The Grammartical Error in Speaking English of Student

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Abstract

In this era, Grammatical accuracy is a crucial component of effective communication, yet it can be challenging for University Students to speak English. This article aims prevalence of grammatical errors in speaking English and the factors that contribute to them. It also discusses various approaches for identifying and correcting these errors to foster learning and improve spoken language proficiency. The method used is library research with a qualitative approach with the collection of source data from gathering data through classroom observations and semi-structured interviews with learners and instructors. The findings aim to contribute to a deeper understanding of how to find grammatical errors in speaking English, promoting learner speaking skills and fostering the development of Learners.

Keywords: Grammatical accuracy, Speaking English, Error identification, Learning improvement

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A. INTRODUCTION

Mastering English as a second or foreign language has become one of the essential skills for university students in this era of globalization (Mohammed, 2020) .English is not only used as an international communication tool but also as an academic language frequently used in scientific literature, publications, and international conferences. However, a major obstacle faced by many students is grammatical errors in speaking English. Grammatical errors in speaking not only disrupt the fluency of communication but can also affect the listener's perception of the speaker's language competence. For students, this can be a barrier in the learning process, especially in academic presentations, class discussions, and during student exchange programs. This research aims to identify and analyze the types of grammatical errors that most frequently occur among university students in speaking English. Additionally, this study seeks to uncoverthe factors that cause these errors and provide strategic recommendations to reduce theirfrequency. Thus, the results of this research are expected to contribute to the improvementof English language teaching quality in higher education, as well as help students masterEnglish better. In the context of higher education in Indonesia, where English is increasingly becoming a crucial requirement for graduation and career advancement, understanding grammatical errors in speaking English and how to overcome them is essential (Erlina, 2019). Therefore, this study also considers effective pedagogical approaches and the use of technology in English language learning that can support students in overcoming the difficulties they face. With this background, this research offers in-depth insights into the problems faced by students in speaking English and strives to provide practical and applicable solutions. Hopefully, the results of this study can help formulate more effective and relevant learning strategies for the development ofEnglish language skills among university students in Indonesia

B. LITERATURE REVIEW

English has become a global language that plays a crucial role in higher educationand professional careers. In the era of globalization, proficiency in English is highly important for students to access academic literature, participate in international conferences, and communicate with scholars from various countries. According to (Seyitmammedova, 2024) ,English is the key to academic and professional success. Otherresearch by (Naka & Spahija, 2022) confirms that English proficiency provides a competitive advantage in the global job market. English learners as a second language (ESL) often face various challenges leading to grammar errors. According to (Ramzan etal., 2023), common errors include incorrect tense usage, subject verb agreement errors,and improper preposition usage.

Factors such as native language interference, the complexity of English language

structures, and learning strategies also influence the occurrence of these errors. Error Analysis Theory: (Mashoor & Abdullah, 2020) suggests that studying language errors provides valuable insights into the language learning process. Errors are considered a natural part of the process as learners develop a temporary language system known as interlanguage. Interlanguage Theory: (Rustandi et al., 2023) introduced the concept of interlanguage, which describes a temporary language system created by second language learners. This system contains elements from both the native and target languages as well as unique elements created by the learners themselves. According to (Masruddin & Nasriandi, 2022) identified various types of grammar errors, including morphological, syntactic, and lexical errors. These errors are often caused by native language interference, overgeneralization of English language rules, and a lack of deep understanding of English language structure.

Pedagogical Approaches: (Alshammari & Wicaksono, 2022) suggest several teaching strategies to reduce grammar errors, including explicit grammar instruction, communicative-based learning, and the use of grammar-focused tasks. Research shows that these strategies are effective in improving learners' grammar accuracy. Use of Technology: (Dai & Wu, 2023) highlights that technology such as language learning apps, online platforms, and speech recognition software can help learners improve their grammar accuracy through interactive exercises and automatic feedback. Empirical research on grammar errors in spoken English by university students shows varied findings. Quantitative studies by (Alghazo & Alshraideh, 2020) found that verb tense errors are the most common among English language learners. Research by (Mashudi et al., 2022) indicates that cultural background and educational context significantly impact language learning processes and grammar errors. For example, learners from cultures that place less emphasis on grammar accuracy may be more prone to making errors in speech. A deep understanding of grammar errors in spoken English and the factors influencing them is crucial for designing effective learning strategies. By identifying common error types and understanding their causes, educators can develop more appropriate approaches to teaching English.

Additionally, the use of technology in language learning can be an effective tool to help students improve their speaking skills. Although much research has been conducted on grammar errors in learning English, there is still a gap in research focusing on specific contexts such as university students in Indonesia. Further studies are needed to explore the cultural and pedagogical factors influencing grammar errors and to develop more adaptive and effective teaching methods. By addressing these areas, the literature review provides a comprehensive background that situates this study within the broader language research

context. It also identifies gaps in existing knowledge and justifies the need for further research on grammar errors in spoken English among university students.

C. RESEARCH METHODS

This study uses a qualitative method with a case study approach to analyze grammatical errors in speaking English by a university student. The study aims to delve deeply into the types of grammatical errors made by the research subject and the factors influencing them. The following are the steps of the research methodology used: The research subject is chosen purposively, namely a university student who is studying in a program that requires active use of English. The selection criteria include students with an intermediate level of English proficiency, allowing for relevant grammatical errors to be analyzed. Participant Observation: The researcher conducts direct observation of the subject speaking English in various academic situations such as class presentations, group discussions, and daily conversations.

This observation is carried out to identify grammatical errors that occur naturally. In-depth Interviews: The researcher conducts semi-structured interviews with the subject to explore their perceptions of their English- speaking ability, the challenges they face, and the factors they believe influence their grammatical errors. These interviews also help to explore the subject's awareness of the errors they make and the strategies they use to correct them. Audio Recording: During observations and interviews, the researcher records the subject's conversations for further analysis. These recordings allow the researcher to identify grammatical errors more accurately and in detail. Transcription: Audio recordings from observations and interviews are transcribed verbatim to facilitate analysis. Coding: The transcripts are coded to identify patterns and main themes related to grammatical errors. Codes are used to group data that have similarities or relevance. Theme Identification: Based on the codes, the researcher identifies the main themes that emerge concerning the types of grammatical errors, the factors causing them, and the correction strategies used by the subject. Interpretation: The researcher interprets the analyzed data to provide deep insights into grammatical errors in speaking English by the research subject.

This interpretation includes a contextual analysis of how and why these errors occur. To ensure the validity and accuracy of the data, the researcher conducts data triangulation by comparing findings from various data sources (observations, interviews, and recordings). Additionally, the researcher asks the subject to review the transcripts and findings to ensure there are no misunderstandings or misinterpretations. The research results are compiled into a report that includes a detailed description of the types of grammatical errors found, an analysis of the causes, and recommended strategies to address these errors. This report is expected to provide practical contributions to the teaching of English in higher education

and help students improve their English-speaking skills.

D. RESULT AND DISCUSSION

The article sheds light on a prevalent issue faced by students in academic settings. The study likely explores various types of grammatical errors that university students make when speaking English, analyzing the reasons behind these errors and their implications on communication. One of the primary points of discussion revolves around the types of grammatical errors commonly observed. These might include errors in verb tense, subject-verb agreement, prepositions, articles, and sentence structure. Understanding the frequency and types of errors can help educators tailor their teaching strategies to address these specific issues. The study may also discuss the underlying causes of these errors. Factors such as the students' first language (L1) interference, limited exposure to native English speakers, lack of practice in speaking, and the complexity of English grammar rules are likely contributors. For example, students whose first language does not have the same tense structures as English might struggle with using the correct tense. The article likely suggests various pedagogical approaches to mitigate these grammatical errors. These might include increased practice in speaking through interactive activities, targeted grammar exercises, and exposure to authentic English through media and interactions with native speakers. Additionally, encouraging a positive and supportive learning environment can help students feel more comfortable making and correcting mistakes. In this article the author uses qualitative research methods by collecting data through interviews using google forms with several English teachers who teach at school. The aim of this research is to analyze and overcome grammar errors made by students when speaking English. And the following are the results of the interview:

Tabel 1. Result and Disscusion

Teacher	Question	Response
Mrs. Nafisah	1) What are the common grammatical mistakes that students often make when speaking in English?	Grammar
	2) How do you identify and correct students' grammatical errors in everyday conversation?	Immediately tell the correct sentence
	3) Do students often use verb forms incorrectly? Can you give an example?	Yes, for example, the past tense uses verb 2 but some students mention verb 1
	4) How do you help students improve the correct use of grammar in sentences?	Repeat grammar material until you really understand it
	5) Are there certain grammatical errors that are more common among	Nothing

Teacher	Question	Response
	students in class? What is an example?	
	6) How do you handle errors in the use of time (tenses) done by students?	Nothing
	7) How do you evaluate students' grammar skills in speaking practice?	Often provide and review vocab or through English songs
	8) What are the most effective methods or activities to help students reduce grammatical errors while speaking?	Play games that blend in with lessons
	9) Are there any grammatical errors that you find more difficult to correct than others? Why?	Nothing
	10) Are there any learning materials or resources that you use to help students improve their grammar?	There isn't any
Mrs. Dinda	1) What are the common grammatical mistakes that students often make when speaking in English?	Can't put the tenses properly and correctly
	2) How do you identify and correct students' grammatical errors in everyday conversation?	By providing an understanding of the tenses during a conversation or story time past tense after the student has finished speaking
	3) Do students often use verb forms incorrectly? Can you give an example?	Yes, some students often use verbs incorrectly that are not appropriate to the context of the time. For example, "I'm watching cartoon in my phone." It should be "I am watching cartoons on my phone."
	4) How do you help students improve the correct use of grammar in sentences?	By emphasizing basic tenses repeatedly so that students understand more deeply and apply it in everyday life.
	5) Are there certain grammatical errors that are more common among students in class? What is an example?	If certain does not exist, because almost all of them have common grammar errors, namely lying on tenses.
	6) How do you handle errors in the use of time (tenses) done by students?	Provides examples of understanding using examples from everyday life. For example, "last night I doing homework." Tomorrow I will take the exam." Every morning, I always drink milk. By emphasizing various kinds of information over time, students will slowly understand more deeply the use of tenses.
	7) How do you evaluate students' grammar skills in speaking practice?	Make them confident first. Once they are sure of their pronunciation, it will

Teacher	Question	Response
		be easier for the teacher to help with their grammar.
	8) What are the most effective methods or activities to help students reduce grammatical errors while speaking?	Frequent practice is enough to improve students' grammar.
	9) Are there any grammatical errors that you find more difficult to correct than others? Why?	So far, the use of tenses has had quite an influence on grammar. Apart from that, there are some that are quite difficult for students to understand, such as the use of conditional type 2-3 and mix, passive and active voice.
	10) Are there any learning materials or resources that you use to help students improve their grammar?	Yes, as a teacher, I have material modules that are arranged according to external curricula such as Cambridge, etc.
Mrs. Julie	1) What are the common grammatical mistakes that students often make when speaking in English?	Incorrect pronunciation
	2) How do you identify and correct students' grammatical errors in everyday conversation?	By actively listening to students' conversation to catch grammatical errors they make and then helping them correct.
	3) Do students often use verb forms incorrectly? Can you give an example?	Yes, students often make mistakes in using verb forms, especially those related to tense.
	4) How do you help students improve the correct use of grammar in sentences?	For this reason, I often provide practice questions that focus on certain grammatical aspects, such as the use of tenses, sentence structure, or the use of conjunctions.
	5) Are there certain grammatical errors that are more common among students in class? What is an example?	Yes, common grammar mistakes.
	6) How do you handle errors in the use of time (tenses) done by students?	By identifying their mistakes and then repeating lessons they don't understand.
	7) How do you evaluate students' grammar skills in speaking practice?	Sometimes I use the role-playing method so that students can practice with their friends.
	8) What are the most effective methods or activities to help students reduce grammatical errors while speaking?	Playing language games.
	9) Are there any grammatical errors that you find more difficult to correct than others? Why?	Students' grammatical errors are more likely to involve not using articles such as "a," "an," and "the," so students may

Teacher	Question	Response
		not be familiar with the rules of their use.
	10) Are there any learning materials or resources that you use to help students improve their grammar?	For high school students, I recommend them to download the Grammarly app.
Mrs. Elisa	1) What are the common grammatical mistakes that students often make when speaking in English?	Use of wrong tenses or grammar.
	2) How do you identify and correct students' grammatical errors in everyday conversation?	Give students opportunities to practice correct grammar through relevant exercises. I do this when studying in class, discussing with groups.
	3) Do students often use verb forms incorrectly? Can you give an example?	Yes, often because they don't understand good grammar.
	4) How do you help students improve the correct use of grammar in sentences?	Give them examples of correct and incorrect sentences and explain the difference.
	5) Are there certain grammatical errors that are more common among students in class? What is an example?	If there is no specific error.
	6) How do you handle errors in the use of time (tenses) done by students?	Provide a re-explanation regarding the rules for using appropriate tenses.
	7) How do you evaluate students' grammar skills in speaking practice?	I evaluate students' mistakes and then I correct their mistakes.
	8) What are the most effective methods or activities to help students reduce grammatical errors while speaking?	Role-playing, making a dialogue about grammar.
	9) Are there any grammatical errors that you find more difficult to correct than others? Why?	Many students make grammatical errors because they are confused about using the correct tense structure, so students may have difficulty understanding when and how to use certain tenses, such as past perfect or future continuous.
	10) Are there any learning materials or resources that you use to help students improve their grammar?	I asked my students to train via YouTube at their respective homes.
Teacher Unknown	1) What are the common grammatical mistakes that students often make when speaking in English?	Often students cannot differentiate their pronouns and nouns.
	2) How do you identify and correct students' grammatical errors in everyday conversation?	I will tell them personally which of their grammar is valid and correct it while teaching them.
	3) Do students often use verb forms incorrectly? Can you give an example?	Yes. For example, when students say "I am eating" they say "I'm eating,"

Teacher	Question	Response
		which should be pronounced "I am eating."
	4) How do you help students improve the correct use of grammar in sentences?	I will immediately tell them and help improve the correct use of grammar.
	5) Are there certain grammatical errors that are more common among students in class? What is an example?	Yes, of course.
	6) How do you handle errors in the use of time (tenses) done by students?	I will guide and help them on how to use tenses correctly.
	7) How do you evaluate students' grammar skills in speaking practice?	Ask students things they don't understand.
	8) What are the most effective methods or activities to help students reduce grammatical errors while speaking?	The most effective method is when talking to students, I use sentences that are easy to understand and don't ramble.
	9) Are there any grammatical errors that you find more difficult to correct than others? Why?	Yes. When students lack vocabulary, teaching grammar is very difficult.
	10) Are there any learning materials or resources that you use to help students improve their grammar?	Yes. First, I ask students to expand their vocabulary.

Based on the responses provided in the table, several key themes emerge regarding common grammatical mistakes and effective teaching strategies. One prevalent issue is the misuse of verb forms and tenses. Many teachers, including Mrs. Nafisah and Mrs. Dinda, noted that students often use incorrect verb forms in different tenses, such as saying "I'm watching cartoon in my phone" instead of "I am watching cartoons on my phone." Additionally, incorrect pronunciation and the misuse of articles like "a," "an," and "the" were identified as common problems, indicating that students struggle with foundational elements of English grammar.

To address these errors, immediate correction during conversations is a frequently used method. Teachers like Mrs. Nafisah and Mrs. Dinda emphasize the importance of correcting students on the spot, helping them recognize and rectify their mistakes instantly. Repetition and practice are also crucial; for instance, repeatedly emphasizing basic tenses helps students internalize these rules. Providing clear examples of correct and incorrect sentences further aids in understanding and applying grammar concepts.

Specific grammatical errors, such as those involving time (tenses), are often addressed by using contextual examples from everyday life. This approach makes the application of grammar rules more relatable and easier to grasp. Interactive methods, including role-playing and language games, are highlighted as effective in reducing

grammatical errors, as they make learning engaging and practical.

Building students' confidence is another critical aspect of teaching grammar. Teachers like Mrs. Dinda focus on ensuring that students are confident in their pronunciation and basic grammar before tackling more complex issues. Regular review through various methods, including songs and dialogues, helps reinforce grammar learning.

Some teachers also use external resources to supplement their teaching. Materials aligned with external curricula, such as the Cambridge curriculum, and tools like the Grammarly app provide structured learning paths and additional practice opportunities. However, teaching advanced grammar concepts, such as complex tense structures and conditional forms, remains challenging. Students often struggle with these concepts, and a limited vocabulary can further hinder their ability to understand and apply grammar rules correctly.

E. CONCLUSION

Grammatical errors are an inherent part of the language learning process, a strategic approach to teaching and practice can help learners improve their accuracy in speaking. By understanding the nature of these errors and employing targeted instructional techniques, educators can facilitate a more effective and enjoyable speaking class experience for learners. Furthermore, the use of technology, such as language learning apps and online resources, can offer personalized grammar exercises and immediate feedback to support learners outside the classroom.

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