

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

There are several errors that people do when learning language. According to Fauziati (2009:139) Errors are typically produced by learners who do not yet fully command some institutionalized language system, they arise due to the imperfect competence in target language. It means the speaker still uncomplete the language system and make they speak imperfect. On the other hand according to Ash et al (2010:1) error in the production of the segments comprising speech are made by all speaker of a language. People who learn foreign language often produce errors one of them is speech errors. Sometimes they are like remember the sentences and finally they repeat some words and filled pause to remember the sentences that they memorized. According to Clark and Clark (1977:261) ideal delivery is the correct way of executing a sentence where the speakers know what they really want to say and say it fluently. Whereas, to deliver an information the speaker must be speak fluently and clearly to make the listener understand the information. According to (Jean 2009:1) The great condition if it is effective communication which is the passing of the right message or information to the right person, in the right way, at the right time, and the right effect, impact, and outcome.

In speaking, people formulated planning and executing. According to Clark and Clark (in Fauziati, 2013:83) in producing speech, human need to do planning and execution. In doing planning the speaker plan about what they want to say based

on how the speaker give the effect to the listener. There are several process which are done by speakers in doing planning and executing speech. The process are: discourse plan, sentence plan, consituent plan, articulatory program, and articulation. When people do the execution process, certain ly it can not always be uttered perfectly, because people tend to make error.

Kovac (2011: 1) states that the creation of an utterance is a demanding, complex and continuous process, where different components in the mechanism of language production can fail causing speech error. He argues that speech errors are deviations from the speaker's communicative intention and an important source of information for understanding the complex mechanism of language production. Cowles (2011:161) defines speech errors as mistakes that speaker make when they intend to say one thing but something else comes out instead. Usually, when someone speaks in front of people like presentation, they will memorize word by word and there are many things that want to come out. The thing makes the speaker confused and finally they produce speech errors.

Clark and Clark (1977: 263) states there are many kinds of speech errors. Those are: 1) Silent pause, 2) Filled pause, 3) Repeats, 4) Unrestricted, 5) Retraced, 6) Correction, 7) Interjection, 8) Stutters, 9) Slip of tongue. Clarck and Eve (1977:263) have discovered three possible sources of planning difficulty are cognitive reasons, psychological or affective reason, and social reason. Firstly, regarding with cognitive difficulty, people take longer time to produce sentences on topic using the abstract words than the concrete words. The second is psychological or affective reason. This reason usually occurred when people are

anxious they become tense, and their planning and execution of speech becomes less efficient. The third is social reason. This source is speech plan seems difficult when conversation take place under pressure. Moreover, there are more hesitation scattered through the explanation than through descriptions, this research is intended to find out the errors that may occur in daily conversation especially in speaking class and only focus on speech error. The researcher chooses first grade of speaking class because, this semester is the first step to learn deeply about English. They need to improve their skill and to be as consideration for the lecturers in teaching the students to avoid speech error. To make the students more fluently when, they have presentation in front of class. The researcher takes data from 10 students of conversation class. To analyse the data the writer has criteria. From those criteria, the writer had chosen 10 students as the participants of this study, as follow:

5 students who got the highest score in overall score before quiz in speaking class. Then, 5 student who got the lowest score in overall score before quiz in speaking class. The writer choose the students who have the highest score and the lowest score because the writer want to give information speech error that made by the highest score students and the lowest score students.

1.2 Research Question

1. What types of speech errors do the students make in their presentation?
2. What are the sources of errors appears in the speech during presentation?

1.3 Research Objective

Regarding the research question, the aims of this study are:

1. To identify speech errors that students produce in their presentation.
2. To reveal the sources of speech error during presentation.

1.4 The uses of study

In analyzing this issue, the uses of the study are divided into two. Those are:

1.4.1 Theoretical Uses

Theoretically, this research is to give the knowledge and an understanding about speech error through the utterances in speaking presentation. Besides, other researcher can adopt the theory of speech error by Clark and Clark. Therefore, the writer will give the additional information to the new researcher.

1.4.2 Practical Uses

After analyzing this issue, the writer expects this paper will be useful for the readers, especially those who want to analyze EFL students or any other kind of speech using speech error.

1.5 Scope of the Study

In this research, the writer limits the discussion to analyze the speech error in speaking presentation. The writer applies Clark and Clark's (1977) theory. The data were taken from utterances of EFL students in first semester of speaking class.

