

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Interviews are a widely used tool to access people's experiences and their inner perceptions, attitudes, and feelings of reality. Based on the degree of structuring, interviews can be divided into three categories: structured interviews, semi structured interviews, and unstructured interviews (Fontana & Frey, 2005).

A structured interview is an interview that has a set of predefined questions and the questions would be asked in the same order for all respondents. This standardization is intended to minimize the effects of the instrument and the interviewer on the research results. Structured interviews are similar to surveys; they are administered orally rather than in writing.

Semi-structured interviews are more flexible and less formal. An interview guide, usually including both closed-ended and open-ended questions, is prepared; but in the course of the interview, the interviewer has a certain amount of room to adjust the sequence of the questions to be asked and to add questions based on the context of the participants' responses. A set of predetermined questions is used; counselors are able to vary the order and wording of the questions. When using a semi structured interview, the counselor is given the freedom to tailor the interview to the specific client. Questions can be repeated or stated differently to help clients' better understanding what is being asked. Counselors are able to

choose which components of the interview protocol need to be included and which can be omitted.

Unstructured interviews are some of the most common types of interviews used by counselors in a clinical setting. These interviews have no established form or structure. Unstructured interviews often start with a broad, open ended question. Subsequent questions are then asked based on client responses. This approach allows for the interview process to take on more of a conversational tone. Flexibility is a hallmark of the unstructured interview. These interviews are not completely devoid of structure. Questions are not asked of clients in a haphazard manner, jumping from topic to topic with no apparent rationale. Counselors are fully responsible for deciding what question to ask and how to analyze client responses.

An interview is a purposeful conversation, usually between two people but sometimes involving more (Morgan, 1988). They called as an interviewee and an interviewer. Interviewer is the person who asks some questions to the interviewee. Meanwhile, interviewee is the one who is asked by the interviewer. In interview activity, interviewer can obtain the interviewee's answers: reasons, feelings, opinions and beliefs (Miller and Glassner, 1997). So, interviewee should make their answers be compatible and reasonable to be accepted by the interviewer.

When someone is interviewed, he/she needs to answer orally based on what being asked to him/her (Arksey & Knight, 1999). In answering the question, the interviewee should deliver his/her speech to show his/her thoughts, ideas, feelings, knowledge and assumption. Anytime people produce speech, actually

they strive for what people call with “ideal delivery”, it is the correct way of executing a sentence where the speakers know what they really want to say and say it fluently (Clark and Clark, 1977).

In fact, speech refers to saying sounds accurately and in the right places in words; the sounds people use to communicate words; speaking fluently, without hesitating, or prolonging or repeating words or sounds and speaking with expression with a clear voice, using pitch, volume and intonation to support meaning (Arksey & Knight, 1999). So, ideally people should deliver their speech by referring to those rules. However, some of speakers still do some errors when they are interviewed. This is clearly seen in counseling interview.

In order to deliver a good speech based on Arksey & Knight (1999) above, speakers have to 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 segments, words, phrases, and sentence that make up plan. The division between planning and execution, however, is not a clean one. At any moment speakers are usually doing a little of both. They are planning what to say next while executing what they had planned moments before. It is impossible to say where planning leaves off and execution begins. Despite these problems, planning and execution are convenient labels for the two end of speech production. The considerations that come into planning an utterance can generally be distinguished from those that go into execution (Frisch, 2002).

It cannot be denied that whenever an interviewee is interviewed, the tendency of producing error occurs. Fromkin classified types of phonological

speech error into five categories: 1. The reality of the segment or phone, 2. Clusters as sequence of discrete phones or segments, 3. Affricates, 4. Complex vowel, and 5. The reality of phonetic features. While Clark (1977) found disfluencies or stuttering are types of phonological speech error which has some subtypes; silent pause, prolongation and repetition.

The speakers can shift, exchange, anticipate, perseverate, add, delete, substitute, and blend the words which arise within phonological processes in production result in both marked and unmarked outcomes; and mostly errors are biased to produce unmarked structures (Lombardi, 1999).

Furthermore, when someone is speaking, his messages are conveyed by more than just the words he uses. He can, for example, uses gesture to indicate what a phrase such as “this one” refers to, or change his tone of voice to show his feeling about what he is talking about, sometime he is crying after he seems like having a whisper in his speech these made the listeners get confused of his speech (Sheldon, 2010).

What Lombardi and Sheldon say seems correct and can be proved. The researcher found some speech error made by two students in counselling interview in her preliminary observation. The researcher took two examples of the students' utterances which are errors; “*saya buk duduk, pas duduk buk kepala saya dipukulnya*” (I was sitting Mam, when I was sitting Mam, my head was hit by her), “*pertama saya gak/gak mau ikut buk//tapi diajak sama Bang Dian*” (at first, I didn't/didn't want to follow Mam//but asked by Bang Dian). Those students produce some error: repetition and silent pause, repeating the word

“gak”, “duduk” and “buk” for twice. It would be clear enough if he said “*sewaktu duduk, kepala saya dipukulnya buk*” and “*awalnya saya gak mau ikut, tapi diajak Bang Dian*”. The researcher found that the students repeated some words.

The first student was crying when interviewed by the counselor. He said his head is really painful after was hit hardly by his classmate. The second student was very afraid while interviewed by the counselor. It showed through his gesture while sitting face to face with the counselor. He was sitting complying with the low pitch volume answering the counselor’s questions. It seems he defeated himself in front of the counselor. The counselor interviewed him after knowing his guilty on his absence by sending a fake permission letter. Some of his friends said he is lying, he saw him somewhere with his friends wearing uniforms on the date he wrote the permission letter. His classmates told it to the counselor. Knowing that thing, the counselor felt surprised because she lives near with him. More or less, the counselor knows his background family. He has a low social economic status family and now he is in the ninth grade of Junior High School.

In order to ensure herself about this phenomenon, the researcher interviewed the two students, asking their feeling after being interviewed by the counselor. The researcher concluded that most students are afraid of being interviewed by the counselor. They feel threatened whenever sitting face to face with the counselor moreover when they are asked some questions by the interviewer related to the problem they have made. Since the problem they made lead the interviewer to tell it to the headmaster. As the consequence they will be kicked out from school or they will not pass the school exam. Of course students

become afraid of those effects. These effects can be seen from their effort in producing speech.

Psychologically, feeling afraid and threatened can affect someone's brain in producing speech. As the result, most of the students who interviewed did such errors. The cognitive, psychological, and social reasons are the sources that lead the occurrence of speech errors. Cognitive reasons related to the complex subject that constraint the speaker to speech clearly. Psychological reasons related to certain conditions such as anxious, nervous, in hurry, or others that halter them to speech. It is based on feeling and emotion. Social reasons related to social relationship among people in their environment that influences the speaker to speech (Clark and Clark, 1977).

Since this counseling treatment is established, it is aimed as a process of helping others goes through the difficulties with the goal to help the person seeking counseling to feel comfortable and willing to share his or her concerns, (Geldard and Geldard, 2012). Usually, in counseling interview, counselor asks questions based on students' problem and let the students to speak up in order to know the detail of the problem before resolving students' problems (Geldard and Geldard, 2012).

To minimize the students of producing errors, a counselor should do their job based on the standard operation as the counselor, those are guiding, consoling, advising and sharing and helping to resolve their problems whenever the need arises. Counselor does the professional counseling with an individual or a group of students who has a problem in learning difficulties. Counselor should serve and

create a good and positive atmosphere to enable the students in overcoming their problems effectively so their ability develops into success in studying.

Since this study is going to discuss about the phonological speech error in counseling interview, the writer would like to analyze the phonological speech error, process of it and the reason why it happen. From the previous researches were found that speech error can be found in every interview in different types of errors, different topic to discuss and different category of speakers. For instance, Brennan & Williams (1995); Smith & Clark (1993) found that speech errors occur in utterances when speakers are uncertain, or when speakers have to make choice (Schachter et al. 1991; Schnadt & Corley). Speech errors affect the comprehension process, facilitating understanding (Brennan & Schober, 2001), and allowing the listeners to amend their predictions about what might be said next (Arnold et al. 2004; Corley et al. 2007) or evaluate the speaker's confidence in what they are saying (Brennan & Williams, 1995). Speakers may produce errors automatically when there is a delay to the speech plan (Smith & Clark 1993).

The listeners listen to the speaker who is talking with but they never really keep an eye on it even the speakers tend to produce error in a number of errors they produce.

1.2 The Problems of the Study

Based on the background of the study above, below are the problems formulated in the form of questions.

1. What types of the phonological speech errors are produced by the students in counseling interviews?
2. How phonological speech errors are produced by the students in counseling interviews?
3. Why are the phonological speech errors produced by the students the way they are?

1.3 The Objectives of the Study

The objectives of this study are:

1. to find out the types of the phonological speech errors produced by the students in counseling interview,
2. to identify the way the phonological speech errors are produced by the students in counseling interview, and
3. to investigate the reason why the students produce phonological speech error in counseling interview.

1.4 The Scope of the Study

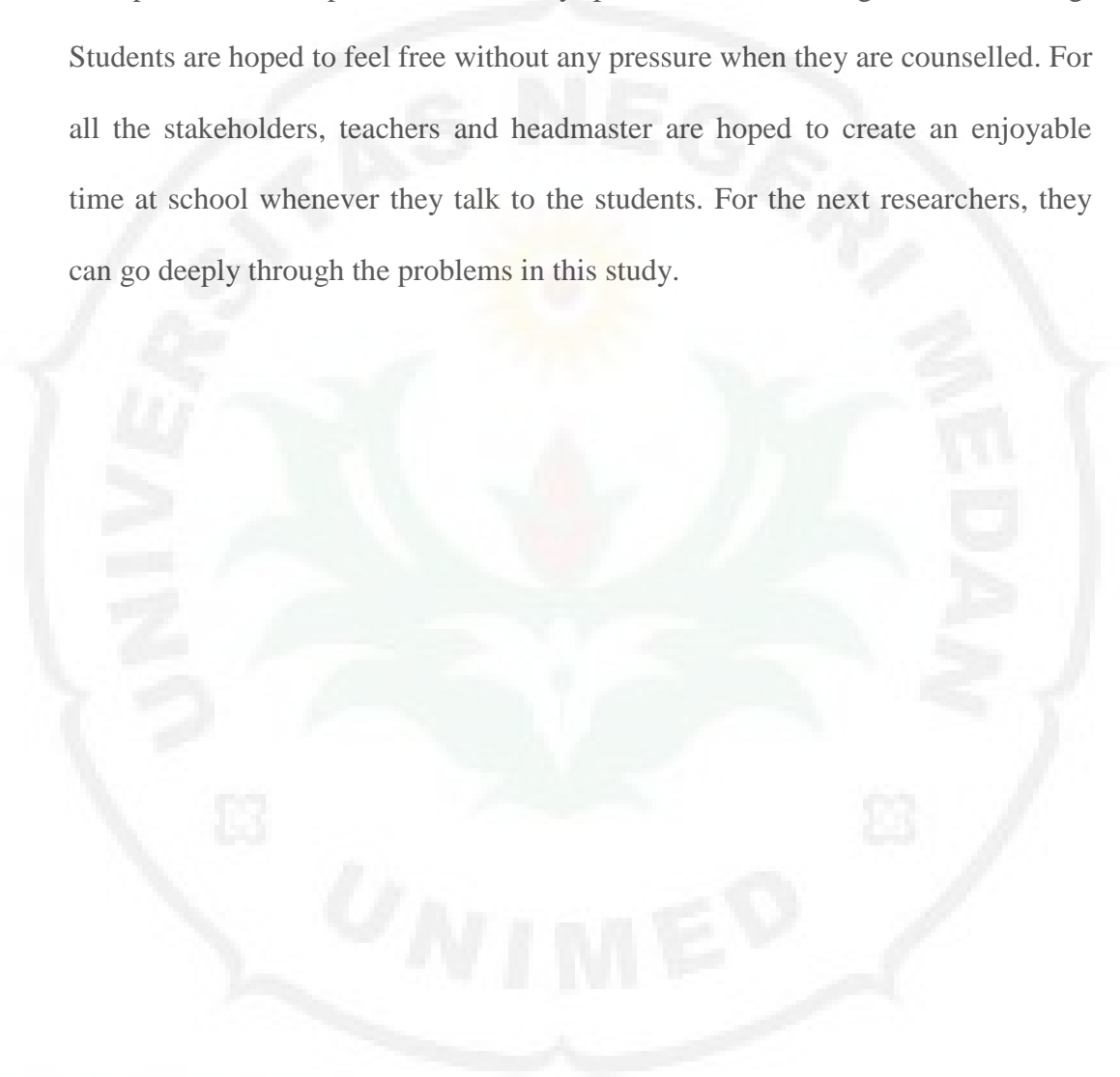
Since every human language may be analyzed in terms of its phonology (sound system), morphology (rules for word formation), lexicon (vocabulary), syntax (rules for combining words into grammatically acceptable sequences), and

pragmatics (rules for appropriate social use and interpretation of language in context) (Gleason, 1998), the researcher limited this study into the phonological speech errors made by the students when talking to the counselor, answering the counselor's questions or making statements. Then, the researcher related the phonological speech errors made by the students with the types of phonological speech error based on Fromkin (1988) and Clark (1977). Students who are interviewed are those who have problems with their school. It can be in the form of their class attendance, some cases that happen inside and outside the class while the teaching learning is in progress or when they have a break time, students' health, and fighting among the students. To support this study, the researcher uses some theories that related to phonological speech errors, types of phonological speech errors, process of producing the phonological speech errors, reason of producing the phonological speech errors, and the nature of counseling interview.

1.5 Significance of the Study

From this research, it is expected that the finding of this study will be beneficially and give contributions theoretically and practically. Theoretically, this study is expected to be significant to enrich the theory of psycholinguistic. Practically, this study would be useful for counselors, students, teachers, headmasters and the next researchers. Counselors are hoped doing their job as a counselor correctly based on their standard operation when interviewing the students not to threaten the students who come to the counselors due to the problems they face at schools. The counselors are hoped to create a good, positive

and pleasant atmosphere without any pressure when doing the counseling. Students are hoped to feel free without any pressure when they are counselled. For all the stakeholders, teachers and headmaster are hoped to create an enjoyable time at school whenever they talk to the students. For the next researchers, they can go deeply through the problems in this study.



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