Chapter 1: Introduction

The aim of this chapter is to explain the background of this research. This chapter consists of basic consideration, research question, research objective, limitation of research, and significance of research. Basic considerations give brief explanation about the topic of this research and also explain about the problem of this research. The problem of this research in the form of research question. Research question connected with research objective because research objective explain the aim of the reserach question. This research has scope and delimitation in order to make the main problem of this research fully discussed and avoid bias. The last part of this chapter is significant of research. Significant of research is important in this chapter because this part explain the benefit of this research for students.

Basic Consideration

Language can be used to express one is feeling, ideas or attitudes. According to Fodor, (1994, p.8) language is divided into three forms. They are; spoken language, written language, and gesture or silent language. However, the researcher will only analyze spoken language in this research because spoken language has great importance in everyday communication.

Spoken language is not easy task. Speaking involves complex process of thinking language aspects and skills. Roger (2010, p.1167) stated that the ability to speak clearly involves a complex brain system that is not fully understood. It means that, in

speaking, people not only have to think to deliver their message to other, but also how to produce language clearly and smoothly. When people speak, they arrange linguistic symbols in their mind (brain) and then produce them in the form of language by their organs of speech (Wijayanti, 2012, p.5).

Psycholinguistic comes from psychology and linguistic. Both of these elements cannot be separated (Nisa, 2009, p.9). This study is written based on these elements, thus the writer can see whether the speaker may be successful in their speech or not. Therefore, the speakers know what their mistakes or weakness, and they can create or develop their ability especially in speaking. Finally, the audience will be more interested in their speech when they convey in information.

Foss (1978;4) stated that psycholinguistics is the study of language as human activity. It is the study of what people acquire when they acquire a language, of how the people acquire it, and of the people use it when producing and understanding message. As such, it is a sub-field of the general area cognitive psychology, the psychology of knowing or of thinking. Thus, psycholinguistics is an important part of the study of how the mind is organized and how it works. It is relevant to the study of human communication, and it may have application in many practical areas, such as teaching reading skills, language acquisition by the deaf, learning foreign language and other. Furthermore, psycholinguistics is defined as the study of human, language comprehension, language production and language acquisition. Its goal is to understanding how people comprehend and produce language. In psycholinguistics,

when people produce language or speak, they tend to make errors and seem almost every speaker makes these are called common speech error.

Moreover, when people produce language or speech, they understand what they are going to say and mention fluently or what we can say "ideal delivery".(Clark and Clark, 1977, p. 261) stated that ideal delivery is the correct way of executing a sentence where the speakers know what they really want to say and say it fluently. But in the reality some speakers fail to get the ideal delivery and almost every speaker makes errors unconsciously. This phenomenon mostly happens on student when they are speak in front of people whether speaking in formal or informal situation. This phenomenon still happens until the current date. Because this phenomenon still occur until the current date and also the data is a formal presentation, the researcher has the curiosity to know the types of speech errors which often occur from students when they are speaking in front of people or in public. According to Clark and Clark (1977) there are nine speech errors namely Silent Pause, Filled Pause, Hesitation Pause, Repeats, False starts (retraced), False Starts (un-retraced), Correction, Interjection, Stutters and Slip of the Tongue. The participants of this research are the students of English Department of State University of Gorontalo who attend the academic presentation in the second International Students Conference. There are some examples of speech errors that students of English Department made when they are speaking in public:

Sex education // not important (silent pause)

One of // the benefit after school job(silent pause)

And then // Indonesia also has a problem (silent pause)

What happened here is the students do silent pause because they were trying to figure out what was the next word th34at they want to say. Silent pause means a period of no speech between words. Silent pause is symbolized by [//]

I would like / I would like (repeat)

It means that understanding / understanding (repeat)

The girl will / the girl will (repeat)

The student will never / will never (repeat)

Because we have to think / because we have to think (repeat)

They can learn / they can learn (repeat)

Someone usually will do a repetition if that person speaks suddenly or the person talks too fast. By talking too fast, they will keep saying the same word or phrase over and over again in order to make correction. Repeat is the situation where speaker repeat one or more words in a row. Repeat is symbolized by [/].

Based on the explanation above about nine speech errors, the researcher strongly insists that this research is necessary to be conducted because as the researcher stated before, this phenomenon of making speech errors is mostly found in the participants

of the research which is the students of English Department of State University of Gorontalo. When students know about what type of error that they have done then they are able to correct them and do not make the same mistake of errors in the future. To solve a problem, first we need to know the problem first.

Research Question

Based on the background of the problem above, there are two question are formed.

1. What are the types of speech errors on students' academic presentation?
2. What are the factors of speech error that affect students'?

Research Objective

The aim of this research is to offer the deep insight about the types and factor of speech error in speaking. Mainly, the research analyzed the types of speech error that are made by sixth semester students when they present their research at International Students Conference. By knowing the types of speech error in speaking the students, students not only can predict what types of speech error they articulate when they speak but also to inform which types of speech error they should avoid. By knowing those types of speech error, hopefully they can reduce the occurrence of speech error when they speak.

Limitation of Research

This research has scope and limitation in order to make the main problem of this research which is the types of speech error fully analyzed and discussed. Limitation of this research has several ranges. The first, based on research question this research analyzed the types of speech error on students' academic presentation. The second is analyzed the factors of speech error that happen on students. The third is this research focus on speaking activities. And the last, the participants of this research are students of sixth semester of English Department.

Significance of Research

This study has two-folds in significance.

Theoretically

Theoretically, the result of this research can be a reference for types of speech error study especially for the students in State University of Gorontalo who want to learn more about it. This research can help students to understand more about the theory of types of speech error which mostly occurs in the English department students in Gorontalo.

Practically

Practically, this research can be a reference for those students who want to conduct a similar topic research. This research is important for them because by read this research, the students can decrease the speech error when doing presentation.

In addition, the students of State University of Gorontalo can see types of speech error which frequently occur to the participants who follow academic presentation. So that, the students can avoids it. Moreover, it will make their performance better when they present their research in public.

Some recommendations from the researcher are, first for the lecture or linguistic teachers, this research can be an additional teaching reference especially in psycholinguistic term. The second for speaking lecturers and teacher, this researcher can be a self-studying because this research can make the lecturers help their students to avoid making mistake in speech error. So the students will be more confidents to express their ideas in public. Additionally, this research is very important for English teachers to-be because after graduating they are expected to speak in public. And the last is for further researcher. The researcher encourages the further researcher to propose a strategy to overcome types of speech error done by students because the aim of this research wants to find out what types of error that students make and what the factor why they make the speech error in their presentation.