CHAPTER 1

INTRODUCTION

A. Background of the Study

There are many reasons for people to study language. Harmer (2002: 1-2) concluded "there are six reasons, such as target language community, ESP, school curriculum, culture, advancement, miscellaneous. For Indonesian students, they have to study English language besides Indonesian language as the foreign language. Thus, English is the main subject in curriculum which should be learnt from secondary level up to university. Although in general, English is still considered as a difficult subject for the students because it is completely different from Indonesian language in the system of structure, pronunciation and vocabulary.

Nowadays, the ability to comprehend English is necessary for people and also to understanding English, people have to be able to communicate English and also able to read many kinds of English text. The ability to read is crucial in contemporary society. People find many texts written in English, from holiday brochures to academic books, newspaper, advertisements, etc. therefore, the ability to read English text in any form will give a great deal of advantages in our lives.

Based on writer's pre-research and pre-observation conducted at Al-Mizan Islamic Boarding School Rangkasbitung - Lebak Banten it seems that so skills on language is still very weak in the use of diction and grammatical especially in public speaking,

students still always get used to the language of origin without pay attention to diction and use good and correct grammar, this matter become a problem because life in boarding school always communicate using Arabic and English if always like that then there will be no change.

From problem students above, to make student motivated and enjoyable to familiarize language using diction and grammar, There are several theory to increas the students public speaking, the researcher thought that one of ways to motivate and to increas students' public speaking the theory that researchers using Grammatical and Diction.

A constractive analyzing on diction (vocabulary using) and grammatical aspect of students' Arabic and English public speaking (a qualitative study at the third grades of Al-Mizan Islamic boarding school, Rangkasbitung - Lebak)

B. Identification of the Problem

The writer would like to identify the problem based on the research background above. The identification of the problem as follows:

1. Students' understanding in Standard English structure (English Grammar)
2. Students' vocabularies and diction using
3. Students' structure writing on text of public speaking
4. Students has no additional time to have more drills in writing public text

C. Limitations of the Problem

To make the problem clear, it is necessary for the writer to limit the problem. The limitation of the problem of the research the follows: the writer will define the variable of the research; students' diction (vocabulary using) and their grammatical aspect (Subject verb agreement and tenses) in public speaking both in Arabic and English context. The writer will apply analyses and case study. The research will be conducted at at the Third Grades of Al-Mizan Islamic Boarding School, Rangkasbitung - Lebak). The writer would like to limit the problem on the diction of the students' diction on public speaking text and grammatical aspects on: tenses, subject-verb agreements, and verb using.

D. Statements of problem

Based on the background of the study above, the writer takes principle of the problem in this research; it's about A constructive analyzing on diction (vocabulary using) and grammatical aspect of students' Arabic and English public speaking. (qualitative study at the third grades of Al-Mizan Islamic boarding school, Rangkasbitung - Lebak). The researcher formulates the statements of the problem as follows:

1. In what aspect of English and Arabic Grammatical those students do in writing public speaking text?
2. How is the dictions of Arabic and English in students' public speaking text?

E. The Purposes of study

According to the statements of the problem above, the writer would like to draw the objectives of the research as follows:

1. To analyze the students mistakes of English and Arabic Grammar aspects in public speaking.
2. To describe the dictions of Arabic and English text of students' public speaking.

F. Significance of study

The writer hopes this study give contribution for English teacher, student, school, writer and next researcher.

1. The school

It can increase the school education quality, especially in English and Arabic Grammatical and Diction.

2. Students

a. The students get new experience in learning process especially in English and Arabic grammatical and Diction.
b. The students can to increase their English and Arabic Language by using good grammar and diction.

3. English Teachers

It will help the E nglish teacher to choose the appropriate method in teaching learning process especially in increasing Grammatical and diction.

G. Previous of the Study

There are some writers that already have conducted the research about contrastive Analysis constructive analyzing on diction (vocabulary using) and grammatical aspects:

The First Writer by Tatu Siti Rohbiah IAIN SMH Banten . the title is a contrastive analysis on indonesian and english plural. In this research that translators' Mistake In Translating Of Thoughts And Mandate Either Fiction Or Non-Fiction Are Written By An Author. They Understood In English Only As Source Language (SL)), While Did Not Understand The Target Language (TL) As Like As Understanding About Plurals. In Fact English And Indonesian Plurals Have Similarities And Differences In Study Of Morpho-Syntax (Morphology And Syntax). In This Case, This Research Aims To Do A Comparative Analysis Of English And Indonesian Plural, So The Writer Uses Descriptive Qualitative Method. This Research Is A Description Of The Observations And Analysis Of Data, Which Is Expected To Provide An Overview Of The Differences And Similarities In Two Languages.

The second writer by Nurlaila Ridwan An Analysis to diction And lexical relation toward editorial in Jakarta Globe In this research that translators': Adab and Humanity Faculty, UIN Syarif Hidayatullah Jakarta This Research aims to know the types of lexical relation and diction written in editorials Jakarta Globe August edition to Understand the context of the editorial.

The research employs qualitative method by collecting the randomly text of the editorials chosen to be analyzed to know the diction and lexical relation in understanding the contetext of the

editorials. After selecting the data ,the researcher analyzes the word in the texts by using the theory of diction and lexical relation related to semantics

The result of study shows some kinds of lexical relation and diction that used in editorials .The lexical relation that found were synonyms, antonyms, hyponyms, meronyms and retronyms and the kinds of diction that found are abstract word, popular word, concrete word, common word and jargon

By knowing word meanings and lexical relations well, the text can be easily understood by the readers and will covey the same ideas to the words On the other hand, the researcher finds synonym as lexical relation and also popular word as the diction that often used by the editor in that editorials

H. Organization of the Writing

The research is divided into five chapters, the organization of this thesis as follows:

Chapter I is an introduction which contains of background of the study, identification of the problem, limitation of the problem, statement of the problem, objective of the study, significance of the study, and organization of paper.

Chapter II is the Review of Related Literature, which contains of the material of conditional sentences type I, type II and type III.

Chapter III is the Methodology of Research, which contains of, research method, setting of research, participant, instrument of research, technique of collecting data, technique of analyzing data.

Chapter IV is Research Findings has some contents; to use case study as method to collect the data based on observation, documentation and interview

Chapter V is conclusion which contains of conclusions based on the result of the research and suggestions for further research.

CHAPTER II
THEORETICAL REVIEW

A. Contrastive Analysis

Structural linguists introduce a suggestion to help foreign language teachers to deal with the errors or difficulties experienced by students studying a foreign language (B) caused by both phonetic and grammatical differences between B1 and B2. Therefore, B2 teachers must master the correct phonological, morphological, and syntactic systems B2, in order to be compared grain by grain with similar systems in B1. Such studies are usually called contrastive analysis (anakon).

The origins of the sonon can be traced back to the 18th century when William Jones compared the Greek and Latin languages with Sanskrit. He found many systematic similarities between the languages. In the nineteenth century more research was done on comparisons between languages. At that time the emphasis was on phonological relations and phonological evaluation. This study is not called "contrastive analysis", but "language comparative study".

In the mid-twentieth century, when behavioral psychology and structural linguistics were still at the height of its glory, the sonon's hypothesis first received general attention with the emergence of Lado's book (1957) which contained a statement in its preceding form:

The plan of this book is based on the assumption that we can predict and describe the B2 structures that will cause

difficulties in the lesson, and those structures that will not cause difficulties, by systematically comparing language and culture B2 with language and culture B1 ".[1]

Etymologically , The word contrastive comes from the word contrastive[2] is the word state derived from the verb to contras means different or contradictory. As for the term, there are some notions of contrastive analysis of some figures, among others:

According to Tarigan and Tarigan that contrastive analysis is an activity or activity that attempts to compare the structure of B1 and structure B2 to identify differences between two languages obtained and produced through contrastive analysis, can be used as a basis for predicting or predicting language difficulties that will be faced by the students in school, especially in learning B2.[3]

According to Jos defines contrastive analysis as an activity comparing B1 and B2 with standard grammar and has been agreed upon by its rules. Meanwhile, according to Mansoer Pateda that contrastive analysis is to compare two or more languages to search for language equations and differences, either at the phonological, morphological, or syntactic levels performed at a particular period or contemporaries.[4]

From some of these meanings, the writer can conclude that contrastive analysis is comparing between mother tongue (B1)

[1] J.Daniel Parera,*Linguistik Edukasional,*(Jakarta:Penerbit Erlangga,1997)P.107

[2] John M.Echols dan Hasan Sadily, *English Dictionary* (Jakarta:1990) P.144

[3]Henry Guntur Tarigan and Djago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa,*(Bandung; Angkasa, 1990), P.23

[4] Monsoer Pateda. Linguistic: sebuah pengantar(Bandung: Angkasa,1990)P.48

with foreign language (B2) in terms of differences and equations of equations between the two languages to minimize error in learning foreign languages.

Contractive analysis theory assumes that the difficulty in language learning is basically due to differences in the learner's first language system with a second language / foreign language being studied.[5] Therefore, contrastive analysis attempts to contrast these two languages for known equations and differences

Contractive analysis is an analysis of language errors influenced by behaviorist understandings, namely psychology that assume that behavior is influenced by habits and mistakes. Specifically, this analysis argues that language errors are caused by a negative transfer. That is, the foreign language user or the second language uses the rules that apply in the first language into a second language, whereas the rules are different. According to Henry Guntur Tarigan, such language errors can be eliminated by inculcating second language habits through practice, repetition, and reinforcement (punishment and reward)

The determination of contrastive analysis in language teaching is based on the theoretical assumption that:

a. The most effective language teaching material is the material based on the language description (Fries, 1945).

b. By contracting the first language with the language to be studied can predict and describe patterns that will cause difficulties and ease of learning the language (Lado, 1957).

---

[5] Pranowo,Analisis Kesalahan Bahasa (Yogyakarta: Gadjah Mada University Press,1996),P.3

c. The changes that must occur in the behavior of a person learning a foreign language can be compared to differences between the structure of the language and the culture of the pupil with the language and cultural structure to be studied (Valdman 1960, in Wardhaugh, 1970).[6]

Contractive analysts aim to explain certain aspects of B2 learning. The means they use are the descriptive report of the language of one (B1) of students and B2 to be studied and the various techniques for comparison of such broadcasts in other words the goal includes the field of psychology, while the ingredients are derived from linguistic science.[7]

Contrastive analysis introduces to the linguistic a framework of organizing two language descriptions, which include the following three things;

a. Anakon uses linguistic strategies in various concepts of language into three areas: phonology, grammatical and lexicons

b. Its use is based on descriptive linguistic categories: units, structures, classes and systems

c. The anakon uses the descriptions in the same model.

From some of the above explanations, the function of contrastive analysis in this research is as a blade analysis or way of view to compare tenses between English and Arabic so that can be known the similarities and differences between the two languages.

---

[6] Pranowo,Analisis Kesalahan Bahasa (Yogyakarta: Gadjah Mada University Press,1996)p.42

[7] Henry Guntur Turigan, *Pengajaran Analisa Kontrastif Bahasa* (Bandung: Angkasa) P.90

There are several stages in comparison between two languages, as Ellias explains, comparing two languages through contrastive studies, Ellias (viaTuan, 2004) argues that there are four stages to be taken:

1. Description stage; namely describing the languages that are compared,

2. Selection stage; selecting certain elements to be compared

3. Phase analysis; ie identifying the differences and similarities between the languages compared and,

4. Prediction stage; ie predicting things that will cause difficulties in language learning.[8]

B. TENSES

1. Tenses In English Language

Tenses are verb forms (both inflate and auxiliary verbs[9] aids) to indicate the timing and degree of completion of an activity or state.[10] In other words, this tense is based on the grammatical forms of the verb, and indicates whether a job or activity already implemented, is being implemented, will be implemented or has been implemented for a certain period of time

In English, there is a level of time in expressing an activity, occupation or circumstance. In some literature

---

[8] *http://alhakimiyyah.blogspot.com/2012/06/teori-about-contrastive.html akses: 21 oktober 2012*

[9] Pasca prastowo, *Panduan tepat Menguasai Tenses Bahasa Inggris* (Yogyakarta: DIVA Press,2008) p.7

[10] Pasca prastowo, *Panduan tepat Menguasai Tenses Bahasa Inggris* (Yogyakarta: DIVA Press,2008) p.9

mentioned that the level of time basically there are 3, namely: present, future and past. However, since the tenses are more referring to the form of activity, the actual tenses are composed of two kinds: present and past. 19 but here will be discussed the distribution of tenses in general, based on the time and nature of events, there are 16 forms that are summarized in 4 major sections, namely[11]

1. Present tense, consisting of: simple present tense, simple continuous tense, present perfect tense and present perfect continuous tense.

2. Past tense, consisting of: simple past tense, past continuous tense, past tense and past perfect continuous tense.

3. Future tense, consisting of: simple future tense, future continuous tense, future perfect tense and future perfect continuous tense.

4. Past future tense, consisting of: past future tense, past future continuous tense, past future perfect tense and past future perfect continous tense

2. **Tenses in Arabic Language**

In Arabic, there are actually no tenses, but essentially the same essence that in Arabic also refers to verbs that pay attention to the use / change of time. In Arabic, the verb is called al fi "il.

---

[11] Suryadi and Junaida,S. pd, *complete English Grammar-Belajar Bahasa Inggris dari Awal sampai Mahir* (Yogyakarta: Pustaka Pelajar,2006) P.419

According to Shaykh Musthafa Alghulayaini, Fi "il is a sentence that expresses meaning by itself and with time.[12]

جَاءَ : Dia sudah datang

يَجِيْئُ : Dia sedang /akan datang

جِئْ : Datanglah

In other words, the use of al fi ils adapted to the timing of certain activities occurs. On the basis of time, there are three alpha divisions there are two times, namely: verbs that show the past (al māḍi), a verb denoting the time being and coming (mustaqbal)

According to Ibn Mâlik in alfiyyah Ibn Mâlik puts forward the hallmark of fi "il as quoted by prof. Dr.Azhar Arsyad[13] as follows:

1) Not receiving jar, tanwin, nida ", and alif lam

2) Specific fi "l māḍi can be terminated ta" ḍamîr and ta "ta" sjayah قمث and قامث. fi "l al muḍāri" and fi "l amr can end with nun taukid and ya" mu "annaś mukhathabah, such as ادفظى- اجحه

3) Fi "l Māḍi and fi" l Muḍāri "may be followed by words, conditions, and

4) Special fi "l Muḍāri" always begins with the incorporated letters, نم ,الاناهة, ال ألمش, نه, سف: and may follow اوث in words انسه

C. Diction

Diction reflects the writer's vision and steers the reader's thought. Effective voice is shaped by words that are clear, concrete and exact. Good writers eschew words like *pretty*, *nice*, and *bad*.

Instead, they use words that invoke a specific effect. A coat isn't torn; it is tattered. The U.S. Army does not want revenge; it is thirsty for revenge. A door does not shut; it thuds. Specific diction brings the reader into the scene, enabling full participation in the writer's world.[14]

Diction depends on topic, purpose, and occasion. The topic often determines the specificity and sophistication of diction. Articles on computers are filled with **jargon**, specialized language: *email*, e-*shopping*, *web*, *interface*. The writer's purpose—whether to convince, entertain, amuse, inform, or plead—partly determines diction. Words chosen to impart a particular effect on the reader reflect and sustain the writer's purpose. If the author's purpose is to inform, the reader should expect straightforward diction. If the writer's purpose is to entertain, the reader will likely encounter words used in ironic, playful, or unexpected ways. Diction also depends on the occasion. As with clothes, level of formality influences appropriate choices. And there are two kinds of diction: **Formal diction** is largely reserved for scholarly writing and serious prose or poetry. **Informal diction** is the norm in expository essays, newspaper editorials, and works of fiction.[15]

---

[14] Gerard Genete,*Fiction and Diction,Carnel University Press,French,1991 p.126*
[15] https://id.wikipedia.org/wiki/Diksi

Appropriateness of diction is determined by the norms of society. **When** studying diction, students must understand both: **connotation** (the meaning suggested by the word) and **denotation** (the word's literal meaning).

When a writer calls a character *slender*, the word evokes a different feeling from calling the character *gaunt*. A word's power to produce a strong reaction in the reader lies mainly in its connotative meaning.

The English language sports many near synonyms, groups of which may share more or less the same **denotation**, but which differ in **con notation**. And sometimes these connotations can be arranged hierarchically, from high to low. Think of warrior (high diction), soldier (middle), and dogface or grunt (low); or apparel (high), clothes (middle), and duds (low). Higher diction often involves Latinate words, and lower diction Germanic, but not always.

And it's not just a matter of high, middle, and low diction; there are many possible registers — scientific, flowery, bureaucratic, vulgar. The important thing is to be consistent: if you jump at random between levels of diction, you're likely to confuse your AUDIENCE. And that's a bad thing.

D. English Grammar

1. What is grammar?

According to Jeremy Harmer, " …The *Longman Dictionary of Contemporary English*[16] defines grammar as the rules by which words change their forms and are combined into sentences. There are two basic elements in this definition: the rules of grammar; and the study and practice of the rules. The rules of grammar are about how words change and how they are put together into sentences. The knowledge of grammar also tells the learner what to do if he wants to put the some phrase into the sentence. Grammar should be called the way in which words change themselves and group together to make sentences…"

Goeffrey Leech in his book English Grammar for Today The definition grammar as"*Grammar refers to the mechanism according to which language works when it is used to communicate.*"[17]

Grammar is the set of structural rules that governs the composition of clauses, phrases, and words in any given natural language.[18] So, grammar is a language rule considering the pattern of words/sentences. While according to Yule grammar is, "the process of describing the structure of phrases and sentences in such a way that we account for all grammatical sequences in a language and rule out all the ungrammatical sequence is one way of defining

---

[16] Jeremy Harmer "The *Longman Dictionary of Contemporary English*, **1991**, p. 1

[17] Leech,G. in his book English Grammar for Today A new Introduction (London:Macmillan Education, Ltd.1986) p.102

[18] Grammar, (http://en.wikipedia.org/wiki/Grammar), January 13, 2014.

grammar."[19] It means that grammar is all about the features of language structure. Besides, Kolln and Funk states that grammar refers to: a) the system of rules in our heads, b) the formal description of the rules, c) the social implications of usage, sometimes called „linguistic etiquette" [20]. Thus, grammar can be defined as a study about knowing to produce any sentences subconsciously in mind, the branch of linguistics science, and manners of daily usage of language.

English grammatical features consist of several rules such as: verb tenses, part of speech, word class order, and sentence/clause pattern. English tenses are classified into three-present, past, and future. Present tenses are used to show the daily activities. Past tenses are used to show the activities in past time. While future tenses are used to express the activities which are going to do in future. While part of speech are the word classes. There are eight kinds part of speech. It can be seen as below.

- Nouns, words used to refer to people, object, creatures, qualities, phenomena, and abstract ideas. (e.g. boy)
- Articles, words used with nouns to form noun phrases or identifying the things already known. (e.g. a/the)
- Adjectives, words used typically with nouns, to provide more information about the things referred. (e.g. happy)
- Verbs, words used to refer to various kinds of actions and states involving people and things in events. (e.g. talk)

---

[19] George Yule, *The Study Of Language, 4th ed., (Cambridge: Cambridge University, 2010),p.81*

[20] Martha Kolln and Robert Funk, *Understanding English Grammar,* 8th ed., (New York : Person Education, Inc.,2010),p.5.

18

- Adverbs, words typically with verbs, to provide more information about actions, states, event. (e.g. slowly, yesterday)
- Prepositions, words used with nouns in phrases providing information about time, place, and other connectors involving actions and things. (e.g.at, in)
- Pronouns, words used in place of noun phrases, typically referring to people and things already known. (e.g. it, herself)
- Conjunctions, words used to make connections and indicate relationships between events. (e.g. and, because)[21]

2. Grammar in language teaching

Each teacher *should* think about these facts and try to answer these questions before teaching grammar:

1) Children do not learn grammar rules when they acquire their first language, so do they need to learn the rules of grammar when they acquire the second language?
2) Pupils need or need not to be given details of grammar rules to study English successfully.
3) Should pupils get enough chance to practice using a language or should they learn grammar?
4) Should students be aware of grammatical information about the language?

A good teacher has several possibilities how to teach grammar. There is a number of techniques for presenting and practicing grammar. According to J.Harmer the grammatical

---

[21] Leech,G. in his book English Grammar for Today(A new Introduction) London:Macmillan Education, Ltd.1986

information can be given to students in two major ways. The first one could be extremely covert and the second will be made extremely overt. Overt grammar teaching means that grammatical facts are hidden from the students- even though they are learning the language. Students may be asked to do any activity where a new grammar is presented or introduced, but their attention will be drawn to this activity not to the grammar.[22]

Overt grammar teaching means that the teacher actually provides the students grammatical rules and explanations-the information is openly presented. With overt teaching grammatical rules are explicitly given to students, but with covert teaching students are simply asked to work with new language to absorb grammatical information which will help them to acquire the language as a whole.

It is expected to do a lot of structures in teaching and practicing, and less really free communicative activity at the beginner level. The teaching of grammar is likely to be fairly covert since the main aim is to get students to use language as much as possible. On the other hand students at intermediate levels should be involved in more communicative activities and should have less grammar teaching. The teaching grammar would probably be more overt. Then advanced students can actively study grammar in more overt ways.

---

[22] Wliam, j. D. The Teacher Grammar Book. New Jersey:Lawrence Erlbaum Associates ,Publisher. 2005

3. English Grammatical Aspects

Subject-Verb Agreement is the correspondence between verb (Verb) and subject line in terms of number, that is : Singular (Singular) or plural (plural) Subjects can be noun (Noun) pronoun (pronoun) or other construction acting as noun such as Gerund and Infinitive.

Remember that the subject and verb in a sentence must agree in person and number.

Example:

The <u>elevator</u> <u>works</u> very well. The <u>elevators</u> <u>work</u> very well. Singular   singular   plural   plural

My <u>friend</u> <u>lives</u> in Makassar   My <u>Friends</u> <u>live </u>in Makassar

Some of the <u>book</u> <u>is</u> good   some of the <u>books</u> <u>are</u> good

There <u>is </u>one <u>Duck</u>   There <u>are </u>seven <u>Duks</u>

E. PUBLIC SPEAKING

According to Tubagus whyudi,. The secret of public speaking era konseptual Due to its dynamic nature, Public Speaking can also be interpreted as an activity that is very close to the association of the word change (change). Through Public Speaking, we can know the patterns of thinking of a person, knowing one's future ideas, and extraordinary ideas. We can also know what kind of changes a person initiated or planned.[23]

---

[23] Tubagus whyudi,. The secret of public speaking era konseptual,(Jakarta: Bee Media Publisher) 2013 p.21

According David Zarefsky, on public speaking Strategic for success; "Public speaking is a continuous communication process in which messages and signals circulate back and forth between speaker and listeners.[24]

Public speaking is the process of speaking to a group of people in a structured, deliberate manner intended to inform, influence, or entertain the listeners, Speaking in front of audience is not an easy task, it needs a good speaking skill. Fear and nervousness become major problem, especially for beginners who have not experienced in public speaking. This also occurs in members of the muslim Youth Forum Gayamsari (Foksari). Their speaking competence is inadequate. That is why public speaking training activity is held. It is expected to improve their skills. This activity is performed in two stages, namely the delivery of content and practice. Based on the evaluation, the results obtained are very significant. The existence of enthusiastic participants indicates that they are very interested. Besides, there is a seriousness of the participants who attend a series of events organized by the team from beginning to end.

---

[24] David Zarefsky, on public speaking Strategic for success,(Pearson publisher) 2013 p.83

CHAPTER IIII
METODOHOLOGY OF RESEARCH

Based on the focus and the research questions, the writer uses descriptive qualitative method because in this case the writer uses a contrastive analysis that compares Arabic and English plural and this research as a description of the observation in an constructive analyzing on diction (vocabulary using) and grammatical aspect of students' arabic and english public speaking (qualitative study at the third grades of al-mizan islamic boarding school, rangkasbitung - lebak) Descriptive qualitative method is a method of research to create a description, picture or painting in a systematic, *morphosyntax* factual and accurate information on the facts, and the nature of the relationship between the phenomena investigated qualitatively.

A. Research Method

In this research the researcher will use case study method. According to Nunan "the qualitative case study can be defined as an intensive, holistic description and analysis of a single entity, phenomenon, or social unit. Case studies are particularistic, descriptive and heuristic and rely heavily on inductive reasoning handling multiple data source".[25] It means that a case study is a detailed study of one or at most a few individuals or other social units, such as a classroom, a school, or a neighborhood. It also can

---

[25] David Nunan, *Research Method in Language Learning* (USA: Cambridge University Press, 1992), 77.

be a study of an event or an activity. The researcher uses this method to analyze student's diction (vocabulary using) and grammatical aspects both in Arabic and English Text of student s' public speaking. It is appropriate to use case study as method to collect the data based on observation, documentation and interview.

B. Setting of Research

1. Place of Research

   The research will be conducted in Al-Mizan Islamic Boarding School which located at JL.Narimbang, Rangkasbitung Lebak Banten. The reasons for selecting the school are:

   a) The location of the school is near with the place of researcher.

   b) The students still not understand about vocabulary using and grammatical, it enables the researcher to conduct the research based on their problem more effectively.

2. Time of Research

   The research about students' public speaking at third grade students of Al-Mizan Islamic Boarding School will be held on Januari-March 2018

C. Participant

This research uses random sampling for selecting participants. According to Arikunto, the population is all

members of the research subject.[26] The steps in simple random sampling comprise the following:

1. Define the population.
2. List all members of the population.
3. Select the sample by employing a procedure where sheer chance determines which members on the list are drawn for the sample.[27]

Based on the step above, the researcher takes population in the Third grade of Al-Mizan Islamic boarding School in the academic year of 2017/2018. And that consist of one class. In this research, the researcher only takes class three to be analyzed and takes 10 students for the sample.

D. Instrument of Research

In order to collect the data, the researcher will use observation; it is used to observe the student's activity in bilingual public speaking that is organized by the English Teachers. Documentation; it is used to know the students' ability in constructing public speaking text both in Arabic and English Text. In the other hand, the researcher also will find out what the difficulties of students do in constructing these bilingual texts.

---

[26] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 2013), 173.

[27] Ari Donal, Lucy C. Jacobs, Chris Sorensen, Asghar Razavieh, *Introduction to Research in Education 8th Edition* (USA: Wadsworth Cengange Learning, 2010), 150.

E. Techniques of Collecting Data

In completing the data, the researcher will use some techniques such as observation, Documentation and interview. The completely explanation as follows:

a. **Observation**

The researcher will follow the class to observe the student activities at the public speaking Activity when the students using the diction (vocabulary using) and grammar aspect in English and Arabic

b. **Documentation**

The writer takes documentation from student text public speaking Arabic and English Language

c. **Interview**

The writer interviews the lecturer as the participants to get the information about the causes about students' writing difficulties and strategies in solving those problems. During the interview, the lecturers' answers are recorded and transcribed

F. Techniques of Analyzing Data

After the data is collect, the researcher use corpus linguistic method in data analysis. The researcher collecting the students' text of public speaking and analyze the error with interpreting. A corpus is a collection of texts, written or spoken, which is store on a computer. In the past, the term was more associate with a body of work, for example all of the writings of

one author.[28] And the researcher will apply written text by corpus analysis with much different kind of assessment such as grammar, verb and punctuation.

The researcher analyzes the data from students public speaking text through the steps based on ellis[29] are:

1. Indentifying errors

    The first step in error analyzing is to identify the errors. Comparing the errors with the correct sentence or words is a way to identify the errors.

2. Describing errors

    The next step is to describe and classify the errors. There are two in these steps especially to classify it. They are grammatical category to classify it (for example the error relating to the verb) and general category.

3. Explaining errors

    The Writer explains why the errors occur based on the previous steps.[30]

---

[28] Anna O'keefe, et al., *From Corpus to Classroom, Language Use and Language Teaching*, (New York: Cambridge University Press, 2007), 1.

[29] Rod Ellis, Second language acquisition,(New York Oxford University Press, 1997), 15-20

Anas Sudijono, *Pengantar Statistik Pendidikan,* (Jakarta: Raja Grafindo, 2014), 43.

CHAPTER IV

RESEACRH FINDING AND DISCUSSION

A. Data Description

From the result of students' writing description and analyses, the writer could identify that there are many errors types they made in their writing. In fact the student did errors in various types. The writer didn't give limitation of the errors' coming from the students

To know the result of the data, the writer made the table of the students' error based on the types of error.

1. The Result of Students' Writing

The researcher took the data from 10 students writing from the third grade of MTs Al-Mizan Islamic Boarding school Rangkasbitung Lebak Banten to know the kinds of error types made by them. In analyzing the students' Arabic and English Public speaking text error , the writer analysis by name:

A. Subject Verb Agreement

Based on the data finding of, as the listed at the table above, the writer

No	ENGLISH	ARABIC	STU
1	- Al-Qur'an the holly book from Allah	اِحْفَظِ الْأَمَانَةَ	ARYA

| | | قَالَ الْمَحْفُوْظَاتُ | |

In English writing, ARYA wrote *"Al-Qur'an the holly book from Allah"* as in the table above. It means that he wrote un-standard writing as in English grammar. It should be any *to be* after the subject. So the construction must be: "*A Al-Qur'an is the holly book from Allah*"

In Arabic writing, ARYA made an error of using ضمير إحْفَظِ الْأَمَانَة,أ (pronoun) أنت, while the audience is more than one or many. The construction must should use ضمير انتم, who is correct إحْفَظِوا الْأَمَانَة match between فعل (verb) and fail (subject).

Meanwhile, in another error, He uses ضمير هو. قَالَ The construction should use ضمير هي. قَالَت الْمَحْفُوْظَاتُ.. , الْمَحْفُوْظَات because subject its form اسم المؤنث / مؤنث and this is the form of adjustment between فعل and فاعل.

| 2 | - Language just not the crown | لِأَنَّ الرَّجُلَ أَمَلُ الْأُمَّةِ الَّذِيْنَ يُجَاهِدُوْن لَا يُجَاهِدُوْا قَدْ تَغَيَّرَ تَقَدُّمَهُ | FKRI |

In English writing, FKRI wrote "*Language just not the crown*" as in the table above. It means that he wrote un-standard writing as in English grammar. It sould be any ***to be*** after the subject. So the construction must be "*Language Is not only the crown*"

In Arabic writing, FKRI made an error of using فعل that هم or (humans) while subject him (word الرجل) that form مفرد The construction must should use ضمير هو

Error FKRI think تقدمه word as object of تغير verb, The construction should use domiciled as subject (فاعل)

3	- We must be patient is thet right	أَنْ تَحْفَظَ	NNDA

In English writing, NNDA wrote *We must be patient is thet right* as in the table above. So the construction must be "*we must be patient the right*" because in one sentence it forbidden if we use two to be or two verbs

In Arabic writing, NNDA uses ضمير أنت the construction must be ضمير نحن because sentence form here sentence invitation to co

4	- Success full every body's wish	لِيَعْبُدَ اللّه	RZKI

In English writing, RZKI wrote *success every body's wish* as in the table above. It means that he wrote un-standard writing as in English grammar. It should be any ***to be*** after the subject. So the construction must be "*success **is** every body's wish*" ليعبد الله RZKI error, he uses ضمير هو / he should be on the sentence ليعبد الله using ضمير هم because previously been talking about the creature of God

5	- The way three that you can tried	سَنَكُوْنُ نَاجِحًا	FQIH

In English writing, FQIH wrote *"The way three that you can tried"* as in the table above. It means that he wrote un-standard writing as in English grammar. It should be any ***to be*** after the subject. So the construction must be: "*The way **is** three that you can try*"

Meanwhile In Arabic, FIQIH wrote سنكون ناجحا , FIQIH using ضمير نحن فعل that exist in its form, while ضمير اسم المفرد used then it should use اسم form جمع .

6	- We must worship Allah	وَ مَا هِيَ خَيْرُ أُمَّةٍ	ANAM

In English text as on the table, RDN wrote '*We must worship Allah*'. The correct construction must be '*we must worship to Allah*'

Meanwhile In Arabic, Error In using ضمير هي on the sentence "وما هي خير أمة" should use ضمير هو because previously it is اسم الموصول for "وما هو خير أمة" مذكر.

7	- He working	لِأَنَّ حِفْظُ الْأَمَانَةُ	ANDR

In English writing, ANDR wrote *"He working"* as in the table above. It means that he wrote un-standard writing as in English grammar   It should be any *to be* after the subject. So the construction must be: "*He is working*" Should after the subject use to be, the right one is, He is working

In Arabic writing, ANDR wrote the error in defeating اسم أنا with ضمة should be in فتح state

8	- The great man who has study and teach Al-Qur'an to another people	أَنَّ طَلَبُ الْعِلْمِ وَاجِبٌ	SAID

In English writing, SAID wrote *"The gret man who has study and teach Al-Qur'an to another people*" as in the table above. It means that he wrote un-standard writing as in English grammar. It should be any *to be* after the subject. So the construction must be: "*The great man is the one who learn Qur'an and teach it to other people*"

In Arabic writing, Error in obscuring أن اسم with حركة حرف أن because the function أن should حركة الفتح الضمة because the function أن طلب العلم واجب " ويرفع الخبر "أن طلب العلم أن طلب العلم واجب and ينصب الاسم

9	-	Language very-very important in this life	أَيُّهَا الْأَصْدِقَاءِ	AKBR

In English writing, AKBR wrote *"Language very-very important in this life"* as in the table above. It means that he wrote un-standard writing as in English grammar. It should be any *to be* after the subject. So the construction must be: "*Language is very important in this life*"

In *Arabic* Error in المنادى ينصب with "أيها حركة الكسرة consists of منادى because حركة الضمية "أيها الإصدقاء should be الإصدقاء" one word.

10	-	Language very-very important in this life	اَلْقُرْآنُ هُوَ كُتُبُ الله	MLYN

In English writing, AKBR wrote *"Language very-very important in this life"* as in the table above. It means that he wrote un-standard writing as in English grammar. It should be any *to be* after the subject. So the construction must be: "*Language is very important in this life*"

In Arabic writing, The error in the word "كتب" in the phrase "القرأن هو كتب الله" is in the form of جمع, should use the form مفرد in the form of مبتدء of خبر as مفرد "كتاب كتاب".

B. Tenses

Based on the data finding of, as the listed at the table above, the writer

No	ENGLISH	ARABIC	STU
1	- Allah give	لَا يُجَاهِدُوا قَدْ هَدَنَا	ARYA

Tenses in English, Allah as subject pronoun that there is addition of /-s/ es in its verb, which is true is *'Allah gives'*, Tenses In Arabic, Error consider لا حرف النهى as حرف النهى or ban لا يجاهدوا while لا here as لا النفى (negate) so should not discard the letter nun, لا يجاهيدون should

Error writing a word هد that has no meaning, should قد هدانا, although one missing letter can cause errors in the sense.

| 2 | - Every body not speak
Indonesian language | لَا تَسْتَطِيعُ | FKRI |

In English writing, FKRI wrote *"Every body not speak Indonesian language"* as in the table above. It means that he wrote un-standard writing as in English grammar.. So the construction must be: "*Everybody **doesn't** speak Indonesian language*"

In Arabic, he uses يستطيع, it is So the construction must be the letters ط because it does not mean if يستطيع writing using the letter ت.

3	- we has know many people - or we have suffer lines or sick	لَقَدْ يُعْطِى	NNDA

In English writing, NNDA wrote *"we has know many people"* as in the table above. It means that he wrote un-standard writing as in English grammar. It should be any **has** after the subject. So the construction must be: "*We have known many people in this world*

Meanwhile In Arabic, He uses فعل المضارع preceded by حرف قد, because it means giving sometimes, So the construction must be(أعطى) فعل الماض so to create conformity with the previous قد word, which means that it has actually given

4	- he study fisika every day	يَحْتَجُّوْن	RZKI

In English writing, AKBAR wrote *"he study fisika every day"* as in the table above. It means that he wrote un-standard writing as in English grammar. So the construction must be: "*he studies fisika every day*"(simple present tense), s/es at the end of the sentence.

In Arabic, He uses يحتجون which means quibble, So the construction must be يحتاجون which means require because there is no match with the intention of the previous sentence

5	- the way three that you can tried	اُكْيِفِيْتُ	FQIH

In English writing, FQIH wrote *"the way three that you can tried"* as in the table above. It means that he wrote un-standard writing as in English grammar. So the construction must be: "*the way is three that you can try*"(verb1 but in this sentence using verb2).

In Arabic, Error In writing because he uses the letters ي after the letter ك, RDN The construction must should ت to be اكتفي

6	- specially father he is not sleep now	هُوَ صِفَاةٌ	ANAM

In English writing, ANAM wrote *"specially father he is not sleep now"* as in the table above. It means that he wrote un-standard writing as in English grammar. So the construction must be: "*specially father he is not sleep-ing now*"(present continuous)

In Arabic writing, he uses the phrase اسم, The construction must should the phrase فعل huwa يتصف

7	- Do he likes your world - I'am Appologize	إِغْلَمُوْ	ANDR

In English writing, ANDR wrote *"do he likes your world"* as in the table above. It means that he wrote un-standard writing as in English grammar. So the construction must be: "*do he*

like your world"(simple present tense) do not ending by s /es in a verb. And the use to be I'am appologize is omitted because there is a verb, the correct sentence is I Apologize

In Arabic writing, he uses in placement "أعلموا همزة القطع" not in place, The construction must should همزة الوصل because فعل ثلاثى مجرد" اعلموا include

8	- Said read now	قَوِّمُوْ	SAID

In English writing, SAID wrote *"Said read now"* as in the table above. It means that he wrote un-standard writing as in English grammar. So the construction must be: "*said reading now*"(present continuous)

In Arabic writing, he uses the verb "قوموا" which mean stand up, The construction must should the word" فهموا" because there WHYU invites to understand the content of verses of the Qur'an.

9	- He handsome - We wan to school yesterday	يَسْتَطِيْعُ	AKBR

In English writing, AKBAR wrote *"we wan to school yesterday"* as in the table above. It means that he wrote un-standard writing as in English grammar. So the construction must be: "*we went to school yesterday*"(simple past tense), and Meanwhile, in another error, He uses *He handsome* and the correct is "*He is Handsome*"

In Arabic writing, he uses يستطيع, The construction must should the letters ط because it does not mean if يستطيع writing using the letter ت.

10	-	Or we have suffer	فَإِنْشَاءَ الله	MLYA

In English writing, MLYA wrote *"or we have suffer"* as in the table above. It means that he wrote un-standard writing as in English grammar. It should be any ***has*** after the subject. So the construction must be: "*using verb 3 the or we have **suffered***"

In Arabic, Meanwhile, in another error, He uses فأإنشاء الله connect two words without spaces, the word ان and word شاء (wish) So the construction must be فإن شاء الله

C. **Diction**

ENGLISH Informal	ENGLISH Formal	ARABIC Informal	ARABIC Formal	STU
Do Something	Play	يحتجون	لا يجاهيدون	AMRL
Active	Work	صْدِقَاء نحن	أَيُّهَا الْأَصْدِقَاء	FQRI
Appreciate	Respect	عْطِى	لَقَدْ يُعْطِى	NNDA
Up date	Improve	هَد	قَدْ هَدَنَا	RZKY
Enjoy	Calm	مَا هِيَ خَيْرُ أُمَّة	وَ مَا هِيَ خَيْرُ أُمَّةٍ	FQIH

Fun	Happy	صِفَاةٌ	يتصف	ANAM
Lazy-lazy	So lazy	عباد ة	لِيَعْبُدَ اللّهَ	ANRI
Low	Weak	قَوِّمُوْ	فهموا	SAID
Hurry up respond	Fast respond	يَسْتَطِيْعُ	يستطيع	AKBAR
Move on	Action	فَإِنْشَاءَ الله	فإن شاء الله	MLYA

According to the finding of the research, it can be drawn that the most students' error in writing English and Arabic public speaking text is that students have made the error mostly at the subject-verb agreement and tenses.

As shown at the several table above (by name), the writer analyzed mostly at the same problem of Subject-Verb Agreement and tenses. These occurred at the text of the public speaking. The most error made by the students also occurred at tenses. These happened since their understanding at how using verb and that should be appropriate to the verbs that follow.

The problem faced by the students is that their low understanding of how to use the grammar in context. This problem also occurred because it is low exercises and good practicing in writing any context.

Meanwhile, the error made by the students in text writing, especially in English text public speaking, mostly the basic grammar. This condition probably needs the better

practicing and teaching learning processon grammar understanding.

2. The Result of Interview

After Analyzing students' error towards writing short Public speaking text, the writer interviewed students one by one. This interview is purposed to know the exactly Causes of the errors they made in their writing. Their answer is almost has same causes. Below is the description of the result of the interview of students.

a. ARYA

In his writing, the writer found 4 errors which consisted of 1 error on Subject verb Agreement in English 1 error on tenses 1 error on Subject verb Agreement in Arabic and 1 tenses in Arabic.

Writer   : In general Why did you do these errors ?.

AR   : I didn't realize the whole grammar of the paragraph.

Based on His answer, AR deliberates target language rules. It can be conclude that the cause of errors which AR Made is intralingual error.

b. FKRI

In his writing, the writer found 4 errors which consisted of 1 error on Subject verb Agreement in English 1 error on tenses 1 error on Subject verb Agreement in Arabic and 1 tenses in Arabic.

Writer   : In general Why did you do these errors ?.

FK   : I forgot the structure so I try to make the sentence simpler

Based on His interview, FKRI ignorance target language grammatical. It can be conclude that the cause of errors which FKR Made is intralingual error.

c. NNDA

In his writing, the writer found 4 errors which consisted of 1 error on Subject verb Agreement in English 1 error on tenses 1 error on Subject verb Agreement in Arabic and 1 tenses in Arabic.

Writer   : In general Why did you do these errors ?.

ND   : I made sentence in Bahasa then translated into English word by word

Based on His answer, NNDA translated word by word idiomatic expressions, vocabulary and even the grammatical rules of the learners' first language. It can be concluded that the cause of errors which BBC made is interlingual error.

d. RZKY

In his writing, the writer found 4 errors which consisted of 1 error on Subject verb Agreement in English 1 error on tenses 1 error on Subject verb Agreement in Arabic and 1 tenses in Arabic.

Writer   : In general Why did you do these errors ?.

RK   : I only know those word

Based on His answer, RK misused by material in class so it affected on the choice of the word. It can be conclude that the cause of errors which RK made is induced errors   .

e. FQIH

In his writing, the writer found 4 errors which consisted of 1 error on Subject verb Agreement in English 1 error on tenses 1 error on Subject verb Agreement in Arabic and 1 tenses in Arabic.

Writer   : In general Why did you do these errors ?.

FQ   : I knew these rules from my manager at my dormitory.

Based on His answer, EE being misled by the way in which the managers' teaching process. It can be conclude that the cause of errors which FQIH made induced error.

f. ANAM

In his writing, the writer found 4 errors which consisted of 1 error on Subject verb Agreement in English 1 error on tenses 1 error on Subject verb Agreement in Arabic and 1 tenses in Arabic.

Writer   : In general Why did you do these errors ?.

AN   : I ignorance the plural and grammar rules in English.

Based on His answer, ANAM had misanalysis on plural form and even its structure. It can be concluded that the cause of errors made is intralingual error.

g. ANDR

In his writing, the writer found 4 errors which consisted of 1 error on Subject verb Agreement in English 1 error on tenses 1 error on Subject verb Agreement in Arabic and 1 tenses in Arabic.

Writer   : In general Why did you do these errors ?.

AN   : I forgot the correct form

Based on His interview, ANDR had false concept in spelling word. It can be conclude that the cause of errors made by ANDR is intralingual error.

h. SAID

In his writing, the writer found 4 errors which consisted of 1 error on Subject verb Agreement in English 1 error on tenses 1 error on Subject verb Agreement in Arabic and 1 tenses in Arabic.

Writer   : In general Why did you do these errors ?.

SD   : I forgot the correct form and try to make simple form.

Based on His answer, SAID ignorance target language grammatical. It can be conclude that the cause of errors which SAID Made is intralingual error.

i. AKBR

In his writing, the writer found 4 errors which consisted of 1 error on Subject verb Agreement in English 1 error on tenses 1 error on Subject verb Agreement in Arabic and 1 tenses in Arabic.

Writer : In general Why did you do these errors ?.

AK : I knew these rules from my teacher in second class junior high school.

Based on His answer, AKBR being misled by the way in which the teachers' teaching process. It can be conclude that the cause of errors which EE made induced error.

j. MLYA

In his writing, the writer found 4 errors which consisted of 1 error on Subject verb Agreement in English 1 error on tenses 1 error on Subject verb Agreement in Arabic and 1 tenses in Arabic.

Writer : In general Why did you do these errors ?

ML : I made sentence in Bahasa then translated into English word by word

Based on His answer, MLYA translated word by word idiomatic expressions, vocabulary and even the grammatical rules of the learners' first language. It can be concluded that the cause of errors which BBC made is interlingual error.

From the result of interview, it can be summed up that intralingual error became the most factor causes students' error in writing short text of public speaking with 5 respondents from 10, The second place attempted by induced error with 3 respondents from 10, and the last is interlingual error with 2 respondents from 10.

D. Data Discussion

From the result of interview, The problem faced by the students is that their low understanding of how to use the grammar in context. This problem also occurred because it is low exercises and good practicing in writing any context.

Meanwhile, the error made by the students in text writing, especially in English and Arabic text public speaking, mostly the basic grammar. This condition probably needs the better practicing and teaching learning process on grammar understanding.

CHAPTER V

CONCLUTION AND SUGGESTION

A. Conclusion

1. Based on the observation that was done by the researcher, the students diction vocabulary using and grammatical aspect on public speaking text seemed good, there are much mistake on tenses, but totally they good on Subject Verb Agreement.

2. Based on observation during 3 meetings the result showed the students is that their low understanding of how to use the grammar in context. This problem also occurred because it is low exercises and good practicing in writing any context. This condition probably needs the better practicing and teaching learning process on grammar understanding.

3. The students can share the good Information correctly and the listeners can take the summarize and can apply it correctly

B. Suggestion

Referring to the conclusion above, the writer provided some suggestion, such as:

1. For the teacher:

   The teacher should be creative in developing English learning process in the classroom in order to make students interested and mastery the material well.

2. For the School:

   The School should be better support the teacher in implementing a technique by giving proper time, place, and

facilities for the success the knowledge transfer from the teacher to the students.

3. For the Researcher

It is suggested to other writers, to complete this research by conducting any other research. The writer would be like to suggest that the result of the study can be used as an additional reference for further research with different sample and occosions.

BIBLIOGRAPHY

Donald, Ari, et al. *Introduction to Research in Education 8th Edition* (USA: Wadsworth Cengange Learning, 2010), 150.

Ellis, Rod Second language acquisition,(New York Oxford University Press, 1997), 15-20

George Yule, *The Study Of Language, 4th ed., (Cambridge: CambridgeUniversity, 2010),p.81*

Goeffrey Leech in his book English Grammar for Today (THE MACMILLAN PRESS ,1982: 3)

Grammar, (http://en.wikipedia.org/wiki/Grammar), January 13, 2014.

Johansson, Stig. *Contrastive Analysis And Learner Language*: A corpus-based approach University of Oslo 2008 p.9

Kollin, Martha and Robert Funk, *2010. Understanding English Grammar,* 8th ed., (New York : Person Education, Inc.,2010)

Leech, G. *English Grammar for Today* (A new Introduction) London: Macmillan Education, Ltd.1986

Nunan, David *Research Method in Language Learning* (USA: Cambridge University Press, 1992), 77.

O'keefe, Anna, et al., *From Corpus to Classroom, Language Use and Language Teaching*, (New York: Cambridge University Press, 2007), 1.

Sudijono, Anas. *Pengantar Statistik Pendidikan,* (Jakarta: Raja Grafindo, 2014), 43.

Suharsimi, Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek,* (Jakarta: Rineka Cipta, 2013).

Wahyudi , Tubagus. The *Secret Of Public Speaking Era Konseptual* ,(Jakarta: Bee Media Publisher) 2013 p.21

Zarefsky,David on public speaking Strategic for success,(Pearson publisher) 2013 p.83

Henry Guntur Tarigan and Djago Tarigan, *Pengajaran Analisis Kesalahan Berbahasa*,(Bandung; Angkasa, 1990), P.23

Monsoer Pateda. Linguistic: sebuah pengantar(Bandung: Angkasa,1990)P.48

Suryadi and Junaida,S. pd, *complete English Grammar-Belajar Bahasa Inggris dari Awal sampai Mahir* (Yogyakarta: Pustaka Pelajar,2006) P.419

Alghuyani, Musthafa, *Pelajaran Bahasa Arab and Tarjamah Jami'ud Duruusil'Arabiyyah Jilid I* (Semarang: CV. Asy Syifa, 1991) P.21*Teaching English As A Second*

Marrianecelce and Murcia, *Teaching English As A Second of Foreign language Language Third Edition "*Buston and Heintletomson Learning.2001

APPENDICES