

Grammatical Errors of Students Pharmacy Stikes Senior Medan in Classroom Oral Presentation

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ABSTRACT

The study related with analysing the grammatical error in a classroom oral presentation. The objectives of the study were to discover, to explain the way how the grammatical error occurred and to elaborate the reasons. The research being conducted by descriptive qualitative method. The data were students utterances of pharmacy level II fourth semester, collected while they were performing presentation orally. They were analyzed by using surface structure taxonomy. Four grammatical errors based on how its constructed consist of misformation, misordering, addition and omission were found in students' utterances. The most dominant problem was misformation. The second misordering, third addition (covering surface structure taxonomy). The cause of grammatical error is error based on intralingual which the comprehension of forming verb, adjective, adverb and preposition in English became the significant problem. Other cause of error based on interlingual. For this case, student intent the sentence order in English based on the pattern of first language, which is Indonesian, mainly in forming noun phrase. This grammatical error was not too significant because its situational learning.

Keywords: *Grammatical Errors, Classroom Oral Presentation, Oral Presentation*

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INTRODUCTION

Communicative competence is influenced by how people understand the language they use in their communication. Achieving effectiveness in communication requires communicative competence which is the mastery of the knowledge in actual communication Light & McNaughton, (2014); Byram et al., (2020). The knowledge of language refers to the linguistic competence of a language; lexical, grammatical and phonetic competences (Pérez-Pereira et al., 2020). In order to master the competence, the students need to use and practice the language. During that process, they potentially make some errors (Us Saqlain et al., 2020). Speaking skills include speech, conversation or dialogue, debate, oral presentation, etc. The oral presentation skill is one of the skills of spoken language which is challenging for student to increase their English proficiency. It is useful on improving their English. Researches on classroom oral presentation have found some grammatical errors which are often done by the

speaker. According to Momny & Ni Putu Dian Indra Pratiwi, (2022);Rusmiati, (2019) mentioned that the surface strategy taxonomy consist of:

Omission

Based on Hikmah, (2020) this error included in characteristic by the absences of an item that should be covered in good formed of utterance.

Addition

To Agustina & Junining, (2015), this error is characterized by the presence of an item that should not appear in a good formed utterance.

Misformation

Kumala et al., (2018), misformation is characterized by the use of the wrong form of morpheme or structure.

Misordering

To Ma'mun, (2016), misordering is categorized in the not suitable placement of a morpheme in an utterance. According to Özkayran & Yilmaz, (2020), conveyed three causes of errors, consist of:

1. Interlingual transfer

The native language is the only previous linguistic system that the learner can draw upon; thus the interference is inevitable. For example "the book of John" is actually can be said "John's book".

2. Intralingual transfer

One a learner has acquired parts of the new system, more and more intralingual transfer-generalization within target language would occur, for example "Does John can sing".

3. Context of learning

This error can be from the teacher teaching or from the book. The focus of this research is to investigate grammatical errors in students' oral presentations. The error terms in this study are limited to grammatical errors. Most of the students find it difficult when they required to present orally, especially in English. An oral presentation is a formal speech that requires a structure of speech. Therefore, the accuracy of language in oral presentation needs to be considered. In oral presentations, even students are taught presentation phrases, students still make many mistakes. Following this view, very little research has been directed towards investigating the grammatical errors made by students in oral presentations. It was done by Mohammed & Abdalhussein, (2015); YUSUF et al., (2021). In the Indonesian context, studies on error analysis in spoken language were carried out by Atmowardoyo, (2018); Subekti, (2018). However, none of the previous studies used oral presentation to analyze grammatical errors. The only studies investigating grammatical errors made in oral presentations were conducted by Widiati & Cahyono, (2016); Islamiyah & Al Fajri, (2019), but they did not classify their research subjects based on their level of proficiency. Furthermore, research in analyzing grammatical errors in oral presentations in the context of Indonesian is still few in number, especially for English for Specific Purposes students. This could be due to the fact that analyzing errors in spoken language is a multifaceted task as it requires analysis of multiple corpus of spoken language. Hopefully this latest research can fill the research gap and provide a different perspective from previous research.

METHOD

The research design was applied in this study was qualitative descriptive research. Colorafi & Evans, (2016) stated that qualitative descriptive research was designed to provide a picture of a situation as it naturally happens. Nassaji, (2015) elaborated that qualitative researchers set up strategies and procedures to enable them to consider experiences from the informants' perspective.

According to Light & McNaughton, (2014) data refers to the rough materials researchers collect from the world they are studying. The data collected are in the form of words or pictures rather than numbers. The data of this study were students' utterances that included words, phrases and clauses. The source in this study was students' classroom oral presentation. The subject of the study were 24 students in level II, fourth semester. The subjects were selected based on the random sampling technique that the researcher asked the first person he interviewed to recommend. They required to present their arguments orally in a paper presentation in front of the class and they were assessed based on the grammar aspect of spoken language. Each subject's utterances in the oral presentation was recorded and later transcribed.

In this research, three different instruments of data collection were implemented. They are representatively as follows : video- tape recording, observation, interview.

The Procedure of Data Collection

The followings were some steps to collect the data :

1. Recording every utterances produced by the speaker during the presentation process.
2. Writing every speaker's gesture and behaviour when they are present their presentation materials.
3. Writing the recorded utterances into transcript. To make easier for the researcher to analyze the grammatical errors.
4. Analysing the grammatical errors and categorise them based linguistic category taxonomy and surface structure taxonomy.
5. Interviewing the subjects by conducting some steps as the following:
6. a. The reseacher gave the transcription of the utterance to the subject who was interviewed and instructed him to identify the grammatical errors without telling him the name of students who made errors.
b. then, the researcher analyzed whether he could find the grammatical errors and corrected it or not. If he able to do it, the interview session was continued to the text reasons of errors. On the contrary, if he couldn't do it the researcher concluded that the first reason of errors was fulfilled. It meant that the subject had an incomplete acquisition of the target grammar.
c. next, the subject with a good acquisition of the target grammar would be led to the second reason of errors. The topic of the interview was to analyse whether the exigencies of the learning / teaching situation affects his/her speaking. It was related with the data from the observation about the subject's attitude and behavior during the presentation.
d. last but not the least, the interview session was continued to the final cause, that the errors due to normal problems of language performance, such as the difficulties, both inter-and intra-lingual ones.
6. categorizing the causes of students grammatical errors in the oral classroom presentation based on three reasons, namely : interlingual, intralingual and context of learning.

In analyzing the data, inductive model proposed by Nardi, (2018) was applied. According to Nardi, (2018), there are three phases of data analysis.

1. Data condensation
2. Data Display
3. Conclusion and Verification

RESULT AND DISCUSSION

Data analysis

In this study, the research was conducted at Stikes Senior Medan Jurusan Farmasi. In order to get the data, all the utterances spoken by the students during the oral presentation were recorded. The samples included in this study consist of 24 undergraduated students during the fourth semester of the academic year 2019/2020 that were chosen randomly. Every student presented the materials given by the lecturer. All the utterances were transcribed to enable the reseacher to analyse te grammatical errors done by the students during the presentation.

Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and or transforming the data that appear in the full corpus (body) of written up field notes, interview transcripts, documents and other empirical materials.

Selecting Step

In analysing the errors, the researcher only focused on the utterances that contained some grammatical errors and corrected them. Some of them are presented below:

The surface strategy taxonomy, for instance:

Misformation

- Incorrect : *That* needles be should sterilize
Correct : those needles be should sterilize

Misordering

- Incorrect : That needles **be should** sterilize
Correct : Those needles should be sterilize

Addition

- Incorrect : Needles are to injected to patient's arms
Correct : Needles are injected to patient's arms

Omission

- Incorrect : wounds should__ bandaged
Correct : wounds should be bandaged

Focusing Step

Focusing means to pay attention to the suitable data. In this step, the researcher focused in choosing which data based on using surface structure taxonomy.

Simplifying Step

The next step is simplifying. In this process, the found errors based on using surface structure taxonomy were given some codes (bold, underline, highlight, wavy-line) in order to make them easier to be classified in each type of error.

Abstracting Step

After that, is abstracting. In this step, the researcher described the data analysis in the tabulation and together with the research findings in this research.

Transforming Step

The last is transforming. In this step the researcher displayed the data analysis in Tables and drew the conclusion from the analysis by making written summary of types errors based on using surface structure taxonomy.

Data Display

Data display was organized assembly the data that had been condensed previously in purpose to process of drawing conclusion. To indicate the data clearly, the data displayed as following:

Table 1. Types of Errors Based on Surface strategy Taxonomy

No.	Types of Errors	Number	%
1.	Addition	30	17.24
2.	Misformation	96	55.17
3.	Misordering	45	25.87
4.	Omission	3	1.72
Total		174	100

From the table above, the researcher can identified the type of errors, and classified them based on the four types of Surface Strategy Taxonomy: Addition, Misformation and Omission along the detailed total number and percentage of each findings.

Misformation has the highest number of errors with 96 errors or 55.17%. The statistic of Misformation indicated that the found errors more than half than other three types of errors. The second, Misordering, this type of errors has 45 errors (25.87%). The third type of errors that has only 30 errors (17.24%) is Addition. The last is Omission with the findings number and percentage only 3 errors (1.72%).

Table 2. Cause of Errors

No.	Cause of Errors	Number	%
1.	Interlingual	89	51.15
2.	Intralingual	85	48.85
Total		174	100

The table of cause of errors conveyed several findings, that the researcher can conclude that the cause of errors, and classified them into two Interlingual, Intralingual and followed by the detailed total number and percentage of each findings. Interlingual has the highest number of cause of errors with 89 errors or 51.15%. Then in the second place, Intralingual, this cause of errors has 85 errors (48.85%). The results of this study are also in line with the results of previous studies by Atmowardoyo, (2018);Subekti, (2018);Merizawati, (2019),which showed that misformation and omission were the most common types of errors. students do. This is followed by additions and sequence errors. Since the two proficiency levels had the same surface structure rating, the results did not differ qualitatively but quantitatively. In terms of students' proficiency levels, these results are in line with research conducted by Burhanuddin, (2020)which showed less proficient students made more mistakes than high-skill students. To explain an error, we must know what caused the error to occur. Sources of error are divided into interlingual errors and intralingual errors. Interlanguage errors are the result of the mother tongueinfluence. The students often transfer the grammatical elements of their mother tongue to the target language

as their speaking strategy. Meanwhile, Sari, (2016) define intralingual errors as errors caused by the language being studied. There are strategies in intralingual errors as summarized by Long & Hatcho, (2018), namely false analogies, misanalysis, incomplete rule application, exploiting redundancy, ignoring co-occurrence restrictions, hypercorrection, and overgeneralization or simplification of the system. The lack of knowledge about patterns, such as structure in language also causes student errors. Due to lack of knowledge about structure, students can use structure without paying attention to the correct rules. The first dominant error of high and low ability students is wrong formation. Misformation errors occur when the learner cannot produce the correct structure or morpheme in a sentence bigger than. Formal errors can be caused by variations in the English grammatical structure. The findings of this study are in line with research conducted by Zamora Valencia & Ramos Acosta, (2019) He revealed that freshmen, sophomores and junior Arab students have many prepositional problems. The most difficult prepositions for Arabic learners to use in their learning are with, at, at, to, with, from, from, to and at. The similarity between Indonesian and Arabic is that both use the L1 rule in forming preposition pairs because they do not have special rules for preposition pairs. Invention this research is in line with research on simple present errors in speech events conducted by VanPatten et al., (2020). The results showed that Indonesian students mostly over-generalize to produce simple present tense sentences, for example in the interrogative form "What are you reading now?". It shows that Indonesian students have difficulty in differentiating the use of auxiliary verbs in interrogative sentences for various types of tenses.

CONCLUSION

After analyzing of the data, the reseachers draws the conclusions as follows: Four grammatical errors based on how its constructed consist of misformation, misordering, addition and ommission were found in students' utterances. The most dominant problem was misformation. The second misordering, third addition (covering surface structure taxonomy). The cause of grammatical error is error based on intralingual which the comprehension of forming verb, adjective, adverb and preposition in English became the significant problem. Other cause of error based on interlingual. For this case, student intent the sentence order in English based on the pattern of first language, which is Indonesian, mainly in forming noun phrase. This grammatical error was not too significant because its situational learning.

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