

**AN ANALYSIS OF ERROR MADE BY THE THIRD SEMESTER
STUDENTS ON DEBATE IN SPEAKING CLASS AT MUHAMMADIYAH
UNIVERSITY OF SURAKARTA**

CHAPTER I

INTRODUCTION

A. Background of The Study

In the present day, English is interested on more major speech for Indonesian citizens. Indonesia as an increasing nation desires several information replace of science, technology, economy, and etc. Here, it is not easy for Indonesian citizens to obtain various information and comprehension with no understanding English well. After that, Indonesian citizens must learn and speak English fluently for narrowing gap among the citizens on the world through communication. Many problems found by the teacher in teaching speaking. As Brown and Yule (1983) state that “teaching the spoken language is the most difficult problem than the further skill (reading, writing, and listening)”.

In this global era, English is the important language because English is used in many countries in this world. In Solo, there is a big private university namely Muhammadiyah University of Surakarta. One of the faculty in Muhammadiyah University of Surakarta is Teaching Training and Education faculty and one of the department in teaching training and education is Department of English Education. In Department of English Education at Muhammadiyah University of Surakarta tries to train the students on speaking English well and correctly.

At the Muhammadiyah University of Surakarta especially in Department of English Education, there is a subject called speaking. In Department of English Education, speaking is divided into four levels namely: in semester one is interpersonal speaking, in semester two is public speaking, in semester three is argumentative speaking, and the last is in semester four is standardized tests of

speaking. In this study, the researcher only focuses on speaking semester three namely “Argumentative Speaking”. In speaking semester three, the students are invited to discuss through a debate. Debate is formed in groups but they should be able to speak in English. The debate activity in the classroom displays some students who have been divided into groups.

In the speaking class on semester three at 2017/2018 academic year is different. The new curriculum at the academic year 2017/2018, especially in semester three on “Argumentative Speaking” that debate is not the main subject anymore. But debate becomes part of the subject called "Argumentative Speaking". In this "Argumentative Speaking", the first material is the students express their opinions or ideas. Next, the second material is debate. The students show debate to train their speaking in English. Every student should be able to speak.

Based on the researcher’s observation to the third semester students at Muhammadiyah University of Surakarta, the researcher found the students are not easy to talk in English. The researcher found:

1. The students are anxious of making some mistakes when they speak and pronouncing words.
2. Most of them often say “hmm... eee..aaa..” when they confused what they should talk.
3. Therefore, it can make the students lost their self confidence and do not want to speak English anymore.

Error analysis (EA) is “the first approach to the study of SLA which includes an internal focus on learners’ creative ability to construct language” (Saville-Troike 2006: 38) in Fauziati (2016: 105). Learner errors are “windows into the language learners mind” (Saville-Troike 2006: 39) in Fauziati (2016: 105). Errors “tell the teacher what needs to be taught, tell the researcher how

learning proceeds, and are a means whereby learners test their hypotheses about the second language” (James 1998: 12) in Fauziati (2016: 105).

Tarigan (1990: 3-4) defines that speaking is “a language skill that is developed in child life, and at that period speaking skill is learned”. Based on Competence Based Curriculum speaking is “one of the four basic competences that the students should gain well”. It has an important role in communication. Speaking can find in spoken cycle especially in Joint Construction of Text stage (Department Pendidikan Nasional, 2004). In the environment of the communication, we are able to find the speaker, the listener, the message and the feedback.

Debate is communication that be able to be modified to different speaking situations, like talking to a group, addressing a meeting and briefing a team. Increasing the self-possession and competence to provide excellent debate, and to stand up in front of many people and speak well, is really useful competencies for self-development and public situations.

A debating speech is the cause of the accumulation of various studies, paperwork, data, surveys and practices. It is a problem if we are not success to bring the speech successfully due to the above mention useless problems. To sum up these problems, a speaker who is nervous has the tendency to be anxious. While nervousness and anxiety can be cover by shyness, the troubles will be inflated by the low confidence and stage fear. The lesser the problem, the more informative and interesting the speech can be. On the other hand, if it is not treat wisely, these problems, which obstruct one’s ability to successfully convey the message, will result in low acceptance by the audience and thus will reflect the total result of the speech itself.

In speaking class at Muhammadiyah University of Surakarta, the students will be given first explanation about debate like the definitions, kinds of debate, how to deliver debate, etc. Then, after they have been learned all what

components are in debate, they freely choose the theme in conveying the debate itself later.

Those phenomena inspired the researcher to make this research. This research analyzes errors on debate in speaking class that make the students difficult to speak in English. Therefore, the title of this research is **AN ANALYSIS OF ERROR MADE BY THE THIRD SEMESTER STUDENTS ON DEBATE IN SPEAKING CLASS AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA.**

B. Scope of The Study

The scope of this research is only limited to the debate which the errors made by the third semester students at Muhammadiyah University of Surakarta and analyze the errors by the twenty three students on debate in speaking class.

C. Problem Statement

1. What are the errors made by the third semester students at Muhammadiyah University of Surakarta?
2. What are the causes of error made by the third semester students on debate in speaking class at Muhammadiyah University of Surakarta?
3. What are the frequencies of error made by the third semester students on debate in speaking class at Muhammadiyah University of Surakarta?
4. What are the dominants type of error made by the third semester students on debate in speaking class at Muhammadiyah University of Surakarta.
5. What are the sources of error made by the third semester on debate in speaking class at Muhammadiyah University of Surakarta?

D.Objective of The Study

- 1.To know the errors made by third semester students on debate in speaking class at Muhammadiyah University of Surakarta.
- 2.To know the causes of error made by third semester students on debate in speaking class at Muhammadiyah University of Surakarta.
- 3.To know the frequencies of error made by the third semester students on debate in speaking class at Muhammadiyah University of Surakarta.
- 4.To know the dominants of error made by the third semester students on debate in speaking class at Muhammadiyah University of Surakarta.
- 5.To know the sources of error made by the third semester on debate in speaking class at Muhammadiyah University of Surakarta.

E.Benefits of The Study

1. Theoretical Benefit

This theoretical benefit shows the benefit of people consider that speaking on debate plays a significant part in knowledge and technology today. Thus, the universities will be relevant with recommend approach resulting since the outcome of this study will be able to train the students better. The teachers will be guide on what should be emphasize in the university program to get better the students'presentation on debate in speaking class. For the researcher, this study will assist them discover important areas in the learning procedure that many researchers are not able to explore. Thus, a new theory on learning speaking on debate may be out at Muhammadiyah University of Surakarta.

2. Practical Benefit

a. For the students

- 1.The students can develop their speaking skill on debate.
- 2.The students can be more interested to study their speaking skill on debate.

b. For the teachers

- 1.The teachers will get a new theory model in resolving the errors in speaking skill on debate.

c. For the researchers

- 1.The researchers can use this new theory model for their importance.

F.Paper Organization

In writing this research, the researcher provides more detailed guidelines for easy to read and understand. This research paper is divided into several chapters as follows:

Chapter I is introduction which consists of background of the study, scope of the study, problem statement, objective of the study, and benefit of the study.

Chapter II is related to literary review which consists of error, cause of errors, speaking, errors in speaking, presentation, and previous study.

Chapter III is research method which consists of research type, research object, research participant, data and data source, technique of collection data, data validity, and technique of analyzing data.

Chapter IV is finding and discussion which consists of explaining finding and discussion of the data.

Chapter V is conclusion and suggestion which show the result of this research and suggestion.