

# CHAPTER I

## INTRODUCTION

### **A. Background of the Study**

The learning process is a system. The achievement of process standards to improve the quality of education can be started by analyzing every component that can shape and influence the learning process. Many components that can affect the quality of education, however, could not be done by improving only the quality of the component repaired by existence, even difficulties to determine the level of influence of each component.

Teaching is not just conveying the subject matter alone, a work aimed and complex in teaching. The implementation of teaching needs a number of specific skills which are based on concepts and specific knowledge. Decisions in carrying out teaching activities are not based upon subjective considerations or tasks that can be done arbitrarily, but based on a judgment. Therefore, the teaching activities done by the teachers in teaching could be right justified. In other words, which it need the appropriate background to be the professional teacher especially the appropriate background, the background of teacher education. Then the task of a teacher is to give the appropriate expertise for students that will stimulate students to raise their needs. The other teachers' task is to develop the students' interests, talents and potential, including in developing students' attitude in the learning process.

In speaking, people take the already formulated plans and execute them, but not all goes well in daily speech. The actual speech execution is often filled by pauses and hesitations, corrections, repeats and replacements, and even slips of the tongue. As a result, speech errors have been primary source of data of all information about speech execution.

Related to the execution of speech, the speech errors give good evidence to the following phenomena:

1. Speakers try to produce each constituent fluently;
2. They try to plan each constituent as a unit;
3. When they do have to stop, they often offer a brief explanation before correcting themselves and going on, and;
4. It is the selection of words that makes them stop when they do.

In SMAN 3 Sragen, there are the problems of speech errors in learning English that must be overcome. The researcher will try to find problems in class X as the subject of the research. The researcher tries to observe the class when the teacher teaches and makes the interview to students. Usually, the problems of speech errors in any school because students are not mastering the materials of speech errors. The students focus in learning materials and they do not know about the infrequently concern about speech errors. In this problem the teachers try to make the students understand about speech errors. The researcher gets to interview about speech errors after the observation. In this school, the phenomena of common speech errors happen because students are not mastering much vocabulary related to the material. whereas to understand the English text well the student have to have well vocabulary. If they get the difficult vocabulary, they have to find it on the dictionary. If they get a lot of exercise in their vocabulary, they will be easy to master vocabulary overall and it will be easier for them to overcome the speaking. The next this phenomena is grammar. The students must learn the grammar overall and they must keep trying to study grammar.

The students often have error pronunciation in learning English, therefore, students are expected to practice more in pronouncing vocabulary correctly through practice by singing in English or imitating the the English language recording. Before the student use the English textbook, the students should master the vocabulary and also the way to pronounce the words related to the material on the book. If the students can master and pronounce the words well, they will be easier to understand the means of the book.

Normal speech might seem effortless, but it's actually a complex process that needs precise timing, and nerve and muscle control. When we speak, we must coordinate many muscles from various body parts and systems, including the larynx, which contains the vocal cords; the teeth, lips, tongue, and mouth; and the respiratory system. The ability to understand language and produce speech is coordinated by the brain. So a person with brain damage from an accident, stroke, or birth defect may have speech and language problems. <http://kidshealth.org/en/teens/speech-disorders.html>.

Some people with speech problems, particularly articulation disorders, may also have hearing problems. Even mild hearing loss can affect how people reproduce the sounds they hear. Certain birth defects, such as a cleft palate, can interfere with someone's ability to produce speech. People with a cleft palate have a hole in the roof of the mouth (which affects the movement of air through the oral and nasal passages), and also might have problems with other structures needed for speech, including the lips, teeth, and jaw. Some speech problems, like stuttering, can run in families. But in some cases, no one knows exactly what causes a person to have speech problems.

Based on the background above, the researcher is interested in conducting a research entitled **“TEACHER’S STRATEGIES IN OVERCOMING STUDENT’S SPEECH ERRORS AT THE 10<sup>th</sup> GRADE IN SMAN 3 SRAGEN”**.

## **B. Problem Statement**

Based on the background of the study above, the writer formulates the problem statements as follows:

1. What are the types of student’s speech errors at the 10<sup>th</sup> grade in SMAN 3 Sragen?
2. What are the strategies used by the teacher’s in overcoming speech errors at the 10<sup>th</sup> grade in SMAN 3 Sragen?

## **C. Objective of the Study**

Based on the problem statements, the researcher has some objectives of the study, they are:

1. To describe the types of student’s speech at the 10<sup>th</sup> grade in SMAN 3 Sragen.
2. To describe the strategies used by the teacher’s in overcoming speech errors at the 10<sup>th</sup> grade in SMAN 3 Sragen.

#### **D. Significance of the Study**

This study gives some significance on the teaching learning process especially in speaking skill. The significance from this research are:

1. Theoretical Significance
  - a. The writer expects this study can be useful to improve the teachers' knowledge about the strategies on learning activities to overcome the speech errors.
  - b. The result of this study can be used to add the reference for the other researchers.
2. Practical Significance
  - a. Parctically the result of the study can help the teacher to find the best strategies to teach their students in English speaking skill so it can help to achieve the learning goals
  - b. The future researcher can more studying this research carefully and can analyze comprehension related to the study.

#### **E. Research Paper Outline**

The writer organizes this study in order to create it easier to understand they are:

Chapter I is Introduction. This chapter contains of the background of the study, problem statement, objectives of the study, significance of the study and the research paper organization.

Chapter II is review of related of literature. It contains the previous studies and the underlying theories of speech errors.

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

Chapter IV is research finding and discussion. It consists of research findings and discussion of the research finding

Chapter V is conclusion and suggestion. It consists of conclusion and suggestion.