

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of Study**

Muhammadiyah University of Surakarta is one of the universities in Surakarta that has Department of English Education. In university the students not only study English theory, but also practiced their theory that has the aim to make the students master the language skills. Basically, there are four skills required in English teaching learning. They are reading, speaking, listening and writing. Among on those skills, speaking is one of the most important skills in English learning that the main goal is to able to speak well so they can use it in communication.

Many students think that speaking is the most difficult skill. They have to pay attention in selection of vocabulary that actually is limit, grammar, and pronunciation. So, many students are possible to make an error spoken when they speak even the students of Department of English Education although they have learned English in some years and got speaking class until fourth semester. Not only speaking class, the lecturers also ask the students to improve their speaking ability with presentation. The student presents a material in front of the class in English language.

Learning English in Department of English Education has three branches of material, there are teaching, linguistics, and literature. In teaching material, student is prepared to be a teacher. Thus the students have to get microteaching class to practice their ability to prepare and try to teach like a teacher that teach the students in a micro class that is given in sixth semester.

Microteaching is one of the most recent innovations in teacher education or training program which aims at modifying teacher's behavior according to the specific objectives (Babu: 2012). In microteaching class, each student gets 15-20 minutes to perform in the front of the class and teach an English material. When the student performs in front of the class, the lecturer records the teaching learning process in microteaching class.

The students of Department of English Education have to use English language to convey the material and it is not easy for the students. The students think what they want to say and say it automatically. Actually in speech production, speakers often need thoughtful planning before executing the speech they want to produce. According to Clark and Clark, 1977: 224 (in Fauziati, 2011: 83) the speech production can simply be described as the speakers first plan what they want to say based on how they want to give effect to their listeners. They then put their plan into execution, uttering the segments, words, phrases, and sentences which make up the plan. However, not all goes well in every their speech. The actual speech execution is often filled with errors, this is due to the intermixture between planning and execution. It is mean that when the students producing speech spontaneously in the process of teaching practice in microteaching, it is not lost from errors in their speech. But in English learning, students make mistakes or errors in speech are natural and positive process. Fauziati (2009: 168) stated that “Error is considered as an inevitable and positive part of that process”.

The examples of errors takes from video are:

- (1) *After that, after that* you must write *pola* of this text.
- (2) I will give you *the exercise e the homework*

Based on the examples that has italic sentences are included in speech errors. The first example included in repetition. Repetition is that the speakers are repeating of one or more words in a row. The student repeats the words *after that* twice. Not only make a repetition, but also insert an Indonesian language in her speech. And the second example included correction. Correction is correction of words but they contain an explicit correction. She wants to *the homework* but she said *the exercise*. Then she corrected his sentence by continuing the word until she got the right sentence.

Based on the description above, the researcher is interested to analyze errors in spoken production in microteaching class made by students of Department of English Education of Muhammadiyah University of Surakarta use psycholinguistics approach. So, the researcher gives the title of this research

**Errors in Spoken Production Made by Students in Microteaching Class of Department of English Education of Muhammadiyah University of Surakarta In 2013/ 2014 Academic Year.**

**B. Problem Statement**

The problem statement of this research is to know what errors spoken in oral production made by students in Department of English Education of Muhammadiyah University of Surakarta in 2013/2014 academic year.

Based on the problem statement, the writer formulates the research questions as follows:

1. What are the types of error made by students in microteaching class?
2. How often does error made by students occur in microteaching class?
3. What are dominant errors made by students in microteaching class?
4. What are the sources of errors made by students in microteaching class?

**C. Objectives of the Study**

Based on the problem statements, the general objectives are to:

1. Describe the types of errors made by students in microteaching class.
2. Describe the frequency of each error made by students in microteaching class.
3. Describe the dominant errors made by students in microteaching class.
4. Explain the sources of errors made by students in Microteaching class.

**D. Limitation Of The Study**

The study is limited on describing the error in spoken production in microteaching class made by students of D class in Department of English Education of Muhammadiyah University of Surakarta in 2013/2014 academic year which the data taken from video of microteaching in 2013/2014 academic year.

### **E. Benefits of the Study**

There are some benefits of the research both theoretically and practically to the readers and the writer as follows:

#### 1. Theoretically

The finding of this research will support the method describing the errors in spoken production in microteaching class made by students of Department of English Education of Muhammadiyah University of Surakarta.

#### 2. Practically

- a. It will give an experience and clear understanding about describing the errors in spoken production in microteaching class made by students of Department of English Education of Muhammadiyah University Of Surakarta
- b. It will give contribution to English teachers and can be a reference to improve their ability and competence in teaching English.

### **F. Research Paper Organization**

The organization of the research paper is given to make the readers understand the content of the paper. Chapter I is introduction dealing with background of study, problem statement, objectives of the study, limitation of the study, benefits of the study and research paper organization.

Chapter II is underlying theory. It concerns the error in spoken production in microteaching class.

Chapter III is the research method which deals with type of research, subject of the study, object of the study, sources of data, method of collecting data, technique for analyzing data and data validity.

Chapter IV is the research result and discussion.

Chapter V is conclusion, pedagogical implication and suggestion