

**AN ERROR ANALYSIS ON UTTERANCES OF
INTERMEDIATE GRADE OF GAMA ENGLISH COURSE
SPEAKING CLASS**



RESEARCH PAPER

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Proposed by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Foreign language learning process cannot be separated from the errors, that's why the error does not give negative effect to the learners because an error can be an indicator of the learner's stages in their target language development, even the teaching-learning process is better as errors exist because the teacher and the learners will know the lack of the mastery and make the appropriate remedial teaching to the learners.

An error should not be avoided because if learners learn English through trial and error they will get an improvement. The fear of making mistakes leads to hesitancy among the learners to say and write anything in the foreign language. In addition, error and mistake are different. Mistakes are commonly caused by the performance factors such as fatigue and inattention. On the other hand, errors are caused by the competence factors which are continuous and consistent. In other words, errors are resulting from lack of knowledge of the rule of English.

Actually, every foreign language teacher will find out the errors made by the students both oral and written form, and the student can be said to make errors when the production of their oral and written expression differs from the native speaker or target language norms. In this case the errors can appear because of mother tongue influence or interlingual transfer.

Errors in language learning are sometimes natural and tend to occur frequently, therefore the teacher must try their best to correct the errors made by the students without discouraging them. In addition, knowledge of the sources of the errors will help the teacher to lessen the errors. The teacher also needs to provide the effective correction related to their errors in order to enable the students to construct the sentences with appropriate language form. As stated by Selinker (1992:119) the self-correction is indeed necessary and the teacher can serve an important function here.

Such error indicates that the learners have not yet fully mastered the rules of the language they have learned. In general such errors are considered as “an inevitable sign of human fallibility” (Corder, 1981:65), for example as the consequence of lack attention or poor memory on the part of the learners or inadequacy of the teachers teaching. Corder (1977:167) also states that “Errors are evidence about the nature of the process and of the rules used by the learners at the certain stage in the course. So if we want to study the learners language systems, we should find clues to the systems by analyzing the errors he commits.

To minimize errors made by the students, teacher should give better treatment in the teaching-learning process. And error analysis is one of the methods used to anticipate the errors appearing in the learning English process. English is considered difficult to be learnt by Indonesian, most students especially the begginers have difficulties in learning English. And it is natural for anyone to make errors. Many graduate students from senior high school are still lack of understanding English, although they have studied for

more than six years. The students still often make errors in their sentence, especially in structure and grammar. They sometimes construct English sentences based on the Indonesian rules. That is one of the reasons for the researcher to conduct the research in analyzing the students errors especially on their structure in GAMA English course speaking class.

B. Problem of the Study

The writer formulates the main problems as follows:

1. What types of errors are made by the English students of intermediate grade of GAMA English course speaking class?
2. What is the dominant type of error made by the English students of intermediate grade of GAMA English course speaking class?
3. What are the sources of the errors made by the English students of intermediate grade of GAMA English course speaking class?

C. Objective of the Study

In conducting the research, every researcher should have a certain objective of the study, the writer intends:

1. To describe some errors on speaking made by the English students of intermediate grade of GAMA English course speaking class.
2. To describe the dominant type of errors made by the English students of intermediate grade of GAMA English course speaking class.
3. To describe the sources of errors made by the English students of intermediate grade of GAMA English course speaking class.

D. Limitation of the Study

This study is focused on the English students of intermediate grade of GAMA English course speaking class, especially on structure.

E. Benefit of the Study

There are some benefits in carrying out of the study, they are:

1. Practical benefit.
 - a. The teacher will get description and information about how far her students catch what she teaches.
 - b. The teacher will know the structure that makes the learners have difficulties and need further attention so that the teacher can give more detail information in learning process.
 - c. The teacher will get some information to design remedial program of teaching.
2. Theoretical Benefit.

This study can contribute to the theory of applied of linguistics, especially language teaching.

F. Research Paper Organization

This research paper consists of five chapters.

Chapter I is introduction. It consists of background of the study, previous study, problem of the study, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is underlying theory. It consists of notion of error, differences between error and mistakes, error analysis, source of error, notion of speaking, English structure, and the use of error analysis.

Chapter III is research method. It consists of type of research, subject of the study, object of the study, data and data sources, method of collecting data, credibility of data, and technique for analyzing data.

Chapter IV is analysis and discussion. It consists of data analyzing and describing the research finding.

Chapter V is conclusion and suggestion.