

# CHAPTER I

## INTRODUCTION

This chapter elaborated all aspects related to the research. It contains research context, research focus, research objective, research significance, the definition of key terms, previous study, and review related literature.

### A. Research Context

Requirement of interaction with others is an attribute that human is social being. It can be carried out by language as an instrument of communication among people. Communication takes place all around and everytime to fulfill the need of social life, to share notion and also feelings. In communicating, people use variety of languages based on their background; the place of origin, education or even occupation. Due to the different background, the way of people practice the language will not same as like in pronunciation, morphology, syntax and vocabulary. Many people are excited in mastering language more than one.

However, there are many languages around the world, it is impossible for people to study all of them so the best way is to learn the language that global one as like English language as the famous one. English is spoken by people throughout the world as their first language, second language and foreign language. Indeed, English is now a world language.<sup>1</sup> English language is taught in

---

<sup>1</sup> Zuliati Rohmah, "English as Global Language; Its Historical Past and Its Future," *Bahasa dan Seni*, no. 1 (2005): 107.

many countries as the second or foreign language.

In the learning process, when learners try to communicate use second language it is possible for learners to produce interference. Interference is negative disorder due to the influence of their mother tongue, this is called error. according to the contrastive analysis hypothesis (CAH), errors were assumed to be the result of transfer from learners' first language.<sup>2</sup> On the other hand Corder suggested that interference is term of learner is carrying over the habits of the mother tongue into the second language.<sup>3</sup>

Learners make a new system to learn second or foreign language that use for themselves, and it is called learner language. Learner language means linguistic system that use by second language learner or foreign language that has learned. Learner language is also called interlanguage which is learners' developing second language system that is different from their language. When learning a second language, they often build a separate language system that is different with their native or target language. In accordance with Khansir states that "When a learner of language produces the processes are used in learning of the language differs from both his or her mother tongue and the target language is called interlanguage".<sup>4</sup>

---

<sup>2</sup> Patsy M. Lightbown & Nina Spada, *How Language are Learned*, (Oxford: Oxford University Press, 2013) , p. 41.

<sup>3</sup> SP. Corder, *Error Analysis and Interlanguage*, (Oxford: Oxford University Press, 1981), p. 24.

<sup>4</sup>Ali Akbar Khansir, "Error Analysis and Second Language Acquisition," *Academy Publisher Manufactured in Finland*, 2, no. 5 (2012): 1027

At the beginning of language learning, learner language certainly have some illustrations of foreign language is, and how to works. From these illustrations, they produce utterances, speeches and expression which some may be right and others may be wrong. Then, because learners gain additional language about the language, they build new illustration and how they work better. And learners often do mistake and error in performing a language.

Mistake and error are technically two different phenomena. A mistake refers to a performance error that is either a random guess or a “slip”, in that it is failure to utilize a known system correctly.<sup>5</sup> Often students make mistake in second language or event in native language because imperfect in the process of producing speech but mistake can be self corrected by the students. While error of a second language learner, idiosyncrasies in the language of the learner that are direct manifestations of a system within which a learner is operating at the time.<sup>6</sup> On the other hand Al-kharesheh also claims that there are certain way to distinguish between an error and a mistake. The first one is associated checking the consistency of the L2 learner's performance. If a learner sometimes uses the correct form of a certain structure or rule and later on uses the wrong one, then it is a mistake and can be self corrected. however, If learner always uses it wrongly, then it is an error. the second way is associated with asking a L2 learner to correct

---

<sup>5</sup>H. Douglas Brown, *Principles of Language Learning and Teaching*, 5<sup>th</sup> ed. (San Fransisco: Pearson Education, 2007), p. 226.

<sup>6</sup>Brown, *Principles of Language Learning and Teaching*, 5<sup>th</sup> ed. p. 226.

learner's deviant utterances. In case that learner is unable to, the deviations are errors, and when learners are successful, they are definitely mistakes.<sup>7</sup>

According to Ellis learners make error in both comprehension and production and learners are not alone in making errors. Children learning their first language also make errors. Errors occur primarily as a result of interference when the learner transferred native language habits into the second language.<sup>8</sup> While according to Dulay errors are the flawed side of learner speech or writing. Making error is an inevitable part of learning. People cannot learn language without first systematically committing errors.<sup>9</sup>

Error in learner language phenomena is an integral part of process learning itself. It is not a failure in the process of learning but as input or information about the way to study a language and formulate method or strategies in learning. Errors aid the learners to be more aware of the blunders they have made in a professional way.<sup>10</sup> According to Ellis the study of errors is carried out by means of Error Analysis (EA).<sup>11</sup> error analysis is type of linguistic analysis that focuses on the error learners make. It consists of a comparison between the errors made in the target language and

---

<sup>7</sup>Mohammad Hamad Al-Kheresheh. "A Review Study of Error Analysis Theory," *International Journal of Humanities and Social Science Research*. Vol. 2. 2016: 51

<sup>8</sup> Rod Ellis, *The Study of Second Language*, (Oxford: Oxford University Press, 1997), p.47.

<sup>9</sup>Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982), p.138.

<sup>10</sup> Rindu Handayani. " Error Analysis and Interlanguage: Reflections for Indonesia Teachers and Learners," *Lingua, Jurnal Bahasa & Sastra*, Vol. 18. no.1. 2017: 80

<sup>11</sup> Rod Ellis, *The Study of Second Language*, (Oxford: Oxford University Press, 1997), p.47.

that target language itself.<sup>12</sup>

There were many researchers that analyze about error but the researcher only take three previous studies. One of them is Muflihah, she stated that there are many problems that faced by the lecturers deals with the students' pronunciation so she describe the errors in pronouncing English sounds only that made by English learners because of the negative transfer from their first language (L1). The result of the study revealed that most of the students made some errors in pronouncing an English sounds which are cannot found in their first language.<sup>13</sup>

The second research about "Error Analysis of Second Grade Senior High School Students' Short Stories in SMA Negeri 1 Banguntapan" by Catherina Nilam Permata Sari. In her thesis, she found many errors are exist in short story which is made by the students. she identified the errors based on surfaces strategy taxonomy by Dulay et al.<sup>14</sup>

The last research about "Error Analysis of Word Order Used in Writing Recount Text Made by Students' at SMK Negeri 1 Pinrang" by Nurul Fitrah Syams. in her thesis, she means to look for some errors that may occur on students' word order especially in the using of verb, to be and noun pharase in writing recount text.

---

<sup>12</sup> Ali Akbar Khansir, "Error Analysis and Second Language Acquisition: Theory and Practice in Language Studies," *Academy Publisher Manufactured in Finland*. Vol 2, no.5, (2012): 1027.

<sup>13</sup> Muflihatul Islamiyah, "Error Analysis on English Sound Produced by English Learners: The Influence of Transfer," *Leksika* 6, no. 1 (2020).

<sup>14</sup> Catherina Nilam Permata Sari, "Error Analysis of Second Grade Senior High School Students' Short Stories in SMA Negeri 1 Banguntapan" (Thesis, Sanata Dharma University Yogyakarta, 2016).

the result of the study shows that the most errors made by the students are the usage of verb.<sup>15</sup> And now the research is about "The Error Analysis of Learner Language on Subtitle of Mind Your Language Movie" this study is different with other past research studies, in this study the researcher choses to analyze the errors on subtitle of Mind Your Language movie as the object to obtain the data and also identified the errors by using surfaces strategy taxonomy by Dulay at al.

As the researcher has stated above that mastering English is a crucial thing because English is a worldwide language, as in a British movie series namely Mind Your Language movie that tells about several students learn English language as a foreign language. They come from different countries, different background, different occupations and etc. The ten students are Anna Schimidt from German, Chung Su-Lee from China, Taro Nagazumi from Japan, Ranjeet Singh from Punjab, Jamila Ranjha from India, Ali Nadim from Pakistan, Maximiliam Papandrious from Greece, Danielle Favre from France, Giovanni Capello from Italy, Juan Cervantes from Spain.<sup>16</sup> In that movie there is an EFL teacher, namely Mr. Brown who teaches and interacts with the ten students by using English. In the class, The students often make a number of errors in using English and it causes misunderstanding both for the teacher and the fellow students.

---

<sup>15</sup> Nurul Fitrah Syams, "Error Analysis of Word Order Used in Writing Recount Text Made by Students' at SMK Negeri 1 Pinrang" (Thesis, UIN Alauddin Makassar, 2016).

<sup>16</sup> [https://mindyourlanguage.fandom.com/wiki/The\\_first\\_lesson](https://mindyourlanguage.fandom.com/wiki/The_first_lesson)

From these cases the researcher interests to analyze errors that are made by the learner language on mind your language movie. So the researcher decided to conduct a research under the title **"The Error Analysis of Learner Language on Subtitle of Mind Your Language Movie"**

## **B. Research Focus**

The research focus is a complete and detailed statement regarding the scope of the problem that will be researched.<sup>17</sup> Research focus or research problem is a general educational issue, concern or controversy addressed in research that narrows the topic.<sup>18</sup> Research problem will state everything that will be discussed by raised some question in research project to be more concrete.

From the research context above, the researcher formulates the research focuses as follow:

1. What are the errors that occur in learner language on Subtitle of Mind Your Language movie?
2. How do the errors occur in learner language on Subtitle of Mind Your Language movie?

## **C. Research Objective**

Research objective contains of purposes and goals that want to be achieved by the researcher in the research. It is related with research problem that has been formulated because the researcher

---

<sup>17</sup> *Pedoman Penulisan Karya Ilmiah*, (Pamekasan: IAIN Madura, 2020), p.38.

<sup>18</sup> Jhon W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4<sup>th</sup> ed (Boston: Pearson, 2012), p. 60.



expects it is going to solve the problems. According to Creswell, research objective is statement of intent for the study that declares specific goals that the researcher plans to achieve in study.<sup>19</sup> So that, based on the problem of the study above, the researcher provides some research objectives:

1. To know the errors that occur in learner language on subtitle of mind your language movie.
2. To analyze the errors that occur in learner language on subtitle of mind your language movie.

#### **D. Research Significance**

Significance of research explains about the benefits of the study. According to Suharsimi Arikunto significant of study is continuation of objective of the study, this part explains about the significance of the study, both scientific significance and social significance of the study.<sup>20</sup> The researcher hopes this research will useful to others.

The significance of research can conclude theoretic and practice so in this research there are two significance of research, they are:

##### **1. Theoretical Significant**

Theoretical significant is used to develop knowledge. The

---

<sup>19</sup> Jhon W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4<sup>th</sup> ed, p.111.

<sup>20</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.60

finding of this research will provide some information about learner language, especially in analyzing error of learner language in a movie.

## **2. Practically Significant**

### **a. Researcher**

This research has advantage for researcher to make easier when researcher is going to write the study that related with the topic of this study, especially about errors in learner language.

### **b. Student**

This research has advantage for learner language to understand about kind of errors and they can minimize error in performing second or foreign language.

### **c. Teacher/Educator**

This research has advantage for the teacher as a reference about technique or strategy that should be applied in teaching English to improve the students' ability in English language and minimize the errors that may occur.

## **E. Definition of Key Terms**

Definition of key terms explain some words which are used by the researcher in the thesis title to avoid the differences of

understanding of unclearly meaning. The terms which are needed to explain are concept in this thesis research.<sup>21</sup> The researcher will explain about the terms that will be used by researcher, as below:

### **1. Learner language**

Learner language is learner that learn second or foreign language, the learners have already known about language but only little so they develop their knowledge about the language by used their own system or structure that different with their native language and target language that they want to learn. Learner language is also called as interlanguage.

### **2. Error Analysis**

Learners language often do error in performing target language. Error is something that cannot be self corrected because the learner did not know the correct. Error is also become the feedback for the language learners' language. Error analysis is a term of lingusitic study that discuss about error found in ESL/EFL students. In this research, The analysis of error will be limited only on the surfaces strategy taxonomy.

### **3. Mind your language**

Mind your language is a western movie that tells about students from different countries learn English language. the students try to communicate using English language even though it's influenced by their mother tongue. In this research,

---

<sup>21</sup> *Pedoman Penulisan Karya Ilmiah*, (Pamekasan: IAIN Madura, 2020), p.39.

the researcher only analyses the subtitle of Mind Your Language Movie -Season 1, Episode 1- The First Lesson”.

#### **F. Previous Study**

In this part, the researcher presents some relevant previous study conducted by other researchers. There were many researchers that analyze about error but the researcher only take three previous studies. The first is Error Analysis on English Sound Produced by English Learners: The Influence of Transfer, the second is Error Analysis of Second Grade Senior High School Students' Short Stories in SMA Negeri 1Banguntapan, and the last is Error Analysis of Word Order Used in Writing Recount Text Made by Students' at SMK Negeri 1 Pinrang. All of them will explain below:

The first is Muflihah she stated that there are many problems that faced by the lecturers deals with the students' pronunciation so she describes the errors in pronouncing English sounds only that made by English learners because of the negative transfer from their first language (L1). The result of the study revealed that most of the students made some errors in pronouncing an English sounds which are cannot found in their first language.<sup>22</sup>

The second researcher is Catherina Nilam Permata Sari. Her thesis focus on Error on short stories that made by Second Grade Senior High School Students' in SMA Negeri 1 Banguntapan. She found many errors are exist in short story which is made by the

---

<sup>22</sup> Muflihatul Islamiyah, "Error Analysis on English Sound Produced by English Learners: The Influence of Transfer," *Leksika* 6, no. 1 (2020).

students. she identified the errors based on surfaces strategy taxonomy by Dulay et al.<sup>23</sup>

The last researcher is Nurul Fitrah Syams. Her thesis focus on Error of word order used in writing Recount text made by Students at SMK Negeri 1 Pinrang. in her thesis, she means to look for some errors that may occur on students' word order especially in the using of verb, to be and noun phrase in writing recount text. the result of the study shows that the most errors made by the students are the usage of verb.<sup>24</sup>

Those researches are different with this research. The differences between these researches are in object and the focus of the study. In this research, the researcher choses to analyze the errors on a subtitle of movie namely Mind Your Language. And also the researcher has some purposes in this research, that are; 1. To know the errors that occur in learner language on subtitle of mind your language movie. 2. To analyze the errors that occur in learner language on subtitle of mind your language movie.

## **G. Review Of Related Literature**

A literature review is a written summary of journal articles, books, and other documents that describe the past current state of information on the topic of your research study, it also organizes the literature into subtopics, and documents the need for a

---

<sup>23</sup>Catherina Nilam Permata Sari, "Error Analysis of Second Grade Senior High School Students' Short Stories in SMA Negeri 1 Banguntapan" (Thesis, Sanata Dharma University Yogyakarta, 2016).

<sup>24</sup>Nurul Fitrah Syams, "Error Analysis of Word Order Used in Writing Recount Text Made by Students' at SMK Negeri 1 Pinrang" (Thesis, UIN Alauddin Makassar, 2016).

purposed study.<sup>25</sup> The review of theories consists of definition of learner language, error analysis and the types of errors based on Heidi Dulay perspective, and the last is Mind Your Language movie. Therefore, this chapter are going to review some literatures that are containing the underlying theories which is related to this research.

## 1. Definition of Learner Language

Term of Learner language is known as what learners produce when they are trying to communicate using a second language. According to Lightbown & Spada, second language learners do not learn language through imitation and practice but they also produce sentences that are not exactly like those they have heard.<sup>26</sup> On the other hand, Corder stated that learners language have their own 'builtin syllabus' or systematic developmental sequence.<sup>27</sup> It means that learner language try to speak a second language use their own style that is different with first language or their native language and also with the target language that they are going to learn. Selinker called this phenomenon as interlanguage. Researchers were different in called to the same phenomenon; Namser refers to approximative systems and Corder to idiosyncratic dialects and

---

<sup>25</sup> Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4<sup>th</sup> ed (Boston: Pearson, 2012), p. 8

<sup>26</sup> Patsy M. Lightbown & Nina Spada, *How Language are Learned*, Oxford: Oxford University Press, 2013), p. 41.

<sup>27</sup> Rod Ellis, *Understanding Second Language Acquisition*, (Oxford: Oxford University Press, 1985), p. 47.

transitional competence.<sup>28</sup>

The term of interlanguage is first used by Selinker to describe about learners' developing second language knowledge. The structured of language system that the learners construct in his development.<sup>29</sup> Both first and second language acquisition are described as developing system with their own involving rules and patterns, not as imperfect versions of the target language.<sup>30</sup> Analysis of learners interlanguage show that it has some characteristics influenced by previously learned languages and some characteristics of the second language, such as the omission of function words and grammatical morphemes.<sup>31</sup>

But many L2 learners fail to reach target language competence. They do not reach the end of the interlanguage continuum because they stop learning when their interlanguage contains different from the target language system. Selinker is called it 'Fossilization'.<sup>32</sup> fossilization can be realized as error or as correct structure of target language form. If, when fossilization occurs, the learner had reached a stage of development in which in feature X in his interlanguage has assumed the same form as in the target language, then

---

<sup>28</sup> Rod Ellis, *Understanding Second Language Acquisition*, p. 47.

<sup>29</sup> Rod Ellis, *Understanding Second Language Acquisition*, (Oxford: Oxford University Press, 1985), p. 47.

<sup>30</sup> Patsy M. Lightbown & Nina Spada, *How Language are Learned*, (Oxford: Oxford University Press, 2013) , p. 41.

<sup>31</sup> Patsy M. Lightbown & Nina Spada, *How Language are Learned*, p. 43.

<sup>32</sup> Rod Ellis, *Understanding Second Language Acquisition*, (Oxford: Oxford University Press, 1985), p. 48.

fossilization of the correct form will occur. If, however, the learner has reached a stage in which feature Y still does not have the same form as the target language, the fossilization will manifest itself as error.<sup>33</sup>

## 2. Error Analysis

In the course of learning a second language, learners will produce utterances which are ungrammatical or otherwise ill-formed.<sup>34</sup> Learners make errors to test out about the nature of the language they are learning. The making of errors are as a strategy, evidence of learner-internal processing.<sup>35</sup> According to Dulay, Errors are the flawed side of learner speech or writing. Making errors is an inevitable part of learning. People cannot learn language without first systematically committing errors.<sup>36</sup> So making errors for language learners is a natural thing and this is not a big problem but rather these errors become a benchmark for the development of language learners' knowledge about the target language they are learning.

The study that discussed about learner language error in produce utterances in the L2 is called error analysis. according to Dulay Error analysis has yielded insights into the L2 acquisition processes that have stimulated major changes in

---

<sup>33</sup> Rod Ellis, *Understanding Second Language Acquisition*, p. 48.

<sup>34</sup> SP. Corder, *Error Analysis and Interlanguage*, (Oxford: Oxford University Press, 1981), p.65.

<sup>35</sup> Rod Ellis, *Understanding Second Language Acquisition*, (Oxford: Oxford University Press, 1985), p. 47.

<sup>36</sup> Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982), p.138.



teaching practices. Researchers have found that like L1 learners' error, most of L2 learners make indicate they are gradually building a L2 rule system.<sup>37</sup> Error analysis was based on the hypothesis that like child language, second language learner language is a system in its own right-one that is rule-governed and predictable.<sup>38</sup>

According to the Contrastive Analysis Hypothesis, errors probably arise where there are great differences between the learner's mother tongue or any previously acquired language and the language he or she is trying to acquire.<sup>39</sup> The errors themselves are interference of the mother tongue and they must be overcome in the learner's progressive learning. According to Dulay, error has four types, they are linguistic category, surfaces strategy taxonomy, comparative analysis and communicative affect.<sup>40</sup> In analyzing the errors, the researcher uses Dulay's Surfaces Strategy Taxonomy (omission, addition, misformation, and misordering). The function of this theory is to analyze errors that concern with identifying a language that underlies the reconstruction of the new language.

Surfaces Strategy Taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add

---

<sup>37</sup> Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two*, p.138.

<sup>38</sup> Patsy M. Lightbown & Nina Spada, *How Language are Learned*, Oxford: Oxford University Press, 2013), p. 43.

<sup>39</sup> Meng zhang, "Error analysis and Interlanguage," *FOCUS*, p. 86. <http://citeseerx.ist.psu.edu/>

<sup>40</sup> Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982), p.146.

unnecessary ones; they may misform items or misorder them. Analyzing errors from a surfaces strategy perspective holds much promise for researchers concerned with identifying cognitive processes that underlie the learner's reconstruction of the new language. It also makes us aware that learners' errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learner's use of interim principles to produce a new language.<sup>41</sup>

#### **a. Omission**

Omission errors are characterized by the absence of item that must be appeared in a well-formed utterance.<sup>42</sup> Language learners omit grammatical morphemes much more frequently than content words.

#### **b. Additions**

Additions are the opposite of omission. They are characterized by the presence of omissions. They are characterized by the presence of an item which must not appear in a well-formed utterance.

There are three types of addition errors; Double markings, Regularization, and Simple additions.

##### **1) Double Markings**

Two items rather than one are marked for the same feature (tense, in this example). Ex: he

---

<sup>41</sup> Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two*, p.150.

<sup>42</sup> Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two*, p.154.

*doesn't knows* my name.

## 2) Regularization

Regularization errors that fall under the addition category are those in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker. For example *sheeps* and *putted* are both regularization in which the regular plural and past tense markers *-s* and *-ed* respectively have been added to items which do not take markers.

## 3) Simple Addition

No particular features characterize simple additions other than those characterize all additions errors. the use of an item which should not appear in a well formed utterance. Example; the fishes *doesn't* live in the water. The train is gonna *broke* it. *a* this. *in* over here.<sup>43</sup>

### c. Misformation

Misformation errors are characterized by the use of the wrong morpheme or structure. In misformation errors the learner supplies something although it is incorrect. For example; The dog *eated* the chicken.

---

<sup>43</sup> Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two*, (New York: Oxford University Press, 1982), p.158.

A past tense marker was supplied by the learner, it was just not the right one.

As in the case of additions, misformations are usually not random. Thus far, three types of misformations have been frequently reported in the literature.

### 1) Regularization Errors

A regular marker is used in place of an irregular one, example; hisself (himself), I falled (fell), geoses (geese). Learners also commonly make regularization errors in the comprehension of grammar.

### 2) Archi-Forms

Archi- forms is the selection of one member of a class of forms to represent others in the class is a common characteristic of all stages of second language acquisition. For example, a learner may temporarily select just one of the English demonstrative adjectives *this*, *that*, *these*, and *those*, to do the work for several of them: That dogs (those dogs).

Learners may also select one member of the class of personal pronouns to function for several others in the class. For example, Me hungry. ( I hungry).

In the production of certain complex sentences, the use of the infinitive as an archi-form for the other complement types (e.g. gerunds and *that*-clauses). Example, I finish to watch TV.<sup>44</sup>

#### d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme or group of morpheme in an utterance. Example,

He is all the time late (He is late all the time). All the time is misordered.<sup>45</sup>

### 3. Mind Your Language Movie

Mind Your Language is a British sitcom that premiered on ITV in 1977. It was produced by London Weekend Television and directed by Stuart Allen. The series shows how people of different countries with different social background, religion and language exist in the same class room, learning English as a foreign language.<sup>46</sup> It sets an adult education college in London and focuses on the English as foreign language. The main character of the movie is Jeremy Brown, as a new EFL teacher or educator, who replaces the previous teacher who has resigned

---

<sup>44</sup> Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two*, p.161.

<sup>45</sup> Heidi Dulay, Marina Burt, Stephen Krashen, *Language Two*, p.138-139.

<sup>46</sup> [https://en.m.wikipedia.org/wiki/Mind\\_Your\\_Language](https://en.m.wikipedia.org/wiki/Mind_Your_Language)

because of not being able to stand the tension of teaching that particular class consisting of ten adult students coming from different nationalities.<sup>47</sup>

In that movie, the main character is Barry Evans as Mr. Jeremy Brown who becomes an EFL teacher at a skill education centre in London, Zara Nutley as Miss Dolores Courtney, the antagonist who plays the role of the principle. The 10 students in that movie are starred by: Anna Schimidt from German her occupation is Au pair, Chung Su-Lee from China her occupation is diplomat, Taro Nagazumi from Japan his occupation is Executive at Bushido Electronics, Ranjeet Singh from Punjab his occupation is London Underground attendant, Jamila Ranjha from India her occupation is housewife, Ali Nadim from Pakistan he has no job formerly employed at Taj Mahal Tandoori Restaurant in Putney, Maximiliam Papandrious from Greece his occupation is Shipping office worker at the docks, Danielle Favre from France her occupation is Au pair, Giovanni Capello from Italy his occupation is as a chef at ristorante dei Popoli, Juan Cervantes from Spain his occupation is a bartender.<sup>48</sup>

The interactions are mostly based on classroom interaction in which Brown, the teacher, is often made confused by the students' attitude in speaking or communicating because the students try to use their own style in communicating use the

---

<sup>47</sup> <https://www.google.com/amp/s/nenknunu.wordpress.com/2015/07/02/mind-your-language/amp/>

<sup>48</sup> [https://mindyourlanguage.fandom.com/wiki/The\\_first\\_lesson](https://mindyourlanguage.fandom.com/wiki/The_first_lesson)

target language. The students made a number of errors in using English and it causes misunderstanding both for the teacher and the fellow students.<sup>49</sup>

But the researcher could not discuss some errors that occur in the subtitle of movie because it is not the scope of this research, as like Taro Nagazumi one of the student from Japan is good in speaking English but he always adds morpheme -O at the end of word when he speaks and this phenomenon is called pronunciation error. And then, one of student from China Chung Su Lee is difficulty in produced R and L this phenomena is also called pronunciation error. So, the researcher will skip this kind of error.

---

<sup>49</sup> Marganingsih, Maria Virgine, *Communication Failure in EFL Immigrants Class as Depicted in 'Mind Your Language' Serial Movie*. Undergraduate Thesis, Widya Mandala Catholic University Surabaya. (2013).