

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem statement, objectives of the study, limitations of the study, significance of the study, and research paper organization.

A. Background of the Study

English language has been an International language. It means that English language is very important for everyone. By using English language everyone can interact with other people from different countries. 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.

In a university, there are so many faculties. Students of a university can choose one faculty that they like. Students choose the faculty based on their potency, interest, and talent. Students will learn the theory of the subjects and practice it outside the classroom. They learn the specific subject according to their faculty.

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

Muhammadiyah University of Surakarta (UMS) is one of the good Universities in Indonesia. Muhammadiyah University of Surakarta is located in Solo, Central Java. There are many faculties such as faculty of Medicine, Management, Economy, and School of Teacher Training and Education. All effort has been done to search 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 aboard. In one side, to improve the quality of the students, UMS tries to give their students exchange programs. One of the

faculties in Muhammadiyah University of Surakarta is school of Teacher Training and Education faculty, which consists of nine departments. One of the departments in teaching Trainer and education is Department of English education. There are two main subjects in English Department Students such as content courses and skills courses.

Students who study in English department learn English skills, such as speaking, writing, listening, and reading and how to teach English. In English department each skill is studied by students for four semesters. For examples 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.

Speaking is as evidence for each student of learning English. People or the society will look at the success of the student their speaking skill. Successful students who learn English automatically can speak English fluency. 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. They use English language to express their ideas, to explain the materials, to communicate and share the materials that have to learn with the other friends at microteaching class.

As prospective English teachers 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 microteaching class that is given in sixth semester. Microteaching is one of the courses in School of Teacher Training and Education in Muhammadiyah University of Surakarta. It is given by students before they will do teaching apprentice. Microteaching is a practice or training to teach for the students. The students should master each material that their explain in Microteaching. In microteaching class, the students should prepare a short lesson usually 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. They will get many experiences

and knowledge for it. The result is there are a lot of errors in their speech production.

Error occurs because of many reasons. The first reason is when learners are studying English, their skills and knowledge is still limited. For this reason, error is seen as a process of learning. The other possible reason, the learners are nervous when they practice speaking. 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. The other definition, in Fauziati stated that "Error is considered as an inevitable and positive part of that process" (Fauziati, 2009:168). The student is learning English and makes an error deemed natural.

To make clear about the research background, here is the example of errors taken from microteaching video. There is a student of English department that practiced in microteaching laboratory.

(1) *Any absent... any absent today?*

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 students say "*Any absent*" more than one.

(2) *I am fine juga... I am fine too.*

The type of the errors is correction. The student want to say "I am fine too". But, she could not and made an error. She corrected her sentences by continuing the word until she got the right sentence.

Based on description above, the researcher is interested in analyzing error in spoken production made by English Department Student in Microteaching class of Muhammadiyah University of Surakarta by using psycholinguistics and errors analysis. The researcher tries to analyze the types of errors. The researcher takes

the data from the Microteaching videos of English Department Student in Muhammadiyah University of Surakarta in 2014 academic year. So, the researcher takes the title of this research "*Errors in Spoken Production Made by Students of Department English Education 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 as what errors in spoken production made by English Department Student in Muhammadiyah University of Surakarta in 2014/2015 academic year. Then, the researcher proposes the following research questions:

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

C. Objective of the Study

Based on the problem statement above, the research has the following objective:

1. To describe errors in spoken production made by students.
2. To describe the types of errors made by students.
3. To describe the frequency of errors in spoken production made by students.
4. To describe the dominant errors in spoken production made by students.
5. To explain the sources of errors in spoken production made by students.

D. Limitation of the Study

In this study, the researcher focuses on the type of utterance containing errors in spoken production found by English Department Students in class of Microteaching UMS, especially 1 class of Microteaching. The data are taken from video of six semester's students practice at Microteaching class.

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

E. Significance of the Study

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

1. Theoretical Significance

a. Students

The research may become one of sources to learn and get information about errors of spoken production it focuses on the type, frequency, dominant, and sources of the errors in spoken production.

b. Lectures

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

2. Practical Significance

This research gives two benefits of the study:

a. Other Researcher

The research will give contribution for other researchers who are interested in analyzing errors in spoken production.

b. The reader

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

F. Research Paper Organization

The organization of this research aims to make the readers understand the content and the order of this research paper. They are as follows:

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

Chapter II is review of related literature. There are previous study, Speaking, Speech Production, Speech Error, Error Analysis, and Theoretical Framework.

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

Chapter IV is research result and discussion.

Chapter V is conclusion, pedagogical implication, and suggestion.