CHAPTER I

INTRODUCTION

A. **Background of the Problem**

Speaking is an important thing for the second or foreign students, and the students should master the speaking skill. According to Richard (2010, p.1), he states that the mastery of speaking skills in English is the priority for many second or foreign learners. Therefore, the mastery of speaking skill is very important. Speaking is very significant because by mastering speaking skill, people can carry out a conversation with others, give ideas and exchange information with others. Hence, in speaking classroom, learners should work as much as possible on themselves.

Speaking is always an important aspect to people in their lives because by speaking people can communicate their feeling, share the ideas and opinions. As a language skill, speaking is sometimes undervalued, or in some circles, taken for granted. In other words, speaking English as kinds of skill used to show that the people have superiority in mastering English. Or some people give a judgment about English competence based on speaking ability rather than from any other language skills. In addition, student's languages are considered successful if they can communicate effectively in their second or a foreign language.

Speaking is very important because in speaking we can talk to and interact from one to each other. Richards (2008) has explained that there are three functions of speaking. The first function is speaking as interaction

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and the second function is as a transaction and the third function is as a performance.

Speaking subject is an important lesson in English Education Department, in the second semester, it is given 2 credit hours for daily communication in a week. There are so many people said that if you want to speak English do not care about the grammar, but for English education department especially for the English teacher candidates they must pay attention about the grammar. They have to use grammar correctly when the English teacher wants to speak English.

Speaking means a lot in communication. So it means that speaking is an activity that people can communicate what they want directly and the others can grasp and give responses in a short time. There are four skills in teaching learning process of English, they are, listening, speaking, reading and writing. Language teaching learning process is focused on speaking skill. As we know that speaking is an important skill in the language learning. Many people assumed that study the language must be able to speak using the language. Besides that, language is a system of understanding to communicate with others. According to Lehman in Descriptive Linguistics, he has stated that language is a system for communication of meaning through sound. It is stated in the Introduction Course of Linguistics that language is a system of arbitrary vocal symbol used for human communication.

Speaking skill is seen as somewhat difficult for some language learners. A speaker should at least pronounce the words well, choose the suit

able dictions, and try to do grammatically correct though, perhaps in any cases, it is common when a speaker speaks without having good attention at accuracy or fluency. Brown (2001) explains:

> There are eight characteristics of spoken language which can make oral performance easy as well as, in some cases, difficult: clustering, redundancy, reduced, performance variable, hesitation phenomena, colloquial language, rate of delivery, and stress, rhythm, and intonation.

Speaking is not an easy job because there are many problems in teaching speaking. First, it relates to the condition of the students who are lacking of mastering vocabulary, grammar, and tenses. Second, the students get used to speaking their English language. Third, they rarely practice to use English to communicate, for instance, when the teacher asks them to come for word to have a conversation with their friends, they are afraid of trying to speak because the students are discouraging to make mistakes in speaking. Another problem related to the students is that they are not interested in the material given to them. The teacher sometimes cannot manage the classroom and this situation makes them impossible to continue the learning process. Corder (1982) said error gives suggestion to the teacher because error can be level of achievement indication in a teaching process done. Besides, error can be a condition to the researcher what learners have learned, it also can be the strategy done by learners in learning and getting language. Then, error also can be a measurement to the learners in learning language

Speaking is the verbal use of language to communicate with other. The statement shows that speaking is used to communicate with other in verbal.

Fulcher (2003) states that speaking is the verbal use of language to communicate with others. Writing and speaking skills include to productive skill but writing and speaking is very different. As a productive skill, speaking is not like writing skill or other receptive skills because speaking as a direct communication. Based on Katheleen (2003) speaking is the productive, oral skill that consists of producing systematic verbal utterance to convey meaning. In fact, most of them consider speaking as a burden because of some reasons related in using the proper lexical and grammatical rules.

Speaking performance is one of the activities in English classroom. Chomsky in Carlson (2004, p.58) represents that performance is the specific application of this knowledge in a speech situation. Chomsky's theory has similar meaning with Ellis's theory because she discusses about the specific application of the knowledge in speech situation. The knowledge in this theory can be categorized, such as grammar and language itself. It means that speaking performance is the student's knowledge in a speech situation; some of students make an error because their knowledge about grammar is low. For English education department students, speaking performance is one of the difficult tasks in the classroom and they also have to use the correct grammar.

Correct grammar in speaking performance task is one of the most stressing task. According to Woodrow (2006), there are eleven stressors that contribute to learners' speaking performance. Those stressors are, 1) performing in English in front of classmates, 2) giving an oral presentation, 3) speaking in English to native speakers, 4) speaking in English in classroom

activities, 5) speaking in English to strangers, 6) not being able to understand when spoken to, 7) talking about an unfamiliar topic, 8) talking to someone of higher status, 9) speaking in test situations, 10) when interlocutor seems stern, and 11) not being able to make self-understood.

Based on the background above, the researcher assumes that speaking is the most important subject as proclaimed by the curriculum, and many students still make some errors in their speaking performances, actually their speaking performances are good but they are still confused in mastering grammar, many students make grammatical errors when they speak in front of the class.

In this case, it is clear that the researcher intends to observe about the effort of students and mention the problems in the following phenomena; some students get difficulties to use and determine the grammatical rules. They are not to express their idea in speaking. Then, they are still confused and make some errors in addition, omission, mis-formation and mis-ordering in their speaking, some of the students do not express their ideas fluently, some of the students still do not know about grammar, some of the students do not feel confidence when they speak in front of the class.

Based on the preliminary research, the students still do not know about grammar and they are doing some grammatical errors when they are in speaking performance, but if they speak in the front of the class they can speak English well but for grammar they still do some errors. This research is conducted to analyze students' grammatical error in their speaking performance and to find

out the percentage of errors. The researcher decides to undertake a study which explores grammatical error that students in speaking performance. This issue would be discussed in her project paper entitle: **An Analysis of Grammatical Error on Students' Speaking Performance at the Second Semester of English Education Department UIN SUSKA Riau.**

B. The Problem

1. The Identification of the Problem

Based on the background of the problem above, thus the researcher identifies the problems of this research as follows:

a. What types of grammatical errors are found that the students made in speaking performance?

b. How is the percentage of the grammatical errors in speaking performance?

c. How are the student grammatical errors in their speaking performance?

d. Why are any students still not confused when they do speaking performance?

e. Why do the students still have difficulties in grammatical errors in their speaking performance?

2. Limitation of the Problem

It is rather broad to investigate the problems above, there are so many speaking performances that the lecturers do in the class like dialog, speech, drama, etc. as part of the course on speaking for daily communication. In this research the researcher limits the problem of her

research to the analyzing of grammatical errors in students speaking performance at the second semester of English education department UIN SUSKA RIAU. The students speaking grammatical errors in speaking performance drama and dialog were not investigated in this research.

3. The Formulation of the Problem

Based on the limitation of the problem above, thus the problems of this research are formulated into the following research question:

What types of grammatical errors were found in students' speaking performance at English Education Department of UIN Suska Riau?

C. The Objective and the Significance of the Research

1. The Objective of the Research

Based on the formulation above the objective of the research study is as follow:

To describe what types of grammatical errors the students make at English Education Department of UIN Suska Riau in their speaking performance.

2. The Significances of the Research

Besides, the writer also has some purposes in conducting this research as follows:

a. The researcher's perception in Error Analysis and generally for anyone who is interested in speaking about Error Analysis field, especially for students' Englidh Education Department of UIN Suska Riau, they can read this study as one of their references for additional information.

b. The result could also help the students to increase their ability to speak, especially for the students EED of UIN Suska Riau.

c. To fulfill one of the requirements to finish the writer under graduate study program at English Education Department Tarbiyah and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau.

D. The Reason of Choosing the Tittle

1. The problems of the research are very interesting and challenging to be investigated in term teaching and learning writing as EFL/ESL class.

2. The topic is relevant to the writer as one of the students of the English Education Department.

3. As far as the writer'sconcerned, this research title has never been investigated yet.

E. Definition of Key Terms

Some terms are used in the study need explanation as to avoid misinterpretation and misunderstanding.

1. Error Analysis

Richard et.al (1985) state that error analysis is the study of errors made by the second and foreign language learners. It means that the error analysis can do by the students' foreign language and the second language especially in writing and speaking (p.96).It means that error analysis is an activity to reveal errors committed by students both in writing and speaking.

2. Grammatical Error

Richard (1971) explained that "a grammatical category is a set of syntactic features that express meanings from the same conceptual domain occur in contrast to each other, and are typically express in the same fashion". Grammar is the pattern that governs a language and every language has different rules in forming words and sentences. The students often use their rule of mother tongue when they get difficulties in producing some utterance in the second language. Grammatical is a very useful and important part of many languages. It means that grammatical error is the students do some errors when they speak in front of the class and their grammar is inappropriate because they still use mother tongue.

3. Speaking Performance

Chomsky in Carlson (2004, p.58) represents that performance is the specific application of this knowledge in a speech situation. The theory from Chomsky is similar to Ellis's theory because this theory discusses about the specific application of the knowledge in speech situation. The knowledge in this theory can be categorized, such as grammar and language itself. It means that speaking performance is the student's knowledge in a speech situation; some of students do an error because their knowledge about grammar is low.