CHAPTER II

THEORETICAL FRAMEWORK

This chapter review of the related relevant literature brings out a further explanation regarding the theories. This chapter will explain several materials, such as; theory of speaking, speech technique, definition of Teachmint App, and previous studies.

A. Speaking

Language is used to communicate with one another when it is necessary. Language allows people to communicate their thoughts and feelings to one another. They have the ability to converse or communicate using both verbal and nonverbal communication techniques. As a result, language is critical in the transmission of information and the acquisition of knowledge for other individuals. Language may be used to communicate verbally. English is considered to be one of the world languages. This is a universal language that is spoken all around the world. It has been determined by the Indonesian government that English is a foreign language in Indonesia.

Speaking is one of the four abilities required to communicate in a foreign language (reading, writing, listening, and speaking). Speaking is defined as "expressing the needs–request, information, service, and so on," according to authors (Brown, 1983). Speaking is the polar opposite of writing; speaking abilities are considered productive, whilst writing skills are considered receptive. Monologues and dialogues are the two types of speaking that may be

distinguished. In EFL/ESL classes, the development of oral communication skills is critical.

As a practical lesson, speaking is suitable to apply in vocational high school. According to(Richards, 2009), as a foreign language, we must prioritize mastering English speaking skills. Nowadays, almost every country in the globe uses English in a variety of scenarios. The entire educational publication was written in English.

As a developing country, Indonesia recognizes the importance of being able to communicate in English. As a result, English lessons are included in the Indonesian curriculum. The goal of speaking English is difficult, but it is not impossible. Students should have considerable difficulty learning to talk. Inside the classroom, there is a lull in activity. The teacher's method is too boring. The instructor is in charge of the majority of the activities. It denotes that the problem is concentrated on the teacher.

B. Debate

Debate is a team-based form of conversation. Students who struggle to express themselves in front of others might benefit from this speaking technique. The children' speaking abilities would improve day by day. Even with their team or the opponent, students learn to work together via debate. The group may be split into an affirmative team (positive team) and an opposition team (negative team).According to Koshy and Halvorson (2002) cited by Indah Werdiningsih (2018), debate is a formal approach of interactive and representational argument. Students can generate viewpoints, create arguments and supporting evidence, present counterarguments, and finally engage in debates because it is an argument.

Although a debate is a type of argument, there must logically be a subject of discussion (Kretsch, 2009:2). The first thing to do is define the topic, which is related to the previous sentence. Topics frequently touch on important current events for the public ("That Jember should have self governance") or on broad ideologies or concepts ("That beauty is better than brains"). There is a universal subject opener: "That." There are two sides to every issue, just like in other debates.Next, categorize the squad. The team that supports the issue is referred to as the AFFIRMATIVE, while the team that opposes it is referred to as the NEGATIVE. Debaters collaborate in teams of three and are required to thoroughly investigate each topic in order to achieve these objectives. The chance to present arguments and contribute to the existing knowledge to the other side is granted to each group.

Then, describe the position. The initial speakers on each side get six minutes to make their persuasive arguments or, in the event of a rebuttal, to argue against them. The last 4 presenters each have 5 minutes to make a presentation bolstering the major points of their respective teams. Each of the first four speeches is followed by a 3-minute period for cross-examination, in which the opposing team can ask questions to further elaborate on what was said before (Fallahi, 2007:85). The argument is performed by the students last. Each team member must support the group message and be consistent with both what has been stated and what will be said by their teammates in the future.

In addition, the learning environment alludes to the lecturer's classroom setting, where this circumstance may tempt pupils to form false assumptions about language. The lecturer's explanation often contains erroneous information, false

terminology, or grammatical generalizations, which encourage students to make mistakes.Third, categorize the position. Each team's initial speakers get six minutes to make their persuasive arguments or, in the event of a reply, their arguments in opposing. Each of the other 4 speakers will have 5 minutes to make a speech in support of the primary points made by their team. After the first four presentations, there is also time allocated for cross-examination, which gives the opposing team an opportunity to elaborate on what was said during the previous speech (Fallahi, 2007:85). The argument is then conducted by the students. Each team member must support the collective idea and be consistent with what their partners have said and will say in the upcoming.

C. Syntactical Errors

Syntax is refers to the rules that govern the ways in which words combine to form phrases, clauses, and sentences. Syntax is basically about what word comes before and after another word, in other words, it is part of the larger subject of grammar. Chaer (2002: 206) conveys that syntax includes the problem of syntactic structure. The syntactic structure of syntax contains of three forms, namely 1) function, category, and role, 2) syntax units of words, phrases, clauses, sentences, discourses, and 3) other matters pertaining to syntax such as mood, aspect, etc

Syntactical Errors occur when the incorrect grammatical pattern is utilized in a statement. Syntactical error occurred when words are misused when forming complex units like clauses, sentences, and phrases. According to Dulay (1982), identify and categorize errors into four different categories; linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy. Second language acquisition process, make a mistake is commonly

done by learner, especially in Syntactical Errorsas it is regarded as a part of learning process, second or foreign language.

Therefore, in discussing grammatical errors, it's important to understand where the problems originate from. The way Syntactical Errorscome from, we called as source of errors. According to Brown, there are four types of the source of errors: interlingual transfer, intralingual transfer, context of learning, communication of strategies. Students who make assumptions based on limited experience to the target language rather than reflecting the structure of their home tongue anticipate errors. By attempting to disregard the real norms, students form theories that are irreconcilable with both their home tongue and their target language.

D. Types of Errors

The four categories specified by Dulay, Burt, and Krashen (1982) are linguistic category, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy.

1. Error based on linguistic category

Linguistic category qualifies errors according to either or both the language aspect and the particular linguistic part the error affects. Phonology (pronunciation), syntax and morphology (grammar), semantic and lexicon (meaning and vocabulary), and discourse are all parts of language (style). This study focuses on the error based on linguistic category. It qualifies errors according to either or both the language aspect and the particular linguistic part the error affects.

2. Error based on surface strategy taxonomy

   This error type has four subtypes as follows:

a) Omission

   It is an error that occurs when a student fails to include the necessary morphemes in a sentence. The morphemes that fade away are from the grammatical and content morphemes.

   For example: I like do it (incorrect)

   I like to do it (correct)

b) Addition

   The previous error type is in opposition with the current type. The existence of a component that is required to be absent in a well-formed utterance reveals the nature of the mistake. The learner has often already mastered certain target language rules when this mistake first arises in the latter stages of L2 learning. Double markings, regularizations, and simple addition errors are the three categories of addition errors that have been identified in both L1 and L2 speech.

   1) Double markings

      The failure to remove certain items that are essential in some linguistic constructs but it's not in others is a better way to characterize many addition errors.

      For example: He doesn't knows my name (incorrect)

      He doesn't know my name (correct)

2) Regularization or overgeneralization

Typically, it is appended to linguistic categories like the primary verb class or the noun category. In language, there are both conventional and atypical forms and constructions.

For example: I eated fried rice yesterday (incorrect)

I ate fried rice yesterday (correct)

3) Simple addition

Errors are under the ads "grab bag" category. It is referred to as simple addition when there is no double marking or regularization. Other than the absence of those features in a well-formed utterance, there are no specific characteristics that can be applied to simple addition.

For example: The fishes doesn't live in the water (incorrect)

The fishes don't live in the water (correct)

c) Misformation

The inappropriate application of the morpheme or structure defines this error. In this error, the learner provides information, but it is inaccurate. There are three different kinds of misformation: regularization errors, archi-forms, and alternating forms.

1) Regularization error

It is obvious when a student fails to pick or chooses the inappropriate word form.

For example: He is licking hisself (incorrect)

He is licking himself (correct)

2) Archi-forms

A fundamental aspect of it is the choice of one member of a class of forms to represent the others in the class.

For example: Daddy took me at the train (incorrect)

Daddy took me to the train (correct)

3) Alternating forms

It is described as a rather open alternation of different class members with one another.

For example: I see a teeth (incorrect)

I see some teeth (correct)

d)   Misordering

This error's characteristic is the inappropriate placement of a morpheme or set of morphemes in an utterance.

For example: I don't know what is that (incorrect)

I don't know what that is (correct)

3. Error based on comparative taxonomy

Comparisons between the structure of L2 errors and particular other forms of construction are used to determine the categorization. There are four categories of errors according to this identification.

a) Development Error

Developmental errors are errors that kids who are learning the target language as their first language do.

For example: Mary eat the pineapple (incorrect)

Mary eats the pineapple (correct)

b) Interlingual Error

An interlingual error is one that has a similar structure to a phrase or sentence that has the same semantic meaning in the learners' original tongue.

For example: The man skinny (incorrect)

The skinny man (correct)

c) Ambiguous Error

Error that reflects the natural linguistic structure of the learners is called ambiguous error. This mistake might fall under the categories of development or interlingual error.

For example: "I no go to school."

d) Other Error

Other error is brought on by the learner's utilization of their native tongue on the second language form.

For example: "She do hungry."

4. Error based on communicative effect taxonomy

The communicative effect taxonomy focuses on the error from the standpoint of its effect on the reader or listener rather than on aspects of the errors itself. The emphasis is on separating errors that appear to lead to misunderstanding from those that do not. Two categories contribute up the error based on communicative effect taxonomy.

a) Global error

Communication is hampered by global error, which also prohibits learners from understanding some aspects of communications. For example, "we amused that movie very much".

b) Local error

In most cases, perhaps a minimal violation of one phrase segment prevents local inaccuracy from affecting interpretation of an utterance as a whole. The phrase "I angry" will be a local error because its meaning is clear.

E. Previous Studies

In order not to repeat someone else's research and to ensure that this research is a form of development from the previous research, it is needed to include previous study in chapter two. Previous research that discusses the same theme as this research as follows:

The first previous study was written by Nafisah Abd Rahmanin the year of 2020. The title of the research is "An Analysis on Syntactical Errorsin Performing Dialogue on Video at SMA Negeri 2 Pare". The purposes of this research are; to analyze the students' Syntactical Errorsin performing dialogue on video of XI MIPA 2 at SMA Negeri 2 Pare. The research finding was 70 items of errors found in student's dialogue based on surface strategy taxonomy.

The second previous study was written by Tiara Feibi Limandain the year of 2020. The title of the research is "An Analysis on Grammatical Mistakes in Teacher-Student English Conversation at Pondok Syarif Hidayatullah Kediri". The purposes of this research are; to find out grammatical mistakes in student 2nd

semester English conversation in Syarif Hidayatullah Islamic boarding school Kediri. This research finding was 80 grammatical mistakes that appear on students' speaking.

The third previous study was written by Refa Anjeng Sariin the year of 2018. The title of the research is "Students' Grammatical Error Analysis in Speaking". The purposes of this research were to identify the different Syntactical Errorsthat students made and to determine the most common type of error that speakers make. The finding shows that there were twelve different types of grammatical errors; three of these errors were morphological in form, and ten of them were syntactical in disposition.

The findings of this study are the students' error in noun found 19 errors; the students'errors in noun phrase found 7 errors; the students' problem in verb found 78errors; the students'errors in adverb found 12 errors; the students'errors in subject-verb agreement found 87 errors; the students' errors in pronoun found 3 errors students was students" syntactical errors in using verbs (predicate of the sentence). The types of error finds from the data gaining from error based on surface strategy taxonomy. There are 15 errors of Omission, 12 errors of Addition; Double Markings, 13 errors of Addition; Regularization or Overgeneralization, 11 errors of Addition; Simple Addition, 6 errors of Misformation; Regularization Error, 5 errors of Misformation; Archi-forms, 2 errors of Misformation; Alternating Forms, and 1 error of Misordering. The differences between this study and those previous studies above are the data analyzes moredetailed and explanations that make sense with the facts that are happening at this time.