CHAPTER I

INTRODUCTION

1.1. Background of the Study

A ‚grammar" for a certain language is a set of rules which is only applicable in the grammatical pattern of that certain language regarding to the appropriateness of the structure and meaning (Hawkins, 2001). If there is no grammar then there will be no idea about how to form and use language. Therefore, English grammar is one of the most important requirements to be mastered by students who learn English as a foreign language. During the process of English language learning, it will be easier for second language (L2) learners if they master English grammar.

English grammar is an important requirement to be mastered by L2 learners in both writing and speaking. Some patterns of English grammar relate to the meaning of a sequence of sentences. According to Amaral & Roeper (2014), grammar has some characteristics that point out the meaning. Some grammatical patterns like English tenses will affect the meaning of the sentences. The speakers have to be able to use past tense to tell stories happened in the past and also use future tense to tell about things that will happen in the future. In this study, the writer would focus on the use of English grammar in speaking.

According to Mochizuki & Ortega (2012), it is possible to establish a balance between communication and grammar during L2 acquisition process. Correctly speaking grammatically is needed and important in order to convey

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messages from speakers to listeners. It is important to avoid misunderstanding and help to express ideas more clearly. Moreover, there are certain patterns that have to be applied such as the use of tenses. Speaking grammatically incorrect might cause difficulties in expressing ideas. Learners have to be able to apply the grammatical rules written in textbooks and utter it in spoken language (Thornbury & Harmer, 1999).

According to Lee and Ridley (1999), errors are inevitable to occur during the process of second language acquisition such as learning English grammar. People might produce different grammatical errors depending on the grammatical patterns that are difficult for them. One speaker might say *the student brings some book*, while another might say *the student bring some books*. It indicates an ill formed of English grammar produced by the speakers. In spite of the fact that grammatical errors cannot be avoided, still we need to know grammatical errors that are possibly produced by learners and manage how to minimize the possibility of making such grammatical errors. Therefore, it becomes important to analyze the grammatical errors made by learners in the process of second language acquisition.

Grammatical error is a type of error that might happen in the process of second language acquisition (SLA). Richards (1974, p. 173) classified two types of error sources in SLA namely interlingual and intralingual transfers. Errors caused by interlingual transfer happen as the result of mother tongue's interference on the process of SLA, while errors caused by intralingual transfer

could happen regarding to learners" ability to master and develop learning strategies.

Grammatical errors are often found in both speaking and writing. Regarding the importance of errors analysis, some studies have identified grammatical errors produced by students, mostly in students" writing such as errors in academic English writing in Thailand (Bootchuy, 2008) and in Sri Lanka (Abeywickrama, 2010), errors in writing of Iranian TEFL sophomores in Malaysia (Fatemi, 2008), and errors in Guided Writing class in Indonesia (Nugrahaeni, 2011).

Many studies have focused on the error sources, as mentioned in the previous paragraph, namely interlingual and intralingual transfers. Bordag in German (2004) explored aspects of psycholinguistics related to interlingual and intralingual interference in the process of grammatical gender production L2 learning. Some studies have found that errors caused by intralingual transfer were greater than interlingual transfer. For instances, Husada in Indonesia (2007) on English concord acquisition, Alsulmi in Saudi Arabia (2010) in the use of definiteness and indefiniteness, Nugrahaeni in Indonesia (2011) in students" English guided writing and especially Adib in Indonesia (2012) in students" English speaking subject.

Adib (2012) analyzed the causes of grammatical errors in speaking and classified the error sources into two; interlingual and intralingual transfers. He found that learners were still confused with English Grammar systems. The finding indicates that errors caused by intralingual transfer were greater than

interlingual transfer. Richards (1974, p. 174) classified four causes that might affect the general characteristics of rule learning. These four causes relate to intralingual transfer and can be used to determine whether grammatical errors happened due to intralingual transfer. They are (1) over generalization, (2) ignorance of rule restriction, (3) incomplete application of rules and (4) false concept hypothesis (ibid).

Based on the brief review above, research about grammatical errors in speaking has not been conducted extensively in Indonesia. Most of the studies are about grammatical errors in writing. Therefore, in this research, the writer would focus on grammatical errors produced in speaking. The differences between this research and the previous studies was this study tried to identify further the most frequent type of grammatical errors produced in story telling using Politzer and Ramirez theory (1973 cited in Dulay, Burt and Krashen, 1982, p. 147 – 150) which divided grammatical error taxonomy into two namely morphology and syntax errors. The writer also analyzed the error sources and classified them based on Corder‟s interlanguage theory (1982) and Richards‟s intralingual theory (1974). Furthermore, the writer determined the major source of grammatical errors produced in speaking.

In this study, the writer identified and classified the grammatical errors produced in narrative story telling produced by university students who learn English as a foreign language. The writer chose the fifth semester students from English Department year 2012 of Universitas Airlangga Surabaya as the population because they have learned English as their major subjects during

university lecture. They must be familiar with the concept of English grammar as they actively use English language in their study. The condition relates to intralingual transfer where the errors happen as the learners have knowledge about English grammar and try to develop the general characteristics of English grammar. Furthermore, the writer would like to conduct research either interlingual or intralingual transfer is the major source of grammatical errors produced in speaking.

1.2.   Statement of the Problem

Based on the background of the study above, the writer would like to conduct a research to find out the types of grammatical errors produced in story telling by the fifth semester students of English Department Year 2012 of Universitas Airlangga Surabaya. In addition, the writer also identified the grammatical error sources namely interlingual and intralingual transfers. Furthermore, the writer also calculated the grammatical errors to determine the most frequent type and also the major source of grammatical errors produced in the story telling. The identification of the problem used the research questions as follows:

1. What are the grammatical errors produced in story telling by the fifth semester students of English Department Year 2012 of Universitas Airlangga Surabaya?

2. What is the most frequent type of grammatical errors produced?

3. What is the major source of grammatical errors produced?

1.3. Objective of the Study

Based on the statement of the problems, the objectives of the study are:

1. To find out the grammatical errors produced in story telling by the fifth semester students of English Department Year 2012 of Universitas Airlangga Surabaya.

2. To identify the types of grammatical errors found and determine the most frequent type of grammatical errors produced.

3. To identify the sources of grammatical errors found and determine the major source of grammatical errors produced.

1.4. Significance of the Study

By conducting this study, the writer expects that it can provide a meaningful contribution to linguistics studies in teaching English as foreign language especially Grammar and Speaking subjects. That is to raise the awareness of making such types of grammatical errors that might occur in the process of teaching and learning L2 especially in speaking. The writer hopes that this study can be useful information in teaching grammar and speaking. Furthermore, the writer hopes that this study can help the L2 teachers in guiding learners to use English grammar correctly.

1.5. Definition of Key Terms

To avoid misinterpretation in understanding this study, the definitions of the key terms used in this study are presented in the following:

- **Grammar:** a set of rules which is only applicable in the grammatical pattern of that certain language regarding the appropriateness of the structure and meaning. (Hawkins, 2001)

- **Grammatical Errors:** incorrect application of grammar rules and structures (which in this study focuses on grammatical errors produced in speaking). (http://www.thefreedictionary.com/grammatical accessed on September 19, 2014). This study focuses on grammatical errors taxonomy classified by Politzer and Ramirez (1973 cited in Dulay, Burt and Krashen, 1982, p. 147 – 150) namely morphology and syntax errors.

- **Interlingual errors:** errors that happen as the result of mother tongue"s interference on the process of second language acquisition. (Richards, 1974, p. 173)

- **Intralingual errors:** errors that happen depend on the learners" ability to master and develop learning strategies (which in this study is English Grammar). It has nothing to do with learners" mother tongue. (ibid)

- **Morphology:** In linguistics, morphology refers to the way words are constructed with stems, prefixes, and suffixes. (Collins COBUILD Dictionary on CD-Room, 2006)

- **Morphology Error:** A type of grammatical error proposed by Politzer and Ramirez (1973 cited in Dulay, Burt and Krashen, 1982, p. 147 – 150). It covers grammatical errors in the level of word formation or internal structure of the words rather than the structure of the sentence.

- **Syntax:** the ways that words can be put together, or are put together, in order to make sentences. (Collins COBUILD Dictionary on CD-Room, 2006)

- **Syntax Error:** A type of grammatical error proposed by Politzer and Ramirez (1973 cited in Dulay, Burt and Krashen, 1982, p. 147 – 150). It covers grammatical errors in the level of the sentence"s structure rather than the level of word formation or internal structure of the words.