CHAPTER I

INTRODUCTION

This chapter presents the discussion on background of research, research question, research objective, research significance, definition of key terms and organization of the paper.

1.1 Background of Research

English is an International language that is used for communication all over the world. It is the foreign language in Indonesia. Therefore, English is very important for most people, although there are some of them who do not understand and assume that English is very difficult. Many people in Indonesia still learn and use English only in academic affairs and not applied it in their daily activity. Whereas English is needed to communicate with others all over the world as it is the language of international relation.

Communication is an act of expressing ideas and feelings or giving people information by speaking, writing, or using some other medium (Anon, 2008, p. 84). Communication is a mixture of personal attributes and organizational aspect. It is considered effective when it succeeds in raising the expected response from the other person. To communicate with others in a larger circumstance then people should be able to speak English, by practice is it.

According to Fulcher (2003) in Putri, (2003: 2), Speaking is the verbal use of language to communicate with others. Then, speaking is one of the tools for

communication. Speaking is the action of conveying information or expressing one's feelings in speech (Anon, 2008). It is common in speaking that people should think about the speech plans (Clark & Clark, 1977) / planning utterance (Warren, 2013), before transferring to listeners and often have difficulty in planning. It can happen anywhere, because in conversation (speaking process) when the speakers transfer messages to the listener then they has difficulty in speaking, it means that they have difficulty in planning utterance. When people produce language or speech, actually they strive for what is called as "ideal delivery". According to Clark and Clark "ideal delivery" is the correct way of executing a sentence where the speakers know what they really want to say and say it fluently. However, in reality, some speakers fail to get that ideal delivery and almost every speaker make errors unconsciously. These errors are called common types of speech errors (Clark & Clark, 1977, p. 260).

Speech errors can happen anywhere, from children to adults. In the case of students' learning, it is often that they make speech error. This makes the researcher interested to research Speech Errors in Students' Speaking Performance. English Department is chosen by the researcher to be the object of analysis because based on the result of questionnaire a lot of students who like English but they think that English is very difficult and makes them afraid to speak English, especially speaking in front of the class or speaking with friends. The researcher also has the same experience as the students who made speech errors in speaking. Therefore, this is the reason of conducting this research.

Speech Error is a common thing when someone can make an error in his/her speaking. The sources of speech errors are the result of the speaker's effort plan and execute speech at the same time. It includes silent pause, filled pause, repeats, un-retracted false start, retracted false start, correction, interjection, stutter which are typical speech errors from such difficulties (Clark & Clark, 1977, p. 260). The researcher uses Clark and Clark theory combination with Aitchison theory for slip of tongue (Aitchison, 1998, pp. 240-247). Thus, there are 9 types of speech errors; silent pause, filled pause, repeats, un-retracted false start, retracted false start, correction, interjection, stutter, and slip of tongue.

Regarding the research in speech errors in speaking test, Ernasari (2015) conducted research on Article analyzing Spoken Interlanguage Errors in Microteaching Class. The result of the study divides the errors into three classifications, they are speech errors, morphological errors and syntactical errors.

The second research was done by Putri (2013) analyzing *Students' Grammatical Errors in English Speaking Activities*. The result of her research is just grammatical errors.

Unfortunately, the study about speech errors based on Clark and Clark has not been conducted by students of English Department at the State Islamic University of Bandung. The researcher did not find any references to the paper and just find the previous above.

Based on the previous research above, it has the different focus on this research, although the researcher concerns on the same object that is Speech Errors. The differences between the first and second previous research are the first previous used causes of speech errors from someone's theory and discuss about speech errors, morphology errors and syntactical errors while in this research used causes of speech errors from result of research in the questionnaire and related with someone's theory and just discuss about speech errors. The second previous used grammatical errors while in this research use Common types of speech errors by (Clark & Clark, 1977, p. 263). The researcher is trying to complete or extend the previous /research about psycholinguistics especially in speech errors, in this research entitled "Speech Errors in Students' Speaking Performance".

1.2 Statement of Problems

Based on the background of the study, the research problem can be formulated as the following questions.

1. What errors do the students make in their speech?
2. What factors that cause the speech errors made by students in speaking performance?

1.3 Research Objective

Based on the research statement, this particular study aimed at finding out:

1. The common types of speech errors made by students in speaking performance.
2. The possible factors that cause of speech errors made students in speaking performance.

1.4 Research Significance

The significance that the researcher expect in this study include theoretically and practically benefits.

Theoretically, this research could contribute about Psycholinguistics in general, and clarify the language study in particular. Especially to give understanding and knowledge about types of speech errors contained in speaking performance in the class and to identify the factors that cause of speech errors in students' speaking performance. Practically, benefits for researchers in particular is expected to provide information of speech errors in view of psycholinguistics. The study can apply to us to increase competence in speaking ability.

1.5 Definition of Key Terms

In order to clarify the key terms used in this research, this section explain the terms in brief.

1. Psycholinguistics

Psycholinguistics can be defined as the study of the mental representations and processes involved in language use, including the production, comprehension and storage of spoken and written language (Warren, 2013, pp. 4-5).

2. Speaking

Speaking is transferring messages–thought, ideas and feelings –through words verbally (Fulcher, 2003, p. 23) in (Putri, 2013, p. 6). Speaking refers to the skill of the people to communicate or say anything orally in transferring their ideas by using English and which is emphasized on the people skill to use the target language effectively and appropriately in communication.

3. Errors

Any deviation from a selected norm of language performance, no matter what the characteristics or causes of the deviation might be (Dulay, Heidi, & S, 1982, p. 139). The term 'error' is more suitable for more formal contexts. Errors happens because error in competence.

4. Mistake

It is different from error. A mistake refers to a performance error that is either random guess or slip of tongue, in that it is failure to utilize a known system correctly, Brown (1980) in (Putri, 2013, p. 15). It means "mistake" is used more extensively in casual conversations. Mistake happens because error in performance.

5. Speech Errors

Speech Errors is common thing when everyone can make error in their speaking (Clark & Clark, 1977, p. 260). Speech errors is a non-canonical aspect of an utterance that was not intended by the speaker.