

CHAPTER I

INTRODUCTION

A. Background of the Study

It has been widely accepted that English learning is very crucial for all people in the world because English is an international language. In our education system, English is a compulsory subject at secondary school. This is because English is an important international language which is used as a medium of communication by the most people in the world. All of people in the world always use language to communicate, give information, knowledge and express their idea and thought. In the context of English Language Teaching (ELT) as a foreign language, students are encouraged to do trial and error. They are put in such a condition that they have to practice using the target language regardless of the deviations they may make as the primary goal of language learning is to enable the students to use the language as a means of communication. It means that they have to practice using the language to convey the message either in spoken or in written form to make them acquire the goal, that is communicative competence (Brown, 2001: 69).

English has been taught from elementary school up to university. In an elementary school, English is as a supplementary subject which is taught to the students. English has several advantages when it has been taught since in an elementary school, three of which are elementary school age is a brilliant time to learn a second language, preparation English in the junior high school, and preparation to face the globalization era. In a junior and a senior high school, English is a compulsory subject, even it is one of the compulsory subjects that take part in national exam and English is a foreign language so the students should learn it since in the elementary school to avoid difficulties when they face English in a junior and senior high school. University is the highest level of education. In the university, everyone can choose one of the faculties that they want. People choose their faculty based on their potency, interest, and talent. People will learn the theory and the subjects and practice it outside the classroom. They learn the

specific subject that deals with the faculty. The subjects learned by the people are from the basic level to the complex level. The people should master the subject from each level. The people not only learn the theory but also practice what they have learned from the theory.

Muhammadiyah University of Surakarta is one of the good universities in Indonesia. It is included in the best of eight universities in Indonesia. It is located in Solo, Central Java. There are many faculties, such as the 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 Muhammadiyah University of Surakarta is giving the chance to the lecturers to study abroad. On the other hand, to improve the students' quality, Muhammadiyah University of Surakarta tries to give their students exchange programs. Muhammadiyah University of Surakarta has some departments. English Education Department is one of the departments in Muhammadiyah University of Surakarta.

The English Education Department in the Muhammadiyah University of Surakarta is directed to be a center of excellence in English learning and teacher training. By center of excellence in English learning and teacher training is meant that the English Education Department and its roles are recognized, needed and preferred by the wider community at various levels. The stake-holders give trust and are satisfied with the performance of the department and accept its outputs to meet the need for qualified and certified resources. The mission of English Education Department in Muhammadiyah University of Surakarta is to advance English language learning, to produce competent outputs eligible for English teacher certification and graduate program application as well as capable for leading entrepreneurship.

The English Education Department sets up its program based on the values of competency, respectability, experience, skill, and training. The outputs of the English Education Department are expected to have the qualities of being competent, respectable, experienced, skillful, and trained. *Competence* refers to the performance of the outputs to meet the criteria of competent resources eligible

for both English teacher certification and graduate program application. *Respectable* refers to the curriculum providing the students with sufficient religious and moral education that permit them to become academically and morally respectable individuals. *Experienced* refers to the employed learning strategies emphasizing the importance of experiential learning. *Skillful* refers to the performance of the output in designing the learning subjects and services. And *Trained* refers to the performance of the output in teaching English as a foreign language at elementary and secondary.

The core competence that the output of the English Education Department are (a) teaching English as a Second Language at different levels of education, (b) translating different materials from English to Indonesian or vice versa, (c) interpreting different materials from English to Indonesian or vice versa, (d) performing different tasks requiring English skill (oral or written), (e) teaching English for young learners. (*Adopted from academic guideline book of English department school of teacher training and education of Muhammadiyah University of Surakarta*) (f) mastering of four basic skills of English there are listening, speaking, reading, and writing. They have to master them well because after graduating they will always be exposed and revealed on skills, and (g) understanding about English itself. They have to master linguistics and literature. (*Adopted from depth-interview with English lecturer on Thursday, December 17th, 2015*)

. In English Education Department, there are four basic skills of the subject that have to be mastered by the students, namely listening, speaking, reading and writing. Each skill has been taught to the students from the first semester to the fourth semester. Speaking is one the essential skills in English Education Department students because they have to use the English language to deliver or to explain the material and it is not easy for the students to do it. On the other hand, speaking is a subject must be taught in English Education Department continuously. There are Speaking I, II, III, and IV. It becomes the requirement by the students of English Education Department in Muhammadiyah University of Surakarta.

Related to the English Education Department syllabus, an overview of Speaking subject in each semester is different. In the Speaking I subject, the students are taught about interpersonal communication, such as greeting, thanking, grieving, etc. In the Speaking II subject, the students are taught about situational communication, how they speak based on the situation. Such as in the some places at the restaurant, at the hotel, at the office, etc. Speaking III subject, the students are taught about a debate. It focuses on how they build their argumentation. The last is Speaking IV, it discusses speech, presentation and meeting. (*Adopted from the English Education Department syllabus*). Brown (2001: 270), further, elaborates the characteristics of spoken language that makes speaking difficult including clustering; redundancy; reduced forms; performance variables; colloquial language; the rate of delivery; stress, rhythm and intonation; and interaction.

In the second and the fourth semester of English Education Department, the students think what they want to say and say it automatically. Actually in speech production, speakers often need thoughtful planning before executing the speech they want to produce. In line with Clark and Clark (1977: 224) 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 day speech. The actual speech execution is 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 delivering their speech, it is not lose of errors in their speech. In English learning, students make mistakes or errors in their speech are natural and positive process. Fauziati (2009: 168) states that “Error is considered as an inevitable and positive part of that process”.

However, students of the second and the fourth semester put down speaking is the skill should be mastered. It becomes a complex skill because at least it is concerned with components of grammar, vocabulary, pronunciation, and fluency. Grammar is needed for students to arrange a correct sentence in conversation.

Vocabulary means the appropriate diction which is used in communication. Without having a sufficient vocabulary, one cannot communicate effectively or express their ideas in both oral and written form. Having limited vocabulary is also a barrier that precludes students from learning a language. Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the components of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “um” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message (Brown, 2001: 267).

Although speaking is the skill should be mastered by the students but the fact shows that the students often commit an error in their spoken production, between planning and execution are not same such as hesitation, silent pause, correction etc. it is due to speaking is not the easy skill to be mastered. Another cause of errors in their speaking is the lack of confidence because they think they cannot speak English like the native speaker, they cannot develop the ideas in English although they have mastered Indonesian. The examples of errors were taken from the students of the first and the third semester in Muhammadiyah University of Surakarta:

1. I feel... I feel sad... I feel sad and angry. (1stSMT)
2. Eh... when I, eh... in restaurant. (3rdSMT)

Based on the examples above, the sentences are included in speech errors. In this research, the researcher will use error analysis as the framework to analyze the students' errors in spoken production. It contributes to the teaching of speaking. In the teaching of speaking uses error analysis to analyze students errors in speaking is very needed because error analysis can be defined the process of identifying the errors made by students in learning the language to improve the students' ability or proficiency of second language learners in speaking. The first

example is included in repetition. Repetition is that the speakers are repeating of one or more words in one row. The students repeat the word “I feel” three times. The second example is included in interjections. They, like hesitation pause, indicate the speakers have had to stop to think about what to say next. The students say “eh” it indicates they feel hesitation say next. The errors are made by students in learning the language should be analyzed by the language teacher in the teaching of speaking. Brown (2000: 218) stated that while errors indeed reveal a system at work, the classroom language teacher will be preoccupied in noticing errors that the correct utterances in second language go unnoticed. He also states that reducing the errors happened in language learning can increase language proficiency, as the main goal of learning the second language.

As the reason, error analysis also helps the students identify what the errors they commit in speaking class because the students cannot apply their language acquisition directly without committing error firstly. They cannot achieve the target language perfectly when the errors appear. However, the errors are included in learning a process of language basically, so that they can elevate their acquisition of the target language and learn it comprehensively to achieve the good communication by analyzing their own errors. Committing errors in spoken production can occur in every student in junior high school, senior high school, even students of the university. Therefore, analyzing the errors in spoken production made by the students are very crucial thing because as the researchers, we can get kind of lessons that we can take from researching and understanding that errors.

There are several kinds of lessons that can take from researching and understanding that errors, error analysis as an approach to the study of Second Language Acquisition (SLA) in which its primary focus is on learner errors and the evidence of how learner errors can provide an understanding of the underlying processes of second language learning or second language acquisition. Error analysis will continue to enjoy widespread appeal among teachers. Teachers who will always confront with their learners' errors find error analysis as a helpful tool to analyze their learners' errors in their spoken production. Error analysis has

given most controversial contribution to applied linguistic fields, namely, the findings that the second language learners' errors or interlanguage can function as a window to the learners' mind. Error analysis can function as an analytical tool for better understanding of the learners' problems in learning the second language.

In line with Hymes (1972) in Fauziati (2015: 101) teaching of speaking skill has become central in foreign language classrooms. The goal of teaching speaking skill is communicative efficiency. This means that all learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. Speaking is central of communication and to make it fluency, learners have to practice it everywhere and with the others. It means that in all of teaching foreign language class, speaking is one of skills that must be practice. The foreign learner must practice to speak the language as often as they can.

In the practice of speaking in the class, speech error commonly referred to as a slip of the tongue is a deviation (conscious or unconscious) from the apparently intended form of an utterance. Speech error is often committed by students in the class. The errors occur more often when students are nervous, tired, shyness, lack of vocabulary or anxious to deliver their speech in the class. With a greater understanding of speech errors comes an understanding of the speech production process. In speech production follows, at least two processes: planning and execution. In planning and executing speech, speakers go through several processes: discourse plan, sentence plan, constituent plan, articulatory program, and articulation. When speaking, speakers take the already formulated plans and execute them. Speech which runs quite smoothly is called ideal delivery. However, not all speaks well in everyday speech in front of class. The actual speech execution is often filled with errors, this is due to the intermixture between planning and execution.

Based on the description above, the researcher is interested in analyzing the errors in spoken production made by students of the second and the fourth

semester of English Department of Muhammadiyah University of Surakarta. This study is to compare between the second and the fourth semester of making errors in spoken production. So the researcher gives the title of this research:

“Comparative Error Analysis on Spoken Production Made by Students of the Second and the Fourth Semester of English Education Department of Muhammadiyah University of Surakarta”.

B. Problem Statement

Based on the background of the study, the researcher formulates the problem statements as what errors in spoken production made by English department students of the second and the fourth semester of Muhammadiyah University of Surakarta. The researcher formulates the research questions as follows:

1. What are the types of spoken errors made by students of the second and the fourth semester?
2. What is the frequency of errors in spoken production made by students of the second and the fourth semester?
3. What is the dominant type of errors in spoken production made by students of the second and the fourth semester?
4. What are the similarities and differences of errors in spoken production made by students of the second and the fourth semester?
5. What are the sources of errors in spoken production made by students of the second and the fourth semester?

C. Objective of Study

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

1. To describe the types of errors made by students of the second and the fourth semester.
2. To describe the frequency of errors in spoken production made by students of the second and the fourth semester.

3. To describe the dominant type of errors in spoken production made by students of the second and the fourth semester.
4. To explain the sources of errors made by students of the second and the fourth semester.
5. To describe the similarities and differences of errors in spoke production made by students of the second and the fourth semester.

D. Limitation of the Study

This study focuses on analyzing errors in spoken production made by students of the second and the fourth semester of Muhammadiyah University of Surakarta. Especially 42 students from the second semester and 42 students from the fourth semester. The data takes from the sound record of English Education Department students in the academic year 2016/2017. This research discusses about the errors in spoken production, the types of errors, the frequency of errors, the dominant type of errors, the similarities and differences, and the sources of errors in spoke production made by the 2nd and the 4th semester.

E. Significance of the Study

The significance of this study can be viewed from both theoretical and practical aspects as describe below:

1. Theoretically, this research hopes that the result of the study can be used as the references theory for the others researcher who will analyze the same object in different perspective.
2. Practically, the result of this research is beneficial for:
 - a. The students

The researcher hopes this study can become one of the sources to learn and get information and knowledge about the errors of spoken production to the students.

b. The lecturers

The researcher hopes this study can increase the more information and knowledge about errors in spoken production and give input to the lecturers to solve the problem about errors in spoken production.

c. The readers

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