

CHAPTER I

INTRODUCTION

A. Background of The Study

Muhammadiyah University of Surakarta is the one of the big private universities in Indonesia. It has twelve faculties and was established in Javanese culture area, Solo city. Muhammadiyah University of Surakarta has mission as scientific religious discourse, which can make good generation, not only intellect in knowledge but also smart in attitude.

All efforts have been done to reach the best quality in teaching learning process in Muhammadiyah University of Surakarta. One of the efforts of UMS is giving the opportunity for the lecturers to study abroad. It is aimed to improve the quality of the lecturer. In one side, to improve the quality of the students, UMS tries to give their students soft skills materials and also exchange programs. One of the faculties in Muhammadiyah University of Surakarta is Teaching Trainer and Education faculty, which consists of nine departments. One of the departments in Teaching Trainer and Education is Department of English Education.

Nowdays, in global era, English is the most important language because English is the international language and used in many countries in the world. Muhammadiyah University of Surakarta tries to prepare their students to face the global era by giving English skill. All faculties in Muhammadiyah University of Surakarta have done the English learning process as one of the subjects in collage. Non English departments get English materials just two

semesters. Although the final targets and the competencies are different, English competency in each faculty has the same character. The character is focusing on TOEIC preparation.

Practice of teaching learning process in department of English education has been separated into three major subjects. The three major subject materials are linguistics, literature and teaching. Lehman (1976) *In Descriptive Linguistics* says that linguistics is the scientific study of language. Also, language is as a system for the communication of meaning through sounds, and it consists of three components: one semantic, one syntactic and one phonological. In the other hand, literature focuses on literary. Literature means all kinds of writing, including history and philosophy, and it is possible to trace the gradual shift in meaning all the way up to the present (Carter David 2006:17). The last major material is teaching. In the Department of English Education, teaching English for learner (TEFL) is given until two semesters. This subject focuses on how English should be given to the students and how to teach English.

Teaching learning process in the Department of English Education, the hard skills aspects are emphasized. Hard skills mean there are four basic ability in language such as speaking, listening, reading and writing. They have given until four semesters.

Speaking ability is the one of important skills. In fact, speaking ability is the first step for transfer of knowledge from the teacher and the students. According to Gardiner (1951: 12) in *Speech and Language*, speaking ability

is the ability to use the articulate sound symbols for the expressions of thought. Students can convey their idea orally when they are skillful in speaking. Speaking ability can not be reached instantly, that skill grows because of habit and exercise.

In Department of English education, speaking ability has been exercised by SEGA program and debate competition. Saturday English gathering (SEGA) is the coaching of speaking skill from senior students to junior students of department English education. This program has been held for two semesters. Also, there are debate competition for third semester students as the final examination score.

To improve speaking ability, the lecturers use presentation method in many subjects, in which the students present the materials in front of class. This method makes the students as a center and should be active in teaching learning process. Unfortunately, when they are speaking or delivering the materials, the students are not always accurate to execute their speech. In presentation, the students have time limitation to deliver their materials, it means that the students are under pressure. In the other hand, they need a lot of time to think and to translate L1 to L2 when they are speaking. The result is there are a lot of errors in their oral production. Selinker names such language as interlanguage error in oral production.

The followings are three utterances that the researcher takes in psycholinguistic presentation on 8 October 2013:

1. *Because of I am grogi, I say.. I say.. the speech production mean have two type of of prcess*
2. *We are from, yah.. I mean we are.. in front of you will present.. um... a.. about speech production.*
3. *Jadi ada slip a... ada slip... karena..karena... I mean the second is a... slip... slip... slip of tongue.*

Those examples show that the students confront a lot of problems related to vocabulary and grammar in their attempt to express the intended meaning in English. Those errors can be described through the following explanation. For example, in utterance one, the student has difficulty to express an idea, the student has already acquired the English word “*nervous*” rather than “*groggi*”. Also, they have erroneously in grammar, utterance one is ungrammatical because two type means plural not singular. So, it must be said as, “*Two types of processes*”. In utterance two, they have already formulated plans and execute speech, but not all goes well. The actual speech execution is filled a lot of repetition and filled pause. Such as “*um... a.. about speech production*”. In utterance three, the students have difficulty to expresses the intended meaning. They have trouble in translating form L1 (mother language) to L2 (target language). They speak in Indonesian language first before speaking in English. Also they repeat some words such as “*Jadi ada slip a... ada slip... karena..karena..*” and also “*slip... slip... slip of tongue*”.

Those errors in oral production phenomenon have inspired the researcher to dig up typical learning strategies, which could be tracked back through the existing error. That is why, the researcher chooses *Error in Oral Production by English Department Students of Muhammadiyah University of Surakarta* as the title for this research.

B. Problem Statement

Based on the reasons on the background of the study, the writer proposes four following problems:

1. What are the errors made in oral production by the students of Department English Education UMS?
2. What are the frequencies of error utterances in speaking made by the students of Department English Education UMS?
3. What is the dominant type of error in oral production made by the students of Department English Education UMS?
4. What are the sources of errors in oral production showed up by the students of Department English Education UMS?

C. Objective of the Study

Based on the background and the research problem, the researcher can take objective of research as follows:

1. To classify the type of errors in oral productions made by English department student of UMS.
2. To analyze the frequency of error utterances in oral production made by English department students of UMS.

3. To analyze the dominant type of error in oral production made by the English department students of UMS.
4. To describe the sources of error in speaking showed up by English department students of UMS.

D. Limitation of the Study

In this study, the researcher limits the discussion on the errors utterances in oral production produced by English department students of UMS. The objects of the researcher are only the students of seventh semester who take psycholinguistic class. The data are taken from seventh semester students presentation in psychology class and the perspective theory which writer uses in this research is theory of speech error according to Hebert H. Clark and Eve V. Clark, interlanguage error by Selinker.

E. Benefit of the Study

The research paper is expected to give some benefits. In this research, the researcher breaks down the benefit in to two parts as follows:

1. Theoretical Benefit

Theoretically, the result of this study is expected to give contributions to the related fields. It is dedicated to the study of speech error. Hopefully, this research will be benefit in the literature for studying English and as the reference theory.

2. Practical Benefit

Practical benefit from this research has three benefits of the study. First, this research can help students to know the error utterances that

usually occur in speech production. Also, this research can give inspiration and role model when they want to speak in public place and also in class presentation. Second for lecturer, it will be useful for lecturer to make good strategies in teaching learning process and how to support their students to speak up in the class and can give solution how to speak English fluently. Third for other researcher, other researcher gets a lot of benefit from this research, this research can help them to find the theory, previous study and also the this research finding can be improved in their research.

F. Research Paper Organization

The outline of this research paper is arranged systematically. The following research paper organization consists of five chapters and each chapter is sub divided into further divisions. In brief the research paper organization can be arranged as follows:

Chapter I contains background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is the previous study and underlying theory. It deals with the notion of speaking, speech production, error analysis, the sources of speech error, common type of speech error.

Chapter III is research method. It covers of type of the research, object of the research, data and data source, method of collecting data and method of analyzing data.

Chapter IV is research finding and discussion. The research finding will be elaborated into four main parts. They are kind of type of error, the frequencies of error, dominant type of error, and the sources of error.

Chapter V is conclusion and suggestion. After chapter five, the writer presents bibliography and appendix.