
An analysis of grammatical errors in Sri Mulyani's speech at the Singapore Summit interview

Rohit La Ami¹, Dinar Rosiana Mareta², Nurma Dhona Handayani³

Putera Batam University; Jalan R. Soeprapto Muka Kuning, 0857-7571-0743
e-mail: ¹lmirt60@gmail.com, ²dinarrosiana29@gmail.com, ³nurma@puterabatam.ac.id

ABSTRACT

Keywords:

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The purpose of this research is to analyze the grammatical errors found in Sri Mulyani's speech as Indonesia's Minister at the Singapore Summit (2018). The data was taken from the interview on the YouTube channel Singapore Summit, a video that was 37 minutes long. The limitations of this problem were the grammar errors and types of tenses. This study used a descriptive qualitative method. The data collection method used was observation. Data was collected by watching and hearing, and then the transcript was written. Data analyzed with grammatically incorrect words or sentences is then collected and classified based on the type of error. After all the data has been classified, the results of the study were displayed descriptively. The result found 35 data related to grammatical errors. There were three types of errors found in the use of the verb be; adding a suffix of s/es; and the past form of the verb. In the whole data source, in the use of the verb be, it was found to have 10 data. Then, it was found 20 data of adding a suffix of s/es, and an error in using tense consisted of 5 data.

1. INTRODUCTION

English is used everywhere. Everyone who wants to talk to other people in another country then uses English. Therefore, many people in the world learn English. But sadly, from many people who study English, only a few percent of learners can speak English in conversation or speech. There are many reasons why this happens, from English which has difficult grammar to the wrong way of teaching, all this makes thousands or even millions of people who have studied English failed. In making the communication understandable, things like grammar, choices of the word, and the cohesion of the sentence must be taught carefully (Rohmana & S, 2019) Yet, mispronunciation is an unavoidable problem in learning English. This is because there are some letter sounds that are difficult or different from their mother tongue (Ruivivar & Collins, 2018). Then, arguably the main obstacle that people face in learning and speaking English is grammar error. Grammatical differences between countries are very confusing thing. This phenomenon can be found between Indonesian and English. In Indonesian, adjectives come after nouns, while in English, adjectives come before nouns. Furthermore, in English there is the use of verb be in nominal sentences, while in Indonesian there is no use of verb be. According to Setiyorini et al. (2020), many people also have difficulty with the s/es affix in plural nouns and third-person singular verbs. Grammar errors in English are actually not experienced only by non-native speakers but also by native speakers. Grammar errors can be found in many places or media, for example on social media. In a video on YouTube uploaded on June 4, 2014, with the

title Keynote: Sandiaga Uno, Sandiaga Uno gives a speech in English at an event in Singapore. "I found something on my table which is basically a letter." This sentence was conveyed during a minute of 00:01:56–00:02:05. It was when Uno told the story of his life in Singapore that in describing the past, there are many tenses that can be used based on context. In this case, the type of tense used is simple past tense. Uno's mistake lies in using the verb be "is." In the simple past tense, the verb be used for a single subject is "was" (Azar & Hagen, 2006). Thus, the correct sentence is, "I found something on my table which was basically a letter."

This research is interesting to be discussed because this problem is faced by many people who learn English. Many people are constantly trying to find ways to fix and avoid this problem, then the results of the research are very interesting to study. Research on the similar topic has been carried out by several previous researchers. The first research is conducted by Saifudin (2019). This research is done to examine grammatical errors in the news with the high school student. Second research is written by Damaiyanti (2021). The purpose of this study is to identify the various grammatical mistakes that students make when speaking English. In their speaking, the study discovered five different types of grammatical errors, including omission, over-regulation, misformation, misordering, and addition. Moreover, similarities between the previous studies and this research are based on analyzing the grammar errors. Then the difference is the data source and the kind of grammar error that is going to be analyzed. The purpose of this study is to analyze the grammatical errors found in Sri Mulyani's speech as Indonesia's Minister at the Singapore Summit (2018). The interview is taken from the video by the Youtube channel Singapore Summit. The limitations of this problem are the grammar errors and types of the tenses.

1.1. Literature review

1.1.1 Definition of error

Error is a common thing in the process of learning a language. They are considered as the inability of students to understand or apply the knowledge that has been learned. Errors are not always bad, errors can mean the ability of the learner is growing (Almuhimedi & Alshumaimeri, 2015). Grammatical error is something that must happen in the learning process because it is human nature in learning a new language. This is not always a bad thing; it can also mean evidence of the development of the language learner. But on the other hand, this also means the weakness of language learners in applying the lessons learned, sometimes influenced by the mother tongue of the learner. According to Liasari et al. (2017), people occasionally produce incorrect utterances and grammar mistakes.

1.1.2 Using verb be

Verb be is word used in English in nominal sentences. There are 5 verbs be used in simple sentences for all subjects or personal pronouns. The verb be used in the simple present tense is different from the verb be in the simple past tense. In the simple present tense, there are three verbs be, namely am, is, are. While in the simple past tense there are only two verbs be, namely were and was. The verb be comes after the subject except in interrogative sentences. As mentioned by Azar and Hagen (2006), in interrogative sentences, the verb be is placed at the beginning of the sentence and then followed by a subject.

1.1.3 Adding the suffix s/es

There are many types of adding suffixes in English. Adding final e/es is one of them. The addition of the suffix 's/es' in English occurs in two types of words, namely plural nouns and third-person singular verbs. Adding words to plural nouns follows the pattern that occurs in third-person singular verbs. In general, words in English plural nouns and third-person singular verbs only add the suffix s, except for some words. They are words ending in o, x, ss, ch, sh, and y. In words that end in y, there are two ways to add the ending s/es. Greenbaum (1996) stated that suffix of 's' is added when y comes after the vowel (e.g. buys) while 'es' is added when the consonant comes before y and is replaced by the letter i (e.g. flies).

1.1.4 Use of tense

Each language has its own ability to portray time. Many languages include a number of idioms that are used to indicate if something has occurred or will occur. Kroeger (2005) stated that the word tense is exclusively used for time relations that are grammatically characterized by purely grammar rules such as affixes, auxiliary, or particles. The grammatical statement of the time of the situation indicated in the proposition in relation to another time is referred to as the tense Bybee as cited in Kroeger (2005). Verbs change form to indicate tense, or the time that an action or state of being takes place. According to McCaskill (1990), the tenses in English are as follows: present, past, and future. Each of the six tenses has a progressive form that denotes ongoing action and has perfect form. Setyowati et al. (2020) said that English and Indonesian grammar are very dissimilar in terms of tenses. As a result, when using English, Indonesian learners continue to use Indonesian patterns and rules in tenses. The target language's usage may be incorrect as a result of this difference.

2. METHOD

This study used a descriptive qualitative method. Qualitative methods were used in research that examined speech or notes (Creswell, 2013). The data from this study was taken from the interview with the minister, Sri Mulyani, on the Singapore Summit YouTube channel in 2018 with a video duration of about 37 minutes. Data was collected by watching and hearing, and then the transcript was written. According to Creswell and Creswell (2018), in the analysis, data would be grouped into categories and chronologically throughout data processing, examined repeatedly, and continuously coded. The data was grouped according to the error category, such as an error in the use of the verb be, an error in adding or removing the s/es suffix, and an error in using the correct tenses, and also based on the chronological order in which sentences or words from the data source were spoken. Data analyzed with grammatically incorrect words or sentences was then collected and classified based on the type of error. After all the data has been classified, the results of the study are displayed descriptively. This means the research result is presented in the form of words and sentences.

3. RESULTS AND DISCUSSION

This research was conducted by watching and listening to a video interview with the Minister of Finance of Indonesia, namely Sri Mulyani. This video was uploaded to Youtube on October 30,

2017. The purpose of this research is to find out the grammatical errors made by the Indonesian finance minister. The results of these findings are based on data that has been collected and categorized according to the purpose of this study. In finding the data, the researcher focused on using the correct verb be, adding the s/es ending, and also using the correct past tense in every utterance or sentence. There are 35 data that can be seen below:

3.1 Using verb be

Verb be or also called auxiliary verb are words used in nominal sentences. In general, these words come after the subject and before the complementary words. There are several verbs be in a sentence. Verb be is the most irregular verb in English (Altenberg & Vago, 2010). This study focuses on the verb am, is, are, was, and were. Because the verb be is very irregular, this makes non-native speakers often make mistakes in conversation. As happened in an interview with an Indonesian minister, the minister made this mistake several times. The data is shown below:

1. "I actually going back and forth from past and future..."
2. "Indonesia also adopting fiscal and monetary policy"
3. "... People really watching almost every day"
4. "And I think the last one be confident..."
5. "...in the right measure gives you..."

In the first data, the speaker conveyed the sentence in a progressive form. In this sentence, the minister does not use "am" in the sentence. There is also the use of adverb. Even if there is an adverb, it does not change the position of "am" in the sentence. Basically, the error that occurs in the sentences above is that the speaker removes the verb be in the sentences. Although it is a grammatical error, it is often done by people and the minister in the interview does it many times. The following are the sentences change according to grammar.

1. "I **am** actually going back and forth from past and future..."
2. "Indonesia **is** also adopting fiscal and monetary policy"
3. "...People **are** really watching almost everyday"
4. "And I think the last one **is** to be confident..."
5. "...in the right measure **is** give you..."

The utterances above also show that the verb be is not only used in the progressive form. "Is/am/are" is also not only used to form simple present sentences. However, the verb be is also used to form sentences in the past tense. Another use of the verb be is to support or complement the verb. Below is other data that has been collected:

6. "And I think the last **one be** confident..."
7. "...in the right **measure gives** you..."
8. "And those sentence **delete it** by the founding father..."
9. "That is something **which just** not really nice..."
10. "So the eyes **is** only for this Jakarta election..."

In the utterances above, the speaker omitted the verb be or used the verb be incorrectly. As in data 6, 7, and 9, there should be an auxiliary word "is" there to complete the sentence. In the 8th data, the verb be "were" is used because the sentence shows the past tense, where "the sentence has been deleted by the founding father." In the tenth data, the verb be "is" should be replaced with the verb be "are" because the sentence shows a plural word. The errors above show that the speaker is not using the verb be. There are still inappropriate placements for them.

3.2 Adding the suffix of s/es

The addition of the s/es suffix to a sentence or statement in writing or speech is referred to as the use of pluralization. Pluralization is the technique of pluralizing nouns by adding morphemes s/es. This relates to the simple present tense rule which is very important in learning English and is used when using the third singular person in a sentence or speech. If you use a third singular person such as she, he, it and one person's name, then you need to add s/es. The addition of s/es is also necessary if the words used end in ss, sh, ch, o, x, zz. For example, the word study becomes studies. In Sri Mulyani's conversation as data from this research, it was found 20 data where Sri Mulyani always added s/es to words or sentences that were not appropriate. Sometimes he removes the s/es ending in sentences that should add s/es, or vice versa he adds s/es to sentences that shouldn't use s/es. Below are some sentences or words that show when Mulyani gave her speech she often made a mistake in adding s/es:

11. "So, the issue itself will not change because if you visit many **country** in the world..."
12. "...that's why he **know** exactly..."
13. "one of the **indicator** is delivery time"
14. "Maybe, for Singapore is something which just obvious, for us that really **require** a lot of discipline in creating the SOP..."
15. "...and even disciplining all the **party** which is related to the port management."

The sentences above are the wrong sentences because there is no addition of s/es where the sentence above shows the present tense sentence which shows the current situation and it requires the addition of s/es. In the twelfth data, there is the use of the third singular person "he" so it is necessary to add s/es. For the addition of s/es, there is also a condition to be able to distinguish when to add s/es. The es suffix is added when the end of the word is a consonant y, as in the examples of the words "country" and "party". While the suffix is added when the end of the word is a vowel and a consonant other than y, as in the example of the words "know", "indicator", and "require". Therefore, the correct sentence can be seen below:

11. "So, the issue itself will not change because if you visit many **countries** in the world..."
12. "...that's why he **knows** exactly..."
13. "one of the **indicators** is delivery time"
14. "Maybe, for Singapore is something which just obvious, for us that really **requires** a lot of discipline in creating the SOP..."
15. "...and even disciplining all the **parties** which is related to the port management."

Sri Mulyani's lack of the s/es suffix led to an oversimplification. Without being aware that there are some irregular ways to add s/es, she simply omitted the -s/-es. She is still unsure of whether to use a personal or other type of pronoun when replacing nouns in sentences. The use of s/es is not only used for verbs; it is also used when the sentence indicates a noun. The rules for adding the "s" and "es" suffixes are generally used in the simple present tense. The use of the suffixes "s" and "es" in both verbs and nouns indicates that the word has turned into a plural. The other data that was obtained from Sri Mulyani's video interview is below:

16. "...their **issue** will also the same...."
17. "Is just amazing that you are not receiving a salary which **make** can't live a normal life, but your all live normal life."
18. "So, there must be something distortion in **term** of the source, right?."
19. "There are so many **structure** as well as performance criteria."

20. "One of my staff in the tax office actually **serve** one of the tax payers very rudely."
21. "... all the **channel** in which people can always complain to us."
22. "... more than 33 provincial **area** to cover."
23. "That's really **create** quite a shock..."
24. "Because people for **policymaker** like me."
25. "... to convince the **politician**."
26. "...all the evidence that those **kind of path** or prosperity..."
27. "...enjoy the **benefit** of this globalization..."
28. "...always taken for granted that the **loser** will take care of themselves..."
29. "They see how the first bank **operate** and how people really can enjoy..."
30. "We are opening all those **sector** which were previously closed..."

The sentences or utterances above show that the speaker makes a lot of mistakes when saying something. This can happen because the speaker is not very aware of the use of s/es in every plural verb or noun. This happens because the speaker also does not pay attention to grammar well when she speaks. Moreover, English is not her first language. Thus, small mistakes like this can happen in everyone life.

3.3 Use of tense

In this case, the minister was found wrong in using the tense that should be spoken, the tense that is often mispronounced is the past tense. Past tense is a sentence that is used to express events in the past. The verb used is generally added -ed from the basic form of the verb (Murphy et al. 2017). These verbs are called regular verbs. There are also verbs whose changes from the basic form are irregular, they are called irregular verbs. In this case, the minister several times said the verbs that should be in the past form instead she used the basic form of the verb. The five items where data was discovered are as follows:

31. "Mr. Ho **mention** about go back to the future"
32. "As I said earlier president Jokowi **have** an experience as a leader of the city"
33. "This is something I **written** about when I went to Indonesia."
34. "And those sentence **delete it** by the founding father..."
35. "I was in the OICD headquarter last July when we **discuss** this."

The right sentences as can seen in the below:

31. "Mr. Ho **mentioned** about go back to the future"
32. "As I said earlier president Jokowi **had** an experience as a leader of the city"
33. "This is something I **wrote** about when I went to Indonesia."
34. "And those sentences **were deleted** by the founding fathers..."
35. "I was in the OICD headquarters last July when we **discussed** this."

In the sentences above, the minister made a mistake by still using the basic form of the verb, which should have been changed to the past form. In the 31st data, the verb spoken by the speaker does not have an ed sound. "Mention" is a regular verb, then ed is added to the past form. While in the 32nd data, the error lies in the use of the verb "have". The speaker still uses the basic form when talking about something that happened in the past. The past form of "have" is "had." In the 33rd data, it should use the second verb "wrote" to show the simple past instead of using "written" which is the third verb. For the 34th data, because it is simple past, the word that must be used is "were deleted." For the 35th data, the word "discussed" should be used. There is an ed behind it to indicate that the sentence is past tense. From the five data above, it

shows that the speaker has difficulty using tenses. Most of the tenses used when speaking is misplaced in the sentence.

4. CONCLUSION

Grammatical errors are very common in the learning process. This is not something that is experienced only by non-native speakers, even native speakers. In this study, an Indonesian minister made several mistakes in an interview on the Singapore Summit channel YouTube with a video duration of about 37 minutes. From the 35 data collected, three types of errors were found: the use of the verb be, the adding suffix of s/es, and the past form of the verb. From the whole data set, using the verb be, there were 10 data. The error that appears the most is in adding the suffix of s/es; there were 20 data. The error in using tense was found in 5 data. Then, the other researchers can analyze a study with the same data as this study but with a different approach or theory. There is actually a lot that can be analyzed. It can be in terms of sentence structure or syntax or morphology.

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