students is easy to set and easy to understand . In this research the sample and the data was taken during the teaching and the learning process in the classroom.

Table 3.1
Subject of the Research

Class	Male	Female	Total
X1 MIPA	7 students	13 students	20 students

3.4. Technique of Collecting Data

Technique of data collection in this research is oral test (speaking test) the researcher collects 20 students in the class. The researcher gives one

topic to the students and then asks them to give the responses. The researcher also

asks them to speak by using simple present tense. The researcher gives the

duration of conversation about 1-3 minutes. And then the researcher records their

speaking and translates into transcripts of the record and from the transcript the

writer analyzed the sentence errors after that classified them the table.

Tabel 3.2

Spesification of Oral Test

Categories Errors Analysis	Definition	Examples
Omission Errors	Omission is indicated by the absence of certain item that must appear in sentences. This usually happen in the early stages of second language acquisition.	my sister very pretty. (Correction: my sister is very pretty).
Addition Errors	Addition is indicated by the presence of an "unwanted" item in sentence. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language.	Example: he didn't to come. (Correction: he didn't come)
MisFormation Errors	Misformation is indicated by the use of wrong	Example: me don't like.

	forms of certain morphemes.	(Correction: I don't like
Misordering Errors	Misordering is indicated by the incorrect placement of certain morphemes.	Example: she fights all the time her brother. (Correction: she fights her brother all the time)

Source : Dulay, Burt, and Krashen's Surface Structure Taxonomy (1982 in Ellis and Barkhuizen, 2005, p. 61),

3.4.1 Research Instrument

According to Arikunto, "Instrument is an auxiliary tool that is chosen and used by the research in this or her activity to collect data, so that activity becomes systematic and easy. Thus, in implementing qualitative research this is used some instrument such as:

1. **Tape recording**

   Tape recording is one of techniques that are use collecting the data. The tape recording is use to record grammatical analysis in speaking by the second grade students to SMA 10.

2. **Transcription note**

   It is used to write data from oral test.

3.5. Technique of Data Analysis

There are some technique of Data Analysis in this research, they are :

1. The researcher collects 20 students in the class.

2. The researcher ask them to give the responses about the topic which given.

3. The researcher gives the duration of responses about 1-3 minutes.

4. The researcher records their speaking.

5. The researcher listen the students' responses from tape recording.

6. The researcher makes the transcript of students' responses

7. The researcher identifies grammar analysis in the transcript of students' responses.

8. The researcher discusses and describes.

9. The researcher provide conclusion and suggestion base on the result of the research.

Then, in this research the writer used the test to get data. Then the result of test was analyzed to know student grammatical error in speaking to know them the writer using formula:

$$P = \frac{F}{N} \ x \ 100\%$$

P : The presented of student errors

F : The total number of students' errors

N : The total number students' sentences

By using formula the researcher is able to know the students to make easy in analyzing grammatical errors in speaking

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Findings

4.1.2 Data Presentation

Before the researcher analysis the data, the researcher will present the

data as percentage in the following :

Tabel 4.1

Data Presentation

No	Categories Errors Analysis	Sentences Errors
1	Omission Errors	Student number 4 : (1) After I wake up, I (take a) shower, change clothes and school uniforms. (2) Then (eat) my dinner.
		Student number 5 : (1) After tidy up the room, I (take a)shower, change my clothes and go to school. (2) Then, I (take a) shower and eat dinner.
		Students number 6 : After that I (take a) shower.
		Student number 20 : (1) At 06.00 I (take a) shower and prepare textbooks. (2) Sometime I (take a) bath my evening walk with my nephew
2	Addition Errors	Student number 6 ; 07.30 we *have* start the first lesson.
		Student number 19 : Then, at 06.30 am, I will prepare to go to school by *a* ojek

3		Student number 3 : After **taking** a bath I help my mother in kitchen .
		Student number 4 : I **went** straight to sleep after learning.
		Student number 5 : (1&2) I **woke** up at 5 am, then I **tidied** the room. (3,4&5) Until my school **was** swept and the bells **rang**, I **was** lined up. (6) I **got** home to change clothes and rest a while.(7) I play football with friends in the field. After **playing**, I go home.
	Misformation Errors	Student number 6 : (1) I **woke** up at 05.00. (2,3,&4) Then I **had** breakfast and **said** goodbye to my parents, then **went** to school at 6:30. (5) Before we **went** home first.12.00 We are home from school
		Student number 6 :. (1) "Every anniversary of independence there **is** activities between village. (2) "The competition **was** hold by Nippon Paint brand company. (3)" my parents **acted** as a committee at the event because my parents are the chairman of Rt. (4&5)"So I **replaced** the role of my parents as a committee **that prepared** the race equipment for the children in my village.
		Student number 7 : (1) In the morning I **woke** up to bed at 05:45. (2) After that I have breakfast and a shower, change clothes after my shower and **left**

for school uniforms. (3) At 7:15 I start to follow the lessons in school, recess and at 14.00 I **got** home from school. (4) at night I do the tasks given the need to prepare teachers and I **would** take it to school tomorrow

Student number 8 : **on** Sunday morning, my father, mother, sister, brother and I work together to clean our house.

student number 9 : (1) after that around 05:30 I **had** a shower immediately. (2,3&4) . I **use** the uniform after uniform I **use** breakfast directly after breakfast, I **use** the shoes and immediately go to the school

Student number 17 : (1) While I prepare to go to school, my mother **made** me a breakfast in the kitchen. (2) I **saw** my father reading a newspaper in the living room. (3) We **had** a breakfast at 06.30 am. (4) After having breakfast, my mother **gave** me a glass of milk. (5) Next I **used** my shoes and prepared my motorcycle from the garage. (5&6) Before I **went** to school, I ask permission to my mother and my father and **shook** their hands. (7) Then I turn on my motorcycle and **went** to school

Student number 18 : (1,2) I **woke** at 5 am. then I **got** up to take subuh prayer. (3) Afterward, I **went** outside my house to work out. (4) I **did** jogging around my house. (5) After doing sport, I **took** rest

		for a while. (6) Then I **took** bath on my bathroom and brush my teeth. (7&8) I **got** dress my school uniform and **looked to** the mirror. (9) I **took** my comb then I comb my hair. Student number 19 : I drink a cup of coffee in the garden **with** reading my home work. Student number 20 : (1) And then I was **helping** my parents clean the house and prepare breakfast. (2) A round the clock 01.30 the students **has gone** home. (3) After that I **watching** TV and go to sleep.
4	Misordering Errors	student number 7 : <u>I then shower</u> and change clothes
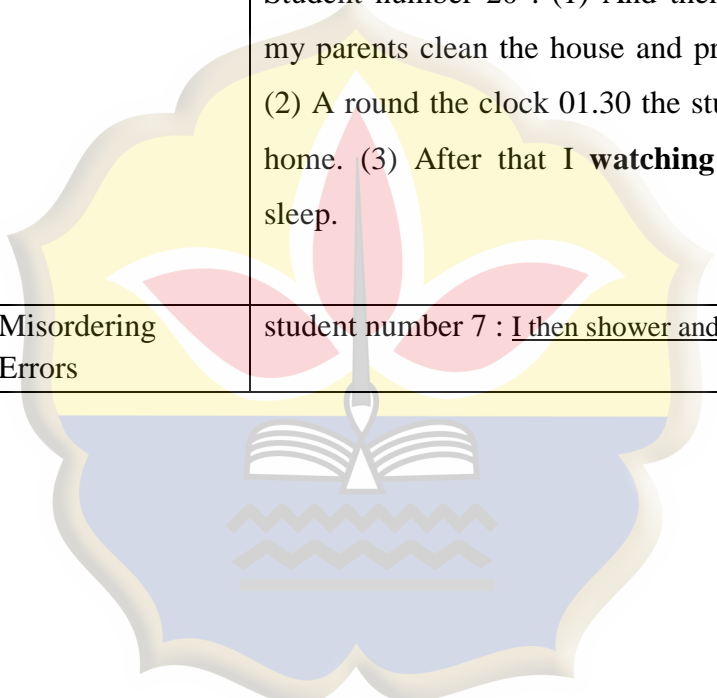
4.1.3 Data of Student's Errors

The sample of this research is twenty students speaking. Based on the result of the test, the writer found the grammar error in speaking by the second grade students as follows:

Table 4.2 Data of Student's Errors

No	Name	Sentences	Sentences Errors	Percentage of Students Errors
1	Slk	10	-	-
2	Tra	10	-	-
3	Sls	10	1	0,5 %
4	Rsa	10	3	1,5 %
5	Mln	10	9	4,5 %
6	Ala	10	7	3,5 %
7	Nnd	10	5	2,5 %
8	Ang	10	1	0,5 %
9	Elz	10	4	2 %
10	Abl	10	-	-
11	Fqh	10	-	-
12	Gta	10	-	-
13	Lst	10	-	-
14	Ald	10	-	-
15	Fqr	10	-	-
16	Ibl	10	-	-
17	Njw	10	7	3,5 %
18	Rsk	10	9	4,5 %
19	Jwr	10	2	1%
20	Rdo	10	7	3,5 %
Total		**200**	**55**	**27,5%**

Based on the table 4.1 above, all sentences from twenty students in grammatical error in speaking and from 200 sentences in total, the percentage of student grammatical error in speaking is 30,5%. The writer can determine the percentage of the students' errors in speaking using following formulation:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{55}{200} \times 100\%$$

$$P = 27{,}5\ \%$$

Note:

P   =   The presented of students errors

F   =   The total number of students errors

N   =   The total number of students sentences

4.1.4   The Classification of Students Error

Classification of students, error can be classified into four kinds of error they are Omission Error (O), Addition Error (A), Miss Formation Error (MF), and Miss Ordering Error (MO). See the table below:

Table 4.3 Percentage of Students Errors (%)

No	Name	Sentences	Sentences Errors	O	A	MF	MO	Percentage of Students Errors
1	Slk	10	-	-	-	-	-	-
2	Tra	10	-	-	-	-	-	-
3	Sls	10	1	-	-	1	-	0,5 %
4	Rsa	10	3	2	-	1		1,5 %
5	Mln	10	9	2	-	7	-	4,5 %
6	Ala	10	7	1	1	5	-	3,5 %
7	Nnd	10	5	-	-	4	1	2,5 %
8	Ang	10	1	-	-	1	-	0,5 %
9	Elz	10	4	-	-	4	-	2 %
10	Abl	10	-	-	-	-	-	-
11	Fqh	10	-	-	-	-	-	-
12	Gta	10	-	-	-	-	-	-
13	Lst	10	-	-	-	-	-	-
14	Ald	10	-	-	-	-	-	-
15	Fqr	10	-	-	-	-	-	-
16	Ibl	10	-	-	-	-	-	-
17	Njw	10	7	-	-	7	-	3,5 %
18	Rsk	10	9	-	-	9	-	4,5 %
19	Jwr	10	2	-	1	1	-	1 %
20	Rdo	10	7	2	2	3	-	3 %
	Total	**200**	**55**	**7**	**4**	**43**	**1**	**27,5%**

Based on the table data analysis, the students' sentence errors in speaking the writer can determine the percentage of the students' errors in Omission, Addition, Miss Formation, and Miss Ordering errors. The classification and the result are:

A. Omission Errors

$$P.O = \frac{7}{55} \times 100\%$$

$$= \frac{700}{55}$$

$$= 12,72\%$$

B. Addition Errors

$$P.A = \frac{4}{55} \times 100\%$$

$$= \frac{400}{55}$$

$$= 7,27\%$$

C. Miss Formation Errors

$$P.M.F = \frac{43}{55} \times 100\%$$

$$= \frac{4300}{55}$$

$$= 78,18\%$$

D. Miss Ordering Errors

$$P.M.O = \frac{1}{55} \times 100\%$$

$$= \frac{100}{55}$$

$$= 1,81\%$$

4.2 Discussion

Based on the data, the writer found 200 sentences from twenty students in speaking and 55 sentences error. It can be divided into Omission errors were 7 sentences = 12,72%. Addition errors were 4 sentences = 7,27%. Miss Formation errors were 43 sentences = 78,18%. Miss Ordering errors were 1 sentences = 1,81%. So the student's sentences error were 55.

Based on the oral test and the data of students' errors in the second grade of SMA 10 Jambi in Academic Year 2017/2018 . the grammatical errors that the researcher found are: Omission Errors, Addition Errors, Misordering Errors, and Misformation. Based of the data students' errors, the researcher analyzed twenty students where each and one student made 10 sentence and test their speaking by using simple present tense. From that the sentences the writer describe the Omission Errors (O), Addition Errors (A), Misformation (MF), Misordering (MO), and the calculate the percentage of students' errors is (%).

Student 1

There were no sentences Errors by Student Number 1

Student 2

There were no sentences Errors Student Number 2

Student 3

Misformation Errors :

- After **taking** a bath I help my mother in the kitchen

(Correct : After **take** a bath I help my mother in the kitchen)

Finally the percentage of student (%) from the student number three was 0,1%.

Student 4

Omission Errors :

- After I wake up, I shower, change clothes and school uniforms

(Correct : After I wake up, I (take a)shower, change clothes and school uniforms)

- Then my dinner.

(Correct : Then (eat) my dinner.)

Misformation Errors :

- I **went** straight to sleep after learning

(Correct : I **go** straight to sleep after learning)

Finally the percentage of student (%) from the student number four was 1,5%

Student 5

Omission Errors :

- After tidy up the room, I shower, change my clothes and go to school.

(Correct : After tidy up the room, I (take a) shower, change my clothes and go to school).

- Then, I shower and eat dinner

(Correct : Then, I (take a) shower and eat dinner)

Missformation Errors :

- I **woke** up at 5 am, then I **tidied** the room.

(Correct : I **wake** up at 5 am, then I **tidy** the room)

- Until my school **was** swept and the bells **rang,** I **was** lined up.

(Correct : Until my school **is** swept and the bells **ring,** I **are** lined up.)

- I **got** home to change clothes and rest a while

(Correct : I **get** home to change clothes and rest a while)

- I play football with friends in the field. After **playing**, I go home.

(Correct : I play football with friends in the field. After **playing**, I go home)

Finally the percentage of student (%) from the student number five was 4,5 %

Student 6

Omission Errors :

- After that I shower

(Correct : . After that I (take a) shower)

Addition Errors :

- 07.30 we *have* start the first lesson.

(Correct : 07.30 we start the first lesson)

Misorfartion Errors :

- I **woke** up at 05.00 am

(Correct : I **wake** up at 05.00 am

- Then I **had** breakfast and **said** goodbye to my parents, then **went** to school at 6:30 am.

(Correct : Then I **have** breakfast and **say** goodbye to my parents, then **go** to school at 6:30)

- After that, we **went** into each class

(Correct : After that, we **went** into each class)

Finally the percentage of student (%) from the student number six was 3,5 %.

Student 7

Misorfartion Errors :

- In the morning I **woke** up to bed at 05:45am

(Correct : In the morning I **wake** up to bed at 05:45am)

- After that I have breakfast and a shower, change clothes after my shower and **left for** school uniforms.

(Correct : After that I have breakfast and a shower, change clothes after my shower and **wear** school uniforms)

- At 7:15 I start to follow the lessons in school, recess and at 14.00 I **got** home from school

(Correct : At 7:15 I start to follow the lessons in school, recess and at 14.00 I **get** home from school)

- At night I do the tasks given the need to prepare teachers and I **would** take it to school tomorrow

(Correct : at night I do the tasks given the need to prepare teachers and I **will** take it to school tomorrow)

Missordering Errors :

- <u>I then shower</u> and change clothes.

(Correct : then I take a shower and change clothes)

Finally the percentage of student (%) from the student number seven was 2,5 %.

Student 8

Misformation Errors :

- On Sunday morning, my father, mother, sister, brother and I work together to clean our house

(Correct : **Every** Sunday morning, my father, mother, sister, brother and I work together to clean our house)

Finally the percentage of student (%) from the student number eight was 0,5 %.

Student 9

Misformation Errors :

- After that around 05:30 I **had** a shower immediately

(Correct : after that around 05:30 I **have** a shower immediately

- I **use** the uniform after uniform I **use** breakfast directly after breakfast, I **use** the shoes and immediately go to the school.

(Correct : I **wear** the uniform after uniform I **eat** breakfast directly after breakfast, I **wear** the shoes and immediately go to the school.

Finally the percentage of student (%) from the student number nine was 2 %.

Student 10

There were no sentences Errors Student Number 10

Student 11

There were no sentences Errors Student Number 11

Student 12

There were no sentences Errors Student Number 12

Student 13

There were no sentences Errors Student Number 13

Student 14

There were no sentences Errors Student Number

Student 15

There were no sentences Errors Student Number 15

Student 16

There were no sentences Errors Student Number 16

Student 17

Misformation Errors :

- While I prepare to go to school, my mother **made** me a breakfast in the kitchen.

(Correct : While I prepare to go to school, my mother **make** me a breakfast in the kitchen)

- I **saw** my father reading a newspaper in the living room.

(Correct : I **see** my father reading a newspaper in the living room)

- We **had** a breakfast at 06.30 am.

(Correct : We **have** a breakfast at 06.30 am.)

- After having breakfast, my mother **gave** me a glass of milk.

(Correct : After having breakfast, my mother **gives** me a glass of milk)

- Next I **used** my shoes and prepared my motorcycle from the garage.

(Correct : Next I **wear** my shoes and prepared my motorcycle from the garage)

- Before I **went** to school, I ask permission to my mother and my father and **shook** their hands.

(Correct : Before I **go** to school, I ask permission to my mother and my father and **shook** their hands)

- Then I turn on my motorcycle and **went** to school

(Correct : Then I turn on my motorcycle and **go** to school

Finally the percentage of student (%) from the student number seventeen was 3,5%.

Student 18

Misformation Errors :

- I **woke** at 5 am. then I **got** up to take subuh prayer.

(Correct : I **wake** at 5 am. then I **got** up to take subuh prayer.)

- Afterward, I **went** outside my house to work out.

(Correct : Afterward, I **go** outside my house to work out.)

- I **did** jogging around my house.

(Correct : I **do** jogging around my house)

- After doing sport, I **took** rest for a while.

(Correct : After doing sport, I **took** rest for a while.)

- Then I **took** bath on my bathroom and brush my teeth.

   (Correct : Then I **take a** bath on my bathroom and brush my teeth)

- I **got** dress my school uniform and **looked to** the mirror.

(Correct : I **got** dress my school uniform and **look at** the mirror)

- I **took** my comb then I comb my hair.

(Correct : - I **take** my comb then I comb my hair)

Finally the percentage of student (%) from the student number eighteen was 4,5%.

Student 19

Addition Errors :

- Then, at 06.30 am, I will prepare to go to school by *a* ojek

(Correct : Then, at 06.30 am, I will prepare to go to school by ojek)

Missformation Errors :

- I drink a cup of coffee in the garden **with** reading my home work

(Correct : I drink a cup of coffee in the garden **and** reading my home work)

Finally the percentage of student (%) from the student number nineteen was 1 %.

Student 20

Omission Errors :

- At 06.00 I shower and prepare textbooks

(Correct : At 06.00 I (take a) shower and prepare textbooks)

- Sometime I bath my evening walk with my nephew. After I prayer Magrib

(Correct : Sometime I (take a) bath my evening walk with my nephew. After I prayer Magrib)

Addition Errors :

- And then I *was* helping my parents clean the house and prepare breakfast.

(Correct : And then I help my parents clean the house and prepare breakfast)

- A round *the clock* 01.30 the students has gone home

(Correct : A round 01.30 the students has gone home.)

Misformation Errors :

- And then I was **helping** my parents clean the house and prepare breakfast.

(Correct : And then I was **help** my parents clean the house and prepare breakfast.)
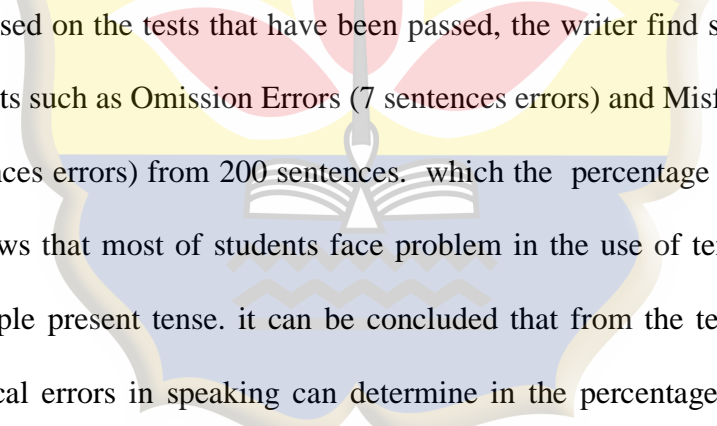
- A round the clock 01.30 the students **has gone** home.

(Correct : A round the clock 01.30 the students **have go** home.

- After that I **watching** TV and go to sleep.

(Correct : After that I **watch** TV and go to sleep)

Finally the percentage of student (%) from the student number twenty was 3,5 %.

Based on the tests that have been passed, the writer find some problem in the students such as Omission Errors (7 sentences errors) and Misformation Errors (43 sentences errors) from 200 sentences. which the percentage was 27,5% . the result shows that most of students face problem in the use of tenses. Expecially using simple present tense. it can be concluded that from the test, the students' grammatical errors in speaking can determine in the percentage of the students error in Omission Errors, Addition Errors, Misformation Errors, and Misordering Errors

CHAPTER V

CONCLUSION AND SUGESTION

5.1 Conclusion

Based on the result of the research, the conclusion about "An Analysis on Students' Grammatical Ability in Speaking by the second grade students of SMA N 10 Jambi in Academic Year 2017/2018 as follow :

1. The students have difficulties in tenses grammar , so they are getting problem when speaking English especially if use the grammar.

2. The students grammatical errors in speaking can determine in the percentage of the students error in Omission Errors, Addition Errors, Misformation Errors, and Misordering Errors.

3. Most the students have errors in Omission Errors and Misformation Erors

5.2 Sugestion

In order to improve the students ability speaking, the students have to do more practice. Especially about grammar. to the reader if you have an interest in writing / researching in order to further explore the research. Finally the writer hopes this research can increase the ability of students in SMA N 10 Jambi specially. And all students senior high school in generally. The writer know this research wasn't perfect because of that the writer welcome any suggest and critic to improve this research.

REFERENCES

Book :

Arikunto, Suharmisi.2010. *Prosedur Penelitian Seuatu Pendekatan Praktek*. Jakarta : Rineka Cipta

Brown and G.Yule (1983) *Teaching the Spoken Language*. Cambridge : Cambridge University Press

Burnkart, Grace, Stoval. 1998. *Spoken Language . What is and how to teach it*. In http//www.nclre.org//essential/speaking/goalspeak.html.

Burn, A.,. & Jovce, H.(1997). *Focus on Speaking, Sydnev : National Center of English Languagw Teaching and Research*

David Hunan, 1991. *Language Teaching Metrology: Prentice, New York, page 40* Dulay, Burt, and Krashen's Surface Structure Taxonomy (1982 in Ellis and Barkhuizen, 2005, p. 61),

Henry Guntur Tarigan, 2008. *Berbicara Sebagai Suatu Keterampilan Berbahasa. Bandung : Angkasa*

Hornby, A.S 1995. *Oxford Advanced Learner's Dictionary of Current Language Oxford:* Oxford University Press.

Mac Donald and Evans, *English For Business Studies (Practical course for use in secondary school and college),* Jakarta Barat, Bima Rupa Aksara, P7

Nunan, David.2003. *"Practical English Language Teaching"*. Amerika, New York : McGraw Hill

Richards, J.C, 1984, *Error Analysis : Perfectives on Second Language Acquistion, London : Longman*

Sandhono, Kundaru-Slamet, St.Y. 2012 . *Meningkatkan Keterampilan Berbahasa Indonesia*. Bandung : Karya Putra Darwati Bandung

Sugiono, 2013. *Metode Penelitian Kualitatif. Kualitatif dan* R&D. Bandung : Alfabeta

Suryadi Junaidi, 2007, *Complete English Grammar,* Celebon Timur UH III/548, Yogya. Pustaga Pelajar, P.1

Thesis :

Dewi, Nur Sri 2006. *An Errors Analysis in the use of English Preposition of Time and Place by the Second Semester Students English Department of Jambi University 2005 201,* Procedure – 2006. Thesis. Jambi University

Abdul Gofur 2008. *Errors Analysis on Students' Speaking Performance.* Jakarta

Anas Muhammad Wibowo 2011. *Grammatical Errors Analysis Speaking Subject Used by English Department.* Salatiga

Su-Hie Ting, Mahaditha, Siew Lee Chang 2010 . *Grammatical Errors in Spoken English of University Students in Oral Communication Course.* Malaysia

Internet :

http://students's difficulties in speaking English and how to solve it.hiphiphurahura.html. accessed on December 17, 2012

http:/the-component-of-speaking-ability.html. accessed on April 12, 2013

Chomsky N, 1986 : 236 *Definition of Gramsmatical*. http ://www.google.com…[17 December 2010]
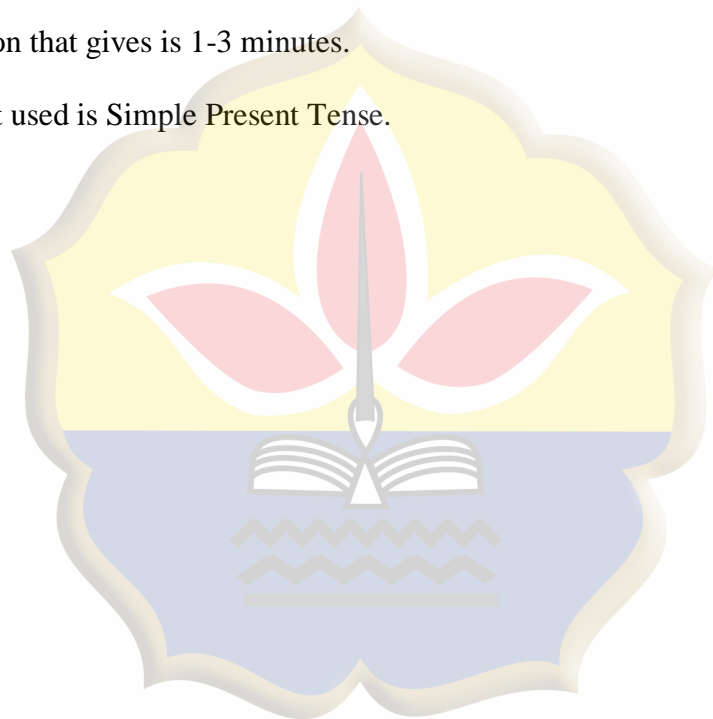
Appendix 1

Test for the Students

Instruction

1. The students should be speaking to responses about the topic which given.

2. The students make responses minimum 10 sentences.

3. The duration that gives is 1-3 minutes.

4. Tenses that used is Simple Present Tense.

Appendix 2

The transcript of Students' Speaking Recording

1. **Redo**

Independence day I think is very fun. Because for us who still students, August very fun. Because many lessons not used. For example, for those who participated in flag raising troops often use the lesson for practice. From the start of entering the month of August has started to select who is appropriate for flag raising troops. For those who not participate in the flag raising, participate in August activities. Such as class or other classroom decorating competitions. Like eating creackers , tarik tambang, etc. So happy when laughing with peers while following the race. saw my friend eating crackers by hand tied back. It's an ordinary gift, but we are eager to enjoy the event together.

2. **Nanda**

Independence ? Independence day this year is on Thursday . Indonesian independence day is always great. Why ? at independense day, many people gather to does championship. For example, climbing slippery pole where the prizes are on the top. climbing slippery pole which is so funny. Eating creaker in this championship. people must eating creaker as fast as they can. In the morning, people or student doing ceremony to remember the independence day. In the tv program, people use red and white suit like color of Indonesian flag. I always like Indonesia day. Because all of the contest I like.

3. **Fiqih**

Today we celebrate Indonesia's independence day. known locally as Independence Day. In the capital city of Jakarta and other major cities throughout the archipelago, today is celebrated under the theme of "linguistic diversity". Indonesian President Jokowi wearing traditional Bugesse clothing, and then Jusuf Kalla wearing traditional Javanese traditional clothing. Below that, schools and public service offices held ceremonies for the sidelines of independence day by

performing ceremonies as a form of celebration. On the most awaited day, the disciples gathered on the uniform pavement, singing their national anthem, praying for a late national hero and re-reading the text of the proclamation; Both in government offices and private office workers to do the arrangement in front of their office. After the flag ceremony, independence was celebrated with an elaborate parade including a marching band and a magnificent buoy of a red-and-white Indonesian flag. . But, this is not only because of fun, but also has a symbolic and a reminder of time before Indonesia became independent. For example, eating creaker should remind the people of Indonesia of how people live in poverty during colonization and climbing the palm tree symbolizes the effort required for independence. Its competitors are people of all ages, sexes, professions, races and religions. Young and old, men and women, students and workers, rich people and ordinary people participate.

4. **Najwa**

I really like all the competitions held in Independence Day. Because I do exciting things like in the activity. But I don't like ceremonies that are too long because boring and hot. What I like is the action of flag raisers. The unique thing about this race is one of the competitions held this year. Different from the usual race in my village. Examples of cushions and sack race racing by squatting. Although there eat contest crackers for my age, I will still follow because exciting. Because it is fun to do silly things that rarely do children today. That too follows the trend to much..

5. **Arda**

For me, Independence is something people always look forward to. Where people are waiting for various competitions. To entertain the local community such as mother and child. As usual, the children follow the contest of eat creaker , sack race, and others. And mom dancing with fruit. While the boys is climbing the palm. presents in accordance with the competition and the champion earned. For a further parade by the local government. Such as bicycles, motors of

drumb band, reog. The children are very enthusiastic to see it. Although the weather is very hot and very crowded the kids still enjoy it.

6. **Salsa**

Every anniversary of independence there is activities between village . Example of decorating the gate with various colors and beautiful paintings. The competition was hold by Nippon Paint brand company. my hometown includes the village that followed the race. The paint is provided free . my parents acted as a committee at the event because my parents are the chairman of Rt. The community is quite active in participating in this activity. My parents are busy with paint affairs. So I replaced the role of my parents as a committee that prepared the race equipment for the children in my village. This year's independence warning is a bit different because I am the one who is preparing for this event. Something fun can participate fully in this children's race activities

7. **Elza**

Every 17 August every house has to put a red and white flag. As a token of the day of piety. In the area of my house always held a race in the field near the house like the 17 August contest in general. So every 17 August near the house is always crowded. Many food seller are selling around the race area. This celebration is so lively because many prizes will be distributed for the winners. The prize for climbing areca nut like sembako and household electronic appliance. The prize for the children's race is school equipment. The existence of the prize makes the competitor more enthusiastic to be a winner. The prize is a donation from the residents

8. **Lesta**

There is a difference from the celebration of the 72nd anniversary of RI this year. Because now guests and ceremonial participants are asked to wear traditional clothing. In the invitation of HUT RI in the Palace, written that guests are asked to wear modern traditional clothes. Like Mr. President wearing traditional clothing from dayak and first lady . and Vice

President wearing traditional clothing from West Sumatra region. The guests came by wearing a variety of traditional clothing, some were using a complete Javanese custom and blangkon and batik. There is also wearing a Malay dress like a traditional event. Sarong is put around the neck and black cap. Officials are also advised to wear traditional and unique clothes again. there is a unique traditional costume that was modeled by a beautiful model

9. **Rezky**

The anniversary of RI this year is very festive, because there is a unique festival. Like a car parade held from Toyota Supreme Automall. This event is fantastic because invited 9 car clubs in Jambi. In addition there will be a sack race with closed eyes. this event is held in Citra Raya City. The more colored HUT RI we also invite the band Group Box as a special guest star. For the young boys who just belittle the HUR RI, let's grow the spirit of your nationalism, let both participate for this activity. In order for everything to go well.

10. **Iqbal**

Independence Day where in Indonesia itself was made a national holiday. Therefore, in addition to the commemoration ceremony of independence day. the people of Indonesia always fill special events such as races, folk parties, and so on. There is something unique about this Independence Day celebration, especially in Jambi. Police danced Mahamere in various places in Jambi, such as in Monas Kotabaru, at the Police Station of Jambi, and Muaro Jambi Temple. Another uniqueness is in one of the competitions that are usually held during Independence Day, for example: sack race with squatting position, and using a helmet. Because basically sack races are usually done with a standing position and jumping up to the final line. It invites laughter for the audience and other participants. That is my response / opinion about the day of independence.

11. **Fitri**

To commemorate the 72nd Independence Day of Indonesia. I held a parade. The parade was the school boy's gait, the band's drums from every school. Walking in all the government

agencies in my place, people are enthusiastic to attend and see the parade. By bringing family, relatives, children, to see this more-awaited parade is an ornamental car parade. Cars are decorated according to their respective agencies, there are also baronsai, lumping horse, reok, etc. According to me. held this parade is very interesting, because it can teach to children about culture throughout Indonesia. There are customary clothing parade, so get to know the various custom clothes that exist throughout Indonesia. There is also the creativity of students by using various clothing according to the ideals of childhood, such as police clothes, teachers, doctors, pilots, soldiers, models, architects, lawyers and others

12. Aulia

August 17th is the most historic date for all Indonesian people. On August 17, there was a flag raising ceremony to commemorate the Independence Day of the Republic of Indonesia. That is because the form of proof of a sense of sacrifice and loyalty is so great for the nation. August 17 was made a national holiday by the Government of Indonesia. At the celebration, there are various activities throughout Indonesia. be it race or other activities. The activity is very fun, because we do activities that we rarely do. Examples of such activities include competitions conducted at the school / office, even in the village. Competition is also various, for example race eating crackers, sack race is always done during the race. I'm so exiting to follow that contest.

13. Rosa

There is something unique in the celebration of the RI's 72nd Independence in Moscow, Russia. As reported by the sovereignty of RI in Moscow, that Russian citizens are present to celebrate. especially for those who have been / ever lived in Indonesia. even the Russian Ambassador also participated in enliven the event. From the morning flag ceremony, lunch together until the flag decline. The man who lived in Indonesia more than 20 years said always come to the celebration of Indonesian Independence if there is no obstacle. Indonesia is my 2nd country he said, I also like Indonesian cuisine. It is unique if there are other citizens who come at

Independence Day ceremonies. He was very solemn to follow the ceremony took place and enjoy the entertainment provided.

14. Fiqri

My opinion as an Indonesian student, supposedly at the age of tired on this stampede, Indonesia is able to clean up in any aspect. Now is the time to improve security, prosperity and economy in Indonesia. do not just promise or blame each other. anihilate also the criminals who stole many assets. do not just want to enjoy what Indonesia has but also must be able to maintain and care for it. In the corners of the village is rarely found politeness. whatever business we make will be meaningless despite the age of this country increases. As long as corruption still exists in the country of Indonesia, independence is only planning. The anniversary of independence which is annually voiced without any meaning is merely ceremonial because the leader who is given the mandate does not carry out the stipulated in the 1945 Constitution. Must build an archipelagic country with diverse cultures and nations, increase the fertility of the land and uneven sources

15. Abel

Alhamdulillah, I'm proud to be Indonesian citizen who WNI. The next task of Indonesia is to choose one of the best sons / daughters. My Indonesian is great but also fragile. Already 72 years of independence, does not mean the people of Indonesia live justice let alone to prosper. Law enforcement that wrong selecting increasing the depravity for the sake of depravity. Oversight, do not make this nation a colonist let alone to the people. Their homeland is mortgaged to foreigners, my wealth is still colonized, the earth is spent for personal gain. With right effort and non-instantaneous processes let my fellow countrymen and countrymen fight against poverty, ignorance, equanimity and injustice in our environment with the duties of our functions and roles respectively well and correctly. Never forget the sacrifices and mandates of the fighters. Let our self-introspection and self-evaluation, have we really independent, independent, prosperous and sovereign as a nation

16. Jauwari

I think we are not yet fully independent. Because Independence Day even during national holidays, there are still employees who work. Whether it is because it does not work in the agency, I also do not know when both the national holiday of Indonesia, the same as the commemoration of Islamic holidays, the majority of Indonesia's population is Muslim. But they are still working as usual. And also many workers who work but the salary given does not match with the job. Examples of nurses, school admissions are expensive, costly. work is also not easy. He had to keep watch from night until dawn, but his salary is small. Unlike the work in the mall completed high school and salary is much larger than the undergraduate. that's all about indonesian' unfair.

17. Gita

For me is a thing that is always anticipated by the people in the colonial era. They expel the nation's fighters from the hard-earned to make this country's order to become a great nation. In reality we are already independent, no longer colonized by other nations. No more rocket strikes that hit the center of the city, we are no longer war, but why there are still some of us who still glorify weapons as self-defense. Outside there is still doing the shootout, there is war between tribes, villages, and even countries. There are clashes everywhere. Indonesian unity, still remember the Third precepts? If there are still clashes everywhere it means still not united

18. Tiara

My response to the independence day was a law that was still unfair. Where corruptors are still free to spend the people's money. Defended furiously by his lawyer. While the only washing stole a piece of worn cloth worn 5 years. Indonesian state law is sharp down blunt and upwards. Because a small society that is legally blind is still deceived by people. The rich get richer, the poorer get poorer. The insult of Pancasila is even made the Pancasila Ambassador. The insulting Police were made Anti-Drugs Ambassadors. What is this? Indonesian law is unfair.

19. Angga

The Indonesian nation declared independence. The meaning of independence from the Indonesian nation is free from colonialism. Independence by people is different. But that is essentially the same thing that is free from colonialism, slavery, torture, etc. Free to express opinions, improve decent living and education. Young people like us have a big task in the future. Namely bringing Indonesia's independence mentally. Become a nation that can stand on its own without the intervention of other nations. Can carry the name of Indonesia recognized by other countries. That is the meaning of Independence.

20. Selki

This Independence Day celebration is what I've been waiting for from the activity. like the races in general. There's a drum band show that I usually see during school practice, but now it's a real show. I really appreciate what the nation's children do for Indonesia. Trying to bring the name of Indonesia to kanca Internasional, the name of Indonesia is recognized by other countries. Being a host in Sea Game is an independent thing, because an independent country. Send a daughter from Indonesia who became Miss Grand International who has defeated participants of representatives from other countries. Of course it is a very proud of Indonesian' independence. That is the real meaning of Independence