

CHAPTER I

INTRODUCTION

A. Background of the Study

Muhammadiyah University of Surakarta has a new program for students called English Tutorial Program (ETP). ETP is the new program to the non-English department in UMS for learning English. This program focuses on students of the first and second semester in UMS. The English Tutorial Program has purposed to give basic skills in writing and speaking, and improved learning English.

Speaking is part of the four language skills, namely listening, speaking, reading, and writing. Speaking is one of the essential skills of students in English Tutorial Program because they have to use the English language to deliver the material. It is not easy for students to do it. In ETP, students think and try what they say and automatically say it. During ETP class, students of Accounting Department usually make an error in speaking. Speaking was difficult to say naturally and spontaneously in English by students to search the next words. Absolutely, speech production means the speaker often needs thoughtful planning to excuse the speech they want to produce.

Clark and Clark (1977:224) in Fauziati (2016) asserted that the speech production was simply described as the speakers first plan what they want to say based on how they want to give effect to their listener. They then put their plan into execution, uttering the segment words, phrases, and sentences, which make up the plan. However, not all goes well in everyday speech. The actual speech execution is often filled with some errors; this is due to the intermixture between planning and execution. It means when the students produced speech spontaneously in the process of delivering their speech, it is not losing of errors in their speech.

The students of the accounting department in English Tutorial Program at Muhammadiyah University of Surakarta have many problems when they practice

speaking in every meeting. One of them is speech error that caused many reasons for themselves, for example as follows:

(1) Marisa : “aaa ...what do you want in this job?”

Marisa’s utterance should be “What do you want in this job?” This phenomenon is called filled pause means that the speakers would like to search next word.

(2) “Lutfi : good (pause) good afternoon, nice to meet you?”

Lutfi’s utterance should be “Good afternoon, nice to meet you?”. This phenomenon of repeats means that speaker repeats their utterances.

Based on the phenomena above, the writer was interested in conducting a study of errors that is produced by students of Accounting Department a case study in the English Tutorial Program, and in this study writer will describe the type, frequency, dominant of errors, and sources made by students of Accounting Department in the English Tutorial Program in academic years of 2016/ 2017.

From the reason above, the researcher would like to conduct a research paper entitled “*Error in Spoken Production Made by Accounting Department Students in English Tutorial Program (ETP) at Muhammadiyah University of Surakarta*”

B. Limitation of the Study

In this study, the researcher just limits the research in analyzing errors of spoken production by students of the first semester of the Accounting Department in English Tutorial Program (ETP) of Muhammadiyah University of Surakarta. Actually, this research was conducted from 34 students of the first semester. The researcher chooses this program because basically Accounting Department is one of the non-English departments in UMS.

C. Problem Statement

The problem statements in this research are as follows:

1. What are the types of speech error made by students of the first semester?
2. What are the frequencies of types of speech made by students of the first semester?

3. What is the dominant of types of speech error made by students of the first semester?
4. What are the sources of speech error made by students of the first semester?

D. Objective of the Study

Based on the problem statement, the objectives of this research are as follows:

1. To describe the types of speech error made by students of the first semester.
2. To describe the frequencies of types of speech error made by students of the first semester.
3. To identify the dominant types of speech error made by students of the first semester.
4. To clarify the sources of speech error made by students of the first semester.

E. Significance of the Study

From this study, the writer hopes that this research has the benefit for the readers. Thus, the significance of this study may include the followings:

1. Theoretical Benefit

a. Students

The results of the study can be used as an additional knowledge to improve the students' abilities in the study of speech errors.

b. Teacher

The writer hopes this research can be useful for additional information and new knowledge can be applied by the teacher in the teaching, learning applied linguistics and psycholinguistics study especially on error speech.

c. Lecturer

The finding of this study can give the additional information for the lecturer in teaching applied linguistics and psycholinguistics study especially on speech error.

2. Practical Benefit

a. Other Researcher

The result of the study can be used to stimulate other researchers to conduct further research related to this study from other points of view.

F. Research Paper Organization

The writer organizes this research paper to make easier and understand. The research content of this study consists of five chapters follows as chapter I, chapter II, chapter III, chapter IV, and chapter V.

Chapter I in this research is the introduction and background of the research paper. This chapter consists of six points, namely background of the study, limitation of study, problem statement, the object of the study, the benefit of the study, and the last research problem organization.

Chapter II in this research is review of related literature. This chapter consist of three points' namely previous study, the position of the current study, and underlying theory. In previous study and position of current study the researcher makes a difference from the other previous researcher. The underlying theories describe definition of speaking skill, speech production, speech error, and error analysis.

Chapter III in this study is research method. In this chapter there are eight points, namely (1) type of the research, (2) subject of the research, (3) object of the research, (4) time and place of the research, (5) data and data source, (6) technique of collecting data, (7) technique of analysis data, (8) data validity.

Chapter IV in this study is data analyzing and discussion. Above this chapter consists of the types speech error, frequencies, dominant, and sources of error.

Chapter V is the last chapter in this research about conclusion and suggestion by research.