

CHAPTER I

INTRODUCTION

1.1 Background of the Research

Each country or even region has a different language to communicate, so there are lots of languages in this world. Five hundred years ago, between five and seven million people spoke English, almost all of whom lived in the British Isles. Now, everywhere up to 1.8 billion people around the world speak English (Hammond, 2017). Nowadays, English has been an international language that people use it as their second language (L2) because English was chosen as the worldwide language to unify the diversity of languages, so that people are not confused about which language to speak when traveling outside of their own country. They merely need to learn English from the massive languages exist. In many other spheres of life, including the field of education, English has already been taught as a foreign language and considered to be of utmost importance, started from kindergarten to university. There are various ways to learn English, but speaking and communicating is one of the best ways to become fluent in it. (Harmer, 2007) pointed out that speaking is the ability to fluently and presupposes the ability of process information, knowledgeable of language and language 'on the spot'. To be fluent in speaking, students need to encourage themselves in communicate with others peoples. Hence, language be a structure communication system that have a grammar and vocabulary as language's independent compositional.

University speaking classes is a place where learners may improve their mastery of a foreign language. The methods utilized to teach a foreign language differ widely in order to reach such a pleasant results. After all, language is a habit in which we can communicate successfully in a certain language in our daily lives. Language is an organized habit in which language is a set of abilities that should be taught through drills and the establishment of stimulus-response associations. As a result of the different impacting elements, learning another language is difficult. Learners primarily communicate through language, which can be expressed in a variety of methods including spoken, signed, and written language.

One of the four English skills—listening, writing, reading, and speaking—is speaking. "Dialogue or discussion" refers to any interaction between two or more persons (Al Nakhlah, 2016). EFL learners would be struggle to communicate,

express their needs, and do their daily activities without the use of language. As fact for an individual to be understood, communication must be made. And that is obviously one involving language use and social usage. That isn't the only social use of language, though, in my opinion. Language is used for more than just social purposes. For instance, language can be used to explain or clarify ideas with little to no consideration for the social context (Chomsky, 1984). However, language is not always successful; during speech, a learners may make mistakes that impair the ability to communicate meaning and information.

Referring to (Al Nakhlah, 2016) the ability to produce and transmit speech through the mouth is considered to be a necessary aspect of speaking ability. Many body parts, such as the lungs, tongue, teeth, lips, and others, are used by people to produce sounds. EFL learners' speaking abilities sometimes lapse in to what are we recognized as speech errors, which cause many parts of their bodies to instantly startling and stop. Errors, as (Harmer, 2007) stated are a rules of instability system, where when EFL learners still struggle to comprehend English in a systematic and consistently, it would cause errors and make it more difficult to accomplish language learning targets. Hence, it also stated in (Leong & Ahmadi, 2017) that one of the most crucial abilities to cultivate and improve for effective communication is speaking. One of the most challenging aspects of language learning is speaking.

It might be challenging for EFL learners to express themselves verbally. In general, they have trouble effectively expressing themselves in a second language (L2). They stop to speak when they struggle caused of psychological obstacles or run out from appropriate phrases and expressions to successfully delivered it. Nevertheless, if EFL learners make errors and better knowledgeable about the definitions of those errors, they would also become a better L2 speakers. There are many factors that cause speech errors usually occur due to several factors, there are: not a native speaker of English or a circumstance in which the speaker speaks English in an unsupportive situation, placing the speaker under pressure, lack of confidence, the speaker are tired and etc. Hence, learners would succeed in the process of interlanguage development when they know how to solve the speech error.

There are plenty of mismatches between intentions and results in natural speech. Speech units (e.g. phonemes, words or phrases) and the fundamental (e.g. exchange, substitution, anticipation or perseveration) can be used to categorize errors. Speech errors analyzed to reveal how speech is produced in stages, with

topics and function words acquired at various stages and some interaction throughout levels of processing (Harley, 2006). This speech error is studied in a field of research; Psycholinguistics. The research of psycholinguistics, that further studies how a person uses language, includes speech errors. The investigation of language and cognition is one definition of psycholinguistics. It is a research that unites linguistics with psychology, as the names suggest. The common goal to acknowledging the systems and processes that underlie people's ability in language acquisition is a shared interest among all those who identify as psycholinguists.

Psycholinguistics is a hugely major field of research. It developed from the fields of languages and cognitive psychology, and has been used as an enrichment to the fields of neurology since the 19th century. Psycholinguistic developments have been studied for a long time. Psycholinguistics is a field of psychology concerned with the psychological aspects of language. Basically, language leads to two separate communication activities: speaking and listening. These are two things that effortless, automatic and spontaneous. Psycholinguistics is divided into two categories: theoretical and practical (applied). The theoretical aspect is often an attempt to develop linguistically and psychologically sound theories of language that may explain language learning and naturalness. The practical aspect is a major aspect of psycholinguistics that aims to apply linguistic and psychological knowledge to linguistic difficulties such as reading, bilingualism, second language acquisition and instruction, speech pathology, and etc (Kess, 1999).

This is because EFL learners who have just started majoring in English are still adjusting to the learning process by communicating in class using English, which is different from the mother tongue that learners use to communicate every day. So that EFL learners still have difficulties and find ways to adapt to these things for the continuity of their future learning process while being learners in the English department and for daily communication with their environment. For this reason, learners need to prepare themselves to be able to use English well to become good and fluent speakers in the future.

1.2 Rational Research

English has evolved into a global tongue that unites people from all over the world. English is now being taught in many nations that speak it as a L2, but many learners find a lot of troubles as their lacks in express their idea speak in L2 including speech errors. Speech errors have become a phenomenon in daily

language activities as well as grammar in speech acts (Qi & Binhe, 2018). Although speech errors are a phenomenon and become a concern, thus many researchers investigated and researched them utilizing width (convergent) methods, furthermore some researchers have made it detailed and systematic yielding useful and valuable results. As (Clark & Clark, 1977) mentioned speech errors happen when a speaker uses incorrect words, avoiding the speaker from expressing their purpose successfully.

(Garman, 1990) said that errors are possible when speakers produce speech. He classified errors into four categorized, there are: slip of the tongue, slip of the ears, slip of the pen and slip of the eyes. Research on speech errors has been increased, and current investigations are researched categorization and causes of speech errors (Qi & Binhe, 2018). Also (Phan et al., 2021) has examine the common errors in speaking class of english majored. Another research found that there were seven speech errors made by learners, which were categorized into four types: shift, perseveration, substitution, and anticipation errors (Febriana et al., 2020).

EFL learners in speaking class are the target for this research. This research would investigate the types and causal factors that would influence EFL Learners to make speech mistakes when they are in speaking class so as to help EFL Learners get better skills. Naturalistic research aims to investigate how humans act when immersed in real-world situations in natural settings. Pursuant to the means, naturalistic research is merely observing of behavior in a context that's is nearly naturalistic as practical (Frey, L. et al., 1999). It has been noted That qualitative research design is a type of social science research in which data is gathered with the aim of interpreting what it means in order to aid people in understanding social life via the research of societies or one specific place (Astalin, 2013).

1.3 Urgency of the Research

Despite the fact that there have been plenty of research on speech errors, there is still a gap between them. The research focuses mindfully to the factors that lead to speech errors made by EFL learners when they struggle to express their ideas, in addition to the difficulties given through the influence of their mother tongue. This research has not fully investigated the deeper fields; instead, it is merely pursued to figure out the general causes of speech problems (Qi & Binhe, 2018) and (Phan, Nguyen, & Nguyen, 2021).

The types of speech errors that need to be examined through different methods to determine the speech errors made by EFL learners. As far as the researcher know, there is a significant gap between earlier research. Therefore, in the midst of the phenomena of speech errors, this research aims to renewed current knowledge concerning the types of speech errors and the factors that causes speech errors that need to be fulfilled.

1.4 Research Question and Objective

1.4.1 Research Question

"Psycholinguistics Analysis of Speech Errors Made by EFL Learners in Speaking Class" is the theme of this research. Based on the background of the research mentioned above, the researcher formulate a research questions, the questions is:

- a. What types of errors did EFL learners make when they speak in speaking class
- b. What factors that causes EFL learners to make speech errors?

1.4.2 Research Objective

The aims of this research is to analyzed :

- a. The type of speech error that EFL learners make when they speak in speaking class
- b. The factors that causes EFL learners to make speech errors