

CHAPTER I

INTRODUCTION

A. Background of the Study

English learning is very important for all people in the world, because English language is an International language. By using English everyone can communicate with other people in different countries. Besides that, everyone also can interact with other people in the world. Therefore, English has been one of the courses in Indonesian education, not only in Playgroup, Elementary School, Junior High School, and Senior High school, but also in University.

University is highest level in education. In University everyone can choose one of the faculties what they like. Even, there are many people who choose more than one faculty for getting bachelor degree. There are a lot of universities in Indonesia such as Muhammadiyah University of Surakarta, Gajah Mada University, University of Sebelas Maret and the others.

Muhammadiyah University of Surakarta is one of the good universities in Indonesia. Muhammadiyah University of Surakarta is located in Solo, Central Java. There are many faculties such as Doctor, Management, Economy, and School of Teacher Training and Education. School of Teacher Training and Education itself is divided into some Departments. English Department is one of the departments in Muhammadiyah University of Surakarta. Usually there are two main subjects in English Department Students such as content courses and skills courses. English Department Students just focus on skills course. There are four important skills such as listening, speaking, reading, and writing. Each skills given to the students until the four semesters.

Speaking is one of the important skills in English Department Students. To be good English teacher, everyone must speak English very well. For that, the Students in English Department have to master all of the skills, especially in speaking skill. There are many ways to develop the speaking skills. One of the ways is Microteaching.

Microteaching is one of the courses in School of Teacher Training and Education in Muhammadiyah University of Surakarta. Microteaching is given to the students in the sixth semester before they join apprentice. Microteaching is very important for the students. By Microteaching the students can teach the other friends in front of the class. Besides that, the students get the experiences become a teacher. Microteaching also has many benefits to the students. One of them is to build the mental of students and increase the knowledge. It can also develop the student's skill like speaking. In Microteaching class the students must use the kinds of variations of learning methods. They will get many experiences and knowledge for it.

Usually teaching the other friends in Microteaching class are not easy, especially in English Department Students. They must use English when they teach the other friends in front of the class. For that, they must produce speech, especially in English. Producing speech seems require very little thought or effort. The words produced flow effortlessly. Producing speech seems to follow two types of processes, namely: planning and execution. In planning and executing speech, speakers go through the processes such as discourse plan, sentence plan, constituent plan, articulatory program, and articulation (Clark and Clark, 1977: 224). According to Goodluck (1999: 7) and Honda (2002: 777-779) in Fauziati (2011: 82). Human speech is produced by vocal organs. Producing speech is not easy. Sometimes they make many errors or mistakes. It occurs when they feel nervous, anxious, and in hurry. The lack of vocabulary and knowledge are also the cause of errors in oral production. Fauziati (2009: 139) states that " Errors are typically produced by learners who do not yet

fully command some institutionalized language system, they arise due to the imperfect competence in the target language”.

The examples of Errors in speech production take from video of Microteaching academic year 2014:

- (1) Before we study our material, *I will like you our //our last material.*

The sentence above is the data of this research. It is taken from the Microteaching video. The student makes error in speech production. From this data, the researcher finds the types of errors. Repetition is one of the types of errors that occur in the sentence above. There are repetitions of one or more word in this sentence. The student says “our” until twice. Besides that, the student also say “I will like you”, it’s mean that “I would like you”. This sentence belongs to wrong sentence.

- (2) Before we begin our material, *I would like to know//know what is thing that you bring to school.*

From the sentence above, the researcher finds the types of errors. The type of errors in this sentence is repetition. There are repetitions of one or more words in this sentence. The student say “know” until twice.

- (3) *Good afternoon, oh..Student.*

From this sentence, the researcher finds the types of errors. Injections are one of the types of errors that occur in the sentence above. The students hesitate about what they say next. For that, they say “oh” to think about what to say next.

Based on the description above, the researcher intends to analyze speech production errors in Microteaching made by English Department Students of Muhammadiyah University of Surakarta in 2014/2015 academic year. The researcher tries to analyze the types of errors. The researcher takes the data from the Microteaching videos of English Department Students in Muhammadiyah University of Surakarta in 2014 academic year. So, the researcher takes the title of this research" **SPEECH PRODUCTION ERRORS IN MICROTEACHING MADE BY**

ENGLISH DEPARTMENT STUDENTS OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA IN 2014/2015 ACADEMIC YEAR”

B. Problem Statement

Based on the Background of Study, the researcher formulates the problem statement to know “what are errors made by English Department Students of Muhammadiyah University of Surakarta, in Microteaching class, especially speech production”. Then, the researcher proposes the following research question:

1. What are the types of errors in speech production made by students?
2. How is the frequency of errors in speech production made by students?
3. What is the dominant error in speech production made by students?
4. What are the sources of errors in speech production made by students?

C. Objective of the Study

Based on the problem statements above, the objectives of the study are as follows:

1. to describe the types of errors made by students.
2. to describe the frequency of errors in speech production made by students.
3. to describe the dominant errors in speech production made by students.
4. to explain the sources of errors made by students.

D. Limitation of the Study

The researcher focuses this research in analyze errors in speech production made by English Department Students in Muhammadiyah University of Surakarta academic year 2014/2015, especially 17 students of Microteaching class. The data are taken from the Microteaching video of English Department Students in 2014 academic year. This research discuss about what are errors in speech production, the types of errors, the frequency of errors, the dominant errors, and the sources of errors.

E. Significance of the Study

This research is expected to give significance as follows:

1. Theoretical Significance

The researcher hopes that the result of the study can be used as the references theory for the other researchers who will analyze the same object in different perspective.

2. Practical Significance

There are two practical significance:

a. The Students

The researcher hopes this research can gives the information and knowledge about the errors analysis to the students.

b. The Lecturer

The researcher hopes this research can increase the more knowledge about analysis of errors in speech production and also gives input to lecturer to solve the problem about analysis of errors in speech production.

F. Research Paper Organization

The research paper organization consists of five chapters. Each chapter is sub divided into further divisions. They are as follows:

Chapter I is introduction. It contains background of the study, problem statement, objectives of the study, limitation of the study, significance of the study and research paper organization.

Chapter II is review of related literature. It contains previous study, Speaking, Speech Production, Speech Error, and Error Analysis.

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

Chapter IV is research finding and discussion. The researcher analyzes the data and delivers the result of the study, and discussion.

Chapter V is conclusion and suggestion.