An Analysis of Grammatical Errors in Speech Joko Widodo, Presidential of Indonesia, at APEC CEO Summit ''YouTube Video by APEC''

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ABSTRACT

Language is a means of communication for every human being. Also, several types of languages such as regional languages, state languages and international languages is English. English in general has existed since elementary school to college. Many adults are still wrong in the use of good and correct English so that it requires more extra learning. One method of improving English through vocabulary is speaking like a speech. In the speech, in this study, researchers took sources from speech. In this study, the researcher aims to analyse grammatical errors and speech focus on grammatical errors in presenters, which have been obtained using qualitative descriptive methods. The method of presentation is using descriptive presentation in the form of words or sentences that do not have a percentage or value in the form of numbers, where the researcher analyses according to the error class category of the data. From the results of this study, the researcher found 20 data where the data consisted of errors of auxiliary verbs and tenses.

Keywords: Grammatical Error; Speech

INTRODUCTION

Writing is one of the language skills that must be cultivated when learning English. It can be a vehicle for verbally expressing one's thoughts, emotions, and opinions, with the potential for the output to have significance both for the author and for other people. Setiyorini et al., (2020) Writing is a difficult skill, though. In addition to mastering the textual elements necessary for the type of texts targeted, a good piece of writing also needs to be supported by a rich vocabulary and solid command of grammatical conventions, as readers would find it challenging to read and comprehend a piece of writing without proper sentence construction (Simbolon, 2015).

The interlingual transfer was the main reason for student's grammatical problems in the short biography pieces that (Suwastini and Yukti 2017) noted. Additionally, when writing, students frequently convert their thoughts from their home language to the target language (Isa, Risdaneva, and Alfayed, 2017). In light of these findings, Suwastini and Yukti (2017) proposed that, in order to reduce students' grammatical errors, teachers should focus more on the comparison of students' native language and target language to highlight the differences in language systems and grammatical rules between the two languages. As a result, it is crucial to recognize the many kinds of grammatical faults that students make in their writing as well as their sources in order to come up with solutions for the issue and stop the grammatical errors from getting worse while enhancing the students' writing abilities. As a result, the current study concentrated on identifying the grammatical mistakes made by pupils at a junior high school in Bali in order to determine the potential causes of those mistakes and to develop viable solutions. The Royani & Sadiah, (2019) survey approach taxonomy, which emphasizes the structural adjustments made by the learners, was used in the current study. They may have to remove elements and add others that aren't necessary in order to keep the sentence structure. They may form and organize the things incorrectly. The taxonomy of survey strategies is separated into four sections. First, an omission error occurs when a student omits a component that is required in the sentence to make a right statement. In a sentence, there are two sorts of morphemes: grammatical morphemes and content morphemes. Morphemes in grammar include prepositions, articles, to be, conjunctions, and markers. Second, addition errors occur when students include an item that should not be in a sentence. It also comes in three varieties: double marking, regularization, and simple addition. Third, mis formation mistakes are caused by implementing the erroneous form of things at the precise place where the correct form should be introduced in the phrase. The students select wrong phoneme, morpheme, structural, or vocabulary forms. Regularization, archi form, and alternating form are the three forms of mis formation. Fourth, a mis ordering mistake occurs when a morpheme is placed in the incorrect order in an utterance.

As a result, the current study's main objective was to identify the different kinds and origins of grammatical errors in the students' speech. The following is a list of the study's research questions. What are the main grammatical mistakes made by Indonesian President Joko Widodo, President of Indonesia, at the APEC CEO Summit in YouTube by APEC? What are the main causes of the grammatical mistakes made by Joko Widodo President of Indonesia, at the APEC CEO Summit in YouTube by APEC?

Based on the aforementioned issues, this study sought to identify and analyze the main categories of grammatical mistakes and the main causes of grammatical mistakes in by Joko Widodo President of Indonesia, at the APEC CEO Summit in YouTube by APEC.

LITERATURE REVIEW

Grammatical error is a term used in prescriptive grammar to identify an instance of incorrect, unusual, or contentious usage, such as a misplaced modifier or an incorrect verb tense. Surprisingly, many people perceive usage mistakes as gaffes or possible sources of humiliation rather than barriers to efficient communication.

The phrase "grammatical error" sounds and in a sense is paradoxical because a form cannot be both grammatical and incorrect at the same time. According to Chen, (2022) in "Correct English." not exactly musical discord, but the term "grammatical error" should be avoided due to the apparent contradiction of terms and should be replaced with "error in construction" "error in English," etc. Of course, it is improper to use the terms "good grammar" or "bad grammar." In Indonesian, we do not know many grammatical elements, but grammar errors are prevalent when learning English. It also becomes crucial if English learners are unable to differentiate every word or sentence heard in a movie or song. According to Setiyorini et al., (2020), there are a lot of movie titles that people watch whose language structure in some movie titles that are not in accordance with proper grammar. If the error or mistake is not corrected, it will reappear in both spoken and written English .Language can be examined further by employing linguistics, a scientific study of language that allows people to analyze language. The purpose of this research is to identify and explain the many sorts of grammatical problems in movie titles using grammar principles.

Previous Related Study

When Megantari and Budasi (2018) looked at the grammatical faults in students' narrative texts from vocational schools, they discovered that misinformation and omission were the most often made mistakes. Additionally, Budiarta, Suputra, and Widiasmara (2018) performed error analysis on narrative texts from junior high schools and discovered that misformation and omissions were the faults that appeared most frequently in the students' writing.

Suwastini and Yukti's (2017) research, Budiarta, utra, and Widiasmara's (2018) study, and Megantara and Budasi's (2018) study all pointed to native language interference as the leading source of students' grammatical errors in their writing texts. According to Budiarta, Suputra, and Widiasmara (2018), the primary reason for students' errors was the divergence between the grammatical conventions of their native language and the target language (Budiarta et al., 2018).

In order to construct a meaningful line of sentences, grammar offers precise rules for the production and interpretation of words, phrases, and sentences (Nonkukhetkhong & Udon, 2013) With proper word choice and grammar, one may effectively communicate their views. Making written content understandable through proper grammar is crucial because it is often read without the author's presence. However, grammar mistakes continue to be a significant issue in writing,

particularly for EFL students. For instance, Barham, (2020)examined the errors made by students learning English as a second language in a vocational school in Bali and found that misrepresentation and omission were the most frequent mistakes made in the students' short-biography writing.

YouTube

The data came from the Indonesian President Joko Widodo's speech at the APEC CEO SUMMIT, which was posted on YouTube by APEC. Joko Widodo delivered a speech on November 10, 2014, in Beijing, China, at the time. To be more precise, the writing was limited to the Joko Widodo speech. all eighth graders. It was selected because that class had the lowest mean score in speech writing, making it crucial to concentrate on the grammatical mistakes made by these Joko Widodo in speech. The event's topic was "Business about Investment." All of the speech texts examined in this study were genuinely spoken by Joko Widodo.

METHOD

Design and Samples

This research is qualitative descriptive in nature. These things are the four components of research methodology are listed below

Instrument and Procedure

The English grammatical mistake detection approach based on the machine translation model was built and studied in the preceding section. The method's effectiveness will be assessed in this section. It primarily consists of four components: kappa value, accuracy value, recall value, and misjudgment rate. Four sets of tests were conducted to validate the efficacy of the strategy suggested in this paper. Each item's individual experimental findings are discussed below.

Data Analysis

The following activity was data analysis, which was done in two phases once the data was gathered. The initial step was to identify the many types of grammatical errors committed by students using the surface approach taxonomy hypothesis proposed by Dulay et al. (1982: 154). They propose four main types of errors: omission, addition, mis formation, and mis ordering. Brown (2007) provided classification of the origins of grammatical errors, claiming that there are four types of grammatical errors: interlingual transfer, intralingual transfer, context of learning, communication strategy, and other. After identifying the types of mistakes and categorizing them into the groupings suggested by Dulay et al. (1982), the analysis was carried out to determine the origins of the errors.

RESULT AND DISCUSSION

Types of Grammatical Error

The purpose of this study was to discover and analyze the key types of grammatical errors made by Joko Widodo, President of Indonesia, during the APEC CEO Summit in YouTube by APEC. In addition to determining the source of the grammatical problems. The research recount texts were inspected and analyzed using the notion of surface strategy taxonomy to determine the sorts of grammatical faults.

1. Omission

Errors in omission 5 of the total mistakes occurred. The following are examples of Joko Widodo's omission mistakes. The word from does not appear to be appropriate in this situation. Consider replacing it with something else.

Data 1

*"We want to channel above your subsidy from consumption to the productive activity from consumptive productivity **to from** consumptive activity to productive activity".*

From the above data example, the word from these not seem to fit this context. Consider replacing it with a different one.

Data 2

The second sort of grammatical error was addition error, which resulted in a total error of 5. It generally happened because Joko Widodo included anything that shouldn't be in a phrase. As an example

*"We want to channel above your subsidy from consumption to the **productive activity** from consumptive productivity to from consumptive activity to productive activity"*

The noun phrase **productive activity** seems to be missing a determiner before it. Consider adding an article.

Data 3

Misformation mistake was the third sort of grammatical error committed by Joko Widodo. There were five misinformation mistakes. Joko Widodo used morphemes or structures that were not grammatically correct in these blunders. In the Joko Widodo recount materials; there were two types of misformation errors: alternating form and regularization mistake.

*"Jakarta pot pan jump report in 2009 the capacity is 3.6 million these a year and this is your opportunity 24 support and deep support the pictures show you our plan **in** 2017 is around 15 million"*

Data 4

The most recent sort of error in Joko Widodo's recount text was Analyzing Grammatical Error in an analysis of grammatical errors in Joko Widodo's presidential address in Indonesia, at Apec Ceo. The lack of a certain component that must exist in sentences indicates omission. This is common throughout the early phases of second language learning.

*"Kalimantan Island in Selassie Ellen and also in Papua Island this is your **opportunity"***

The noun phrase **opportunity** seems to be missing a determiner before it. Consider adding an article.

Data 5

*"The price of the cement when saxman in Java Island is sick US dollar for saxman but in Papua Island, **the cost** seems that there is an article usage problem here".*

Misformation mistake was the last sort of grammatical error committed by Joko Widodo. Misformation errors accounted for 5 of the total mistakes. In these blunders, Joko Widodo utilized the price to reduce the cost of transportation.

2. Addition

The existence of an 'unwanted' component in sentences indicates addition. The undesirable components do not occur in a complete sentence. This occurs when students abuse particular grammatical rules in the target language.

Data 1

*'' We have **population 240** million and the piston is like from London into **UK** to Istanbul in Turkey and imagine''.*

From the example above the word, ***population*** is incorrect article because it seems that there is an article usage problem here. So the correct is ***a population.*** Next, the word 240 is an incorrect preposition so we must change the preposition because it seems that preposition use may be incorrect here, so the correct is we must add preposition like ***of 240***. And the correct is and then the word UK is wrong, because

the article usage with the geographic name **UK** may be incorrect, and the correct is *the UK*, because we must add the article usage.

Data 2

*We have seventeen thousand **island** 17000 **island** our national budget on 2015 is 167 believed us and for fuel, **subsidy** is 27 billion US suits''.*

Based on the example above there are grammatical error, the singular noun **island** follows a number other than *one*. Consider changing the noun to the plural form, so the correct is we must add -s become word *islands*. And then, the noun phrase **subsidy** seems to be missing a determiner before it. Consider adding an article, so the correct is we must add article *the* subsidy or a subsidy can be used it.

Data 3

*'' So, we want to channel above your subsidy from consumption to the productive activity from consumptive productivity to from, consumptive activity to **productive** activity''.*

The noun phrase productive activity appears to be missing a determiner in the preceding example. Consider including an article.

Data 4

'' We want to increase the income of the fishermen some sub-zero subsidy we want to channel to micro and small enterprise in the villages''.

We may deduce from the above case that it appears that enterprise and the other words in this statement do not agree in number. So, we may add -s to the relevant tenses to form businesses.

Data 5

*'' This is your **opportunity** now we talk about mass transportation we want to pay our immense mass transportation in six big cities in Indonesia''.*

Based on the example above the noun phrase **opportunity** seems to be missing a determiner before it. Consider adding an article. So, the correct grammar is we must add the or a become the opportunity or an opportunity can be used it.

3. Misformation

The employment of incorrect forms of specific morphemes or structures indicates misformation. Here 5 data that will analyze:

Data 1

*"I'm very happy to be among with **your**"*

From above is the data misinformation produced by Joko Widodo, the correction is I'm very happy to be among with you.

Data 2

In these errors, Joko Widodo applied morphemes or structures that were not grammatically appropriate.

*"**Our** want to channel above your subsidy from consumption to the productive activity from consumptive productivity to from consumptive activity to productive activity*

The word "our" should be replaced with "we." Joko Widodo made a regularization mistake by using a regular marker for pluralization in the context of an irregular word.

Data 3

The employment of incorrect forms of specific morphemes or structures indicates misformation. Misformation errors accounted for 5 of the total mistakes. Here's an example:

"you know we national budget is limited now we talk our maritime agenda"

From the above data example the word "we" was incorrect because it was subject do not preposition.

Data 4

The incorrect usage of particular morphemes or structures indicates misformation. 5 misformation mistakes were made, accounting for 5 of the total faults. Here's an illustration:

*"I invite t**heir** and then we talk about the problem for time for time meeting"*

The word "their" was misspelled. Owner versions of the object "them" are used in sentences. Because of the circumstances. There was an object, and it should have been written "them."

Data 5

The employment of incorrect forms of specific morphemes or structures indicates misformation. Misformation errors accounted for 5 of the total mistakes. Here's an example:

> "*I would like to thank you for your listening my presentation we are waiting for you to come to a Tunisia*"

The word "listening" was incorrect and the correct forms of the verb "listen" and the phrase following the intransitive verb listening seems to be missing a preposition. Consider adding one.

4. Misordering

Misordering is the erroneous placing of words or phrases, such as inappropriate placement of adjectives, nouns, or verbs.

Data 1

> "*Many **infests** are a lot of **investor** when they come to me all most of them they always complain about land acquisition*"

The single verb infests appears to conflict with the plural subject numerous. Consider modifying the verb form for subject-verb agreement and the singular countable word investor, which is followed by the quantifier lot, which demands a plural noun. Use a plural word or a different quantifier instead.

Data 2

> "*My mayor to help **clearing** this problem I have experience with land acquisition*"

It appears that your sentence or clause uses an incorrect form of the verb clearing. Consider changing it.

Data 3

> "*One half kilometre unfinished because there **is** 143 **family** do not accept with the compensation price so last year*"

It appears that the verb is at odds with the subject. Consider altering the verb form and following a number other than one with the singular noun family. Think about altering the word to the plural form.

Data 4

> *I would like to thank you for your listening my presentation we are waiting for you to come to a Tunisia*

The phrase following the intransitive verb listening seems to be missing a preposition. Consider adding one.

CONCLUSION

It is critical for the speaker to do error analysis in order to uncover faults in the president's address. According to the findings of the study, the total number of grammatical errors committed by Indonesia's president. It may be inferred that there are four forms of grammatical errors: omission, addition, misfromation, and misordering. The writer discovered that the most common grammatical error made by the president was verb agreement, with total errors being 43 or 41 percent. As a result, we as teachers should pay more attention to student's grammar, particularly in subject and verb, so that students can minimize their errors in their writing.

According to the findings, the characteristics of grammatical faults discovered in this study were omission, misstatement, misordering, and overgeneralization. The evidence of grammatical faults that were employed by Indonesia's president indicated that he had some difficulty employing correct grammatical forms and structures. However, these inaccuracies had little impact on the communication process since the president was easily understood; only a small percentage of errors resulted in misinterpretation and unclear communication. Nonetheless, the president must pay close attention to these errors, particularly general grammatical faults such as the use of verbs, nouns, and sentence structures, which are the most common errors he makes. Furthermore, there were other language flaws such as syntactic faults, content errors, and lexical errors that teachers had to underline when speaking in order to assist him use better English.

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