**CHAPTER I**

**INTRODUCTION**

In this chapter, the writer shows the background of the research, the formulation of research problems, objectives of research, significant of research, scope and limitation, definition of key terms and organizations of research.

1. **Background of study**

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. Every human in the world always use language to communicate, give information, knowledge and express their idea and though.

Because of the importance of English, our government makes a policy about the use of English in our education system. The standard of content for the junior high school states that the target of English instruction in school is to enable the students to gain functional level of literacy (Depdiknas, 2006:277). At this particular level, students are expected to be able to communicate in both written and oral forms to overcome their challenges. This objective is clearly reflected in the English standard of competencies and the basic competencies.

In English, there are four skills that should be mastered, they are: listening, speaking, writing, and reading, the most important one of them is speaking. The ability to function in another language is generally characterized in term of being able to speak that language (Nunan, 1999:225). It means that learning language is not only learning about theory, but also learning how to practice in the real communication, as the function of language. Language is measured by its result in speaking skill or oral communication. In order word, we can also measure the ability of language from her or his ability in speaking.

Although communicative skill is very important, there are some school that are successful in realizing English learning only on the knowledge of grammar and vocabulary. The students cannot speak English well because they do not use English in their daily life. he fact shows that the students cannot speak in English though they have learned it for four years. Consequently, the teachers may have to conduct some techniques of learning speaking to encourage the students to practice this skill. But the students are not almost perfectly when they speak. They must make something wrong or do a mistake. This mistake is usually called *error*.

Error is gaps in learner knowledge; because the learner didn’t know what correct is. Sometimes, the student made error, but they still ignore it. In addition, they have misunderstanding in using some structure or utterance. Here, teacher needs to identify what the students’ error made and the teacher also can look for why the students make error. A method to analyze the error is called *error analysis.* Error analysis is used to identify the error made by the language learner. As related statement before that error analysis is used to identify what the student’s error made. Brown (2000:18) stated the fact that learners do make errors, and that these errors can be observed, analyzed, and classified to reveal something of the system operating within learner, led to a surge of study of learner errors. It means that the error is not a mistake that cannot be explained. The error can be observed, analyzed, and classified to know what the student’s error made.

In the other hand, Ellis (1986:51) presented that the goals of error analysis were pedagogic – errors provided information which could be used to sequence items for teaching or to devise remedial lessons. It means that the error analysis provides the teacher to conduct remedial test if the students made error. That remedial focuses in the students’ error frequently made. Consequently, the teacher can check if the teaching and learning process has run well or not.

Moreover, error analysis also helps the students identify what the errors they are made, 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 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.

Realizing this fact, the writer is interested in investigating “**Grammatical Error Analysis in Speaking of the Second Semester English Students of IAIN Tulungagung Academic Year 2013-2014**”

1. **Research Problems**

One the basis of the background of study, the research problems can be formulated as follows:

1. What are types of grammatical errors made by the students of second semester of IAIN Tulungagung in speaking skill?
2. What frequently of grammatical error are made by the students of second semester of IAIN Tulungagung in speaking skill?
3. **Objectives of the Research**

Based on the problems of the research, the objectives of research are presented below:

1. To analyze the types of grammatical errors are made by the students of second semester of IAIN Tulungagung in speaking skill.
2. To know the frequently of grammatical error are made by the students of second semester of IAIN Tulungagung in speaking skill.
3. **Significant of the Research**
4. For the English teacher

This research can motivate the teacher to enrich the way to teach speaking in order to know the error made by students speaking. It can be useful information in teaching speaking and the teacher can use it as the alternative method to analyze the error made by the students. In the end, the teacher is able to teach material appropriately. Moreover the teacher can teach the kind of grammatical feature in speaking.

1. For the Students

It can improve students’ speaking skill and it gives support to the students more to be active in teaching and learning process. It can make students more carefully to construct the sentence without forgetting the grammatical feature in speaking. In addition, the sentence of students’ product can be understood clearly. Responsible of the language program should conduct regular evaluation of their error on the speaking class and also should establish consultation section in order to serve the students who have problems in following the speaking class.

1. For the other researcher

This result also can help further researcher who want to study similar topic. This result can be a source of information. It can be used as reference for the other researcher to solve the same problem of learning and gain to the next research especially in speaking skill; because it needs components to construct the good utterance in communication.

1. **Scope and limitation of the Study**

This study is to analyze the grammatical errors in students speaking of second semester in IAIN Tulungagung. The researcher focuses in students’ utterances on using simple present tense and simple past tense.

1. **Definition of Key Terms**
2. Error Analysis

Error is deviation of some systems of language that the learner is making. As stated by in learning process, human may have mistakes and errors such as speaking skill. Brown (2000:217) states that learning language is like other learning. It cannot be separated from making errors because they actually have significance for both teacher and students. Researcher and teachers of second language need to analyze carefully what mistake made by students in the process of constructing language system.

1. Speaking

Mead and Rubin (1985) say that speaking is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal component.

1. Grammar

Harris (1974:81) mastering grammar knowledge will help one in speaking English, because he will know how to arrange word in sentence, what tense will be used, how to use appropriate utterance. In other word, grammar is important role to master the spoken of the language.

1. **Organizations of Study**
2. Chapter I

In this chapter, the writer shows the background of the research, the formulation of research problems, objectives of research, significant of research, scope and limitation, definition of key terms and organizations of research.

1. Chapter II

In this section, the researcher explains about literature review, this chapter discusses the definition of error analysis, the factors of error, the differences between error and mistake, the benefit of analyzing error, the classification of error, the definition of speaking, concept of speaking, grammar in use.

1. Chapter III

In this chapter, the writer writes the research methodology that is applied in this research, includes research design, population and sample of the research, research instrument, data collecting method, and data analysis.

1. Chapter IV

This chapter explains the result of data analysis that the procedures have been reported in the previous chapter. This chapter is going to be divided into two parts, the first is description of data and the second is discussion

1. Chapter V

In this chapter the researcher write the conclusion based on the finding data also the researcher write the suggestion for teacher, students and reader.