SPEECH ERRORS IN ORAL PRODUCTION MADE BY ENGLISH

DEPARTMENT STUDENTS OF MUHAMMADIYAH UNIVERSITY OF

SURAKARTA: A PSYCHOLINGUISTICS STUDY

RESEARCH PAPER

Submitted as a Partial Fulfillment for

the Requirement of Bachelor Degree of Education

in English Department

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2010

CHAPTER I

INTRODUCTION

This chapter is divided into six sections. They are background of the study, problem statement, objectives of the study, limitation of the study, benefit of the study, and research paper organization.

A. Background of the Study

One of the ways to express ideas, feelings, experiences and knowledge is by using language, either in written or oral form, formal or informal situation. Of the four language skills: listening, speaking, reading and writing, speaking seems intuitively the most important skill to master. Its success is measured in terms of the ability to carry out conversation in an interactive process of constructing meaning that involves producing, receiving and processing information to share opinions, ideas, and knowledge.

In spite of the fact that speaking is the most important skill of all, for most students of English throughout the world, it is a skill that has been regulated in language teaching. We know that language is habit. Language is not only taught and learned, but it is used as a habit. Therefore, students of English Department must be able to speak English well because people identify the English mastery with this English speaking.

Actually, we can find most of English Department students who have no well-speaking ability. We do not know what the reason of this, because we have known that English lesson was taught since Junior High School. As the

candidate of English teacher, they have to mastering both of oral skill and written skill.

When speakers made a speech, at first they should plan what they want to say based on how they want to change the mental state of their listeners, then they put their plan into execution, uttering the segment, words, phrases, and sentence that make up the plan (Clark and Clark, 1977: 224).

In the English Department students' speech, we can find that there are still many speech errors. Therefore, most of them do not prepare a well-planning before producing a speech. Errors in performance occur when the users are unable to bring their competences properly into action. This becomes the main reason of speech errors made by them.

"When people know what they want to say and say it fluently, they are giving an ideal delivery" (Clark and Clark, 1977: 261). A good planning is needed to make an ideal delivery and minimize the occurrence of speech errors. The speakers must formulate their plan fully before producing a speech, because it is known that in speaking, people do two kinds of activities. The first activity is planning and the second is execution. "Thus, producing speech seems to follow two types of processes: planning and execution" (Fauziati, 2008: 137).

Sometimes, although the speakers have a good planning related to what they want to talk, the execution process does not go well as they want. It is also influenced by the comprehension of the language. The speakers have formulated what they want to say, but sometimes it is difficult to find the

appropriate words, phrases or sentences to produce. So they often stop in the middle of sentence for a moment, to think the right one that will be spoken.

This makes various types of speech error like types of speech errors proposed by Clark and Clark. One of the types is called silent pause. It has a period or no speech between words. In the oral production which is spoken by one of English Department students, there also appear such this type of speech errors, such as …*there is a people fill the // what? teka teki……* In this statement the speaker may forget the name of *teka-teki* in English, so he stops at a moment and makes a juncture without speech or speechless area between the words to give him time in recalling the name of the object.

Other speech error is filled pause. It has a gap filled by *ah, er, uh, mm*, such as *I think er,,, exam should involves an oral and written part because er,,, we don't know the student can...* This type is same with the type above; there is a pause to make a chance in recalling the forgotten word or finding the appropriate word to be spoken next, but the difference is on the type of pause. The first example uses a speechless time to think, and the second produces a sound *ah, er, uh, mm*, etc, while the speaker finds the appropriate words.

The difficulty of formulate plan is not the only source of speech errors. Sometimes, people have difficulties in forming the articulatory program to guide the articulatory muscles in executing sounds, for example slip of tongue exists when the speakers are tired, in hurry, or under pressure. For example in sentence, *He rode his bike to school tomorrow, I mean*

yesterday. In this sentence, the speaker maybe in hurry or tired, this condition have resulted that his sentence contains speech error. Actually, the speaker wants to inform that the man who is talked rode his bike to school yesterday not tomorrow.

The speech errors phenomenon is very interesting to investigate. It need to decrease this appearance on oral production related to the effort in making an ideal delivery. Mastering speaking skill is the duty of English Department as the candidate of English teacher. That is the reason for the writer that intends to conduct a research on analysis of the speech errors made by English Department students in Muhammadiyah University of Surakarta entitling *Speech Errors in Oral Production made by English Department Students of Muhammadiyah University of Surakarta: A Psycholinguistics Study.*

B. Problem Statement

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

1. What are the types of speech errors found in the oral production made by English Department students of Muhammadiyah University of Surakarta?
2. What are the sources of speech error appear in the oral production made by English Department students of Muhammadiyah University of Surakarta?

C. Objectives of the Study

Based on the problem of the study mentioned above, the writer has the following objectives:

1. to describe speech errors in the oral production made by English Department student of Muhammadiyah University of Surakarta,

2. to reveal the sources of error during the oral production made by English Department student of Muhammadiyah University of Surakarta.

D. Limitation of the Study

In conducting this study, the writer focuses on the type of speech errors which are made by English Department students of Muhammadiyah University of Surakarta in their oral production and then reveal the sources of error during those speech errors.

E. Benefit of the Study

1. Theoretically Benefit

    a. This study will give contribution to the larger body of knowledge especially in speech errors study.

    b. This study will improve the reader's knowledge of commonly speech errors made in oral production.

2. Practically Benefit

    a. This research will help other researchers who conduct research paper in speech errors study as reference.

b. The result of the study becomes one of references in studying of speech errors.

F. Research Paper Organization

In order to make this research is easy to follow. The writer organizes this as follow:

Chapter I is introduction. This chapter consists of background of study, problem statement, objectives of the study, limitation of the study, benefits of the study, and research paper organization.

Chapter II is review of related literature. This part covers some previous study and experts' theories of psycholinguistics, notion of speech, notion of speech production, ideal delivery, notion of speech errors, and sources of speech errors.

Chapter III is research methodology. This chapter deals with type of research, subject of the study, object of the study, data and the data source, methods of data collection and technique data analysis.

Chapter IV is research finding and discussion. It will focus on the data analysis and discussion of the data.

Chapter V is dealing with conclusion and suggestion.