

# CHAPTER I

## INTRODUCTION

This chapter deals with background of research, research questions, purposes and significances of research, scope and limitation, and clarification of key terms.

### 1.1. Background of Research

People should master communicative competence to get involved each other. Johnson (1999: 62-68) states that communicative competence is the knowledge which enables people to use language effectively and their ability to actually use this knowledge for communication. According to Canale and Swain (1980) as quoted by Shumin (2002: 206) there are four major component of communicative competence that should be considered by people. They are; grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

Grammatical competence is the knowledge of vocabulary, rules of words and sentence formation, pronunciation and spelling. Those aspects of communicative competence can be noticed by speaking activities, where speaking is one of the skill activities (listening, reading, writing, and speaking) that people can be seen directly.

Speaking activities become the focus of this research. Since this is such kind of communicative competence in speaking activities, so this research focuses

on the grammatical competence only. It is because when people see someone competence in English, exactly they can see briefly in the way of speaking English.

English language is an international language that used for communication all over the world. Indonesian learns English as a foreign language, because Indonesia still learns and uses English only in academic affairs and not applied it in their habitual life. Otherwise, Indonesian has to use English language to get involved with people overseas by speaking activities. Speaking is the verbal use of language to communicate with others (Fulcher, 2003: 23). Speaking activities then has to be planned which including a speaker controls over the structure of the language: the lexical range, the ability to chunk formulaic expressions, and the ability to monitor the effect of speech on the listener.

Indonesian university students commonly have a high enthusiasm in English speaking activities. However, sometimes they do not intensely consider grammatical thing as being important. Therefore, it is important for them to master this skill by paying attention to the accuracy and fluency in order to reach a communicative competence by speaking activities.

To be a good English speaker, student should notice some aspects. Fulcher (2003: 27) states that accuracy in speaking activities is the attention rate that speaker should be considered. It means that the accuracy of structure, grammar rule, and vocabulary in speech as one component of assessment. If the students pay less attention to the accuracy of speaking activities, they will experience an error. Errors of accuracy happen because of the interference from mother tongue.

They often face interference when applying their mother tongue to the rules of the foreign language or grammar, which is very different from their native language. The structure differences between Indonesia and English can make the students experience some grammatical errors. Grammatical errors here refer to the fundamental principles and structure of English language, including clear and correct sentence construction and the proper forms of words when they speaking. Brown (1980: 165) states that error is noticeable grammar from the adult grammar of native speaker, reflecting the interlanguage competence of the learners. The errors happen because of many things. Therefore, Richards (1974: 124) distinguishes three sources of competence errors. They are; *interference errors* occur as a result of the use of element from one language while speaking another; *intralingual errors* reflect the general characteristics of rules and failure to learn conditions under which rules apply; and *developmental errors* occur when the learner attempts to build up hypotheses about the target language on the basis of limited experience.

Speaking English in Indonesia is being taught formally and quite a number of primary school, private and public school, that included English in the curriculum starting from the four grades in primary school. Therefore, by the time the learners reach university students, they have learned English at least seven years or more. Nevertheless, the researcher found that students of university level still experience grammatical errors when speaking. An example when students say „Yesterday I *eat* chicken stick“ when do speaking activities in the classroom. Because of that reason, this research concern about the grammatical errors in

speaking activities made by the third semester students of English Department – Faculty of Adab and Humanities, UIN Sunan Gunung Djati Bandung.

The third semester students have already passed two classes of Speaking subject before, speaking I and speaking II, so they had the basic of speaking English for about eleven years. Based on the syllabus of Speaking III, the third semester students are hopefully can communicate at the intermediate level, where the intermediate level are expected to have a broad range of language resources relating to predictable situations and familiar matters, including the use of a range of tenses (Applying Speaking Criteria, 2010). The communications are also expected to use strategies to maintain and repair communication, e.g. asking for phrases to be repeated, indicating that things have not been understood, asking for clarification and self-correcting (Ibid). For instance, if the students cannot do the self-correcting, then it is called as an errors or the students making errors in speaking activities. Hence, it is interesting for the researcher to observe the grammatical errors in speaking activities made by the third semester students of English Department especially in UIN Sunan Gunung Djati Bandung.

## **1.2. Research Questions**

Based on the explanation above, this research focuses to see what types of grammatical errors, especially happen when students experience English speaking activities in the classroom, with the questions as follows:

1. What are the grammatical errors (if any) the students experience in speaking activities?

2. What makes the students experience grammatical errors in their speaking?

### **1.3. Purpose of Research**

The purposes of this research are as follows:

1. To find out the grammatical errors in speaking activities done by the students (if any).
2. To identify the possible causes of errors done by students, because identifying the possible causes of the errors may help the students to improve their speaking in learning process.

### **1.4. Significance of Research**

The significance of this research, for the researcher is a challenge in improving the comprehension of grammar and also this research gives an understanding about grammatical errors in speaking activities. For the reader and students, by reading the result of this study they could know the importance of grammatical system in speaking. So, they can improve their ability in speaking not to experience the grammatical errors again. Furthermore, this research is a reference directed for those who are interested in doing the same topic.

### **1.5. Scope and Limitation**

This research focuses on the grammatical errors, both morphological and syntactical errors (Politzer and Ramirez in Dulay et. al. 1982: 146), which occur

in students speaking activities in the classroom, consisting of sixteen students speaking activities. It is limited to the grammatical errors which can be identified from the sixteen students in their speaking activities while excluding errors related to spellings.

The findings are expected to give a clear description on the types of grammatical errors experience by the students in their speaking activities and possible cause students' experience grammatical errors. Hopefully, this research will give relevant input to help students see the common grammatical errors and be better in improving their grammatical competence.

#### 1.6. Clarification of Key Terms

To avoid misconception in conceiving the terms in this research, the researcher makes clarification of key terms to explain some words:

- **Speaking:** transferring messages -thought, ideas, and feelings- through words verbally (Fulcher, 2003: 23).
- **Accuracy in speaking:** the learner ability in using the grammar of language or the accuracy of structure and vocabulary in speech as one of component of assessment (Fulcher, 2003: 27).
- **Grammatical competence:** the ability of speaker as a language learner in understanding how words are segmented into various sounds, and how sentences are stressed in particular ways, to understand English language structures accurately (Canale, 1983: 2-27).

- **Grammatical errors:** the failure to use grammatical system correctly made by the students which is caused by the lack of students' competence in communicate (Dulay, Burt and Krashen, 1982: 130)
- **Error analysis:** a systematic description and explanation of errors made by learners or users in their oral or written production on the target language (Ubol, 1988: 8).





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