CHAPTER I

INTRODUCTION

1.1 Background of The Study

Language is something universal. Many people around the world use the language. The main purpose of language is as a tool to communicate. That way humans can accept each other and convey ideas, feelings, thoughts, and information to another well. According to Oktavianus (2006), language has an important role in human life. Language not only functions as a communication tool but also as a medium of action and a reflection of the culture and its speakers. In other words, language is useful as a communication tool and useful in helping and realizing good deeds through actions supported by words. One of the most influential languages today is English which can find and use everywhere.

English is one of the International languages. English is also the official language for several countries. English also has a long history, that is why English is the language most widely used by people in all parts of the world. English is needed in communicating when someone is abroad and must use a foreign language. Especially foreigners who influence certain fields must master English. In learning English, 4 basic skills must be mastered: speaking, writing, listening and reading.

There are four skills in learning English: listening, speaking, reading, and writing. These skills are interrelated and cannot stand alone. Therefore, as a foreigner who wants to learn English, it is necessary to master these four skills. This is supported by Uma and Ponnambala (2001), who states that mastery of language skills will determine one's communicative competence in the target language. So in learning a language, the four skills are interconnected

as starting with listening, then speaking, then reading, and finally writing. And one of the most important skills in learning English is speaking.

Speaking skills are the main skills that must be mastered by foreigners if they want to be proficient in English. According to Ur (1996:120) oral communication skills are one of the important factors for mastering a second/foreign language. Of the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important. In addition, Nunan (2003:48) says that speaking is a productive oral skill, which consists of producing systematic verbal utterances and conveying good meaning. In other words, speaking is a skill that must be mastered by foreign speakers to be able to communicate well using English. And one way to find out if someone is good at speaking English is to look at the accuracy when speaking in English.

Accuracy is one way to find out if someone is good at speaking, which is seen from the use of correct grammar, vocabulary, and pronunciation. Accuracy in speaking is one of the main categories of good communication, especially for foreign speakers. According to Nunan (1999), Accuracy means that speakers are required to use correct grammar, vocabulary, and pronunciation. Therefore accuracy in speaking is very important so that the information conveyed can be accepted by the listener and also proves that the speaker can speak well and accurately. Accuracy in the use of good grammar will be followed by good vocabulary and pronunciation as well. Therefore, according to the writer, the main thing in speaking accuracy is the use of grammar because when someone speaks with the correct grammar, it will be followed by choosing the right vocabulary and pronunciation.

Grammar is one of the important things when someone wants to know the accuracy of speaking English. Correct grammar will be followed by correct vocabulary and pronunciation so that it becomes good and accurate communication. Grammar is the structure in sentences.

Therefore, by using the correct structure, a sentence will be perfect and form accurate and good grammar. According to Herring (2016:11) grammar refers to the way words are used, classified, and arranged together to form coherent written or spoken communication. In his book entitled Complete English Grammar Roles also mentions three fundamental elements in grammar, namely part of speech, inflection, and syntax. Therefore, compiling and classifying the use of grammar correctly will produce the grammar of a perfect sentence and will form accurate and good grammar as well.

Grammatical accuracy refers to the ability to avoid mistakes and control the use of sentence structure to be correct and good in writing or speaking. This is supported by Ellis (2005), grammatical accuracy refers to the ability to avoid errors in language performance and represents a higher level of language control and avoids challenging structures that can lead to errors. Grammatical accuracy helps a person to know how accurate they are when using grammar when speaking or writing. Grammatical accuracy sees the absence of technical errors so that the meaning is conveyed.

Based on experience, the writer found that there are still many students in the English Education Department who still pay less attention to the use of grammar when speaking. Meanwhile, as foreign language students, especially English, students majoring in English Education Department must master grammatical accuracy. So that in communicating not only speaking but also paying attention to grammatical accuracy in speaking using English. Based on the problems found, the writer tries to make a study about the analysis of grammatical accuracy in speaking English. The writer using theory from Nunan (1999), Accuracy means that speakers are required to use correct grammar, vocabulary, and pronunciation. But this study only focus on grammar. The writer is interested in studying Susi Pudjiastui's interview because she can speak

English quite well as a foreigner. She is also the former Minister of Maritime Affairs and Fisheries in Indonesia. And her mother tongue is Indonesian, and in the video, she speaks directly without using subtitles.

Based on the reasons above, the writer analyzes the study entitled "An Analysis of Grammatical Accuracy of an Interview With Susi Pudjiastuti on Youtube Food and Agriculture Organization of the United Nations".

1.2 The Problem of The Study

Based on the background of the study, the problem is formulated as the following: "How is the grammatical accuracy of an interview with Susi Pudjiastuti on youtube Food and Agriculture Organization of the United Nations?"

1.3 The Objective of The Study

Based on the problem of the study, the objective is formulated as the following: "To find out the grammatical accuracy which found of an interview with Susi Pudjiastuti on youtube Food and Agriculture Organization of the United Nations."

1.4 The Scope of The Study

Based on the background of the study, the writer would like to limit this study is the scope of speaking skills in English. This study only focuses on accuracy in speaking skills. Accuracy itself only focuses on grammar, not on vocabulary and pronunciation accuracy. The writer taken a YouTube video channel from the Food and Agriculture Organization of the United Nations entitled "Remarks by Susi Pudjiastuti, Minister of Maritime Affairs and Fisheries of Indonesia"

which was uploaded on June 6, 2018, was downloaded from http://www.youtube.com, with a duration of ten minutes and thirteen seconds as the subject in this study.

1.5 The Significance of The Study

The results of this study are expected to contribute to:

1. Theoretically

1) The writer hopes that the results of this study can be useful for improving learning about the importance of accuracy in speaking, especially when using grammar.

2) The writer hopes to analyze the accuracy of speaking when using grammar in daily life and learning situations.

2. Practically

1) Writer: The writer gains some experience, perception, and knowledge about accuracy in speaking, especially in the use of grammar.

2) English Education students: To influence their English proficiency well.

3) Lecturers: Can contribute to English lecturers to develop accuracy when speaking as a lecturers.

4) Other writer: Can be used as an additional reference for researching accuracy in speaking and seeing from a different point of view.

CHAPTER II

REVIEW OF LITERATURE

To conduct the study, the writer needs to explain some concepts applied. The explanation is required important. The concepts which are used have to explain in the field. The following ideas use in this study as follows.

2.1 Language

According to Chomsky (2006:176) language is very interesting because language plays an important role in human thought and interaction, language is a system of rules that determine certain pairs of sounds and meanings. It consists of a syntactic component, a semantic

component, and a phonological component. In other words, language is a system of rules in which there is syntax and other components that will produce sounds and meanings that humans use to interact. Krashen (1982), language is acquired when people understand the message (he calls this message intelligible input). In other words, language is a message that is received and understood by each other so that there is good communication with others. Oktavianus (2006), language has an important role in human life. Language not only functions as a communication tool but also a medium for action and a reflection of culture and speakers. In other words, language is a tool used to communicate between two or more people who understand each other's messages and are also useful in helping and realizing good deeds through actions supported by word.

2.2 Skills in English

2.2.1 Listening

Listening is an internal skill based on mapping what we hear against our expectations and what we know. Listening is understanding, not production. Listening is not passive. Indeed, it is very active, but all activity takes place in the mind. Listeners guess, predict, conclude, criticize, and most importantly, interpret (Wilson, 2008:82). Definition listening according to Nunan (2003:24), state that listening is an active process and aims to understand what we hear. Therefore listening is an active skill in which the mind receives sound and then tries to understand the meaning that is heard.

2.2.2 Writing

Writing is a mental work to find ideas and organize words into statements and paragraphs that will be clear to the reader. Writing is a skill that can be taught and learned and

instructors can play an invaluable role in making these skills enjoyable (Nunan, 2003:88). According Stott and Avery (2001:235) writing is one way of making meaning out of experiences from ourselves and others. Good writing starts with understanding how to build and use effective sentences and paragraphs. Therefore writing is the skill of arranging words into sentences and paragraphs, not only composing but the meaning must also be conveyed so that readers understand the results of the writing.

2.2.3 Reading

Reading is a skill, scanning text for information is a sub-skill (Wilson, 2008:189). According to Nunan (2003:68) reading is a fluent process of readers combining information from the text and their background knowledge to construct meaning. Mikulecky (2011:5) reading is a complex conscious and unconscious mental process in which the reader uses various strategies to reconstruct the meaning that is considered intended by the writer, based on data from the text and the reader's prior knowledge. Therefore reading is a skill to find information with various strategies so that readers have the knowledge obtained from the information by reading.

2.2.4 Speaking

Speaking is a process of constructing and sharing meaning through the use of verbal and nonverbal symbols, in various contexts (Kayi, 2006:1). According to Hornby (2010) speaking can be defined as the ability to express ideas and feelings verbally to others and even to animals, to oneself, and Allah. Brown (2004:140) speaking is a productive skill that can be observed directly and empirically. This requires students or learners to produce words or language to express their ideas orally and used to communicate with one another by speech. Therefore speaking is the ability to communicate such as sharing information and also expressing ideas with others.

2.3 Definition of Speaking

Speaking is oral communication that plays an important role in human communication and interaction. By speaking using language, it will be easy for humans to communicate. So that to be able to communicate well, people must be able to speak well too. Here are some definitions of speaking.

According to Oxford University (2009), speaking is the action of conveying information or expressing ones' thoughts and feelings in spoken languages. Chaney (1998:13) considers speaking as the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts.

According to Ur (2009:120) oral communication skill is one of the important factors to master second/foreign language acquisition. Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language. Munro (2011:1) speaking is a crucial part of foreign language learning and teaching because it can be used for the student to express their ideas orally in a foreign language.

According to Luoma (2004:9) speaking takes part in people's daily life. Speaking as linguistic features, speaking as interaction, and speaking as a social media and situation-based. Speaking is essential to be mastered to communicate in various types of communication. Brown (1994); Burns & Joyce (1997), speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their

collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

According to Nunan (1999), speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). Hornby (1995:826) defines speaking as the ability to express ideas, feelings, thoughts, and needs orally.

According to Levelt (1989), speaking processes include conceptualization, formulation, and articulation. Conceptualization deals with what information can be chosen to express the meaning. The formulation requires the speaker to find out what proper words to use inappropriate grammatical structure. And articulation needs the speaker to produce the speech with his articulatory organs. As all three processes take place on the spur of the time, learners can make mistakes in face-to-face communication. So, speaking is very important to be mastered to communicate in various types of communication. Speaking requires learners not only to know how to produce certain language points such as grammar, pronunciation, or vocabulary, but also that they understand when, why, and in what way to produce language. Because all three processes take place suddenly, students can make mistakes in face-to-face communication. Speaking is an important part of learning and teaching a foreign language because it can be used for students to express their ideas orally in a foreign language.

2.3.1 **Main Aspect of Speaking**

According to Gower, Philips, & Walter (1995:99-100) speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using

vocabulary, grammar, and pronunciation through some activities, fluency takes into account the ability to keep going when speaking spontaneously. According to Nunan (1999), there are two main aspects of speaking skills: accuracy and fluency. Accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. While fluency means that the speakers are required to be able to keep going when speaking spontaneously.

Encarta Encyclopedia observes that fluency counts the percentage of how people understand what you say, while accuracy in speaking counts how exactly/correctly you use grammar in your speaking. Hughes (2002:77) speaking may be filled with "hesitations, false-starts, grammatical inaccuracies, and limited vocabulary". In this sense, both their speaking fluency and accuracy may be affected.

According to Ellis & Barkhuizen (2005), that there are a large number of measures that indicate speaking performance such as "the number of words per minute" for fluency and "the number of errors per word" for accuracy.

2.3.1.1 Fluency

According to Skehan (1996:22, speaking fluency refers to the ability to produce the spoken language "without undue pausing or hesitation. Too many hesitations and pauses in speaking may obstruct the speaking fluency and also depress the speaker. Nunan (1999), fluency means that the speakers are required to be able to keep going when speaking spontaneously. However, it does not mean that the speakers speak so fast because sometimes pausing is important. Pause is an aspect of fluency that may belong but not frequent. Moreover, when speaking fluently, speakers should be able to get the message across with whatever resources and abilities they have got and regardless of any grammatical and other mistakes. Harmer (2001, p. 26) asserts that the ability to speak fluently is not only knowing

the knowledge of language features, but also the ability to process information and language on the spot.

2.3.1.2 Accuracy

According to Nunan (1999), accuracy means that the speakers are required to use the correct vocabulary, grammar, and pronunciation. Thornbury (2005), speaking English accurately means doing without or with a few mistakes not only in grammar but also vocabulary and pronunciation. Furthermore, speaking accuracy is important to be good at to avoid a misunderstanding in an, especially formal setting. Uttering a word or sentence which is grammatically correct and phonologically understood will not bring ambiguity for the listener.

2.4 Definition of Accuracy

According to Yuan & Ellis (2003:2) speaking accuracy indicates "the extent to which the language produced conforms to target language norms", which involves the correct use of pronunciation, vocabulary, and grammar. Kumar (2013:17) the accuracy-oriented approach is a view that places more emphasis on accuracy by pursuing grammatical accuracy. In reality, fluency and accuracy are closely related and are necessary for successful communication.

According to Housen (2009:463) accuracy or correctness is probably the oldest, most transparent, and most consistent construct of the triad, referring to the degree of deviance from a particular norm. Hammerly (1991), accuracy-oriented activities, which focus on linguistic form and the controlled production of grammatically correct linguistic structures in the L2.

According to Lennon (1990:390) accuracy is the ability to produce error-free speaking. According to Quintero, accuracy is the conformity of second language knowledge to target

language norms. It can be concluded that speaking accuracy consisting three main points there are vocabulary, grammar, and pronunciation. Mastering speaking accuracy means someone speaks in wide vocabulary, very few errors in grammar, very good pronunciation. When we take a conversation with other, our speaking accuracy is useful to convey our ideas, thought, opinion, and feelings. Therefore, the listeners will receive or catch the message and though easily. Accuracy refers to how much a learner speaks without errors in real-time communication (Wolfe-Quintero et al., 1998:33).

According to Thornbury (2005), speaking English accurately means doing without or with a few mistakes not only in grammar but also in vocabulary and pronunciation. Furthermore, speaking accuracy is important to be good at to avoid a misunderstanding in an, especially formal setting. Uttering a word or sentence which is grammatically correct and phonologically understood will not bring ambiguity for the listener. Housen and Kulken (2009), accuracy as error-free speaking. It means that when speakers conducting speaking in communication, there is no error of any aspect as in discourse, pronunciation, grammar, and spelling.

Speaking accuracy indicates the extent to which the resulting language conforms to the norms of the target language, which involves the use of correct pronunciation, vocabulary, and grammar. Fluency and accuracy are closely related and necessary for successful communication. It can be concluded that speaking accuracy consists of three main points, namely vocabulary, grammar, and pronunciation. Mastering speaking accuracy means that a person speaks with a wide vocabulary, has very few grammatical errors, and has excellent pronunciation. speaking English accurately means to do without or with some mistakes in grammar and vocabulary and pronunciation. In addition, speaking accuracy is important to be good to avoid

misunderstandings in settings, especially formal. Pronunciation of words or sentences that are grammatically correct and understood phonologically will not bring ambiguity to the listener.

2.4.1 **Part of Speaking Accuracy**

Accuracy means that speakers are required to use correct grammar, vocabulary, and pronunciation (Nunan: 1999). Based on the definition of accuracy above, the writer summarizes that there are 3 important points included in accuracy, namely:

2.4.1.1 Vocabulary

Vocabulary is one of the important parts of speaking accuracy. Accoding to Nunan (1999:101) states that vocabulary is a list of target language words. Vocabulary is a set of lexeme, including single words, compound words, and idioms (Richards and Schmidt: 2002:580). Proper use of vocabulary helps a person to communicate well. Accuracy in the use of vocabulary also helps a person in knowing how accurate and how much vocabulary that person knows.

Table 2.4.1.1 Example of Vocabulary Accuracy

Vocabulary Inaccuracy	Vocabulary Accuracy
A example	An example
A kid	A child
Have a cooperation	Have cooperation
How many money	How much money
Proceed	Continue

2.4.1.2 Grammar

Grammar is one of the important parts of speaking accuracy. According to Herring (2016:11) grammar refers to the way words are used, classified, and structured together to form coherent written or spoken communication. This guide takes a traditional approach to teach English grammar, breaking the topic into three fundamental elements: Parts of Speech,

Inflection, and Syntax. The use of proper grammar helps a person to communicate well. Accuracy in the use of grammar also helps a person to know how well he/she understands about parts of speech, inflection, and syntax.

Table 2.4.1.2 Example of Grammar Accuracy

Grammar Inaccuracy	Grammar Accuracy
Student feels	Students feel
Who giving me	Who gave me
What we need are	What we need is
How is you	How are you
I also do it too	I do it too

2.4.1.3 Pronunciation

Pronunciation is one of the important parts of speaking accuracy. According to Lado (1964:70) pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening, Lado doesn't mention how the sounds are produced. Kristina (2006:1) pronunciation is the act or manner of pronouncing words; utterance of speaking. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of audio and the achievement of the meaning. The use of proper pronunciation helps a person to communicate well. Accuracy in the use of pronunciation also helps a person to know how well he or she pronounces each word and sentence well.

Table 2.4.1.3 Example of Pronunciation Accuracy

Pronunciation Inaccuracy	Pronunciation Accuracy
Wear : /wer/	/ wər/
Relax : /rəˈlaks/	/rileks/
Distance : /ˈdistəns/	/distens/
Knowledge : /ˈnäləj/	/nolej/
Enviroment : /inˈvīrənmənt/	/invironmen/

Event : /əˈvent/	/ifɜn/

2.5 Grammatical Accuracy

Grammatical accuracy refers to the ability to avoid mistakes and control the use of sentence structure to be correct and good in writing or speaking. This is supported by Ellis (2009), grammatical accuracy refers to the ability to avoid errors in language performance and represents a higher level of language control and avoids challenging structures that can lead to errors. Grammatical accuracy helps a person to know how accurate they are when using grammar when speaking or writing. Grammatical accuracy sees the absence of technical errors so that the meaning is conveyed in writing or speaking.

Grammar is the main communication element. In communication, fluency is not the only important factor, but it is also linguistically correct and socially acceptable. Accuracy refers to a person's capacity during language performance to achieve those targets and prevent errors. In other words, accuracy refers to a person's ability to reduce errors by avoiding challenging structures that can lead to errors (Ellis & Barkhuizen, 2005). Grammatical accuracy is also described as the ability to avoid errors in performance and reflect a higher amount of control in the language and avoid challenging structures that can trigger errors (Skehan & Foster, 1999).

2.6 Interview

An i*nterview* is typically a face-to-face conversation between a writer and a participant involving a transfer of information to the interviewer (Cresswell, 2012). Interview is a means of communication in which the aim is to gather information from one or more people, to understand their experiences, thoughts, principles and/or whatever is underneath and shape their thoughts and experiences. In an interview, one person asks another person a question and the other person

responds. This is a form of call and response. usually done by journalists, detectives, lawyers, and even writer. This study analyzes the grammatical accuracy of an interview with Susi Pudjiastuti on Youtube Food and Agriculture Organization of the United Nations entitled Remarks by Susi Pudjiastuti, Minister of Maritime Affairs and Fisheries of Indonesia.

Script of an Interview with Susi Pudjiastuti on Youtube Food and Agriculture Organization of the United Nations on 06th June 2018

Well, with the missions of our President, Joko Widodo, to put the nation's future at the oceans and make the oceans become our great country. So we want to become one of the central gravity of Maritime exist. So a big world is out there, but we also realized that to decayed Indonesian Fisheries household decrease almost 50% and export of Indonesia with as the owner of the second-largest archipelagic country in the world, only at the bottom of Asian country, Southeast Asia country. So it's a big world and we see that the only way to revitalize our facilities especially is by combat IUU fishing is by combat IUU fishing that said been taken so much in the last two decade in Indonesia. So our Indonesian water resource had been taken by more than 7.000 illegal unreported and unregulated fishing vessel that operate in our oceans. So, what we did is basically executing without any compromising of anything. Basically, on combat the IUU fishing. But what we did executing is by sinking the ship that catch fish illegally in our water. And so far, we have done 363 ship had been sunk. And as a deterrent effect, we don't have those 710.000 foreign vessel that fishing for decades in our water. So now, the growing of fisheries household purchasing power also increased by 10% and fisheries business become competitiveness increase, almost 20%, and our stock, increased from six and a half million ton in 2014, now become 12.5 million tons. Other than that, the health of the oceans. Also, increase the level of biomass is increase 300% and last quarter this year. Fisheries commodity become the

only one that contributes surplus into our balanced rate in Indonesia. So it's is an incredible number. So yes, we must, we do continue to combat illegal unreported, and unregulated fishing. So far done well, but sustain it because for now, we can say our water is safe. But this vessel moving somewhere else and we have to continue work bilaterally together in communications and also on to enforce force to make sure that IUU cannot take from any other country resources because what they take is basically the coastal owners' resources. If we allow them, then depleted of resource and food security that we are always aim to have that should be also on threat because the business of illegal unreported and unregulated fishing value is billions of dollars. So we do have to continue what we have done in Indonesia, but also join and work together with many other country. That's the only way to tackle illegal unreported and unregulated fishing. And they mostly not single domestic organization, they are transnational organized. So the crime that they do is a transnational organized crime. So cooperation between country International support is very important, especially for those countries that small undeveloped and doesn't have capacity on the on patrolling and keep the waters are safe.

Oh yes, first I would like to, of course, invite every leaders that concern and care with what's happened to our ocean. One oceans, one world, one oceans, that fact cannot be ignored anymore. The health of the oceans is also a very important component of climate change. So we all have to work together and in this our ocean conference. We want to continue even on tracking the commitment that had been pledged by many countries. So what is delivery level of the commitment that a country that had been pledged? We not only collecting new commitment but we also want to develop a mechanism system that can track what commitment played had been delivered. So because there's no use to just commit and commit, commit new thing, but you never delivered. So what we will do in this Bali, our ocean conference. We want to put in place

mechanism system on controlling and tracking that delivery each country had been made the placement. Because we can't go into blue economy and have the blue economy happening. If we don't take this IUU part as one of the threat that we should address and we should take the solutions. What's the solution of this problem? Because at the moment, the biggest trap from our experience is overfishing. And the IUU fishing, you cannot control how far they will take you resources. And these people or this activity will not care, what it's will be left. Especially for the local small fisherman and small coastal, fishermen are basically the biggest populations. The capacity of IUU fishing of each vessel of them is the leaving of thousands. And if a thousand of those IUU fishing vessel is basically the same capacity of millions of coastal Fisheries household. So you cannot allow this IUU fishing vessel taking the millions of people livelihood. And the country cannot also do subsidized these people all the time. So what we should do is put policies in place to make sure IUU is not there. And these people can have their resource the coastal, fisheries and its benefits should be belong to the coastal community, not to the country distant facing who just come. And not even paying any contributions to the country state that they are owning or the coastal owner's community. So, it should be something done about that, and it's become very important. You talk about climate change with the forest, that's taken away. We have to remember the whole planet 71% is oceans and land is only 29%. If you worry much about the forestation of 29% of this planet, you should be worried of the health of the oceans. That is 71% of our planet. So, I think that the biggest contributions on how we basically care and develop in our climate change in our planet without taking care of the oceans. You forgot the biggest part. And what we see, also it's time for us to run because as the SDG 14 said, we have to eliminate IUU up to 2020, which is just another two years to go. And the path of it is still a lot of work. A lot of homework to be done and we not yet come into a conclusion that we should

actually put a force into it. So we start on bilateral communication, giving mutual legal assistance, example, like what we did to Argentina, we did to Interpol on sizing the illegal unreported, and unregulated fishing vessel that had been hunted by them. And finally, we got it for them. So, but it's only little, it's only one-two three-vessel and out there. There are more than 40.000 illegal fishing vessels that fishing is basically illegally and taking all sources, your country has, every country has. That sad thing. It's become a very important side of the ocean conference. Other than also, plastic waste become also has to become a very serious issue because we see, how depleted is the heath of the oceans by the many plastic that is thrown away to the oceans. So it's very important.

2.7 Previous of the Study

This section reviews several previous studies conducted by other writers who have the same focus as this study. The first previous study that the writer uses to support this study is from journal study by Solfiyatuzzahro, Asih Santihastuti, Erfan (2019), entitled "Grammatical Accuracy Using Teacher's Written Corrective Feedback". In this study, the writer used a writing test and collaborated with an English teacher. The writing test is intended to improve grammatical accuracy in writing descriptive texts by using Corrective Feedback Teachers and determining their perceptions about applying techniques in teaching writing. In this study, the writer examined the students of class 10 MIPA 3, totaling 36 students at SMAN Rambi Puji. The results of this study found that students who scored 71 increased from 72% in the first cycle to 78% in the second cycle. The accuracy of students can be seen from the increase in grammatical accuracy in each class of grammatical aspects. The results showed that the students' grammar scores increased rapidly in the present tense and noun/pronoun aspects. Written Corrective

Feedback from the Teacher and the procedures used such as additional explanations from the teacher and the revision process can help students improve their grammatical accuracy in writing. The similarity between this journal and this study is to know the grammatical accuracy. The difference between this journal and this study is that this journal examines student writing, while this study examines speaking from interviews. This journal is a previous study that helps reference this study which focuses on grammatical accuracy.

The second previous study that the writer uses to support this study is from a journal study by Abdur Rofik (2020), entitled "Grammatical Accuracy of Indonesian-English Translation". In this study, the writer used writing tests, questionnaires, and interviews. In this study, the writer examined the student of class Indonesian-English Translation class, totaling 21 students at the Faculty of Language and Literature, Universitas Sains Al-Qur'an Wonosobo, Indonesia. The results of this study found that the main grammatical structures that were not appropriate made by the students were the structure of noun phrases, passive sentences, and the use of tenses. EFL students consider that the supporting factors to help them translate texts grammatically are the lecturer's grammar class, watching English films, and frequent translating exercises. Then, precise percentages of EFL students' perception successively are lecturing grammar class (9.36%), watching English movies (8.64%), and frequent translating exercises (7.92%). Corcerning Indonesian-English translation, this research is believed to ensure teachers design the right course to serve students to develop their grammatical performance in translation. The similarity between this journal and this research is to know the grammatical accuracy. The difference between this journal and this study is that this journal examines translation from Indonesian-English, while this study examines speaking from interviews. This journal is a previous study that helps reference this research which focuses on grammatical accuracy.

The last previous study that the writer uses to support this study is from journal study by Ana Christina Lahuerta (2017), entitled "Study of Accuracy and Grammatical complexity in EFL Writing". In this study, the writer used grammar tests and listening tests. In this study, the writer examined 34 students with a score between 150 and 169 (advanced or C1 as per the CEFR); 66 students with a score between 135 and 149 (upper-intermediate or B2 as per the CEFR), were undergraduate students enrolled in the Degree in Modern Languages and Literatures at a University in the North of Spain. The result of this study found that upper-intermediate students exhibited a higher error means in each of the error categories, namely, grammatical morphemes, lexical choice and syntax, as well as punctuation and spelling. However, an analysis of variance shows the differences between groups to be significant only in spelling and punctuation errors. Differences between groups were statistically significant only in four morphological errors types: -s generalised (M=0.11; M=0.01; Student's t-test, p<0.05), use of incorrect determiners (M=0.32; M=0.10; Student's t-test, p<0.05), use of no determiner (M=0.35; M=0.16; Student's t-test, p<0.05), and derivational morphology (M=0.08; M=0.01; Student's t-test, p<0.05). These error categories revealed significant progress between B2 and C1. The number of these errors steadily and significantly decreases as proficiency increases. The similarity between this journal and this study is to know the grammatical accuracy. The difference between this journal and this study is that this journal compares the accuracy and grammatical complexity in writing, whereas this study examines the grammatical accuracy of speaking from interviews. This journal is a previous study that helps reference this research which focuses on grammatical accuracy.
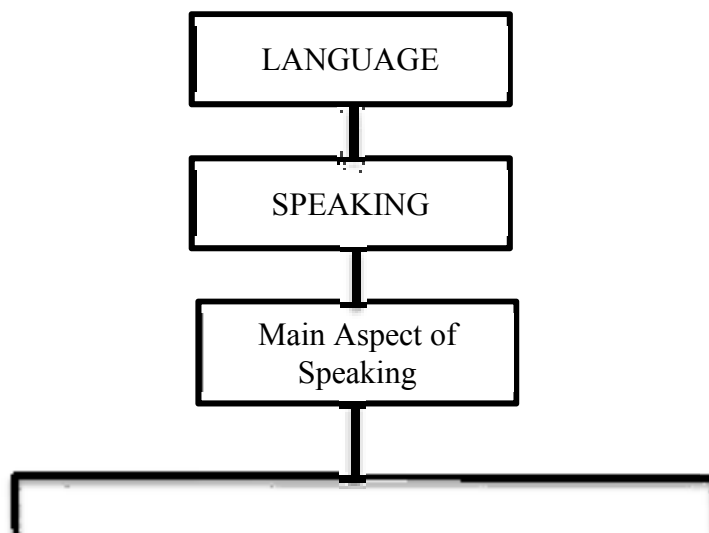
Finally, the writer concludes that all previous studies have clear similarities and differences with this study. However, these documents are based on this study. Based on the results of previous studies, the writer used these various studies as references to assist study that

will be carried out by the writer on speaking accuracy. The focus of this study is to analyze the grammatical accuracy in speaking English. To distinguish this study from the previous study, the writer points out that the focus of this study is different on this topic, namely Susi Pudjiastuti's Interview, and analyzes the grammatical accuracy.

2.8 Conceptual Framework

In good speaking, one of the main aspects that must be considered when speaking is accuracy. When someone speaks accurately, the things that must be considered are the use of grammar, vocabulary, and pronunciation correctly. Of the three things, the writer focuses on the use of grammatical accuracy. By knowing how accurate a person's grammar is, will help a person to improve again in speaking with grammatical accuracy.

In this study, the writer was used a qualitative descriptive research design. So the writer was analyzed the grammatical accuracy in Susi's interview. To find the data, the writer was observed the audio and document it in the notes. Below is a conceptual framework that carried out by writer.

```
┌─────────────────────┐
│      LANGUAGE       │
└─────────────────────┘
           │
┌─────────────────────┐
│      SPEAKING       │
└─────────────────────┘
           │
┌─────────────────────┐
│   Main Aspect of    │
│      Speaking       │
└─────────────────────┘
           │
    ┌──────┴──────┐
```

```
┌─────────────────────┐              ┌─────────────────────┐
│      Accuracy       │              │      Fluency        │
└─────────────────────┘              └─────────────────────┘
           │                                    
    ┌──────┴─────────────────────┬──────────────────────┐
┌─────────────┐          ┌─────────────┐         ┌─────────────────┐
│   Grammar   │          │  Vocabulary │         │  Pronunciation  │
└─────────────┘          └─────────────┘         └─────────────────┘
      │
┌──────────────────┐
│  An Interview with│
│  Susi Pudjiastuti │
└──────────────────┘
```
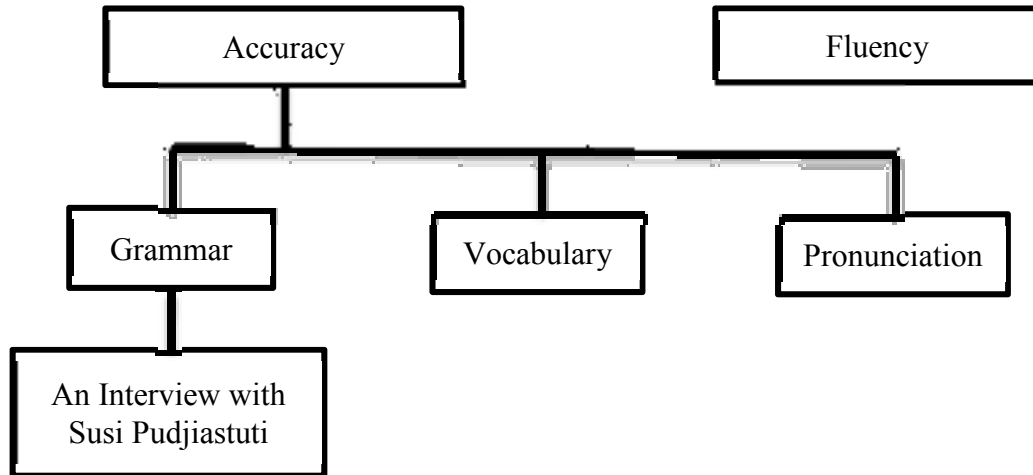
Figure 2.1 Conceptual Framework of An Analysis of Grammatical Accuracy an Interview with Susi Pudjiastuti

on Youtube Food and Agriculture Organization of the United Nations. (Sitorus, Y. A., 2021)

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The research design in this study was descriptive qualitative because the purpose of this study was to analyze the grammatical accuracy of Susi Pudjiastuti's interview. The definition of qualitative research according to Ary (2010, p. 242) is dealing with data in the form of words or

pictures rather than numbers and statistics. Descriptive qualitative about describing existing conditions but not manipulating or changing variables (Wido:2006). This study uses a qualitative approach because it is descriptive, holistic, and subjective in observing data. This study is considered qualitative because the data collected is in the form of words and not statistics or numbers.

3.2 Data and Data Source

Data is the result of recordings involving facts or figures (Arikunto, 2010: p. 161) and the main data sources in qualitative research are words and actions, the rest are additions such as documents and others (Moelong, 2013: p. 157). The data from this study are in the form of grammatical words which are accurate and inaccurate. The data source is taken from the YouTube video channel 'Food and Agriculture Organization of the United Nations ' entitled "Remarks by Susi Pudjiastuti, Minister of Maritime Affairs and Fisheries of Indonesia" which was uploaded on June 6, 2018, was downloaded from http://www.youtube.com. That's ten minutes and thirteen seconds.

3.3 The Instrument of Collecting Data

Instruments are tools used by writer in collecting data to simplify tasks and get good results, or more accurately, comprehensively, and systematically for research purposes make the process easier. The types of instruments are questionnaires, checklists, interview orientation, observation orientation (Arikunto, 2010: p. 131). According to *Achmadi*, *A*. dan *Cholid N*. (*2009*, p. 70) observation is a data collection tool that is carried out by observing and systematically recording the symptoms being monitored. In collecting data, the writer used one instrument. The instrument used was to observe the grammatical accuracy of an interview with Susi Pudjiastuti.

3.4 The Technique of Collecting Data

Data collection is a systematic procedure to obtain the required data (Tanzeh, 2011:83). Data collection techniques are the writer's way of collecting data in study. In data collection techniques, the writer used two methods, namely observation, and documentation. The writer used the observation method to collect data, then the writer writes it down in notes into a document. Marshall and Rosman (2006:99) stated that observation is a fundamental method and very important in all qualitative investigations. Creswell (2015:440) said that documents consist of public and private records obtained by qualitative writer about sites or participants in study and they can include newspapers, meeting minutes, personal journals, and letters. In this study, the writer will use the documentation method to collect data about the accuracy in the use of grammar. There are some steps techniques of collecting data used by the following steps:

1. Downloading and watching videos of Susi Pudjiastuti's Interview from YouTube.

2. Listening to the audio and write it down as a transcript using Live Transcribe Application.

3. Classifying transcripts into one-on-one sentences.

3.5 The Technique of Analyzing Data

Data analysis is the process of systematically searching for and organizing interview transcripts, field notes, and other materials that you collect to increase your understanding of something and enable you to present what you have found to others (Sugiyono, 2011: p. 244). After the data is collected, the writer analyzed the data. There are several techniques data collection is to be used with the following steps:

1. Reading one-on-one sentences.

2. Analyzing the data that has been written previously using the Grammarly Application.

3. Calculating the grammatical accuracy from the data collected using this formula.

$$P = \frac{F \ x \ 100}{N} \ \%$$

Where by: P= Percentage

F = Frequency

N = Overall Number

4. Concluding.