THE GRAMMAR COMPETENCE OF THE EIGHTH SEMESTER STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT STATE INSTITUTE FOR ISLAMIC STUDIES SUNAN AMPEL SURABAYA

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ABSTRACT

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Key Words: English grammar competence, English spoken grammar and *grammar* weakness.

This thesis is the result of the questions of: How is the grammar competence to speak English in front of the class of eighth semester students of English Education Department at State Institute for Islamic Studies Sunan Ampel Surabaya? What are the weaknesses of the grammar use of the eighth semester students of English Education Department when they practice speaking English in front of the class? And Why do those weaknesses come to the students when they practice speaking English in front of the class?

This research is aimed to: describe the real grammar competence of the eighth semester students English Education Department, know the weaknesses of using grammar of eighth semester students English Education Department and find out the problems that the eighth semester students of English Education Department face when they practice speaking English with many oral grammatical errors.

The researcher uses descriptive qualitative as the design of this research. Then the data is arranged by doing several data collection techniques. They are observation, recording documentary, interview and questionnaire.

The result of this research shows that the students are frequent in making errors of using grammar form in sentences when they spoke English in the class. In contrast, they had good capability in controlling their grammar use and in using structural accuracy when they spoke English in the class. The students also make several kinds of grammar errors when they spoke English in the class. The errors were about using incorrect form of the grammar which was usually taught in elementary level Moreover, the students do not master English structure course materials required by English Education Department syllabus curricula. The last, the researcher classifies the problems faced by the students into three categories. They are confusion of full exception in English grammatical system, mismatch between form and function of the grammar and confusion between students' mother tongue and English.

The researcher concludes that that the grammar competence of the eighth semester students of English Education Department is moderate. Then, the eighth semester students of English Education Department do not master some English grammar materials well. The last, there are three problems faced by the students when they spoke English with many oral grammatical errors. The classification of the problems are as written above.

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CHAPTER I

INTRODUCTION

A. Background of The Study

In learning English, students are claimed to study deeply about grammar which are used in some English sentences. It is quite important for students who learn English as their foreign language to know each function and to use of the grammar. Based on Chomsky's idea, grammar is one of the supporting aspects in English skill. Grammar of particular language will take the familiar form of a set of rules or principles which tell us how to speak and to understand the language more precisely. Grammar will comprise a set of principles which specify how to form, pronounce, and interpret phrases and sentences in the language concerned. In addition, Chomsky considers Morphology, Syntax, Phonology, and some aspects of Semantics as grammar.[1]

Grammar is not only the rule or the pattern of some English sentences, but also the most essential part of language. Students who learn English are looked upon more than important to learn about grammar because they absolutely will not speak English well while their ability of using correct grammar in some English sentences is very poor. James E. Purpura said that grammar, the structural glue, the "code" of language, is arguably the heart of language use, whether this involves speaking, listening, reading or writing. Grammar has also been central to

[1] Chomsky, *Advanced Language Practice* (New York:Oxford Macmillan Publisher, 2003), p. 75

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language teaching and assessment historically, from the Middle Ages, when "rhetoric" was a key component of a university education, to the "skills-and-components" models of the 1960s that informed both language pedagogy and language testing.[2] To convince the reader about learning and using correct grammar is more than important, here the writer presents some statements of some books author relating to the importance of learning English grammar. According to Scott Thornbury's book, grammar is a system of rules (or patterns) which describe the formation of language's sentences. In other words, grammar is not a simply a thing, it is also something that we do or something that-in certain conditions- happens.[3]

In fact, grammar is the most essential part of communication. When people communicate each other by using English, grammar can not be separated therein because it is a unity of language. Purpura said that grammar plays as important part in conveying meaning of communication.[4] Therefore, speaking with incorrect grammar is less understandable or even incomprehensible.

Based on previous research, there were some empirical data which pointed out to the importance of learning English. They showed that studying rules of English is more than important. There were three researchers who conducted the research concerning with the importance of learning English. They are

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[2] James E. Purpura, *Assessing Grammar* (United Kingdom:Cambridge University Press, 2004), p. ix
[3] Scott Thornbury, *Uncovering Grammar: The Teacher Development Series*, (Oxford:Macmillan Heinemann, 2001), p. 1
[4] Purpura, *Assessing Grammar*, p. 24

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Siswantoro, Setyasari and Hanunah. The first researcher mentioned the result of conducted research concerning with some errors of subject-verb agreements made by students in their thesis.[5] He found that there were 94% errors of basic subject-verb agreement, 3% errors of subject-verb agreement using expression of quantity, and 3% errors of subject-verb agreement with indefinite pronouns. The second researcher is Setyasari. She conducted research concerning with some errors of preposition made by students in their thesis titles.[6] Based on her research, there were 9 errors in 26 students' thesis titles including malformation and omission. The third researcher is Hanunah. She conducted a research concerning with problems in speaking class of second semester students of English Education Department at State Institute for Islamic Studies Surabaya.[7] She found that the students had difficulties in their speaking ability. The result of her research is that many students were not really good at speaking English. Furthermore, her study also resulted the strategies used by the students to overcome the problems. The different focus of this research with the researchers conducted by some researchers above is that the writer clearly describes the grammatical ability of the students when they practice speaking in front of the class and finds out the problems that students face when they speak English with

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[5] Siswantoro, *A Study on Errors of Subject-Verb by Students in their thesis* (Malang:Library of Muhammadiyah University, 2004), p. 54. Unpublished thesis

[6] Setyasari, *The Errors of Preposition Made by Students in their thesis title,* (Malang:Library of Muhammadiyah University, 2004), p. 40, Unpublished thesis

[7] Hanunah, *Students' Strategies in Overcoming Speaking Problems In Speaking Class of Second Semester at English Department of Tarbiyah Faculty at Iain Sunan Ampel Surabaya,* (Surabaya:Library of IAIN Sunan Ampel Surabaya, 2009), p. 1, Unpublished thesis

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some oral grammatical errors. As we know, the previous researches are commonly focused on the grammar ability in writing skill, while this research specially concerns with speaking skill of the students. Here, a research just concerns with discussing some error grammatical mistakes done by students when they practice speaking English.

For measuring grammar assessment, here the writer finds some statements relating to that discussion. One of them is stated by James E. Purpura, He said that although the way grammar is currently viewed, both in theoretical and applied linguistics, and in language learning and teaching, it is vastly different from perspective that informed grammar tests in the 1960s, very little has changed since then in the way language testers conceive of grammar and in the way it is assessed in practice. Thus, many of the grammar tests that are currently use, both in large scale and in classroom assessment, reflect the perspectives of structural linguistics and discrete-point measurement.[8]

From the statement above, the writer has a deep awareness about the importance of doing research in grammar. She considers that grammar is not just the rules of English, but also a unit of patterns or forms underlying the language which has to be correctly practiced either in written or oral language. Therewith, the writer conducts a research concerning with the competence of understanding grammar of the eighth semester students of English Education Department at State Institute for Islamic Studies Sunan Ampel Surabaya. Also, this research

[8] Purpura, *Assessing Grammar*, p. ix

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discusses about the causes of the grammar problems faced by students when they practice speaking English in front of the class. That case of understanding grammatical competence obviously draws a larger intention for the writer to do this research.

In fact, the writer indeed has found some oral grammar errors that have been done by the students in the class. Actually, the students of eighth semester of English Education Department will graduate from the university soon and will absolutely be some English teachers. Here, the awareness comes in the writer's mind. That awareness comes when the students together sat in front of the class and presented some of their materials by speaking English. The writer found so many oral grammatical errors that have been uttered by them. From that case, one problem that has to be pointed out here is that the students impossibly can teach English well while their mastery of English grammar is very poor.

In this research, the writer tries to break down those problems above in detailed information and clear sentences. So that, the students are able to know their mistakes of oral grammatical errors when practicing speaking English. Then they are able to conceive the problems faced when they are practicing speaking English with many oral grammatical errors. Hopefully, by knowing some oral grammatical errors that have been done by students. They are able to correct their mistakes further. Then the problems coming to them when they speak English with many oral grammatical errors are able to be the deep consciousness to them, so that they can overcome their problem further in order to speak English with no

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oral grammatical errors. This is because they obviously will be the candidates of some English teachers and of course will be required to teach their students by speaking English with no oral grammatical errors. Finally, the result of some oral grammatical errors in speaking English can be the awareness for some English Education Department students especially who are at State Institute for Islamic Studies Sunan Ampel Surabaya that speaking English with correct grammar is really important for them because they are going to be some English teachers and of course will teach their students by speaking English with no oral grammatical errors. The big problem here is that they are impossibly able to teach English in the class by speaking English well while the mastery of English students' grammar is very poor.

B. Research Question

According to the background of the study above, the research questions then come as follows:

1. How is the grammar competence to speak English in front of the class of eighth semester students of English Education Department at State Institute for Islamic Studies Sunan Ampel Surabaya?
2. What are the weaknesses of the grammar use of the eighth semester students of English Education Department when they practice speaking English in front of the class?
3. Why do those weaknesses come to the students when they practice speaking English in front of the class?

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C. Objective of The Study

This research is aimed to:

1. describe the real grammar competence of the eighth semester students English Education Department have when they practice speaking in front of the class.
2. know the weaknesses of using grammar of eighth semester students English Education Department do when they practice speaking English in front of the class.
3. find out the problems that the eighth semester students of English Education Department face when they practice speaking English with many oral grammatical errors.

D. Significance of The Study

The writer hopes that this research results some benefits as:

1. The awareness of using correct grammar in speaking English for the students, especially eighth semester students of English Education Department who will graduate from the university and absolutely be some English teachers. Therefore, they are able to teach English well in front of their students with less oral grammatical errors.
2. The attention for the eighth semester students of English Education Department in recognizing some majority of oral grammatical errors that are usually done by them when they practice speaking English.

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3. The consciousness to the students of their errors in using correct grammar when practicing speaking English. So that they are hopefully able to overcome the problem of their oral grammatical errors.
4. To minimize the oral grammatical errors that are usually done by them when they practice speaking English in front of the class.

E. Scope and Limitation of the Study

The scope of this research is just limited in the study of grammar competence of eighth semester students of English Education Department at State Institute for Islamic Studies Sunan Ampel Surabaya when they practice speaking English in front of the class.

F. Definition of Key Term

To focus on this research, the writer tries to break down and give clear definition about the term concerning with this research.

1. English grammar competence is the ability of using correct grammar of the eighth semester students of English Education Department students at State Institute for Islamic Studies Sunan Ampel Surabaya who have compiled the course of structure (structure 1, 2 , 3 and 4). Hornby said that grammar competence is a capability to recognize and produce the distinctive grammatical structures of a language and to use them effectively in communication.[9]

[9] Hornby, *Discovering English Grammar*, (United State of America: Houghton Mifflin Company, 1996), p.375

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2. English spoken grammar is the grammar used by the eighth semester students of English Education Department when they practice speaking English. It describes the ways in which the speakers actually use the grammatical resources available in the English.[10]
3. Grammar weakness is mismatch between form and function of using correct grammar effectively in communication that done by the eighth semester students of English Education Department. The mastery of using correct English grammar here becomes the main standardization to the students of English education department who have studied English grammar course at State Institute for Islamic Studies Sunan Ampel Surabaya.[11]

[10] Douglas Biber, Stig Johannson, Geoffrey Leech, Susan Conrad and Edward Finegan, ' Longman Grammar of Spoken and Written English', *The Journal of Pragmatics,* 35 (2003), 1265-1269, (p. 1265)

[11] Jeremy Harmer, *Teaching and Learning Grammar, Longman Keys to language Teaching,* (London:Longman, anonym), p. 9

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CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching Grammar

Most English learners get difficulty to speak English using grammar correctly. English grammar is confusing with its full exceptions of grammatical rules for them. Therefore, teachers who teach grammar should know and understand the difficulties that are faced by their students when learning grammar in the class. According to Rinvolucri and Davis, Teaching the grammar of English is not simply a question of handing out clear, linguistic information to the learners. If this were the case, teaching language would be an easier job. Somehow the teacher has to induce, seduce and persuade the students into really accepting and mentally creating weird and wonderful sentences. [12]

Obviously, Teaching English grammar asks the students' ability to place English grammatical rules correctly in some English sentences. Furthermore, the learners are claimed to use sufficient structural accuracy when they try to speak English with some native speakers of English. Celce and Murcia stated that teaching grammar means enabling language students to use linguistic forms of English accurately, meaningfully and appropriately.[13]

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[12] Mario Rinvolucri and Paul Davis, *English Teaching Resources, More Grammar Games, Cognitive, Affective and Movement Activities for ESL Students*, (Katowicka:Cambridge University Press, anonym), p. ix

[13] Marianne Celce and Murcia, *Teaching English as a Second or Foreign Language*, (USA:Heinle&Heinle, 2001), p. 256

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In teaching grammar, teachers should be familiar with many approaches in order to teach their students in an effective and appropriate way. Based on Hinkel and Fotos, teachers' familiarity with different approaches to grammar instruction and language learning can allow them to apply to their particular situation the most effective blend of features that each other has to offer. In addition, familiarity with a variety of views and approaches can lead to recognition that many approaches share common features and appreciation of an eclectic view of teaching grammar.[14]

To teach grammar in easier way, teacher should know and be more creative in conveying the preliminary grammatical materials to the students. As an example is teaching syllabus of English sentences. Here, the teacher should be creative in teaching the material. Then the students are able to understand the material in easy way as well. According to Barbara Dykes, to teach about syllables we need first to be sure that we understand what they are ourselves; then we need to put that information across in the best way to suit the age and stage of the students. This will require a full explanation of the definition, which can be done with practical demonstrations such as clapping, or feeling when the jaw drops for the utterance of the vowel.[15]

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[14]Eli Hinkel and Sandra Fotos, *New Perspectives in Grammar Teaching in Second language Classroom*, (New Jersey:Lawrence Erlbaum Associates, 2002), p.1

[15] Barbara Dykes, *Grammar for Everyone, Practical Tools for Learning and Teaching Grammar*, (Victoria:ACER Press, 2007), p. 9

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Basically, there are many levels of the students who learn English as their foreign language. They are beginner, intermediate and advanced level. In those different levels of students, teachers need to understand how to teach the students in appropriate way. Jeremy Harmer stated that at the beginner level, we would expect to do quite a lot of structure (and function) teaching and practice and less really free communicative activity although we would place heavy emphasis on reading and listening. The teaching of grammar at this stage is likely to be fairly covert since the main aim is to get students to practice and use the language as much as possible. At intermediate level, students would be involved in more communicative activities and would have less grammar teaching. The teaching grammar of this stage is probably more overt. Then, the students who are at advanced level can actively study grammar in more overt ways.[16]

There are many discussions concerning with the grammar teaching. The writer breaks down those discussions in simple and flexible way. So that, readers can understand the discussions easier. Here, the researcher tries to classify the discussions relating to the grammar teaching into three categories. They are process of teaching grammar, kinds of teaching grammar and teaching grammar in communicative interaction.

1. Process of Teaching Grammar

Obviously, grammar rules have to be taught by teacher in good and appropriate way. The aim of the grammar teaching is absolutely to draw

[16] Harmer, *Teaching and Learning Grammar, Longman Keys to Language Teaching,* p. 7

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comprehension of the students about some rules in grammatical items. To gain the comprehension of the students, teachers need process in conveying the grammatical materials. Many options of teaching grammar process are offered by linguists. Celce-Murcia stated that many options of that have been suggested in addressing in teaching grammar process.[17] There are seven steps terms concerning with the process of grammar teaching. The first one is simply to bring to students' attention, or to promote their noticing of some features of a grammatical structure. For example, if the students make errors and the teachers decide to respond to it, then teacher might recast or reformulate what the student has said or written incorrectly in a more accurate, meaningful, or appropriate manner.

The second process in a more proactive way to promote students' noticing a particular grammatical structure is to highlight it in a text in some fashion. This kind of process is called enhancing the input. That might be an especially effective way to focus students' attention on grammar structures that operate at the discourse level of English, such as articles or verb tenses. Choosing the texts of discourse level in which a particular structure or structural contrast is especially frequent would enhance its saliency and thus might promote noticing.

Next process is using a consciousness raising task, in which it is the students' job to induce a grammatical generalization from the data they

[17] Celce-Murcia, *Teaching English as a Second or Foreign Language*, p. 256

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have been given. As an example is asking students to work out the rule for indirect object alternation in English. Here, Carrol and Swain in Celce and Murcia suggested that when the rules are not clear-cut, detailed instruction with explicit metalinguistic feedback may be the most helpful response to student errors.

After promoting students' awareness, the next step is using the garden path strategy. It means giving students information about structure without giving them the full picture. For example, English students were told that English past tense is formed with *–ed*, then this would be leading students down to the garden path as there are many irregular verbs in English where this rule will not work to produce the past tense.

Next process is called input processing. Here, learners push to attend to properties of language during activities where the structure is being used meaningfully. For example, if students are asked to carry out commands that teachers issue, they are working on matching the imperative form to its use in a meaningful way.

After the input processing, teachers then give a communicative task to the students. Sometimes a communicative task requires that students attend to relevant features of the target language, such as when using a particular grammatical structure is essential to complete the task. For example, when students have to use particular prepositions to accurately give each other directions using a map. The added value of using

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communicative task to promote noticing is that students are encouraged to use the target structures.

The last process of teaching grammar is called output production. Students' production plays a very important role in learning grammar. It is not enough to have awarenesses raised if students can not produce the language. It pushes students to move beyond semantic processing to syntactic processing.

In fact, the practice phase of grammar lesson which become the last process of teaching grammar was drills and exercises although the use of drill is not effective enough in engaging students' attention. Celce-Murcia again stated that there has been little by way of guidance offered on how to give students meaningful practice. What follows, therefore, practice activities are addressed in terms of which dimension of language relate to. The terms that relate to grammar practice activities are form, meaning and use.[18]

a. Form

Teachers who teach English do not need to explain about the terminology of grammar itself. They just have to teach the students about the new structure that the students have never got before. Jill and Charles Hadfield said that in general, it is easier for students to grasp a new structure if the language is presented visually, for

[18] Celce-Murcia, *Teaching English as a Second or Foreign Language*, p. 260

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example ion a table, rather than analyzed and described using grammatical terminology. Teachers do not have to explain grammar rules to students. Often they can work them out for themselves, though teachers will probably need to give them some help by giving them a task, such as a chart to fill in or questions to answer to guide them towards 'discovering the rule'.[19]

Teaching forms of English grammar is quite important. According to Celce-Murcia, It is important to emphasize meaningful practice of form for several reasons. One reason is that meaningless mechanical drills, such as repetition drills which do not engage the learners in the target behavior of conveying meaning through the language. In addition, students would have to receive feedback on the accuracy with which they produced the target form. They would not be permitted of using particular target forms which are restricted to use. Finally, it seems important to concentrate on only one or two forms at a time. [20]

b. Meaning

After teaching particular forms of English grammatical rules. Teachers should introduce a grammar structure in the context of sentence. This aims to draw students' comprehension to

[19] Jill Halfield and Charles Halfield, *Introduction to Teaching English*, (New York:Oxford University Press, 2008), p. 20
[20]opcit., p. 258

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understand the meaning of some sentences in meaningful context. According to Jill and Charles Halfield, teachers should always introduce a new grammar structure in a meaningful context. This context should make the meaning of the new structure clear and show how it is used in real life. Learners can read in a context which then will help them in understanding its meaning.[21]

When teachers have decided to teach the meaning of language to their students, they have to plan a different way to teach practice activity relating to semantic dimension. Celce-Murcia stated that if the teacher has decided to teach semantic dimension, then a different sort of practice should be planned. For example, dealing with semantic dimension, realia and pictures are useful. Teachers can show students pictures then work with them to make comparisons using the forms that reflect the relation depicted. Once students appear to have made the connection between form and meaning, teachers can assess their ability to discriminate one-form meaning bond from others by many ways.[22]

c. Use

Using the language means practicing it after gaining information of some English grammatical rules. Jill and Charles

[21] opcit., p. 20
[22] opcit., p. 260

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Halfield again said that Practice activities help students to remember new language and to become more accurate and more fluent in using it. In planning practice activities, teachers need to have balance between activities which improve accuracy (getting grammatical form right) and fluency (communicating message). Speaking activities such as drills, gap fills or matching a task focus on accuracy. Others, such as information gap activities, discussion and drama activities focus on fluency.[23]

2. Kinds of Teaching Grammar

The discussion of grammar teaching needs to be broken down again in detail. To understand more about the term of teaching grammar, writer tries to present variety terms relating to the discussion. Based on Jeremy Harmer, there are two kinds of teaching grammar concepts. They are covert and overt grammar teaching.[24]

a. Covert Grammar Teaching

It is a grammar teaching where grammatical facts are hidden from the students- even though they are learning the language. In other words, students may be asked to do an information gap activity or read a text where new grammar is practiced or introduced, but their attention will be drawn to the activity or to the text not to the

[23] opcit., p. 21
[24] Harmer, *Teaching and Learning Grammar, Longman Keys to Language Teaching*, p. 3

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grammar. Here, teachers do not draw conscious attention to any of the grammatical facts of the language.[25]

b. Overt Grammar Teaching

It means that teachers actually provide the students with grammatical rules and explanations. The information is openly presented. In other words, some techniques of for the presentation of new language are extremely overt. For example where the teacher explains how present simple question needs *do* or *does*. So with overt teaching, grammar of the language is open and explicit.[26]

3. Teaching Grammar in Communicative Interaction

Actually, the term of communicative activity with grammar teaching is contradictive. But in fact, they are related one another in use. According to Celce-Murcia, combining the terms communicative with grammar teaching might seem to be a contradiction to many teachers, but let us recall that research strongly supports administering some type of grammar instruction within otherwise communicative language lessons. Thus, the way grammar which is instructed becomes more than important because

[25] ibid., p. 3
[26] ibid., p. 4

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its emphasis on the various communicative that roles a particular grammar point can serve within natural language use.[27]

Students do not only have to learn form of grammatical items in an isolated way from communicative activity. Teachers should teach form of grammar in a communicative interaction. Celce-Murcia stated that research has shown that who focus on students' attention on linguistic form during communicative interactions are more than effective. It follows, then, that most educators concur with the need to teach grammatical form. However, they advise doing so by "focusing on form" within a meaning-based or communicative approach in order to avoid return to analytic approaches in which decontextualized language forms were the object of the study.[28]

Also, by focusing a grammatical form in communicative interaction will make both of those two terms balance in use. Celce-Murcia again said that focusing on grammatical for, during communicative interactions rather than forms in isolation is one way to prevent the pendulum for swinging beyond its point of equilibrium. Then it will encourage a balance between grammar and communication. In fact, rules and forms learned in isolated meaningless drills may be harder to retrieve in the context of communicative interaction. Finally student motivation is likely to be

[27] Celce-Murcia, *Teaching English as a Second or Foreign Language*, p. 275
[28] ibid., p. 251

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enhanced if students are able to interact in a way that is meaningful to them. Then, too, they are likely to be more attentive if they are saying something meaningful.[29]

B. Communicative Competence

Language actually has main aim to communicate. Learners as communicators of language should master all the parts of language system and rules. According to Siaw-Fong Chung, on the notion of the learners as communicators, they naturally endowed with the ability to learn languages. It seeks to provide learners with the target language system. It is assumed that learners will have to prepare to use the target language (orally and in written form) in many predictable and unpredictable acts of communication which arise both in classroom interaction and in real-world situations, whether concurrent with language training or subsequent to it.[30]

Based on Hymes in Brown, communicative competence is an aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts.[31] Also as stated by Savignon in Brown, communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved. It is rather a dynamic, interpersonal

[29] ibid., p. 258
[30] Siaw, Fong-Chung, 'A Communicative Approach to Teaching Grammar: Theory and Practice', *The English Teacher*, 34, 33-50 (p. 33)
[31] Brown, *Principles of Language Learning and Teaching, Fourth Edition*, p. 246

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construct that can be examined only by means of the overt performance of two or more individuals in the process of communication.[32]

Communicative competence is a competence overwhelming four components therein. According to Canale and Swain, communicative competence consists of many discussions of different components or subcategories that make up the construct of communicative competence. They are grammatical, sociolinguistic, discourse and strategic competence.[33]

Grammar competence as the unit part of communicative competence is a covert ability in its use. Thomas Wasow stated that grammar should characterize competence, not performance. One common property of generative grammar in all its varieties is the focus on characterizing linguistic competence. Many generative grammarians would also like to develop models of linguistic performance, but most believe that a competence theory will be a necessary component of such a model. It is widely accepted that explaining how a language is actually used will require understanding speaker's knowledge of that language.[34]

In fact, the term of grammar competence relates much to the discussion of communicative competence. Therefore to focus on the term of grammar competence which becomes one of the unit part in communicative competence, the writer tries to explain the term of grammar competence in detailed

[32] ibid., p. 246
[33] ibid., p. 246
[34] Thomas Wasow, 'Generative Grammar', *The Handbook of Linguistics*, (2001), 295-318 (p. 297)

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information and clear sentences as follows. Also, the difference between competence and performance is presented by writer after explaining the definition of grammar competence.

1. Definition of Grammar Competence

The term of grammar competence needs to be explained more than detail in this chapter. Some English learners probably do not understand what the definition of the grammar competence is. Therefore, they are hardly not able to know their competence level of using grammar when they speak English. According to Hornby, grammar competence is an ability to recognize and to produce the distinctive grammatical structures of a language and to use them effectively in communication.[35] Furthermore, Gillian Brown, Kirsten Malmkjaer & John Williams stated that grammatical competence includes knowledge of lexical items and of rules of morphology, syntax, sentence-grammar, semantics and phonology.[36]

Obviously, grammar which is abstract to define is the main rules to form sentences. Brown said that grammar is system of rules governing the conventional arrangement and relationship of words in a sentence.[37] Also, Crystal D. in Barbara Dykes inferred that grammar is abstract system of rules in terms of which a person's mastery of his native language can be

[35] Hornby, *Discovering English Grammar*, p.375
[36] Gillian Brown, Kirsten Malmkjaer & John Williams, *Performance and Competence in second language acquisition* (USA: Cambridge University Press, 1996), p. 143
[37] Douglas H. Brown, *Teaching by Principle, An Interactive Approach to Language Pedagogy, Second Edition*, (NY:Addison Wesley Longman, 2001), p. 362

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explained.[38] From the statements above, it is clear that grammar is quite important to comprehend. That's why Brown stated that grammar competence occupies a prominent position as a major component of communicative competence.[39]

Grammatical competence as explained above is the most important part of communicative competence. It means that in a speech conversation or dialogue, people need to master their grammatical competence in order to get clear and correct sentences in use. According to Brown, grammatical competence is that aspect of communicative competence that encompasses "knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology." Canale and Swain in Brown also said that grammatical competence is competence that we associate with mastering language code of a language.[40] To make the definition of grammar competence more than clear, here the term relating closely to the definition of grammar competence is presented, it is the difference between competence and performance.

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[38] Barbara Dykes, *Grammar for Everyone, Practical Tool for Learning and Teaching Grammar*, (Victoria:ACER Press, 2007), p. 5

[39] Brown, *Teaching by Principle, An Interactive Approach to Language Pedagogy, Second Edition*, p. 362

[40] Douglas H. Brown, *Principles of Language Learning and Teaching, Fourth Edition*, (NY:Addison Wesley Longman, 2000), p. 247

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2. Competence and Performance

Competence and performance are quite different in the definition. They are independent in term. Chomsky said that competence is, in principle, independent of performance. As the result of an accident or a stroke, people are often rendered speechless and appear to lose their language faculty, yet they may subsequently recover and show no ill-effects of their trauma. Those who appear to regain their language in this way must be assumed to have retained their competencè even while mute: knowledge can be preserved in the absence of the ability to exercise that knowledge.[41]

The difference between those two terms above is that the competence is actually non observable ability while the performance is obviously observable. Brown said that competence refers to one's underlying knowledge of a system, event, or fact. It is the non observable ability to do something, to perform something. Whereas performance is the overtly observable and concrete manifestation or realization of competence. It is the actual doing of something: walking, singing, dancing, etc.[42]

Concerning to the discussion of language, they have their own definition. According to Brown, competence is one's underlying knowledge of the system of a language-its rules of grammar, its

[41] Neilson V. Smith, *Chomsky: ideas and ideals* (UK: Cambridge University Press, 1999), p. 26
[42] Brown, *Principles of Language Learning and Teaching, Fourth Edition*. P. 30

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vocabulary, all the pieces of a language and how those pieces fit together. Performance is actual production (speaking, writing) or the comprehension (listening, reading).[43] Chomsky in Brown likened competence to an "idealized" speaker-hearer who does not display such performance variables as memory limitations, distractions, shifts of attention and interest, errors and hesitation phenomena, such as repeats, false starts, pauses, omission and additions.[44] Furthermore, Thomas Wasow and Ivan A. Sag. Said that the relation between these two notions (competence and performance) as Chomsky emphasized, is that investigation of performance will proceed only so far as understanding of underlying competence permits.[45]

C. Notions of English Spoken Grammar

The grammar which lies on the form of spoken and written English is actually different. In fact, grammar of written English is structurally static, while grammar in the spoken form is obviously arbitrary or always changing. Bernard said that spoken and written forms of language differ more than just sound versus symbol. Spoken language is constantly in a state of flux (changing in both sounds and structure).[46]

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[43] ibid., p. 31
[44] ibid., p. 31
[45] Ivan A. Sag & Thomas Wasow, "Performance-Compatible Competence Grammar", http://www.stanford.edu/~wasow/procpap2.pdf [accessed 28 Apr. 2011]
[46] Bernard O'Dwyer, *Modern English Structures: Form, Function and Position,* (North America:Broadview Press, 2006), p. 19

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Basically, the difference between written and spoken English grammar is quite significant. Both of them have their own features in practice. Some theorists in Rebecca, for example Vachek argued that the written form of language should be regarded as a separate and wholly independent language system, while the spoken form has generally been regarded as the primary form of a language upon which the written form is essentially dependent. [47]

Dealing with the structure form of spoken and written language, several sets of structures in spoken language are different from written form. Grammarians in Bernard stated that the awareness of the dichotomy between spoken and written grammar has often resulted in spoken forms being looked upon as poor cousins of the written, aberrations from canonical 'correct' forms as it were.[48] In spoken form, grammar becomes the most important part underlying spoken language. A speaker can not understand what the other speaker says while their grammar is structurally incorrect in use. According to Rebecca, grammatical items which are frequent in the spoken language can be seen as candidates for inclusion at the core of a spoken grammar.[49]

Focusing on this research. Readers need to know more about what spoken grammar is. Therefore, to explore spoken grammar's role in communication, the

[47] Rebecca Hughes, *Teaching and Researching Speaking*, (United Kingdom:Pearson Education, 2002), p.13
[48] O' Dwyer, *Modern English Structures: Form, Function and Position*. p. 19
[49] Hughes, *Teaching and Researching Speaking* , p. 30

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writer tries to define the term of spoken grammar in detail and to present some features of spoken English grammar.

1. Definition of English Spoken Grammar

The definition of spoken grammar needs to be explained more than detail in this chapter in order to get more comprehensible meaning relating to this term. According to Cullen and Kuo, spoken grammar is the manifestation of systematic grammatical phenomena in spoken discourse that arise from the circumstances in which speech (i.e., conversation) is characteristically produced. [50]

Actually, the focus on spoken grammar is more pointed out to informal English because it seems more than natural at all. Cullen and Kuo said that the subject of spoken English grammar is the grammar of informal, conversational English, rather than of spoken discourse characteristic of more formal settings, such as debates or speeches. Therefore they use the term *spoken grammar* synonymously with conversational grammar, in keeping with the way the term is normally used in the literature.[51]

In fact, spoken grammar does not relate to the dialectical language and age groups. It is standard English which is used as second language. Cullen and Kuo stated again that spoken grammar is not concerned with

[50] Richard Cullen and I-Chun (Vicky) Kuo, 'Spoken Grammar and ELT Course Materials: A Missing Link?', *Tesol Quarterly*, 41 (2007), 361-386, (p. 362)
[51] ibid., p. 362

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vernacular or *nonstandard* forms of grammar, that is, forms which are restricted to regional dialects or widely felt to be signs of ill-educated usage. They also excluded forms associated with particular age groups. All the grammatical features exemplified in spoken grammar are taken from descriptions of standard, non dialectal conversational English, although the issue of whether a particular grammatical.[52]

Obviously, spoken grammar as defined also includes some error performances of the grammar because of its spontaneous conversation. According to Biber, Johannson, Leech, Conrad and Finegan, a grammar of conversation does not have to surrender to the fragmentation of spontaneous speech with a fatalistic 'anything goes'. Although incomplete utterances and anacolutha are fairly common in spontaneous conversation, it appears that even a purely descriptive approach can afford to take recourse to the, especially in pragmatic circles prohibited, term *performance error* and exclude such features from the grammar.[53]

2. Features of Spoken Grammar

To understand more and to draw comprehensible meaning of the term, spoken grammar is divided again by several features. Based on

[52] ibid., p. 362

[53] Douglas Biber, Stig Johannson, Geoffrey Leech, Susan Conrad and Edward Finegan, 'Longman Grammar of Spoken and Written English', *The Journal of Pragmatics*, 35 (2003), 1265-1269, (p. 1265)

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Cullen and Kuo, spoken grammar is divided its features into three categories:[54]

a. Productive Grammatical Construction

It is construction which involves a degree of grammatical encoding in production or grammatical decoding in the interpretation. An example of such a construction, found more commonly in speech than in writing, would be the question tag *isn't it*, placed in mid utterance. It would need to change its form to *aren't they* if the subject were a plural noun—thereby requiring the speaker to draw on the grammatical resources of language (in this case subject–verb agreement) to use it accurately.[55]

b. Fixed Lexicogrammatical Unit

It is grammatical unit which does not undergo morphological change and is inserted into the utterance at an appropriate place, typically to modify a constituent in the utterance. The forms are not affected by the surrounding grammatical context, but the position within an utterance will be subject to certain syntactical restrictions. It refers to lexicogrammatical unit more commonly

[54] Cullen and Kuo, 'Spoken Grammar and ELT Course Materials: A Missing Link?', *Tesol Quarterly*, p. 364
[55] ibid., p. 365

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used in spoken than in written English. An example would be the hedging devices *sort of* and *kind of*.[56]

c. Prescriptive and Proscriptive Attitudes to Grammatical Acceptability

It is a small set of grammatical features associated with prescriptive and proscriptive attitudes to grammatical acceptability. It appears to violate a surface-level rule of grammar. Examples are the use of *less* rather than *fewer* with countable nouns (e.g., less people), or the use of the indicative *was* rather than the subjunctive *were* in second conditional structures (e.g., *If I was a rich man . . .*). They are common in informal contexts of use, typically found in conversation (although not confined to it). This feature has a clearly identifiable, more formal alternative and selection of one or the other is purely a matter of stylistic preference and conveys no difference in emphasis or meaning.[57]

The writer considers that grammar places an important role in speaking English. That is why there are many features of grammar placement in some utterances when people speak English. The students actually need to know some features of spoken grammar

[56] ibid., p. 365
[57] ibid., p. 365

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which has been explained above. So that they are able to implement those features when they speak English.

D. Problems of Using Correct Grammar

Students who learn English commonly face some problems concerning with using correct grammar when they practice speaking English. They who are non native speakers actually try to speak English with no oral grammatical errors in order to make hearers understand about what they speak. As matter of facts, some erroneous of using incorrect grammars often occur to the students when they speak English. According to Hinkel and Fotos, many English learners knew grammar rules but could not use the target language communicatively, and others urgently needed immediate survival competency in English.[58]

Basically, the problems faced by students in using correct grammar when they practice speaking English are caused by some reasons. Harmer stated that the problems encountering to the students relating to the erroneous grammar use in a communicative activity are divided into three categories. They are confusion and full of exception of grammar rules, mismatch between form and function of the grammar and confusion between English and students'

[58]Eli Hinkel and Sandra Fotos, *New Perspectives on Grammar Teaching in Second Language Classroom*, (USA:Lawrence Erlbaum Associates, 2002), p. 4

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mother tongue.[59] Here, the researcher tries to break down those causes in detailed sentences.

1. Confusion and Full of Exception of Grammar Rules

The students often get difficulties in differentiating between some rules of grammar. They usually do not place the fix grammar in sentences they utter. It is because of their confusion of many exceptions in grammar rules. Harmer said that the reason why English often seems difficult to the speakers of other languages is because of the students' confusion about some exceptions of grammar rules. As an example is the confusion in differentiating between regular and irregular form of the verb. When students think that the form of English past tense is just adding *'-ed'* in the end of the verb, they will absolutely be confused with another word of irregular form such as *'went, put, ran, etc'*. Also as students know the plural form of the noun word is just adding *'s or es'* in the end of the word, then they will be surprised when they face the words like *'sheep, data'* that do not change their form in plural. In similar, students actually know the several kinds of modal, such as '*have, can, may, etc,* but they often do not place fix sentences after modal. As an example, students usually use *'to (infinitive)'* after modal in several sentences, as like *'I can*

[59] Harmer, *Teaching and Learning Grammar, Longman Keys to language Teaching*, p. 9

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to speak English well' and etc. This is absolutely incorrect form of English language use because modals are not followed by *'to (infinitive)'*.[60]

2. Mismatch between Form and Function of Grammar

Most of teachers often teach the form of English grammar without explaining more about its function to their students. They think that by explaining the grammar form or pattern based on the students' English material curricula, the students will absolutely be able to use fix English grammar form in every different context of some sentences. Whereas, many English grammar patterns that are not correctly placed by students in the use. According to Harmer, some of the confusion about English arises because of the mismatch between the form and function of the grammar. For example, most teachers know that the present continuous tense *(e.g. he is running, they are eating their lunch)* is used to describe taking place now, in the present. On the contrary, The students usually use the form of present continuous in different time signal, such as the sentence *'He's meeting her at two o'clock tomorrow afternoon'*. This is obviously incorrect form of present continuous tense. The correct form of that sentence is *'He will meet her at two o'clock tomorrow afternoon'*. In fact, it is important to teachers to be aware of such problems. They have to make decisions about what structure *(form)* to teach, and what use *(function)* the structure is to be put to. It is clear enough to teachers that

[60] ibid., p. 13

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when they introduce a new piece of grammar they must not only teach the form, but also one of its functions, and not only *meaning* but also *use*.[61]

3. Confusion between English and Students' Mother Tongue

The third reason why students often get difficulties in using correct grammar is because of their confusion between the difference of their mother tongue and English. For example, in Indonesia, people usually place an adjective word in an adjective phrase before the modifier word, such as *'baju merah, celana hitam, etc'*. This is actually different with the English grammar rules in which the adjective word of an adjective phrase has to be placed after the modifier word. Also, when people in Indonesia generally use pronouns with no differentiation in addressing somebody who is not as same as their sex, such as *'kamu, dia'*. Whereas in English, the use of pronouns are actually different in addressing between the different sex of the addressers. For example the word 'he' is used to point out the 'masculine' of addressing the third person, while the word 'she' is used to describe the 'feminine' in addressing the third person. Harmer stated that it is difficult for students to differentiate between English and their own language. For example, the case of Spanish and English adjectives. English adjectives usually come before nouns (blue shoes, small cats), not after them. In Spanish the situation is reversed *(zapatos azules, gatos pequenos)*. Another difference is that English adjectives do

[61] ibid., p. 10

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not generally change when the apply to 'masculine' or 'feminine' words or plurals. In Spanish, however, the adjective *azul* becomes *azules* when it agrees with the plural *zapatos*. Here, teachers can specially plan to introduce problem patterns in a particularly careful way and if necessary add a word of explanation at an appropriate stage.[62]

Actually, there are various problems which are usually faced by students when they speak English in the class. The classification of some problems in using correct grammar that is explained above has represented various kinds of the problems. It is because the writer has classified the variety of them in a simple way but deep of explanations. Also, the classification is related much to the linguist' statements, so that it is reliable enough to accept.

E. Mistakes and Errors

Some of the deviant utterances are often made by students when they practice speaking English in the classroom. Teacher has to be aware of that case and has to try to differentiate between those deviant utterances whether they are kind of errors or mistakes. Actually, the terms of errors and mistakes are different. According to Brown, in order to analyze learner language in an appropriate perspective, it is crucial to make a distinction between mistakes and errors, technically two very different phenomena. A mistake refers to a performance error that is either a random guess or a "slip of tongue," in that it

[62] ibid., p. 13

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is a failure to utilize a known system correctly. Mistakes are not the result of a deficiency in competence but the result of some sort of a temporary breakdown or imperfection in the process of producing speech. In addition, mistakes can be self corrected. Whereas an error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner and can not be self corrected. It also demands a teachers' response.[63]

The most difference between those two terms is that the mistakes are generally observable only if the learners self-corrects while the errors are actually observable and can be analyzed. James in Brown stated that while mistakes can be self-corrected if the deviation is pointed out to the speaker. But the learner's capacity for self-correction is objectively observable only if the learner actually self-corrects; therefore, if no such self-correction occurs, he is still left with no means to identify error and mistakes. In contrast the errors can be observed, analyzed and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis.[64]

From the explanation of all statements above, the writer then decides to point out the deviation of the students as grammatical errors in speaking because the deviation they made is not a kind of slip of their tongue and need to be analyzed. To focus on the errors, the writer tries to breakdown the

[63] Brown, *Principles of Language Learning and Teaching, Fourth Edition.* P. 217
[64] ibid., p. 217-218

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discussion of errors in detailed information hereunder. The discussions will include kind of errors, identifying errors and sources of errors.

1. Kinds of Errors

There are many kinds of errors in deviant utterance made by students when they practice speaking English in the classroom. According to Hendrickson, there are two kinds of speech errors. They are called by local and global errors.[65]

a. Local Error

It is an error which is done by the students when they speak English and does not need to be corrected as the message of the utterance is still clear. Brown said that local error is an error that need not be corrected since the message is clear and correction might interrupt a learner in the flow of productive communication. As an example, Once a learner of English was describing a quaint old hotel in Europe and said, "There is a French widow in every bedroom." The local error is clearly, and humorously, recognized there.[66]

b. Global Error

Global error is an error that obviously needs to be corrected and needs a treatment from the teacher because the message is

[65] Brown, *Teaching by Principle, An Interactive Approach to Language Pedagogy, Second Edition*, p. 290
[66] ibid., p. 290

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quite unclear. Brown stated that the global error is an error that needs to be treated in some way since the message may otherwise remain garbled. The sentence like "the different city is another one in the another two" is a sentence that would certainly need treatment because it is incomprehensible as is.[67]

2. Identifying Errors

Language system is absolutely flux or inconstant. It can not be directly observed by the researcher. The structures uttered by students when they speak actually need to be revised. Therefore, teacher and researcher have to observe and analyze the production speech of the speakers. To conduct that performance analysis, the researcher firstly has to identify the errors made by the speakers. Brown said that the first step in the process of performance analysis is identification. Corder in Brown provided a model for identifying erroneous of idiosyncratic utterances in a second language. Corder stated that any sentence uttered by the learner and subsequently transcribed can be analyzed for idiosyncrasies. He said that a major distinction is made at the outset between overt and covert errors:[68]

a. Overt Errors

Overt errors are errors that show clearly ungrammatical sentences in utterance. Brown said that overt error is an error that

[67] ibid., p.290
[68] Brown, *Principles of Language Learning and Teaching, Fourth Edition.* P. 220

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is unquestionably ungrammatical at the sentence level. For example the word *"I is a police man."*[69]

b. Covert Errors

While covert errors are errors that are grammatically correct in sentences but are not fix in the context of sentences. Brown stated that covert errors are errors that are found in utterances that are grammatically well-formed at the sentence level but are not interprètable within the context of communication. As an example is such a sentence *'I am fine, thank you'*. That sentence is actually grammatically well-formed but will be an error if it is an answer of a sentence *'Who are you?.'*[70]

3. Sources of Errors

Errors in sentences are caused by some sources. As matter of fact, learners of English tend to make similar errors in learning second language. According to Brown, errors arise from several possible general sources, they are interlingual transfer, intralingual transfer, context of learning and communication strategies.[71]

a. Interlingual Transfer

Interlingual transfer is a source of error that interferes learners who learn English. It is a kind of error that interfered by native

[69] ibid., p. 220
[70] ibid., p. 220
[71] ibid., p. 224

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speakers. Brown said that interlingual transfer is a significant source of error for all learners. The beginning stages of learning a second language are especially vulnerable to interlingual transfer from the native language, or interference. At early stages, before the system of second language is familiar, the native language is only previous linguistic system upon which the learner can draw. For example, people heard English learners say "sheep" for "ship."[72]

b. Intralingual Transfer

In contrast with interlingual transfer, intralingual transfer is beyond the interlingual transfer. Based on Brown, intralingual transfer is source of error that extends beyond interlingual error in learning a second language. Once learners have begun to acquire parts of the new system, more and more intralingual transfer-generalization within the target language-is manifested. As learners progress in the second language, their previous experience and their existing subsumers begin to include structures within the target language itself. As an example is such an utterance "Does John can sing?" and "I don't know what time is it."[73]

[72] ibid., p. 224
[73] ibid., p. 224

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c. Context of Learning

An error of some utterances is also caused by faulty contextualizing of English sentences in utterances. Brown stated that errors often come to students when they mislead explanation from the teacher, faulty presentation of a structure or word in a textbook, or even because of a pattern that was rotely memorized in a drill but improperly contextualized. For example, the verb *point at* and *point out*. They look same in a form but different in meaning.[74]

d. Communication Strategies

The last source of error is communication strategies. According to Brown, communication strategies were defined and related to learning styles. Learners obviously use production strategies in order to enhance getting their messages across, but at times these techniques can themselves become a source of error. As like a sentence "Let us work for the well done of our country." While it exhibited a nice little twist of humor, the sentence had incorrect approximation of the word *welfare.*[75]

[74] ibid., p. 226
[75] ibid., p. 227

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Obviously, teachers nowadays do not have deep awareness of some error sources of the students. They are only a responsive one when students speak with many oral grammatical errors in the class. In contrast, they do not know the causes of errors that students made when speaking English in the class. Therefore they do not have good solution in correcting oral grammatical errors that students made in the class. Thus, from the explanation of some error sources above, teachers should know the characteristics of the error sources then they can make good solution to correct the errors based on the explanation of error sources.

F. Assessment of Grammatical Ability

To get the competence of students' performance in speaking English, teachers have to assess the students' ability based on some rules of theories relating to the assessment of student's errors in their performance. The writer here just concerns with assessing grammatical competence of the students' when they practice speaking English. In scoring the students' grammatical ability, researcher tries to refer it based on some theories in many literatures. Purpura stated that a rating scale provides a means of judging the quality of performance in terms of different levels of ability explicitly described in a scoring rubric. Grammatical rating scales consist of a set of numbered categories (e.g., 0,.5, 1 or 0 to 2 for limited-production tasks; 0–5or 0–10 for extended-productions tasks) that represent different levels of grammatical performance or mastery. The scales are typically derived from a theoretical

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definition of grammatical ability according to what the test is generally held to be measuring. They can also come from syllabus-based, objectives-based or standard- based notions of grammatical mastery or from acquisitional notions of interlanguage development.[76]

Also, relating to the control of using grammatical ability in speaking English, researcher refers that scoring to a theory of Purpura. He stated that in an attempt to avoid unreliability due to the scoring process, certain basic procedures should be followed. First of all, raters should be normed. To do this, raters are given a norming packet containing the scoring rubric and samples of tasks typifying the different levels. Grammatical control rating sheet is divided into some categories (1 point to 5 points). 1 point shows poor grammatical control, 2 points demonstrate limited grammatical control, 3 points show moderate to good, 4 points demonstrate extensive and 5 points show complete grammatical control.[77]

To focus on assessing grammatical ability, the researcher tries to present an assessment based on related theory. The writer refers to the assessment based on the theory of Brown. According to Brown's theory, the writer divides the assessment into two kinds of discussion concerning with this topic.

[76] Purpura, *Assessing Grammar*, p. 174
[77] ibid., p. 177

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The first one is a model for correction speech errors and the second is oral proficiency test scoring categories.[78]

1. A Model for Correction Speech Errors

Some erroneous are often made by students when they speak English in the class. The teachers actually have to decide steps in analyzing those errors. According to Brown, A correction of speech errors is made by teacher in the classroom when the student has uttered some deviant form of English. Here, the information is accessed, processed, and evaluated, with a decision forthcoming on what the teacher is going to "do" about the deviant form. There are ten instant steps of correcting speech errors made by teacher in the classroom.[79] Those steps are:

a. Identify the type of the deviation (lexical, phonological, etc).
b. Often, but not always, identify its source, which will be useful in determining how we might treat the deviation (L1, L2, teacher-induced, other Ss, outside L2 input, etc).
c. The complexity of the deviation may determine not only whether to treat or ignore but how to treat, if that is your decision (intricate & involved or easy to explain/deal with).
d. Decide whether the utterance is interpretable (local) or not (global). Local errors can sometimes be ignored for the sake of

[78] Brown, *Teaching by Principle. An Interactive Approach to Language Pedagogy, Second Edition*, p. 292
[79] ibid., p. 292

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maintaining the flow of communication. Global errors often need some treatments.

e. Make a guess whether it is a performance slip (mistake) or competence error

f. Make a series of instant judgments about the learner's language ego fragility, anxiety level, confidence, and willingness to accept correction. If the student shows high anxiety and low confidence when attempting to speak, we may decide to ignore the deviant utterance.

g. Our knowledge of learner's linguistic stage of development will help us decide to treat the deviation.

h. Our own pedagogical focus at the moment will help us to decide whether or not to treat (immediate task goals, lesson objectives, course goal/purposes).

i. Consider the communicative context of the deviation (Was the student in the middle of productive flow of language? How easily could you interrupt?).

j. Place our own style as a teacher who comes into play.

2. Oral Proficiency Test Scoring Categories

Besides the theory of Purpura in designing test scoring categories of grammatical ability, There is another theory that refers to the scoring of oral proficiency relating to the grammatical ability of the students.

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According to Brown, there are five categories in scoring grammatical ability of students' oral proficiency.[80] First category demonstrates errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language. Second one shows that students can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar. The third demonstrates control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics. The fourth shows that students are able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare. Then the last one is students are equivalent to that of an educated native speaker.

G. Syllabus of The Curricula

To comprehend more in this discussion, the researcher then presents syllabus of English structure course (structure 1, 2 , 3 and 4) of English education department at State for Islamic Studies Sunan Ampel Surabaya. The syllabus becomes a requirement for students to graduate from the Institute in which they have to compile those four courses. The syllabus is English grammar materials that students have to compile and master all of them. It is presented by the writer as follows:

[80] ibid., p. 406

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Table 2.1. Syllabus of structure course in first semester

Structure 1	
1. Present Progressive and Simple Tense	2. Past Progressive and Simple Past Tense
3. Preposition of Time	4. Future Time
5. Nouns	6. Pronouns
7. Modals and Related Verbs and Expression	8. Gerunds
9. Infinitives	10. Quantifiers
11. Articles	12. Absolute Constructions
13. Abstract Noun Phrases	14. Appositive Noun
15. Adjective Phrases	

Source: [81]

Table 2.2. Syllabus of structure course in second semester

Structure 2	
1. Wh-Questions: Subject and Predicate	2. Present Perfect and Present Perfect Progressive
3. Future and Future Progressive	4. Future Perfect and Future Perfect Progressive

[81] Taken from the syllabus of structure course which is taught from first until fourth semester (structure 1, 2, 3 and 4) of English education Department at State Institute for Islamic Studies Sunan Ampel Surabaya

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5. Phrasal Verbs	6. Adjectives
7. Adverbs	8. Adjective Phrases

Source:[82]

Table 2.3. Syllabus of structure course in third semester

Structure 3	
1. Negative Questions	2. Tag Questions
3. Addition and Responses	4. Gerund Phrases
5. Infinitive Phrases	6. Adjective Clauses
7. The Passive	8. Conditionals
9. Indirect Speech	10. Embedded Questions
11. Adverbial Clauses	12. Noun Clauses
13. Abstract Noun Phrases	

Source:[83]

Table 2.4. Syllabus of structure course in fourth semester

Structure 4	
1. Subject-Verb Agreement	2. Missing Coordinators and Coordinator Errors
3. Missing Correlatives and Correlative Errors	4. Missing Parallel Structure and Parallel Structure Errors

[82] ibid
[83] ibid

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5. Modifier Form Errors	6. Definite Article and Demonstrative Adjective
7. Noun-Form Error	8. Full Adjectives and Noun Clauses
9. Full Noun Clause	10. Verb Form Errors
11. Verb Agreement Errors	12. Missing Shortened Dependent Clauses and Verbal Phrases
13. Word Class Errors	14. Parallel Structure Derivation Errors
15. Prepositional Idiom Errors	16. Missing Appositives
17. Missing Expletives + be Sentences	18. Redundant structures
19. Incomplete Structure	20. Confused Structure
21. Missing Equative Errors	22. Missing Quantitative Comparisons and Quantitative Comparison Error Type
23. Missing Comparative and Comparatives Errors	

Source:[84]

In brief, the syllabus of structure course which is taught from first until fourth semester (structure 1, 2, 3 and 4) is used by the writer to be a criterion in classifying some oral grammatical errors made by the students when they speak English in the class. In addition, that syllabus becomes a requirement for students to graduate from the English Education Department. Therefore they have to master all materials of the syllabus taught by the lecturers in the class.

[84] ibid

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H. Previous Studies

According to some previous researches, the writer finds some empirical data concerning to the importance of learning English. They showed that studying rules of English is more than important. There were five researchers who conducted the research concerning with the importance of learning English grammar. They are Siswantoro, Setyasari, Anisa Herwati, Hanunah and Sriana T. Citra. The first researcher mentioned above conducted research concerning with some errors of subject-verb agreements made by students in their thesis. Based on his research, it showed that there were 94% errors of basic subject-verb agreement, 3% errors of subject-verb agreement using expression of quantity, and 3% errors of subject-verb agreement with indefinite pronouns.[85] The second researcher is Setyasari. She conducted research concerning with some errors of preposition made by students in their thesis titles. She obviously found 9 errors in 26 students' thesis titles. According to her research, there were 88,9% errors of malformation, 11,1% errors of omission, and there was no errors of addition and disordering. It shows that students do not really master English preposition at all.[86]

The next researcher is Anisa Herwati, she conducted a research concerning with error analysis made by second class students of SMA Muhammadiyah 2 pucang surabaya in paragraph writing. She focused on analyzing errors of

[85] Siswantoro, *A Study on Errors of Subject-Verb by Students in their thesis*, p. 54, Unpublished thesis
[86] Setyasari, *The Errors of Preposition Made by Students in their thesis title*, p. 40, Unpublished thesis

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grammar in writing recount since they had caused misunderstanding in some cases especially in recount writing.[87] The forth researcher is Hanunah. she conducted a research concerning with problems in speaking class of second semester students of English education department at State Institute For Islamic Studies Surabaya.[88] She found that the students had difficulties in their speaking ability particularly in terms of inhibition, nothing to say, low or uneven participation and mother tongue used. It was because they did not master three primary elements of speaking, namely vocabulary, grammar and pronunciation. As a result, many students were not really good at speaking. Furthermore, the result of her study also revealed the strategies used by the students to cope with the problems. The problem of inhibition was solved by increasing their English capability by speaking English out of class with their friends. The last researcher is Sriana Tarisya Catra. She did her research concerning with the development of children in learning English grammar. [89]The researcher observed the errors of the Indonesian children aged five to nine years old who learn English as their foreign language. There, the researcher explained the children's development in learning some English rules after six months of their time of study. The rules there include

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[87] Anisa Herwati, *A Study of Error Analysis of Second Class of SMA Muhammadiyah 2 Pucang Surabaya In Paragraph Writing*, (Surabaya: Library of IAIN Sunan Ampel Surabaya, 2009), p. 1, Unpublished thesis

[88] Hanunah, *Students' Strategies in Overcoming Speaking Problems In Speaking Class of Second Semester at English Department of Tarbiyah Faculty at Iain Sunan Ampel Surabaya*, p. 1, Unpublished thesis

[89] Sriana T. Citra, *Children Development in Learning Some English Grammar as Seen through Their Errors*, (Surabaya: Library of Universitas Kristen Petra, 1998), p.1, Unpublished thesis

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indefinite article, plural form, present progressive tense, modal and co-ordination between S-V in questions and S-V in answers.

The difference of this research with all previous studies above is that this research is just going to describe the grammatical ability of the students when they practice speaking in front of the class. As we know, the previous researches that have been conducted above are commonly focused on the grammar ability in writing skill, while this research is specially going to concern with speaking skill of the students. Then the research conducted by Hanunah above is focused on three elements of speaking skill, they are vocabulary, grammar and pronunciation. In fact, here, a research is just going to concern with error grammatical mistakes done by students when they practice speaking in front of the class.

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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design.

Based on the problem of study, the study in this research uses descriptive qualitative method because the writer tends to describe what she sees, hears, feels and asks. Sugiyono stated that qualitative research is descriptive. The data collected is in the form or words of pictures rather than number. It is done intensively, long term participation in field setting.[90] Also, As stated by Sevilla, descriptive studies are designed to collect the information concerning with the current phenomenon.[91] Qualitative research is a research that is conducted at the time of current phenomenon of the study. According to Ary, qualitative research is conducted to describe the current status of phenomenon that while exist at the time of study.[92]

The aim of this method is to gain the nature of the phenomenon of this study. Sevilla again stated that main goal of this design is to identify the nature of the phenomenon that exist at the time of study and investigate the causes of that phenomenon.[93] Dealing with qualitative research, the researcher will collect the

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[90] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung:CV Alvabeta, 2009), p. 14
[91] Consuelo G. Sevilla; Penerjemah Tuwu, Alimuddin, *Pengantar Metode Penelitian*, (Jakarta: UI Press, 1993), p. 71
[92] Donald Ary, *Introduction in Research in Education*, (Belmont:Wardsworth Thomson Learning, 2002), p. 25
[93] ibid., p.71

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data herself. Here the writer tends to describe the grammar competence of eighth semester students of English education department and tries to break that problem down intensively in detailed information and ideas. The writer presents at the place where the research was conducted, in this case is in the classroom. Moreover the researcher observed the activity of students directly in the class, it made her know for sure the condition when the research was held.

B. Population and Sample of The Study

1. Population

A population of research is the amount of subjects that is conducted by researcher. According to Nazir, population is gathering individuals with definite feature and quality.[94] Also, Encyclopedia of Educational Evaluation in Suharsimi stated that a population is a set (or collection) of all elements possessing one or more attributes of interest.[95]

The population which was conducted by the writer in this research was all of the eighth semester students of English Education Department at State Institute for Islamic Studies Sunan Ampel Surabaya. The students were from two classes of eighth semester of English Education Department.

[94] Moh. Nazir, *Metode Penelitian*, (Bogor Selatan:Ghalia Indonesia, 2005), p. 271

[95] Suharsimi Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*, (Jakarta:PT Rineke Cipta, 1998), p. 115

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2. Sample

In fact, the sample of a research is representation of the population which amounts to a half or more of the population. Suharsimi stated that sample is a half of representative of the population researched by researcher.[96] Nazir also said that sample is a part of the population.[97]

Actually, the population of the students in this research was homogenous because they were same at the level and all of them studied English as their major in Department. Also, this research had great numbers of the population. Based on that statement, researcher used a kind of random sampling as a technique in drawing sample of the research. Suharsimi stated that random sampling is sampling technique in which the researcher chooses the sample of the research in random, if population has many individuals of the amount, the sample of the research can be taken among 10% to 15% or among 20% to 25% of the population.[98] Here, the researcher decided to use 20% of students' population as the sample of this research. Thus, from the population of seventy five students of two classes, the researcher took fifteen students as the sample of this research.

[96] ibid., p. 117
[97] Nazir, *Metode Penelitian*, p. 271
[98] opcit., p. 120

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C. Research instrument

The research instrument is a device used by researchers in collecting data for their research. They use research instrument in order to be easier and to get better results in terms of more accurate, complete and systematic. The main instrument of this research is researcher herself. However, this research needs some instruments to collect the valid data. the researcher tried to use non participant observation, recording documentary, questionnaire and interview. In observation, researcher observed teaching and learning process while students were speaking English in front of the class. While recording documentary was used by researcher to record the students when they spoke English in front of the class. Then in questionnaire, researcher asked the students to answer some questions relating to the information that was needed by the writer in conducting this research. The questions of questionnaire were conducted to gain the information about the grammar competence of the eighth semester students and the causes of some problems faced by them when they spoke English with many oral grammatical errors in the class. Then in interview, the researcher interviewed the students by asking some questions relating to the information about grammar competence of the students and the problems faced by them when they used some incorrect grammar forms when they spoke English in the class.

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D. Data Collection Technique

For conducting the research, the researcher used four kinds of data collection techniques, they were: observation, recording documentary, questionnaire and interview.

1. Observation

In this research, the researcher acted as a non participant observer. The researcher observed the students' activity who were in the class including their activities during teaching and learning process. The research focused on the activity when students presented their materials by using English in front of the class. This kind of data collection technique answered the first question of research problems that was explained above. In addition, the researcher was able to describe how the spoken grammar competence of the students by observing them in the class.

2. Recording Documentary

This technique was used by researcher to collect the data by recording what the students spoke in front of the class. According to Erickson and Susan Stainback in Sugiyono, the characteristic of qualitative research is analytic reflection on the documentary records obtained in the field.[99] Data resource was taken from the students as the subject of the study. So the researcher tried to collect the data after

[99] Ibid., p. 14

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recording what the eighth semester students spoke or conveyed some materials in front of the class. This kind of data collection technique answered the first and second question of research problems that was explained above. Here, the researcher is able to know the grammar competence of the eight semester students of English Education Department by recording what they spoke in front of the class and analyzing the students' speeches in the form of recording documentary that have been transcribed by the researcher in detailed and clear sentences. By this technique, the researcher is also able to find out the oral grammatical errors uttered by the students when they practiced speaking English in front of the class by recording what they spoke when presenting materials in the class.

3. Questionnaire

This questionnaire technique was used by researcher to gain the information relating to the data that was needed by her in this research. Based on Burhan Nurgiyantoro, Questionnaire is some questions asked by researcher about some problems that have purpose to get opinion to the students.[100] This kind of data collection technique was acquired by the researcher after giving some questions in a questionnaire text paper to some eighth semester students of English Education Department. Burhan

[100] Burhan Nurgiyantoro, *Penilaian dalam Pengajaran Bahasa dan Sastra*, (Yogyakarta: PT BPFE, 2001), p. 57

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Bungin stated that in questionnaire, the writer finds out the relevant information relating to the need and objective of her research which later will have the reliability and validity value as much as possible.[101]

This technique was used by the researcher to answer the third question of research problems above. From this questionnaire technique, the researcher knew the causes of some problems that came to the students when they practiced speaking English with some oral grammatical errors. In addition, the indicators of the question were taken from literatures related to the discussion of the problems in using incorrect grammar that students faced when they were speaking English in the class. The indicators related to the problems of using incorrect grammar that students faced when they were speaking English in the class were confusion and full exception of English grammatical system, mismatch between form and function of the grammar and confusion between English and students' mother tongue.

4. Interview

Interview is a kind of technique that is used to gain the data on subjects' opinions, beliefs and feelings about the situation in their own words. Nasution stated that interview was a data collection technique that used oral question to elicit respondent's answer.[102]In this study, the

[101] Burhan Bungin, *Metode Penelitian Kualitatif*, (Jakarta: PT Raja Grafindo Persada, 2006), p. 69
[102] Prof. Dr. Nasution, MA. *Metode Research*, (Bandung:Bumi Aksara, 1996), p.113

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researcher interviewed the students by asking them some questions relating to the terms about grammar competence of the students and the problems faced by them when they used some incorrect grammar forms when they were speaking English in the class. This kind of data collection technique answered the first and third question of research problems above. Actually, the researcher used an interview technique to emphasize answers of the questionnaire. So that, the researcher got more complete data by using both of questionnaire and interview technique.

In this technique, the researcher interviewed the students with some structured questions and gave them available answers because she needed to emphasize the students' answers of the questionnaire technique. Sugiyono said that structured interview is used to be a data collection technique if the researcher has known the information he is going to get. Therefore, in interview, researcher has prepared written questions and available answers there.[103]

E. Data Analysis technique

The non participant observation, recording documentary, questionnaire and interview were analyzed by the researcher descriptively. According to Bogdan in Sugiyono, data analysis is the process of systematically searching and arranging the interview transcripts, field note and other materials that you accumulate to

[103] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, p. 233

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increase your own understanding of them and to enable you to present what you have discovered to others.[104]

The finding or the result of this research was displayed in fourth chapter of this study. The record of what the eighth semester students spoke in front of the class was transcribed by the researcher descriptively. She classified those recording result in the form of students' transcript checklist. The classification criterion was based on the indicators of measuring the grammar competence of the students that related to the literatures of Purpura and Bown. Afterword the researcher was able to know the students' grammar competence rating by using the criterion of those literatures above. Also, by recording the students' speeches, the researcher was able to analyze and classify the incorrect use of grammar based on the grammatical form (accuracy) and errors' identification. The oral grammatical errors were found by the researcher when the students spoke English in the class. Then those errors were classified by the researcher based on the syllabus of structure course taught by lecturer from first till fourth semester of English Education Department curricula. Here, the writer knew the weaknesses of grammar use that were incorrect based on the syllabus. In brief, the results of recording documentary could show the students' grammar competence rating and some weaknesses concerning with using some incorrect grammar forms of the eighth semester students when they spoke English in the class. Also, the

[104] ibid., p. 244

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researcher tried to classify the errors based on kinds of errors. They are local, global, overt and covert error.

Then, the results of questionnaire were presented in percentage technique. Suharsimi stated that the calculation of the answers was done by using the definite formula. It is analyzed by using presentation technique, that is:[105]

$$\frac{\text{The students' responses of one question x 100\%}}{\text{The number of students}}$$

Finally, the results of interview were described by researcher descriptively in chapter four of this study. The researcher used a checklist sign (√) to show the results of answers which were asked in interview. Then, she described those results descriptively in detailed information and good sentences. According to Suharsimi, a structured interview criterion is a criterion interview which is arranged in detail, so that it seems like a kind of checklist. The interviewer just needs to give a checklist sign to the fixed answer there.[106]

Furthermore, the researcher used a table from Purpura to measure the grammar competence of the eighth semester students after analyzing the students' recording transcripts that were classified by the researcher based on the indicators related to some literatures of Brown and Purpura and knowing the answers of interview asked to the students in which the questions of interview related much to measure the grammar competence of the students. The writer presented the

[105] Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*, p. 195
[106] ibid., p. 231

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students' recording transcripts classification result and answers of the students' interview descriptively. Afterword the researcher knew how grammatical control of the students. Then the writer analyzed the grammar competence of the students by using the table hereunder. This enabled the researcher to know the grammatical accuracy of the students by matching the results of students' recording transcripts classification and interview answers with the rating scale of grammatical accuracy of Purpura. Purpura stated that in dealing with large amounts of oral or written data from students, the holistic rating method treats grammatical ability as a single, unitary and underlying trait.[107] The classification of rating scale in grammatical accuracy is shown as follows:

Table 3.1 A holistic range of rating scale in grammatical accuracy

	Descriptors
9–10 Complete	Demonstrates **complete grammatical control**; full range of grammatical forms; may have a few random minor errors; wide and sophisticated range of vocabulary
7–8 Extensive	Demonstrates **extensive grammatical control**; large range of grammatical forms; may have some error types

[107] Purpura, *Assessing Grammar*, p. 174

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	(e.g.,articles) that do not impede communication; wide range of vocabulary
5–6 Moderate	Demonstrates **moderate to good grammatical control**; limited range of grammatical forms; may have a few errors which impede communication; a moderate range of vocabulary
3–4 Limited	Demonstrates **limited grammatical control**; small range of grammatical forms; may have several error types which impede communication; a limited range of vocabulary
1–2 None	Demonstrates **poor grammatical control**; extremely limited range of grammatical forms; may have several error types which often impede communication; a limited range of vocabulary

Also, the result of interview answers and recording transcripts were classified by the researcher based on oral proficiency test scoring categories. Brown stated that there are distinctive categories in assessing grammatical competence. [108] Actually, besides using the table of Purpura, the writer also used the table of Brown to measure the grammar competence of the students when they

[108] Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*, p. 406

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spoke English in the class. After the writer had analyzed the students' record in the form of classification checklist based on the indicators of some literatures and had known the answers of interview asked to the students in which the questions of interview were about to measure the grammar competence of the students. Then the writer matched the answers of students' interview and the result of students' speeches record that have been analyzed by the researcher with the table of oral proficiency categories of Brown hereunder. The oral proficiency categories are as follows:

Table 3.2 Oral proficiency test scoring categories

GRAMMAR	
I	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
II	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
III	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.

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IV	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare
V	Equivalent to that of an educated native speaker

The questionnaire and interview were also used by the writer to know the causes of problems in using incorrect grammar when the students spoke English in front of the class. After the students had answered the questions in a form of questionnaire and interview, the writer was able to classify the results and knew the problems that students faced. To support the results relating to gain the information about the problems that students faced, the writer tried to present those results in percentage technique.

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CHAPTER IV

RESULT AND DISCUSSION

A. Description of The Data

In this chapter, the researcher tries to describe the data which have been got from several kinds of data collection technique that relate to this research clearly. Concerning with knowing the grammar competence of the eighth semester students of English Education Department, the writer did three data collection techniques in order to get more than complete data. They were observation, recording documentary and interview. In observation, the researcher observed the teaching and learning process which were conducted in the class. The researcher was a non participant observer, so that she did not involve in the process of conducting this research. She just observed the students when they were presenting their materials by speaking English in front of the class. There, researcher concerned with observing the capability of students' speech when they presented their materials in the class. Then, the researcher recorded the students' speeches when they spoke English in front of the class of seminar on language and language testing course.

After the researcher had recoded the students' speeches, she transcribed all of the students' speeches that were recorded by the researcher (see appendix 1). Afterword she analyzed the students' recording transcript by classifying it into several categories. The categories are about the indicators of measuring the grammar competence of the students based on some related theories. The

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researcher uses the indicators from H. Douglas Brown and James E. Purpura that relate much to measure the grammar competence of the students. According to Brown, the indicators to measure the grammar competence of the students are: the frequency of making grammar errors, control of the grammar and using the structural accuracy in speaking English.[109] While based on Purpura, the indicators to measure the grammar competence of the students are: control of the grammar and frequency of making grammar errors during speaking English.[110] To ease the reader in knowing the result of students' recording transcript classification, the researcher tries to draw a table of the students' transcript classification checklist in this chapter.

After classifying the students recording transcript, the researcher is able to measure the grammar competence of the students by matching the result of the students' recording classification categories based on the theories of Brown and Purpura. In interview, researcher interviewed the students with the questions that related much to the measurement of the grammar competence. In fact, the researcher interviewed the students because she wanted to emphasize the result data of students' recording transcript classification. The questions of interview technique were about the indicators of measuring the grammar competence of the students when they presented their English materials in the class (see appendix 2). By interviewing the students directly, the researcher was able to get the real

[109] Brown, *Teaching by Principle, An Interactive Approach to Language Pedagogy, Second Edition*, p. 406

[110] Purpura, *Assessing Grammar*, p. 177

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information of the data that she wanted. There, the researcher was able to face the students directly and knew that the students were able to understand the questions asked by the researcher in easier way by giving them explanations about the questions in detail.

To know the weaknesses of the grammar use made by students in the class, the researcher recorded the students' speech when they presented their materials in the class of seminar on language and language testing course. After she had recorded, then she transcribed all speeches spoken by students in the class. Furthermore, the transcripts of the students' speeches were classified by the researcher based on their kinds of errors related to the literatures that had been discussed in chapter two. Those kinds of errors were local, global, covert and overt error. After classifying the errors based on several categories above, the researcher then matched the errors with the syllabus of English course curricula in English Education Department (see appendix 3). This enabled the researcher to know whether the students had absolutely mastered the materials taught by their lecturers which are from the syllabus or not.

Finally, to know the problems faced by students when they spoke English with many oral grammatical errors, the researcher shared the questionnaire in a piece of paper to the students. The questions related much with the indicators of knowing the problems faced by the students when they spoke English with many oral grammatical errors in the class (see appendix 4). Afterword she classified the answers of the students then she finally knew what problems faced by students

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when they used incorrect grammar forms when they spoke English in the class. Also, the researcher tried to support the data by presenting the students' answers in a percentage technique. After giving questionnaire to the students, the researcher then interviewed the students to get more complete data. This actually enabled the researcher to emphasize the answers of the students in a questionnaire technique that was conducted by researcher. There, researcher interviewed the students with the questions that related much to gain the information about the problems faced by them when they spoke English with many oral grammatical errors in the class. The questions of interview technique were about the indicators of knowing the problems when the students use incorrect grammars in speaking English (see appendix 5). By interviewing students directly, the researcher was able to get the real information of the data she wanted. There, researcher was able to face the students directly and knew that the students were able to understand the questions asked by her easily by giving them explanations about the questions.

B. Result

After describing the data gotten above, the researcher tries to present the results of the data in detailed information and clear sentences. The data consist of three discussions relating to this research. They are: the grammar competence of the students, the weaknesses of using incorrect grammar and problems of using incorrect grammar.

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1. The Grammar Competence of the Students

To know the results of measuring grammar competence of the eighth semester students of English Education Department, the researcher used three data collection techniques to get more complete data. They were observation, recording documentary and interview.

a. Result of Observation

In observation, researcher conducted an observation when teaching and learning process were held in the class. Researcher saw the students sitting in front of the class and explaining their materials by using English. In this case, the materials were their own proposal because the course of the class was seminar on language and language testing so that they were asked by the lecturer to explain their proposal in front of the class in detail.

By observing the students' speech when they presented their English proposal in the class, the researcher found some data relating to measure the grammar competence of the students. The researcher obviously did not only gain those data by observing the students' speech but also by recording and transcribing all of the students' speeches when they presented their proposal in front of the class.

According to the students' recording transcript, the researcher found that the students spoke English with many oral grammatical

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errors. They used some incorrect forms of English grammar during their speech. For example, the students placed '*in*' before an adverb of place '*here, everywhere*' and adverb of time '*every time*'. There were three grammar errors found by the researcher concerning with placing incorrect form of using '*in*' before an adverb of place and adverb of time (see table 4.11).

Another example is that the students also placed the *verb-ing* in the form of simple present. After the researcher had analyzed the students' recording transcript, she found that there were four errors concerning with placing the *verb-ing* in the form of simple present made by the students when they presented their proposal in front of the class (see table 4.11).

During explaining their proposal, the data from the students' recording transcript shows that students spoke English with pauses. It means that they actually controlled their grammar use when they were speaking English in the class because they hardly repeated what they spoke in order to make the audiences understand what they conveyed. For example, one of the students in his recording transcript said the sentence like '*so this method...e....e....from this matter*'. (see table 4.1).

In the students' recording transcript, the researcher found that most of the students repeated their utterances when they were

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presenting their proposal in front of the class. They used some incorrect grammar forms in presenting the contents of their proposal. Then they repeated their utterances to correct their incorrect grammar forms in sentences when they were speaking English in the class. For example, in the students' recording transcript, one of the students said the sentence like *'I do hope you give me suggestion, critical, e...e... suggestion, critic..'*. (see table 4.1).

Also, the students' recording transcript shows that in the whole process of presentation, the students mixed their language when they were explaining their proposal. They used Indonesian language mixed with English in the middle of their presentation. For example, in the students' recording transcript, one of the students said the sentence like *'the school gets the first range in Kabupaten Bojonegoro'*. In this case, the students' vocabularies were limited in use so that they mixed their English by using Indonesian language.

Besides observing the students, the researcher also describes and analyzes the students' record in the form of classification checklist based on the indicators of some related literatures in detailed and clear sentences in this chapter. This enables the researcher to measure the grammar competence of the eighth

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semester students of English Education Department at State Institute for Islamic Studies Sunan Ampel Surabaya.

b. Result of Recording Documentary

To measure the grammar competence of the students, the researcher tries to describe all of the students' speeches after she had recorded what the students spoke in the class when they were presenting their English proposal. The researcher classifies the students' recording transcript into several categories based on the indicators of some related theories of Brown and Purpura in order to measure the grammar competence of the students. The indicators are frequency of making grammar errors in speaking English, control of the grammar and capability of using structural accuracy in speaking English.

The researcher actually derives the indicators of measuring the grammar competence of the students into several categories in order to be easier in getting the data relating to measure the grammar competence of the students. The indicator of frequency of making grammar errors is derived by the researcher into two categories. They are: making grammar errors when presenting English proposal in the class and using such incorrect grammar forms when presenting proposal in the class.

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Relating to the indicator of control of the grammar, the researcher derives it into two categories. They are: repeating utterance when presenting English proposal in the class and speaking English slowly when presenting proposal in the class. Then concerning with the indicator of using structural accuracy in speaking English, the researcher derives the indicator into two categories. They are: speaking English spontaneously when presenting proposal in the class (e.g. students spontaneously answer some questions from the audiences) and using the verb with adding *'ing'* after saying *'will'* in the form of present future when presenting English materials in the class.

By analyzing the students' recording transcript, the researcher is able to find the data relating to gain the information of measuring the grammar competence of the students in natural way. In order to be easier in understanding the result data of students' recording transcript needed in this discussion, the researcher presents those data in the form of students' recording transcripts checklist classification table. The table is shown as follows:

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Table 4.1. Students' recording transcripts checklist classification

No	Grammar Competence Criterion Measurement	Students' Number														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1.	Making grammar errors when presenting English proposal in the class	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
2.	Using such incorrect grammar forms when presenting proposal in the class	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3.	Repeating utterance when presenting proposal in the class	√	√	-	√	√	√	√	√	√	√	√	√	√	√	√
4.	Speaking English slowly when presenting proposal in the class	√	√	-	√	√	√	√	-	√	√	√	√	√	√	√
5.	Speaking English spontaneously when presenting proposal in the class (e.g. students spontaneously answer some questions from the audiences)	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
6.	Using the verb with adding *'ing'* after saying *'will'* in the form of present future when presenting English proposal in the class	-	-	-	-	-	√	-	√	-	-	-	-	-	-	-

Notes:

All complete students' names can be seen in appendix 6 based on those students' number codes.

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From the table of students' transcript classification above, it shows that all of fifteen students made grammar errors and used some incorrect grammar forms in sentences when they were presenting their proposal in the class. Also, from the students' recording transcript table, it shows that fourteen students repeated their utterances when they were presenting English proposal in the class. Then thirteen students spoke slowly when they were presenting their English proposal in the class.

Furthermore, According to the students' recording transcript, the data shows that all of fifteen students spoke English spontaneously when they were presenting English proposal in the class (e.g. students spontaneously answer some questions from the audiences). Also, from the students' recording transcript, it shows that there are just two students who used the verb with adding *'ing'* after saying *'will'* in the form of present future when they were presenting English proposal in the class.

In addition, to emphasize the result data from recording documentary and observation, the researcher used interview technique to gain more than complete data. It enabled the researcher to know directly what the students' opinion about the information that researcher wanted to get. Also, the researcher was

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able to explain the questions of interview in detail and directly to the students who were the respondents of this research.

c. The result of Interview

To gain a complete data concerning with obtaining the information for measuring the grammar competence of the students, the researcher used interview technique to emphasize the result of students' recording transcript classification. The researcher interviewed fifteen students of eight semester of English Education Department as the sample of this study. She interviewed the students by asking eleven questions relating to get the data in measuring the grammar competence of the students. The questions are the derivation of three indicators in measuring the grammar competence of the students based on related theories (see appendix 2). The indicators are frequency of making grammar errors when speaking English in the class, control of the grammar and capability of using structural accuracy in speaking English.

After interviewing the students directly, the researcher presents the result of interview in a table of interview answers. The researcher uses a checklist sign (√) to show the results of several answers which were asked in interview. It obviously eases the readers to understand the result of interview technique. The

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researcher uses the number code to represent the questions of interview because the complete questions of interview are presented in appendix 2 of this research. Then researcher describes the result in detailed sentences hereunder after drawing the table of interview answers. The result is shown in a table of interview answers as follows:

Table 4.2. An interview answers classification table

Students' Number	Number of questions																					
	1		2		3		4		5		6		7		8		9		10		11	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1	√		√		√		√		√		√		√		√			√	√			√
2	√		√		√		√		√		√		√		√		√		√		√	
3	√		√		√		√		√		√			√		√	√		√			√
4	√		√		√		√			√	√			√		√		√	√		√	
5	√		√		√		√		√		√		√			√		√	√			√
6	√		√		√		√		√		√			√		√		√	√			√
7	√		√		√		√		√		√			√	√			√	√		√	
8	√		√		√		√			√		√		√		√		√	√			√
9	√		√		√		√		√		√		√			√	√		√		√	
10	√		√		√		√		√		√		√			√		√	√			√
11	√		√		√		√		√		√		√		√			√	√			√
12	√		√		√		√		√		√			√		√	√			√		√

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13	√		√		√		√			√		√		√		√		√	√		√
14	√		√		√		√		√		√		√		√			√	√	√	
15	√		√		√			√	√			√	√		√			√	√		√

Notes:

Y : means "Yes" answer

N : means "No" answer

All complete students' names can be seen in appendix 6 based on those students' number codes.

The table shows that the answers of interview questions asked to fifteen students who are the respondents of interview technique are different. There are 11 (eleven) questions relating to measure the grammar competence of the eighth semester students of English Education Department at State Institute for Islamic Studies Sunan Ampel Surabaya. The first question is about using English as the students' language to convey their English materials in the class. After asking all of fifteen students relating to this question, the result shows that all of fifteen students use English to explain their English materials in the class (see table 4.2).

Next the researcher asked all of fifteen students about the question of whether the students made errors when they were presenting English materials in the class. After interviewing all of fifteen students, the result shows that all of fifteen students made

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errors when they presented English materials in the class (see table 4.2).

Then, the researcher asked all fifteen students about the question of frequency in using incorrect grammar forms in sentences when the students presented their materials in the class. The result is there are 14 (fourteen) students who often made grammar errors when they were presenting materials in the class and one student who did not use such incorrect grammar forms when they presented English materials in the class (see table 4.2).

Furthermore, the researcher asked fifteen students about the question of whether the students spoke English fluently or with pauses. After asking all of fifteen students, the result shows that there are 12 (twelve) students who spoke English with pauses and 3 (three) students who spoke English with no pauses when they were presenting English materials in the class (see table 4.2).

The fifth question, the researcher asked about the question whether the students were careful when they spoke English in the class. After interviewing all of fifteen students about the question, the result shows that 12 (twelve) students were careful when they spoke English in the class while 3 (three) students were not careful when they presented their materials in the class.

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Afterword, the researcher interviewed the students by asking the question about repeating the utterances when the students spoke English in the class. After interviewing all of fifteen students by asking that question, the result is there are 12 (twelve) students who repeated their utterances when they were presenting English materials in the class and 3 (three) students who did not repeat their utterances when they were presenting their materials in the class (see table 4.2).

In addition, the researcher asked a question to all of fifteen students about whether the students were attentive of their grammar use when they explained English materials in the class. After asking the question to all of fifteen students, the result shows that there are 8 (eight) students who were attentive of their grammar use when they presented English materials in the class and 7 (seven) students who were not attentive of their grammar use when they presented English materials in the class (see table 4.2).

The eighth question, the researcher asked about checking the grammar while the students were presenting their materials in the class to all of fifteen students. After she had interviewed all of fifteen students by asking that question, the result is there are 6 (six) students who checked their grammar while they were explaining their English materials in the class and 9 (nine) students

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who did not check their grammar while they were presenting materials in the class (see table 4.2).

Next the researcher interviewed all of fifteen students by asking the question about composing what the students spoke in the class before explaining their materials. After interviewing all of fifteen students by asking that question, the result is there are just 4 (four) students who composed what they spoke in the class before presenting their materials and 11 (eleven) students who did not compose what they spoke before explaining the materials (see table 4.2).

The tenth question, the researcher asked all of fifteen students about whether the students spoke English spontaneously when they were presenting materials in the class. After the researcher had interviewed all of fifteen students by asking that question, the result shows that there are 14 (fourteen) students who spoke English spontaneously in the class when they were presenting materials in the class and just 1 (one) student who did not speak English spontaneously when they were presenting materials in the class (see table 4.2).

The last, the researcher asked the question about using verb *ing* after saying the modal *will* in the form of present future to all of fifteen students. After asking all of fifteen students about the

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question, the result is there are 5 (five) students who used the verb *ing* after saying the modal *will* when they presented English materials in the class and 10 (ten) students who did not use the verb *ing* after saying the modal *will* while they were presenting English materials in the class (see table 4.2).

2. Students' English Grammar Weaknesses

Firstly, by using a model for correction speech errors from Brown, the researcher tries to identify the oral grammatical errors made by the students when they were presenting materials using English in the class. The researcher found that there were deviations of using correct grammar when the students were explaining materials in the class. All of the deviations were grammar errors. The researcher classifies the errors based on the kinds of errors related to the theories. They are local and global errors, covert and overt errors. The last is matching the classification of grammar errors with the syllabus of the curricula. The classifications are as follows:

a. Local and Global Errors

The definition of local and global errors has been explained in second chapter of this research. In brief, Brown states that local error is an error that does not need to be corrected as the message of utterance is still clear. On the contrary, the global error is an

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error that needs to be corrected as the message is quite unclear.[111] Based on the theory of Brown, the researcher firstly analyzed the students' errors into two categories of local and global error. The researcher considers that by analyzing some errors based on two categories of Brown's theory above, it eases to the readers to know and understand several kinds of errors based on related theory. It also helps the readers to know some weaknesses of grammar use of the students based on the classification of related theory.

After the researcher had recorded the students' speeches when they were presenting their proposal in the class, the researcher firstly transcribed all of the students' speeches in order to be easy in analyzing kinds of local and global error in the students' sentences. After transcribing the students' speeches, the researcher firstly analyzed all of the students' recording transcript by seeking kind of local error in the students' sentences. Then the researcher found ten errors in the students' sentences relating to the kind of local errors. Then the researcher presents the classification of local errors that was made by the students when they were presenting their English materials in the class in the table below.

[111] Brown, *Teaching by Principle, An Interactive Approach to Language Pedagogy, Second Edition*, p. 290

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Table 4.3. Students' Local Errors Classification

No.	Kinds of the Sentences of Local Errors
1.	Researcher will classify about the research
2.	We can share our idea in the wall
3.	The activities become more active
4.	This proposal will focus in the influence of kangaroo radio
5.	The effect of implementing English day on the school
6.	I have observed to the teacher
7.	English Department in IAIN Sunan Ampel Surabaya
8.	There are four activities to learning
9.	Observing is to show the observation
10.	Reflecting is to know the reflection

The table shows that there are 10 (ten) errors relating to the kind of local errors. The errors are kind of local errors since the messages of the sentences are still clear to understand. In addition, the grammar errors of those sentences do not influence the message of the sentences uttered by the students. It means that the grammar of the sentences is obviously correct but the there is kind

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of item that is considered incorrect use between the sentence and the context of the sentence.

The students' local errors are about mismatching between some prepositions after certain verbs and incorrect context meaning of certain verbs in sentences (see table 4.3). From the students' local error classification table above, the researcher considers that the eight semester students of English Education Department are still not able to place correct context meaning of some English sentences and to place correct forms of some preposition after certain verbs in sentences although their messages in sentences are still clear to understand.

In addition, the researcher also presents the correct forms of the sentences which are found in the table of students' local errors above. It eases the readers to know and understand what the error sentences should be correct in the context. Also, the reader is able to get more complete data relating to this discussion of students' local error. The researcher presents the classification of correct forms of local errors that were made by the students when they were presenting their English materials in the class in the table below.

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Table 4.4. The Correct Forms of Students' Local Errors Classification

No.	Kinds of the Sentences of Corrected Local Errors
1.	Researcher will classify the research
2.	We can share our idea on the wall
3.	The activities can be more active
4.	This proposal will focus on the influence of kangaroo radio
5.	The effect of implementing English day in the school
6.	I have observed the teacher
7.	English Department at IAIN Sunan Ampel Surabaya
8.	There are four activities concerning with learning
9.	Observing is used to show the observation
10.	Reflecting is used to know the reflection

Besides local errors, the researcher also found some global errors uttered by the students when they were presenting their English proposal in the class. Actually, after transcribing the students' speeches, the researcher analyzed all of the students' recording transcript by seeking kind of global errors in the students' sentences. Afterword, the researcher found 9 (nine) errors in the students' sentences relating to the kind of global

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errors. The researcher presents the classification of students' global errors that were made by the students when they were presenting their English proposal in the class in the table below.

Table 4.5. Students' Global Errors Classification

No.	Kinds of the Sentences of Global Errors
1.	All people in the world is used English to communicate
2.	School which is need many creative techniques
3.	Radio can use for get many information
4.	Teaching is need to practice
5.	To make students not to create the dialogue
6.	Definition of key term can read by yourself
7.	Teacher will divide the students into how many groups
8.	Because the first graduated has the first range
9.	The teacher can teach the better with the role

The table shows that there are 9 (nine) errors relating to the kind of global errors. The errors are kind of global errors since the errors need to be corrected as the message is quite unclear and are not able to understand. In addition, the grammar errors of those sentences influence the message of sentences uttered by the

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students. It means that the grammar form of the sentences is incorrect and the message of the sentence is quite unclear.

The students' global error classification shows that the students are still not able to place correct form of simple present and passive in students' sentences and to place correct certain verbs in causative form and noun clause. Also, the students' global errors are about misplacing of noun and adverb form in sentences (see table 4.5). From the students' global error classification above, the researcher considers that the sentences of eight semester students' utterances when they spoke English in the class are quite incorrect either in the form or in the context.

In addition, the researcher also presents the correct forms of the sentences which are found in the table of students' global errors above. It eases the readers to know what the error sentences should be correct in the form and the context. Furthermore, the readers are able to get more complete data relating to the discussion of students' global error. The researcher presents the classification of correct forms of global errors that were made by the students when they were presenting their English materials in the class in the table below.

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Table 4.6. The Correct Forms of Students' Global Errors Classification

No.	Kinds of the Sentences of Corrected Global Errors
1.	All people in the world use English to communicate
2.	School which needs many creative techniques
3.	Radio can be used for get many information
4.	Teaching needs practice
5.	Not to make students create the dialogue
6.	Definition of key term can be read by yourself
7.	Teacher will divide the students into several groups
8.	Because the first graduation has the first range
9.	The teacher can teach well

After classifying the errors based on kinds of local and global errors, the researcher also classifies the oral grammatical errors made by the students when they spoke English in the class based on kinds of overt and covert errors.

b. Overt and Covert Errors

Overt and covert errors have their own definition concerning with the discussion of kinds of English grammar errors. Brown

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states that overt error is an error that shows clearly ungrammatical sentences in utterance. While covert error is grammatically correct in sentences but is not fix in the context of sentences.[112]

Next the researcher classifies the students' errors into two categories of overt and covert error. By analyzing some errors based on two categories of overt and covert errors, the researcher considers that the readers are able to be easy to know and understand several kinds of errors based on related theory. Also, it helps the readers to know some weaknesses of grammar use of the students based on the classification of related theory.

Actually after the researcher had recorded the students' speeches when they spoke English in the class, she transcribed all of the students' speeches in order to be easy in analyzing kinds of overt and covert errors in the students' sentences. After transcribing the students' speeches, the researcher then analyzed all of the students' recording transcript by seeking kind of overt errors in the students' sentences. Then the researcher found thirty errors in the students' sentences relating to the kind of overt errors. The researcher presents the classification of overt errors that were made by the students when they spoke English in the class in the table below.

[112] Brown, *Principles of Language Learning and Teaching, Fourth Edition*. P. 220

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Table 4.7. Overt Errors Classification

No.	Kinds of the Sentences of Overt Errors
1.	Students will avoid do those errors
2.	Students will be teached by knowing the generic structure
3.	If I just to interview
4.	To get what are the writer wants
5.	Researcher using descriptive qualitative
6.	I as researcher
7.	Writing is explore our idea
8.	Chapter I is consist of
9.	Scope and limitation takes place
10.	If we ever teach in SMP
11.	To developing students in writing skill
12.	I using classroom action research
13.	Most of active students is in B class
14.	The students are can't to use
15.	Research will be took seventh grade
16.	Never give the teacher about reading
17.	We just doing the LKS
18.	Before I do my research

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19.	I hope get the data
20.	It's mean that
21.	Their students to more study about writing skill
22.	When I ever teach
23.	Population and sample choose in this study
24.	Observer will using descriptive qualitative design
25.	Actually I confuse what should I write
26.	If we learning writing
27.	In everywhere, in every time
28.	I did a little interview and I also get the textbook from her
29.	I've done preliminary study last time
30.	I'm choose

The table shows that there are 30 (thirty) errors relating to the kind of overt errors. The errors are kind of overt errors since the sentences of students' utterances are grammatically incorrect. It means that the grammar form of the students' sentences is clearly incorrect when they spoke English in front of the class.

The students' overt error classification shows that the students are still not able to place correct grammar form in their sentences. The grammar errors are: incorrect use of simple present, incorrect

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form of passive, misplacing of *'to'* infinitive, incorrect order of noun clause, incorrect form of nominal sentence, incorrect form of present perfect and present future, incorrect form of using modal, misplacing gerund form after certain verbs, incorrect order of English sentence pattern, misplacing of singular and plural form, incorrect use of gerund after adverb of time, incorrect use of adjective sentence, using *'in'* before adverb of place, incorrect form of using parallel sentence (see table 4.7). From the students' global error classification above, the researcher considers that the sentences of eight semester students' utterances when they spoke English in the class are grammatically quite incorrect.

Also, the researcher presents the correct forms of the sentences which are found in the table of students' overt errors above. It eases the readers to know what the error sentences should be correct in the form. The researcher presents the classification of correct forms of overt errors that were made by the students when they were presenting their English materials in the class in the table below.

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Table 4.8. The Correct Forms of Students' Overt Errors Classification

No.	Kinds of the Sentences of Corrected Overt Errors
1.	Students will avoid doing those errors
2.	Students will be taught by knowing the generic structure
3.	If I just interview
4.	To get what the writer wants
5.	Researcher uses descriptive qualitative
6.	I am as researcher
7.	Writing explores our idea
8.	Chapter I consists of
9.	Scope and limitation take place
10.	If we have ever taught in SMP
11.	To develop students in writing skill
12.	I use classroom action research
13.	Most of active students are in B class
14.	The students can't use
15.	Research will take seventh grade
16.	Teacher never gives reading material
17.	We do the LKS
18.	Before doing my research
19.	I hope to get the data

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20.	It means that
21.	Their students can study more about writing skill
22.	When I have ever taught
23.	Population and sample chosen in this study
24.	Observer will use descriptive qualitative design
25.	Actually I am confused what I should write
26.	If we learn writing
27.	everywhere, every time
28.	I did a little interview and I also got the textbook from her
29.	I did preliminary study last time
30.	I choose

After the researcher had analyzed the students' overt errors, she found some covert errors uttered by the students when they were presenting their English proposal in the class. Then the researcher transcribed and analyzed all of the students' recording transcript by seeking kind of covert errors in the students' sentences. Afterword, the researcher just found 5 (five) errors in the students' sentences relating to the kind of covert errors. The researcher presents the classification of students' covert errors that

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were made by the students when they were presenting their English proposal in the class in the table below.

Table 4.9. Covert Errors Classification

No.	Kinds of the Sentences of Covert Errors
1.	I divide the organization become topic sentence
2.	It is used to answer the research question number one
3.	Then to cover the data from observation
4.	I hope get the data to talk the first and second problem of the study
5.	Students will continue more strategies that they can use

The table shows that there are just 5 (five) errors relating to the kind of covert errors made by the students when they presented English proposal in the class. The errors are kind of covert errors since the sentences are grammatically correct but are not fix in the context of the sentences. It means that when the students spoke English in the class, the grammar form of their sentences was clearly correct but the context of the sentence was incorrect.

The students' covert error classification shows that the students still place incorrect context sentence when they spoke English in the class. The students' covert error sentences in classification

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table above are still influenced by Indonesian mother tongue and the verbs of the students' sentences are not correct in the context of the sentence (see table 4.9).

Also, the researcher presents the correct forms of the sentences which are found in the table of students' covert errors above. It eases the readers to know what the error sentences should be correct in the context of the sentence. The researcher presents the classification of correct forms of covert errors that were made by the students when they were presenting their English materials in the class in the table below.

Table 4.10. The Correct Forms of Students' Covert Errors Classification

No.	Kinds of the Sentences of Corrected Covert Errors
1.	I divide the organization into topic sentence
2.	It is used to answer the first research question
3.	Then to complete the data from observation
4.	I hope to get the data to explain the first and second problem of the study
5.	Students will run more strategies that they can use

Finally, after classifying the errors based on kinds of overt and covert errors, then the researcher classifies the oral grammatical

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errors made by the students when they spoke English in the class based on the syllabus of English Education Department curricula.

c. Syllabus of the Curricula.

After transcribing and analyzing the students' sentences in their recording transcript based on kinds of local, global, overt and covert errors, then the researcher classifies the students' grammar errors based on the syllabus of English Education Department curricula. The syllabus consists of some materials relating to the structure course which were taught from the first until fourth semester of English Education Department. The researcher presents the classification of students' grammar errors based on the syllabus of the curricula in table form. The classification is as follows:

Table 4.11. The classification of Grammar Errors Based on The Syllabus

No.	Kinds of the Sentences of Grammar Errors	Syllabus Materials
1.	Researcher focus on	Simple Present
2.	The research questions is	
3.	The researcher use descriptive qualitative	
4.	Identifying the genre of text is support the reading comprehension	
5.	School which is need many creative techniques	

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6.	Organization is it means organize the idea	Simple Present
7.	Every language have their own classification	
8.	The researcher know	
9.	We just doing the LKS	
10.	Teacher teach the students	
11.	Teacher have to know	
12.	The researcher have to know	
13.	It is take place	
14.	Teacher get new knowledge	
15.	Researcher using descriptive qualitative	
16.	I as researcher	
17.	It's mean that	
18.	I'm choose	
19.	Most of active students is in B class	
20.	I using classroom action research	
21.	All people in the world is used English	
22.	Teaching is need to practice	Simple Present
23.	I'm not classify one by one	
24.	Everything that happen there	
25.	If we learning writing	

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26.	Writing is explore our idea	
27.	Chapter I is consist of	
28.	The problems of study is	
29.	Radio is has many functions	
30.	Scope and limitation takes place	
31.	If we ever teach in SMP	Present Perfect
32.	When I ever teach	
33.	The students will difficult to analyze	Present Future
34.	Researcher will description the data	
35.	Observer will using descriptive qualitative design	
36.	Questionnaire is to complete data	The Passive
37.	Definition of key term can read by yourself	
38.	Observing is to show	
39.	Reflecting is to know	
40.	Radio can use for get many information	
41.	Observation and questionnaire are to get the data	
42.	Students will be teached generic structure	
43.	In everywhere	Adverb of Place
44.	In here	
45.	In every time	Adverb of time

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46.	English day can effective or not to improve	Modals
47.	The students are can't to use	
48.	Students will avoid do those errors	Gerund
49.	Radio can use for get many information	
50.	One of the important of text	Adjective Phrase
51.	I confuse what should I write	Adjective
52.	Vocabulary that took from dictionary	Adjective clause
53.	Population and sample choose in this study	
54.	There are four activities to learning	
55.	Grammar is one of the subjects which every teacher has different role in the process of study	
56.	To developing students in writing skill	Infinitive
57.	Their students to more study about writing skill	Comparative
58.	The teacher can teach the better with the role	
59.	It can make us more create good atmosphere	
60.	How is the teacher give technique?	WH-Questions
61.	Why I choose the B class?	
62.	Because the first graduated have the first range	Nouns
63.	Data collecting technique	
64.	The speaking of the students	
65.	I ask the students what are you doing in the English lesson?	Indirect speech

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66.	In collecting the data for this research more easily	Adverb
67.	Researcher will focus in the influence	Preposition
68.	English Department in IAIN Sunan Ampel Surabaya	
69.	Researcher will classify about the research	
70.	We can share our idea in the wall	
71.	English day on the school	
72.	I have observed to the teacher	
73.	Researcher will analyze the errors after that do scoring	Parallels
74.	I did a little interview and I also get the textbook from her	
75.	The purpose of study are	Plurals

The table shows that there are 75 (seventy five) oral grammatical errors made by the students when they were presenting their proposal in the class. The errors relate to the materials of the syllabus in English Education Department curricula. The errors include 20 (twenty) topics materials of the syllabus curricula in structure course of English Education Department. They are simple present, present perfect, present future, passive voice, gerund, modal, adjective, adjective phrase, adjective clause, WH-Questions, adverb of time, adverb of place,

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comparative, infinitive, indirect speech, nouns, adverb, preposition, parallels and plurals.

From the students' grammar errors based on the syllabus of the curricula classification above, the researcher considers that the eighth semester students do not master some materials of the structure course of English Education Department curricula that were taught from first until fourth semester. Moreover, the students' oral grammatical errors are kind of basic English grammar materials of the syllabus which were taught by the lecturer in the first semester of English Education Department.

3. The Problems of Using Incorrect Grammar

To know the problems that students face when they spoke English with many oral grammatical errors, the researcher tried to use two data collection techniques in order to get more complete data. They were questionnaire and interview.

a. Result of Questionnaire

In questionnaire technique, the researcher asked the students to answer some questions in a piece of paper. The questions were about gaining the information about the problems that students faced when they spoke English with many grammatical errors in the class. The researcher uses the formula of Suharsimi to analyze

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the data from questionnaire. Suharsimi states that the calculation of the answers is done by using the definite formula. It is analyzed by using presentation technique, that is:[113]

$$\frac{\text{The students' responses of one question x 100\%}}{\text{The number of students}}$$

By using the formula of Suharsimi, the researcher is able to present the result of the study in a percentage technique. It eases the readers to understand the result data of this questionnaire technique. Actually the questions which are asked to all of fifteen students who are the respondents of this research are the derivation of three indicators relating to gain information about the problems that students face when they spoke English in the class. The indicators are confusion and full exception of English grammatical system, mismatch between the form and the function of grammar and confusion between English and students' mother tongue.

There were nine questions that were asked to fifteen students in the questionnaire technique (see Appendix 4). Those nine questions were the derivation of three indicators above. From the questionnaire, the researcher found some answers relating to gain the information about the problems faced by the students when they spoke English with many oral grammatical errors.

[113] Arikunto, *Prosedur Penelitian, Suatu Pendekatan Praktek*, p. 195

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After analyzing the result answers of each student who are the respondents of this research by using the formula of Suharsimi, the researcher presents those results in percentage technique. Firstly, relating to the indicator of confusion and full exception of English grammatical system, the researcher asked three questions to all of fifteen students. The questions were about ability of memorizing regular and irregular form of verbs in sentences, ability of placing the fixed verb after *to* infinitive and ability of differentiating the verbs which were added by *s/es* after certain subjects *(she, he, it)* in the form of present tense.

After the researcher had analyzed the result answers of each question from all of fifteen students by using the formula of Suharsimi, the researcher presents the results in percentage technique. The result shows that there are 53,3% students who are not able to memorize regular and irregular form of the verbs in sentences and 46,7% students who are able to memorize regular and irregular form of the verbs in sentences. Then there are 26,7% students who are not able to place the fixed verb after *to* infinitive and 73,3% students who are able to place the fixed verb after *to* infinitive. Afterword, there are 66,7% students who are not able to differentiate the verbs which are added by *s/es* after certain subjects *(she, he, it)* in the form of present tense and there are

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33,3% students who are able to differentiate the verbs by adding *s/es* after certain subjects *(she, he, it)* in the form of present tense.

The next indicator was about mismatching between the form and function of the grammar. There were three questions derived by the researcher from the indicator that were asked to the students. The questions were about ability of placing correct form of time signal after certain tenses when speaking English in the class, placing *to* infinitive after such the words *(like, let,make)* before matching with another verb after those words and placing the preposition *in* before saying certain adverb of place.

After analyzing the result answers of each question above by using the formula of Suharsimi, the researcher presents the results in percentage technique The result shows that there are 80% students who are not able to place the correct form of time signal after certain tenses and 20% students who are able to place the correct form of time signal after certain tenses when speaking English in the class. Then there are 73,3% students who place *to* infinitive after such the words *(like, let, make)* before matching with another verb after those words and 26,7% students who do not place *to* infinitive after such the words *(like, let, make)* before matching with another verb after those words. Furthermore, there are 33,3% students who place the preposition *in* before saying

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certain adverb of place *(here, there)* and 66,7% students who do not place the preposition *in* before certain adverb of place *(here, there)*.

Finally, relating to the indicator of confusion between English and students' mother tongue, the researcher asked three questions to the students. The questions were about getting confused in saying the word order of an adjective phrase when speaking English in the class, ability of using the fixed pronoun of *she and he* when speaking English in the classs and ability of placing the verbs of different tenses in sentence while speaking English in the class.

After asking those three questions, the researcher analyzed the result answers of each question from all of fifteen students by using the formula of Suharsimi, the researcher presents the results in percentage technique The result shows that there are 66,7% students who get confused in saying the word order of an adjective phrase and 33,3% students who do not get confused in saying the word order of an adjective phrase when speaking English in the class. Then there are 53,3% students who are not able to use the fixed pronoun of *she and he* in sentences and 46,7% students who are able to use the fixed pronoun of *she and he* in sentences when speaking English in the class. The last, there are 93,3% students

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who are not able to place verbs of different tenses in sentences and 6,7% students who are able to place verbs of different tenses in sentences when speaking English in the class.

b. Result of Interview

In order to gain complete data relating to obtain the information for knowing the problems faced by the students when they spoke English with many oral grammatical errors in the class, the researcher used interview technique to emphasize the result data of questionnaire technique that has been presented above. In this interview technique, the researcher interviewed fifteen students of eight semester of English Education Department as the sample of this study. She interviewed all of fifteen students by asking ten questions concerning with knowing the problems faced by the students when they spoke English with many oral grammatical errors.

The questions were the derivation of three indicators relating to gain the information about problems faced by the students when they spoke English with many oral grammatical errors. The indicators were confusion and full exception of English grammatical system, mismatch between the form and the function of grammar and confusion between English and students' mother tongue.

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After the researcher had interviewed the students directly, she presents the result of interview in the table of interview answer classification. The researcher uses a checklist sign (√) to show the results of interview answers which were asked in interview. It makes the readers easy to understand the result of interview technique. The researcher uses the number code to represent the questions of interview because the complete questions of interview were presented in appendix 5 of this research. The result is shown in a table of interview answers hereunder. Then the researcher describes the result answers of interview in detailed sentences. The table of interview answers is presented by the researcher as follows:

Table 4.12 An interview answers classification table

Students' Number	Number of questions																			
	1		2		3		4		5		6		7		8		9		10	
	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N
1		√		√	√		√		√			√	√		√			√		√
2	√		√		√		√		√			√	√			√	√			√
3		√	√		√		√			√	√		√		√		√			√
4		√		√	√		√		√			√	√		√		√			√
5		√	√			√	√		√		√		√		√			√		√
6	√		√			√	√			√		√	√		√			√		√
7	√		√		√		√		√			√	√			√	√			√

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8		√	√			√	√		√			√	√			√		√		√
9		√		√	√		√		√		√		√		√		√			√
10	√		√		√		√		√		√		√			√		√	√	
11	√		√		√			√		√		√	√			√		√		√
12		√	√		√		√		√			√	√			√		√		√
13		√		√		√		√		√	√		√		√			√		√
14		√	√		√		√		√			√	√		√		√			√
15	√		√			√	√		√			√	√		√		√			√

Notes:

Y : means "Yes" answer

N : means "No" answer

All complete students' names can be seen in appendix 6 based on those students' number codes.

The table shows that the answers of interview questions asked to fifteen students who are the respondents of interview technique are different. There are ten questions relating to know the problems that faced by the students when they spoke English in the class. The first question is about memorizing all of the regular and irregular form of the verbs in sentences. After asking all of fifteen students relating to this question, the result shows that there are 7 (seven) students who memorize regular and irregular form of the verbs and 8 (eight) students who do not memorize regular and

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irregular form of the verbs in sentences when they spoke English in the class (see table 4.12)

The next question is about whether the students are able to place the fixed verb after *to* infinitive. After interviewing all of fifteen students relating to this question, the result shows that there are 11 (eleven) students who are able to place the fixed verb after *to* infinitive and 4 (four) students who are not able to place the fixed verb after *to* infinitive in sentences when they spoke English in the class (see table 4.12).

The third question is about making errors in placing the verbs without adding *s/es* after certain subjects *(she, he, it)* in the form of present tense. After asking all of fifteen students relating to this question, the result is there are 10 (ten) students who make errors in placing the verbs without adding *s/es* after certain subjects *(she, he, it)* and 5 (five) students who do not make errors in placing the verbs with adding *s/es* after certain subjects *(she, he, it)* in the form of present tense (see table 4.12).

The next question is about placing incorrect form of time signal after certain tenses. After interviewing all of fifteen students relating to this question, the result shows that there are 12 (twelve) students who place incorrect form of time signal after certain

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tenses and 3 (three) students who do not place the incorrect form of time signal after certain tenses (see table 4.12).

The fifth question is about placing *to* infinitive in coordinating such the verbs *(like, let, make)* with another verbs after those verbs. After interviewing all of fifteen students relating to this question, the result shows that there are 11 (eleven) students who place *to* infinitive in coordinating the words *(like, let, make)* with another verbs after those words and 4 (four) students who do not place *to* infinitive in coordinating those certain verbs with another verbs after those words when they spoke English in the class (see table 4.12).

The next question is about placing the preposition *in* before saying certain adverb of place *(here, there)*. After interviewing all of fifteen students relating to that question, the result shows that there are just 4 (four) students who place the preposition *in* before saying certain adverb of place *(here, there)* and 11 (eleven) students who do not place the preposition *in* before saying certain adverb of place *(here, there)* when they presented their materials in the class (see table 4.12).

The seventh question is about the opinion of the students whether English grammar is different with Indonesian language structure. After asking all of fifteen students relating to this

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question, the result shows that all of fifteen students think that English grammar is different with Indonesian language structure (see table 4.12).

The next question is about making errors in ordering the words of an adjective phrase. After interviewing all of fifteen students relating to that question, the result shows that there are 10 (ten) students who make errors in ordering the words of an adjective phrase and 5 (five) students who do not make errors in ordering the words of an adjective phrase when they were presenting materials in the class (see table 4.12).

The ninth question is about making errors in addressing the pronoun of *she and he* when the students spoke English in the class. After interviewing all of fifteen students relating to this question, the result shows that there are 7 (seven) students who make errors in addressing the pronoun of *she and he* in sentences and 8 (eight) students who do not make errors in addressing the pronoun of *she and he* when they spoke English in the class (see table 4.12).

The last question is about placing correct form of verbs in different tenses. After interviewing all of fifteen students relating to that question, the result shows that there is just 1 (one) student who place correct verbs of different tenses when he spoke English

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in the class and there are 14 (fourteen) students who do not place the correct verbs of different tenses in sentences when they spoke English in the class (see table 4.12).

C. Discussion

Here, the researcher tries to match and correlate those results with some related literatures that have been presented in chapter two of the research. The discussion is about knowing the grammar competence of the students, the weaknesses of students' grammar and the problems of using incorrect grammar when the students spoke English in the class. The researcher presents the discussion in detail hereunder.

1. The Grammar Competence of the Students

The researcher tries to correlate the result of the data relating to measure the grammar competence of the students with the criterion of Brown and Purpura. Actually the result of the data is gotten to answer the measurement of the grammar competence of the eighth semester students of English Education Department at State Institute for Islamic Studies Sunan Ampel Surabaya. The result shows that the students were frequent in making errors of using grammar form in sentences when they spoke English in the class. The result of frequency of making grammar errors was supported with the result of observation technique that has been presented in this chapter.

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In contrast, they had good capability in controlling their grammar use when they were speaking English in the class. It is shown when the students repeated their utterance while they were presenting their materials in the class. They said that by repeating their utterance, they were able to correct their incorrect grammar form of the sentences that they spoke in the class. Also, the students tried to speak English carefully in order to explain their English materials correctly. On the contrary, the students did not check their grammar form when they spoke English in the class. Actually the result of students' grammatical control was supported with the result of observation technique that has been presented in this chapter.

Concerning with the capability of using structural accuracy, the result shows that the students had good capability of using structural accuracy when they were presenting English materials in the class. It is shown when the students did not make errors in placing the verb *ing* after saying the modal *will* when they spoke English in the class. Although the students spoke English spontaneously in the class and did not compose what they spoke before presenting their English materials in the class, they were still able to speak English by using grammar form in sentences accurately. The result of students' capability of using structural accuracy was supported with the result of observation technique that has been presented in this chapter.

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2. The Weaknesses of Grammar Use

From the result of the grammar errors made by the students when they were presenting their English materials in the class, it shows that the students were frequent in making errors of grammar use when they spoke English in the class. They made several kinds of grammar errors when they spoke English in the class. The errors were about using incorrect form of the grammar which was usually taught in elementary level such as: incorrect use of simple present, incorrect use of present future, etc.

Correlating to the syllabus, the result shows that the students do not master English structure course materials required by English Education Department syllabus curricula. The result shows that most of eighth semester students of English Education Department do not master the materials of the course of English structure one which were taught when the students were in the second semester of English Education Department (see table 4.11). The aim of teaching the course of structure one is to comprehend the students about the English structure materials in the elementary level. In fact, the students do not master that course well since they make errors by using some incorrect grammar forms relating to the materials of the course of English structure one which was taught by the lecturer when the students were in the second semester of English Education Department.

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3. The Problems of Using Incorrect Grammar

From the result data of interview and questionnaire which were used to gain information about the problems faced by the students when they spoke English with many oral grammatical errors, the researcher then classifies the problems faced by the students into three categories. They are:

a. Confusion of full exception in English grammatical system
b. Mismatch between form and function of the grammar
c. Confusion between students' mother tongue and English.

The result shows that the students get confused of full exceptions in English grammatical system. It is shown when the students are not able to memorize the regular and irregular form of the verbs in sentences (see table 4.12). Also, they are not able to differentiate the verbs which are added by *s/es* after certain subjects *(she, he, it)* in the form of present tense (see table 4.12).

Relating to mismatch between form and function of the grammar, the result shows that students do mismatching between form and function of the grammar. It shows when the students were not able to place correct form of time signal after certain tenses when they spoke English in the class (see table 4.12). The students also place *to* infinitive after such the verbs *(like, let, make)* before coordinating with another verb after those words (see table 4.12).

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Then, concerning with the confusion between students' mother tongue and English, the students get confused between their mother tongue and English. It is shown when most of the students were not able to use the fixed pronoun of *she and he* in sentences when they spoke English in the class (see table 4.12). Then they also were not able to place correct verbs in different tenses when they were speaking English in the class (see table 4.12). The last, the students got confused in saying the word order of an adjective phrase when they spoke English in the class English in the class (see table 4.12).

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CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

After the writer had presented the result data of this research and had discussed the result with related literatures in chapter four, then she made some conclusions concerning with this research. The conclusions are as follows:

1. The grammar competence of the eighth semester students of English Education Department at State Institute for Islamic Studies Sunan Ampel Surabaya was moderate. It was because the students demonstrated moderate to good grammatical control, had limited range of grammatical form and made a few grammar errors which impede communication. The students actually had good grammatical control but they had limited range of grammatical form when they practiced speaking English in the class.

   The students' limited range of grammatical forms were shown when they made a few grammar errors when speaking English in the class. They actually used some incorrect grammatical forms when they were presenting speaking English in the class (see table 4.7, 4.9, and 4.11). Therefore based on the theory of Purpura, the students' grammar competence was moderate. In addition, the points that are given to the moderate grammar competence of the eighth semester students of

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English Education Department are among 5 (five) until 6 (six) points (see table 3.1).

The students were also able to speak the language with sufficient structural accuracy when they were presenting English materials in the class. It was shown when the students did not make errors in placing the verb *ing* after saying the modal *will* when they spoke English in the class. Although the students spoke English spontaneously in the class and did not compose what they spoke before presenting their English materials in the class, they were still able to speak English by using grammar form in sentences accurately.

2. The eighth semester students of English Education Department did not master some English grammar materials well. It was shown when the students did some oral grammatical errors (see table 4.7, 4.9, and 4.11) and were frequent in making grammar errors when they spoke English in the class of seminar on language and language testing. For example, the students placed incorrect form of simple present when they were presenting their materials in front of the class (see table 4.11). Correlating to the syllabus of the curricula, the students did not master English structure course materials required by English Education Department syllabus curricula.

3. There are three problems faced by the students when they spoke English with many oral grammatical errors. They are:

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a. Mismatch between form and function of the grammar

b. Confusion of full exceptions in English grammatical system

c. Confusion between students' mother tongue and English.

The students actually get confused of full exceptions in English grammatical system. It is shown when the students are not able to memorize the regular and irregular form of the verbs in sentences (see table 4.12). Also, they are not able to differentiate the verbs which are added by *s/es* after certain subjects *(she, he, it)* in the form of present tense (see table 4.12).

The students also do mismatching between form and function of the grammar. It is shown when the students were not able to place correct form of time signal after certain tenses when they spoke English in the class (see table 4.12). The students also place *to* infinitive after such the verbs *(like, let, make)* before coordinating with another verb after those words (see table 4.12).

Then, the students get confused between the language rule of their mother tongue and English. It is shown when most of the students were not able to use the fixed pronoun of *she and he* in sentences when they spoke English in the class (see table 4.12). Then they also were not able to place correct verbs in different tenses when they were speaking English in the class (see table 4.12). The last, the students got

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confused in saying the word order of an adjective phrase when they spoke English in the class English in the class (see table 4.12).

B. Suggestions

There are some suggestions to the lecturers, students or the next researcher. They are as follow:

1. To the lecturers

There are some suggestions to the lecturers relating to this research. They are presented below.

a. The lecturers of English Education Department should not consider that the students of English Education Department have good competence of using grammar when they spoke English in the class. On the contrary, the lecturers should have deep consciousness about the students' competence of using grammar when they spoke English in the class.

b. The lecturers should not only teach and test the students of some English grammar materials based on the syllabus of English Education Department curricula but they should also check the students' understanding about the grammar materials by asking all of the students in the class whether they have understood or not about the material and asking them to raise up their hands if they do not really understand about the grammar materials taught by the lecturers. It makes the lecturers easy to teach and explain to the students about the

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materials which are not really understood by them intensively in the class.

c. The lecturers should give correction of the grammar errors made by the students when they spoke English in the class either during or after the students had presented their materials in the class.

2. To the students

The researcher also has suggestions to the students concerning with this research. They are as follows:

a. The students should drill their grammar understanding by reading more English grammar material books and do the grammar task presented in the books.

b. The students should ask their lecturers relating to the English grammar materials that are not really understood by them.

3. To the next researcher

Obviously, after the researcher had known the grammar competence of English Education Department students. The researcher presents a suggestion to the next researcher in conducting a next research that still relates to this research. The suggestion is that the next researcher should conduct a research about the ways in overcoming the problems of grammar errors made by the students when they spoke English in the class.

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