

CHAPTER IV

FINDING and DISCUSSION

A. Finding

In this chapter, the writer tries to present the result of the analysis of grammatical errors on speaking competence of 2010 ELT Department Students of IAIN Walisongo. The correspondents of the study taken were five students. They were taken randomly by shaking the attendant list. The writer shows and demonstrates the data of findings in the following sub-chapter and immediately discuss in each sub-chapter classified based on the research questions.

1. Finding data

a. Azis

Ok, actually I don't know.

When I was child, I always *((pause))* playing, I was always play with my friend, foot ball, fishing *((nod))*, anything.

But sometime, I go to field but that's not often

And *((pause))* what I was most like.....*((smile)) ((nod))*

But like the most is playing foot ball.

But now I dislike *((nod))* playing football,

I don't know why..may be because I ever got like accident.*((smile))*

That's make my *((pause))* my hand brake and it was very hard. *((smile))*

And *((pause))* what else? *((pause))*

My childhood is just so so (***) Nothing special..

More *((pause))*? There is nothing special in my childhood

Ok enough ach

b. Nila

Ok my name is nila fauziah,,,, (***)

I want to tell you about my hobby.

My hobby is update status in facebook. ((smile))

I think with updating status in facebook I can express my idea, my poem, on the status. (***)

But, seldom, I write my poem on my facebook or my diary

Because I think my poem my expressing idea.

(***) And ((pause)) I always updating status ((pause)) if I get a problem or get sadness or something ((pause))

And ((pause)) with my facebook I can know other person in Indonesia or other country

But, seldom, I ((pause)) I know the foreign person (***) but it is not impolite because they also talk ((pause)) talk ((pause)) talk about from something but I don't like

But I like updating status in facebook

But, seldom, I like ((pause)) like expressing my poem on the status

Just like that ((smile)) ...thanks

c. Jannah

Oke my name is jannah

I want to tell about artist Indonesia, Agnes Monica. ((smile))

Agnes Monica is talented girl.

He has ((pause)) he has beautiful voice and beautiful face.

I think Indonesia I think Agnes Monica bring the Indonesia good.

So, I think Indonesia ((pause)) can be ((pause)) can be make other artist to be like Agnes Monica. Just like that.

((smile)) Ok I want to tell about my mother

My mother is ((pause)) excellent woman to me because mother ((pause)) was born me, and then my mother ((pause)) care me.

When I sad, I can tell about my problem to my mother.

Although ((pause)) my mother long distance with me, but ((pause)) but my heart always near with my mother. ((smile))

I always miss with her because long time I not see.

And ((pause)) I want to ((pause)) I want to ((pause)) I want to invite my mother to join with me in Semarang. (***)

Thanks

d. Desi

I just ((*pause*))

Actually, I have no ((*pause*)) I have no story for you to tell story with you.

But I just want to tell my experience when I get the holiday last semester ((*point*)) last semester ago.

Yeah...of course every student in IAIN and every university, of course, get the holiday after get the final test.

And I want to tell you my experience ((*smile*)) my experience when holiday.

Especially for my class ((*pause*)) my place we decided to go to ((*smile*)) to tourism place together.

And some of my friends went to beach especially to Bandengan beach.

(***) At least six (***) eleven students went there.

Yeah... I also join them but (***) but (***) but not all of my friends can join there because (***) the transportation (***) by motor cycle.

So, we just (***) we just (***) went to Bandengan beach just at least eleven ((*pause*)) eleven ((*pause*)) eleven ((*pause*)) eleven people.

My experience (***) When (***) when we were there, there are a lot activitie there (***) such as swim, and then (()), take the sand, water, and then coral rive, and then we take a picture and then (***) eat together ate together ((*smile*)) ate together.

Of course that's important for us, consumption is the most important.

If we holiday, yeah... we swim there.

There are a lot of visitors there because (***) that's (***) at (***) on Sunday so there are a lot of visitors there

e. Heny

Assalamualaikum.. my name is Heni Sholihah.

And just I want to ((pause)) give you about my own question that is very important question that we have to consider and we have to applied in your ((pause)) the real life.

The first question is; have you ever seen someone throw rubbish in the river, in everywhere and it's very disturbing you?

Ok, alright and now ((pause)) we want to ((pause)) I want you to know about our environment.

May be, most of us has known about a global warming.

That's our nature, our earth become damage and it can burden our life.

Unfortunately, most of us doesn't care.... Don't care about our situation right now.

Many people throw rubbish everywhere.

They give some pollution for our environment.

They produce smoke and they also didn't ((pause)) don't care about our garbage, rubbish and this is very irony right?

Because we know ((pause)) we have known about global warming but we do now.

So, the next question is about what will we do or what have we done to solve this problem?

You know that to solve this problem we need action not only talking about that.

But we need real action in our real life and ((pause)) we will do it collectively it can give the better to our environment.

The first is about minimizing the pollution.

We can reduce the use of electricity and we can also reuse the plastic bag that we get and it can decrease the number of garbage. And also ((pause)) we can do planting and we can give reboitation for our forest because there are still a lot of deforestation in our country. Just for,

If one persons plants one vegetable, one plant, also it can decrease the number of air pollution in our air area.¹

f. Eras

I have ((pause)) unforgettable experience and it happened when I was in elementary school. ((smile))

At the school holiday, ((pause)) my friends and I want to visit to uncle's house in Dukuh Salam, Slawi. Because the distance is not so far, we went there on foot. ((smile)) We spent our school holiday here, by playing in Gung River and so on.

After we arrived at Dukuh Salam, ((pause)) my friend don't know the location of his uncle's house, so we decided to return to our house.

We take a rest for a moment, we went home. On the way, ((pause)) we saw a dog. I was afraid if the dog chase us. Suddenly, the dog chase us, because there were two students of junior high school disturbed it. We run quickly. ((smile))

Aw....!!! Cried one of my friends. Unfortunately, the dog clawed him. Suddenly, at the same time the owner call it. So ((pause)) he only got a little injured on his foot. ((smile)) I'm sorry to hear that. Moreover, having arrived at home, my friend's mother hit the wound. Ohh...., I'm sure it was sick.

Until now, I still remember it, because this experience is my funniest ((smile)) and most dangerous story.

g. Muna

Last holiday, I went to Bali. ((smile)) ((pause)) Bali has many beautiful tourism object. One of them is Kuta Beach. ((pause)) In Kuta Beach, I see the large of

¹ Wray, Allison, Kate Trott and Aileen Bloomer. *Project in Linguistic, Practical Guide to Researching Language*, (Arnold: 2003, 201-206)

white sand, the blue sea, sunset and also foreign tourist ((smile)) from the various of countries. ((pause))

I did many activities in Kuta Beach. I played the white sand with my friends. ((smile)) Made the toys from sand like castle, mountain, house and so on. Beside that, ((pause)) we also played water in seashore chased with my friends. Then we introduce with foreign tourist from France and Korea. ((smile)) They are very kind with us. Then, we take the photos with them. ((smile))

Before we leaved Kuta Beach, we ((pause)) saw the scenery of sunset. ((smile)) It looks beautiful. After spent time in Kuta Beach, we unforgot to buy somethings for my family at home. We visited Joger shop, ((smile)) a shopping center that ((pause)) popular in Bali. Today, we were so tired. We must came back to Demak tomorrow.

It's my holiday that interesting. We was enjoyed. ((smile))

h. Vina

((smile)) On July 2003, ((pause)) my school held a vacation to Dunia Fantasi. There are many attracting games ((smile)) ((pause)) such as bumper car, jet coaster, glass house, etc. before we entered it; ((pause)) we were given ticket by the committee. ((smile))

Firstly, we enter glass house. ((pause)) My friends and I ((pause)) tried to reach the out way. We were ((smile)) confuse ((pause)) because the wall were glass wall and the house were dark. When I went out from it, I meet a young foreign tourist. ((smile)) She is very young but taller than me. ((smile)) ((pause))

Secondly, we go to ((pause)) bumper car zone. We ought to stand in a queue. It was my first time riding the car. I was entrapped in the corner.

Next, I learn and tried until I can. ((pause)) Immediately, ((pause)) after it clashed my friend's car. ((smile)) I clashed from many way. Unfortunately, I lost my money there ((pause)) and I can not find it. Later, we went to the other attracting games.

Lastly, we ((pause)) go to Dunia Fantasi canteen and bought some souvenirs.
 ((smile)) However, I enjoyed it.

2. The finding of research question *what types of grammatical errors are found at ELT student's speaking?* –is presented in the following data

a. Azis

No.	Error types	Speaker's errors
1.	<i>be</i> missing	<ul style="list-style-type: none"> I always <i>playing</i>.
2.	replacement of <i>-ing</i> by the simple verb form	<ul style="list-style-type: none"> I was always <i>play</i> with my friend.
3.	substitution of simple non past	<ul style="list-style-type: none"> I <i>go</i> to field but that's not often But I like the most <i>is</i> playing foot ball. My childhood <i>is</i> just so so There <i>is</i> nothing special in my childhood My hand <i>break</i>.....
4.	misunderstanding of tense with modal	<ul style="list-style-type: none"> what I <i>was most</i> like
5.	Wrong attachment of <i>-s</i>	<ul style="list-style-type: none"> <i>that's</i> make...

b. Nila

No.	Error types	Speaker's errors
1.	(<i>be</i> missing)	<ul style="list-style-type: none"> Because I think my poem (<i>is</i>) my expressing idea
2.	simple verb used instead of <i>-ing</i>	<ul style="list-style-type: none"> My hobby <i>is update</i> status in facebook
3.	misuse of preposition	<ul style="list-style-type: none"> I think <i>with</i> updating status
4.	misplacement of <i>seldom</i>	<ul style="list-style-type: none"> But, <i>seldom</i>, I write my poem But, <i>seldom</i>, I know the foreign person....

		<ul style="list-style-type: none"> • But, <i>seldom</i>, I like expressing my poem....
5.	Misformation of simple and progressive aspect	<ul style="list-style-type: none"> • I always <i>updating</i> status
6.	multiple negation	<ul style="list-style-type: none"> • but it is not impolite

c. Jannah

No.	Error types	Speaker's errors
1.	omission of object pronoun	<ul style="list-style-type: none"> • I want to tell about artist Indonesia, Agnes Monica. • Ok I want to tell about my mother.
2.	omission of the article	<ul style="list-style-type: none"> • Agnes Monica is talented girl. • My mother is excellent woman.
3.	use of wrong subject pronoun	<ul style="list-style-type: none"> • <i>He</i> has beautiful voice.
4.	Failure to attach <i>-s</i>	<ul style="list-style-type: none"> • Agnes Monica <i>bring</i> the Indonesia good.
5.	use of wrong be	<ul style="list-style-type: none"> • So, I think Indonesia can <i>be</i> make other artist to be like Agnes Monica.
6.	Use of wrong <i>be</i>	<ul style="list-style-type: none"> • ...because mother <i>was born</i> me.
7.	omission of <i>-s</i>	<ul style="list-style-type: none"> • and then my mother care me.
8.	<i>be</i> missing	<ul style="list-style-type: none"> • When I sad... • my mother long distance • my heart always near with my mother.
9.	superfluous <i>about</i>	<ul style="list-style-type: none"> • I can tell <i>about</i> my problem to my mother.
10.	superfluous <i>with</i>	<ul style="list-style-type: none"> • I always miss <i>with</i> her • I want to invite my mother to join <i>with</i>

		me in Semarang.
11.	underuse in negatives	<ul style="list-style-type: none"> because long time <i>I not see</i>.

d. Desi

No.	Error types	Speaker's errors
1.	omission of the article	<ul style="list-style-type: none"> some of my friends went to <i>beach</i>
2.	omission of <i>-ed</i>	<ul style="list-style-type: none"> ... I also <i>join</i> If <u>we holiday</u>
3.	be missing	<ul style="list-style-type: none"> <i>the transportation by motor cycle</i>
4.	disagreement of subject and tense	<ul style="list-style-type: none"> when we were there, <i>there are</i>
5.	simple verb used instead of <i>-ing</i>	<ul style="list-style-type: none"> such as <u>swim</u>, <u>take</u> the sand
6.	misformation of simple present and simple past aspect	<ul style="list-style-type: none"> I just want to tell my experience when <i>I get</i> the holiday last semester and then we <u>take</u> a picture
7.	simple verb used instead of <i>-ing</i>	<ul style="list-style-type: none"> get the holiday <i>after get</i> the final test
8.	misuse of preposition	<ul style="list-style-type: none"> my experience <u>when holiday</u>.
9.		<ul style="list-style-type: none">

e. Heny

No.	Error types	Speaker's errors
1.	adding <i>-ed</i> in infinitive form	<ul style="list-style-type: none"> we have <i>to applied</i> in your the real life
2.	misuse of preposition	<ul style="list-style-type: none"><i>in</i> everywhere.
3.	substitution of singular to plural	<ul style="list-style-type: none"> May be, most of us <i>has known</i>

4.	<i>a</i> used for <i>the</i>	<ul style="list-style-type: none"> •<i>a global warming</i>...
5.	omission of <i>-s</i>	<ul style="list-style-type: none"> • That's our nature, our earth <i>become damage</i> • Our earth <i>become damage</i>
6.	wrong attachment of <i>-s</i>	<ul style="list-style-type: none"> • If <i>one persons</i> plants one vegetable

f. Eras

No.	Error types	Speaker's errors
1.	misformation of simple present and simple past aspect	<ul style="list-style-type: none"> • At the school holiday, my friends and I want to visit to uncle's house • my friend don't know the location • We take a rest for a moment • We run quickly
2.	omission of the article	<ul style="list-style-type: none"> • I have unforgettable experience
3.	Use of wrong <i>be</i>	<ul style="list-style-type: none"> • Because the distance is not so far,....
4.	omission of <i>-s</i>	<ul style="list-style-type: none"> • I was afraid if the dog chase us

g. Muna

No.	Error types	Speaker's errors
1.	omission of <i>-s</i>	<ul style="list-style-type: none"> • Bali has many beautiful tourism <i>object</i>. • Beside that,
2.	misformation of simple present and simple past aspect	<ul style="list-style-type: none"> • I see the large of white sand • Then we introduce with foreign • we take the photos with them
3.	Use of wrong <i>be</i>	<ul style="list-style-type: none"> • They are very kind with us • We <i>was</i> enjoyed
4.	Wrong of use verb	<ul style="list-style-type: none"> • we <i>unforgot</i> to buy somethings
5.	wrong attachment of <i>-s</i>	<ul style="list-style-type: none"> • we unforgot to buy <i>somethings</i>
6.	Wrong of use verb II	<ul style="list-style-type: none"> • We must <i>came</i> back

h. Vina

No.	Error types	Speaker's errors
1.	Use of wrong <i>be</i>	<ul style="list-style-type: none"> • There <i>are</i> many attracting games
2.	omission of <i>-s</i>	<ul style="list-style-type: none"> • we were given <i>ticket</i> by the committee • the <i>wall</i> were glass wall • I clashed from many <i>way</i>
3.	Omission of the article	<ul style="list-style-type: none"> • Firstly, we enter glass house
4.	misformation of simple present and simple past aspect	<ul style="list-style-type: none"> • We were <i>confuse</i> • I <i>meet</i> a young foreign tourist. • we <i>go</i> to bumper car zone • Next, I <i>learn</i> and tried until I <i>can</i> • and I <i>cannot</i> find it • Lastly, we <i>go</i> to Dunia Fantasi canteen
5.	wrong of use <i>be</i>	<ul style="list-style-type: none"> • and the house <i>were</i> dark • She <i>is</i> very young but taller than me.

3. The findings of research question *how are the percentages of the grammatical errors?* –is presented in the following data.

a. Azis

Azis made eight sentences in 1 minute 37 second. He made seven errors in six sentences. Here's the diagram of the percentage of errors.

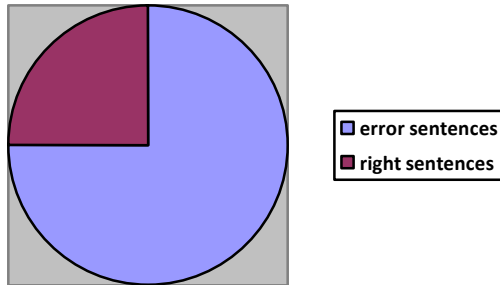
$$P = \frac{N1}{\sum n} \times 100\%$$

P : Percentage of each error

N1 : Total of errors made

$\sum n$: Total of sentences made

$$P = \frac{6}{8} \times 100\% = 75\%$$



b. Nila

Nila made eleven sentences in 2 minute 19 seconds. She made nine errors in five sentences. Here's the diagram of the percentage of errors.

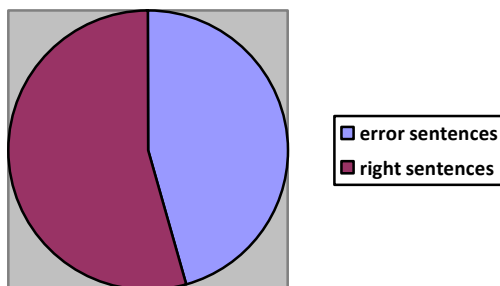
$$P = \frac{N1}{\sum n} \times 100\%$$

P : Percentage of each error

N1 : Total of errors made

$\sum n$: Total of sentences made

$$P = \frac{9}{11} \times 100\% = 81.8\%$$



c. Jannah

Jannah made twelve sentences in 2 minute 33 seconds. She made sixteen errors in eleven sentences. Here's the diagram of the percentage of errors.

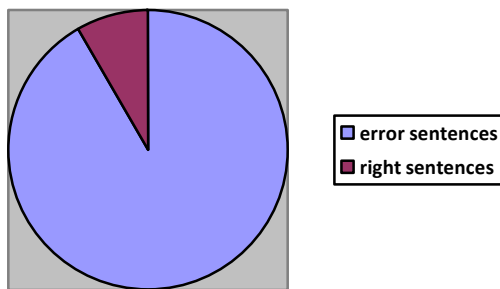
$$P = \frac{N1}{\sum n} \times 100\%$$

P : Percentage of each error

N1 : Total of errors made

$\sum n$: Total of sentences made

$$P = \frac{8}{12} \times 100\% = 66.6\%$$



d. Desi

Desi made thirteen sentences in 2 minute 24 seconds. She made twelve errors in seven sentences. Here's the diagram of the percentage of errors.

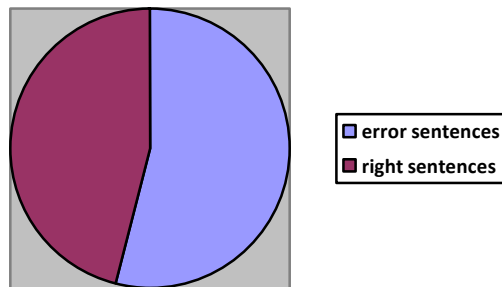
$$P = \frac{N1}{\sum n} \times 100\%$$

P : Percentage of each error

N1 : Total of errors made

$\sum n$: Total of sentences made

$$P = \frac{7}{13} \times 100\% = 53.8\%$$



e. Heni

Heni made eighteen sentences in 2 minute 7 seconds. She made six errors in five sentences. Here's the diagram of the percentage of errors.

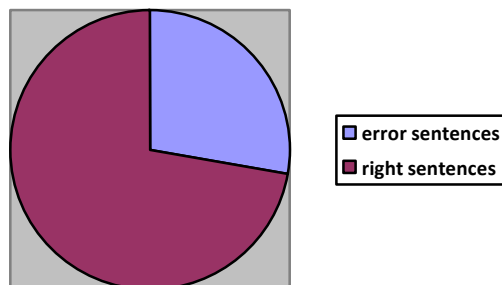
$$P = \frac{N1}{\sum n} \times 100\%$$

P : Percentage of each error

N1 : Total of errors made

$\sum n$: Total of sentences made

$$P = \frac{5}{18} \times 100\% = 27.7\%$$



f. Eras

Eras made 14 sentences in 2 minute 55 seconds. She made seven errors in six sentences. Here's the diagram of the percentage of errors.

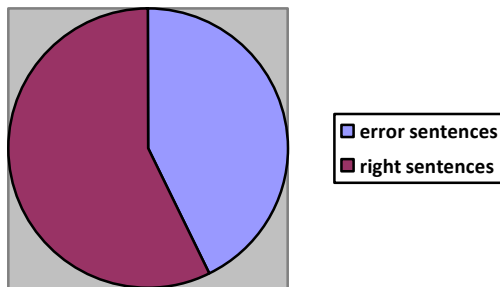
$$P = \frac{N1}{\sum n} \times 100\%$$

P : Percentage of each error

N1 : Total of errors made

$\sum n$: Total of sentences made

$$P = \frac{6}{14} \times 100\% = 42.8\%$$



g. Muna

Muna made sixteen sentences in 3 minute 3 seconds. She made ten errors in eight sentences. Here's the diagram of the percentage of errors.

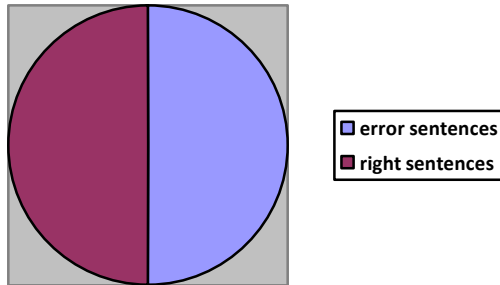
$$P = \frac{N1}{\sum n} \times 100\%$$

P : Percentage of each error

N1 : Total of errors made

$\sum n$: Total of sentences made

$$P = \frac{8}{16} \times 100\% = 50\%$$



h. Vina

Vina made seventeen sentences in 2 minute 57 seconds. She made thirteen errors in ten sentences. Here's the diagram of the percentage of errors.

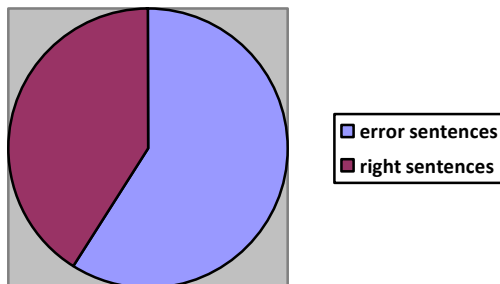
$$P = \frac{N1}{\sum n} \times 100\%$$

P : Percentage of each error

N1 : Total of errors made

$\sum n$: Total of sentences made

$$P = \frac{10}{17} \times 100\% = 58.8\%$$



4. The findings of research question *what are factors influencing their grammatical errors?* –is presented in the following data.

As we know in chapter II that there are three sources of errors; those are interlingua transfer, intralingua transfer and context of learning. From the category of error sources the researcher classifies the speaker's errors as follow:

a. Azis

Errors made by Azis are categorized as interlingua transfer and intralingua transfer.

a) "I always *playing*."

The sentence above should be added by *was* and the word *always* isn't appropriate with the past context.

The sentence "(a)" is categorized in interlingua transfer source because of the influence of mother tongue. In sentence "(a)" there is no to be because Azis' mother tongue doesn't have any to be.

b) "I was always *play* with my friend."

The sentence above should be added *-ing* on the word *play* because the sentence is in past progressive condition.

c) "I *go* to field but that's not often"

In the sentence above, the word *go* should be changed by *went* because it isn't appropriate with the past context.

The sentences "(b)" and "(c)" are the samples of speaker's errors that are caused by intralingua transfer sources. The speaker over generalizes the language as well as he knows in the second language.

b. Nila

Errors made by Nila are categorized as interlingua transfer.

a) "My hobby is *update* status in facebook"

In the sentence above, the word *update* should be added by *-ing* because the sentence is in progressive condition.

- b) "...because I think my poem (*is*) my expressing idea"

The sentence above should be added by *is* because the sentence is in nominal form.

The sentences "a)" and "b)" are the samples of speaker's errors that are caused by interlingua transfer sources. The speaker's mother tongue doesn't have the verb added by *-ing* or *to be* in the speaking.

c. Jannah

Errors made by Jannah are categorized as interlingua transfer.

- a) "I want to tell about artist Indonesia, Agnes Monica."

There is an implicit object "*you*" after the word tell in the sentence above.

- b) "*He* has beautiful voice."

the word *he* in the sentence above should be *she* because it refers to the sentence before that the subject is Agnes Monica (woman).

The sentences "a)" and "b)" are the samples of speaker's errors that are caused by interlingua transfer sources. The speaker's mother tongue usually doesn't use object in the speaking and also it doesn't differ the gender in a singular.

d. Desi

Errors made by Desi are categorized as interlingua transfer.

- a) "some of my friends went to *beach*"

The word *beach* in the sentence above should be preceded by article *the* because it is a definite noun.

- b) "*the transportation by motor cycle*"

The sentence above should be added with *to be* "*was*" because it is a nominal sentence in the past condition.

The sentences "a)" and "b)" are the samples of speaker's errors that are caused by interlingua transfer sources. The speaker's mother tongue doesn't have article and *to be* in the speaking.

e. Heni

Errors made by Heni are categorized as intralingua transfer.

- a) “May be, most of us *has known*”

The sentence above should use *have* instead of *has* because the subject is plural.

- b) “....*a global warming*...”

The article *a* should be replaced with article *the* because it is definite noun phrase.

The sentences “a)” and “b)” are the samples of speaker’s errors that are caused by intralingua transfer sources. The speaker actually has known the grammatical rules but she generalizes the auxiliary in the perfect condition and also misuse the article *a*.

f. Eras

Errors made by Eras are categorized as intralingua transfer.

- a) “At the school holiday, my friends and I want to visit to uncle’s house”

The word “want” above should be “*wanted*” because the sentence is in past form.

- b) “I have unforgettable experience”

The sentence above must be adding article “*a*” before the word unforgettable because unforgettable experience is a noun.

The sentences “a)” and “b)” are the samples of speaker’s errors that are caused by intralingua transfer sources. The speaker actually has known the grammatical rules but she generalizes the sentence.

g. Muna

Errors made by Muna are categorized as intralingua transfer.

- a) “Bali has many beautiful tourism *object*”

The sentence above the word object should be added by “s” because the word “object” is plural.

- b) “I see the large of white sand”

The sentence above the word “see” should be “saw” because the word “see” should be in past form.

The sentences “a)” and “b)” are the samples of speaker’s errors that are caused by intralingua transfer sources. The speaker actually has known the grammatical rules but she generalizes the sentence.

h. Vina

Errors made by Muna are categorized as intralingua transfer.

a) “There *are* many attracting games”

The sentence above the “to be” should be “were” because the sentence is in past form.

b) “we were given *ticket* by the committee”

The sentence above the word “ticket” should be added by “s” because the subject of the sentence is plural.

The sentences “a)” and “b)” are the samples of speaker’s errors that are caused by intralingua transfer sources. The speaker actually has known the grammatical rules but she generalizes the sentence.

B. Discussion

After the writer has analyzed and found the finding of the research, hopefully the writer tries to give contribution of the research to the teaching learning English for better way. Learning grammatical will make the student more understand in their speaking.

Teaching grammatical seems to need serious effort. Studying grammatical means that students are studying structure of language. The students try to comprehend the message as good as possible in speaking considering rules of language they use. A good speaking is difficult to be acquired. It is clear that from analysis, the writer found that getting a good understanding speaking needs more attention of grammatical situation of speaking as correct as possible. This gives signal to the reader what is important and what to come.

However, it is teacher’s responsibility to provide good way to students. Teachers suppose to give a sufficient knowledge and example of grammatical to train the students to comprehend speaking contact form. So, it is important to teach the students how to

make a good understanding based on speaking situation. This helps the students understand how to get a good understanding in comprehending message and meaning based on speaking.

Suggestion for getting improvement in speaking is that to have advanced context of grammatical, students can do some activities such as; 1) Speak in English, assuming English is the language whose grammar you wish to improve upon. English is understood in most parts of the planet, and its importance is increasing in our daily life. Learning grammar can be hard if we don't really know how to speak English. Improve your grammar by continuous practice. Your speech will reflect patterns you hear, and the rest will fall into place. Find a friend who can speak to you in English, and move on. Whenever you feel stuck, ask for help! 2) Identify common mistakes. People who speak the same language often make the same mistakes in English grammar. For example, many Indonesian speakers have trouble using "a" and "the" in English. Find out what grammar points are often difficult for speakers of your native language. Pay extra attention to learning those grammar points. Grammatical errors are unacceptable, and thus they play a very important role in our daily life. A grammatical error can change the meaning and makes a bad impression.

And then suggestion for getting students understandable is that after knowing the grammatical rules in language , there are three suggestions for teacher in getting the goal understandable of students; 1) motivating means that teacher needs to motivate his/her students. They have to bear in mind that grammatical is something interesting and able to improve their ability, 2) giving attention means that teacher has to care of his/her students improvement in grammatical rules in language not only transfer of knowledge of the lesson and never thinking of his/her students improvement, 3) evaluating students work means that after giving materials teacher needs to evaluate the teaching-learning process taking into consideration that it can measure the whole teaching-learning process whether effective or not.

The goal of grammar instruction is to enable students to carry out their communication purposes. This goal has three implications: 1) Students need overt instruction that connects grammar points with larger communication contexts. 2)

Students do not need to master every aspect of each grammar point, only those that are relevant to the immediate communication task. 3) Error correction is not always the instructor's first responsibility.