CHAPTER I
INTRODUCTION

1.1 Background of the Study

In teaching and learning process, speaking seems difficult to students. Based on the researcher's experience as an English teacher in SMA Negeri Bateti, there were some problems during speaking class. One the of most problematic causes that always make students to speak a language learning process is the lack of vocabulary. The students got difficulties to find the appropriate words to express their ideas. Due to the level of the students, they were seemingly grasping hard for words whenever they try to speak. As the result, most students preferred to be quiet. Beside lack of vocabulary, the most troubling factor in speaking is lack of participation.

Speaking is one part of language skill. It is a part of the productive skill. It is very important to learn speaking because we need to practice it in our educational environment, especially in English lesson. In many situations productive skill can only be continue of in combination with the practice of perceptive skill. Productive skill work is a way for helping students with their perceptive skill. When they have tried to speak within certain genres, they are better accustomed to understand other people speaking in the same context. As a productive skill, speaking is the most difficult one.

The reason is the speakers must enrich their words and try new words to communicate with other people. For most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language and success ismeasured in terms of the ability to carry out a conversation in the language. In terms of dealing with students talking time, the teacher must concern with the developments of students-to-student's interaction. This section specifically intends to discuss classroom activities that aim at encouraging communication or interaction between students.

Discuss in the classroom is the example of the way to getting students talk to each other, it is to stimulate information transaction. The productive skill is difficult to achieve because of several reasons. One of the reasons is that students don't have more courage to explain their opinion in front of the class. Perhaps, they suffer a fear of making mistakes and therefore losing face in front of the teacher and their peers. It is a common fact that speaking is rare to be used

in English lesson because speaking is not examined, so the teacher didn't teach the student how to speak fluently. Also, the teachers of SMAN Batetit each the first-grade students using Bahasa to explain materials. Students get accustomed to this teaching style. This is easier for students to copy material, but how the students can apply their creativity in speaking skill if the teacher not gives enough time to improve it. The students didn't have enough time to develop their speaking capability. They also feel ashamed when they express their feeling in front of the class. The students also rarely had an opportunity to speak English in the class.

The best teaching method is a moment when teacher give more time to students in maximize the speaking ability. Using traditional method to teach English in Senior high school can make students feel bored and they do not give any attention to the teacher. The students are not concentrating to their teacher when the teacher explains the material or they get sleepy when the lesson goes on. They feel uncomfortable with their lesson and do not understand with their English material. How the students can apply their English material if they do not understand about their subject material? There are many factors that make students do not understand about their English material. The students can't express their opinion in the classroom, so they often kept silent when English lesson is going on. There are many ways that can be used to improve students speaking skill and to reduce student's boredom.

Grammar is an essential part of the use of language process, both in spoken and written language. The grammar of a language is a description of the ways in which the language uses patterns of structure to convey the meaning, so it would be impossible to learn language effectively without knowing the grammar, because grammar helps learners to identify grammatical forms, which serves to enhance and sharpen the expression of meaning. Therefore, the researcher interests to do research related with grammar of language that cannot separated from the language itself, by the title under "An Analysis Grammatical Errors on Spoken English Of the Third in Year Students Of SMAN Bateti The Academic Year 2021/2022.

1.2 Statement of the Problem

Based of background above, the researcher specifies in Grammatical Errors on Spoken English of the third-year students of SMA Negeri Bateti. Then, to make the study easy to understand, the researcher fined the problems as follow:

1.2.1 What classification of errors did students make in speaking English?

1.2.2 What problems were faced by students in speaking English?

1.3 Objectives of the Study

The objectives of the study are:

1.3.1 To analyze students' errors in speaking English

1.3.2 To identify and analyze factors of student's difficulties in speaking English.

1.4 Significance of the Study

From the researcher in SMA Negeri Bateti, the researcher performs is expected that it can be useful in terms of:

1.4.1 For the students, it assists them to solve their problems in speaking activity and it can help them to improve their speaking skill.

1.4.2 For the Teacher, it gives the alternative solution in teaching speaking.

1.4.3 For the institution of SMA Negeri Bateti, it can be beneficial regarding to improve the education quality

1.5 Scope and Limitation

It is important to make the scope and limitation, to avoid misunderstanding and to clarify the problem. The researcher limits this study only in analyzing the grammatical errors on spoken English. The researcher focuses only on the lexicon-grammatical feature, not the generic structure. The kinds of tense in this text are past tense. Whereas, the specific participant used is the first personal pronoun. The grammatical errors analyzed in this research are categorized into five aspects, they are: Sentence pattern (Subject and verb) tenses (Simple past tense, pronoun, preposition.

1.6 Definition of Terms

1.6.1 An error is a deviation which is made by the students in the hortatory exposition Writing

1.6.2 Grammatical errors are errors which happen in the hortatory exposition writing.

1.6.3 Hortatory exposition text is one of the text genres that is taught in the second year of senior high school, it is a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.

1.6.4 Speaking, according to Arrayed & Mufti (1988:17) in Isnana (2010:56) explains that speaking skill is "the ability to produce sounds or saying words as an expression of thought and feeling."

1.7 Organization of the Writing

This research is divided into five chapters.

Chapter one, contains background of the study, Statement of the Problem, Objective of the Study, Significance of the Study, Scope and Limitation, Definition of Terms, Organization of graduating Writing. **Chapter two**, contains previous study, speaking, classroom speaking, aspect of speaking, Teaching Speaking. **Chapter thre**e, Research Design, Subject of the Study, Instrument, Procedure of Data Collection, Technique of Data Analysis. **Chapter IV**, contains about findings, and discussion. Ch**apter Five** contains conclusion, Suggestion.