CHAPTER I
INTRODUCTION

The chapter consists of background of the study, problem statements, objectives of the study, and benefits of the study.

A. Background of the Study

In learning English, especially in Department of English Education, learners have 4 skills that must be mastered, such listening, speaking, writing, and reading. As happened in English Department students at University of Muhammadiyah Surakarta, each learner has different difficulties in understanding these four skills. One skill that is very difficult for them to master is speaking. While speaking, students often encounter various problems, such speech error. Although they have made a plan to execute their speech, it is not always going well. Based on this case, the researcher interests in doing research about speech error or disfluency produced by English Department students in University of Muhammadiyah Surakarta, especially the forth semester students. In this semester, they get a course named Standardized Test of Speaking for IELTS Preparation. As we know, in order to pass IELTS test, we are supposed to answer the questions orally. It means that we have to be able to produce sentences then say it directly. So, it needs to do practice as often as possible if we can use English fluently. In this course, the students also don't give times to write what they want to speak before. This condition may cause the confusion, so they make spontaneous decided. It can lead them to grammatical error, lexical error, or speech error. Therefore, the error produced by the students that the researcher interested to analysis is speech error.

Speech error is something that people often do unconsciously, whether in daily conversation or even in formal speech. They occur more often when

speakers are in a hurry, feel nervous, getting tired, anxious, less confidence, and many more. Like students, no matter how fluent they are in speaking, they still may produce error. Moreover, if they are nervous when speak in front of the class, in front of their lecturer, and their classmates. Tired is also affected student's fluency. Students who have been said for a lot of sentences may lead to an error, because there is mismatch between their tongue and brain. So, they will produce speech error unconsciously.

A speech error which disturbs ideal transmission commonly is pause and hesitance when speakers quicken the speech. They do it by leaving the pauses out and with no doubt (Fauziati, 2009). There are many possibilities to produce speech error by students, especially in the certain time while they in a hurry, anxiety, tired, nervous, even if they are less practice to speak as most students do in their class.

Based on the background above, the researcher were interested in doing research about speech error with the forth semester of Department of English Education students in University of Muhammadiyah Surakarta as samples. This study will focus on the theory of speech error proposed by Clark and Clark (1977). Therefore, the researcher decided to conduct a study entitled **"SPEECH ERROR (DISFLUENCY) PRODUCED BY THE FOURTH SEMESTER OF ENGLISH DEPARTMENT STUDENTS AT UNIVERSITY OF MUHAMMADIYAH SURAKARTA IN SPEAKING CLASS IN ACADEMIC YEAR 2017/2018."**

B.   Problem Statements
1.   What are types of speech errors and the frequency?
2.   What are the sources that cause students produce speech errors?

C. **Objectives of The Study**

1. To identify what types of speech errors.
2. To explain what sources that cause students produce speech errors.

D. **Benefits of The Study**

The researcher intends the results of this study to be useful to the reader theoretically and practically.

1. Theoretical Benefits

The result of this study is expected to be a reference for other researcher who conducts to analyze speech errors made by English Department students in their speaking class.

2. Practical Benefits

- For teachers, the result will give information about what types of speech errors that students often do, and what caused them producing speech errors.
- For other researchers, it can enriches the knowledge and be a reference to enforce the proof of their research.