

CHAPTER 1

INTRODUCTION

A. Background of the Study

Learning English is very important, because English is one of the International language to communicate with other people. Besides that, with English language we know what happen want divide. Now, learning English begins from elementary school up to university. Students are learning English from zero to know how using English well. Learning foreign language doing the process of learning cannot be sequenced from making mistake or error. In learning English, there are some skills to be learned. There are listening, speaking, reading and writing skills.

University is the last education after Senior High School. In University, students not only study about theories, but they also practice the theory. One of the faculties in Muhammadiyah University of Surakarta is Teaching Trainer and Education faculty, which consists of thirteen departments. One of the departments in Teaching Trainer and Education is Department of English Education.

Learning English in Department of English Education is divided into three major subject materials, there are linguistics, literature and teaching. In teaching, students are not only studying about the theory of teaching, but they must practice their knowledge using methods. The class is usually called Microteaching class

In Microteaching class, students must practice to teach their friends in one class. Microteaching class consist of sixteen students. Teachers in Microteaching class give two topics for one student to practice in front of the class. In this class, every student must using different method. They are practicing how to teach in front of the class using different topic.

Fauziati stated that “Error is considered as an inevitable and positive part of that process” (Fauziati, 2009:168). The student is learning English and make an error deemed natural. The language that still has error is called

interlanguage and if there is no error, it is called language. The error or mistake for example:

A : Open the doll please! “I mean open the door please!”

The underlined part is the data of this research. The type of error is correction. Student “A” want to say “Open the door please!”, but she could not and made an error. She corrected her sentences by continuing the word until she got the right sentence.

B : Turn on the sweeter hitch.

The type of the error of the underlined part is slip of tongue. Student “B” want to say “Turn on the heater switch”, but she could not and made error. Fauziati states that “Speakers may make errors in sounds, word parts, words, and even sentence structure” (Fauziati, 2011:90).

Error occurs because of many reasons. The first, the learners has skill or knowledge is still limited. The second, the learners are nervous when they practice speaking. Their focus is disturbed by their nervousness. The third, is the speech errors which often occurs when speakers are fatigue and a bit drunk.

Based on the description above, the researcher tries to analyze spoken Interlanguage errors made by students of English department of UMS by Microteaching manuscript using speech error and error analysis. So, the researcher can analyze the type of error productions. The researcher takes the data from Microteaching video of the students of English Department of UMS. The researcher is interested in analyzing the microteaching video under the title: Spoken Interlanguage Errors in Microteaching Class Made by Students of English Department of Muhammadiyah University of Surakarta.

B. Problem Statements

In this research, the writer formulates the research questions as follows:

1. What are the type of spoken interlanguage errors made by students?
2. How is the frequency of spoken interlanguage errors made by students?

3. What is the most dominant errors of spoken interlanguage errors made by students?
4. What are the sources of spoken interlanguage errors made by students?

C. Objectives of the Study

Based on the problem statements, the objectives of the study in the research are:

1. To describe are the type of spoken interlanguage errors made by students.
2. To describe the frequency of spoken interlanguage errors made by students.
3. To describe the most dominant errors of spoken interlanguage errors made by students.
4. To explain the sources of spoken interlanguage errors made by students.

D. Limitation of the Study

This paper focuses on the type of utterance containing of spoken interlanguage errors in microteaching class made by students of English Department of Muhammadiyah University of Surakarta. They are in J class of micro teaching.

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

The paper discuss about the type of spoken interlanguage errors, frequency, dominant, and the source of errors.

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 spoken interlanguage errors, it focuses on the type, frequency, dominant and sources of spoken interlanguage errors.

b. Lectures

This research has benefit to increase the knowledge and idea about spoken interlanguage errors, especially about the type, frequency, dominant and sources of spoken interlanguage errors.

2. Practical Benefit

a. Other Researcher

The research will give contribution for other researcher who are interested in analyzing and describing of spoken interlanguage errors.

b. The reader

The research will increase the knowledge when the readers read this research about spoken interlanguage errors.

F. Research 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, limitation 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 research present the type of the research, object and subject of the study, data and the data source, technique of collecting data, and technique data.

Chapter IV is data analysis and discussion. The research delivers the analysis of spoken interlanguage errors in microteaching class made by students of English Department of Muhammadiyah University of Surakarta.