ERROR ANALYSIS ON ENGLISH TEACHERS'S ORAL COMMUNICATION IN CLASSROOM INTERACTION AT RAUDHATUL HASANAH BOARDING SCHOOL

THESIS

Submitted In Partial fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program

By

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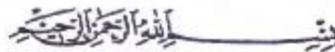
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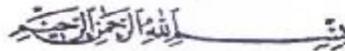
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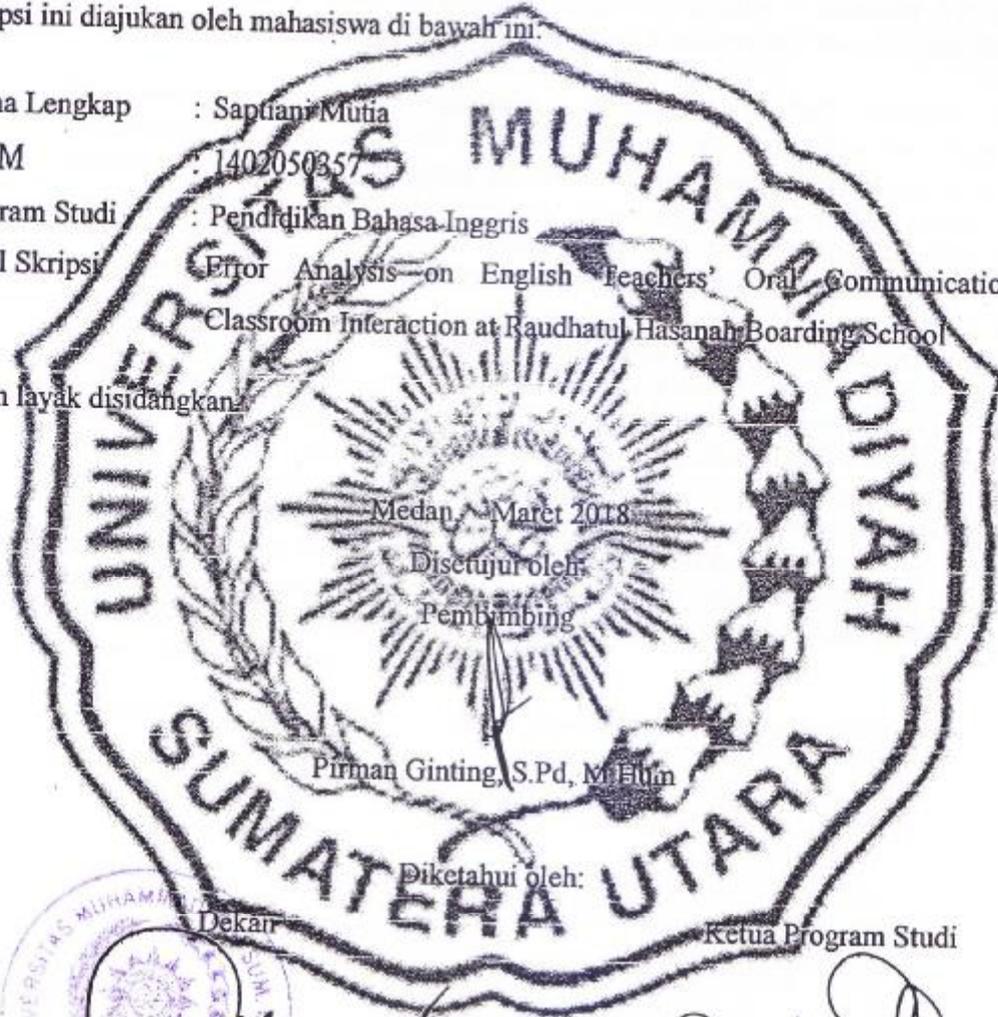
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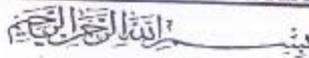
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ABSTRACT

Mutia, Saptiani. 1402050357. "*Error Analysis on English Teacher Oral Communication in Classroom Interaction at Raudhatul Hasanah Boarding School*". Skripsi. English Education Program Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara, Medan 2018.

This study deals with Grammatical Error in English teachers' oral communication. The objectives of the study are to investigate the types of grammatical errors and to describe the causes of Grammatical Errors produced by English teacher in Raudhatul Hasanah Boarding School. In this study was conducted by applying descriptive qualitative design. The source of the data were taken from teachers' oral communication video recorded in the classroom. The data were analized by using documentary techniques of Miles, Huberman and Saldana (2014). It was consisted of three steps were data collection, data condensation, data display and conclusion drawing or verification. The finding of this study were found there were 11 sentences which having grammatical errors from the 4 videos. Those error were omission, misinformation, misordering and addition. From these types of errors, omission were 4, misinformation were 3, misordering were 2 and addition were 2. There were errors occured in intralingual causes, especially in arranged the pattern of tenses and good grammatical structure. This researcher suggests the next researcher develop this study by using different object which are not in this study. It could be in oral communication each genre or other speaking structure.

Keywords : *Grammatical Errors, English Teachers' Oral Communication*

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The aimed of writing this study was titled "The Effect of Applying the Snakes and Ladders Board Game on the Students' Speaking Achievement". This thesis had been written in a partial fulfillment of the requirements for the degree of Sarjana Pendidikan (S.Pd) at the English Language Education Program, Faculty of Teacher training and Education, University of Muhammadiyah Sumatera Utara (UMSU).

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The Researcher

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CHAPTER 1

INTRODUCTION

A. The Background of the Study

In speaking process (conversation), the speaker transfer message to listener so that speaking and listening are two activities which seemed to be ordinary skills. When people speak they arrange linguistic symbols in their mind (brain) and than produce them in the form of language by their organs of speech. However, the fact is that some speakers fail to get the ideal delivery and almost every speaker makes mistakes unknowingly. These errors sometimes appear in everyday conversations, in formal meetings and seminars even when teachers teach in the classroom, it is a big fault if teachers convey science with the wrong wording in classroom interaction especially in English, because English is the second language for indonesia people. It means students in indonesia must really learn it well and teachers should teach it properly in the classroom.

The teacher is an important role holder in ensuring the success of the student's learning even though it is not entirely the task of the teacher, but still becomes the first example for student. So teacher must be skilled at listening to their students as well as explaining things clearly. Teachers need clarity of thought to present the material. They must be able to break down complex ideas into simple parts and smallers steps to transmit to their students. They must be able to adapt their methods of communication to all students regardless of ability

or learning style. They are able to "read" their students and adapt to the needs of the individual. Effective communication in classroom interaction include transforming the boring into the interesting and having good presentation skills.

Classroom interaction has become of paramount importance in the teaching and learning process because can enhances the development of students' language skills. There have been many studies reporting that activities stimulating interaction in the classroom are beneficial for student development of learning (Hall & Verplaetse, 2000). Interaction between students and teacher influences the learning success. In interaction, the participants is both performer and analyser of what is happening educationally purposeful interaction must engage the learner in both roles.

Slameto (2010: 1) say that "the success or failure of the achievement of educational goals depends on the process of learning experienced by students as students" an educational goal student learning has progress and improvement. In formal education is always followed by measurement and assessment, as well as in the process of teaching and learning activities, by knowing the results of learning can be known position of students who are smart, moderate and weak. Reports of student learning outcomes can be seen from the results of repetition and submitted in a certain period in the form of report cards. In an attempt to achieve an optimal learning outcome from the learning process of a student is influenced by internal and external factors.

Teachers who are less able to communicate well when delivering learning materials, then impact of difficulty students to receive material taught by teachers. Failure in a teaching and learning process is very common we meet, even we often encounter this kind of thing. Failure in teaching and learning activities in general due to communication factors that are not strengthened. Weak communication in the classroom makes teachers experience difficulty in managing the class. These kinds of things that we must avoid in order to failure in running the learning process does not happen again. The thing we need to do to minimize the failure in the learning process is to master how to communicate properly in the classroom in order for teachers to explain or convey information in the form of the material, students are expected to understand about the material and then create an active learning atmosphere in the classroom, in which students are active and provide good feedback on the interaction in the classroom.

But in fact not a few students who experience misunderstanding or miscommuniction, the student do not understand with the material they have submitted they are reluctant to ask and ask for repetion of the material explanation, they choose silent or say "yes" when the teacher ask "is it clear for you?" or say "no" when the teacher ask "any question?" . Then if the teacher does not understand the phenomenon like this then misunderstanding event will be repeated again in the next materials and will be impact on the value of student who do not reach he minimum mastery criteria.

When speaking and communicating with students, teachers are expected to use correct grammar, understandable and precise vocabulary in child

development, emphasize key words by repeating explanations, talking to the right tempo, nothing blurry or ambiguous meanings, as well as using logical planning. In communicating with students, teachers can create a positive impression so as to generate a positive response also from students. One important aspect to consider in verbal communication is the style of message delivery and evaluation. In this case it may happend to the teacher in select the words that will be used to compose a sentence in explaining the material. Incorrect use of words can also cause misunderstanding. This situation makes the students do the mistake repeatedly, because they do not get the understanding the material. As teachers of English as a foreign language, we should improve the way we teach to reduce the errors which are always made by the learners. Further, it is necessary to state that although errors are bad things in learning English as a foreign language, error analysis is advantageous for both learners and teachers. For learners, error analysis is needed to show them in what aspect in grammar which is difficult for them, whereas for teachers, it is required to evaluate themselves whether they are successful or not in teaching. Thus, error analysis should not be neglected in foreign language teaching.

Based on the phenomena above, the writer is interested in conducting a study of errors analysis which made by the teacher in the classroom and in this study the writer will be describe the type, frequency, and cause of errors in English teacher especially in full English class at Raudhatul Hasanah Boarding School.

B. The Identification of the Problem

The problems of this study were:

1. Teacher who are less able to communicate well in used grammatical structure when delivered the learning material.

2. The difficulty of students understood the material delivered by the teacher because less able to used good grammar.

C. The Scope and Limitation

The scope of this research is about Grammatical Structure in verbal communication and the study would be limited on grammatical error made by English teacher at Raudhatul Hasanah Boarding School. This study used formal situation setting in which full English class.

D. The Formulation of The Problem

Based on the background above, the problems of the research will be formulsted the following:

1. What are the types of Speech Errors committed by English Teacher in Raudhatul Hasanah Boarding School?

2. What are the causes of speech errors that showed up by English Teacher in Raudhatul hasanah Boarding School?

E. The Objective of The Study

The objectves of the study were:

1. To investigate the types of Speech Errors committed by English Teacher in Raudhatul Hasanah Boarding School.

2. To describe the causes of speech errors produced by English Teacher in Raudhatul Hasanah Boarding School.

F. The Significance of The Study

The findings of this study were expected to provide the information which might have theoretical as well as practical values or significance. Theoretically, the findings of the study would provide the information about speech errors made by English Teacher.

Practically, the usefulness of the findings is described as the following:

a. For the readers, this research was expected to gave knowledge about speech errors especially in the class room. So that the readers knew the reason why the teacher made the errors.

b. For the English teacher, this research was expected to be a consideration and evaluation in teaching in the classroom.

c. For the further researcher, this research would be useful as a references or resources in doing other reserach. Especially for those who are interested in error analysis.

d. For the writer who would be a teacher in future, is very useful so she could avoid in making errors while teaching in the classroom.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In conducting research, theories are needed to explain and clarify some concepts or terms used in the study concerned. The terms used in this study are needed to be theoretically explained. This framework is absolutely useful in order to gave clearer understanding about all of the things related to the study. The theoretical elaboration on the concepts and terms will be presented in the following.

1. General Concept of Error Analysis

The study of error or error analysis takes a new importance and has its significance. Concerning the use of error analysis, Corder, as Richards quoted, stated the significance of learners'' error:

A learner's errors… are significant in three different ways. First to the teacher, in that they tell him if he undertakes a systematic analysis, how far towards the goal the learner has progress… second, they provide to the researcher evidence of how language is learned and acquired, what strategies or procedures the learner are employing in his discovery of the language. Thirdly… they are indespenable to the learner himself because we regard the making of errors as a device the learner uses in order to learn (Richard,1974: 25).

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In learning using a foreign language, one of the most inhibiting factors is the fear of making mistakes or errors. The making of errors is a sign that students have not yet mastered the rules of the language being learned. To cope with this problem, one of the strategies widely used by linguist is error analysis. Brown (1987: 29) state that "mistake is reflect to performance. Errors are both of random guess or slip that is the students fails to use their own system". Based on the expert's explanation, it can be assumed that mistakes and error have different meaning. Mistakes occur by the students" performance in unsystematic ways of English learning because they have known about the system but they are failing use it. Errors is occurred by the students because they did not have ability in performing their knowledge in a correct way meanwhile they did not know about their error or they did not realize the error in learning language.

According to Ellis (2007: 15) "error analysis is a type of linguistic analysis that focuses on the errors learners make." It consists of a comparison between the errors made in the target language." He also stated that there are some procedures of errors analysis. The procedures are firstly identifying errors, secondly describing the errors, thirdly explaining the errors and the last is error evaluation.

In addition, it is necessary to discuss error analysis for teaching English as a foreign language. English teachers should know error analysis because it becomes a useful key to understanding the process of foreign language acquisition. They should know how the target language is leaned or acquires and what is the best strategy the

learners employ in order to master the target language. By conducting a systematic study of error, they may improve their teaching method and attempt to find some answers or solutions to solve some problems faced by their students.

Brown (1987) gives the definition of error analysis as follows: "The fact the learners do make errors and these errors can be observed, analyzed and classified to reveal something of the system operating within the learner led to a surge of study of learners" errors, called,, error analysis".

From the definition above, the researcher can conclude that error analysis is a methodology for investigating learners" competence in acquiring a second language acquisition or a foreign language. It describes learners" interlanguage and can be used to identify the possible mistakes or errors students" likely make.

2.   Error and Mistake
2.1 Error

Learning the second languages different from learning first language. Therefore, the students often made error while the teaching learning process. Errors are the result of incomplete learning and linguistic incompetency of the learners and errors cannot be self-corrected.

Researcher offered different versions to the definition of the word error. While defining error, they often compare error and mistake. Corder (1967) who has

regarded as the pioneer defining errors pointed out that an error is a systematic deviation made by learner who have yet grasped the use of target language rules. He believed that the error should be distinguished from mistakes. Dulay (1982) defined errors as the deviation from a chosen norm of language performance, while Chun (1982) and Richard (1992) think errors are mentioned as the use of the language a linguistic item in a way, according to native or fluent users of the language, suggested incorrect or incomplete language learning.

According to Brown (2000: 70) errors is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner. Gass & Selinker (2008: 102) state that error is systematic. It is likely to occur repeatedly and is not recognized by the learner as an error.

It means that there is something wrong in norms of language performance, the making of errors is so unavoidable in learning process. Besides, the making of errors is one part of learning and no one can learn without making errors.

2.2 Mistake

Mistakes are the results of poor performance of language due to many factors like fatigue and carelessness on the part of learners etc. Learners have the knowledge of the correct linguistic form and they can self-correct themselves on the basis of their linguistic knowledge. This is the basic difference between errors and mistakes. And,

for the correct analysis, one should be very much clear about the identification of errors. They produce ungrammatical and semantically incorrect sentences at the very earlier stage of their acquisition and later on, by getting the instructions and feedback from their adults they correct themselves. L2 learners also go through the same process while learning any languages. That is why there is no much difference between the processes of learning the second or the foreign language and the first language acquisition (Corder, as cited in Richards, 1971, 1974).

According to Gass & Selinker (2008: 102) define mistakes as slips of the tongue. They are generally one time only even. The learner who makes a mistake can recognize it as a mistake. Brown (2000: 217) state that mistake refers to a performance error that is either a random guess or a "slip" in that it is a failure to utilize a know system correctly. In other hand Harmer (2007: 137) said mistake is devided into three board categories: "slips" (mistake which they can correct themselves once the mistake has been pointed out to them), "error" (mistake which they can not correct themselves, and which therefore need explanation), attempts (that is when students tries to say something but does not yet know the correct way of saying it).

From the definition above, researcher all believed an error is distinguished from a mistake. An error is a systematic deviation made by learner who are lack of knowledge of the correct rule of the target language. It show as a lack of language competence and it reflects a learner's current stage of L2 development. Therefore, a

learner can hardly self-correct an error. Whereas a mistake is caused by the lack of performance attention, fatigue, carelessness, or same other aspects of performance. A learner can self-correct it when a mistake is pointed out.

3. Grammatical Error

3.1 Definition

Grammar is a set of language rules governing the sounds, words, sentences, and other elements. In a restricted sense, the term refers only to the study of sentence and word structure (syntax and morphology), excluding lexical and pronounciation. Furthermore, grammatical error is the error in combining words into larger unit, such as phrases, clauses, and sentences. Grammatical error can also be defined as the errors at morphological and syntactical levels. Morphological error is the error which involves a failure to comply with the norm in supplying and part of word classes (James, 1998: 154), noun, verb, adjective, adverb, and preposition. Syntactical error are errors that affect text larger than word, namely phrase, clause, sentence, and paragraphs (James, 1998: 156). Syntactical errors cover phrase structure error, clause error, and sentence error.

3.2 The Taxonomies of Error

Taxonomies of error refer to the classification of error according to certain criteria. Dulay, Burt, and Krashen (cited in James, 1998: 48) suggest that there are

four kinds of error taxonomy: the linguistic category classification, the surface structure taxonomy, the comparative taxonomy, and the communicative effect taxonomy. The latest two deal with error causes and error gravities.

3.3 The Linguistic Category Classification

This type of taxonomy carries the specification of error in terms of linguistic categories, in terms of where the error is located in overall system of the target language based on the linguistic item which is affected by the error (Dulay et al. cited in James, 1998: 105). Linguistic category involves the language levels of the error, its class, its rank, and its grammatical system.

3.4 The Surface Structure Taxonomy

In Dulay, Burt, Krashens' Surface Structure Taxonomy ((1982 in Ellis and Barkhuizen, 2005, p. 61), four categories were proposed to explain how sentence derivate from the correct forms because the learners change the surface structure. Those categories are:

a. Omission

Omission is indicate by the absence of certain item that must appear in sentence. This usually happens in the early stages of second language acquisition. For example : *I check your understand* . That is omission because the word understand

must take a suffix "ing" because the word was preceded by a possessive pronoun. So after possessive pronoun it must added a noun.

b. Misinformation

Misinformation is indicated by the used of wrong forms of certain morphemes or structures. For example : *Do you got it?* . It is misinformation because there uncorrect grammatical error. The word *got* must changed become "get" because that is the present tense rule, so it is must use verb$_1$.

c. Misordering

Misordering is indicated by the incorrect placement of certain morphemes. For example : *It be will example.* It is misordering because there is an error in the word "be will". The word *be will* is wrong pattern from future tense. It should be *It will be example.*

d. Addition

Addition is indicated by the presence of an "unwanted" item in sentences. The unwanted items do not appear in a well-formed utterance. This happens whem the learners overuse certain grammatical rules of the target language. For example : *We are study about be going to and will.* It is an addition error because the word "are" must be vanished from the sentence. Because in that sentence there are two verbs, which is "are and study". So it is possible to used verb not tobe. Tobe can followed

by an adjective or gerund.

3.5 Combined Taxonomies

Combined taxonomies refer to the combination between the two taxonomies. The errors are classified by using linguistic category taxonomy and surface structure taxonomy.

4. Causes of Error

Errors' as Brown writes, aries from several possible general source, namely interlingual errors of interference from the native language, intralingual errors within the target language, the sociolinguistic context of communication, psycholinguistic and cognitive strategies, and no doubt countless affective variables (2004: 96).

4.1 Mother Tongue Influenced : Interlanguage Errors

According to Chaistain quoted by Agus Sururi (1996: 12), interlingual errors are caused by the interference of the mother tongue which has something to do with a contrastive analysis hypothesis with a view to predicting possible leaning problems.

According to Clifford (in Brown, 2004: 152-154) there are six categories as the causes of interlanguage errors:

a. Level 0 – Transfer

There is no contrast or difference between the two languages. Learners can positively transfer a sound, structure or lexical item from native to target language as can be seen in the sentences below:

(1)   (2)   (3)   (4)   (5)

Diamemberisayaseikatbunga

(1)   (2)   (3)   (4)   (5)

He gave me a bouquet of flower

b. Level 1 – Coalescence

Two items in the in the native language are united into one item in the target language, For example, the first person singular I in Indonesia has some counterparts in Indonesia language, such as saya, aku, hambadan beta.

c. Level 2 – Under Differentiation

According to Brown (2004: 135), this level refers to items in native language which are absent in target language. It can be seen in the manentered the room instead learner apply unnecessarily preposition into due to the influence of a semantic counterpart kedalaman, which is not necessary for the verb enter.

d.   Level 3 – Reinterpretation

Brown states that an item exists in native language are transferred into target language so as to give a new shape or distribution. It happens because of interference of semantic from in native language. For example, after mirrored (setelahsayaberkaca) instead of after I looked at myself on the mirror. The learner seems to give a new shape (word) for the meaning berkaca. He seems to be careless to find the appropriate word.

e.   Level 4 – Over Differentiation

It refers to an item in native language which is considered to be the same as that in target language. An entirely new item, bearing little of any similiarity to the native language item, must be learned. It seems that it may have something to do with forms and meanings. For example, it was her who received the message instead of it was she (not her) who received the message. In this case, the learner is confused of the forms the pronoun with the same meaning.

f.   Level 5 – Split

One item in native language becomes two or more in target language, requiring learners to make a new distinction. For example, the verb to write undergoes some inflections, such as writes, wrote, written, and writing. Such inflections she write for

she writes, they have write for they written, he writing for he is writing.

4.2 Target Language Causes : Intralanguage Errors

The second sources of errors that will be discussed in this final project are what is called intralanguage (intralingual) source of errors. Here, Brown considers the significance of the intralingual source of errors, namely those which occur within the target language itself. According to Richard (1974: 6), these types of errors are direct result of the learner's attempt to create language system he is hearing. The interlanguage errors are caused by:

a. Overgeneralization error arises when the learner creates a deviant structure on the basis of other structure in the target language. It generally involves the creation of one deviant structure in place of two target language structures, for example, he can sings where English allows he can sing and he sings.

b. Ignorance of rule restriction involves the application of rules to context where they do not apply. An example is he made me to rest through extension of the pattern found with the majority of verbs that take infinitival complements, for example he asked/ wanted/ invited/ me togo.

c. Incomplete application of rules involves failure to fully develop a structure. Thus learners of L2 English have been observed to use declarative word order in question, for example do you like to sing ?. this type of intralingual error corresponds to what is often referred to as an error of transitional competence.

d. False concept hypothesized arises when the learner does not fully comprehend a distinction in the target language, for example the use was as a marker of past tense in one day it was happened.

5. Oral Communication in the Classroom

The oral communication refer to speaking words in the communication process. Oral communication can be face-to-face communication or a conversation over the phone or over the internet. Spoken conversations or dialogs are affecting by voice modulation, volume and even the speed and clarity of speaking. According to Bailey (2005), fluency is the capacity to speak confidently at a consistent rate of the norms of the relevant, while accuracy is the ability to speak properly in choosing the right words and expressions in the meaning one tends to say and also with correct grammatical patterns.

6. The Procedure of English Oral Communication

a. Interpretation of Symbols Create Meaning

Symbols, like words, which are used in communication do not have meaning on their own. Their meaning are derived from people. This means that you have to look into people to uncover the meaning. Every words has a dictionary meaning but

when used by a person in an expression, you have to look into the person and the context in which the word is used to get the actual meaning.

b. Punctuation Affects Meaning

Punctuation in communication affects meaning. The full stop, for instance, marks the end of one sentence or idea and the beginning of another. Similarly, punctuation can signal the beginning or the end of a particular interaction. For example, when a professor enters the lecture hall, his entry marks the beginning of the lecture. When he switches off the overhead projector, takes off his reading glasses and says "that is all for today," it signals the end of the lecture. Tension is created when people disagree on punctuation.

c. Voice Attribute

To be an effective speaker, you need to pay attention to the following voice attributes as they affect the quality of your speech.

1. Volume

Your voice must be heard clearly for effective oral communication. You need to have good breath control in order to speak with sufficient volume. If you speak too softly, the audience will not be able to hear and understand when you are saying.

2. Pitch

You should speak with a pleasing pitch that is neither too high nor too low. Your voice will be shrill if it is pitched too high, and deep if it is pitched too low. Speakers need to learn to vary the pitch of their voices when they speak so as to get the right intonation.

3. Intonation

Intonation is the rhythm, or the rise and fall of your voice when you speak. For example, the intonation rises at the end of the utterance when you ask a question. The intonation remains level at the end of the utterance when you make a statement. Subtle nuances in meaning can arise when you vary the pitch.

4. Tone

The tone of your voice reflects your emotions and attitude. A cheerful and pleasant tone is usually appreciated by your listeners. Telephone operator and frontline people who man phones need to develop a polite, cheerful and pleasant tone. The tone that you use must also be suitable for the words and the message that you intend to convey.

5. Tempo

Tempo refers to the speed at which you speak. Do not speak too fast or too slowly. If you speak too fast, your listeners will not be able to catch what you are saying. However, if you speak too slowly, your listeners may get bored and their attention may wander. Worse still, you may end up making them sleepy. A recommended speaking rate 125 words per minute.

6. Enunciation

This refers to the clarity or distinctiveness with which you articulate each part of a word. Clear enunciation of words will help your listener to better understand your message. Many speakers do not enunciate the end sounds of words, for example, dropping the /g/ sound in "walking" to sound like "walkin". When they speak fast, they run the sounds of a group of words together and drop some sounds, e.g., "Whadijado?" for "what did you do?"

7. Pronunciation

Pronunciation refers to the reproduction of the sound of individual letters or group of letters that make up a word. It also includes speaking with the correct stress and emphasis. Possessing good oral speaking skills will make you a more effective

communicator as you will be able to influence and persuade people. This is beneficial for you at a personal level as well as socially and professionally.

7. Analyzing Grammatical Error

Below are some examples of the grammatical errors found in the sentences and the ways to analyze them. These ungrammatical sentences were taken from the abstracts of the post graduate students' theses, Hasanuddin University in the journal of Hasyim, S. Volume 4. Number 1, june 2002: 42-50.

1) Errors in using adjective

"Successful of the implementation' in the sentences 'the purpose of this research was to ascertain and evaluate the successful of the implementation of housing renovation of integrated villages …"

Contain errors in using adjective. The use of adjective 'successful' in this sentence is wrong because it is the head of the phrase. That way "successful' must be changed with the noun 'success'.
Thus, this sentences should be written :

"The purpose of this research was to ascertain and evaluate the success of the implementation of housing renovation of integrated villages …." The cause of the error above can be classified as 'overgeneralization'.

2) Errors in presenting subject and incorrect agreement

"Furthermore, to ascertain the strategic variables which was determining the influence of "ABRI Masuk Desa" on the community participation in the regional development".

Contains two types of the grammatical errors, i.e. error in presenting subject and incorrect agreement. Thus, it will be meaningful if we put a subject, for examples. 'another objective of this research'. And then the word 'variables' in the noun phrase 'strategic variables' does not agree with the auxiliary verb 'was' because it is plural. That is why 'was' must be changed with 'were'. So, the sentences above will be correct if we write:

"Furthermore, another adjective of this research was to ascertain the strategic variables which were determining the influence of ABRI Masuk Desa on the community participation in the regional development'.

The cause of the errors in presenting subject can be classified as 'interference' because this sentence is the translation of the sentence in Bahasa Indonesia. "Selanjutnya untuk mengetahui variabel-variabel strategi yang menentukan pengaruh "ABRI Masuk Desa" terhadap partisipasi masyarakat dalam pembangunan daerah". While the cause of the incorrect agreement in the sentence above can be classified as "overgeneralization" that is the writer of this sentence overgeneralized the use of 'was'.

3) Error is using question word 'how far'

"To describe how far was the role' in the sentence This research was conducted in Sedenreng Rappang Regency with objectives to know and to describe haw far was the role of Tudassipulung institution in connection with the leadership, program and societies participation factors for rural development could increase the farm product, income and societies 'prosperity'.

contains error in using question word 'haw far'. This is caused by the influence of the word "sejauhmana" in Bahasa Indonesia. In this sentence the question word "how far' should not be used. Thus, his sentence should be written:

"This research was conducted in Sidenreng Rappang Regency with the objectives to know and to describe the role of Tudassipulug institution in connection with the leadership, program and societies' participation factors in increasing the farm product, income and societies prosperity".

This sentence can be actually be simplified as:

"the objectives of this research were to describe…….'. It is not necessary to say 'this research was conducted in Sidenreng Rappang Regency' because it is quite clear where this research took place. The cause of the error above can be classified as 'interference' that is the writer of this sentence transferred stylistic elements from the source language to the target language.

4) *Error in using preposition*

with the aims at identifying' in the sentence 'this research was carried out in Banteng Regency with the aims at identifying (1) the kinds of ability possessed by…' Contains error in using preposition 'at'. In this context 'at' must not be used because 'aims' here is not a verb but is a noun. So, this sentence should be written: This research was carried out in Banteng Regency with the aims of identifying (1) the kinds of ability possessed by…'

Or it could be simplified by saying only:

The aims of this research were to identify (1) ………..'

The cause of the error above can be classified as 'overgeneralization'.

That is the writer of this sentence overgeneralized the use of verb 'aim at'

5) Error in using passive voice

It was happened' in the sentence 'it was happened because most of the farmers sold their cashew nut to the collectors in the village'. Contains an error that is incorrect use of passive voice because 'happen' is an intransitive verb. So, this sentence will be meaningful if it is written: "It happened because most of the farmers sold their cashew nuts to the collectors in the village'. The cause of the error above can be classified as 'false concepts hypothesized' that is the writer of this sentence probably interpreted 'was' as the marker of the past tense.

8. Identifying Error

Corder in Brown (1988: 168) provides a good model for identifying errorneous or idiosyncratic utterances in a second language. This model is presented below.

```
┌──────────────────────┐       ┌──────────────────────┐       ┌──────────────────┐
│ Is sentence supercially│ ◁ Yes ▷│ Does the formal     │ ◁ Yes ▷│ Sentence         │ ──▶ OUT 1
│ well formed in terms  │       │ interpretation       │       │ is      not      │
│ of the grammar of a   │       │ according to the     │       │ idiosyner        │
│ target language.      │       │ rules of the target  │       │ atic             │
└──────────────────────┘       │ language    make     │       └──────────────────┘
         │                      │ sense   in    the    │
         ▼                      │ context.             │
      ( No )                    └──────────────────────┘
         │                               │
         ▼                               ▼
┌──────────────────┐                  ( No )
│ Sentence    is   │                     │
│ overtly          │                     ▼
│ idiosyncratic    │           ┌──────────────────┐
└──────────────────┘           │ Sentence    is   │
         │                     │ covertly         │
         │                     │ idiosyncratic    │
         ▼                     └──────────────────┘
┌──────────────────────┐       ┌──────────────┐       ┌──────────────────────────┐
│ Is sentence supercially│ ◁ Yes ▷│ Make    well │ ▷│ Compere a reconstructed  │ ──▶ OUT 2
│ well formed in terms  │       │ formed       │       │ sentence with original   │
│ of the grammar of a   │       │ reconstruction│       │ idiosyncratic sentence.  │
│ target language.      │       │ of sentence in│       │ In what respect did rules│
└──────────────────────┘       │ target language│      │ for accounting for       │
         │                     └──────────────┘        │ original and             │
         ▼                                             │ reconstructed sentence   │
      ( No )                                           │ differ.                  │
         │                                             └──────────────────────────┘
         ▼
```

```
┌──────────────┐        ┌──────────────────┐        ┌──────────────────┐
│ Is    mother │        │ Translate    L.1 │        │ Translate        │
│ tongue    of │◁ Yes ▷ │ sentence back in │◁ Yes ▷ │ sentence literally│
│ learner know?│        │ target language to│       │ into    L1    is │
└──────┬───────┘        │ provide          │        │ plausible        │
       │                │ reconstructed    │        │ interpretation in│
       ▼                └────────┬─────────┘        │ context possible?│
    ╭──────╮                     │                  └──────────────────┘
    │  No  │                     │
    ╰──┬───╯                     ▼
       │                      ╭──────╮
       ▼                      │  No  │
┌──────────────────┐          ╰──────╯
│ Hold sentence is │ ◁────────────
│ store            │
└──────────────────┘
```

Figure 2.1 : Identifying Errors

9. **The Advantage of Error Analyzing**

According to Mungungu (2010) the advantages of error analysis are :

1. It is benefecial to techer, syllabus design and textbook writers by showing them a student's progress, and it is also significant to researchers and to the learners.

2. It can show what strategies learners use to learn a second language and also indicate the type of errors learners make and why.

In addition, valero at.al (2008: 25) state that the advantages of error analysis are:

1. Reveals any general deficiency and weaknesses that the students have.

2. Highlights words, utterances and structures that prove to be difficult at a particular stage of development.

3. Highlights gaps in student knowledge.

4. Helps the teacher to identify abstract fields where his teaching has not been effective.

5. May lead towrds a correction of teaching methods.

6. Accumulates a wealth of data for the teacher's training and his teaching material in the future.

B. Conceptual Framework

Errors naturally exist in learning process; the systematically happen and show the lack of learners knowledge. Errors are found in every language skills such as English especially in speaking, which needs complex knowledge about the language. Speaking is considered as the most difficult skill for language learner because they need to be able to apply the rules and structures of the language which are complicated. In speaking, every single word should be in correct form to create the effective sentence. The aspects of speaking such as word choice or vocabulary, grammar and coherency to express the content should be correctly organized.

In speaking, some errors in grammar or structure must be found and they will be know easily by the readers because they can see it directly. Errors can be understood by reading or listening the materials about the error analysis and classifying the errors based on the types or analyzing the cause of errors that occured.

In this case, the researcher will choose the error analysis by the teacher in Raudhatul Hasanah Boarding School as the data source for the writer in searching the error occured. They are types and causes of errors. Therefore, by learning the errors occured in speaking as the oral communication, this research can be a guidance in knowing and analyzing the errors which are made by teacher in various conversation in English. So, it is helpful to know teachers' problems in grammar and structure in order to give appropriate emphasize towards the errors in learning English and it can help teacher and student to avoid the occurence of errors anymore.

Error in Oral Communication

Kinds of Error

Realized of Error

Source of Error
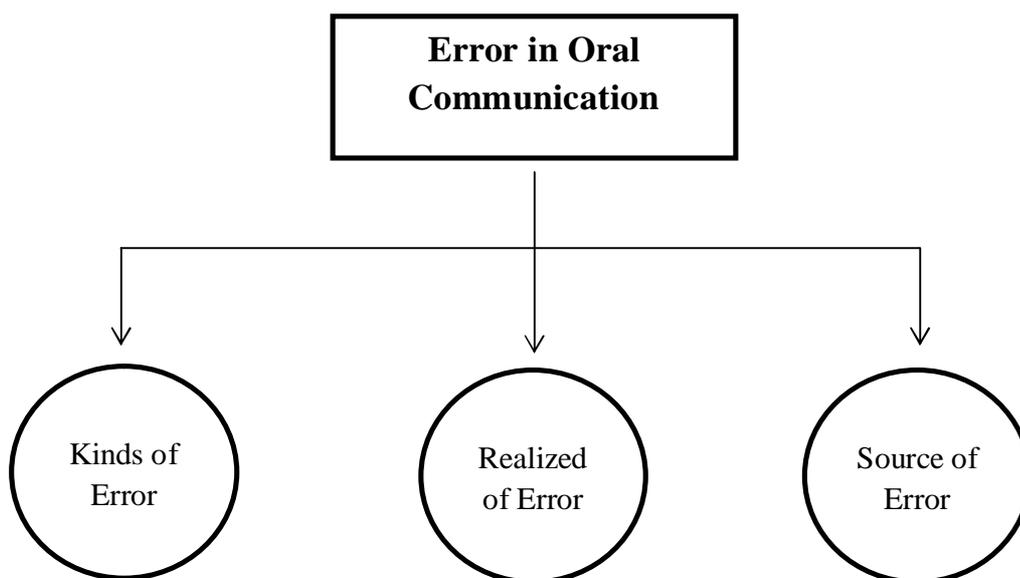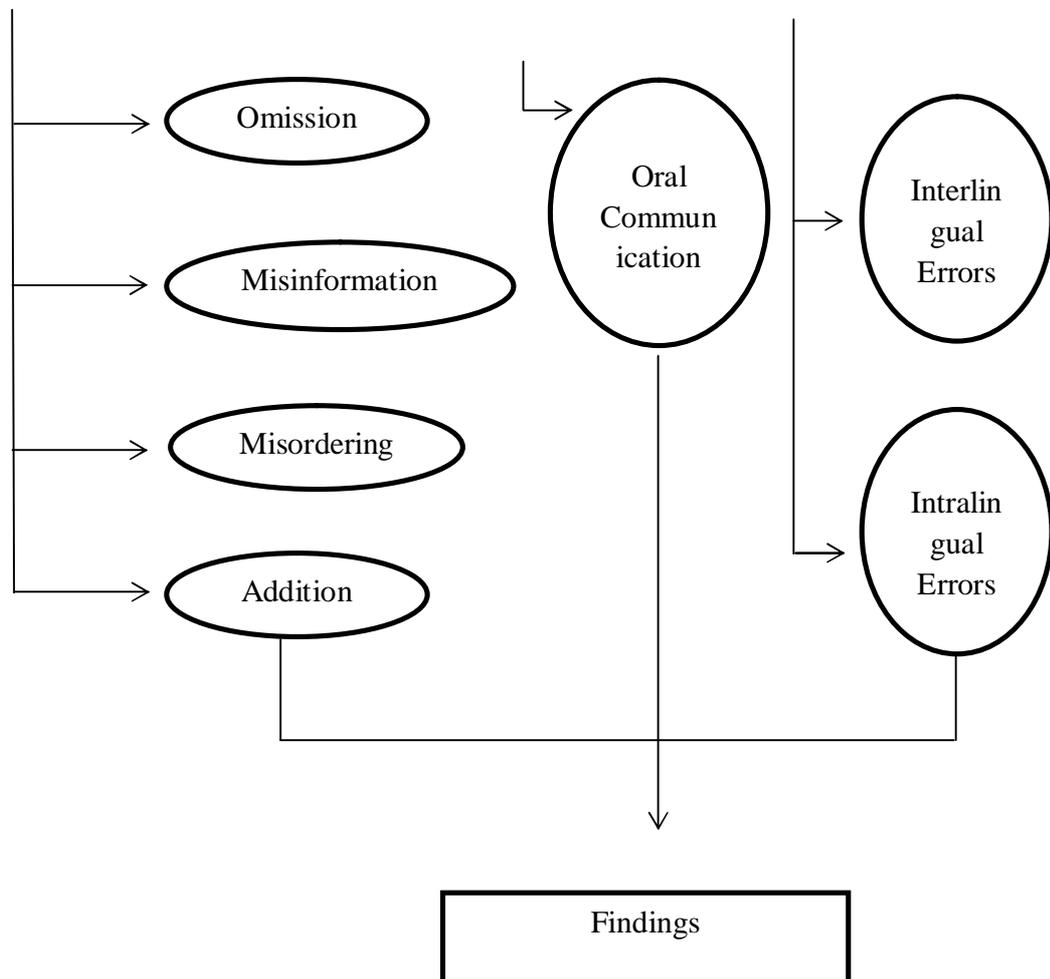
Figure 2.2 : Conceptual Framework

C. Related Study

Aqsa jabeen (2015) analyzed the role of error analysis in teaching and learning of second and foreign language. This study tries to investigate why Pakistan ESL and EFL learner fail to produce grammatically correct sentences in English. Result of the analysis suggest that students lack grammatical accuracy in their writing and are not sure of the grammatical rules that may apply in their in English. The study concludes that they are highly influenced by the rules of their first language.

Ruri Novita (2014) analyzed the grammatical errors in students essay writing class. This analysis focuses on the combined taxonomy of error and causes of the errors. In the research she found that many errors did by all of the student in the class, and the higest frequence of errors is misordering. This research refers to dictation method.

Sunardi Hasyim (2002) analyzed the error analysis in the teaching English. His analysed was too large also. He analyzed the error, mistake, over orrier, covert error, interference, overgeneralization, grammar interlingual, intralingual, idiosyncrasies. This analysis aimed at showing the students' causes and kinds of the grammatical errors did by the teacher in the classroom. From this reaserch, it is beneficial for the teachers' evaluation, so the quality of teaching in the classroom be better.

In summary, these studies shown that the studies related to the error analysis particularly in geammatical errors needs to be conducted. Meanwhile, this study has

the purpose to analyzed the grammatical errors of teacher. The writer believed that analyzed the grammatical errors in verbal communication form is one of the effective way to found one the types of errors, the causes of errors and its solution in order to help the teacher did the best and made clear speaking when teaching class. So the student could accepted the material well.

CHAPTER III

THE RESEARCH METHOD

A. Research Design

This research was conducted by using descriptive analysis with qualitative method, namely by identified and analyzed the grammatical error in teacher's oral communication. It is called descriptive qualitative research because it is a non hypothesis. Hypothesis is not necessary formulated in this research.

B. Source of Data

The source of the data was obtained from the utterance of two Teachers' oral communication in the classroom by video recorded at Raudhatul Hasanah Boarding School. It was limited in the grammatical error of the teacher's oral communication.

C. The Techniques for Collecting Data

In the process of collecting the data, the research used some method like observation and video recording method. The data of this study was collected by used the rules (1) recorded the vidio in the classroom, (2) listened the video, (3) converted into the text form, (4) read the whole text to found out the errors, than underlined it.

D. The Techniques for Analyzing Data

The data was analyzed by the observing the utterance in the Teachers' oral communication and listening to the video. The main components of the process of analyzed in this study are (1) data collection, (2) data reduction, (3) data display and drawing conclusions or verification (Miles Huberman, and saldana 2014: 22-23).

a. Data collection, to got some data that needed, the researcher got the data collected based on the guidelines that have been prepare before, the data was included the result of the teacher did dictation activity to students.

b. Data collection, to get some data that needed, the researcher focused to process of selected, simplified, abstracted and transformed the data. That appear in written-up field notes or transcription. In data reduction, the researcher was writing summarized, coded, teased out themes, made clusters and written memos. And after all clear, the researcher would mergering and grouping the data based on error that had been do by the students.

c. Data display, in these part the researcher focused on organized, compressed, assembly of information that permits conclusion drawing and action. In data display, all the data that has entered into the group of error would be process based on the group of error that has a clear theme and plot that shown into categorization matrix that convenient with the themes. The themes are then split into sub-theme and then given the codes.

d. Conclusion drawing and verification, in these process the researcher made a conclusion drawing and verification the data. The conclusion must be shown answer from the research of question that reveals " what'' and "how'' the findings obtained during the research activity, such as spelling errors that caused by cluster, diphthong, distinguishing long and short vowels, and recognizing words, phrases and sentences.

Data analysis model used is an interactive model (interactive model of analysis). The workings of an interactive model from of interaction between the components with the data collection process as the process in the form of cycle.
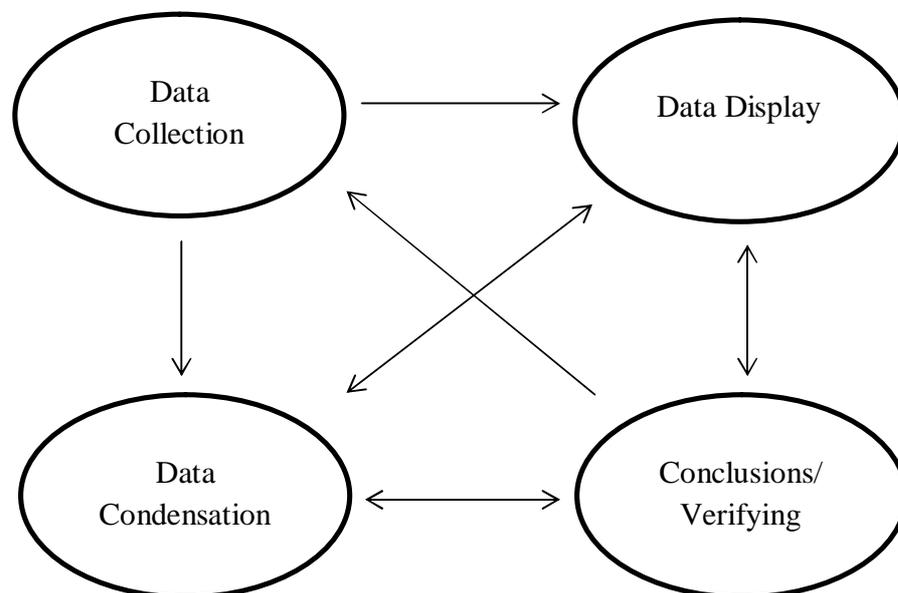
CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

In obtaining the data, the writer collected video by recorded when the teacher taught in the classroom. There were 4 videos as the data. There were 11 sentences errors including omission, misinformation, misordering, and addition.

B. Data Analysis

1. The types of grammatical errors in oral communication made by English teacher at Raudhatul Hasanah Boarding School. The following explanation were types of errors :

   a. Omission

   Omission is indicated by the absence of certain item that must appear in sentence. This usually happens in the early stages of second language acquisition. For example : *I check your understand* ($1O_1$). This is omission because the word *understand* must take a suffix "ing". The word was preceded by a possessive pronoun. Therefore it must be followed by a noun. This error could be categorized as intralingual causes. Intralingual is the causes of the error that occurs due to the grammatical rule defeat in the second language produced by the learners. The data

above is one of the error caused by the intralingual causes because the teacher expresses the sentence with a uncorrect grammar rule i.e the word *understand* is not followed by suffix "ing". And become a noun, to explain the subject of the previous word.

b. Misinformation

Misinformation is indicated by the used of wrong forms of certain morphemes or structure. As the following data we have found like: "*Do you got it*" (2Mi$_2$). It is misinformation because there uncorrect of grammatical error the word *got* must changed become "get". That is the present tense rules, so it must be followed by verb$_1$. This error could be categorized as intralingual causes. Intralingual is the cause of the error that occurs due to the grammatical rule defeat in the second language produced by the learners. The data above is one of the error caused by the intralingual causes because the word spoken by the teacher are not in accordance with the correct grammar which is present tense rule.

c. Misordering

Misordering is indicated by the uncorrect placement of certain morphemes. This error can be also found in the following data "*It be will example*" (1Mo$_1$). It is misordering because there is an error in the word "be will". The word *be will* is wrong pattern from future continuous tense. It should be *It will be example* because the simple future "will" followed by to be. This error could be categorized

as intralingual causes. Intralingual is the cause of the error that occurs due to the grammatical rule defeat in the second language produced by the learners. The data above is one of the error caused by the intralingual causes because the words spoken by the teacher are not in accordance with the correct grammar in the form of future continuous tense.

d. Addition

Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. These happened when the learners overused certain grammatical rules of the target language. For example : "*We are study about be going to and will*" (1A$_1$). It is an addition error because the word "are" should be eliminated from the sentence. Because in possible to used verb not to be. To be could be followed by an adjective or gerund. This error could be categorized as intralingual causes. Intralingual is the cause of the error that occurs due to the grammatical rule defeat in the second language produced by the learners. The data above is one of the error caused by the intralingual causes because the words spoken by the teacher are not in accordance with the correct grammar.

2. The causes of grammatical errors in oral communication made by English teacher at Raudhatul Hasanah Boarding School. The following explanation were types of causes of errors. They were :

a. Mother Tongue Influenced : Interlanguage errors

According to Chaistain quoted by Agus Sururi (1996: 12), interlanguage (interlingual) errors were caused by the interference of the mother tongue which has something to did with a contrastive analysis hyphotesis those aims at describing the differences and similarities between the two languages with a view to predicted possible learning problems.

b. Target Language Causes : Intralanguage errors

The second sources of errors that would be discussed in these final project were what is called intralanguage (intralingual) source of errors. Here, Brown considers the significance of the intralingual source of errors, namely those which occur within the target language itself. According to Richard (1974: 6), these types of errors are direct result of the result of the learners' attempt to create language system he is hearing.

The dominant types of error in teachers' oral communication was omission with 4 or 36.36 % error ($1O_1$, $1O_2$, $2O_2$, $3O_2$), then misinformation with 3 or 27.28 % ($1Mi_1$, $2Mi_2$, $3Mi_2$). Next misordering error with 2 or 18.18 % ($1Mo_1$, $2Mo_1$). And the last addition error with 2 or 18.18 % ($1A_1$, $1A_2$).

C. Discussion

In this research was found four of grammatical errors in *English teachers' oral communication.* They were omission, misinformation, misordering, and addition on verbal communication. The research data were relevant with Burt and Krashens' Surface Structure Taxonomy (1982 in Ellis and Barkhuizen, 2005, p. 61). First is Omission. Omission was indicated by the absence of certain item that must appear in sentences. These usually happened in the early stages of second language acquisition. For example : *I chech your understand* ($1O_1$). That is omission because the word understand must take a suffix "ing" because the word was preceded by a possessive pronoun. So after possessive pronoun it must added a noun. Second is misinformation. Misinformation is indicated by the used of wrong forms of certain morphemes or structure. For example *Do you got it?* ($2Mi_2$). It is misinformation because there uncorrect of grammatical error. The word *got* must changed become "get" because that is the present tense rule, so it must used verb$_1$.

The third is misordering. Misordering is indicated by the incorrect placement of certain morphemes. For example: *It be will example* ($1Mo_1$). It is misordering because there is an error in the word "be will". The word be will is wrong pattern from future tense. It should be *It will be example.* And the last is addition. Addition is indicated by the presence of an 'unwanted' item in sentences. The unwanted items do not appear in a well-formed utterance. These happened when the learners overused certain grammatical rules of the target language. For example: *We are study about be*

going to and will (1A$_1$). It is an addition error because the word "are" must vanished from the sentence. Because in those sentence there were two verbs, which are "is and study". So it is possible to used verb not to be. To be could be followed by an adjective or gerund.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion s and suggestions dealing with the data analysis of research.

A. Conclusion

Based on the data analysis that has been presented in the previous chapter, the writer concludes his study based on the problem of the study. They could be seen as follows:

1. Based on the surface grammatical error, the result shown that the total number of the sentences having errors were 11 and total errors of all types were 11. From those type of errors, omission were 4, misinformation were 3, misordering were 2 and addition were 2.

2. There were an errors that occured in conveyed a sentences, especially in the cause of intralingual. In arranged the the sentence with a right tenses rules.

B. Suggestion

The advantages of this research as the following:

a. Based on data analysis of this research, that omission is one of the most common grammatical errors, due to the intralingual causes of the object under the research.

b. For the English teacher, this research is expected to be a consideration to minimize the teachers' errors and avoiding mistakes of meaning in the classroom interaction and required in developing or increasing the techniques in teaching English.

c. For the next researcher, this research will be useful as a reference or resource in conducting other research. Especially for those who are interested in the same type of research to maintain the naturalness of the subjects' data source under the research in order to avoid the planning or setting in the research.

d. For the writer who will be a teacher in future is very useful so she can avoid in making errors while teaching in the classroom and avoid the mistakes of meaning because it can be imitated by students.

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APPENDIX

No.	Types of Error	Utterance	Code	Reflection	Cause of Error	Reflection
1.	Omission	I check your uderstand	$1O_1$	There is an error in the word understand. The word understand must take a suffix "ing" because the word was preceded by a possessive pronoun. So after possessive pronoun it must added a noun	Intralingual	This is called intralingual causes, because the words spoken by the teacher are not accordance with the correct grammar. Such as in the phrase "I check your understand", the word understand must take a suffix "ing" because the word was preceded by a possessive pronoun. So after possessive pronoun it must added a noun.

		What meaning prefend?	$1O_2$	There are an errors in the abstract noun. The question word "what" should be followed by to be like "is/are" because to be explained a noun. And than after to be it should followed by an article like "the". The last one, after the word meaning, it is possible to add the word "of" as preposition, because the preposition explain the object.	intralingual	This is called intralingual causes because the words spoken by the teacher are not in accordance with the correct grammar. Such as in the phrase "What meaning prefend?". The question word "what" should be followed by to be like "is/are" because to be explained a noun. And than after to be it should followed by an article like "the". The last one, after the word meaning, it is possible to add the word "of" as preposition, because the preposition explain the object.

		What is the meaning Grown ?	$2O_2$	There is an error in the abstract noun. The word "meaning" should be followed by a preposition as the explained from the noun word "grown".	Intralingual	This is called intralingual causes because the word spoken by the teacher are not in accordance with the correct grammar. Such as in the phrase "what is the meaning grown?". The word "meaning" should be followed by a preposition as the explained from the noun word "grown".

		There are some verb followed by specific or certain..	3O$_2$	There is an error in the word "verb". The word verb it must take a suffix "s" because that word was preceded by quantitative adjective word like "some".	Intralingual	This is called intralingual causes because the word spoken by the teacher are not in accordance with the correct grammar. Such as in the phrase "there are some verb followed by specific or certain..". There is an error in the word "verb". The word verb it must take a suffix "s" because that word was preceded by quantitative adjective word like "some" to give information how many objects in the intention, than the object becomes a plural object. So need to add the suffix "s" at the end of the word.

2.	Misinformation	Be going to and will have the same meaning	1Mi$_1$	There is an error in the word "have" in the word have must changed into "has" because the pronoun for "be going to and will" is "it" and the auxiliary for "it" is *has*.	Intralingual	This is called intralingual causes because the word spoken by the teacher are not in accordance with the correct grammar. Such as in the phrase "Be going to and will have the same meaning". In the word have must changed into "has" because the pronoun for "be going to and will" is "it" and the auxiliary for "it" is *has*.

		Okey, do you got it ?	1Mi$_2$	There is an error in the word "got". The word *got* must changed become "get" because that is the present tense rule, so it must use verb$_1$.	Intralingual	This is called intralingual causes because the word spoken by the teacher are not in accordance with the correct grammar. Such as in the phrase "Okey, do you got it?". The word *got* must changed become "get" because that is the present tense rule, so it must use verb$_1$.
		Tomorrow we will compiled our lesson	2Mi$_2$	There is an error in the word "compiled". The word *compiled* must changed become "compile" because that is the future tense rule. So it must use verb$_1$.	Intralingual	This is called intralingual causes because the word spoken by the teacher are not in accordance with the correct grammar. Such as in the phrase "Tomorrow we will compiled our lesson". The word *compiled* must changed become "compile"because that is the future tense rule. So it must use verb$_1$.

3.	Misordering	It be will example	1Mo$_1$	There is an error in the word "be will". The word *be will* is wrong pattern from future tense.	Intralingual	This is called intralingual causes because the word spoken by the teacher are not in accordance with the correct grammar. Such as in the phrase "It be will esample". The word *be will* is wrong pattern from future tense.
		Their not same for telling the immediate plan.	2Mo$_2$	There is an error in the word "their". Because *their* is possessive pronoun from they, and there is no noun word after word "their". So the word their must changed into subject form become "they". And followed by to be "are".		This is called intralingual causes because the word spoken by the teacher are not in accordance with the correct grammar. Such as in the phrase "their not same for telling the immediate plan". Because *their* is possessive pronoun from they, and there is no noun word after word "their". So the word their must changed into subject

						form become "they". And followed by to be "are".

4.	Addition	We are study about be going to and will	1A₁	There is an error in the word "are". The word are must be vanished from the sentence. Because in the sentence there are two verbs, which are "are and study". So it is possible to use verb not to be. To be can followed by adjective or gerund.	Intralingual	This is called intralingual causes because the word spoken by the teacher are not in accordance with the correct grammar. Such as in the phrase "We are study about be going to and will". Because in the sentence there are two verbs, which are "are and study". So it is possible to use verb not to be. To be can followed by adjective or gerund.

		You can find the other verbs in your dictionary	1A$_2$	There is an error in the word *verbs*. The word verbs there is a suffix "s", it should be vanished from the word. Because in the rule of grammatical structure the use of "the other". In the sentence only followed by a single word not plural.	Intralingual	This is called intralingual causes because the word spoken by the teacher are not in accordance with the correct grammar. Such as in the phrase "You can find the other verbs in your dictionary". Because in the rule of grammatical structure the use of "the other". In the sentence only followed by a single word not plural.

Transcript the conversation in the video to the text

T: for teacher   S: for student

Monday, 12 march 2018, [12:05] s/d [12:50]
Teacher : Ustadzah Sri Wahyuni Bangun, S.Pd
The topic about future tense

T: "Assalamualaikum, good morning everyone?"
S: "good morning miss"
T: "how are you today?"
S: "I'm fine, thank you. And you?"
T: "Alhamdulillah, I'm fine. What is our lesson now?"
S: "our lesson now is grammar"
T: "reading or grammar?"
S: "grammar miss"
T: "yeah, what is our lesson now?"
S: "our lesson now is grammar"
T: "what day is today?"
S: "today is Monday"
T: "what date is today?"
S: "twelve march, two thousand and eighteen"
T: "okey alhamdulillah, a week we have learned about future tense right?"
S: "yes miss"
T: "today we will come to the new point of it to, ***we are study a..a.. about be going to and will***, today will study about be going to and will. Okey, be going to and will, it is test, it is point there are three kinds the way to use be going to and will, anyone who wants to give me one example of sentence before going to the point of it? If I'm not mistake week ago right? Anyone?"
S: "no"
T: "okey no. Okey firstly a.. ***be going to and wil have the same meaning*** or be going to and will are same. Be going to and wil are the same, when? when it, when you wanna say or when you want to exress the prediction or we can say for, sorry, for telling the what?"
S: "the Prediction"
T: "the prediction" we have learn about it a..
S: "how is the example of it? For example, Mmm... like this oh My God that clous is so dark, yeah. Oh my God that cloud is so dark."
S: "dark"
T: "I can fill be going to, I can use will. My prediction, ough.. it is going to rain"
S: "it is going to rain"
T: "Because it is a prediction, maybe yes, maybe no."
S: "No"

T: "It is possible to use will? Yes, they are the same when we want to express the prediction, So I can say, Ough my God, that cloud is so done, it will rain, let's go... a...

S: "It will rain"

T: "Okey, for the firstly, do you get it?"

S: "Yes miis"

T: "Are you sure?"

S: "yes miss"

T: "Do you got it?"

S: "yes miss"'

T: "*Okey, I check your understand*, anyone who can give me an example?

T: "Who?"

T: "What telling the expression, what telling the prediction. Common. I have something for who can help me.
For example, another yeah
We see that our friend, (just an example, okey) ya Allah Novi, ustadzah Novi sleeps everyday, who can continues the prediction. She is going to sleeps ustadzah Yuni, Novi sleeps everyday, how is the tense after she sleeps? Raise your hand...
Just prediction common. She is going to fail, she will fail.
Another, hmm, just prediction okey a... yesterday ukhty, yesterday I cook a very delicious brownies to

S: "yeah...

T: "In my prediction what? In my prediction she is going to be... happy"

S: "Happy"

T: "Okey another example. Hmm... munawarah your name is written on dark conceling book. On conceling white board and she said, oh my God, i'm going to be punished."

S: "punishment"'

T: "not punishment, punished"

S: "punished"

T: "example, I am... sorry. I am going to be punished."

T & S: "I am going to be punished"

S: (spelling)

T: "yeah, if you want to use will"

S: "I will get punished"

T: "*Okey, do you got it?*"

S: "yes miss"

T: "Alhamdulillah, the second one. We are allowed to use be going to but porhibited to use will. Yes for be going to but for will. Mattah ustadzah (arabian language)? When for telling the immediate plan, Immediate action (or action) for example yeah. Winda, Masyallah Winda, what are you buying? She said I'm buying the banana, who is she? Ukhty assalamualaikum, what are you goimg to do with that and then she said " I'm going, I'm buying banana. And than she said, I'm going to make what??

S: "banana cake"

T: "banana cake"

S: "yeah"

T: "What the meaning immediate?"

S: "near"

T: "near planing, soon planing, Mubasyarotan (arabian language), okey?

S: "yeah, okey"

T: "immediate, okey. Next for example. Uhuuk uhuuk (caught) oh my God. I got caught, I'm going to buy?

S: "medicine"

T: "medicine, okey now, you heard that your very close friend got the problem. What will you do after that?"

S: "I'm going to.."

T: "I'm going to visit her, I'm going to make.."

S: "to support her"

T: "okey support her, you know tomorrow is the mind semesterexam. What will, what are you goimg to do?"

S: "study"

T: "a... you know that ustadzah yuni is going to come to your class. What are you going to do?

S: "open the book"

T: "okey, i'm going to open the book or eat food for the first?"

S: "open the book"

T: " I'm going to bring the murokobah book. Naah.. so ustadzah when I want to express the immediate planning or immediate action. I have to use be going to?

S: "yes..

T: "yes, it is possible to use will?"

S: "no..

T: "*their not same for telling the immediate plan*. Their not same okey, but now the term is you have to use will but not be going to."

(the video is cut because the memory of the handphone was full)
(this season is evaluation time)

T: "be going to and will has the same meaning or be going to and will are same and they want to tell the prediction."

S: "prediction"

T: Be going to and will are same for telling the prediction.
Be going to and will are same for telling prediction.
Okey next. Yes for be going to but not for will for telling the immediate action of plan.
Next, yes for will but not for be going to for telling the willingness.

(check the lesson book)

T: "lets check the example. Complete the sentences with be going to or will.
Complete the sentences with be going to or will.

T: a: why did you buy this book?
   b: I... to make some bread.

S: "I'm going to make some bread."
T: next. a: could someone get me a glass of water?"
       b: certainly I will get you one.
S: "do you understand the different between example and than example?
T: "yes miss"
S: "Are you sure?"
T: "yes miss"
S: "we only focus with this two (yes be going to but not for will)
For the second Ukhty, listen!
Could someone get me a glass of water? This somebody's trush get it tired, any one who can taking a water, now the willingness, you have the willingness, that I will get from everyone"
Okey next. Lets check number one. I arrange to borrow some money because I........ buy tomorrow.
S: "will"
T: "tomorrow?"
S: " I'm goimg to
T: " I'm going because it is immediate planning. I'm going to. And look at number two now, look at number two it is really different with the question number one"
"could someone please open the door, it's very hot inside the class".

Tuesday, 13 March 2018 [08:40] s/d [09:25]

T: "what is our lesson now?"
S: "our lesson now is grammar"
T: "okey, grammar. What day is today?"
S: "today is Tuesday"
T: "what date is today?"
S: "today is thiteen of march and two thousand and eighteen".
T: "okey, alhamdulillah we can meet today. Now insyaAllah we will learn about, study about be going to and will. What?"
S: "be going to and will"
T: "be going to and will. Okey it is one, it is one point from three and fifth this must for you to master. Okey, insyaAllah I will learn, about... now before going to explain this chapter, who still remember or any one who can give an example about or who can put this word, you may put be going to or will with new example, anyone? Who can?"
S: "okey, let's a... I, I will try to explain firstly. Okey of this subject there are three kinds .... to master. Firstly be going to and will are same for the first kind is be going to and will are same. Yeah.. when? when you want to express about prediction, when you want to express about prediction."
S: "prediction"

T: "okey, so be going to and will are same, when we want to express the prediction, so we write here for telling the prediction."

S: "prediction"

T: "okey, *It be will example*, for example, rain. Okey, wiwin, a... we took at the our sand of our this room, a... is so dark. It is so dark. Now I give your or I tell you my prediction, I tell you my prediction. It is possible to use be going to or will. For example, it's so dark, it is going to rain. It's going to rain or it will rain because it is prediction, maybe yes maybe no."

T: "now another example, I see that Hutasuhut studies every dday, studies every day, every time, every where."

S: "masyaAllah"

T: "so, I try to tell yo my prediction, she is going to be?"

S: "be smart, success, get scholarship."

T: "she is going to get scholarship."

S: "sihiyy...

T: "they will get the scholarship. Okey or when you have your holiday and you put a took for your mom, you say, my mother is going to be happy. My mom is going to be happy. Okey, my mom, she will be happy. So teh conclusion is, when we want to tell about the prediction so this possible to use be going to ot will for?"

S: "prediction"'

T: "be going to are some, be going to and will are same to tell about the prediction. Anyone who wants to give me the example about be going to and will for the second the prediction maybe?"

S: "common. Tasya ayo tasya.

Saturday, 17 March 2018, [11:25] s/d [12:10] and [12:10] s/d [12:55]
Teacher : Ustadzah lamia Dea Reni, S.Pd
The topic about Gerund

T: "Well our last topic, right? What is that?"

S: "Preposition"

T: "Yeah, using gerund after preposition. So our let next topic is about using gerund followed by? Prepositional?"

S: "Adverbial.."

T: "Adverbial Particle. Okey. Text yeah, you can see the example. So what's the meaning of a... preposition followed a.. gerund will followed by preposition or adverbial particle. What does it mean? Emi? So for some verbs, for some verbs, verb are followed wth special preposition. Look at book. See, after see you have to put preposition "about" after the verb "thank". You have to put preposition?"

S: "About"

T: "About, after gramble you have to which preposition? About also. Do you undersatnd? The second one for. The preposition is for.. it is use after the verb? What are verbs?

S: "Appologize"

T: "Appoogize, next one blame someone, next one? Convensaid, the next one? Manage someone, the next one? Face and than? ... preposit from it is followed?.."

S: "xxxx..."

T: "It is followed the verb. Prepositional prefend. **What meaning prefend?**okey. Next one save someone from drowning. It is our reading. In our reading lesson still remember, **what's the meaning drown**? Drown... die... oke understood?"

S: "yes miss"

T: "And the other, you can see if follows the verbs, xxx..., and than xxx..., and than believe, on followed by verb on followed by keep.. (reading the book) and excuse. Okey, and than next one. To look forward and object and than with followed word the students put up, and than like, feel?"

S: "Like"

T: "Against?"

S: "Warm"

T: "Those what the meaning of adverbial particle. So, so it's mean that its mean that there are some verb, **there are some verb followed by spesific or certain**, certain what?"

T: "Certain preposition. So it is wrong to say, I think a... I think. I think is followed by?"

S: "About"

T: "About you, I think about going to London is fun. So it is wrong to say I think that going to London, because that is not preposition, if we want to use think about with the preposition, use preposition?"

S: "About"

T: "About, you don't say I think in, I think in London is fun. You have to put the preposition. I think about travelling and than put the gerund. In Londonis?"

S: "is fun.."

T: "Fun because our topic is?"

T & S: "Gerund"

T: "Yeah, put gerund after verb followed by preposition, understood?"

S: "'Yes miss"

T: "Okey. So, look at the point three, there sentences here, it is sentence, a contain one the followed by certain preposition, and followed by, and we put gerund after that, that verb. Verb I. When we will give up smoking? For example. Which is the verb?"

S: "Give up.."

T: "Okey, give up anf than the gerund?"

S: "Smoking.."

T: "Smoking, give up is verb followed by?"

T & S: "Certain preposition..."

T: This is the verbs than put up as preposition and it has a new meaning. Comes a new meaning because this "up", before giving "up", give is but when you be up here, is the meaning change, right?"

S: "Yes miss"

T: "So that we call by word verb followed by certain preposition put gerund after the preposition. What is that?"

S: "Smoking.."

T: "Okey, the second one. She always keep on asking for money, which is the verb?"

S: "Keep on.."

T: "Keep on, this is the verb. And the verb contain preposition. Yeah, followed by preposition and than here asking is gerund. And the last one. Jim ended of buying a new tv after his old one broken, so which is the preposition?"

S: "Of.."

T: "Which is the verb?"

S: "Ended.."

T: "And buying"

S: "The gerund.."

T: "Understand?"

S: "Yes miss.."

T: "I want to do right now. This is xxx.. and after this, after writing the example please come with your own example. *You can find the other verbs in your dictionary*, do you bring dictionary?"

S: "Yes miss.."

T: "Okey, the other word in dictionary, example one a... one word might followed by, what?"

S: "Look for.."

T: "Look for, All have different meanings, It is that?"

S: "Yes miss.."

T: "After asking, and after finding the verb followed by certain preposition you have so put the?"

S: "Gerund.."

T: "Okey, understood?"

S: "Yes miss.."

T: "Find the other verbs, okey when grammar again? Next week?"

S: "Tomorrow miss.."

T: "*Tomorrow we will, we will compiled all the materials*, our topic, all gerund yes, at the same class, at the same time, like today yeah. Why? What is the problem?"

S: "How about Monday miss.. Sunday miss?"

T: "Why?"

S: "There are two lesson miss"

T: "Two lessons"

S: "Yes miss, tauhid miss.."

T: "How maximal, how many lesson in one day?"

S: "Four miss.."

T: 'Kan it is okey to everyone..”

S: "xxx..”

T: "Okey, because I'm kind teacher, Sunday yeah Sunday”

S: "Yes miss..”

T: "Sunday, on Sunday next week it is on twenty fifth of this mounth of March, perhaps pur mid test, Okey. S oget ready for it. Prepare your self well, yeah because it is not like usually it is examination for the last lesson. The test only ten. You will pas this to if you study”

S: "Study”

T: "Okey can we started with your own example”

S: "okey miss..”

T: "From word come for example now many from "come"? come in, come from, come for. For what? Word in a name? Be followed by many preposition, many options. Keep on, keep after, so if you open your dictionary, you will find in one or three, in one of verb there are many entries. Find work, you can finding many entries for word work. Yeah it is right? Who has got an example. The students who get the better, pluss if one classification the verb the other can bot use that verb. So there will you get word an say the sentence, the better. You accept?”

S: "Yes miss..”

T: " Okey, because if your friend have said that word, one word, its mean that, that word cannot be taken or ca not be utterance by the other person. So one word only save one student.”

T: "Okey, who get already? Who want say this right? Yeah Raudhah please.”

S: "I appologize for stolling the pen”

S & T: "I appologize for stolling the pen she that right? The word is appologize and than the preposition is?”

S: "For..”

T: "For, and than gerund, stilling. Okey thank you Raudhah that's right. Okey other, yes Khalifah”

S: "I think about camping from school from our dormitory is not good”

T: "I think about camping from school from our dormitory yeah from our pesantren because we have to stay and live here is not good. It is khalifah said. So which is the verb khalifah?”

S: "I think”

T: "Preposition?”

S: "About..”

T: "About and than?”

S: "Gerund is camping”

T: "Gerund is camping”

T: 'Okey good, next, next, next who is that? Okey mita”

S: "I just think...”

T: "I just think? Think.. haa.. it is mention, who said about think?”

S: "Khalifah..”

T: "Khalifah, haa.. so you can find others, find the others that is the role. The other persen? Who? Melani?”

S: "I feel like meeting on Sunday"

T: "I feel like meeting on Sunday. What is the meeting, face someone right? What the meaning "like" here merasa seperti, feel like, is it that? Like the preposition, so you can make a correct sentence based on the context?"

T: "I feel lik, example. This is I as sample, a... I feel like a... feeling sick. Saya merasa seperti sakit. Something like that. I feel like loving him, haa.. for example. How about Melani?"

S: "I feel like meeting maulida"

T: "I think Maulida is a good girl. Okey Melani her has something, how about the other? Three person we gather. Fika please.."

S: "I through my self into the party"

T: "Through? What is the meaning through? The meaning is joint or inform. Which is the verb?"

S: "Through"

T: "And than the preposition?"

S: "Into"

T: "And than where is the gerund?"

S: "a... I through my self into dancing in the party"

T: "I through my self into dancing in the party. Dont forget to put gerund because our title is?"

S: "Gerund"

T: "Gerund in the sentence. The next girl, okey tadzkia"

S: "Jhony would like to describe about making Thai tea in our cooking class"

T: " Making? Tighten? Who is that?"

S: "Making Thai tea"

T: "Ough Thai tea, okey. In our class?"

S: "In our class"

T: "Okey that's very good so, jhony would like to describe about making Thai tea in our cooking class. Which is the verb?"

S: "Describe.."

T: "Which is the preposition?"

S: "About"

T: "And which is the gerund?"

S: "Making"

T: "Making, the other? The last one I think for today, Salsabila please"

S: "My mother always stay up loving me"

T: "My mother always stay up loving me? What is the meaning stay up?"

S: "Still"

T: "My mother still up? Stay up, stay up, stay up at night. What is the meaning. What is stay up? Always"

S: "Tetap"

T: "Keep on loving me berarti yeahh? Stay up, stay up, stay up at night, tense yeah? Yeahh can be use stay up loving me, that is good. My mother stay up loving me. Yes that's mother love. Okey".

T: "So please everyone make your own sentence at your own one and also write the other sentence by your friends two, yeah two. So good they got two many

sentence, six or seven sentence, six. From six please write two example in your book you have to add, there more one your oke the other two sentences coming from your friends' sentence, okey understans?"

S: "Yes miss.."

T: "Okey, so see you next week in next our lesson. See you next time. Thank you very much."