

CHAPTER I

INTRODUCTION

A. Background of Research

Speaking English, however, is not a simple job since English is not easy to learn because of its grammar that is rather complicated (Crystal, 2003). In fact, many English learners have the misconception that when they have memorized many grammar structures and can write well, they can speak well. When they stand up to speak on something, things do not appear to be as easy as they expected. Sometimes, learners can speak on something and feel satisfied their speeches after finishing them. Unfortunately, they rarely take notice of or even recognize some sentence problems related to grammar structures that may occur. It is in line with what Richards (2002) found in his research that students have problems with their speech production even though they have already constructed it on their minds.

Problems with accuracy in grammar when speaking can hinder students' ability to communicate effectively in conversation. In addition, frequent grammar errors can make non-native English speakers seem less fluent and less educated than they are, and could be a professional liability in the future. Some second language learners make grammar mistakes because their fluency is weak or they are not used to communicate in spoken English.

“Speech Act” which is a functional unit in communication (Cohen, 1996:384; Richards & Schmidt, 2002:498), consists of actions such as requesting, apologizing, commanding etcetera. (Yule, 1996). Speech act theory, brought forth by the philosopher John Austin (1962) and later developed by John Searle (1969), analyses the role of utterances in relation to the behavior of the speaker and hearer in interpersonal communication (Crystal, 2003:427). There are various speech acts with which learners need to be familiarized such as gratitude, apology, request etc.

One of the speech acts which requires to be investigated and has been left somehow untouched is the speech act of “correction”. There are several previous

studies dealing with self-correction such as Pishghadham (2011), Nan (2015), Muskala (2016), and many others. Pishghadham (2011) conducted a research on self-correction among Iranian EFL learners. There were 160 EFL learners involved in the research. The result showed that Iranian EFL learners preferred self-correction to teacher and peer correction when they themselves noticed a mistake in their utterances. Furthermore, Muskala (2016) conducted a research on two classes of Polish high school-age students of Secondary School of Romuald Traugutt. The main objective of the research was to discuss the role of self-corrections in learner communicative performance. The result showed that most of them did self-correction. In addition, most of the students from both classes could be referred to as pre-intermediate where they started to realize that their mistakes need to be corrected.

Therefore, this study explored how English Education Department students, particularly the sixth semester students, perform self-correction on their speaking accuracy in grammar errors.

Considering the above explanation, it is interesting to do a research in this area, particularly on English Education Department students who do efforts of self-correction for their own speaking. Therefore, the research is entitled **“Students’ Self-Correction on Their Grammar Accuracy on Speaking in Daily Conversation (A Case Study at 6th Semester Students of English Education Department State Islamic University of Sunan Gunung Djati Bandung)”**.

B. Research Questions

This research concerns on solving the following questions:

1. How are students’ grammar errors on speaking?
2. How is students’ self-correction on their grammar accuracy on speaking?

C. The Aims of Research

Based on the questions above, the purposes of the study are:

1. To describe students’ grammar errors on speaking.
2. To describe students’ self-correction on their grammar accuracy on speaking

D. The Significances of Research

Significances are things considered to give benefits or valuable information. Every research has its own significances for different parties. Therefore, it is expected that the research contribute to these following parties:

a. Students

The students are expected to be aware of grammar accuracy and perform self-correction when they are aware that they make errors, particularly in speaking.

b. Readers

The readers are able to get more information about grammar accuracy in speaking, how students are aware of the errors, and how they do self-correction to overcome them.

c. Teachers and Lecturers

All teachers and lectures are expected to help their students understand grammar and encourage them to do self-correction in order to improve their ability, particularly in speaking.

E. Limitation of Study

This study was limited to the types of grammar errors, based on Dulay surface taxonomy (1982), consisting of *omission*, *misformation*, *misordering*, and *addition*. Furthermore, related to self-correction, this study was limited to interrupting the utterance, editing terms, and correction to the real utterances (Levelt, 1999).

F. Rationale

Correction is called for in any ELT class since learners consider correction as a source of improvement (Chaudron, 1988, as cited in Murcia, 2001). There are different types of correction (Brown, 2007; Celce-Murcia, 2001): Explicit/Direct (Brown, 2007), Implicit/Indirect (Richards & Schmidt, 2002), Peer-correction

(Paulston & Bruder, 1976), Self-correction (Swain, 1985), Clarification request, Repetition, Recast, Metalinguistic feedback, and Elicitation (Brown, 2007).

According to Brown (2007:379), corrective feedback includes responses to learners' produced utterances which "repair" or "call attention" to their errors. When a mistake is made in ELT classrooms, it might be corrected by the teacher, the learner or others.

Self-correction as defined by Sultana (2009:11) is the technique which engages students to correct their own errors. In other words, self-correction happens when the speaker hears that he/she makes a mistake in pronunciation, grammar, choice of words etc. and immediately corrects it (Lam, 2006:144).

A concept which is closely connected with self-correction is "learner autonomy", i.e. when learners are encouraged to correct their own mistakes, not only they become independent, but also they are given an opportunity to consider and activate their linguistic competence, so that they can be active participants (Makino, 1993:340).

Havranek and Cesnik (2001:107) believe that when learners can perform self-correction, it means that they know the correct form or may have it as an alternative in mind. What is missing is fine-tuning, confirmation of the correct alternative, and routine access to it, which is achieved through self-correction.

A student's utterance that immediately follows the teacher's feedback and that constitutes a reaction in some way to the teacher's intention to draw attention to some aspect of the student's initial utterance is called "uptake" (Lyster & Ranta, 1997:49). Therefore, when a learner produces an erroneous utterance, it may be followed by teacher's feedback resulting in teacher-initiated correction which is uptake, or the error might be noticed and corrected by the learner himself/ herself which might lead to a self-initiated correction.

Speaking accuracy is an important thing for the learners who learn a foreign language, particularly English. Marcel in Asri (2010:10) defined accuracy as a manner of people in using appropriate word and pattern of sentences. Accuracy focuses on the correct use of pronunciation, grammar, vocabulary, and other skills. Marcel in Asri (2010:10) also defined that grammar accuracy deals

with the correct usage of Subject-Verb agreement, verb tenses, singular and plural forms, and the correct usage of the parts of speech. In most lessons, the teacher builds accuracy in the early stages through controlled or semi-controlled activities. Students practice a pattern, and see and use the language in context. Drills, scripted dialogues, and short questions which prompt the language are all common examples in any level of lesson. Considering the phenomenon above, the researcher focused the research on the self-correction on students' grammar accuracy speaking accuracy on speaking.

E. Previous Study

The study about errors has been conducted by some researchers. Nonkukhetkhong (2013) conducted a research about grammatical error analysis of the first year English Major Students of Udon Thani Rajabhat University. The data were collected from 49 first year English major students' 200-250 word essays. The results indicated that the most frequent errors were general grammatical errors: verbs, nouns, possessive case, articles, prepositions, adjectives, and adverbs (47.41%), syntactic errors: sentence structure, ordering, and coordination/subordination (19.53%), substance errors: capitalization, spelling, and punctuations (19.20%), lexical errors: word selection and word formation (11.69%), and semantic errors: ambiguous communication and miscommunication (2.17%) respectively. The characteristics of grammatical errors found in this study were omission, misformation, misordering, and overgeneralization.

Limengka and Kutjara (2003) investigated types of grammatical errors in speaking by fourth semester students of English Department of Petra Christian University. The study dealt with errors which included tenses (verb forms), number agreement, and active-passive voice, word order, and word formation on students' essays. The purpose of the study was to find out the types of errors committed by the students based on five categories which were addition, omission, misformation, misordering and blends. They found that the most frequent error was misformation, especially the misformation of verbs and nouns.

In conclusion, the students committed misformation, misordering, addition, omission, and blends errors; and misformation was the most commonly committed error found in their essays.

Husna (2005) conducted the same research towards students of Madrasah Aliyah Negeri Trenggalek. He found few grammatical errors in students' speaking. In his study, he discussed the error using surface taxonomy strategy which consists of omission, addition, misformation, and misordering. There were 348 times where the students made grammatical error in speaking. The most frequency of error made by students in grammatical error was misformation which reached 58,9% (205) from the total of errors. Then, the second frequency of grammatical error was omission which reached 27,3% (95) from the total of errors. The third grammatical error made by student was addition which reached 12,5% (42) from the total of errors. The last of grammatical error made by students was in misordering which reached 2% (6) from the total of errors.

Based on the previous studies above, it can be concluded that those research were dealing with students' grammatical errors in writing aspects. On the other hand, the research conducted by the writer was original since it dealt with grammatical errors in the speech production produced by students. The errors committed by students were derived from their daily conversation.

G. Clarification of Terms

This research provides term related to collocations in order to avoid misunderstanding of this research.

Self-correction : It is a technique which engages students to correct their own errors (Sultana, 2009:11). The Self correction is the process of correcting the mistake or errors by one self. For example, when a person speaks a second language, mistakes occur likely during speech that can be of any type of grammatical mistakes, and then when that person during the speech rectifies the mistakes himself/herself, that is known as self-correction.

Speaking Accuracy : It is defined as the extent to which an L2 learner's speaking performance deviates from a norm or the ability to avoid error in the speaking performance (Ellis 2008).

