CHAPTER I
INTRODUCTION

A. Background of Study

English is the international language. By using English, everyone can communicate with other people in different countries. Beside that everyone also can interact with other people in the world. Students are learning English from zero to know using English well.

In Indonesia, every school has English lesson. Not only formal school but also university has English lesson. Muhammadiyah University of Surakarta is one of the universities in Surakarta, Central Java. It has many faculties such as Management, Economy, Technical, Health, Religion, Law, geography and School of Teacher Training and Education etc. School of Teacher Training and Education itself is divided into some Departments. English Department is one of the departments in Muhammadiyah University of Surakarta.

Practice of teaching learning process in department of English education has been separated into three major subjects. The three major subject materials are linguistics, literature and teaching. Lehman (1976) in Descriptive Linguistics is the scientific study of language. Also, language is as a system for the communication of meaning through sounds, and it consists of three components: one semantic, one syntactic and one phonological. In the other hand, literature focuses on literary. Literature means all kinds of writing, including history and philosophy, and it is possible to trace the gradual shift in meaning all the way up to the present (Carter David 2006: 17). The last major material is teaching. In the Department of English Education, teaching English for learner (TEFL) is given to the students and how to teach English. TEFL has been given for two semesters.

Microteaching is one of the most innovations in teacher education or training program which aims at modifying teacher's behavior according to the specific objective (Babu: 2012). In the sixth semester, the students are given practice of teaching. That is microteaching. In microteaching, the

students teach their friends. The practicing is held in the laboratory of teaching. There are 15-20 students in the class. One of the students teaches them. They teach for 15 minutes. When student perform in front of the class, the lecturer records the teaching learning process in microteaching class.

Students who are teaching often make errors in speaking. Almost all of students who are teaching make mistake in speaking, from the small mistake until the big mistake. Usually, the student who has more competence will make less error but they have not been perfect yet. As the students of School of Teacher Training and Education, the students should have capability to speak influencely because they will be the teacher in the future. To improve and to correct their speech, the students have to know the sources of speech error.

Learning English in University, the students not only study English theory but also practice their theory. Basically, there are four skills in English teaching learning. They are reading, speaking, listening and writing. They have given until four semesters. Among on those skills, speaking is one of the most important skills in English learning.

Speaking is one of the important skills in English Department Students. To be good English teacher, everyone must have capability to speak English very well. For that, the English students must be master all of the English skills, especially in speaking skill. There are many ways to develop the speaking skill. Such as make English club, join organization that uses English and practicing in daily activity.

English Department in Muhammadiyah University of Surakarta has many programs. One of the programs is speaking program. The program is held to improve speaking of students. The name is Saturday English Gathering. It has been held since 2004. SEGA is held for first semester until second semester. All of students of English Department must join this program. It will be held on every Saturday morning. SEGA is like English course. This program is semiformal. The program is divided some groups. One group consists five people and it will be taught by an instructor. The instructor is a senior student at English Department. Usually the students are

third semester until sixth semester. They do the program for about two hours. They begin at 8.30 until 10.20 a.m. The place is in outside class. Usually they do it in the park of FKIP, around Auditorium Muhammad Djasman and in front of classrooms. Their activities are describing thing, speech and making conversation with other friend. The program will be done for two semesters. In the last program, they will go to tourism place. Usually, they will go to Prambanan temple, Parangtritis beach and Malioboro. The students will practice their English with foreigner.

There are several aims of SEGA, namely: producing the professional personnel that can develop and apply their knowledge, to improve the students' skill especially in speaking and make the students' more confident when speech in front of many people. The student will get training to be confident because they used to speech in front of their friend and their sentences have been corrected by their tutor.

In this program, the students must speak English. From that, they must produce speech, especially in English. As stated by Fauziati (2008: 137):

> Producing speech seems require very little thought effort. The word produces flow effortlessly. Speakers think what they want to say and their tongues automatically put their thoughts into words. They are not aware of how they produce a sentence. On rare occasion, however, such effortlessly of producing speech is not true. When speakers try to talk something difficult, they need considerable planning where to start.

Speaking seems to be a very instrumental act. Speakers talk in order to have some effects on their listener. They talk for a certain purpose to assert beliefs, to request help, to promise actions, to express congratulation, to ask question, to ask for information. In so doing, speakers begin with an intention to give effect on their listeners, and then they select and utter a particular sentence which will bring about the effect.

Producing speech seems to follow two types of processes, namely planning and execution. In planning and executing speech, speaker goes 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.

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 other definition, in Fauziati states that "Error is considered as an inevitable and positive part of that process "(Fauziati, 2009: 168). The student is learning English and making an error deemed natural.

Error occurs from many reasons. The first which is possible the leaner is studying English. Their skill and knowledge is still limit. In this reason, error is seen as process of learning. The other possible reason, the learners are nervous when they practice speaking.

Usually, people try to plan word by word in their mind and then they execute it or produce it. For example:

A: *Ok..emm.. now repeat after me !*

This is a sentence of filled pause found in SEGA program. According to filled example, the speaker gets trouble to find the intended word, they produce sound "*em..*"when they think and speak immediately. After saying "*ok*" the speaker hesitated for a moment, but he prefers to fill the gap by producing the sound "*emm..*".

B: *I want to… I want to describe a picture.*

It is an error because the speaker repeated the word or sentence. They said earlier in their speech. The speaker chooses to repeat constituent that they said before because she forget to utter the next words so they repeat the previous words before continuing. Fauziati stated that "Speakers may make errors in sounds, word parts, words and even sentence structure" (Fauziati, 2011: 90).

According the description above, the researcher tries to analyze errors in speaking made by students at micro teaching of English Department. The researcher takes the data from observing microteaching. The researcher

interested analyzing micro teaching under the title: **ERRORS IN SPEAKING MADE BY STUDENTS AT MICROTEACHING CLASS OF ENGLISH DEPARTMENT OF MUHAMMADIYAH UNIVERSITY OF SURAKARTA.**

B. Problem Statement

Based on the background of study, the problem statements in this study are formulated as follows:

1. What are the errors in speaking made by the students at Microteaching class of English department of Muhammadiyah University of Surakara?
2. What is the frequency of the errors in speaking made by the students at microteaching of English department of Muhammadiyah University of Surakara?
3. What is the dominant error in speaking made by the students at Microteaching class of English department of Muhammadiyah University of Surakara?
4. What are the sources of errors in speaking made by the students at microteaching class of English department of Muhammadiyah University of Surakara?

C. Objective of the Study

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

1. to explain the types of errors in speaking made by students.
2. to describe the frequency of the errors in speaking made by students at micro teaching.
3. to describe the dominant error in speaking made by students.
4. to describe the sources of errors in speaking made by students.

D. Limitation of the Study

The research is limited on describing errors in speaking made by students at micro teaching of English Department of Muhammadiyah University of Surakarta. The data will be taken from observing at micro teaching.

E. Significance of Study

There are many benefits from this research to the readers and the writer such as:

1. Theoretical Significance

   The finding of this research will support the method to describe errors in speaking made by students at microteaching of English Department of Muhammadiyah University of Surakarta.

2. Practical Significance

   a. Students

      1) to improve their speaking skill further research

      2) the research result will be used by the students to get other experiences and knowledge. They will know their mistakes and will improve their English.

   b. Other Researcher

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

F. Paper Organization

The organization of this research aims to make the readers understanding the content of this research. They are as follow:

Chapter I is introduction. The contents are background of the study, problem statement, objective of 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 researcher presents the type of research, object and subject of the study, data and the data source, technique of collecting data, and technique of analyzing data.

Chapter IV is data analysis and discussion. The researcher delivers the analysis of errors in speaking made by students at micro teaching of English Department of Muhammadiyah University of Surakarta.