

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is one of the most important skills that should be learned by language learners besides reading, listening, and writing. According to Hoque, Ainy, and Islam (2012, p. 82), speaking is the most dominating and important skill to be mastered among the four language skills. Speaking is considered as the most important skill because it requires not only language competence but also performance. Through speaking, someone can convey their ideas, opinions, messages, or information to influence others.

However, mastering speaking skills is not as easy as we think. Speaking involves a complex process in the brain in order to be able to produce a language. It starts from planning the abstract words in mind into the execution of the spoken words in the mouth. During the process of transmitting the abstract words to the articulation of speech, the speaker needs to construct the correct utterances to avoid misunderstanding. Unfortunately, the complex process of producing language makes the speakers sometimes unable to produce a perfect speech. As a result, they produce some errors in speaking or mostly known as speech errors.

Speech error is a mismatch between what is said and what is meant to be said. In this case, the speaker intends to say something, but another else comes out instead (Harley, 2006, p. 2). Speech errors give evidence that the speakers get problems in having smooth speaking due to the complex process of conveying their thoughts into the articulation of speech.

The phenomenon of speech errors is clearly found in foreign language learners, like the errors committed by English Department students. As EFL learners, English Department students are believed to have good competence and performance in English. This is due to the fact that besides learning the appropriate rules of the target language, they are also required to use English while communicating on campus. Therefore, it is assumed that they have sufficient experience in using English. Nevertheless, speech errors are still found in their utterances.

For instance, the occurrence of speech errors is often found in students' spontaneous speech, such as when they intend to say "*A reading list*" but mistakenly produce as "*A leading list*" as illustrated in the utterance "*I try to make a, uh, leading – a reading list to help me collecting the information needed in my study*" (Fromkin, 1973, p. 243). In this case, the word 'uh' indicates that the speaker's brain is working on planning the right word yet has a problem in producing the utterance. Accordingly, she produces another word instead of her intended utterance. The production of 'uh' is categorized as speech error in terms of filled pause. This error shows that the speaker tries to fill her utterance by producing another word before the correct word.

Besides the filled pause error, the example also shows errors in a slip of the tongue, especially the error in terms of anticipation of the initial consonant. The word "*leading list*" is considered the error of the target utterance "*reading list*". In this case, the production of the word "*leading*" is influenced by the initial consonant of the next word "*list*", in which the syllable [l] influences the execution of the syllable [r] in the word "*reading*". This error occurs because the

speaker anticipates the occurrence of the next word before articulating the first word. Thus, the speaker unconsciously produces the different utterances as what she has planned before.

Another error is found in the researcher's observation of students' presentation, such as in the sentence "*Main use of a transitivity analysis framework, uhm, which identifies the-the ide-the ideational meaning*" (Suryani, 2021). This error is categorized as a filled pause error because it shows that the speaker has had to stop to think about what is to say next. The production of 'uhm' indicates that the speaker hesitates to speak up. Thus, she gets difficulty continuing her utterances. Secondly, the repetition of "*the-the ide-the ideational*" also indicates that the speaker thinks of her first language before pronouncing the word in English as her second language. Consequently, she cannot produce her utterances fluently. As a result, she commits an error in her speech.

The categories of speech errors in those examples are classified as performance errors. The errors occur due to psychological disturbance, such as cognitive state, anxiety, pressure, and social circumstance. These kinds of errors might have an impact on the speaker's speaking ability and language performance. Besides, it can also lead to misunderstandings between the information conveyed by the speaker and the meaning understood by the listeners.

Those examples show that even though English Department students might already have good competence skills, their performance skills seem to be lacking. In fact, when delivering a speech, a balance between competence and performance is needed. If students only have good competence but lack performance, they will find it difficult to communicate their ideas to others since they cannot produce the

language smoothly and clearly. Thus, knowing performance errors might give an insight into students' planning difficulty in producing the language.

Therefore, based on the explanation above, this research is important to be studied. Since what is expected from graduated students of the English Department is not only knowledge of the language but also its application in a good way of communication, this research is expected to give a contribution for students to have a better understanding of speech errors. Hence, they can be more aware of their errors in speaking. In addition, this research also aims to discover the causes of speech errors made by the students. Thus, the students can improve their speaking ability.

1.2 Research Questions

Based on the background above, it is discernible that speech errors may still be a problematic issue in learning a foreign language, including learning English. Hence, the significant questions related to the problems can be stated as follows:

1. What are the types of speech errors committed by students of 2017 class of English Department who have completed progress examination?
2. What is the frequency of occurrence of each type of speech error committed by the students?
3. What are the factors that cause speech errors produced by the students?

1.3 Objectives of the Study

Dealing with the research questions, the objectives of the study can be formulated as follows:

1. To analyze the types of speech errors committed by students of 2017 class of English Department who have completed progress examination.

2. To examine the frequency of occurrence of each type of speech errors committed by the students.
3. To investigate the factors that causes speech errors produced by the students.

1.4 Scope of the Study

This research aims to know how speech production problems influence the occurrence of speech errors committed by ten English Department students' class of 2017 as foreign language learners. This research only focuses on identifying the types, the frequency of occurrence, and the factors causing speech errors in students' pronunciation based on the theory proposed by Clark and Clark (1997) and Fromkin (1971). Speech errors in pronunciation cases can be viewed from phonological and psycholinguistics perspectives. However, this research is limited to analyzing the occurrence of speech errors under psycholinguistics analysis only. It means that phonological errors of pronouncing words will be the exception.

1.5 Methods of the Research

This research is designed by using a qualitative research method. This method is used to understand the phenomena experienced by research subjects, such as conditions, perceptions, motivation, actions, etc. The method of this research consists of several descriptions about participants/source of data, the instrument of the research, data collecting procedure, data analysis, and presenting the result of the analysis.

1.5.1 Participants/Source of the Data

The participants/sources of the data in this research are the students of the English Department, the class of 2017, at Andalas University. The participants consisted of 10 students who were selected by using purposive sampling. The students were chosen by several considerations. Firstly, they were active students of the English Department at Andalas University. The students were chosen because they were in the eighth semester, which means that they have studied English for almost four years in college. Thus, it can be said that they have enough knowledge and experience in using English. Secondly, they had taken a Public Speaking class. Hence, it was assumed that they had good confidence in speaking because they had learned how to do it well in the class. Thirdly, they had finished their progress examination, an exam after the proposal examination and before the thesis examination. The researcher decided to choose this requirement because, in the progress exam, the students rely more on their understanding and ability to deliver the result of their research. Fourthly, the video should be original, one take video without any editing. The use of a one take video helped to get more reliable data since it showed the students' original performance without repairing some mistakes or errors that they have made.

Actually, there were 11 students of the English Department class of 2017 who had completed their progress examination until July 13th, 2021. Nonetheless, after watching all the videos, the researcher decided to use 10 of the 11 videos. It is because one of those videos was invalid. The video has been edited in which some parts have been cut. Therefore, it cannot be used for this

research. Accordingly, because the sources of data were ten students of 2017 class of English Department, the data of this research were taken from words or utterances containing speech errors produced by the students.

1.5.2 Instrument of the Research

The instrument used in this research was CMC (Computer-Mediated Communication). Based on Thurlow, Lengel, and Tomic (2004, p. 15), this instrument was used to collect information through an online interview. The interview aimed to obtain information related to the factors causing speech errors committed by the students. Interviews were conducted by sending questions to participants in the form of a Google Form. The form consists of five questions related to the possible factor which caused the students to commit speech errors. The questions were arranged structurally. The interview was done asynchronously (non-real-time). The researcher distributed the questions at a particular time and the participants filled in the form anytime or not at the same time as the questions were distributed.

In order to make sure the questions were understandable and worked to the participants, the questions were tested by doing a pilot study on three students of the English Department class of 2017. The researcher first provided seven questions and asked those students to fill them out. However, there were some misunderstandings and redundancy or repetition of almost similar answers among some of the questions found in the students' answers. Hence, after doing the pilot study, it was concluded that there were only five appropriate questions that could be used for the research. Then, after making several revisions, the questions were distributed to the participants.

1.5.3 Data Collecting Procedure

The data of this research were collected through several steps. First, the researcher contacted the department to get the list of students who completed the progress examination and requested access to the students' videos. Then, the researcher downloaded the videos of the informants on YouTube. After that, the researcher watched and transcribed the whole utterances by using orthographic transcription. The researcher chose orthographic transcription because it was the most suitable for the purpose of the study. Referring to the orthographic transcription, the data was only transcribed based on standard spelling conventions of the target language, where details about the pronunciation of words were not required.

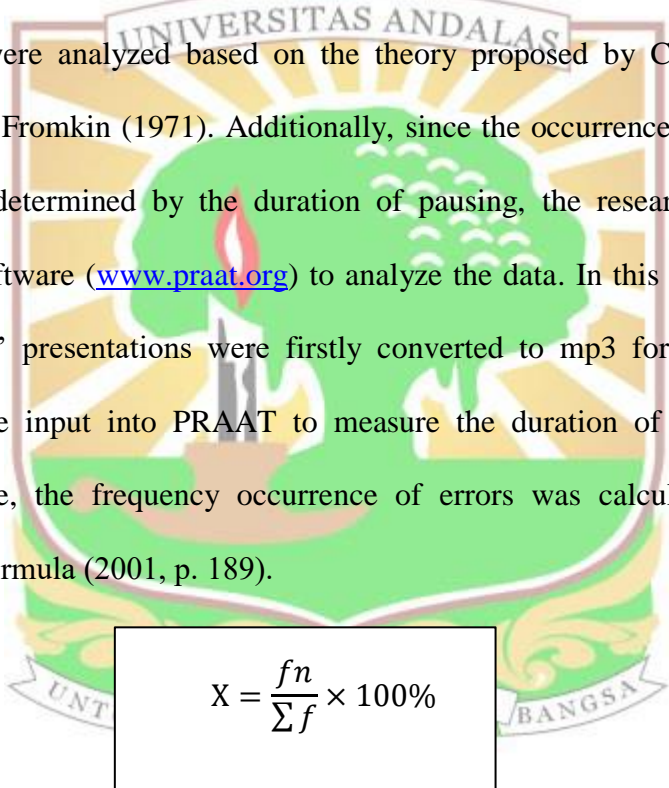
In this matter, the researcher used Google Docs to transcribe the videos. The transcription was done in some steps. First, the researcher opened Google Docs web and set the transcription based on the English standard language. After that, the research played and transcribed the videos automatically. Since some transcriptions were incorrect, then, the researcher rechecked them manually to get more accurate results. Finally, the researcher took a note of each error that appears in the students' utterances.

In addition, the researcher also contacted the participants privately to ask for their consent to be the source of the research data. The participants were asked to fill in an interview sheet designed for this research, specifically analyzing the possible factors causing the error. In this matter, the interview sheet was distributed online in the form of Google form. The researcher made

some questions and asked the participants to answer based on their knowledge and experience.

1.5.4 Data Analysis

The process of analyzing data has been done through several steps. Firstly, the researcher identified the utterances containing speech errors. Then, the data are classified based on their types. The classification of data was analyzed from a psycholinguistics perspective. Next, the types and the causes of errors were analyzed based on the theory proposed by Clark and Clark (1977) and Fromkin (1971). Additionally, since the occurrence of silent pause error was determined by the duration of pausing, the researcher also used PRAAT software (www.praat.org) to analyze the data. In this case, all videos of students' presentations were firstly converted to mp3 format. Then, the voices were input into PRAAT to measure the duration of the utterances. Furthermore, the frequency occurrence of errors was calculated based on Bungin's formula (2001, p. 189).


$$X = \frac{fn}{\sum f} \times 100\%$$

X = Frequency of the errors

fn = Number of each errors

$\sum f$ = Total number of errors

Moreover, the researcher also adopted the technique of analyzing the data proposed by Miles and Huberman (1994, p.10). According to this technique,

analyzing data could be done through three activities: data reduction, data display and draw a conclusion. Therefore, referring to this technique, the researcher analyzed the data by reducing the data based on certain criteria, displaying the data, and drawing conclusions from the analysis.

1.5.5 Presenting the Result of Analysis

The results of the analysis are presented in three different categories. First, the types of speech errors are displayed and explained descriptively. Second, the frequencies of occurrence of each type of errors are presented by using a table. The using of the table aims to make it easier in examining the distributional frequency of each type of errors. Third, the factors causing the errors are listed and explained one by one in the form of a paragraph.

