

## CHAPTER I

### INTRODUCTION

The chapter consists of background of the study, problem statements, limitations of the study, objectives of the study, significance of the study, and research paper organization.

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

Department of English Education in Muhammadiyah University Surakarta have 4 language skills that must be mastered by the learners, such listening, speaking, writing, and reading. Speaking is an important skill because one of the keys in English communication is speaking ability. Speaking is a highly complex cognitive skill which involves the conceptualization of meaning, the retrieval of lexical items from memory, the encoding of phonological word forms, and the articulation of phonetic gestures. Although they have made a plan to execute their speech, it is not always going well. Based on this case, the researcher doing research about speech error or disfluency produced by English Department students in University of Muhammadiyah Surakarta, especially the third semester students. In this semester, they get a course named Argumentative Speaking. As we know, in Argumentative Speaking the learners have to give their opinion to persuade the audience. This type of speech is extremely challenging, the learners as a speaker need to persuade and give evidence to support their opinion. In this course, the lecturer give the topic at that time so the learners don't give times to write what they want to speak before. The learners give their opinion spontaneously. It can lead them to grammatical error, lexical error, or speech error.

Speech production involves how a speaker translate information and intentions into the language formats available in one language. As a speaker, we are usually not aware of how we produce a speech. Producing speech seems require very little thought or effort. On a rare occasion (giving a speech, telling story ,etc.), however, such effortlessness of producing a speech is not true. This

result in the mismatch between what we want to say and what we actually do say. Whenever we speak, we often produce errors as we translate our ideas into speech. Thus, producing speech errors seems quite common to all speakers.

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 nervous, tired, anxious, or intoxicated (Carroll, David, 1986). 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.

Based on the background above, the researcher interested to knowing about speech errors that produce by the students in the learning process of speaking III. The researcher also curious about the response of the learner when they are produce speech error. Therefore, the researcher decides to carry out a research entitle "SPEECH ERROR (DISFLUENCY) PRODUCED BY THE THIRD SEMESTER STUDENTS IN SPEAKING CLASS DEPARTMENT OF ENGLISH EDUCATION AT MUHAMMADIYAH UNIVERSITY OF SURAKARTA.

### **B. Problem Statement**

Based on the background of study, the researcher formulates the problem statements are as follows:

1. What are the types of speech errors produced by the third semester students in speaking class, Department of English Education at Muhammadiyah University of Surakarta?
2. What are the source that cause speech errors produced by the third semester students in speaking class, Department of English Education at Muhammadiyah University of Surakarta

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

The specific objective of the study are as follows:

1. To know types of speech error produced by the third semester students in speaking class Department of English Education at Muhammadiyah University of Surakarta.
2. To know source that cause speech errors produced by the third semester students in speaking class Department of English Education at Muhammadiyah University of Surakarta

#### **D. Significance of The Study**

The researcher supposes that the result of this research can be useful to the readers theoretically and practically.

##### **1. Theoretical Significance**

In the theoretical benefits, the result of this research will give valuable information and reference to increase the knowledge on speech error.

##### **2. Practical Significance**

###### **a. For the English Teacher**

The benefits of this research for the teacher is the teacher can help the students in speech error and improving their speaking ability.

###### **b. For the Future Researcher**

The researcher hopes that the next researcher to extend the study on different focus for example grammatical error and using the other theories.