

## CHAPTER 1

### INTRODUCTION

#### 1.1 Background of the Report

Customer service officer is a person who provides support for customers through information, creating a trusting environment or assistance. As Robert (2009) stated that customer service officers needed skills for success in business careers since customer service is the act of taking care of the customers' needs by providing services and assisting the customers. The skills the customer service officers needed are including listening techniques, verbal and non verbal communicating. Customer service can also mean dealing with the customers' problems and solving them. While the customer service serving the customer or handling their problem, there will be a communication between the customer service and the customer. Mehrabian (1972) stated that every act by which a person gives to or receives from another person information about that persons' needs, wishes or wants, perceptions, understanding means communication. Communication may be done on purpose, may involve regular or irregular signals, linguistic or non-linguistic forms may be taken too, and may happen through spoken or other modes. Mehrabian (1972) also mentioned that this act is common as carrying out through exchange of thoughts or ideas. The exchange of usual and familiar ideas can happen by a movement of part of body, a gesture or action used to convey information or instructions, signals, verbal communication

or written communication or non-verbal communication. When communicating with someone in verbal communication, the customer service use a language. Weigand (2017) mentioned that sometimes the receiver may not completely perceive the intended meaning of the language used by the transmitter. This may happen if the transmitter language is foreign to the receiver. There may also be language issue in the communication process if the message carries a technical information and the receivers is not familiar with the technical word or phrase used.

In this context, English is used as a foreign language by the customer service officers in I Gusti Ngurah Rai Airport while serving the foreigners. According to So-Mui & Mead (2000), it is worth to take a look at the use of English and learn its characteristic to increase the knowledge of English speakers in the workplace. English has an important role for professional advancement and tools to help business works more effectively. Especially in I Gusti Ngurah Rai International Airport, there are a lot of foreigners come to the airport not only in the International terminal but also in the Domestic terminal, thus, English has an important role to help the business work more effectively. English will be used by the customer service officers to communicate with the foreigners. Based on the writer's observation in I Gusti Ngurah Rai Airport, English skills are the key to success for both individual or PT. Angkasa Pura company. As in I Gusti Ngurah Rai International Airport, the customer service officers need English to communicate with the passengers especially in International Terminal. It becomes an official language to separate the language barriers. English is the second

language the customer service officers used which helped the communication better with foreigners or international passengers with the result of better understanding and enhance or improve the customer service (Leslie & Russell, 2005). Among the four language skills, speaking seems to play more significant role in communication (Zaremba, 2006). However, the speaker needs to pay attention in finding or using the most appropriate words and the correct grammar to convey meaning accurately and clearly, so that the listener can easily understand what the speaker say (Cameron, 2001). Grammar is essential regarding bringing someone's ability to a higher level. In order to communicate expertly with varied range of structures, greater depth of grammatical understanding is necessary (Debata, 2013). Likewise, grammatical knowledge helps the speaker to manage and express the idea of their mind and thus, improves their fluency (Hinkel & Fotos, 2002).

According to O'Hare (1973) grammar is the structural foundation of our ability to express ourselves. People, who are native speakers of English already, know English grammar. They realize the sounds of English words, the meanings of those words and the different ways of putting words together to make meaningful sentences. Subasini & Kokilavani (2013) stated that using the proper grammar is essential to avoid misunderstanding and to help the listener to understand the speaker easily. Language with grammar errors will slow down the communication and conversations. Moreover, it finds harder to express the speakers ideas, thoughts clearly and concisely. The function of grammar in conversation is to the mastery the sentence which to unfailing the identification of

the sentences in speech, and the power of making clear, and varied sentences (Newsome, 1934). Based on the writer's observation, grammatically correct English utterance is important to help the customer service officers in I Gusti Ngurah Rai Airport communicate expertly, thus help the passengers understand easily what exactly the customer service officers say. Hillocks & Smith (1991) stated that speaker mostly accustomed to get uncertainty when they are speaking for example, which preposition to use? Which tense is better? Unconfident about the right grammar can often slows down or makes the speaker slow in speaking.

The writer conducted her internship in PT. Angkasa Pura I, Bali as a customer service officer, especially located in the I Gusti Ngurah Rai International Airport Bali. Customer service is provided to help the passengers, customers, and also the people around the airport. The responsibility of the customer service officers itself usually about helping the passengers, assist the passengers, giving information, solving problem of the visitors or the passengers and also giving the special needs service.

Therefore, the reason of the writer in choosing the place to do the internship was because the writer wants to improve her English and use her ability in English with the international visitors or foreigners. Since I Gusti Ngurah Rai is an International airport and Bali is a city with the most international visitors in Indonesia. Thus, English is indeed needed while working in the airport. This internship has given the writer a lot of experiences and knowledge, not only about the airport and English but also about how to cope with the team mates and

working in a team. By finding out the most common grammar errors the customer service made through observation, recording, and interview, the writer decided to make a final report of “THE MOST COMMON GRAMMAR ERRORS THE CUSTOMER SERVICE OFFICERS MADE WHILE SERVING THE FOREIGNERS IN I GUSTI NGURAH RAI INTERNATIONAL AIRPORT.”

## **1.2 Statements of the Problem**

There are two problems in this report, those are:

- a. What were the most common grammar errors the customer service officers made while serving the foreigners ?
- b. What were the feedbacks the writer gave to the customer service officers?

## **1.3 Purpose of the Report**

The purposes of the report are :

- a. To identify the most common grammar errors the customer service officers made while serving the foreigners.
- b. To identify the feedbacks the writer gave to the customer service officers.

## **1.4 The significance of the report**

- a. For the writer

This final report is useful for building the writer’s ability before entering

the job field, making the writer understand the problems that happen in serving the international visitors, getting experience in the field of job, and to expand the writer's knowledge in handling communication with the international visitors.

b. For the almamater

This final report is beneficial for the alma mater in establishing good cooperation relationship between Universitas Airlangga and PT. Angkasa Pura I Bali, exploring and applying Universitas Airlangga students' ability in handling and communicating with the international visitors and for the other students of Universitas Airlangga can improve their quality and skill.

c. For the company and institution

This final report is useful for the institution to build cooperation between Universitas Airlangga and the PT. Angkasa Pura I, Bali, it can also be used to improve the English skills of the students when communicating with the tourist or Interational visitors and improve the quality of customer service officers of PT. Angkasa Pura I, Bali in handling and communicating with the international visitors using good English skills.

d. For the interns

This final report can be used by other intense to find their true potential and ambition, as well as encourage them to broaden their knowledge about handling and communicating with the international visitors.

## **1.5 Review of Related Literature**

### **1.5.1 Grammar Errors in Spoken English**

For better or worse, English has become the most international language of languages, the lingua franca of business, science, systematic instruction, politics and pop music (Bryson, 1990, p.2). English has been adopted by many non-English organizations as their international language. However, we must not forget the linguistic diversity in many cultures. Tom McArthur (1998) mentioned that World English is used in '113 distinct territories' and suggested eight categories of use. Worldwide English or Universal English is more or less standard English which is used for science, technology and business. Especially in Customer Service, the staff will be facing the international visitors which definitely use English to communicate. 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, 1983; Canale & Swain, 1980).

The customer service officers are required to speak in English with proper grammar, so, they can understand what the native or English speakers say and go further into advanced English conversations. In opposition with the expectation, (Simbolon 2015) stated that it is found that there are still several aspects of speaking skill which become the obstacles for the officers, such as grammar, vocabulary appropriateness, pronunciation and discourse management. Moreover,

grammar consists of a lot of differences between people's native language and English particularly when it comes to tenses. Hidayah (2017) defined that having a good grammar system of a language, learners will be helpful in delivering their ideas, messages and feelings either to the listeners or readers. Language without grammar would be disorganized and causes some communicative problems, like grammatical errors in speaking. Hence, the customer service officers need to know the grammatical system of language they can communicate with others in order to transfer the message properly.

According to Brown (2007) Error and mistake are pretty different. Everybody is aware of that once communicate with the others, unconsciously, they will do several errors in language getting to know process. It is the real situation that makes error is unavoidable part of getting to know about it. Errors are systematic which are characteristic of the learner's linguistic system at a given stage of their knowledge (Corder, 1981). Errors arise due to the imperfect competence in the target language (Chomsky, 1965). Meanwhile, mistake refers to performance error that is either a random guess or a slip in that is failure to make use of a known system correctly. It is deflection due to performance factors that undergone by the learners such as memory limitation, tiredness, emotional strain, as an instance mistake in the sequence of agreement and tenses in sentences, spelling and pronunciation. They are normally random and willingly corrected by the learner himself when his attention is drawn to them. It can be concluded that mistake is a performance of error that is the slips of the tongue; it is not the end result of the lack of competence.



Furthermore, the classification of grammatical errors based on surface strategy taxonomy can be divided into (1) omission, (2) additions, (3) misformation, and (4) misordering. Here are the classifications of errors according to surface strategy taxonomy (Dulay, et al.,1982:150).

1). Omission

When a learner is leaving off important items that must emerge in a well-performed utterance, that means the learner is doing omission error. As an example we know that morpheme or words can be differentiate into two classes: content word (e.g. noun, verb, adjective, and adverb) and grammatical morphemes such as noun and verb inflection (-s, -ed, -ing), the article (a, an, the), verb auxiliaries (is, am,are, will, can, must etc), and preposition (in, on, at, etc) (Dulay et al, 1982). Language learners typically omit grammatical morpheme much more frequently than content word such as in “*we finds luggage, there is a lot of restaurant, I calls them already.*” Omission errors may be explained as the missing important morphemes to exist in a nicely formed utterance (Dulay et al, 1982)

2). Addition

Addition errors, which are the contrary of omission, are characterized by the presence of items that should not appear in a properly-completed utterance. Regularizations, double markings, and simple addition are sort of addition error which have been examined in the speech of both first language and second

language learner. Dulay (1982) stated that double marking are usually described as the failure to delete some certain items which are required in some linguistic constructions. For the example is 'I didn't went.' Not only because 'went' is not the main verb however the main verb is 'didn't' but also 'didn't' is already the past verb of 'do' which 'went' did not need to be past word. The second one is Regularization. Regularization is a rule typically applies to a class of linguistic items such as main verbs or noun. However, there are some irregularity to the rule. For example the verb 'eat' does not become 'eated', but 'ate'; the noun of 'tooth' is also 'teeth' in the plural not 'tooths.' The last one is simple addition which means the existence of a morpheme or a word which should not existed in a well-formed utterance.

### 3). Misformation

Misformation is the error that characterized by the use of the wrong form of a structure or morpheme. There are three type of misformation namely, regularization error (neglecting exception and dissemination rules to domain where the learner do not use the rules transformation of verb and countable or uncountable noun, for instance falled (fell), runned (ran), womans (women) and etcetera. The next one is archi form which the selection of one member of a class of forms to represent others in the class. Learner may temporarily select just one of the English demonstrative adjectives 'this,' 'that,' 'those,' 'these,' to do the work for several of them. For the example 'that dogs.' For the learner 'that' is the archi demonstrative adjectives. The correct one is 'those' since 'dogs' is a plural

noun. The last type of misformation is alternating forms. As the person's vocabulary and grammar improve, the use of archaic forms often gives way to the fairly free alternation of various members of class with each other. For the examples; 'so hard to get into Harvard' the better word use instead of 'hard' is 'difficult,' thus the right way to say it is 'so difficult to get into Harvard.'

#### 4). Misordering

Misordering errors are characterized by the incorrect positioning of a morpheme in an utterance. They come about approximately for both first and second language learning in construction that already been acquired. For instance: 'He is all the time late' *.all the time* is misordered. 'what mommy is doing?' is misordered too. As it is a question sentence the verb must be after the WH word.

### **1.5.2 Giving Feedback to the Customer Service Officers**

Dekeyser (1993) stated that error correction is not only of practical importance, however, also a controversial issue in the second language, where it is often subsumed under the more general term of "negative evidence." According to Gass (2013), negative evidence provides learners with data about what is not acceptable in the language they are speaking, as Gass (2013, p. 37) indicates, it is the type of information that is provided to learners concerning the incorrectness of an utterance. When negative evidence is provided reactively, it can be categorized as feedback. For the example is when someone said, "That airline ticket is expensive more than this one." The other speaker gave a negative evidence with

saying, “Oh, that airline ticket is more expensive than this one?” Hardavella (2017) stated that feedback is about giving information in a way that inspire the receiver to accept it, reflect on it, learn from it, and hopefully make changes for the better. According to Hardavella (2017) in most European countries, feedback is embedded in education, training and daily professional activities. It is a valuable tool for indicating whether things are going in the right direction or whether redirection is required. Giving and receiving feedback is not an easy task and poses significant challenges for both sides. Based on Federation University of Australia there are six types of feedback, which are:

1). Informal feedback

Informal feedback can occur at any time as it is something that emerges spontaneously in the moment or during action. Usually it occurs in the everyday communication such as with friends, colleague, or even family.

Example: The feedback will be provided by social sources such as peers, colleague, and self (person-to-person)

2). Formal feedback

Formal feedback is organized and systematically scheduled into the process. Formal feedback includes the likes of marking criteria, competencies or achievement of standards, and is recorded for both the student and organisation as evidence. It can be offered by any member of the incorporative team, but most frequently by peers or superiors.

Example: Formal performance appraisal system and formal conversation amongst managers.

3). Formative feedback

Formative feedback is giving information in a way to affect the quality of someone's performance. It can increase the person motivation and self directed learning. Formative feedback helps people to improve and prevent them from making the same mistakes again.

Example: Letting someone know their progress or how they can improve.

4). Summative feedback

Summative feedback is giving information about the quantity of performance. Usually it happens at the end of the course or event including the summary of what has been achieved and how well it has done. Therefore, summative feedback consists of detailed comments that are related to specific aspects of their work, clearly explains how the mark was derived from the criteria provided and additional constructive comments on how the work could be improved

Example: Exams, final projects, and research reports.

5). Self feedback

This is the ultimate goal of feedback for learning. During the provision of feedback, teachers have the opportunity not only to provide direction for the

students, but to teach them, through explicit modelling and instruction, the skills of self-assessment and goal setting, leading them to become more independent (Sackstein, 2017).

Example: Observe about ourselves, learn from what we have taught, and try again.

6). Constructive feedback

Constructive feedback is specific, issue-focused and based on observations. It is a proactive way to help ensure employee are performing more than the expectations and challenging themselves professionally.

Example: Providing suggestion on how someone can approach the various points rose.

## **1.6. Methods of the Report**

### **1.6.1 Location and Participation**

The writer conducted internship as the customer service officer in PT. Angkasa Pura I Bali which located in the I Gusti Ngurah Rai Airport, Bali. The writer worked as the customer service officer with the other customer service officers. There were eight females and five males in the team the writer working with. There are eight customer service desks in the I Gusti Ngurah Rai Airports, four in the international terminal and four in the domestic terminal. In the International terminal one desk is in the arrival hall, one desk in the front of the

departure hall, one is outside or near with the departure dropping point for the special service and one is inside the departure which we call it mobile international, it is located near with the gate. In the domestic, there are four customer service desks. First customer service desk is next to the arrival hall, customer service desk for domestic departure is inside the departure hall, the special service of domestic terminal is in front of the departure hall or near with the domestic departure drop off point, and last is inside the departure which near with the gate six and five. While doing the internship the writer conducted her internship in the customer service desk at international departure and arrival desk most of the times and twice in the customer service desk at domestic arrival.

In terms of background of participants, the writer asked permission from the staff of the customer service officers in her shift for the interview. After the writer got permission, some of the officers gave some things that the writer can and cannot ask during the interview. The writer interviewed three female customer service officers and one male customer service officer.

## **1.6.2. Data Collection**

In carrying out the case study, I used semi-structured interview and observation.

### **1.6.2.1 Semi-structured Interviews**

I used semi-structured interviews (the format of the interview was open) to the staff. I made several basic questions which from my opinion from that

selected question. I asked the permission of the staff before I interviewed them. I asked some question that I have written but I gave some additional questions which related to their answer. By making the interview, the writer try to find out about what the background of the customer service officer, the ability they need to have, some obstacle while doing the job, and etc.

### **1.6.2.2 Observation**

I observed the staff of the customer service officers and the international visitors who came to the customer service desk. Observation was conducted so that the writer could see the manner, behaviour, attitude, and action that were happening during the observation of the customer service officers and the passengers of the airport itself. According to the observation the writer can conclude what were the most common grammar errors the customer service officer made while serving the international pass angers or visitors.

### **1.6.2.3 Data Analysis**

In terms of data analysis, I use triangulation of data collection techniques to answer the statement of problem. Further, In accordance with the statement of problem, I could generate one unit of analysis which could be answer by using triangulation of data collection techniques.



Table x. Triangulation of data collection techniques to answer statement of problem.

Units of analysis	Data collection techniques
Most common grammar errors the customer service officer made	Observation (put notes on the table) Recording
The feedback the writer gave to the customer	Observation Research

Following up the table-x below, I analyzed the data collected from each of instrument separately based on the units of analysis. After I find the patterns from each of the data, I merge the findings from each of data to answer statement of problems.

## 1.7 Framework of the Report

### PROBLEMS

- a. What were the most common grammar errors the customer service officers made while serving the foreigners ?
- b. What were the feedbacks the writer gave to the customer service officers?



### DATA COLLECTION

- a. Observing the customer service (writing down in a note)
- b. Recording the customer service officer while communicating with the international visitors or passenger.



### DATA ANALYSIS

- a. Recapitulating data obtained from daily and weekly journals or notes
- b. Checking the notes (grammar errors) and observing it with the research



### OUTPUT

- a. Find the most common grammar errors the customer service officers made while serving the passengers or international visitors.
- b. The feedbacks the writer gave to the customer service officers.