

# CHAPTER 1

## INTRODUCTION

### 1.1 Research Background

Nowadays, in this era, language is an essential rule use in communicate with other people from many countries. In Indonesia context, English as foreign language taught in Indonesia's school from elementary until university level. There are four skill in learning English include; listening, reading, speaking and writing. Those skills divided into two levels of learning English, the receptive skills consist of listening and reading, whereas the production skills involve speaking and writing (Sadiku, 2015). On the other hand, the four skills is learn integrated that cannot be separated. These are important for students to master the four language skills (Ilmu, 2019a).

In term of teaching speaking skill, the teachers need to pay attention on the purpose of speaking. In Basic, the purpose of speaking is to make students able to express their ideas, opinion, arguments and perspective to the audiences communicatively, so other people can understand clearly the message (Haozhang, 1997) in (Al Hosni 2014). Through communication, students able to show their competences as a good speaker. Therefore, mastering speaking skill is prominent.

Nonetheless, speaking itself influence other skills called as micro skills. These micro skills include: students' pronunciation, structure in using the language or grammatical part, the fluency in using spoken English, word power as vocabulary, and the content in specific topic of area (Joni, Nitiasih, P., & Artini, 2017). Burns (2019) also agree that components in speaking as second language

are able to pronounce the language, knowing the grammar, structure, and vocabulary of the language. Therefore, speaking skill considered as complex skill that influence certain components to be able to use the language. Every students should have ability to use the components to produce the language.

Furthermore, many Foreign Language learners are not capable to use the language fluently and accurately in communication context. They tend to have low performance in communicating their works in front of the class that watched by other people. It became a popular issue in language teaching in these recent years. Chomsky (1969) in (Bashir, Azeem, & Dogar, 2011) stated that vocabulary is an essential case in language leaning. However, vocabulary is a stage to produce phrases into sentences. He stated mastering new vocabulary related to the language need in using the target language. He added about having good vocabulary enable students to communicate with others.

Every students should have good vocabulary mastery in order to speak the target language effectively. Learning vocabulary involved how the words pronounce, how words are spelled, and the meaning of the word use in context (Rohmatillah, 2014). Furthermore, vocabulary is a prominent part in forming the successful and complete spoken texts (Alqahtani, 2015). Therefore, vocabulary defined as number of the target language words use in communication, expressing ideas, describing speakers' thought in specific meaning.

There were several research conducted in communication. The lack of vocabulary that the students have, lead them in committed vocabulary error (Amin 2014). These were done because the students are not mastering types of vocabulary. According to Wishon & Burks (1980) in Ilmu (2019) the types of

error: “nouns, possessive form of nouns, numerals, articles and their use, adjectives and adverb, connectors, prepositions, and verbs”. Based on the error types, students are not aware with those vocabulary types. Fadhila, Hawa (2013) conducted a research in speaking that aimed at described the frequency and dominant error, and the source of error of English department college students. The result showed that the dominant error was in speech error, grammatical error, and frequency in lexical error. Another study conducted by Gopur (2008) in pronunciation error, structures error, vocabulary error, fluency error and comprehension error. His study showed that the highest error made by students is in pronunciation (92%). However, (72%) students committed error in structure, (24%) students made error in vocabulary, (32%) students made error in fluency, and (24%) students made error in comprehension. Paltz (1994) in his research of word error in speaking on human and machine. The result showed that word error performed in sentences and mostly appeared in non-native speakers. Therefore, this research investigated the vocabulary error and source of error committed by the students in the speaking performance.

. However, in the real context, based on preliminary observation and interview most of students in VII grade of Junior High School in Singaraja, made mistakes in choosing appropriate words that tend them to make error in speaking. The students did not know well about the use of those types vocabulary in language learning. Those are related to speaking problems faced by Indonesia students in learning English (Gunawan & Humaera, 2017). There are causes related to learners itself, strategies used by the teacher, educational curriculum and the environment when the learning process involved (Al Hosni, 2014). Besides,

the others difficulties are related to speaking competency and all the components in speaking. In speaking components, there are important skills such as knowledge, attitudes, and behaviours.

Therefore, this research conducted in SMP Negeri 4 Singaraja that have problem in mastering vocabulary. These improved based on pre-observation done in first semester of VII A1 grade students. The students had low competency in speaking performance especially to their vocabulary. That occurred because of several problems face by students, likely limited vocabulary, having no ideas that intended them to be a passive learners, do not know how to use appropriate words, and confused in arranging words into sentences. From the reasons, the students intended produce an error vocabulary in language learning. Therefore, analyzed kind of vocabulary error make by students and investigating the source of the error in speaking performance are significant to be conducted. In the research conducted by Scales (2011) wrote conclusion that lack of vocabulary knowledge and slow of vocabularies development are emphasized in speaking problem. In supporting Scales's statement, Fauziati (2017) concluded that native language and target language have relation due to students language system. For example, Indonesian and English language that intended to have problem in lack of vocabulary and grammar in teaching the language.

In learning speaking English especially descriptive text, it cannot be avoided that VII A1 grade students of SMP Negeri 4 Singaraja in academic year 2019/2020 made errors in their speaking performance. SMP Negeri 4 Singaraja is the only junior high school in Babakan. Besides, SMP Negeri 4 Singaraja is national school that have national achievement in English Olympiad. Furthermore,

this school implemented Curriculum 2013 as the current curriculum. However, there was a problem found that the students are low in speaking performance because they are low in vocabulary mastery. Based on students' speaking performance task, they made errors in vocabulary.

Concerning the explanations above, VII A1 grade students is choose as the subjects in this research. They have been learning English for 3 years. Based on the interview, the VII A1 grade students had learned about descriptive text and speaking performance. The teacher said that VII A1 is the class had high score and competency in speaking performance. Therefore, the researcher wants to analyze and investigate the vocabulary error and source of the error in speaking performance of descriptive text.

## **1.2 Research Questions**

Based on the explanation on the research background above, the research problem formulated as follow:

- 1.2.1 What kind of vocabulary error are committed on students' speaking performance by VII A1 grade students of SMP Negeri 4 Singaraja?
- 1.2.2 What source of error is committed on students' vocabulary error in speaking performance by VII A1 grade students of SMP Negeri 4 Singaraja?

## **1.3 Research Objectives**

Based on the statement of the research problems, the research objectives are:

### **1. General Objective**

In general, this study discovered the junior high school students' vocabulary error and source of vocabulary error occurred by the

students' in speaking performance by VII A1 grade students at SMP Negeri 4 Singaraja.

## **2. Specific Objectives**

This study expected use for the teacher as a guide in teaching English and consideration of vocabulary error that committed. Through this research, teacher had feedback of their own learning process about the students' achievement.

### **1.4 Research Significance**

The result of this error analysis study expected to give useful information for the students and the teachers. It expected that this study give benefits theoretically and practically.

#### **1.4.1 Theoretical Significance**

This study expected to help teacher in creating innovative and creative learning activities in order to develop the speaking components of the students and to make the teacher aware with the students' vocabulary and source of error.

#### **1.4.2 Practical Significance**

##### **a. For the English Teachers**

This study expected to give additional information for EFL teachers about their students' vocabulary and source of error that in the future teacher can create supporting speaking activities, media that can decrease students' vocabulary error and source of error in speaking activities through seminar, workshop and other training about creative

learning. Afterward, teachers expected to be able to design appropriate learning activities.

b. For the Other Researchers

Future researchers could design more intensive research by investigating other moderator and intervening variables other than vocabulary and source of error by giving theoretically contribution.

### **1.5 Research Scope**

In this study, the scope is only for one class from VII A1 grade students of SMP Negeri 4 Singaraja. The source of information of the data are the students. This study focused on vocabulary and source of error in speaking performance.

### **1.6 Definition of Key Terms**

There are four key terms explained here in order to provide clear information and avoid misunderstanding about the study. The key terms are defined as follows:

#### **1.6.1.1 Error Analysis**

As Ellis (1994, p. 47) cited in Rini (2014) stated that error analysis is an analysis that focus on students' error in learning language that different with students' first language and the target language.

#### **1.6.1.2 Components of Speaking**

According to Daniati, Mardjohan, & Piscayanti (2018) there are some components in speaking that every students mostly feel difficult on, namely: vocabulary, sentence structure or grammar and fluency. In addition Bashir et al (2011) expressed that speaking components are: vocabulary, grammar, and fluency.

### **1.6.1.2 Vocabulary**

One of the important component in learning English is vocabulary. Vocabulary is the basic part in learning a foreign language. The vocabulary is emphasized the new words that have great role on learners' language development (Alqahtani, 2015). Vocabulary defined as list of words that used in four main skill in learning English. However, in vocabulary, there will be alphabet order into words that have meaning. According to Cahyono (2008), to be a good speaker, learners should master vocabulary in order to be able to use the words in communication.

### **1.6.1.3 Speaking Performance**

Speaking is a skill use to communicate and interact using English. However, a speaking performance used in assessing learners' competency in speaking skill. Speaking performance is a conditions where students perform a speaking task in varieties topics (Jahbel, 2017). The topics considered in choosing appropriate vocabularies relate to the topics.

### **1.6.1.4 Source of Error**

An error analysis is familiar theory in SLA and L2 learning. This occurred by the negative used of mother tongue between two languages. Brown as cited by Al-khresheh (2016) stated that error analysis conducted for learners will establish the success of teaching language. There are two source of error; Interlingual and Intralingual error. Interlingual error caused by the influence of learners' mother tongue on production that different with L2. Intalingual error done by interference



from the learners' L1 and cannot found in L1 structure as independently from learners' L1 itself.

## **1.6.2 Operational Definition**

### **1.6.2.1 Error Analysis**

Error analysis is an analysis that focus on students' vocabulary error and source of error faced by VII A1 grade students of SMP Negeri 4 Singaraja.

### **1.6.2.2 Components of Speaking**

There are some components in speaking skill. The components are important as the parts in learning English as foreign language. The components are grammar, vocabulary, and fluency. Those three components make speaking as a complex skill to be master.

### **1.6.3 Vocabulary**

The most important thing in communication, even written and spoken is vocabulary. It is because vocabulary is the basic part learned before able to produce sentences. Vocabulary defined as list of words that have meaning. However, vocabulary need to be master in order to be able to used it in appropriate topic.

### **1.6.4 Speaking Performance**

Speaking performance is a skill to communicate interactively in certain topics. In this condition, students are able to perform their speaking skill. This involved vocabulary numbers to be able to elaborate and choose appropriate words in certain topic.

### 1.6.5 Source of Error

There are two error based on the resource. The first is Interlingual error that caused by learners' mother tongue. It occurred as learners' native language interference that have different features with L2. The second is Intralingual error that cause independently from the native language and the language itself is difficult.

