

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is very critical to human lives and its main function is for communication. Basically, communication with language is carried out through related but separate activities, namely speaking and listening. They are seemingly effortless, automatic and spontaneous process, which demand a minimum of one's cognitive resources. On a closer examination, they are actually complicated language skill. These activities are particular importance to psycholinguists.

According to Ferdinand De Saussure, language is the most prominent distinguishing feature because the language of any social group as a whole felt different from the other groups. Language is a means of communication between members of the community in form of symbols sound produced by human tongue. Language gives the possibility of much more extensive and complex than can be obtained by using the media. Language is a tool produced by human sound and the sound its self is as symbol.

Function of language in general, as a tool to express feelings and also to Express an ideas and purpose. Through language, people can disclose everything that is implied in their hearts and minds. There are two elements that drive to express them selves, to draw attention to ourselves and the desire to break free

from all the emotional stress. As communication tool, language is the channel means someone, who gave birth to feelings and allows people to work together. Communication is a further consequence of self-expression. At the time of using language, a communication means having a goal of keeping the reader or listener to be the main target of someone's attention.

Humans are social beings who cannot be separated from communication with their social creatures. Communication can take place using formal and informal language. Language can be used to express feelings through art media, such as poetry and poetry, in this case required a thorough understanding to be able to know the meaning to be conveyed. Using language, it can know the events in the past and also, exploiting Science and Technology with knowledge human will always follow the changing times and preserve it for their lives.

Era of advanced science and technology is growing rapidly; more open the opportunity to communicate internationally. Mastery of the English language is very important because any global information in various aspects of life using the English language. English language is not only serving as a tool or medium for communication between nations but as a global, language proved more and more people try to learn English to be able to communicate well. People learn a process to achieve a variety of competencies, skills, and human attitude. The ability to study is an important characteristic that distinguishes man from other creatures, thus learning can change everything.

Psycholinguistics is a field of study concerned with psychological aspect of language. According to Kess in Fauziati (2011:1) there are two aspects first, the theoretical aspect, it usually attempts to provide a linguistically and psychologically valid theory of language which can explain the nature of language and its acquisition. Second, the practical (applied) it generally tries to apply linguistic and psychological knowledge to linguistic problems, such as reading bilingualism, second language learning and teaching, speech pathology. Basically, psycholinguistics tries to uncover the mental processes that are implicated in the comprehension, production, and acquisition of language.

Psycholinguistics attempts to find out the mental processes that are implicated in the comprehension, production, and acquisition of language. To do so, she has to begin with the study of language namely, structure and the function. When they learn a language they learn the sound used in that language, the basic units of meaning and the rules to combine these to form new sentence. Grammatical rules represent regularities in the behaviour of people speaking a language. There are grammatical rules to deals with three major aspects of language: phonology (the sounds and their structure), syntax (the way words combines to form sentences) and semantic (the meaning of words and sentences).

English is a tool to communicate orally and so in writing. Communication is to understand and to express information, thoughts, feelings, and to develop science, technology, and culture. Ability to communicate in a full understanding

is the ability of discourse, example, and ability to understand or to produce oral texts and or to write that is realized in the four language skills, namely listening, speaking, reading and writing. The fourth skill is used to respond to or create discourse in public life. Therefore, subjects were directed to develop the English language skills so that graduates are able to communicate in English and discourse at a certain level of literacy. Level of literacy includes performative, functional, informational, and epistemic.

At the performative level, people are able to read, write, listen, and speak to the symbols used. At the functional level, people are able to use language to meet the needs of daily living such as reading newspapers, manuals or instructions. At the informational level, people are able to access knowledge with language skills, while at the epistemic level of Learning English at SMP or MTs targeted so that learners can achieve the functional level to communicate orally and in writing to resolve everyday problems, whereas for SMA or MA is expected to reach the level of informational as they are prepared to continue their education into college.

Epistemic literacy level is considered too high to be achieved by learners of SMA or MA as English in Indonesia serves as a foreign language, with second language, they could accomplish all the things which basically can be categorized into two key functions, namely: the symbolic function (used is to express thought and ideas) and the interactive function in our everyday social interactions.

In ability of communication, students should be capable in four languages skills, listening, speaking, reading and writing. As one of the four language skill, speaking has always occupied a place in most English language and the ability to express the same things of oral form in English. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information and also labelling oral production. Students are learning in their language development. The ability to converse is highly value by students. In this research, the researcher focuses on interlanguage errors. Learning English at the high school include four language skills, they are : reading, listening, speaking and writing. All were supported bother language elements namely: vocabulary, grammar and pronunciation.

Four language skills above, learning skills talk turns less attention. Students have not been able to communicate in English, although in very simple way. This incident is also supported by the cultural background of students shy. Most of the students who were interviewed were experiencing shame and fear to error in learning English. Four language skills above should be given in one unity in learning process. It is in English curriculum that four skills have to be reached by students. This states that the 2006 curriculum in MA is expected that participants students may have the ability to develop the competence to communicate using English language, not only in writing form but also orally for reaching a certain level of literacy.

Speaking skills is one the indicator of the quality of English language learning. Learning through interaction or repeated training is an effective way of understanding the students learns English. Be able to speak English students can achieve through learning of telling story, so, English learning achievement can be seen from the students' skill in speaking. The purpose of learning English at school in general or in particular, in MTs or MAN is not only giving the students' knowledge of language but how students can use the language itself appropriate the existing rule. The learning does not only give theory but also provides a variety of exercises in language skills.

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The Ministry regulation number 221, year 2006 on the content standard for primary and secondary education unit states that the goals of the English language learning in Senior High School are to enable and to equip the students with 1). The language skill is to develop their communicative competencies in spoken and written English text to reach the functional literary. 2) The awareness

on the importance and the essence of English mastery for the notion competitiveness in the global community. 3) The ability to develop their range of understanding on the relation between language and culture. The aim of the regulation is students can master English. To develop students ability to use English in an all-round way, especially in speaking, so that in their future work and social interactions they will be able to exchange information effectively through both spoken and written channels, and at the same time they will be able to enhance their ability to study independently and improve their cultural quality so as to meet the needs of schools social.

Basic competence of for Senior High School includes (1) expressing the meaning of short monologue in text using a variety of simple spoken language accurately, fluently and acceptable in the context of daily life in the form of narrative text, descriptive and news items. (2) revealing the meaning in text using a variety of simple spoken language accurately, fluently and acceptable in many contexts of daily life in the form of recount text, narrative and procedure. They have to practice in English one of example in storytelling to increase their spoken. Story telling is the act of sharing a tale or a series of events. As a learning tool, story telling can encourage the students to explore their unique expressiveness and can heighten a student's ability to communicate thought and their feelings.

Speaking seems to be a very instrumental act. They talk in order to have some effects on listeners. They talk for a certain purpose to assert beliefs, to ask

question, to ask for information, to tell a story so, they select and utter a particular sentence which will bring about the effect and need considerable planning what to start. Thus, producing speech seems to follow two types of processes, namely: planning and execution. In planning and executing speech, in discourse plan, they decide what kind of discourse they are going to take part in. In telling a story, they generally follow such structure.

First, sentence plan, in planning a sentence, there are three options to choose: a. the propositional content, it is the states or events the speakers talks about. b. the illocutionary content, it deals with the way the speakers want to deal with it. c. thematic structure, it deals with the speaker's judgments about the listener's current mental state. In general, thematic structure has three main functions: to convey given information and new information, to convey the subject and predicate, and to convey frame and insert. They have to select the right sentence suitable with the discourse. Second, constituent plan, in so doing they have to pick up the right words, phrases, or idioms and put them in the right order. Third, articulatory program, it contains the phonetic segment, stresses, and intonation.

Language learning is a creative constrictions process. With this view, errors are then considered as an inevitable and positive part of that process. Attitudes towards errors have moved away from those of behaviourists in 1950s to 1960s who saw error as something to be prevented through intensive modelling and eradicated through intensive drilling. Errors are now seen as

reflections of learners' stage of interlanguage development. When learners produce correct, free utterances, they may tell a little about what is going on in their mind. Errors then hold vital clues about the process of language learning. In this case that their interlanguage knowledge is faulty, the result is an error.

Error analysis in Fauziati is "the first approach to the study of second language acquisition which includes an internal focus on learners' creativity ability to construct language" (Saville-Troike 2006:38). The primary focus of error analysis is on learner errors and the evidence of how learner errors could provide an understanding of the underlying processes of second language learning or second language acquisition. Error Analysis provides a validation for the classical constructive analysis (CA) of which the goal is to find out something about the psycholinguistics process or cognitive mechanism of second language learning. It hopefully enables us to draw certain conclusions about the learning strategies or the underlying cognitive mechanism used by the learner in his second language learning process.

Error analysis requires the determination of elements in the sample of learner language which deviate from the target language in some way. For this, distinction should be made between error and mistake. The concepts of errors analysis are that there are two different phenomena and intentionality plays a decisive role in this distinction. Errors are systematic, consistent deviance which is characteristic of the learner's linguistic system at a given stage of learning. Errors are also 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.

Mistakes are deviations due to performance factors such as memory limitation, fatigue, and emotional strain. They are typically irregular and can be readily corrected by the learners themselves when their attention is drawn to them. Thus, errors can be identified by comparing original utterances with reconstructed utterances, which is correct sentences having the meaning intended by the learner.

Studies have been carried out on error such as Daryanto (2013), Hanif (2012), Suhartini (2012) Sugiyono (2011), Ika Sulistyarini (2012) but most of them accelerates the errors in written text, meanwhile in the oral form medium has not been done, and therefore I would discriminate analysis error on spoken through oral narrative.

The researcher finds some interlanguage errors done by the students in utterance. They often make interlanguage in their spoken especially in grammar and sounds. To get the data, the researcher gives a free story composition text to the students of MAN I Boyolali. And then, they tell a story text one by one orally. The researcher listens then records them and notates, identified and classified then described. Below is the example of students' products: I asked one of student: What is your unforgettable experience that happened in your life? She answered "Two years ago when I entered in MAN I Boyolali was very busy. I have to copy my form data, so I feel very tired".

The sentences above are incorrect because they applied the Indonesian rule into English. The sentence "I have to copied" should be "I had to copy" 'had to' was followed by infinitive and "my form data" should be "my data form" and the last sentence the verb 'feel' should be 'felt' (Verb2), she spoke in recount text so she have to use simple past tense . The student ignored the rule restriction. They omitted to present tense in V1 although that is simple past tense. They should add 'ed' in regular verb or the verb was changed in irregular verb this applies for all pronouns or the subject. She also utters the word "was" in 'wes'. The word 'was' should be uttered /wɒz/. Phenomenon proved that the learners made Interlanguage errors.

Based on the phenomena above, the writer is interested in analysing it into a thesis entitled: Interlanguage Error in oral narrative made by students of MAN I Boyolali.

B. Research Problem

In this study, the researcher focuses on a certain problem related to effort to find the way how to analyse the Interlanguage errors in oral narrative made by students of MAN I Boyolali. The problem is: what are the interlanguage errors occurring in utterance of oral narrative?

This research problem can be broken down into some questions. They are as follows:

1. What do the pronunciations errors occur in oral narrative?

2. What do the speech errors occur in oral narrative?
3. What do the lexical errors occur in oral narrative?
4. What are grammatical errors in oral narrative made by student of MAN I Boyolali?
5. What are the frequency each type of interlanguage errors in oral narrative?
6. What are the dominant of interlanguage errors in oral narrative?
7. What are the possible sources which contribute to interlanguage errors which occur in oral narrative?

C. Objective of Research

The general objective of this study is to know what kinds of interlanguage errors occur in utterance oral narrative text. Then based on the research questions the writer has the following objectives:

1. To classify the pronunciations errors done by students of MAN I Boyolali in oral narrative.
2. To classify the speech errors in oral narrative
3. To classify the lexical errors in oral narrative.
4. To classify the grammatical errors in oral narrative.
5. To describe the frequency and dominant each type of interlanguage errors in oral narrative.

6. To describe the dominant each type of interlanguage error in oral narrative.
7. To describe the possible sources which contribute to interlanguage in narrative.

D. Benefits of The Research

This research is to describe of the Interlanguage errors in oral narrative made by Eleventh grade students of MAN I Boyolali. The benefits are divided into two followings options:

1. Theoretical

The theoretical aspect of error analysis is part of the methodology of investigating the language learning process. In order to find out the nature of psychological processes, and we have to have a means of describing the learner's knowledge of the target language at any particular moment in his learning career in order to relate a knowledge to the teaching he has been receiving. We have to know This study is expected to support and to add the referential knowledge on the interlanguage error in oral narrative text. This elaborates the enhancement effectiveness in the language teaching process.

2. Practical

The practical aspect of error analysis is its function in guiding the remedial action. We must take to correct an unsatisfactory state of affairs for learner or teacher.

a. For a teacher.

The teachers can improve her knowledge and make easy in her explanation of teaching learning process to student especially on their pronunciations and grammar so they can accept it easily. The teacher can find the student difficulty of the material in interlanguage errors. Here, the teacher is able to know the students problem in learning on their pronunciation on speaking, lexical or words choice, speech error, and grammatical well. So, she can correct them easily. They undertake a systematic analysis, how far towards the goal the student has progressed and consequently, what remains for him to learn.

b. For students

The major contribution of the linguist to language teaching was seen as an intensive contrastive study of the systems of the second language and the mother tongue of the learners. Based on finding, it is known that there are many types of errors that are commonly made by students. The write wishes that they should try to practice English everyday. Also they have to read English text a lot, listening the English programme. Beside that, they have to practise many exercises on English grammatical. So, the students can decrease the error.

c. For other researcher

Studying the errors made by learners of a second language needs no justification. It also a fundamental part of applied linguistics. It provides a validation of the findings of contrastive linguistic studies. The result of this study

becomes one of reference in studying of phonetic, speech, lexical and grammatical errors. It can be good input for readers in understanding phonetic, speech, lexical and grammatical errors. Of course, the elaboration of this research perhaps useful as references for other researchers to conduct a study the error analysis.