

CHAPTER I

INTRODUCTION

A. Background of the Study

University is an education after Senior High School. In university people study and practice what they learn for getting bachelor degree. In Indonesia there are many kinds of universities.

Muhammadiyah University of Surakarta is one of the Islamic Universities in Indonesia. Muhammadiyah University of Surakarta is located in Solo city, Central Java. Muhammadiyah University of Surakarta has twelve faculties; the students of university choose one of many faculties. One of the faculties in Muhammadiyah University of Surakarta is School of Teacher Training and Education Faculty, which consists of nine departments. Department of English Education is one of departments in School of Teacher Training and Education Faculty.

Teaching learning process in the Department of English Education, the hard skills aspects are emphasized. Hard skills mean there are four basic abilities in language such as speaking, listening, reading, and writing. They are given until four semesters.

Speaking ability is one of important skills. In fact, speaking ability is the first step for transfer of knowledge from the teacher and the students. According to Gardiner (1951: 12) in *Speech and Language*, speaking ability is the ability to use the articulate sound symbols for the expressions of thought. Students can convey their idea orally when they are skillful in speaking. Speaking ability cannot be reached instantly, that skill grows because of habit and exercise. There are many ways to develop the speaking ability. 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 in apprentice. Microteaching is very important for the students. By Microteaching the students can teach the other friends in front of class. Besides that, the students get 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 students' skill

like speaking. In Microteaching class the students must use the kinds of variations of learning methods. They will get many experiences and knowledges from it.

In Microteaching class, the students should prepare a short lesson usually 15-20 minutes to perform in front of the class and teach an English material. When the student performs in front of class, the lecturer records the teaching learning process in Microteaching class.

Generally, in English Education Department, teaching learning process used English language in classroom, such as in Microteaching. The students used English Language express their idea, to explain the materials, to communicate and to share the materials that have to learn with their own students. In teaching learning process, communication is very important thing. In communication, language and speaking are major elements.

The students in the Microteaching class have produced speech spontaneously. In producing speech, the students sometimes hesitate or stop in the middle of sentence for a moment to think the appropriate word be said next. And most of them do not prepare full planning before having speaks, especially in spontaneous speech. Actually, speaking is not easy.

Error occurs because of many reasons. The first reason is when learners are studying English, their skill and knowledge is still limited. From 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 listener. 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 in often filled with errors, this is due to the intermixture between planning and execution. It means 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 “Errors is considered as an inevitable and positive part of that process”.

According to Clark and Clark, 1977: 263 (in Fauziati 2009), there are many kinds of errors. Those are: 1) Silent pause, 2) Filled pause, 3) Repeats, 4) Unretraced, 5) Retraced, 6) correction, 7) Interjection, 8) Stutters, 9) Slip of tongue. As a result, there are many examples of errors, taken from microteaching videos when the students practice teaching learning in microteaching class, such as:

- (1) Ok, ah before we study, let’s pray together

The underlined part is the data of this research. The type of error is interjection. The student hesitates about what he says next. For that, he says "ah" to think about what he says next.

- (2) Let’s ... who absent today?

The type of error of underlined part is silent pause. In the sentence, the student has difficult to find the next word. The student stops and keeps silent for a few minutes. The student shows that he stops his speaking more than time of breathing. It shows that he is thinking and planning what he will say next word.

Errors occur because of many reasons. First, the learners are nervous when they practice speaking. Their focus is disturbed by their nervousness. Second, the learners have limited skill and vocabulary. Third are the speech errors which often occur when speakers are fatigue and a bit drunk. Usually in speaking “Speaker may make error in sounds, word parts, word, and even sentence structure” (Fauziati, 2009: 77).

Based on the description, the writer is interested to analyze error in speaking English made by English Department students in Microteaching using speech error and error analysis. Because, according to the Microteaching videos, there are many kinds of error in speaking that happen in Microteaching class made by the students. So, the writer can analyze the type of errors in oral production. The writer gives the title of this research “*Error Analysis in Oral Production made by English Department Students in Microteaching Class at Muhammadiyah University of Surakarta*”.

B. Problem Statement

Based on the reason on the background of the study, the writer formulates the problem statement as what errors in oral production made by English Department Students in Microteaching class at UMS. Then, the writer proposes the following research questions:

1. What are the types of errors in oral production made by English Department Students in Microteaching class at UMS?
2. What is the frequency of the errors in oral production made by English Department Students in Microteaching class at UMS?
3. What are dominant errors in oral production made by English Department Students in Microteaching class at UMS?
4. What are the sources of errors in oral production made by English Department Students in Microteaching class at UMS?

C. Limitation of the Study

In this study, the writer limits in analyze error in oral production made by English Department Students in K class of Microteaching at Muhammadiyah University of Surakarta academic year 2014/2015. The data are taken from the video of six semester students practice at Microteaching class.

D. Objective of the Study

Based on the problem statement above, the writer has the following objectives:

1. to describe the types of errors in oral production made by English Department Students in Microteaching class at UMS.
2. to describe the frequency of errors in oral production made by English Department Students in Microteaching class at UMS
3. to describe dominant error in oral production made by English Department Students in Microteaching class at UMS.
4. to explain the sources of errors in oral production made by English Department Students in Microteaching class at UMS.

E. Benefits of the study

From the statement of the problem, the writer has some purposes of the research as follows:

1. Theoretical Benefits

a. Students

The research will become one of sources to learn and get more information about errors in Oral Production.

b. Lectures

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

2. Practical Benefits

a. Other Researcher

The research will give contribution for other researchers who are interested in analyzing errors in Oral Production

b. The Readers

The research will increase the knowledge when the readers read this research about error in Oral Production.

F. Research Paper Organization

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

Chapter I is introduction. The content is background of the study, problem statements, limitation of the study, objectives of the study, and benefits of the study.

Chapter II is review of literature. They are previous study and theoretical review.

Chapter III is research method. The writer presents type of the study, object of the study, data and data source, method of collecting data, method of analyzing data, and data validity.

Chapter IV is research finding and discussion. The writer delivers the analysis of finding of this research in oral production made by English Department students in Microteaching class at UMS. And in discussion, the writer compares this research with the previous study.

Chapter V is conclusion, pedagogical implication and suggestion. After chapter five, the writer presents bibliography and appendix.