

**COMMON GRAMMATICAL ERRORS IN ORAL
COMMUNICATION MADE BY INDONESIAN EFL
LEARNERS**

THESIS

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of
Education (B.Ed) in English Language Education Program*



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ABSTRACT

Speaking in English with appropriate and correct grammar is still difficult for EFL learners who are not accustomed in using English than their first or second language. It causes the students produced grammatical errors in speaking. The purposes of this research are to identify and classify the type of errors in students' speaking performance based on linguistic category in morphological and syntactical level, and to find out the causes of EFL learners make grammatical errors based on intralingual aspect. The research design was qualitative descriptive research. The sources of this research data is from students' voice recordings when the researcher interviewed them one by one. The participant of this research was thirty second year students majoring English in Universitas Negeri Padang who enrolled in 2019. The interview was used to collect the data, and the data were analyzed by using Linguistic Category Classification from Politzer and Ramirez. Based on the result of data analysis, 16 kinds of grammatical errors were found. The dominant kind of grammatical error which found in EFL learners' speaking was simple past tense. Then, for the causes of EFL learners' error in intralingual transfer aspect based on James theory was incomplete rule application, overlooking co-occurrences restriction, overgeneralization, and exploiting redundancy.

Keywords: *Speaking, grammatical error, EFL learners*

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ABSTRAK

Berbicara dalam bahasa Inggris dengan tata bahasa yang sesuai dan benar masih sulit untuk pelajar EFL yang tidak terbiasa menggunakan bahasa Inggris daripada bahasa pertama atau kedua mereka. Ini menyebabkan para pelajar membuat kesalahan gramatikal dalam berbicara. Tujuan dari penelitian ini adalah untuk mengidentifikasi dan mengklasifikasi jenis kesalahan dalam kegiatan berbicara para pelajar berdasarkan kategori linguistik di level morfologi dan sintaksis, dan untuk menemukan penyebab pelajar EFL membuat kesalahan gramatikal berdasarkan aspek intralingual. Model penelitian ini adalah penelitian deskriptif kualitatif. Sumber data dari penelitian ini berasal dari rekaman suara para pelajar ketika peneliti mewawancarai mereka satu persatu dengan sambungan telepon. Partisipan dari penelitian ini adalah tiga puluh mahasiswa tahun kedua angkatan 2019 jurusan bahasa Inggris di Universitas Negeri Padang. Wawancara digunakan untuk mengumpulkan data, dan data dianalisa menggunakan Linguistic Category Classification dari Politzer dan Ramirez. Berdasarkan hasil dari analisis data, ditemukan 16 jenis kesalahan gramatikal. Jenis kesalahan gramatikal yang dominan ditemukan pada speaking pelajar EFL adalah Simple Past Tense. Kemudian, untuk penyebab terjadinya kesalahan pada speaking pelajar EFL dalam aspek intralingual transfer yang berdasarkan teori James adalah Incomplete rule application, overlooking co-occurrences restriction, overgeneralization, dan exploiting redundancy.

Keywords: *Berbicara, kesalahan gramatikal, pelajar EFL*

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The Researcher

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CHAPTER I

INTRODUCTION

This chapter presents eight sub-chapters that briefly explain the description of the study. Those include background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research questions, purposes of the research, significance of the research, and definition of key terms.

A. Background of the Problem

Speaking in English with appropriate and correct grammar is still difficult for EFL learners who are not accustomed in using English than their first or second language. Robinson and Ellis (2008) stated that speaking is still the most difficult skill among the four skills to be mastered by English learners, also they still do not have good competency in communicating the language. Heriansyah (2012) mentioned that anybody who wants to know someone's ability in foreign language always ask the question about the fluency or ability to speak in English. For instance, the EFL learners who learn English as a foreign language need to have good ability in speaking with the language. Loubazid (2012) mentioned that the cause of learner's difficulties when learning English were the lack of vocabulary, pronunciation, and grammar. Indonesian learners, who are not accustomed in using English as the first language, must face problems in speaking

English, due to of the lack of vocabulary and grammar knowledge (Mukminin, et al, 2015). Astrid (2011) has another opinion on the Indonesian lack grammar knowledge that sometimes is able to mention the rule of English grammar, but they will face difficulties when apply it in speaking. The difference in grammar between native languages and foreign languages is still hard for EFL learners to learn, even for university students majoring in English. Also, the effect of this lack of grammar affects Indonesian learners' English skill, especially in speaking.

Often EFL learners find it difficult to convey their ideas because they do not understand the grammar itself. It causes some mistakes and errors with grammar when they speak. Brown (2006, p.257) says that “a mistake refers to a performance error that is either a random guess or a “slip” in that it is a failure to utilize a known system correctly”. Mistake is different with error which cannot be self-corrected by learners because it shows learner's competence in understanding language. Therefore, if learners make a slip with grammar then they correct it by self, it means they have much knowledge in grammar. However, if learners make some mistakes with grammar repeatedly without knowing how to correct it called as errors.

There are two approaches to study students' errors in learning language as Keshavars (1991) mentioned in his book: Contrastive Analysis and Error Analysis. These two approaches are different. Heydari and Bagheri (2012) said “the process involved in CA is the comparison of learners' mother tongue and the target language.” Then, James (1998) claimed that the mother tongue cannot be compared with the target language, because of that Error Analysis become a

consideration to find out learners' errors with linguistic aspects. Sari (2018) also said that an Error Analysis can be a way to give a feedback for learners to improve their awareness in grammar when they speak. According to Corder (1981) the aims of Error Analysis is providing concrete data related to what errors which often faced by EFL learners when speaking, then the data can help teachers create new learning strategies in teaching language rules become understandable by students. With the definition and aim of Error Analysis, then many researchers attempted to do their research in with the language to find out learners' error in grammar aspects, especially in learners' speaking skill.

To discuss further, there are some researchers who have conducted research on EFL learners' grammatical errors in speaking. In Hojati (2013) study showed that twenty post-graduate EFL learners specializing in TEFL has dominant errors in usage of articles, usage of clauses, prepositions, relative pronouns, conditionals, subject-verb agreement, and countable/uncountable nouns. Also in Simbolon (2015) study showed that thirty English Education students made errors in grammatical such as the production of verb groups, miscellaneous errors, the use of question, and more. His study also discussed the sources of errors in interlingual and intralingual transfer category. The third research is Safrida and Kasim (2016) showed that eight English Education students produced the most dominant errors in past forms of both regular and irregular verbs. The last research is Sari (2018) showed that there were twelve types of error made by EFL learners in English Education program study, which were divided into two levels; morphological and syntactical. At morphological

level, there were errors in third person singular incorrectness and comparative adjective. Errors in syntactical level were determiners, nominalization, number, pronouns, and more.

From the explanation above, it can be seen that there are various study on grammatical error made by English Education students in speaking. Although many studies on grammatical error in speaking have been taken in the past, there is still limited study on grammatical error done in English Department for all major. Therefore, this study examined grammatical error made by English Department students (both English Educational and English Literature students). The research specifically conducted a research in Universitas Negeri Padang.

B. Identification of the Problem

In accordance with the background of the problem above, errors in speaking can be seen from the grammatical errors made by EFL learners. Indonesian learners who learn English as a foreign language still have low ability in speaking. As mentioned above, learners sometimes are able to mention the grammar rules that they learn in school. In contrast, the learners are still difficult to use grammar when apply it in speaking activity which can affect their speaking ability in English.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher focuses the study on describing grammatical errors also the causes of errors in EFL learners speaking. There are several problems that can be investigated related to grammatical errors in speaking based on linguistic category in morphological and syntactical level. From the result of grouping and classifying errors, then this study find out the sources and causes which affect EFL learners in making errors. It is based on the comparative taxonomy which focuses only intralingual transfer aspect.

D. Formulation of the Problem

The problem of this research is formulated in this question: "What common errors are made by Indonesian EFL learners in grammar when speaking in English?"

E. Research Question

The researcher formulates the research questions as the following:

1. What type of grammatical error is most dominant in students' speaking performance?
2. What are the causes of grammatical errors made by EFL learners?

F. Purpose of the Research

The purposes are phrased as the following:

1. To identify and classify the types of errors the EFL learners made when speaking in English.
2. To find out the causes of errors made by EFL learners.

G. Significance of the Research

The result of this study is expected can be useful for readers who learn to speak English, especially EFL learners and teachers. This research may help teachers, lecturers, or curriculum developers to pay more attention to the errors of grammar that are often made by EFL learners during speaking activity. The teachers may also consider the results of this study as a reference to improve students' understanding to use grammar properly in speaking English.

H. Definition of the Key Terms

1. Speaking: is one of the language activities to convey ideas and thoughts to the interlocutor by means.
2. Mistakes: are words that are said accidentally and the person who did them can find out and correct their mistakes right away.
3. Error: is a mistake made not by accident, but an error that cannot be self-corrected because it shows the level of language competency possessed.

4. Grammatical error: is an error created by a speaker of a language that is related to the language order when communicating orally or in writing.
5. Error analysis: is a way to classify the types of errors that have been analyzed to get the results of any errors that occur a lot when doing language activities.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the study's conclusions and suggestions based on the description of the results and discussion in the previous study.

A. Conclusion

This research is to identify and classify what types of errors EFL students often say when doing speaking activities, and also to find out what the causes of errors in speaking activities of EFL students. Based on the results, Simple past tense incorrect is the most dominant error which is found from the total sentences of participants' answers consisting of thirty second year students majoring in English, Padang State University. Then, it followed by the intralingual transfer in incomplete rules application, overlooking co-occurrences restriction, overgeneralization, and exploiting redundancy as the causes of EFL learners in making grammatical errors when speaking.

With the results mentioned above, it can be concluded that grammar is still a problem when speaking. EFL learners often put aside the use of grammar as long as the messages can be conveyed properly to listeners. However, if the grammar used is incomplete, use unnecessary repetition and use words that are not general, this can lead to the multiple interpretations and misunderstanding. Therefore, grammar cannot be underestimated even though its use in speaking activity is not as strict as writing.

B. Suggestion

From the conclusion stated above, the researcher provides some suggestions. Firstly, for English teachers, with this research, it hoped that this research can be a reference for teachers to focus more on grammar material in English for students. Grammar is very important in learning foreign language, especially when communicating orally. Therefore, English teachers must pay attention to the grammar used by students so the message they want to convey does not cause multiple meanings or misinterpretation. Secondly for EFL learners, this research is expected to be a concern in communicating with proper grammar so the messages and ideas can be conveyed clearly, as well as awareness to be more serious and active when studying grammar. Lastly, for the next researcher, this research may do the further research in speaking by using the surface strategy taxonomy theory with English students.

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