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Abstract

Purpose: In today's world English is by far the most important language than any other and more spoken than it ever has been. English speaking plays a vital role in every human's life as it means to express ideas thoughts and feelings. This study is aimed to reveal the types of grammatical error and the cause of errors made by students while speaking English. Communication in English as a second language with the right use of grammar is not an easy task because a learner has to deal with so many problems to overcome and improve grammar.

Methodology: So it is important to classify and describe the various grammatical error to build a standardized structure for students to use and to know the rules of grammar.

Findings: The student highest grammatical errors were omission, misinformation. The Interlingua factors were misinformation and overuse of prepositions and incorrect word order which were based on their first language L1 transfer. Lastly, the last cause was the monotonous learning environment that cause anxiety which lack student confidence and they commit error in speaking.

Unique contributor to theory, policy and practice: Therefore, the present study aimed to examine grammatical errors made by students in speaking A quantitative method paradigm was applied utilizing questionnaire as a tool to collect data. The participants of the research are the students of BS all department of a private university. This method uses to analyze the data through purposive sampling. The study reveals the grammatical error that student strategies to a great extent and will focus on speaking, grammar and vocabulary.

Keywords: *Grammatical Error, Second Language, Speaking*

INTRODUCTION

1.1. Background:

This research study aims to focus on the grammatical error made by students in speaking English. English plays an important role in human life as English is the most important part of speaking in school, collages, and university. Speaking skill is a primary skill that language learners must have. Since English is used as a main language students required to learn L2 as a second language have become more critical students use English to interact because English makes your world wider it is easy to communicate with people around the world in every country wherever you go either for traveling or for studies you might see the other person is fluently talking in English as for good speaking English, people must know rules of grammar and tenses.

People use their own language to communicate and interact in different linguistics context. It means that the success in communication process leads us to be able to choose one language that can be used in daily life because language is a characteristic of human being. It plays an important role in human life because by using a language, people can express their ideas, emotion. (Ariesca & Marzulina, 2015).

Louma (2004) identified that speaking is a meaningful interaction between people. The other expert, Cameron (2001) said that speaking is a crucial language skill used to express meanings. He implied that in ELT process concerning on speaking, the learners need to choose the appropriate words in expressing the meanings so that the listeners can understand their speaking clearly. Then, speaking is important skill to concern which has a lot of advantages. Loubazid (2012) also claimed that speaking skill becomes a demanded skill in the other language skills. Therefore, with speaking, students can improve and develop their vocabulary and grammar. Loubazid (2012) describes those difficulties are caused by lack of vocabulary, pronunciation, and grammar. Since English is recognized as a foreign language in Pakistan, it makes Pakistani learners are difficult to speak English fluently. English grammar is different from the grammar in Pakistan. Based on the explanation above, speaking is important skill. Therefore, in addition, Astrid (2011) states that Pakistani students sometimes are easy to mention the rule of English grammar but when they deal with applying that skill in speaking, it will be so difficult for them. it is believed that if we want to compete globally, we should speak English well. Therefore, English has become the most recommended language to be learned in every country (Chania & Amri, 2019); (Hervina, 2014). With an understanding of how the English language works it is easy to find out your error. Four language skills, reading. Writing, speaking, and listening. speaking is the most difficult one because it requires the learners to pronounce correctly and to be masters in grammar. Based on the researchers observed grammatical error in Bs level students while speaking English grammatical error is common because students do not know to use correct grammatical structure, vocabulary and overuse of prepositions also create error in speaking. Moreover, fluency error reflects a huge gap in learners speaking. Speaking English is classified as the most difficult subject for the Bs

students the students have problems while having presentations they repeat the same sentences otherwise remain silent because of poor grammar they are unable to speak English confidently they still face problems in correct pronunciation and correct vocabulary according to my assumption English is different and difficult language from all other local languages around the globe. Learning a new language they need a lots of time and practice because they must know thousands of new vocabularies, grammar structure, and pronunciation.

1.2. Statement of the Problem:

In the region of Pakistan Speaking English correctly and confidently without any grammatical errors is tough but necessary nowadays. When it comes to speaking English there is a huge flaw in the competency of grammar because of grammatical errors students' confidence got shattered and they are unable to speak confidently. Many Pakistani students are passionate about communicating in English, and others are discouraged and demotivated to speak due to a lack of confidence and weak grammar. "Pakistani learners fail to acquire proficiency in the target language despite of putting endless effort."(Kakar & Pathan, 2017). Therefore, this study was help students to identify vocabulary error, sentence structure and Pronunciation error and help them to overcome them.

1.3. Research question:

The research question for this study investigates that

- Which type of grammatical errors are made by undergraduate-level students?

1.4. Overall Aim:

- This research aims to identify the difficulties faced by students of Bs level in speaking English so the students would know about their grammatical errors and enhance their speaking skills by using different strategies

1.5. Specific Objective:

The objective of the study is:

- To examine grammatical errors in speaking made by students of undergraduate level.

1.6. Justification

The good use of grammar and correct sentence produce good communication and add meaning while communicating. In speaking English appropriate grammar and sentence structure are very helpful to gain listeners' attention. When learners did not realize and are aware of what their errors are and are unable to classify the errors they are making while communicating then this is necessary to identify and describe the various grammatical errors they are making to help to improve their grammar.

1.7. Limitation:

The outcomes of this study were based on questionnaire from the students of undergraduate level, studying at university in Karachi. This study did not take into account the other areas of the English language, it focuses only on the grammatical errors committed by the students in speaking English. Data source is limited to students only.

1.8. Scope:

Speaking is the most important skill among others. The scope of the study revolves around the errors students made in speaking English because of weak grammar. The study focuses on the way to increase the learning of L2 learners. The most important skill is speaking skill nowadays everyone should learn to speak fluent English with the right grammar. The result of this study was help students to know their grammatical error.

1.9. Assumptions:

The research will analyze the error in grammar made by students and the technique used is purposive. Hence to do so the researcher the researcher use the tool; questionnaire which give that sense to the students to know about their errors.

1.10. Definition of keywords

Grammatical error: Grammatical error is a term used in prescriptive grammar to describe an instance of faulty, controversial, unconventional usage such as inappropriate verb tenses. (Nordquist, 2020)

Second language: The process of learning a language after acquiring the mother tongue**.**

Speaking: speaking is a particularly interactive process of constructing meaning that principally involves producing and peculiarly receiving and processing information (brown, 1994; burns and Joyce, 1997)

LITERATURE REVIEW

The error did by the learners who do not learn the grammatical error or any other error of the target language. A huge amount of literature sources exists on the topic of grammatical errors made by students in speaking English as L2 in different regions of the world as well as in Pakistan. In language teaching and learning speaking skill plays a vital role.

In this research paper, the researcher focuses on the kind of dominant grammatical error in speaking the finding shows that there were approx. 12 kinds of grammatical errors had been found at morphological and syntactic level error were focused. The research design was descriptive and the participants of this research were a student. Sari (2018)

In this research, the paper researcher focuses on the structure of grammar and provides awareness of using structured rules. The type of research is qualitative with a descriptive approach. The researchers found five types of grammatical errors in speaking the types of errors are omission,

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overgeneralization, misformation, disordering, and addition these grammatical errors were present because of their L1 language transfer and so on the errors were made caused by the intralingual factors including all five error and in the categories of noun, verb, pronoun, preposition and the last error was all about the monotonous learning environment that causes anxiety in which they use L1 communication-based learning which triggers a grammar error. Damaiyanti. (2021)

In this study, the researcher focuses on the type of grammatical error caused by students in speaking English based on the classification of error referring to Duby, Burt, and Krashen theories in this research, the researcher gives an oral test to identify the grammatical errors the instrument was used in this research was oral test there were approx. 25 students of the English program, five techniques were used to analyze the data the techniques are transcription, classification, analyses, discussions, and codification. The findings show that the errors made by students are in the linguist category. The error on the linguist category on spoken English shows that verb was the highest error presented and the next error was preposition. Kamlasi (2019)

The researcher in this study aims to analyze grammatical errors in students' speaking. This study is a qualitative research method. There were 6 students got selected for data collection through purposive sampling. The data was collected through smartphone video recording after analyzing the data the students were interviewed. The finding shows the result the most type of error made by students was an omission which consisted of 77 errors or about 50.66%. The researcher stated that the cause of the error was affected by the students' inadequate learning, overgeneralization, and simplification Chania, Amri (2019)

In this study, the researcher examines grammatical errors in spoken this research about students who are not proficient in English in this study Ting, Mahadhir, and Chang (2010) determine the types of errors and the changes during the period of the English social purposes courses this study focuses on oral communication almost 42 students were present for oral interaction to obtained data from the simulated. The students participated in five role-plays during the 14-week semester after the oral interaction the finding of error was the most common five grammatical errors were found in 126 oral interactions. The error made by learners is verb, preposition, noun, plural, article, subject-verb agreement tense based on Duby, Burt, Karshen (1982) the finding shows that the participants show the grammatical accuracy at the end of the oral communication.

Moreover, Khoso, Pathan, Shah (2018) stated in their research that grammar is the most important part of learning thus, this study is supposed to identify L2 learners' common grammar mistakes. This study investigates the error made by Pakistani students. The data was collected through a Google survey by questionnaire and the number of participants is 80. The result shows that the students made a large number of both intralingual and interlingual errors. The most common error found by researchers is a subject-verb agreement, usage of prepositions, and articles. The students were making an error in the present indefinite and past simple tense. Teachers supported the use of different strategies for the effectiveness of correction in errors and provides a method for positive impact on EFL learners and correct use of grammar.

On the other hand, the researcher stated in his study that EFL learners produce many errors in their speaking regarding grammatical errors. The method used in this study is the convenience sampling technique. In this study oral speech on a short story was given to students they a speech on the topic for about 5 to 6 mins. In this research, many types of error have been found the first category is auxiliary. It was found mis formation because they use the present form instead of the past. In addition, they add unnecessary auxiliaries in their speech. This study used surface strategy taxonomy as proposed by Dulay et. Al (1982). In this case, the most prominent cause of the error is intra-lingual because the students didn't have much knowledge related to grammar and they got confused Safrida, Kasim (2016)

In this study, the researcher focuses on the cause of English errors produced by school students this research is a quantitative approach, through a survey method this study shows that from 84 participants that are taken from different schools the findings show the error in English the mistakes are related to Morpho-Syntactic error is total 71.4% and the second error is followed by English error related to phonological error 10.7% and then orthographic error with 9.5%, Lexicon semantic error 6.0% and at last the research found 2.4% of error in punctuation. According to the researcher, the students must be taught materials related to grammar. Tauchid, Fatoni (2012)

This research aims to investigate the problem and the types of grammatical errors in students' speaking. The researcher focuses on the difficulties faced by the learners in speaking performance the sample of this study was about 10 students in the English department. The data was collected through observation and interviews. The result shows that there is four types of grammatical error revealed errors omission, disordering, misinformation, and overgeneralization also the finding of this study indicates that intralingual and interlingua and the two main error which causes grammatical mistake in speaking. Helmanda, Safura, Suriadi (2018)

This research aimed to observe the grammatical error in speaking activities produced by students in English class. It focused on the most common error students produce in speaking. The writer employed a descriptive method and the finding of this study shows that respondents produce grammatical errors based on surface taxonomy which is classified into four types of error. The finding shows that the most common error students have done during speaking activity was misformation and disordering it occurred in more than 50% of all types of error. The frequent type of error was misformation occurred in 145 items and omissions occurred in 56 items 27,80% and additional errors are 19 items 8.51%, disordering occurred in only 2.82% approx. 5 items. Herlina (2017)

Mabool, Ghani, and Khan (2018) stated in their research that was based on the speaking error by students this study was conducted to identify the errors were present in English article (a, an, the) the sample of this study have almost 60 graduated students through simple random sampling method. The instrument used to collect the data was to give a written test to the students. The errors were done by the participants in the article were analyzed and identified. The most important finding of the participants was their mother tongue of the learner's their mother tongue is Urdu and there is no Urdu article system

The research finds the error commit more errors as compared to the L1 article system the error finding in this article were top errors the omission of "the" before noun made almost 115 error about 30.6% and the second one is the omission of "a" before the singular noun error with 11.2% according to the researchers.

In this study, the research analyzes the grammatical errors and provides details of an error in speaking activity using simple present and present progressive tenses. This research applied a qualitative approach and the oral test was given to collect the data and cause, errors. The error was classified according to the linguist category Taxonomy and Richard's classification. The result shows that the error made by students were divided into 6 aspect errors in the verb group, error in the distribution of verb group, error in production, and miscellaneous errors. The researcher found that the cause error happened because intra-lingual interference was the major source of error (82.55%) and the second error that took place was overgeneralization with 44.7% of the total percentage of error. After conducting the resulting research said that the problem should be considered and appropriate solutions should emerge teaching and learning techniques for students to gain a better understanding. Simbolon (2015)

Moreover, in this research, the writer focused on constructive teaching and learning activates which help learners to enhance their grammar and usage with a focus and the rules of grammar and subject-verb agreement. The students were 78 the study started with a pretest in grammar and usage and then a post-test. The activities guided the students to correct an error in their sentences than students were interviewed after the intervention. The outcome of the study showed clear improvement in students' performance in grammar and correct usage. Wornyo (2016)

The purpose of the researcher is to focus on the improvement of oral communication skills. The writer focused on improving ability and accuracy in fluent speaking. The study claimed that code-switching, error correction, short pause, and speech filler are invented to improve speaking skills in the process of second language learning. This study is in-depth the method of the research is the qualitative paradigm and the data was collected through class observation and interviews. The results show that the grammar-translation method and rote learning were found mostly in the classroom for learning. Alam (2013)

The researcher stated that this study primarily deals with grammatical error analysis in speaking the data for this study are the conversation of the students which are divided into ten groups. This is a qualitative approach method in which the data are obtained through students. The tool used in this study was based on observation and interview the possible cause of grammatical errors were mother tongue transfer, intralingual transfer context of learning, and communication strategy the researcher counter percentage of each error committed by students developmental error of 33.33%, the interlingual error is 18 item with 42.86%, the ambiguous error is of total percent 7.14% and other errors. Anggraini (2017)

METHODOLOGY

3.1. Research Design:

The purpose of this study is to identify and investigates the grammatical error made by students in speaking English. The present study has quantitative paradigms and this Quantitative research technique is used for data collection through questionnaire. Therefore, this study is conducted on BS-level students of the English department of a private university. It was analyzed what type of grammatical errors has done by students.

3.2. Population:

The target population of this study includes all the students at a private university in Karachi with an approximate strength of 100 students involve to respond a questionnaire on which the result has been generalized.

3.3. Sampling plan:

The sampling is a purposive sampling technique which is a part of non-probability sampling. The questionnaire has been designed for the students Bs level student at the university. The sample size of 100 students for questionnaire.

3.4. Instrument selection:

To analyze the grammatical error made by students in speaking English the researcher was collected data from the students through close ended questionnaires to explore the possible data regarded grammatical error in speaking.

3.5. Procedure:

This research was conducted quantitative approach and the researcher was collected data through questionnaire from female students. Afterward, the researcher was critically analyzed the data to find out the facts. A closed-ended survey questionnaire has distributed to other departmental students. Additionally, the pedagogues from various universities are involved to examine its reliability.

3.6. Plan Analysis:

The analysis of this study has been generated through the SPSS tool that elaborate the data precisely with valid information.

DATA ANALYSIS

This study has based on the mixed methodology which comprised on the tools of questionnaire the analysis of tool recognized the grammatical error made by students in speaking English. Further, survey questionnaire has analyzed through SPSS.

4.1. Questionnaire:

The research has been based on Quantitative survey closed-ended questionnaire where the responses from the respondent has analyzed adequately by following the SPSS method for data analysis. The validity of grammatical error in speaking hence proved by the positive responses of 100 undergraduate students that further listed down in the table (4.1.1.).

4.1.1. Table

Qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	42	42.0	42.0	42.0
	Food and science	12	12.0	12.0	54.0
	D-pharmacy	21	21.0	21.0	75.0
	BBA	15	15.0	15.0	90.0
	Fashion designer	2	2.0	2.0	92.0
	Media science	1	1.0	1.0	93.0
	Commerce	1	1.0	1.0	94.0
	International relation	6	6.0	6.0	100.0
	Total	100	100.0	100.0	

Year of study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BS I	8	8.0	8.0	8.0
	BS II	20	20.0	20.0	28.0
	BS III	26	26.0	26.0	54.0
	BS IV	46	46.0	46.0	100.0
	Total	100	100.0	100.0	

Lack of Proficiency in English is the main reason for grammatical errors.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.0	4.0	4.0
	Disagree	4	4.0	4.0	8.0
	Neutral	24	24.0	24.0	32.0
	Agree	54	54.0	54.0	86.0
	Strongly agree	14	14.0	14.0	100.0
	Total	100	100.0	100.0	

Table 1 underlines that as far as the question pertaining a lack of proficiency occur which become the main reason of grammatical errors 14% or participants are strongly agree. While 54% of the participants are agreed that lack of proficiency is the main reason of grammatical errors. Only 4% disagreed, likewise 4% strongly disagreed. 24% remained neutral.

Speaking English is an essential skill for students.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.0	4.0	4.0
	Disagree	1	1.0	1.0	5.0
	Neutral	17	17.0	17.0	22.0
	Agree	50	50.0	50.0	72.0
	Strongly agree	28	28.0	28.0	100.0
	Total	100	100.0	100.0	

According to Table 2, 28% of participants are strongly agreed. While 50% of participants are agreed that speaking English is an essential skill for students which is huge. While 1.0% disagreed,

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4% are strongly disagree which shows that speaking English is not an essential skill,17% of the participants choose to remain neutral on the question

Conversing in English builds confidence and enhances pronunciation and grammar.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.0	3.0	3.0
	Disagree	2	2.0	2.0	5.0
	Neutral	12	12.0	12.0	17.0
	Agree	48	48.0	48.0	65.0
	Strongly agree	35	35.0	35.0	100.0
	Total	100	100.0	100.0	

As evident from the findings of Table 3, 35% of participants strongly agreed. While 48% of participants are agreed that conversing in English builds confidence and enhance pronunciation

And grammar. Only 3% of participants strongly disagreed. While 2% is disagree, 12% are remained neutral.

Lack of good vocabulary makes you uncomfortable while speaking English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	4	4.0	4.0	4.0
	Disagree	2	2.0	2.0	6.0
	Neutral	18	18.0	18.0	24.0
	Agree	42	42.0	42.0	66.0
	Strongly agree	34	34.0	34.0	100.0
	Total	100	100.0	100.0	

According to the findings of Tale 4, 34.0% of the participants strongly agreed that they feel lack in English vocabulary while speaking. While 42.0% agree. 18.0% of participants remained neutral and 4% of participants are strongly disagree. Only 2% disagreed.

Inadequate awareness of grammar serves as a barrier in speaking English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	1	1.0	1.0	2.0
	Neutral	20	20.0	20.0	22.0
	Agree	58	58.0	58.0	80.0
	Strongly agree	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

The findings of Table 5 accentuate that 58% of participants agreed that they feel inadequate awareness of grammar serves as a barrier in speaking English, and 20% also strongly agreed. While 20% of the participants remain neutral. Only 1% of participants strongly disagree, disagreed.

Proper grammar is an essential part of speaking English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	3	3.0	3.0	3.0
	Disagree	7	7.0	7.0	10.0
	Neutral	15	15.0	15.0	25.0
	Agree	45	45.0	45.0	70.0
	Strongly agree	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

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Moreover, in the sixth Table the findings shows that 45% of participants agree which is huge, that proper grammar is an essential part of speaking English. While 30% strongly agreed, 7% disagreed. Only 3% strongly disagreed. While 15% remain neutral.

When you speak English regularly, you are able to use correct grammar in your sentences.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	4	4.0	4.0	5.0
	Neutral	16	16.0	16.0	21.0
	Agree	52	52.0	52.0	73.0
	Strongly agree	27	27.0	27.0	100.0
	Total	100	100.0	100.0	

According to Table 7, 52% of participants agree that when you speak English regularly, you are able to use correct grammar in your sentence. While 27% strongly agreed, 16% of participants neutral. Only 1% strongly disagreed, 4% disagreed to this statement.

I feel hesitation while speaking English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	6	6.0	6.0	6.0
	Disagree	15	15.0	15.0	21.0
	Neutral	32	32.0	32.0	53.0
	Agree	23	23.0	23.0	76.0
	Strongly agree	24	24.0	24.0	100.0
	Total	100	100.0	100.0	

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Findings of Table 8 indicates that 15.0% disagreed to the statement that they do not feel hesitant while speaking English. While 24.0% of the participants strongly agreed to the statement they hesitate while speaking English, likewise 23.0% also agree. 32.0% of participants remained neutral.

I make sentences in my mind before communicating in English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	13	13.0	13.0	14.0
	Neutral	25	25.0	25.0	39.0
	Agree	41	41.0	41.0	80.0
	Strongly agree	20	20.0	20.0	100.0
	Total	100	100.0	100.0	

According to the findings depicted in Table 9, 20.0% of the participants strongly agreed they make sentence in their mind before communicating in English. 41.0% of the participants in agree which is huge in percent. 25.0% of participants are neutral. While only 1.0% disagreed.

I lose the flow of speech due to less knowledge about grammar.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	23	23.0	23.0	25.0
	Neutral	32	32.0	32.0	57.0
	Agree	31	31.0	31.0	88.0
	Strongly agree	12	12.0	12.0	100.0
	Total	100	100.0	100.0	

In this statement, 12% of participants strongly agreed. While 31% agreed that they lose flow of speech due to less knowledge about grammar. 32% of participants neutral which is huge. Only 2% strongly disagreed, 23% of participants disagree to this statement.

The students in the class affect your English, speaking ability.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	22	22.0	22.0	23.0
	Neutral	26	26.0	26.0	49.0
	Agree	36	36.0	36.0	85.0
	Strongly agree	15	15.0	15.0	100.0
	Total	100	100.0	100.0	

In this statement no 11, findings shows that 15% strongly agree 36% of participants agreed that the students in the class affect your English, speaking ability, 26% of participants neutral, 22% remain disagree. Only 1% strongly disagreed to this statement.

Grammar is the fundamental factor in learning a second language.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	6	6.0	6.0	8.0
	Neutral	21	21.0	21.0	29.0
	Agree	49	49.0	49.0	78.0
	Strongly agree	22	22.0	22.0	100.0
	Total	100	100.0	100.0	

The findings of Table 12, make a statement that 49% of participants agreed, 22% strongly agreed that grammar is the fundamental factor in learning a second language, these 21% participants neutral. While 6% disagree and only 2% strongly disagreed to this statement.

The most common grammatical mistake emerges from the incorrect usage of tenses.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	2	2.0	2.0	4.0
	Neutral	19	19.0	19.0	23.0
	Agree	50	50.0	50.0	73.0
	Strongly agree	27	27.0	27.0	100.0
	Total	100	100.0	100.0	

As evident from the findings of Table 13 (Q13) 50% of participants agree while 27% strongly agreed that the most of the common grammar mistakes emerge from incorrect usage of tense. While 19% of participants remain neutral. Only 2% disagreed and strongly disagreed are same.

Prepositions are tricky and confusing yet significant in sentence construction

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	1	1.0	1.0	1.0
	Disagree	12	12.0	12.0	13.0
	Neutral	25	25.0	25.0	38.0
	Agree	47	47.0	47.0	85.0
	Strongly agree	15	15.0	15.0	100.0
	Total	100	100.0	100.0	

Findings of Table 14 indicate that 47% agreed to the statement that prepositions are tricky and confusing yet significant in sentence construction. 15% of participants strongly agreed. While 25% remained neutral. 12% are totally disagreed with this statement. Only 1% strongly disagreed.

Fluency is an important aspect of communicating in English.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	2	2.0	2.0	2.0
	Disagree	3	3.0	3.0	5.0
	Neutral	15	15.0	15.0	20.0
	Agree	50	50.0	50.0	70.0
	Strongly agree	30	30.0	30.0	100.0
	Total	100	100.0	100.0	

Furthermore, the findings of Table 15 depicts 30% of participants strongly agreed, 50% agreed that for communicating in English fluency is an important aspect. While 15% remain neutral. 3% of participants disagree. Only 2% strongly disagreed to this statement.

DISCUSSION

The research had been involved in investigating the grammatical error made by students in speaking English. The data was arranged and examined by the researcher once it was gathered. SPSS is a piece of computer software that has been used for both entering and interpreting data. Seventy-one students from various universities received questionnaires as part of a survey. The survey consisted of 15 questions. The data was acquired and organized according to the objectives and key parameters. The analyzed data showed the positive results and the findings of this research shows that the proficient English in speaking and good use of vocabulary enhance grammar. In the above statement shows that inadequate awareness of grammar serves as a barrier in speaking. Nowadays speaking in English plays an important role in human's life but for second language learner there are many hurdles one of the main hurdles are grammatical error in oral communication through this above finding researcher got to know about those errors which makes speaking in English difficult. In several statements findings result shows that 85% of participant agreed that students in class affects English speaking ability.

Furthermore, 88% of the statement shows that participants lose their flow of speech due to less knowledge about grammar. Less knowledge in terms of good vocabulary, prepositions and so on. Moreover, researcher got the result positively that 78% that grammar plays a fundamental role in learning a second language. Whereas feeling hesitant while communicating in English it evokes negative effects on student's speaking. Similarly, pronunciation and sentence structure are included. Fortunately, majority have affirmed that they don't do vocabulary mistake during oral communication, while the other accepts they do these silly mistakes. Likewise, majority claim they don't use good vocabulary and sentence structure while communicating in English. But minority does these types of errors even in speaking Lastly, pupil rates their overall consideration and assures Vocabulary, grammar as the most problematic area of speaking in English.

Further, in analysis it is appeared that students are using correct grammar and make sentence in their mind before speaking. In the analysis it is explicitly stated that people are more relax to communicate in their native language as compare to the real life they prefer native language whereas second language learner need guidance for correct usage of grammar in their sentence structure for speaking purpose. Therefore, they claim that they feel hesitation while speaking in English. The lack of attention and impracticality of proper sentence or grammar structure on such platform like in class room or during presentation it can be real threat to student academic speaking. Whereas, during the study 50 out of 100 students claim that incorrect usage of tense makes most common grammatical mistakes which affect student academic speaking. While other half stand for the other argument. They believe that students in the class affect speaking ability in English or usage of prepositions which are confusing yet significant in sentence structure. They make sentence in their mind before communicating in English which does not affect their academic speaking. In contrast, the demonstrators were mostly claim that proficiency in English also plays a vital role in speaking.

CONCLUSION

6.1 Conclusion:

The aim of this quantitative study was to investigate the grammatical error made by students in speaking English. In contrast with the previous researchers, it focuses only on negative effects that encompass the formal use of English language while working on grammatical errors. The result of the study revealed that English is the most important language in human's for meet today's criteria students should know how to communicate in English. The positive responses had been collected in the form of questionnaire that has analyzed through SPSS which is taken from university students. The participant agreed that grammar and speaking in English language is important in a various way because of correct usage of grammar in their speaking they are getting good grades in presentation and it also help students to overcome with their fear of speaking in front of everyone and they can also achieve their goal of learning grammar or to know their error if they have good speaking proficiency they can be fluent in speaking. If they are proficient in English, they can be

a good motivational speaking. The last cause were the monotonous learning environment that causes anxiety which lack confidence and they used the L1 based communication strategies that triggers grammatical errors.

6.2 Ethical consideration:

This research assures the privacy of respondent. The researcher states that all the information is remain confidential and anonymous to avoid any harm and delusion that respondents has been made so far. Proper permission was taken, participants were not forced to take part in this study. The data is presented in an adequate and ethical manner and were done honestly which helps to achieve the aim of this project respectively.

6.3   Recommendation:

Finally, this result suggests some valuable suggestions for strengthening and improving the method for students there should be a proper grammar classes, particularly for students to understand and more comprehensive grammar rules. For further research, these study result findings are expected to provide new insight for further researchers about re-evaluating students face difficulties in using grammar. Then this could be a new issue for in depth research to present more valuable recommendations for grammar teaching.

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