An Analysis of Grammatical and Lexical Errors in Nadiem Makarim's Speech

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Abstract

The aims of the study were to (1) find out grammatical error in Speech Nadiem Makarim, Education Minister of Indonesia at Education World Forum (EWF), (2) To find out lexical error found by Speech Nadiem Makarim, Education Minister of Indonesia at Education World Forum (EWF). This method of presentation used qualitative and quantitative research. The data took from you tube channel. The data collected were analyzed each sentence. The findings of the study indicated that there was error in grammatical and lexical error in speech Nadiem Makariem. It could be seen from the data that omission have (48 % of 100%), addition have (15% of 100%), mis formation (30% of 100%) and mis ordering (7% of 100%) in grammatical and lexical error, there was interlingual (59% of 100%) and intralingua (41% of 100%). There was differences value in grammatical and lexical error in the speech. The most error in the speech in omission with 22 errors.

Keywords: *Grammatical Error, Lexical Error, Speech, Analysis;*

Introduction

Language is more than the apparently simple stream of sound that flows from the tongue of the native speaker; it is more than the native speaker thinks it is. Language is a system of arbitrary sound symbols used by members of a social group to work together, communicate, and identify themselves. Language has two positions in Indonesia, mother tongue and moment dialect. As a mother tongue, each individual brings a dialect since they were born. For case, the child who talks Javanese each day will learn another dialect when they entered school. Indonesian or English is formally utilized in instruction. One of the obstacles in the

communication process is a lack of its language skills. In the language skill there are speech that be a difficulty also.

Speech act is an expression as a useful unit in communication. In endeavoring to precise themselves, individuals don't as it were creating articulations containing syntactic structures and words, they perform activities by means of those articulations. Perform activity through those articulations as discourse act, and in English, are commonly given more particular names, such as statement of regret, complaint, compliment, welcome, and guarantee or ask.

English is one of the foremost broadly utilized as universal dialect in communicating between countries. Typically in understanding with the part of English as a worldwide dialect as expressed by Precious stone (2003, p. 3) that English plays a part as a worldwide or world dialect since English is learned and is utilized as a implies of communication in numerous nations either it is as a to begin with dialect, moment dialect, as well as a remote dialect. The capacity of English as a universal dialect is one of the necessities that must be considered for somebody who needs to discover a work and proceed his considers at domestic and overseas. These capabilities are measured and standardized universally. A few worldwide standard tests to degree English dialect capability are classified based on the destinations of the outside nation and the goals of proceeding to ponder or work overseas.

One of the classifications of discourse act is ask that concern with the act of inquiring for something or getting somebody to do something. Demands are for the most part conceived as neighborly ways of getting the recipient to do something. Analyst too consider that ask, inquire, command, welcome, arrange, instruction, and ask as having a place to the category of "requesting" which is characterized as the speaker's crave for the hearer to bring approximately the state issue communicated within the recommendation. The manifestations of a lack of language skills include: others are caused by language errors especially in grammatical and lexical error.

Although there has not been much attention to language errors, but thoughts about the connection between language errors and the process learning a language in a relatively short time has experienced a lot development. The development of thinking regarding the relationship between languages errors with the language learning process are in line with the results.

The analysis is expected to help teachers in determining the sequence teaching materials, deciding on emphasis, explanation and practice necessary, provide remedial and exercises. Four categories of grammatical errors—interlingual transfer, intralingual transfer, context of learning, communication strategy, and other—were proposed by Brown (Saputra, Tantra, and Ratminingsih 2013) as the causes of grammatical errors. The first phase was applying Dulay et al.'s surface approach taxonomy linguistic hypothesis to identify the many categories of grammatical errors made by Dulay (Na and Hipertensiva n.d.)

The primary cause of the students' grammatical errors in the brief biography pieces was the interlingual transfer (Suwastini and Yukti 2017). In grammatical error there are classification on error, firstly, an omission error happens when a student leaves out a part of the sentence that is necessary for the sentence to make sense. Grammatical and content morphemes are the two types of morphemes found in sentences. Prepositions, articles, to be, conjunctions, and markers are examples of morphemes in grammar. Second, when pupils add anything that doesn't belong in a sentence, they make addition mistakes. Additionally, it is available in three varieties: regularization, double marking, and simple addition. Thirdly, incorrect form implementation occurs precisely when the phrase's right form should be introduced, leading to mis formation errors. Suwastini and Yukti (2017) suggested that teachers should concentrate more on comparing students' native language and target language to highlight the differences in language systems and grammatical rules between the two languages in order to reduce students' grammatical errors (Suwastini and Yukti 2017). Lexical errors are errors that occur at the word selection level. This type of error can be fixed by replacing the word with a more appropriate word. When it comes to word usage, stylistic, syntactic, collocational, and semantic lexical errors are possible.

The researcher took the title because some people when listening speech, they do not understand well about the meaning about. They just care about the topic is. Especially for student, they just care about the topic. They not care about the error of grammar. Based on the explanation above the researcher would like to research under the title of "An Analysis of grammatical and lexical error in Speech Nadiem Makarim, Education Minister of Indonesia at Education World Forum (EWF).

Method

Research Design is a plan for the collection, measurement and analysis data, based on research question from the study" (Christine Purba 2023). The researcher method used in this study is mixed research. Researchers obtained speech data from an automatic machine that had been prepared by YouTube in the form of subtitle text. In this section, we evaluate the effectiveness of this method. It basically consists of four components: kappa value, precision value, recall rate, and false positive rate. A series of four tests were conducted to verify the effectiveness of the strategy proposed in this paper. Individual experimental results for each. After the data was collected, the next task was data analysis, which was completed in two stages. The first phase was applying Dulay et al.'s surface approach taxonomy linguistic hypothesis to identify the many categories of grammatical errors made by (Wildan 2021). The researcher got the data from YouTube. The data came from the Education Minister of Indonesia's speech at at Education World Forum (EWF), which was posted on YouTube by KEMENDIKBUD RI. Nadiem Makarim delivered a speech on Mei 7-10, 2023, in Queen Elizabeth II Center, London, Inggris, at the time.

Findings and Discussion

The research findings of grammatical error as found can be seen from the types of errors: Omission, addition, mis formation and mis ordering. Lexical errors interlingual and intra lingual. From the analysis of the data, the percentages can be seen the table below:

Table 1. Research Findings (Grammatical Errors)

No	Grammatical Error	Total of Error	Percentage %
1	Omission	22	48%
2	Addition	7	15%
3	Mis formation	14	30%
4	Mis ordering	3	7%
Total		46	100%

Omission occurs when an element of a sentence that should be presented is omitted, or when an element that should appear in a well-formed utterance is missing. The percentage shows that omission error is highest (22 or 48 % of 46 error). Addition is elements that must not look like well-formed utterances. Addition error (7 or 15 % of 46 error). elements that must not look like well-formed utterances. Mis formation error (14 or 30 % of 46 error). Mis ordering is incorrect placement of morphemes or morpheme groups within an utterance.

Mis ordering error (3 or 7% of 46 error). It's because the speaker still wrong in using grammatical correct. Some sentences still add and mis (s) in the end of the word. Even though the audience understood the sentences that speaker said. Connection of the speaker and audience still alive an enthusiasm.

Table 2. Research Findings (Lexical Errors)

No	Lexical Error	Total of Error	Percentage %
1	Interlingual	13	59%
2	Intralingual	9	41%
Total		22	100%

The percentage shows that interlingual error is highest (13 or 59 % of 22 error) than interlingual (9 or 41 % of 22 error) Interlingual is influenced by the source language or mother tongue. Interlingual are influenced by the source language, while intralingual are influenced by the target language. It is because word choices in sharing the information still have a correction like using people in the data 3. Using person in more close connection compared with people. Research result of grammatical and lexical errors showed in the mapping below:
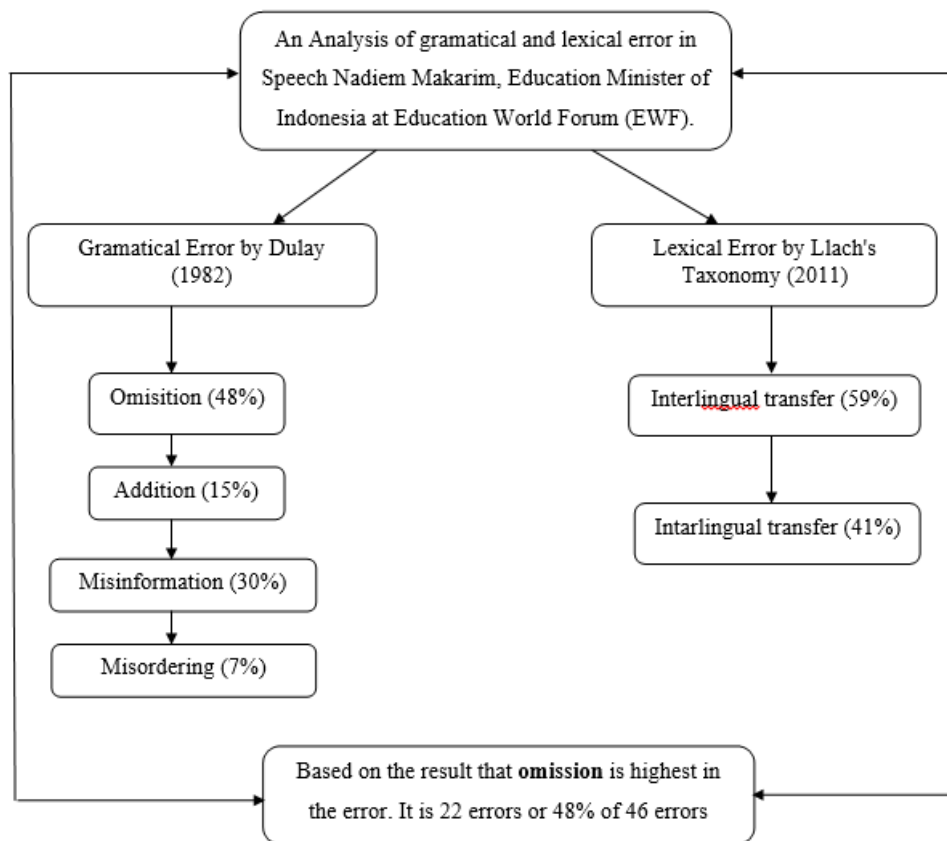

Figure 1. Research Findings

Discussions

This research tried to describe grammatical and lexical error analysis according to Dulay and Leach. There are two aspects explained in this research. The grammatical errors found by researchers in this study were omission, addition, mis formation and mis ordering. in omissions, researchers found 22 (48 %) incorrect words in the language. For example, in data 5, the word statistics is explained, which should be statistics without using s at the end of the word. The statistics meant in that sentence are explaining single words. In a journal of Nanik Retnowati which the title is Lexical and Grammatical Error on Student's Translation from Indonesian Text to English Text (Viera Valencia and Garcia Giraldo 2019). His study showed that understudies made a few lexical mistakes such as miss spelling and unseemly word choice. It is same case with this study. The differences is about percentage. Nadiem makariem is used to an English based environment, so there are not many mistakes found in his speech.

In addition, researchers also found 7 errors (15%) in the data. These errors include the addition of s or ed in one sentence, for example data 10. amount risk must be added of in the middle because amount indicates the risk in the sentence. The researcher found 14 errors or 30% of the 100% percentage of grammatical errors. explained in data 6, the use of was in this sentence is not necessary, because there are already 2 to be used. Data 8 also explains the error mis modeling error, namely the use of supposed should be arranged into suppose

In lexical errors, researchers found several errors in interlingual and intralingual errors. In interlingual, researchers found 13 errors or 59% errors. example in data 6 where the use of did was should be did only. Did already explain about the past. In intern-lingual, researchers found 9 errors or 41% errors. example in data 2 where the use of essentially should be primarily. because it primarily explains the speaker's intentions regarding his presentation. In a journal of Magdalyne Oguti Akiding which the title is Analysis of Grammatical and Lexical Errors in Writing Made by English-Speaking Learners of FL Swahili (Analysis of Grammatical and Lexical Errors in Writing made by English-Speaking Learners of L2 Swahili. Magdalyne Oguti Akiding Michigan State University n.d.) In his study, lexical mistakes included overgeneralized borrowing of English lexicon into Swahili and abuse of near-synonyms whereby learners regularly utilized off-base word which had a closer meaning and/or looked orthographically comparable to the target word. It is same case in his study. Nadiem Makariem still used general language in a formal business environment, so it is less worthy of observation. Even

though they have a same intent and meaning.

By looking at the study, researcherr will be able to use the problem to improve his English ability by when speaking to help for speaking English more effectively.

Conclusion

Based on the result and discussion described in the previous chapter, it can be concluded that; 1. The grammatical error found in the Speech of Nadiem Makarim, Education Minister of Indonesia at the Education World Forum (EWF) is 22 omission (47%),7 additional (15%), 14 misinformation (30%), and 4 mis ordering (9%) in the text; 2. The lexical error found in the Speech of Nadiem Makarim, Education Minister of Indonesia at the Education World Forum (EWF) is 13 interlanguage (59%) and 9 interlanguage (41%) in the text.

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