CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Communicative competence is influenced by how people understand the language they use in their communication. Achieving effectiveness in communication requires communicative competence which is the mastery of the knowledge of language and the ability to use the knowledge in actual communication (Canale & Swain, 1980). The knowledge of language refers to the linguistic competence of a language; lexical, grammatical and phonetic competences. In order to master the competences, the students need to use and practice the language. During that process, they potentially make some errors. Chiang (1981) understands that students' error should be treated as a surface phenomenon and are sometimes as students' own effortsin approximating the mastery of the target language. It emphasizes that errors continuously occur in language use especially in spoken form.

Language use in spoken form in deed is more difficult than the written one. People often speak ungrammatically, but they write something in the accurate grammatical form. (Beattie, 1983) stated that spontaneous speech is unlike written text. It contains many brief sentences and grammatical mistakes. Gan (2012) found some L2 students speaking problems, namely: inadequate vocabulary, low grammatical accuracy and imperfectly pronunciation and intonation. About the grammar, almost all the students mentioned grammar as stumbling block to their

spoken English. Thinking about the particular grammar item before uttering a sentence does not always work in terms of speaking. Studies on spoken English tend deals with speaking skills.

Speaking skills include speech, conversation or dialogue, debate, oral presentation, etc. The oral presentation skill is one of the skills of spoken language which is challenging for students to increase their English proficiency. Cintron (2010) stated that: Oral presentation is a great way for students to practice their English skills. The extra pressure of knowing they are going to be in front of the classroom provides students with some great extrinsic motivation for staying on task.In evaluating the presentation process, the teachers or lecturers have to focus on students' presentation skills; one of the focuses is grammar. It is useful on improving their English.

As cited above, the extra pressure of a classroom oral presentation relates to the speaker's ability in transferring the content of the presentation materials in an accurate linguistic competence. It is the speaker who takes the responsibility to succeed the process of transferring information from the written material in the slide show into a spoken language form. Experienced presenters are able to improvise and adapt themselves to change circumstances but they may have only one chance to present the information (France, 2002). Although it is a kind of a spoken language, it also needs the accuracy of grammatical form. It shows how the understanding of grammar helps someone to speak properly in a classroom oral presentation.

Researches on classroom oral presentation have found some grammatical errors which are often done by the speakers. Muhamad*et al* (2013) on their study about grammatical errors of university studentsin an oral presentation found that there are five common grammatical errors created by the learners namely; (i) tense, (ii) plural forms,(iii) preposition, (iv) article and (v) subject-verb agreement. The examples of errors in tense; the past tense form, 'the people who *were* more affected by our blood are those who work….' instead of 'the people who *are* more affected by our blood are those who work….' It shows the past tense of the verb 'be' that is, 'were' being misplaced in the simple present simple. Error of plural form; 'a*s an examples*' instead of 'as *an example*', errors of preposition; '…. they acquired the status of citizenship after *independence 1970'* instead of …. they acquired the status of citizenship after *independence in 1970*. Error of article; 'Judit Polgar became *the* chess master at the age of just fourteen' instead of 'Judit Polgar became *a* chess master at the age of just fourteen'. Error of subject-verb agreement; 'weight loss, dietary changes, and exercises *is* all often needed to keep blood pressure under control' instead of 'weight loss, dietary changes, and exercises *are* all often needed to keep blood pressure under control'.

Muhamad *et al* (2013) in their research about oral presentation errors of Malaysian students in an English for Academic Purposes (EAP) Course found some most frequent errors done by students, they are: verb forms, articles, word form, subject-verb agreement, preposition, plural form and tense. The example of verb form, 'we cannot *guaranteed* that the doctor will limit himself,' instead of 'we cannot guarantee that the doctor will limit himself.' Error of article; ' ..... brought them to *the* Malaysia,' instead of ' ..... brought them to Malaysia. 'Error

of word form; ‘and in Malaysia cases rating for domestic *violent’* instead of ‘in Malaysia cases rating for domestic violence’. Error of subject-verb agreement; ‘some opponents of current genetic opponent *has* realised ..,’ instead of ‘some opponents of current genetic opponent have realised .....’ Error of preposition; ‘and should not be legalised because *of* it is not .....’ instead of ‘and should not be legalised because it is not...’

In observing the writer’s classroom oral presentation, he also found the same common errors. Some speakers used to open the presentation by saying “I will to present the material about” instead of “I will present the material about”. The error relates to the tense in English. ‘To’ is not needed in using ‘will’ or the other kinds of modals. It is an error of addition because an unnecessary element is added to the sentence. The other problem relates to the use of superlative form in a sentence. For example; “the very most important thing is…….” instead of “the most important thing…” or “the very important thing…. The use of quantifier ‘very’ is redundant when it is combined with ‘most’. It is also an error of addition. Some grammatical errors created by university students above can easily be analyzed because the language uses of an academic oral presentation are more structured. But, the next question that comes out about this situation is what causes the errors?

Besides the types of grammatical errors, some researchers also found some ways of how they occur. Dulay, Burt and Krashen (1982) proposed surface structure taxonomy which specifies the processes how people create the grammatical errors in language use. It consists of omission, addition, misformation and misordering. Errors of omission occur when some elements are

omitted. An example of omission; *it stated in this dialogue* instead of *it* is *stated in this dialogue*. In the first sentence, to be '*is'* is omittedErrors of addition are created when some unimportant elementsare added to the word or sentence, for example: *many tourists visit* the *Malaysia* instead of *many tourists visit Malaysia*. In this case, article *'the'* isn't suitable to be added with Malaysia. Article *'the'* is correctly used in some other countries names, such as; the UK and the USA. Misformation occurs when the wrong form of a word is used, for example: *everybody appreciates her kind* instead of *everybody appreciates her* kindness. Errors of misordering are made when the correct elements are wrongly sequenced, for example: *she looks all the time young* instead of *she looks young all the time*.

Richard (1972) classified six common causes of errors, namely; interference, overgeneralization, performance errors, markers of transitional competence, strategies of communication and assimilation, and teacher-induced errors. Stenson (1974) stated that there are three major reasons; (i) incomplete acquisition of the target grammar, (ii) exigencies of the learning/teaching situation and the (iii) problems of language performance. The first cause deals with speaker's ability to implement the proper grammar of the target language. The second cause relates to the effects of theteaching and learning situation on students' performance. The teaching and learning situation in this study is a classroom oral presentation. It causes some psychological aspects for the speakers such as; anxiety, nervousness, confusion, etc. The last cause focuses on the difficulties, both inter- and intra-lingual ones, which are normally expected.

With all the consideration above, this study was aimed to investigate the grammatical errors made by university students in their spoken English classroom,

specifically in oral presentation activities. The ways of occurrences and common causes would also be identified. It was necessary to be conducted due to the importance of English proficiency in this globalization era in which the ability of spoken English is emphasized.

1.2 The Problems of the Study

In relation to the background of the study above, the problems of the study are formulated as the following;

1. What grammatical errors occured in the classroom oral presentation of university students?
2. How did the grammatical errors occur in a classroom oral presentation done by university students?
3. Why did the grammatical errors in a classroom oral presentation occur the way they are?

1.3 The Objectives of the Study

Parallel with the research problems, this study was aimed to;

1. discover types of grammatical errors occured in classroom oral presentation of university students.
2. explain occurrence of grammatical errors in a classroom oral presentation done by university students.
3. elaborate the causes why the grammatical errors occured the way they are.

1.4 The Scope of the Study

This research was focused on the speaking skill and the researcher limits the study on oral presentation skill. Oral presentation skill is significant on improving students' speaking skill. In an oral presentation the speaker needs more effort to transfer some information to the listener. Although it is a kind of a spoken language, it also needs the accuracy of grammatical form. It shows how the understanding of grammar helps someone to speak properly in a classroom oral presentation.

The researcher analyzed the transcription of each utterance spoken by university students in a classroom oral presentation to find some grammatical errors often occuring. The grammatical errors included; syntax and morphology.

1.5 The Significance of the Study

Theoretically, this study is expected to support the theories of grammatical errors in spoken English term, specifically in a classroom oral presentation.

Practically, this study is useful for:

1. Students: The result of the study is useful for students as information to enlarge their knowledge and to encourage them to be able to speak English well.
2. Teachers and lecturers: The result of the study is important for teachers and lecturers to improve their students' ability in speaking. It can be used as the source data to help them teaching grammar in spoken English more creatively.

3. Other researchers: The result of the study is very useful for those who are interested in conducting a research related to this study with different population in different area since there is a tendency that different people will have different difficulty in using language.