

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, limitation of the study, research problem, objective of the study, and significance of the study

A. Background of the Study

English Education Department of Islamic University of Indonesia is carrying a paradigm of teaching learning of English based on English as an International Language (EIL), and Information and Communication Technology (ICT). The vision of English language education department of UII is Being English Language Study Program that promotes excellence, professionalism, integrity, and international standards in the field of education, research, community service and proselytizing by committing to the values of Islam and upholds the cultural diversity of Indonesia and the international community. The mission of English Education Department of UII are developing English education courses rahmatan lil'alam, organizing English language education to produce graduates student who have the integrity, linguistic competence, pedagogical, professional, personal, and social as well as competitive in both national and international levels, develop research in the field of English education as EIL (English as an International Language) based ICT for educating the nation, and the last, develop a community service in the form of learning English to improve the welfare of the community.

In English Education Department of Islamic University of Indonesia there are four basic skills courses thought for several semesters. These four skills are reading, writing, listening and speaking, each skill is almost interrelated between one skill to another skill, such as reading and writing, listening and speaking. For example Brown said that “listening and speaking are almost closely interrelated” (Brown, 2004). These four skill courses should be mastered by the students of English Education Department of Islamic University of Indonesia. The students

should take these four basic skills course from the first semester until the third semester because it becomes the compulsory subject.

Speaking is a subject should be taught in the English Education Department of UII continuously. There are Speaking I, II, and III. In Speaking I subject students are thought daily communication such as interpersonal communication and situational communication. After completing the course the student is able to understand the types of communication used in daily life, to communicate their feelings and thoughts using the appropriate expression, able to apply the degrees of formality and informality in speaking appropriately, able to set clear objectives for speaking and organize talks in a logical manner. However, Speaking II called classroom English. Students were thought a job interview and presentation. In Speaking III students were thought about public speaking such as speech and debate. Each skill focuses on the different concentration. Even though they have different level of learning speaking, it cannot be supposed which semester makes an error in speech production more than the other. It cannot predict the speech error made by these two levels.

In fact, that speaking becomes the important act. The speaker speaks and gives the effect to the listener. The speaker gives the information and the listener absorbs it. Therefore, listening and speaking is almost as closely interrelated” (Brown, 2004). In speaking the speaker delivers message to the listener, how they can give the information clearly, how they can transfer the idea, and opinion to the listener. During transferring the idea and opinion speakers tried to construct the correct utterances to avoid misunderstanding, it can be the grammatical, the phonological etc. According to Fauziati (2013) said that “speaking seems to be instrumental act”.

However, students speak to formulate plans and executes them or producing them, but in daily life speech, student common made an error in speaking. Sometimes the students made execution, such as filled with pauses and hesitate or stop in the middle of the sentence for a while to think the appropriate word. The

student also usually makes corrections, repeats, replacements and even slip of tongue. According to Dell in Poulise (1999) as cited by Fauziati (2013) “people slip their tongue now and again, when the speakers are tired, a bit drunk, and rather nervous. Such slip of tongue is normal or common to people. Based on Clark and Clark (1977) there are two major sources of speech errors. The result of the difficulties that the speaker try to plan and execute speech, such as hesitation, correction and pauses, the other types difficulties such as slip of tongue happen when speakers are tired. Sometimes student did not aware when producing the speech, they usually speaks spontaneously. When student formulating the plan it seem to be competent, how they try to plan something on their mind to create an appropriate sentence. And the way student executes the sentence, it seems to be performed, how the student performed the planning. Speech errors have also examined in trying to show the reality of phonological units and rules, and the relationship between linguistics competence and performance (Framkin, 1973). Therefore, there are relationship between linguistic competence and performance. When the student tried to produce sound based on their competence is not always goes as well in performance. That will be found the error on the speech production. Cutler (1988) as cited by Bock & Levelt (1994) “speech errors are a rich source of clues to how language production works”.

According to Clark and Clark in Fauziati (2013) there are nine types of common speech error: first is Silent Pause, Filled Pause, Repeats, False Start (Unretraced), False (Retraced), Corrections, Interjections, Stutters, Slip of Tongue. They may include substitution, metathesis, omission, or addition of segments as in, turn on the sweeter hitch (Fauziati, 2013). These types of speech error common emerged at student speech production.

Unfortunately, it appears a number of undergraduate students of English Education Department of Islamic University of Indonesia they still make the kinds of errors in speech production. Even though, they have learned speaking for several semesters. English is still one of language that is not be mastered by the student of English Education Department major. Speech error still emerges in

student speech production, especially in the speaking class. During the learning of daily communication and public speaking, speech error is becoming a common that made by them. The writer can see that the student made some error in their speech production, such as hesitation, repeats, pauses and even slip of tongue. It can be supposed that the lack of knowledge and anxiety can be influenced by the student's erroneous in speaking. Therefore, the writer is going to conduct the research on error analysis on speech production the purpose is to describe the student's erroneous in speech production. By knowing a student's erroneous in speaking the lecturer can avoid type of erroneous that usually used by student.

The writer found that kind of errors made by the third semester students of English Education Department of UII. In this session the lecturer asks to the students to do role play. The students are presenting the situation based on the group. For example of the error that made by the student as bellow:

- A: aaaaa [ah] well melani welcome to the zoo
- B: yeah, aa [ah] I want to see the lion
- A: oh yes [/] yes [/] yes, oke [/] oke
- B: I am thirsty
- C: amm [em] yes oke, we know that Ulfa is sick, and so we [/] we don't [em] allow her to buy something,
- A: aaaam [em] yes. Do you have money?
- C: yes, ten thousand
- A: is it enough?
- C: it is enough, because the mineral water [/] mineral water just five thousand right? Okay with father, and I will wait for ka Ulfa here.
- A: do you want take the picture?
- B: yes I want to take a picture
- C: daddy, can you see [/] can you sit beside melani. Wait wait wait..... okay one two three action
- B: aaaa mom once [/] once more
- C: once more? Okay, one two three cheeeeeers

Daddy [em]?

A: yes?

C: when do you want to invite us again?

A: next [am] I want to show you tiger.... Aaa follow me [/] follow me, this is snake

B: Daddy let's go home, it was nnnn [---] noon

In this session, student A made an error such as filled pause and also he made an error of repeats. For the B student made an error of filled pause, repeats and stutters. And the C student made an error about filled pause and repeats. When we look at the conversation of student performance, they used to make an error in every sentence. Most of them made the same error. The writer assume that the student hesitate when producing the sound. Therefore, they still make kind of error in speaking.

In addition, the other errors made by the first semester student can be seen at the conversation below:

A: Mom I am hungry right now, I am thirsty... and hungry , please go to the some place!

B : what do you want dear?

A: I want to ice cendol, I want to aaaaa I want hahaha, I want to ice cream mom.

Mom why we choose[....] this restaurant?

C: yes mom I think this restaurant is don't have ice cendol, ice cream

B : Mami choose this restaurant because provide all menu [/] all delicious menu drink and food

D: excused me good afternoon, this is menu of our restaurant, please choose the menu, and call me, if you have done.

A: I want to ice cendol, ice cendol

C: yes mom,I want to ice cream, [em] mie ayam

B: oke,you will [/] you can order everything you want

A: I know, because Daddy much money mom?

C: oh [uh] yes

B: where is daddy?

D: yes sir what do you to order?

B: we will [/] we want order two ice creams, one meat ball and [...] one ice cendol

D: ice cendol and ice cream is over.

In the conversation above, student A made an error of silent pause. For the B student made an error of repeats and silent pause. And student C made an error of filled pause. For all of student who included in the conversation above, most of them used inappropriate word. From the phenomena above, the writer assume that the first semester student have not got kind of knowledge related with speaking skill. Therefore, they still make kind of error, it is not only the simplest error, but also the way they choose the vocabulary is not suitable to the situation. Perhaps they are lack of vocabularies.

Based on the phenomena above there are similarities and differences type of errors on speech production in every level of English language education department. Every level of student has varied types of errors. By conducting of errors on speech production it can be found, what kind of errors on speech production that usually used by the learner and it can be known what kind of similarities or differences of errors that we will find for every level. What kind of dominant errors made for every level, especially the first and the third semester.

However, based on the problem described above; the writer is going to conduct research of errors on speech production. There are several reasons from the writer to do this research. First, errors which made by the learner in foreign language learning, it will be important to know the types of the errors, the frequency of errors on speech production, the dominant errors, find out which made by leaner on the different level, the similarities, and the differences of errors in order to find the most appropriate foreign language learning strategies and to find out the error sources on speech production. Based on the phenomena and the statement above, the writer is going to analyze errors on speech production by using of nine types of common speech error by Clark and Clark and

encouraged to carry out a research entitle: Errors on speech production made by the first and the third semester students of English Education Department of UII in speaking class for academic year 2016/2017.

B. Limitation of the Study

The writer limited the research on errors on speech production, which has made by the students of the first and the third semester of English Education Department of UII in Speaking Class for academic year 2016/2017.

C. Research Problems

The research problem is what the errors found in the speech production are made by the 1 st and the 3 rd Semester Students of English Education Department of Islamic University of Indonesia? Based on the problem, the writer arranges some research questions as below:

1. What are the types of errors on speech production made by the first and the third semester students?
2. What is the frequency of errors on speech production made by the first and the third semester?
3. What are the dominant errors made by the first and the third semester students?
4. What are the similarities and differences of errors on speech production made by the first and the third semester students?
5. What are the error sources of the first and the third semester students?

D. Objective of the Study

Based on the research questions above, the objectives of the study are:

1. To describe the types of errors that made by the first and the third semester students.
2. To describe the frequency of errors on speech production made by the first and the third semester students

3. To find the dominant errors that made by the first and the third semester students.
4. To find the similarities and the differences of errors that made by the first and the third semester students.
5. To find the error sources from the first and the third semester student.

E. Significance of the Study

There are significances that can be reached from this study. The significances are stated as follows:

1. Theoretical Significance
 - a. The result of the research can be used as the reference for those who conduct a research in errors analysis, especially errors which are found in speech production .
 - b. The result of the research can be used to learn error analysis, mainly to Applied Linguistic study.
2. Practical Significance
 - a. The lecturer will get description and information about learner's speech errors during learns foreign language.
 - b. The result of the research can be used by the lecturer to evaluate second language teaching mainly on speech production.
 - c. The result of the research can be used by the lecturer to decide the most suitable strategy for teaching foreign language.
 - d. The students can get evaluation from this study about how to learn second language mainly on speech production.

F. Research Paper Organization

Chapter I is introduction that consists of background of the study, scope of the study, problem statement, objectives of the study, significant of the study, and research paper organization.

Chapter II is review of related literature, which consists of previous study, Literature review, and theoretical framework.

Chapter III is research method, which presents type of the study, subject and object of the study, data and data source, method of collecting data, technique for analyzing data and data validity.

Chapter IV is research finding and discussion, which elaborates the classification of error, based on Clark and Clark's types of speech error. It is also find the similarities and differences between the types of error.

Chapter V is conclusion, pedagogical implication, and suggestion that explores conclusion of the study, gives guidelines to repair some cases that are not