

## CHAPTER I

### INTRODUCTION

#### A. Background of the Study

Speaking is the one of the four language skills, namely Listening, **Speaking**, Reading, Writing. In our own language, speaking is usually the second language skill that we learn. Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

Speaking is fundamental to human communication, let's we compare how much conversations that we have in one day and written communication we do in one day. Which we do more of? In our daily lives most of us speak more than we wrote, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring Speaking skill.

Outside the classroom, listening is used twice as often as speaking, which in turn used twice as much as reading and writing (Rivers, 1981). Inside the classroom, speaking and listening are most often used skills (Brown, 1994). They are recognized a critical for functioning in an English language context, both by teacher and by learners have low literacy levels (in English or their native language) or limited formal education, or when they come from language backgrounds with the drive to incorporate workforce reading skill as reporting, negotiating, clarifying, and problem solving (Grognet,1997).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). It's from and meaning is dependent on the context in which it occurs, including the participants themselves, their collective experiences the physical

environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving.

However, speech is not always unpredictable. Language function (or patterns) that tend to recur in certain discourse situations can be identified and charted Burns & Joyce, (in Fauziati, 2010: 16). For Example, when a salesperson asks “ May I help you ?” the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (*Linguistic Competence*), but also that they understand when, why, and in what ways to produce language (*sociolinguistic competence*). Finally, speech has its own skills, structures, and conversation different from written language Burns & Joyce, 1997; Carter & Mc Carthy, 1995; Cohen, 1996 (in Fauziati, 2010: 16). A good Speaker synthesizes this array of skills and knowledge to succeed in a given speech act.

People usually try to plan word by word in their mind, and then they execute it or produce it. When people produce word, then, they pause for a while before moving on to the next word, it is considered as a silent pause (e.g. Turn on the heater / switch). If there is filler in their pause such as: uh, you know, you know what? Guess what? em, it is considered as a filled pause (e.g. Turn on, uh, the heater switch). Repeat, is a speech error when the speakers are repeating one or more than one word in a row (e.g. Turn on the heater / the heater switch). Next, false start, there are of two kinds of false start: unrestricted and retraced. Unrestricted false start occurs when speakers false in starting speech, then the speakers make a correction of a word (e.g. turn on the stove / heater switch). And retraced false start is repetition of one or more than one word before the corrected word (e.g. turn on the stove / the heater switch). Other type of speech error is correction. It is like a false start, but it contains an explicit correction, such as, I

mean, rather, or that is, (e.g. turn on the stove switch—I mean, the heater switch). The next is interjection. It is like a hesitation pause, it indicates that the speakers have had to stop to think about what to say next. The interjection in English often emerges with the sound oh, ah, well, say, (e.g. turn on, oh, the heater switch). The next type is stutter. Speakers who stutter speak rapidly the same sound or syllable (e.g. turn on the h-h-h-heater switch). The last type of speech errors is slip of the tongue. Speakers may make error in sounds, word parts, words, and even sentence structures. These can be considered as slip of the tongue.

According to Dictionary of Language Teaching and Applied Linguistics (1992) a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected when attention is called. Whereas, an error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected.

The students of English Tutorial Program in Muhammadiyah University of Surakarta have many problems when they practice speaking in every meeting. One of them is speech error that caused many reason from them self, for example: “I was born at 13 October 1994” it mean “I was born at 13 of October 1994” or “I was born at October, 13 1994”. That speech error occurred because the student has limited knowledge of grammar. Some of their speech errors were also speech errors they made. Some their speech errors were, *and I / do have a /* this utterance contains a speech error, that is silent pause, the speaker pause one word before he moves to the next word. *My father names is, uh,* Sarwono this utterance contains filled pause, this is a kind of a pause error that contains filler uh. Then, *and / and he works in Hospital as a doctor* this is a repeat error, the speaker repeats a word and for twice. After that, *well, l-l-l-let me introduce Myself* this is a stutter, the speaker speaks rapidly a syllable l. *In My opinion, uh, this program is the best way to improve our*

*speaking skill*, this utterance contains an error, it is called interjection, he pauses for a while with filler *uh* to think the next word that he is going to say. *Than, put a/an egg* this utterance is considered as a false start unrestricted, the speaker corrects *to an*. Kinds of slip of the tongue (blend: two words which are mixed and selection error) are also existing in this program. Which is a mixture from words and additional. The /ði: / lecturers of civil engineering are kind this utterance contains a selection error; the above should be pronounced /ðə/ because the following word is starting by a consonant sound.

Base on the phenomena above, the writer is interested in conducting a study of speech errors which made by students of civil engineering a case study in English Tutorial Program, and in this study writer will be describe the type, frequency, and dominant of speech errors, made by Students of civil engineering in English Tutorial Program (ETP) in Muhammadiyah University of Surakarta, and to explain the sources of errors analisis made by Students of civil engineering in ETP.

## **B. Problem Statement**

Based on the background study, the writer formulates the following problems:

1. What are the types of speech errors made by students of civil engineering in English Tutorial Program at UMS?
2. What is the frequency of each type of errors made by students of civil in English Tutorial Program at UMS?
3. What is the dominant type of speech errors made by students of civil engineering in English Tutorial Program at UMS?
4. What are the sources of errors made by Students of civil engineering of Muhammadiyah University of Surakarta?

## **C. Limitation of the Study**

The writer limits this research on error analisis in oral production made by students of civil engineering of Muhammadiyah University of Surakarta in English

Tutorial Program (ETP). The writer chooses this program because it is new program in UMS to all of faculties.

#### **D. Objectives of Study**

Based on the research problem, the writer has the following objectives:

1. To describe the types of errors made by students of civil engineering in English Tutorial Program of Muhammadiyah University of Surakarta.
2. To describe the frequency of each type of errors made by students of civil engineering in English Tutorial Program of Muhammadiyah University of Surakarta.
3. To describe the dominant types of errors made by students of civil engineering in English Tutorial Program of Muhammadiyah University of Surakarta.
4. To describe the sources of errors made by English Department Students in Microteaching class at UMS.

#### **E. Benefit of the Study**

The writer expects this research will give some benefits as follows :

##### 1. Theoretical Benefit

Related to this research, the writer hopes that research can be used as the reference for the other researchers who want to conduct research about speech error in other object.

##### 2. Practical Benefit

- a. For the writer, the result can increase knowledge about the type of speech error.
- b. For English tutor, the result of this research can be a reference to improve tutor's ability and competence in teaching English, and the tutor can identify the type of speech error so they have strategies to detract of error.

- c. For the students, this result will help the student to speech correctly, and increase their speaking skill and they will understand what the type of speech error made by their self so they know what they should do to be good speaker.
- d. For the reader the result of this research can be reference for implementation of teaching learning of speaking skill.

#### **F. Research Paper Organization**

The research consists of five chapters. Chapter I is introduction of the research. It consist of general background of the study, limitation of study, problem statement, object of the study, benefits of the study and research problem organization.

Chapter II is review of related literature. It covers previous study and underlying theory, definition of error analysis, the type of error analysis, the types of speech error, definition of speaking skill, and the sources of error.

Chapter III is research method, consists the type of research, subject of the study, data and data source, method of collecting data and technique of analyzing data.

Chapter IV is data analyzing and discussion, consisting of type of errors, frequencies of errors. Discussion talks about type speech error, the frequency its speech errors and sources of speech error.

Chapter V is conclusion and suggestion of the research. It consists of conclusion of the study and suggestion from the writer. After chapter five, the writer presents bibliography and appendix.