

# CHAPTER I

## INTRODUCTION

### A. Background

Speaking seems to be the most important skills of all the four skills (listening, speaking, reading, and writing) because people who know a language are usually referred to as speakers of that language (Tiansoodeenon, et al., 2022). According to Brown (2004), speaking is a productive skill that can be directly and empirically observed; however, these observations are invariably influenced by a test-taker ability to listen accurately and effectively, which inevitably compromises the validity and reliability of an oral production test.

Speaking is undoubtedly one of the most important aspects of language acquisition. The major goal of all English language teaching should be to give learners the ability to use English effectively, and accurately in communication. Students who are learning to communicate English must also be familiar with its grammar, vocabulary, pronunciation, and other language aspects. Once the students have mastered these

speaking techniques in their English as a Foreign Language (EFL), they perform well in both inside and outside of the classroom tasks. EFL (English as a Foreign Language) refers to learning and using English as an additional language in a non-English-speaking country (Rao, 2019). However, not all language learners after many years studying English can communicate fluently and accurately because they lack the necessary knowledge.

In addition, learners who learn to speak must actually give presentations in front of the class as their speaking performance, and they must first prepare themselves. Even though they carefully plan their presentation, some things can still affect how well they communicate. According to Tuan and Mai (2015), a variety of variables, including students' topical knowledge, listening skills, motivation to speak, teachers' feedback during speaking activities, confidence, the pressure to perform well, and time for preparation, all have an impact on how well students talk. It can also be impacted by affective variables such as motivation, confidence, anxiety, listening

skills, and feedback from speaking activities. Performance circumstances include time constraints, planning, performance standards, and the level of support.

First of all, English language learners should understand the importance of speaking skills. Speaking appears to be the most challenging of the four fundamental English language skills because speakers must come up with phrases on the spot. English as a foreign or second language learners find it challenging to construct sentences without understanding the grammatical structures and having sufficient vocabulary knowledge.

The teacher and lecturer must identify the factors influencing the causes of the students' speaking issues in order to help them resolve them. Furthermore, Brown (1994) as cited in Tuan and Mai (2016) supports the idea that many language learners find it challenging to communicate informally in the target language. The findings include pronunciation, grammar, articles, auxiliaries, prepositions, and potential causes of mistakes in both spoken and written

language. Therefore, English as a Foreign Language (EFL) or English as a Second Language (ESL) students encounter numerous difficulties when speaking grammatical English sentences. Thus, it is sufficient to state that speaking an acquired language is thought to be challenging.

Regarding the case of errors, errors show where a learner's understanding is lacking; they happen when a learner is unsure of the right answer. While mistakes occasionally represent performance lapses, they primarily occur when a learner is unable to put what they have learned into practice. In addition to assuming that various variables may cause learners to make errors, errors themselves are also taken into consideration. This research was conducted to examine the grammatical errors that students made when speaking in class because many students made these errors, which occasionally prevented the audience from understanding what was being said. It was built on the idea that grammar rules serve to make communication clear and to appropriately communicate information in spoken language.

The researcher also has conducted a pre-research of this study. During the pre-research, the researcher indirectly interviewed the students and asked if they had problems with their grammatical errors or speaking performance in the classroom. During the pre-research, the researcher indirectly interviewed a few students and asked if they had problems with their speaking ability in the classroom, the students in the classroom said it always happens when they are talking in front of the class in using English. In addition, the researcher asked what factors that may make them make that error a problem and they gave different opinions about their problems in speaking English. On one side, students say they actually have so many ideas in their minds, but when it comes to speaking, they have no idea at all. On the other side, others say they are not confident with their grammar, afraid of being criticized, lack vocabulary, nervous, worried, and anxious. Even though students have studied and mastered the theory of grammar, in practice they still have to struggle to use their knowledge about it.

The type of grammar that generally exists in the scope of the student's English education study program is the type of grammar that interprets the language as a function, commonly called functional grammar (Wiratno, 2018). Moreover, this grammar is used for its function in developing grammar both in writing and orally. Therefore, the researcher is interested in conducting a study concerning the grammatical error in the use of grammar in speaking performance, especially in the linguistic aspect, which occurred in the sixth-semester student of the English Education Study Program at the State Islamic University of Fatmawati Sukarno Bengkulu.

## **B. Identification of The Problem**

1. The students have difficulty speaking English in real-time.
2. The students difficult to express themselves in spoken language in English.
3. The students find difficulties in producing sentences without learning grammatical structures.
4. The students create errors in producing English,

especially in speaking skill.

### **C. Limitation of The Problem**

The target of this study is to investigate grammatical errors in speaking performance. The speaking in this case is a speaking performance by the sixth-semester students at UIN Fatmawati Sukarno Bengkulu.

### **D. Research Questions**

1. What are the types of functional grammatical errors based on surface strategy taxonomy made by TBI students in speaking performance?
2. What are the factors that affect their functional grammatical errors based on surface strategy taxonomy made by TBI students in speaking performance?

### **E. Research Objectives**

Based on the background and research questions above, the aim of the study will be:

1. To find out the types of functional grammatical based on surface strategy taxonomy made by TBI students in

speaking performance.

2. To investigate the factors that affect functional grammatical based on surface strategy taxonomy made by TBI students in speaking performance.

#### **F. Significance of The Research**

The result of the study is expected to be used as the significance of the study theoretically and practically:

1. Theoretically
  - a. The research's findings may provide important information on functional grammar in the English teaching process.
  - b. As a resource for other academics who intend to investigate functional grammatical errors made when speaking.
2. Practically
  - a. It is hoped that the findings of this study will be utilized to teach the content effectively, either within the educational setting or outside of it, as one of the courses and the subject matter for teaching speaking



to students.

- b. The study also helps the students identify what functional grammatical errors based on surface strategy taxonomy are made by TBI students in speaking performance.

### **G. Definition of Key Terms**

The researcher would like to identify and clarify the essential terminology employed in order to prevent issues with misunderstanding and erroneous understanding of the research's findings.

#### **1. Speaking Performance**

Speaking performance refers to public talk, a talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

#### **2. Functional Grammatical Error**

Functional grammatical error is the error that happens when someone has difficulties to understand, producing, and using the sentence to its

proper use with the grammar in target language.

