The Students' Errors in Speech Production on Interpersonal Speaking Class

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Abstract

The research aims to investigate the students' errors in speech production, to know the types of errors and the dominant errors that the first semester English Department students did in interpersonal speaking class. The research method used in this research was descriptive qualitative research. The subject of the research was the first semester English Department students. They were 30 students. They were selected randomly. The data was collected through observation and tape recorder. The instrument of the research was oral test. The data was analyzed by using Clark and Clark theory. The result of the research shows that there are six students' errors in speech production. They are silent pause (54,15%), filled paused (9,74%), repetition (32,95%), unretraced (0,29%), correction (1,72%) and slip on the tongue (1,15%). The dominant errors in speech production is silent pause. The source of errors are cognitive reason, social reason, and psychological or affective reason. Besides that, students' errors are also found in linguistic competence such as grammatical and pronunciation. And the causes of errors in linguistic competence are first language (mother language), translation, carelessness and language transfer.

Keywords: *Errors, Speech, Speech Production, Speaking*

Introduction

Speaking is one of the skill's in English. It is the second language skill. Through speaking, human can deliver message or information to other. Speaking is an interactive process of building or constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burn & Joyce, 1997). When doing speaking, both speaker and listener must know how to produce linguistic competence and also sociolinguistic competence.

Speaking is difficult thing for students. They faced many problems when they produced speech and did oral communication (speaking). One of the problems is the students can not speak directly without writing first or reading before giving response to the interlocutor (Sitorus & Silitonga, 2018:79). Besides that, they also did errors when they spoke. Students' problems and students' errors in speech production make their ability in speaking to be bad.

Error is an action that have done someone wrong. Error is systematic deviations from the norm of the language being learnt (Cunning Worth, 1986:87). Error analysis is a technique for identifying, classifying and systematically interpreting the unacceptable form produced by someone learning a foreign language, using any the principles and procedures provided by linguistics (Crystal in Sitorus, 1987:112). There are nine speech errors, namely silent pause, filled pause, repeats, false start (unretraced), false start (retraced), correction, interjection, shutters, and slip on the tongue (Clark and Clark, 1977:263).

Errors are always found in students' speech production. Students' errors can be observed, analyzed and categorized. The writer found students' errors in speech production when they spoke in teaching learning process in the classroom, especially in "Interpersonal Speaking Class". One of the errors that students did was "silent pauses". In this case, students keep silent for the moment, for the example "Today, we want to show // our performance about // asking and giving direction. The error often happens in speech production in teaching learning process and students needed time to complete the sentence. That's why the writer wants to know more and investigate the other errors that students did in their speech production.

Method

The research method used is descriptive qualitative research. In this research, the writer described the types of errors in speaking. The subject of the research was first semester English Department students. The writer took 30 students as the subject of the research. They were selected randomly. The technique of collecting data was done through observation and tape recorded. The instrument of the research was oral test. So, the data was gotten when students did oral communication. After the writer got the data, then the writer analyzed the data. The procedures to analyze the data, namely (1) listening and looking at students' performance when they were doing communication, (2) playing back students' utterances through the tape recorder, (3) Identifying students' errors, (4) Classifying students' error, (5) Describing the causes of students' error, (5) Counting the percentage of students' error in speaking. To count the percentage of students' error, the writer used the following formula.

$$N = \frac{fx}{n} \, x \, 100\%.$$

Results

Based on the data analysis, the writer found that there are 349 errors that students did in speech production. The errors were found in silent pause (189 errors), filled pause (34 errors), repetition (115 errors), un-retraced (1 error), correction (6 errors), and slip on the tongue (4 errors). The percentage of each erors can be figured below.

Table 1. Students' Errors in Speech Production

No.	Types of students' errors	The percentage of students' error
1.	Silent Pause	54,15%
2.	Filled Pause	9,74%
3.	Repetition	32,95%
4.	Un-retraced	0,29%
5.	Correction	1,72%
6.	Slip on the Tongue	1,15%
	Total	100%

Based on the data above shows that there are 6 speech errors that students have done. They are silent pause, filled pause, repetition, un-retraced, correction, and slip on the tongue. And the dominant errors in speech production that often done by students is silent pause. The percentage of the errors is 54,15%.

Students' errors were also found in linguistic competence like grammatical and also pronunciation. There are so many errors that the writer found in grammatical and students' pronunciation.

Discussion

In the previous, the writer has been said that there are 6 speech errors that the writer found in the research. They are silent pause, filled paused, repetition, unretraced, correction and slip on the tongue. Silent pause (54,15%), filled pause (9,74%), repetition (32,95%), unretraced (0,29%), correction (1,72%), and slip on the tongue (1,15%). The writer will provide some data (students' transcription). Through the data, the writer describes students' errors. The analysis of students' error can be seen in the following.

Data 1

Toba Batak culture is diverse. One of which is in the process of marriage. In this tradition the man gives dowry for the woman he will propose. The amount of dowry that will be given depends will be given depends on the level of education of woman. The second is in welcoming the birth of baby. In this tradition the family is invited to eat together and give prayers to the baby. The third is the process of death. Death ceremonies// are divided according to the age // of the deceased. Died as a teenager and died when he was an adult but not married. The whole custom get // customary // treatment that is the body covered with a piece of cloth// typical of the Batak community// before being buried.

Based on the data above shows that there are two types errors in student' speech production. They are 6 "silent pauses" in students' error production and 1 "correction" in speech production. Students' errors in "silent pauses" are marked with slash and they happen because student needs time to produce the word into the sentence that student wants to say or complete the sentence. And it deals with Clark and Clark (1977:271) said that one of the error type is "silent pauses". And they happen when someone does pauses on the word at the moment to complete her/his sentence (statement). Errors source above is "cognitive reason". It's meant people usually takes longer time to produce sentences which deals with abstract thing than concrete ones. Then, students' error in "repetition" is marked with the bold word, namely "will be given depend". In this case, student repeats the phrases twice. It happens when student feel afraid and anxious and it can affect student does repetition in speaking. And it deals with Clark and Clark (1977:271) that said that error source also came from "psychological or affective reason". It happens when people are anxious they become tense and their planning and execution of speech becomes less efficient.

Data 2

Batak culture is a big culture in Indonesia. We can // see any tribe or ethnic, namely Toba, Karo, Simalungun, Pakpak, Mandailing. Batak culture is different with // the other culture, see from the from the // tradition, kinship, language art, and trust. For example, Batak Toba culture, this culture is familiar // from the conversation hard and in the tradition, Batak culture use ulos Batak and music furniture which traditional. In Batak Toba culture we also find many beautiful place, Batak foods like (arsik, saksang nadiura, napidatur sorry napinadar.

The data above shows that there are three types of error in speech production, namely "silent pause", "repetition", and "correction". First, students' errors in "silent pause" are marked with the "slash". From the data above can be seen that there are 4 student' errors in "silent pause". They happen because student needs time to produce the word into the sentence that student wants to say or complete the sentence. And it deals with Clark and Clark (1977:271) said that one of the error source is "cognitive reason". It's meant people usually takes longer time to produce sentences which deals with abstract thing than concrete ones.

The second, students' error in "repetition" are marked with bold word namely "from the". It happens when student feel afraid and anxious and it can affect student does repetition in speaking. And it deals with Clark and Clark (1977:271) that said that error source also came from "psychological or affective reason". It happens when people are anxious they become tense and their planning and execution of speech becomes less efficient. And it also caused of "social reason". Third, students' error in "correction" is marked presence "sorry". It can emphasize that student have done correction to her statement. It happens when student is aware with her error. So, directly she corrects her error.

Data 3

In North Sumatra there are many Batak tribes namely Batak Toba, Simalungun, Karo, Pakpak, and // Mandailing. Now, I will Now, I will explain some of my culture Batak Toba. First about clan, clan is very important for Batak. Clan passed down from father to children. From the clan of the Batak People, their nickname is to the Batak. Second about traditional cloth, traditional house Batak is called house bolon. If you want to // enter house bolon you must go upstairs and bow had // that // if you respect to house. The last about traditional clothes, traditional clothes is ulos, namely ragi hidup, ulos bolon, eh ragihotang. Ok my friend, I think my explanation until now until here.

The data above shows that there are 4 types of errors that student did. They are "silent pause"," repetition", "filled pause", and "unretraced". For the errors in "silent pause" and "repetition", the source of errors is same with the explanation in the first and second data. Here, the "silent pause" is marked with slash. There are 4 errors in silent pause. In this case, student needed time to complete her statement. Whereas students error in "repetition" is done by student by repeating the word, then she completse the statement. Next, the error in "filled pause" is done by student when they want to remember or complete the sentence well. That why, she filled with "eh". It's caused student feel anxious, afraid and not confident with herself or himself. And they are source of error in speech production that made by student. And according to Clark and Clark (1977:271), anxious is source of error and it called with psychological or affective reason. The last, students' error in "unretraced". It happens when the student makes error and s/he directly correct the error without giving space.

Besides students' error in speech production, the writer also finds students' errors in linguistic competence such as grammatically and pronunciation. In this case the students do omission, addition, misordering and misinformation (grammatically) whereas in pronunciation, the students often pronounce the word wrongly, for example the word "culture". Almost all students are wrong to pronounce the word. Students pronounce the word with "$k_{\Lambda}te_r$"or "kultur". They are caused of carelessness, first language, translation, and language transfer

Conclusion

Based on the research finding, the writer found that there are 5 types of errors in speech production. They were silent pause (54,31%), filled pause (9,77%), repetition (33,05%), correction (1,72%) and slip on the tongue (1,15%). The most dominant speech error is silent pause. The writer also found students' error in linguistic competence such as grammatical and pronunciation. Through this research, the writer hopes to the next researcher to do a research about students' error in pronunciation.

Acknowledgment

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