

CHAPTER 1

INTRODUCTION

This chapter considers the background of the study, limitations of the study, the research problems, the objectives of the study, the benefits of the study, and the keyterms.

A. Background of the Study

Language performs a predominant role in peoples' daily lives. Most of the activities in their interaction with one another depend on it. By means of language, people express their feelings, inspirations, information and ideas. As a means of communication, language smoothes people's relationship with others and assists them to say their communicative needs and understand everything in the world. Fernandez and Smith (2011: 3) define that language is the primary communication system for the human species. Furthermore, they stated that language allows people to communicate and convey information – as well as interact and entertain – across vast spans of space and time. It means that the most basic function of language is for communication. It succeeds human to interact each other everywhere and every time. Without using and producing language, it is hard for human to get their messages and meanings conveyed.

Due to the fact that language serves important function in communication, it appears writer's curiosity to reveal it deeply. The researcher quotes (Fernandez and Smith, 2011: 6) statement about language as follows:

“One of the wonderful things about language is that it can be studied in many different ways. It’s social, cultural, and aesthetic characteristics can be analyzed independently of one another. In psycholinguistics, however, researchers are primarily concerned with the underlying structure of language as a biologically based characteristic of humans, derived from the human neurological organization and function.”

In line with previous statement that language can be studied in many different ways, the researcher concerns with how language is investigated by psycholinguistics approach. Finch (2005: 193) states that psycholinguistics is the study of the mental processes underlying the planning, production, perception, and comprehension of speech. Regarding with production of speech, Fauziati (2011: 87) argues that speech production involves how a speaker translates information and intentions into the language format available in one language. Furthermore, Levelt in Kormos (2006: 7) states that people produce speech first by conceptualizing the message, then by formulating its language representation (i.e., encoding it), and finally by articulating it.

In fact, speaking is not as easy as saying word by word. In speaking, people not only have to think how to deliver their message to others, but also how to produce language clearly and smoothly. Fauziati (2011: 87) states that speaking is a very instrumental act and it requires very little thought or effort. The difficulties of producing language especially occur in formal occasions such as debate, giving speech, interview, and so forth. Furthermore, Clark and Clark (1977: 261) argue that in the process of producing speech, speakers not always succeed in creating a fluent speech. There are some difficulties the speakers usually face when they speak to people and almost every speaker makes errors unconsciously.

For the reason that every speaker makes errors unconsciously, the writer chooses the topic. Below are the detail reasons why the writer chooses speech errors as the topic of the study and a talk show program of Metro TV *Face to Face with Desi Anwar* as the object of the study

Firstly, making errors in foreign language learning is the case which is quite difficult to avoid. Speaking in target language which is commonly regarded by most of the learners as the main skill in second language learning provides numerous sample of oral performance errors. Learners often encounter complex process in conveying thoughts through articulated speech which results in errors. However, errors provide valuable insight into the language learning process. The researcher quotes (Corder, 1998: 11) statement about the significance of learners' errors as follows:

“A learner's errors, then, provide evidence of the system of the language that he is using. They are significant in three different ways. First to the teacher, in that they tell him, if he undertakes a systematic analysis, how far towards the goal the learner has progressed and, consequently, what remains for him to learn. Second, they provide to the researcher evidence of how language is learnt or acquired, what strategies or procedures the learner is employing in his discovery of the language. Thirdly (and in a sense this is their most important aspect) they are indispensable to the learner himself, because we can regard the making of errors as a device the learner uses in order to learn.”

It means that as the consequence of learners' errors, error analysis should be conducted by the teacher. Dealing with learners' speaking errors, it is required to develop the speaking teaching techniques. By doing error analysis, certain areas of difficulties in producing speech will be known, so that more effective development of speaking skills can be achieved. Moreover, the teacher can provide proper speaking task types and materials to lessen errors.

Secondly, in reality, producing speech errors seems quite common not only to language learners but also to all speakers. During live broadcasts on TV or on the radio for example guest speakers and even hosts often produce speech errors as a result of various reasons. Conversations in TV shows are no exception and could provide numerous examples of speech errors.

It is broadly acknowledged that television as a means of mass communication has a significant place in the society. Whether it influences the social life in favourable or unfavourable ways, there is a fact that the activity of watching television encompasses a significant part of lives of individuals. Today the television is considered as a channel free of charge, source of entertainment and filling up the leisure times of many people. It is an actuality that most of the people in the world like watching television so much. Television has many interesting programs such as: education, entertainment, news program, music, variety of shows, etc. With the widespread of television programs, talk show becomes a new and popular form of entertainment. Television talk shows have become a main place for the discussion, conversation, dialogue, and even debate for several problems and concerns.

Thirdly, among the various talk show programs in Indonesian TV Programs, *Face to Face with Desi Anwar* could be counted as the most popular and influential one. *Face to Face with Desi Anwar* is a program that aired on the first news channel in Indonesia, Metro TV. It discusses various hot topics at the international level and brings great figures related to the topics under discussion. Guided by a senior Indonesian journalist, Desi Anwar, *Face To Face With Desi*

Anwar is a source of actual and factual information on various topics that are going global. It is broadcasted monthly on every Saturday at 08.00 p.m. and formatted as exclusive hour-length talk show in a dynamic conversational format show.

Fourthly, although guest speakers are international figures who often appear in public place, they also still fail to deliver their meanings smoothly and almost every speaker makes errors unconsciously in the talk show. For instance, Robin Lim, an American midwife who lives in Bali for humanity mission, on *Face To Face With Desi Anwar* broadcasted in January 28th 2012 said “Right Livelihood is the [ah] alternative prize.” Lim's speech contains filled pause speech error. It is a gap filled by “ah”. When speaking, she hesitated in a moment to think and plan the next words to say. Lim also made repeat speech error when she said “Where is your [/] your baby clothes?”. She repeated word “your”. Lim also produces other type of speech error that is interjection when she said “[*Um*][*Well*] I think that when I was a little girl”. She used short exclamation such as “Um” and “Well”.

Concisely, speech errors produced by all speakers in the talk show have great significance in the construction of performance model and English teaching learning process. Speech errors give evidence that the speakers get problems in having smooth speaking. Therefore, further analysis of errors in speech production is necessary to be carried out in order to find solution of problems involved to minimize the occurrence of speech errors. Due to English teaching learning process, investigating speech errors during or after class activities is

important to provide information for the teacher in applying comprehensive strategies in teaching speaking. The importance of tabulating the frequency of each type of error is to find the rate of complexity of area of difficulties so that efficient and systematic activities and practice in speaking can be conducted. Furthermore, in the end of process of error evaluation, it is significant to find the dominant of speech error to find the difficulty which becomes more serious than others, so that more attention and focus can be given in that feature. In addition, sources of speech errors are required to be analyzed in order to get information about the factors that triggers speech errors so that they can be avoided in speaking.

Considering the reasons above, the researcher decides to disclose the speech errors made by the international figures that occur in the talk show program of Metro TV *Face To Face With Desi Anwar* broadcasted in January to June 2012. The researcher serves five sessions of talk show except February 2012 because of unavailable data of talk show after searching from many sources. The researcher was convinced *Face To Face With Desi Anwar* Talk Show Program are interesting matters to reveal and solve, and would be beneficial for linguists, language learners and teachers, and also for those who are concerned and involved in broadcasting. Therefore, the researcher decides to deliver the study entitled **“AN ANALYSIS OF SPEECH ERRORS IN A TALK SHOW PROGRAM OF METRO TV FACE TO FACE WITH DESI ANWAR BROADCASTED IN JANUARY TO JUNE 2012”.**

B. Research Problem

In line with the title of research, there will raise research problem as follow:

“What are speech errors produced by international figures in the talk show program of Metro TV *Face to Face with Desi Anwar* broadcasted in January to June 2012?”

From the research problem, it will appear the following research questions as below:

1. What types of speech errors are made by the guest speakers in the talk show program?
2. What is the frequency distribution of each type of speech error in the talk show program?
3. What is the dominant of speech error produced by the guest speakers in the talk show program?
4. What are the sources of speech errors in the talk show program?

C. Limitations of the Study

The researcher gives limitations of the problem, and those are:

1. The writer only takes the videos of talk show *Face to Face with Desi Anwar* broadcasted in January to June 2012, except February 2012 and its transcript containing speech errors as data, because there are many previous talk shows *Face to Face with Desi Anwar*.

2. The writer only takes the utterances containing speech errors produced by the guest speakers that are international figures as the subject of the research.

D. Objectives of the Study

In relation to the research questions above, the writer decides the objectives of the study as follow:

1. To identify the types of speech errors made by the guest speakers in the talk show program.
2. To tabulate the frequency of each type of speech error made in the talk show program.
3. To find the dominant of speech error produced by the guest speakers in the talk show program.
4. To elaborate the factors that made the speech errors in the talk show program.

E. Benefits of the Study

From this research, the writer hopes that this study has the following benefits:

1. Theoretical Benefits
 - a. The result of the study provides further information and knowledge about psycholinguistics particularly on speech errors in a talk show program.
 - b. It gives further information and knowledge about sources of errors in a talk show program.
 - c. It presents more information dealing with the implication of speech errors to language teaching.

- d. It can be used as the references in a research in linguistics, especially psycholinguistics.
2. Practical Benefit
- a. For the writer
- Having finished the research, the writer expects to get additional information and knowledge related to the speech errors. It is hoped that the writer has better understanding about speech errors, thus, the writer can speak smoother and avoid speech errors by a lot of practice.
- b. For the readers
- It gives readers a larger knowledge deals with the kinds of errors and sources of errors which are often made in a talk show. Furthermore, by knowing the result of the study, the readers will be conscious of being a speaker in a talk show is not such an easy thing. Therefore, they have to practice well and increase their communication skill regularly.
- c. For the English Teacher
- It can be used as additional information dealing with speech errors, so that they can conduct error analysis to find their learners' difficulties in producing language. Moreover, it can become useful input to make more creative materials and speaking activities.
- d. For the other researchers
- The result of the study can become some input to other researchers who intend to analyze speech errors in the speech production. Moreover, it

provides useful information for those who want to carry out a research about the implication of this research to language teaching.

F. Keyterms

The following keyterms are provided related to the title of the research:

1. Speech

Fernandez and Smith (2011: 137) state that speech is a complex motor activity engaging the vocal tract and respiratory physiology. It is the most frequent mode for transmitting linguistic information.

2. Errors

Ellis (1997: 17) defines that error in interlanguage is deviations in usage which result from gaps in learners' knowledge of the target language which reflects lacks of knowledge or language competence. Differently, Lennon in Kovac (2011: 23) states that an error in producing speech is a linguistic form or combination of forms, which in the same context and under similar conditions of production, would in all likelihood, not be produced by the speaker's native counterparts. An error in speech production reflects occasional lapses in performance.

3. Speech Errors

Cowles (2011: 161) argues that speech errors are mistakes that speakers make when they intend to say one thing but something else comes out instead.

4. Talk Show

Ilie (2001: 214) states that talk show can be regarded as a particular kind of face-to-face conversation. The major purpose of talk show is to get people to speak out and to create public awareness about current problems.