

CHAPTER I

INTRODUCTION

A. Background of the Study

According to Hornby (2000:1344), “Student is a person who is studying at a school, college, university etc”. In a university, there are so many faculties. Students of a university can choose one faculty that they like. Students choose the faculty should base on their potency, interest, and talent. Students will learn the theory of the subjects and practice it to the outside classroom. They learn the specific subject according to their faculty.

The subject is learned by the students from the easy level to the complex level. The students should master the subject from each level. It makes the students mastering the theory of the subject. The students not only learn the theory, but also they should practice what they have been learned.

Students who continue their study to English department will learn English detail. They will learn about English skills, such as speaking, writing, listening and reading. In English department each skills is studied by students’ four periods. For example are speaking 1 in the first semester, speaking 2 in the second semester, speaking 3 in the third semester, and speaking 4 in the fourth semester. They also learn about grammar, structure, pronunciation, etc. The subjects make students mastering English.

Speaking is as evidence for each student of learning English. People or the society will look the result of the study of the student whether success or failed from their speaking skill. Success students who learn English automatically can

speak English fluently. However, to being success student and can speak English fluently need time and process.

Students learn English begin from zero knowledge to competence students. English is not our mother tongue as an Indonesian, but try to learn foreign language to be good English speaker, and in the process of learning is not release from mistake or error. Fauziati stated that “Error is considered as an inevitable and positive part of that process” (Fauziati, 2009:168). The student who is learning English and make an error deemed natural. The natural language or language that still has error is called interlanguage and if there is no error, it is called language.

Error occurs from many reasons. The first which is possible the learner is studying English. Their skill and knowledge is still limit. In this reason, error is seen as a process of learning. The other possible reason, the learners are nervous when they practice speaking, so their focus disturbed by their nervous.

Almost all of students of English Department in learning process make error in their speaking. They are from the first grade to the high grade. The error is made by students from the simple error to the complex error. The student who has more competence about English will make less error in practicing, but they not perfect yet. This is the reason why the researcher tries to analyze the type of error in speaking English made by students of English Department of Muhammadiyah University of Surakarta.

To make clear about the research background, here is the example of errors taken from micro teaching video. There is a student of English department that practice how to teach the student in micro teaching laboratory.

Example 1:

A : And now, have you got a graduation of senior or high-high, high school junior high school maybe?

The underlying is the data of this research. The type of error is retraced. Student “A” wanted to say “junior high school”, but she could not and made an error. She corrected her sentence by continuing the word until she got the right sentence.

Example 2:

B : When someone ask you about expressing congratulation, you must response and.....

The type of the error of the underlying is omission. Fauziati stated that “omission is a type of error which is characterized by the absence of an item that must appear in a well-formed utterance” (Fauziati, 2009:145). The right sentence is when someone asks you about expressing congratulation. The word “someone” can change “it”, so the word after “someone” must add with –s.

Based on the description above, the researcher tries to analyze error in speaking English made by students of English department of ums by micro teaching manuscript using speech error and error analysis. So, the researcher can analyze the type of errors. The researcher takes the data from the micro teaching video of the student of English Department of UMS. The researcher is interested

in analyzing the micro teaching video under the title: *Errors in Speaking English Made by Students of English Department of UMS*.

B. Limitation of the Study

The researcher focuses on the type of utterance containing errors in speaking English made by students of 2009 of English department of UMS. They are in B class of micro teaching.

The researcher on limits the object is on the utterance containing errors because in the data source, videos of micro teaching, the writer find so many errors. So, the researcher chooses the errors to analyze.

This research will discuss about the type of errors in speaking English, frequency of its errors, the dominant, and the source of errors. Error is divided into three classifications. They are speech error, lexical error, and grammatical error.

C. Problem Statement

The researcher tries to formulate the research question dealing with error in speaking English as follow:

1. What is the type of error in speaking English made by students of English department in UMS?
2. What is the frequency of the error?
3. What is dominant error in speaking English made by students of English department in UMS?

4. What are the sources of errors in speaking English made by students of English department in UMS?

D. Objective of the Study

Based on the problem statement above, the researcher has the following objectives:

- a. To describe the type of error of speaking English made by students of English department in UMS.
- b. To describe the frequency of the error.
- c. To describe dominant error in speaking English made by students of English department in UMS.
- d. To explain the sources of errors in speaking English made by students of English department in UMS.

E. Benefit of the Study

The research is hoped to give benefit to the people. There are the benefits of the research:

1. Theoretical Benefit

a. Students

The research result will be sources of the students to learn and get more information about errors in speaking English; it focuses on the type of errors in speaking English.

b. Lectures

This research has benefit to increase the knowledge and idea about errors in speaking English, especially about the type of errors in speaking English.

2. Practical Benefit

a. Other Researcher

The research will give contribution for other researchers who are interested in analyzing errors in speaking English.

b. The Reader

The research will increase the knowledge when the readers read this research about errors in speaking English.

F. Paper Organization

The organization of this research aims to make the readers understanding the content and the order of this research. They are as follow:

Chapter I is introduction. The contents are background of the study, limitation of the study, problem statement, objective of the study, and the benefit of the study.

Chapter II is literary review. There are previous study and theoretical review.

Chapter III is research method. The researcher presents the type of research, object and subject of the study, data and the data source, technique of collecting data, and technique of analyzing data.

Chapter IV is data analysis and discussion. The researcher delivers the analysis of errors in speaking English by students of English Department of UMS.