

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study contains background of study, research question, purpose of study, scope of study, and significant of study.

1.1 Background of Study

Grammar is very important for English language learners since it is one of the important aspects to master communicative skills. A language learner can be said to have a mastering of language or having competence if he/she fulfills the main requirements, namely: accuracy (correctness), which refers to the mastery of grammatical structures, and fluency, which indicates that the learners can use the target language (Wayar & Saleh, 2016, p. 48). Furthermore, Harris (1974:81) stated “Mastering grammar knowledge will help one in speaking English, because he will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance”. It is an essential part of the use of language process, both in spoken and written language (Subandowo, 2013, p. 120).

Unfortunately, despite being an important term in the language learning process, learning grammar was not easy. Based on Digital Library of PETRA University, the grammar of a language is a description of the ways in which the language uses patterns of structure to convey the meaning. It would be impossible to learn language effectively without knowing the grammar, because grammar

helps learners to identify grammatical forms, which serve to enhance and sharpen the expression of meaning (Subandowo, 2013, p. 120). Students-teacher will get some difficulties if they do not master English well. It can cause communication problem such as grammatical error in speaking.

In other words, language learners need to prevent grammatical errors in order to make effective communication. Brumfit (1980) believes that maximally effective communication is the result of working on accuracy. According to Bartram and Walton (2002), accuracy in spoken English refers to “utterances as near as to a native speaker’s as possible” (p.32). Brumfit (1984) refers to the accuracy of the language content: grammar, pronunciation and vocabulary. However, the grammatical accuracy in spoken language is different from written language. Beattie (1983, p.33) states that “spontaneous speech is unlike written text. It contains many mistakes, sentences are usually brief” (cited in Halliday, 1985, p.76). Several studies also proved that language learner tends to produce error in their oral production.

A study from (Karim & Shah, 2014) aimed to examine the speech errors produced by the EOP learners at the International Islamic University Malaysia (IIUM) in their individual oral presentation. The findings of this study show that the participant produced a wide range of grammatical errors, especially errors in the use of prepositions, nouns and verbs in their presentations. Another study from Muhammad et al (2013) found that misformation accounted for the majority of the total grammatical errors identified followed by omission and addition in verb form, word form and article were found to be the three most frequent types of

errors made by the students in EAP. Moreover, a study from Mukminatien (1999) found that students of English departments have a great number of errors when speaking. The errors include pronunciation (word stress and intonation), grammatical accuracy (tenses, preposition, and sentence construction), and vocabulary (incorrect word choice). However, the present study showed types of the error and the cause of error in a form of grammatical group such as conjunction, nominal group, verbal group and adverbial group/circumstances.

Based on the study above, it can be seen that language learners have difficulties in understanding the rules of language structures (Subandowo, 2013, p. 120). They cannot avoid errors because errors mostly occur in learning process. It happens because they use different forms to deliver their ideas, feelings or messages, so they need considerable amount of time to be able to master the target language well. (Subandowo, 2013, p. 120).

Therefore, since it was one of the problems that mostly occur in the learning process, the aims of this study is to analyze the students oral production and find the errors and the cause of error in order to help the students and reader to improve their oral production in the term of grammar.

1.2 Research Question

1. How is the students' grammatical accuracy in oral production?
 - What are the grammatical errors in grammatical group committed by the students in oral production?
 - What are the causes of grammatical errors committed by students in oral production?

1.3 Scope of the Study

This study takes place at English Education Study Program since the students tend to use English in their teaching and learning. They also learn English to increase their proficiency in order to search a job because English most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job Sari, Kultsum & Armadi (2017). Therefore, it is important to analyze the students' grammatical accuracy by viewing the error and cause in their grammar when producing a sentence. So this study will focus on analyzing the grammatical errors committed by the students in their oral production at the level of the grammatical group.

1.4 Purpose of the study

As a language learner, of course it is important to prevent any mistakes or errors in the production of language because it can affect the meaning. Unfortunately, as a language learner errors are mostly occur in the learning process. So, the main discussion this research is to analyze the oral production of the students and find grammatical errors committed in the grammatical group as well as the cause of those errors.

1.5 Significant of the Study

By exploring the speaking performance and analyzing the errors of students in the English Education Study Program, it can gives information of

1. English development in Indonesia as foreign language.

2. Help the students to improve their oral production through showing some error and the cause of error.
3. Help the teacher or lecturer to provide sufficient oral practice for the students to improve their oral production.