

CHAPTER 1

INTRODUCTION

In this chapter the writer would like to present the background of the study, statements of the problems, objectives of the study, significance of the study, scope and limitation and definition of the terms.

1.1 Background of the Study

. In Indonesia, English becomes one of compulsory subjects in the national curriculum and is taught from junior high school up to University level. There are four skills that should be learned by students, namely: Listening, Speaking, Reading and Writing. As one language skill, speaking is so challenging.

According to Harmer (1986:99) Speaking is primarily important for interacting with others, nowadays English speaking is needed by the students in every level not only in elementary school, junior high school, and senior high school but also in university level. There it is essential to have good speaking performance not only in beginner level but also intermediate and advanced level to achieve the main purpose of learning English that is learning for communication. Therefore, in order to succeed the process of speaking students must consider and pay attention to the errors they produced.

In this case, errors can occur frequently in speaking because they did not realize and do not know what is correct. It is necessary to analyze students' errors through students' performance (Utami, 2016: 2). However, in fact, their

speaking performance is still low even though they have completed the second semester and have learned English since high school. For example, when students try to perform their speaking in expressing their ideas, they use incorrect sentences or fail to pronounce two words with the same spelling but different pronunciation because of its context. These problems may become obstacles for the students to enhance and improve their speaking performance. As a result, students must consider both fluency and accuracy to minimize errors because those components are necessary for conducting speaking performance especially for those who have learned English intensively. In short, some errors committed by students are caused by many reasons, such as lack of grammatical understanding, speech error (slip of tongue), or the influence of students' first language. Besides, the previous studies have been focused on errors committed by students in high school and very few studies conducted research on error on speaking made by university students. Therefore, the writer is interested in conducting an error analysis by proposing proposal under the title: **“Grammatical Error Analysis in Speaking of the Second Semester Students of Widya Mandira Catholic University Academic Year 2019/2020**

1.2. Statements of the problem

The topic stated at the end of the background as specified into two problems, formulated in questions as shown below:

1. What types of errors do the students make in speaking composed by the second semester students of Widya Mandira Catholic University in the academic year 2019/2020 in Speaking?
2. What is the most common error in speaking committed by second semester students of Widya Mandira Catholic University in the academic year 2019/2020 in descriptive Text?

1.3. The objective of the study

Based on the problems stated above, the objectives of the study are as follows.

1. To find out the kinds of errors in speaking committed by the second semester students of Widya Mandira University
2. To find out the most common error in speaking committed by by the second semester students of Widya Mandira University

1.4. Significance of the study

This study will give significant contributions to some sides, as explained in the following part.

1. The English Teachers of the Research

To inform the English teacher about the students' grammatical errors in speaking, so the teacher can improve the teaching learning process based on the students' need in order to minimize students' grammatical errors in speaking.

2. The Students of the Researched University

This study can help the students develop their speaking skill using correct grammar and will know what kind of errors appear when they speak.

3. The Writer

The writer can improve her ability to speak, especially grammar, vocabulary and pronunciation.

1.5. Scope and Limitation

From what the writer has explained above, there are problems faced by the students in speaking. In this study, the writer focused on surface strategy taxonomy which consists of omission, addition, misordering, misformation and miscellaneous in analyzing students' grammatical errors in speaking at Widya Mandira Catholic University Kupang.

1.6. Definition of Error

1.6.1 Errors

Hedrickson (1987:357) mentioned that errors are 'signals' that indicate an actual learning process taking place and that the learner has not yet mastered or shown a well-structured competence in the target language.