

ABSTRACT

This study examines the grammatical errors made across proficiency levels in the spoken English of matriculation students in their oral test. This study attempts to identify and analyze the errors made by students from different levels of proficiency, ranging from lower intermediate, intermediate, upper intermediate and finally advanced. The specific objectives of this study are to identify the errors made by the students and to determine the frequency of occurrence of the different types of errors for each level of proficiency.

The data were obtained from 32 group discussions in an oral test in the 13-week of the semester. The errors were analyzed using Dulay, Burt and Krashen's (1982) surface strategy taxonomy, which specifies four ways by which students modify the target forms, namely through misformation, misordering, addition and omission.

The key findings indicated that across proficiency levels, misformation and omission accounted for the majority of the total grammatical errors identified followed by addition and misordering being less frequent. In addition, verb form and word form related errors were found to be the two most frequent types of errors made by students across proficiency levels. The findings have important implications for L2 pedagogy as they can contribute to raise the awareness of teachers and curriculum developers of the types of grammatical errors made by students from different levels of proficiency in order that appropriate measures may be taken to address the problem.

ABSTRAK

Kajian ini mengkaji kesalahan tatabahasa di setiap tahap penguasaan bahasa Inggeris dalam percakapan pelajar matrikulasi semasa peperiksaan lisan. Tujuan kajian ini adalah untuk mengenal pasti dan mengkaji kesalahan pelajar dari tahap penguasaan yang berlainan. Tujuan khusus kajian ini adalah untuk mengenal pasti kesalahan tatabahasa pelajar dan frekuensi kekerapan kesalahan di setiap tahap penguasaan.

Data untuk kajian ini telah diperolehi dari 32 perbincangan berkumpulan semasa peperiksaan lisan yang diadakan pada minggu ke 13 semester. Analisis kesalahan tatabahasa telah dilakukan dengan menggunakan taxonomi strategi permukaan oleh Dulay, Burt dan Krashen (1982) yang mengutarakan empat cara pelajar mengubah struktur bahasa iaitu (1) *omission*, yakni penghilangan unsur-unsur tatabahasa tertentu yang diperlukan, (2) *addition*, yaitu penambahan unsur-unsur tatabahasa yang tidak diperlukan, (3) *misformation*, yakni pembentukan unsur tatabahasa yang salah, dan (4) *misordering*, yaitu penempatan unsur tatabahasa yang salah.

Hasil analisis menunjukkan bahawa di setiap tahap penguasaan kesalahan dari segi *misformation* dan *omission* mempunyai frekuensi yang tinggi diikuti dengan *addition* dan *misordering* yang mempunyai frekuensi yang rendah. Selain itu, didapati pelajar banyak kesalahan dalam kata kerja dan bentuk kata. Penemuan dari kajian ini mempunyai implikasi penting untuk pedagogi pembelajaran bahasa kedua kerana ia boleh menyumbang untuk meningkatkan kesedaran guru dan pemaju kurikulum mengenai jenis kesalahan tatabahasa yang dibuat oleh pelajar-pelajar dari pelbagai peringkat penguasaan bahasa Inggeris supaya langkah-langkah yang sesuai boleh diambil untuk menangani masalah tersebut

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