



UNIVERSITI PUTRA MALAYSIA

***ORAL PRESENTATION ERRORS OF DIPLOMA STUDENTS IN AN
INTEGRATED LANGUAGE SKILLS COURSE***

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INTEGRATED LANGUAGE SKILLS COURSE**

By

AZZIEATUL SYAZWANIE BINTI AZMI

**Thesis Submitted to the School of Graduate Studies, Universiti Putra
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Master of Arts**

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Abstract of thesis presented to the Senate of Universiti Putra Malaysia in
fulfilment of the requirement for the Degree of Master of Arts

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IN AN INTEGRATED LANGUAGE SKILLS COURSE**

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This paper analyses grammatical errors in English oral presentation made by the students in Integrated Language Skills (ELC120) course. The specific objective of the study was to determine the types of grammatical errors based on Dulay, Burt and Krashen's (1982) surface structure taxonomy, namely, misformation, omission, addition, and misordering. The data also was categorised into linguistic taxonomy of error analysis by James (1998) (cited in Ellis and Barkhuizen, 2005). In order to attain the objectives of the study, case study was used which involves the use of mixed data collection which are quantitative and qualitative data collection methods. 60 students were involved as sample of this study. In addition, students' oral presentation and interviews were used as data to explore grammatical errors made by Integrated Language Skills (ELC120) students.

The findings of the study reveal that the most frequent error committed by the students was the improper use of English verbs. Besides, it can be inferred from the result of this study that the responses of the students are consistent with previous literature on error analysis. The analysis generated a conclusion that the lacks of knowledge on grammar and interlanguage interference are the main factors of errors in students' oral presentation. In light of the findings, several recommendations and pedagogical implications were suggested in order to help ESL teachers in their attempt to reduce the difficulties in oral presentation among English students.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Master Sastera

**KESALAHAN TATABAHASA DALAM PEMBENTANGAN LISAN BAHASA
INGGERIS OLEH PELAJAR DIPLOMA BAGI KURSUS KEMAHIRAN
BAHASA BERSEPADU**

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Kajian ini dijalankan bertujuan untuk menganalisa kesalahan tatabahasa dalam pembentangan oral Bahasa Inggeris oleh para pelajar yang mengikuti kursus Kemahiran Bahasa Bersepadu. Spesifik objektif dalam kajian ini adalah untuk mengenalpasti jenis-jenis kesalahan tatabahasa mengikut struktur dasar model taxonomi daripada Dulay, H., M. Burt dan S.D. Krashen (1982), iaitu kesalahan maklumat yang salah, pengguguran kata, penambahan dan kesalahan aturan. Selain itu, data yang diperolehi turut dikategorikan dalam linguistik taxonomi yang telah diadaptasi daripada model James (1998). Untuk mencapai objektif kajian, kajian kes digunakan yang melibatkan pengumpulan data secara kaedah kuantitatif dan kualitatif. 60 pelajar dipilih sebagai sampel untuk kajian ini. Selain itu, data bagi pembentangan lisan dan temuduga digunakan untuk mengkaji kesalahan tatabahasa di kalangan pelajar kursus Kemahiran Bahasa Bersepadu.

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I certify that a Thesis Examination Committee has met on 10 October 2016 to conduct the final examination of Azzieatul Syazwanie binti Azmi on her thesis entitled "Oral Presentation Errors of Diploma Students in an Integrated English Language Skills Course" in accordance with the Universities and University Colleges Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the student be awarded the Master of Arts.

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LIST OF ABBREVIATIONS

EA	Error Analysis
CA	Contrastive Analysis
L2	Second Language
SLA	Second Language Acquisition
ESL	English as a Second Language
ELC120	Integrated Language Skills
UiTM	Universiti Teknologi Mara



CHAPTER 1

INTRODUCTION

1.1 Introduction

This chapter will provide an overview of the study. It outlines the background of the study, research problem, and its context. The researcher also will look at the objectives of the study and numerous definitions of kinds of errors. In addition, several methods will be suggested by the researcher concerning the most dominant approach in second language acquisition theory since the mid-20th century until today. These theories will be introduced and analysed critically. Besides, this will be followed by significance of the study and definition of the terms.

1.2 Background of the Study

The field of error analysis in second language acquisition (SLA) was first established in the 1970s. Error analysis was introduced as a subsequent approach to contrastive analysis which is known as the method that was influenced by behaviourism. The applied linguists wanted to use the formal distinctions between learners' first language and second languages in order to predict the errors (Brown, 1973; Krashen, 1977). In addition, error analysis deals with the learners' performance in terms of the cognitive process they make use of in recognising or coding the input they receive from the target language. The analysis of errors learners make in learning a language has therefore become an important aspect of the learning process.

In the late 1960s and early 1970s the focus on contrastive analysis was slowly moved to error analysis. This is because contrastive analysis was impractical to describe the difference of errors between first language (L1) and second language (L2). The researcher believes that the main reason to this was because of the fact that contrastive analysis failed to explain all errors in language learning. This is supported by the previous study conducted by Jackson (1971). He claims that out of numerous contrastive analyses only a few have been tested in some way. Even in those cases, the tests are unintentionally biased in favour of the analysis. This is because contrastive analysis was designed specifically to identify the errors that were predicted before the analysis. The other errors that might occur during the analysis which are not related to their prediction were ignored.

Moreover, some of the expected errors did not even appear in practice (Allwright & Bailey, 1991). Therefore, there was a need to improve this old method with a new linguistic method, which is later known as error analysis.

According to Tomková (2013) in her study of error correction in spoken practice, Corder (1967) was one of the major proponents of error analysis. Error analysis was first established as an alternative to contrastive analysis. Both error analysis and contrastive analysis methods seek to explain the reason of errors, but they explain in different ways. Contrastive analysis identifies the errors as consequences of L1 interference only. Meanwhile, error analysis identifies many sources of errors that might be influenced by various variables such as age, motivation, attitude, overgeneralisation, intralingual interference, misteaching and many more (Shastri, 2010).

The central key highlighted by error analysis was that many learners often mistakenly mixed the rules of their second language with their first language rules, which then produced a large number of errors. It is crucial to emphasise that error analysis not only used to examine causes of error, but also many other aspects of error and language learning. As reported by Yang (2010),

Error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. The novelty of error analysis (EA), distinguishing it from contrastive analysis (CA), was that the mother tongue was not supposed to enter the picture. Errors could be fully described in terms of the TL, without the need to refer to the L1 of the learners. (p. 1)

Additionally, the major difference between error analysis and contrastive analysis is the shift of focus from learners' mother tongue onto the target language. Investigating errors has both diagnostic and prognostic aspects. It is diagnostic because it reveals the ability of the learners toward the language at a certain level during the learning process. On the contrary, it is considered prognostic because it can enlighten the educator and instructor to reorganize the language learning materials and methods in the light of the learners' current difficulties (Corder, 1967).

To sum up, the contrastive analysis works best in predicting phonological error. However, errors of morphology, syntax, lexis and discourse are imperfectly predicted by contrastive analysis. Above the phonological level, language planning is far more under the control of the learner, who may adopt certain strategies to cope with difficulty, more or less consciously. These include avoidance of difficult forms and simplification of subsystems of the second language. Learners may also make guesses about a form not yet acquired. These hypotheses are likely to be based on knowledge of the second language, the mother tongue, and indeed other languages which the learner may know (Corder, 1967).

1.3 Statement of the Problem

Speaking skills play a very significant role for students in order for them to be successful in their studies. The most important part is speaking skills need to be practiced and learned through experience which means the learner needs to always use the language regularly. In the Malaysian context, many university students who have been exposed to the English language from their early years of primary education are still struggling to produce error-free language structures. In spite of the eleven years of English (six years in primary school and five years in secondary school), many still display frequent errors in their productive skills particularly in speaking. As stated in Malay Mail (November 2015),

English language has been taught in school since Standard One, but many Malaysian teenagers and graduates who are not able to introduce themselves properly using English. As a result of poor English proficiency, seven out of ten applicants rejected outright due to a weak command in English Language.

As a result, some students are unable to meet the demands of tertiary level education, which require them to use productive skills and to be communicatively competent. They are also not hired or get their dream job because of their poor performance in English. The statistics from the Malaysian Employers Federation (2015) show that 200,000 graduate in Malaysia were unemployed with poor command of English being a main reason. What is even more frightening is that, current study by Pemandu (2016) showed that more than 400,000 graduates are unemployed because they could not speak English despite having learnt English for how many years.

According to Ngui and Clarence (2005), the insufficiency of oral presentation skills was crucial among graduates and it has been the debate topic of many employers. Many higher education institutions, for example, Universiti Teknologi Mara (UiTM) have made oral presentation as a compulsory component of their curriculum to prevent this problem from becoming critical among graduates. Although oral presentation skills are highly structured, not much attention and studies have been focused to identify the linguistic errors made by second language (L2) learners in their oral presentation. Most studies (e.g. Surina Nayan & Kamaruzaman Jusoh, 2009, Azizi Yahya, Harison Ishak, Zaidah Zainal, Ladan Javdan Faghat & Noordin Yahaya, 2012) seek to identify the errors in writing aspect.

Meanwhile, studies conducted on error analysis in speaking aspect (e.g. Qowimul Adib, 2012; Pérez & Basse, 2015) did not aim to find the errors in students' oral presentation. Qowimul Adib (2012) conducted the study to find the errors from the students' monolog speaking through observation. According to Darus, Sadiyah and Kaladevi (2009), analysis focussing on oral presentation

is important to help teachers and educators in order to give clue about specific language problems among learners. This knowledge is helpful and can be used as a guide for more effective teaching.

1.4 Purpose of the Study

The major aim of this study is to examine the grammatical errors made by Integrated Language Skills (ELC120) students in their oral presentation skills. Meanwhile, the specific objective of the study is to analyse the types of grammatical errors made based on the linguistic taxonomy of error analysis designed by James (1998) (cited in Ellis & Barkhuizen, 2005) and surface structure taxonomy by Dulay, Burt and Krashen (1982). However, the researcher adapts the taxonomy with the original syllabus of the students' learning.

1.5 Research Objectives

Specifically, this study aims to;

- 1) determine the types of grammatical errors made by Integrated Language Skills (ELC120) students in their oral presentation skills
- 2) identify the frequency of errors occurred in the oral presentation skills
- 3) describe the factors that contribute to the errors committed by the students

1.6 Research Questions

In brief, the study aims to address the following research questions;

- 1) What are the types of errors made by Integrated Language Skills (ELC120) students in their oral presentation skills?
- 2) How frequently linguistic errors and surface structure errors occur?
- 3) What are the factors that lead to the errors made by the students?

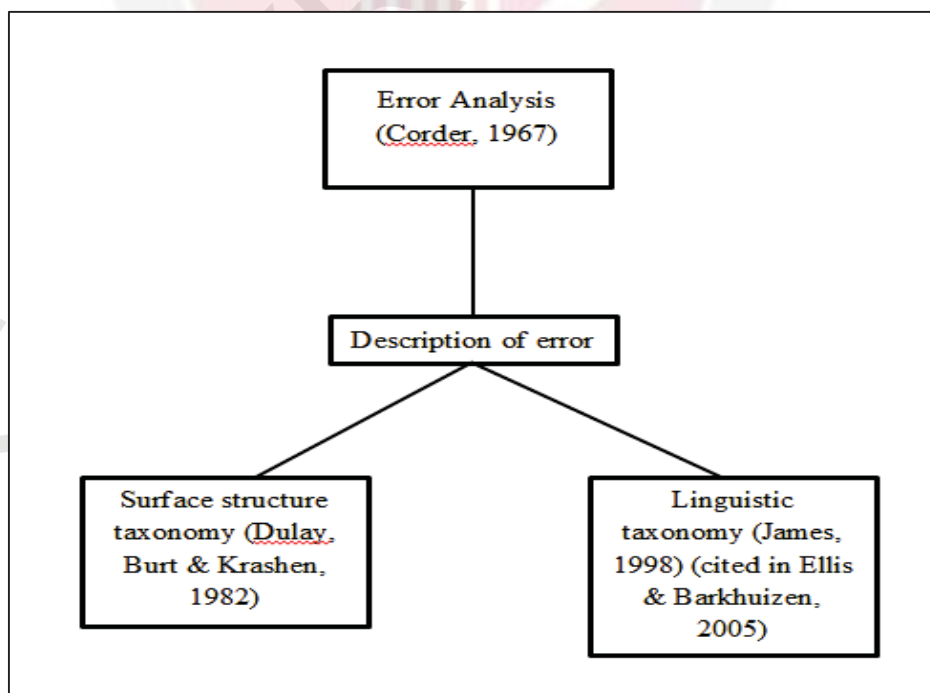
1.7 Conceptual Framework

This study was conducted within the theoretical framework of Corder's explanation of errors and mistakes. According to Corder (1967) errors occur because of gaps in the learner's English knowledge whereas mistakes occur when the learner has not yet learned how to master a certain grammatical form (Ellis & Barkhuizen, 2005). The distinction between errors and mistakes is not easily made in the analysis of data which makes it difficult to detect an error in a text. However, Corder (1967) has created a certain analytical tool that one can use in order to find errors in texts which he calls error analysis (EA).

EA later became an effective theory to describe L2 errors as their framework involves “a systematic description and clarification of L2 errors contained in a sample of learner’s speech or writing” (page 50). EA mainly focuses on the actual committed errors by L2 students and it basically serves two theoretical objectives (Mohammad Hamad Al-Kresheh, 2016). Firstly, EA serves to provide data on interferences between languages in the language learning process. Secondly, this framework aims to provide information on “which error types detract most from learner’s ability to communicate” (Dulay et al., 1982 as cited in Mohammed Hamas Al-Khresheh, 2016; 50).

Since this study aimed to detect errors types and factors contributing to the errors, EA framework by Corder (1967) was thus adopted. There would be adaption to the Corder’s framework to enable the researcher to look into details on the errors that occurred. Here, the researcher would also use two different taxonomies namely surface structure taxonomy (Dulay, Burt & Krashen, 1982) and linguistic taxonomy (James, 1998) to explain further the errors identified from the error analysis framework by Corder (1967). Based on Corder’s EA framework and in combination within Dulay et al., (1982) and James (1998) taxonomies, the researcher then came out with one conceptual framework as a basis of this study. The conceptual framework of this study can be portrayed as in diagram below;

Figure 1.1: Conceptual Framework for Error Analysis in Oral Presentation Skills



Surface structure taxonomy of Dulay, Burt and Krashen (1982) will be used to analyse the grammatical errors of the transcribed oral interaction data. As regard to this taxonomy, the four major ways in which learners modify target form are omission, addition, misinformation and misordering. Since Ellis and Barkhuizen claimed that the use of this taxonomy was not practical in grammar teaching as the factors of the errors could not be identified in details, the researcher took up their suggestion to incorporate a linguistic description of grammatical errors, namely linguistic taxonomy in order to see various errors that might occur in students' oral presentation.

Besides, instead of describing errors as noun phrase, verb phrase, adjective, comparative form and subject-verb agreement, the researcher categorised the grammatical errors into eight parts of speech which are noun, pronoun, verb, adverb, conjunction, preposition, adjective, and article in order to reflect the common types of errors made by the Integrated Language Skills (ELC120) students in this study. The reason of these eight parts of speech was chosen because it has been taught to the students as a grammar component since first week of the semester.

1.8 Significance of the Study

Several studies have reported on error analysis in the Malaysian context, but most of these studies; however, focussed on error analysis of written work. There are only few studies focused on the spoken form of the language. This includes the study of error analysis of non-native speakers' pronunciation by Altenberg (2005) and strategy use by L2 learners to develop their oral communication skills as in studies by Nakatani (2005).

Conducting an error analysis of spoken language is highly difficult and complex as this involves a corpus on spoken language. Spoken language data is challenging to analyse because of several factors such as regional variations, slang and idiosyncrasies. Besides, conducting error analysis in oral communication is often neglected because the message could still be understood due to contextual clues. It is crucial to examine oral presentation as it presents a good opportunity to study spoken L2 English.

The present study is important because the findings will help to improve learning and teaching of English language specifically among diploma students. This could happen after the researcher successfully identify the error committed by the ELC120 students in their oral presentation skills. Based on the researcher's perspective, it is crucial to identify the problems encounter by the students in the process of learning English as a second language.

Corder (1967) believes that the study of error analysis is useful to the teachers as it gives knowledge to them about what the learners have advanced and

what is still remain for them to learn. Besides, EA helps teacher to focus and give more attention on types of error in second language learning. Therefore, this study will inform teachers or educators about the types of error that committed by ELC120 students in UiTM. It further shows the frequency of errors made by the students. This study will help the teachers or course developers to focus on appropriate intervention strategies to assist the students in future.

Secondly, this study is also valuable to learners. At certain stage of language learning, learners tend to make the same mistakes over and over again. This claim supported by Kaplan (1966), he believes that errors are systematic and could not be corrected by the learners because they are not aware of the mistakes that have been made by them. This study is important to highlight the errors occur in surface structure and linguistic structure in students' oral presentation. Besides, the findings of this study will be a guide to the teachers in order to know the students' problem in parts of speech and in what occurrence the errors happen. Therefore, the teacher plays an important part to always remind the students of these errors as often as possible so that it would not happen again in the future.

Linnarud (1993) points out that as a language teacher one has the opportunity to be the best language researcher. A teacher can make the classroom an interesting place to study what happens during the learning of a second language, how this learning process can be facilitated as much as possible and why the result is not always the one expected. As an educator in English course, this study interest the researcher to identify the problems in second language learning especially in the field of error analysis of the spoken text.

1.9 Definition of Terms

1.9.1 Second Language Acquisition (SLA)

SLA can be defined when ones learning other languages rather than their mother tongue. Their might learn the language since their child or even some of them acquire new language when their already old. Over the years SLA research has changed considerably. Although there are thousands of scholars have been conducted and developed the research on SLA, but many researches still believes that no one else would be the founding of SLA rather than Corder. Because of that, scholars choose to use Corder's procedure in order to identify issues in second language learners.

A lot of research have been conducted on SLA, but there are always new research led on this topic. This is because SLA is very important topic related to the second language learner. Conducting research on this topic will give beneficial input to the learners and teachers. Naturally some L2 learners learn

faster than others, but it is still of interest to investigate SLA in order to find different methods than can be used to make L2 learning more efficient. As mentioned earlier, by investigating and learning more about student's grammar knowledge teacher will be able to provide and help students in order to improve their L2 learning.

1.9.2 Error Analysis

Error analysis is a type of linguistic analysis that focuses on the errors learners make. Pit Corder is the 'Father' of error analysis. It was in his article entitled 'The significance of Learner Errors' (1967) that error analysis took a new turn. Errors used to be flaws that needed to be eradicated. Systematically analysing errors made by language learners makes it possible to determine areas that need reinforcement in teaching (Corder, 1967). Error analysis is the examination of those errors committed by students in both the spoken and written medium.

Corder (1967) introduced the distinction between systematic and non-systematic errors. Non-systematic errors occur in one's native language. Corder calls these 'mistakes' and states that they are not significant to the process of language learning. He keeps the term 'errors' for the systematic ones, which occur in a second language. According to Corder (1967), errors are significant in three ways. They show a student's progress to the teacher. To the researcher they show how a language is acquired and what strategies the learner uses. The learner can learn from these errors.

1.9.3 Grammatical Error Analysis

Grammar can be defined as a set of shared assumptions about how language works (Yulianti, 2007). The presentation whether the learners have mastered some grammatical points should not be based on their ability to state the rules of grammar, but on their ability to use the grammatical points to share their ideas, emotions, feelings, or observations with other people. Knowing about how grammar works is to understand more about how grammar is used and misused (Yulianti, 2007). It means that there is a possibility of error occurrence in students learning. In this research, the term of error in grammar will be called a grammatical error.

In addition, learning other language becomes difficult since the target language has different system from the native language. This difference sometimes makes the learners make errors especially in applying the grammar. James (1998) proposes that correcting the errors are not only into what learners want to say but also correcting the errors into what the native speakers would have said or write.

1.9.4 Integrated Language Skills

There are many situations in which we use more than one language skill. For this reason alone, it is valuable to integrate the language skills, but there are other reasons why integration can enhance the students' communication competence. Above all, integrating the skills means that you are working at the level of realistic communication, which is the aim of communicative approach and many researchers believe that handling realistic communication is an integral part of essential conditions for language learning.

Integration of the four skills is concerned with realistic communication. This means teacher will teach at the discourse level. Discourse is a whole unit of communication text, either spoken or written. It is necessary for teachers to maintain an appropriate balance between integration and separation. Simple integration is a receptive language skill serves as a model for a productive language skill. Meanwhile, complex integration is a combination of activities involving different skills, linked thematically.

1.10 Summary

Researcher interested in error analysis observed that errors are advantageous for both learners and teachers. It provides information to the teachers on students' errors. This helps the teachers in three ways, firstly to correct their errors, secondly to improve their teaching and thirdly to focus on those area that need reinforcement (Al-Haysoni, 2012).

In the chapter that follows, previous research findings relating to causes and sources of errors in addition to error analysis will be reviewed.

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