

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

In English teaching and learning process, learners are taught four language skills such as listening, speaking, reading, and writing, each skills should be considered as equally important to be mastered. Slightly different from two other skills of English, speaking and writing enable learner to voice out them in a communication, they should be presented in appropriate sentence structure to provide an understanding of the speaker or listener about what they intend or emphasize to listener or reader (Harris, 1974).

The aim of learning a language is to make the learners able to communicate with others using the target language. It is generally believed that speaking skill is one of important skills that must be mastered by a language learner (Goh & Burn, 2012). According to Celce (1991) speaking as a kind of skill used to show that the people have superiority in mastering the language or some people give a judgment about language competence based on speaking ability rather than any other language skills, because it can be mastered through continuous practices and cannot be generated genetically. In other word, speaking is important skill in the language learning, when we study the language we must able to speak using the language. In addition, people's languages are considered successful if they can communicate effectively in their second or a foreign language.

Harris (1974) said that if someone wants to deliver his thought by speaking, there are components that cover in it such as vocabulary, grammar and phonology. Harris States that (1974:81) “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”. Furthermore, Hornby (1995: 517) states that grammar is important rules in a language for changing the form of a word and combining them into sentence in order to form meanings and it takes role in the idea delivery.

In other word, grammar is important role to master the spoken of the language and helps learners to build comprehensible sentences in speaking in order to deliver the message correctly so that miscommunication about meaning do not happen. They can understand well if they know the rules of the language. Later, they can respond the information correctly and good communication can be create

Considering the importance of grammar in language learning, the path of research in grammatical errors continues to grow. As a result, many researchers had examined grammatical errors in different educational context, For instance, some studies try to identify types of errors and the cause of error in learners’ various types of writing and speaking, such as: essay, headline, performance and oral communication (Darus & Ubramaniam 2009; Ting, Mahadhir & Chang, 2010; Karazoun, 2016; Marzuki, 2016;).

However, the researcher has not found the studies that addressed grammatical error of non-formal education students. Hence, this study is conducted to fill the gap by analyzing the grammatical errors of non-formal education students. The subject in this

research will be STANDARD Gandhi English Language Centre students in Bandar Lampung particularly in Intermediate level.

The researcher choose the students, because that level is considered as level where the students are expected to be quite good at grammar and quite fluent in speaking English, but based on interview with the teachers, they still get low score in grammar exercises and grammar monthly test. In addition, some students do not have courage to speak, their level is classified as intermediate, but their score in grammar is low to classify them as advance students. As we know, if the knowledge on the grammar is poor, the possibility of translation, speaking and reading comprehension are also poor.

In other hand, start from Intermediate Two level, Speaking will be tested as one of requirements to get higher level (Pre-Advance) in final exam by sharing ideas about one topic which has been decided where the point to get score is from grammar and contain, even though speaking is not include as a subject in Gandhi while they are studying in class like doing presentation, sharing ideas and others.

Moreover, all scores of final exam will be displayed in students' certificates. As we know, certificate is an evidence that person have learned and mastered about certain skills to apply for job, because English mastery in any kinds of language skills is important consideration when applying for job. As stated by Lauder (2008) that English is being used for following technological and scientific improvements and also for better job opportunities. Furthermore, most of Intermediate Two students are Senior High School students where English as one of subjects for National Exams (UN). On

the other hand, according to Mappiass and Sihes (2014) Present Position of English Language in Indonesia Education Sector is lack of resources and instructional materials, allocation of inadequate time for English lesson, lack of motivation by the stakeholders and overcrowded classrooms. As a result, many students join an English course which is usually held by private institution, because they feel that their learning English in the formal school is not adequate to achieve a higher level of English mastery.

That is why it is necessary to analyze grammatical that appropriate with Gandhi's mission "Our mind goal is to help you master English." So this research could give information of what types of errors made by the students in constructing English sentences in speaking. By knowing the students' problems and area of reinforcement the students need the teachers could arrange remedial teaching appropriate for the students with those common errors that the student so know which parts to review in order to improve their proficiency in English.

1.2 Research Question

Base on the background above the main problem in study is formulated as follows:

1. What are the kinds of grammatical errors made by Gandhi's students in their speaking?
2. What are the causal factors that influence students' errors in speaking?

1.3 Research Objective

The objectives of this research are:

1. To describe the errors that are uttered by Gandhi students in their speaking
2. To find out the causal factors that influence students' error in speaking

1.4 The Use of the Study

1.4.1 Practical Uses

As a Teacher in Gandhi, the researcher hopes this study can give contribution to other teachers in Gandhi, and for students it can make them know some difficulties in grammatical which they often made. In addition, it will be useful to their speaking final exam for higher level Pre-Advance later.

1.4.2 Theoretical Uses

The researcher hopes that this study can inspire other researchers to conduct further researches about grammatical error analysis or other topics related to errors to enrich the existing study.

1.5. Scope of Study

As the present this study uses error classification system, based Dulay, Burt and Krashen (1982)'s linguistic classification of errors, such as misformation, omission, addition, and misordering.