

## **Chapter One**

### **Introduction**

In this chapter, the researcher shows background of the study, statement of the problem, limitation of the problem, research question, purpose of the study and significance of the study.

#### **Background of the study**

English is familiar language used by people as an international language in the world to interact. In this era, understanding English language is very important because it is used as media of communication with people that have different languages. According to Efrizal (2012), many people used English as means of communication and it makes people who come from different countries to be easier in making interaction and communication. To make relationship with other countries, people have to understand English skills like reading, writing, listening and speaking. They are very important to make interaction with other people that have different language especially for English speaking skill if we want to speak with people with different language.

Nunan (2000) in Juhana (2012) argued that speaking skill is the single most important aspect of learning a second or foreign language. It means that speaking is one of measure meant in reaching the target language. As explained by him that the success of learning the language is measured in terms of the ability to carry out a conversation in the target language. In learning second language, speaking ability is important component. According to Naouel (2015), speaking is very important to experience real communicative situations in which learners will learn how to express their own views and opinions, and to develop their oral fluency and accuracy which are very essential for the success of second language communication.

In speaking, there are often found problems that made the learners difficult in speaking English like the influence of mother tongue. It also influences students' speaking skill. It is one

of problem that influence learning process of foreign language. Students will tend to use it because it is simple for them. Tuan and Mai (2015) argued that when all or a number of learners share the same mother-tongue, they tend to use it because it is easier for them. Another problem faced by students in speaking is they do not have understanding about grammatical.

Consequently there are errors that are made by them.

Based on observations, the researcher also found some errors that are made by the learners as incompatibility uses grammar when they speak English in front of class room. Those errors will have an impact on the understanding in processing information. Therefore, grammar is very important in speaking English. As argued by Ur in Emmaryana (2010), grammar is sometimes defined as the way words are put together to make correct sentences. Subasini and Kikilavani (2013) also believed that grammar is important because it is the language that makes it possible for us to talk about the language.

In learning speaking, the researcher often finds grammar error in students' speaking. The research on an analysis of PBI UMY students' grammatical errors in their English speaking skill is important to be investigated because the researcher believes that it can reveal students' grammar error in speaking. In this research, the researcher uses error analysis as a method to know errors that are made by the learner. Danurwindo (2014) stated that error analysis is used to identify the error made by the language learner.

### **Statement of the problem**

In this research, the researcher can investigate some problems based on the tittle of this research. In speaking and grammar, the researcher can investigate students' fluency, pronunciation, delivery or using good grammar in writing and speaking. However, the researcher wants to analyze students' grammatical errors in their speaking skill. The

reasons are because the researcher thinks that the research on students' grammatical error in writing is already considerably and he also thinks that research on students' grammatical in writing is difficult. Moreover, the researcher more understands about speaking than writing. According to Ellis in Danurwindo (2014), error analysis provided information which could be used to sequence items for teaching or to devise remedial lessons.

### **Limitation of problem**

This research focused on English Education Department students to know what grammatical errors are done by students of PBI UMY 2013 in speaking. Here, the researcher focused his research on the analysis of students' grammatical error. The error was categorized into four types. They are omission, additions, misformation, and misordering.

### **Research question**

The main purpose of this research is to know students' grammatical errors in their English language speaking. The research question of this research is what grammatical errors are made by students of PBI UMY in speaking?

### **Purpose of the study**

Based on the problem of research question, the purpose of this research is to identify which grammatical errors are made by students of PBI UMY in English speaking skill.

### **Significance of the research**

There are important points that give benefits to the students and lecture.

**The students.** The researcher hopes that it can make the students carefully create the sentence without getting rid of grammatical feature. However, the researcher also hopes that it can help the students to know their weaknesses and strengths in English speaking skill.

**The lecturers.** The researcher hopes that this research can motivate the lecturers to evaluate their teaching method.

**Other researcher.** The researcher hopes that this research can be a reference for other researchers who want to research similar topic.